

CENTRAL WESTMORELAND CTC

240 Arona Road

Comprehensive Plan | 2020 - 2023

MISSION STATEMENT

The Central Westmoreland Career and Technology Center is committed to impacting a life-long influence on the technical, professional, and educational future of all students who attend the center..

VISION STATEMENT

The Central Westmoreland Career and Technology Center envisions an environment where a positive learning culture influences students to develop necessary academic skills, technical competence, professional qualities, and personal confidence so that graduates can meet the expectations and responsibilities of life.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Students are the core focus of Central Westmoreland CTC's organizational decisions. The Center recognizes that students need to be engaged and motivated by experiences that enhance the student's achievement. In order for the students to be the Center's focus that leads to achievement opportunities we believe the following value statements: (1.) We believe that all decisions for the Center must be based on "What is good for the Center's students?" (2) We believe that a communication triangle between students, parents, and the center's personnel is critical in establishing a culture of learning. (3.) We believe that all students have the right to an appropriate technical education that will prepare them to meet the challenges of an ever-changing world. (4.) We believe that student technological, intellectual, and sociological growth is as important as grades and test scores. (5.) We believe that students should leave the CWCTC with earned credentials that demonstrate their achievements and competence in their respective field of study. (6.) We believe that students should learn the importance of a strong work ethic and be expected to demonstrate diligence in all learning activities.

STAFF

Adult employees of Central Westmoreland CTC are critical players in focusing on the Center's mission and moving the organization toward the vision. The staff members are an essential group in guiding students toward the development of a positive learning culture. With this conceptual framework for adult expectation at the Center, we have the following value beliefs. (1) We believe that all adults working in the Center must exemplify the moral and professional standards defined by CHAPTER 235. CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS, (2) We believe that adult staff should strive jointly to create a positive culture of learning throughout the school. (3) We believe that adults in the school are role models who demonstrate traits of honesty, compassion, respect, diligence, and technical expertise. (4) We believe that paraeducators are part of the instructional team and help provide learning support to students. (5) We believe that educators must stay up to date with technical innovations related to preparing students to meet the expectations in their respective program of study.

ADMINISTRATION

The Administrative team is responsible for leading staff and students into a mindset that learning is the focus of activity that pervades the school. The administrators are responsible to guide the implementation of appropriate program structure, instruction, and assessment. In providing this leadership, the following core values are critical. (1) We believe that administration is responsible to maintain open and productive communication with the Joint Operating Committee. (2) We believe that administration is responsible to maintain open and productive two-way communication with the Center's staff. (3) We believe that administration must lead with a clearly defined focus on developing the Center's culture of learning. (4) We believe that leadership must focus on being visible, listening to all constituents, and making decisions that will enhance a culture of learning.

PARENTS

Parents are partners in meeting the CWCTC mission and vision. Actively engaged parents help our students stay involved and motivated to succeed in our learning culture. To achieve the parent, school partnership, we believe the following values are necessary: (1) We believe a communication triangle between parents, students, and the Career Center's personnel is critical in establishing a successful culture of learning for students. (2) We believe that the Center has a responsibility to inform parents of their son's or daughter's learning progress on a regular and sustained basis. (3) We believe that school personnel and parents should both advocate that actively striving to learn is beneficial for student success.

COMMUNITY

Community members are partners in meeting CWCTC's mission and vision by offering leadership, financial support, and citizen enthusiasm for the Center. The value standards that we hold true are the following: (1) We believe that through the Joint Operating Committee's leadership, all sending school districts strive to help the Center achieve the mission and develop the vision. (2) We believe that community and businesspeople are integral additions to discussions and decisions related to the Career Center's success. (3) We believe that positive relationships with community and business will enable the Career Center to be recognized as an educational component adding to the economic growth and strength in the region. (4) We believe that Occupational Advisory Committees provide the Career Center with important technological advice and knowledge that aid in meeting the Center's mission. (5) We believe that partnerships with the business community can play a role in assuring that the Career Center is following the most up to date trends and innovations in industry.

OTHER (OPTIONAL)

Curriculum, Instruction, and Assessment The Central Westmoreland Career and Technology Center recognizes that the school's curriculum development, instructional methodology, and assessment practices will be instrumental in advancing the mission and vision. Therefore, the Center deems it necessary to state the following value standards as part of this document. (1) We believe that curriculum must demonstrate that theoretical knowledge, technical skill, and personal attributes are cornerstones of preparing students for their lives after high school. (2) We believe that educators must stay up to date with current educational research related to facilitating student learning in order to meet the Center's mission. (3) We believe that teachers need to differentiate, personalize, and modify instruction when necessary to facilitate student learning. (4) We that educators must develop assessment techniques that will prepare students to meet the demands and nuances of certification testing within their respective field. (5) Ultimately, we believe that guiding students toward achieving multiple certifications in their chosen technical field is a curriculum, instruction and assessment techniques a priority.

STEERING COMMITTEE

| Name | Position | Building/Group |
|-------------------|-----------------------------|---|
| Robin Savage | Chairperson | CWCTC Joint Operating Committee |
| Dr. Scott Learn | Vice Chairperson | CWCTC Joint Operating Committee |
| Jason Lucia | Director | CWCTC Administration |
| Darcy Szymkiewicz | Acting Dean of Students | CWCTC Administration |
| Eric Nelson | PA House of Representatives | PA State Government |
| Chad Amond | President and CEO | Westmoreland County Chamber of Commerce |
| Helen Mucci | Business Owner | Webb's Towing Service |
| Mark Long | Staff Member | CWCTC Learning Support |
| Debbie Grindle | Staff Member | CoOp Coordinator |
| Michelle DeLuca | Staff Member | Adult Education Coord |
| Beth Butala | Staff Member | Ed. Specialist/Counselor |
| Lon Hayes | Staff Member | Ed. Specialist/Counselor |
| Marsha Welsh | Community Member | Ret. Executive Director; Professional Education |

| Name | Position | Building/Group |
|----------------|------------------|---|
| Meribeth Elder | Staff Member | Educator at CWCTC |
| Ken Lenhardt | Staff Member | Educator at CWCTC |
| Brian Pegg | Staff Member | Educator At CWCTC |
| Todd Sedlacek | Staff Member | Educator At CWCTC |
| Mike Dortenzo | Staff Member | Educator At CWCTC |
| Rachel Lewis | Parent | Child Graduated from School |
| Tom Yoder | Community Member | Director of Auto Careers, Greater Pittsburgh Auto Dealers Association |
| Mike Storms | Other | Director of Operations, Elliot Company |
| Chad Morrison | Other | Apprentice Training Coordinator 354, Plumber and Pipefitter Local |

ESTABLISHED PRIORITIES

Priority Statement

Outcome Category

The Center's goal is to track and focus on industry credentialing and Cooperative Learning throughout the life of this Plan.

Industry-Based Learning
Essential Practices 2: Empower Leadership
Community Engagement

The administrative team and the teaching staff recognizes the need for stronger lines of communication so that all professional people are moving toward the same goals.

School climate and culture
School climate and culture
Regular Attendance

Administrators, Educators and Students need to develop and apply necessary leadership skills to cultivate a teamwork culture.

Essential Practices 2: Empower Leadership
School climate and culture
School climate and culture

CWCTC needs recruit students with a stated desire to complete a technical education in order to increase attendance.

Regular Attendance
School climate and culture
Essential Practices 3: Provide Student-Centered Support Systems

ACTION PLAN AND STEPS

Evidence-based Strategy

Increased Industry Based Learning

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Increase credentials and Cooperative learning

Increase industry credentialing and the number of students participating in Cooperative Education experiences.

Soft skills and work ethic

Implement a recruitment program that emphasizes the soft skills and work ethic criteria to succeed in the Career Center.

Workforce Experience for IEP Students

Develop a workforce based program designed for students with Individual Education Plans

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|------------------------------|--|---|
| Assess comparative growth to previous year of Cooperative Education program on a quarterly basis. | 2021-03-01 - 2024-01-29 | Cooperative Education Coordinator and Assistant Director for Workforce Education | Support of clerical staff. |
| Assess annual data to determine if increased credentialing is occurring. | 2021-03-29 - 2024-01-31 | Assistant Director for Workforce Education | Technical support from clerical staff, computer |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|--|------------------------------|--|--|
| | | | technology |
| Implement a recruitment program that emphasizes the soft skills and work ethic criteria to succeed in the Career Center. | 2021-08-23 - 2022-06-01 | Assistant Director for Career and Technology Education | Basic supplies and support of teachers. |
| Develop a workforce based program designed for students with Individual Education Plans | 2021-05-31 - 2022-05-30 | Assistant Director for Workforce Education | Supplies, Business Community Members/Support of teachers |

Anticipated Outcome

Both credentialing and Cooperative Education will show growth each year of the plan.

Monitoring/Evaluation

Review the number of students in Cooperative education at the end of each quarter, and review the number of employers willing to accept Cooperative Education students.

