



## **Wilkes-Barre Area CTC**

Comprehensive Plan | 2025 – 2028

APPROVED PDE: 5/1/2025

[EXTERNAL EMAIL]...Your plan has been approved



do-not-reply@pa.gov

Thu 5/1, 10:05 AM

Anthony Guariglia; RA-EDFRCPP@pa.gov; Anthony Guariglia

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\*\*\*\*\* \*\*\* WARNING  
MESSAGE ORIGINATED OUTSIDE WBACTC \*\*\*\*\*  
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## Pennsylvania Department of Education Future Ready Comprehensive Planning

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

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

Additional comments:

Best Wishes,

FRCPP Support Team

[RA-EDFRCPP@pa.gov](mailto:RA-EDFRCPP@pa.gov)

## Profile and Plan Essentials

<b>LEA Type</b>		AUN
Career and Technical Center		118408607
<b>Address 1</b>		
350 Jumper Road		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Wilkes-Barre	Pennsylvania	18705
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Anthony Guariglia, PhD		aguariglia@wbactc.org
<b>Single Point of Contact Name</b>		
Anthony Guariglia, PhD		
<b>Single Point of Contact Email</b>		
aguariglia@wbactc.org		
<b>Single Point of Contact Phone Number</b>		<b>Single Point of Contact Extension</b>
5708224131		118
<b>Principal Name</b>		
Mr. Frank Majikes		
<b>Principal Email</b>		
fmajikes@wbactc.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
570-822-4131		116
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Anthony Guariglia, PhD		aguariglia@wbactc.org

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Martin Quinn	Parent	Retired	mqluke1@aol.com
Joseph Salvo	Community Member	Self-Employed	jsalvo@wbactc.org
John Kozerski	Staff Member	Guidance Counselor	jkozerski@wbactc.org
Megan Bartuska	Staff Member	School Nurse	mlaudato@wbactc.org
Amy Patton	Staff Member	Curriculum and Instruction Teacher	apatton@wbactc.org
Ashley Simpson	Administrator	Director WBACTC Child Care Center	asimpson@wbactc.org
Anthony Cibello	Administrator	9th Grade Program Leader	acibello@wbactc.org
Allison Banks	Staff Member	Special Education Teacher	abanks@wbactc.org
Jill King	Staff Member	Special Education Teacher WBACTC	jking@wbactc.org
Kate Reynolds	Staff Member	Marketing Teacher / (ESL Certified) WBACTC	kreynolds@wbactc.org
Gail Holby	Staff Member	Director WBACTC School of Practical Nursing	gholby@wbactc.org
Anthony Guariglia, PhD	Administrator	Administrative Director WBACTC	aguariglia@wbactc.org
Frank Majikes	Administrator	Principal WBACTC	fmajikes@wbactc.org
Dave Parsnick	Administrator	Chief of Police WBACTC	dparsnick@wbactc.org
Amy Brady	Administrator	Self Employed	Abrady@wbactc.org
Michelle Egidio-Okon	Community Member	Self Employed	moko@wbactc.org
Stephaine Kucharaki	Student	WBACTC	KUCHASTE000@wbactc.org
Tanner McDonough	Student	WBACTC	MCDONTAN001@wbactc.org
Marty Quinn	Board Member	Retired	mqluke1@aol.com
Kelly Rowan	Administrator	WBACTC	krowan@wbactc.org
Heather Marcellini	Parent	Parent	hmcDonough3@aol.com
Tara Kucharski	Parent	Parent	tara.kucharski77@gmail.com

## LEA Profile

Our Administrative team, Faculty, and Support Staff, is proud of our Wilkes-Barre Area Career and Technical Center! This is our 51<sup>th</sup> year of career and technical education to Northeastern Pennsylvania. There have been many changes over 50+ years, but the focus has always remained constant: A student centered facility dedicated in providing Northeastern Pennsylvania with a skilled workforce which meets the needs as defined by our local business and industry community. The shared values of our school remain student centered as well. Our diverse student population provides us opportunities for equitable education. We have seen our CTC grow significantly, especially in the 2024-2025 school year. So much so, that we expanded our 9th grade exploratory program to include an extra 200 - 300 students. With the challenge of a Special Education population of over 30%, we have over 90% of our students who are involved in Cooperative Education being offered permanent employment after graduation. We use data derived from local business and industry (OAC and LAC) as the driving force to supplement approved curriculum in helping to meet local needs. We believe students must be treated as individual learners. We believe that quality schools foster effective communication.

We serve the following member districts:

School demographic data:

<https://www.pimsreportsv2.pa.gov>

## Ethnicity by School

SCHOOL NUMBER	SCHOOL NAME	RACE/ETHNICITY	STUDENT COUNT	TOTAL ENROLLMENT	% OF SCHOOL
6632	Wilkes-Barre Area CTC	American Indian / Alaskan Native	2	1146	0.17%
6632	Wilkes-Barre Area CTC	Asian	3	1146	0.26%
6632	Wilkes-Barre Area CTC	Black or African American	145	1146	12.65%
6632	Wilkes-Barre Area CTC	Hispanic	315	1146	27.49%
6632	Wilkes-Barre Area CTC	Multi-Racial	40	1146	3.49%
6632	Wilkes-Barre Area CTC	Native Hawaiian or other Pacific Islander(not hispanic)	2	1146	0.17%
6632	Wilkes-Barre Area CTC	White	639	1146	55.76%
<b>Total</b>			<b>1146</b>	<b>1146</b>	<b>100.00%</b>



### Ethnicity By LEA

RACE / ETHNICITY	CURRENT YEAR COUNT	CURRENT YEAR %	PRIOR YEAR COUNT	PRIOR YEAR %
American Indian / Alaskan Native	2	0.17%		
Asian	3	0.26%	1	0.11%
Black or African American	145	12.65%	121	13.01%
Hispanic	315	27.49%	195	20.97%
Multi-Racial	40	3.49%	27	2.90%
Native Hawaiian or other Pacific Islander(not hispanic)	2	0.17%	2	0.22%
White	639	55.76%	584	62.80%
<b>Total</b>	<b>1,146</b>	<b>100.00%</b>	<b>930</b>	<b>100.00%</b>

