

## **Cape Hatteras Elementary SIP GLOSSARY**

### **AIG**

The Academically and Intellectually Gifted Program is for students who meet identification criteria established in the local AIG Plan, which must adhere to state standards as approved by the North Carolina Department of Public Instruction.

### **AMO**

Annual Measureable Objectives are a series of performance targets set forth under the federal *No Child Left Behind* legislation.

### **AMTR**

The North Carolina Annual Media Technology Report provides data on school media and technology programs to school, district, and state level stakeholders. The information is based on the school and district level media and technology inventories on July 1 of each year. This report gives both the legislature and the public a yearly snapshot of the state of media and technology programs in North Carolina's schools.

### **AYP**

Adequate Yearly Progress is a formerly used student performance measure defined by *No Child Left Behind* federal legislation. AYP has been replaced with Annual Measurable Objectives (AMO).

### **CEU**

Continuing Education Units are earned by teachers for completing professional development training sessions. CEUs are required for teacher license renewal.

### **Dare County School System**

There are eleven schools in the Dare County School System:

- Cape Hatteras Elementary School (CHES)
- Cape Hatteras Secondary School (CHSS)
- Dare County Alternative School (DCAS)
- First Flight Elementary School (FFES)
- First Flight High School (FFHS)

First Flight Middle School (FFMS)  
Kitty Hawk Elementary School (KHES)  
Manteo Elementary School (MES)  
Manteo High School (MHS)  
Manteo Middle School (MMS)  
Nags Head Elementary School (NHES)

**DIAL 3**

Developmental Indicators for the Assessment of Learning 3 is a diagnostic assessment used to screen pre-kindergarten students in the areas of language, motor, self-help, and social development.

**EC Program**

The Exceptional Children's Program is North Carolina's Special Education Program. "Exceptional" students are also referred to as handicapped children, students with IEPs (Individualized Education Plans), and students with disabilities.

**ED**

Economically disadvantaged students are those who qualify for free or reduced lunch based on federal guidelines.

**EOG**

End-of-Grade tests are state required standardized tests for students in grades 3-8.

**ESL**

English as a Second Language is a term used interchangeably with LEP (Limited English Proficiency) and ELL (English Language Learners). It refers to students whose native language was not English. When ESL students acquire a certain level of proficiency in English, they no longer receive ESL services.

**EVAAS**

The Education Value-Added Assessment System provides diagnostic information on students' performance over time and predicts

future student success.

### **HAIKU**

Haiku is the Learning Management System used by Dare County Schools. A Learning Management System is an online application that enhances and supports classroom instruction by managing instructional content, identifying and assessing individual learning, and tracking student progress. Teachers use Haiku as a communication tool for students and parents.

### **Home Base**

Home Base is an instructional improvement system and student information system for teachers, students, parents, and administrators. Home Base is being implemented statewide during the 2013-2014 school year.

### **Intervention/Enrichment**

Each school's schedule builds time into the school day for intervention/enrichment activities. The intervention/enrichment time at CHE is called Storm S.U.R.G.E. (Students Understand, Reach, Grow, and Excel).

### **Literacy Specialist**

Each elementary school has one or more reading specialists (formerly known as Title I teachers) who provide reading support for struggling students.

### **LMS**

Learning Management System (Haiku) is an online application that enhances and supports classroom instruction by managing instructional content, identifying and assessing individual learning, and tracking student progress. Teachers use Haiku as a communication tool for students and parents.

### **mClass Reading 3D**

The state required reading assessment system, mClass Reading 3D, provides teachers with reading assessment data for students in kindergarten through third grade.

**NBCT (National Board Certified Teacher)**

To become a National Board Certified Teacher, teachers must complete a year-long self-assessment process reviewed by peer evaluators, and demonstrate advanced teaching knowledge, skills, and practices.

**NCDPI**

North Carolina Department of Public Instruction implements the state's public school laws and the State Board of Education's policies and procedures governing pre-kindergarten through 12<sup>th</sup> grade public education.

**NC Falcon**

North Carolina's Formative Assessment Learning Community's Online Network for Public Schools provides online professional development modules for teachers.

**NCSIS**

North Carolina Student Information System is part of the new statewide Home Base system.