Evidence-based Strategy

Measure Culture of Learning Through Attendance/Recruitment

Measurable Goals

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
|--------------------------------|--|
| Parents and Community | Connect parents and community to the value of a technical culture of learning. |
| Attendance information | Develop a structured procedure for announcing attendance issues related to instructional staff. |
| Recruit for specific interest. | Develop a recruitment approach that attracts students to programs that meet the students' interest area and skill. |
| Soft skills and work ethic | Implement a recruitment program that emphasizes the soft skills and work ethic criteria to succeed in the Career Center. |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|--|-------------------------------------|--|--|
| Develop a procedure and standard message to give to parents concerning a student's absence. | 2021-03-31 - 2021-08-30 | Assistant Director of Career and Technical Education | Support of teaching staff |
| Develop a consistent message to parents and community about the importance of rigor and attendance in the Career Center. | 2021-06-21 - 2021-08-30 | Assistant Director of Career and Technical Education/Assistant Director of Workforce Education | Support of teaching staff. |
| Develop an agreed upon procedure with sending schools and parents concerning the way attendance will be treated at the Career Center | 2021-06-01 - 2021-08-30 | Executive Director | Support of the Joint Operating Committee |
| Develop a recruitment message for parents and prospective students that emphasizes the importance of attendance for success in the | 2021-03-01 - 2021-08-02 | Executive Director/Career Counselor | Support of teaching staff. |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|------------------------------|---|---|
| Career Center. | | | |
| Recruit with a focus on student interest and student profile in order to find proper placement in the Career Center. | 2021-09-01 - 2024-02-01 | Executive Director/Career Counselor/ Sending School Counselors | |
| Develop a recruitment message that focuses on the rigor of technical content and work ethic expectations of students who enter the Career Center. | 2021-03-01 - 2021-09-01 | Assistant Director of Career and Technical Education/Career Counselor | Support of staff |
| Develop a recruitment approach that aligns student interest and ability to programs that meet the students' greatest chance of success. | 2021-06-01 - 2022-06-01 | Assistant Director of Workforce Education/Workforce Education Coordinator/Professional Development Consultant | Technology through the Graphic Arts and Computer Information programs |
| Develop and implement a Workforce Experience for IEP Students. | 2021-03-29 - 2023-08-21 | Assistant Director for Workforce Education/Workforce Education Coordinator | |
| Anticipated Outcome | | | |
| Higher rate of attendance and success due to students being placed in programs where they have greatest chance of success. | | | |
| Monitoring/Evaluation | | | |
| Executive Director will evaluate each year. | | | |

Evidence-based Strategy

Establish leadership skills training.

Measurable Goals

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
|--|--|
| Leadership skills | Develop the varied Leadership skills to create a positive culture of learning and support. |
| Define and implement leadership models | Develop a leadership program that engages administrators, teaching staff, para-educators, staff, and students. |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|--|------------------------------|---|--|
| Establish a leadership training program moving from Administrative Team to teachers to para-educators to students. | 2021-03-15 - 2024-01-01 | Executive Director/Member of teaching staff/ Member of Para-educator group/Outside Consultant for Professional Development. | Documentation for Leadership Strategies. |
| Provide leadership training to all constituency groups within the Career Center. | 2021-04-01 - 2024-01-02 | Consultant for Professional Development | Training materials |
| All school personnel and students begin to demonstrate appropriate characteristics of leadership. | 2021-03-24 - 2024-01-02 | Executive Director/Professional Development Consultant/Guidance Counselors | Survey evidence |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|-------------|------------------------------|----------------------|-------------------------------------|
|-------------|------------------------------|----------------------|-------------------------------------|

Anticipated Outcome
 Leadership traits will become evident throughout the Career Center.

Monitoring/Evaluation
 Survey data from questionnaire assessment each year.

Evidence-based Strategy
 Develop a consistent system for connecting to parents and community.

Measurable Goals

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
|-----------------------|--|
| Parents and Community | Connect parents and community to the value of a technical culture of learning. |
| Teamwork | Develop leadership teams through professional development. |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|--|------------------------------|---|-------------------------------------|
| Use survey research to connect parents and | 2021-03-29 - | Executive Director/ Assistant Director of | Survey research of parents |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|--|------------------------------|---|--|
| community to the value of a technical culture of learning. | 2024-02-01 | Career and Technical Education/Outside Consultant for Professional Development. | and community members. |
| Communicate the value of Career and Technical Education to Parents and Community. | 2021-03-23 - 2024-01-01 | Executive Director/ Career Counselor/Professional Development Consultant | Brochure Design/Statistical facts to support message |
| Develop experiences for sending school teachers to learn about the rigors of Career and Technical Education | 2021-03-29 - 2024-01-02 | Executive Director/Assistant Director for Workforce Education/Professional Development Consultant | Sending school Teachers, Occupational Advisory Personnel |
| Present information concerning the value of Career and Technical Education to all OAC members and to all businesses visited. | 2021-09-06 - 2024-01-02 | All instructors/ all administrators | Brochure of statistical information. |
| Establish a marketing team from within the staff to determine marketing needs and activities for the school. | 2021-03-29 - 2024-01-02 | Assistant Director for Career and Technology Education/Assistant Director for Workforce Education | Technology, supplies |

Anticipated Outcome

Parents and community members will influence students that technical education is a viable route to life success.

Monitoring/Evaluation

Use survey data to determine if the image of the CTC changing.

Evidence-based Strategy

Administration to staff communication

Measurable Goals

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
|---|---|
| Routine information from administration to staff. | Establish a structured and consistent two way medium to communicate information of relevance and interest between administration and staff. |
| Announcing Special Events | Develop a procedure for planning, structuring, and announcing school wide events the may interrupt the delivery of instruction. |
| Define and implement leadership models | Develop a leadership program that engages administrators, teaching staff, para-educators, staff, and students. |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|------------------------------|---|---------------------------------------|
| Develop a structured and consistently delivered two-way communication system between administration and staff. | 2021-04-01 - 2022-05-02 | Executive Director/Comprehensive Plan Teacher Committee | Support of staff |
| Develop a procedure for planning, structuring, and announcing school wide events the may interrupt the delivery of instruction. | 2021-04-01 - 2021-09-01 | Administrative Team/Teacher Planning Team/Other Personnel | Materials and Technology for planning |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|--|------------------------------|---|-------------------------------------|
| Develop line and staff charts for communication design and delivery. | 2021-04-01 - 2021-09-01 | Executive Director/ Assistant Director for Career and Technical Education | |

Anticipated Outcome

Lines of communication will be more defined thereby creating a clear sense of regular communication within the building.

Monitoring/Evaluation

Evaluated by way of survey each year.

Evidence-based Strategy

Cultivate stronger examples and evidence of teamwork.

Measurable Goals

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
|---------------|--|
| Teamwork | Develop leadership teams through professional development. |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|-------------|------------------------------|----------------------|-------------------------------------|
| | | | |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|------------------------------|--|---|
| Develop leadership teams through professional development. | 2021-03-19 - 2024-02-01 | Establish action teams that will lead, plan and implement specific programs in the school. | Clerical support, support from all staff. |
| Hold team building and social activities a few times each school term. | 2021-04-01 - 2024-01-02 | Executive Director/Team building team/Professional Development Consultant | Determined as needed. |
| Regular meetings for cluster teams to be scheduled for Professional Development and for information sessions. | 2021-04-01 - 2024-02-01 | Executive Director/Team building team/Professional Development Consultant | Determine as needed. |
| Schedule regularly defined meetings for teacher/paraeducator planning and information sharing meetings. | 2021-04-01 - 2024-03-01 | | |

Anticipated Outcome

A greater sense of "team" will exist within the professional and support staff.

