

Draft

2023-2026

Admiral Peary AVTS

Comprehensive Plan

Steering Committee

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LEA Profile

The mission of Admiral Peary AVTS is to provide continuous quality education that emphasizes a positive work ethic and attitude, teamwork, necessary career and technical skills, and prepares students for success in an ever-changing work environment.

The vision of the Admiral Peary AVTS is consistent with the mission and principles of the sending districts of which it is a part. If a characteristic sets it apart, it is the intrinsic concept that the dignity of work, coupled with necessary skills, promotes attitudes fundamental to democratic actions for the portion of the school and adult population it serves.

The concept of being a Technical Training Center, supplemental to the academic programs of the sending school, will enlarge and enrich the schools and their environment. Included with the diversity of the program offerings will be a range of supporting services and continuity of educational opportunities for adults. Thus, Vocational Education, acting as a supplement to academic education, will equip youth and adults to affect their goals toward socioeconomic success.

The shared educational values are:

- *that each student has the right to learn the basic skills of a sound, useful occupation suited to his/her aptitudes, needs, interests, and capacity to learn.
- *that each student has the right to develop his/her background in a manner that will enable him/her to later specialize and to do advanced work.
- *that each student will develop efficient work habits and strive for excellence, no matter what the task.
- *that each student will be aware of the worth and dignity of honest labor.
- *that each student will be encouraged to develop an appreciation and understanding of the socioeconomic contributions of various occupations to society.
- *that each student deserves a program free from obsolescence and sufficiently adapted to new methods and knowledge.

- *that each student has the right to proper guidance, career and otherwise, at all levels.
- *that each student needs to develop the ability to work cooperatively with others.
- *that each student has the right to balance academic and technical programs through integration and articulation.
- *that all community members, recent graduates, general high school students, and adults will have access to all programs.
- *that reflective thinking, problem solving, and creativity will be emphasized in each student's work.
- *that each student will be provided conditions which compare favorably with desirable conditions in the occupations concerned.
- *that each student will develop an understanding of the social importance of good habits, interpersonal relations, and employer-employee relationships.
- *that programs will promote emotional maturity, economic security, physical well-being, and safety.

Mission and Vision

Mission

The mission of Admiral Peary AVTS is to ensure that every student from the eight contributing school districts receives a career and technical education that compliments their academic learning and vocationally prepares them to become successful and productive citizens in the global labor market while also exposing them to a technically advanced education in a collaborative and supportive learning environment.

Vision

Admiral Peary AVTS seeks to provide all students with a quality career and technical educational experience in an inclusive and supportive environment that encourages all students to explore and develop their knowledge, skills, values, and interests so that they can experience success in their future endeavors. Admiral Peary looks to continually develop the school's curriculum in order to meet the ever-changing demand of industry.

Educational Value Statements

Students

The administrative team has provided a quality upgraded curriculum, increased resources, and new instructors/aides to ensure student success. Admiral Peary students are expected to take advantage of the opportunities presented by attending school regularly and engaging in the lessons planned for a combination of theoretical/hands-on activities for student engagement through cooperative learning styles.

Staff

Admiral Peary instructors seeking their Instructional I Certification (9) and those continuing with their obtainment of Level I certification (3) are completing their educational journey through the IUP New Teacher Induction Program. They also engage in professional development trainings and receive additional support

through the TAP program with Dr. Peggy Grimm. The teachers are provided an instructional aide (per program) that is skilled in the program of study that they are assigned. The instructors are expected to engage with the students to provide a quality education that provides them with a quality, well rounded CTE experience so that they are prepared for the ever-changing global workforce.

Administration

The administrative team has coordinated all facets of the CTE experience. All stakeholders are considered when making decisions. The administrative team makes decisions regarding the addition of programs and resources through the development of an understanding of the data, enrollment, and a 3-year projected forecast. In 2022, the assistant director position was added. As an administrative team, we have a shared responsibility in providing a curriculum that is robust, rigorous, and challenging. We have placed a significant amount of importance on creating an environment that is safe and conducive to learning. Student engagement, maximizing student theoretical/hands-on instructional time, and providing current technology and the resources necessary to be productive on day one of the job take priority.