**NED**

Students who are not economically disadvantaged are not eligible for free and reduced lunch based on federal guidelines.

**PBiS**

Positive Behavior Intervention and Support Program provides interventions for identifying, adapting, and sustaining effective school-wide disciplinary practices.

**PDP**

A Professional Development Plan is based on the North Carolina Professional Teaching Standards, and includes goals, strategies, and an assessment of the teacher's progress in improving professional skills.

**PLC**

Professional Learning Community is a collaborative group of teachers and administrators that analyzes student performance data and makes instructional decisions based on the data.

**Power School**

Power School is part of Home Base, NC's web based student information system.

**PORT**

PORT Human Services is a Critical Access Behavioral Health Agency licensed by the NC Department of Health and Human Services. PORT provides support services in the areas of substance abuse and mental health for students and their families within the school setting.

**Problem-Solving Teams**

Problem-Solving Teams are comprised of educators from multi-discipline areas that create customized intervention plans for struggling students who have not responded to lesser levels of academic support. Problem-Solving Teams analyze student data and use the results to identify the problem area and implement research-based strategies to target that area.

**Proficiency**

Proficiency indicates the percentage of students performing at or above grade level.

**PTA/PTO/PTSO**

Parent Teacher Associations, Parent Teacher Organizations, and Parent Teacher Student Organizations support the schools in a variety of ways through volunteer and fundraising activities.

**Raz-Kids**

Raz-Kids, part of Learning A-Z, is an online guided reading program with a library of interactive ebooks. Students use Raz-Kids both at school and at home. Teachers monitor and chart student growth as the students progress through the various reading levels.

**RttT**

**Race to the Top** is the name given to competitive federal funds for which states must apply. North Carolina receives Race to the Top

money. In turn, Dare County Schools receives approximately \$60,000 a year for 4 years (2011-2015). The money is being used to implement the state's new curriculum.

**READ 180**

READ 180 is a computerized and direct instruction program for struggling readers which is based on research from Vanderbilt University.

**RTI**

Response to Instruction is a problem-solving model with tiered interventions targeted for at-risk students.

**SIOP**

Sheltered Instruction Observation Protocol defines content and language objectives that target English Language Learners but benefit students of all backgrounds.

**SIP**

School Improvement Plans set out each school's goals along with strategies and indicators for achieving those goals. SIP goals are aligned with the Dare County Schools Board of Education goals, State Board of Education goals, and the AdvancED standards.

**SIT**

Each school is required to have a School Improvement Team (SIT) whose elected members are representative of parent, teacher, and support staff groups, in addition to the school's administration. The SIT gathers input from staff, analyzes a variety of data, and develops the School Improvement Plan (SIP) based on the data. Once the SIP is approved by the Board of Education, the SIT monitors implementation of the plan and reviews results for continuous improvement.

**SRO**

The School Resource Officer is a law enforcement officer provided by the county or town and assigned to a school as a safety and security measure. SROs work with the school administration to help create a peaceful campus environment through educational activities, guidance, and communication.

**STEM**

Science, Technology, Engineering and Math skills are critical for student success in college, career, and life.

**Study Island**

Study Island is a technology-based instructional and assessment program for reading, math, and science.

**The Daily 5**

The Daily 5 is a classroom management tool for differentiating reading instruction in the elementary classroom.

**TWC Survey**

The Teacher Working Conditions Survey is a bi-annual state-provided survey for all teachers in North Carolina.

**WIDA ACCESS**

World-Class Instructional Design and Assessment (WIDA) and Assessing Comprehension and Communication in English State-to-State (ACCESS) provide standards and assessments for English Language Learners (ELLs).

**Xtra Math**

Xtra Math is an online math program that helps students become fluent in addition, subtraction, multiplication, and division math facts.

