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| **School** | Hickory Career and Arts Magnet School |
| **Year** | 2014-15 |

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| **State Goal 1** | North Carolina Public Schools will produce globally competitive students. |
| **District Goal 1.1** | Reduce non-proficiency of all students and district subgroups on all state tests in reading, mathematics, and science in grades 3-8 by 10% annually |
| **School Goal** | Reduce non-proficiency of all CORE Academy students and subgroups on all state tests in reading, mathematics, and science in grades 3-8 by 10% annually |
| **Performance Measure/Indicator** | End of Grade tests |
| **Completion Date** | May 2015 |
| **Improvement Strategies** | HCAM teachers will meet twice monthly in their Professional Learning Communities to examine data and plan instructional activities that align with district initiatives (Student Active Participation, Universal Design for Learning, etc.). |
|  | HCAM will utilize a 30-minute extended learning time which is built into the daily schedule after 2nd period for students to receive remediation or acceleration. In addition, students will be working on EXPLORE test taking strategies and skill building. |
|  | HCAM teachers will implement AVID strategies with all students in Core and Magnet classes. These strategies include Cornell note taking, summary writing, various vocabulary building strategies, and higher-order thinking activities, such as Socratic Seminars, and Philosophical Chairs. |
|  | HCAM teachers will administer Benchmark assessments and use the data derived from them to adjust instruction with groups identified by these scores. Identified groups will also get extra assistance during the extended learning period at the end of the day. |

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| **State Goal 1** | North Carolina Public Schools will produce globally competitive students. |
| **District Goal 1.2** | Reduce non-proficiency of all students and district subgroups on all state tests in grades 9-12 annually |
| **School Goal** | Reduce non-proficiency of all HCAM students and subgroups on all state tests in grades 9-12 annually |
| **Performance Measure/Indicator** | End of Course tests |
| **Completion Date** | May 2015 |
| **Improvement Strategies** | HCAM teachers will meet weekly in their Professional Learning Communities to examine data that identifies students who need remediation through additional instructional activities (Student Active Participation, Universal Design for Learning lessons, etc.). |
|  | HCAM juniors will receive instruction on test taking strategies and skill building in preparation for the ACT, including ACT word of the day. |
|  | HCAM will utilize a 30-minute extended learning time which is built into the daily schedule after 2nd period for students to receive remediation or acceleration. |
|  | HCAM teachers will implement AVID strategies with all students in Core and Magnet classes. These strategies include Cornell note taking, summary writing, various vocabulary building strategies, and higher-order thinking activities, such as Socratic Seminars, and Philosophical Chairs. |
|  | HCAM teachers will administer Benchmark assessments and use the data derived from them to adjust instruction with groups identified by these scores. Identified groups will also get extra assistance during the extended learning period at the end of the day. |
|  | HCAM academic departments will work with parents to develop remediation plans to assist students who are struggling academically. Also, teachers will utilize the extended period to tutor and assess the student’s ability to take notes, study, and perform basic skills with available resources. |
|  | HCAM teachers will recruit Magnet students during first semester to encourage them to apply for participation in the AVID class. Students enrolled in the class will gain more intensive study-building strategies, organizational skills, and motivation through the AVID curriculum. |
|  | HCAM will participate in the district Academic Excellence committee. The faculty will be participating in a collaborative book study on *An Educators Guide to working with African American Students* by Dr. Chance Lewis. |
|  | HCAM faculty will use the 1:1 Chromebooks to effectively use TPACK and SAMR strategies to create engaging, relevant, rigorous lessons. |

