

**Carroll County Career & Technology Center  
School Improvement Plan  
2024 -2025**

**CCCTC Mission**

The Carroll County Career & Technology Center is a first-class educational institution dedicated to the application of knowledge, use of technology, and preparation of students for the future in a variety of academic and professional fields.

**CCCTC Vision**

**BUILDING THE WORKFORCE OF TOMORROW** by preparing all students for careers in a diverse and evolving global community.

**Carroll County Public Schools Strategic Plan 2023-2026**

**Pillar I: Improve Academic Achievement**

**Objective 1:** CCPS improves the early literacy proficiency level of each student group identified in the Blueprint for Maryland’s Future.

**Objective 2:** CCPS students are College and Career Ready (CCR) as identified in the Blueprint for Maryland’s Future.

**Pillar II: Strengthen Productive Family and Community Partnerships**

**Objective 1:** Communication between CCPS and the community demonstrates transparency, trust, and respect.

**Objective 2:** CCPS partners with local government, businesses, and agencies to support student learning.

**Objective 3:** CCPS will increase transparency in the public procurement process.

**Pillar III: Develop and Support a Successful Workforce**

**Objective 1:** CCPS recruits qualified candidates for all teacher positions.

**Objective 2:** CCPS supports staff to build the Blueprint for Maryland’s Future career ladder.

**Objective 3:** CCPS recruits and retains diverse employees reflective of our student community.

**Objective 4:** CCPS maintains class sizes that support learning.

**Pillar IV: Establish Safe, Secure, Healthy, and Modern Learning Environments**

**Objective 1:** CCPS promotes a culture of school security to protect and educate our students.

**Objective 2:** CCPS maintains modern schools, facilities, and resources that support the educational program.

## Needs Assessment

The Blueprint for Maryland's Futures will have a large impact on the operations and focus of schools in CCPS. One standard that the Blueprint holds is for 45% of graduates to hold industry certification or have completed an apprenticeship. Currently, CCPS stands at 3% of graduates with the above credentials. The Career and Technology Center plays a large role in helping to fulfill this requirement and should set goals related to this. Diving deeper, CTC has an average 80% overall pass rate on industry exams. While some programs have a 100% pass rate, other programs have opportunities for growth. At the Career and Technology Center, our largest subgroup is FARMs students. We can continue to support this group of students by developing goals and instructional strategies to support their continual success and industry standard achievement.

The main goal at CTC is for all students to leave our programs ready for participation in the workforce. Professionalism and soft skills are essential parts of career readiness. Industry partners and internship supervisors continually share the need for our students to have the opportunity to develop these skills. As such, the CTC should develop goals and practices to support this.

**GOAL #1:** All students will be internship/apprenticeship ready upon completion of their program.

Strategic Actions	Time Line	Measures of Success Desired Performance Level
<ul style="list-style-type: none"> <li>• Professionalism</li> <li>• Certifications / End of Course Assessment</li> <li>• Involvement in Co-curricular Activities</li> <li>• Mock Job Interview / Job Fair</li> </ul> <p>Staff will:</p> <p>A.) <b>Professionalism</b> – staff will evaluate student professionalism using the Professionalism rubric and facilitate student self-evaluation.</p> <p>B.) <b>Certifications / End of Course Assessments</b> – staff will implement MQI strategies to promote success on end-of-course assessments and certification exams.</p> <p>C.) Promote participation in SkillsUSA</p> <ul style="list-style-type: none"> <li>• Re-envision role of SkillsUSA at Career &amp; Tech as related to curriculum and instruction.</li> <li>• Promoting vision to staff and students.</li> <li>• Encourage potential R&amp;D students to participate in SkillsUSA</li> <li>• Increase membership and participation in school-based SkillsUSA activities.</li> </ul> <p>D1.) <b>Mock Job Interview / Job Fair</b> – staff will prepare students with high quality resumes, portfolios, and industry specific interview skills.</p> <p>D2.) Staff will continue to identify partners willing to participate in mock job interviews and job fairs.</p>	<p>A.) Quarterly throughout the school year.</p> <p>B.) Ongoing throughout the school year.</p> <p>C.) SkillsUSA committee work throughout the school year.</p> <p>D1.) Throughout the Fall semester</p> <p>D2.) Ongoing throughout the year. PAC meetings, outreach, etc.</p>	<p>A.) As measured quarterly, students will maintain or reach a score of 75% on the Professionalism rubric.</p> <p>B.) As measured during the semester by student grades, students will maintain a “C” average in their program. All students will receive an industry certification or pass their end-of-course exam at the end of their programs.</p> <p>C.) As measured by student membership and participation.</p> <ul style="list-style-type: none"> <li>• All programs will encourage participation in school-based SkillsUSA activities with a first-year goal of 50% student participation.</li> <li>• All programs will identify/create an avenue for students to participate in Local or Regional competitions.</li> </ul> <p>D1.) As measured by interview evaluation scores and Job Fair vendor engagement form.</p> <p>D2.) As measured by number of program-specific interviewers and industry partners participating in the spring Job Fair, all programs will have representatives from their industry</p>