Monitoring/Evaluation

Evaluate survey each year as to success.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|-----------------------------------|---|-------------------------------|
| Increase industry credentialing and the number of students participating in Cooperative Education experiences. (Increase credentials and Cooperative learning) | Increased Industry Based Learning | Assess annual data to determine if if increased credentialing is occurring. | 03/29/2021 - 01/31/2024 |
| Implement a recruitment program that emphasizes the soft skills and work ethic criteria to succeed in the Career Center. (Soft skills and work ethic) | | | |
| Develop a workforce based program designed for students with Individual Education Plans (Workforce Experience for IEP Students) | | | |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|-----------------------------------|---|-------------------------------|
| Increase industry credentialing and the number of students participating in Cooperative Education experiences. (Increase credentials and Cooperative learning) | Increased Industry Based Learning | Assess comparative growth to previous year of Cooperative Education program on a quarterly basis. | 03/01/2021 - 01/29/2024 |
| Implement a recruitment program that emphasizes the soft skills and work ethic criteria to succeed in the Career Center. (Soft skills and work ethic) | | | |
| Develop a workforce based program designed for students with Individual Education Plans (Workforce Experience for IEP Students) | | | |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|-----------------------------------|--|-------------------------------|
| Increase industry credentialing and the number of students participating in Cooperative Education experiences. (Increase credentials and Cooperative learning) | Increased Industry Based Learning | Implement a recruitment program that emphasizes the soft skills and work ethic criteria to succeed in the Career Center. | 08/23/2021 - 06/01/2022 |
| Implement a recruitment program that emphasizes the soft skills and work ethic criteria to succeed in the Career Center. (Soft skills and work ethic) | | | |
| Develop a workforce based program designed for students with Individual Education Plans (Workforce Experience for IEP Students) | | | |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|-----------------------------------|---|-------------------------|
| Increase industry credentialing and the number of students participating in Cooperative Education experiences. (Increase credentials and Cooperative learning) | Increased Industry Based Learning | Develop a workforce based program designed for students with Individual Education Plans | 05/31/2021 - 05/30/2022 |
| Implement a recruitment program that emphasizes the soft skills and work ethic criteria to succeed in the Career Center. (Soft skills and work ethic) | | | |
| Develop a workforce based program designed for students with Individual Education Plans (Workforce Experience for IEP Students) | | | |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|--|---|----------------------|
| Connect parents and community to the value of a technical culture of learning. (Parents and Community) | Measure Culture of Learning Through Attendance/Recruitment | Develop a procedure and standard message to give to parents concerning a student's absence. | 03/31/2021 - |
| Develop a structured procedure for announcing attendance issues related to instructional staff. (Attendance information) | | | 08/30/2021 |
| Develop a recruitment approach that attracts students to programs that meet the students' interest area and skill. (Recruit for specific interest.) | | | |
| Implement a recruitment program that emphasizes the soft skills and work ethic criteria to succeed in the Career Center. (Soft skills and work ethic) | | | |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|--|--|-------------------------------|
| Connect parents and community to the value of a technical culture of learning. (Parents and Community) | Measure Culture of Learning Through Attendance/Recruitment | Develop a consistent message to parents and community about the importance of rigor and attendance in the Career Center. | 06/21/2021 - 08/30/2021 |
| Develop a structured procedure for announcing attendance issues related to instructional staff. (Attendance information) | | | |
| Develop a recruitment approach that attracts students to programs that meet the students' interest area and skill. (Recruit for specific interest.) | | | |
| Implement a recruitment program that emphasizes the soft skills and work ethic criteria to succeed in the Career Center. (Soft skills and work ethic) | | | |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|--|--|----------------------|
| Connect parents and community to the value of a technical culture of learning. (Parents and Community) | Measure Culture of Learning Through Attendance/Recruitment | Develop a recruitment approach that | 06/01/2021 - |
| Develop a structured procedure for announcing attendance issues related to instructional staff. (Attendance information) | | aligns student interest and ability | 06/01/2022 |
| Develop a recruitment approach that attracts students to programs that meet the students' interest area and skill. (Recruit for specific interest.) | | to programs that | |
| Implement a recruitment program that emphasizes the soft skills and work ethic criteria to succeed in the Career Center. (Soft skills and work ethic) | | meet the students' greatest chance of success. | |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|--|--|----------------------|
| Connect parents and community to the value of a technical culture of learning. (Parents and Community) | Measure Culture of Learning Through Attendance/Recruitment | Develop and implement a Workforce Experience for IEP Students. | 03/29/2021 - |
| Develop a structured procedure for announcing attendance issues related to instructional staff. (Attendance information) | | | 08/21/2023 |
| Develop a recruitment approach that attracts students to programs that meet the students' interest area and skill. (Recruit for specific interest.) | | | |
| Implement a recruitment program that emphasizes the soft skills and work ethic criteria to succeed in the Career Center. (Soft skills and work ethic) | | | |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|---------------------------------------|--|-------------------------|
| Develop the varied Leadership skills to create a positive culture of learning and support. (Leadership skills) | Establish leadership skills training. | Establish a leadership training program moving from Administrative Team to teachers to para-educators to students. | 03/15/2021 - 01/01/2024 |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|---------------------------------------|--|-------------------------------|
| Develop the varied Leadership skills to create a positive culture of learning and support. (Leadership skills) | Establish leadership skills training. | Provide leadership training to all constituency groups within the Career Center. | 04/01/2021 - 01/02/2024 |
| Develop a leadership program that engages administrators, teaching staff, para-educators, staff, and students. (Define and implement leadership models) | | | |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|---------------------------------------|---|-------------------------------|
| Develop the varied Leadership skills to create a positive culture of learning and support. (Leadership skills) | Establish leadership skills training. | All school personnel and students begin to demonstrate appropriate characteristics of leadership. | 03/24/2021 - 01/02/2024 |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|--|---|-------------------------------|
| Connect parents and community to the value of a technical culture of learning. (Parents and Community) | Develop a consistent system for connecting to parents and community. | Use survey research to connect parents and community to the value of a technical culture of learning. | 03/29/2021 - 02/01/2024 |
| Develop leadership teams through professional development. (Teamwork) | | | |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|--|---|-------------------------------|
| Connect parents and community to the value of a technical culture of learning. (Parents and Community) | Develop a consistent system for connecting to parents and community. | Communicate the value of Career and Technical Education to Parents and Community. | 03/23/2021 - 01/01/2024 |
| Develop leadership teams through professional development. (Teamwork) | | | |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|--|---|-------------------------------|
| Connect parents and community to the value of a technical culture of learning. (Parents and Community) | Develop a consistent system for connecting to parents and community. | Develop experiences for sending school teachers to learn about the rigors of Career and Technical Education | 03/29/2021 - 01/02/2024 |
| Develop leadership teams through professional development. (Teamwork) | | | |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|--|--|-------------------------------|
| Connect parents and community to the value of a technical culture of learning. (Parents and Community) | Develop a consistent system for connecting to parents and community. | Present information concerning the value of Career and Technical Education to all OAC members and to all businesses visited. | 09/06/2021 - 01/02/2024 |
| Develop leadership teams through professional development. (Teamwork) | | | |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|--|--|-------------------------------|
| Connect parents and community to the value of a technical culture of learning. (Parents and Community) | Develop a consistent system for connecting to parents and community. | Establish a marketing team from within the staff to determine marketing needs and activities for the school. | 03/29/2021 - 01/02/2024 |
| Develop leadership teams through professional development. (Teamwork) | | | |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|---------------------------------------|--|-------------------------------|
| Establish a structured and consistent two way medium to communicate information of relevance and interest between administration and staff. (Routine information from administration to staff.) | Administration to staff communication | Develop a structured and consistently delivered two-way communication system between administration and staff. | 04/01/2021 - 05/02/2022 |
| Develop a procedure for planning, structuring, and announcing school wide events the may interrupt the delivery of instruction. (Announcing Special Events) | | | |
| Develop a leadership program that engages administrators, teaching staff, para-educators, staff, and students. (Define and implement leadership models) | | | |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|---------------------------------------|---|-------------------------------|
| Establish a structured and consistent two way medium to communicate information of relevance and interest between administration and staff. (Routine information from administration to staff.) | Administration to staff communication | Develop a procedure for planning, structuring, and announcing school wide events the may interrupt the delivery of instruction. | 04/01/2021 - 09/01/2021 |
| Develop a procedure for planning, structuring, and announcing school wide events the may interrupt the delivery of instruction. (Announcing Special Events) | | | |
| Develop a leadership program that engages administrators, teaching staff, para-educators, staff, and students. (Define and implement leadership models) | | | |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|---------------------------------------|--|-------------------------------|
| Establish a structured and consistent two way medium to communicate information of relevance and interest between administration and staff. (Routine information from administration to staff.) | Administration to staff communication | Develop line and staff charts for communication design and delivery. | 04/01/2021 - 09/01/2021 |
| Develop a procedure for planning, structuring, and announcing school wide events the may interrupt the delivery of instruction. (Announcing Special Events) | | | |
| Develop a leadership program that engages administrators, teaching staff, para-educators, staff, and students. (Define and implement leadership models) | | | |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|---|--|-------------------------|
| Develop leadership teams through professional development. (Teamwork) | Cultivate stronger examples and evidence of teamwork. | Develop leadership teams through professional development. | 03/19/2021 - 02/01/2024 |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|---|--|-------------------------------|
| Develop leadership teams through professional development. (Teamwork) | Cultivate stronger examples and evidence of teamwork. | Hold team building and social activities a few times each school term. | 04/01/2021 - 01/02/2024 |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|---|---|-------------------------------|
| Develop leadership teams through professional development. (Teamwork) | Cultivate stronger examples and evidence of teamwork. | Regular meetings for cluster teams to be scheduled for Professional Development and for information sessions. | 04/01/2021 - 02/01/2024 |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|---|---|-------------------------------|
| Develop leadership teams through professional development. (Teamwork) | Cultivate stronger examples and evidence of teamwork. | Schedule regularly defined meetings for teacher/paraeducator planning and information sharing meetings. | 04/01/2021 - 03/01/2024 |

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).

Superintendent/Chief Executive Officer

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Cadre of four Special Education certified teachers provide support for all Career and Technical Education teachers.

Aligned curricular materials and lesson plans to the PA Common Core Standards

Identify and address individual student learning needs

Foster a culture of high expectations for success for all students, educators, families, and community members *

Collectively shape the vision for continuous improvement of teaching and learning *

Certifications are offered in majority of CTE Programs

Industry relevant Certifications are offered in all CTE Programs

Multiple certifications are offered in two thirds of the CTE Programs

Career Standards Benchmark

Advanced Industry Based Competency Assessment

Challenges

Increase the Career Standards Benchmark for Special Needs students.

Increase the Industry based learning for Special Needs students.

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based *

Provide frequent, timely, and systematic feedback and support on instructional practices *

Use multiple professional learning designs to support the development of leadership capacity within the career center.

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

Implement evidence-based strategies to engage families to support learning.

CWCTC needs to increase total certifications and programs offering certifications.

Need for higher number of Cooperative Education opportunities.

Strengths

Rigorous Courses of Study

Data Does Not Apply - The school does not offer English Language Arts Programs but Teachers do offer reading, writing, listening strategies as part of technical instruction.

Teachers instruct math strategies for completing mathematics problems in the technical programs.

Teachers incorporate relevant Science, Technology and Engineering PA State Standards into their instruction of technical material.

The Future Ready Index indicates that CWCTC students are above the Statewide Average in Career Standards Benchmarks.

The Future Ready Index indicates that Economically Disadvantaged Students are above the Statewide Average in Career Benchmark Standards.

Career Standards Benchmark - 92.2% of career standards benchmarks are being attained by our student race/ethnicity groups. This is above Statwide Average.

The Future Ready Index indicates that students are above the Statewide Average for Rigorous Courses of Study.

Challenges

Need for higher percentage of students engaged in Cooperative Education.

Regular Attendance

Industry Based Learning

Data Does Not Apply directly to the Technical Center, but statewide indicators show that only 62.1% of statewide student population has achieved the 2030 goal. Therefore, the Center must recognize the need to help students with technical reading strategies.

Since only 45.2% of statewide students meet the expected standard for 2030 indicates that the Career Center must recognize the need to incorporate math exercises and instruction related to the respective technical field being taught.

Teachers must align the science concepts relevant in their respective programs to the PA State Standards for Science, Technology, and Engineering.

Attendance data indicates that all student groups are below statewide average and below the Statewide 2030 goal.

Attendance data indicates that Black students and students with disabilities are below statewide average and the 2030 statewide goal.

Challenges

CWCTC is below the Statewide Average for Industry-Based Learning by 1.6%.

CWCTC's Economically Disadvantaged Students are below the Statewide Average for Rigorous Courses of Study by 1%.

Most Notable Observations/Patterns

Primarily, the group has noted that the Career Center has attempted to bring academic skills into the process of instructing technical information. The group also noted the need for more consistent collaborative communication between the staff and the administration. Also, the group noted the need to focus on industry certifications and Cooperative Education Opportunities. Finally, the group noted a need to communicate the value of a technical education in the current economic situation. This concept could lead to recruitment of students ready to handle the rigors of technical education.

Challenges

Discussion Point

Priority for Planning

Regular Attendance

CWCTC needs to recruit students with a stated desire to complete a technical education.

