

**LEA or Charter Name/Number:** New Hanover County Schools/ 650  
**School Name/Number:** Career Readiness Academy at Mosley PLC/ 355  
**School Address:** 3702 Princess Place. Drive Wilmington, NC 28405  
**Plan Year(s):** 2017  
**Date prepared:** 08.2017

**Principal Signature:**



09.2018

**Date**

**Local Board Approval Signature:**

**Date**

### **School Improvement Team Membership**

From GS §115C-105.27: "The principal of each school, representatives of the 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>
PRINCIPAL	ADRIAN PEARSON
PROCESS MANAGER	JAMES FIGLIOLIA
TEACHER	AVALA NEALY
CAREER DEVELOPMENT COORDINATOR	JANA COBB
ESL TEACHER	ANGELA MCKINNEY
TEACHER	TAMMY FERGUSON
INSTRUCTIONAL COACH/ACADEMY DIRECTOR	BROOKE HAZELWOOD
SCHOOL COUNSELOR	SARA KORDBACHEH
TEACHER	ERIN MYERS
TEACHER	KATHRYN NASH
TEACHER	RICHARD SMITH
TEACHER	ROBERT MOTLEY
TEACHER	KEITH WALTER
TEACHER	DAN WILLIS
RESOURCE	BETH CRONIN
VIRTUAL ACADEMY COORDINATOR	ROCHELLE WATERS

## School Vision and Mission Statements

### **Mission**

The mission of The NAF Academy of Finance at the Career Readiness Academy Mosley Performance Learning Center is to provide students with tools related to practical knowledge and proper communication necessary to have an immediate and competitive edge entering an institution of higher learning and/or the workplace market.

### **Core Values**

The vision of The NAF Academy of Finance at the Career Readiness Academy Mosley Performance Learning Center is to provide scaffolded academic and business-oriented experiences culminating in valuable credentials that prepare students to step into careers and post-secondary learning opportunities.

## Career Readiness Academy at Mosley PLC/ 355 Executive Summary: Instructional Improvement Plan

COMMUNITY BUILDING:	CONTENT PLANNING:
<p>Students will be highly engaged at least 90% of the time as evidenced by their on task behaviors and work products.</p> <p>Instructional team, CDC, and CIS Program Director will work to increase community involvement and business partnerships by 10% yearly.</p> <p>Staff will intentionally communicate with students, the school and classroom, daily expectations for movement, interaction and learning, weekly 100% of the time.</p> <p>Instructional team, CDC, and CIS Site Coordinator, will meet with students to map out the path to graduation, career certification, and internships, quarterly.</p>	<p>Teachers will utilize researched-based instructional strategies in the design of their lesson plans as related to SCS 100% of the time.</p> <p>Teachers will select appropriate instructional technology as a tool to enhance student learning regularly.</p> <p>Teachers/Staff utilize the common language related to the NAF, Artisan Teacher discussions/reflections, STAE, and Career Readiness Academy Program focus.</p> <p>Teachers will design differentiated instruction and learning opportunities that are reflective of student learning styles and needs 100% of the time.</p> <p>Teachers will develop and deliver instruction aligned with standards for all subjects</p> <p>Teachers will post lesson plans in a visible location on door and submit using the online platform Planbook on a bi-weekly basis.</p>
INSTRUCTION:	ASSESSMENT FOR LEARNING:
<p>Teachers will implement relevant, meaningful, and rigorous instruction 100% of the time.</p> <p>Teachers will clearly identify learning objectives, essential questions, and criteria for success for every class lesson 100% of the time.</p> <p>Students will be engaged in project based learning utilizing technology at least twice during each quarter.</p> <p>Teachers will facilitate differentiated instruction in a variety of instructional settings daily at least 85% of the time.</p> <p>Teachers will differentiate instruction to support ELLs 100% of the time.</p> <p>Teachers use higher order questioning 85% of the time</p>	<p>Teachers will utilize a variety of quick and informal assessments to assess the impact of research based strategies to guide daily instruction 100% of the time.</p> <p>Teachers will utilize technology as part of their formative assessment plan, monthly.</p> <p>Teachers will utilize various formative assessments to guide instructional planning weekly</p> <p>Administration, the Instructional Specialist, and Teachers will utilize researched based programs/benchmarks to assess and monitor students' progress each semester.</p> <p>Teachers will deliver instruction in a variety of modes: teacher-directed, whole class, small group, independent work and computer based.</p> <p>Teachers will differentiate classroom summative assessments for ELLs as required.</p>

## Priority Goal 1 and Associated Strategies

School Goal 1:

Supports this district goal:

SMART Goal (one- to three-year projection)

	Overall Percent Proficient				Growth			
	2014-2015	2015-2016	2016-2017	2017-2018	2014-2015	2015-2016	2016-2017	2017-2018
English II								

What data supports the SMART Goal above?