Parents

APAVTS provide opportunities for parent involvement. Parent input is important to our administrative team. We communicate with our parents in many ways. We have a new school messenger system that allows us to communicate with all stakeholders at a very high level. Parent surveys are helpful in some scenarios. Our Open House Program provides our parents the opportunity to spend an evening with the administrative team, faculty and staff. The parents are able to see where the upgrades have taken place, see the new programs, and engage in a dialogue with their child's teacher and aide. We strive to make our parents a partner in their child's education.

Community

The community is a very important component to a successful CTE program. The community become members of our foundation, and therefore assist in the improvement to the facility. The community members are the individuals that become our OAC members also. OAC members incorporate their expertise in the trades, which in turn, allows our facility to maintain currency with the trends in education. We also share information with our community by partnering with the local news stations. Mainline, Tribune Democrat, Altoona Mirror, and social media outlets such as Facebook, Messenger, Instagram and our school website are also used.

Summary of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Data in the Future Ready PA Index (College and Career Measures – Industry-Based Learning) indicates that 92.1% of students with disabilities have scored advanced on industry standards-based competencies.	No
Data in the Future Ready PA Index (College and Career Measures – Rigorous Courses of Study) indicates that 90.0% of 12th graders participated in at least one Rigorous Course of Study, such as Advanced Placement (AP), International Baccalaureate (IB), Cambridge, or dual credit courses during grades 7-12, or in a concentrated CTE program of study. This is 10.4% higher than the statewide average of 79.6%.	Yes
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	No
With the implementation of soft skill training throughout each program and used for Flexible Instructional Days, our students are developing the necessary skill sets for employability.	Yes
With the employment of industry-trained paraprofessionals in each program area, students are provided with more support to help maintain and sustain their career and technical education skills and competencies.	Yes
The hiring of additional industry-trained paraprofessionals to assist all students (inclusive of those with special needs) in the program areas in addition to the availability of learning support personnel to ensure student needs are being met have had a large impact on the performance of students with disabilities (increasing these students' scores on industry standards-based competency assessments, increasing their obtainment of industry-recognized credentials, and assisting them in having a greater level of participation in work-based learning experiences).	Yes
A greater number of students classified as economically disadvantaged and those having disabilities have been displaying regular attendance as a result of efforts to ensure that these students have provisions of uniforms, clothes, food, hygiene products, etc. to assist in meeting their daily (primary) needs.	No
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Yes
Continuously monitor implementation of the school improvement plan and adjust as needed	No
The integration of new and current ViewSonic Boards, updated technology throughout the school, and the replacement of faculty/staff computers and software has greatly improved the educational process for students and faculty alike.	No

Challenges

Challenge	Consideration In Plan
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	No
Data in the Future Ready PA Index (On-Track Measures – Regular Attendance) indicates that 50.8% of the All-Student Group displayed regular attendance (not chronically absent) compared to the statewide average of 73.9% and statewide performance standard of 94.1%. This is 23.1% and 43.3% (respectively) lower than the average statewide standard.	Yes
Data in the Future Ready PA Index (On-Track Measures – Regular Attendance) indicates that 40.7% of economically disadvantaged students have been displaying regular attendance. This is 33.2% lower than the statewide average and 53.4% lower than the statewide performance standard.	Yes
Data in the Future Ready PA Index (School Fast Facts – Percent Enrollment by Race/Ethnicity) indicates that 98.4% of the student population at Admiral Peary AVTS are white while 0.8% are Hispanic and 0.5% are black.	Yes
With a newer faculty consisting of 10 teachers with 3 or less years of teaching experience, it serves as a challenge to ensure that these individuals receive the proper professional development and educational background to educate our students and meet individual goals.	Yes
Student attendance for all student groups is below the statewide average and statewide performance standard with the largest percentage of absenteeism surrounding students with economic disadvantages and/or with disabilities.	No
Only 39.7% of students with disabilities have scored advanced on industry standards-based competency assessments.	Yes
Although an increase has been noted, the regular attendance of students who are economically disadvantaged and/or have a disability is significantly lower when compared to the statewide average and statewide performance standard.	No
There is limited diversity amongst the student body with 98.4% being classified as white while 0.8% are classified as Hispanic and 0.5% are classified as Black.	No
Identify professional learning needs through analysis of a variety of data	Yes
Use multiple professional learning designs to support the learning needs of staff	Yes
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Yes
There is a need for on-going work with teachers (newly hired and veteran) to ensure the integration of English literacy skills into lesson planning.	No