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| **State Goal 1** | North Carolina Public Schools will produce globally competitive students. |
| **District Goal 1.3** | Close the achievement gap by decreasing non proficiency of underperforming subgroups by 15% annually on state tests |
| **School Goal** | Close the achievement gap by decreasing non proficiency of under-performing HCAM subgroups by 15% annually on state tests |
| **Performance Measure/Indicator** | End of Course tests |
| **Completion Date** | May 2015 |
| **Improvement Strategies** | HCAM administrators and faculty will use EVAAS data to place students in classes and to implement interventions like Cornell note taking, critical thinking through Socratic seminars and Philosophical chairs to teach students to understand Costa’s House of higher-order questioning to equip them for success. |
|  | HCAM teachers will meet weekly in their Professional Learning Communities to examine data that identifies students who need remediation through additional instructional activities (Student Active Participation, Universal Design for Learning lessons, etc.). |
|  | HCAM teachers will administer Benchmark assessments and use the data derived from them to adjust instruction with groups identified by these scores. Identified groups will also get extra assistance during the extended learning period at the end of the day. |
|  | HCAM Magnet students will be strategically selected for an AVID elective class designed to support subgroups that are underrepresented in accelerated courses and college enrollment. Teachers will recruit Magnet students during first semester to encourage them to apply for participation in the AVID class. Students enrolled in the class will gain more intensive study-building strategies, organizational skills, and motivation through the AVID curriculum. |
|  | HCAM teachers will implement AVID strategies with all students in Core and Magnet classes. These strategies include Cornell note taking, summary writing, various vocabulary building strategies, and higher-order thinking activities, such as Socratic Seminars, and Philosophical Chairs. |
|  | HCAM will participate in the district Academic Excellence committee. The faculty will be participating in a collaborative book study on *An Educators Guide to working with African American Students* by Dr. Chance Lewis. |
|  | HCAM faculty will use the 1:1 Chromebooks to effectively use TPACK and SAMR strategies to create engaging, relevant, rigorous lessons. |

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| **State Goal 1** | North Carolina Public Schools will produce globally competitive students. |
| **District Goal 1.4** | Increase the cohort graduation rate by 3% annually while reducing the annual drop out rate |
| **School Goal** | Increase the cohort graduation rate of HCAM students by 3% annually while reducing the annual drop out rate |
| **Performance Measure/Indicator** | 2015 Graduation rate and drop out rate |
| **Completion Date** | May 2015 |
| **Improvement Strategies** | HCAM staff members will receive continuous professional development in Capturing Kids’ Hearts (CKH) techniques for relationship building and efficacy with classroom management. |
|  | HCAM teachers will meet weekly in their Professional Learning Communities to review Personalized Education Plans and adjust or apply interventions, such as tutoring, as needed. |
|  | HCAM guidance counselor will audit student transcripts annually to monitor progress toward graduation. Tutoring, online courses, ALEKS, or Apex credit recovery will be applied to the student’s schedule as needed. |
|  | HCAM Graduation Coach will identify students at risk of not graduating and provide resources through the school social worker with them and their families to reduce barriers to graduation. These resources include the social worker tracking attendance weekly, providing informational letters to clarify information, monitoring student attendance, and building communication with parents/guardians of students. |
|  | HCAM teachers will implement AVID strategies with all students in Core and Magnet classes. These strategies include Cornell note taking, summary writing, various vocabulary building strategies, and higher-order thinking activities, such as Socratic Seminars, and Philosophical Chairs. |
|  | HCAM guidance counselor will have a study skills group with low achieving minority students. |
|  | HCAM teachers will send out six positive postcards per quarter to students and parents to build relationships and open doors for communication. |

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| **State Goal 1** | North Carolina Public Schools will produce globally competitive students. |
| **District Goal 1.5** | Increase under-represented subgroup participation in Honors/Advanced Placement/ International Baccalaureate/Dual Enrollment/ Academically Intellectual Gifts programs |
| **School Goal** | Increase enrollment in Honors/AP classes by 10% to 20% and the enrollment in Dual Enrollment CVCC/CCC&TI courses by 20%; increase enrollment in the Advanced Placement course currently offered |
| **Performance Measure/Indicator** | PowerSchool enrollment report |
| **Completion Date** | May 2015 |
| **Improvement Strategies** | HCAM Magnet students will be strategically selected for an AVID elective class designed to support subgroups that are underrepresented in accelerated courses and college enrollment. |
|  | HCAM will utilize a 30-minute extended learning time which is built into the daily schedule after 2nd period for students to receive remediation or acceleration. |
|  | HCAM administrators and staff will use EOG/EOC test results and EVAAS data to accurately place students in classes. |
|  | HCAM teachers will meet with groups of students during the registration process to discuss the classes they will take the following year. These meetings will also include a meeting with the student’s parent to sign up for classes for the upcoming school year and to give the parents and the students an opportunity to choose the level of courses best suited for the student. |
|  | HCAM teachers will implement AVID strategies with all students in Core and Magnet classes. These strategies include Cornell note taking, summary writing, various vocabulary building strategies, and higher-order thinking activities, such as Socratic Seminars, and Philosophical Chairs. |

