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**LEA or Charter Name/Number:** Union County Public Schools – 900  
**School Name/Number:** Central Academy of Technology & Arts – 366  
**School Address:** 600 Brewer Drive, Monroe, North Carolina 28112  
**Plan Year(s):** 2010-2011  
**Date Prepared:** September 21, 2009

**Principal’s Signature:** \_\_\_\_\_

\_\_\_\_\_ **Date**

**Local Board Approval Signature:** \_\_\_\_\_

\_\_\_\_\_ **Date**

**School Improvement Team Membership**

*From GS §115C-105.27: “The principal of each school, representatives of assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot... Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff.”*

<b>Committee Position</b>	<b>Name</b>	<b>Committee Position</b>	<b>Name</b>
Principal	Rodney K. Miller		
Assistant Principal	Dr. Cheryl H. Jones		
Assistant Principal	Michael Zezech		
Teacher Representative	Lori Janicki		
Teacher Representative	Adam Tarlton		
Teacher Representative	Michael Hardy		
Teacher Representative	Dr. Lee Henage		
Teacher Representative	Debora Cochran		
Guidance Representative	Sheila Long		
Instructional Support Rep.	Deb Christensen		
Student Representative	Alex Wright		
Parent Representative	Treva Shaffer		
Parent Representative	Adam Thomas Dailey		
Parent Representative	Christa Dailey		

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**School Vision and Mission Statements for Central Academy of Technology & Arts**

**Vision:**

Central Academy of Technology & Arts is a comprehensive magnet high school that incorporates rigorous academic and technical education using innovative academy concept in a nurturing environment that emphasizes experiential learning, relevant internships, community involvement, technical, artistic, and academic integration, we prepare our students to compete in a global society.

**Mission:**

To prepare students for informed decision-making, effective citizenship, personal achievement, higher education, and rewarding careers.

## School Data and Summary Analysis

Use the data identified on the Data Sources tab (or from other sources) as the basis for understanding the school and identifying.

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).

### 1. What does the analysis tell you about your school's strengths?

After reviewing the data, the school's strengths are as follows: a.) There are fifty-four teachers on staff at CATA with 2% of them falling into the "beginning teacher" category. This indicates that the teaching staff can be considered "experienced and well-versed" in their content area. The negative side could indicate that because the staff is experienced, there could be a risk of complacency. The data from observations did indicate that less than 1% of the staff proved that to be true. Of the experienced group, fifteen teachers have more than twenty years teaching experience. There are also eleven teachers with advanced degrees and three who are Nationally Board Certified. There are two other teachers who are seeking the NBCT classification and one who is working on the administrative leadership add-on; b.) CATA students have applied to enter the school based on three criteria, scoring a Level III or better on the end-of-grade test in reading and math at the middle school and a good attendance and discipline record at the middle school. If students enter at the tenth grade level, they are held to the same criteria except the test scores involved are English I and Algebra I. The students come to the school for the academies that have career-focused programs; c.) The school facility was renovated three years ago with the support coming from a bond referendum. Some of the best technology is located in the building from the use of both teachers and students. There are nineteen Smart Boards, six document cameras, a media retrieval system, more than twenty overhead projects, LCD projectors, televisions in each classroom, a distance learning lab, three computer labs available for teachers to use, two rolling carts with laptop computers, Internet access in each classroom along with telephones in each classroom; d.) Each teacher has a Moodle page where they post class assignments, information on their course along with other pertinent information; e.) There are three administrators who can provide walk-throughs and classroom observations. This provides the opportunity to give immediate feedback to teachers on their effectiveness in the classroom or provide guidance to strengthen instructional delivery; f.) There are trained mentors in the building to work with the beginning teachers. In addition the department chairs have been empowered to assist teachers in their departments; and g.) Teachers are encouraged and provided with professional development sessions that pertinent to their needs; h.) The ratio of students to computers is 30:1; i.) The business and industry partnerships through the advisory committees; and j.) The school is a High School That Work site and actively participates in all of the initiatives associated with this national high school reform effort.

