



2018–2020 Continuous School
Improvement Plan for Henderson
County Early College

Approved by majority vote on October 18, 2018.

Beth A. Caudle

Ms. Beth Caudle, *Principal*

M Witt

Mr. Matt Witt, *SIT Chair*

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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	District Partner	10/18/18
Matt Witt	SIT Chairman	10/18/18
Beth Caudle	Principal	10/18/18
Natalie Pierce	Teacher	10/18/18
Sherry Heath	Online Facilitator	10/18/18
Ben Morris	Teacher	10/18/18
Carol Zinn	Assistant Principal	10/18/18
Mandi Willingham	Guidance Counselor	10/18/18
Nicholas Faherty	College Liaison	10/18/18
Tom Savage	Teacher	10/18/18
Liz Prince	Administrative Assistant	10/18/18
Tyler Honeycutt	Teacher	10/18/18
Frank Scarduzio	Parent	10/18/18
Pam Sutton	Parent	10/18/18
Hermilo Salas	Parent	10/18/18
Gregorio Puebla	Parent	10/18/18
Ariana Sosa-Trejo	Student Government President	10/18/18

The membership of our School Improvement Team was elected on October 18, 2018.

The School Improvement Plan was approved by secret ballot vote on October 18, 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

Inspiring Success for College, Career and Life

School Mission Statement

The Henderson County Early College provides a personalized, goal-oriented, rigorous educational program. Our unique environment allows us to truly know our students so that we may help them define and reach their college, career and life goals.

School Beliefs (Core Values)

1. The Henderson County Early College strongly believes we are here for our students.
2. We believe in providing a warm, safe, and inviting environment which supports academic and social success for all students.
3. It is our goal for our students to achieve the Exceeded Growth distinction in every testable subject, to increase student motivation and success, and to maintain a low discipline referral rate and a high classroom attendance rate.

School Profile & Narrative Summary

Henderson County Early College (HCEC) is a 5-year high school and college program that is located on the campus of Blue Ridge Community College. HCEC is a collaborative effort between Henderson County Public Schools (HCPS) and Blue Ridge Community College (BRCC), and North Carolina Cooperative Innovative High Schools (NCCIHS). Students from four (4) district high schools, private schools, and home schools can enroll by application. Last year, 44 rising 9th graders were added for a total student population of 196. Students are considered on the basis of first generation college attendance; financial need, and potential to be successful in high school and college studies. Over 80% of our students are first-generation college attendees and 48% qualified for free/reduced lunch status. 36% of our students are minority and 58% are female. At least 80% of the HCEC student body must be from a category that is underrepresented in a four year college or university.

HCEC is a high performing, rigorous school. For the 2016-17 school year, HCEC received a school grade of 97% A, making us one of only a few high schools in the state with a 97 or above for 9-12/13 public schools, met 10/10 AMO (AYP) targets, had the highest proficiency rating for the district in all EOC testing, and received the Exceeded Expected Growth designation in Biology, English II and Math I for the fourth year in a row. Also, over 98% the students taking the ACT received a composite score of 17 or better. The HCEC graduation rate for 2017-18, 2016-17 2015-16 was once again 100% and we are expecting to be invited again to the 100% Graduation Club Award luncheon. In the 2013-14 school year and continuing in an expanded form through 2017-18, the high school and college advisement program, staffed by a Guidance Counselor, and College Liaison focused on personalization – investing in our student's welfare, care and well-being both at school and partnering with families and community organizations so that no student that was enrolled on the first day of 2017-18 was withdrawn from HCEC as a non-attender or drop-out. The student, parent and staff AdvancED surveys showed each group having the most consistent standard throughout the survey as Standard 1- Purpose and Direction for students. This supports the personalized approach we implement at HCEC. All three of the stakeholder groups had at least one indicator from this standard in the top 5. Data from these sources is consistent with the high level of satisfaction expressed in the surveys. The high school and college advisement program incorporates interest surveys, placement testing, course selection, career planning, and scholarship application assistance.

Due to the Tier III Early Colleges cut in funding, HCEC could not employ two tutors to assist students in group and individual tutoring sessions for the 2017-18 school year. Seventeen high school courses are taught by 7 certified high school teachers and instruction is delivered at the Honors level. Students begin taking college courses in 9th grade. All college courses are taught by community college instructors and in most cases, earn honors credit. Some college courses carry dual credit as required or elective courses for the high school diploma and Associate in Arts degree. At the end of five years, students earn their high school diploma and most earn an Associate in Arts degree (61 credit hours as required by BRCC) or two years of transferable credit. Additional local requirements include the completion of a Graduation Project. Students that do not earn the AA degree are able to transfer their college course credits (with a grade of C or better) to other NC colleges or universities so that those students may continue their education at a four-year college or university.

