Carbon Career & Technical Institute

Comprehensive Plan | 2026 - 2029

Profile and Plan Essentials

LEA Type		AUN
Career and Technical Center		121131507
Address 1		
150 West 13th Street		
Address 2		
City	**State**	**Zip Code**
Jim Thorpe	PA	18229
Chief School Administrator		**Chief School Administrator Email**
Mr David I Reinbold		dreinbold@carboncti.org
Single Point of Contact Name		
Dave Reinbold		
Single Point of Contact Email		
dreinbold@carboncti.org		
Single Point of Contact Phone Number		**Single Point of Contact Extension**
570 325-3682		1502
Principal Name		
Michele Connors		
Principal Email		
mconnors@carboncti.org		
Principal Phone Number		**Principal Extension**
570 325-3682		1505
School Improvement Facilitator Name		**School Improvement Facilitator Email**

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dave Reinbold	Administrator	CCTI	dreinbold@carboncti.org
Michele Connors	Administrator	CCTI	mconnors@carboncti.org
Christine Trovato	Administrator	CCTI	ctrovato@carboncti.org
Carly Rinda	Teacher	CCTI	crinda@carboncti.org
Phillip Strubinger	Teacher	CCTI	pstrubinger1@carboncti.org
Michael Wildoner	Teacher	CCTI	mwildoner@carboncti.org
Robyn Plesniarski	Community Member	CCTI	robyngp2@gmail.com
Jake McCloskey	Staff Member	CCTI	jmcCloskey@carboncti.org
Makayla Dana	Student	CCTI	9085@students.carboncti.org
Carmen Aurisano	Student	CCTI	8802@students.carboncti.org
Rachel Strucko	Community Member	SHINE Program	rkmiller@lccc.edu

LEA Profile

Educational Community

The Carbon Career and Technical Institute is located in Northeastern Pennsylvania in the foothills of the Appalachian Mountains and the Pocono Plateau. The county covers 381 square miles with a large proportion being rural. There are 167.7 people per square mile. The median age is 46.6. The median household income is $57, 601.The county sits approximately 45 minutes north of the Lehigh Valley, one hour and forty-five minutes north of Philadelphia and two hours and thirty minutes west of New York City.

The area boomed during the 1850's into the 1920's as its rich coal deposits fueled America's Industrial Revolution. During this same period its timber, railroading, agriculture, and textile industries flourished. After this period, a decline in local industry occurred. Today, Carbon County is a bedroom community for many workers who commute to the Lehigh Valley, Philadelphia, and New York City. Employment opportunities within the county have become more plentiful in recent years. Leading employers include those in health care, education, government, construction, apparel, manufacturing, and tourism.

Carbon County's population is 63,964 and has an annual growth rate of 0.01%. The county is ethnically diverse however 96.4% of the population is caucasian. Diversity along racial lines is expected to increase due to the migration of people from Philadelphia, Lehigh Valley, and New York metropolitan areas. The per capita income is $30,552 and the average household income is $57,601. Home ownership is 55.4.%. The county's population of people aged 65 years and older is 21%. Of the population 89.7 % have a high school diploma and 17.9% have a bachelors degree. Approximately 400 students attend CCTI. The school employs 33 classroom teachers, 12 instructional aides, one guidance counselor, and six administrators. The Adult Education Center is operated by a site supervisor.

Surveys conducted show that, in general, 35% of graduates are attending post-secondary schools, 60% are working in their technical area, 1% are working outside of their technical area, and 5% are in the armed services.

Carbon County is best described as a middle class county that has pride in its history and heritage. The citizens of carbon County take pride in their schools but are cautious when spending limited funds generated by home property taxes. Carbon Career & Technical Institute is comprised of students from five sending districts: Jim Thorpe, Lehighton, Palmerton, Panther Valley, and Weatherly. CCTI is a comprehensive career and technical high school providing both academic and career education for students in grades 9, 10, 11, and 12. CCTI is also a shared high school for those districts that wish to send their students for a half-day of career and technical training and remain in their home schools to meet their academic requirements. FLEX programs of shorter time periods are also offered to meet the needs of highly motivated students in grades 11 and 12.