### 2. What does the analysis tell you about your school's gaps or opportunities for improvement?

The analysis indicates that some work needs to occur with some of the staff who are teaching the courses where the students did not score on grade level on the EOCs. There are some opportunities for continuous professional development on proven research-based instructional strategies to assist the experienced and new teachers to better meet the needs of a differentiated classroom. In addition, teachers will work in academy teams to develop integrated activities or projects for students so they can see the connections between academics and technical education. The data also indicates that a shift in teaching personnel should occur. Teachers who have a proven record of success for students need to teach those EOCs as much as the schedule will allow.

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**3. What data is missing, and how will you go about collecting this information for future use?**

At the present the only missing data the school is missing are the scores from the NAEP assessment provided by HSTW. This data is collected every two years by the network. Since CATA did not have a graduating class until last year, the school staff could not test seniors. This is the first year that CATA will be able to obtain this data. The data collected from the NAEP will include scores in reading, math, and science. Additional data will address survey information from the teaching and guidance staff along with student survey information.

**4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school? Cite relevant evidence from your analysis to support these priorities.**

The top priorities for Central Academy are student achievement, diversity, integration of technology into the instructional program, globalization, and integration of academic and technical education. In an effort to address the weakness of student achievement in some of the core academic areas based on the end-of-course assessments data, it is very clear that one of the priorities for CATA is student achievement. Another priority for CATA is the integration of technology into the instructional program. This magnet high school has as its focus since the opening in 2006, based on the academies, the need to incorporate technology so that students are exposed to real-world experiences. Students have to practice and become proficient in the use of technology if they are going to be competitive in a global society. According to Educational Leadership January 2006, a publication of the Association of Supervision and Curriculum Development, students need to be connected to and proficient in the use of technology. To that end, teachers must also have the expertise to instruct and guide students as they learned to navigate the information highway. Teachers are able to motivate students to learn through the use of technology as well. Another priority is globalization. This priority is a district focus area of the superintendent. Because of the increase of minority groups in the county, it is important to the school district to assist all stakeholders in the practice of tolerance understanding. Teachers, students, staff, parents, and the community must learn how to be accepting and understanding of all groups who makeup this global society. In addition, students especially must learn how to be competitive outside of their community surroundings. They must learn that the community is more then Union County, the Charlotte-Mecklenburg area and North Carolina. If the students are going to be successful, they must understand more people are competing for postsecondary slots, jobs, etc. The status quo is no longer good enough. Finally CATA has as one of its tenets the integration of academic and technical education. In simple terms, students learn about connecting the academic concepts taught in class with the technical program they are part of at the school. Students can then begin to understand why learning about angles in math, motion laws in physics, chemicals in chemistry, grammar in English or the relationships of past historical events are so important. All of these concepts can relate to the development of technology, medical diagnosis and medicine, automotive performance, or body movement in dance. This offers the students at CATA the opportunities to feel secure with the fact that they have learned the material and are able to build upon their past experiences to think critically.

## Priority Goal #1 and Associated Strategies

**Area for Improvement and supporting data:**

**Student Achievement** on the EOCs – The EOC test scores haven fallen below the district average in two areas, Algebra II (80.3%) and U.S. History (77.6%). The average scores for each of these EOCs at CATA are: Algebra II, 59.9% and U.S. History, 73.9%. There were other areas based on individual teachers’ scores that need attention, but the issues will be addressed through an overall “extra help” strategy for all classes.

**School Goal #1** Raise EOC test scores in the two designated core areas at Central Academy to ensuring the students are well-prepared for the technical fields they are pursuing; as well as to stay competitive with other high schools in the district since the school is a magnet high school. Central Academy is a *High School That Works* site (national high school reform effort based in Atlanta, Georgia); therefore the NAEP assessment will be given this year to sixty seniors. The data from the test were being compared to the other sites in the network with similar demographics to determine if the school is reaching the network standards.

**Supports this district goal: Student Outcomes** – Increase the percentage of students scoring on grade level on EOC tests.

