



**2018-2020 Continuous School
Improvement Plan for Henderson County
Career Academy**

Approved by majority vote on October 18, 2018.

Beth A. Caudle

Ms. Beth Caudle, *Principal*

10/18/18

Jennifer Wright

Mrs. Jennifer Wright, *SIT Chair*

10/18/18

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Statement of Assurances

The School Improvement Plan has been developed and aligned to the requirements of the following:

- Henderson County [School Board Policy 3430](#)
- Henderson County Public Schools Strategic Plan
- Henderson County Public Schools Technology Plan
- NC Accountability Model & ESSA
- AdvancED School Accreditation Standards

School Improvement Team Membership

Team Member Name	Position	Date Elected
Wendy Frye	Director of High Schools	August 3, 2018
Beth Caudle	Principal	August 3, 2018
Jennifer Wright	Teacher	August 3, 2018
Kim Lopez	School Counselor	August 3, 2018
Christine Mukosiej	Teacher	August 3, 2018
Gerii Jackson	Teacher	August 3, 2018
Lisa Delaney	Teacher	August 3, 2018
Anthony Johnson	Teacher	August 3, 2018
Ted Barnett	Teacher	August 3, 2018
Ritch Holt	Parent	October 9, 2018
Darlene Parent	Parent	October 9, 2018
Tom Ciaramitaro	Parent	October 9, 2018
Martha Fernicola	Parent	October 9, 2018

The membership of our School Improvement Team was elected on October 9, 2018.

The School Improvement Plan was approved by secret ballot vote on October 16, 2018.

Mission and Beliefs

Henderson County Public Schools' Mission Statement

Henderson County Public Schools will provide all students the opportunity to learn and the encouragement to succeed in a safe environment. We will honor the individual and nurture the potential of all children.

Henderson County Public Schools' Guiding Principle

The success of a child is the result of a collaborative partnership of school, child parent and community.

Henderson County Public Schools' Core Values

We are here for the children we serve.

- We value each child.
- We value the development of the whole child.
- We value a safe, supportive, and caring learning environment.
- We value respect, honesty, and integrity.
- We value the commitment of quality employees.
- We value effective learning through high quality instruction.
- We value the pursuit of excellence.

School Vision Statement

Henderson County Career Academy (HCCA) will continue to transform from an “alternative” school to a “non-traditional” high school, providing unique opportunities for students of Henderson County. The Career Academy will continue to grow as a true education center focusing on community supported career programs, providing a skilled workforce to industries, military and/or preparing students for post secondary institutions.

School Mission Statement

Henderson County Career Academy prepares students for the 21st century life with encouragement to develop understanding and compassion for self and others by using technology and other resources to enhance their spiritual, physical, intellectual, and social growth. We are committed to having students ready for the “Day After Graduation”.

School Beliefs (Core Values)

- We place emphasis on the process of learning.
- We treat all children with respect, which promotes confidence and builds strong relationships.
- We allow for learning to be natural, meaningful, and pleasant to satisfy the needs of the individual.
- Teachers, administrators, parents, students, and the community share the responsibility for advancing the school's mission.

North Carolina Alternative Schools Accountability Model State Board of Education policy GCS-C-038

The Alternative Schools' Accountability Model was developed to provide accountability information on eligible schools in lieu of a School Performance Grade (G.S. 115C-83.15). North Carolina State Board of Education policy GCS-C-038 establish the eligibility criteria for participation and the options available of eligible schools to use. Schools identified by this model continue to be part of state accountability reporting and are required to be include in Annual Measurable Objectives reporting as required by federal law.

<http://www.ncpublicschools.org/docs/accountability/reporting/2018/reports/alt-option-c-reports.pdf>

North Carolina Alternative Schools Accountability Model OPTION C:

Student Persistence (20%): Student Persistence component for Option C is defined as the percent of students enrolled in the school throughout the year, as identified in any official accountability data collection, and remain enrolled in any North Carolina public school through the end of the school year as identified in the final official accountability data collection. The maximum number of points available for Student Persistence is 100.

School Achievement (60 %): The School Achievement component of Option C is made up of accountability indicators used in School Performance Grades and READY Accountability. School Achievement includes the following indicators:

1) End of Course (EOC) Assessments in Biology, Math 1 and English 2, 2) The ACT or other Standardized College Ready Assessment, 3) The ACT WorkKeys, 4) Math Course Rigor, 5) 4-Year Cohort Graduation Rate, and 6) 5-Year Cohort Graduation Rate.

