

Tri-Cities High School SCHOOL SUMMARY REPORT

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1.

<i>Daily Schedule</i>	
<input checked="" type="checkbox"/> Class schedule reviewed <input checked="" type="checkbox"/> Scheduled time for instruction and lab activities is adequate <input type="checkbox"/> More than one (1) level of students is enrolled in class(es)	
Observation/Commendation:	The block schedule allows for more effective use of lab time, increase opportunities for individualized remediation and increase the opportunity for students to earn elective credits.
Recommendation:	No recommendation.

2.

<i>Assistance from Department of Education, State Program Specialist, and District and School level Administrators</i>	
<input checked="" type="checkbox"/> The teacher receives support from local system/school administrator(s) <input checked="" type="checkbox"/> The teacher knows his/her state program specialist (name/contact information)	
Observation/Commendation:	Teachers and programs are supported at the school, system and state levels with funding, professional development opportunities, and lesson plan resources.
Recommendation:	Consider reviewing the requisition/budget process so that teachers have a clear understanding of resources available.

3.

<i>School Improvement Model as supported by Student Achievement Data</i>	
<input type="checkbox"/> Improvement plan to meet Adequate Yearly Progress (AYP) <i>If so, do CTAE teachers serve on school/system committee?</i> <input type="checkbox"/> Learning Focused School Model <input checked="" type="checkbox"/> Other <u>High Schools That Work</u>	
Observation/Commendation:	The self-study indicates: <ol style="list-style-type: none"> 1. High Schools that Work Model (HSTW). Each department is responsible for implementing all the elements of the HSTW model including lesson plans and standard based curriculum. 2. Extended Time, Rigorous Instruction and Student Advisement. In addition to lecture and discussion, teachers utilize the following instructional strategies: authentic learning assignments with real-world application of material learned in class; pair-share which gives students and opportunity to pair up with another student to complete assignments or share information; collaborative small group projects and activities that allow students to learn and teach other students in a smaller setting.
Recommendation:	Continue the inclusion of CTAE representation in the development and implementation of the school improvement plan.

4.

Focus Area: <i>Curriculum Development</i>	
<input checked="" type="checkbox"/> Each course offered in program uses current state standards, objectives, and/or competencies <input type="checkbox"/> Teacher has a working relationship with postsecondary colleague(s)	
Observation/Commendation:	The self-study indicates all teachers are required to teach each instructional unit based on the Georgia Performance Standards. All weekly lesson plans are tied to the Georgia Performance Standards. Standards and essential questions are displayed in most classrooms and used as a guide for instruction. Teachers reiterate standards as they go through lesson material. Additionally, teachers post instructional pacing calendars aligned with standards in student academic portfolios, and inside and outside of classrooms.
Recommendation:	Consider exploring articulation agreements with local two/four- year colleges.

5.

Focus Area: <i>Industry Certification and Program Standards</i>	
<input type="checkbox"/> Program has received industry certification <input type="checkbox"/> Documentation available indicating year of certification/re-certification	
Observation/Commendation:	The Business and Marketing programs are industry certified.
Recommendation:	Develop a multi-year plan to certify all programs including developing awareness of the benefits of having certified programs through attending professional development on the industry certification process, partnering with area schools/systems, and creating an advisory board.

6.

Focus Area: <i>Career Related Education Including Procedures and Documentation</i>	
<input checked="" type="checkbox"/> Students are involved in Career Related Education activities (guest speakers, job placement, field trips, etc.) <input checked="" type="checkbox"/> Students are appropriately placed in jobs that lead to their chosen career pathway (What is the teacher's role in job placement?) <input type="checkbox"/> Review C-NET report of students by employer	
Observation/Commendation:	Students in all programs are involved in a variety of career related activities including field trips, guest speakers, career fairs, job shadowing, and clinical experiences.
Recommendation:	Consider conversion to the WBL model to expand WBL opportunities to all students in all program areas. Update C-Net records to indicate visitation to work sites. Continue exploring WBL opportunities for students relevant to the student's chosen career pathway and expanding offerings to juniors.

7.

Focus Area: <i>Professional Development within Program Area</i>	
<input checked="" type="checkbox"/> Teacher has documentation of participation in local professional development activities <input checked="" type="checkbox"/> Teacher has documentation of participation in program specific state/national professional development activities	
Observation/Commendation:	Teachers participate in state and locally provided professional development and are members of affiliated professional organizations. All teachers participate in professional learning supporting implementation of HSTW. Teachers participate in Work Ready Assessment training.
Recommendation:	Continue to provide and encourage participation in professional learning opportunities.

8.

Focus Area: <i>Student Organizations</i>	
<input type="checkbox"/> Program has an active, program specific CTSO with <u>200</u> members <input type="checkbox"/> Students enrolled in the program participate in local, state, or national leadership and/or competitive events	
Observation/Commendation:	CTSO membership is: FBLA – 50; DECA – 80; FCCLA – 50; CTI – 20. Students in Cosmetology and Culinary Arts successfully participate in competitive events. One student in DECA placed first in national competition this summer.
Recommendation:	Consider starting CTSO chapters for TSA and SkillsUSA. Continue to encourage membership in the CTSOs and increase participation in regional, state and national competitions.

9.

