

CAT South School Improvement Plan 2021-2022



Metrics

Indicator: Increase the percentage of students, families, staff, and partners who report feeling like a valuable member of the school or school system community.

Goal: Enrollment, certification and program completion data shows gaps between African American, Hispanic, and ELL student groups and other student groups. We will reduce these gaps by increasing teacher capacity to differentiate based on data and value students as individuals in order to create an environment where 85% of the community (staff, students & parents) report feeling like they belong at CAT South. This is the first year for us to survey stakeholders so current baseline data does not exist.

| Action Steps | Professional Development/Resources/Central Office Partners | Monitoring Implementation | Monitoring Effectiveness |
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| <p>1. Administer survey to all stakeholder (students, families, and staff) to identify whether students and community members feel a part of CAT-South.</p> <ul style="list-style-type: none"> - Establish baseline data with the first survey. - Analyze results to inform PD and PBIS plans that improve the climate for all stakeholders. | <p>Professional Development</p> <ul style="list-style-type: none"> - Expectations/goals for climate survey - Faculty <i>relationships</i> PD as needed based on survey results <p>Resources</p> <ul style="list-style-type: none"> - None required <p>Central Office Partners</p> <ul style="list-style-type: none"> - PBIS Office sent climate survey to work with - Brian Whitley and the Equity office to help analyze the survey results and determine course of action.(Meetings set for every other week) | <p>Survey to all stakeholders</p> <ul style="list-style-type: none"> • mid-October • DC/teachers <p>Data analysis</p> <ul style="list-style-type: none"> • end of October • SPC/Assistant Principal <p>Implement plans and develop PD based on survey results</p> <ul style="list-style-type: none"> • November • SPC/PBIS Team/Assistant Principal/Counselor <p>Readminister survey to all stakeholders</p> <ul style="list-style-type: none"> • end of February February January for Career Ex and Lev 1 semester courses • DC/teachers <p>Survey to Career Ex and S2 Level 1 students</p> <ul style="list-style-type: none"> • mid-March • DC/teachers <p>Data analysis - evaluation</p> <ul style="list-style-type: none"> • end of March • SPC/PBIS Team/Assistant | <p>Implementation - 75% of stakeholders students and staff will participate in survey</p> <ul style="list-style-type: none"> • DC/SPC • Admin <p>Survey results/analysis: measure - 54% of students and 100% of staff completed survey</p> <ul style="list-style-type: none"> • survey administration: Oct 14 & 15, January 24 & 25, and March 15 & 16, end of June • ILT |

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| | | Principal/Counselor Implement new plans based on data <ul style="list-style-type: none"> • April • SPC/PBIS Team/Assistant Principal/Counselor | |
| 2. Share the school's mission & vision and theme with staff, students and the community to share the school's values and beliefs.. <ul style="list-style-type: none"> - Add/Include theme "See Yourself at CAT-South" to marketing materials, morning announcements, website family communications, and signage - Communicate mission, vision and theme with stakeholders. | Professional Development <ul style="list-style-type: none"> - Staff PD focused on mission and vision. Resources <ul style="list-style-type: none"> - Connect Ed - Wix Central Office Partners <ul style="list-style-type: none"> - Design & Print office will create posters/signs Other <ul style="list-style-type: none"> - Marketing at Back to School Nights at each feeder schools and 8th grade tours - Targeted presentations at each feeder school for ELL and women in tech. - Parent sessions - family tours - Open house with business partners | Marketing materials <ul style="list-style-type: none"> • Summer • Counselor Opening PD - mission/vision/stakeholder relationships <ul style="list-style-type: none"> • Opening (end of August) • Counselor Posters & signs up in halls & classrooms <ul style="list-style-type: none"> • by September 30 • SPC/Admin | 80% of students and 100% of teachers will be able to share the theme when prompted. <ul style="list-style-type: none"> • SPC 100% of classrooms and hallways and the school website will display mission and vision as evidenced during walkthroughs in English and Spanish <ul style="list-style-type: none"> • Admin |
| 3. Collaborate with the Office of Equity's deep-dive cohort in order to reduce the following existing gaps (a 3-year plan): <ul style="list-style-type: none"> - The 20-21 certification gap between white and African American students is 18%. - The 20-21 retention gap between white students and ELLs is 33%. | Professional Development <ul style="list-style-type: none"> - Staff PD plan for teachers to meet students where they are <ul style="list-style-type: none"> - differentiation - relationships - ELL/SPED strategies - diversity, including gender inclusivity - Faculty PD on cultural responsiveness and representation in curriculum and instruction - Faculty PD to create common language that supports social justice and equity - Faculty PD to learn to use data to help students <ul style="list-style-type: none"> - Use PM to identify student group and analyze students - SLOs focused on student groups and data Resources <ul style="list-style-type: none"> - SkillsUSA framework | PD Plan <ul style="list-style-type: none"> • monthly faculty PD • SPC/Assistant Principal Monitor and analyze walkthrough and observation data <ul style="list-style-type: none"> • year-round • SPC/Admin Monitor and analyze QA data by student group <ul style="list-style-type: none"> • after report cards each quarter • SPC/Assistant Principal | Student Certification Data shows a 5% decrease in the average scores gap between white students and AA students. <ul style="list-style-type: none"> • SPC/Admin Student Retention Data shows a 5% decrease in the gap between white students and ELL students. <ul style="list-style-type: none"> • SPC/Admin |