In order to make the indicators used more reliable, three years (current year plus two previous) of school data is used. Schools using this model often have small numbers of students in a single year and may not have enough data to measure each indicator. The total number of scores meeting the standards is divided by the total number of scores available. This creates a 3-year composite with the maximum of 100 points available.

School Growth (20%): The Growth Component of Option C is measured using an alternative growth model developed in conjunction with EVAAS. EVAAS Growth measures progression EOC assessments data. Data specific to the schools using this option is submitted to EVAAS, and analysis is run and reported. EVAAS growth models generate an index value. The index value is converted to a designation and to a 100-point scale for school accountability (School Performance Grades or Alternative Schools' Accountability Model). The alternative growth model uses the same designations (Exceeds Expected Growth, Meets Expected Growth, or Does Not Meet Expected Growth) and 100 points scale as the regular EVAAS growth model.

Designations: Option C assigns schools a designation of Progressing, Maintaining, or Declining based on the amount of change a school has from the previous year. The designations are designed to provide information to schools on their progress based on the specific programs and unique makeup of their schools. It is not designed to make comparisons between schools to determine if one school performs better than another. Rather, the information provides the opportunity for schools to work with one another after identifying similarity in programming and success on the components of the model. Designations are assigned by comparing the current year total score with the previous year total score for each school. Designations are made as follows:

- 1) Progressing - indicates a change of at least +3 points above the previous year
- 2) Maintaining - Indicates a change between -2.9 and + 2.9 points compared to the previous year
- 3) Declining - indicates a change of a least -3 points below the previous year

Henderson County Career Academy has received a designation of Maintaining for school year 2017-18.

School Profile & Narrative Summary

The Henderson County Career Academy School Improvement Plan was developed by staff members and parents who looked at a collection of test data, results from professional development activities, perception data (i.e., NSSE Parent/Student/Staff Surveys, Governor's Working Condition Survey, and School Self-Assessment Survey), and current research on best practices for alternative schools. Through a collaborative effort, the teachers and parents identified strategies for improving student achievement using state and SACS accreditation standards.

The Henderson County Career Academy is a major part of the Henderson County dropout prevention initiative. The Career Academy includes three different satellite programs including: Annex, Newcomer Center, and Vocational Academies. There is also an Early Head Start daycare on the campus of Blue Ridge Community College for students with children who are between the ages of two months and two years.

There are 172 students enrolled in the Henderson County Career Academy which is one of the highest enrollment numbers in the Career Academy's history. The Career Academy maintains the "Cross Enrolled" option for students attending high school in the county's four traditional high schools; however, the number of students "Cross Enrolled" is greater than last year, but considerably less than in other previous years.

This past year, the Career Academy has used the strategies below to raise achievement scores in the core academic subjects and in the career technical education classes. For the 2017-18 school year the four year graduation rate was 63.3% and the five year graduation rate was 87.1%. Careful analysis of all available data, including but not limited to: *EVAAS, *the Teacher Working Conditions Survey, *ABC, *AMO, *Indistar Assessments, *high school benchmark data, *attendance data, and *discipline data. This directs the attention to reading, math, and writing as priority academic goals again in 2018-2019. Therefore, these are the major strategies that will be implemented for the 2018-2019 school year:

- Students will engage in daily, meaningful instruction aligned with the North Carolina Standard Course of Study and Learning Focused strategies. Benchmark assessments will be given per county policy.
- Credit Recovery opportunity will continue to be offered during the regular school schedule, allowing students to recover previously failed classes without retaking the entire course. By using "Edgenuity" (an online course supplement) in conjunction with face-to-face instruction, students work at their own pace until they successfully master a minimum of 60% of required coursework. Once the student meets course requirements as prescribed by certified instructors, credit is awarded for the previously failed course.
- The principal will continue to create a greater awareness of the programs and opportunities that the Career Academy provides by participating in public speaking engagements to civic, government, and faith based organizations.
- The use of technology in the delivery of course content as well as gathering data through formative assessments will continue to grow as teachers and students become more familiar with effective computer

software and other online academic resources. Teachers will continue to participate in online collaborative professional development allowing them to share successful experiences and data collection.

