



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 the employability skills, professional work-ethic, and 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 long and sustained history of student pride that is embraced as members sharing the CAT-North legacy of success. CAT-North proudly cherishes the unique, multi-generational loyalty of our students, current and past, which productively shapes the economic vitality, growth and future of local communities. CAT-North provides each attendee 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 his/her/their unique educational and career goals. Teachers act as critical links in the nurturance of a skilled workforce of future community and industry leaders as well as economically vital young adults. 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 2021-2022.

In the 2020-2021 academic year, greater than 88% 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 or pursue economically-viable, industry certifications which lead to future employability in high-demand trades.

In order to further advance CAT-North students' successes on TSA, teachers, support staff, industry and college partners as well as school administration will collaborate to support students' mastery of essential content standards. Due to the ongoing COVID-19 pandemic, our 2019-2020 results dipped to 71%, with only half of our students able to sit for their TSA before schools stopped meeting in person. Our goal for the 2020-2021 school year was to get at least 80% of eligible students to attain at least one of their TSA, but COVID restrictions and hybrid learning inhibited those plans. Therefore, the goal for the 2021-2022 school year is to have 80% of our students earn TSA.



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: 80% of all students taking a concentrator course in an MSDE approved completer program will earn a Technical Skills Assessment (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	Monitoring Effectiveness
<p>Utilizing engaging instruction, students will be prepared to take and attain Technical Skills Assessment(s).</p>	<p><i>Professional Development:</i></p> <ul style="list-style-type: none"> ● Ensuring consistent communication of expectations for Technical Skills Assessment(s) ● Student Learning Outcome and Competency Profile Alignment ● TA and SST roles and responsibilities ● Differentiated professional focus with TA and SST to support student learning ● Collaborative planning (The What, Why, How) ● Implementation of WICOR strategies focusing on Organization and Collaboration ● Goal Setting strategies to connect programs to 21st century workforce ● Developing skills for creating differentiated practice Technical Skills Assessment(s) in Brightspace and Performance Matters ● Ensuring all students have equitable access to resources needed to support certification achievement ● Classroom management strategies for TAs 	<p><i>Timeline:</i></p> <ul style="list-style-type: none"> ● Opening week PD ● Monthly collaborative planning ● Monthly WICOR strategy lessons ● On-going goal setting strategies ● On-going assessment writing practice ● On-going walkthroughs and data analysis <p><i>Person(s) responsible:</i></p> <p>Administration will:</p> <ul style="list-style-type: none"> ● Conduct walkthroughs to assist implementation in teaching strategies ● Incorporate Organization and Collaboration strategies in all meetings <p>AVID coordinator will:</p> <ul style="list-style-type: none"> ● Facilitate PDs on Organization and Collaboration strategies ● Work with department teams to facilitate collaborative planning and implement strategies 	<p><i>Timeline:</i></p> <ul style="list-style-type: none"> ● Weekly professional learning ● Monthly review of strategy effectiveness ● Quarterly data analysis <p><i>Person(s) responsible:</i></p> <p>Administration will:</p> <ul style="list-style-type: none"> ● Conduct bi-weekly administrative conferences to discuss walkthrough data and identify growth opportunities <p>AVID coordinator will:</p> <ul style="list-style-type: none"> ● Review qualitative and quantitative data to determine successful strategies and growth opportunities <p>Department Chairs will:</p> <ul style="list-style-type: none"> ● Review testing calendar to monitor progress toward certification preparedness ● Incorporate best practices, share challenges and identify

	<p><i>Resources:</i></p> <ul style="list-style-type: none"> ● Financial Assistance ● SIP committees ● Performance Matters Assessment Writing (Formative/Summative; creating rubrics) ● Certification review materials including practice assessments ● Brightspace library of resources ● Parent outreach to market the value of TSA <p><i>Partners:</i></p> <ul style="list-style-type: none"> ● CTE Coordinator ● Equity Office ● AACC partners ● CCBC partners ● Industry partners 	<p>Department Chairs (DC) will:</p> <ul style="list-style-type: none"> ● 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 <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 <p>Teachers will:</p> <ul style="list-style-type: none"> ● Embed specific Technical Skill Assessment tools into practice assessments to determine progress toward certification/proficiency goal ● Modify master list of Technical Skill Assessment cost(s) (identify financial needs of students to ensure equity) 	<p>opportunities at department meetings and collaborative planning</p>
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Metrics

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: 95% of our students will earn a grade of 80% or better on the work habits assessments and 80% or better on financial literacy post-assessment.

