CTC of Lackawanna County

Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type		AUN	
Career Technology Center		119354207	
Address 1			
3201 Rockwell Ave			
Address 2			
City	**State**	**Zip Code**	
Scranton	Pennsylvania	18508	
Chief School Administrator		**Chief School Administrator Email**	
Karla Carlucci		kcarlucci@ctclc.edu	
Single Point of Contact Name			
Karla Carlucci			
Single Point of Contact Email			
kcarlucci@ctclc.edu			
Single Point of Contact Phone Number		**Single Point of Contact Extension**	
5703468471137			
Principal Name			
Dominick Carachilo			
Principal Email			
dcarachilo@ctclc.edu			
Principal Phone Number		**Principal Extension**	
5703468471			
School Improvement Facilitator Name		**School Improvement Facilitator Email**	

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Karla Carlucci	Administrator	CTCLC	kcarlucci@ctclc.edu
Dominick Carachilo	Administrator	CTCLC	dcarachilo@ctclc.edu
Joe Mondak	Board Member	CTCLC	jmondak@ctclc.edu
John Judge	Community Member	Scranton Fire Department	jjudge@scrantonpa.gov
Amy Luyster	Community Member	Scranton Chamber of Commerce	aluyster@scrantonchamber.com
Virginia Turano	Community Member	Workforce Development Board	vturano@wiblackawanna.org
Kyle Linko	Administrator	CTCLC	klinko@ctclc.edu
John Moran	Teacher	CTCLC	jmoran@ctclc.edu
Alexandra Zero	Administrator	CTCLC	azero@ctclc.edu
Jeanine Engelmann-	Community Member	Johnson College	jengelmann@johnson.edu
Janet Yontas	Administrator	CTCLC	jyontas@ctclc.edu
Charisse Kimble	Community Member	Lackawanna College	ckimble@lackawanna.edu
Colleen Stepanovich	Administrator	CTCLC	cstepanovich@ctclc.edu
Cathy Gerard	Community Member	Career Link	c-cgerard@pa.gov
Teri Cerep	Staff Member	CTCLC	tcerep@ctclc.edu
Abbey Judge	Community Member	Lackawanna College	JudgeA@lackawanna.edu
Stephanie Branning	Administrator	CTCLC	sbranning@ctclc.edu
Bryan Peck	Parent	CTCLC	bpeck@ctclc.edu
Whitney Farias	Community Member	Lackawanna College	fariasw@lackawanna.edu
Bonnie Baker	Teacher	CTCLC	bbAker@ctclc.edu
Cassandra Stout	Administrator	Mid Valley School District	cstout@mvsd.orf
Sherreccia Jackson	Staff Member	CTCLC	sjackson@ctclc.edu
John Marichak	Administrator	Dunmore School District	marichakj@dunmoreschooldistrict.net

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, 12 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, 22 different programs, and 25 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 1025 students are enrolled in CTC for the 2025-2026 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 Values

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)

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
Career Standards Benchmark	Our performance is higher than the state average.

Challenges

Indicator	Comments/Notable Observations
Attendance	CTC's Attendance does not appear to be accurate on the site. This is in part due to our school being made up of 8 districts and some schools being closed or not sending students due to things such as Keystone Exams or weather related closures and not being properly documented in the system.

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

Strengths

Indicator CEW Standards **ESSA Student Subgroups** African-American/Black, American Indian or Alaskan Native, Combined Ethnicity, Hispanic, White	**Comments/Notable Observations** All groups and subgroups are performing above the statewide average.
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**

Challenges

Indicator Attendance **ESSA Student Subgroups** African-American/Black, Combined Ethnicity, Hispanic, White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** CTC's Attendance does not appear to be accurate on the site. This is in part due to our school being made up of 8 districts and some schools being closed or not sending students due to things such as Keystone Exams or weather related closures and not being properly documented in the system.
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.

Hired an Essential Skills Coordinator who enters every program and works with teachers on developing and delivering lessons aligned to the CEW Standards.
Implemented a schoolwide goals project for each program to have a target of 100% completion for career readiness such as resumes and cover letters.

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.

