

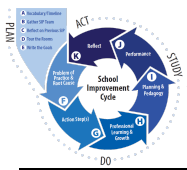
CAT North's 2025-26 School Improvement Plan



School:	Center of Applied Technology North	School Year:	2025-2026	Last Updated:	7/24/2025
Goal 1:	Increase the percentage of eligible students in grades 11 through 12 who obtain an Industry Recognized Certificate by at least 3.5%, from 86.5% pass rate to 90% pass rate.	Action Steps	1a. If the school focuses on effective formative assessment strategies as part of their instructional planning and practice, there will be a more accurate prediction of how students are progressing toward their acquisition of skills and content to pass the IRC(s) for their program. 1b. If the school focuses on effective use of the quarterly assessment as the summative predictor assessment towards the IRC, teachers will be able to address deficiencies in students' overall acquisition of the skills and content necessary to pass their IRC.	Met Goal:	☐ Yes ☐ No
Goal 2:	Increase the percentage of students in the last year of their program who achieve proficiency on all sections of the Career Readiness Profile by at least 4% from 84% to 88%.	Action Steps	2a. If the school focuses on the intent of the CRP through the use of high-impact instructional strategies to address the professional knowledge of each student in the completer program, then the students' will improve their successful transition from high school to the work force commensurate with their CTE education and goal 2 of the AACPS Strategic Plan. 2b. If the school focuses on the integration of the four criteria included in the CRP into the scope and sequence of the classroom content, then students will obtain the executive functioning skills necessary to gain employability, academic and technical skills and proficiencies, and credentials that lead to work-based learning opportunities.	Met Goal:	☐ Yes ☐ No
Goal 3:	Increase the level of support for EL students in order to maintain the academic achievement in levels 1 and 2 of 99% earning a "C" or better. This goal will address the 40.1% increase in the number of EL students attending CATN over the last 3 years.	Action Steps	3a. If the school focuses on the instructional growth in the 0.5 additional EL staff, EL students will receive targeted interventions in overcoming challenges with learning in an English language classroom. 3b. If the school focuses on ensuring all teachers are trained in high impact SIOP instructional strategies in order to address the increase of EL students in their classrooms, teachers will purposefully utilize interventions from EL teachers to address learning gaps.	Met Goal:	☐ Yes ☐ No

ES/MS – 3 goals & HS – 4 goals

No more than 3 action steps per goal



CAT North's 2025-26 School Improvement Plan



Assistant Superintendent Electronic Signature:		Approval Date:	
--	--	----------------	--

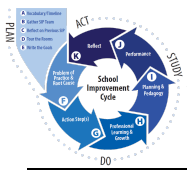
Goal 1	Increase the percentage of eligible students in grades 11 through 12 who obtain an Industry Recognized Certificate by at least 3.5%, from 86.5% pass rate to 90% pass rate.
---------------	---

Problem of Practice (P.O.P.) Identified based on previous year's data	13.5% of all eligible 11th and 12th-grade students who took one or more IRC exams did not earn at least one certification.	Root Cause of P.O.P. Provide Link to Tool which Determined Root Cause	Lack of alignment from classroom formative assessment practices, through the quarterly assessment, into the IRC assessment.
--	--	--	---

Action Step 1a

1a. If the school focuses on effective formative assessment strategies as part of their instructional planning and practice, there will be a more accurate prediction of how students are progressing toward their acquisition of skills and content to pass the IRC(s) for their program.

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 – Andragogy	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
Death to Passive Listening	Principal and School Performance Coach	Full group PD session	Opening Week and revisited through Learning Lab Sessions and departmental AAIM meetings	Admin/School Performance Coach/Department Chair	Walkthrough and Lesson Plans (with a focus on formative assessment strategies).	Weekly WT class visits; weekly lesson plans, weekly AAIM meetings, Learning Lab department sessions and minutes; observations/ratings
AAIM Teaching and Learning Lesson Planning	Principal, Assistant Principals, SPC, DC's	Small group PD session and AAIM meetings completed in the learning lab	Opening Week for teachers will set AAIM instructional planning protocols	Admin/School Performance Coach/Department Chair	AAIM planning tool for teachers, Instructional Walkthroughs, and Adherence of teachers to AAIM instructional goals.	Weekly WT class visits; weekly lesson plans, monthly department meetings and Learning Lab department sessions and minutes; observations/ratings
ELD Support PD and Meetings	ELD Teachers	Full staff PD sessions and	Opening Week and individual teacher	ELD Teachers Admin	Walkthrough and AAIM focused Lesson Plans	Weekly WT class visits; weekly lesson plans,