### Gender by School

SCHOOL NUMBER	SCHOOL NAME	GENDER	STUDENT COUNT	TOTAL ENROLLMENT	% OF SCHOOL
6632	Wilkes-Barre Area CTC	Female	457	1146	39.88%
6632	Wilkes-Barre Area CTC	Male	689	1146	60.12%
<b>Total</b>			<b>1146</b>	<b>1146</b>	<b>100.00%</b>





## Mission and Vision

### Mission

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

### Vision

We believe all students must feel safe and secure in our career center. We believe all students must be treated as individual learners. We believe all students must have equitable access to technology both in school and at home. We believe in students' development of foundational knowledge in chosen fields. We believe in students' development of technical skills aligned with industry standards. We believe in students' development of Real-world problem-solving and critical thinking skills. We believe in students' development of Teamwork and collaboration skills, often through group projects. We believe in students' development of Proficiency in industry-standard tools and technology. We believe in students' development of Development of professional communication skills. We believe in students' development of Adaptability and flexibility in various work environments. We believe in students' development of Strong work ethic and commitment to quality. We believe in students' development of Workplace readiness and professional behavior. We believe in students' development of Preparation for post-secondary education or entry-level careers. We believe all students must be aware of all 16 PA career clusters and come to CTC with an understanding of what cluster they best match.

## Educational Values

### Students

At Wilkes-Barre Area Career and Technical Center, we envision a safe community where students are empowered to excel in both career and life. To realize this vision, we maintain the following expectations for our students: 1. Commitment to Learning: Students are expected to take an active role in their education, demonstrating curiosity, initiative, and persistence in their pursuit of knowledge. 2. Professionalism and Respect: Students shall exhibit professionalism by showing respect towards peers, instructors, and staff, and by adhering to school policies and procedures. 3. Collaboration and Teamwork: Embracing teamwork, students should engage with others to solve problems, share knowledge, and achieve common goals. 4. Technical Proficiency: Students must strive to master the technical skills relevant to their chosen fields, staying updated with industry standards and advancements. 5. Ethical Conduct: Upholding the highest standards of integrity, students should demonstrate honesty, accountability, and ethical behavior in all endeavors.

### Staff

**Staff Expectations to Foster Success** At Wilkes-Barre Area Career and Technical Center, we strive for a community where students are empowered to excel in both career and life. To achieve this vision, we uphold the following expectations for our staff: 1. Commitment to Excellence: Staff members are expected to continuously pursue professional growth, staying current with industry advancements and educational best practices. 2. Student-Centered Approach: Staff should prioritize the needs and success of students, providing guidance, support, and innovative teaching methods that cater to diverse learning styles. 3. Collaboration and Teamwork: Embracing a collaborative culture, staff are encouraged to work together, sharing ideas and resources to create a cohesive and supportive environment. 4. Professionalism and Integrity: Staff must exhibit professionalism by maintaining ethical behavior, transparency, and accountability in all interactions and decisions. 5. Positive Role Models: Staff are expected to serve as positive role models, demonstrating respect, empathy, and a strong work ethic, inspiring students to achieve their full potential.

### Administration

At Wilkes-Barre Area Career and Technical Center, we strive for a community where students are empowered to excel in both career and life. To achieve this vision, we uphold the following expectations for our administration: 1. Strategic Leadership: Administrators are expected to provide visionary leadership, setting clear goals and fostering a culture of continuous improvement. 2. Supportive Environment: Create a supportive environment where staff and students can thrive, ensuring resources and opportunities are accessible to foster growth and success. 3. Transparent Communication: Maintain open and transparent communication with all stakeholders, promoting trust and collaboration within the school community. 4. Professional Development: Encourage and support ongoing professional development for staff, ensuring continuous learning and the adoption of best practices. 5. Accountability and Integrity: Uphold the highest standards of accountability and integrity, making ethical decisions that promote the best interests of students and staff. 6. Community Engagement: Actively engage with the wider community, building partnerships that enhance educational opportunities and real-world experiences for students.

### Parents

At Wilkes-Barre Area Career and Technical Center, we strive for a community where students are empowered to excel in both career and life. To achieve this vision, we uphold the following expectations for our parents: 1. Active Involvement: Parents are expected to be actively involved in their child's education, attending conferences, school events, and staying informed about their child's progress. 2. Supportive Home Environment: Create a supportive home

environment that encourages learning, responsibility, and positive behavior. 3. Open Communication: Maintain open lines of communication with teachers, administrators, and staff to foster a collaborative approach to their child's education. 4. Encouragement and Motivation: Provide encouragement and motivation, emphasizing the importance of education and career readiness. 5. Partnership with School: Partner with the school to reinforce educational goals, policies, and standards, ensuring a consistent message between home and school.

### **Community**

At Wilkes-Barre Area Career and Technical Center, we strive for a community where students are empowered to excel in both career and life. To achieve this vision, we uphold the following expectations for our community: 1. Engaged Participation: Community members are encouraged to actively participate in school events, programs, and initiatives, contributing to a vibrant and supportive educational environment. 2. Collaborative Partnerships: Form collaborative partnerships with the school to provide students with real-world experiences, mentorship, and opportunities for career development. 3. Resource Support: Offer resources and support to enhance educational programs and student success, including volunteering, donations, or sharing expertise. 4. Advocacy and Ambassadorship: Advocate for the school and its mission within the broader community, serving as ambassadors who promote the value of career and technical education. 5. Positive Role Models: Act as positive role models, demonstrating respect, responsibility, and a commitment to lifelong learning, inspiring students to achieve their full potential.