Development of a new professionalism grade that includes addressing attendance as part of the grade.
Connecting attendance grade directly in grading system to become part of the professionalism grade.

Local Assessment

English Language Arts

Data	Comments/Notable Observations

English Language Arts Summary

Strengths

Challenges

Mathematics

Data	Comments/Notable Observations
The data is reported back to the home district so we do not have data available pertaininging to this standard.	We do not have enough students in algebra I to obtain PVAAS data.

Mathematics Summary

Strengths

This does not appear on the Future Ready Index since the data gets reported back to the home district. I am assuming this is because we are a part-time CTC

Challenges

This does not appear on the Future Ready Index since the data gets reported back to the home district. I am assuming this is because we are a part-time CTC

Science, Technology, and Engineering Education

Data	Comments/Notable Observations

Science, Technology, and Engineering Education Summary

Strengths

Challenges

Related Academics

Career Readiness

Data	Comments/Notable Observations
Data is above the state average	Since we are a Career Tech Ed School, I would think we would be at 100% for this standard so I am not sure how the data gets reported. Seems incorrect.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Child Development	Offers Industry recognized credentials. Program also has an Occupational Advisory Committee that meets twice a year to discuss items such as curriculum and equipment needs to ensure the program meets the demands of current industry.
Carpentry	Offers Industry recognized credentials. Program also has an Occupational Advisory Committee that meets twice a year to discuss items such as curriculum and equipment needs to ensure the program meets the demands of current industry.
Cosmetology	Offers Industry recognized credentials. Program also has an Occupational Advisory Committee that meets twice a year to discuss items such as curriculum and equipment needs to ensure the program meets the demands of current industry.
Institutional Food Workers	Offers Industry recognized credentials. Program also has an Occupational Advisory Committee that meets twice a year to discuss items such as curriculum and equipment needs to ensure the program meets the demands of current industry.
Plumbing	Offers Industry recognized credentials. Program also has an Occupational Advisory Committee that meets twice a year to discuss items such as curriculum and equipment needs to ensure the program meets the demands of current industry.
HVAC	Offers Industry recognized credentials. Program also has an Occupational Advisory Committee that meets twice a year to discuss items such as curriculum and equipment needs to ensure the program meets the demands of current industry.
Building Mechanics	Offers Industry recognized credentials. Program also has an Occupational Advisory Committee that meets twice a year to discuss items such as curriculum and equipment needs to ensure the program meets the demands of current industry.

Masonry	Offers Industry recognized credentials. Program also has an Occupational Advisory Committee that meets twice a year to discuss items such as curriculum and equipment needs to ensure the program meets the demands of current industry.
Electrical	Offers Industry recognized credentials. Program also has an Occupational Advisory Committee that meets twice a year to discuss items such as curriculum and equipment needs to ensure the program meets the demands of current industry.
Welding	Offers Industry recognized credentials. Program also has an Occupational Advisory Committee that meets twice a year to discuss items such as curriculum and equipment needs to ensure the program meets the demands of current industry.
Autobody	Offers Industry recognized credentials. Program also has an Occupational Advisory Committee that meets twice a year to discuss items such as curriculum and equipment needs to ensure the program meets the demands of current industry.
Automotive Technician	Offers Industry recognized credentials. Program also has an Occupational Advisory Committee that meets twice a year to discuss items such as curriculum and equipment needs to ensure the program meets the demands of current industry.
Homeland Security	Offers Industry recognized credentials. Program also has an Occupational Advisory Committee that meets twice a year to discuss items such as curriculum and equipment needs to ensure the program meets the demands of current industry.
Robotics and Automation	Offers Industry recognized credentials. Program also has an Occupational Advisory Committee that meets twice a year to discuss items such as curriculum and equipment needs to ensure the program meets the demands of current industry.
Computer Networking	Offers Industry recognized credentials. Program also has an Occupational Advisory Committee that meets twice a year to discuss items such as curriculum and equipment needs to ensure the program meets the demands of current industry.
Cyber Security	Offers Industry recognized credentials. Program also has an Occupational Advisory Committee that meets twice a year to discuss items such as curriculum and equipment needs to ensure the program meets the demands of current industry.
Commercial and Advertising Design	Offers Industry recognized credentials. Program also has an Occupational Advisory Committee that meets twice a year to discuss items such as curriculum and equipment needs to ensure the program meets the demands of current industry.
Print Production Technology	Offers Industry recognized credentials. Program also has an Occupational Advisory Committee that meets twice a year to discuss items such as curriculum and equipment needs to ensure the program meets the demands of current industry.