- The Career Academy will continue its collaborative efforts with Blue Ridge Community College in the development of CTE Programs and course offerings that articulate directly into Blue Ridge Community College certification and degree programs taking full advantage of the Career and College Promise Program.

New Initiatives at Our School

In compliance with [School Board Policy 3110](#), any new initiative or program must be presented to the Board of Education as part of School Improvement Planning. Please describe and provide a rationale for any new instructional programming being offered at your school.

Reassignment School - Students who want to attend the Career Academy must enroll in their base first and then be transferred.

Annex - This year begins a new program, the Annex - an off campus satellite school, where students will be assigned by the Associate Superintendent.

Club Day - A new building-wide initiative for students, club day happens the last Friday of the month during school hours.

JROTC - A new initiative for students, a select group has the opportunity to go to East Henderson High School for JROTC

JAG - Jobs for American Graduates is in the second year of a two year grant that focuses on growing student leaders, preparing students for their careers, and following students two years after graduation.

Instructional Planning Time

Duty Free Planning

With the goal of providing five hours of instructional time per week as outlined in [School Board policy 3430](#), our School Improvement Team has provided: In the past two years, the staff at the Career Academy developed a process for maintaining a positive environment by providing a planning period during the day for high school core and vocational teachers when appropriate based on student enrollment and safety. This year, with the addition of the Annex which took 5 staff positions from the Career Academy, there is not a way to have planning during the day for Career Academy teachers. All teachers have planning a minimum of three mornings a week (7:30 - 8:10 am) and a minimum of four afternoons a week (2:45 PM – 3:30 PM). Teachers have planning five hours weekly, recommended by the state.

Duty Free Lunch

With staff input, the School Improvement Team decided certified high school teachers have a duty free lunch when appropriate based on student enrollment and safety. Core teachers and non-core teachers will have duty free lunch every day and the non-instructional staff will supervise students during lunch.

Instructional Materials/Textbook Waiver

Building-Level Waiver Request

School: **Career Academy**

LEA Number: **450**

School Number: **343**

Building-Level Waiver Information
Please insert the waiver you are requesting: When funds allow and quality instructional materials are available, we are requesting the flexibility to use state textbook funds to purchase texts/materials that are not on the current state-approved adoption list.
Identify the law, regulation or policy from which you are seeking an exemption: General Statute 115c-9b: Use of textbooks not adopted by the State Board of Education
Please state how the waiver will be used. There are a limited number of textbook titles available on the state-approved textbook list. This waiver allows us the flexibility to use state textbook funds to purchase texts that are currently in use in the district, but are no longer available on state contract and for texts that we already purchase off state contract. Additionally, the waiver would allow us the flexibility to purchase texts off the state contract for courses for which there is no text available.
Please state how the waiver will promote achievement of performance goals. While teachers integrate many supplementary resources into classroom instruction, student texts are basic and essential instructional materials.

Conflict Resolution

In compliance with [School Board Policy 3431](#), we take steps in our school to resolve conflict. Our specific strategies include:

1. Social Worker position was introduced this year to focus on student needs.
2. Homeroom each Friday was introduced to communicate and educate students on special topics such as bullying, mediation and self-esteem.
3. Guidance Support through introduction of conflict resolution skills through collaboration with Henderson County Dispute Settlement Center.
4. Counseling Groups to focus on mediation between students.
5. Jobs for Graduates (JAG) program curriculum which emphasizes workplace behaviors.
6. JROTC curriculum which emphasizes teamwork, conflict management and problem solving.
7. Special assemblies that focus on building character (Arrive Alive, Teen Truth, Hope RX)

Henderson County Career Academy Safe School Plan

Based on GS. 115C-105.27, the ALPS Standards and Implementation Procedures, and HCPS Strategic Plan Goal 2 Objective B Students and teachers must feel safe in order for effective teaching and learning to take place. The goal of the Safe School Plan is to ensure safety within our school, thus helping with the learning process.

1. Staff Assignments for Supervision

A. Before School

1. Four staff members will be assigned to monitor students in the cafeteria.
2. One staff member will monitor students entering the cafeteria from the parent pick up/drop off area.
3. Two staff members will monitor students unloading from the buses.
4. One staff member will monitor the student parking lot.
5. One staff member will monitor the area around the office and the girls' restroom.
6. One staff member will monitor the main hallway.

