

CAT North's 2024-25 School Improvement Plan

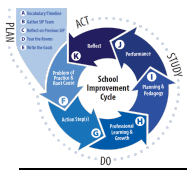


School:	Center of Applied Technology North	School Year:	2024-25	Last Updated:	9/18/2024
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<p>Goal 1:</p>	<p>Increase the percentage of diploma-bound juniors and seniors who earn a Maryland Industry Recognized Credential (IRC) by at least 3.6%, from 86.4% pass rate to 90% pass rate.</p>	<p>Action Steps</p>	<p>1a. If the school focuses on student engagement then teachers will implement cognitive engagement strategies that ensure alignment with taxonomy level(s) so that the lack of student engagement will be addressed.</p> <p>1b. If the school focuses on formative data utilization then teachers will implement data utilization protocols to inform instructional decisions so that the lack of student engagement will be addressed.</p>	<p>Met Goal:</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Goal 2:</p>	<p>Increase the percentage of completer students who achieve proficiency by at least 2% on the career readiness profile from 96% to 98%.</p>	<p>Action Steps</p>	<p>2a. If the school focuses on high-impact instructional strategies then teachers will implement strategies that promote continuous feedback and reflection of learning so that the lack of resources and knowledge will be addressed.</p> <p>2b. If the school focuses on cognitive and developmental learning then teachers will implement routines that support executive functioning so that the lack of career skills in students will be addressed.</p>	<p>Met Goal:</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Goal 3:</p>	<p>Increase the percentage of eligible students completing work-based learning and/or internship opportunities by at least 2.6% from 9.4% to 12%.</p>	<p>Action Steps</p>	<p>3a. If the school focuses on coherent and culturally responsive lesson planning then teachers will implement instructional tasks and assessments that are aligned to the level of rigor outlined by the standards so that the connection from classroom to employment opportunities will be addressed.</p> <p>3b. If teachers use appropriate interventions and learning supports for students to achieve proficiency on the Career Readiness Profile, along with exposure to WBL information and events, then the connection from the classroom to employment opportunities will be addressed.</p>	<p>Met Goal:</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>

ES/MS – 3 goals & HS – 4 goals

No more than 3 action steps per goal



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Assistant Superintendent Electronic Signature:		Approval Date:	
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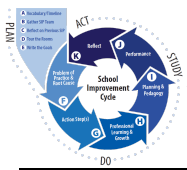
Goal 1	Increase the percentage of diploma-bound juniors and seniors who earn a Maryland Industry Recognized Credential (IRC) by at least 3.6%, from 86.4% pass rate to 90% pass rate.
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Problem of Practice (P.O.P.) <small>Identified based on previous year's data</small>	13.6% of all students taking a concentrator course in an MSDE-approved completer program did not earn at least one IRC. Within the targeted population, 22.6% of African American, 16.7% of multi-racial, and 12.5% of Hispanic students did not pass at least one IRC.	Root Cause of P.O.P. <small>Provide Link to Tool which Determined Root Cause</small>	Student Engagement
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Action Step 1a

If the school focuses on student engagement then teachers will implement cognitive engagement strategies that ensure alignment with taxonomy level(s) so that the lack of student engagement will be addressed.

Professional Learning & Growth <i>(What do we need? Who do we need support from? When do we need it?)</i>				Planning & Pedagogy <i>(Are we doing what we said we would?)</i>		
Professional Learning – <i>Andragogy</i>	Facilitator(s)	Meeting Structure(s)	Date(s)	Point Person for Monitoring Implementation	Evidence of Classroom Application – <i>Pedagogy</i> <small>(Link to Walk Through Tool/Data)</small>	Frequency of Evidence Collection
WICOR Review/Reflection	AVID Coordinator	Whole Group	8/20/24	AVID Coordinator/Admin. Team		Weekly WT class visits; Department meeting agenda and minutes; observations/ratings
AAIM T and L tool	Admin. Team	Small Group	8/21/24	AVID Coordinator/Admin. Team		Weekly WT class visits; Department meeting agenda and minutes; observations/ratings
AAIM Collaborative Planning	AVID Coordinator/ Admin. Team	Departments	Weekly collaborative sessions	AVID Coordinator/Admin. Team		Weekly WT class visits; Department meeting agenda and minutes; observations/ratings



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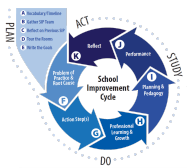


Action Step 1b

If the school focuses on formative data utilization then teachers will implement data utilization protocols to inform instructional decisions so that the lack of student engagement will be addressed.

