Wilkes-Barre Area Career and Technical Center

Comprehensive Plan

2022 - 2025

PDE Approved: 7/11/2023

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Pennsylvania Department of Education
Future Ready Comprehensive Planning

The Comprehensive Plan for Wilkes-Barre Area CTC meets the criteria outlined in Chapter 4 and is approved by the Pennsylvania Department of Education. To ensure effective implementation and attainment of the goals outlined in the comprehensive plan, ongoing monitoring is important. Resources for plan monitoring can be found by selecting Plan Monitoring from the Comprehensive Plan Tile, which is located to the right of the Ready, Set, Go button used to launch the plan.

If you have questions about the comprehensive plan review process, please contact the Future Ready Comprehensive Planning Portal (FRCPP) Support Team at RA-EDFRCPP@pa.gov.

Additional comments:

Best Wishes,

FRCPP Support Team

RA-EDFRCPP@pa.gov

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Wilkes-Barre Area CTC
AUN: 118408607 - 0
Comprehensive Plan | 2022 - 2025

PDE Approved
100.00% Complete
Due 7/20/2023

Submitted **03/24/2023**
Last monitored --/--/----

Ready, Set, Go | Plan Monitoring | Plan Communications

Completion of Other State Required Reports

✅ Academic Standards and Assessment Requirements (Chapter 4)

✅ Gifted Education Plan Assurances (Chapter 16)

✅ Student Services Assurances (Chapter 12)

✅ Induction Plan (Chapter 49)

✅ Professional Development Plan (Act 48)

WILKES-BARRE AREA CTC

350 Jumper Road

Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

The mission of the Wilkes-Barre Area Career and Technical Center, partnering with its sponsoring districts, community, guardians, and students, and local business and industry, is to contribute to a high quality STEM based equitable career/technical and academic education for its students who, upon completion, are able to become responsible citizens, critical thinkers, and successful completers in a world-wide economy, and possess the desire and skills to be life-long learners.

VISION STATEMENT

We believe all students must be treated as individual learners. We believe all students must have equitable access to technology both in school and at home. We believe all students must feel safe and secure in our career center. We believe that quality schools foster effective communication. We believe that education received through school provides the foundation for life-long learning. We believe that every student has a right to the opportunity to learn and succeed. We believe that schools must enrich the economic life of the community. We believe that schools must help students prepare to be a positive part of the community's economic life. We believe that students must develop critical thinking skills. We believe in respecting our students' diverse backgrounds, abilities, interests, and needs. We believe that, along with the school, parents share in the responsibility for the students' educational success We believe in using input from local business and industry as a driving force to supplement approved curriculum in helping to meet their needs.

EDUCATIONAL VALUE STATEMENTS

STUDENTS
WBACTC expectations are that each student's equitable access to education results in the student maximizing their opportunities for success, practicing to become responsible citizens, critical thinkers, and successful completers in a world-wide economy, and possess the desire and skills to be life-long learner.

STAFF
All Faculty and Staff participates in the success of each individual student. Staff will treat all students as individual learners. We believe all students must have equitable access to technology both in school and at home. We believe all students must feel safe and secure in our career center. We believe that quality schools foster effective communication. We believe that education received through school provides the foundation for life-long learning. We believe that every student has a right to the opportunity to learn and succeed. We believe that schools must enrich the economic life of the community. We believe that schools must help students prepare to be a positive part of the community's economic life.

ADMINISTRATION
Our Administration must write the map for student success and set clear expectations for the success of our staff. We believe that schools must help students prepare to be a positive part of the community's economic life. We believe in respecting our students' diverse backgrounds, abilities, interests, and needs. We believe that, along with the school, parents share in the responsibility for the students' educational success. We believe in using input from local business and industry as a driving force to supplement approved curriculum in helping to meet their needs.

PARENTS
Parents must be involved in the education of their students. We believe that, along with the school, parents share in the responsibility for the students' educational success. . We believe that education received through school provides the foundation for life-long learning. We believe

that every student has a right to the opportunity to learn and succeed. We believe that schools must enrich the economic life of the community. We believe that schools must help students prepare to be a positive part of the community's economic life.

