

## **KHES School Improvement Plan GLOSSARY**

### **Benchmark**

Short assessments administered throughout the school year that give teachers immediate feedback on how students are meeting academic standards.

### **EOG**

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

### **EVAAS**

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

### **Intervention/Enrichment**

Each school's schedule builds time into the school day for intervention/enrichment activities. Some schools have a specific name for this time: SOAR Time (KHES)

### **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.

### **MTSS Team**

Multi Tiered System of Support Team is 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.

### **PBiS**

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

**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.

**Proficiency**

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

**Progress Monitor**

Used to assess a students' academic performance, to quantify the rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction.

**RTI - MTSS**

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

**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.

**Tier Paperwork**

Documentation from the RTI/MTSS Team describing the strategies that will be used to document whether identified measureable objectives are achieved. This paperwork is typically remedial in nature.

**Kitty Hawk Elementary School  
School Improvement Plan  
2015-2017**

**Principal: Greg Florence**

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

**School Improvement Team Membership  
Staff Members Elected: 8/21/15  
Parent Members Elected: 9/17/15**

<b>Committee Position</b>	<b>Name</b>	<b>Committee Position</b>	<b>Name</b>
Principal	Greg Florence	Parent Representative	Lindsey Dianna
Assistant Principal	Debbie Shephard	Parent Representative	Julia Loening
Certified Representatives	Diane Childress	Parent Representative	Beth Coyle
Certified Representatives	Crystal Smith	Parent Representative	Andrea Yurasek
Certified Representatives	Pam Gray		
Certified Representatives	Shelly Gregg		
Certified Representatives	Barbara Hardy		
Certified Representatives	Charlotte Heroux		
Certified Representatives	Jeanne Mouser		
Certified Representatives	Traci Potter		
Certified Representatives	Ticia Valentine		
Certified Representatives	Kim Whitehurst		
Classified Representative	Elizabeth Payne		

# Kitty Hawk Elementary School School Improvement Plan 2015-2017

## Vision

All students engaged, challenged, and learning at high levels.

## Mission

Our mission is to make knowledge accessible to all students in a disciplined learning environment which will enable them to function successfully in a 21<sup>st</sup> Century world requiring a multi-faceted approach to thinking and tasking.



**Goal 1:** Increase Math proficiency scores.

**District Goal:** Prepare 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 Reading proficiency scores.

**District Goal:** Prepare 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 3:** Increase and Organize Professional Development opportunities.

**District Goal:** Recruit, train, and retain quality teachers and administrators

**State Board of Education Goal:** Every student, every day, has excellent educators

**AdvancED Standard 1:** Purpose and Direction

**AdvancED Standard 4:** Resources and support systems

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

**Goal 4:** Decrease the number of office referrals for aggressive and disruptive behavior.

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

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

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

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

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

**Goal 1:** By the end of the 2015-2016 school year, >90% of K-2 students will demonstrate proficiency in math as measured by the K-2 math assessment and >75% of 3-5 students will demonstrate proficiency in math as measured by the EOG math assessment.

Major Strategies	Indicators
<ul style="list-style-type: none"> <li>• Revise master schedule to include more time for math.</li> <li>• Send a team made up of one representative from each grade to the Meredith Math Institute who will return and share math instructional strategies with their team during professional development meetings.</li> <li>• Convene Meredith Math and Math Team to develop a list of resources including instructional strategies, materials, and intervention ideas.</li> <li>• Plan and hold Family Math Night.</li> <li>• Each grade plans and holds a Parent Math workshop.</li> <li>• Develop a math intervention resource that provides ideas for math interventions at all grades.</li> <li>• Teachers will share work samples in math during PLC meetings throughout the year sharing lessons and encouraging high expectations for all students.</li> <li>• Use EVASS, Benchmark, and K-2 Math assessments to identify at risk students and implement appropriate interventions that are documented using Tier paperwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase time for math by 14%, from 378 minutes per week to 441 minutes per week.</li> <li>• Attendance certificates, planned professional development in the fall, classroom snapshot observations.</li> <li>• Attendance at Family Math Night.</li> <li>• Attendance at Parent Math workshops.</li> <li>• Electronic binder of math resources.</li> <li>• Number of math tier students.</li> </ul>

**Goal 2:** By the end of the 2015-2016 school year, >85% of K-2 students will demonstrate proficiency in reading as measured by the K-2 M-class assessment and >80% of 3-5 students will demonstrate proficiency in reading as measured by the EOG Reading assessment or approved alternative assessment in third grade.