Professional Learning & Growth <i>(What do we need? Who do we need support from? When do we need it?)</i>				Planning & Pedagogy <i>(Are we doing what we said we would?)</i>		
Professional Learning – <i>Andragogy</i>	Facilitator(s)	Meeting Structure(s)	Date(s)	Point Person for Monitoring Implementation	Evidence of Classroom Application – <i>Pedagogy</i> <small>(Link to Walk Through Tool/Data)</small>	Frequency of Evidence Collection
Data-Driven Instructional Strategies 2.0	Admin. Team	Small Group	8/21/24	AVID Coordinator/Admin. Team		Weekly Department Work Sessions; WT classroom visits; Observations/Ratings
Evidence of AAIM: Using Data to Support Instruction	AVID Coordinator/ Admin. Team	Department Work Sessions	Weekly Department Work Sessions	AVID Coordinator/Admin. Team		Weekly WT; Department Work Sessions, Meeting Agenda and Minutes; Observations/Ratings
Backward Planning Unit Design Template	Admin. Team Teacher Leaders	Department Work Sessions & Faculty Work Sessions	Weekly Department Work Sessions & Monthly Faculty Work Sessions	AVID Coordinator/Admin. team	Monitoring planning unit design template. Walk-throughs that capture evidence of implementation decided on during unit/lesson planning	Weekly review of planning template. Weekly review of WT evidence

Performance: <i>(How do we know it's working?)</i>				
Measure 1	WT tool that tabulates effective cognitive demand levels engaging students through WICOR strategies in the classroom.		Measure 2	collaborative planning agenda and minutes that demonstrate an intentional focus on the choice of appropriate WICOR strategy to address the identified gaps in learning demonstrated through formative and summative assessments.
Measure 1 Proficiency Definition	Consistent and effective use of WICOR strategies that have an observable impact on students' positive engagement.		Measure 2 Proficiency Definition	Teachers log their rationale in the Department collaborative planning for the choice of WICOR strategy that appropriately targets the gap demonstrated in student achievement on formative and summative assessments.



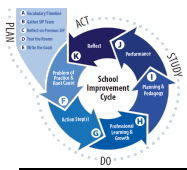
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Measure 1 Data Analysis Tool	Spreadsheet from WT tool.	Measure 2 Data Analysis Tool	Cause/effect analysis of student achievement data. Student achievement data trend analysis.
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Measure Card (Link Result Data – be sure the links are restricted and set to VIEW only)

Metric	MP1 Result		MP1 Target Met		MP2 Result		MP2 Target Met		MP3 Result		MP3 Target Met		MP4 Result		MP4 Target Met	
	All Students	Focus Group	All Students	Focus Group	All Students	Focus Group	All Students	Focus Group	All Students	Focus Group	All Students	Focus Group	All Students	Focus Group	All Students	Focus Group



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Goal 2: Increase the percentage of completer students who achieve proficiency on the career readiness profile by at least 2% from 96% to 98%.

Problem:	4% of completer students did not achieve proficiency on the career readiness profile for their pathway.	Cause of Problem: Provide Link to Tool which Determined Root Cause	Student lack of resources and knowledge.
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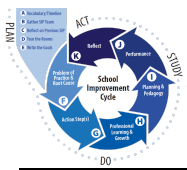
Action Step 2a

If the school focuses on high-impact instructional strategies then teachers will implement effective strategies that promote continuous feedback and reflection of learning so that the lack of resources and knowledge will be addressed.

Professional Learning & Growth <i>(What do we need? Who do we need support from? When do we need it?)</i>				Planning & Pedagogy <i>(Are we doing what we said we would?)</i>		
Professional Learning – <i>Andragogy</i>	Facilitator(s)	Meeting Structure(s)	Date(s)	Point Person for Monitoring Implementation	Evidence of Classroom Application – <i>Pedagogy</i> <i>(Link to Walk Through Tool/Data)</i>	Frequency of Evidence Collection
Interview Strategies	SSTs	Small Group	January, 2025	SSTs/Admin. team	Walk-through tool	Monthly in S2
Data analysis strategies	AVID Coordinator	Small Group	Bi-weekly	AVID Coordinator/Admin. team	Walk-through tool	Weekly WT; Department Work Sessions, Meeting Agenda and Minutes; Observations/Ratings
WICOR strategies	AVID Coordinator	Small Group	Bi-weekly	AVID Coordinator/Admin. team	Walk-through tool	Weekly WT; Department Work Sessions, Meeting Agenda and Minutes; Observations/Ratings

Action Step 2b

If the school focuses on cognitive and developmental learning then teachers will implement routines that support executive functioning so that the lack of knowledge and resources will be addressed.

