

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

HAPEVILLE CHARTER CAREER ACADEMY



**Title 1
Schoolwide Plan
2011-2012**

Original Plan Written during the School Year 2011-2012

Revisions will be made in August, 2011

Table of Contents

Section 1: Comprehensive Needs Assessment	3
Section 2: Schoolwide Reform Strategies	10
Section 3: Highly Qualified Teachers	15
Section 4: Professional Development.....	16
Section 5: Parental Involvement.....	18
Section 6: Transition of Students (Middle to High)	20
Section 7: Teachers and Academic Assessments	21
Section 8: Coordination of Services and Programs	22
Section 9: Students Experiencing Difficulties.....	23
Section 10: Student Assessment Results and Interpretations	24
Section 11: Provisions for the collection and disaggregation of data	25
Section 12: Provisions for seeking statistically sound results	26
Section 13: Provisions for public reporting of data.....	27
Section 14: Plan revisions yearly	28
Section 15: Plan development and community involvement	29
Section 16: Plan availability	30
Section 17: Translation of plan.....	31
Section 18: School Improvement provisions §1116.....	32
Appendix – HCCA School Improvement Plan	34

Title 1 Schoolwide Program

Section 1: Comprehensive Needs Assessment

The mission of Hapeville Charter School is to provide a challenging and encouraging learning environment which substantially prepares each student for college and the workplace by supporting and encouraging the student’s motivation to learn and excel. The school will provide the foundation and resources for each student to increase his/her individual, academic and personal achievement during the high school years through close relationships with teachers and fellow students, rigorous and relevant curriculum (which meets State and local guidelines,) the attainment of industry-relevant credentialing, and exposure to career and educational options outside of the high school. The vision encompasses a prepared young adult learner graduating from high school with one or more certificates from Atlanta Technical College. We have developed our schoolwide program with the participation of the Charter School Improvement Team who will execute the comprehensive schoolwide program plan.

The members of the School Improvement Team are:

School Improvement Team	Position
Dr. Gary Martin	President
Jannard Rainey	Principal
Tracy McClure	Director of Academic Affairs
Stacy Henry	Institutional Researcher/Measurement
Sabrina Barnes	Counselor
Aranya Knox	Counselor
Stefanie Orgertrice	Registrar
Lark Lewis	Faculty
Winston Gordon	Faculty
Renee Woods	Parent
Sherika Daniels	Parent
Carolyn Richardson	Outside Technical Consultant

- We have used the following instruments, procedures, or processes to obtain this information:
 1. 2008-2009 CRCT Results
 2. 2009-2010 CRCT Results
 3. End of Course Test (EOCT) all subjects
 4. Benchmarks data (Grades 9 and 10)
 5. Iowa Test of Basic Skills (ITBS)
 6. Student Success System (ASSET)
 7. Georgia Writing Assessments (G8WA)
 8. School Achievement Management (SAMS)
 9. School Leader's Guide to Root Cause Analysis: Using Data to Dissolve Problems by Paul G. Preuss

- We do not currently have migrant children enrolled at Hapeville Charter Career Academy; however, we have taken into account the needs of migrant children if enrolled. When each student enrolls, academic assessments will be conducted and appropriate placements determined as academic strengths and needs are identified. Available staffing includes an ESOL teacher, counselor, parent liaison, and psychologist who will assist with connecting the migrant families to community resources as needed, and help the student's transition into a new school setting. Any academic deficiencies will be identified and programs planned appropriately to meet the needs of each student by offering before/after school tutorials and optional Saturday school sessions.
 - Student enrollment sheets are distributed and the Occupational Survey section of the form is checked by the registrar.
 - All new students receive an Occupational Survey form, as well as the registration form. This will be checked and verified by the registrar.
 - We will work closely with our counselor, school social worker, and our central office liaison to ensure that the student's needs are met for any students identified.
 - Providing intervention programs and additional assistance for any migrant student who might be identified and is experiencing academic deficiencies
 - Students will be considered for additional services based on formative data and classroom assessment
 - Students who may be homeless will be referred to the Fulton County Schools Homeless Liaison and school social worker for possible services. In addition to referring students to the social worker, Hapeville Career Academy will ensure that students are being provided an appropriate education. Hapeville Charter Schools educate all stakeholders on homelessness within our school community and promotes ways to assist the parents and students of Hapeville Charter Schools who are not financially stable. Our faculty/staff members willingly donate their time to help raise money for school supplies, monetary gifts, clothing, and non-perishable foods. The school is supported by a host of donors. Our English departments plan to incorporate a writing program during the 2011-2012 school year for students to write their Congressmen or Senator urging them to support laws that will help homeless people. This program

will assist students in the writing process, as well edify and empower them to support other human lives. In addition to the benevolent writing efforts of the school, our charter community aims to help the homeless in conserving and donating any unopened milk and fruit to those in need. Milk and fruit contain vital nutrients that can help preserve the health of individuals who may lack health insurance or adequate medical access. Ultimately, the Hapeville Charter School System is dedicated to uplifting the holistic student; likewise, it is dedicated to improving the existence of everyone in kind.