<b>Target:</b>	Increase student achievement by 10% on the targeted EOCs as well as increasing the overall achievement of students on other EOCs by 5%.
<b>Indicator:</b>	Student test scores
<b>Milestone date:</b>	January 22, 2010

### Goal #1 Improvement Strategies-Identify researched-based strategies whenever possible

<b>Strategy #1</b>	<b>Strategy:</b> Implement an intervention plan to support students early in the semester. Students will be required to participate in tutoring sessions on Tuesday and Thursdays with their teacher. If additional time is needed by the students, those arrangements can be made on an individual basis.
	<b>Action steps:</b> Any student in class who falls below 70% in the class must attend tutoring sessions with the teacher. Teachers are to notify parents of the deficiency and their plan of action for the student. If the student continues to be unsuccessful, the teacher must again notify the parent and discuss the new plan of action to assist the student. Also, the teacher should be including the plan on a PEP.
<b>Strategy #2</b>	<b>Strategy:</b> Implement the peer tutoring opportunity using students in the National Honor Society.
	<b>Action Steps:</b> Students will be able to schedule with National Honor Society students one-on-one tutoring sessions before or after-school. The NHS members will work with the students needing help with concepts from the day's lessons in class as well as the concepts students are not clearly understanding.
<b>Strategy #3</b>	<b>Strategy:</b> Implement in the various departments a “blitz type” activity two weeks prior to administrating the EOCs.
	<b>Action Steps:</b> The teachers in each academic department will prepare student guides as a department, for students to use in the “extra help” sessions. These sessions may happen before or after-school along with on Saturdays. All students will have the opportunity to take advantage of these sessions, not just students who are struggling.

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<b>Strategy #4</b>	<b>Strategy:</b> Arrange the scheduling of teachers that utilizes the expertise of teachers who have proven success with academic achievement when possible.
	<b>Actions Steps:</b> Review the EOC tests scores of the staff. When possible, assign EOC classes to those teachers with proven records of grade level achievement with students. Also provide support to those teachers who have not enabled the majority of the students to reach grade level on tests.
<b>How will we fund these strategies?</b>	
<b>Funding Source 1:</b> Local school funds	<b>Funding Amount:</b> \$500.00
<b>Review frequency:</b> Quarterly	
<b>Assigned implementation team:</b> Department Chairs	
<b>What data was used to determine whether the strategies were deployed with fidelity?</b>	
The data used will be pre and post teacher-made quizzes and tests; benchmarking tests, developed by Class scope, at the end of three and/or six weeks. The scores on the EOC will also be indicators of success or needed growth. Adjustments will be made to plan based on assessment scores. Also data will be gathered from sixty seniors on the NAEP test through High Schools That Work.	
<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>	
Each set of data sets will be reviewed by the department chairs and their staff. The departments will determine if there are significant increases (5% or more) to warrant the continuation of the strategy as developed or should the strategy be revised to meet those gaps in the strategies of “extra help.”	
<b>What does data show regarding the results of the implemented strategies</b>	
<b>Based upon identified results, should/how should strategies be changed?</b>	



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**Assigned implementation team:** Administrative Team, School Improvement Team, and Department Chairs

**What data will be used to determine whether the strategies were deployed with fidelity?**

EOC test results, parent surveys, student surveys, and teacher surveys developed by High Schools That Work and Union County will be used.

**How will you determine whether the strategies led to progress toward the goal (Include formative, benchmark, and summative data as appropriate.)?**

By using the Classscape tool for benchmarking and other types of data when appropriate.

**What does the data show regarding the results of the implemented strategies?**

**Based upon identified results, should/how should strategies be changed?**

### Priority Goal #3 and Associated Strategies

**Area for Improvement and supporting data:**

**Stakeholder Engagement** – CATA has program advisory boards, parent groups, and community supporters who are involved in school activities. However, there is a need to increase the participation of community individuals. Presently the advisory committees have 40% of the membership comprised of community people; 14% of the CATA families are members of the PTSO; and 13% of the parents are members of the Athletic Boosters Club.

