

Carroll County Career & Technology Center
School Improvement Plan
2026 -2027

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

At the Career & Technology Center, our data and program priorities indicate a continued need to strengthen students' readiness for successful transition into the workforce. While students receive extensive technical training within their career programs, there is a need to ensure that all students consistently demonstrate the professional skills, workplace behaviors, and employability skills expected by employers. This includes skills such as professionalism, communication, dependability, initiative, teamwork, organization, time management, safety, and productivity.

In addition, analysis of student achievement data identified an opportunity to address an achievement gap among students receiving Free and Reduced-Price Meals (FaRMs). Our FaRMs population represents our largest student subgroup and is represented across all career programs. Because earning an Industry-Recognized Credential (IRC) is an important indicator of program completion and career readiness, increasing IRC attainment among this population is a priority for ensuring equitable access to successful postsecondary and workforce outcomes.

Finally, our review of career readiness practices identified a need to provide students with a more intentional and consistent process for documenting and demonstrating their preparation for employment. Students need authentic opportunities to apply their technical and professional skills, develop application materials, prepare for interviews, and present evidence of their readiness to employers. Strengthening the use of professional portfolios and authentic career-readiness experiences will help ensure that students leave the Career & Technology Center prepared to communicate their skills, demonstrate their professionalism, and successfully transition into employment, further education, or industry training.

GOAL #1: Advance professional excellence by developing students who consistently demonstrate the professional skills and workplace behaviors necessary for success in their chosen career fields, with at least 95% of students achieving a score of 90% or higher on the final Career & Tech Professionalism Rubric.

Strategic Actions	Time Line	Measures of Success Desired Performance Level
A.) All students will participate in soft-skills instruction and be evaluated quarterly using the Career & Tech Professionalism rubric. - Students will engage in weekly Professionalism mini-lessons -Teachers will use professional learning time to create, modify, and adapt professionalism mini lessons to align with their content standards. - Students will be evaluated (self and teacher evaluations) quarterly using the professionalism rubric. Students that are not trending towards meeting the 90% expectation will be provided with feedback to make improvements. -Students will be evaluated a final time at the end of their program using the Career & Tech Professionalism rubric.	Sept - June -Weekly (Sept – June) - Monthly -Quarterly - Jan / June	- Students will become familiar with the new Professionalism rubric and the self-reflection tool - A shared bank of professionalism mini-lessons will be created, accessible to all instructors, to be used during the semester. Instructors will implement the professionalism mini-lessons engaging students in discussions and/or activities. - Any student scoring ≤ 2 (“developing”) on the Professionalism rubric will identify goals with their instructor for improvement. - At least 95% of students will achieve a score of 90% or higher on the final professionalism evaluation.

GOAL #2: Strengthen achievement in our FaRMs population as evidenced by 90% of the targeted population earning their IRC by the end of their program.

Strategic Actions	Time Line	Measures of Success Desired Performance Level
- Teachers will be provided a FaRMs watchlist to track student progress toward targets and provide strategic supports.	Sept - June	-All teachers will be provided with a list of their FaRMs. Identified students will be monitored using the watchlist, with student progress reviewed regularly and documents supports provided when students demonstrate a need for intervention.
-Teachers will work with Content Supervisors to track IRC successes and implement strategies for success.	Sept - June	-Success will be evidenced by increased progress toward IRC requirements and an overall IRC attainment rate of at least 90% for targeted students.
-Teachers will communicate progress with stakeholders (Admin, Counseling, parents, case manager). Progress will be noted by course specific targets including, but not limited to, benchmarks, competencies, summative assessment, and skills assessments.	- Quarterly	-Identified students who are at risk of not meeting IRC requirements will have documented progress communicated to include course-specific performance data and identified areas of need. Stakeholders will collaboratively address barriers and support student progress.
-Teachers will devise a plan of targeted supports for identified students not progressing towards IRC success.	- Ongoing	-Identified students not making adequate progress toward IRC will have an individualized targeted-support plan.

GOAL #3: Strengthen career readiness by ensuring that 100% of program completers successfully develop a professional portfolio that includes a resume, interview preparation, and additional portfolio artifacts to be presented and evaluated during the student’s Mock Job Interview, Job Fair, or Trade Show.

Strategic Actions	Time Line	Measures of Success Desired Performance Level
-Students will demonstrate competencies through the completion of a profesional portfolio.	Sept - June	-As part of weekly Professionalism mini-lessons, 100% of program completers will create/collect artifacts for their professional portfolio. Each student will complete a professional portfolio containing a current resume, interview preparation materials, and additional career-specific artifacts that demonstrate their skills, accomplishments, and workplace readiness.
-Students will be given the opportunity to participate in networking with industry.	Oct - Nov	100% of program completers will participate in at least one structured career-readiness networking opportunity, such as a mock interview, job fair, trade show, or other interaction with industry representatives, and demonstrate professional communication and conduct.
-Teachers will provide students the opportunity to learn skills and professional conduct standards to prepare them for internships and/or apprenticeship opportunities.	- Weekly / Daily	100% of program completers will receive instruction and authentic practice in the professional skills, workplace behaviors, and industry expectations necessary for success in internships, apprenticeships, and employment. Students will demonstrate these competencies through classroom and hands-on activities, professional portfolio artifacts, self-reflection, and/or participation in career-readiness experiences, with evidence indicating that students are prepared to meet employer expectations.