- We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic Content Standards including:
 - Black, Hispanic
 - White, Multi-Racial
 - English Language Learners
 - Economically disadvantaged students
 - Students with disabilities

Percentage of students by Ethnicity

The following charts represent the Hapeville Charter Career Academy’s student body for the 2010-2011 School Year:

Percentage of Students by Ethnicity			
	9th Grade	10th Grade	Total Unique
BLACK OR AFRICAN-AMERICAN	94.00%	91.70%	315
WHITE	0.50%	1.90%	4
HISPANIC/LATINO	4.40%	2.50%	12
TWO OR MORE RACES	0.50%	1.90%	4
ASIAN	0.50%	1.90%	4

Program Enrollment by Grade Level			
	9th Grade	10th Grade	Total Unique
ESOL	2	0	2
GIFTED	10	3	13
REMEDIAL	38	39	77
SPECIAL ED	18	16	34
Total Unique	68	58	126

CURRENT STUDENT ENROLLMENT PER STUDENT SUBGROUP

	Number of Students	Percent*
Total Enrollment	339	-
Male	177	52.21%
Female	162	47.79%
Ethnicity: Asian	4	1.18%
Ethnicity: American Indian	-	-
Ethnicity: Black	315	92.92%
Ethnicity: Hispanic/Latino	12	3.54%
Ethnicity: White	4	1.18%
Multi-Racial	4	1.18%
Special Education	34	10.03%

* Many students belong to more than one student subgroup. The sum total for percent of total enrollment (shown in the right hand column) may consequently be greater than 100%.

Percentage of Students receiving Free/Reduced Meals	
	Total
FREE	225
REDUCED	49
TOTAL PERCENTAGE	86%

End of Course Tests (EOCT): High school students must complete an End of Course Tests (EOCT) at the conclusion of core courses. These examinations are created by the State DOE and are linked to the Georgia Performance Standards, making them valid measure of the student achievement assessments of critical content of the core courses. The chart includes data of the Hapeville Charter Career Academy students for spring 2010 (2009-2010 School Year) in all EOCT subject areas.

2009-2010 School Year			
	Does Not Meet	Meets	Exceeds
9 th Grade Lit	26%	64%	10%
Mathematics 1	61%	38%	.1%
Biology	63%	34%	3%

This data is being reported from gadoe.org/Reporting

- We have reflected **current achievement data** that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example, 61% of 9th grade students did not meet expectations on the Math End of Course Test (EOCT). In addition, 63% of 9th grade students did not meet expectations on the 9th grade Biology End of Course (EOCT). This data mentioned above was used to develop extended day programs for students requiring additional assistance and reinforcement.
- The data has helped us reach **conclusions** regarding achievement or other related data. Reflecting on our 2010-2011 school improvement goals:

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: 38% (2010-2011 target: 50%)

Objective 2:

To improve student achievement in **Literature** (Grades 9) on the End of Course Test (EOCT) (All 1st Time Test-Takers)

2009-2010: 64% (2010-2011 target: 60%)

Objective 3:

To improve student achievement in Biology (Grades 9) on the End of Course Test (EOCT) All 1st Time Test-Takers)

2009-2010: 35% (2010-2011 target: 40%)

The students at Hapeville Charter School will also participate in a Mock Compass and mock assessments in reading and mathematics (ASSET). The main purpose for the testing is to map the students' academic progress for the school year. This data is used throughout the year to guide instruction as well as prepare students for entrance into Atlanta Technical College.

- The **Major Strengths Discovered** in our program were revealed in our 9th grade Literature and Composition test administered spring 2010. 64% of our students met expectations on the End of Course Test (EOCT).
- Below are the specific **Major Needs Discovered**, based on the school wide data collected in the areas of Biology, Mathematics and 9th Grade Literature.
Needs in the Area of Biology, Mathematics and Literature:
 - On the Georgia EOCT 2010, 38% of our ninth grade students met expectations in Mathematics 1. 61% of our ninth grade students did not meet the expectations in Mathematics 1.
 - On the Georgia EOCT 2010, 64% of our ninth grade students met expectations in ninth grade literature. 26% of our ninth grade students did not meet expectations in ninth grade literature.
 - On the Georgia EOCT 2010, 34% of our ninth grade students met expectations in ninth grade Biology. 63% of our ninth grade students did not meet expectations in ninth grade biology.