Industry Based Learning

The school offers industry based relationships in many programs. The school also

| Challenges | Discussion Point | Priority for Planning |
|--|--|-----------------------|
| | wants to enhance these opportunities so that more students are experiencing industry connections. The school also will establish a goal in this Comprehensive Plan to have more students graduating with industry based credentials. | |
| Need for higher percentage of students engaged in Cooperative Education. | CWCTC needs to partner with local businesses, community organizations, and other agencies to meet the needs of the school. | |
| Provide frequent, timely, and systematic feedback and support on instructional practices * | The administrative team and the teaching staff believe that more communication must exist between all people. One place that needs stronger communication comes in the realm of feedback and information sharing. The school has a goal to achieve this concept. | |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the school * | | |
| Implement evidence-based strategies to engage families to support learning. | Leadership skills need to be developed and cohesively applied across all groups within the career center. | |
| Increase the Industry based learning for Special Needs students. | | |

ADDENDUM B: ACTION PLAN

Action Plan: Increased Industry Based Learning

| Action Steps | Anticipated Start/Completion Date | |
|---|--|-----------|
| Assess comparative growth to previous year of Cooperative Education program on a quarterly basis. | 03/01/2021 - 01/29/2024 | |
| Monitoring/Evaluation | Anticipated Output | |
| Review the number of students in Cooperative education at the end of each quarter, and review the number of employers willing to accept Cooperative Education students. | Both credentialing and Cooperative Education will show growth each year of the plan. | |
| Material/Resources/Supports Needed | PD Step | Comm Step |
| Support of clerical staff. | yes | yes |

Action Steps**Anticipated Start/Completion Date**

Assess annual data to determine if increased credentialing is occurring.

03/29/2021 - 01/31/2024

Monitoring/Evaluation**Anticipated Output**

Review the number of students in Cooperative education at the end of each quarter, and review the number of employers willing to accept Cooperative Education students.

Both credentialing and Cooperative Education will show growth each year of the plan.

Material/Resources/Supports Needed**PD Step****Comm Step**

Technical support from clerical staff, computer technology

yes

yes

Action Steps**Anticipated Start/Completion Date**

Implement a recruitment program that emphasizes the soft skills and work ethic criteria to succeed in the Career Center.

08/23/2021 - 06/01/2022

Monitoring/Evaluation**Anticipated Output**

Review the number of students in Cooperative education at the end of each quarter, and review the number of employers willing to accept Cooperative Education students.

Both credentialing and Cooperative Education will show growth each year of the plan.

Material/Resources/Supports Needed**PD Step****Comm Step**

Basic supplies and support of teachers.

yes

yes



Action Steps**Anticipated Start/Completion Date**

Develop a workforce based program designed for students with Individual Education Plans

05/31/2021 - 05/30/2022

Monitoring/Evaluation**Anticipated Output**

Review the number of students in Cooperative education at the end of each quarter, and review the number of employers willing to accept Cooperative Education students.

Both credentialing and Cooperative Education will show growth each year of the plan.

Material/Resources/Supports Needed**PD Step****Comm Step**

Supplies, Business Community Members/Support of teachers

yes

yes

Action Plan: Measure Culture of Learning Through Attendance/Recruitment

Action Steps**Anticipated Start/Completion Date**

Develop a procedure and standard message to give to parents concerning a student's absence.

03/31/2021 - 08/30/2021

Monitoring/Evaluation**Anticipated Output**

Executive Director will evaluate each year.

Higher rate of attendance and success due to students being placed in programs where they have greatest chance of success.

Material/Resources/Supports Needed**PD Step****Comm Step**

Support of teaching staff

yes

yes



Action Steps**Anticipated Start/Completion Date**

Develop a consistent message to parents and community about the importance of rigor and attendance in the Career Center.

06/21/2021 - 08/30/2021

Monitoring/Evaluation**Anticipated Output**

Executive Director will evaluate each year.

Higher rate of attendance and success due to students being placed in programs where they have greatest chance of success.

Material/Resources/Supports Needed**PD Step****Comm Step**

Support of teaching staff.

yes

yes



Action Steps**Anticipated Start/Completion Date**

Develop an agreed upon procedure with sending schools and parents concerning the way attendance will be treated at the Career Center

06/01/2021 - 08/30/2021

Monitoring/Evaluation**Anticipated Output**

Executive Director will evaluate each year.

Higher rate of attendance and success due to students being placed in programs where they have greatest chance of success.

Material/Resources/Supports Needed**PD Step****Comm Step**

Support of the Joint Operating Committee

no

yes



Action Steps**Anticipated Start/Completion Date**

Develop a recruitment message for parents and prospective students that emphasizes the importance of attendance for success in the Career Center.

03/01/2021 - 08/02/2021

Monitoring/Evaluation**Anticipated Output**

Executive Director will evaluate each year.

Higher rate of attendance and success due to students being placed in programs where they have greatest chance of success.

Material/Resources/Supports Needed**PD Step****Comm Step**

Support of teaching staff.

no

yes



Action Steps**Anticipated Start/Completion Date**

Recruit with a focus on student interest and student profile in order to find proper placement in the Career Center.

09/01/2021 - 02/01/2024

Monitoring/Evaluation**Anticipated Output**

Executive Director will evaluate each year.

Higher rate of attendance and success due to students being placed in programs where they have greatest chance of success.

Material/Resources/Supports Needed**PD Step****Comm Step**

no

yes



Action Steps**Anticipated Start/Completion Date**

Develop a recruitment message that focuses on the rigor of technical content and work ethic expectations of students who enter the Career Center.

03/01/2021 - 09/01/2021

Monitoring/Evaluation**Anticipated Output**

Executive Director will evaluate each year.

Higher rate of attendance and success due to students being placed in programs where they have greatest chance of success.

Material/Resources/Supports Needed**PD Step****Comm Step**

Support of staff

no

yes



Action Steps**Anticipated Start/Completion Date**

Develop a recruitment approach that aligns student interest and ability to programs that meet the students' greatest chance of success.

06/01/2021 - 06/01/2022

Monitoring/Evaluation**Anticipated Output**

Executive Director will evaluate each year.

Higher rate of attendance and success due to students being placed in programs where they have greatest chance of success.

Material/Resources/Supports Needed**PD Step****Comm Step**

Technology through the Graphic Arts and Computer Information programs

yes

yes



Action Steps

Anticipated Start/Completion Date

Develop and implement a Workforce Experience for IEP Students.

03/29/2021 - 08/21/2023

Monitoring/Evaluation

Anticipated Output

Executive Director will evaluate each year.

Higher rate of attendance and success due to students being placed in programs where they have greatest chance of success.

Material/Resources/Supports Needed

PD Step

Comm Step

yes

yes

Action Plan: Establish leadership skills training.

Action Steps**Anticipated Start/Completion Date**

Establish a leadership training program moving from Administrative Team to teachers to para-educators to students.

03/15/2021 - 01/01/2024

Monitoring/Evaluation**Anticipated Output**

Survey data from questionnaire assessment each year.

Leadership traits will become evident throughout the Career Center.

Material/Resources/Supports Needed**PD Step****Comm Step**

Documentation for Leadership Strategies.

yes

yes



Action Steps**Anticipated Start/Completion Date**

Provide leadership training to all constituency groups within the Career Center.

04/01/2021 - 01/02/2024

Monitoring/Evaluation**Anticipated Output**

Survey data from questionnaire assessment each year.

Leadership traits will become evident throughout the Career Center.

Material/Resources/Supports Needed**PD Step****Comm Step**

Training materials

yes

yes

Action Steps**Anticipated Start/Completion Date**

All school personnel and students begin to demonstrate appropriate characteristics of leadership.

03/24/2021 - 01/02/2024

Monitoring/Evaluation**Anticipated Output**

Survey data from questionnaire assessment each year.

Leadership traits will become evident throughout the Career Center.

Material/Resources/Supports Needed**PD Step****Comm Step**

Survey evidence

yes

yes

Action Plan: Develop a consistent system for connecting to parents and community.

Action Steps**Anticipated Start/Completion Date**

Use survey research to connect parents and community to the value of a technical culture of learning.

03/29/2021 - 02/01/2024

Monitoring/Evaluation**Anticipated Output**

Use survey data to determine if the image of the CTC is changing.

Parents and community members will influence students that technical education is a viable route to life success.

Material/Resources/Supports Needed**PD Step****Comm Step**

Survey research of parents and community members.

yes

yes



Action Steps**Anticipated Start/Completion Date**

Communicate the value of Career and Technical Education to Parents and Community.

03/23/2021 - 01/01/2024

Monitoring/Evaluation**Anticipated Output**

Use survey data to determine if the image of the CTC is changing.

Parents and community members will influence students that technical education is a viable route to life success.

Material/Resources/Supports Needed**PD Step****Comm Step**

Brochure Design/Statistical facts to support message

yes

yes



Action Steps**Anticipated Start/Completion Date**

Develop experiences for sending school teachers to learn about the rigors of Career and Technical Education

03/29/2021 - 01/02/2024

Monitoring/Evaluation**Anticipated Output**

Use survey data to determine if the image of the CTC is changing.

Parents and community members will influence students that technical education is a viable route to life success.

Material/Resources/Supports Needed**PD Step****Comm Step**

Sending school Teachers, Occupational Advisory Personnel

yes

yes



Action Steps**Anticipated Start/Completion Date**

Present information concerning the value of Career and Technical Education to all OAC members and to all businesses visited.

09/06/2021 - 01/02/2024

Monitoring/Evaluation**Anticipated Output**

Use survey data to determine if the image of the CTC is changing.

Parents and community members will influence students that technical education is a viable route to life success.

Material/Resources/Supports Needed**PD Step****Comm Step**

Brochure of statistical information.

yes

yes



Action Steps**Anticipated Start/Completion Date**

Establish a marketing team from within the staff to determine marketing needs and activities for the school.

03/29/2021 - 01/02/2024

Monitoring/Evaluation**Anticipated Output**

Use survey data to determine if the image of the CTC is changing.

Parents and community members will influence students that technical education is a viable route to life success.