### **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>True 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
All students have the opportunity to earn industry recognized certifications.	over 90% earn Industry Certifications and obtain a Pathway Letter
Technical programs are all approved through the Pennsylvania Department of Education CATS system.	All programs are maintained to PA Standards
The NOCTI Pre-Test and assessments are administered to all senior and provides each student with individual career readiness data.	Over 85% of the students score advanced or competent on the NOCTI exam and over 90% of WBACTC students receive a High School Diploma

### Challenges

Indicator	Comments/Notable Observations
Students entering the CTC with unclear career choices	We must continue to enhance our 9th grade Career Exploration program.
Monitor and evaluate the impact of professional learning on staff practices and student learning	Need to enhance opportunities for Faculty training to better meet the individual needs of the student through de-escalation techniques, empathy, and trauma informed training
Enhance our ability to address mental health and trauma within our school	Recently trained and implemented SAP Committee. Full time Mental Health Professional in house at all times.

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

### Strengths

Indicator	Comments/Notable Observations
<p>All students have the opportunity to earn industry recognized certifications.</p> <p><b>ESSA Student Subgroups</b></p> <p>African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p>Our 9th Grade exploratory program allows students to obtain several Industry Certifications, as they move through the 16 PA Clusters. This allows the students who participate a direct route to the best POS in 10th grade.</p>

<b>Indicator</b> Technical programs are all approved through the Pennsylvania Department of Education CATS system. <b>ESSA Student Subgroups</b> African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	<b>Comments/Notable Observations</b> We are proud of our Administration team, and Faculty. We are also proud of our last APE, and look forward to our next one on April 7, 2025. We continue to participate in the Technical Assistance Program, which allows us access to NOCTI Pre-Tests, Professional Development, and Kurt Adam, our CTDSL.
<b>Indicator</b> The NOCTI Pre-Test and assessments are administered to all senior and provides each student with individual career <b>ESSA Student Subgroups</b> African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	<b>Comments/Notable Observations</b> We use the NOCTI-Pre-Test to locate gaps in individual and group education, and we implement educational plans to directly fill the identified areas.

### Challenges

<b>Indicator</b> Students entering the CTC with unclear career choices <b>ESSA Student Subgroups</b> African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	<b>Comments/Notable Observations</b> Our enrollment has increased over the past few years. We have used this opportunity to expand our 9th grade career exploration program. We now expose all 9th graders in this program to all 16 career clusters over the course of one year. We are in need of upgraded facilities to better meet their needs.
<b>Indicator</b> Monitor and evaluate the impact of professional learning on staff practices and student learning <b>ESSA Student Subgroups</b> African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	<b>Comments/Notable Observations</b> We have several new and seasoned teachers who feel challenged in regard to student engagement and in successful implementation of de-escalation techniques.
<b>Indicator</b> Enhance our ability to address mental health and trauma within our school <b>ESSA Student Subgroups</b> African-American/Black, American Indian or Alaskan Native, Asian (not	<b>Comments/Notable Observations</b> We have added a full time mental health professional and started a SAP team here at our school., however, we continue to face challenges in "triaging" and identifying trauma in students and also ways to better implement real change to assist our students with personal/family dysfunction. and personal needs.

Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	
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## 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.

All students have the opportunity to earn industry recognized certifications.
Technical programs are all approved through the Pennsylvania Department of Education CATS system.
The NOCTI Pre-Test and assessments are administered to all senior and provides each student with individual career

### 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.

Students entering the CTC with unclear career choices
Monitor and evaluate the impact of professional learning on staff practices and student learning
Enhance our ability to address mental health and trauma within our school

Local Assessment

English Language Arts

Data	Comments/Notable Observations
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English Language Arts Summary

Strengths

Challenges

Mathematics

Data	Comments/Notable Observations
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Mathematics Summary

Strengths

Challenges

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
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Science, Technology, and Engineering Education Summary

Strengths

Challenges



## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Source: Diversified and Capstone Data gathered at WBACTC. Over 92% of students in our Cooperative Education Programs (Diversified and Capstone) are offered employment at the location where they are working. We offer the YES program, as well as Career Services, our yearly Career Fair, and grats and partnerships through both the CareerLink and the Luzerne/Schuylkill Workforce Investment Board.	We are preparing students to succeed in employment after their CTC experience in a way which local business and industry require.
Currently we are offering two Dual Enrollment opportunities through the Lackawanna College. Our Lackawanna Dual enrollment classes are Introduction to Petroleum and Natural Gas (PNG), and a PNG Math class with enrollments around 15 each.	We are proud to now offer (Spring 2025) a cutting edge partnership with Luzerne County Community College to send students for POS related classes during their Senior year. This shows our students and student populations who may have unperformed in Math and Science, when these concepts are introduced within their Program of Study, they can succeed. This success is equitable across the demographic spectrum.

### Career and Technical Education (CTE) Programs

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

Data	Comments/Notable Observations
Auto Body Collision Repair Technology (CIP Code 47.0603)	Approved in CATS
Automotive Technology (CIP Code 47.0604)	Approved in CATS
Carpentry (CIP Code 46.0201)	Approved in CATS
Child Care (CIP Code 79.0108)	Approved in CATS
Cinematography / Multimedia (CIP Code 70.9999)	Approved in CATS
Computer Information Systems (CIP Code 52. 7207)	Approved in CATS
Cooperative Education (Diversified/Skilled) (C/P Code 32.0105)	Approved in CATS
Cosmetology (CJP Code 72.0407)	Approved in CATS
Culinary Arts (CIP Code 72.0508)	Approved in CATS
Diesel Medium & Heavy Truck Technology (CIP Code 47.067 3)	Approved in CATS
Drafting and Design Technology/CAD (CIP Code 75.1307)	Approved in CATS
Electrical Technology (CIP Code 46.0399)	Approved in CATS
Graphic Arts Communications Technology (CIP Code 70.0399)	Approved in CATS
Health / Medical Assistants (CIP Code 57.0899)	Approved in CATS
Heating, Ventilation, Air Conditioning & Refrigeration CIP Code 47.0207)	Approved in CATS
Horticulture-Floriculture / Landscaping (CIP Code 07.0607)	Approved in CATS