Mission and Vision

Mission

The Carbon Career & Technical Institute provides unique opportunities for students to build a better future. The purpose of our organization is to partner with all stakeholders including, but not limited to, students, businesses, community leaders, parents, and educational entities to enable students to acquire the skills necessary to be successful in post-secondary endeavors.

Vision

CCTI 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. CCTI students will be equipped with the academic, technical, and employability skills necessary to succeed in a dynamic workplace and/or further education and training.

Educational Values

Students

Students will graduate with the skills for the 21st century workforce.

Staff

Staff will identify students who are struggling, support the students, challenge the students, differentiate instruction and collaborate amongst each other. Staff will collaborate with all stakeholders. Staff will keep abreast of industry trends and workforce needs, continuing education and integrate learning activities among technical and academics courses.

Administration

Administration will support staff and students with preparing a well rounded student for the 21st century workforce. They will support curriculum, facilities, technology and budgetary needs of students and staff.

Parents

Parents will be active participants in promoting student-centered learning in all aspects of their students educational opportunities at CCTI.

Community

CCTI will partner with community stakeholders which will allow students to work in the community and become well rounded citizens.

Other (Optional)

Omit selected.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

False K	**False** 1	**False** 2	**False** 3	**False** 4	**False** 5	**False** 6
False 7	**False** 8	**True** 9	**True** 10	**True** 11	**True** 12	

Proficient or Advanced in English Language Arts/Literature

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
ELA exceeded statewide average for proficiency 61.3%	
Math exceeded statewide average for proficiency 46.2%	
ELA exceeded statewide growth score 78%	
Math exceeded statewide growth score 81%	
Career standards benchmark exceeded state average and goal 100%	
4 year graduation cohort exceeded state average and goal 96.6%	

Challenges

Indicator	Comments/Notable Observations
Did not meet statewide average for biology proficiency 40.9% and growth 50%.	
Did not meet state average or performance standard for daily attendance 65.1%.	

Proficient or Advanced in Mathematics/Algebra

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

Strengths

Indicator Economically Disadvantaged Students Improved from the previous year **ESSA Student Subgroups**	**Comments/Notable Observations**

Economically Disadvantaged	
Indicator Economically disadvantaged students improved proficiency in math from the previous 46.5% **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations**
Indicator Student with disabilities exceeded statewide average four year graduation cohort 91.3% **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations**
Indicator Economically disadvantaged students exceeded four year graduation cohort rate 100% **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations**

Challenges

Indicator Economically disadvantaged students did not meet statewide average for daily attendance 57.1% **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations**
Indicator Students with Disabilities did not meet statewide average for daily attendance 52.6% **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations**
Indicator Economically disadvantaged students did not meet statewide average for Biology proficiency 37.2% **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations**

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

English Language Growth and Attainment

Regular Attendance

Career Standards Benchmark

High School Graduation Rate Four-Year Cohort

Summary

Strengths

Review the strengths listed. Adjust the list to include 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

Career standards benchmark exceeded state average and goal 100%
4 year graduation cohort exceeded state average and goal 96.6%
Math exceeded statewide growth score 81%.
ELA exceeded statewide growth score 78%.

Challenges

Review the challenges listed. Adjust the list to include 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Did not meet statewide average for biology proficiency 40.9% and growth 50%.
Did not meet state average or performance standard for daily attendance 65.1%.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
CDTs	Classroom Diagnostic Tools (CDT) provide the student and teacher immediate feedback on both strengths and areas for improvement. The test is broken into several categories and both fiction and nonfiction. Tests explore vocabulary, use of context clues, figurative language, integration of knowledge, and key ideas. The testing results of the CDT helps teachers adjust lesson plans allowing tailored instruction based on individual needs. It also tracks student growth when taken two or more times throughout the year. With growth comes confidence in taking a standardized test.
Quarterly Exams	Helps track student understanding and academic growth throughout the year. Identifies learning gaps early, allowing for timely interventions.