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 ● Person(s) Responsible ● Timeline
Implement workforce readiness lessons to develop student skills to be prepared for post-secondary career.	<p><i>Professional Development:</i> Workforce readiness</p> <ul style="list-style-type: none"> ● Consistent expectations and implementation of work habits form ● Initial lesson to roll out work habits assessment and expectations ● Enhance coaching skills to expand student development ● Creation of intra-departmental sub-committee to develop and ensure consistent implementation of work habits rubric ● Celebrate student workplace readiness successes through monthly department recognition (Student of the Month/SOM) <p>Financial literacy</p> <ul style="list-style-type: none"> ● Expectations and implementation of financial literacy lessons ● Administer pre- and post-assessment to determine financial literacy ● Create pre-assessment and post-test for financial literacy lessons <ul style="list-style-type: none"> ○ income and taxes ○ expenses & budgeting 	<p><i>Timeline:</i></p> <ul style="list-style-type: none"> ● Opening week: <ul style="list-style-type: none"> ○ Create sub-committee and finalize work-habits assessment ○ PD on work habits assessment initial lesson, expectations, and implementation ○ PD on coaching skills ○ Develop pre & post assessment for financial literacy ○ PD on financial literacy lessons and implementation ● Bi-weekly – Work habits assessment ● Weekly – Personal Finance Friday warmups ● Quarterly – Work habits grades ● Quarterly – Financial Literacy lessons ● Quarterly – Pre & post-assessments on Financial Literacy ● On-going – Department coaching review 	<p><i>Timeline:</i></p> <ul style="list-style-type: none"> ● Monthly – Walk-through data analysis ● Quarterly – Work habits and financial literacy grades analysis <p><i>Persons(s) responsible:</i> Administration and DCs will:</p> <ul style="list-style-type: none"> ● Analyze walkthrough data and grades to determine effectiveness of work habits assessments and financial literacy lessons <p>Support Service Teachers:</p> <ul style="list-style-type: none"> ● Delineate data to determine student success consistent with overall population <p>Teaching staff will:</p> <ul style="list-style-type: none"> ● Analyze data from assessments and review/reteach as needed ● Solicit feedback from student of the month recipients

	<ul style="list-style-type: none"> ○ banking ○ credit, credit cards & loans ● Personal Finance Fridays ● Embed weekly lessons <p><i>Resources:</i></p> <ul style="list-style-type: none"> ● SkillsUSA website ● School-wide essential skills (work habits) rubric ● Student of the month certificates ● Student of the month public display at school and on website ● Financial literacy curriculum ● Business partner survey <p><i>Central Office Partners:</i></p> <ul style="list-style-type: none"> ● CTE Coordinator ● Office of Student Data ● Business partners ● Equity Office 	<p><i>Persons(s) responsible:</i></p> <p>Administration will:</p> <ul style="list-style-type: none"> ● Facilitate opening week PD ● Identify the four work-habit assessment due dates per marking period ● Designate intra-departmental work-habits sub-committee ● Conduct walkthroughs of classrooms to look for consistent infusion of work habits ● Develop timeline for financial literacy lessons <p>Department Chairs (DC) will:</p> <ul style="list-style-type: none"> ● Incorporate business partner input into work habits assessment and grading rubric to ensure relevance in today's workforce ● Collaboratively explore effective strategies for infusion of work habits and financial literacy lessons <p>Support Service Teachers will:</p> <ul style="list-style-type: none"> ● Create and collaboratively deliver financial literacy lessons ● Create schedule to implement lessons in each department ● Develop weekly Personal Finance Friday warmups ● Solicit and celebrate student of the month candidates from each teacher that recognize work habits' success in the classroom ● Assist teachers with differentiation to ensure equitable access <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 	
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