**Cape Hatteras Elementary School  
2015-17**

**Principal: Sherry Couch**

**Plan Approved by Board of Education: 12/8/15**

**School Improvement Team Membership**

**Staff Members Elected 8/21/15**

**Parent Members Elected 5/28/15**

<b>Committee Position</b>	<b>Name</b>
Principal	Sherry Couch
Assistant Principal Representative	Diane Brown
Teacher Representative k-1	Licia Kee
Teacher Representative 2-3	Kristin Gray
Inst. Support Representative Technology	Connie Wolf
Teacher Assistant Representative	Jennifer Augustson
Instructional Personnel, Guidance	Kristine Caroppoli
Teacher Representative, 4-5	Kristina Tracy
AIG Teacher/Literacy Specialist	April Oden
Exceptional Children Representative	Danielle Felton
Parent Representative	Melinda Baker, Addy Bangel, Stephanie O'Neal, Kim Brinson
Media Services and Specials Representative	Shauna Leggat
Teacher of the Year/ SIT Chair	Laurie Parker



**Cape Hatteras Elementary School  
School Improvement Plan  
2015-2017**

**Vision**

**Empower all students to reach  
their full potential  
academically and personally.**

**Mission**

**Educate every child.**



**HOME OF THE  
TROPICAL STORMS**

**Goal 1:** Every student excels in rigorous, relevant core curriculum – increase proficiency and close achievement gap between economically and non-economically disadvantaged students.

**District Goal:** Prepare all students for college, careers, and life.

**State Board of Education Goal:** Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

**AdvancED Standard 3:** Teaching and Assessing for Learning

**AdvancED Standard 5:** Using Results for Continuous Improvement

**Goal 2:** Increase communication and active participation among staff, parents, students and community.

**District Goal:** Engender community support through an active public relations program.

**State Board of Education Goals:**

- Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.
- Every student is healthy, safe, and responsible.

**AdvancED Standard 1:** Purpose and Direction

**AdvancED Standard 4:** Resources and Support Systems

**Goal 3:** Maintain a school-wide focus on student achievement by operating Professional Learning Community (PLC).

**District Goal:** Prepare all students for college, careers, and life.

**State Board of Education Goal:** Every student is healthy, safe, and responsible.

**AdvancED Standard 2:** Governance and Leadership

**AdvancED Standard 3:** Teaching and Assessing for Learning

**Goal 1:** Every student excels in rigorous, relevant core curriculum – increase proficiency and close achievement gap between economically and non-economically disadvantaged students.

<b>Major Strategies</b>	<b>Indicators</b>
<ul style="list-style-type: none"> <li>• Conduct on-going formative assessments and analyze data from a variety of sources (EVAAS, EOGs, benchmark assessments, mClass, etc.) to guide instruction and decision-making.</li> <li>• Strive toward early identification and intervention for struggling students in all grades.</li> <li>• Develop Personal Education Plans (PEP) for students performing below grade level in core subjects.</li> <li>• Use Response to Intervention (RTI) process to identify instructional practices to improve academic performance of students at-risk of academic failure or dropping out.</li> <li>• Notify parents of students performing below grade level.</li> <li>• Provide professional development to utilize data to enhance student growth.</li> <li>• Silent uninterrupted reading is incorporated in Daily 5.</li> </ul>	<ul style="list-style-type: none"> <li>• Number/percentage of students that show growth throughout the school year.</li> <li>• Number of Personalized Education Plans.</li> <li>• All parents are notified of student performance at interim and quarterly report card.</li> <li>• All teachers trained in assessment, data analysis and design of individual student development plan.</li> <li>• Amount of time students spend participating in Daily 5.</li> </ul>

**Goal 2:** Increase communication and active participation among all stakeholders.

Major Strategies	Indicators
<ul style="list-style-type: none"> <li>• Strengthen communication and relationships with staff and students.</li> <li>• Strengthen communication and relationships with parents, business partners and community.</li> <li>• Continue a community relations committee.</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusion of communication evaluation question on year-end staff survey.</li> <li>• Continuation of Positive Behavior Intervention and Support (PBIS) survey education.</li> <li>• Creation of year-end questionnaire for 2nd Grade students, including question(s) about staff communication with students.</li> <li>• Increase the score on communication question on 5th grade student year-end survey.</li> <li>• Hall monitors stationed in each hallway during arrival.</li> <li>• Increase membership in Parent Teacher Association (PTA).</li> <li>• Increase number of participants at Family Nights.</li> <li>• Number of business partnerships created.</li> <li>• Continue business partner of the year recognition.</li> <li>• Continue volunteer of the year recognition.</li> </ul>

