

**WESTERN AREA  
CAREER & TECHNOLOGY  
CENTER**

**COMPREHENSIVE PLAN**

**2024 - 2027**

## Profile and Plan Essentials

<b>LEA Type</b>		AUN
Western Area Career & Technology Center		1016389076609
<b>Address 1</b>		
688 Western Avenue		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Canonsburg	Pennsylvania	15317
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Michael Milanovich		mmilanovich@wactc.net
<b>Single Point of Contact Name</b>		
Michael Milanovich		
<b>Single Point of Contact Email</b>		
mmilanovich@wactc.net		
<b>Single Point of Contact Phone Number</b>		<b>Single Point of Contact Extension</b>
724-746-2890		114
<b>Principal Name</b>		
James Purtell		
<b>Principal Email</b>		
jpurtell@wactc.net		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
724-746-2890		113
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Cyril Walther	Administrator	Avella Area School District	waltherc@avellasd.org
Stephen P. Puskar	Administrator	Burgettstown Area School District	spuskar@burgettstown.k12.pa.us
Michael Daniels	Administrator	Canon-McMillan School District	danielsm@cmsd.k12.pa.us
Dr. Gary Peiffer	Administrator	Chartiers-Houston School District	gary.peiffer@chartiers-houston.com
Thomas J. Samosky	Administrator	Fort Cherry School District	tsamosky@fortcherry.org
Dr. Andrew Oberg	Administrator	McGuffey School District	oberga@mcguffey.k12.pa.us
Dr. Jeannine L. French	Administrator	Peters Township School District	frenchj@pt-sd.org
Dr. Michael P. Lucas	Administrator	Trinity Area School District	lucasm@trinitypride.org
George Lammay	Administrator	Washington School District	lammayg@prexie.us
Missy Dryer	Board Member	Avella Area School District	dryerm@avellasd.org
Melissa P. Secco	Board Member	Burgettstown Area School District	msecco@burgettstown.k12.pa.us
Ann Marie Miller	Board Member	Canon-McMillan School District	Milleram@cmsd.k12.pa.us
Robert J. Mele	Board Member	Chartiers-Houston School District	robert.mele@hcartiers-houston.com
Paul Bianchini	Board Member	Fort Cherry School District	bianchini_paul@hotmail.com
Monique Frye	Board Member	McGuffey School District	fryem@mcguffey.k12.pa.us
Rebecca A. Bowman, Esq.	Board Member	Peters Township School District	rbowmanesq@aol.com
Gregory Z. Rudman	Board Member	Trinity Area School District	grudman@trinityhillers.net
Tara Sparks-Gatling	Board Member	Washington School District	sparks-gatlingt@prexie.us
Ronald C. Laurine	Community Member	LSI Karcher	ronlaurine@fairpoint.net
Michelle Bruce	Community Member	Fix-Ur-Cat	mitchbruce@gmail.com
Mark Mace	Community Member	US Steelworkers Local 14693	paheavy@comcast.net
Matthew M. Hoffman, Esq.	Solicitor	Tucker, Arensberg, P.C.	mhoffman@tuckerlaw.com
Ami Gatts	Community Member	Washington/Greene Job Training	agatts@washingtongreene.org
Matt Uram	Community Member	Area Agency on Aging	muram@swpa-aaa.org
Aimee Trunzo	Community Member	Southwest Training/Career Link	aimeetrunzo@swtraining.org
Edward J. Polito	Community Member	Office of Vocational Rehabilitation	epolito@pa.gov
Jeff M. Kotula	Community Member	Washington County Chamber of Commerce	jeff@washcochamber.com
Camera Bartolotta	Community Member	PA State Senator	cbartolotta@pasen.gov
Timothy Solobay	Community Member	Canonsburg Fire Department	tsolobay@gmail.com
Terry Hazlett	Community Member	WJPA Radio Affiliate	thazlett67@gmail.com
Lisa Neil / Ester Barnes	Community Members	Southwest Training Services	lneil@swtraining.org
James Purtell	Staff Member	Western Area CTC	jpurtell@wactc.net
Michael Milanovich	Administrator	Western Area CTC	mmilanovich@wactc.net
Debbie Dunn	Community Member	Presbyterian Senior Care Network	ddunn1@srcare.org
Travis Bernard Hodgkiss	Community Member	Fireman / EMS	Jrfirefighter30@gmail.com
Debra Roach	Community Member	Workforce Development CCAC	droach@ccac.edu
Sgt. Guy Donnelly	Community Member	U.S. Army Recruiter	charles.j.james.mil@mail.mil
Rachel Mauer	Community Member	German American Chamber of Commerce	mauer@gaccpit.com
Hon. Jason Ortitay	Community Member	PA House of Representatives 48th District	jortitay@pahousegop.com
John Tkach	Community Member	Director of Projects Keystone Development Partnership	jkach@kdpworks.org
Nelson Pettigrew	Parent	WACTC	nelson@nandc-construction.com

