**ORGANIZATION FOR THE SELF-STUDY:**

**LEADERSHIP**

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| **Head of the Institution** | **Lori Herman** |

**Co-Chairs of the Steering Committee**

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| **Name** | **Role in the Institution** |
| **Clarence John** | **Chair Of Local Advisory Board and Community Leader** |
| **Christine Mellon** | **Public Relations and Post Secondary Representative** |

**Members of the Steering Committee**

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| **Name** | **Role in the Institution** |
| **Anthony Corrado** | **Local Advisory Board Member and Parent** |
| **Marc Curcio** | **Chair of Graphic Communications OAC** |
| **Vince Fayock** | **Ninth Grade Principal and Advisory Board Member** |
| **Carmelita Case** | **Staff Member** |
| **Clarence John** | **Chair of Local Advisory Board** |
| **Sam Marolo** | **Superintendent of Schools** |
| **Gus Rosato** | **Parent/Retired Educator** |
| **Vincent Zola** | **Director of Security** |
| **Paulette Platukis** | **School Board Member** |
| **Christine Mellon** | **Public Relations and Post Secondary Representative** |
| **Jennifer Curcio** | **Technical Writer** |
| **Bill Henry** | **Hayden Electric-Education Coordinator** |
| **Deb Conway** | **Penn State-Continuing Education** |
| **Ed Missal** | **Plant Manager-Northeast Power Company** |
| **Michael Schumacher** | **Parent** |
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**Members of Action Plan Team #1**

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| **Name** | **Role in the Institution** |
| **Larry Debello** | **Automotive Instructor** |
| **Gary Busch** | **Diesel Instructor** |
| **Joe Chicalese** | **Precision Machine Instructor** |
| **Bob Hebel** | **CAD Instructor** |
| **Steve Batory** | **Business Instructor** |
| **Liz Starrick** | **Business Instructor** |
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**Members of Action Plan Team #2**

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| **Name** | **Role in the Institution** |
| **Lynn Frumkin** | **Child Care Instructor** |
| **Tom Yanac** | **Welding Instructor** |
| **Rich Lazar** | **Career Explorations** |
| **Kevin Crawford** | **Construction Instructor** |
| **Karen Bonomo** | **Nursing Asst Instructor** |
| **Michele Chyko** | **Business Instructor** |
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**Members of Action Plan Team #3**

| **Name** | **Role in the Institution** |
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| **Bill Davenport** | **English Instructor** |
| **Betty Rossi** | **Culinary Instructor** |
| **Joe Mope** | **Construction Instructor** |
| **Dennis Gould** | **Graphic Communications Instructor** |
| **Chris Peiser** | **Broadcast Communications Instructor** |
| **Joe Gavio** | **Business Instructor** |
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**Members of Action Plan Team #4**

| **Name** | **Role in the Institution** |
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| **Patrice Bognet** | **Business Instructor/Dept Head** |
| **Dave Barna** | **Collision Instructor** |
| **Pat Cannon** | **Microsoft Instructor** |
| **Anne Klotz** | **Cosmetology Instructor** |
| **Geri Direnzo** | **Health Careers Instructor** |
| **Maribeth Lawrence** | **Business Instructor** |
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**Members of Action Plan Team #5**

| **Name** | **Role in the Institution** |
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| **Jen Curcio** | **Technical Writer** |
| **Tony Sandutch** | **Electrical Instructor** |
| **Jeff Sweda** | **HVAC Instructor** |
| **Sharon Salata** | **Cosmetology Instructor** |
| **Nadine Sist** | **Law Enforcement Instructor** |
| **Lisa Horinko** | **Business Instructor** |
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**ORGANIZATION FOR THE SELF-STUDY:**

**PLAN FOR INSTITUTIONALIZING A**

**PLANNING ETHIC**

The Hazleton Area School District has always been committed to a strategic planning process that focuses on the educational program, safety initiatives, and areas of management and leadership. This commitment enlists support from all of the school stakeholders who participate in various committees, activities, and institutional assessments. The Hazleton Area Career Center (HACC) is part of this strategic development and it functions within this dynamic as a single institution in many areas.

Currently, the Hazleton Area Career Center (HACC) is enacting the broadest initiative by implementing their School Improvement Plan. This plan includes many strategic planning elements to ensure an effective academic program, a productive leadership team, and a responsible fiscal approach. Many of the pieces included in the School Improvement Plan will be used to inform the Middle States Accreditation Process. This intended directive will ultimately assimilate this plan into the strategic action plans that will be offered at the conclusion of the Middle States Program.

In considering how this will happen, it is important to note two important aspects that relate to institutionalizing the planning ethic. First, the HACC has a tradition of implementing strategic plans by utilizing stakeholders, resources, and leadership. Second, the HACC performs regular institutional assessments that are used to focus and direct the strategic planning process into their School Improvement Plan.

Therefore, the momentum to participate in the Middle States Program is attractive for two reasons. First, it features another research opportunity that is unaffiliated and summative. And, second, it offers a comprehensive evaluation of all aspects of the school program.

The Middle States Process begins at the HACC with the development of a Steering Committee that recognizes the long term commitment of time, talent, and work that will be required over the next five years. They will focus the first year by attending two training sessions and a series of meetings that will direct the assessment phase of the process. After the completion of Phase Two, they will direct the organization of the strategic action plans and participate in the evaluation process. Once the action plans are approved, they will enter the implementation and evaluation phases of the Middle States Process. Over the next four years, they will meet on a quarterly basis to review evaluations that will be provided by the action plan teams. These evaluations will include feedback from all school stakeholders regarding the success of the action plans. Evaluations will include written responses, interview accounts, and visual evidence that the plan is being implemented. All evidence will be provided to meet criteria in qualitative and quantitative formats. Throughout the evaluation process, a protocol will be developed for implementing revisions to the action plans if, after analyzing data and assessments, there is a need to alter the direction of the action plans.

Communication to all school stakeholders will be achieved through school board announcements, website postings, and open meetings. If it becomes necessary to replace committee members throughout this process, nominations will be posted and considered.

The celebration of success will be enacted through regular communication in flyers, press releases, website postings, and television announcements. In addition, a special banner will be displayed that records progress as it is achieved. Other incentives will be coordinated through faculty supervision and pending school district approval.

**ORGANIZATION FOR THE SELF-STUDY:**

**PLAN FOR COMMUNICATION**

**AND AWARENESS**

The Communication and Awareness Plan for the Hazleton Area School District (HASD) will consist of two main objectives. First, the Middle States Steering Committee will create an internal communications plan that will include hosting a series of events for Middle States contributors, committee members, and school stakeholders who are bringing the self-study plan to fruition. Second, an external communications plan will support the involvement of all school stakeholders in the Middle States process through media and public relations efforts.

In meeting the first objective, the HASD will maintain effective dialogue with school stakeholders by conducting internal communications efforts and hosting a series of open forums. These events will be designed to communicate important information and discussion regarding the activities of the Middle States Plan. The Middle States Steering Committee will host these events and the agendas will include discussion regarding the progress of the Middle States process. The first forum will be a breakfast meeting at the Hazleton Area Career Center (HACC) in February, 2011. Other events will follow as the Middle States process achieves milestones in the self-study, action plan, and evaluation team visit. The HASD also has a few unique media opportunities for internal communications. There will be bulletin board postings, intranet web communiqués, memos, emails, surveys, meetings, newsletters, and brochures.

The second objective will be the implementation of an external communications plan that will include local newspapers, television outlets, radio stations, and the HASD’s website and public access station, Channel 99. The Hazleton area community will be able to monitor Middle States efforts through these mass media outlets as press releases, interviews, and panel programs focus on the HASD strategic planning process.

The HASD will also ready its Speaker’s Bureau in anticipation of the 2011 speaking engagements that will be scheduled. Every year the Speaker’s Bureaus focuses on three topics for presentation and discussion and the Middle States process will figure prominently in this plan. All of the speakers that participate in this endeavor will be invited to a training session on the Middle States Accreditation process.

Finally, at the achievement of milestones in the planning process, the Middle States Steering Committee will offer celebratory incentives. At the outset, gift bags will be assembled with supplies to include pens, notebooks, water bottles, and ear plugs. The ear plugs are a unique item that promotes listening and concentration. At the end of the self-study process, the committees on standards will receive a special lunch presentation recognizing their hard work. Finally, once accreditation is awarded a congratulatory celebration will be planned.

**ORGANIZATION FOR THE SELF-STUDY:**

**PLAN FOR PERIODIC REVIEWS OF THE**

**PLAN FOR GROWTH AND IMPROVEMENT**

The Hazleton Area School District is committed to the Middle States Accreditation process at all levels. One of the most important aspects of planning is the formal review process of the action plan implementation. In order to initiate this process, the Middle States Steering Committee will identify a meeting schedule to conduct quarterly evaluations during the self-study year. After this schedule is complete, The Steering Committee will transition into the formal review process. The Steering Committee will complete planning and reviews for the self-study year as follows. The committee will meet to review the data, progress, and results for the following:

* Middle States Survey
* Organizational Capacity Data
* Action Plans
* Implementation

Once the Evaluation Team has departed, the Steering Committee will begin the implementation phase of the action plan. This will require bi-annual reviews to ensure that objectives are being achieved and goals are being met. Additionally, these reviews will offer debate and problem solving strategies if the action plans need to be amended.

All meetings will include the following filed documentation:

* Agendas
* Minutes
* Attendees
* Results and analysis of student data to ensure projected growth targets and increased performance indicators
* Status of the action plans
* Revisions or necessary adaptations to the strategic plan

All of this documentation will be available for the Middle States formal review at the five year point of the accreditation term and subsequent evaluation teams.

This is one of the most critical aspects of the Accreditation process because it is easy to overlook timely assessments once the action plans are implemented. However, periodic reviews are essential to program success and the HASD remains committed to ensuring achievement at all levels.