

**HAPEVILLE CHARTER CAREER ACADEMY
SCHOOL IMPROVEMENT PLANS GOALS AND OBJECTIVES
June 14, 2011**

The Hapeville Charter Schools Strategic Plan document for 2011-2012 is currently being updated. The School Improvement Plan (SIP) is included on the next two pages.

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What is a priority area for improving Student Achievement at your school? (Include no more than five, complete one form per objective.)									
Objective # 1	Target Group			Performance Measure(s)	Baseline		Target/Indicator of Success		
	Description	No.	% of Population		2008-09	2009-10	2010-11	2011-12	2012-13
To improve student achievement in math I (Grades 9)	All Students	160	100%	Increase the percentage of full academic year 9th graders who meet on the Georgia EOCT in: Math Value-added performance Percent of students showing z-score gains in Math 1 – Regression - Black Population		39%	50% 53% Met	60%	70%
						-0.56%	1%	2%	3%
Objective # 2	Target Group			Performance Measure(s)	Baseline		Target/Indicator of Success		
	Description	No.	% of Population		2008-09	2009-10	2010-11	2011-12	2012-13
To improve student achievement in 9 th grade literature	All Students	160	100%	Increase the percentage of full academic year 9th graders who meet on the Georgia EOCT in: Literature		74%	75% 83% Met	80%	85%

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What is a priority area for improving Student Achievement at your school? (Include no more than five, complete one form per objective.)									
Objective # 3	Target Group			Performance Measure(s)	Baseline		Target/Indicator of Success		
	Description	No.	% of Population		2008-09	2009-10	2010-11	2011-12	2012-13
To improve student achievement in Biology (Grades 9)	All Students	160	100%	Increase the percentage of full academic year 9th graders who meet on the Georgia EOCT in: Biology Value-added performance Percent of students showing z-score gains in Biology Regression-Black Population		37%	40% 53% Met	45%	50%
						-0.70%	1%	2%	3%

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Mid Year Summary - The data from the interim indicators suggest that we are making progress towards meeting our goals. There are, however a few discrepancies between student performance on benchmarks and student performance on in-house assessments and course grades. Based on discussion during teacher content team meetings, we are on track to making sure that the entire curriculum is taught before the EOCT. In order to get improved data results, mock assessments will now be counted as a grade and/or students will be given extra credit on this test. We have also incorporated a plan for the top two students in each homeroom to receive some type of incentive for every subject. We are hoping that this incentive will motivate students to take all Mock assessments serious.

Preliminary conclusions regarding progress on all objectives: Preliminary conclusions regarding progress on our schoolwide improvement plan suggest that we are making minimal progress in Math I and II and significant progress in biology and 9th grade literature toward improvement goals in mathematics, science, and literature. **December 2010 expected proficiency was set to 40% – 9th Grade Biology overall Rating was 51%. 9th grade literature and composition was 57%. Math I was 27% and Math II was 13%.** The classroom assessment data indicate that our students are struggling to show mastery of concepts learned earlier in the year in the areas of math. Ms. Mclure conducted the Asset test and 15 out of 20 students passed all three parts of the test and were accepted into Atlanta Technical College. 5 of those students will retake the sections of the test they did not pass initially. 25 students will take the next test on Wednesday, February 23, 2011. Tutorials for this session will begin the week of January 31st 2011 with Math and Literature.

Additional action to be taken during remainder of this school year: Teachers will continue to utilize resources to introduce new concepts and for remediation on standards not previously mastered. Teaching and learning committee will introduce and implement at least 1 universal career academy standard per month that all teachers are conducting in their classrooms. Teachers will use the tutorials, extended day period and Saturday school to help reinforce standards and for specific re-teaching. Teachers will continue to administer common assessments on a weekly, monthly basis to determine student mastery of the standards, and use the data from these assessments to make instructional adjustments as needed. Teachers will receive additional support in the development of performance tasks that are engaging and aligned to the Georgia Performance Standards. We have also implemented Wednesday walk-arounds where teachers will provide constructive criticism to their peers after carefully observing their classroom. Administrators and support staff will continue to conduct classroom walkthroughs to collect data on implementation of standards-based classroom instructional practices and provide constructive criticism and feedback to teachers. Teachers will continue ongoing professional development practices to help improve instruction. More reinforcement, timely retest options or different assessments should be conducted to maximize teacher effectiveness and student learning in the class. Another action to be taken this semester to in order to help maximize teacher effectiveness is to have ongoing communication between core teachers, coaches and Physical education teachers. The implementation and ongoing process of school accreditation will help all faculty staff meet and achieve our goals.

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End of Year Summary: The results on the End of Course Test demonstrate the achievement of all students in their understanding of literature, biology, and mathematics and their ability to achieve. This demonstrates that Hapeville Career Academy is well on the way to developing a school wide program that emphasizes the development of skills and concepts and provides students with extensive experiences solving problems in multiple areas. The gains Hapeville Charter Career Academy has accomplished are not restricted to only high-achieving students, but are also evidenced for low achieving and historically disadvantaged groups of students as well.

Overall Conclusions regarding objectives:

Objective 1 – To Improve Student Achievement in **Math I** (Grades 9) on the End of Course Test (EOCT) (All 1st Time Test-Takers)
2009-2010: 39% (2010-2011 target: 50%)

Results – Fifty Two percent of all Hapeville Charter Career Academy student’s met or exceeded expectations on the 2010-2011 End Of Course Test for Math I. This was an increase of 13% from 2009-2010.

Objective 2 – To improve student achievement in **Literature** (Grades 9) on the End of Course Test (EOCT) (All 1st Time Test-Takers)
2009-2010: 74% (2010-2011 target: 60%)

Results – Eighty Three percent of All Hapeville Charter Career Academy School’s student’s met or exceeded expectations on the End Of Course Test for 9th Grade Literature. This was an increase of 9% from 2009-2010.

Objective 3 - To improve student achievement in Biology (Grades 9) on the End of Course Test (EOCT) All 1st Time Test-Takers)
2009-2010: 39% (2010-2011 target: 40%)

Results – Fifty Three percent of All Hapeville Charter Career Academy School’s student’s met or exceeded expectations on the End Of Course Test for 9th Grade Biology. This was an increase of 14% from 2009-2010.

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Future Steps to address objectives:

Teachers will continue to collaborate, analyze and utilize the data from NWEA, and previous years EOCT, and CRCT scores to drive instruction. Extended Learning opportunities will be offered before, after school and on Saturday for at risk students. Teachers will use project based learning, differentiated instruction, and technology based learning to drive instruction. Informal and formal classroom observations with constructive feedback will continue to be provided during the course of the school year. Teacher lesson plans will continue to be reviewed to ensure best practices are being employed and pacing is appropriate. Professional development has been an instrumental tool in the success of our teachers and Hapeville will continue to offer include contracted services professional development. Overall, Hapeville Charter Career Academy will continue to use all artifacts used during this school term to enhance and further improve student achievement.