CAT North's 2025-26 School Improvement Plan

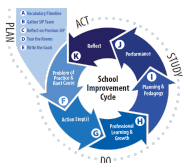


		Individual Lesson Planning throughout the year	meetings based on Student Success meetings and student needs			monthly department meetings and Learning Lab department sessions and minutes and student success meetings; observations
Learning Lab Department Sessions	School Performance Coach/Department Chair	Departments	Opening Week and Weekly collaborative planning meetings	School Performance Coach/Admin	Walkthrough and AAIM focused Lesson Plans	Weekly WT class visits; Department meeting agenda and minutes; observations
AAIM Planning Tip of the Week in alignment with collaborative planning goals.	School Performance Coach/Admin	Included in Weekly Newsletter	Sent out each Friday of the year	School Performance Coach/Admin	Walkthrough and AAIM focused Lesson Plans	Weekly WT class visits; weekly lesson plans, monthly department meetings and Learning Lab department sessions and minutes; observations
AAIM Educator Goal	Admin	Whole School	Opening week with 4 checkpoints throughout the year	Department Chair/Admin	Walkthroughs, AAIM focused Lesson Plans and Formal Observations	Weekly WT class visits; weekly lesson plans, monthly department meetings and Learning Lab department sessions and minutes; observations

Action Step 1b

1b. If the school focuses on effective use of the quarterly assessment as the summative predictor assessment towards the IRC, teachers will be able to address deficiencies in students' overall acquisition of the skills and content necessary to pass their IRC.

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 – Andragogy	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

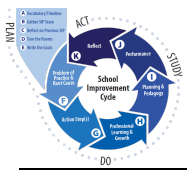


CAT North's 2025-26 School Improvement Plan



Data-Driven Instructional Strategies & Differentiated Instruction	SST	Small Group & Individual	Opening Week and individual weekly meetings with teachers throughout the year as determined by student needs and student success meetings	SST/Admin. Team	Walkthrough, Student Success Meeting Notes, and Lesson Plans	Weekly WT class visits; weekly lesson plans, monthly department meetings and Learning Lab department sessions and minutes; observations
Student Success Meetings	SST	Student Support Staff Members SST/ELD/SPC/TA/D C/Admin	Weekly Student Success Meetings	SST/DC/Admin. Team	A database to track student progress and document interventions and their results	Weekly WT class visits; weekly lesson plans, monthly department meetings and Learning Lab department sessions and minutes; observations
Department Meetings reviewing progress and assessment towards IRC	Department Chairs	Department groups/Student Support Staff/TA(s)/Admin	Opening week and monthly throughout the year	DC/Admin	Monthly department Meeting agendas and notes	Weekly WT class visits; weekly lesson plans, monthly department meetings and Learning Lab department sessions and minutes; observations
Performance Matters Work Sessions	Data Specialist Melissa Souder	Quarterly CAT North Visits 9/30, 12/9, 3/4, 5/29	Scheduled in advance. A few weeks prior to the end of the MP	DC/SST	Quarterly Assessment Data	Weekly WT class visits; weekly lesson plans, monthly department meetings and Learning Lab department sessions and minutes; observations
Faculty Work Sessions	SST/SPC	Monthly meetings that provide PD towards SIP Goals	Monthly	Admin	Walkthroughs, Lesson Plans and Formal Observations	Weekly WT class visits; weekly lesson plans, monthly department meetings and Learning Lab department sessions and minutes; observations

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



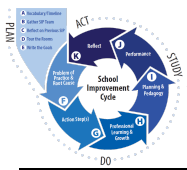
CAT North's 2025-26 School Improvement Plan



