

**Columbia-Montour AVTS**

Comprehensive Plan | 2025 - 2028

## Profile and Plan Essentials

<b>LEA Type</b>		AUN
Area Vocational-Technical School		116191757
<b>Address 1</b>		
5050 Sweppenheiser Dr.		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Bloomsburg	PA	17815
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Curt Funkhouser		cfunkhouser@cmvt.us
<b>Single Point of Contact Name</b>		
Curt Funkhouser		
<b>Single Point of Contact Email</b>		
cfunkhouser@cmvt.us		
<b>Single Point of Contact Phone Number</b>		<b>Single Point of Contact Extension</b>
570.784.8040		3324
<b>Principal Name</b>		
Stu Tripler		
<b>Principal Email</b>		
stripler@cmvt.us		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
570.784.8040		3325
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Curtis Funkhouser	Administrator	CMAVTS	cfunkhouser@cmvt.us
Suzanne Rentschler	Administrator	CMAVTS	SRentschler@cmvt.us
Stephen Bencoter	Administrator	CMAVTS	SBencoter@cmvt.us
Tony Lylo	Administrator	CMAVTS	tlylo@cmvt.us
Bob Fogarty	Board Member	CMAVTS	bfogarty@cmvt.us
Cindy Brassington	Board Member	CMAVTS	cbrassington@cmvt.us
Eve Ralston	Board Member	CMAVTS	eralston@cmvt.us
Amanda Orzolek	Board Member	CMAVTS	AOrzolek@cmvt.us
Charlie Chyko	Board Member	CMAVTS	AOrzolek@cmvt.us
Jamie Meyers	Teacher	CMAVTS	JMyers@cmvt.us
Amy Phillips	Teacher	CMAVTS	APhillips@cmvt.us
Jon Rine	Teacher	CMAVTS	jrine@cmavts
Jonathon Phillips	Student	CMAVTS	jphillips28@students.cmvt.us
Chris Berleth	Community Member	Columbia County Chamber	cberleth@columbiamontourchamber.com
Tonya Smith	Community Member	Columbia County Chamber	foundation@columbiamontourchamber.com
Caitlin Martz	Staff Member	CMAVTS	CMartz@cmvt.us
Kim Kepner	Staff Member	CMAVTS	KKepner@cmvt.us
Mike Beaver	Staff Member	CMAVTS	mbeaver@cmvt.us
Alison Grose	Community Member	Advance Central PA	agrose@advancecentralpa.org
Mark Hauck	Community Member	Career Link	mhauck@censop.com
Amanda Bradley	Community Member	Drive Indutry	acraigbradley@driveindustry.com
Drew Edsell	Community Member	Caer Link	dedsell@tiu11.org
Gary O'Neal	Community Member	Columbia County Juvenile Probation	goneal@columbiapa.org
Susan Spry	Community Member	Luzerne County Community College	sspry@luzerne.edu



## LEA Profile

Columbia Montour AVTS (CMAVTS) is committed to fostering a supportive, inclusive, and innovative learning environment for students, educators, and the broader community. With a focus on preparing students for high-skill, high-wage, and in-demand careers, we provide a robust educational framework that integrates academic excellence with career and technical education opportunities. Our school provides students with a choice of 17 training areas to choose from. Ninth-grade students are put through an exploratory program, where they rotate through four different training areas throughout the year. Then, in tenth grade, they select one training program. Our school delivers education through a comprehensive model, meaning we offer both academic and vocational training programs. Students also have a number of extracurricular clubs and sports to participate in while attending CMAVTS.

Key characteristics of our LEA include:

**Diverse Student Population:** We serve a dynamic community of learners, including economically disadvantaged students, single parents, and those seeking pathways to future-ready careers. We value diversity and equity as cornerstones of our mission.

**Commitment to Workforce Development:** Our programs emphasize practical skills and industry-aligned training, ensuring students are well-equipped to meet the demands of the modern workforce. Partnerships with local businesses and industries enhance real-world learning experiences.

**Support for Educators:** Through comprehensive professional development and mentorship programs, we empower teachers to thrive in their roles and make a lasting impact on students' lives. Our Educator Induction Program ensures new educators receive the tools and resources they need to succeed.