When analyzing data by subgroup (during the 2009-2010 school year) we determined that the **Major Need** was the provision of extended learning opportunities for the students who did not meet the standard on the EOCT as indicated below:

Subgroup	Content Area	Percentage – Did Not Meet
All Students	EOCT - 9 th Grade Literature	26%
	EOCT – Math I	61%
	EOCT – Biology	63%
Black	EOCT – 9 th Grade Literature	27%
	EOCT – Math I	60%
	EOCT – Biology	65%
ELL	Not reported on AYP	
Female	EOCT – 9 th Grade Literature	21%
	EOCT – Math I	44%
	EOCT – Biology	70%
Male	EOCT – 9 th Grade Literature	31%
	EOCT – Math I	67%
	EOCT – Biology	39%
Students with Disabilities (SWD)	EOCT – 9 th Grade Literature	26%
	EOCT – Math I	58%
	EOCT – Biology	37%
Economically Disadvantaged	EOCT – 9 th Grade Literature	25%
	EOCT – Math I	61%
	EOCT – Biology	62%

- The **Specific Academic Needs** of those students that are to be addressed in the Title 1 school-wide program will be improved achievement in Biology, Math I, and 9th grade literature.
- The **Root Cause/s** that we discovered for each of the needs were:
 - EOCT – Math all groups
 1. Lack of teacher understanding of how to implement the curriculum.
 2. Lack of professional development to improve Math
 3. Lack of professional development and use of Differentiated Instructional Strategies.
 - EOCT – Math SWD
 1. Lack of general Education and SWD teacher communication.
 2. Lack of effective team teaching in the least restrictive environment.
 - EOCT – Biology all groups
 1. Lack of teacher understanding of how to implement the curriculum.
 2. Lack of professional development to improve Science
 3. Lack of professional development and use of Differentiated Instructional Strategies.

The aforementioned content areas are noted in our root cause analysis which will be enhanced through **instructional pacing and instructional rigor**. Our students will be provided a stronger opportunity for success when teachers are afforded relevant professional development activities to enhance student learning. We will increase our efficacy with instructional delivery as it relates to scope and sequence. Our grading practices reflect that we hold teachers accountable for the scope and sequence of all courses taught. The EOCTs, which serve an indicator for the Georgia High School Graduation Test, reveal that it is critical for Hapeville Charter Career Academy to ensure teacher efficacy in order to raise student achievement.

Section 2: Schoolwide Reform Strategies

Hapeville Charter uses evidence-based interventions that have been found to be effective when promoting the success of the students. The planning committee has reviewed numerous research articles, journals, and professional development resources to develop a long range plan of professional and instructional best practices to implement. The evidence-based interventions and reform strategies being used at Hapeville Charter include Career Access, Project-Based Classrooms, Extended learning opportunities, collaborative learning centers, extended learning time, cross-curricular, Standards Based Classroom and differentiated learning.

<p>Career Access</p>	<p>Developed by an informal consortium of career academy organizations, the Career Academy National Standards of Practice are framed around ten key elements of successful implementation, drawn from many years of research from all parts of the country. High school reform has to be centered in the community and responsive to its needs and the needs of its students.</p> <p><i>(web site: www.legis.state.ga.us/legis/2007_08/sum/sb68.htm)</i> The link to the Career Academy National Standards of Practice is: http://www.hsalliance.org/_downloads/home/Career_Academy_National_Standards_of_Practice.pdf</p>
<p>Project-Based Classrooms</p>	<p>A growing body of academic research supports the use of project-based learning in schools as a way to engage students, cut absenteeism, boost cooperative learning skills, and improve test scores. Those benefits are enhanced when technology is used in a meaningful way in the projects.</p> <p><i>“Project-based learning (PBL) is a model that organizes learning around projects. According to the definitions found in PBL handbooks for teachers, projects are complex tasks, based on challenging questions or problems that involve students in design, problem-solving, decision making, or investigative activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations” (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999).</i></p>
<p>Extended Learning Time and Opportunities</p>	<p>Provide the students of Hapeville Charter with extended learning opportunities during the school day to expand their learning and participate in a small group or in a one-on-one setting. There is a growing body of research evidence indicating that high-quality extended learning programs can reduce risk-taking behaviors, provide positive developmental opportunities, and improve the academic performance of students, particularly those at risk of academic failure. Research shows that the correlation between time and student achievement gets stronger with more engaged time. Students at Hapeville Charter are given more academic learning time in the areas of reading and math by receiving an</p>

	<p>additional segment each day. Other ways Hapeville charter offers extended learning is through after-school tutorials and Saturday School.</p> <p><i>“As would be expected, the research shows that the correlation between time and student achievement gets stronger with more engaged time. Students who are given more allocated school time have outcomes only slightly better than students who receive less. But the correlation between time and achievement increases when students are given more instructional time, and it is even greater when students’ academic learning time increases.”</i> Silva, E. (2007). <i>On the Clock: rethinking the way schools use time. Education Sector Reports. Retrieved from http://www.educationsector.org/research/research_show.htm?doc_id=442238 on October 16, 2008.</i></p>
<p>Cross-Curricular Mapping</p>	<p>The Cross curricular mapping is demonstrated at both campuses and is identified as a tool to help educators re-examine and re-negotiate Georgia Performance Standards. Cross curricular mapping is demonstrated as a “learn how to learn” environment which engages teachers during dual planning with faculty and staff. Cross curricular mapping is demonstrated during professional development sessions and collaborative planning, creating a dynamic learning atmosphere that is conducive to active learning for Spanish, science, reading, and math teachers here at Hapeville Charter.</p> <p><i>“Curriculum mapping has great potential to help educators re-examine and re-negotiate content standards (Jacobs, 2004). To ensure our students receive a balanced education, we must find a place for teaching history-social science and support teachers and administrators by providing quality, meaningful curricular models for implementing all subject areas. “If schools put more time and attention into cross disciplinary literacy, students will do better in all classes (Jacobs, 2004).”</i></p> <p>Mosier, L. & Wagner, K. (2006). Interdisciplinary Curriculum Mapping with Big Ideas: It’s Elementary. Social Studies Review. (Spring). Retrieved from http://64.233.179.104/scholar?hl=en&lr=&scoring=r&q=cache:11PeeQ19kVsJ:lret.sdcoe.net/sms/dfile/20060517/currmap.pdf+student+achievement+and+cross+curriculum+activities on October 16, 2008.</p>
<p>Differentiated Learning</p>	<p>Differentiation is demonstrated in all subject areas through creating a learning environment that addresses student’s diverse learning needs – physical, social/emotional, and cognitive.</p> <p><i>“According to the proponents of differentiation, the principles</i></p>

	<p><i>and guidelines are rooted in years of educational theory and research. For example, differentiated instruction adopts the concept of "readiness". That is the difficulty of skills taught should be slightly in advance of the child's current level of mastery. This is grounded in the work of Lev Vygotsky (1978), and the zone of proximal development (ZPD), the range at which learning takes place. The classroom research by Fisher et al. (1980) strongly supports the ZPD concept. The researchers found that in classrooms where individuals were performing at a level of about 80% accuracy, students learned more and felt better about themselves and the subject area under study (Fisher, 1980 in Tomlinson, 2000). Hall, T. (2002). Differentiated Instruction. Wakefield, MA: National Center on Accessing the General Curriculum. Retrieved [insert date] from http://www.cast.org/publications/ncac/ncac_diffinstruc.html</i></p>
<p>Technology-Based Learning</p>	<p>Technology Based Learning has been implemented in a wide array of forms here at Hapeville Charter through the use of Smartboard technology, eBooks, computer labs, and online science labs with the use of Exam View.</p> <p><i>"Using technology in the classroom makes the environment more authentic to students, because the computer provides access to data and information, expands interaction and collaboration with others via networks, promotes laboratory investigation, and emulates tools experts use to produce artifacts." (Krajcik et al., 1994, pp. 488-489).</i></p>

We will address the needs of all children in the school, particularly the needs of students having difficulty demonstrating proficiency related to the State's academic content and student achievement standards, through the implementation of the reform strategies included above. Additional instructional strategies are listed below:

- Before School/After School Tutorial – Before and after school tutorial is available to students to gain extra time and support in all reading and math courses.
- Saturday School – Saturday School allows the students and families flexibility outside of the work-week to get assistance they may need in order for students to be successful in reading and math and on the GHSGT. Participation in Saturday School will increase academic achievement, provide homework assistance, improve school attendance, and increase parent involvement.
- Direct Instruction, using Literature and Math GPS, through the use of additional Math Support classes for all students in Literature, Math I and Math II.
- Differentiated Instruction Professional Development for Literature and Math Instructors
- Administrative walk-throughs throughout the school-year.
- New student orientation for those students just entering a charter school
- Full implementation of Georgia Performance Standards in all content areas.
- Read out loud program for all SWD and ESOL students will be installed on all computers and a copy will be provided to parents.