**Goal 3:** Maintain a school-wide focus on student achievement by operating as a Professional Learning Community (PLC).

Major Strategies	Indicators
<ul style="list-style-type: none"> <li>• Increase leadership opportunities for staff.</li> <li>• Provide quality professional development in assessment data to inform instruction and enhance student learning.</li> <li>• Provide Professional Learning Community book study opportunities for all staff.</li> <li>• Encourage pursuit of graduate education and National Board Certification.</li> <li>• Implement vertical teaming within the school and with middle school teachers.</li> <li>• Conduct monthly leadership team meetings.</li> <li>• Conduct monthly School Improvement Team meetings (SIT).</li> <li>• Provide teachers with duty-free lunch period each day.</li> <li>• Provide teachers with five hours of planning time each week.</li> <li>• Reduce paperwork for teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of leadership opportunities.</li> <li>• Number of teachers participating in professional development and book studies.</li> <li>• Number of book studies.</li> <li>• Number of staff pursuing graduate degrees and National Board Certification.</li> <li>• Number of vertical team meetings and their accomplishments.</li> <li>• Number of leadership meetings and their accomplishments.</li> <li>• Number of School Improvement Team (SIT) meetings and their activities.</li> <li>• One hundred percent of teachers are provided with a duty-free lunch period each day.</li> <li>• One hundred percent of teachers are provided with five hours of planning each week.</li> <li>• Number of electronic forms.</li> </ul>

## **School Improvement Plan 2015-2017**

### **Appendix**

#### **I. Safety Components**

**The School Improvement Team endorses the Confidential Safety Components of the School Improvement Plan. For reasons of security, these safety components are not part of the published School Improvement Plan.**

#### **II. “Deborah Greenblatt Act” requirements**

“The Deborah Greenblatt Act” is an act to clarify the permissible use of seclusion and restraint in public schools and to provide training in management of student behavior. The Dare County Schools is dedicated to implementing and following all the requirements as set forth in this law.

The Dare County Schools will ensure that all appropriate school personnel are trained in the management of disruptive or dangerous student behavior. This will include instruction in positive management of student behavior, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate use of seclusion and restraint. Appropriate school personnel to receive training include, but are not limited to, teachers, teacher assistants, school administrators, bus driver, school resource officers, school psychologists, and school counselors, with priority for those staff members most likely to be called upon to prevent or address dangerous student behavior. The Dare County Schools will also ensure that all lateral entry teachers receive pre-service training in the areas described above, as well as training in the identification and education of children with disabilities. The effectiveness of this training will be evaluated by a continual review of the documentation and reporting data required for each incident.

Finally, the Dare County Schools will follow all procedures as set forth in this law as required for notification, reporting and documentation.

#### **III. Services for At-Risk Students**

- Dare County Schools Code of Student Conduct
- Positive Behavior Intervention Support (PBIS)
- Read to Achieve Program
- SURGE Intervention Program
- Counselor Support Services (In-house and PORT Services)

Parent Conferences  
MTSS including Response to Instruction (RTI)  
Community partnerships and resources

#### **IV. Discipline**

Dare County Schools Code of Student Conduct  
Positive Behavior Intervention Support (PBIS)

#### **V. School-wide Title I Program**

Comprehensive Needs Assessment  
School Reform Strategies (RTI, PEPs, Interventions, etc.)  
Highly Qualified Staff  
High Quality and Ongoing Professional Development  
Teacher Recruitment and Placement  
Parent Involvement  
Transitions: PK to K, Elementary to Middle, Middle to High  
Teacher Involvement in the Use of Assessment Data  
Instructional Activities for Identified Students (EC, 504 Plan, ESL, AIG, etc.)  
Coordination/Integration of Federal, State, and Local Services/Programs (collaboration with community groups)

#### **VI. Transition to Middle School**

Yearly visit scheduled for orientation with Cape Hatteras Secondary School (CHSS)  
Visits to CHES by CHSS band and band director

#### **VII. Healthy Active Children Plan**

Provide 30 minutes of daily physical activity for students as evidenced by the amount of time scheduled for physical activity and Healthy Active Time on CHES master schedule.