

Profile and Plan Essentials

LEA Type		AUN
Career and Technical Center		116495207
Address 1		
1700 W. Montgomery St.		
Address 2		
City	State	Zip Code
Coal Township	PA	17866
Chief School Administrator		Chief School Administrator Email
James E. Catino		jcatino@ncavts.org
Single Point of Contact Name		
James E. Catino		
Single Point of Contact Email		
jcatino@ncavts.org		
Single Point of Contact Phone Number		Single Point of Contact Extension
570-644-0304		185
Principal Name		
James E. Catino		
Principal Email		
jcatino@ncavts.org		
Principal Phone Number		Principal Extension
570-644-0304		185
School Improvement Facilitator Name		School Improvement Facilitator Email
Dr. James E. Catino		jcatino@ncavts.org

LEA Profile

The Northumberland County Career and Technology Center is the major educational resource for career and technical training for high school students in the southern portion of Northumberland County. Currently, over 275 secondary-aged students attend classes at NCCTC in nine (9) different CTE programs. The students can attend NCCTC on a full- or half-day structure and the staff is committed to accommodate flexible delivery schedules. It truly makes the NCCTC an outstanding educational resource center for students from the Line Mountain, Mt. Carmel Area, Shamokin Area School Districts, and Our Lady of Lourdes Regional School, a private Harrisburg Diocesan school.

The present day reality of career and technical training in Northumberland County began in the late 1960's when a group of educators, business/industry and community leaders formed a county-wide committee to explore the different options of building a "county-wide" area vocational-technical school. After positive results were obtained from all stakeholders, building construction was started and the Northumberland County Career and Technology Center opened its doors in 1972.

The NCCTC is a public school established under Article XVIII (Subdivision C) of the Public School Code of 1949. The school offers challenging programs to prepare graduates for a variety of technical, medical, business, trade, and industrial careers. Utilizing a competency-based delivery system, NCCTC provides students with a well-planned curriculum that includes classroom theory and hands-on applications in a laboratory and/or work-based environment.

The Northumberland County CTC is a separate, legislatively-created, public educational service agency with shared leadership responsibilities through the Joint Operating Committee. In addition an Administrative Director and faculty, the school employs Instructional Aides and Support Staff.

NCCTC is guided by a seven (7) member Board of Directors consisting of three (3) representatives elected from the Shamokin Area School District and two (2) each from the Line Mountain and Mt. Carmel Area School Districts.

Today, the Northumberland County Career & Technology Center is a vital link in providing "quality" education and training in nine (9) different trade areas of specialization. Adult and Continuing Education program offerings are expanding. Based on the building, equipment, technology and industry needs, the Northumberland County Career & Technology Center will be a vital resource for career and technical education and training into the foreseeable future.

Mission and Vision

Mission

The mission of the Northumberland County Career and Technology Center is to provide an opportunity for all students to develop the necessary attitudes and technical skills to compete in the global workforce. The use of technology as one of the tools of providing an educational environment where students are prepared intellectually, socially, emotionally to be responsible citizens at every level of involvement including the community, state, nation, and world.

Vision

Northumberland County Career and Technology Center's Vision is to keep pace with the ever changing world of technology. Through partnerships with other educational entities, businesses, industries and the community, the NCCTC provides an educational pathway utilizing 21st century skills to empower students to achieve their goals in work and life and become contributing members of society.

Educational Values

Students

- A 21st century education for all students entering the school is valuable.
- Individuals are more successful when they set goals, make choices, and accept responsibility.
- Diversity enhances growth and strengthens society.
- Individuals enrich their learning by participating in family, school, and community activities.
- Everyone wins and prospers when people/groups/organizations work together.

Staff

- A positive, supportive learning environment nurtures respect and responsibility while motivating students.
- The opportunity for all students to achieve fundamental and/or advanced skills for entry to career employment or post-secondary education should be provided.
- Everyone wins and prospers when people/groups/organizations work together.

Administration

- All students interested in career and technical education will be provided equal access for admission.
- Equal access to all programs for all students regardless of gender, race, or ethnic origin is imperative.
- Everyone wins and prospers when people/groups/organizations work together.

Parents

- Individuals enrich their learning by participating in family, school, and community activities.
- Everyone wins and prospers when people/groups/organizations work together.