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| **State Goal 2** | North Carolina Public Schools will be led by 21st Century Professionals. |
| **District Goal 2.3** | Increase the recruitment of minority candidates at all levels (ethnicity and gender) to better reflect the demographics of our student population |
| **School Goal** | Increase the recruitment of minority staff members to mirror more closely the student body |
| **Performance Measure/Indicator** | Human Resources staff report |
| **Completion Date** | May 2015 |
| **Improvement Strategies** | HCAM administrators will recruit a diverse group of student teachers from nearby universities. |
|  | HCAM administrators will use the HRMS system to ensure that candidates from diverse ethnic backgrounds are interviewed for all openings. |
|  | HCAM administrators will work with the Human Resources staff of HPS to identify diverse candidates. |

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| **State Goal 2** | North Carolina Public Schools will be led by 21st Century Professionals. |
| **District Goal 2.4** | Decrease teacher turnover rate annually resulting from factors within the control of the district |
| **School Goal** | Decrease teacher turnover rate annually resulting from factors within the control of the school and the district |
| **Performance Measure/Indicator** | North Carolina School Report Card |
| **Completion Date** | September 2015 |
| **Improvement Strategies** | HCAM administrators will expand teacher recognition programs at the school level to include a Teacher of the Month Award. |
|  | HCAM administrators will use the Capturing Kids Hearts format to highlight individual teacher accomplishments by implementing “Good News” at staff meetings. |
|  | HCAM administrators and staff will support teachers through Professional Learning Communities by encouraging whole department ownership of struggling student groups. The teachers will collaborate on strategies and share the responsibility of providing extra help. |
|  | HCAM administrators will provide professional development to increase teacher efficacy with engaging classroom strategies like Anatomy of a Lesson, Capturing Kids Hearts, and use of technological resources for student enrichment and skill building. |
|  | HCAM administrators will promote a positive staff environment where staff can offer encouragement and thanks to colleagues with monthly prize drawings. |
|  | HCAM administrators will implement a transfer of ownership of policy making, duties, and other day-to-day responsibilities to SLT members and teachers to increase buy-in. |
|  | HCAM principal will give five pennies daily to recognize and thank teachers for daily accomplishments and efforts. |
|  | HCAM School Leadership Team will utilize the North Carolina Teacher Working Conditions Survey to identify and address staff needs and concerns. |

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| **State Goal 3** | North Carolina Public School students will be healthy and responsible. |
| **District Goal 3.1** | Reduce the out-of-school short terms suspensions (1-10 days) by 10% each year for three years |
| **School Goal** | Reduce the out-of-school short terms suspensions of HCAM students (1-10 days) by 10% each year for three years |
| **Performance Measure/Indicator** | Recorded Out-of-School Suspension days |
| **Completion Date** | May 2015 |
| **Improvement Strategies** | HCAM administrators will use process champions to ensure teachers are trained and using Capturing Kids Hearts. The techniques of the program will be modeled at staff meetings and monitored through classroom walkthroughs and formal observations. |
|  | HCAM staff will utilize In-School Suspension as a behavior intervention strategy to deter student behaviors from escalating to Out-of-School Suspension. |
|  | HCAM staff will develop reward activities for students who have not been suspended to encourage positive behaviors. |
|  | HCAM Student Support Staff will use mediation and counseling to deescalate situations and, thus, reduce office referrals. |
|  | HCAM administrators will utilize the Alternative to Suspension program for short-term Out-of-School Suspensions to allow students to serve their suspensions in the building and maintain access to support staff for counseling. |
|  | HCAM administrators, teachers, and student support staff will Identify students at risk of being suspended Out-of-School and develop contract agreements with the students and their parent/guardian. In addition to the contract agreements, the school will assign a staff mentor to students. |
|  | HCAM teachers will maintain a parent contact log to ensure regular calls are made to homes for encouraging positive behaviors and establishing collaboration with parents on behavior issues. |
|  | HCAM staff will use the school therapist for students as a behavior intervention strategy to deter student behaviors from escalating to OSS. |

