Mifflin County Academy of Science and Technology

Comprehensive Plan | 2026 - 2029

Profile and Plan Essentials

LEA Type		AUN
Career and Technical Center		111444307
Address 1		
700 Pitt Street		
Address 2		
City	**State**	**Zip Code**
Lewistown	PA	17044
Chief School Administrator		**Chief School Administrator Email**
Mrs Laura D Hicks		ldh56@mcsdk12.org
Single Point of Contact Name		
Laura Hicks		
Single Point of Contact Email		
ldh56@mcsdk12.org		
Single Point of Contact Phone Number		**Single Point of Contact Extension**
717-2483933		5603
Principal Name		
Mark Crosson		
Principal Email		
mac12@mcsdk12.org		
Principal Phone Number		**Principal Extension**
717-248-3933		
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Laura Hicks		ldh56@mcsdk12.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Laura Hicks	Administrator	Mifflin County Academy of Science and Technology	ldh56@mcsdk12.org
Mark Crosson	Administrator	Mifflin County Academy of Science and Technology	mac12@mcsdk12.org
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Beth metz-Gilmore	Community Member	Kish Bank	Beth.MetzGilmore@kishbank.com

Nick Felice	Community Member	MCIDC	nfelice@mcidc.org

LEA Profile

The Mifflin County Academy of Science and Technology, commonly known as "The Academy," is Mifflin and Juniata counties' career and technical education center. Situated in a largely rural region, the Academy provides students from Mifflin County High School, Juniata County High School, and East Juniata High School access to high-quality, hands-on training in various career pathways aligned with regional workforce demands.

The Academy offers twelve programs across career clusters, including Health Sciences, Transportation, Advanced Manufacturing, Human Services, and Construction Trades. Each program is developed in partnership with local industry stakeholders and includes opportunities for students to earn industry-recognized credentials, participate in work-based learning, and prepare for postsecondary education and direct entry into the workforce. In recent years, the Academy has expanded offerings in high-priority occupations, including Mechatronics, Welding, and a full career and technical program of study for Agriculture Production.

Demographically, the student population reflects the rural and socioeconomically diverse makeup of Mifflin and Juniata Counties. Many students qualify for free or reduced lunch. The Academy is committed to ensuring equitable access to career and technical education for all learners, including students with disabilities and those from non-traditional backgrounds.

An environmental scan conducted through student, staff, and community surveys and advisory committee feedback revealed strong community support for CTE and a growing interest in dual enrollment, employability skills training, and expanded access to career exploration at the middle school level. External factors influencing The Academy include regional workforce shortages, the need for skilled tradespeople, and ongoing efforts to align programming with local economic development priorities.

Internally, the Academy is focused on strengthening program rigor, improving student outcomes measured by Perkins indicators, expanding partnerships with postsecondary institutions and employers, and investing in professional development for its instructors, many of whom bring years of industry experience to the classroom. The school culture is grounded in safety, student success, and the core belief that all students can achieve excellence through applied learning.

MCAST strives to achieve the goal of preparing students for lifelong learning.

Mission and Vision

Mission

The mission of the Mifflin County Academy of Science and Technology is to prepare each student for success in tomorrow's careers.

Vision

For all students to excel in a technical career pathway with the confidence to face all challenges and opportunities.

Educational Values

Students

Students are expected to take responsibility for their learning, respect themselves and others, and actively participate in their career and technical education. They should aim for personal and professional growth by demonstrating a strong work ethic, integrity, and willingness to learn from their successes and challenges.

Staff

Staff members are expected to demonstrate professionalism, create inclusive and engaging learning environments, and remain updated on industry trends and best practices. They play a crucial role in promoting student success by delivering high-quality instruction, mentorship, and support that align with the changing demands of the workforce.

Administration

The administration is dedicated to fostering a vision-driven culture that prioritizes student achievement, supports staff, and promotes program improvement. Leaders are expected to encourage collaboration, maintain transparency, ensure safety, and align all decisions with the Academy's mission and long-term goals, as well as those of the wider educational community.

Parents

Parents and guardians play a vital role in education. They should stay informed, communicate openly with staff, and support their child's educational and career goals. Their involvement emphasizes the importance of attendance, responsibility, and readiness for future careers.