**School Goal #3** Increase community participation by 20% in all the target areas.

**Supports this district goal:** Stakeholders Engagement – proactive engagement with parents and the community.

<b>Target:</b>	Program Advisory Committees; Cougar Council (PTSO); Athletic Boosters Club; review committees for program projects.
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<b>Indicator:</b>	Membership numbers
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<b>Milestone date:</b>	October, January, March, June
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**Goal #2 Improvement Strategies-Identify researched-based strategies whenever possible**

<b>Strategy #1</b>	<p><b>Strategy:</b> Increase the involvement of business and industry by 20%.</p> <p><b>Action steps:</b> Review the list of active members of the advisory committees. Determine where there are gaps in industry representation and target those groups during the recruitment timeframe. Use the Career Development Coordinator as well as existing committee members to identify potential members.</p>
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<b>Strategy #2</b>	<p><b>Strategy:</b> Increase the involvement of parents in the PTSO by 20 %.</p> <p><b>Action Steps:</b> Work with the parent group leadership to design and implement a membership campaign utilizing the activities that parents are participating in such as: athletic games, school performances, parent meetings, and through written communications. Consider using incentives to attract parents.</p>
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<b>Strategy #3</b>	<p><b>Strategy:</b> Increase the involvement of parents and CATA supporters in the Athletic Boosters Club by 20%.</p> <p><b>Action Steps:</b> Use the Connect-Ed system to encourage parents of athletes to join the club. Look to the community for groups or businesses to support the Boosters as well.</p>
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**How will we fund these strategies?**

<b>Funding Source #1:</b> Local school funds	<b>Funding Amount:</b>	<b>\$100.00</b>
<b>Funding Source #2:</b> PTSO funds	<b>Funding Amount:</b>	<b>\$100.00</b>
<b>Funding Source #3:</b> Boosters funds	<b>Funding Amount:</b>	<b>\$100.00</b>

**Review frequency:** Quarterly

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**Assigned implementation team:** Academy Teams; Cougar Council; Boosters

**What data will be used to determine whether the strategies were deployed with fidelity?**

Membership rosters of all targeted groups will be used to compare to previous membership lists.

**How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)**

The method of recruitment will be reviewed to determine how many addition people were added to the rolls of the targeted groups. Adjustments will be made if it is determined that a method of recruitment had a greater return. Therefore that strategy will be used and enhanced more to capture more individuals and families.

**What does the data show regarding the results of the implemented strategies?**

**Based upon identified results, should/how should strategies be changed?**

## Priority Goal #4 and Associated Strategies

**Area for Improvement and supporting data:**

**Globalization** – CATA staff will increase the opportunities for students to learn about the impact of globalization on diversity, economic growth and solvency, and the development and implementation of new technologies.

**School Goal #4** Increase number of multicultural activities into the school’s program along with opportunities to demonstrate connections to the global impact on society.

**Supports this district goal:** Globalization

<b>Target:</b>	Administrators, teachers, and students
<b>Indicator:</b>	Increased exposure to multicultural issues, tolerance, curriculum connectivity, and global relationships
<b>Milestone date:</b>	October, January, March, June

### Goal #4 Improvement Strategies-Identify researched-based strategies whenever possible

<b>Strategy #1</b>	<b>Strategy:</b> Plan and organize activities that involve teaching students about tolerance and multicultural experiences.
	<b>Action steps:</b> Organize a club opportunity for students to explore multicultural issues and begin the process of understanding the importance of tolerance. Teachers will receive information on how to promote tolerance in the classroom and through the school community.
<b>Strategy #2</b>	<b>Strategy:</b> Increase the number of opportunities where technical and academic teachers can use integrated lessons so student can see the connections between the two disciplines.
	<b>Action Steps:</b> Each teacher will develop at a minimum two lessons that incorporate interdisciplinary activities. Teachers will try these lessons with students and provide feedback to their academy teams on the effectiveness of the delivery of the lesson.
<b>Strategy #3</b>	<b>Strategy:</b> Increase the number of classroom lessons that show the impact of other countries on the development and success of business and industry along with the connectedness of the global society.
	<b>Action Steps:</b> In the academy classes, students will learn how other countries influence the economic solvency of the world. Students will present in classes information on the global market place.

**How will we fund these strategies?**

<b>Funding Source #1:</b>	<b>Funding Amount:</b>
<b>Funding Source #2:</b>	<b>Funding Amount:</b>
<b>Funding Source #3:</b>	<b>Funding Amount:</b>

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**Review frequency:** Each semester

**Assigned implementation team:** Academy Teams

**What data will be used to determine whether the strategies were deployed with fidelity?**

The data will come from attendance sheets, weekly lesson plans, walk-throughs, and observations.