Most Notable Observations/Patterns

Having a faculty consisting of 10 instructors with less than 3 years of teaching experience lends to the need for the analysis of data to identify learning needs as well as to use multiple learning designs to support such needs. Furthermore, to assist with attendance, school policy has been updated/revised. Letters for chronic absences based on varying intervals (i.e., 3, 6, 10, etc. days) are sent home to ensure parents are aware of the situation while data is shared with the home school districts for consistent management. Although there has been an increase in attendance, continued efforts need to occur to increase their attendance levels. This may include incentive programs, coordination with school districts to ensure wraparound services, home checks, etc.

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
<p>Data in the Future Ready PA Index (College and Career Measures – Rigorous Courses of Study) indicates that 90.0% of 12th graders participated in at least one Rigorous Course of Study, such as Advanced Placement (AP), International Baccalaureate (IB), Cambridge, or dual credit courses during grades 7-12, or in a concentrated CTE program of study. This is 10.4% higher than the statewide average of 79.6%.</p>	<p>A greater range of rigorous learning opportunities promotes a positive school culture that focuses on learning and positive outcomes for students.</p>
<p>With the implementation of soft skill training throughout each program and used for Flexible Instructional Days, our students are developing the necessary skill sets for employability.</p>	<p>Students' ability to utilize soft skills assists with the maintenance of a positive school culture to ensure feelings of safety and encourage attendance.</p>
<p>With the employment of industry-trained paraprofessionals in each program area, students are provided with more support to help maintain and sustain their career and technical education skills and competencies.</p>	<p>Due to the large number of new instructors, additional support staff can provide instructional support and supplemental assistance in the program areas to increase learning.</p>
<p>The hiring of additional industry-trained paraprofessionals to assist all students (inclusive of those with special needs) in the program areas in addition to the availability of learning support personnel to ensure student needs are being met have had a large impact on the performance of students with disabilities (increasing these students' scores on industry standards-based competency assessments, increasing their obtainment of industry-recognized credentials, and assisting them in having a greater level of participation in work-based learning experiences).</p>	<p>Due to the large number of new instructors, additional support staff can provide instructional support and supplemental assistance in the program areas to increase learning.</p>
<p>Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community</p>	<p>With additional funding available, there was an increased ability to hire additional support personnel and to provide training opportunities to assist newly hired instructors prepare to provide adequate instruction to students.</p>

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
<p>Data in the Future Ready PA Index (On-Track Measures – Regular Attendance) indicates that 50.8% of the All-Student Group displayed regular attendance (not chronically absent) compared to the statewide average of 73.9% and statewide performance standard of 94.1%. This is 23.1% and 43.3% (respectively) lower than the average statewide standard.</p>	<p>Prior to this school year, no attendance policies or safeguards were put in place at Admiral Peary AVTS to encourage the regular attendance of students.</p>	<p>Yes</p>	<p>The development of an understanding of the reasons why students have low attendance rates in addition to the establishment of procedures to provide for student needs as well as policies, safeguards, parental involvement, and incentives to encourage regular attendance are needed.</p>
<p>Data in the Future Ready PA Index (On-Track Measures – Regular Attendance) indicates that 40.7% of economically disadvantaged students have been displaying regular attendance. This is 33.2% lower than the statewide average and 53.4% lower than the statewide performance standard.</p>		<p>No</p>	
<p>Data in the Future Ready PA Index (School Fast Facts – Percent Enrollment by Race/Ethnicity) indicates that 98.4% of the student population at Admiral Peary AVTS are white while 0.8% are Hispanic and 0.5% are black.</p>		<p>No</p>	
<p>With a newer faculty consisting of 10 teachers with 3 or less years of teaching experience, it serves as a challenge to ensure that these individuals receive the proper professional development and educational background to educate our students and meet individual goals.</p>	<p>Due to a large influx of new instructors from the industry, an adequate level of professional development and assistance with instruction was not readily available to meet the varying needs of the new instructors.</p>	<p>Yes</p>	<p>With a large percentage of instructors entering the teaching field with no educational background/experience and varying needs, an induction plan for all instructors with three or less years of experience is necessary to provide the tools to educate and assess all students (meeting the needs of both the instructors and student body). A continued needs assessment of all faculty's learning needs could assist with provisions of future professional needs. This would assist in the improvement of student learning and performance on knowledge- and skill-based assignments and assessments.</p>

