



Center of Applied Technology North School Improvement Plan



Elevate ALL Students...Eliminate ALL Gaps



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 2022-2023.

In the 2021-2022 academic year, greater than 84% 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.



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, 2025. 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: 75% of all students taking a concentrator course in an MSDE approved completer program will pass all attempted Technical Skills Assessment (TSA). Within the targeted populations 65% of African American, 75% of Hispanic students and 50% of students receiving Special Education Services will pass all attempted TSAs

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
<p>Utilizing differentiated, engaging instruction, students will be prepared to pass their Technical Skills Assessment(s).</p> <p>Utilizing an industry-driven monitoring tool, students will be prepared to pass the TSA(s) (i.e., individual modules, competency profiles, etc.).</p>	<p><i>Professional Development:</i></p> <ul style="list-style-type: none"> ● AVID Summer Institute ● CTE Summer Bootcamp ● Student Support trainings with TAs and SSTs focused on differentiated instruction ● Intentional student group support based on identified needs ● Implementation of WICOR strategies focusing on Reading ● Structured collaborative planning related to previous PD on WICOR reading strategies ● Individualized PD opportunities: WICOR, Data analysis, Coaching menu, classroom management ● How to utilize Bright Space for taking practice Technical Skills Assessment(s) 	<p><i>Timeline:</i></p> <ul style="list-style-type: none"> ● Opening week PD ● Weekly collaborative planning ● Monthly WICOR strategy lessons ● Monthly TA/SST trainings ● Quarterly visits from Data Office ● On-going drop-in sessions with Hope ● On-going walkthroughs and data analysis ● Establish monitoring tool with students ● Routine check-ins with students to monitor progress ● On-going assessment writing practice <p>Person(s) responsible: Administration will:</p> <ul style="list-style-type: none"> ● Conduct walkthroughs to assist with engaged instructional strategies ● Incorporate AVID reading strategies in all meetings ● Ensure that each program has an established tool for monitoring purposes 	<p><i>Timeline:</i></p> <ul style="list-style-type: none"> ● Weekly collaborative work sessions (30) ● Monthly review of strategy effectiveness (evidence) (30) ● Quarterly data analysis <p><i>Person(s) responsible:</i> Administration will:</p> <ul style="list-style-type: none"> ● Conduct bi-weekly administrative conferences with individual teachers to discuss walkthrough data and identify growth opportunities (30) ● Review monthly evidence of strategy implementation (30) <p>AVID coordinator will:</p> <ul style="list-style-type: none"> ● Collect and review qualitative and quantitative data to determine successful strategies and growth opportunities (30)

	<ul style="list-style-type: none"> ● Ensuring all students have equitable access to resources needed to support certification achievement ● Model the industry-driven monitoring tool for Technical Skills Assessment(s) ● Question writing (assessments) and rubric writing ● Student intervention strategies <p><i>Resources:</i></p> <ul style="list-style-type: none"> ● Bright Space supports (Whittaker, Abney, Turner) ● SIP committees ● Data Office support - Melissa Souder (IDD) ● AVID (MyAvid.org) ● AVID Bright Space page ● Rubrics ● Performance Matters manual / support ● Certification review materials including practice assessments ● Parent outreach to market the value of TSA ● Financial assistance, Maryland Blueprint ● School counselors <p><i>Partners:</i></p> <ul style="list-style-type: none"> ● CTE Coordinator ● Equity Office ● AACC partners ● CCBC partners ● Industry partners ● SkillsUSA chapter 	<p>AVID coordinator will:</p> <ul style="list-style-type: none"> ● Facilitate PDs on AVID reading strategies ● Work with department teams to facilitate collaborative planning and implement strategies <p>Department Chairs (DC) will:</p> <ul style="list-style-type: none"> ● Utilize department meeting (Week 4) to review data and discuss areas of need with teachers using: <ul style="list-style-type: none"> ○ Performance Matters data analysis ○ Certification-specific data analysis ○ Proficiency-credit outcomes ● Utilize collaborative planning structures to model new WICOR strategy (Week 1) and then revisit said strategy with evidence (Week 3). <p>Support Service Teachers will:</p> <ul style="list-style-type: none"> ● Create school-wide certification testing calendar in Outlook ● Collaborate with DC to effectively utilize TAs within each department ● Weekly collaborative planning sessions and individual teacher follow-up <p>Teachers will:</p> <ul style="list-style-type: none"> ● Utilize the WICOR strategy of the month with fidelity and share during collaborative planning ● Verify master list of Technical Skill Assessment cost(s) ● Utilize TSA-related questions via formative and summative assessment for practice purposes ● Collect TSA data using a common template ● Embed specific Technical Skill Assessment tools into practice assessments to determine progress toward certification/proficiency goal 	<p>Department Chairs will:</p> <ul style="list-style-type: none"> ● Review testing calendar to monitor progress toward certification preparedness (60) ● Incorporate best practices, share challenges, and identify opportunities at department meetings and collaborative planning (30)
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21st Century Workplace Readiness

Indicator of Success: The Center of Applied Technology North will elevate students to become members and leaders of the 21st century workforce. Our work habits and SkillsUSA Framework embed 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: 85% of all our students will earn a grade of 80% or better on the work habits assessments.