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. If no new initiative or program is being implemented, you may omit/delete this page.

- Annex - This year begins a new program, the Annex - an off campus satellite school, where students will be assigned by the Associate Superintendent.
- Physics course - For the first time, the Early College will offer Physics.
- Henderson County Virtual Public School - Students are able to enroll in online high school course through Henderson County Public Schools.
- 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

Instructional Planning Time

Duty Free Planning

With the goal of providing five hours of planning time per week as outlined in [School Board policy 3430](#), our School Improvement Team has approved the 85 minute planning period during the instructional day, exceeding the state recommendation of providing an average of at least five hours of planning time per week.

Duty Free Lunch

With staff input, the School Improvement Team decided certified high school teachers will have a duty free lunch when appropriate based on student enrollment and safety. This year, this may occur once a month due to our small staff size.

Instructional Materials/Textbook Waiver

Building-Level Waiver Request

School: Early College, LEA Number: 450, School Number: 354

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 is a way to communicate and educate students on special topics such as bullying, mediation and self-esteem.
3. Two assistant principals were introduced as part of the IHS administrative redesign.
4. Counseling Groups to focus on students needs including: self-esteem, and anxiety management.
5. JROTC curriculum which emphasizes teamwork, conflict management and problem solving.
6. Special assemblies that focus on building character (Arrive Alive, Teen Truth, Hope RX)

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 staffs of both schools.

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

- HCEC will have 10% (20 parents) of Early College Parents participate in school events

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

- Henderson County Early College High School will increase student proficiency in literacy as measured by ACT Reading and English scores and English II EOC scores.
- Henderson County Early College will increase student proficiency in mathematics as measured by ACT mathematics scores and Math I EOC scores.

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

- Henderson County Early College High School will have an efficient, safe and positive learning and teaching environment, as evidenced by a five percentage points increase in stakeholder satisfaction on the Teacher's Working Conditions Survey and an attendance rate of at least ninety-five percent.

Area One Goal: Human Resources

Human Resources Goal

Create a more cohesive building climate between the faculties and staffs 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.

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 through the monthly FLIS curriculum meeting.

Persons Responsible

- Instructional Coaches
- Teachers
- Administration

Target Date

June, 2019

Area Two Goal: Community and Family Engagement

Community and Family Engagement Goal:

HCEC will have 10% (20 parents) of Early College Parents participate in school events.

Strategies to Achieve this Goal:

- HCEC will co-host 2 Open Houses Per Year which include Parent classes on relevant topics such as FAFSA and Work Keys.
- ECCAPS - Early College Career Academy Parents and Students will serve as a building wide opportunity for parents from the Career Academy and Early College to work together for the common good of students in our building.
- HCEC parents will have the opportunity to be guest speakers and participate in assemblies and the Career Expo.

Measure of Success

Parent participation in School Events will be measured using sign in sheets for school events.

Persons Responsible

Target Date

June, 2019

Area Three Goals: Personalized Learning

Personalized Learning Goal One

Henderson County Early College High School will increase student proficiency in literacy as measured by ACT Reading and English scores and English II EOC scores.

- 1) Henderson County Early College will increase student proficiency from 79% to 84% as determined by the college readiness benchmark (18) for the ACT English subtest.
- 2) Henderson County Early College will increase student proficiency from 67% to 72% as determined by the college readiness benchmark (22) for the ACT Reading subtest.
- 3) Henderson County Early College will maintain a proficiency rate of >95% of student scores on the English II EOC.

Strategies to Achieve this Goal

- Teachers have a shared focus on CCR Writing Standard - [CSS.ELA-LITERACY.CCRA.W.4](#)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Teachers present strategies to increase literacy skills in classes across the curriculum
- Students are offered ACT Prep course

Measure of Success

EOC/ACT Scores

Persons Responsible

Teachers

Target Date

June, 2019

Personalized Learning Goal Two

Henderson County Early College will increase student proficiency in mathematics as measured by ACT mathematics scores and Math I EOC scores.

- 1) Henderson County Early College will increase student proficiency from 72% to 77% as determined by the college readiness benchmark (22) for the ACT Math subtest.
- 2) Henderson County Early College will maintain a proficiency rate of >95% of student scores on the Algebra I EOC.

