CTC OF LACKAWANNA COUNTY

3201 Rockwell Avenue
Comprehensive Plan | 2022 - 2025

Steering Committee

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LEA Profile

The Career Technology Center of Lackawanna County (CTCLC) serves the students from eight member districts as well as tuition students from non-member districts. Currently, 13 high schools are served. Our diverse student population is comprised of students from urban, rural, and suburban settings.

The CTCLC offers 20 approved career and technical programs, 23 different programs, and 26 total sections of career and technical programming due to some programs being duplicates such as Cosmetology, Culinary, and Automotive. All programs are three years in length. Math courses are offered at CTCLC to students from districts requesting that students earn math credit.

CTCLC adheres to a "half-day-about" model for programming. Currently 925 students are enrolled in CTC for the 2023-2024 school year. Students attend CTCLC for half of the school day and their home school district the other half of the day.

Students have the opportunity to participate in a formal Cooperative Vocational Education program and have opportunities to work in the field within the individual programs. Co-curricular activities (i.e. Skills USA) are integral components of the curriculum.

CTCLC has established relationships with the business community which supports students' efforts in placement, sponsoring field trips, providing guest speakers, and professional learning and in supporting co-curricular and extra-curricular activities.

Mission and Vision

Mission
CTCLC prepares all students for career pathways in the global marketplace by providing experiential learning with the skills and knowledge needed for postsecondary education and employment opportunities that result in self-sufficiency or family sustaining wages.

Vision
CTCLC will innovate, educate, and provide the highest quality opportunities for all of our students while continuing to be a valuable community partner.

Educational Value Statements

Students

Respect themselves, respect others, and respect education; Engage in their education by working diligently in their program of study; Have a sense of responsibility and be professional in their actions; Have integrity, respect, discovery, community and excellence; Graduate with competitive skills that align with business and industry standards

Staff

Embrace and drive progress that aligns with the ever changing demands of society through innovative instruction; To actively seek professional development that provides learning about the innovations in their industry; Need to establish and develop reciprocal relationships with their Occupational Advisory Committee (OAC) members, embrace the value that OAC members bring to the table, have well developed OACs that are diverse and representative of the business and industry partners; Increase communication to parents who the OAC members are and how the POS is improving to meet the current demands of business and industry, including making parents aware of future career and college opportunities in the field; Provide a nurturing and inclusive learning environment to meet the diverse educational needs of all students.

Administration

Embrace and drive change; Lead with integrity and open communication; Support students, staff, faculty, parents, and the community by providing a safe and inclusive environment as well as the tools needed to nurture education and meet the demands of 21st Century; Support opportunities for staff to obtain staff with professional development opportunities that align with the innovations in their industry Develop and maintain partnerships with all stakeholders; Set the example for integrity, accountability, and responsibility for all stakeholders

Parents

Respect and value their child's learning experiences and expectations of a skilled trade program; Value and promote the educational and career opportunities that CTCLC provides to students; Support and reinforce the importance of teaching the development of a person's soft skills; Engage in their child's education by working collaboratively with CTCLC faculty and staff;

Community

Value and promote the educational and career opportunities that CTCLC provides to students; Support students' choices to enroll in the skilled trades by understanding both the career and college opportunities available to students who successfully complete in a CTCLC program; Partner with CTCLC to help ensure CTCLC programs prepare students for ever-changing demands of business and industry; Support and reinforce the importance of teaching the development of a person's soft skills; Increase business and industry connections to ensure CTCLC is preparing students for In-Demand High Priority Occupations.

Other (Optional)

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Based on the results of the NOCTI, teachers develop plans for improvement, including student performance measures, to increase student achievement.	No
CTCLC partners with MAX Teaching to obtain additional NOCTI data reports. These reports further analyze trends over time as well as strengths and areas of concern.	No
Diverse student population with students from rural, suburban and urban districts plus the diversity in race, ethnicity, ESL, SES, etc. (see Perkins) thus building DEI sensitivity	No
Free breakfast and lunch provided to all students	No
Paraeducators and lab assistants to help all students success	No
Scholarship program to assist students with purchasing necessary items for CTE programs (uniforms, program materials, etc.)	No
Math courses are offered at CTCLC that range from hands on mathematics type courses to traditional academic courses such as Algebra I, Algebra II, and Trig/Pre Calculus.	No
All teachers have received professional development on integration of mathematics and integrate mathematics into their daily lessons that align with their program of study.	No
Both preNOCTI and NOCTI data is reviewed by the administration and faculty and used to drive instruction including the development of setting goals such as with SPMs. Based on the results of the NOCTI, teachers develop plans for improvement, including student performance measures, to increase student achievement.	No
CTCLC partners with MAX Teaching to obtain additional NOCTI data reports. These reports further analyze trends over time as well as strengths and areas of concern.	No
CTC Teachers' skills and knowledge including being both career and college ready themselves by having earned multiple levels of degrees, industry certifications, and PD geared towards their individual needs.	Yes
Students leave CTC both career and college ready as indicated by the Industry certs earned as well as dual enrollment, AP and articulation credits earned.	Yes