## LEA Profile

The Western Area Career & Technology Center utilizes a system of comprehensive planning through a shared leadership philosophy that includes nine consortium school districts. The Professional Advisory Committee, comprised of School District Superintendents, Joint Operating Committee Members meet monthly. Additional committees meet on a regular basis and include: Local Advisory Committee, Perkins V Stakeholder Committee, Safety Committee and program Occupational Advisory Committees. These committees comprise a cross-section of individuals that include Administrators, School Board Members, parents, staff members, students, local Business/Industry, and community partners. This committee diversity enables contribution of ideas to CTC planning from individuals impacted throughout our footprint.

## Mission and Vision

### **Mission**

The mission of the Western Area Career & Technology Center is to provide the successful acquisition and expansion of technical skills for a positive, quality education in a safe and secure environment, leading to post-secondary education and/or sustainable employment for our students.

### **Vision**

The vision of Western Area Career & Technology Center is to focus on education, training and career development for tomorrow's workforce needs.

## Educational Values

### **Students**

Students have the benefit of being the recipients of a coordinated effort to provide a positive, quality education in a safe and secure environment.

### **Staff**

Staff have the responsibility to provide a positive, quality education in a safe and secure environment.

### **Administration**

Administration has the responsibility to plan and ensure the provision of a positive, quality education in a safe and secure environment.

### **Parents**

Parents have the opportunity to become involved in the planning and support of Western Area CTC as it provides a positive, quality education in a safe and secure environment.

## Community

Community members have the opportunity to become involved in the planning and support of Western Area CTC as it provides a positive, quality education in a safe and secure environment.

## Other (Optional)

Omit selected.

## Future Ready PA Index

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

<b>False K</b>	<b>False 1</b>	<b>False 2</b>	<b>False 3</b>	<b>False 4</b>	<b>False 5</b>	<b>False 6</b>
<b>False 7</b>	<b>False 8</b>	<b>False 9</b>	<b>True 10</b>	<b>True 11</b>	<b>True 12</b>	

## Review of the School(s) Level Performance

### Strengths

Indicator	Comments/Notable Observations
Student enrollment by Gender percentage reflects positive nontraditional enrollment.	Nontraditional student enrollment in all programs is consistent.
Member district enrollment percentages are consistent and reflect consortium agreement.	Member district enrollment adheres to consortium formula.
Student enrollment by Student Groups reflects consistency in Special Education enrollment.	Special Education enrollment is consistent and reflects a supportive environment in this regular education setting.

### Challenges

Indicator	Comments/Notable Observations
Student enrollment by Race/Ethnicity reflects low variation.	WACTC student population is predominantly categorized as white, also reflected in consortia sending schools.
Student enrollment percentages by Student Groups reflect consistency in several areas, but low in areas of: ELL, Foster care, Homeless, Military connected.	Inconsistent data reporting from sending schools regarding student groups that are low (ELL, Foster care, Homeless, Military Connected).
Total school enrollment is lower than desired based on capacity per program.	Increase CTC enrollment to desired level - minimum 20 students per program /17 programs/ 2 sessions for total desired enrollment of 680 students.
Student Economically Disadvantaged enrollment reflects financial needs regarding CTC uniform and supply requirements.	Economically disadvantaged students will receive assistance with uniform or supply program requirements through CTC grant options.

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

### Strengths

<b>Indicator</b> Industry-Based Learning <b>ESSA Student Subgroups</b> African-American/Black, White, Economically Disadvantaged, Students with Disabilities	<b>Comments/Notable Observations</b> Industry-Based Learning percentage was above statewide average and was comprised of several components: Scoring pf competent or advanced on NOCTI/NIMS, earned Industry Credential, and completion of Work-based Learning Experience.
<b>Indicator</b> Advanced on Industry-Based Competency Assessment <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b> Percentage scoring Advanced on Industry-Based Competency Assessment of NOCTI/NIMS was above Statewide average.
<b>Indicator</b> Rigorous Courses of Study <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b> Indicator is comprised of several components: AP/IB participation, college course enrollment and CTE Program of Study concentration. Performance percentage was above statewide standard.