Major Strategies	Indicators
<ul style="list-style-type: none"> <li>• Continue using M-class to benchmark and progress monitor students, reviewing data on a regular basis during PLCs and making appropriate adjustments to instruction.</li> <li>• Use EVASS and Benchmark assessments to identify at risk students and implement appropriate interventions that are documented using Tier paperwork.</li> <li>• Teachers will meet with the admin team during PLC meetings to analyze current data and instructional strategies and suggest appropriate interventions or extensions to meet the needs of all students.</li> <li>• Teachers will share work samples in ELA during PLC meetings throughout the year, sharing lessons and encouraging high expectations for all students.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent reduction of students reading below grade level as measured by M-class benchmark assessments</li> <li>• Progress monitoring data from M-class</li> <li>• PLC meeting minutes and notes</li> <li>• Number of students receiving tier interventions for reading</li> </ul>

**Goal 3:** During the 2015-2016 school year, increase the number of Professional Development opportunities and their impact on student learning as measured by the next Teacher Working Conditions Survey and annual standardized assessment results.

Major Strategies	Indicators
<ul style="list-style-type: none"> <li>• Send a team made up of one representative from each grade to the Meredith Math Institute who will return and share math instructional strategies with their team during professional development meetings.</li> <li>• Planned professional development at each monthly staff meeting for the year.</li> <li>• Curriculum Teams provide one instructional strategy at each staff meeting.</li> <li>• Develop team norms to build group unity and improve accountability.</li> <li>• Plan vertical team meetings to coordinate the use of appropriate math vocabulary and supporting instruction.</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 by increasing use of electronic forms</li> </ul>	<ul style="list-style-type: none"> <li>• Staff meeting agenda notes.</li> <li>• Improved ratings in professional development on the Teacher Working Conditions Survey and on the KHES Climate Survey.</li> <li>• Increase in reading and math proficiency scores.</li> <li>• Increase in number of electronic forms</li> </ul>

**Goal 4:** During the 2015-2016 school year, reduce the number of office referrals for aggressive and disruptive behavior using the Positive Behavior and Intervention Support (PBIS) Framework.

Major Strategies	Indicators
<ul style="list-style-type: none"> <li>• Target aggressive and disruptive behavior</li> <li>• Continue with annual school-wide theme for reinforcement of positive behaviors.</li> <li>• Review bus tapes on a regular basis and hold students accountable</li> <li>• Share monthly discipline data</li> <li>• Develop Falcon Minute videos that model SOAR expectations for all areas of the school: <b>S</b>tay safe, <b>O</b>ffer help, <b>A</b>ct responsibly, <b>R</b>espect yourself and others.</li> <li>• Recognize appropriate behavior through: SOAR awards, weekly recognition, random drawings, Art Gallery in Pride Hall.</li> <li>• Train a new team in PBIS methodology to achieve the next level of PBIS recognition.</li> <li>• Provide 30 minutes of physical activity each day for all students.</li> </ul>	<ul style="list-style-type: none"> <li>• Reduction in the percentage of aggressive (31%) and disruptive behavior (27.6%) in overall discipline numbers.</li> <li>• Achieve PBIS Model School Recognition</li> </ul>



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**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**

- Read to Achieve Program
- Counselor Support Services
- Parent Conferences
- Response to Instruction (RTI) – Problem-Solving Team
- Community partnerships and resources

### **IV. Discipline**

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

## **Middle School Transition Plan**

Each spring, Fifth Grade students travel to First Flight Middle School for a meet, greet and tour with the Middle School Administration, Teacher, and Students.

Each spring, the Exceptional Children staff at Kitty Hawk Elementary School works collaboratively with the Exceptional Children staff at First Flight Middle School to ensure appropriate IEP goals are in place for a successful transition to middle School.

Each spring, Kitty Hawk Elementary School promotes the First Flight Middle School Rising Sixth Grade Parent Orientation night and encourages parents to attend.