Scholarship program and grants to assist students with purchasing necessary items for CTE programs (uniforms, program materials, etc.) as well as purchase equipment and payment of industry certification tests.	No
Attendance has improved drastically since implementing CTC's new attendance policy. This includes reaching out to member districts to advise them of students with high absentee rates starting at 5 days unexcused, then 10, 15, 20, and 30 days.	No
Parent letters are mailed home for students with high absentee rates starting at 5 days unexcused, then 10, 15, 20, and 30 days.	No
Parent conferences are established for students with high absentee rates starting at 10 days unexcused, 15, 20, and 30 days.	No
Daily calls are made when students are marked unexcused from school.	No
Although we do not offer ELA courses at CTC, teachers do integrate literacy strategies in their lessons that are aligned to the PA Core ELA standards.	No
All teachers have received professional development pertaining to integration of literacy strategies through various professional development activities.	No
Teacher lesson plans and learning guides include literacy integration.	No
Although math is not highlighted on our FRI site due to CTC being a part-time CTC, math teachers have received professional development on integrating CTE projects and concepts into their math lessons.	No
Math teachers have collaborated with CTC program teachers to develop and implement CTC lessons that integrate math concepts.	No
Not applicable	No

Challenges

Challenge	Consideration In Plan
Learning loss due to the pandemic has impacted student performance, including the performance on NOCTI.	No
Addressing students SEL needs including developing and improving their soft skills.	No

Approximately 40% of the student population has special needs, thus increasing the amount of staff needed to ensure students' needs are being met.	No
Students' social & emotional learning needs have increased since the pandemic, or the pandemic has raised awareness of this need.	No
Increased awareness for meeting students' diverse needs, thus ensuring staff receive professional development pertaining to DEI.	No
There has been an increased awareness and need to address students' social and emotional learning needs including developing and improving their soft skills.	Yes
CTC's student population needs are as diverse as the member districts that make up CTC's student population.	Yes
Increasing the community awareness of the career and college opportunities available to ALL who attend CTC, thus dispelling preconceived notions and myths of CTEs.	Yes
The College and Career Measures - Career Standards Benchmark was not met for the 20-21 school year. Although I am not sure how this is determined to not be met for a CTE school, one possible reason may be due to the pandemic since the data is for the 20-21 school year.	No
During the 20-21 school year, attendance was inconsistent at best for many districts as well as individual programs and students. This was due to schools reverting to online learning as well as individual CTC programs and students needing to quarantine due to the pandemic. The inconsistency in attendance affected student performance.	No
Obtaining PVAAS data for students at CTC would allow us to analyze data to determine students' strengths and weaknesses in ELA. We have yet to successfully gain access to PVAAS data on our students due to our students belonging to another district.	No
Obtaining PVAAS data for students at CTC would allow us to analyze data to determine students' strengths and weaknesses in mathematics. We have yet to successfully gain access to PVAAS data on our students due to our students belonging to another district.	No
Not applicable	No

Most Notable Observations/Patterns

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
CTC Teachers' skills and knowledge including being both career and college ready themselves by having earned multiple levels of degrees, industry certifications, and PD geared towards their individual needs.	There's a preconceived notion by many that CTEs are for students who do not want to go to college. The pandemic has helped increase awareness of the importance of the skilled trades as well as how CTCs prepare students to be both career and college ready.
Students leave CTC both career and college ready as indicated by the Industry certs earned as well as dual enrollment, AP and articulation credits earned.	There's a preconceived notion by many that CTEs are for students who do not want to go to college. The pandemic has helped increase awareness of the importance of the skilled trades as well as how CTCs prepare students to be both career and college ready.