Material/Resources/Supports Needed**PD Step****Comm Step**

Technology, supplies

yes

yes

Action Plan: Administration to staff communication

Action Steps**Anticipated Start/Completion Date**

Develop a structured and consistently delivered two-way communication system between administration and staff.

04/01/2021 - 05/02/2022

Monitoring/Evaluation**Anticipated Output**

Evaluated by way of survey each year.

Lines of communication will be more defined thereby creating a clear sense of regular communication within the building.

Material/Resources/Supports Needed**PD Step****Comm Step**

Support of staff

yes

yes



Action Steps**Anticipated Start/Completion Date**

Develop a procedure for planning, structuring, and announcing school wide events the may interrupt the delivery of instruction.

04/01/2021 - 09/01/2021

Monitoring/Evaluation**Anticipated Output**

Evaluated by way of survey each year.

Lines of communication will be more defined thereby creating a clear sense of regular communication within the building.

Material/Resources/Supports Needed**PD Step****Comm Step**

Materials and Technology for planning

yes

yes



Action Steps**Anticipated Start/Completion Date**

Develop line and staff charts for communication design and delivery.

04/01/2021 - 09/01/2021

Monitoring/Evaluation**Anticipated Output**

Evaluated by way of survey each year.

Lines of communication will be more defined thereby creating a clear sense of regular communication within the building.

Material/Resources/Supports Needed**PD Step****Comm Step**

yes

yes

Action Plan: Cultivate stronger examples and evidence of teamwork.

Action Steps**Anticipated Start/Completion Date**

Develop leadership teams through professional development.

03/19/2021 - 02/01/2024

Monitoring/Evaluation**Anticipated Output**

Evaluate survey each year as to success.

A greater sense of "team" will exist within the professional and support staff.

Material/Resources/Supports Needed**PD Step****Comm Step**

Clerical support, support from all staff.

yes

yes

Action Steps**Anticipated Start/Completion Date**

Hold team building and social activities a few times each school term.

04/01/2021 - 01/02/2024

Monitoring/Evaluation**Anticipated Output**

Evaluate survey each year as to success.

A greater sense of "team" will exist within the professional and support staff.

Material/Resources/Supports Needed**PD Step****Comm Step**

Determined as needed.

yes

yes

Action Steps**Anticipated Start/Completion Date**

Regular meetings for cluster teams to be scheduled for Professional Development and for information sessions.

04/01/2021 - 02/01/2024

Monitoring/Evaluation**Anticipated Output**

Evaluate survey each year as to success.

A greater sense of "team" will exist within the professional and support staff.

Material/Resources/Supports Needed**PD Step****Comm Step**

Determine as needed.

yes

yes



Action Steps**Anticipated Start/Completion Date**

Schedule regularly defined meetings for teacher/paraeducator planning and information sharing meetings.

04/01/2021 - 03/01/2024

Monitoring/Evaluation**Anticipated Output**

Evaluate survey each year as to success.

A greater sense of "team" will exist within the professional and support staff.

Material/Resources/Supports Needed**PD Step****Comm Step**

yes

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|-----------------------------------|---|----------------------------|
| <p>Increase industry credentialing and the number of students participating in Cooperative Education experiences. (Increase credentials and Cooperative learning)</p> <p>Implement a recruitment program that emphasizes the soft skills and work ethic criteria to succeed in the Career Center. (Soft skills and work ethic)</p> <p>Develop a workforce based program designed for students with Individual Education Plans (Workforce Experience for IEP Students)</p> | Increased Industry Based Learning | Assess annual data to determine if increased credentialing is occurring. | 03/29/2021 - 01/31/2024 |
| <p>Increase industry credentialing and the number of students participating in Cooperative Education experiences. (Increase credentials and Cooperative learning)</p> <p>Implement a recruitment program that emphasizes the soft skills and work ethic criteria to succeed in the Career Center. (Soft skills and work ethic)</p> <p>Develop a workforce based program designed for students with Individual Education Plans (Workforce Experience for IEP Students)</p> | Increased Industry Based Learning | Assess comparative growth to previous year of Cooperative Education program on a quarterly basis. | 03/01/2021 - 01/29/2024 |
| Increase industry credentialing and the number of students participating | Increased Industry | Implement a | 08/23/2021 |

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|--|---|---------------------------------------|
| <p>in Cooperative Education experiences. (Increase credentials and Cooperative learning)</p> <p>Implement a recruitment program that emphasizes the soft skills and work ethic criteria to succeed in the Career Center. (Soft skills and work ethic)</p> <p>Develop a workforce based program designed for students with Individual Education Plans (Workforce Experience for IEP Students)</p> | Based Learning | <p>recruitment program that emphasizes the soft skills and work ethic criteria to succeed in the Career Center.</p> | <p>-</p> <p>06/01/2022</p> |
| <p>Increase industry credentialing and the number of students participating in Cooperative Education experiences. (Increase credentials and Cooperative learning)</p> <p>Implement a recruitment program that emphasizes the soft skills and work ethic criteria to succeed in the Career Center. (Soft skills and work ethic)</p> <p>Develop a workforce based program designed for students with Individual Education Plans (Workforce Experience for IEP Students)</p> | Increased Industry Based Learning | <p>Develop a workforce based program designed for students with Individual Education Plans</p> | <p>05/31/2021 -</p> <p>05/30/2022</p> |
| <p>Connect parents and community to the value of a technical culture of learning. (Parents and Community)</p> <p>Develop a structured procedure for announcing attendance issues related to instructional staff. (Attendance information)</p> | Measure Culture of Learning Through Attendance/Recruitment | <p>Develop a procedure and standard message to give to parents concerning a student's absence.</p> | <p>03/31/2021 -</p> <p>08/30/2021</p> |

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|--|--|-------------------------|
| Develop a recruitment approach that attracts students to programs that meet the students' interest area and skill. (Recruit for specific interest.) | | | |
| Implement a recruitment program that emphasizes the soft skills and work ethic criteria to succeed in the Career Center. (Soft skills and work ethic) | | | |
| Connect parents and community to the value of a technical culture of learning. (Parents and Community) | Measure Culture of Learning Through Attendance/Recruitment | Develop a consistent message to parents and community about the importance of rigor and attendance in the Career Center. | 06/21/2021 - 08/30/2021 |
| Develop a structured procedure for announcing attendance issues related to instructional staff. (Attendance information) | | | |
| Develop a recruitment approach that attracts students to programs that meet the students' interest area and skill. (Recruit for specific interest.) | | | |
| Implement a recruitment program that emphasizes the soft skills and work ethic criteria to succeed in the Career Center. (Soft skills and work ethic) | | | |
| Connect parents and community to the value of a technical culture of learning. (Parents and Community) | Measure Culture of Learning Through Attendance/Recruitment | Develop a recruitment approach that aligns student interest and ability to programs that meet the students' | 06/01/2021 - 06/01/2022 |
| Develop a structured procedure for announcing attendance issues related to instructional staff. (Attendance information) | | | |
| Develop a recruitment approach that attracts students to programs that | | | |

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|---|---|--------------------------------|
| <p>meet the students' interest area and skill. (Recruit for specific interest.)</p> <p>Implement a recruitment program that emphasizes the soft skills and work ethic criteria to succeed in the Career Center. (Soft skills and work ethic)</p> | | <p>greatest chance of success.</p> | |
| <p>Connect parents and community to the value of a technical culture of learning. (Parents and Community)</p> <p>Develop a structured procedure for announcing attendance issues related to instructional staff. (Attendance information)</p> <p>Develop a recruitment approach that attracts students to programs that meet the students' interest area and skill. (Recruit for specific interest.)</p> <p>Implement a recruitment program that emphasizes the soft skills and work ethic criteria to succeed in the Career Center. (Soft skills and work ethic)</p> | <p>Measure Culture of Learning Through Attendance/Recruitment</p> | <p>Develop and implement a Workforce Experience for IEP Students.</p> | <p>03/29/2021 - 08/21/2023</p> |
| <p>Develop the varied Leadership skills to create a positive culture of learning and support. (Leadership skills)</p> <p>Develop a leadership program that engages administrators, teaching staff, para-educators, staff, and students. (Define and implement leadership models)</p> | <p>Establish leadership skills training.</p> | <p>Establish a leadership training program moving from Administrative Team to teachers to para-educators to students.</p> | <p>03/15/2021 - 01/01/2024</p> |

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|---|--|--|
| <p>Develop the varied Leadership skills to create a positive culture of learning and support. (Leadership skills)</p> <p>Develop a leadership program that engages administrators, teaching staff, para-educators, staff, and students. (Define and implement leadership models)</p> | <p>Establish leadership skills training.</p> | <p>Provide leadership training to all constituency groups within the Career Center.</p> | <p>04/01/2021 - 01/02/2024</p> |
| <p>Develop the varied Leadership skills to create a positive culture of learning and support. (Leadership skills)</p> <p>Develop a leadership program that engages administrators, teaching staff, para-educators, staff, and students. (Define and implement leadership models)</p> | <p>Establish leadership skills training.</p> | <p>All school personnel and students begin to demonstrate appropriate characteristics of leadership.</p> | <p>03/24/2021 - 01/02/2024</p> |
| <p>Connect parents and community to the value of a technical culture of learning. (Parents and Community)</p> <p>Develop leadership teams through professional development. (Teamwork)</p> | <p>Develop a consistent system for connecting to parents and community.</p> | <p>Use survey research to connect parents and community to the value of a technical culture of learning.</p> | <p>03/29/2021 - 02/01/2024</p> |
| <p>Connect parents and community to the value of a technical culture of learning. (Parents and Community)</p> <p>Develop leadership teams through professional development. (Teamwork)</p> | <p>Develop a consistent system for connecting to parents and community.</p> | <p>Communicate the value of Career and Technical Education to Parents and Community.</p> | <p>03/23/2021 - 01/01/2024</p> |