<p>Only 39.7% of students with disabilities have scored advanced on industry standards-based competency assessments.</p>	<p>Due to the faculty being made up of primarily newer instructors, these instructors are focusing on teaching in general and have not been introduced to differentiated instruction.</p>	<p>Yes</p>	<p>To ensure that students of different ability levels have the opportunity to be successful, instructors would benefit from the development of an understanding of the Universal Design for Learning and Differentiated Instruction to help increase the scores of students with disabilities on various industry standards-based competency assessments.</p>
<p>Identify professional learning needs through analysis of a variety of data</p>		<p>No</p>	
<p>Use multiple professional learning designs to support the learning needs of staff</p>		<p>No</p>	
<p>Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically</p>		<p>No</p>	

Action Plan

Action Plan for: Use Data for Intervention and Support						
Measurable Goals		Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Increase of All-Student Regular Attendance 		Results from needs assessment, engagement of stakeholders, and identified listing of hinderances and potential programs/strategies to increase student regular attendance			Survey and data analysis completed by Executive Director and Assistant Director on a biannual basis	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Conduct a needs assessment (with data being collected from key stakeholders - students, parents/guardians, and school faculty/staff via an electronic survey) to solicit feedback regarding hindrances to regular attendance/participation. The needs assessment will also compile information regarding strategies that could improve student attendance rates.	08/01/2024	10/01/2024	Executive Director and Assistant Director	Materials/Resources - surveys and human resources - students, parents/guardians, and school faculty/staff	No	Yes
Analysis of student data (Future Ready PA Index) regarding regular attendance by subgroups as well as reasons for absences as outlined on student excuses	07/01/2024	08/31/2024	Executive Director, Assistant Director, and Attendance Secretary/Assistant	Materials/Resources - Future Ready PA Index Data Reports and copies of the submitted excuses for students who have been absent	No	No
Development of site-based liaisons to support administration in system development (policy updates, safeguards, and incentives) and build the school faculty and staff's capacity to support the needs of the students and families to increase attendance	10/01/2024	06/30/2027	Executive Director and Assistant Director	Materials/Resources - intervention strategies and materials and Student Support Services, faculty/staff, consortium school leaders' and principals' support	Yes	No

Action Plan for: Engagement of Families through Mailings, Information, and Conferences

Measurable Goals	Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
<ul style="list-style-type: none"> Increase of All-Student Regular Attendance 	Tiered system with clear consequences and steps, increased parent/guardian involvement with letters being sent out after a designated number of days have been missed, and increased support/involvement/partnership with consortium school leaders in attempts to deter high absenteeism	Monthly review of meetings (completed by the Executive and Assistant Director) with biannual review of information dissemination done by the I.T. Department

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Development of publicized (school webpage update) Early Warning System with tiered responses to chronic student absenteeism (inclusive of letters for absenteeism, school attendance improvement meetings, and consequences for excessive absences)	08/01/2024	12/31/2024	Executive Director, Assistant Director, and Joint Operating Committee Members,	Materials/Resources - Early Warning System documents, computer, and webpage and student, parent/guardian, and consortium school leaders' support	No	Yes
Educate parents and students on the compulsory attendance laws in the state of Pennsylvania in addition to school policy (in the school handbook)	08/01/2024	06/30/2027	Executive Director and Assistant Director	Materials/Resources - student handbook, compulsory attendance laws, and school attendance policy	Yes	Yes