Measure 1	A walkthrough tool that tabulates effective cognitive demand levels, engagement of students, and formative and summative assessment of students in ways that align to their program's IRC(s).	Measure 2	Aligned quarterly assessments related to the IRC exam are reviewed prior to the administration of the quarterly assessment. Then, a thorough analysis of quarterly assessment results are recorded and reviewed in the QA Reflection document.
Measure 1 Proficiency Definition	Consistent and effective use of student engagement strategies that have an observable impact on students' success on formative, summative and Quarterly Assessments that align to their programs IRC(s).	Measure 2 Proficiency Definition	Alignment of quarterly assessments to IRCs and intentional and open reflection and analysis of students' results should increase students' success on IRCs.
Measure 1 Data Analysis Tool	Spreadsheet from WT tool.	Measure 2 Data Analysis Tool	Quarterly Assessments, Results, and Reflection

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
Walk Through Data																
Student Support data doc.	Production Services Computer Graphics AHP Transp. Constr.															



CAT North's 2025-26 School Improvement Plan

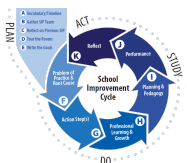


QA 1															
QA 2															
QA 3															
QA 4															

Goal 2: Increase the percentage of completer students in the last year of their program who achieve proficiency on all sections of the [Career Readiness Profile](#) by at least 4% from 84% to 88%.

Problem:	An average of 16% of students in the last year of their program did not achieve proficiency on all sections of the career readiness profile.	Cause of Problem: Provide Link to Tool which Determined Root Cause	Insufficient data protocols caused inaccurate data capture, thus limiting the achievement of this goal over time.
-----------------	--	--	---

Action Step 2a						
2a. If the school focuses on the intent of the CRP through the use of high-impact instructional strategies to address the professional knowledge of each student in the last year of their program, then the CRP will support students' successful transition from high school to the work force commensurate with goal 2 of the AACPS Strategic Plan.						
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 – Andragogy	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
Student Interview Strategies	SSTs	Small Group	Jan/Feb/Mar 2026	SSTs/Admin. team	Walk-through tool	Monthly in S2
Data collection protocols	SSTs, Counselors, WBL Facilitator	Small Group	Bi-weekly	SIP Team monthly meetings	Walk-through tool	Weekly WT class visits; monthly department meetings; monthly data collection monitoring and analysis; observations
AAIM Teaching and Learning Lesson Planning	Principal, Assistant Principals, SPC,	Small group PD session and	Opening Week for teachers will set	Admin/School Performance Coach/Department Chair	AAIM planning tool for teachers, Instructional Walkthroughs, and	Weekly WT class visits; weekly lesson plans, monthly department

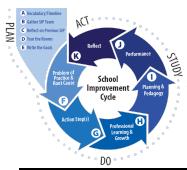


CAT North's 2025-26 School Improvement Plan



	DC's	AIMM meetings completed in the learning lab	AAIM instructional planning protocols		Adherence of teachers to AAIM instructional goals.	meetings and Learning Lab department sessions and minutes; observations/ratings
AAIM Weekly planning focused on high-impact strategies	School Performance Coach	Small Group	Bi-weekly	School Performance Coach/Admin. team	Walk-through tool	Weekly WT class visits; weekly lesson plans, monthly department meetings and Learning Lab department sessions and minutes; observations

Action Step 2b						
2b. If the school focuses on the integration of the four criteria in the CRP into the scope and sequence of the classroom content, then students will obtain the executive functioning skills necessary to gain employability, academic and technical skills and proficiencies, and credentials that lead to work-based learning opportunities.						
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 – Andragogy	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
Brain-based instructional strategies focused on executive functioning	Admin. Team	Whole Group	October, January, March (faculty work sessions)	Admin	Walk-through tool	Weekly WT class visits; weekly lesson plans, monthly department meetings and Learning Lab department sessions and minutes; observations
Equitable and Culturally Responsive Teaching	Equity Leads	Whole Group	October 14 December 9 February 10 March 17	Equity Team and Committee	Walk-through tool	Weekly WT class visits; weekly lesson plans, monthly department meetings and Learning Lab department sessions and minutes; observations