B. During change of classes and during lunch.

7. All staff will remain in the hallways during class change to ensure a smooth transition from one class to another.

C. After School:

8. Two staff members will be present during dismissal and loading at the bus/ car rider area in front of the building.

2. Student Vehicles on School Grounds

- A. Students will supply model, make, and license plate number to the office.

B. No unregistered, uninsured vehicles are allowed on school grounds.

C. Students may not go to their vehicle during school hours without administrative permission, and the school resource officer or school administrator will escort them.

3. Entry and Movement of Person on BRCC Community College Campus

D. Students moving from one area to another during class time will have a pass issued by the sending staff member indicating the time of departure, authorization and the destination of the student. The receiving staff will check to see if the student has a pass and check the departure time on the pass.

E. Authorized visitors include: parents, visiting school personnel, social services agencies, guardians, law enforcement personnel. Examples of unauthorized visitors include: vendors, or friends of students.

F. Visitors are directed to report to the office via a sign on the school front door and must sign in a Visitor's Notebook in the school office.

G. Suspicious looking or unauthorized visitors are:

1. Questioned by staff for identification and purpose of visit.
2. Staff notifies SRO, principal or her designee of an unauthorized visitors' presence.
3. If directed by the SRO or principal, staff will secure students in classroom and follow lockdown procedures.
4. Building Security:

H. During School Hours:

1. Staff will lock all classrooms when not occupied.
2. All custodial closets will be locked at all times.

I. After School Hours:

1. Head custodian arms alarm and locks all exterior doors.
2. Staff locks classroom doors.
3. Administration will be notified if individual wishes to be in the building after
4:00 PM or during weekends.
4. Staff Communication

J. Routine and Emergency Communication:

1. The office will communicate with classrooms via intercom system.
2. Teachers may communicate with office via office call button located in each
classroom or via two-way radio.
3. Primarily for Emergency situations, two-way radios will be issued to one
staff member per building or educational area. The school SRO will monitor all radio
communications. Communication with two-way radios should be limited and used primarily for
emergency situations.

K. Procedures for relaying confidential information discreetly to administrator or her designee regarding potential problems.

1. In a non-conflict situation, staff will speak to the principal or her designee in her office behind closed doors.
2. In a conflict/emergency or dangerous situation, staff will use the most expedient method of communication available to inform other staff, SRO and administrator of the situation.

L. Procedure that students may comfortably relay information regarding a serious Problem.

1. Students may privately approach a staff member before or after class. Staff members will screen information and notify the administrator.
2. Staff may directly refer students to the guidance counselor, administrator, or SRO, however a written account of the referral must be made and a copy sent to the administrator.

4. Emergency Procedures -

M. Fire:

1. Fire alarm will sound
2. Secretary calls 911.
3. Students and staff leave the buildings through nearest exit.

N. Bomb Threats:

1. Staff communicates threat to administration.
2. Secretary calls 911.
3. Students and staff exit building according to planned exits and assemble on the Blue Ridge Community College Baseball field until the situation is rectified.

O. Natural Disasters:

1. Follow evacuation plans.
2. Staff will supervise students and direct movement as needed.

P. Emergency Dismissals:

1. Superintendent of Henderson County Schools or designee will notify school administrator of school dismissal.
2. School administrator will notify staff and student body.
3. Students will be dismissed at designated time and will use their normal means of transportation or may call home for transportation.

Q. Student Unrest:

1. At the first sign of student unrest, all staff will be notified directly.
2. Staff members will remain alert and report any new developments immediately to administration and use necessary communication methods to inform all staff.
3. If necessary, the involved student (s) will be isolated and dealt with accordingly. (The administrator/designee will make this determination).
4. If situation escalates, 911 will be called. (The administrator/designee will make this determination).
5. If the situation escalates, the school will go into a “shutdown”,(the school administrator/designee will make this determination).

R. Fights and/or Riots:

1. Contact administrator/designee and/or SRO.
2. Contain students in classrooms with doors closed.
3. Separate, isolate, and/or restrain students involved.
4. Remove offenders from campus. (SRO, Administration).
5. Teachers defuse situation. Discussion of the incident should be kept to a minimum as not to escalate to other students.
6. Involved staff members will write an incident report immediately.

