Center of Applied Technology North School Improvement Plan

Driving Values

I. All Means All
II. Ready, Set, Launch! All Students are Prepared for College, Career, and Community

The staff of the Center of Applied Technology North (CAT North) dedicates its efforts to providing a diverse group of Anne Arundel County Public School System students with access to rigorous Career and Technical Education programs. We pledge that, as a result of equitable admission and instructional practices, our students will acquire employability skills, professional work ethic, and earn certifications/licensure via Technical Skills Assessments (TSA). TSA are locally developed end-of-course assessments that lead to college credit, an industry-recognized certificate, or state licensure.

CAT North is an AACPS Career and Technical high school that serves seven feeder schools: Arundel, Chesapeake, Glen Burnie, Meade, Northeast, North County, and Old Mill. This diversity contributes to the sustained history of student pride as a member of the CAT North community. CAT North cherishes the unique, multi-generational loyalty of our students, current and past, which shapes the economic vitality, growth, and future of local communities. CAT North provides each student the opportunity to select from 23 diverse learning and career experiences which encompass an exemplary education in the industries and trades, as well as academic excellence in a variety of rigorous Honors and college-level programs.

CAT North staff demonstrates a relentless dedication to their students. Teachers and staff forge strong, productive relationships serving as instructors, mentors and skilled navigators to assist each student in the attainment of their unique educational and career goals. Teachers act as critical links in shaping a skilled workforce of future community and industry leaders. In order to prepare our students for the 21st century, we are increasing student participation in diverse field experiences, including job shadowing, clinical work, and work-based learning placements in 2023-2024.

In the 2022-2023 academic year, greater than 80% of CAT North's talented and highly motivated students graduated from high school as a dual completer (both College and Career Pathway completers). This means they met two different State of Maryland graduation requirements, one preparing them to move on to higher education and one to move on to the professional workforce. Students have opportunities to select from programs that provide the acquisition of multiple, college-level course credits while still in high school and pursue industry certifications which lead to future employment in high-demand trades. In order to further advance CAT North student success, teachers, staff, industry and college partners will collaborate to support students' mastery of essential content standards.

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

Metrics

Technical Skills Assessment

Indicator of Success: The More Jobs for Marylanders (MJFM) Act established a state goal that 45% of high school students will complete a Career Technical Education (CTE) program of study, earn industry-recognized credentials, or complete a registered youth or other apprenticeship by January 1, 2030. Technical Skills Assessments (TSA) are locally developed end-of-course assessments that lead to college credit, an industry-recognized certificate, or state licensure.

AACPS Strategic Plan Indicator: #8-Increase the percentage of diploma-bound high school seniors who score a 3 or better on an A.P. examination, 4 or better on an I.B. examination, or earn a Maryland Industry Certification.

Goal: The 87% pass rate last year exceeded the 75% goal by 12%. Therefore, the goal for this year is to improve by 3% across all groups. 90% of all students taking a concentrator course in an MSDE-approved Completer Program will pass at least one (1) Technical Skills Assessment (TSA). Within the targeted populations, 86% of African American, 85% of Multi-Racial, and 89% of Hispanic students will pass at least one (1) TSA.

Equity Goal: We will collect data, disaggregated by student group, to identify inequities in student performance and assess any trends in under-performance.

Action Steps	Professional Development/ Resources/Central Office Partners	Monitoring Implementation ● Timeline ● Person(s) Responsible	Monitoring Effectiveness ● Timeline ● Person(s) Responsible
Based on student performance data, we will utilize differentiated WICOR strategies and purposeful student grouping during instruction to better prepare students to pass their TSAs.

Utilizing an industry-driven monitoring tool (rubric, portfolio, competency profile, etc.) and classroom based assessments, students will be prepared to pass their TSAs. | *Professional Development:* ● Data analysis (include PM training) ○ Simplified reflection tool (3-2-1) ○ What things can be used as data? ○ Multiple Language Learner (MLL) ● Purposeful student grouping ○ Reteaching strategies ○ Reassessment procedures/practices ● Extension practices ○ Revisiting past assessments/needs ○ Utilizing SST/TA for groups

Resources: ● WICOR Collaboration ○ Purposeful grouping ● AACPS Data cohort (class) ● Performance Matters | *Timeline: : (30,60.90)* ● Introduction to Data Analysis and Purposeful Student Grouping (30) ● Ensuring PD is being implemented during Collaborative Planning (60) ○ Drop-in sessions ● Evidence of purposeful student grouping based on data analysis (90)

Person(s) responsible: Administration will: ● Student grouping added to walk-through tool ● Plan for opening week PD re: data, etc. ● Collaborative Planning ● Include student grouping/data in monthly faculty work session ● Spotlight teachers using these strategies (as a model) in faculty work session

AVID coordinator will: ● Drop-in sessions ● One-Stop-Shop (aka Wawa) | *Timeline: : (30,60.90)* ● Opening Week Survey (30) ● Collaborative Planning sessions (30) ● Quarterly assessment / TSA reflection meetings (60/90) ● Leadership Meeting: debrief and review progress (90)

Person(s) responsible: Administration will: ● Provide survey of Opening Week effectiveness ● Attend CP weekly ● Provide feedback from walk-throughs ● Reflection on quarterly data

AVID coordinator will: ● Create survey for teacher reflection of data/student grouping practices ● Provide feedback to teachers requesting additional assistance |