**Focus on Innovation:** We continually evolve our programs and resources to meet the changing needs of our students and community. From cutting-edge CTE programs to advanced technological tools, we prioritize innovation in education.

**Collaborative Community Engagement:** Our LEA values strong relationships with families, local organizations, and community partners. Together, we create a supportive ecosystem that nurtures student growth and success.

Through these efforts, CMVT strives to provide every student and educator with the opportunities, support, and resources necessary to achieve excellence.



## **Mission and Vision**

### **Mission**

The Columbia-Montour Area Vocational-Technical School in partnership with business, industry, & community preparing students to meet the challenges of work and life in an ever-changing world.

### **Vision**

The Columbia-Montour Area Vocational—Technical School will be regarded as a high-quality secondary education system that prepares students for a specific career, post-secondary education, military service, and lifelong learning. Our students will be equipped with appropriate technical, academic, and employability skills necessary to succeed in the modern workplace and/or further education and training.

## **Educational Values**

### **Students**

Columbia Montour Area Vocational Technical Students (CMAVTS) are on time, prepared, and engaged. Innovation CMAVTS Students are creative problem solvers. CMAVT Students are honest, trustworthy, and responsible. The Educational Community of CMVT believes that all students: Will successfully learn a rigorous and relevant academic and technical curriculum. Will be college and career-ready upon graduation. Will be prepared to enter the workforce in a competitive field and earn a family-sustaining wage will contribute as a productive member of a diverse workforce and democratic society, displaying tolerance and respect for diversity among our educational community and future co-workers. Will develop the skills to work collaboratively, actively participate within a democracy, and contribute to the ever-changing global economy.

### **Staff**

Columbia Montour Area Vocational Technical Staff (CMAVTS) are on time, prepared, and engaged. Innovation CMAVTS Students are creative problem solvers. CMAVT Students are honest, trustworthy, and responsible. The Educational Community of CMVT believes that all students: Will successfully learn a rigorous and relevant academic and technical curriculum. Will be college and career-ready upon graduation. Will be prepared to enter the workforce in a competitive field and earn a family-sustaining wage will contribute as a productive member of a diverse workforce and democratic society, displaying tolerance and respect for diversity among our educational community and future co-workers. Will develop the skills to work collaboratively, actively participate within a democracy, and contribute to the ever-changing global economy.

### **Administration**

Columbia Montour Area Vocational Technical Students (CMAVTS) are on time, prepared, and engaged. Innovation CMAVTS Students are creative problem solvers. CMAVT Students are honest, trustworthy, and responsible. The Educational Community of CMVT believes that all students Will successfully learn a rigorous and relevant academic and technical curriculum. Will be college and career-ready upon graduation. Will be prepared to enter the workforce in a competitive field and earn a family-sustaining wage will contribute as a productive member of a diverse workforce and democratic society, displaying tolerance and respect for diversity among our educational community and future co-workers. Will develop the skills to work collaboratively, actively participate within a democracy, and contribute to the ever-changing global economy.

### **Parents**

Columbia Montour Area Vocational Technical Students (CMAVTS) are on time, prepared, and engaged. Innovation CMAVTS Students are creative problem solvers. CMAVT Students are honest, trustworthy, and responsible. The Educational Community of CMVT believes that all students Will successfully learn a rigorous and relevant academic and technical curriculum. Will be college and career-ready upon graduation. Will be prepared to enter the workforce in a competitive field and earn a family-sustaining wage will contribute as a productive member of a diverse workforce and



democratic society, displaying tolerance and respect for diversity among our educational community and future co-workers. Will develop the skills to work collaboratively, actively participate within a democracy, and contribute to the ever-changing global economy.

### **Community**

Columbia Montour Area Vocational Technical Students (CMAVTS) are on time, prepared, and engaged. Innovation CMAVTS Students are creative problem solvers. CMAVT Students are honest, trustworthy, and responsible. The Educational Community of CMVT believes that all students Will successfully learn a rigorous and relevant academic and technical curriculum. Will be college and career-ready upon graduation. Students will be prepared to enter the workforce in a competitive field and earn a family-sustaining wage. They will also contribute as productive members of a diverse workforce and democratic society, displaying tolerance and respect for diversity among our educational community and future co-workers. Studxents will develop the skills to work collaboratively, actively participate within a democracy, and contribute to the ever-changing global economy.

