



MTCHS

Meridian Technical Charter High School

Empowering Futures - Igniting Excellence

Schedule for This Evening

- Students in classrooms for their experience
- Adults in Haley Hall
 - Introduction to the school
 - Comparisons to other schools
 - Program Area
 - Student Stories
 - Internship Experience
 - Emphasis on Job Skills
 - Questions
 - Survey

Our Mission

Technical,
Professional,
and
Academic Excellence



About Charter Schools

- Free Public School and funded directly by state
- Students are enrolled through a lottery process
- Greater autonomy and flexibility with curriculum and governance
- A specific subject such as science, technology, music, or art
- Theme based curriculum such as AP, IB, or TECHNOLOGY!!
- In 1998, Idaho's legislature passed the Idaho Charter School Law.
- There are 72 charter in the state.
- The current total number of public charter school students in Idaho
- was approximately 29,000

Relationship with West Ada

- MTCHS is a West Ada planned and authorized charter (1998)
- Property and facility is owned by WA
- MTCHS adheres to WA policies unless otherwise acted upon by MTCHS Board of Directors
- MTCHS has a separate Board of Directors
- Positive and collaborative relationship with the district

Who Are We?

- 26th year of operation
- All have foundations to computer related engineering fields
- Designed to provide high-end, state-of-the-art technical
- programs at the secondary level
- Programs and services are directly related to the preparation of high school students for employment in current or emerging occupations
- These schools are closely linked to postsecondary education, thereby avoiding redundancy and maintaining rigor (IDAPA 55.01.03).

Staff Demographics

- 22 staff members, 14 male/9 female
- 200+ years of combined teaching and administrative experience at MTCHS
- Average of 10+ years of experience
- 50%+ of staff achieved Master's degree or above
- Less than 5% turnover rate normally
- Consistent Board of Directors

Current Student Demographics

- 205 Students Enrolled
- 7.5% Gifted & Talented
- 21.5% minority
- 13% Soc. Econ. Dis.
- 83% are males
- 17% are females



MTCHS Is Not...

- A Traditional High School
- Alternative High School or Academy for At-Risk Youth
- Traditional Advanced Placement (AP) or International Baccalaureate (IB) Program
- Just another “small school.”

MTCHS

Small School Comparisons

Information	MTCHS	MMACHS	Renaissance	IFAA	Academies
Focus	Technology	Medical	Associates Degree	Fine Arts	At Risk Youth Smaller Learning Environment Mastery Based
Enrollment	205	190	668	155	137-186
Governing Body	Own Board	Own Board	West Ada	West Ada	West Ada
Dual Credit Opportunities	\$4625 from state Gem Stamped and Technical Credits	\$4625 from state Associates of Applied Science	\$4625 from state Associates Degree	\$4625 from state Academic and Fines Arts credits	\$4625 from state Depends on school

Indicators of Success at MTCHS

- Strong interest in learning technical, professional, and academic skills that lead to careers and/or post-secondary training.
- A high degree of independence/grit/work-ethic is required. They HAVE to be willing to work/problem solve/ deal with pressure and stress. If they can't, we see other problems arise.
- Proficient or advanced ISAT scores in reading, language, and math are good, but attitude and work-ethic are more important.
- Successful completion of pre-algebra or higher level of math by the end of 8th grade

Our School Culture is Unique

- Technology Focus
- Integrated Academics
- Entrepreneurship
- Professionalism
- Electronic Environment:
 - Server space
 - Online Content Delivery Systems - Moodle
 - Google Docs/Gmail/Remote Desktop
- High Behavior Expectations
- “Open Labs” provided before, during and after school– 6+ hours per week





Design, Code, Fix, Engineer, Manage, and Support These Technologies



Software

- Object Oriented Programming
- Database Design
- Software Applications



Web

- Web Design & Development
- Web Site Maintenance
- Web Applications



Electronic

- Electronic Assembly & Repair
- CAD
- Microcontrollers



Computer

- Computer Repair
- Tech Support
- Installation & Maintenance



Media

- Graphic Design
- Web Design
- Video Production
- Motion Graphics



Network

- Network Support
- Network Systems
- Network Security



Professional

- Job Shadows
- Mock Interviews
- Teamwork
- Personal Skills
- Professional Dress



Business

- Business Communication
- Customer Service
- Project Management
- Microsoft Office
- Entrepreneurship (Senior Year)

Program Progression

Freshman

- Exposure to Technical Areas
- Intro to Work and Careers
- Technical Certifications

Sophomore

- Focused Technical Training
- Intro to Business
- Technical Certifications

Junior

- Focused Technical Training
- Intro to Business and Employment
- Technical Certifications
- Dual Credit

Senior

- Deep Technical Training or Business and Entrepreneurship
- 280 Hour Internship
- Technical Certifications
- Dual Credit
- Technical Competency Credit

Culture Continued. . .