	• Digital resources (Kahoot, Nearpod, etc.) • Monitoring tools (CP, rubrics, portfolios) • ELD Instructor (Ms. Rodriguez) • AVID Site Coordinator (Ms. Turner) *Partners:* • Melissa Souder • Office of Instructional Technology • Koralina McKenna • eCoaches (Martinez & Beers) • CTE Office	• CP sessions - focus on data/groupings ○ Week 1: data/grouping trainings ○ Week 3: teachers bring data and discuss small grouping Department Chairs (DC) will: • Utilize department meeting (Week 4) for reflection of Purposeful Student Grouping • Facilitate Student Success Meetings - identify potential student groupings • Facilitate weekly collaborative planning sessions, including data analysis Support Service Teachers will: • Attend weekly Student Success Meetings - identify potential student groupings • Monitor and assist with accommodations and modifications • Assist with curriculum as needed Teaching staff will: • Utilize student groupings based on data, to include MLL (Multiple Language Learner) student needs • Incorporate data practices into weekly reflection of student performance • Participate in Collaborative Planning for data-informed strategies (re-teaching and extension) • Coordinate with ELD teacher to request modifications for summative assessments and/or assignments Teaching assistants will: • Attend Student Success Meetings - identify potential student groupings • Assist with small group re-teaching as requested by the content teacher Counseling staff will: • Identify barriers to student learning and implement individual, small group, and/or classroom interventions in collaboration with teachers and support staff • Student Success Meetings - identify potential student groupings	Department Chairs will: • Monitor student success data weekly • Review quarterly data and available TSA data • Meet with teachers individually to discuss progress/data/quarterly

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

🎯 Metrics

Career Readiness

Indicator of Success: The Center of Applied Technology North will elevate students to become members and leaders of the 21st century workforce. Our Career Readiness Profile embeds essential workplace and technical skills into applied academics ensuring Completer students are well prepared to meet with success in college and/or career.

AACPS Strategic Plan Indicator: #13-Increase the percentage of students completing career-based professional internships.

Goal: 80% of all our Completer students will successfully complete all areas of the Career Readiness Profile.

Equity Goal: We will collect data, disaggregated by student group, to identify inequities in student performance and assess any trends in under-performance.

Action Steps	Professional Development/ Resources/Central Office Partners	Monitoring Implementation ● Timeline ● Person(s) responsible	Monitoring Effectiveness ● Timeline ● Person(s) responsible

Create differentiated Career Readiness Profiles (CRP) aligned with SkillsUSA essential elements
 	
Create the Implementation Plan (including weekly activity and tracking tools) for use of the Career Readiness Profile in classrooms
	Professional Development:
	● Data collection strategies for Career Readiness Profile (CRP)
	● Strategies for task completion to demonstrate progress on the CRP
	● Portfolio management strategies (led by experienced teaching staff)
	
	Implementation of Specific Portions of the Career Readiness Profile
	● Focus on areas we are already tracking
	  ○ Work Ethic (professionalism/create email address)
	  ○ Planning, organizing and management (financial literacy, review credit check/transcript)
	  ○ Communication (student interviews)
	  ○ Job specific skills (example of my work)
	
	Department meeting PD for Career Readiness Profile focus (May be different per department)
	● Monthly PD on specific portions of the CRP aligned with the SkillsUSA quarterly focus
	
	Resources:
	● Program of Study
	● Field Trips
	● PAC meetings
		Timeline: (30,60,90)
		● Career Readiness Profile created by DCs (30)
		● Tracking tool/rubric/observational data created by Melissa Souder in Performance Matters (60)
		● Weekly activity (SkillsUSA Framework Friday/warm up or closure) to utilize the Career Readiness Profile (30)
		● Individualized career readiness plans for each student (90)
		● Quarterly review of completion of portions of Career Readiness Profile (60)
		
		Persons(s) responsible:
		Administration will:
		● Acquire presentation books for each student to track completion of CRP
		
		Department Chairs (DC) will:
		● Utilize monthly department meetings (week 4) to track progress on CRP
		
		Support Service Teachers will:
		● Incorporate Career Readiness Profile completion into existing SST lessons
		
		Teaching staff will:
			Timeline: : (30,60.90)
			● Creation of professional student email address (30)
			● Opening Week Survey (30)
			● Collaborative Planning sessions (30)
			● Quarterly assessment / TSA reflection meetings (60/90)
			● Leadership Meeting: debrief and review progress (90)
			● Percentage of students enrolled in work study, internships, apprenticeships (90)
			● Participation in student interviews (90)
			
			Persons(s) responsible:
			Administration will:
			● Provide survey of Opening Week effectiveness
			● Attend CP weekly
			● Provide feedback from walk-throughs
			● Pull/review quarterly data
			
			Administration and DCs will:
			● Review progress on CRP during monthly department meetings (90)
			
			Support Service Teachers:
			● Review progress on CRP during monthly department meetings (90)

	● Project portfolio booklets/binders ● SkillsUSA *Ignite* book ● Guest speakers ● Business partners ● Resume creation tools ● SkillsUSA Career Readiness website *Central Office Partners:* ● Internship Coordinator (Tom Dickinson) ● Melissa Souder ● Office of Instructional Technology ● CTE Office	● Review Career Readiness Profile with students ● Deliver weekly lessons aligned with CRP (e.g., Framework Friday or warm up/exit ticket) Teaching assistants will: ● Track progress on CRP for all students ● Conduct progress checks of the individualized program booklet completion as needed Counseling staff will: ● Create lessons based on needs ● Meet with individual students ● Review credit check/transcripts	Teaching staff will: ● Track progress on CRP (90)