### **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	True 9	True 10	True 11	True 12	

## Review of the School(s) Level Performance

### Strengths

Indicator	Comments/Notable Observations
State Assessment participation	100% of our students participated in the assessment
Green & Blue- Career Standards Benchmark	99.3% of students exceed the performance standard as compared to the statewide performance standard of 98%

### Challenges

Indicator	Comments/Notable Observations
Percent of proficient or advanced in Literature	In 2023-24- 27.3% of all student groups were proficient or advanced compared ot 60.2% in 2022-23
Percent of proficient or advanced in Algebra	In 2022-23- 34.5% of all student groups were proficient or advanced compared to the state average of 38.3% in 2022-23

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

### Strengths

<b>Indicator</b> Career Standards Benchmark <b>ESSA Student Subgroups</b> Economically Disadvantaged, Students with Disabilities	<b>Comments/Notable Observations</b> Our student groups of economically disadvantaged and students with disabilities meet the career standards benchmark 100% compared to our all-student group of 99.3%
<b>Indicator</b> Science and Biology <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b> Our student groups of economically disadvantaged grew to 50.9%.

Economically Disadvantaged	
<b>Indicator</b> Science and Biology <b>ESSA Student Subgroups</b> White	<b>Comments/Notable Observations</b> 32.8% of white students were proficient in biology as compared to 30.9% of all student group.

### Challenges

<b>Indicator</b> Science and Biology <b>ESSA Student Subgroups</b> Students with Disabilities	<b>Comments/Notable Observations</b> 8.5% Students with disabilities were proficient or advanced on the Keystone as compared to the all-student group at 30.9%
<b>Indicator</b> Science and Biology <b>ESSA Student Subgroups</b> White	<b>Comments/Notable Observations</b> In 2022-23, 55.2% of all student groups were proficient or advanced compared to the state average of 58.9% in 2022-23

### 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.

Our student groups of economically disadvantaged and students with disabilities meet the career standards benchmark 100% compared to our all-student group of 99.3%

#### 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.

in 2023-24- 27.3% of all student group was proficient or advanced compared to 60.2% in 2022-23



## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
CDT Training	We recognize this is an area of growth, and teachers in all tested areas will participate in training this spring. We will implement CDT in 2025-26 SY.

### English Language Arts Summary

#### Strengths

We recognize this is an area of growth, and teachers in all tested areas will participate in training this spring. We will implement CDT in 2025-26 SY.
---

#### Challenges

We recognize this is an area of growth, and teachers in all tested areas will participate in training this spring. We will implement CDT in 2025-26 SY.
---

### Mathematics

Data	Comments/Notable Observations
CDT Training	We recognize this is an area of growth, and teachers in all tested areas will participate in training this spring. We will implement CDT in 2025-26 SY.

### Mathematics Summary

#### Strengths

We recognize this is an area of growth, and teachers in all tested areas will participate in training this spring. We will implement CDT in 2025-26 SY.
---

#### Challenges

We recognize this is an area of growth, and teachers in all tested areas will participate in training this spring. We will implement CDT in 2025-26 SY.
---

### Science, Technology, and Engineering Education

Data	Comments/Notable Observations
------	-------------------------------

CDT Training	We recognize this is an area of growth, and teachers in all tested areas will participate in training this spring. We will implement CDT in 2025-26 SY.
--------------	---

**Science, Technology, and Engineering Education Summary**

**Strengths**

We recognize this is an area of growth, and teachers in all tested areas will participate in training this spring. We will implement CDT in 2025-26 SY.

**Challenges**

We recognize this is an area of growth, and teachers in all tested areas will participate in training this spring. We will implement CDT in 2025-26 SY.

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Work-based Learning	We have 50 senior students participating in work-based learning opportunities.

### Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Electricity- List all programs	OSHA 10 PA Builders Cert, Step Ladder, Single and Extension Ladder, Articulated Ladder, Mobile Ladder, Residential Construction Academy (RCA) National Registry, NCCER Credentials (various trades)
Auto Collision	Section 609 Certification for Refrigerant Recycling and Recovery, Section 609 Certification for Refrig. Recycling and Recovery, Automotive Service Excellence Certification (ASE), Certified Emissions Inspector, Certified Safety Inspector, Cat I, Certified Safety Inspector, Cat II, S/P2 - Automotive Service Safety, Automotive Lift Inst. Lifting it Right, Motor Oil Certification
Horticulture	OSHA 10 , Level 1 Chainsaw Safety Training, Landscape Safety, National Safe Tractor and Machinery Operator, Pennsylvania Pesticide Applicator Certification, Worker Protection Standard Training Certification for Greenhouse Workers and Handlers
Graphic Communications	OSHA-10
Computer Technology	OSHA 10, IT Fundamentals
Cosmetology	OSHA 10 Cosmetologist
Culinary Arts	OSHA Certification 10 , ServSafe/Manager Food Safety certification, ProStart National Certificate, ProStart National Certificate of Achievement
Carpentry	OSHA 10, Residential Construction Academy (RCA) National Registry
Building Trades Maintenance	OSHA 10 NCCER Credentials (various trades)
HVAC	EPA 608 Certification, OSHA Certification - Construction, EPA 608 Refrigerant Recovery, Low GWP Refrigerant Safety,
Auto Technology	OSHA 10 Automotive Service Excellence Certification (ASE), Certified Emissions Inspector, Certified Safety Inspector, Cat I, Certified Safety Inspector, Cat II, S/P2 - Automotive Service Safety, S/P2 Automotive Safety Pollution Prevention, Valvoline Motor Oil, WD 40,
Machining Technology	NIMS Machining Level I, NIMS Machining Level II, NIMS Machining Level I Measurement, Materials and Safety, NIMS Machining Level I Planning, Benchwork, Layout, NIMS Machining Level I Manual Milling, NIMS Machining Level I Manual

	Turning Between Centers, NIMS Machining Level I Manual Turning With Chucking, OSHA Certification, NIMS CNC Milling: Programming Setup & Operations, NIMS CNC Turning: Programming Setup & Operations
Welding Technology	OSHA Certification, Level I - Entry Welder, Level II - Advanced Welder, Certified Welder, SMAW 1G 7018 D1.1 Code,
Health Sciences	Heartsaver AED, Heartsaver CPR, Heartsaver First Aid, OSHA Certification - Healthcare, Nurse Aide Registry, Personal Care Home Direct Care Staff Certificate, Stop the Bleed
Health Professionals	Heartsaver AED, Heartsaver CPR, Heartsaver First Aid, OSHA Certification - Healthcare, Nurse Aide Registry, Personal Care Home Direct Care Staff Certificate, Stop the Bleed, HIPAA, Certified Pharmacy Technician (CPhT)

### 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.

All of our CTE programs provide at minimal two certifications for every student. In many programs, students earn 3 or more credentials.



## 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.

Some of these credentials can be costly and with our high poverty, our students cannot gain additional certs.

## Equity Considerations

### English Learners

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

### Students with Disabilities

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

### Students Considered Economically Disadvantaged

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

### Student Groups by Race/Ethnicity

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

## Summary

### Strengths

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

See other sections


**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.

See other sections

## Supplemental LEA Plans

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

### 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	Not Yet Evident
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Not Yet Evident
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Not Yet Evident
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

### Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
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	Not Yet Evident
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

### 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	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
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	Emerging

### Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
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	Emerging

## Summary

### Strengths

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

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

### Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Lack of robust support for economically disadvantaged, homeless, or at-risk students.
Strengthening multi-tiered systems of support (MTSS) or intervention models would increase student success in State Assessment Measures by addressing learning gaps.
Insufficient or underutilized data to drive personalized instruction and interventions.
Insufficient resources for curriculum development and staff resources.