Community

The local community, including industry partners, postsecondary institutions, and civic organizations, is expected to actively engage with the Academy through advisory committees, mentorship programs, internships, and advocacy efforts. Their insights and support help shape relevant programming that meets the local economy's workforce needs.

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	**False** 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
High Post Secondary Credential Attainment	Over 75% of the students earn an Industry Recognized Credential
Student Progress Measures	Future Ready PA indicates consistant growth in ELA and NOCTI Assessment scores in most programs
Industry Engagement	OAC's are highly active and robust, and report curricula aligns with current workforce needs.

Challenges

Indicator	Comments/Notable Observations
Keystone Algebra Proficiency	CTE concentrators continue to struggle with Keystone Algebra Scores
Student Mental Health Supports	Survey data highlight a need for increase mental health supports for MCAST students
Special Populations Supports	Economically disadvantaged, Students with IEP's and Non traditional students continue to grow and the need for additional supports is crucial.

Proficient or Advanced in Mathematics/Algebra

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

Strengths

Indicator	Comments/Notable Observations

Students with disabilities **ESSA Student Subgroups** Students with Disabilities	With a dedicated Special Education Instructor and Paraprofessional, students with disabilities receive a lot of support resources.
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**

Challenges

Indicator EL Students **ESSA Student Subgroups** English Learners	**Comments/Notable Observations** There is an increaseing population for English languge learning students with limited resources for CTE.
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups**	**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.

High Post Secondary Credential Attainment
Industry Engagement

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.

EL Students
Student Mental Health Supports

Local Assessment

English Language Arts

Data	Comments/Notable Observations

English Language Arts Summary

Strengths

Challenges

Mathematics

Data	Comments/Notable Observations

Mathematics Summary

Strengths

Challenges

Science, Technology, and Engineering Education

Data	Comments/Notable Observations

Science, Technology, and Engineering Education Summary

Strengths

Challenges

Related Academics

Career Readiness

Data	Comments/Notable Observations
Perkins Data - Industry Credentials	MCAST demonstrates strong alignment between CTE programming, industry credentials, and workforce expectations, as evidenced by increased credential attainment and active employer partnerships. To further strengthen career readiness, MCAST will prioritize consistent communication and public sharing of articulation agreements in compliance with Act 76, ensuring students and families clearly understand postsecondary credit opportunities and credential pathways across all programs.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Perkins Data - Industry Credentials	MCAST demonstrates strong alignment between CTE programming, industry credentials, and workforce expectations, as evidenced by increased credential attainment and active employer partnerships. To further strengthen career readiness, MCAST will prioritize consistent communication and public sharing of articulation agreements in compliance with Act 76, ensuring students and families clearly understand postsecondary credit opportunities and credential pathways across all programs.

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

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

Penn Highlands Community College

Agreement Type

Local Articulation

Program/Course Area

All

Uploaded Files

Mifflin Academy of Science and Technology l Entrepreneurship 2025_2026.docx

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.

Increased Number of Students Completing
Increased Number of Students attaining an Industry Recognized Credential

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.

Low Number of Students achieving Keystone Proficiency
Limited Mental Health Resources

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Perkins Data - Special Populations	MCAST supports diverse special populations; however, variability in intervention implementation and communication across programs and sending districts impacts continuity of supports. Strengthening MTSS alignment, data sharing, and family communication will improve equitable access and outcomes for special populations.

Students with Disabilities

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

Data	Comments/Notable Observations
Perkins Data- Special Populations	MCAST supports diverse special populations; however, variability in intervention implementation and communication across programs and sending districts impacts continuity of supports. Strengthening MTSS alignment, data sharing, and family communication will improve equitable access and outcomes for special populations.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Perkins Data- Special Populations	MCAST supports diverse special populations; however, variability in intervention implementation and communication across programs and sending districts impacts continuity of supports. Strengthening MTSS alignment, data sharing, and family communication will improve equitable access and outcomes for special populations.

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.

Special Population students are supported in MCAST plans
Increase in Non Traditional Students

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.