COMMUNITY

The Community must be involved for our school's potential to come to fruition. The Community's potential to foster success in our students is realized through communication. This communication is realized through partnerships, such as OAC, GAC, and Co-Op experiences for our students. The Community also provides resources for our students in need.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Bruce Knick	Parent	Retired
Joseph Salvo	Community Member	Self-Employed
John Kozerski	Staff Member	Guidance Counselor
Megan Bartuska	Staff Member	School Nurse
Amy Patton	Staff Member	Curriculum and Instruction Teacher
Ashley Simpson	Administrator	Director WBACTC Child Care Center
Anthony Cibello	Staff Member	9th Grade Program Leader
Allison Banks	Staff Member	Special Education Teacher
Jill King	Staff Member	Special Education Teacher WBACTC
Kate Reynolds	Staff Member	Marketing Teacher / (ESL Certified) WBACTC
Gail Holby	Staff Member	Director WBACTC School of Practical Nursing
Linda Yurkoski	Administrator	Career Counselor WBACTC
Anthony Guariglia, PhD	Administrator	Administrative Director WBACTC

Name	Position	Building/Group
Frank Majikes	Administrator	Principal WBACTC
Dave Parsnick	Administrator	Chief of Police WBACTC
Amy Brady	Administrator	Self Employed
Michelle Egidio-Oko	Community Member	Self Employed
Michael Crapella	Student	WBACTC
Diani Miles	Student	WBACTC
Marty Quinn	Board Member	Retired
Kelly Rowan	Administrator	WBACTC
Sherry Crapella	Parent	Parent
Beverly McPherson	Parent	Parent

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
We must Identify formative assessments which will allow us to increase the data currently available to monitor student learning to better adjust programs and instructional practices to best meet the need of each student.	Essential Practices 1: Focus on Continuous Improvement of Instruction English Language Arts Wellness
We must Build leadership capacity and empower staff in the development and successful implementation of initiatives (Formative Assessments) that better serve students, staff, and the school.	Essential Practices 2: Empower Leadership

ACTION PLAN AND STEPS

Evidence-based Strategy
Formative Assessment Implementation

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Formative Assessment Improvement	Over the next three years (one per year), our CTC will add Three (3) additional NOCTI/NIMS centered formative assessments which will allow us to increase the data currently available to monitor student learning to better adjust programs, curriculum, and instructional practices to best meet the need of each student.

Goal Nickname	Measurable Goal Statement (Smart Goal)
Leadership & Empowerment for curriculum building	Create an equitable "living" curriculum for each WBACTC Approved Program of Study by building leadership capacity through Professional Development which empowers staff to successfully design, implement, and maintain curriculum which reflects, through data analysis derived from identified NOCTI / NIMS formative assessments, the needs of each individual learner through the identification of skill-set gaps and the method by which to fill those identified gaps.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Professional Development In-Service on what the identification of three formative assessments which will allow us to increase the data currently available to monitor student learning to better adjust programs and instructional practices to best meet the need of each student will look like and the timeline of one new research based best formative assessment for implementation due 6/5/23, 6/5/24, and 6/5/25.	2023-02-17 - 2023-02-17	Dr. Anthony Guariglia Administrative Director / Mr. Frank Majikes, Principal	IU18 support in the process. Examples of success Schedule to meet and report Ongoing participation and support by Administration and IU18 staff.
The implementation of one research based formative assessment which will allow us to increase the data currently available to monitor student learning to better adjust programs and instructional practices to best meet the need of each student.	2023-02-18 - 2023-06-05	Mr. Frank Majikes	IU18 support in the process. Examples of success Schedule to meet and report Ongoing participation and support by Administration and IU18 staff.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The implementation of a second research based formative assessment which will allow us to increase the data currently available to monitor student learning to better adjust programs and instructional practices to best meet the need of each student.	2023-08-24 - 2024-06-05	Mr. Frank Majikes, Principal	IU18 support in the process. Examples of success Schedule to meet and report Ongoing participation and support by Administration and IU18 staff.
The implementation of a third research based formative assessment which will allow us to increase the data currently available to monitor student learning to better adjust programs and instructional practices to best meet the need of each student.	2024-08-22 - 2025-06-06	Mr. Frank Majikes, Principal	IU18 support in the process. Examples of success Schedule to meet and report Ongoing participation and support by Administration and IU18 staff.

Anticipated Outcome

By 6/5/2023, we have one additional research based formative assessment will allow us to increase the data currently available to monitor student learning to better adjust programs and instructional practices to best meet the need of each student.

Monitoring/Evaluation

Submitted Bi-Weekly Meeting Minutes Submitted Monthly report on progress towards goal.