	2016-2017 ELA Percent Proficient by Subgroup										
	All	American Indian	Asian	Black	Hispanic	2/more races	White	EDS	LEP	SWD	AIG
English II											

	2017-2018 ELA Percent Proficient by Subgroup										
	All	American Indian	Asian	Black	Hispanic	2/more races	White	EDS	LEP	SWD	AIG
English II											

Strengths?

Opportunities For Improvement?

Information/Data needed that you do not have?

## Goal 1 Improvement Strategies – Identify research based strategies whenever possible.

Strategy 1:

Identify the measures you will use to determine the effectiveness of the strategy.

A. List the measure(s) the team will use to determine if the strategy was implemented / completed? (Completion Data)		B. List the measure(s) the team will use to determine if the strategy was implemented correctly? (Fidelity)			
Measure	Reported When	Formative	Reported When	Summative Measures	Reported When

## Priority Goal 2 and Associated Strategies

School Goal 2:

Supports this district goal:

SMART Goal (one- to three-year projection)

	Overall Percent Proficient				Growth			
	2014-2015	2015-2016	2016-2017	2017-2018	2014-2015	2015-2016	2016-2017	2017-2018
Graduation Rate								

What data supports the SMART Goal above?

	Cohort Graduation Rate Three-Year Comparison										
	All	American Indian	Asian	Black	Hisp	2/more races	White	EDS	LEP	SWD	AIG

	2017-2018 Target Goal Graduation Data by Subgroup										
	All	American Indian	Asian	Black	Hisp	2/more races	White	EDS	LEP	SWD	AIG
Target Graduation Rate											

Strengths?

Opportunities For Improvement?

Information/Data needed that you do not have?

## Goal 2 Improvement Strategies – Identify research based strategies whenever possible.

Strategy 1:

Identify the measures you will use to determine the effectiveness of the strategy.

A. List the measure(s) the team will use to determine if the strategy was implemented / completed? (Completion Data)		B. List the measure(s) the team will use to determine if the strategy was implemented correctly? (Fidelity)			
Measure	Reported When	Formative	Reported When	Summative Measures	Reported When

D. If not successful, what changes will be made? January 7, 2015 update: \* Family Literacy Task Force will begin sending materials home with 7 identified Kindergarten students on 1.9.15. Students will be flagged and monitored on the virtual data wall. \* The Cape Fear Literacy Council will begin English classes for Bradley Creek families on 1.13.15. Classes will meet once a week for eight weeks. \* School-wide vocabulary initiative (A Very Vocabulary Adventure) begins 1.26.15 \* AIG students to be added to the virtual data wall as a sub group. \* UNCW students to be paired with ESL students to work on reading strategies.

### Priority Goal 3 and Associated Strategies

School Goal 3:

Supports this district goal:

SMART Goal (one- to three-year projection)

	Overall Percent Proficient				Growth			
	2014-2015	2015-2016	2016-2017	2017-2018	2014-2015	2015-2016	2016-2017	2017-2018

What data supports the SMART Goal above?

	2013-2016 ACT Percent Proficient by Subgroup 4-Year Comparison										
	All	American Indian	Asian	Black	Hispanic	2/more races	White	EDS	LEP	SWD	AIG
2014-2015											
2015-2016											
2016-2017											
2017-2018											

	2017-2018 ACT Target Goal Percent Proficient by Subgroup										
	All	American Indian	Asian	Black	Hispanic	2/more races	White	EDS	LEP	SWD	AIG
2016-2017 ACT Targets											

Strengths?

Opportunities For Improvement?

Information/Data needed that you do not have?