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
There has been an increased awareness and need to address students' social and emotional learning needs including developing and improving their soft skills.	The pandemic has increased awareness on students' mental health needs by addressing social and emotional learning techniques.	Yes	Address students' MH and SEL needs by using data to identify students in need of services and thus providing learning opportunities that focus on career and college ready skills including developing students soft skills. Data tools to be used to guide services will be identified and utilized during the 22-23 SY.
CTC's student population needs are as diverse as the member districts that make up CTC's student population.	CTC's student population consists of students from urban, suburban and rural districts.	Yes	Provide professional development to faculty and staff as well as trainings for students pertaining to Diversity, Equity, and Inclusion (DEI) starting with 22-23 SY
Increasing the community	Addressing the myths and changing	Yes	CTC will develop and provide opportunities for

awareness of the career and college opportunities available to ALL who attend CTC, thus dispelling preconceived notions and myths of CTEs.	preconceived notions of what career and technical education will open the opportunity for more students to come to CTE who are truly interested in our school. It will also increase awareness to those who may not know the opportunities available at CTCLC.		member districts as well as the community to learn about the opportunities CTC provides to students including highlighting how CTC prepares students to be both career and college ready.

Goal Setting

Priority: Address students' MH and SEL needs by using data to identify students in need of services and thus providing learning opportunities that focus on career and college ready skills including developing students soft skills. Data tools to be used to guide services will be identified and utilized during the 22-23 SY.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Social emotional learning	Address students' MH and SEL needs by using data to identify students in need of services and thus providing learning opportunities that focus on career and college ready skills including developing students soft skills. Data tools to be used to guide services will be identified and utilized during the 22-23 SY.	SEL	Continue development of school wide PBIS initiative including visiting CTC schools utilizing PBIS by attending PBIS conferences and trainings.	Improve safety and mental health measures by using data to identify areas of need. Incorporate data tools and surveys to assess student needs.	Address students' MH and SEL needs by using data to identify students in need of services and thus providing learning opportunities that focus on career and college ready skills including developing students soft skills. Data tools to be used to guide services will be identified and utilized during the 22-23 SY.

Priority: Provide professional development to faculty and staff as well as trainings for students pertaining to Diversity, Equity, and Inclusion (DEI) starting with 22-23 SY					
Outcome Category	**Measurable Goal Statement**	**Measurable Goal Nickname**	**Target Year 1**	**Target Year 2**	**Target Year 3**
Citizenship	Provide professional development trainings for faculty, staff and students pertaining to DEI starting with 22-23 SY.	DEI goal	Providing professional development and trainings for students pertaining to DEI starting with 22-23 SY	Teachers from member districts will visit CTC during their Act 80 days where visiting teachers will be engaged in lessons to learn and understand the rigor of CTE programs; Visiting district teachers to expand the opportunities for students in STEM programs and/or Gifted programs to develop projects at CTC in alignment with their current studies at their home school; Expand the student and adult camps to maximize exposure to CTC programming.	Provide professional development trainings for faculty, staff and students pertaining to DEI starting with 22-23 SY.

Priority: CTC will develop and provide opportunities for member districts as well as the community to learn about the opportunities CTC provides to students including highlighting how CTC prepares students to be both career and college ready.					
Outcome Category	**Measurable Goal Statement**	**Measurable Goal Nickname**	**Target Year 1**	**Target Year 2**	**Target Year 3**
Other					
Career Standards Benchmark	Improve the community's perception of career and technical education by providing opportunities for member district faculty and staff as well as community members to learn about the opportunities available at CTC, including	Myth Goal	Increase district knowledge by having sending district faculty visit CTC during their Act 80 days; Continue with 5th grade tours through BEP grant to increase awareness; Promote CTC through print production programs and raising awareness by having schools (and other organizations) highlight that CTC has provided the live work (print production, automotive, etc.)	Targeted Open House for certain programs that are in different areas and in need of increasing awareness about that programming; Conduct presentations at sending districts on what is happening at CTC (yearly visits) including highlighting the current trends in industry and how CTC is preparing students for those current trends; Share presentations with sending districts to put on their various social media venues. Have member district teachers visit CTC via Scranton Chamber's Skills in Scranton Teacher in the Workforce program	Improve the community's perception of career and technical education by providing opportunities for member district faculty and staff as well as community members to learn about the opportunities available at CTC, including

Action Plan

Action Plan for: SEL		
Measurable Goals	**Anticipated Output**	**Monitoring/Evaluation (People, Frequency, and Method)**
● SEL	The different action steps under the SEL goal are specific action steps that the Comprehensive Planning Committee developed as a means to identify and address students' social and emotional needs, thus improving mental health of students.	Monthly PBIS meetings will monitor progress on PBIS initiative. Bimonthly administrative meetings will allow for monitoring