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	Monitoring Effectiveness
<p>Revise existing WH form to align with industry standards based on SkillsUSA framework.</p> <p>Communicate expectations for consistent implementation of WH forms across all programs to ensure equitable and rigorous grading practices.</p>	<p><i>Professional Development:</i></p> <p>Overview of SkillsUSA</p> <ul style="list-style-type: none"> ● Explain the History of SkillsUSA ● Explain the SkillsUSA Framework ● Why we are using this at The North ● Clarify questions about SkillsUSA <p>Revise WH form with DCs</p> <ul style="list-style-type: none"> ● Clarify questions about SkillsUSA ● Embed Framework into WH form <p>Clarification of how to use WH form with entire instructional staff (early in 1st quarter)</p> <ul style="list-style-type: none"> ● Focus on consistent grading across programs ● Clarify how to use the scaled grading ● Initial lesson to roll out work habits assessment and expectations ● During monthly department recognition (Student of the Month/SOM), celebrate students' career readiness as defined by SkillsUSA <p>Implementation of Community Circles</p> <ul style="list-style-type: none"> ● Full staff training on restorative practices A ● Structured classroom time for weekly circles 	<p><i>Timeline:</i></p> <ul style="list-style-type: none"> ● DC Day – Review Work Habits form with DCs ● First week – (8/29) <ul style="list-style-type: none"> ○ PD on SkillsUSA framework and work habits alignment ○ PD on community circles ● Weekly – student success meetings ● Bi-weekly – Work habits assessment ● Monthly – Department meetings ● Quarterly – SkillsUSA Lesson <p><i>Persons(s) responsible:</i></p> <p>Administration will:</p> <ul style="list-style-type: none"> ● Facilitate opening/first week PDs ● Identify the four work-habit assessment due dates per marking period ● Conduct walkthroughs of classrooms to look for consistent infusion of work habits <p>Department Chairs (DC) will:</p> <ul style="list-style-type: none"> ● Incorporate SkillsUSA framework into work habits assessment and grading rubric to ensure relevance in today's workforce 	<p><i>Timeline:</i></p> <ul style="list-style-type: none"> ● Weekly - student success meetings ● Monthly – Walk-through data analysis ● Bi-weekly – Work habits grades analysis ● Quarterly – Work habits grades analysis (with disaggregation for student groups) <p><i>Persons(s) responsible:</i></p> <p>Administration will:</p> <ul style="list-style-type: none"> ● Pull work habits data and disaggregate by student group (30) <p>Administration and DCs will:</p> <ul style="list-style-type: none"> ● Analyze walkthrough data and grades to determine effectiveness of work habits assessments (30) <p>Support Service Teachers:</p> <ul style="list-style-type: none"> ● Delineate data to determine student success consistent with overall population (30)

	<ul style="list-style-type: none"> ● School-wide roll out of guiding questions ● Designated/dedicated time for circles (first class period of the week) <p>Department meeting PD for SkillsUSA framework with quarterly focus</p> <ul style="list-style-type: none"> ● PD based on department needs First quarter – communication Second quarter – work ethic Third quarter – job specific skill Fourth quarter – planning & organizing ● Student-generated work product (e.g., poster) from each quarterly SkillsUSA lesson that is on display in each classroom to provide continued focus <p>Explanation of SkillsUSA Competitions and National Technical Standards (Oct/Nov)</p> <ul style="list-style-type: none"> ● Adopt a competitor per staff member ● Structure and sequences of all competitions ● Expectations for staff and students ● Available competitions per program ● Leadership competitions ● Review available resources for competitions <p><i>Resources:</i></p> <ul style="list-style-type: none"> ● SkillsUSA website ● The 3 components and 17 essential elements of SkillsUSA ● “Ignite” Book ● SkillsUSA Framework cards (multiple sets) ● Student-generated quarterly poster from SkillsUSA lesson ● Student of the month certificates with corresponding SkillsUSA pin ● Student of the month public display at school and on website ● Restorative practices trainer <p><i>Central Office Partners:</i></p> <ul style="list-style-type: none"> ● CTE Coordinator ● Office of Student Data ● Business partners ● Equity Office ● PBIS Office (MTSS) 	<ul style="list-style-type: none"> ● Utilize SkillsUSA framework cards to collaboratively explore effective strategies for infusion into work habits ● Share best practices for use of SkillsUSA framework during department meeting <p>Support Service Teacher and Career Technician will:</p> <ul style="list-style-type: none"> ● Create schedule to implement SkillsUSA lessons in each department ● Develop quarterly SkillsUSA lessons (using resources from website) <p>Support Service Teachers will:</p> <ul style="list-style-type: none"> ● Identify and celebrate student of the month candidates from each teacher that recognize SkillsUSA ● Assist teachers with differentiation to ensure equitable access ● Establish consistency in grading to ensure equity <p>Teaching staff will:</p> <ul style="list-style-type: none"> ● Ensure consistent integration of work habit development in daily lessons ● Identify student of the month nominees based on quarterly SkillsUSA focus <p>Teaching assistants will:</p> <ul style="list-style-type: none"> ● Identify individual needs in weekly student success meetings <p>Counseling staff will:</p> <ul style="list-style-type: none"> ● Provide training on community building circles 	<p>Teaching staff will:</p> <ul style="list-style-type: none"> ● Analyze data from assessments and review/reteach as needed (45) ● Solicit feedback from students based on the quarterly focus (45)
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