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| | <ul style="list-style-type: none"> - <i>learningforjustice.org</i> <p>Central Office Partners</p> <ul style="list-style-type: none"> - Brian Whitley and the Equity office to help design, deliver, implement and evaluate equity PD plan - Ed Copeland to pull QA and demographics data | | |
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Metrics

Indicator: Increase the percentage of students completing career-based professional internships.

Goal: Anecdotal data shows the need for more student-career professional interactions. In addition to Open House and Student Interviews, the school will provide each Career Completer student with two interactions with career professionals.

| Action Steps | Professional Development | Monitoring Implementation | Monitoring Effectiveness |
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| 1. Facilitate events involving career professionals in order for each student to network and make at least two connections with professionals in the trades. | <p>Professional Development</p> <ul style="list-style-type: none"> - Faculty PD on student reflections: sample reflections, sentence starters & graphic organizers for reflections - Faculty PD on the student resume/interview process - Faculty PD about Nepris - Staff PD on virtual field trips - Staff PD about Guest Speaker Form - Faculty PD for teachers to plan for SkillsUSA competitions <p>Resources</p> <ul style="list-style-type: none"> - CAT-South Staff Handbook - School calendar - Guest speakers (live and virtual) | <p>Monitoring Implementation</p> <ul style="list-style-type: none"> ● Timeline ● Person(s) Responsible <p>Open House</p> <ul style="list-style-type: none"> ● October ● Principal <p>CTE Day</p> <ul style="list-style-type: none"> ● February ● Admin/DC <p>Green School/sustainability event</p> <ul style="list-style-type: none"> ● April ● Committee <p>Field Trips</p> <ul style="list-style-type: none"> ● Yearlong, scheduled as appropriate ● Teachers <p>Guest Speakers</p> <ul style="list-style-type: none"> ● Yearlong, scheduled as appropriate | <p>Monitoring Effectiveness</p> <ul style="list-style-type: none"> ● Person(s) Responsible <p>90% of student reflections will indicate positive adult interactions (each teacher will make time for student reflections after each event).</p> <p>● SPC/DC</p> <p>16 guest speaker forms were completed in 2020-21; we will grow to 32 guest speakers, an increase of 100%.</p> <ul style="list-style-type: none"> ● Admin |

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| | <ul style="list-style-type: none"> - Planning forms (field trip and guest speakers) - Nepris <p>Central Office Partners</p> <ul style="list-style-type: none"> - CTE Coordinator | <ul style="list-style-type: none"> • Teachers <p>SkillsUSA competitions - Feb./Apr.</p> <ul style="list-style-type: none"> • Skills lead teacher • Feb (states) April (nationals) <p>Student Interviews - spring</p> <ul style="list-style-type: none"> • School Performance Coach • Technician <p>Sign-in sheets for events</p> | |
| <p>2. Provide information and guidance to students about trade-related experiences (internships, job shadowing, AACC continuing education) so they can apply their knowledge to “the real world” during their senior year.</p> | <p>Professional Development</p> <ul style="list-style-type: none"> - Faculty PD on Internship vs. Shadowing vs. Professional Career Experience PD - Faculty PD about the AACPS Student Internship Portal and Work Permits - Class presentations for students from Internship Facilitator, School Counselor, and AACC Representative <p>Resources</p> <ul style="list-style-type: none"> - Tom Dickinson, Internship Facilitator - AACPS Student Portal: aacpsstudentinternships.org - Naviance <p>Central Office Partners</p> <ul style="list-style-type: none"> - Manager of Internships and Business Programs - Business and Community Partnerships | <p>Class visits</p> <ul style="list-style-type: none"> • September/October and again in January/February • Internship Facilitator <p>Student scheduling for seniors</p> <ul style="list-style-type: none"> • March/April • Counselor <p>Exit interviews from Level 2</p> <ul style="list-style-type: none"> • May • Counselor <p>Follow up with Naviance data and include it as part of AACPS CTE Program Quality Index to support Perkins funding.</p> | <p>Increase in the total number of students enrolled in CTE trade/industry WBL from 16 to at least 22 students.</p> <ul style="list-style-type: none"> • Internship Facilitator • Counselor <p>Increase in the total number of students engaged in CTE trade-related job shadow experiences from 0 to at least 5 students.</p> <ul style="list-style-type: none"> • Admin |