Strategies to Achieve this Goal

- ACT Prep Course offered to Juniors
- ACT Prep for all sophomores juniors in homeroom
- Strategically scheduled so that all Juniors take Math 3 in the fall.

Measure of Success

ACT and EOC Scores

Persons Responsible

Teachers

Target Date

June, 2019

Area Four Goals: Safe and Nurturing Environments

Safe and Nurturing Environments Goal One:

Henderson County Early College High School will have an efficient, safe and positive learning and teaching environment, as evidenced by a five percentage points increase in stakeholder satisfaction on the Teacher's Working Conditions Survey and an attendance rate of at least ninety-five percent.

Strategies to Achieve this Goal

- A building wide Safety Team will meet quarterly to discuss safety concerns and develop strategies to address concerns.
- School Social Worker will work with students who exhibit both physical and social/emotional needs.
- Students displaying violent and/or unsafe behaviors will attend the Annex, an offsite location.

Measure of Success

The Teacher Working Conditions Survey showed a 66.67% decrease on the item that states: "The faculty work in a school environment that is safe." We would like to see an increase in this metric by 33.33% points on the 2019 Teacher Working Conditions Survey.

Persons Responsible

- Safety Team - consisting of Administrators, counselors, School Resource Officer and a select number of teachers
- School Social Worker in collaboration with school counselors, teachers and administrators
- Administrators
- Annex Faculty
- County Office Leadership

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.

Early College	Course 16-17 GLP	Course 16-17 CCR	Course 17-18 GLP	Course 17-18 CCR	GLP Difference	CCR Difference
Biology	95	93.8	95	95	0.0	1.2
English	95	95	95	93.6	0.0	-1.4
Math I	95	95	95	95	0.0	0.0
Composite	95	95	95	95	0.0	0.0

Strategies:

- Early College Networking through RTI
- PD Training: Learning Instruction Framework
- Utilization of the Instructional Coaches
- Monthly building -wide curriculum meetings

Expected Outcomes:

- GLP and CCR
- Maintaining in Proficiency

EVAAS Growth Status: EXCEEDED Growth 4th Year In A Row 2.73 Index

EOC Subgroup Performance

- All subgroups in the Performance Grade Drilldown (Reading/Math and Math Course Rigor -White) were at >95%
- 25 Subgroups under CCR were at >95%, 6 Subgroups (Biology- EDS, English II All, Female, Hispanic, White and Economically Disadvantaged) were between 90.5% - 93.6%
- 31/31 Subgroups under GLP were >95%
- 3 Early College Students received a level II on their EOC tests and completed summer school at North Henderson High School. One student received a level 3 and the other two received level 4s.

ACT and ACT WorkKeys data

- >95% Met State ACT Minimum Scores
- Hispanic is the least proficient subgroup on ACT Composite with 52.5% meeting the ACT minimum (as opposed to the state minimum 19) for College Readiness Benchmarks

- Female students performed better than their male counterparts in every area but the Science Subtest
- Under All Subtests, Multicultural students outperformed all other subgroups (80%) except AIG (>95)
- Male students performed best on the English and Math Subtests (both 68.8%) and were least proficient on the Writing Subtest (43.8)
- Overall, the Science Subtest had the lowest proficiency rate at 51.2% proficient with Economically Disadvantaged subgroup having 36.4% proficient the lowest score out of all the ACT subgroups

Graduation Rate & Drop Out Info

- Our Graduation Rate is 100%
- Our Dropout Rate is ZERO!
- Cohort Graduation Rate (CGR) 4 year >95% CGR 5 year >95%
- Attendance - 98%

Grade Level	Total Enrollment 2017-18	Number of students taking at least one college course	Total # of College courses taken	# of courses with grades of C or above	# of students not returning for 18-19
Grade 9	43	43	94	94	1 Wanted to play sports
Grade 10	44	44	98	95	3 Moved out of district or state
Grade 11	44	44	222	220	0
Grade 12	42	41	357	344	11 Graduated Early
Grade 13	30	30	204	193	30 Graduated

Number of students graduating with associate's degree is **38**

Number of students admitted to four year universities is **34**

ACT Five Year Trends

Graduating Class: 2018

Total Students in Reports: 45

Percent of Students Who Met College Readiness ENGLISH Benchmarks

Year	# Students Tested in SCHOOL	# Students Tested in STATE	% Students Who Met Benchmarks in SCHOOL	% Students Who Met Benchmarks in STATE
2014	40	97,443	73	47
2015	42	100,557	81	47
2016	41	103,902	80	47
2017	43	106,210	84	46
2018	45	109,256	96	46