S. Armed Intruder:

1. Contact administrator/designee and/or SRO.
2. Administrator will alert office to call 911.
3. Contain students in classrooms with doors closed and locked.
4. Position students behind desks or in protection of closets.
5. Keep students away from doors and windows.
6. Staff and students are to stay in the classrooms until administrator/designee pronounces all is clear.

T. General “Shut-Down” Procedures:

7. During Class:

1. All classrooms will be supervised by at least one staff member with a stand-by if needed. Stand-by personnel are staff members not designated to a specific classroom.
2. Classroom doors and windows are to remain closed and locked from within.
3. All students will remain in the classroom unless administrator/designee requests a student.
4. All available staff members will patrol halls and assist with communications.

8. During class change and lunch:

1. Staff members will stand outside classrooms.
2. Other staff will direct students to next period class.
3. Other staff will patrol grounds until all students are accounted for.
4. Procedures will continue as designated above.

9. Communication procedures concerning media, parents, the central office, and law enforcement agencies.

1. Refer all of the above to the administrator/designee.
2. Faculty and staff are not to relate any information to any of the above.

5. Approach for addressing school violence issues.

- U. Upon enrollment, students are given a “Student Code of Conduct” handbook. .
- V. Clear and consistent classroom rules displayed in each classroom.
- W. After school meetings of staff to discuss and implement safe school research.
- X. School counselor and Conflict Resolution will train student in conflict resolution Techniques.
- Y. Staff members will attend professional development class for managing violent behavior.

Strategic Goals

Henderson County Public Schools strives to provide a quality educational experience for all students. We do so through strategic planning, collaboration and a commitment to our mission, vision and values.

We Value Excellence In:



Human Resources

Community and Family Engagement

Personalized Learning

Safe and Nurturing Environments

Where Every Piece Matters. Excellence to the Core.

Continuous Improvement

Valuing improvement, the following school-based goals and strategies represent strategic priorities over the next two years.

Summary of Goals

Details can be found on the pages that follow, but note these bullet points as the highlights of our goals:

H - In the area of Human Resources, we plan to:

- Create a more cohesive building climate between the faculties and staff of both schools.

C - In the area of Community and Family Engagement, we plan to:

- Increase positive relationships with student families and members of the community

P - In the area of Personalized Learning, we plan to:

- Goal 1:60% of the eligible students will demonstrate proficiency, as indicated by state assessments, state credentials, benchmarks, or summative assessments.
- Henderson County Career Academy will see a 25% reduction in office referrals.

S - In the area of Safe and Nurturing Environments, we plan to:

- Addition of School Social Worker to Career Academy Staff
- Annex Program -Students assigned to the Annex will develop their own personalized learning plan.

Area One Goals: Human Resources

Human Resources Goal 1:

Create a more cohesive building climate between the faculties and staff of both schools.

Strategies to Achieve this Goal:

1. Whole staff professional development meeting before the start of school to discuss the vision and mission statements of both schools and to create the building vision and mission statements.
2. A Book Study rotation involving all the staff and five short books: Who Moved My Cheese, Ethics 101, Success 101, Leadership 101 and Relationship 101.
3. Monthly curriculum meetings that focus on the For Learning Instructional Strategies (FLIS) and dilemmas teachers may have.
4. A planning period during the day for Career Academy teachers.

Measure of Success:

1. 80% of the Faculty, staff, and students will have input in the creation of the Innovative High Schools building-wide vision and mission statements.
2. 100% of the faculty, including the annex faculty, will participate in the book study rotation and read at least 4 of the 5 books with their group.
3. 80% of the teachers will discuss their dilemmas and through the monthly FLIS curriculum meeting.
4. Next semester, the Career Academy teachers will have at least a 40 minute planning period during the day.

Persons Responsible:

1. Administrators, Instructional Coaches, Faculty, Students, Staff
2. Administrators, Instructional Coaches, Faculty
3. Administrators, Instructional Coaches, Faculty
4. County Office Leadership, Administrators, Faculty

Target Date:

June, 2019

Area Two Goals: Community and Family Engagement

Community and Family Engagement Goal One:

Increase positive relationships with student families and members of the community

Strategies to Achieve this Goal:

1. ECCAPS (Early College Career Academy Parents and Students) meeting once a month beginning September 25, 2018 - May 2018.
2. Open House on October 4, 2018 with a Chili Cook-Off competition for staff, parents, and community members.
3. Career Academy Open House TBD second semester.
4. Career Expo to be held Spring of 2019.
5. Career Exploration / Job Shadowing opportunities made available to students to explore career pathways.
6. Fall / Spring Parent Workshop opportunities made available to parents regarding Financial Aid and College Admission requirements, Workkeys, ACT, and Graduation requirements.
7. Social Media outlets such as Facebook Page “Innovative High School” used to disseminate student/parent education about school events and information regarding important topics such as anti-bullying, mental health awareness and school safety.
8. Students in CCP classes and members of student organizations will be involved in community serving learning opportunities / outreach.