Evidence-based Strategy

Language and Literacy Acquisition

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Language and Acquisition	All Instructors will get Professional Development on Language and Acquisition for all students (Title 22)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
In-Service followed up by Observation and mentoring	2023-08-25 - 2024-06-05	Mr. Frank Majikes, Principal	IU18 Training

Anticipated Outcome

Instructors better informed on Language and Literacy Acquisition for all students according to their needs.

Monitoring/Evaluation

Administration, Peers, IU18

Evidence-based Strategy

Trauma-Informed Care (Act 18)

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Trauma-Informed Care	All Instructors will get Professional Development on Trauma-Informed Care (Act 18)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
In-Service followed up by observation and mentoring	-	Dr. Anthony Guariglia, Administrative Director	IU18 Training

Anticipated Outcome

Instructors learn strategies on identifying Trauma then implementing effective strategies for all students according to their needs.

Monitoring/Evaluation

Administration, Faculty, Support Staff, IU18

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Over the next three years (one per year), our CTC will add Three (3) additional NOCTI/NIMS centered formative assessments which will allow us to increase the data currently available to monitor student learning to better adjust programs, curriculum, and instructional practices to best meet the need of each student. (Formative Assessment Improvement) Create an equitable "living" curriculum for each WBACTC Approved Program of Study by building leadership capacity through Professional Development which empowers staff to successfully design, implement, and maintain curriculum which reflects, through data analysis derived from identified NOCTI / NIMS formative assessments, the needs of each individual learner through the identification of skill-set gaps and the method by which to fill those identified gaps. (Leadership & Empowerment for curriculum building)	Formative Assessment Implementation	Professional Development In-Service on what the identification of three formative assessments which will allow us to increase the data currently available to monitor student learning to better adjust programs and instructional practices to best meet the need of each student will look like and the timeline of one new research based best formative	02/17/2023 - 02/17/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		assessment for implementation due 6/5/23, 6/5/24, and 6/5/25.	

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All Instructors will get Professional Development on Language and Acquisition for all students (Title 22) (Language and Acquisition)	Language and Literacy Acquisition	In-Service followed up by Observation and mentoring	08/25/2023 - 06/05/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All Instructors will get Professional Development on Trauma-Informed Care (Act 18) (Trauma-Informed Care)	Trauma-Informed Care (Act 18)	In-Service followed up by observation and mentoring	01/01/0001 - 01/01/0001

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.

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

Chief School Administrator	Anthony Guariglia, PhD	2023-07-11
School Improvement Facilitator Signature	Anthony Guariglia, PhD	2023-07-11
Building Principal Signature		

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths	Challenges
Percent Career Standards Benchmark 54.9% - Our students who identify as Black (59.3%) are outperforming all other groups in the category of Career Standards Benchmark	Advanced on Industry Based Competency Assessment - specifically multiple preparation opportunities will increase student success across all populations
Percent Rigorous Courses of Study 75.6%. Our students who identify as Hispanic involved 59.5% in Rigorous Courses of Study	Daily Attendance improvement will increase student success across all populations.
n/a	n/a
n/a	n/a
n/a	n/a
All WBACTC Programs of Study are Approved by PDE/CTE in CATS	To maintain Programs of Study which reflect the needs of the local business and industries in our Career and Technical Center population
Provide frequent, timely, and systematic feedback and support on instructional practices	Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Align curricular materials and lesson plans to the PA Standards	Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
n/a	
n/a	

Strengths

n/a

Each Program of Study OAC provides feedback producing opportunity for change in those POS's through CATS

Maintain level of involvement / Communication

continue to equitably meet the career needs of students

Challenges

n/a

n/a

n/a

Provide all stakeholders for services in the career center beyond the normal school day (Adult school, night school, SHINE, etc)

Continue to provide resources necessary for individual student success.

Continue to provide equitable access to technology for all students.

Most Notable Observations/Patterns

The committee Agrees that the more data we can gather on identification of gaps in student skill-set will allow us to better meet the needs of each individual student which should result in higher NOCTI written and performance exams.

Challenges	Discussion Point	Priority for Planning
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Identify formative assessments which can gather skill-set data and assist in preparation for the Pre-NOCTI and NOCTI exam.	✓
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Professional Development to assist Teachers in Classroom Management opportunities which focus on development and successful implementation of initiatives (formative assessments) that better serve students, staff, and the school.	✓

ADDENDUM B: ACTION PLAN

Action Plan: Formative Assessment Implementation

Action Steps	Anticipated Start/Completion Date
Professional Development In-Service on what the identification of three formative assessments which will allow us to increase the data currently available to monitor student learning to better adjust programs and instructional practices to best meet the need of each student will look like and the timeline of one new research based best formative assessment for implementation due 6/5/23, 6/5/24, and 6/5/25.	02/17/2023 - 02/17/2023

Monitoring/Evaluation	Anticipated Output
Submitted Bi-Weekly Meeting Minutes Submitted Monthly report on progress towards goal.	By 6/5/2023, we have one additional research based formative assessment will allow us to increase the data currently available to monitor student learning to better adjust programs and instructional practices to best meet the need of each student.