## 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
Our student groups of economically disadvantaged and students with disabilities meet the career standards benchmark 100% compared to our all student group of 99.3%	False
We recognize this is an area of growth, and teachers in all tested areas will participate in training this spring. We will implement CDT in 2025-26 SY.	True
We recognize this is an area of growth, and teachers in all tested areas will participate in training this spring. We will implement CDT in 2025-26 SY.	True
We recognize this is an area of growth, and teachers in all tested areas will participate in training this spring. We will implement CDT in 2025-26 SY.	False
Regular, targeted professional development tailored to staff needs and aligned with organizational goals.	False
Use of data dashboards or tools to track progress and make informed adjustments.	False
Active partnerships with parents, local businesses, and community organizations.	False
Effective use of technology to enhance learning, streamline operations, and improve communication.	False
All of our CTE programs provide at minimal two certifications for every student. In many programs, students earn 3 or more credentials.	False
See other sections	False

### 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
in 2023-24- 27.3% of all student group was proficient or advanced compared ot 60.2% in 2022-23	False
We recognize this is an area of growth, and teachers in all tested areas will participate in training this spring. We will implement CDT in 2025-26 SY.	False

We recognize this is an area of growth, and teachers in all tested areas will participate in training this spring. We will implement CDT in 2025-26 SY.	False
We recognize this is an area of growth, and teachers in all tested areas will participate in training this spring. We will implement CDT in 2025-26 SY.	False
Lack of robust support for economically disadvantaged, homeless, or at-risk students.	True
Strengthening multi-tiered systems of support (MTSS) or intervention models would increase student success in State Assessment Measures by addressing learning gaps.	True
Insufficient or underutilized data to drive personalized instruction and interventions.	False
Insufficient resources for curriculum development and staff resources.	True
Some of these credentials can be costly and with our high poverty, our students cannot gain additional certs.	False
See other sections	False

### **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
Lack of robust support for economically disadvantaged, homeless, or at-risk students.	Financial Barriers Limited community support Limited public transportation Social and Emotional Supports Accessibility to resources	True
Strengthening multi-tiered systems of support (MTSS) or intervention models would increase student success in State Assessment Measures by addressing learning gaps.	Understanding and implementation of MTSS Resource allocation and funding Data collection and decision making Professional development and building capacity Monitoring and integrity of implementation	True
Insufficient resources for curriculum development and staff resources.	Funding constraints Community and Stakeholder Involvement Infrastructure and Environmental challenges Teacher training and professional development	True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
We recognize this is an area of growth, and teachers in all tested areas will participate in training this spring. We will implement CDT in 2025-26 SY.	CDT Data will help us identify gaps in curriculum and instruction and develop a plan to fill them and strengthen areas of weakness.
We recognize this is an area of growth, and teachers in all tested areas will participate in training this spring. We will implement CDT in 2025-26 SY.	

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Our priority is to ensure equitable access to high-quality education by implementing targeted interventions and support systems for economically disadvantaged and at-risk students.
	If we establish a common assessment and utilize the assessment data to drive instruction in our tested programs, then students will be provided with supports where and when they need them.
	CDT Data will help us identify gaps in curriculum and instruction and develop a plan to fill them and strengthen areas of weakness.



## Goal Setting

**Priority: Our priority is to ensure equitable access to high-quality education by implementing targeted interventions and support systems for economically disadvantaged and at-risk students.**