English Language Arts Summary

Strengths

Lessons aligned to standards
Co-teaching/collaboration
In-class support
Tutoring/Extra Help

Challenges

Need to continue to review and revise scaffolded lessons
Need to continue to review and revise direct instruction
Need to continue to develop real world learning
Need to continue to develop context-based learning

Mathematics

Data	Comments/Notable Observations
CDTs	The Classroom Diagnostic Tools (CDTs) are administered twice annually—at the end of September and again in January—to all students in my Algebra 1 and Transitional Algebra classes. These assessments are highly beneficial for tracking student progress. The initial CDT scores in September consistently correlate with classroom performance; students who score well on the CDT typically maintain high grades, while those who score below average often require additional support. The January administration provides further practice with Keystone-style questions and serves as a reliable predictor of student success on the state exam. This mid-year data allows me to provide targeted feedback, encouraging students who are approaching

	proficiency while reinforcing the need for continued diligence for those already meeting the benchmark. Ultimately, the CDTs offer an accurate and valuable measure of a student's mastery of algebraic concepts.
Quarterly Exams	Helps track student understanding and academic growth throughout the year. Identifies learning gaps early, allowing for timely interventions. Prepares them for future academic and professional environments that demand deadlines and assessments.

Mathematics Summary

Strengths

Lessons aligned to standards
Co-teaching/collaboration
In-class support
Tutoring

Challenges

Need to increase active classroom participation
Need to increase use of of Keystone practice resources
Need to ensure students complete assignments

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
CDTs	CDT offers immediate diagnostic reports that highlight students' concept-level strengths and where they struggle, allowing educators to tailor instruction effectively. The CDT is integrated within Pennsylvania's Standards Aligned System (SAS), giving teachers direct links to lesson plans, units, and resources aligned with student needs.
Quarterly Exams	Helps track student understanding and academic growth throughout the year. "I give the Biology CDTs at least once a school year. I use the CDT data to see what the students already know in the subject area. Then I adjust my teaching of those subject areas to reflect the students' scope and sequence of the subjects. Finally, the CDTs are a good predictor of the students who will eventually pass the Biology Keystones. " Identifies learning gaps early, allowing for timely interventions. Prepares them for future academic and professional environments that demand deadlines and assessments.

Science, Technology, and Engineering Education Summary

Strengths

Lessons aligned to standards/hands on activities
Co-teaching/collaboration

In-class support
Tutoring

Challenges

Identifying specific areas of weakness
Improve understanding of all four modules of the Keystone Exam
Need to continue to develop practice activities for open-ended questions
Need to ensure that students complete assignments

Related Academics

Career Readiness

Data	Comments/Notable Observations
100% Students met the career standards benchmark in 2023-24.	

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
92.75% advanced or competent on the NOCTI/NIMS exceeding the state average of 86.5%.	
77.8% of students have earned a recognized credential exceeding 74.4%.	

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)

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

Data	Comments/Notable Observations
100% Proficiency on Citizenship Test.	

Articulation Agreements

False 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.

Partnering Institution

Johnson College

Agreement Type

Statewide Articulation

Program/Course Area

Electronic Engineering, Architectural, HVAC, Welding, Advanced Manufacturing, Automotive Technology,Electrical Construction, Carpentry, Computer Technology

Uploaded Files

JohnsonColleg_CCTI_22-27_Articulation_FINAL.pdf

Partnering Institution

Lehigh Carbon Communuity College

Agreement Type

Statewide Articulation

Program/Course Area

ACR,AST, Carpentry, Cosmetology, Culinary, Digital Marketing, Drafting, Electrical Construction, Engineering Technology, Graphic Design, HMA, Welding, HVAC, Precision Machine Technology.

Uploaded Files

LCCC_CCTI_ALL PROGRAMS_24-25_Articulations.pdf

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.