Community

- Individuals enrich their learning by participating in family, school, and community activities.
- Everyone wins and prospers when people/groups/organizations work together.

Other (Optional)

Omit selected.

Future Ready PA Index

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

False K	False 1	False 2	False 3	False 4	False 5	False 6
False 7	False 8	False 9	True 10	True 11	True 12	

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Industry-Based Learning	100% of students have earned at least one (1) PDE-recognized industry certification.
Career Standards Benchmark	93.1% of students have met the Career Standards Benchmark.

Challenges

Indicator	Comments/Notable Observations
Regular Attendance	The NCCTC has a 48.5% attendance rate. The statewide average is 78.1%.
Advanced on Industry-Based Competency Assessment	Only 36.6% of graduating students achieved an "Advanced" score on their CTE program's competency assessment.

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

Strengths

Indicator Industry-Based Learning ESSA Student Subgroups White, Economically Disadvantaged	Comments/Notable Observations 100% of students have earned at least one (1) PDE-recognized industry certification.
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

Challenges

Indicator Regular Attendance	Comments/Notable Observations The NCCTC has a 48.5% attendance rate. The statewide average is 78.1%.
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ESSA Student Subgroups Hispanic, White, Economically Disadvantaged, Students with Disabilities	
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

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.

Industry-Based Learning
Career Standards Benchmark

Challenges

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

Regular Attendance
Advanced on Industry-Based Competency Assessment

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
Data does not apply	

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Cosmetology/Cosmetologist (CIP 12.0401)	
Institutional Food Workers (CIP 12.0508)	
Child Care & Support Services Management (CIP 19.0708)	All Completers achieved a Competent or Advanced score on the 2023-2024 NOCTI Post-Test.
Homeland Security, Law Enforcement, & Firefighting (CIP 43.9999)	
Construction Trades (CIP 46.9999)	
Autobody/Collision & Repair Technology (CIP 47.0603)	All Completers achieved a Competent or Advanced score on the 2023-2024 NOCTI Post-Test.
Automobile/Automotive Mechanics Technology (CIP 47.0604)	
Welding Technology/Welder (CIP 48.0508)	All Completers achieved a Competent or Advanced score on the 2023-2024 NOCTI Post-Test.
Health/Medical Assisting (CIP 51.0899)	

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

Lackawanna College

Agreement Type

Local Articulation

Program/Course Area

Culinary Arts

Uploaded Files

Lackawanna - Culinary Arts.pdf

[Summary](#)

[Strengths](#)

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

During the 2023-2024 NOCTI testing cycle, the NCCTC seniors achieved a 83% pass rate (Competent or Advanced) on their individual post-test.

[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.

Daily attendance continues to be a challenge. It has been observed that a significant number of students miss school due to documented medical issues.
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Equity Considerations

English Learners

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

Data	Comments/Notable Observations
English Learners are supported by their sending district.	

Students with Disabilities

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

Data	Comments/Notable Observations
Students receive accommodations per their sending school plan.	

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
The NCCTC continues to remain a cost-free educational experience. Grant funding continues to provide for free breakfast and lunch.	

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.

The NCCTC continues to provide Career and Technical Education (CTE) at no cost to the student.
NCCTC students continue to receive strong support from their sending district.

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.

The NCCTC has a very small demographic to recruit students from. As such, there is limited diversity.

Supplemental LEA Plans

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

Strengths

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

The NCCTC continues to receive outstanding support from the sending districts for special education, reading, guidance, and English learners.

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.

Expansion of education equipment and technology is limited by local budget.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous Improvement of Instruction

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

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
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	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

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

Student achievement continues to reach excellent overall success in NOCTI examinations.

Students continue to earn a significant number of PDE-recognized industry credentials.
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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?