CAT North's 2025-26 School Improvement Plan



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

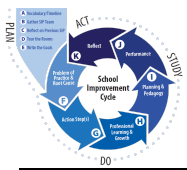
Measure 1	AAIM lesson planning document and weekly meeting minutes that show an intentional focus on the use of brain-based strategies that align with students' developmental stages, their exceptionalities, and their cognitive processes to promote feedback and reflection.	Measure 2	AAIM lesson planning document and weekly meeting minutes that show an intentional focus on the use of strategies to build executive functioning skills aligned with career readiness.
Measure 1 Proficiency Definition	In weekly meeting minutes and AAIM planning documents, teachers log the use of WICOR strategies and examples of feedback and reflection activities and collaboration among student peer groups.	Measure 2 Proficiency Definition	In weekly meeting minutes and AAIM planning documents, teachers and SSTs log the use of brain-based strategies Teachers and SSTs will target gaps as identified in monthly SST department meetings.
Measure 1 Data Analysis Tool	WT tool that measures the use of WICOR strategies that align with students' developmental stages, their exceptionalities, and their cognitive processes to promote feedback and reflection.	Measure 2 Data Analysis Tool	Tracking completion of the CRP in canvas and/or performance matters.

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
Q1																
Q2																
Q3																
Q4																

Goal 3:	Increase the level of support for EL completer students by maintaining the academic achievement of 99% earning a "C" or better. This goal will address the 40.1% increase in the number of EL students attending CATN in the last 3 years.
----------------	--

Problem:	40.1% increase in the past 3 years in the number of EL students attending CATN.	Cause of Problem: Provide Link to Tool which Determined Root Cause	1.0 FTE EL teachers are inadequate to fully support this growing population of students. Teachers have not been trained adequately to address the needs of this student population.
-----------------	---	--	---

Action Step 3a

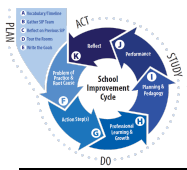


CAT North's 2025-26 School Improvement Plan



3a. If the school focuses on the instructional growth in the 0.5 additional EL staff, EL students will receive targeted interventions in overcoming challenges with learning in an English language classroom.

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
Monitoring Practice with EL teachers to address gaps holistically within the EL population	EL teachers	Student support meetings AAIM Instructional planning with individual teachers	Every week	EL teachers	SIP meeting monthly reporting. Walk-throughs and formal ratings	Monthly



CAT North's 2025-26 School Improvement Plan



Action Step 3b

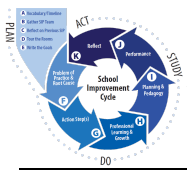
3b. If the school focuses on ensuring all teachers are trained in high impact SIOP instructional strategies in order to address the increase of EL students in their classrooms, teachers will purposefully utilize interventions from EL teachers to address learning gaps.

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
Through the AACPS Equity training	Equity team	Whole group	AACPS Project Unity calendar dates	Michelle McCarty	Walkthroughs, formal observations, and AAIM planning docs, session products	Quarterly Weekly Monthly
SIOP instructional strategy training for staff	EL Teachers	Opening Week Faculty Work Sessions SIOP Tip of the Week	Monthly Weekly	EL Teachers	AAIM planning documents, walk throughs, and observations	Weekly Monthly
Training for EL teachers on pull outs and parallel teaching strategies	EL Teachers	Collaborate with ESOL office	Collaborate with the ESOL office	Full time EL teacher	Walkthroughs, formal observations, and AAIM planning docs,	Monthly SIP meetings Weekly AAIM meeting minutes AAIM planning docs

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

Measure 1	Interim grade data	Measure 2	Quarterly grade reports
Measure 1 Proficiency Definition	Less than 1% earning a D or E	Measure 2 Proficiency Definition	Less than 1% earning a D or E
Measure 1 Data Analysis Tool	Weekly powerschool grade report	Measure 2 Data Analysis Tool	Quarterly Grade report

Measure Card (Link Result Data)



CAT North's 2025-26 School Improvement Plan



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
Q1																
Q2																
Q3																
Q4																