100% Students met the career standards benchmark in 2023-24.
92.75% advanced or competent on the NOCTI/NIMS exceeding the state average of 86.5%.
77.8% of students have earned a recognized credential exceeding 74.4%.

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.

N/A
N/A

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.

N/A
N/A

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.

N/A
N/A

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.

N/A
N/A

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.

N/A
N/A

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

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	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Exemplary
Continuously monitor implementation of the school improvement plan and adjust as needed	Exemplary

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	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Exemplary
Implement a multi-tiered system of supports for academics and behavior	Exemplary
Implement evidence-based strategies to engage families to support learning	Exemplary
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Exemplary

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Exemplary

Summary

Strengths

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

Partner with local businesses, community organizations, and other agencies to meet the needs of the school
Implement an evidence-based system of schoolwide positive behavior interventions and supports
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

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?

Identify professional learning needs through analysis of a variety of data
Align curricular materials and lesson plans to the PA Standards

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Career standards benchmark exceeded state average and goal 100%	True
4 year graduation cohort exceeded state average and goal 96.6%	True
Math exceeded statewide growth score 81%.	False
ELA exceeded statewide growth score 78%.	False
Lessons aligned to standards	False
Co-teaching/collaboration	False
In-class support	False
Tutoring/Extra Help	False
Lessons aligned to standards	False
Co-teaching/collaboration	False
In-class support	False
Tutoring	False
Lessons aligned to standards/hands on activities	False
Co-teaching/collaboration	False
100% Students met the career standards benchmark in 2023-24.	False
92.75% advanced or competent on the NOCTI/NIMS exceeding the state average of 86.5%.	True
77.8% of students have earned a recognized credential exceeding 74.4%.	False
N/A	False
N/A	False
N/A	False
N/A	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	False
In-class support	False

Tutoring	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
Did not meet statewide average for biology proficiency 40.9% and growth 50%.	True
Did not meet state average or performance standard for daily attendance 65.1%.	True
Need to continue to review and revise scaffolded lessons	False
Need to continue to review and revise direct instruction	False
Need to continue to develop real world learning	False
Need to continue to develop context-based learning	False
Need to increase active classroom participation	False
Need to increase use of of Keystone practice resources	False
Need to ensure students complete assignments	False
Identifying specific areas of weakness	False
Improve understanding of all four modules of the Keystone Exam	False
Need to continue to develop practice activities for open-ended questions	False
Need to ensure that students complete assignments	False
N/A	False
N/A	False
N/A	False
N/A	False
N/A	False
N/A	False
Identify professional learning needs through analysis of a variety of data	False
Align curricular materials and lesson plans to the PA Standards	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
Did not meet statewide average for biology proficiency 40.9% and growth 50%.		True
Did not meet state average or performance standard for daily attendance 65.1%.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Career standards benchmark exceeded state average and goal 100%	
4 year graduation cohort exceeded state average and goal 96.6%	
92.75% advanced or competent on the NOCTI/NIMS exceeding the state average of 86.5%.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we align science curriculum, materials, and teaching practices to PA STEELS standards and provide professional learning opportunities focused on standards to staff, then students will demonstrate increased proficiency on statewide assessments.
	If we increase collaboration and communication with students and families regarding attendance policies, procedures and supports, then student daily attendance will increase.

Goal Setting

Priority: If we align science curriculum, materials, and teaching practices to PA STEELS standards and provide professional learning opportunities focused on standards to staff, then students will demonstrate increased proficiency on statewide assessments.

Outcome Category		
STEM		
Measurable Goal Statement (Smart Goal)		
The all student proficiency/advanced group on the Biology Keystone Exam will increase from 40.9% to 55%.		
Measurable Goal Nickname (35 Character Max)		
Science Proficiency		
Target Year 1	**Target Year 2**	**Target Year 3**
Student proficiency/advanced on the Biology Keystone Exam will increase to 45%	Student proficiency/advanced on the Biology Keystone Exam will increase to 50%	The all student proficiency/advanced group on the Biology Keystone Exam will increase from 40.9% to 55%.