Increase in ELL Students
Limited Keystone proficency

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	NA
Title 1 Program	NA
Student Services	NA
K-12 Guidance Plan (339 Plan)	Yes
Technology Plan	Yes
English Language Development Programs	NA
Perkins V CLNA	Comprehensive Plan priorities align with Perkins V continuous improvement efforts, particularly around equitable access, supports for special populations, and outcomes such as credential attainment. Family engagement efforts will reinforce student success in technical programs by increasing awareness of career pathways, credential expectations, attendance, and employability skills. MTSS alignment with sending districts will strengthen continuity of academic and behavioral supports for CTE students.
Safety Plan	Behavioral MTSS supports and positive behavior systems will complement school safety planning by promoting proactive, preventative supports. Communication systems established through the Family Engagement Framework will also support clarity of messaging during safety drills and emergency communications, reducing confusion and improving consistency across sending districts and the LEA.

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

MCAST maintains strong partnerships with local businesses, community organizations, workforce agencies, and postsecondary institutions. These partnerships support work-based learning, industry-recognized credential attainment, student placements, and alignment of programs to regional workforce needs.
MCAST has demonstrated success in increasing the number of students earning industry-recognized credentials. Programs are aligned to industry standards, and instructors leverage hands-on, real-world learning experiences that prepare students for postsecondary education, training, and employment.

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.

MCAST does not yet have a fully aligned, consistently implemented multi-tiered system of supports for academics and behavior that mirrors and coordinates with sending district MTSS processes. Inconsistent structures, data-sharing, and communication create gaps in continuity of supports for students.
While MCAST benefits from strong community and industry partnerships, parent and guardian engagement is not yet supported by a formal, evidence-based system. Engagement efforts are inconsistent and not fully aligned to academic expectations, MTSS processes, or two-way communication practices, limiting families' ability to effectively support student learning.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	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	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	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	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	Operational

Summary

Strengths

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

Partner with local businesses, community organizations, and other agencies to meet the needs of the school *

Challenges

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

Implement evidence-based strategies to engage families to support learning *
Continuously monitor implementation of the school improvement plan and adjust as needed *
Implement a multi-tiered system of supports for academics and behavior

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
High Post Secondary Credential Attainment	True
Industry Engagement	False
Increased Number of Students Completing	False
MCAST maintains strong partnerships with local businesses, community organizations, workforce agencies, and postsecondary institutions. These partnerships support work-based learning, industry-recognized credential attainment, student placements, and alignment of programs to regional workforce needs.	False
MCAST has demonstrated success in increasing the number of students earning industry-recognized credentials. Programs are aligned to industry standards, and instructors leverage hands-on, real-world learning experiences that prepare students for postsecondary education, training, and employment.	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school *	True
Increased Number of Students attaining an Industry Recognized Credential	True
Special Population students are supported in MCAST plans	False
Increase in Non Traditional Students	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
EL Students	False
Student Mental Health Supports	False
Low Number of Students achieving Keystone Proficiency	False
Implement evidence-based strategies to engage families to support learning *	True
Continuously monitor implementation of the school improvement plan and adjust as needed *	False

Implement a multi-tiered system of supports for academics and behavior	True
Limited Mental Health Resources	False
Increase in ELL Students	False
Limited Keystone proficency	False
MCAST does not yet have a fully aligned, consistently implemented multi-tiered system of supports for academics and behavior that mirrors and coordinates with sending district MTSS processes. Inconsistent structures, data-sharing, and communication create gaps in continuity of supports for students.	False
While MCAST benefits from strong community and industry partnerships, parent and guardian engagement is not yet supported by a formal, evidence-based system. Engagement efforts are inconsistent and not fully aligned to academic expectations, MTSS processes, or two-way communication practices, limiting families' ability to effectively support student learning.	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
Implement evidence-based strategies to engage families to support learning *	While MCAST maintains strong community and industry partnerships, there is not a consistently implemented, evidence-based system for family engagement that clearly communicates academic expectations, available supports, and student progress. Family engagement efforts are largely event-based rather than strategically aligned to instructional priorities, limiting families' ability to support learning and behavior at home effectively.	True
Implement a multi-tiered system of supports for academics and behavior	MCAST does not yet have a fully aligned, multi-tiered system of supports for academics and behavior that mirrors the structures, processes, and expectations of its sending school districts. While academic and behavioral supports are in place, they are implemented inconsistently across programs and are not systematically coordinated with sending districts' frameworks. Limited formal communication protocols, shared data review, and aligned intervention processes create gaps in the continuity of support for students. Strengthening system alignment, collaborative communication, and shared monitoring practices with sending districts is necessary to ensure consistent, timely, and equitable supports.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Partner with local businesses, community organizations, and other agencies to meet the needs of the school *	MCAST will leverage its strong partnerships with local businesses, community organizations, and external agencies to support the implementation of prioritized challenges, including family engagement and the multi-tiered system of supports for academics and behavior. Community partners will be engaged to provide resources, mentoring, work-based learning opportunities, and support services that align with academic and behavioral interventions. These partnerships will also be used to enhance communication with families, reinforce consistent expectations across settings, and connect students and families to additional supports that strengthen continuity between school, home, and the broader community.
High Post Secondary Credential Attainment	MCAST will leverage its established partnerships with local businesses, postsecondary institutions, community organizations, and workforce agencies to increase postsecondary credential attainment. These partnerships will support alignment of curriculum to industry standards, expansion of work-based learning opportunities, access to dual enrollment and articulated credit, and increased opportunities for students to earn industry-recognized