Material/Resources/Supports Needed	PD Step	Comm Step
IU18 support in the process. Examples of success Schedule to meet and report Ongoing participation and support by Administration and IU18 staff.	yes	yes

Action Steps	Anticipated Start/Completion Date
The implementation of one research based formative assessment which will allow us to increase the data currently available to monitor student learning to better adjust programs and instructional practices to best meet the need of each student.	02/18/2023 - 06/05/2023

Monitoring/Evaluation	Anticipated Output
Submitted Bi-Weekly Meeting Minutes Submitted Monthly report on progress towards goal.	By 6/5/2023, we have one additional research based formative assessment will allow us to increase the data currently available to monitor student learning to better adjust programs and instructional practices to best meet the need of each student.

Material/Resources/Supports Needed		PD Step	Comm Step
IU18 support in the process. Examples of success Schedule to meet and report Ongoing participation and support by Administration and IU18 staff.		no	no

Action Steps	Anticipated Start/Completion Date
The implementation of a second research based formative assessment which will allow us to increase the data currently available to monitor student learning to better adjust programs and instructional practices to best meet the need of each student.	08/24/2023 - 06/05/2024

Monitoring/Evaluation	Anticipated Output
Submitted Bi-Weekly Meeting Minutes Submitted Monthly report on progress towards goal.	By 6/5/2023, we have one additional research based formative assessment will allow us to increase the data currently available to monitor student learning to better adjust programs and instructional practices to best meet the need of each student.

Material/Resources/Supports Needed		PD Step	Comm Step
IU18 support in the process. Examples of success Schedule to meet and report Ongoing participation and support by Administration and IU18 staff.		no	no

Action Steps	Anticipated Start/Completion Date
The implementation of a third research based formative assessment which will allow us to increase the data currently available to monitor student learning to better adjust programs and instructional practices to best meet the need of each student.	08/22/2024 - 06/06/2025

Monitoring/Evaluation	Anticipated Output
Submitted Bi-Weekly Meeting Minutes Submitted Monthly report on progress towards goal.	By 6/5/2023, we have one additional research based formative assessment will allow us to increase the data currently available to monitor student learning to better adjust programs and instructional practices to best meet the need of each student.

Material/Resources/Supports Needed		PD Step	Comm Step
IU18 support in the process. Examples of success Schedule to meet and report Ongoing participation and support by Administration and IU18 staff.		no	no

Action Plan: Language and Literacy Acquisition

Action Steps	Anticipated Start/Completion Date
In-Service followed up by Observation and mentoring	08/25/2023 - 06/05/2024

Monitoring/Evaluation	Anticipated Output
Administration, Peers, IU18	Instructors better informed on Language and Literacy Acquisition for all students according to their needs.

Material/Resources/Supports Needed	PD Step	Comm Step
IU18 Training	yes	yes

Action Plan: Trauma-Informed Care (Act 18)

Action Steps	Anticipated Start/Completion Date
In-Service followed up by observation and mentoring	01/01/0001 - 01/01/0001

Monitoring/Evaluation	Anticipated Output
Administration, Faculty, Support Staff, IU18	Instructors learn strategies on identifying Trauma then implementing effective strategies for all students according to their needs.

Material/Resources/Supports Needed		PD Step	Comm Step
IU18 Training		yes	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Over the next three years (one per year), our CTC will add Three (3) additional NOCTI/NIMS centered formative assessments which will allow us to increase the data currently available to monitor student learning to better adjust programs, curriculum, and instructional practices to best meet the need of each student. (Formative Assessment Improvement) Create an equitable "living" curriculum for each WBACTC Approved Program of Study by building leadership capacity through Professional Development which empowers staff to successfully design, implement, and maintain curriculum which reflects, through data analysis derived from identified NOCTI / NIMS formative assessments, the needs of each individual learner through the identification of skill-set gaps and the method by which to fill those identified gaps. (Leadership & Empowerment for curriculum building)	Formative Assessment Implementation	Professional Development In-Service on what the identification of three formative assessments which will allow us to increase the data currently available to monitor student learning to better adjust programs and instructional practices to best meet the need of each student will look like and the timeline of one new research based best formative	02/17/2023 - 02/17/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		assessment for implementation due 6/5/23, 6/5/24, and 6/5/25.	
All Instructors will get Professional Development on Language and Acquisition for all students (Title 22) (Language and Acquisition)	Language and Literacy Acquisition	In-Service followed up by Observation and mentoring	08/25/2023 - 06/05/2024
All Instructors will get Professional Development on Trauma-Informed Care (Act 18) (Trauma-Informed Care)	Trauma-Informed Care (Act 18)	In-Service followed up by observation and mentoring	01/01/0001 - 01/01/0001