Percent of Students Who Met College Readiness MATH Benchmarks

Year	# Students Tested in SCHOOL	# Students Tested in STATE	% Students Who Met Benchmarks in SCHOOL	% Students Who Met Benchmarks in STATE
2014	40	97,443	55	33
2015	42	100,557	29	32
2016	41	103,902	39	32
2017	43	106,210	49	30
2018	45	109,256	71	31

Percent of Students Who Met College Readiness READING Benchmarks

Year	# Students Tested in SCHOOL	# Students Tested in STATE	% Students Who Met Benchmarks in SCHOOL	% Students Who Met Benchmarks in STATE
2014	40	97,443	63	30
2015	42	100,557	50	34
2016	41	103,902	49	34
2017	43	106,210	70	36
2018	45	109,256	80	35

Percent of Students Who Met College Readiness SCIENCE Benchmarks

Year	# Students Tested in SCHOOL	# Students Tested in STATE	% Students Who Met Benchmarks in SCHOOL	% Students Who Met Benchmarks in STATE
2014	40	97,443	43	23
2015	42	100,557	40	26
2016	41	103,902	46	26
2017	43	106,210	63	27
2018	45	109,256	63	25

Percent of Students Who Met College Readiness MEETING ALL FOUR Benchmarks

Year	# Students Tested in SCHOOL	# Students Tested in STATE	% Students Who Met Benchmarks in SCHOOL	% Students Who Met Benchmarks in STATE
2014	40	97,443	35	16
2015	42	100,557	17	18
2016	41	103,902	17	18
2017	43	106,210	33	18
2018	45	109,256	56	18

Average ACT Scores: ENGLISH

Year	# Students Tested in SCHOOL	# Students Tested in STATE	Average ACT Scores for SCHOOL	Average ACT Scores for STATE
2014	40	97,443	22.0	17.5
2015	42	100,557	21.4	17.6
2016	41	103,902	21.7	17.8
2017	43	106,210	23.3	17.8
2018	45	109,256	23.6	18.0

Average ACT Scores: MATHEMATICS

Year	# Students Tested in SCHOOL	# Students Tested in STATE	Average ACT Scores for SCHOOL	Average ACT Scores for STATE
2014	40	97,443	21.4	19.6
2015	42	100,557	19.9	19.5
2016	41	103,902	20.6	19.4
2017	43	106,210	21.8	19.3
2018	45	109,256	23.5	19.3

Average ACT Scores: READING

Year	# Students Tested in SCHOOL	# Students Tested in STATE	Average ACT Scores for SCHOOL	Average ACT Scores for STATE
2014	40	97,443	23.9	19.0
2015	42	100,557	22.2	19.2
2016	41	103,902	22.7	19.5
2017	43	106,210	24.6	19.6
2018	45	109,256	26.9	19.5

Average ACT Scores: SCIENCE

Year	# Students Tested in SCHOOL	# Students Tested in STATE	Average ACT Scores for SCHOOL	Average ACT Scores for STATE
2014	40	97,443	21.8	18.9
2015	42	100,557	21.4	19.0
2016	41	103,902	22.0	19.2
2017	43	106,210	23.5	19.3
2018	45	109,256	24.5	19.2

Average ACT Scores: COMPOSITE

Year	# Students Tested in SCHOOL	# Students Tested in STATE	Average ACT Scores for SCHOOL	Average ACT Scores for STATE
2014	40	97,443	22.4	18.9
2015	42	100,557	21.3	19.0
2016	41	103,902	21.8	19.1
2017	43	106,210	23.4	19.1
2018	45	109,256	24.8	19.1

Average NATIONWIDE ACT Scores

Year	# Students Tested	Average ACT Scores for ENGLISH	Average ACT Scores for MATH	Average ACT Scores for READING	Average ACT Scores for SCIENCE	Average ACT Scores for COMPOSITE
2014	1,845,787	20.3	20.9	21.3	20.8	21.0
2015	1,924,436	20.4	20.8	31.4	20.9	21.0
2016	2,090,342	20.1	20.6	21.3	20.8	20.8
2017	2,030,038	20.3	20.7	21.4	21.0	21.0
2018	1,914,817	20.2	20.5	21.3	20.7	20.8