	credentials prior to graduation. Collaboration with partners will also strengthen student advising, career awareness, and transition planning to ensure students are prepared for successful postsecondary education, training, or employment.
Increased Number of Students attaining an Industry Recognized Credential	MCAST will build on the increased number of students earning industry-recognized credentials by using existing instructional practices, employer partnerships, and credential-aligned curricula as models to strengthen postsecondary readiness and equitable access to credentials across all programs. Data from credential attainment will be used to inform instructional planning, student supports within the MTSS framework, and targeted family communication to increase awareness of credential pathways. This strength will also be leveraged to deepen collaboration with sending districts, postsecondary partners, and employers to ensure alignment of expectations, supports, and transition planning for all students.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Building on the school's strong partnerships with community and industry stakeholders, the school will strengthen and formalize systems for meaningful parent and guardian engagement to ensure families are informed, supported, and actively involved in student learning and school decision-making.
	The school will strengthen and consistently implement a multi-tiered system of supports for academics and behavior to ensure timely, data-informed interventions that promote student achievement, positive behavior, and equitable access to supports.

Goal Setting

Priority: Building on the school's strong partnerships with community and industry stakeholders, the school will strengthen and formalize systems for meaningful parent and guardian engagement to ensure families are informed, supported, and actively involved in student learning and school decision-making.

Outcome Category
Parent and family engagement
Measurable Goal Statement (Smart Goal)
By the end of the three-year comprehensive planning cycle, the school will implement and sustain a coordinated, evidence-based family engagement system that increases meaningful parent and guardian participation in academic support activities and school decision-making, as measured by improved family communication metrics, participation data, and annual family engagement survey results.
Measurable Goal Nickname (35 Character Max)
Family Engagement Framework

Target Year 1	Target Year 2	Target Year 3
Establish a formal family engagement framework aligned to academic expectations and MTSS Implement at least two standardized communication methods (e.g., academic progress updates, MTSS support explanations) Achieve a 10% increase in parent/guardian participation in school-sponsored academic or informational engagement opportunities compared to baseline	Expand the family engagement framework to include regular two-way communication and family input opportunities Increase parent/guardian participation by 20% above baseline Demonstrate measurable improvement in family survey responses related to understanding academic expectations and available supports	By the end of the three-year comprehensive planning cycle, the school will implement and sustain a coordinated, evidence-based family engagement system that increases meaningful parent and guardian participation in academic support activities and school decision-making, as measured by improved family communication metrics, participation data, and annual family engagement survey results.

Priority: The school will strengthen and consistently implement a multi-tiered system of supports for academics and behavior to ensure timely, data-informed interventions that promote student achievement, positive behavior, and equitable access to supports.

Outcome Category
School climate and culture
Measurable Goal Statement (Smart Goal)
By the end of the three-year comprehensive planning cycle, the school will implement and sustain a fully aligned multi-tiered system of supports for academics and behavior, resulting in consistent use of data-driven interventions, improved academic performance, reduced behavioral incidents, and equitable access to supports for all students.