Measure of Success:

1. Establishment of the new ECCAPS organization which will hold monthly meetings September - May. As a baseline year for this program so the goal will be to recruit active members from among the parents, staff and student body and hold 1 meeting per month.
2. One Open House night per semester held with parents meeting teachers and school support staff. One parent workshop will be held during each Open House.
3. Community partners involved in the Career EXPO will increase by 1% over the previous years' event.
4. As a baseline year Parent / Staff communications / contacts will be entered into a Google Form labeled Contact Log. Contacts via conferences, phone calls, texts, emails, home visits, Facebook requests and attendance at school events will be collected.
5. Career exploration opportunities in the Community and College Campus will increase by 1%. 2017 - 2018 figure was 10.
6. Students attending career exploration opportunities will increase by 1%.
7. One monthly topic will be posted on Facebook which addresses relevant issues to adolescents such as anti-bullying, and suicide prevention.

8. CTE instructors will take students to one club event, competition, or community event or have one community guest speaker per quarter.
9. As a baseline year Service learning hours for community outreach from students will be tracked and increased in 1% increments.

Persons Responsible

Faculty & Staff

Target Date:

June, 2019

Community and Family Engagement Goal Two: Public celebrations of student learning.

Strategies to Achieve this Goal:

1. Students will lead parent/teacher conferences.
2. CTE and Art students will engage in competitions for their career pathway areas.
3. Senior English IV projects will be assessed by members of the community to include parents.
4. Parents will be invited to see displays of work showcased in classrooms via long term projects.

Measure of Success:

1. Faculty will have a minimum of ten student led parent/guardian conferences per semester.
2. CTE students will participate in one club event, competition, or community event per semester based on pathway area.
3. CTE and Art students will prepare and host a 9th grader pathway presentation highlighting their particular pathway area each Spring.
4. CTE and Art students will prepare presentations for Spring Open House highlighting their particular pathway area.
5. School Counselor and Post Secondary Career Counselor will set up a display highlighting career pathways available at Community College and 4 year institutions at the Spring Open House.
6. Five or more community members will be recruited to view and judge senior projects for both Fall and Spring semesters.
7. Every senior will create an invitation to invite parents, family and community members to attend their senior project presentation.

Persons Responsible

Faculty & Staff

Target Date:

June, 2019

Area Three Goals: Personalized Learning

Personalized Learning Goal One:

Goal 1:60% of the eligible students will demonstrate proficiency, as indicated by state assessments, state credentials, benchmarks, or summative assessments.

HCPS alignment: Goal I Objective A, Objective B and Objective C.

Strategies to Achieve this Goal:

HCCA Staff have established development of Literacy in Curriculum as PDP Goals

Fifty percent of students enrolled at the Career Academy and Annex program will show improvement in subject areas via use of online progress monitoring and teacher made assessments.

Measure of Success:

1. Implement data collection for students enrolled.
2. Eighty percent will show growth from pre and post assessment Data from Parent contact logs to show a one percent increase in one of three aspects: attendance, grades, and positive behavior
3. Sixty percent of students complete a minimum of 2 credits per semester/ average 4 credits per school year.
4. There are several options for students who are not exhibiting success: Academic Intervention Conference (AIC) with a minimum of two parent/guardian conferences, tutoring before and after school, Lunch and Learn. Edgenuity online tutoring

Persons Responsible:

Administration

Teachers and Support Staff

School Counselor

Post-Secondary Counselor

Target Date:

June, 2019

Personalized Learning Goal Two:

Henderson County Career Academy will see a 25% reduction in office referrals.

Strategies to Achieve this Goal:

1. Weekly instructional homerooms and monthly club days used to promote rapport between students and staff and promote student desire to attend school and actively participate in their learning.
2. ISS Intervention
3. Student intervention contracts
4. Parent conferences

Measure of Success:

Office Referrals

Powerschool Records

Contact Log

Persons Responsible:

Staff & Faculty

Target Date:

June, 2019

Area Four Goals: Safe and Nurturing Environments**Safe and Nurturing Environments Goal One:**

Addition of School Social Worker to Career Academy Staff

Strategies to Achieve this Goal:

1. Full time School Social Worker (SSW) will be employed by Central Office for the Career Academy.
2. SSW will do a needs assessment for the building to determine needs.
3. SSW will meet with parents and students referred by faculty and staff.
4. SSW will hold counseling groups for students based on areas of interest indicated on needs assessment.

Measure of Success:

1. SSW interviewed and hired by September 15, 2018 by Central Office.
2. SSW needs assessment developed and implemented by November 2018.

3. As a baseline year the number of faculty / staff referrals to the SSW will be documented.
4. SSW will document each parent / student contact made in Contact Log.
5. SSW will hold one counseling group quarterly.

Persons Responsible:

School Social Worker

Faculty & Staff

Central Office Staff

Target Date:

June, 2019

Safe and Nurturing Environments Goal Two:

Annex Program

Students assigned to the Annex will develop their own personalized learning plan.

Strategies to Achieve this Goal:

1. Students will examine their past academic and discipline history.
2. Students will formulate a goal for both academic and discipline improvement.
3. Faculty will review plans with students and implement strategies to help students reach their goals.
4. SSW will work with students on personalized learning plans.

Measure of Success:

1. Each student will have a student developed personalized learning plan.
2. Attendance will improve by 1 % based on previous year's average daily attendance figure.
3. Student GPA will increase by .2 points.
4. Number of academic credits will increase by 1 per semester.
5. Discipline referrals will decrease by 2 from previous year's number.
6. SSW will visit with students 2 times a week.

Persons Responsible

Annex Faculty & Staff

Target Date:

June, 2019

Data Review

We value making decisions based on data. The information that follows has been reviewed by our stakeholders as we determined school goals.

Career Academy Performance Composite	Course 16-17 GLP and CCR		Course 17-18 GLP and CCR		Difference		Strategies (Those in blue, implemented this year)	Expected Outcomes
Biology	21.7	15.2	18.2	11.4	-3.5	-3.8	*New teacher	Growth in literacy on
English II	25	15	20.4	2.2	-4.6	-2.8	* All classes on the block schedule	PLC- made
Math I	6.3	6.3	8	5	+1.7	-1.3	* PD Training: Learning Instruction Framework	assessmen
Composite	20.6	13.7	16.9	10.2	-3.7	-3.5	* Utilization of the Instructional Coaches	ts,
Growth Status: Alternative School: <u>Maintaining</u> <u>EVAAS Growth:</u> <u>-6.55</u>							*Monthly building -wide curriculum meetings	Grade Level
							*Reading and Writing Assessment PLC – 73% of Seniors fail to meet grade level proficiency in reading and writing (see chart at end)	Proficiency (GLP) and
							*Lower Class Sizes	College and Career Ready
							*Co-teaching and Inclusion teaching	(CCR)
							*Reconfigured schedule	Growth in Proficiency

EOC Subgroup Performance

*Female students outperformed male students in every category

*Economically Disadvantaged and Multicultural students outperformed all other subgroups in college and career readiness

*Multicultural students outperformed all other subgroups in Grade Level Proficiency in All Subjects

* 1/22 EC students was proficient on one test (English II), 0/15 ELs were proficient - those subgroups make up 31% of the students tested

ACT and ACT WorkKeys data

* Although English II EOC had negative growth, the students in 11th grade were most proficient in the ACT English Subtest than any other ACT subtest

* Students performed best on the WorkKeys Assessment with 42.1% of students receiving a Silver or Better and 50% of our Economically Disadvantaged doing so

Graduation Rate & Drop Out Info - Did not meet participation rate for Reading Grade 10 (91) or ACT (94)

Absenteeism continues to be the #1 barrier of students growing, gaining and graduating at the Career Academy.

Cohort Graduation Rate (CGR) 4 year - 63.3 %

70% of Hispanic Students and 70% of Multicultural Students Graduated within 4 years

Cohort Graduation Rate (CGR) 5 year - 87.1%