- Any grade below 70% is “No Credit”
- Integrated yearly grade level projects
- Over 1,000 hours of technology training in technical pathway over four years
- Four years of math
- Technical curriculum strongly tied to industry
- Opportunities for technology certification (A+, Net+, MTA, Adobe ACA, TestOut)
- Graduation requirements: 62 credits (state 46, West Ada 56)
- 280 hour internship in a business related to pathway

Community Service/Volunteerism

- Nine hours per year required
- Part of citizenship grade(CPG)
- Examples include:
 - Independent IT projects for Non-profits
 - Working with refugees
 - Repairing computers (C for K)
 - Visiting and serving veterans at the VA Hospital and Home
 - School beautification
 - Parks and Recreation
 - Boise Ridge to Rivers
 - Tutoring elementary students in Math & Reading



Student Stories

- Freshman -
- Sophomore -
- Junior -



Internship Experience

- The most important opportunity of our school
- Senior year class
- 280 hours related to their focus area
- Build their professional networks
- Gain valuable industry experience
- Develop workplace skills
- Opportunity to find out if this is really what they want to do
- Always looking for more internship partners

TYLER HILD



WHY DID I CHOOSE MTCHS? (AND WHY I'VE STAYED)



MTCHS HAS LED ME
TO OPPORTUNITIES
OUTSIDE OF
EDUCATION



MY INTERNSHIP WITH NORTHWEST LINEMAN COLLEGE



 TikTok
@northwestlinemancollege

**“Why are you so quiet,
whats on your mind?”**

Me (I wanna be a lineman):