**How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)**

**What does the data show regarding the results of the implemented strategies?**

**Based upon identified results, should/how should strategies be changed?**

## Priority Goal #5 and Associated Strategies

**Area for Improvement and supporting data:**

**Professional Development** – The staff at Central Academy need professional development sessions to remain current in the use of technology, understanding the importance of globalization in the educational community, understanding how to incorporate tolerance in the educational setting, and how to effectively use interdisciplinary activities and projects to increase student achievement.

**School Goal #5** Increase student achievement by 20% through the use of technology, curriculum integration, sensitivity to differences in cultures and global influences on the educational community.

**Supports this district goal:** Student Outcomes; Systems Alignment; Stakeholders Engagement; and Globalization

<b>Target:</b>	CATA staff, parents, and the community
<b>Indicator:</b>	Benchmark test scores
<b>Milestone date:</b>	November 2009, April 2010

**Goal #5 Improvement Strategies-Identify researched-based strategies whenever possible**

<b>Strategy #1</b>	<p><b>Strategy:</b> Professional development activities for the CATA staff</p> <p><b>Action steps:</b> Staff will participate in two book studies that deal with research-based instructional strategies. They will develop integrated classroom lessons incorporating some of the strategies covered in the readings. The lessons will be implemented in the classroom by the teachers. Teachers will have a reflective period after the lessons are executed to determine how effective the lesson was to increase student understanding of the concepts taught. Teachers will also be shown some techniques to use in teaching tolerance in the classroom along with the differentiation of instruction.</p>
<b>Strategy #2</b>	<p><b>Strategy:</b> Professional development activities for parents.</p> <p><b>Action Steps:</b> Parents will participate in various sessions with the guidance staff on the preparation for graduation that includes how to seek financial aid; how to support their child academically; becoming familiar with advanced placement courses; understanding what is needed for online courses, technology wise and time commitments; and learning about curriculum course sequencing for the various pathways within the academies.;</p>
<b>Strategy #3</b>	<p><b>Strategy:</b> Professional development for business and industry partners.</p> <p><b>Action Steps:</b> Community partners and supporters will participate in advisory committee meetings to learn more about Central Academy’s programs. They will learn in small sessions how to referee the senior project presentations, assess the student choreographed performances, and how to provide input during a HSTW Technical Assistance visit.</p>

**How will we fund these strategies?**

<b>Funding Source #1:</b> Local school funds	<b>Funding Amount:</b>	<b>\$3000.00</b>
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<b>Funding Source #2:</b> HSTW State Funds	<b>Funding Amount:</b> \$2000.00
<b>Review frequency:</b> Quarterly	
<b>Assigned implementation team:</b> Academy Teams; Department Chairs, Administrative Team, Advisory Committees, Cougar Council	
<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>	
Minutes from various meetings, SIT, Cougar Council, and advisory committees; attendance sheets will be used.	
<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>	
The data from classroom walk-throughs, teacher observations, report from the HSTW Technical Assistance visit	
<b>What does the data show regarding the results of the implemented strategies?</b>	
<b>Based upon identified results, should/how should strategies be changed?</b>	

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**School-based Management and Accountability Program  
Summary of School-based Waiver Requests  
Program Year: 2008-2011**

**LEA or Charter School Name/Number:** Union County Public Schools – 900

<b>School Number (s)</b>	<b>Request for Waiver</b>
Central Academy of Technology & Arts - 366	
	1. Please describe the waiver you are requesting.
	CATA is requesting a waiver for class size in EOC courses. Due to budget constraints, classes are greater than the recommended ratio of 28:1.
	2. Identify the law, regulation, or policy from which exemption is requested.
	Based on the North Carolina policy for enrollment in EOC classes, CATA's average class size ratio is 33:1.
3. State how the waiver will be used.	
The waiver will be used to increase class size in the core academic areas. Class sizes will be increased.	
4. State how this waiver helps achieve the specific performance goals.	
The waiver helps to meet the financial restraints of the district.	

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**Signature of Superintendent/Designee**

\_\_\_\_\_  
**Date**