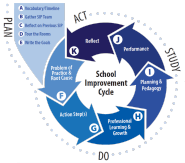


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Professional Learning & Growth (What do we need? Who do we need support from? When do we need it?)				Planning & Pedagogy (Are we doing what we said we would?)		
Professional Learning – <i>Andragogy</i>	Facilitator(s)	Meeting Structure(s)	Date(s)	Point Person for Monitoring Implementation	Evidence of Classroom Application – <i>Pedagogy</i> (Link to Walk Through Tool/Data)	Frequency of Evidence Collection
Brain-based learning--WICOR strategies.	Admin. Team	Whole Group	October, January, March (faculty work sessions)	Admin	Walk-through tool	Weekly WT; Department Work Sessions, Meeting Agenda and Minutes; Observations/Ratings
Equity and Culturally Responsive Teaching	Equity Leads	Whole Group	October 15 December 10 February 4 March 18	Equity Team and Committee	Walk-through tool collaborative planning document.	Weekly WT; Department Work Sessions, collaborative planning agenda and minutes

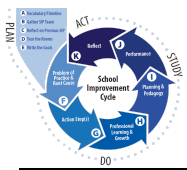
Performance:(How do we know it's working?)			
Measure 1	DC agenda and minutes that show an intentional focus on the use of brain-based strategies that align with students' developmental stages, their exceptionalities, and their cognitive processes to promote feedback and reflection.		Measure 2
Measure 1 Proficiency Definition	In department meeting minutes, teachers log the use of brain-based strategies and examples of feedback and reflection activities and collaborative planning.		Measure 2 Proficiency Definition
Measure 1 Data Analysis Tool	WT tool that measures the use of brain-based strategies that align with students' developmental stages, their exceptionalities, and their cognitive processes to promote feedback and reflection.		Measure 2 Data Analysis Tool
<p>2024-2025 Career Readiness Profile (CRP) Teachers and SSTs will utilize learned strategies and work with students to build executive functioning skills and ensure this profile is completed equitably across all learning groups.</p> <p>SSTs complete the career readiness profile throughout the year as a specific section is covered in the student's program. Teachers and SSTs will target gaps as identified in monthly support department meetings.</p> <p>Tracking completion of the CRP in performance matters.</p>			
<p>Performance Card (Link Result Data)</p>			



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Metric	MP1 Result		MP1 Target Met		MP2 Result		MP2 Target Met		MP3 Result		MP3 Target Met		MP4 Result		MP4 Target Met	
	All Students	Focus Group	All Students	Focus Group	All Students	Focus Group	All Students	Focus Group	All Students	Focus Group	All Students	Focus Group	All Students	Focus Group	All Students	Focus Group



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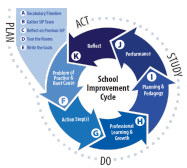
Goal 3: Increase the percentage of eligible students completing work-based learning and/or internship opportunities by at least 2.6% from 9.4% to 12%.

Problem:	89.6% of our students did not complete work-based learning and/or internship opportunities.	Cause of Problem: Provide Link to Tool which Determined Root Cause	Connection from classroom to employment opportunities. Connection challenges are: <ol style="list-style-type: none"> 1. access to a driver's license and SS card. 2. access to a vehicle.
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Action Step 3a

If the school focuses on coherent and culturally responsive lesson planning then teachers will implement instructional tasks and assessments that are aligned to the level of rigor outlined by the standards so that the connection from classroom to employment opportunities will be addressed.