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|---|---|--|
| <p>Connect parents and community to the value of a technical culture of learning. (Parents and Community)</p> <p>Develop leadership teams through professional development. (Teamwork)</p> | <p>Develop a consistent system for connecting to parents and community.</p> | <p>Develop experiences for sending school teachers to learn about the rigors of Career and Technical Education</p> | <p>03/29/2021 - 01/02/2024</p> |
| <p>Connect parents and community to the value of a technical culture of learning. (Parents and Community)</p> <p>Develop leadership teams through professional development. (Teamwork)</p> | <p>Develop a consistent system for connecting to parents and community.</p> | <p>Present information concerning the value of Career and Technical Education to all OAC members and to all businesses visited.</p> | <p>09/06/2021 - 01/02/2024</p> |
| <p>Connect parents and community to the value of a technical culture of learning. (Parents and Community)</p> <p>Develop leadership teams through professional development. (Teamwork)</p> | <p>Develop a consistent system for connecting to parents and community.</p> | <p>Establish a marketing team from within the staff to determine marketing needs and activities for the school.</p> | <p>03/29/2021 - 01/02/2024</p> |
| <p>Establish a structured and consistent two way medium to communicate information of relevance and interest between administration and staff. (Routine information from administration to staff.)</p> | <p>Administration to staff communication</p> | <p>Develop a structured and consistently delivered two-way</p> | <p>04/01/2021 - 05/02/2022</p> |

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|--|--|--|
| <p>Develop a procedure for planning, structuring, and announcing school wide events the may interrupt the delivery of instruction. (Announcing Special Events)</p> <p>Develop a leadership program that engages administrators, teaching staff, para-educators, staff, and students. (Define and implement leadership models)</p> | | <p>communication system between administration and staff.</p> | |
| <p>Establish a structured and consistent two way medium to communicate information of relevance and interest between administration and staff. (Routine information from administration to staff.)</p> <p>Develop a procedure for planning, structuring, and announcing school wide events the may interrupt the delivery of instruction. (Announcing Special Events)</p> <p>Develop a leadership program that engages administrators, teaching staff, para-educators, staff, and students. (Define and implement leadership models)</p> | <p>Administration to staff communication</p> | <p>Develop a procedure for planning, structuring, and announcing school wide events the may interrupt the delivery of instruction.</p> | <p>04/01/2021 - 09/01/2021</p> |
| <p>Establish a structured and consistent two way medium to communicate information of relevance and interest between administration and staff. (Routine information from administration to staff.)</p> <p>Develop a procedure for planning, structuring, and announcing school wide events the may interrupt the delivery of instruction. (Announcing</p> | <p>Administration to staff communication</p> | <p>Develop line and staff charts for communication design and delivery.</p> | <p>04/01/2021 - 09/01/2021</p> |

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|---|---|-------------------------|
| Special Events) | | | |
| Develop a leadership program that engages administrators, teaching staff, para-educators, staff, and students. (Define and implement leadership models) | | | |
| Develop leadership teams through professional development. (Teamwork) | Cultivate stronger examples and evidence of teamwork. | Develop leadership teams through professional development. | 03/19/2021 - 02/01/2024 |
| Develop leadership teams through professional development. (Teamwork) | Cultivate stronger examples and evidence of teamwork. | Hold team building and social activities a few times each school term. | 04/01/2021 - 01/02/2024 |
| Develop leadership teams through professional development. (Teamwork) | Cultivate stronger examples and evidence of teamwork. | Regular meetings for cluster teams to be scheduled for Professional Development and for information sessions. | 04/01/2021 - 02/01/2024 |
| Develop leadership teams through professional development. (Teamwork) | Cultivate stronger examples and evidence of teamwork. | Schedule regularly defined meetings for teacher/paraeducator | 04/01/2021 - 03/01/2024 |

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|------------------|------------------|--|----------------------|
| | | planning and information sharing meetings. | |

PROFESSIONAL DEVELOPMENT PLANS

| Professional Development Step | Audience | Topics of Prof. Dev |
|--|--|---|
| Increase Regular Attendance and Cooperative Learning Numbers | Each program cluster group will have professional training sessions. | Determining what credentials can be given; Determine how to access industry recognition for the credentials; Plan ways to access more industry credentials for a program; Plan ways to motivate students to strive for credentials. |

| Evidence of Learning | Anticipated Timeframe | Lead Person/Position |
|--|-------------------------|--|
| Track the number of credentials acquired by program; Do comparative charts of year to year growth in credentials by student number and credentials number. | 08/30/2021 - 03/25/2024 | Professional Development Consultant/Guidance Personnel |

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

- 1c: Setting Instructional Outcomes
- 1d: Demonstrating Knowledge of Resources
- 2b: Establishing a Culture for Learning
- 3c: Engaging Students in Learning
- 4e: Growing and Developing Professionally
- 2b: Establishing a Culture for Learning

Professional Development Step

Audience

Topics of Prof. Dev

Implementation of focus on credentials and Cooperative Learning

Teaching staff/Para-professional staff

How is information about industry learning delivered; What is difference of information about industry learning is given to students, to parents, or to community.

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Student, parent, and community showing interest in industry learning experiences.

08/30/2021 - 03/25/2024

Executive Director/Consultant for Professional Development

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1d: Demonstrating Knowledge of Resources

3a: Communicating with Students

4c: Communicating with Families

Professional Development Step

Audience

Topics of Prof. Dev

Develop project based learning format for students to create credential and Cooperative Learning Purpose.

Administration, Teacher, Parents, Community Members

What is the purpose of technical education?

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Parents and community demonstrate evidence that they are aware of credentialing and project based learning.

04/05/2021 - 05/02/2022

Assistant Director for Career and Technical Education/Professional Development Consultant

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

- 1c: Setting Instructional Outcomes
- 1d: Demonstrating Knowledge of Resources
- 1f: Designing Student Assessments
- 4c: Communicating with Families
- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 1e: Designing Coherent Instruction

Professional Development Step

Audience

Topics of Prof. Dev

Develop Leadership Characteristics.

All building educators

What is leadership? How does my role use leadership technique? What are appropriate actions of the leader? How does the leader guide the purpose of the entity being led?

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Evidence of leadership techniques will be observed in administrators, teachers, para-educators, and students.

05/03/2021 - 09/01/2021

Executive Director/Professional Development Consultant

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

2a: Creating and Environment of Respect and Rapport

2b: Establishing a Culture for Learning

4e: Growing and Developing Professionally

Professional Development Step

Audience

Topics of Prof. Dev

Provide leadership training to all constituency groups within the Career Center.

Administrators, teachers, para-educators, student groups

Defining leadership at CWCTC; Defining the skills for leadership; How to transition the skills to all people in the school

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

All constituency groups will begin to express terms and actions used in the leadership training.

03/22/2021 - 01/02/2024

Executive Director/Consultant for Professional Development

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1b: Demonstrating Knowledge of Students

Teaching Diverse Learners in an Inclusive Setting

2a: Creating and Environment of Respect and Rapport

2b: Establishing a Culture for Learning

3e: Demonstrating Flexibility and Responsiveness

Professional Development Step

Audience

Topics of Prof. Dev

Determine if leadership teams have aroused community to see the school in a more positive light

Administration, Teaching Staff, Para-educators

How to communicate value to community;
How to raise student image of the school.

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Survey research to compare community view in 2021 to 2024

05/31/2021 - 02/01/2024

Assistant Director for Career and technical Education

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

2b: Establishing a Culture for Learning

3a: Communicating with Students

4c: Communicating with Families

4f: Showing Professionalism

Professional Development Step

Audience

Topics of Prof. Dev

Cultivate stronger examples and evidence of teamwork.

All administrators, teachers, and para-professionals

Getting to know each other, Getting to know each other's strengths, Getting to know what is happening in respective programs, Sharing successes. Define how students are improving their task track.

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Determine if successes indicate advancement student learning.

03/29/2021 - 03/01/2024

Professional Development Consultant

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

4a: Reflecting on Teaching

Teaching Diverse Learners in an Inclusive Setting

4e: Growing and Developing Professionally

4f: Showing Professionalism

Professional Development Step

Audience

Topics of Prof. Dev

Develop and implement a Workforce Experience for IEP Students.

All administrators, teachers, para-educators, and parents.

Who will be eligible for the program; What will be the structure of the program; How will business and industry be involved? What will the role of the student's teacher be?

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Students enrolled will demonstrate utilization of competency skills identified in the IEP>

03/29/2021 - 03/06/2023

Assistant Director for Workforce Education/Workforce Education Coordinator

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1b: Demonstrating Knowledge of Students

Teaching Diverse Learners in an Inclusive Setting

1f: Designing Student Assessments

3a: Communicating with Students

3c: Engaging Students in Learning

4c: Communicating with Families

Professional Development Step

Audience

Topics of Prof. Dev

Two Way Communication

Administrative Team, Teaching Faculty,
Para-educators

How to create consistent lines of communication;
What are the concrete things to do?