<b>Outcome Category</b>		
Regular Attendance		
<b>Measurable Goal Statement (Smart Goal)</b>		
Increase Overall Attendance Rate Goal: By the end of the 2025-2026 school year, increase the overall student attendance rate from 74% to 80%, as measured by daily attendance records. Reduce Chronic Absenteeism Goal: By June 2026, decrease the percentage of students identified as chronically absent (missing 10% or more of school days) from 9 % to 6%, using state-reported attendance data. Improve Attendance Among High-Risk Groups Goal: By the end of the 2025-2026 school year, reduce absenteeism among economically disadvantaged students from 30% to 20%, by implementing targeted interventions such as mentoring, home visits, and attendance incentive programs. Enhance Parent Engagement in Attendance Goal: By May 2026, increase parent participation in attendance-related workshops and meetings from 20% to 35%, as tracked by sign-in sheets and surveys. Strengthen Early Intervention Efforts Goal: By the end of the 2025-2026 school year, increase the number of students receiving early attendance interventions (e.g., automated calls, counselor check-ins, incentive programs) from 50% to 80%, as recorded in school intervention logs. Improve Attendance in Specific Grade Levels Goal: By June 2026, improve the attendance rate for 9th-grade students from 50% to 80%, reducing transition-year absenteeism through orientation programs, peer mentorship, and attendance tracking.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Attendance		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
By the end of the 2025-2026 school year, the overall student attendance rate will increase from 65% to 75%, as measured by daily attendance records.	By the end of the 2026-2027 school year, the overall student attendance rate will increase from 88% to 90%, as measured by daily attendance records.	Increase Overall Attendance Rate Goal: By the end of the 2025-2026 school year, increase the overall student attendance rate from 74% to 80%, as measured by daily attendance records. Reduce Chronic Absenteeism Goal: By June 2026, decrease the percentage of students identified as chronically absent (missing 10% or more of school days) from 9 % to 6%, using state-reported attendance data. Improve Attendance Among High-Risk Groups Goal: By the end of the 2025-2026 school year, reduce absenteeism among economically disadvantaged students from 30% to 20%, by implementing targeted interventions such as mentoring, home visits, and attendance incentive programs. Enhance Parent Engagement in Attendance Goal: By May 2026, increase parent participation in attendance-related workshops and meetings from 20% to 35%, as tracked by sign-in sheets and surveys. Strengthen Early Intervention Efforts

		<p>Goal: By the end of the 2025-2026 school year, increase the number of students receiving early attendance interventions (e.g., automated calls, counselor check-ins, incentive programs) from 50% to 80%, as recorded in school intervention logs. Improve Attendance in Specific Grade Levels Goal: By June 2026, improve the attendance rate for 9th-grade students from 50% to 80%, reducing transition-year absenteeism through orientation programs, peer mentorship, and attendance tracking.</p>
--	--	--

**Priority: If we establish a common assessment and utilize the assessment data to drive instruction in our tested programs, then students will be provided with supports where and when they need them.**

<b>Outcome Category</b>		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
<b>Measurable Goal Statement (Smart Goal)</b>		
By June 2026, 70% of teachers will complete at least two targeted PD sessions on differentiated instruction and apply strategies in their classrooms, as measured by administrator observations and walkthroughs with feedback.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Instruction		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
By June 2026, 70% of teachers will complete at least two targeted PD sessions on differentiated instruction and apply strategies in their classrooms, as measured by administrator observations and walkthroughs with feedback.	By June 2026, 80% of teachers will complete at least two targeted PD sessions on differentiated instruction and apply strategies in their classrooms, as measured by administrator observations and walkthroughs with feedback.	By June 2026, 70% of teachers will complete at least two targeted PD sessions on differentiated instruction and apply strategies in their classrooms, as measured by administrator observations and walkthroughs with feedback.

**Priority: CDT Data will help us identify gaps in curriculum and instruction and develop a plan to fill them and strengthen areas of weakness.**

<b>Outcome Category</b>		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
<b>Measurable Goal Statement (Smart Goal)</b>		
Strengthening Instructional Leadership and Coaching Expand instructional coaching to support teachers in implementing best practices. Develop teacher leadership roles to facilitate peer mentoring.		
<b>Measurable Goal Nickname (35 Character Max)</b>		

CDT Data		
Target Year 1	Target Year 2	Target Year 3
Implement frequent formative assessments to track student learning and adjust instruction. Use benchmark assessments to identify gaps and provide targeted interventions. Conduct data meetings with teachers to analyze trends and refine teaching strategies.	By June 2026, 80% of teachers will complete at least two targeted PD sessions on differentiated instruction and apply strategies in their classrooms, as measured by administrator observations and walkthroughs with feedback.	Strengthening Instructional Leadership and Coaching Expand instructional coaching to support teachers in implementing best practices. Develop teacher leadership roles to facilitate peer mentoring.