Priority: If we increase collaboration and communication with students and families regarding attendance policies, procedures and supports, then student daily attendance will increase.

Outcome Category		
Regular Attendance		
Measurable Goal Statement (Smart Goal)		
All student regular attendance will increase from 65.1% (23-24) to 80%.		
Measurable Goal Nickname (35 Character Max)		
Student Regular Attendance		
Target Year 1	**Target Year 2**	**Target Year 3**
All student regular attendance will increase to 70%	All student regular attendance will increase to 75%	All student regular attendance will increase from 65.1% (23-24) to 80%.

Action Plan

Measurable Goals

Science Proficiency	Student Regular Attendance

Action Plan For: Check and Connect

Measurable Goals:
• All student regular attendance will increase from 65.1% (23-24) to 80%.

Action Step		**Anticipated Start/Completion Date**	
Student success coordinator along with school administrative team will reassess attendance procedures for the students, implementing an increase in communications via phone calls, letters, and meetings for students who demonstrate attendance concerns.		2025-09-01	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Tara Benyo/Student Success Coordinator	Student Attendance Data	No	Yes
Action Step		**Anticipated Start/Completion Date**	
The school team will develop and implement attendance contracts with students and families with the goal of increasing regular attendance.		2026-07-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Tara Benyo/Student Success Coordinator	Student Attendance Data	No	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Improved Student Regular Attendance	Michele Connors/Principal, Biweekly, team meetings

Action Plan For: Curriculum Revision

Measurable Goals:
• The all student proficiency/advanced group on the Biology Keystone Exam will increase from 40.9% to 55%.

Action Step		**Anticipated Start/Completion Date**	
Professional Development provided to Science staff to meet the requirements of STEELS implementation for the 2025-26 school year.		2025-06-02	2025-08-29
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Dave Reinbold/Director	STEELS standards and materials, IU led PD.	Yes	No
Action Step		**Anticipated Start/Completion Date**	
Design and deliver lessons aligned to STEELS standards including evidence based strategies meeting the needs of all learners.		2025-09-01	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Science Department	Science standards and curricular materials	No	No
Action Step		**Anticipated Start/Completion Date**	
Administrative team will review progress of science instructional delivery using walkthroughs, observations, and meetings with staff. Adjustments to practices and materials will be utilized as deemed appropriate.		2026-09-07	2029-06-08
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Michele Connors/Principal	PA Framework for Teaching	No	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Increased science proficiency	Michele Connors, Yearly, Data Analysis

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Curriculum Revision	Professional Development provided to Science staff to meet the requirements of STEELS implementation for the 2025-26 school year.

STEELS standards and practices

Action Step		
• Professional Development provided to Science staff to meet the requirements of STEELS implementation for the 2025-26 school year.		
Audience		
Science Teachers		
Topics to be Included		
Year 1 - STEELS overview, instructional practices, sample lessons. Year 2 - strengthening understanding of effective assessment practices aligned to the Pennsylvania STEELS standards. Participants will explore the foundations of assessment, the relationship between Depth of Knowledge (DOK) levels and science assessment design, and learn how to use AI tools to create assessments that measure both content knowledge and scientific practices.		
Evidence of Learning		
Observation and Practice, implementation of STEELS standards		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Monica Pangaio/Michael Heater Staff Development Facilitator	2025-06-02	2028-08-29

Learning Format

Type of Activities	Frequency
Inservice day	Full Day PD
Observation and Practice Framework Met in this Plan	
• 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning • 1a: Demonstrating Knowledge of Content and Pedagogy • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

School wide attendance updates

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Student success coordinator along with school administrative team will reassess attendance procedures for the students, implementing an increase in communications via phone calls, letters, and meetings for students who demonstrate attendance concerns.	All staff	Attendance procedures and improvement actions	Michele Connors/Principal	09/08/2025	05/29/2026

Communications

Type of Communication	Frequency
Presentation	Monthly

Approvals & Signatures

Uploaded Files

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