

### STAKEHOLDER FOCUS

*(How did we determine the needs of the students?)*

As a result of analyzing program certification & employability data, we need to identify realistic, attainable targets for students’:

- Certification &/or licensure within their career/industry pathways
- Attainment of satisfactory program employability profiles.

Based on lack of disaggregated data, we need:

- To develop a system for collecting & analyzing disaggregated data.

Based upon student surveys, students felt that they received excellent instruction and had experiences that surpassed their experiences at their other MCPS schools (67+%). The majority felt that their literacy skills had improved. Continued literacy-building instruction is needed to improve students’ academic achievement, certification, and employability goals.

### FACULTY & STAFF FOCUS

*(What will staff need to meet our goals?)*

To strengthen teacher instructional capacity, teachers will engage in professional development, collaboration, & apply skills related to:

- Student engagement
- Differentiated & equitable instructional practices
- Literacy

#### **Through**

- Coaching & support from SDT, RTs, Administrators, Special Ed & ESOL staff
- Professional development
- Cluster & program professional learning communities
- Data Analysis

## Thomas Edison High School of Technology School Improvement Plan 2008-2010 – 2009 Revision

**MCPS Vision:** A high-quality education is the fundamental right of every child. All children will receive the respect, encouragement, and opportunities they need to build the knowledge, skills, and attitudes to be successful, contributing members of a global society.

**TEHST Mission:** To provide students with the academic, technological, and interpersonal skills needed to achieve excellence in their chosen careers & to serve as the foundation for their continuing education pathways.

### LEADERSHIP

*(What is the monitoring plan for determining what is working or not?)*

The leadership team will provide support in the implementation of the school’s goals by systematic monitoring of the SIP action plan. Data will be analyzed and SIP revisions made on a quarterly basis.

### STRATEGIC PLANNING: SIP Goals

**By June of 2010:** *(After establishing a baseline % of students meeting program academic competency standards)*

- #1 There will be a measurable, program-specific improvement in students’ performance on competency exams & employability competency assessments to meet industry standards ( $\geq 75\%$  pass rate).
- #2 There will be implementation of a consistent, reliable student data collection process.

### PROCESS MANAGEMENT

*(What key processes will we take to achieve & sustain our SIP goals & actions?)*

- Teachers will develop & implement program-specific action plans to support the SIP goals, to be monitored quarterly.
- Clusters will review program data quarterly.
- ILT will examine student data & review the SIP at least quarterly.
- ILT will meet bi-monthly to discuss program issues, needs & successes.
- Faculty at Staff meetings will review/discuss program data at least quarterly & adapt action plans needed to achieve SIP goals
- Stakeholders will provide feedback to ensure SIP success.

### PERFORMANCE RESULTS

*(How will we know if we have achieved goals?)*

Analysis of disaggregated:

- Program certification data
- Employability profile data
- Eligibility for college articulation credit data
- Quarterly & semester grades

Other:

- SkillsUSA local, state & national student participation
- National Technical Honor Society candidates

### MEASUREMENT, ANALYSIS & KNOWLEDGE MANAGEMENT

**What formative measures have been identified to use along the way, ensuring that we’re on the right path with our actions in each category? What process will we use to take corrective actions if needed (e.g. PDSA)**

#### **Data collected & analyzed**

- Disaggregated student academic achievement data reviews
- Data from SIP focused walk-throughs (ILT)
- Staff & student feedback surveys
- Formative & summative industry competency assessments including employability skills
- Mid-year student data reviews with each teacher, the counselor & RT
- Program action plans reviewed & updated quarterly *(Plan, Do, Study, Act)*

#### **Indicators include:**

- Interim/Quarterly/semester grades
- Competency/certification exams
- College articulation credit eligibility
- Employability profiles measures