

Required Components of School Improvement Plans 2017-2019

School Name: First Flight High School

Page #s:

- 2-6 Alignment with state and district goals
- 3-6 Strategies for improving student performance of all students
- 3,6 Use of EVASS for data-driven decision-making
- 3-6 Instructional practices to improve academic performance of students at-risk of academic failure or dropping out
- 3,5,6 Plan for use of assessments to monitor student progress
- 3,5,6 Plan for use of staff development funds
- 7 Safe Schools Plan, including “Deborah Greenblatt” requirements (H.B. 10-32)
- 4 Plan to provide daily duty-free lunch to teachers
- 4-5 Plan to provide planning time for teachers of at least five hours per week
- 4,5,6 Strategies to involve parents and the community in the educational program
- NA Plan for successful transition from elementary to middle school (Required for elementary and middle schools)
- 3,5 Plan for successful transition from middle school to high school (Required for middle and high schools).

K-8 only:

 Healthy Active Children Plan - 30 Minutes Daily Physical Activity

Additional information may be placed in the Appendix.

CO Reviewer: _____ Date: _____

 Board of Education approval date _____

1 **SIP and team members’ names, positions, date of election posted on school’s website**

First Flight High School

2017-19

Principal: Tim Albert

Approved by Local Board of Education Date:

School Improvement Team Membership

Committee Position	Name	Committee Position	Name
Principal	Tim Albert	Teacher Representative	Erin Basilone
Assistant Principal	Caroline Pearce	PTSO/Parent Representative	Susan Sawin
Administrative Intern	Diane Childress	Teacher Representative	Jennifer Kinnisten
Inst. Support Representative	Kathy Davis	Parent Representative	Michelle Staten
Inst. Support Representative	Steve Blankenburg	Counselor Representative	Lisa Wheless
Parent Representative	Carl Classen	Student Representative	Mollie Sinks
Parent Representative	Lori Jo Scott		
Parent Representative	Stephanie Huband		

Election of School Improvement Team members:

- Parent members, PTSO Open House, September 2017
- Faculty and staff members, FFHS staff meeting, August 2017
- Student members elected by SGA and SLT, October 2017

First Flight High School School Improvement Plan 2017-2019

Vision

Prepare students to become successful, productive members of the local and global community of the 21st Century.

Mission

First Flight High School is committed to providing an education that promotes intellectual growth, initiative and responsibility, and rigorous, reflective learning in a nurturing environment.

Goal 1: Closing the performance gap for certain students in certain subject areas (focus on Math I and Family & Consumer Sciences Education) and show growth for all 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: All students will graduate on time, college and/or career ready.

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 3: Increase student participation and performance in honors level, college level, and Advanced Placement courses.

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 1: Closing the performance gap for certain students in certain subject areas (focus on Math I & Family and Consumer Sciences Education) and show growth for all students.

Major Strategies

- Identify those learners performing below expected growth and proficiency and utilize a pyramid of intervention strategies to assist struggling learners facilitated through Counseling Support Services.
- Utilize a variety of data to aid in identification of struggling learners (EVAAS, EOCs, formative assessments, etc.).
- Plan for successful transition from middle school to high school.
- Use common formative assessments and benchmark testing to determine gaps in instruction and areas in need of remediation.
- Develop an Education Plan for each identified student.
- Provide Virtual Public School instruction to Occupational Course of Study (OCS) students to prepare them for EOCs in Math I, Biology, and English II.
- Assign students to the daily intervention.
- Utilize the after-school Advancement Center for tutoring.
- Analyze formative/summative student assessments to develop plans for individualized instruction.
- Develop and implement school-wide successful grading practices.
- Use the Problem Solving Team to monitor/assist individual students.
- Utilize electronic resources to reduce the amount of teacher paperwork.

Indicators

- Number/percentage of students performing below expected growth and proficiency
- Number of students assigned to ET for daily Intervention
- Number of identified struggling students
- Number/percentage of teachers using formative and benchmark assessments to determine gaps and areas in need of remediation
- Increase in EOC scores
- Increase in student growth and proficiency
- Number of students utilizing the Advancement Center
- Number/percentage of teachers implementing successful grading practices
- Number of students assisted by the Problem Solving Team
- The number of electronic resources used by teachers in addition to the following: teacher evaluation system, field trip forms, learning management system, benchmark assessments, staff handbook, secondary employment, personal education plans

Goal 1 (Continued): Closing the performance gap for certain students in certain subject areas (focus on Math I and Family & Consumer Sciences Education) and show growth for all students.

Major Strategies

- Meet weekly in department level PLCs.
- Meet monthly in Leadership and Staff meetings.
- Increase co-teaching experiences for students.
- Integrate study and organizational skills into all core curriculums.
- Share materials, resources, assessments, and disaggregated data to increase student learning.
- Provide teachers with a duty free lunch period each day.
- Provide teachers with 5 hours of planning time each week.
- Utilize current technology tools and resources to inform parents of and enlist their support for student learning.
- Provide Professional Development focused on student learning
- Conduct parent conferences at regular intervals that focus on improving student performance.
- Implement Dare County Schools Code of Student Conduct and Annual Parental Notification.

Indicators

- Number of department level meetings and their accomplishments
- Number of teachers involved in co-teaching
- Number of lessons integrating study and organizational skills
- Increase in student performance
- One hundred percent of teachers have a duty free lunch period each day.
- One hundred percent of teachers have five hours of planning each week.

Goal 2: All students will graduate on time, college and/or career ready.

Major Strategies

- Increase opportunities for college level courses through Dare County's College Now.
- Use the hybrid schedule to assist those students who have both strengths and weaknesses.
- Schedule focused interventions for struggling learners on a weekly basis.
- Schedule common planning time for freshmen core teachers to ensure successful transition from middle school to high School.
- Utilize a pyramid of interventions to ensure all students meet standards for promotion facilitated through counseling support services.
- Utilize Step Up program as an intervention to help those students with serious discipline issues.
- Utilize daily intervention time for any student not performing at "C" or above in any course.
- Use Problem Solving Team (PST) for determining intervention strategies for students encountering academic or behavioral problems.
- Use staff development time to continue teaching AVID teaching strategies to all teachers.
- Use Positive Behavior Interventions and Support (PBIS) to create a positive and inviting classroom environment and reduce negative behaviors and discipline referrals.
- Utilize current technology tools and resources to inform parents of and enlist their support for student learning.
- Implement Dare County Schools Code of Student Conduct and annual notification to parents.
- Provide Professional Development focused on student learning.

Indicators

- Conduct parent conferences at regular intervals that focus on improving student performance.
- Number of students in year-long versus semester core classes
- Number of daily interventions required
- Amount of common planning time for freshman core teachers
- Number of students meeting standards for promotion
- Number of discipline referrals
- Increase in student growth and performance in all areas and sub groups.
- Number of PST meetings held
- Number of teachers trained in AVID strategies
- The number of electronic resources used by teachers in addition to the following: teacher evaluation system, field trip forms, learning management system, benchmark assessments, staff handbook, secondary employment, personal education plans

Goal 3: Increase student participation and performance in honors level, college level, and Advanced Placement courses.

Major Strategies

- Continue to expand and strengthen the AVID program.
- Require AVID students to take at least 1 honors or AP class each year.
- Continue to train all staff in AVID concepts, particularly study/organizational skills and Socratic method.
- Train one staff member each year at AVID convention.
- Continue to identify prospective AVID candidates and meet with teachers and parents to recruit these students.
- Identify and recruit potential AP and Honors students in a timely manner.
- Continue to promote advantages of advanced coursework.
- Use Plan and Explore data as part of the selection process.
- Use EVAAS and other data to identify students and stretch them into more advanced coursework.
- Continue to hold parent conferences and workshops such as "Scheduling for Success", College Day and AIG meetings.
- Continue to increase the level of expectation & rigor in all classes.
- Continue to provide staff development in Quadrant D lesson plans (rigor/relevance).
- Develop and implement interdisciplinary units and lessons.
- Expand course offerings including NC Virtual High School, Community College classes, and additional on-line courses.
- Utilize current technology tools and resources to inform parents of and enlist their support for student learning.
- Provide professional development focused on student learning.
- Utilize electronic resources to reduce the amount of teacher paperwork.

Indicators

- Number and percent of students enrolled in AVID
- Number and percent of students enrolled in honors, AP, and/or college courses
- Number of teachers trained in AVID
- Number of AP, College and Honors courses offered and number/percentage of students enrolled
- Success rate of students in Honors, College and AP courses.
- Number/Percentage of students enrolled in more advanced coursework
- Number of parent workshops and number of attendees
- Increasing AP test scores and participation rate
- Number of interdisciplinary units
- Number of expanded course offerings
- The number of electronic resources used by teachers in addition to the following: teacher evaluation system, field trip forms, learning management system, benchmark assessments, staff handbook, secondary employment, personal education plans

**First Flight High School
School Improvement Plan
2017-2019**

Appendix

I. Safe School Plan

Addition to Safe School Plan “Deborah Greenblatt” requirement (HB 10-32)

“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.