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Continue development of PBIS by visiting high schools and CTEs that implement PBIS.	10/16/2022	06/30/2025	Kyle Linko -Supervisor of CTE	PBIS team including Supervisor of CTE to identify schools to visit. .	No	Yes
PBIS team to attend PaTTAN PBIS conference	09/01/2023	12/31/2023	Kyle Linko -Supervisor of CTE	PBIS team including Supervisor of CTE to attend state PBIS conference . Cost is apx. $1000.00 per team member. Funding to be determined for next school year.	No	No
Adopt a data tool to survey students on their social and emotional well being.	10/31/2022	06/11/2023	Nicole Gaetano - School Counselor	Identify and purchase a data tool that assesses students' perception. Cost of data tool is apx. $5000.00. Will be financed through school mental health grant.	Yes	Yes
Development of a calm room for students to attend when exhibiting behaviors of anxiety, distress, etc.	10/31/2022	06/30/2023	Nicole Gaetano - School Counselor	Purchasing of materials and resources to be used in calm room to help students destress when exhibiting behaviors of distress, anxiety, etc. Cost is apx. $1000. Funding will be made available through mental health grant.	No	No
Increase safety measures at CTC by increasing school resource officer presence and improving building infrastructure such as changing locks on school doors, painting safety lines in school parking lot, purchasing of	10/31/2022	06/16/2023	Dominick Carachilo - Assistant Principal	Increase police presence with Scranton Police Department (SPD). Purchase additional cameras and walkie talkies. Contract with a company to repaint safety lines in school parking lot. Purchase new locks for classroom doors. Cost of these items will total $70,000 and will be funded through a safety grant.	No	No

additional audio and video equipment.						

Action Plan for: Diversity, Equity and Inclusion							
Measurable Goals			**Anticipated Output**		**Monitoring/Evaluation (People, Frequency, and Method)**		
• DEI goal							
Action Step	**Anticipated Start Date**	**Anticipated Completion Date**	**Lead Person/Position**	**Material/Resources/Supports Needed**		**PD Step?**	**Com Step?**
DEI coaching and Professional Development to be provided to both staff and students.	10/31/2022	06/25/2025	Kyle Linko - Supervisor of CTE	Provide professional development and supports to both students and staff on the topics pertaining to DEI. Funding for trainings, materials, etc. will be provided through a mental health grant.		Yes	Yes

Action Plan for: Improving Perceptions of CTEs							

Measurable Goals			Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)	
• Myth Goal							

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Increase knowledge of CTE opportunities to member district's faculty and staff by having sending district faculty visit CTC during their Act 80 days and/or through the Scranton Chamber of Commerce's Teacher in the Workforce program.	10/31/2022	12/16/2024	Karla Carlucci - Director	Supports needed will include member district Superintendents working with CTC Director to establish a schedule of visits during Act 80 days. Visits need to be strategic where visiting staff members are engaged in actual lessons while touring the school.	No	No
Visiting district teachers to expand the opportunities for students in STEM programs and/or Gifted programs to develop projects at CTC in alignment with their current studies at their home school.	09/16/2023	06/16/2024	Lisa Bieri - Supervising Coordinator of Special Education	Supports needed will include member district special education supervisors working with CTC - Supervising Coordinator of Special Education to establish a schedule of visits for their Gifted programming.	No	No
Promote CTC through print production programs and raise awareness by having schools (and other organizations) highlight that CTC has provided the live work (print production, automotive, etc.)	10/31/2022	06/16/2025	Alexandra Zero - Career Resource Coordinator	Supports needed include member districts working with CTC Career Resource Coordinator to promote CTC programming on their social media sites as well as within their schools.	No	Yes
Increase opportunities for potential students to visit CTC prior to 9th grade school year through expanding on the 5th grade career fairs, summer camps for both potential students and adults, and host targeted open house to highlight programs	02/25/2023	06/25/2025	Alexandra Zero - Career Resource Coordinator	Collaborate with local workforce development companies such as LWDB, Scranton Chamber of Commerce and external companies to help support and fund opportunities to present to students about HPO/ career opportunities in the local community as well as at CTC.	No	Yes

Increase knowledge of CTE opportunities to member district's special education departments by hosting special education supervisor meetings at CTC biannually. Meetings should include special education teachers and consists of highlighting programming as well as conducting tours of CTC.	01/16/2023	06/16/2025	Lisa Bieri - Special Education Superv	School restaurant to host meetings and emails to establish invites.	No	Yes

Professional Development Action Steps

Evidence-based Strategy	Action Steps
SEL	• Adopt a data tool to survey students on their social and emotional well being.
Diversity, Equity and Inclusion	• DEI coaching and Professional Development to be provided to both staff and students.