- The TAG (Talented and Gifted) Program will be partnered with Advanced Placement (AP) program to train teachers to identify high potential students and differentiate instruction to accelerate student progress.
- Data talks will be held with each student participating in the extended learning program to help them identify their strengths weaknesses and develop an individualized action plan.
- The ESOL program (English Speakers of Other Languages) is designed to meet the needs of students not demonstrating English proficiency. A continuum of service and scheduling models will be implemented based on ACCESS (Assessing Comprehension and Communication in English State to State) results and other academic data in compliance with state model requirements
- SWD (Students with disabilities) will be served in the least restrictive environment. All efforts will be made to schedule team taught, inclusive classes to allow all students to benefit from on-level general education instruction. Special education students are included in all school activities.
- Effective instructional methods that increase the quality and amount of learning time.
- RTI Driven Learning: Interventions and tailored opportunities for students requiring additional assistance in their area of difficulty to receive during regular classroom instruction.
- Opportunities for students with disabilities to receive additional support and resources.
- Standards Based Classroom objectives include:
 - All teachers are working consistently to provide appropriate interventions for all children.
 - Student achievement data is collected and reported to determine the success of the interventions being used.
 - Teachers know which interventions are most appropriate depending upon the students' needs.
 - Any child who is exhibiting academic and/or behavioral problems will be identified.
 - Parents are willing to have their child participate in the interventions.
 - Students are making a genuine effort to succeed.
 - All staff believes that a standards based classroom model is an effective tool for identifying and directing students in jeopardy of failing.
- Additional resources to provide opportunities for the students to succeed include:
 - Purchase additional resources needed to assist teachers with the learning and teaching process.
 - Provide professional development on the effective utilization of technology in the instructional process.
 - Purchase additional resources needed to improve student achievement in the areas of Math and Science.
 - Standardized testing practice utilizing ASSET, Northwest Evaluation Association (NWEA), and End of Course Test (EOCT) coach materials.
 - Increase time accessibility for students to use the computer labs during and after school and on Saturdays

- Implementation of the Ford PAS Curriculum – Ford PAS is an academically rigorous, standards-based curriculum that challenges students to integrate academic learning with realistic applications in areas such as design and product development, information systems, environmental sustainability, global economics, business planning, marketing, and personal finance. Through case study analysis and role plays, simulations and scientific experiments, research, negotiation, and collaboration, students gain both knowledge and interdisciplinary skills for learning, analyzing, and decision-making in complex situations—and in the process, learn to apply classroom learning to choices in the real world. Innovative partnerships connect local high schools with colleges and universities, businesses, and workforce development and community organizations to provide real-world learning opportunities.
- The Ford PAS Curriculum will supplement the current core course curriculum at Hapeville Charter Career Academy The Ford PAS Curriculum has proven success in transforming and sustaining new forms of teaching and learning and in redesigning schools. Innovative business-community-education partnerships connect local high schools with colleges and universities, community organizations, and employers, and provide real-world learning opportunities that are an essential component of the curricula and programs of study. These partnerships help sustain reforms during periodic storms that unhinge most education reform initiatives. Ford PAS believes that only through sustained effort can these reforms succeed in institutionalizing transformative approaches to teaching and learning and school redesign, and ultimately changing deeply held beliefs and school cultures. Ford PAS provides strategies and tools to do the following:
 - Engage all students in meaningful learning that is connected to their own lives and usable in the real world
 - Prepare students with both essential academic knowledge that meets rigorous standards and 21st century skills (critical thinking, problem-solving, communication, teamwork, creativity, and global awareness) required for success in college and careers
 - Enable students to see how and what they are learning in school in order to prepare them for postsecondary education, productive careers, and active citizenship

Section 3: Highly Qualified Teachers

Hapeville Charter schools goal and intent is to hire teachers who are “Highly Qualified” in the content area/s of instruction and thus maintain 100% of teachers who are highly qualified.

4yr. Bachelors	5yr. Masters	6yr. Specialist	7yr. Doctorate
(15)100%	(7)50%	0%	0%

- Strategies to attract and retain Highly Qualified Teachers - In order to retain and attract highly qualified teachers into our school, we have included current classroom teachers in professional development activities regarding the use of academic assessments to enable them to improve the achievement of individual students and the overall instructional program in the following ways:
 - Training in Math I and Math II Performance Standards
 - Effective instructional methods for low-achieving students
 - Writing and analyzing common assessment data
 - Building Professional Learning Communities within the school.

The school also participates in recruitment activities at colleges and universities in order to attract highly qualified new teachers. Job fairs within the metro area are conducted, if needed, to provide school administrators the opportunity to interview candidates and select from a “pool” of highly qualified candidates. This provides assistance to principals and schools with the initial hiring process in the selection of “Highly Qualified” teachers.

Section 4: Professional Development

Hapeville Charter Schools provides Professional Learning opportunities to teachers, principals, and paraprofessionals in Hapeville Charter Career Academy base on needs assessments surveys provided to all stakeholders. Professional learning is also provided based on other data, such as student assessments school initiatives determined by student needs.

Many educators in Hapeville Charter are involved in on-going professional learning through endorsement programs such as reading, gifted and ESOL. The endorsement programs are yearlong endeavors with 150 or more hours. School improvement activities at the district and school levels align to the stated goals and priorities. Our school has a “School Leadership Team” that is trained to guide educational growth and development for the school. Continuous, on-going training is provided to teachers, principals and paraprofessionals in order to develop a clear understanding and consistent implementation of standards-based classrooms to enable students to meet and exceed performance standards.

- We have included teachers, principals, and paraprofessionals and if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the **ROOT CAUSE** of our indentified needs. For example, Hapeville Charter Career Academy provides professional development sessions during early release days. Conferences and workshops are conducted with consultants with expertise in areas where staff growth is essential are provided, and a general expectation of staff improvement through professional learning is pervasive.
- We have aligned professional development with the State’s academic content and student academic achievement standards by providing professional development training for all teachers on data analysis, data collection, tier-learning instructional strategies, critical friends group, differentiated instruction, closing the achievement gap for students, classroom management, and effective lesson planning.
- We have devoted sufficient resources to carrying out effectively the professional development activities that address the root causes of academic problems here at Hapeville Charter Career Academy. For example, Title funds are used for the following:
 - Parent Informational meetings
 - Professional development workshops for parents and teachers
- We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on individual students and the overall instructional program with the following trainings:
 - Weekly planning with team members
 - Data Analysis - Teachers will plan with Instructional coaches, data support specialists, principal and any other support staff who will provide assistance and direction related to the analysis of data and record relevant information.
 - Georgia Performance Standards
 - New Teacher Support

- Future planning for student success - Fundamentally, all staff members of the school must be provided with the necessary time, resources and administrative support to acquire and improve their professional knowledge, practices and skills to best enable the school to achieve their mission. With this in mind Hapeville's goal for the coming years is to build a professional development library in-house for continuous teacher development.
- Any staff member holding a Georgia professional certification (lifetime certification) must still meet the basic professional development requirement of the school and State of Georgia.

Section 5: Parental Involvement

- Hapeville Charter Career Academy involves parents in the planning, review and improvement of the comprehensive school wide program by including parents in our school wide planning committee.
- Hapeville Charter Career Academy provides written notice to parents about Elementary Secondary and Education Act, formerly known as the No Child Left Behind Act (NCLB) of 2001, and notice of School-wide Title I, in a format and language that the parents can understand.
- Parent communication for all students involves several methods:
 - Parent Handbooks
 - School website
 - School Marquee
 - Newsletters
 - Progress Reports/Report cards
 - Conferences
 - Student Support Team
 - Parent workshops
 - Parent surveys
- Hapeville Charter Schools invites all parents to a mandated Annual Title 1 Meeting in conjunction with the state of the school address in order to discuss strategies to increase parental involvement:
 - Informative sessions on utilizing Eschools to stay connected to their child(s) classroom
 - Parent Resource Room
 - Grade Level Curriculum Nights
 - Monthly PTCO meetings
- Hapeville Charter Schools provides individual student academic assessments results, including an interpretation of those results to parents through:
 - Parent conferences with teachers and/or counselor
 - Benchmark Results/Analysis
 - SST conferences
 - Progress Reports
 - Data Talks
- Hapeville Charter Career Academy completes a mass mailing to surrounding Fulton County elementary schools prior to the end of each school year. The purpose of the mailing is to make parents aware of the public charter school choices available for their child(s) transition to middle school.
- Hapeville Charter Career Academy provides yearly school visits for interested parents. Tours are conducted throughout the second semester by the Registrar or Counselor.
- Hapeville Charter Career Academy schedules two information sessions in January and February each school year for the purpose of providing information about the curriculum and programs to the students residing within the Fulton County School System attendance zone.

- Hapeville Charter Career Academy organizes special programs for parents and the community during Hispanic Heritage and Black History month.

Section 6: Transition of Students (Middle to High)

Hapeville Charter Career Academy has developed a Middle/High School Transition Program that will help parents and students adjust to a new school, curriculum, teachers, administrator and procedures. Also included are transition plans for students entering high school, from private schools and students entering our school throughout the school year.

- Hapeville Charter Middle 8th grade students are encouraged to research and visit the magnet program offerings of the Fulton County School System as well as the Career Academy offerings.
- Hapeville Charter Career Academy will invite surrounding middle school parents and students to an informational meeting twice per year that will cover a tour of our facility and a discussion of our program offerings.
- For the transition from Hapeville Charter Career Academy to post-secondary options, our guidance department along with Atlanta Technical College will provide support for the transition from Hapeville Charter Career Academy to post-secondary options.