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.

AP Courses

Advanced Placement Courses are college-level courses taken by high school students. Based on performance on a test given at the end of the course, a student is eligible to receive actual college credit for the course.

APEX Learning

APEX is a provider of e-learning for K-12 education, offering online courses in mathematics, science, English, social studies, foreign languages, the fine arts, and Advanced Placement.

AVID

The Advancement Via Individual Determination Program (AVID) is a research-based program that targets first generation college-goers or students facing hardships which might negatively impact their preparation for college. Beginning in the sixth grade, students selected for AVID are trained in organizational skills and study skills. They receive individual and group tutoring. They are enrolled in honors courses which will prepare them for college entry.

ASVAB

The Armed Services Vocational Aptitude Battery of tests helps predict future academic and occupational success in the military.

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).

CANVAS/HAIKU

Canvas and Haiku are the Learning Management Systems 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.

CEU

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

CTE (Career Technical Education)

Formerly known as Vocational Education or Workforce Development, these middle and high school courses prepare students for the workplace.

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.

EOC

End-of-Course tests are state required standardized tests for students in grades 9-12.

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.

EXPLORE

The EXPLORE is an assessment administered to 8th grade students to assist in planning for high school.

Family & Consumer Sciences Education

Family & Consumer Sciences Education is a program area under Career Technical Education. It includes the following courses: Culinary Arts and Parenting and Child Development.

Flipped Instruction

Flipped instruction is a method of teaching in which new material is studied at home, usually online, and activities normally done as homework are done in class.

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.

Hybrid Schedule

This student schedule provides a combination of semester (90-minute) and yearlong (55-minute) classes designed to best meet the academic needs of students. Students are assigned to five classes a day consisting of two semester and three yearlong classes for a total of seven credits per year. Assignments are based on teacher recommendations, EOC and final exam scores, course availability, and student preference.

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:

Braves Time (MMS)
Soar Time (KHES)
Hurricane Watch (CHSS)
Hawk Time (FFMS)
Tropical Storm (CHES)
IT (MHS)
Empower Time (FFHS)
Wave Rider (NHES)

Leadership Meetings

Monthly meetings made up of designated FFHS key educators designed to disseminate pertinent information and ensure regular effective school-wide communication.

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 (Canvas/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 Canvas/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.

MSL

Measures of Student Learning are now known as NC Final Exams (previously known as NC Common Exams).

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.

NC DPI

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 12th 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.

NC Virtual High School

North Carolina provides online learning options for students to complete high school credits. DCS utilizes NCVPS to provide courses that are not available in our schools or that meet graduation credits in certain situations. NC VPS courses are paid for by the local school divisions.

NCWise

North Carolina's former Student Information System, NC Wise, has been replaced with the new Student Information System in Home Base, NCSIS.

NED

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

OCS

Occupational Course of Study – This program provides a different route to a high school diploma for certain Exceptional Children, while still allowing a student to graduate Future Ready. Rigorous academic courses allow students to immediately apply concepts to employment and independent living beyond high school. Extensive training and experience assist students in being ready for competitive employment.

One-to-One Laptop initiative (1:1 laptop initiative)

The one-to-one laptop initiative is an instructional approach which assigns a laptop to each student in grades 6 through 12 for use during the school day and at home.

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.

PLAN

PLAN is an assessment for 10th grade students that is a predictor of future academic and career success.

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.

RTI

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

SGA

Student Government Association is a high school student leadership group that represents the student body and presents questions, suggestions, and concerns to the school administration.

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.

Step Up

This program provides students who are suspended from school (more than one day) with an alternative placement where they can keep up with their studies. Students and parents sign a contract for academic and behavioral expectations for the program, which is located off site.

Study Island

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

TAM

Tuesdays at Manteo is a parent outreach program at Manteo Elementary School.

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.

WICOR Strategies

WICOR incorporates teaching/learning methodologies in Writing, Inquiry, Collaboration, Organization and Reading. The AVID Program incorporates WICOR strategies.

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.