Measurable Goal Nickname (35 Character Max)		
Aligned MTSS Framework		
Target Year 1	**Target Year 2**	**Target Year 3**
Establish a clearly defined MTSS framework for academics and behavior aligned with sending district processes Implement consistent universal screening and data review procedures Ensure 100% of staff are trained in MTSS procedures and intervention documentation Begin regular MTSS team meetings to review academic and behavioral data	Fully implement Tier 2 and Tier 3 academic and behavioral interventions with documented progress monitoring Strengthen communication and coordination of MTSS supports with sending districts Demonstrate measurable improvements in targeted academic and behavioral indicators for students receiving interventions	By the end of the three-year comprehensive planning cycle, the school will implement and sustain a fully aligned multi-tiered system of supports for academics and behavior, resulting in consistent use of data-driven interventions, improved academic performance, reduced behavioral incidents, and equitable access to supports for all students.

Action Plan

Measurable Goals

Family Engagement Framework	Aligned MTSS Framework

Action Plan For: Family Engagement Framework

Measurable Goals:
• By the end of the three-year comprehensive planning cycle, the school will implement and sustain a coordinated, evidence-based family engagement system that increases meaningful parent and guardian participation in academic support activities and school decision-making, as measured by improved family communication metrics, participation data, and annual family engagement survey results.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Develop and adopt a written family engagement framework aligned to academic expectations, MTSS processes, and sending district practices.		2026-08-26	2026-12-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director / Career Counselor	Planning Time Sending district Communication guideline, MTSS Documentation	Yes	Yes

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Implement standardized communication methods to ensure families receive timely, understandable information about academic expectations, student progress, and available supports.		2027-01-01	2027-12-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director/Counselor/Principal	Family Engagement Framework, Academic update templates	Yes	Yes

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**

Provide structured opportunities for families to understand academic expectations, MTSS supports, and how to support student learning at home.		2027-01-29	2027-12-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director/Counselor/Principal	Informational Sessions or Workshops,	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Written Family Engagement Framework document, Standardized family communication templates, Family Informational sessions	Review during the stakeholders' meetings

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
Family Engagement Framework	Develop and adopt a written family engagement framework aligned to academic expectations, MTSS processes, and sending district practices.
Family Engagement Framework	Implement standardized communication methods to ensure families receive timely, understandable information about academic expectations, student progress, and available supports.

Building a Family Engagement Framework Aligned to MTSS

Action Step		
• Develop and adopt a written family engagement framework aligned to academic expectations, MTSS processes, and sending district practices.		
Audience		
Admin, School counselors, Instructors		
Topics to be Included		
Evidence-based family engagement practices Aligning family engagement to academic expectations and MTSS Roles and responsibilities of staff in family engagement Aligning communication practices with sending districts		
Evidence of Learning		
Development and adoption of a written Family Engagement Framework		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Administrative Director	2026-09-30	2027-06-30

Learning Format

Type of Activities	Frequency
Inservice day	One Day Training
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Effective Two-Way Communication with Families

Action Step

• Implement standardized communication methods to ensure families receive timely, understandable information about academic expectations, student progress, and available supports.	
Audience	
Instructors & Admin	
Topics to be Included	
Strategies for meaningful two-way communication Communicating academic expectations clearly to families	
Evidence of Learning	
Consistent use of standardized communication templates Documented two-way family communication	

Lead Person/Position	Anticipated Start	Anticipated Completion
Administrative Director	2026-11-02	2027-06-30

Learning Format

Type of Activities	Frequency
Inservice day	One Day Training
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

	Family Engagement Framework Overview				
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
	Parents and guardians Students Program instructors and support staff Sending district administrators and counselors	Purpose and goals of the Family Engagement Framework Expectations for family–school partnership	Administrative Director	08/26/2026	06/30/2027

Communications

Type of Communication	Frequency
Newsletter	Initial Communication

Academic Progress Communication

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Parents and Guardians, Instructors	Student academic progress updates Explanation of supports and interventions How families can support learning at home Contact points for questions or concerns Alignment of supports with sending districts	Counsleor, Instructor Admin	10/01/2026	06/30/2028

Communications

Type of Communication	Frequency
Email	Ongoing
Letter	Quarterly

Approvals & Signatures

Uploaded Files

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