 TikTok
@northwestlinemancollege

THE TOOLS I USED

- After Effects
- Premiere Pro
- Illustrator
- Photoshop



KNOWLEDGE LEARNED FROM NLC



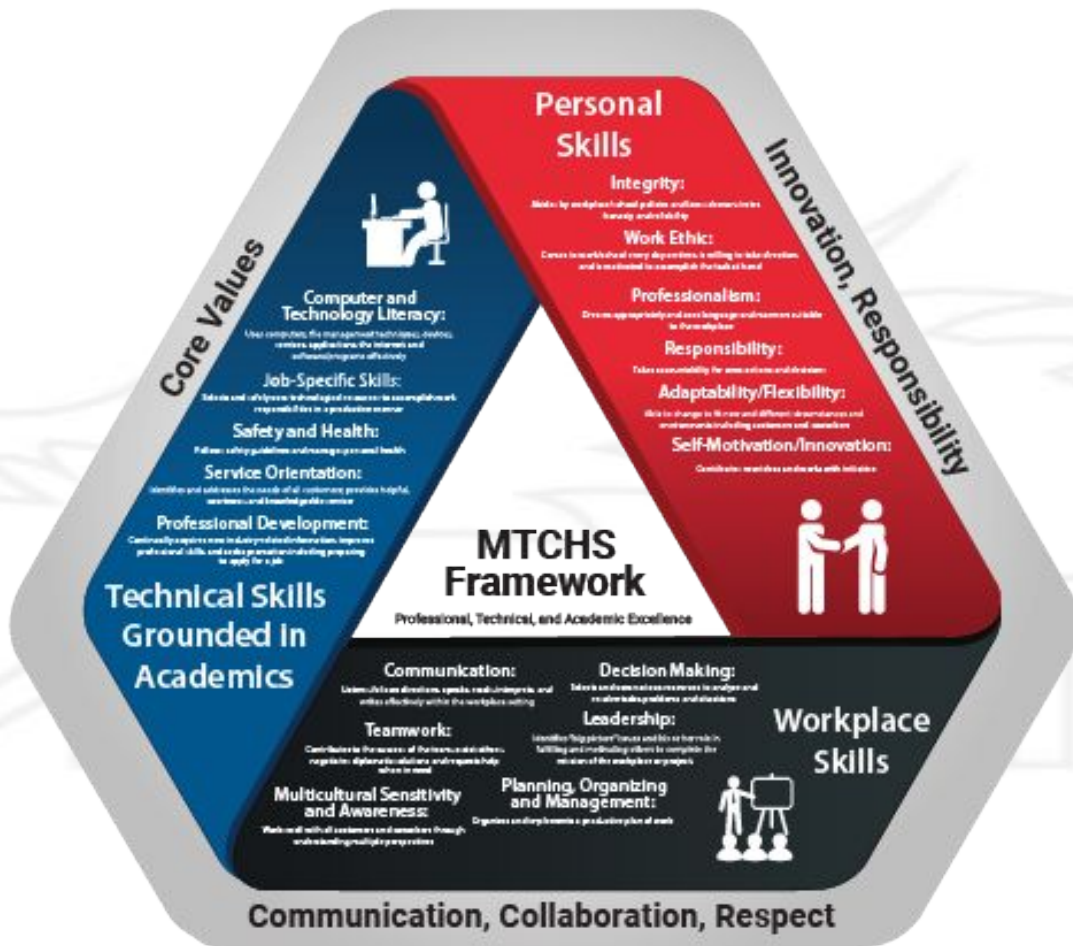


MY FUTURE GOALS

Emphasis on Job Skills

- We teach and assess job skills inside and outside of the classroom.
- Freshmen Citizenship and Professionalism
- Sophomore Citizenship and Professionalism
- Junior Employment Preparation & Citizenship and Professionalism
- Senior Seminar & Citizenship and Professionalism

MTCHS



Core Values



Computer and Technology Literacy:

Use computers for management techniques, analysis, research applications, the internet and communications effectively.

Job-Specific Skills:

Identify and address technological resources to accomplish work responsibilities in a productive manner.

Safety and Health:

Follow safety guidelines and manage personal health.

Service Orientation:

Identify and address the needs of all customers, provide helpful, courteous and knowledgeable service.

Professional Development:

Continually acquire new industry skills/information, improve professional skills and create professional networking opportunities for a job.

Technical Skills Grounded in Academics

Personal Skills

Integrity:

Holds to and follows stated policies and procedures, respects confidentiality.

Work Ethic:

Cares in work-related every day activities, is willing to take direction, and is motivated to accomplish the tasks at hand.

Professionalism:

Displays appropriate and uses language and manners suitable in the workplace.

Responsibility:

Takes responsibility for own actions and decisions.

Adaptability/Flexibility:

Willing to change in times and different circumstances and work with diverse customers and coworkers.

Self-Motivation/Innovation:

Qualifies, researches and acts with initiative.

Innovation, Responsibility



MTCHS Framework

Professional, Technical, and Academic Excellence

Communication:

Listen, follow directions, speak, read, interpret, and write effectively within the workplace setting.

Decision Making:

Identify and assess resources to analyze and solve workplace problems and situations.

Leadership:

Facilitate "big picture" focus and buy-in for goals in fulfilling and motivating others to complete the mission of the workplace or project.

Teamwork:

Contribute to the success of others, understand, respect, and appreciate others and their help when in need.

Multicultural Sensitivity and Awareness:

Work with all customers and coworkers through understanding and respect for differences.

Planning, Organizing and Management:

Organize and direct towards a productive plan of work.



Workplace Skills

Communication, Collaboration, Respect

The Six Factors Of Personal Skills

Freshman Implementation



Personal Skills

Integrity:

Abides by workplace/school policies and laws; demonstrates honesty and reliability

Work Ethic:

Comes to work/school every day on time, is willing to take direction, and is motivated to accomplish the task at hand

Professionalism:

Dresses appropriately and uses language and manners suitable to the workplace

Responsibility:

Takes accountability for ones actions and decisions

Adaptability/Flexibility:

Able to change to fit new and different circumstances and environments including customers and coworkers

Self-Motivation/Innovation:

Contributes new ideas and works with initiative

Is MTCHS The Right Fit For My Child?

- Students who find success at MTCHS often have many of the following attributes:
 - Motivated and engaged to learn about information technology/electronics
 - Average to above average reader/processes information quickly
 - Ability to overcome setbacks and learn from adversity
 - Willingness to complete schoolwork beyond the instructional day
- A recent student survey revealed the following about homework:
 - 40% of students complete 0-1 hours daily
 - 41% of students complete 1-2 hours daily
 - 16% of students complete 2-3 hours daily
 - 3% of students complete 3 or more hours daily

What questions do you have?



MITCHS

Survey



SCAN ME