**GOAL #2:** Increase academic achievement in our FARMs population as evidenced by 90% of the targeted population earning 70% or higher on end of course assessments.

Strategic Actions	Time Line	Measures of Success Desired Performance Level
<p>Staff will:</p> <p>A.) Identify FARMs students.</p> <p>B.) Participate in professional development on Formative Assessment Strategies, Anticipatory Sets and Closure, and Differentiated Instruction.</p> <p>C.) Identify formative assessments that best indicate success on end-of-course assessments.</p> <p>D.) Create Team SLO's to measure effectiveness of MQI strategies.</p> <p>E.) Model Teaching Strategies that allow for MQI strategies.</p> <p>TEAMs will present at monthly faculty meeting to continue last year's work on:</p> <ul style="list-style-type: none"> <li>○ Activity Based Learning</li> <li>○ Experiential Learning</li> <li>○ Instructional Technology</li> <li>○ Effective Lectures</li> <li>○ Technical Reading</li> <li>○ Cooperative Learning</li> </ul> <p>With a focus on Anticipatory Sets, Formative Assessments, and Closure Activities.</p>	<p>A.) Pre-service week</p> <p>B.) During pre-service week and ongoing throughout the school year.</p> <p>C.) Ongoing throughout the semester</p> <p>D.) By end of SEM 1</p> <p>E.) Monthly faculty meetings.</p>	<p>A.) All teachers will have a list, or know how to access a list, of their FARMs students.</p> <p>B.) As evidenced by teacher SLO's and during teacher observations.</p> <p>C.) Analyze data to ensure formative assessments correlate with end-of-course assessment.</p> <p>D.) SLO outcomes</p> <p>E.) As evidenced by teacher SLO's and during teacher observations.</p>

**GOAL #3:** Advance professional standards as evidenced by at least 95% of students demonstrating professional skills valuable in their career field by scoring 75% or better on the Professionalism rubric.

Strategic Actions	Time Line	Measures of Success Desired Performance Level
<p>Staff will:</p> <p>A.) Implement lesson plans to promote professionalism.</p> <p>B.) Assess student’s professionalism skills using Professionalism Rubric.</p> <p>C.) Give feedback to students who are not meeting standards.</p> <p>D.) Facilitate student reflection on their achievement of the professionalism standards using a reflection tool.</p> <p>E.) Evaluate effectiveness of professionalism standards through faculty, PAC, and internship supervisor feedback.</p>	<p>A.) Beginning of SEM 1</p> <p>B.) Quarterly throughout the school year.</p> <p>C.) Ongoing throughout the school year.</p> <p>D.) SEM 1</p> <p>E.) PAC meeting and ongoing.</p>	<p>A.) Professionalism ratings</p> <p>B.) Growth in Professionalism ratings.</p> <p>C.) Teacher/student conferences and growth in Professionalism ratings.</p> <p>D.) Student reflection evaluation – students will identify at least one area for continued growth.</p> <p>E.) Feedback from PAC and internship supervisors.</p>