Medical Assistance	Offers Industry recognized credentials. Program also has an Occupational Advisory Committee that meets twice a year to discuss items such as curriculum and equipment needs to ensure the program meets the demands of current industry.
Patient Care Technician	Offers Industry recognized credentials. Program also has an Occupational Advisory Committee that meets twice a year to discuss items such as curriculum and equipment needs to ensure the program meets the demands of current industry.
Diversified Occupations	Offers Industry recognized credentials. Program also has an Occupational Advisory Committee that meets twice a year to discuss items such as curriculum and equipment needs to ensure the program meets the demands of current industry.

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

True 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.

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.

We have hired an Essential Skills Coordinator to work with teachers on delivering CEW standards aligned lesson plans.
We have established schoolwide Career Education Goals on Career Development pieces such as resumes and cover letters
Enrollment data continues to increase across most programs.

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.

The data reported in the FRI does not seem accurate.
While enrollment data continues to increase across most programs, some are stagnant or declining.
Overall school enrollment is at maximum capacity for many programs, thus increasing the number of students on a waitlist.

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
30.3%	Data on FRI but current school data reflects 40%.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
62.3%	Per FRI data

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations

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.

Free breakfast and lunch provided to all students
paraeducators and lab assistants to help students throughout the school.

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.

Students' mental health needs have increased but services available to address those needs are limited.
As student enrollment increases, so does the need to hire more paras, lab assistants and other professionals to meet the needs of the increasing student population.

Supplemental LEA Plans

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

Strengths

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

Challenges

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

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Exemplary
Identify and address individual student learning needs	Exemplary
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	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Exemplary
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	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Exemplary

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
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?

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.
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.
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.
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.
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.

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?

CTC's student population needs are as diverse as the member districts that make up CTC's student population.
Increasing the community awareness of the career and college opportunities available to ALL who attend CTC, thus dispelling preconceived notions and myths of CTEs.

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
Hired an Essential Skills Coordinator who enters every program and works with teachers on developing and delivering lessons aligned to the CEW Standards.	False
Implemented a schoolwide goals project for each program to have a target of 100% completion for career readiness such as resumes and cover letters.	False
This does not appear on the Future Ready Index since the data gets reported back to the home district. I am assuming this is because we are a part-time CTC	False
We have hired an Essential Skills Coordinator to work with teachers on delivering CEW standards aligned lesson plans.	True
We have established schoolwide Career Education Goals on Career Development pieces such as resumes and cover letters	True
Free breakfast and lunch provided to all students	False
paraeducators and lab assistants to help students throughout the school.	False
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.	False
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.	False
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.	False
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.	False
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.	False
Enrollment data continues to increase across most programs.	True

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
Development of a new professionalism grade that includes addressing attendance as part of the grade.	True
Connecting attendance grade directly in grading system to become part of the professionalism grade.	False
This does not appear on the Future Ready Index since the data gets reported back to the home district. I am assuming this is because we are a part-time CTC	False
The data reported in the FRI does not seem accurate.	False
Students' mental health needs have increased but services available to address those needs are limited.	True
As student enrollment increases, so does the need to hire more paras, lab assistants and other professionals to meet the needs of the increasing student population.	True
CTC's student population needs are as diverse as the member districts that make up CTC's student population.	False
While enrollment data continues to increase across most programs, some are stagnant or declining.	True
Overall school enrollment is at maximum capacity for many programs, thus increasing the number of students on a waitlist.	True
Increasing the community awareness of the career and college opportunities available to ALL who attend CTC, thus dispelling preconceived notions and myths of CTEs.	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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Development of a new professionalism grade that includes addressing attendance as part of the grade.		False
Students' mental health needs have increased but services available to address those needs are limited.		True
As student enrollment increases, so does the need to hire more paras, lab assistants and other professionals to meet the needs of the increasing student population.		True
While enrollment data continues to increase across most programs, some are stagnant or declining.		True
Overall school enrollment is at maximum capacity for many programs, thus increasing the number of students on a waitlist.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
We have hired an Essential Skills Coordinator to work with teachers on delivering CEW standards aligned lesson plans.	
We have established schoolwide Career Education Goals on Career Development pieces such as resumes and cover letters	
Enrollment data continues to increase across most programs.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We need to strengthen our student support system by expanding access to school-based mental health services and building sustainable partnerships with external providers to better meet the growing social-emotional and behavioral health needs of our students.
	We need to enhance our staffing structure by implementing a strategic workforce plan that ensures timely recruitment, onboarding, and retention of paraprofessionals, lab assistants, and support personnel to maintain effective student-to-staff ratios as enrollment grows.
	We need to strengthen our program evaluation and marketing systems to identify and address root causes of enrollment stagnation or decline, ensuring all programs remain aligned with labor market demand and student interest.