Section 7: Teachers and Academic Assessments

Hapeville Charter School involves teachers in the decision making regarding use of academic assessment. Teachers are included in the following ways:

- Formative and summative assessments
- Data are used to review student achievement and progress made on an ongoing basis

Efforts are made to include staff, parents, and students in all decision-making activities that affect them. We recognize the importance of instructional staff input in decision making and ensure teachers are including in the decisions regarding the use of academic assessments such as Northwest Evaluation Association (NWEA), Scholastic Aptitude Test (SAT), American College Testing (ACT), mock assessments, End of Course Test (EOCT), to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways:

- Development of assessments
- Departmental Meetings
- Leadership Team meetings
- Leadership and team meetings
- Critical Friends Group Training
- Data Analysis training
- Cross-Curriculum training

Section 8: Coordination of Services and Programs

Following are our listing of Federal, State, and local services and programs with an explanation of how we are coordinating and integrating those services and programs.

Fund	Amount	Description of Services <i>Show how the funds are coordinated for the improvement of the entire school</i>
Title I	\$37,940	Funds will be used for professional development of teachers, which in turn will render more quality and rigorous instruction. In addition funds will be used for tutorial services for lower performing students, materials, and supplies. Equipment will be purchased to provide overall instructional support for all students. Funds will also be used for parental involvement.

In addition to our focused instructional strategies and funds, we have been supported by other infrastructures that nurture our instructional goals. For example, the following support systems have supplemented our general instructional endeavors:

- The Georgia Lt. Governor’s Casey Cagle Career Academy Initiative Grant (\$3.2 million) Assist with the building of the Career Academy.
- GA Department of Education Facilities Grant (\$130K) Assist with renovations of current facility.
- Phi Kappa Kappa Project Friendship (\$5K) Assist with the funding and implementation of JROTC program and with student and faculty achievement incentives throughout the school year.

Hapeville Charter Career Academy has the following community and business partners that provide assistance to our faculty, staff, parent, and students connecting the community with Hapeville Charter Career Academy.

- Atlanta Technical College
- Chick-Fil-A
- Fulton County Sheriffs - Community Outreach Program
- FordPas Foundation

Section 9: Students Experiencing Difficulties

Hapeville Charter Career Academy provides activities to ensure that students who experience difficulty mastering proficient levels of academic achievement standards shall be provided with effective, timely additional assistance. Those activities include but are not limited to the following:

- Student and parent Data Talks
- Teacher data analysis of EOCT and benchmark results from previous years
- Student Support Team
- After school tutorials and other extended day learning opportunities are offered
- The guidance counselor assists students by providing individual, small group and large group sessions focusing on areas of need.
- Study Skills and organizational and Time- Management Skills
- Academic counseling
- Periodic training will be provided to teachers to provide methods and strategies for the identification of difficulties and appropriate methods of assistance for the difficulties.

Section 10: Student Assessment Results and Interpretations

Individual Student assessment results and interpretations will be provided to parents in the following manner:

- Parent Teacher Community Organization meetings
- Benchmark results/analysis
- SST conferences
- Progress Reports
- Data Test talks with students and parents
- If our school should enter the Needs Improvement status, determined by AYP results, parent letters will be sent to all students in our school to explain our designation as a Needs Improvement school. The letter will explain why we did not make AYP, what the NI designation means for our school, and what strategies we have established and implemented to improve our status.

Section 11: Provisions for the collection and disaggregation of data

Types of data collected and the instruments, procedures, or processes used to obtain the data.

- Pre-test results
- Standardized Test Results such as the CRCT
- Benchmarks
- Mock Assessments
- Faculty/Staff needs assessment

These data sources have been reviewed to determine our needs for the upcoming year. We will review these data sources periodically throughout the implementation of our plan to monitor the plan's effectiveness.

Student Data is collected and disaggregated by:

- Grade level
- Content areas
- Subgroup (Black, white, Economically Disadvantaged, SWD, ELL)
- The students' past and present year teachers collaborate to analyze student data and make informed decisions.