## Action Plan

### Measurable Goals

Attendance	Instruction
CDT Data	

### Action Plan For: SAIP

<p><b>Measurable Goals:</b></p> <ul style="list-style-type: none"> <li> <p><b>Increase Overall Attendance Rate Goal:</b> By the end of the 2025-2026 school year, increase the overall student attendance rate from 74% to 80%, as measured by daily attendance records. <b>Reduce Chronic Absenteeism Goal:</b> By June 2026, decrease the percentage of students identified as chronically absent (missing 10% or more of school days) from 9 % to 6%, using state-reported attendance data. <b>Improve Attendance Among High-Risk Groups Goal:</b> By the end of the 2025-2026 school year, reduce absenteeism among economically disadvantaged students from 30% to 20%, by implementing targeted interventions such as mentoring, home visits, and attendance incentive programs. <b>Enhance Parent Engagement in Attendance Goal:</b> By May 2026, increase parent participation in attendance-related workshops and meetings from 20% to 35%, as tracked by sign-in sheets and surveys. <b>Strengthen Early Intervention Efforts Goal:</b> By the end of the 2025-2026 school year, increase the number of students receiving early attendance interventions (e.g., automated calls, counselor check-ins, incentive programs) from 50% to 80%, as recorded in school intervention logs. <b>Improve Attendance in Specific Grade Levels Goal:</b> By June 2026, improve the attendance rate for 9th-grade students from 50% to 80%, reducing transition-year absenteeism through orientation programs, peer mentorship, and attendance tracking.</p> </li> </ul>
--

Action Step		Anticipated Start/Completion Date	
Hold regular SAIP Meetings		2025-05-01	2028-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principal	PD, Documentation & Form, Stakeholders, and Technology	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Implement evidence strategies to improve attendance (Attendance Works)		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Student Services Director and Counselors	PD, Documentation & Form, Stakeholders, and Technology	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Attendance is improved	Building Admin, families, students, community resources, LEAs, as needed

## Action Plan For: Positive School Climate

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Increase Overall Attendance Rate Goal: By the end of the 2025-2026 school year, increase the overall student attendance rate from 74% to 80%, as measured by daily attendance records. Reduce Chronic Absenteeism Goal: By June 2026, decrease the percentage of students identified as chronically absent (missing 10% or more of school days) from 9 % to 6%, using state-reported attendance data. Improve Attendance Among High-Risk Groups Goal: By the end of the 2025-2026 school year, reduce absenteeism among economically disadvantaged students from 30% to 20%, by implementing targeted interventions such as mentoring, home visits, and attendance incentive programs. Enhance Parent Engagement in Attendance Goal: By May 2026, increase parent participation in attendance-related workshops and meetings from 20% to 35%, as tracked by sign-in sheets and surveys. Strengthen Early Intervention Efforts Goal: By the end of the 2025-2026 school year, increase the number of students receiving early attendance interventions (e.g., automated calls, counselor check-ins, incentive programs) from 50% to 80%, as recorded in school intervention logs. Improve Attendance in Specific Grade Levels Goal: By June 2026, improve the attendance rate for 9th-grade students from 50% to 80%, reducing transition-year absenteeism through orientation programs, peer mentorship, and attendance tracking.</li> </ul>

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
School-wide initiatives to promote increased community		2024-10-01	2028-06-09
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Counselors, Administrative Team, and Staff	Building Admin, families, students, community resources and curricular resources	Yes	Yes

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Increased Attendance	Building Admin, families, students, community resources, and curricular resources





## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
SAIP	Hold regular SAIP Meetings
SAIP	Implement evidence strategies to improve attendance (Attendance Works)
Positive School Climate	School-wide initiatives to promote increased community

### SAIP

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Hold regular SAIP Meetings</li> </ul>		
<b>Audience</b>		
Administrative Team		
<b>Topics to be Included</b>		
PD, Training, and		
<b>Evidence of Learning</b>		
PD and Training		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Consultant	2025-08-01	2028-06-30

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Professional Learning Community (PLC)	As needed
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Professional Ethics	



## Communications Activities

Promote School Attendance					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Students, Families, Administration, Community Resources	School Attendance, Mental Health	Building Principal	05/01/2025	06/09/2029
Communications					
Type of Communication			Frequency		
Other			SAIP meetings held as needed Professional Development offered 2 times per school year		