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| **State Goal 3** | North Carolina Public School students will be healthy and responsible. |
| **District Goal 3.2** | Reduce the number of pregnant students by 50% by 2015 |
| **School Goal** | Show no increase in the number of students reporting pregnancy (despite growth of student body) |
| **Performance Measure/Indicator** | Guidance and Social Workers’ records |
| **Completion Date** | May 2015 |
| **Improvement Strategies** | HCAM staff will collaborate with TEEN UP, a service of DSS designed to encourage youth to make responsible decisions around adolescent issues like sexuality, handling emotions, resolving conflict and peer pressure. TEEN UP social workers will meet with a group of 9th and 10th grade males and a group of 9th and 10th grade females. |
|  | HCAM school social worker will work through the school counselor to provide support to students through resources like tracking attendance weekly, providing informational letters to clarify attendance needs and build communication with the home. |
|  | HCAM will collaborate with the Council on Adolescence to conduct groups. |

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| **State Goal 3** | North Carolina Public School students will be healthy and responsible. |
| **District Goal 3.3** | Increase the percentage of students scoring in the Healthy Fitness Zone in 3 of 5 categories on Fitness Gram testing at the elementary level annually  Increase the number of schools receiving Healthy Schools Recognition from the Catawba County Department of Public Health |
| **School Goal** | Expand the use of Fitness Gram Testing to 9th grade students at HCAM; Earn Healthy Schools Recognition from the Catawba County Department of Public Health |
| **Performance Measure/Indicator** | Recognition; Club rosters |
| **Completion Date** | May 2015 |
| **Improvement Strategies** | Fitness Gram Testing for all 8th and 9th Graders |
|  | HCAM Student Activities Committee and School Leadership Team will meet with the school nurse and other necessary district staff to pursue the Healthy Schools Recognition for HCAM. |
|  | HCAM staff will encourage student participation in the bi-weekly Healthy Living Club to model and encourage healthy personal lifestyle choices. |
|  | HCAM staff will encourage healthy eating habits through the Lunch Program. |

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| **State Goal 3** | North Carolina Public School students will be healthy and responsible. |
| **District Goal 3.4** | Reduce the number of bullying and bullying-related incidents annually |
| **School Goal** | Reduce the number of bullying incidences in all grades to below the national averages |
| **Performance Measure/Indicator** | Discipline reports and Olweus survey data |
| **Completion Date** | May 2015 |
| **Improvement Strategies** | HCAM administrators will use process champions to ensure teachers are trained and using Capturing Kids Hearts in order to enhance relationships with students. The techniques of the program will be modeled at staff meetings and monitored through classroom walkthroughs and formal observations. |
|  | HCAM Student Council and HCAM Student Ambassador Club plan monthly positive student activities. |
|  | HCAM Students at risk of being recommended for return to their home school will be placed on a contract and assigned a team to monitor academics and at risk behaviors. |
|  | HCAM staff will encourage student participation in an Interpersonal Skills group provided by the Department of Juvenile Justice to allow a positive format for students to seek to understand and respect their differences. |
|  | HCAM staff will facilitate OLWEUS classroom meetings at least one time per month for 40 minutes to engage students in positive discussions around the issues with bullying. |
|  | HCAM students will join academic clubs that meet at least twice a month during the extended learning time and include opportunities to participate in service projects in the community. |
|  | HCAM guidance counselor and the HCAM graduation coach will conduct mediation with students to resolve conflict between students and to encourage healthy relationships. |
|  | HCAM Graduation Coach will establish and monitor a bully notification locker. |

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| **State Goal 4** | Leadership will guide innovation in North Carolina Public Schools. |
| **District Goal 4.1** | Increase resources and services annually that target the specific needs and goals of the schools within the district  Establish a private partnership committee that focuses on providing both resources and services that target the specific needs and goals of the schools within the district |
| **School Goal** | Establish a relationship with one academic institution (Lenoir-Rhyne) and form an advisory council based on the 8 Career Academies |
| **Performance Measure/Indicator** | Meeting agendas and emails |
| **Completion Date** | May 2015 |
| **Improvement Strategies** | HCAM staff will meet with Tracy Hall of *Education Matters* to build contacts for advisory council. |
|  | HCAM staff will host a meeting of the student teachers and their supervising teachers from the Lenoir-Rhyne University Education Departments. |
|  | HCAM staff will invite members of the community to an advisory council meeting each semester to establish professional relationships and to gain relevant perspective for the HCAM Academies. |
|  | HCAM staff will contact Lenoir-Rhyne staff to discuss partnering with the education department to recruit tutors for AVID class. |
|  | HCAM staff will take the AVID class on regular visits to Lenoir-Rhyne, CVCC, and CCC&TI to build college awareness.  HCAM Communities In Schools Site Coordinator/Graduation Coach will conduct school wide activities regarding bullying, academic achievement and other needed events. |