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Identification of Research based formative assessments for NOCTI preparation	Administration, Faculty, LIU18	Identification of research based best formative assessments for NOCTI preparation. Process from identification to implementation and analysis of data for each research based best formative assessment. Process to maintain the the formative assessments and research based best practices methods to close gaps identified through data gathered. Discussion on our goal of a total of three (3) new formative assessments, one by 6/5/23, the second by 6/5/24, and the third by 6/4/25.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
The Bi-weekly minutes should be showing growth from the identification of formative assessments which meet our criteria thorough the actual utilization of the data gathered to identify and fill educational and skill-set gaps for each individual student.	02/17/2023 - 06/05/2025	Mr. Frank Majikes, Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1e: Designing Coherent Instruction	Teaching Diverse Learners in Inclusive Settings

Professional Development Step	Audience	Topics of Prof. Dev
Language and Literacy Acquisition for all Students Title 22	All Instructors, IU18	Language and Literacy Acquisition

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Instructors will be cognizant of Students with language and literacy challenges and be able to be observed responding correctly to these challenges to each student according to their needs.	08/25/2023 - 06/05/2024	Mr. Frank Majikes, Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3c: Engaging Students in Learning 1e: Designing Coherent Instruction	Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
Trauma Informed Care Act 18	Faculty, Support Staff, IU18	Trauma Informed Care Act 18

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Instructors and support staff will learn to identify the signs of trauma and successfully implement discussed strategies to positively assist each student.	08/25/2023 - 06/05/2024	Dr. Anthony Guariglia, Administrative Director

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2b: Establishing a Culture for Learning 3e: Demonstrating Flexibility and Responsiveness	At Least 1-hour of Trauma-informed Care Training for All Staff

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Over the next three years (one per year), our CTC will add Three (3) additional NOCTI/NIMS centered formative assessments which will allow us to increase the data currently available to monitor student learning to better adjust programs, curriculum, and instructional practices to best meet the need of each student. (Formative Assessment Improvement) Create an equitable "living" curriculum for each WBACTC Approved Program of Study by building leadership capacity through Professional Development which empowers staff to successfully design, implement, and maintain curriculum which reflects, through data analysis derived from identified NOCTI / NIMS formative assessments, the needs of each individual learner through the identification of skill-set gaps and the method by which to fill those identified gaps. (Leadership & Empowerment for curriculum building)	Formative Assessment Implementation	Professional Development In-Service on what the identification of three formative assessments which will allow us to increase the data currently available to monitor student learning to better adjust programs and instructional practices to best meet the need of each student will look like and the timeline of one new research based best formative	2023-02-17 - 2023-02-17

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		assessment for implementation due 6/5/23, 6/5/24, and 6/5/25.	
All Instructors will get Professional Development on Language and Acquisition for all students (Title 22) (Language and Acquisition)	Language and Literacy Acquisition	In-Service followed up by Observation and mentoring	2023-08-25 - 2024-06-05
All Instructors will get Professional Development on Trauma-Informed Care (Act 18) (Trauma-Informed Care)	Trauma-Informed Care (Act 18)	In-Service followed up by observation and mentoring	-

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Bi-weekly meetings minutes to communicate progress	Faculty specific to Cluster Administration Pertinent stakeholders.	Agenda, Progress, requests, proposals, old business, new business, development of bi-weekly minutes.

Anticipated Timeframe	Frequency	Delivery Method
02/17/2023 - 06/05/2025	Bi-Weekly	Memorandum

Lead Person/Position
Dr. Anthony Guariglia, PhD Administrative Director

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
email/phone call announcing that this plan will be on display for 28 days as mandated	This plan will be on display for 28 days as mandated for comments	email / School Messenger	All stakeholders	March 20, 2023 JOC approval