**Goal 3 Improvement Strategies – Identify research based strategies whenever possible.**



Strategy 1:	
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Identify the measures you will use to determine the effectiveness of the strategy.

A. List the measure(s) the team will use to determine if the strategy was implemented / completed? (Completion Data)		B. List the measure(s) the team will use to determine if the strategy was implemented correctly? (Fidelity)			
Measure	Reported When	Formative	Reported When	Summative Measures	Reported When

D. If not successful, what changes will be made?

## Safe School Plan

State Law SL 2011-145 (HB 200) Appropriations Act of 2011, and SL 2011-391 (HB 22) Technical corrections to the Appropriations Act of 2011, requires a school safety plan be developed by each school. The school-level plan must address any safety and discipline concerns of the school.

Name and role of person(s) responsible for implementing this plan:

### Statement of Responsibility for the School District Superintendent

New Hanover County Schools District Safety/Emergency Operations Plan is available at: (<http://www.nhcs.net/crisisplan/>)

### Statement of Responsibility for the School Principal

### Statement of the Roles of Other Administrators, Teachers, and Other School Personnel

Assistant Principal(s):

Teachers:

Teacher Assistants:

Other School Staff:

### Services for At-risk Students

The following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both.

The following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary.

The following services are provided to students assigned to an alternative school or an alternative learning program.

The following measurable (goals) for improving school safety and order are in place. (Copy as needed depending upon number of goals.)

The following measures are used to determine the effectiveness of the school's efforts to assist at-risk students, including effectiveness of procedures. (Alternative Learning Programs).

The following planned or recently completed professional development aligns with the goals of our safe school initiative:

Professional Development		Planned/Completed	
Funding Uses and Sources – At-risk and Alternative Learning Schools and Programs			
Program or Strategy Being Funded	Amount of Funding		Source of Funding

## Title I School-wide Compliance Review and Plan

A comprehensive school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (Section 1114(b) of Title I). Each required component is described below, with an explanation of how each contributes to the creation of a successful schoolwide program. The goals and strategies you've already developed may fulfill many of these requirements.

**Schoolwide reform strategies:** Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

		Priority Goal 1	Priority Goal 2	Priority Goal 3
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>			
	<b>Strategy 2</b>			
	<b>Strategy 3</b>			
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:				

**Instruction by highly qualified teachers:** High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a schoolwide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

		Priority Goal 1	Priority Goal 2	Priority Goal 3
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>			
	<b>Strategy 2</b>			
	<b>Strategy 3</b>			
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:				

**High-quality and ongoing professional development:** Teachers and other staff in schoolwide program schools must be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.

		Priority Goal 1	Priority Goal 2	Priority Goal 3
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>			
	<b>Strategy 2</b>			
	<b>Strategy 3</b>			
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:				

**Strategies to attract highly qualified teachers to high-need schools:** Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly qualified teachers.

		Priority Goal 1	Priority Goal 2	Priority Goal 3
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>			
	<b>Strategy 2</b>			
	<b>Strategy 3</b>			
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:				

**Strategies to increase parental involvement:** Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that schoolwide plans contain strategies to involve parents in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel in school.

		Priority Goal 1	Priority Goal 2	Priority Goal 3
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>			
	<b>Strategy 2</b>			
	<b>Strategy 3</b>			
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:				

**Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs:** This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs, including Early Reading First and others, provide a foundation for later academic success, and effective schoolwide programs capitalize on this strong start.

		Priority Goal 1	Priority Goal 2	Priority Goal 3
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>			
	<b>Strategy 2</b>			
	<b>Strategy 3</b>			
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:				

**Measures to include teachers in decisions regarding the use of academic assessments:** In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The schoolwide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

		Priority Goal 1	Priority Goal 2	Priority Goal 3
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>			
	<b>Strategy 2</b>			
	<b>Strategy 3</b>			
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:				

**Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:** The schoolwide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

		Priority Goal 1	Priority Goal 2	Priority Goal 3
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>			
	<b>Strategy 2</b>			
	<b>Strategy 3</b>			
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:				

**Coordination and integration of Federal, State, and local services and programs:** Schoolwide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, schoolwide program schools may combine most Federal, State and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out the schoolwide program.