Law Enforcement / Police Science (CIP Code 43.0707)	Approved in CATS
Marketing & Business Education (CIP Code 52. 7807)	Approved in CATS
Material Handling & Logistics Technology (CIP Code 52.0203)	Approved in CATS
Plumbing and Pipeline Technology (CIP Code 46.0503)	Approved in CATS
Precision Machine & Tool Technology (CIP Code 48.0507)	Approved in CATS
Welding & Pipeline Repair Technology (CIP Code 48.0508)	Approved in CATS

### 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

Multiple - all already uploaded and approved in CATS

### Agreement Type

Local Articulation

### Program/Course Area

Various - all already uploaded and approved in CATS

### Uploaded Files

## 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.

All WBACTC Programs of Study are Approved by PDE/CTE in CATS. We continue to pursue additional Articulation Agreements with both Lackawanna College and Luzerne County Community College.
The OAC meetings and our Local Advisory Council Meetings provide feedback which we use to enhance our programs of Study to better meet the needs of local business and Industry.
Provide all stakeholders access to our career center beyond the normal school day: (Adult school, SHINE, Susquehanna Power Station certification Classes, Lackawanna Petroleum and Natural Gas Class, An On-Site 4 Keystone Star approved Child Care Center and a ACEN approved post secondary Practical Nursing Program.)

### 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.

To maintain Programs of Study which reflect the needs of the local business and industries in our Career and Technical Center population
We are growing and have expanded our 9th grade career exploratory program. We need to expand our building to help us meet the growing needs of our increasing enrollment.

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

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	Student Progress monitoring and formative student assessment. Maintain level of involvement / Communication
Title 1 Program	n/a
Student Services	Continue to identify and meet the growing needs of our student population
K-12 Guidance Plan (339 Plan)	Maintain level of involvement / Communication & Continue to meet the needs of each student.
Technology Plan	Equitable access to technology on and off campus for all students.
English Language Development Programs	Continue to equitably meet the needs of our English challenged students.

## Strengths

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

Maintain level of Involvement / Communication
Continue to equitably meet the career and personal needs of students

## Challenges

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

Knowing the student population at our CTC is growing, We must implement solutions that continue to provide resources necessary for individual student success.
Continue to provide equitable access to technology for all students.

## 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	Emerging

### Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
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	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	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	Operational

### 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	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

## Summary

### Strengths

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



Continue to use Professional Development and the TAP offered NOCTI Pre-Tests, our Teacher Coaching Clinics, and using the knowledge and mentoring provided by our Career and Technical Distinguished School Leader.
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Continue to Align curricular materials and lesson plans to the PA Standard.
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### Challenges

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

Implement Professional Development that includes Informed Trauma, Triage, and PD to address student general healthy mental health practices.
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Implement additional Research Based Best Practices, which build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
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Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.
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## 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
All students have the opportunity to earn industry recognized certifications.	True
Technical programs are all approved through the Pennsylvania Department of Education CATS system.	True
The NOCTI Pre-Test and assessments are administered to all senior and provides each student with individual career	True
All WBACTC Programs of Study are Approved by PDE/CTE in CATS. We continue to pursue additional Articulation Agreements with both Lackawanna College and Luzerne County Community College.	True
The OAC meetings and our Local Advisory Council Meetings provide feedback which we use to enhance our programs of Study to better meet the needs of local business and Industry.	True
Provide all stakeholders access to our career center beyond the normal school day: (Adult school, SHINE, Susquehanna Power Station certification Classes, Lackawanna Petroleum and Natural Gas Class, An On-Site 4 Keystone Star approved Child Care Center and a ACEN approved post secondary Practical Nursing Program.)	True
n/a	False
Maintain level of Involvement / Communication	True
Continue to equitably meet the career and personal needs of students	False
Continue to use Professional Development and the TAP offered NOCTI Pre-Tests, our Teacher Coaching Clinics, and using the knowledge and mentoring provided by our Career and Technical Distinguished School Leader.	True
Continue to Align curricular materials and lesson plans to the PA Standard.	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
Students entering the CTC with unclear career choices	False
Monitor and evaluate the impact of professional learning on staff practices and student learning	False
Enhance our ability to address mental health and trauma within our school	False
To maintain Programs of Study which reflect the needs of the local business and industries in our Career and Technical Center population	False
We are growing and have expanded our 9th grade career exploratory program. We need to expand our building to help us meet	False

the growing needs of our increasing enrollment.	
n/a	False
Knowing the student population at our CTC is growing, We must implement solutions that continue to provide resources necessary for individual student success.	True
Continue to provide equitable access to technology for all students.	False
Implement Professional Development that includes Informed Trauma, Triage, and PD to address student general healthy mental health practices.	True
Implement additional Research Based Best Practices, which build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	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.