Focus Area: <i>Safety Considerations in Classroom/Lab (work environment)</i>	
<input checked="" type="checkbox"/> Classroom and lab evacuation plan is posted and clearly visible <input type="checkbox"/> If applicable, students are wearing safety glasses <input checked="" type="checkbox"/> Evidence that safety is an integral part of the curriculum is noted <input checked="" type="checkbox"/> Appropriate safety devices are available (fire extinguisher, eye wash station, etc.)	
Observation/Commendation:	The self-study indicates that safety requirements for school labs are implemented in accordance with the Fulton County Board Policy. Teachers review with student appropriate safety rules for computer labs. The Graphics lab has a missing data drop cover on the floor. Most classrooms had evacuation plans posted. Culinary Arts lab had an exit door and electrical panel blocked. Some of the business labs had loose cabling. Safety glasses were not being worn in the engineering lab while they were working on modules.
Recommendation:	ALL safety concerns should be addressed (availability and use of personal protective equipment by students, fire extinguishers, electrical, etc.). Labs and classrooms should be cleaned up and organized with unused equipment discarded so that the workspace and work environment maximizes effective teaching and is conducive to student learning.

10.

Focus Area: <i>Equipment, Materials, and Facilities</i>	
<input checked="" type="checkbox"/> Facilities meet minimum square footage requirements recommended by the Department of Education <input checked="" type="checkbox"/> Current inventory of equipment is on file and updated annually <input type="checkbox"/> Program has an adequate budget for the purchase of materials and equipment <input checked="" type="checkbox"/> Equipment meets or exceeds industry standards <input checked="" type="checkbox"/> Plan for equipment replacement and upgrades	
Observation/Commendation:	Teachers stated they receive adequate materials and supplies needed to operate effective programs. Equipment is bar-coded and inventoried at the end of school year.
Recommendation:	Continue to provide adequate support for program materials, supplies and equipment.

11.

Focus Area: <i>Reinforcement/Integration of Academics</i>	
<input checked="" type="checkbox"/> Documentation that academics are reinforced in the curriculum	
Observation/Commendation:	The self-study indicated all students complete the Math Problem of the Day in all classes every day. Students also complete current event articles where they are required to read a current event and they write an essay about the article. The above strategies compliment the required math, reading and writing incorporated into each CTAE course.
Recommendation:	Consider scheduling for collaborative planning between CTAE and academic teachers.

12.

Focus Area: <i>Service to Special Populations (CCAЕ, CTI, LEP, Project Success, etc.) Students</i> <input checked="" type="checkbox"/> Indicate the number of students with IEPs enrolled in program <u>59</u> <input checked="" type="checkbox"/> Students receive assistance from CCAE (formerly CVAE), CTI (formerly RVI), or Project Success teacher(s) <input type="checkbox"/> Program has a parapro who assists with special needs students <input type="checkbox"/> The teacher is involved in the development of all IEPs of students enrolled in the program.	
Observation/Commendation:	Students with special needs receive modifications through Special Education, ELL and Social Workers. Most teachers indicated that they meet with parents, counselors and special education teachers to develop the IEP and ensure that they have the support they need. CTI Specialists create and annually update a transition plan for each career and technical student who has an IEP. The transition plan identifies student interest, course of study, accommodations/modification necessary for success in the career and technical classrooms.
Recommendation:	Considering expanding services through paraprofessional support if possible.

13.

Focus Area: <i>Advisory Committees, Industry Collaboration</i> <input checked="" type="checkbox"/> Program advisory committee meeting minutes are available for the past two (2) years <input checked="" type="checkbox"/> At least three members of the committee are from business/industry <input checked="" type="checkbox"/> Advisory committee has met at least twice per year for the past two years <input type="checkbox"/> Middle school and postsecondary teachers are involved	
Observation/Commendation:	There is a comprehensive advisory committee that meets yearly and program specific committees that meet at least an additional two times per year.
Recommendation:	Continue meetings with the school-wide and program specific advisory committees to gain input from the community for determining program offering needs and support. Expand membership of committees to include middle school and postsecondary representation on all committees.

14.

Focus Area: <i>Enrollment Profile, Equity, Recruitment</i> <input checked="" type="checkbox"/> Enrollment is adequate to support program funding <input checked="" type="checkbox"/> Program recruitment materials are nondiscriminatory based on sex, race, color, national origin, or disabilities <input checked="" type="checkbox"/> Program has representation of non-traditional students	
Observation/Commendation:	The self-study indicated that all teachers set up displays at open house to promote programs and careers pathways that are offered, send home flyers, and talk with parents and students about the programs offered. They also set up tables at parent night, senior night and career fairs. Many of the displays and photographs include men and women in non-traditional fields.
Recommendation:	Continue recruitment for increasing enrollment in nontraditional fields.

15.

Focus Area: <i>Career Development</i> ✓ The school has a designated Career Development Center ✓ The school has a defined student advisement system ✓ CTAE pathway information is readily available and understood by teachers and counselors	
Observation/Commendation:	Six counselors and one graduation coach collaborate with teachers to develop uniform advisement lessons that are delivered by teachers. Students participate in regular advisement sessions consisting of one group and two classroom sessions each month. Individual guidance is provided as needed. Students are informed about secondary/postsecondary programs to earn college credit like articulation, dual enrollment-HOPE and Accelerated Students have multiple opportunities to explore potential career options and related postsecondary education beginning in the middle school and continuing at the high school. Students have access to a career center. Emphasis is on <i>seniors</i> maintaining an electronic portfolio located on the newly-enhanced GACollege411 website. Parents participate in advisement sessions.
Recommendation:	Consider having students developing <i>by 8th or 9th</i> grade a 6-year plan of study linked to postsecondary programs of study (Peach State Pathways: Program of Study--state model or customized to fit the system). Students taking career-related assessments at the middle school and continuing into the high school will help them with making appropriate plans.