Students most at risk of not meeting the state academic standards were identified by the following:

- Classroom assessments
- Analysis of previous years standardized test results
- Attendance and intervention data
- Northwest Evaluation Association (NWEA) testing
- Iowa Test of Basic Skills (ITBS) analysis
- End of Course Test (EOCT) analysis
- Mock assessment analysis

Students most at risk of not meeting the requirements for entrance into Atlanta Technical College were identified by the following:

- Informal mock ASSET assessments
- Formal ASSET assessments
- Attendance and intervention data

Section 12: Provisions for seeking statistically sound results

Our provisions for seeking statistically sound results for each category for which assessment results are disaggregated areas follows:

- The data we collect is from the School Report Card on the DOE website or AYP data sent to us by our Assessment Coordinator.
- The student test results administered by the state are valid and reliable. The data we receive from both sources has already been disaggregated by subgroup by the Georgia DOE. The NWEA data is collected by our Institutional Researcher and is both a valid and reliable assessment of student's probability of passing the state standardized test.
- By utilizing test data from the Criterion Referenced Competency Test (CRCT) and the End of Course test (EOCT) administrators and teachers identify strengths and weaknesses and specify priorities for improving student achievement in order to meet the challenging Georgia Performance Standards (GPS).

Section 13: Provisions for public reporting of data

Test data is reported to the public through the school website, school marquee, system website, school newsletters, and on the GDOE website. The web addresses are posted for easy location of results by stakeholders.

- The Georgia School Report Card and the Adequate Yearly Progress reports are posted on the Georgia Department of Education website
- Our school improvement plan, including data, will be posted on the school website
- Data is shared with the Leadership team and parents. It is reviewed regularly with the Local School Council which is comprised of parents, community members, administrators, and teachers
- We publish our results on our school website and in school newsletters.
- The data is discussed with parents during conferences, board meetings, PTCO meetings, and on the school website.

Section 14: Plan revisions yearly

The implementation of the plan is monitored throughout the year. Addendums are added to the plan when on-going assessment data shows revisions are needed.

- The plan is evaluated and revised yearly based on newly disaggregated data.
- Hapeville Charter Schools utilizes focus walk data to monitor our progress in the implementation of our instructional strategies listed in our plan.
- Mid-year reviews of our school improvement plan and formative assessment data are held in January. During this meeting, district staff and school administration meet to check on the progress of our plan implementation and the results of our formative assessments.

Section 15: Plan development and community involvement

Hapeville Charter Career Academy has developed and will revise yearly, our school improvement plan with the participation of individuals (staff, community members and parents) who will participate in carrying out our comprehensive school improvement plan.

The process we used to select our team is:

- The opinions of our parents are important to us; therefore, a parent survey is opened to parents each spring, allowing them to give their opinions and offer comments and suggestions concerning our parent involvement program.
- Each year as we begin to review and revise our Parent Involvement and School Improvement Plans, we choose parents to be involved in this process. They participate as we evaluate the previous year's plans, giving their input on ways to improve our Parent Involvement and School Programs.
- We also have parents as members of our School Council. They review the plans during development and after completion. Their comments and suggestions are considered as the plans are written.

Section 16: Plan availability

Our plan is made available to the LEA, parents, and the public in the following ways:

- Once the draft of our plan is completed, it will be shared with our staff by subject level department heads. We will use their feedback to make final revisions to the plan. Upon completion, our plan will be made available to all of our stakeholders.
- Our school improvement and parent involvement plans will be sent home in our beginning of the year information packets with all of our Title I students.
- Our plans are located on the school website and we distribute copies at our PTCO meetings to all stakeholders. Additional copies of the plans will be available in the front office for distribution to newly enrolled students, or upon request.

Section 17: Translation of plan

A copy of our school improvement and parent involvement plans, as well as our School-Parent Compact, will be translated into Spanish after it is written and reviewed with the assistance of parents and community members. Copies of these plans are distributed as needed. Copies of these documents are also housed in the office area and the Parent Resource Room/Area. Copies of the documents are given to new students when they register. We have included Spanish versions of this plans/compact in the Appendix section of our notebook.

Section 18: School Improvement provisions §1116

The plan is subject to the school improvement provisions of NCLB section 1116. If our school enters any level of Needs Improvement (NI), we will complete and participate in all requirements according to state and federal guidelines. We will offer tutoring through state accepted providers for Supplemental Educational Services (SES) and we will provide our students the choices of two alternate schools (if qualifying schools are available), should we be required to participate in School Choice. If we should enter the NI level that requires Corrective Action or Restructuring, we will work with the State DOE and our District to complete all requirements for improvement.

Principal's Signature

Date

Title I Director's Signature

Date

Appendix – HCCA School Improvement Plan

School Improvement Plan Goals/Targets and Scores Achieved on following pages

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

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% - 0.56%	50% 53% Met 1%	60% 2%	70% 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%

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

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	Number	% 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%

**HAPEVILLE CHARTER CAREER ACADEMY
SCHOOL IMPROVEMENT PLANS GOALS AND OBJECTIVES**

June 14, 2011

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.

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

**HAPEVILLE CHARTER CAREER ACADEMY
SCHOOL IMPROVEMENT PLANS GOALS AND OBJECTIVES**

June 14, 2011

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.

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.