	We need to explore and implement structural changes to scheduling, facility use, and program delivery models to increase capacity and reduce waitlists, ensuring equitable access for all interested students.

Goal Setting

Priority: We need to strengthen our student support system by expanding access to school-based mental health services and building sustainable partnerships with external providers to better meet the growing social-emotional and behavioral health needs of our students.

Outcome Category
Essential Practices 3: Provide Student-Centered Support Systems

Measurable Goal Statement (Smart Goal)
By the end of the 2027–2028 school year, the Career Technology Center of Lackawanna County will increase student support staffing by at least 20%, including paraprofessionals, lab assistants, and mental health professionals, to ensure an appropriate staff-to-student ratio and enhanced student services, as measured by personnel records and annual staffing reports.

Measurable Goal Nickname (35 Character Max)
Special Needs including MH

Target Year 1	Target Year 2	Target Year 3
Conduct a comprehensive needs assessment of current student support staffing levels, identify areas of greatest need (e.g., paraprofessionals, lab assistants, mental health professionals), and develop a phased staffing plan. Begin recruitment to increase support staff by at least 7% by the end of the school year, as documented in personnel records.	Build upon Year 1 progress by increasing student support staffing by an additional 7%, reaching a cumulative total of at least 14% growth from the 2024–2025 baseline. Continue refining staff deployment based on updated student needs and feedback. Monitor progress through staffing reports and align hiring efforts with student service priorities.	By the end of the 2027–2028 school year, the Career Technology Center of Lackawanna County will increase student support staffing by at least 20%, including paraprofessionals, lab assistants, and mental health professionals, to ensure an appropriate staff-to-student ratio and enhanced student services, as measured by personnel records and annual staffing reports.

Priority: We need to enhance our staffing structure by implementing a strategic workforce plan that ensures timely recruitment, onboarding, and retention of paraprofessionals, lab assistants, and support personnel to maintain effective student-to-staff ratios as enrollment grows.

Outcome Category
Essential Practices 3: Provide Student-Centered Support Systems

Measurable Goal Statement (Smart Goal)		
By the end of the 2027–2028 school year, the Career Technology Center of Lackawanna County will increase student support staffing by at least 20%, including paraprofessionals, lab assistants, and mental health professionals, to ensure an appropriate staff-to-student ratio and enhanced student services, as measured by personnel records and annual staffing reports.		
Measurable Goal Nickname (35 Character Max)		
Special Needs MH Goals		
Target Year 1	**Target Year 2**	**Target Year 3**
By the end of the 2025–2026 school year, the Career Technology Center of Lackawanna County will complete a comprehensive staffing needs assessment and increase student support staffing by at least 7%, including paraprofessionals, lab assistants, and mental health professionals, as measured by personnel records and staffing reports.	By the end of the 2026–2027 school year, the Career Technology Center of Lackawanna County will increase student support staffing by an additional 7%, continuing to focus on paraprofessionals, lab assistants, and mental health professionals, with staffing data reviewed annually to ensure alignment with enrollment growth and student needs.	By the end of the 2027–2028 school year, the Career Technology Center of Lackawanna County will increase student support staffing by at least 20%, including paraprofessionals, lab assistants, and mental health professionals, to ensure an appropriate staff-to-student ratio and enhanced student services, as measured by personnel records and annual staffing reports.