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

All personnel will rate communication as improving

04/05/2021 - 06/01/2021

Professional Development Consultant

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

2a: Creating and Environment of Respect and Rapport

2b: Establishing a Culture for Learning

3e: Demonstrating Flexibility and Responsiveness



ADDENDUM D: ACTION PLAN COMMUNICATION

| Measurable Goals | Action Plan Name | Communication Step | Anticipated Timeline |
|---|-----------------------------------|---|-------------------------|
| <p>Increase industry credentialing and the number of students participating in Cooperative Education experiences. (Increase credentials and Cooperative learning)</p> <p>Implement a recruitment program that emphasizes the soft skills and work ethic criteria to succeed in the Career Center. (Soft skills and work ethic)</p> <p>Develop a workforce based program designed for students with Individual Education Plans (Workforce Experience for IEP Students)</p> | Increased Industry Based Learning | Assess annual data to determine if if increased credentialing is occurring. | 2021-03-29 - 2024-01-31 |
| <p>Increase industry credentialing and the number of students participating in Cooperative Education experiences. (Increase credentials and Cooperative learning)</p> <p>Implement a recruitment program that emphasizes the soft skills and work ethic criteria to succeed in the Career Center. (Soft skills and work ethic)</p> <p>Develop a workforce based program designed for students with Individual Education Plans (Workforce Experience for IEP Students)</p> | Increased Industry Based Learning | Assess comparative growth to previous year of Cooperative Education program on a quarterly basis. | 2021-03-01 - 2024-01-29 |
| Increase industry credentialing and the number of students participating | Increased Industry | Implement a | 2021-08-23 |

| Measurable Goals | Action Plan Name | Communication Step | Anticipated Timeline |
|---|--|---|-------------------------|
| <p>in Cooperative Education experiences. (Increase credentials and Cooperative learning)</p> <p>Implement a recruitment program that emphasizes the soft skills and work ethic criteria to succeed in the Career Center. (Soft skills and work ethic)</p> <p>Develop a workforce based program designed for students with Individual Education Plans (Workforce Experience for IEP Students)</p> | Based Learning | <p>recruitment program that emphasizes the soft skills and work ethic criteria to succeed in the Career Center.</p> | - 2022-06-01 |
| <p>Increase industry credentialing and the number of students participating in Cooperative Education experiences. (Increase credentials and Cooperative learning)</p> <p>Implement a recruitment program that emphasizes the soft skills and work ethic criteria to succeed in the Career Center. (Soft skills and work ethic)</p> <p>Develop a workforce based program designed for students with Individual Education Plans (Workforce Experience for IEP Students)</p> | Increased Industry Based Learning | <p>Develop a workforce based program designed for students with Individual Education Plans</p> | 2021-05-31 - 2022-05-30 |
| <p>Connect parents and community to the value of a technical culture of learning. (Parents and Community)</p> <p>Develop a structured procedure for announcing attendance issues related to instructional staff. (Attendance information)</p> | Measure Culture of Learning Through Attendance/Recruitment | <p>Develop a procedure and standard message to give to parents concerning a student's absence.</p> | 2021-03-31 - 2021-08-30 |

| Measurable Goals | Action Plan Name | Communication Step | Anticipated Timeline |
|---|--|--|-------------------------|
| Develop a recruitment approach that attracts students to programs that meet the students' interest area and skill. (Recruit for specific interest.) | | | |
| Implement a recruitment program that emphasizes the soft skills and work ethic criteria to succeed in the Career Center. (Soft skills and work ethic) | | | |
| Connect parents and community to the value of a technical culture of learning. (Parents and Community) | Measure Culture of Learning Through Attendance/Recruitment | Develop a consistent message to parents and community about the importance of rigor and attendance in the Career Center. | 2021-06-21 - 2021-08-30 |
| Develop a structured procedure for announcing attendance issues related to instructional staff. (Attendance information) | | | |
| Develop a recruitment approach that attracts students to programs that meet the students' interest area and skill. (Recruit for specific interest.) | | | |
| Implement a recruitment program that emphasizes the soft skills and work ethic criteria to succeed in the Career Center. (Soft skills and work ethic) | | | |
| Connect parents and community to the value of a technical culture of learning. (Parents and Community) | Measure Culture of Learning Through Attendance/Recruitment | Develop an agreed upon procedure with sending schools and parents concerning the way attendance will be treated at the | 2021-06-01 - 2021-08-30 |
| Develop a structured procedure for announcing attendance issues related to instructional staff. (Attendance information) | | | |
| Develop a recruitment approach that attracts students to programs that | | | |

| Measurable Goals | Action Plan Name | Communication Step | Anticipated Timeline |
|---|--|---|-------------------------|
| <p>meet the students' interest area and skill. (Recruit for specific interest.)</p> <p>Implement a recruitment program that emphasizes the soft skills and work ethic criteria to succeed in the Career Center. (Soft skills and work ethic)</p> | | Career Center | |
| <p>Connect parents and community to the value of a technical culture of learning. (Parents and Community)</p> <p>Develop a structured procedure for announcing attendance issues related to instructional staff. (Attendance information)</p> <p>Develop a recruitment approach that attracts students to programs that meet the students' interest area and skill. (Recruit for specific interest.)</p> <p>Implement a recruitment program that emphasizes the soft skills and work ethic criteria to succeed in the Career Center. (Soft skills and work ethic)</p> | Measure Culture of Learning Through Attendance/Recruitment | Develop a recruitment message for parents and prospective students that emphasizes the importance of attendance for success in the Career Center. | 2021-03-01 - 2021-08-02 |
| <p>Connect parents and community to the value of a technical culture of learning. (Parents and Community)</p> <p>Develop a structured procedure for announcing attendance issues related to instructional staff. (Attendance information)</p> <p>Develop a recruitment approach that attracts students to programs that meet the students' interest area and skill. (Recruit for specific interest.)</p> | Measure Culture of Learning Through Attendance/Recruitment | Recruit with a focus on student interest and student profile in order to find proper placement in the Career Center. | 2021-09-01 - 2024-02-01 |

| Measurable Goals | Action Plan Name | Communication Step | Anticipated Timeline |
|---|--|---|-------------------------|
| Implement a recruitment program that emphasizes the soft skills and work ethic criteria to succeed in the Career Center. (Soft skills and work ethic) | | | |
| Connect parents and community to the value of a technical culture of learning. (Parents and Community) | Measure Culture of Learning Through Attendance/Recruitment | Develop a recruitment message that focuses on the rigor of technical content and work ethic expectations of students who enter the Career Center. | 2021-03-01 - 2021-09-01 |
| Develop a structured procedure for announcing attendance issues related to instructional staff. (Attendance information) | | | |
| Develop a recruitment approach that attracts students to programs that meet the students' interest area and skill. (Recruit for specific interest.) | | | |
| Implement a recruitment program that emphasizes the soft skills and work ethic criteria to succeed in the Career Center. (Soft skills and work ethic) | | | |
| Connect parents and community to the value of a technical culture of learning. (Parents and Community) | Measure Culture of Learning Through Attendance/Recruitment | Develop a recruitment approach that aligns student interest and ability to programs that meet the students' greatest chance of success. | 2021-06-01 - 2022-06-01 |
| Develop a structured procedure for announcing attendance issues related to instructional staff. (Attendance information) | | | |
| Develop a recruitment approach that attracts students to programs that meet the students' interest area and skill. (Recruit for specific interest.) | | | |
| Implement a recruitment program that emphasizes the soft skills and | | | |

| Measurable Goals | Action Plan Name | Communication Step | Anticipated Timeline |
|---|--|--|-------------------------|
| work ethic criteria to succeed in the Career Center. (Soft skills and work ethic) | | | |
| <p>Connect parents and community to the value of a technical culture of learning. (Parents and Community)</p> <p>Develop a structured procedure for announcing attendance issues related to instructional staff. (Attendance information)</p> <p>Develop a recruitment approach that attracts students to programs that meet the students' interest area and skill. (Recruit for specific interest.)</p> <p>Implement a recruitment program that emphasizes the soft skills and work ethic criteria to succeed in the Career Center. (Soft skills and work ethic)</p> | Measure Culture of Learning Through Attendance/Recruitment | Develop and implement a Workforce Experience for IEP Students. | 2021-03-29 - 2023-08-21 |
| <p>Develop the varied Leadership skills to create a positive culture of learning and support. (Leadership skills)</p> <p>Develop a leadership program that engages administrators, teaching staff, para-educators, staff, and students. (Define and implement leadership models)</p> | Establish leadership skills training. | Establish a leadership training program moving from Administrative Team to teachers to para-educators to students. | 2021-03-15 - 2024-01-01 |
| Develop the varied Leadership skills to create a positive culture of learning and support. (Leadership skills) | Establish leadership skills training. | Provide leadership training to all | 2021-04-01 - 2024-01- |

| Measurable Goals | Action Plan Name | Communication Step | Anticipated Timeline |
|--|--|---|-------------------------|
| Develop a leadership program that engages administrators, teaching staff, para-educators, staff, and students. (Define and implement leadership models) | | constituency groups within the Career Center. | 02 |
| <p>Develop the varied Leadership skills to create a positive culture of learning and support. (Leadership skills)</p> <p>Develop a leadership program that engages administrators, teaching staff, para-educators, staff, and students. (Define and implement leadership models)</p> | Establish leadership skills training. | All school personnel and students begin to demonstrate appropriate characteristics of leadership. | 2021-03-24 - 2024-01-02 |
| <p>Connect parents and community to the value of a technical culture of learning. (Parents and Community)</p> <p>Develop leadership teams through professional development. (Teamwork)</p> | Develop a consistent system for connecting to parents and community. | Use survey research to connect parents and community to the value of a technical culture of learning. | 2021-03-29 - 2024-02-01 |
| <p>Connect parents and community to the value of a technical culture of learning. (Parents and Community)</p> <p>Develop leadership teams through professional development. (Teamwork)</p> | Develop a consistent system for connecting to parents and community. | Communicate the value of Career and Technical Education to Parents and Community. | 2021-03-23 - 2024-01-01 |
| Connect parents and community to the value of a technical culture of | Develop a consistent | Develop experiences | 2021-03-29 |

| Measurable Goals | Action Plan Name | Communication Step | Anticipated Timeline |
|--|---|---|--------------------------------|
| <p>learning. (Parents and Community)</p> <p>Develop leadership teams through professional development. (Teamwork)</p> | <p>system for connecting to parents and community.</p> | <p>for sending school teachers to learn about the rigors of Career and Technical Education</p> | <p>- 2024-01-02</p> |
| <p>Connect parents and community to the value of a technical culture of learning. (Parents and Community)</p> <p>Develop leadership teams through professional development. (Teamwork)</p> | <p>Develop a consistent system for connecting to parents and community.</p> | <p>Present information concerning the value of Career and Technical Education to all OAC members and to all businesses visited.</p> | <p>2021-09-06 - 2024-01-02</p> |
| <p>Connect parents and community to the value of a technical culture of learning. (Parents and Community)</p> <p>Develop leadership teams through professional development. (Teamwork)</p> | <p>Develop a consistent system for connecting to parents and community.</p> | <p>Establish a marketing team from within the staff to determine marketing needs and activities for the school.</p> | <p>2021-03-29 - 2024-01-02</p> |
| <p>Establish a structured and consistent two way medium to communicate information of relevance and interest between administration and staff. (Routine information from administration to staff.)</p> | <p>Administration to staff communication</p> | <p>Develop a structured and consistently delivered two-way</p> | <p>2021-04-01 - 2022-05-02</p> |