Due to the Collective Bargaining Agreement, there is limited time permitted for professional development of faculty and staff.
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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
Industry-Based Learning	True
Career Standards Benchmark	False
During the 2023-2024 NOCTI testing cycle, the NCCTC seniors achieved a 83% pass rate (Competent or Advanced) on their individual post-test.	True
The NCCTC continues to provide Career and Technical Education (CTE) at no cost to the student.	False
NCCTC students continue to receive strong support from their sending district.	False
The NCCTC continues to receive outstanding support from the sending districts for special education, reading, guidance, and English learners.	False
Student achievement continues to reach excellent overall success in NOCTI examinations.	False
Students continue to earn a significant number of PDE-recognized industry credentials.	False

Challenges

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

Strength	Check for Consideration in Plan
Regular Attendance	False
Advanced on Industry-Based Competency Assessment	False
Daily attendance continues to be a challenge. It has been observed that a significant number of students miss school due to documented medical issues.	True
The NCCTC has a very small demographic to recruit students from. As such, there is limited diversity.	True
Expansion of education equipment and technology is limited by local budget.	False
Due to the Collective Bargaining Agreement, there is limited time permitted for professional development of faculty and staff.	True

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.

Consider adding new programs that are relevant to the region served by the NCCTC.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Daily attendance continues to be a challenge. It has been observed that a significant number of students miss school due to documented medical issues.	Concentrate on improving attendance.	True
The NCCTC has a very small demographic to recruit students from. As such, there is limited diversity.		False
Due to the Collective Bargaining Agreement, there is limited time permitted for professional development of faculty and staff.	Find creative ways to provide professional development that remains within the confines of the collective bargaining agreement.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Industry-Based Learning	
During the 2023-2024 NOCTI testing cycle, the NCCTC seniors achieved a 83% pass rate (Competent or Advanced) on their individual post-test.	Maintain or increase the number of students who obtain Competent or Advanced results on NOCTI. Increase the number of students who obtain Advanced and become eligible for the PA Skills Certificate.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Continue to emphasize the correlation of attendance to success in the workforce.
	Find creative ways to provide professional development that remains within the confines of the collective bargaining agreement.

Goal Setting

Priority: Continue to emphasize the correlation of attendance to success in the workforce.

Outcome Category		
Regular Attendance		
Measurable Goal Statement (Smart Goal)		
The NCCTC will promote and enforce daily attendance to reach 85% daily attendance.		
Measurable Goal Nickname (35 Character Max)		
Daily Attendance		
Target Year 1	Target Year 2	Target Year 3
The NCCTC will promote and enforce daily attendance to reach 75% daily attendance.	The NCCTC will promote and enforce daily attendance to reach 80% daily attendance.	The NCCTC will promote and enforce daily attendance to reach 85% daily attendance.

Priority: Find creative ways to provide professional development that remains within the confines of the collective bargaining agreement.

Outcome Category		
Professional learning		
Measurable Goal Statement (Smart Goal)		
The NCCTC will reach 24 hours of school-provided or online professional development annually.		
Measurable Goal Nickname (35 Character Max)		
Professional Development		
Target Year 1	Target Year 2	Target Year 3
The NCCTC will reach 20 hours of school-provided or online professional development annually.	The NCCTC will reach 22 hours of school-provided or online professional development annually.	The NCCTC will reach 24 hours of school-provided or online professional development annually.

Action Plan

Measurable Goals

Daily Attendance	Professional Development
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Action Plan For: Check and Connect

Measurable Goals:

- The NCCTC will promote and enforce daily attendance to reach 85% daily attendance.

Action Step		Anticipated Start/Completion Date	
Close monitoring of daily attendance and assignment of student or faculty to promote daily attendance for students demonstrating absenteeism.		2025-01-06	2028-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administrative Director	Time	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improvement of daily attendance to aforementioned goals.	Daily attendance monitoring.

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
Check and Connect	Close monitoring of daily attendance and assignment of student or faculty to promote daily attendance for students demonstrating absenteeism.

Introduction/Refresher of Check and Connect

Action Step		
<ul style="list-style-type: none"> Close monitoring of daily attendance and assignment of student or faculty to promote daily attendance for students demonstrating absenteeism. 		
Audience		
Faculty and Staff. We have many new staff since the previous in-house training on Check and Connect.		
Topics to be Included		
What is Check and Connect? How does it work? How does a student exit?		
Evidence of Learning		
Direct questioning during training.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Administrative Director	2025-01-06	2028-06-01

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications Activities

Student Introduction to Check and Connect					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Close monitoring of daily attendance and assignment of student or faculty to promote daily attendance for students demonstrating absenteeism. 	All students	What is Check and Connect? When will you be included in Check and Connect? How do you exit Check and Connect?	Administrative Director	01/06/2025	06/01/2028
Communications					
Type of Communication			Frequency		
Presentation			Beginning of each school term.		