Priority: We need to strengthen our program evaluation and marketing systems to identify and address root causes of enrollment stagnation or decline, ensuring all programs remain aligned with labor market demand and student interest.

Outcome Category		
Career Standards Benchmark		
Measurable Goal Statement (Smart Goal)		
By the end of the 2027-2028 school year, the Career Technology Center of Lackawanna County will increase enrollment in under-enrolled programs by 30% through targeted marketing, enhanced career exploration, and curriculum alignment with current workforce needs, as measured by October 1 enrollment reports.		
Measurable Goal Nickname (35 Character Max)		
Stagnant Programs		
Target Year 1	**Target Year 2**	**Target Year 3**
By the end of the 2027–2028 school year, the Career Technology Center of Lackawanna County will increase enrollment in under-enrolled programs by 10% through targeted marketing, enhanced career exploration,	By the end of the 2027–2028 school year, the Career Technology Center of Lackawanna County will increase enrollment in under-enrolled programs by 20% through targeted marketing, enhanced career exploration,	By the end of the 2027-2028 school year, the Career Technology Center of Lackawanna County will increase enrollment in under-enrolled programs by 30% through targeted marketing, enhanced career exploration,

and curriculum alignment with current workforce needs, as measured by October 1 enrollment reports.	and curriculum alignment with current workforce needs, as measured by October 1 enrollment reports.	and curriculum alignment with current workforce needs, as measured by October 1 enrollment reports.

Priority: We need to explore and implement structural changes to scheduling, facility use, and program delivery models to increase capacity and reduce waitlists, ensuring equitable access for all interested students.

Outcome Category
Career Standards Benchmark
Measurable Goal Statement (Smart Goal)
By the end of the 2027-2028 school year, the Career Technology Center of Lackawanna County will increase program access to programs by 10% through expanded scheduling options, facility optimization, and/or strategic partnerships, resulting in a measurable reduction in student waitlists for high-demand programs by at least 25%.
Measurable Goal Nickname (35 Character Max)
Enrollment Increasing

Target Year 1	Target Year 2	Target Year 3
By the end of the 2025–2026 school year, the Career Technology Center of Lackawanna County will complete a comprehensive analysis of program capacity and student waitlists, identify at least two high-demand programs for potential expansion, and pilot one expanded scheduling or partnership model to begin increasing access.	By the end of the 2026–2027 school year, the Career Technology Center of Lackawanna County will expand implementation of revised scheduling, facility use, or partnership strategies in at least three high-demand programs, resulting in a 5% increase in program access and a 10% reduction in student waitlists.	By the end of the 2027-2028 school year, the Career Technology Center of Lackawanna County will increase program access to programs by 10% through expanded scheduling options, facility optimization, and/or strategic partnerships, resulting in a measurable reduction in student waitlists for high-demand programs by at least 25%.

Action Plan

Measurable Goals

Special Needs including MH	Stagnant Programs
Special Needs MH Goals	Enrollment Increasing

Action Plan For: MTSS Strategy

Measurable Goals:
• By the end of the 2027–2028 school year, the Career Technology Center of Lackawanna County will increase student support staffing by at least 20%, including paraprofessionals, lab assistants, and mental health professionals, to ensure an appropriate staff-to-student ratio and enhanced student services, as measured by personnel records and annual staffing reports. • By the end of the 2027–2028 school year, the Career Technology Center of Lackawanna County will increase student support staffing by at least 20%, including paraprofessionals, lab assistants, and mental health professionals, to ensure an appropriate staff-to-student ratio and enhanced student services, as measured by personnel records and annual staffing reports.