| Measurable Goals | Action Plan Name | Communication Step | Anticipated Timeline |
|--|--|--|--------------------------------|
| <p>Develop a procedure for planning, structuring, and announcing school wide events the may interrupt the delivery of instruction. (Announcing Special Events)</p> <p>Develop a leadership program that engages administrators, teaching staff, para-educators, staff, and students. (Define and implement leadership models)</p> | | <p>communication system between administration and staff.</p> | |
| <p>Establish a structured and consistent two way medium to communicate information of relevance and interest between administration and staff. (Routine information from administration to staff.)</p> <p>Develop a procedure for planning, structuring, and announcing school wide events the may interrupt the delivery of instruction. (Announcing Special Events)</p> <p>Develop a leadership program that engages administrators, teaching staff, para-educators, staff, and students. (Define and implement leadership models)</p> | <p>Administration to staff communication</p> | <p>Develop a procedure for planning, structuring, and announcing school wide events the may interrupt the delivery of instruction.</p> | <p>2021-04-01 - 2021-09-01</p> |
| <p>Establish a structured and consistent two way medium to communicate information of relevance and interest between administration and staff. (Routine information from administration to staff.)</p> <p>Develop a procedure for planning, structuring, and announcing school wide events the may interrupt the delivery of instruction. (Announcing</p> | <p>Administration to staff communication</p> | <p>Develop line and staff charts for communication design and delivery.</p> | <p>2021-04-01 - 2021-09-01</p> |

| Measurable Goals | Action Plan Name | Communication Step | Anticipated Timeline |
|---|---|---|-------------------------|
| Special Events) | | | |
| Develop a leadership program that engages administrators, teaching staff, para-educators, staff, and students. (Define and implement leadership models) | | | |
| Develop leadership teams through professional development. (Teamwork) | Cultivate stronger examples and evidence of teamwork. | Develop leadership teams through professional development. | 2021-03-19 - 2024-02-01 |
| Develop leadership teams through professional development. (Teamwork) | Cultivate stronger examples and evidence of teamwork. | Hold team building and social activities a few times each school term. | 2021-04-01 - 2024-01-02 |
| Develop leadership teams through professional development. (Teamwork) | Cultivate stronger examples and evidence of teamwork. | Regular meetings for cluster teams to be scheduled for Professional Development and for information sessions. | 2021-04-01 - 2024-02-01 |
| Develop leadership teams through professional development. (Teamwork) | Cultivate stronger examples and evidence of teamwork. | Schedule regularly defined meetings for teacher/paraeducator | 2021-04-01 - 2024-03-01 |

| Measurable Goals | Action Plan Name | Communication Step | Anticipated Timeline |
|------------------|------------------|--|----------------------|
| | | planning and information sharing meetings. | |

COMMUNICATIONS PLAN

| Communication Step | Audience | Topics/Message of Communication |
|--------------------------------|--|--|
| A Two Way Communication System | Administration and Career Center Faculty and Para-educators | Outline of the structured plan. Graphic presentation of the plan; Discussion on implementation |

| Anticipated Timeframe | Frequency | Delivery Method |
|-------------------------|---|-----------------|
| 03/21/2021 - 08/23/2021 | 3 times as being developed; one final memorandum outling structured plan. | Memorandum |

| Lead Person/Position |
|----------------------|
| Executive Director |

| Communication Step | Audience | Topics/Message of Communication |
|-----------------------------|--|--|
| Special Event Communication | Administrators, Teachers, Para-educators | What are special events; What is procedure for approval; How do we handle emergency events; Graphic and details of the paln. |

| Anticipated Timeframe | Frequency | Delivery Method |
|------------------------------|---|------------------------|
| 03/23/2021 - 08/23/2021 | 2 times. (End of 20/21 school year); Opening in-service day 21/22 school term. | Presentation Email |

| Lead Person/Position |
|-----------------------------|
| Administrative Team |

| Communication Step | Audience | Topics/Message of Communication |
|--|----------------------------------|--|
| Measure Industry Based Learning Assessment | All Career Center Constituencies | Present data defining credentialing done in a respective year. |

Anticipated Timeframe

07/01/2021 - 06/30/2023

Frequency

One time each year.

Delivery MethodMemorandum
Presentation
Newsletter**Lead Person/Position**

Assistant Director for Career and Technology Education

Communication StepMeasure Culture of Learning Through
Attendance/Recruitment**Audience**Sending school personnel, Parents
and community**Topics/Message of Communication**Explanation of technical rigor; Importance of
attendance to meet the rigor of program.**Anticipated Timeframe**

03/29/2021 - 03/31/2023

Frequency

Twice each year.

Delivery MethodMemorandum
Newsletter
Newsletter**Lead Person/Position**

Assistant Director for Career and Technical Education



| Communication Step | Audience | Topics/Message of Communication |
|-------------------------------------|-------------------------------------|--|
| Culture of Learning and Recruitment | All Career Center Constituencies | Research showing the importance of finding what one loves to do; A profile of each applicant; counseling students as to why they choose what they choose |

| Anticipated Timeframe | Frequency | Delivery Method |
|------------------------------|---|-------------------------------------|
| 04/30/2021 - 03/24/2023 | Annually Sent to sending-school counselors | Email Newsletter Presentation |

| Lead Person/Position |
|--|
| Assistant Director for Workforce Education |



| Communication Step | Audience | Topics/Message of Communication |
|---|-------------------------------------|--|
| Recruitment message that focuses on the rigor of technical content and work ethic | All Career Center Constituencies | Basic concepts of technical education rigor and need for work ethic to achieve the rigorous curricula. |

Anticipated Timeframe

03/29/2021 - 08/30/2021

Frequency

One time at opening 21/22 in-service day

Delivery MethodPresentation
Letter
Posting on district website**Lead Person/Position**

Assistant Director of Workforce Education

Communication Step

Recruit by aligning student interest and ability

Audience

Potential Students and Sending School Counselors

Topics/Message of Communication

Basic information related to personal interest; Present information outlining skills needed to succeed in a respective program.

Anticipated Timeframe

05/03/2021 - 03/31/2023

Frequency

Sent annually

Delivery MethodNewsletter
Presentation**Lead Person/Position**

Assistant Director for Workforce Education



| Communication Step | Audience | Topics/Message of Communication |
|---|----------------------------------|---|
| Workforce Experience for Special Needs Students | All Career Center constituencies | Why program is needed; How the program will be implemented; Who will be impacted by the program |

| Anticipated Timeframe | Frequency | Delivery Method |
|------------------------------|--|--------------------------------------|
| 03/29/2021 - 03/31/2023 | One time sent to all sending school counselors | Memorandum Presentation Letter |

| Lead Person/Position |
|--|
| Assistant Director for Workforce Education |



| Communication Step | Audience | Topics/Message of Communication |
|---------------------------|--|---|
| Leadership | Career Center Administrators, Teachers, and Para-educators | Many researched topics for leadership development |

Anticipated Timeframe

03/29/2021 - 05/31/2022

Frequency

Ongoing with specific PLC groups

Delivery Method

Presentation

Lead Person/Position

Consultant for Professional Development

Communication Step

Connections to Parents and Community

Audience

All Career Center Constituencies

Topics/Message of Communication

Survey information; Present data to show value of Career and Technical Education

Anticipated Timeframe

03/29/2021 - 03/30/2023

Frequency

As needed

Delivery MethodPresentation
Posting on district website
Newsletter**Lead Person/Position**

Assistant Director for Workforce Education

| Communication Step | Audience | Topics/Message of Communication |
|------------------------------|------------------|--|
| Teamwork | | |
| Anticipated Timeframe | Frequency | Delivery Method |
| 01/01/0001 - 01/01/0001 | | Blog |
| Lead Person/Position | | |
| | | |

| Communication Step | Audience | Topics/Message of Communication |
|-------------------------------------|---|--|
| Teacher Para-educator Collaboration | All Career Center Teachers and Para-educators | Sharing of objectives; sharing of goals; determination of each individual's role; determination of classroom structure |
| Anticipated Timeframe | Frequency | Delivery Method |
| 03/29/2021 - 03/31/2023 | Opening in-service day | Presentation Other |

Lead Person/Position

Assistant Director of Career and Technical Education.

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

| Communication Step | Topics of Message | Mode | Audience | Anticipated Timeline |
|---|---|---|-------------------------------|--------------------------------|
| Review with Joint Operating Committee | Review with Joint Operating Committee | Public Presentation | Joint Operating Committee | March 4, 2021 |
| Publish the plan on our website | Review with Joint Operating Committee | Website / Hardcopy available in the school office | All Stakeholders | March 5, 2021 to April 5, 2021 |
| Email presentation to sending schools | Informative documentation of JOC approval | Email | Sending school Administrators | March 8, 2021 |
| Monthly meetings of progress | Plan progress | Staff PLC meetings | Teachers and Paraeducators | April 5, 2021 to April 5, 2023 |
| Monthly report to Joint Operating Committee | Plan progress update | Presentation | Joint Operating Committee | April 5, 2021 to April 5, 2023 |
| Monthly progress to sending school Administrators | Plan progress update | Email | Sending school Administrators | April 5, 2021 to April 5, 2023 |
| Monthly progress to the public | Plan progress update | Website/Mailings | All Stakeholders/Parents | April 5, 2021 to April 5, 2023 |
| Intermittent Media reports of activities | Pertinent activities | Email or Press release | All Stakeholders | April 5, 2021 to April 5, 2023 |

| Communication Step | Topics of Message | Mode | Audience | Anticipated Timeline |
|----------------------------------|--------------------------|------------------------|----------------------|--------------------------------|
| Messages to Students and Parents | Changes due to plan | Email/Website/Mailings | Students and Parents | April 5, 2021 to April 5, 2023 |