Professional Learning & Growth <i>(What do we need? Who do we need support from? When do we need it?)</i>				Planning & Pedagogy <i>(Are we doing what we said we would?)</i>		
Professional Learning – <i>Andragogy</i>	Facilitator(s)	Meeting Structure(s)	Date(s)	Point Person for Monitoring Implementation	Evidence of Classroom Application – <i>Pedagogy</i> <small>(Link to Walk Through Tool/Data)</small>	Frequency of Evidence Collection
Preparation for Apprenticeship Fair (December), Career Fair (April)	Work-based Learning Facilitator, and Student Support Service Teachers	Weekly Collaborative Planning in Departments and Faculty Work Session	Meeting Schedule SY24.25	Administration / Dept. Chairs	Student engagement tool during events	Weekly department work sessions, Meeting agenda and minutes; Observations/Ratings
TA/SST interventions with underperforming student groups	Department Chairs	Weekly collaborative planning meetings	Meeting Schedule SY24.25	Administration	Walk-through tool	Weekly department work sessions, Meeting agenda and minutes; Observations/Ratings
Student interviews (Semester 2)	Work-based Learning Facilitator, Support Service Teachers	Meeting with WBL, SST and teachers in Spring	Semester 2	Work-based Learning Facilitator	Documentation of interviews on calendar and sign-in logs	Throughout second semester as interviews occur



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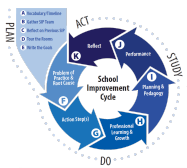
Action Step 3b

If teachers/TA's use appropriate interventions and learning supports for students to achieve proficiency on the Career Readiness Profile, along with exposure to WBL information and events, then the connection from the classroom to employment opportunities will be addressed.

Professional Learning & Growth (What do we need? Who do we need support from? When do we need it?)				Planning & Pedagogy (Are we doing what we said we would?)		
Professional Learning	Facilitator(s)	Meeting Structure(s)	Date(s)	Point Person for Monitoring Implementation	Evidence of Classroom Application – Pedagogy (Link to Walk Through Tool/Data)	Frequency of Evidence Collection
Backward Planning Unit Design Template	AVID Coordinator/ Admin. Team Department Chairs, SST	Faculty Work Session Lessons	Monthly	AVID Coordinator/Admin. Team	Monitoring Planning unit design template. Walk-Throughs that capture evidence of implementation decided on during unit/lesson planning	Weekly review of collaborative planning template Weekly review of walk-through evidence
Equity Professional Development targeted toward lowest performing student groups.	Equity Team	Quarterly	October 15 December 10 February 4 March 18	Equity Team	Planning template addresses the lowest performing group. Walk-throughs collect evidence of equity strategies. Student proficiency on the Career Readiness Profile Connections to WBL information and events.	Weekly review of planning template Weekly review of walk-through evidence observations/ratings Career Readiness Profile Monthly advertisement of WBL opportunities.
CRP training	Dept. Chairs	AIM planning meetings	Monthly	Dept. Chairs	consistent assessment practice utilizing the CRP	Quarterly
High Impact SIOP strategies	ELD Teacher	Faculty Work Sessions	Monthly	Principal / ELD teacher	Use of SIOP strategy with ELD cohort and other ESOL identified students	weekly

Performance: (How do we know it's working?)

Measure 1	Planning template will demonstrate student performance data and action steps that address gaps in student learning. Action steps will include TA and SST	Measure 2	Increase the number of opportunities for students to receive WBL information and increase events or moments where they are reminded of WBL opportunities.
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	interventions of learning supports for students in need of work on the Career Readiness Profile		
Measure 1 Proficiency Definition	Students achieve proficiency on the Career Readiness Profile through interventions and learning support provided by TA's and SST's.	Measure 2 Proficiency Definition	Increase of 20 more students in WBL opportunities will achieve this SIP goal.
Measure 1 Data Analysis Tool	Career Readiness Profile that demonstrates students' soft skills in professionalism. Walk-through evidence of student engagement in the CRP. Student Survey	Measure 2 Data Analysis Tool	Increase in student-exposure to the benefits of WBL through the WBL coordinator and counselors. Teachers align experiences (field trips, shadows, career fairs, etc.) to classroom instruction to support student success and connection between the classroom and the workplace.

Measure Card (Link Result Data)

Metric	MP1 Result		MP1 Target Met		MP2 Result		MP2 Target Met		MP3 Result		MP3 Target Met		MP4 Result		MP4 Target Met	
	All Students	Focus Group	All Students	Focus Group	All Students	Focus Group	All Students	Focus Group	All Students	Focus Group	All Students	Focus Group	All Students	Focus Group	All Students	Focus Group