Professional Development Activities

Student Survey Tool PD						
Action Step	**Audience**	**Topics to be Included**	**Evidence of Learning**	**Lead Person/Position**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Adopt a data tool to survey students on their social and emotional well being.	Administration, Teachers, and paraeducators	Professional development on the implementation of a student survey tool.	Successful implementation of data tool	Kyle Linko - Supervisor of CTE	10/31/2022	01/31/2023

Learning Formats			
Type of Activities	**Frequency**	**Choose Observation and Practice Framework**	**This Step Meets the Requirements of State Required Trainings**
Other	One professional development training.		

DEI PD

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• DEI coaching and Professional Development to be provided to both staff and students.	Faculty, staff and students.	Diversity, Equity and Inclusion	Provide professional development to staff as well as provide coaching and interventions to the student body, classes, and individual students pertaining to the topic of DEI resulting in increasing the inclusiveness of the school and individual classrooms.	Sherrecia Jackson - Learning Loss Recovery Coordinator	10/31/2022	06/09/2023

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Classroom/school visitation	Quarterly for teachers via PD sessions and/or in-services; Monthly for students in individual classrooms.		Teaching Diverse Learners in an Inclusive Setting

Communications Action Steps

Evidence-based Strategy	Action Steps
SEL	• Continue development of PBIS by visiting high schools and CTEs that implement PBIS. • Adopt a data tool to survey students on their social and emotional well being.
Diversity, Equity and Inclusion	• DEI coaching and Professional Development to be provided to both staff and students.
Improving Perceptions of CTEs	• Promote CTC through print production programs and raise awareness by having schools (and other organizations) highlight that CTC has provided the live work (print production, automotive, etc.) • Increase opportunities for potential students to visit CTC prior to 9th grade school year through expanding on the 5th grade career fairs, summer camps for both potential students and adults, and host targeted open house to highlight programs • Increase knowledge of CTE opportunities to member district's special education departments by hosting special education supervisor meetings at CTC biannually. Meetings should include special education teachers and consists of highlighting programming as well as conducting tours of CTC.

Communications Activities

SEL					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Continue development of PBIS by visiting high schools and CTEs that implement PBIS.	PBIS team	Visit high schools and CTC in PA that have PBIS implemented.	Kyle Linko - Supervisor of CTE	10/31/2022	06/10/2022
Communications					
Type of Communication			**Frequency**		
Email			ongoing until visits are established.		

Student Survey Tool					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Adopt a data tool to survey students on their social and emotional well being.	Administration, Teachers, and paraeducators	Presentation/training on implementation of new data tool to survey students.	Nicole Gaetano - School Counselor	10/31/2022	01/16/2022
Communications					
Type of Communication			**Frequency**		
Presentation			1-2 times		
Email			ongoing until tool is implemented on regular basis		

DEI Presentations

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• DEI coaching and Professional Development to be provided to both staff and students.	Faculty, staff and students	Diversity, Equity, and Inclusion	Sherreccia Jackson - Learning Loss Coordinator	08/29/2022	06/16/2025

Communications

Type of Communication	Frequency
Presentation	Quarterly for Staff during PD sessions and/or in-services; Monthly for students in classrooms and/or via interventions when needed.

Improve Perceptions of CTC with member districts and commuinty						
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Promote CTC through print production programs and raise awareness by having schools (and other organizations) highlight that CTC has provided the live work (print production, automotive, etc.)	Member districts' faculty and staff	Highlight various activities/live work projects students have conducted in the community including co-op activities to help raise awareness of the accomplishments CTC students have achieved, thus increasing awareness of the opportunities available to students at CTC.	Alexandra Zero -Career Resource Coordinator	10/17/2022	06/16/2025

Communications	
Type of Communication	**Frequency**
Blog	

Improve perceptions of CTC in community					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Increase opportunities for potential students to visit CTC prior to 9th grade school year through expanding on the 5th grade career fairs, summer camps for both potential students and adults, and host targeted open house to highlight programs	Students in grades five, seven, and eight in member districts.	Student Career Fairs, CTC Summer Camps, Open House	Alexandra Zero - Career Resource Coordinator	10/31/2022	06/16/2025

Communications

Type of Communication	Frequency
Email	Ongoing to establish above events.
Public service announcement	Ongoing to promote above events in the community
Posting on district website	Ongoing to promote above events in the community

Increase awareness of CTE programming					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Special Education Department in member districts	CTC program highlights including certifications offered, dual enrollment programs, AP courses, and new equipment purchased.	Lisa Bieri - Supervising Coordinator of Special Education	01/02/2023	06/16/2025

Communications	
Type of Communication	Frequency
Email	Biannually.