Action Step		**Anticipated Start/Completion Date**	
Conduct a staffing needs assessment by analyzing current staff-to-student ratios across all programs and support roles by December 2025, and identifying gaps in instructional support and mental health service capacity aligned with increased enrollment and student needs.		2025-09-07	2025-12-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Student Services	Student mental health referral data and trends. Special education and Student Services caseload analysis Discipline and attendance data disaggregated by IEP/504 status	No	No
Action Step		**Anticipated Start/Completion Date**	
Establish staffing projections and justifications by developing a three-year staffing projection plan by March 2026 based on projected enrollment trends, program growth, and mental health service needs, and present data-driven recommendations to the Joint Operating Committee and member districts for budget alignment.		2026-01-30	2026-03-29
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**

Admin	Data from previous step	No	No
Action Step		**Anticipated Start/Completion Date**	
Enhance recruitment strategies by launching targeted campaigns for paraprofessionals, lab assistants, and mental health professionals by spring 2026, and leveraging partnerships with local colleges, mental health agencies, and workforce development boards to source qualified candidates.		2026-01-30	2026-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Administration	HR, Social Media Platofrom, JOC approval	No	No
Action Step		**Anticipated Start/Completion Date**	
Secure funding to support staff growth by applying for relevant grants (e.g., PDE Mental Health & Safety grants, Perkins, etc.) to support hiring and onboarding by June 2026, and allocating internal budget resources to sustain new positions beyond initial funding periods.		2026-03-30	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Grant Writer	Availability of grants	No	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
An increase in student support staffing by at least 20%, as evidenced by updated personnel rosters and staffing reports, resulting in improved staff-to-student ratios and expanded access to academic, technical, and mental health support services across all programs.	Budget allocations for new positions, partnerships with local mental health agencies and education programs, revised staffing plans aligned to enrollment projections, and HR support for recruitment, onboarding, and retention of qualified support personnel.

Action Plan For: Career Exploration Strategy

Measurable Goals:
• By the end of the 2027-2028 school year, the Career Technology Center of Lackawanna County will increase enrollment in under-enrolled programs by 30% through targeted marketing, enhanced career exploration, and curriculum alignment with current workforce needs, as measured by October 1 enrollment reports.

Action Step		Anticipated Start/Completion Date	
Conduct a targeted open house for certain programs that are stagnant or have a decline in enrollment.		20261-08-21	2026-10-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Administration	all staff on board to conduct Open House plus advertising platforms	Yes	No
Action Step		**Anticipated Start/Completion Date**	
Conduct program-level root cause analysis by analyzing three years of enrollment trends and exit survey data for under-enrolled programs by December 2025, identifying internal and external factors (e.g., student interest, program image, job market alignment) contributing to low interest. Some potential questions to consider in the data: Are these programs the first choice of the students enrolled in them or are the programs second or third choice? What are the student outcomes for the students in these programs compared to the higher-enrolled programs?		2025-11-01	2025-12-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Adminsitration	survey data and data collection tools.	No	No

Action Step		Anticipated Start/Completion Date	
Develop targeted recruitment campaigns by launching customized efforts—such as video spotlights, student testimonials, and social media outreach—for under-enrolled programs by spring 2026, highlighting program success stories, industry certifications, and postsecondary or career pathways.		2025-09-10	2028-06-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Community Outreach Coordinator	ID of alumni, success stories, social media platforms and other media tools.	No	Yes
Action Step		**Anticipated Start/Completion Date**	
Research cross-program or multi-skilled pathways by exploring hybrid or "stackable" program models that combine content from under-enrolled programs with related high-interest areas (e.g., merging machining with robotics) by 2027, and if possible, implement at least one integrated pathway program by the 2027–2028 school year.		2026-08-31	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Administration	Research on multiskilled pathways, progams effectively implementing this, sending district support	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By 2028, the Career Technology Center of Lackawanna County will achieve a 30% increase in enrollment across previously under-enrolled programs, driven by data-informed outreach, targeted marketing, and redesigned, workforce-aligned curriculum pathways that reflect student interests and regional labor market demands.	Program enrollment trends will be reviewed quarterly by the administrative team and program instructors, using enrollment reports, student interest surveys, and labor market data to assess progress and guide adjustments to outreach, curriculum, and scheduling strategies.

Action Plan For: Career Exploration Strategy

Measurable Goals:
• By the end of the 2027-2028 school year, the Career Technology Center of Lackawanna County will increase program access to programs by 10% through expanded scheduling options, facility optimization, and/or strategic partnerships, resulting in a measurable reduction in student waitlists for high-demand programs by at least 25%.