Action Plan for: Data Driven Instruction

Measurable Goals		Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Needs-Based Faculty Development and Integration Students with Disabilities Industry Assessments 		Analysis of NOCTI Pre- and Post-Test Score Reports, integration of Differentiated Instruction and Universal Design for Learning strategies, and increased scores on NOCTI Post-Test			Executive Director, Assistant Director, NOCTI Coordinator, and Special Education Coordinator will monitor all action steps as listed for effectiveness and the need for revisions on a biannual basis. Monitoring of integration of strategies into lesson plans will be completed by the Assistant Director on a monthly basis.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Analysis of data for NOCTI Post-Test results with attention being given to the students with disabilities subgroup from previous school year	07/01/2024	06/30/2027	Materials/Resources - Post-NOCTI Exam Score Reports	Materials/Resources - NOCTI Post-Test Score Reports	No	No
Administration of Pre-NOCTI Exam to all senior students	10/01/2024	10/31/2024	NOCTI Coordinator	Materials/Resources - Pre-NOCTI Exams and student laptops	No	No
Analysis of data for Pre-NOCTI Exam results with attention being given to the students with disabilities subgroup	11/01/2024	11/30/2024	Executive Director, Assistant Director, NOCTI Coordinator, and Special Education Coordinator	Materials/Resources - Pre-NOCTI Exam Score Reports	No	No
Establishment and scheduling of Course of Action Plans for individual program areas as based on Pre-NOCTI Exam results	12/01/2024	12/31/2024	Executive Director, Assistant Director, and NOCTI Coordinator	Materials/Resources - Pre-NOCTI Exam Score Reports, Course of Action Plans, Instructor Preparation Packets, NOCTI Blueprint, NOCTI Study Guide, and task grid	Yes	No
Introduction of school faculty/staff to Differentiated Instruction and Universal Design for Learning strategies to be integrated into lesson plans to assist with student obtainment of the knowledge and skills	01/01/2025	06/30/2027	Executive Director, Assistant Director, and Special Education Coordinator	Materials/Resources - Differentiated Instruction and Universal Design for Learning Strategy Packets and Materials, MAX Teaching Training Materials, and instructor lesson plans	Yes	No

associated with each program of study						
Administration of NOCTI Post-Test to all senior students	03/01/2025	04/30/2025	NOCTI Coordinator	Materials/Resources - NOCTI Post-Tests, laptops, human industry evaluators	No	No
Analysis of data for NOCTI Post-Test results with attention being given to the students with disabilities subgroup	05/01/2025	05/31/2025	Executive Director, Assistant Director, NOCTI Coordinator, and Special Education Coordinator	Materials/Resources - NOCTI Post-Test Score Reports	No	No
Celebration of student, faculty, and staff achievements	05/01/2025	05/31/2025	Executive Director, Assistant Director, and NOCTI Coordinator	Materials/Resources - NOCTI Post-Test Score Reports, student certificates, and social media posts	No	Yes
Continue NOCTI calendar cycle for Pre- and Post-NOCTI Exams, analysis of results, and integration of Differentiated Instruction and Universal Design for Learning strategies into lesson plans	06/01/2025	06/30/2027	Executive Director, Assistant Director, NOCTI Coordinator, and Special Education Coordinator	Material/Resources - All NOCTI-related materials	No	No