### Challenges

<b>Indicator</b> Regular Attendance <b>ESSA Student Subgroups</b> African-American/Black, White, Economically Disadvantaged, Students with Disabilities	<b>Comments/Notable Observations</b> Further documentation through ESSA reflects little variation between student groups (Econ Dis, Disabled, White, etc.) regarding attendance.
<b>Indicator</b> Career Standards Benchmark <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b> Performance level was slightly below performance standard.

### Summary

#### Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

Student enrollment by Gender percentage reflects positive nontraditional enrollment.
Student enrollment by Student Groups reflects consistency in Special Education enrollment.
Students perform Advanced on Industry-Based Competency Assessment NOCTI/NIMS
Percentage of students that acquire Industry-Based Learning

## Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Regular Attendance
Student enrollment percentages by Student Groups reflect consistency in several areas, but low in areas of: ELL, Foster care, Homeless, Military connected.
Total school enrollment is lower than desired based on capacity per program.

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
N/A	

### English Language Arts Summary

#### Strengths

N/A
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#### Challenges

N/A
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### Mathematics

Data	Comments/Notable Observations
N/A	

### Mathematics Summary

#### Strengths

N/A
-----

#### Challenges

N/A
-----

### Science, Technology, and Engineering Education

Data	Comments/Notable Observations
N/A	

## Science, Technology, and Engineering Education Summary

### Strengths

N/A
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### Challenges

N/A
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## Related Academics

### Career Readiness

Data	Comments/Notable Observations
N/A	

### Career and Technical Education (CTE) Programs

**False** Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Auto Body/Collision	
Automotive Mechanics	
Carpentry	
Comp Systems Networking and Telecomm	
Cosmetology	
Elect and Power Trans Install	
Electromech Tech/Electromech Eng Tech	
Health Prof and Related Clinical Sciences	
Homeland Security	
HVAC Main Tech	
Institutional Food	
Machine Tool/Machinist	
Mason/Masonry	
Welding Tech/Welder	
Rehab Aide / Sports Medicine	

### Arts and Humanities

**True** Arts and Humanities Omit



## Environment and Ecology

**True** Environment and Ecology Omit

## Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

## Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

## Social Studies (Civics and Government, Economics, Geography, History)

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

## Articulation Agreements

**False** We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

### **Partnering Institution**

Pittsburgh Technical College

### **Agreement Type**

Dual Credit

### **Program/Course Area**

Electrical Engineering Technology

### **Uploaded Files**

ARE - PTC (2).pdf

## Summary

### Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

N/A
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## Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

N/A
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## Equity Considerations

### English Learners

**True** This student group is not a focus in this plan.

### Students with Disabilities

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

Data	Comments/Notable Observations
Percentage of Enrollment is consistent.	Enrollment is consistent for a regular education setting providing special education supports.

### Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Percentage of Enrollment is consistent.	Enrollment reflects economics of WACTC footprint in Washington County.

### Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
White	Major enrollment group
Black	Enrollment reflects race/ethnicity composition of member districts.
Hispanic	Enrollment reflects race/ethnicity composition of member districts.
American Indian/Alaskan Native	Enrollment reflects race/ethnicity composition of member districts.
2 or More Races	Enrollment reflects race/ethnicity composition of member districts.

## Summary

### Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

N/A

### Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

N/A

## Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	
Title 1 Program	
Student Services	
K-12 Guidance Plan (339 Plan)	
Technology Plan	
English Language Development Programs	

### Strengths

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

### Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

## Conditions for Leadership, Teaching, and Learning

### Focus on Continuous improvement of Instruction

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

### Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Exemplary
Collectively shape the vision for continuous improvement of teaching and learning	Exemplary
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Exemplary
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

### Provide Student-Centered Support Systems

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

### Foster Quality Professional Learning

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

## Summary

### Strengths

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

Partner with local businesses, community organizations, and other agencies to meet the needs of the school *
Foster a culture of high expectations for success for all students, educators, families, and community members *
Identify and address individual student learning needs *
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school *

### Challenges

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

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

## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

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

Strength	Check for Consideration in Plan
Student enrollment by Gender percentage reflects positive nontraditional enrollment.	False
Student enrollment by Student Groups reflects consistency in Special Education enrollment.	False
Students perform Advanced on Industry-Based Competency Assessment NOCTI/NIMS	False
Percentage of students that acquire Industry-Based Learning	True
N/A	False
N/A	False
N/A	False

N/A	False
N/A	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school *	True
Foster a culture of high expectations for success for all students, educators, families, and community members *	True
Identify and address individual student learning needs *	True
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school *	False

## Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Career Technical Center and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Regular Attendance	True
Student enrollment percentages by Student Groups reflect consistency in several areas, but low in areas of: ELL, Foster care, Homeless, Military connected.	False
Total school enrollment is lower than desired based on capacity per program.	True
N/A	False
N/A	False
N/A	False

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community *	True
Continuously monitor implementation of the school improvement plan and adjust as needed *	False
N/A	False
	False
N/A	False
	False

## Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Sharing of information between Member Districts and WACTC has been outstanding - this includes CTC program information, student application data, and special population information.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Regular Attendance	Attendance is affected by multiple factors, including sending school scenarios, transportation issues and individual family issues.	True
Total school enrollment is lower than desired based on capacity per program.	Enrollment in several programs continues to be low, specifically Machine Shop and Automation Robotics, therefore, WACTC is attempting to focus on improving replacement activities that will expand presentation of program information.	True
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community *	Resources fluctuate in all areas: program-based, human, and fiscal reflective of state and local sending district situations.	True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Percentage of students that acquire Industry-Based Learning	Industry-Based learning involves several indicators that are typically pursued during the students' senior year. By providing our seniors a more individualized approach to credentialing and work opportunities, we can also positively affect attendance and post-secondary options.
Partner with local businesses, community organizations, and other agencies to meet the needs of the school *	Business and community partnerships enable WACTC to keep current with the opportunities and needs of our school footprint, thereby providing our students with accurate information regarding post-secondary options. Solid partnerships ensure a direct flow of business/community members for WACTC Advisory Committees, NOCTI judging, and Cooperative Education opportunities, while keeping a direct flow of student and graduate resources back to the business and community members within our footprint.
Foster a culture of high expectations for success for all students, educators, families, and community members *	Career and Technology Centers have historically been viewed as second-rate educational settings by parents, district school staff and the community. WACTC needs to improve methods of communicating our continual student successes, enabling staff to model those successes and maintain a positive culture that continues to focus on student achievement of industry credentials and post-secondary opportunities. Improved communication will educate parents, students, district staff and community members of the economic impact of our programs to our school footprint.
Identify and address individual student learning needs *	Student learning needs are initially identified through the student application process as special population needs are identified prior to the start of the school year. As the student progresses, staff make instructional adjustments, continuing to provide a supportive and progressive learning environment for every student. By optimizing the options for industry credentialing, work-based learning opportunities, and post-secondary employment or training for every student, we do our part in ensuring the student will be a productive citizen and positively affecting the economy of our region.

## Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Improving communication with school staff and parents can ensure that all individuals involved with a student are working with the same information, thereby enabling all involved to have productive input and identify incentives to aid in dealing with student issues, specifically attendance.
	The system of presenting Program of Study information and career opportunities to students, parents and community members is presently based on minimal interactions with outside WACTC parties. Increasing the methods of sharing state, local and school career information will educate all involved parties - students, parents, school district staff and community members, to the program opportunities, new programs being developed, and post-secondary options available to students within the WACTC footprint.
	Student enrollment provides the basis for all resources within our facility-programmatic, human and fiscal capital. Improving the marketing and enrollment process will assist our facility in the identification of available resources (program-related, human, and financial) and what needs to be acquired or shared through business, industry, and community partnerships.

## Goal Setting

Priority: Improving communication with school staff and parents can ensure that all individuals involved with a student are working with the same information, thereby enabling all involved to have productive input and identify incentives to aid in dealing with student issues, specifically attendance.

<b>Outcome Category</b>		
Regular Attendance		
<b>Measurable Goal Statement (Smart Goal)</b>		
The percentage of enrolled students with severe and chronic absenteeism will decrease by 20% through process of shared expectations and information with parents, students and sending school staff, and the creation of an Attendance Incentive Program.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Student Attendance		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
The percentage of enrolled students with severe and chronic absenteeism will decrease by 10%	The percentage of enrolled students with severe and chronic absenteeism will decrease by 15%	The percentage of enrolled students with severe and chronic absenteeism will decrease by 20% through process of shared expectations and information with parents, students and sending school staff, and the creation of an Attendance Incentive Program.



<b>Outcome Category</b>		
Regular Attendance		
<b>Measurable Goal Statement (Smart Goal)</b>		
<b>Measurable Goal Nickname (35 Character Max)</b>		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
2024-2025	2025-2026	

Priority: The system of presenting Program of Study information and career opportunities to students, parents and community members is presently based on minimal interactions with outside WACTC parties. Increasing the methods of sharing state, local and school career information will educate all involved parties - students, parents, school district staff and community members, to the program opportunities, new programs being developed, and post-secondary options available to students within the WACTC footprint.

<b>Outcome Category</b>		
Post-secondary transition to school, military, or work		
<b>Measurable Goal Statement (Smart Goal)</b>		
The dissemination of Program of Study information and career opportunities within our school footprint will be increased by developing new avenues of distribution to parents, students, school district staff, and community members.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Student Opportunities		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Utilize our website to provide information pertaining to the POS and career opportunities.	Social media utilization to provide information regarding career opportunities.	The dissemination of Program of Study information and career opportunities within our school footprint will be increased by developing new avenues of distribution to parents, students, school district staff, and community members.

Priority: Student enrollment provides the basis for all resources within our facility-programmatic, human and fiscal capital. Improving the marketing and enrollment process will assist our facility in the identification of available resources (program-related, human, and financial) and what needs to be acquired or shared through business, industry, and community partnerships.

<b>Outcome Category</b>		
Community Engagement		
<b>Measurable Goal Statement (Smart Goal)</b>		
The Community will be more active as POS technology partners by increasing community involvement on committees, as NOCTI/NIMS judges, and work-based learning providers with WACTC by adding 5 new partnerships per Program of Study.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Community Resources		

<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Establish communication with local partnering business and post-secondary institutions	Recruit community partners to participate as NOCTI judges, with career day and mock interview day.	The Community will be more active as POS technology partners by increasing community involvement on committees, as NOCTI/NIMS judges, and work-based learning providers with WACTC by adding 5 new partnerships per Program of Study.
<b>Outcome Category</b>		
Parent and family engagement		
<b>Measurable Goal Statement (Smart Goal)</b>		
Parents and families of prospective sending district students will become informed and engaged in the WACTC student enrollment process through expansion of information sessions, tours of WACTC facility, and sharing of WACTC student success stories.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Student Enrollment		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>

## Action Plan

### Measurable Goals

Student Attendance	
Student Opportunities	Community Resources
Student Enrollment	

### Action Plan For: Student Attendance

<b>Measurable Goals:</b>			
<ul style="list-style-type: none"> <li>The percentage of enrolled students with severe and chronic absenteeism will decrease by 20% through process of shared expectations and information with parents, students and sending school staff, and the creation of an Attendance Incentive Program.</li> </ul>			
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Improve student attendance through improved communication and student incentives.		2024-09-02	2026-05-29
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
James Purtell/Principal	School Wide Positive Behavior Team	Yes	Yes

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Decrease in student attendance issues	Monthly PBIS team meetings

## Expenditure Tables

### School Improvement Set Aside Grant

**True** School does not receive School Improvement Set Aside Grant.

### Schoolwide Title 1 Funding Allocation

**True** School does not receive Schoolwide Title 1 funding.

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Student Attendance	Improve student attendance through improved communication and student incentives.

### Student Attendance

<b>Action Step</b>		
• Improve student attendance through improved communication and student incentives.		
<b>Audience</b>		
Instructors, Paraprofessionals, LEA's, Parents/Guardians, Students		
<b>Topics to be Included</b>		
Strategies for improved student attendance		
<b>Evidence of Learning</b>		
Improvement in student attendance		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
James Purtell/Principal	2024-09-02	2025-05-30

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Professional Learning Community (PLC)	Monthly
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

## Communications

### Communications Action Steps

Evidence-based Strategy	Action Steps
Student Attendance	Improve student attendance through improved communication and student incentives.

### Student Attendance

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Improve student attendance through improved communication and student incentives.</li> </ul>		
<b>Audience</b>		
LEA's, Parents/Guardians, Students		
<b>Topics to be Included</b>		
Strategies, incentives for improved student attendance.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
James Purtell/Principal	2024-09-02	2025-05-30

### Communication

Type of Communication	Frequency
Posting on district website	Quarterly

### Approvals & Signatures

Uploaded Files

<b>Chief School Administrator</b>	<b>Date</b>
Michael Milanovich	2024-03-18
<b>Building Principal Signature</b>	<b>Date</b>
<b>School Improvement Facilitator Signature</b>	<b>Date</b>