		Priority Goal 1	Priority Goal 2	Priority Goal 3
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1			
	Strategy 2			
	Strategy 3			
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:				

## Compliance Review and Plan for Schools in Title I School Improvement

Each school identified for Title I School Improvement must, no later than three months after notification that the school is in Title I School Improvement, develop or revise its school plan. This plan must be developed in consultation with parents, school staff, the local education agency serving the school, and outside experts. The plan must cover a two-year period.

**Professional development requirements:** Schools in Title I School Improvement must 1) provide assurance that the school will spend not less than 10 percent of its Title I funds each year for high quality professional development, 2) specify how these professional development funds will be used to remove the school from school improvement status, and 3) incorporate a teacher mentor program.

		Priority Goal 1	Priority Goal 2	Priority Goal 3
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>			
	<b>Strategy 2</b>			
	<b>Strategy 3</b>			
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:				

**Notification to parents:** Schools in Title I School Improvement must describe specifically how the school will provide written notice about the identification of the school as a Title I School Improvement school to the parents of each student enrolled in the school.

		Priority Goal 1	Priority Goal 2	Priority Goal 3
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>			
	<b>Strategy 2</b>			
	<b>Strategy 3</b>			
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:				



**School, district and state agency responsibilities:** Schools in Title I School Improvement are required to clearly define the responsibilities of the school, LEA, and SEA in implementing improvement strategies. LEAs are minimally required to offer technical assistance in the form of data analysis, budget analysis, and identification and implementation of improvement strategies. State-level assistance may include provision of a state-wide system of support, including allocation of funding and other technical assistance.

		Priority Goal 1	Priority Goal 2	Priority Goal 3
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>			
	<b>Strategy 2</b>			
	<b>Strategy 3</b>			
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:				

**Strategies to increase parental involvement:** Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that targeted assistance programs develop strategies to involve parents of Title I students in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel in school.

		Priority Goal 1	Priority Goal 2	Priority Goal 3
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>			
	<b>Strategy 2</b>			
	<b>Strategy 3</b>			
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:				

**Coordination and integration of Federal, State, and local services and programs:** Targeted assistance program schools are expected to coordinate and integrate services, with other Federal, State and local programs and services.

		Priority Goal 1	Priority Goal 2	Priority Goal 3
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>			
	<b>Strategy 2</b>			
	<b>Strategy 3</b>			
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:				

**Plans must support and coordinate with regular education programs:** Effective targeted assistance programs capitalize on strong support and coordination with regular education programs. This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. This may include transitioning students from early childhood programs such as Early Reading First and others to provide a foundation for later academic success.

		Priority Goal 1	Priority Goal 2	Priority Goal 3
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1			
	Strategy 2			
	Strategy 3			
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:				

**Authoritative Data Source**

<b>Mathematics I</b> <b>(Multiple Choice, NC Extend 1 and NC Extend 2)</b>										
Group	2016-17					2017-18				
	Percent of Students Achieving Performance Level					Percent of Students Achieving Performance Level				
	Level I	Level II	Level III	Level IV	Level V	Level I	Level II	Level III	Level IV	Level V

**Summary of Findings Based on Student Performance:**

English II (Multiple Choice, NC Extend 1 and NC Extend 2)										
Group	2016-17					2017-18				
	Percent of Students Achieving Performance Level					Percent of Students Achieving Performance Level				
	Level I	Level II	Level III	Level IV	Level V	Level I	Level II	Level III	Level IV	Level V

Summary of Findings Based on Student Performance:

<b>Biology</b> <b>(Multiple Choice, NC Extend 1 and NC Extend 2)</b>								
Group	2016-17				2017-18			
	Percent of Students Achieving Performance Level				Percent of Students Achieving Performance Level			
	Level I	Level II	Level III & IV	Average Score	Level I	Level II	Level III & IV	Average Score

Summary of Findings Based on Student Performance:

EOC Composite (All EOC Subject Areas Combined) (Multiple Choice, NC Extend 1 and NC Extend 2)										
Group	2016-17					2017-18				
	Percent of Students Achieving Performance Level					Percent of Students Achieving Performance Level				
	Level I	Level II	Level III	Level IV	Level V	Level I	Level II	Level III	Level IV	Level V

Summary of Findings Based on Student Performance: