

SUN AREA TECHNICAL INSTITUTE

815 E Market St

Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

SUN Tech and members of its partnership have coalesced around a common vision to update the school's comprehensive plan. Originally adopted in 1995 and updated every three years with the last plan updated in 2018. The plan clarifies the future direction of the school through reaffirmation of its mission and beliefs, identification of educational and organizational goals and a commitment to continuous quality in every aspect of SUN Tech's instructional programs and activities. This quest for excellence is reflected in the school's Mission and Quality Statement and signifies the school's commitment to providing the best Career and Technical instruction anywhere. The statement reads: It is SUN Tech's mission to provide World Class Technical Education by continually improving: Safe and Supportive Environment + Unparalleled Instructional Services & Curriculum + Nationally Recognized Student Achievement = Highly Skilled Future Leaders!

VISION STATEMENT

The vision of SUN Tech is to be a center of excellence for education and adaptable to the needs and expectations of our secondary and post-secondary students.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

-Students must have respect for themselves and others, including working together as a team. -Students, through their actions and choices, have the final responsibility for their education and become productive citizens. -Students must have saleable skills upon program completion. -Students must be Self-Directed Learners who use positive core values to create a positive vision for themselves and their futures, set priorities and achievable goals, create options for themselves, monitor and evaluate their progress, and assume responsibility for their actions. -Students must be Collaborative Workers who use effective leadership and group skills to develop and manage interpersonal relationships within culturally and organizationally diverse settings. ~Students must be Complex Thinkers who identify, access, integrate, and use available resources and information to reason, make decisions, and solve problems in a variety of contexts. ~Students must be Community Contributors who contribute their time and energies, and talents to improving the welfare of others and the quality of life in their diverse communities. ~Students must be Quality Producers who create intellectual, artistic, practical and physical products which reflect originality, high standards and use of advanced technologies.

STAFF

- Engage all students, direct their learning, and challenge them to reach their full potential. - Programs should enable students to acquire the knowledge, skills, and attitudes necessary to be productive members of society. - Provide career guidance to all students and assist with the transition into work, military, or post-secondary education. - Education is a continuing experience. staff must continue to examine the skills necessary to meet the needs of students. - Staff must continue to have a continuous improvement lens in their classroom and professional development. - Meet the social, emotional, and physical needs of students to remove barriers from learning and success.

ADMINISTRATION

- Embrace and model a continuous improvement mindset for all. - Assist staff with skills to analyze the data and student performance. - Provide professional development necessary to produce a well-trained and creative staff. - Provide the resources to address student learning barriers. - Provide resources and empathy to address the professional and personal needs of staff. - Provide coaching and learning communities to assist

staff. - Provide clear communication to all stakeholders on the vision, mission, and goals of the center.

PARENTS

- Parents must share the support of the shared values for students to ensure a pathway to success. - Parents must value the work ethic and professional skills students are working to develop. - Parents must be supportive in the attainment of credentials, licenses, and post-secondary credits. - Parents must work in collaboration with the center and keep the lines of communication open to meet the needs of their student.

COMMUNITY

-The community and students must be committed to the pursuit of excellence in programs and services to create a economically stable community. - Partnering with the private sector and education to ensure a curriculum that is valid and business/industry responsive. - Be willing to connect students with experiences in the field to assist in determining a career path and ultimately leading to employment. - Engage with education to help parents understand the needs of the the community regarding the workforce.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Jennifer Hain	Administrative Director	Administration
Kristy Etzler	Assistant Director	Administration
Jodi Marshall	Officer Manager	SUN Tech
Sarah Krebs	Teacher	Math Instructor
Justin Wright	Teacher	Culinary Instructor
Dirk Metzger	Staff Member	Special Education
Joanne Troutman	Community Member	Local Advisory Member
Francis Gillott	Board Member	Joint Operating Committee
Shawn Eddy	Staff Member	IT Director
Julie Loss	Staff Member	School Nurse & Safety Officer
Courtney Moyer	Parent	SUN Tech Parent
Erik Strawser	Staff Member	Guidance Counselor
Megan Bair	Community Member	Central Susquehanna Opportunities

Name	Position	Building/Group
Bob Garrett	Community Member	Greater Susquehanna Valley Chamber of Commerce
Alexa Hann	Community Member	Advance Central PA
Mary Brouse	Community Member	SUN Tech Foundation
Phil Resseque	Parent	Parent / SRO

ESTABLISHED PRIORITIES

Priority Statement

Implement a plan to assist all students in post secondary transitions, including post-graduation.

Outcome Category

Post-secondary transition to school, military, or work

Post-secondary transition to school, military, or work

Industry-Based Learning

Provide instructors and support staff with instructional strategies to address student barriers to learning.

Essential Practices 3: Provide Student-Centered Support Systems

Essential Practices 1: Focus on Continuous Improvement of Instruction

Review and reflect on assessment data to identify gaps in instruction or instructional methods.

Essential Practices 1: Focus on Continuous Improvement of Instruction

Essential Practices 1: Focus on Continuous Improvement of Instruction

ACTION PLAN AND STEPS

Evidence-based Strategy

Linked Learning

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Increased Placement

Increase student placement and transition at 4 months post-graduation by 10%

Work-based Learning Opportunities

Increase students participation in career exposure activities to include career fairs, guest speakers, job shadows, employer interviews, etc.. Instructors will provide a minimum of four opportunities to reach 100% achievement in the program. Emphasis should be placed on students who are Economically Disadvantaged.

Increase Cooperative Education Placement

Increase students participating in cooperative education placements or internships by 25%. (140 students approximately total)

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Increase student placement

2022-09-01 - 2025-05-25

Student Awareness Team

Data tracking, meetings with district personnel to identify student needs.

Anticipated Outcome

Meeting Perkins placement benchmarks and Future Ready Placement Ratings

Monitoring/Evaluation

Assistant Director & Director

Evidence-based Strategy

Connected Learning

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Increase Advanced NOCTI Ratings and Student Performance

Utilize Max Teaching data analysis to improve student assessment scores on NOCTI by increasing school-wide advanced ratings by 20% from 2022. Advanced was at 55% in 2022.

Increasing Student Engagement & Formative Assessments

Increase engagement of students in theory lessons measured by continuous performance on a variety of formative assessments, daily bell ringers and one assessment during the lesson by 100%.

Identify and Addressing Student Barriers

Instructors are able to identify and meet the educational barriers students face to be successful in the class and employed leading to 90% of students transitioned into work, college, or military.

Targeted NOCTI Focus for Student At-Risk

Instructors and paraprofessionals have an understanding of needs for students with IEP and 504 plans, and those who are Economically Disadvantaged to increase NOCTI Future Ready Indicators 30%.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Engage student in learning and remove barriers

2022-09-07 - 2025-05-23

Student Awareness Team

Instructional coaches and professional development

Anticipated Outcome

Moving students from basic to competent and competent to advance on NOCTI

Monitoring/Evaluation

Assistant Director and Director

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Increase engagement of students in theory lessons measured by continuous performance on a variety formative assessments, daily bell ringers and one assessment during the lesson by 100%. (Increasing Student Engagement & Formative Assessments)</p>	<p>Connected Learning</p>	<p>Engage student in learning and remove barriers</p>	<p>09/07/2022 - 05/23/2025</p>
<p>Utilize Max Teaching data analysis to improve student assessment scores on NOCTI by increasing school-wide advanced ratings by 20% from 2022. Advanced was at 55% in 2022. (Increase Advanced NOCTI Ratings and Student Performance)</p>			
<p>Instructors are able to identify and meet the educational barriers students face to be successful in the class and employed leading to 90% of students transitioned into work, college, or military. (Identify and Addressing Student Barriers)</p>			
<p>Instructors and paraprofessionals have an understanding of needs for students with IEP and 504 plans, and those who are Economically Disadvantaged to increase NOCTI Future Ready Indicators 30%. (Targeted NOCTI Focus for Student At-Risk)</p>			

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that this plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Includes **at least one evidence-based strategy that meets one of the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student outcomes**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we request the Pennsylvania Department of Education grant formal approval to implement this plan.

School Board Minutes or Affirmation Statement

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Continue to build the depth membership in the Occupational Advisory Committees.

Continue to analyze data on the Program Profile.

Continue to analyze data from NOCTI test items and process to show growth within a standard.

Review the work being done with students with disabilities on the Rigorous Course of Study and Attendance.

Review the work being done with industry based learning that makes it a strong indicator.

K-12 Guidance Plan was recently updated with district input.

Setting High Standards - Program Profiles - focus on POS, Advanced NOCTI, Industry Credentials, CTSO Winners, and Placement

Evaluation System - Teacher engagement and reflection, identification for continuous improvement.

Utilizing Todd Luke for data analysis and Max literacy strategies.

Challenges

Continue to work with Career Pathways to assist students in experiences to identify proper placements.

Continue to work with districts to ensure proper reporting of career benchmark data.

Continue to work with instructors to utilize data to track student performance and placement in industry.

Improve Attendance, Industry Based Learning, Advanced/Competent, and Post Secondary Transition for Economically Disadvantaged Students.

Continue to follow up on District Reporting of 11th grade students and Career Benchmarks at time of enrollment.

Increase Post Secondary Transition and communication methods post-graduation for all groups.

Increase Advanced on Industry-Based Competency for all groups.

Currently no Student Service Plan to address positive behavior and bullying.

Strengths

NA

NA

NA

NA

Challenges

Currently no Technology Plan

Review K-12 Plan to be sure the plan is consistent with needs addressed in this plan.

Building leadership capacity with instructors to assist with learning communities.

Create grade level positive behavior program in alignment with culture and continuous goals of the school.

Creating instructional supports for instructors struggling with IEP students or students with learning barriers.

NA

NA

NA

NA



Most Notable Observations/Patterns

Providing newer instructor resources to develop lesson plans, lesson sequencing, and class engagement and management strategies. Develop learning communities for instructors in year 2-5 on a variety of instructional topics. Develop learning community for instructors in their first year of service. Revamp induction plan to be in segments throughout the year rather than first 20 days. Create an annual review for instructors of the pertinent school data points.

Challenges	Discussion Point	Priority for Planning
Continue to work with instructors to utilize data to track student performance and placement in industry.	Instructors currently utilize the cooperative education planning document. Administration prepare a program profile each summer to be reviewed at the OAC meeting.	
Improve Attendance, Industry Based Learning, Advanced/Competent, and Post Secondary Transition for Economically Disadvantaged Students.	We need to find a way to indicate these students in the grade book so that students may follow performance. The student awareness team should consider a service plan for this group.	
Increase Post Secondary Transition and communication methods post-graduation for all groups.	Discuss with stakeholders how we can improve connecting students and student transportation needs.	
Increase Advanced on Industry-Based Competency for all groups.	Continue to break out data and determine results for IEP and economically disadvantaged students.	
Building leadership capacity with instructors to assist with learning communities.	Consider Technology, QMT, Student Culture, Staff Culture, Program Clusters	
Creating instructional supports for instructors struggling with IEP students or students with learning barriers.	Consider training the manage behaviors and	

ADDENDUM B: ACTION PLAN

Action Plan: Linked Learning

Action Steps	Anticipated Start/Completion Date	PD Step	Comm Step
Increase student placement	09/01/2022 - 05/25/2025		
Monitoring/Evaluation	Anticipated Output		
Assistant Director & Director	Meeting Perkins placement benchmarks and Future Ready Placement Ratings		
Material/Resources/Supports Needed		PD Step	Comm Step
Data tracking, meetings with district personnel to identify student needs.		no	yes

Action Plan: Connected Learning

Action Steps

Anticipated Start/Completion Date

Engage student in learning and remove barriers

09/07/2022 - 05/23/2025

Monitoring/Evaluation

Anticipated Output

Assistant Director and Director

Moving students from basic to competent and competent to advance on NOCTI

Material/Resources/Supports Needed

PD Step

Comm Step

Instructional coaches and professional development

yes

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Utilize Max Teaching data analysis to improve student assessment scores on NOCTI by increasing school-wide advanced ratings by 20% from 2022. Advanced was at 55% in 2022. (Increase Advanced NOCTI Ratings and Student Performance)	Connected Learning	Engage student in learning and remove barriers	09/07/2022 - 05/23/2025
Increase engagement of students in theory lessons measured by continuous performance on a variety formative assessments, daily bell ringers and one assessment during the lesson by 100%. (Increasing Student Engagement & Formative Assessments)			
Instructors are able to identify and meet the educational barriers students face to be successful in the class and employed leading to 90% of students transitioned into work, college, or military. (Identify and Addressing Student Barriers)			
Instructors and paraprofessionals have an understanding of needs for students with IEP and 504 plans, and those who are Economically Disadvantaged to increase NOCTI Future Ready Indicators 30%. (Targeted NOCTI Focus for Student At-Risk)			

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Instructional Coaching	Instructor needs identified with improvement plans and those in their first five years of teaching. Paraprofessionals should also be considered.	Class management, grading methods, instructional strategies, lesson planning and course sequencing, student projects, student coaching.
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Less discipline and behavior issues, a positive class culture, and increased student performance on benchmarks	09/07/2022 - 05/23/2025	Kristy Etzler / Assistant Director

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

4e: Growing and Developing Professionally

2c: Managing Classroom Procedures

3c: Engaging Students in Learning

1e: Designing Coherent Instruction

3d: Using Assessment in Instruction

4d: Participating in a Professional Community

2d: Managing Student Behavior

2b: Establishing a Culture for Learning

4d: Participating in a Professional Community

1e: Designing Coherent Instruction

3c: Engaging Students in Learning

3d: Using Assessment in Instruction

4a: Reflecting on Teaching

1f: Designing Student Assessments

4a: Reflecting on Teaching

1e: Designing Coherent Instruction

Teaching Diverse Learners in an Inclusive Setting

Language and Literacy Acquisition for All Students

Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev	
Removing Student Barriers	All faculty and staff.	Trauma informed care, multi-tiered supports, restorative discipline	

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Less discipline and behavior issues, a positive class culture, and increased student performance on benchmarks	09/07/2022 - 05/23/2025	Student Awareness Team and Assistant Director

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1b: Demonstrating Knowledge of Students

2a: Creating an Environment of Respect and Rapport

4c: Communicating with Families

3c: Engaging Students in Learning

3e: Demonstrating Flexibility and Responsiveness

2a: Creating an Environment of Respect and Rapport

1b: Demonstrating Knowledge of Students

1f: Designing Student Assessments

4a: Reflecting on Teaching

1e: Designing Coherent Instruction

Teaching Diverse Learners in an Inclusive Setting

Trauma Informed Training (Act 18)

Language and Literacy Acquisition for All Students



ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase student placement and transition at 4 months post-graduation by 10% (Increased Placement)	Linked Learning	Increase student placement	2022-09-01 - 2025-05-25
Increase students participation in career exposure activities to include career fairs, guest speakers, job shadows, employer interviews, etc.. Instructors will provide a minimum of four opportunities to reach 100% achievement in the program. Emphasis should be placed on students who are Economically Disadvantaged. (Work-based Learning Opportunities)			
Increase students participating in cooperative education placements or internships by 25%. (140 students approximately total) (Increase Cooperative Education Placement)			



COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Increasing Student Placement	Instructors and Career Center Team	Current student placement data for all categories, strategies to connect with students, and how the State collects the data, and how everyone can help.
Anticipated Timeframe	Frequency	Delivery Method
09/06/2022 - 09/30/2024	Once in early Spring	Presentation Posting on district website Letter
Lead Person/Position	Joe Weisser/ Co-op Coordinator and QMT Team	

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
28-day Public Review	Inspection of the plan, comment procedures, and focus areas of the Plan.	District Website	Public	July 1st - August 16th, 2022
Final Committee Comment	Final comment period on the Plan submitted.	Email	Committee	July 1st - August 16th, 2022
JOC Review	Action step highlights, challenges, profession development, and budget needs	Email	JOC	August 12th-18th, 2022
Plan Implementation	Challenges considered, Action Steps, Goals, and Professional Development	In-service and email	All Faculty and Staff	September 2022 and on-going