Action Step		Anticipated Start/Completion Date	
Analyze program demand and capacity by conducting a three year trend analysis of annual enrollment data, waitlist trends, and program capacity constraints.		2026-08-30	2026-10-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Administration	Enrollment Data over the past 3-5 years to indetify waitlist trends.	No	No
Action Step		**Anticipated Start/Completion Date**	
Explore and implement schedule optimization by investigating alternate scheduling models (e.g., extended day programs, rotating weeks, or staggered sessions) by March 2026 to possibly pilot one optimized scheduling model in a high-demand program by fall 2026.		2026-01-01	2026-04-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Adminstration	Data, research on alternative schedules, superintendent and JOC support.	Yes	No
Action Step		**Anticipated Start/Completion Date**	
Conduct a facilities audit to identify underutilized space or opportunities for renovation or modular expansion by June 2026.		2026-01-01	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Adminsitration	External consultant who is an expert in conducting audits on building infrastructure and use of space.	No	No

Action Step		Anticipated Start/Completion Date	
Secure funding or grant support for physical expansion by Spring 2027.		2026-06-30	2027-04-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Grant writer	Grants available for building expansion, approval from state and federal grant resources.	No	No
Action Step		**Anticipated Start/Completion Date**	
Continue to work in partnership with the SFD to build an Emercency Operations Training Center, thus providing alternative classroom space for CTC programming.		2025-08-31	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Scranton Fire Separtment Chief	Grants to provide funding for various phases of Emergency Operations Training	No	No
Action Step		**Anticipated Start/Completion Date**	
Explore partnerships with IHEs (Johnson College, Lackawanna College, etc.) and/or member districts to offer shared delivery or satellite programs in off-site facilities by December 2026.		2025-08-30	2026-07-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Adminsitration	Support from IHEs and member districts to support alternative site programming.	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A 10% increase in program access, demonstrated by expanded scheduling options, optimized use of existing facilities, and newly established strategic partnerships, contributing to at least a 25% reduction in student waitlists for high-demand programs as documented in annual enrollment and waitlist reports.	The administrative team, in collaboration with program instructors and scheduling staff, will review enrollment and waitlist data biannually using various school data reports to assess expansion impact and guide ongoing adjustments to scheduling, space utilization, and external collaborations

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
Career Exploration Strategy	Conduct a targeted open house for certain programs that are stagnant or have a decline in enrollment.
Career Exploration Strategy	Explore and implement schedule optimization by investigating alternate scheduling models (e.g., extended day programs, rotating weeks, or staggered sessions) by March 2026 to possibly pilot one optimized scheduling model in a high-demand program by fall 2026.

Career Expansion Professional Development

Action Step
• Conduct a targeted open house for certain programs that are stagnant or have a decline in enrollment. • Explore and implement schedule optimization by investigating alternate scheduling models (e.g., extended day programs, rotating weeks, or staggered sessions) by March 2026 to possibly pilot one optimized scheduling model in a high-demand program by fall 2026.

Audience
Potential students and families from member districts.

Topics to be Included
Program-Specific Topics, Overview of the Program/Curriculum, Certifications & Credentials Offered, Tools, Equipment, and Technology Used, Student Projects & Hands-On Learning, Career Pathways & Future Opportunities

Evidence of Learning
Student products and interactive elements that showcase what students know and can do such as portfolios, projects, certifications, etc.

Lead Person/Position	Anticipated Start	Anticipated Completion
Administrative Team	2026-10-13	2028-10-31

Learning Format

Type of Activities	Frequency
Classroom/school visitation	Every fall as well as possibly during summer camps.
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Student Success Stories					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
	Potential students from member districts and their families as well as their sending school faculty and staff.	Student Success Spotlight, "Why I chose this pathway?", "Why CTC works for me?", Career Certification Highlights, Program-Specific Skills & Strengths, Postsecondary and Industry pathways.	Administrative Team	06/30/2026	08/31/2028
Communications					
Type of Communication			**Frequency**		
Other			bimonthly		

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
School Improvement Facilitator Signature	Date