Action Plan for: New Teacher Induction Program						
Measurable Goals		Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Needs-Based Faculty Development and Integration 		Increased use of best practices, development of an inclusive learning environment, and meeting the needs of the new instructors			Monitoring of the New Teacher Induction Program and inclusion of best practices will be completed by the Executive Director and Assistant Director on a monthly basis.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Conduct a biannual needs-assessment survey (beginning and midpoint of the school year) with newer teachers (those with three or less years of teaching experience) to solicit feedback regarding areas that the instructors feel they need additional training and support	09/01/2024	01/31/2027	Executive Director and Assistant Director	Materials/Resources - Needs-Assessment Survey	Yes	No
Perform an on-going research search on the best practices utilized in classrooms as well as ways to increase inclusivity that meet the individual needs of the new instructors	10/01/2024	06/30/2027	Executive Director and Assistant Director	Materials/Resources - information packets and examples of best practices as well as Pennsylvania Department of Education SAS website and Induction Program Requirements based on PDE regulations	No	No
Update the current New Teacher Induction Program to include and address the needs as described in the Needs-Assessment Survey	10/01/2024	06/30/2027	Executive Director and Assistant Director	Materials/Resources - New Teacher Induction Plan, Needs-Assessment Survey, and Best Practices materials and Supports Needed - mentor teachers	Yes	No
Assist new instructors with the development of lesson plans that integrate research-based (best) instructional practices as well as strategies to develop an inclusive learning environment that meets the needs of all students (inclusive of special populations - students with disabilities, students with economic disadvantages, minority students, etc.).	11/01/2024	06/30/2027	Executive Director and Assistant Director	Materials/Resources - instructor lesson plans, Guides4Learning Program, and computers	Yes	No

Professional Development Activities

Promoting Positive Student Attendance - A Team Approach						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Development of site-based liaisons to support administration in system development (policy updates, safeguards, and incentives) and build the school faculty and staff's capacity to support the needs of the students and families to increase attendance Educate parents and students on the compulsory attendance laws in the state of Pennsylvania in addition to school policy (in the school handbook) 	Admiral Peary AVTS Faculty and Staff (inclusive of program instructors, paraprofessionals, guidance counselor, nurses, attendance secretaries, etc.)	Review of school policy regarding attendance and Pennsylvania compulsory attendance laws, review of results of attendance surveys, development of strategies to assist with attendance, development and review of incentives for a good attendance record, and establishment of team roles among faculty and staff with regards to attendance assistance.	Incorporation of attendance strategies in classroom practices and into lesson plans and fulfillment of defined team role (via formative evaluation - observations), demonstration of the ability to brainstorm and/or identify potential incentives for positive regular attendance (during in-service), and demonstration of an understanding of compulsory laws for attendance and school policy through support and reinforcement of information with students and parents (documented times when such information is exchanged)	Executive Director and Assistant Director	08/01/2024	10/31/2024
Learning Formats						
Type of Activities	Frequency	Observation and Practice Framework Met in this Plan			This Step Meets the Requirements of State Required Trainings	
Inservice day	Initial presentation followed by follow-up reflection sessions on a bi-monthly basis	<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning 2a: Creating an Environment of Respect and Rapport 4c: Communicating with Families 				

Increasing NOCTI Test Scores for All Students

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Establishment and scheduling of Course of Action Plans for individual program areas as based on Pre-NOCTI Exam results 	Admiral Peary AVTS Faculty and Staff (inclusive of program instructors, paraprofessionals, and support services personnel)	Critical analysis of NOCTI pre-test results (scores, areas of need, areas of strength) by overall population and by subgroup with a focus on students with disabilities, development of focus areas for continued knowledge and skill development), and identification/analysis of current classroom strategies utilized in teaching both strong areas and those in need of improvement	Demonstration of each program-related faculty/staff member's ability to analyze the data and identify areas of strength and those in need of improvement along with their ability to identify teaching strategies utilized when focusing on those defined areas of the program of study	Executive Director, Assistant Director, and NOCTI Coordinator	11/01/2024	11/30/2024

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Initial professional development will involve an inclusive introduction to the NOCTI Pre-Test scores and how to analyze the results	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 	
Professional Learning Community (PLC)	Instructors in similar career pathways (programs) will meet on a bi-weekly basis to discuss teaching strategies utilized when focusing on specific knowledge areas and competencies of each program of study	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 4a: Reflecting on Teaching 	

Differentiated Instruction and Universal Design for Learning

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Introduction of school faculty/staff to Differentiated Instruction and Universal Design for Learning strategies to be integrated into lesson plans to assist with student obtainment of the knowledge and skills associated with each program of study Assist new instructors with the development of lesson plans that integrate research-based (best) instructional practices as well as strategies to develop an inclusive learning environment that meets the needs of all students (inclusive of special populations - students with disabilities, students with economic disadvantages, minority students, etc.). 	Admiral Peary AVTS Faculty and Staff (program instructors, paraprofessionals, and support services/special education personnel)	Definition, purpose, focus groups (average learners, English Language Learners, struggling learners, students with disabilities, gifted/talented students, students from different cultures, etc.) and the identifying characteristics, and benefits of utilizing Differentiated Instruction and the Universal Design for Learning, Differentiated Instruction and Universal Design for Learning strategies (learning stations, task cards, choice boards, learning contracts, etc.), and lesson planning/utilization of strategies	Ability to demonstrate an understanding of the focus groups and defining characteristics of students (via observation and ability to answer questions/contribute during presentation) and ability to integrate strategies into lesson plans	Executive Director, Assistant Director, and MAX Teaching Representative	01/01/2025	06/30/2027

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Every three months following the initial PD presentation, a subsequent meeting will occur to introduce new strategies, analyze utilized strategies, and provide feedback with regards to use and progress	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1e: Designing Coherent Instruction 	Teaching Diverse Learners in Inclusive Settings

		<ul style="list-style-type: none"> • 1f: Designing Student Assessments • 2a: Creating an Environment of Respect and Rapport • 3e: Demonstrating Flexibility and Responsiveness 	
Learning walk	Biannually, program instructors will visit the classrooms of their peers to observe the use of Differentiated Instruction and/or Universal Design for Learning strategies		Teaching Diverse Learners in Inclusive Settings
Workshop(s)	At least 3 times a school year, but more frequently if needed based on instructor need, instructors will be guided through the Guides4Learning Program and assisted in the development of learning guides and lesson plans that incorporate Differentiated Instruction and/or Universal Design for Learning strategies	<ul style="list-style-type: none"> • 1e: Designing Coherent Instruction • 2b: Establishing a Culture for Learning 	Teaching Diverse Learners in Inclusive Settings

New Teacher Induction Program

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Conduct a biannual needs-assessment survey (beginning and midpoint of the school year) with newer teachers (those with three or less years of teaching experience) to solicit feedback regarding areas that the instructors feel they need additional training and support Update the current New Teacher Induction Program to include and address the needs as described in the Needs-Assessment Survey 	New instructors with less than three years of teaching experience and induction program mentors	Results of New Teacher Needs-Assessment Survey (identified areas of weakness and suggestions for additional training/assistance/support), PDE required components of a New Teacher Induction Program, and Expectations of a successful New Teacher Induction Program	Logged documentation of the completion of each New Teacher Induction Program activity (initialed by both the new teacher and mentor) and completed (revised) New Teacher Induction Program that addresses established teacher needs and the PDE-required components	Executive Director and Assistant Director	09/01/2024	06/30/2027

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Administration and analysis of the New Teacher Needs-Assessment Survey) will occur biannually		
Professional Learning Community (PLC)	Analysis of the New Teacher Needs-Assessment Survey and updating the New Teacher Induction Program will four times (twice at the beginning of the year and twice following the midpoint of the year)	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 4e: Growing and Developing Professionally 	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly meetings between new teachers and assigned mentor (coach) to progress through New Teacher Induction Program activities	<ul style="list-style-type: none"> 4e: Growing and Developing Professionally 4f: Showing Professionalism 	

Communications Action Steps

Evidence-based Strategy	Action Steps
Use Data for Intervention and Support	<ul style="list-style-type: none">• Conduct a needs assessment (with data being collected from key stakeholders - students, parents/guardians, and school faculty/staff via an electronic survey) to solicit feedback regarding hindrances to regular attendance/participation. The needs assessment will also compile information regarding strategies that could improve student attendance rates.
Engagement of Families through Mailings, Information, and Conferences	<ul style="list-style-type: none">• Development of publicized (school webpage update) Early Warning System with tiered responses to chronic student absenteeism (inclusive of letters for absenteeism, school attendance improvement meetings, and consequences for excessive absences)• Educate parents and students on the compulsory attendance laws in the state of Pennsylvania in addition to school policy (in the school handbook)
Data Driven Instruction	<ul style="list-style-type: none">• Celebration of student, faculty, and staff achievements