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| **State Goal 4** | Leadership will guide innovation in North Carolina Public Schools. |
| **District Goal 4.2** | Increase parent participation by 20% each year |
| **School Goal** | Increase parent participation in the HCAM PTA by 20% each year |
| **Performance Measure/Indicator** | PTA minutes |
| **Completion Date** | May 2015 |
| **Improvement Strategies** | Conduct parent/volunteer recognition activities during April. |
|  | HCAM staff will establish a committee to develop activities to encourage family involvement (Recruitment Committee). |
|  | HCAM administrators will encourage PTA to provide information to students and parents at performances, through intercom announcements, and using the automated call-out system. |
|  | HCAM staff will use parent survey data to increase parent involvement. |

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| **State Goal 5** | North Carolina Public Schools will be governed and supported by 21st Century Systems. |
| **District Goal 5.2** | In three years, all classrooms will have presentation equipment (i.e. teacher computer, projector, interactive display technologies, document camera, etc.) |
| **School Goal** | All academic classrooms will have presentation stations and all students will have access to a Chromebook |
| **Performance Measure/Indicator** | Classroom Technology Inventory |
| **Completion Date** | May 2015 |
| **Improvement Strategies** | HCAM will utilize School Improvement Grant funds to purchase instructional technology and provide training for staff to learn how to use it to support pedagogical goals. |
|  | HCAM will utilize Title I funds to purchase instructional technology and provide training to learn how to use it to support pedagogical goals. |
|  | HCAM will utilize Indistar as the designated online tool for SIG progress reporting. Indistar update visits are held at HCAM twice a year. |
|  | HCAM teachers will pilot Chromebooks and implement a 1:1 learning environment for all students. |
|  | HCAM will utilize BrightLink Smart projectors in all Core and Magnet classrooms. |

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| **State Goal 5** | North Carolina Public Schools will be governed and supported by 21st Century Systems. |
| **District Goal 5.3** | 100% of instructional staff will participate in technology training each renewal cycle |
| **School Goal** | 100% of instructional staff will participate in technology training |
| **Performance Measure/Indicator** | Sign in sheets; CEUs (if applicable) |
| **Completion Date** | May 2015 |
| **Improvement Strategies** | HCAM faculty will complete a technology self-assessment. |
|  | HCAM staff will develop a site-specific technology plan for monthly staff development. |
|  | HCAM staff members will participate in the e-Leaders program. |
|  | HCAM teachers will participate in weekly Professional Learning Community meetings to provide the format for discussion on how and when to utilize available technology resources like Thinkgate and APEX to assist struggling students. |
|  | HCAM teachers will participate in online Google Chromebook training. |
|  | HCAM staff members will be eligible for certification in Microsoft Office 2010. |

**School Improvement Plans**

**115C-105.27. Development and approval of school improvement plans**

**Guidelines**

* + *The primary goal of the School Improvement Team shall be to improve student performance.*
  + *School Improvement Team meetings should be held on a regular basis. Meeting dates and times along with minutes of the meetings should be posted on the school’s website within five (5) days of approval by the team.*
* **School Employee Members** – The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot.
* **Parent Members** – Parents serving on SIT shall reflect the racial and socioeconomic composition of the students enrolled in the school and shall NOT be members of the building-level staff. Parents shall be elected by parents of children enrolled in the schools in an election conducted by the PTO/PTA of the school. If no PTA/PTO exists at the school, the largest organization of parents at the school may be used.
* **Meeting Times** – SIT meetings shall be held at a convenient time for parents to assure substantial parent participation. Meetings should be held on a regular basis at times agreed upon by the SIT team. Teams should meet at a minimum of once every two months. Meeting dates, times, and locations should be advertised in the school newspaper, parent organization newsletter, on the school website, or by other means to allow all parents access to the meeting.
* **Minutes** – The secretary of the School Improvement Team shall record minutes of each meeting. Minutes of the meeting shall be posted on each school’s website within five days after minutes have been approved by the team.
* **Open Access** – Any person who agrees to serve on a SIT should be advised that his/her email address or phone number must be published (see Meeting Times) and available to all parents as a point of contact for other parents. Staff members or parents may request to speak at SIT meetings concerning issues that are under the control of the individual SIT. This does **NOT** include Hickory Public Schools Board of Education Policy or administrative guidelines enacted by the superintendent or his staff.