The committee understands our need to meet the needs of a growing student population. We have approved and successful programs. In order to allow this to continue, we must develop ways to address the growing population 's mental health and general health challenges, as well as continue to provide clear and attainable career paths to all students, including, cooperative education, articulation agreements, and other post secondary options.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Knowing the student population at our CTC is growing, We must implement solutions that continue to provide resources necessary for individual student success.	Students exposed to the 16 Career Clusters and assistance in career direction.	True
Implement Professional Development that includes Informed Trauma, Triage, and PD to address student general healthy mental health practices.	Address the educational, social, emotional, and social needs of a growing student population.	True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
All students have the opportunity to earn industry recognized certifications.	We work with all students so each obtain an Industry Recognized Certification.
Technical programs are all approved through the Pennsylvania Department of Education CATS system.	We continue to update our Programs of Study, implementing PDE/CTE guidelines, as well as information received from our OAC and LAC meetings.
The NOCTI Pre-Test and assessments are administered to all senior and provides each student with individual career	We continue to monitor and use Pre-testing to locate gaps in student and class education.
All WBACTC Programs of Study are Approved by PDE/CTE in CATS. We continue to pursue additional Articulation Agreements with both Lackawanna College and Luzerne County Community College.	Implementing a new set of Articulation agreements with Luzerne County Community College which addresses both our most dense populated shops with Post-Secondary options which address Post-Secondary transition.
The OAC meetings and our Local Advisory Council Meetings provide feedback which we use to enhance our programs of Study to better meet the needs of local business and Industry.	Implement the changes suggested by the OAC's.
Provide all stakeholders access to our career center beyond the normal school day: (Adult school, SHINE, Susquehanna Power Station certification Classes, Lackawanna Petroleum and Natural Gas Class, An On-Site 4 Keystone Star approved Child Care Center and a ACEN approved post secondary Practical Nursing Program.)	Continue to use our building to address the needs of our Community
Maintain level of Involvement / Communication	Continue to meet with our Committees and teams to address the identified needs in this plan.
Continue to use Professional Development and the TAP offered NOCTI Pre-Tests, our Teacher Coaching Clinics, and using the knowledge and mentoring provided by our Career and Technical Distinguished School Leader.	Continue to work with our Distinguished School Leader and our Coaching Clinic to implement more diversified and more equitable educational delivery methods.

### Priority Challenges

Analyzing Priority	Priority Statements
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Challenges	
	A need to assist a growing student population in Career path selection and opportunity, as related to the PA 16 Career Clusters, and offer clear pathways to post-secondary options to success.
	A need to address the educational, social, emotional, and social needs of a growing student population.

## Goal Setting

Priority: A need to assist a growing student population in Career path selection and opportunity, as related to the PA 16 Career Clusters, and offer clear pathways to post-secondary options to success.

<b>Outcome Category</b>		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
<b>Measurable Goal Statement (Smart Goal)</b>		
Over the next three years, the Wilkes-Barre Area CTC will directly address Career selection exposure to our growing student population by aligning our Guidance Plan and 9th grade Career Exploration Program, and directly address students entering our Career Center in 10th grade without the benefit of attending our 9th grade program, with each member districts K-12 guidance plan and implement clear transition from our CTC to Work or Post-Secondary options.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
POS choice and pathway options		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Align our Guidance Plan with the Guidance Plans of each member district and design and implement a plan for those students who apply to our career center but do not attend our 9th Grade year long Career Exploration program. Create additional Pathways to work and Post-Secondary options.	Assess the implemented changes to our Guidance plan alignment to our sending districts from year one to better 9th grade Career Exploration Program, and directly address students entering our Career Center in 10th grade without the benefit of attending our 9th grade program. Assess, maintain and enhance the implementation of our articulation agreements.	Over the next three years, the Wilkes-Barre Area CTC will directly address Career selection exposure to our growing student population by aligning our Guidance Plan and 9th grade Career Exploration Program, and directly address students entering our Career Center in 10th grade without the benefit of attending our 9th grade program, with each member districts K-12 guidance plan and implement clear transition from our CTC to Work or Post-Secondary options.

<b>Outcome Category</b>		
English Language Arts		
<b>Measurable Goal Statement (Smart Goal)</b>		
Faculty will receive Professional Development on Language and Acquisition for all students (Title 22)		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Enhance English		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Use our current involvement in the TAP sponsored coaching clinic, and Professional Development through Luzerne Intermediate Unit #18, to update our faculty on research based best practices which will enhance Language and Acquisition for all students. Collect Data from the implementation of these methods.	Use data gathered from year 1 to analyze progress towards our goal and implement changes and additional professional Development. Continue to collect data and enhance the implementation of research based best practices.	Faculty will receive Professional Development on Language and Acquisition for all students (Title 22)

<b>Outcome Category</b>		
Post-secondary transition to school, military, or work		
<b>Measurable Goal Statement (Smart Goal)</b>		
Implement Two (2) new clear pathway Post-Secondary Agreements not currently in Place.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Implement Clear Pathways		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Committee will identify and implement an additional Articulation Agreement which includes a clear pathway for completers to enter a post-secondary institution.	Committee will identify and implement a second additional Articulation Agreement which includes a clear pathway for completers to enter a post-secondary institution.	Implement Two (2) new clear pathway Post-Secondary Agreements not currently in Place.

Priority: A need to address the educational, social, emotional, and social needs of a growing student population.

<b>Outcome Category</b>		
Essential Practices 3: Provide Student-Centered Support Systems		
<b>Measurable Goal Statement (Smart Goal)</b>		
Implementation of Professional Development on informed Trauma, Triage, and identification of our increasing student populations general educational, social, and emotional health, using our resources and the resources of our Luzerne Intermediate Unit #18.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Meet Student mental health needs		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Using our SAP and full-time mental health professional, provide instructors with concrete methods on Trauma identification, Triage, and ways to identify educational, social, and emotional health needs of our growing student population. Track data through Surveys and committee feedback.	Use data gathered from year one to address success towards our goal and analyze target areas of student educational, social, and emotional health. Make adjustments to our plan and offer additional Professional Development to meet those needs.	Implementation of Professional Development on informed Trauma, Triage, and identification of our increasing student populations general educational, social, and emotional health, using our resources and the resources of our Luzerne Intermediate Unit #18.

<b>Outcome Category</b>		
Social emotional learning		
<b>Measurable Goal Statement (Smart Goal)</b>		
Implement two Research Based Best Practices for Teaching Diverse Learners in Inclusive Settings. Understanding Common Ground.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
PD Diverse Learner Training (Common Ground driven)		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Provide professional Development to	Analyze Date from year one to implement enhancements to the best Practice	Implement two Research Based



Faculty which introduces one research based best Practice for Teaching Diverse Learners in Inclusive Settings. Gather data on results.	for Teaching Diverse Learners in Inclusive Setting and provide professional Development on implementation of a second research based best Practice for Teaching Diverse Learners in Inclusive Settings. Gather data for committee analysis in moving towards better knowledge of Common Ground.	Best Practices for Teaching Diverse Learners in Inclusive Settings. Understanding Common Ground.
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Outcome Category		
School climate and culture		
Measurable Goal Statement (Smart Goal)		
Provide six (6) total hours of Professional Development using Luzerne Intermediate Unit #18, to train all Staff in Informed Trauma.		
Measurable Goal Nickname (35 Character Max)		
Informed Trauma Training		
Target Year 1	Target Year 2	Target Year 3
Provide Two hours of Professional Development using Luzerne Intermediate Unit #18, to train all Staff in Informed Trauma. Set up Two (2) hours of Trauma Training for the following year.	Provide two (2) hours of Professional Development using Luzerne Intermediate Unit #18, to train all staff in Informed Trauma. Set up Two (2) hours of Trauma Training for the following year.	Provide six (6) total hours of Professional Development using Luzerne Intermediate Unit #18, to train all Staff in Informed Trauma.

## Action Plan

### Measurable Goals

POS choice and pathway options	Enhance English
Implement Clear Pathways	Meet Student mental health needs
PD Diverse Learner Training (Common Ground driven)	Informed Trauma Training

### Action Plan For: POS Choice and Pathways Implementation

<b>Measurable Goals:</b>	
<ul style="list-style-type: none"> <li>Over the next three years, the Wilkes-Barre Area CTC will directly address Career selection exposure to our growing student population by aligning our Guidance Plan and 9th grade Career Exploration Program, and directly address students entering our Career Center in 10th grade without the benefit of attending our 9th grade program, with each member districts K-12 guidance plan and implement clear transition from our CTC to Work or Post-Secondary options.</li> <li>Implement Two (2) new clear pathway Post-Secondary Agreements not currently in Place.</li> <li>Faculty will receive Professional Development on Language and Acquisition for all students (Title 22)</li> </ul>	

Action Step		Anticipated Start/Completion Date	
Collect Data from our 9th Grade Exploratory Program and from all sending District and our Guidance Plans.		2025-08-21	2026-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Anthony Guariglia Administrative Director	9th Grade Surveys Our Guidance Plan Sending Districts K-12 Guidance Plans	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Committee analyzes Data and Guidance Plans to develop, Implement, and maintain a plan which allows students to better understand career choices before entering 10th grade, and, later, as completers, be aware and ready for a clear post-secondary pathway.		2026-08-20	2028-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Anthony Guariglia Administrative Director	Committee reports Career Choice Plan Clear Pathway Plan	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Faculty will receive Professional Development during our In-Service from Luzerne Intermediate Unit #18 on Language and Acquisition for all students (Title 22)		2025-08-21	2025-08-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Mr. Frank Majikes Principal	Luzerne Intermediate Unit #18	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By 8/21/2028 we will have met our goal of the Wilkes-Barre Area CTC directly addressing Career selection exposure to our growing student population by aligning our Guidance Plan and 9th grade Career Exploration Program, and directly address students entering our Career Center in 10th grade without the benefit of attending our 9th grade program, with each member districts K-12 guidance plan and implement clear transition from our CTC to Work or Post-Secondary options.	Submitted Bi-Weekly Meeting Minutes Submitted Monthly report on progress towards goal.

Action Plan For: Implementation of Professional Development on informed Trauma, Triage, and identification of our increasing student populations general educational, social, and emotional health, using our resources and the resources of our Luzerne Intermediate Unit #18.

Measurable Goals:
<ul style="list-style-type: none"> <li>Implementation of Professional Development on informed Trauma, Triage, and identification of our increasing student populations general educational, social, and emotional health, using our resources and the resources of our Luzerne Intermediate Unit #18.</li> <li>Implement two Research Based Best Practices for Teaching Diverse Learners in Inclusive Settings. Understanding Common Ground.</li> <li>Provide six (6) total hours of Professional Development using Luzerne Intermediate Unit #18, to train all Staff in Informed Trauma.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Professional Development Trauma Informed (Act 18) Training (four (4) total Hrs: Two (2) hours in August and Two (2) hours in February, 2026		2025-08-21	2026-02-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Mr. Frank Majikes Principal	Luzerne Intermediate Unit #18	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Professional Development all Staff (3 hours): Triage- Assessing and addressing students in crisis		2026-02-12	2026-02-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Mr. Frank Majikes Principal	SAP Committee Reports Luzerne Intermediate Unit #18	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Professional Development all Staff (4 hours): Diverse Learners and Understanding Common Ground		2027-02-19	2027-02-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Mr. Frank Majikes Principal	WBACTC Administration SAP Committee Luzerne Intermediate Unit #18	Yes	Yes
Action Step		Anticipated Start/Completion Date	

Professional Development all Staff (4 hours): Professional Ethics and Professional Decision Making		2027-08-19	2027-08-19
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Mr. Frank Majikes Principal	WBACTC Administration Luzerne Intermediate Unit #18	Yes	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Professional Development all Staff (4 Hours): Structured Literacy - Best Practices		2028-02-18	2028-02-18
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Mr. Frank Majikes Principal	WBACTC Administration Luzerne Intermediate Unit #18	Yes	Yes

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
All Staff will gain knowledge of Trauma, Triage, and Diverse Learner Common Ground understanding with Informed recognition and intervention.	Administration Survey & Assessment after each training.

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
POS Choice and Pathways Implementation	Collect Data from our 9th Grade Exploratory Program and from all sending District and our Guidance Plans.
POS Choice and Pathways Implementation	Committee analyzes Data and Guidance Plans to develop, Implement, and maintain a plan which allows students to better understand career choices before entering 10th grade, and, later, as completers, be aware and ready for a clear post-secondary pathway.
POS Choice and Pathways Implementation	Faculty will receive Professional Development during our In-Service from Luzerne Intermediate Unit #18 on Language and Acquisition for all students (Title 22)
Implementation of Professional Development on informed Trauma, Triage, and identification of our increasing student populations general educational, social, and emotional health, using our resources and the resources of our Luzerne Intermediate Unit #18.	Professional Development Trauma Informed (Act 18) Training (four (4) total Hrs: Two (2) hours in August and Two (2) hours in February, 2026
Implementation of Professional Development on informed Trauma, Triage, and identification of our increasing student populations general educational, social, and emotional health, using our resources and the resources of our Luzerne Intermediate Unit #18.	Professional Development all Staff (3 hours): Triage- Assessing and addressing students in crisis
Implementation of Professional Development on informed Trauma, Triage, and identification of our increasing student populations general educational, social, and emotional health, using our resources and the resources of our Luzerne Intermediate Unit #18.	Professional Development all Staff (4 hours): Diverse Learners and Understanding Common Ground
Implementation of Professional Development on informed Trauma, Triage, and identification of our increasing student populations general educational, social, and emotional health, using our resources and the resources of our Luzerne Intermediate Unit #18.	Professional Development all Staff (4 hours): Professional Ethics and Professional Decision Making
Implementation of Professional Development on informed Trauma, Triage, and identification of our increasing student populations general educational, social, and emotional health, using our resources and the resources of our Luzerne Intermediate Unit #18.	Professional Development all Staff (4 Hours): Structured Literacy - Best Practices

### Professional Development Trauma Informed (Act 18) Training

Action Step
<ul style="list-style-type: none"> <li>Professional Development Trauma Informed (Act 18) Training (four (4) total Hrs: Two (2) hours in August and Two (2) hours in February, 2026</li> </ul>

<b>Audience</b>		
All Staff and Administration		
<b>Topics to be Included</b>		
How to assess and address students with trauma. Available resources. Common Ground will be discussed.		
<b>Evidence of Learning</b>		
All staff will participate in group presentations which prove understanding of materials		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Mr. Frank Majikes, Principal Mr. Anthony Cibello, Assistant Principal	2025-08-21	2026-02-12

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	Four (4) total hours (2 sessions of 2 hours each)
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>3a: Communicating with Students</li> <li>2b: Establishing a Culture for Learning</li> <li>2c: Managing Classroom Procedures</li> <li>2d: Managing Student Behavior</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
At Least 1-hour of Trauma-informed Care Training for All Staff	

### Professional Development all Staff (3 hours): Triage- Assessing and addressing students in crisis

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Professional Development all Staff (3 hours): Triage- Assessing and addressing students in crisis</li> </ul>		
<b>Audience</b>		
All Staff and Administration		
<b>Topics to be Included</b>		
Identifying students in crisis and methods of intervention.		
<b>Evidence of Learning</b>		
All staff will participate in group presentations which prove understanding of materials		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Mr. Frank Majikes Principal	2026-02-12	2026-02-12

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	One - Three Hour Session
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1b: Demonstrating Knowledge of Students</li> </ul>	



- 2a: Creating an Environment of Respect and Rapport
- 3a: Communicating with Students

**This Step Meets the Requirements of State Required Trainings**

At Least 1-hour of Trauma-informed Care Training for All Staff

**Professional Development all Staff (4 hours): Diverse Learners and Understanding Common Ground**

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>• Professional Development all Staff (4 hours): Diverse Learners and Understanding Common Ground</li> </ul>		
<b>Audience</b>		
All staff and Administration		
<b>Topics to be Included</b>		
Introduction of Research based best practices for Diverse Learning with a knowledge of Common Ground, thus achieving an inclusive classroom.		
<b>Evidence of Learning</b>		
All Staff will present, proving knowledge of subject area		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Mr. Frank Majikes Principal	2027-02-19	2027-02-19

**Learning Format**

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	one session of four (4) hours.
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 4a: Reflecting on Teaching</li> <li>• 2b: Establishing a Culture for Learning</li> <li>• 3e: Demonstrating Flexibility and Responsiveness</li> <li>• 1b: Demonstrating Knowledge of Students</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	

**Professional Development all Staff (4 hours): Professional Ethics and Professional Decision Making**

<b>Action Step</b>	
<ul style="list-style-type: none"> <li>• Professional Development all Staff (4 hours): Professional Ethics and Professional Decision Making</li> </ul>	
<b>Audience</b>	
All Staff and Administration	
<b>Topics to be Included</b>	
Professional Ethics and Professional Decision Making and Pennsylvania Law. Ethical & Mandated responsibilities.	
<b>Evidence of Learning</b>	
Each Staff member will complete a survey which will prove an understanding of the material covered.	

Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. Anthony Guariglia	2027-08-19	2027-08-19

### Learning Format

Type of Activities	Frequency
Inservice day	one day - Four (4) hour session
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>4b: Maintaining Accurate Records</li> <li>4f: Showing Professionalism</li> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>4a: Reflecting on Teaching</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Professional Ethics	

### Professional Development all Staff (4 Hours): Structured Literacy - Best Practices

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Professional Development all Staff (4 Hours): Structured Literacy - Best Practices</li> </ul>		
<b>Audience</b>		
All Staff		
<b>Topics to be Included</b>		
Research based best practices which help coordinate How listening, speaking, reading, spelling, and writing influences learning		
<b>Evidence of Learning</b>		
The Staff will Break into groups and complete a demonstration proving knowledge of Structured Learning.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Luzerne Intermediate Unit #18 Dr. Anthony Guariglia	2028-02-18	2028-02-18

### Learning Format

Type of Activities	Frequency
Inservice day	One day - Four (4) hours
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1e: Designing Coherent Instruction</li> <li>4a: Reflecting on Teaching</li> <li>2b: Establishing a Culture for Learning</li> <li>3c: Engaging Students in Learning</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Structured Literacy	

Collect Data from our 9th Grade Exploratory Program and from all sending District and our Guidance Plans.

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Collect Data from our 9th Grade Exploratory Program and from all sending District and our Guidance Plans.</li> </ul>		
<b>Audience</b>		
<b>Topics to be Included</b>		
<b>Evidence of Learning</b>		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Collaborative curriculum development	Small groups every other week. Full Faculty every three weeks.
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1e: Designing Coherent Instruction</li> <li>2b: Establishing a Culture for Learning</li> <li>3d: Using Assessment in Instruction</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	

### Common Ground Training

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Professional Development all Staff (4 hours): Diverse Learners and Understanding Common Ground</li> </ul>		
<b>Audience</b>		
<b>Topics to be Included</b>		
<b>Evidence of Learning</b>		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	One session of 1 hour

<b>Observation and Practice Framework Met in this Plan</b>		
<ul style="list-style-type: none"> <li>1b: Demonstrating Knowledge of Students</li> <li>1e: Designing Coherent Instruction</li> <li>3b: Using Questioning and Discussion Techniques</li> <li>3a: Communicating with Students</li> </ul>		
<b>This Step Meets the Requirements of State Required Trainings</b>		
Common Ground: Culturally Relevant Sustaining Education		

Committee analyzes Data and Guidance Plans to develop, Implement, and maintain a plan which allows students to better understand career choices before entering 10th grade, and, later, as completers, be aware and ready for a clear post-secondary pathway.

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Committee analyzes Data and Guidance Plans to develop, Implement, and maintain a plan which allows students to better understand career choices before entering 10th grade, and, later, as completers, be aware and ready for a clear post-secondary pathway.</li> </ul>		
<b>Audience</b>		
<b>Topics to be Included</b>		
<b>Evidence of Learning</b>		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Collaborative curriculum development	Full Faculty every four weeks.
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1d: Demonstrating Knowledge of Resources</li> <li>4c: Communicating with Families</li> <li>4e: Growing and Developing Professionally</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	

Faculty will receive Professional Development during our In-Service from Luzerne Intermediate Unit #18 on Language and Acquisition for all students (Title 22)

<b>Action Step</b>
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<ul style="list-style-type: none"> <li>Faculty will receive Professional Development during our In-Service from Luzerne Intermediate Unit #18 on Language and Acquisition for all students (Title 22)</li> </ul>		
<b>Audience</b>		
<b>Topics to be Included</b>		
<b>Evidence of Learning</b>		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	One In-Service Day - 3 Hours
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1c: Setting Instructional Outcomes</li> <li>3b: Using Questioning and Discussion Techniques</li> <li>1e: Designing Coherent Instruction</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Language and Literacy Acquisition for All Students	

## Communications Activities

### Trauma Informed Training

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Professional Development Trauma Informed (Act 18) Training (four (4) total Hrs: Two (2) hours in August and Two (2) hours in February, 2026</li> </ul>	All Staff and Administration	Implementation of Professional Development on informed Trauma identification of our increasing student populations general educational, social, and emotional health, using our resources and the resources of our Luzerne Intermediate Unit #18.	Mr. Frank Majikes Principal	08/25/2025	02/12/2026

### Communications

Type of Communication	Frequency
Presentation	Professional Development experience with follow-up survey 2 sessions of 2 hours each

Triage recognition Training					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Professional Development all Staff (3 hours): Triage- Assessing and addressing students in crisis</li> </ul>	All Staff and Administration	The identification of students in crisis and how to offer immediate support	Mr. Frank Majikes	02/12/2026	02/12/2026
<b>Communications</b>					
<b>Type of Communication</b>			<b>Frequency</b>		
Presentation			Professional Development experience (3 Hours) with follow-up survey		

## Diverse Learners and Understanding Common Ground

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Professional Development all Staff (4 hours): Diverse Learners and Understanding Common Ground</li> </ul>	All Staff and Administration	Introduction to Common Ground student issues such as homelessness, students with disabilities, military families population, etc	Mr. Frank Majikes Principal	02/19/2027	02/19/2027

### Communications

Type of Communication	Frequency
Presentation	one session



Structured Literacy- Best Practices					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Professional Development all Staff (4 Hours): Structured Literacy - Best Practices</li> </ul>	All Staff	Introduce Faculty to several Structured Literacy research based best practices	LIU#18 Administration	02/18/2028	02/18/2028
Communications					
Type of Communication			Frequency		
Presentation			One session		

Language and Acquisition for all students (Title 22)					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Faculty will receive Professional Development during our In-Service from Luzerne Intermediate Unit #18 on Language and Acquisition for all students (Title 22)</li> </ul>	All Faculty	Research Based Best Practices relating to equity in Language and Acquisition for all students	LIU#18 Administration	08/21/2025	08/21/2025
<b>Communications</b>					
<b>Type of Communication</b>			<b>Frequency</b>		
Presentation			One session		

Professional Ethics					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Professional Development all Staff (4 hours): Professional Ethics and Professional Decision Making</li> </ul>	All Staff	Employee Professional Obligations according to the Commonwealth of Pennsylvania, Departments of Education, Career and Technical Education, as well as their obligations to their POS obligations to such Bureau's as (for example) Cosmetology.	Dr. Anthony Guariglia	08/19/2025	08/21/2025
Communications					
Type of Communication			Frequency		
Presentation			One Session		

## Approvals & Signatures

<b>Uploaded Files</b>
<ul style="list-style-type: none"><li>Board Affirmation Statement_36889683.pdf</li></ul>

<b>Chief School Administrator</b>	<b>Date</b>
Anthony Guariglia	2025-04-08
<b>Building Principal Signature</b>	<b>Date</b>
<b>School Improvement Facilitator Signature</b>	<b>Date</b>
Anthony Guariglia	2025-04-08