

Comprehensive Progress Report

Mission:

Cultivate High expectations to Empower Success.

We strive to foster a nurturing learning environment where every student's unique background is honored and integrated into a curriculum that cultivates essential 21st century skills, empowering them to thrive in an ever-changing world.

Vision:**Goals:**

Student math proficiency will increase from 48% to 70% by June of 2027.

K-2 students will be able INDEPENDENTLY to write 3-5 complete sentences using proper capitalization, punctuation, and spacing. 3-5 students will be able INDEPENDENTLY to write 3-5 complete paragraphs using proper capitalization, punctuation, and spacing along with proper structure and flow.

CHES will introduce the Leader in Me/ 7 Habits to all students and families by June of 2027.

Student reading proficiency at CHES will increase from 52% to 75% by the end of the 26-27 school year.



! = Past Due Objectives		KEY = Key Indicator			
Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1B: Monitor short-and long-term goals			
KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Currently we are meeting monthly and are moving to a more focused data driven PLC model where we will specifically highlight skills and strategies that we need to focus on.	Limited Development 04/14/2026		
How it will look				Danielle Felton	06/16/2029

when <i>fully met</i> :	D1.02 Fully Implemented Description	(elected June 2025)
	Indicator D1.02: The school aligns financial, human, and time resources to support instructional priorities.	
	Fully Implemented:	
	Cape Hatteras Elementary School intentionally aligns financial resources, personnel, and time to support the instructional priorities of the Exceptional Children (EC) program and improve student outcomes. Protected weekly Professional Learning Community (PLC) time is embedded into the master schedule for EC staff to collaborate, engage in job-embedded professional learning, analyze instructional practices, and strengthen specially designed instruction.	
	In addition to weekly PLCs, the EC team participates in structured monthly data meetings to review student progress monitoring, IEP goal attainment, intervention effectiveness, benchmark assessments, and classroom performance data. These meetings are used to identify instructional adjustments, allocate supports, monitor fidelity of implementation, and ensure that resources are meeting student needs.	
	Human resources are strategically utilized by clearly defining the roles and responsibilities of EC teachers, instructional assistants, related service providers, administration, and instructional support staff to maximize collaboration and service delivery. Financial resources are intentionally allocated to provide evidence-based instructional materials, intervention programs, professional development, assistive technology, and other resources aligned with school improvement priorities.	
	School leadership regularly monitors implementation through PLC agendas, meeting minutes, classroom observations, walkthroughs, student data, and feedback from staff to ensure continuous improvement and the effective use of resources.	

4/14/26	Monthly PLCs to review and analyze and review data including but not limited to - benchmark data, progress monitoring, IEP goal progress, classroom performance, and intervention effectiveness.		Identify students needing additional support and adjust instruction accordingly.		Meredith Wyatt	06/15/2027
Notes:						
Domain 3: Instructional Transformation						
Practice 3A: Diagnose and respond to student learning needs						
Core Function: Effective Practice:		KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To
Initial Assessment:				A4.01 – Next Steps for Continuous Improvement	Limited Development 08/31/2026	Target Date
				CHES has developed a comprehensive MTSS framework in which Walk to Learn, PLC collaboration, common assessments, universal screening, progress monitoring, and flexible instructional groupings allow students to receive targeted instruction based on demonstrated need. As CHES enters the next phase of this work, particularly in response to the school’s ATSI designation for the Students with Disabilities subgroup, our focus will shift from establishing MTSS structures to evaluating the precision, fidelity, intensity, and effectiveness of instruction within those structures.		
				During the 2026–2027 school year, CHES will intentionally disaggregate student achievement and growth data to closely monitor outcomes for students with disabilities. PLCs, EC PLCs, MTSS meetings, and School Improvement Team meetings will examine whether students with disabilities have consistent access to rigorous Tier 1 instruction, appropriate scaffolds and accommodations, evidence-based interventions, and specially designed instruction aligned to identified needs.		
				Walk to Learn will continue to serve as a foundation of the school’s instructional system; however, increased emphasis will be placed on diagnostic data, intervention fidelity, clearly defined entry and exit criteria, rate of improvement, and frequent instructional adjustments based on student response. EC and general education teachers will strengthen collaborative planning to ensure alignment among grade-level standards, Tier 1 instruction, intervention, and IEP goals.		

	Rather than measuring success solely by whether interventions are being provided, CHES will evaluate whether instruction is producing sufficient growth to close identified achievement gaps. Through regular analysis of student work, progress-monitoring data, formative assessments, benchmark assessments, IEP progress, and state assessment data, teams will determine which practices should be continued, modified, intensified, or discontinued. Our goal is to move from a strong system of intervention to a highly responsive instructional system in which every student—particularly students with disabilities—has access to the intensity, precision, rigor, and support necessary to demonstrate accelerated growth and achieve grade-level standards.		
<i>How it will look when fully met:</i>	At full implementation, CHES will have a cohesive, schoolwide instructional system in which Tier 1 instruction, Walk to Learn, Tier 2 and Tier 3 interventions, specially designed instruction, enrichment, and acceleration work together to ensure that every student receives instruction aligned to their individual needs. All students, including students with disabilities, will have consistent access to rigorous, grade-level Tier 1 instruction using the school’s adopted core curricula. Teachers will use evidence-based instructional practices, appropriate accommodations and scaffolds, explicit instruction, and differentiation to provide access to grade-level standards without unnecessarily lowering expectations or rigor. Weekly PLCs will serve as the primary structure for examining Tier 1 effectiveness. Teachers will analyze common formative assessments, benchmark data, progress-monitoring data, and student work, with specific attention to the performance and growth of students with disabilities and other identified subgroups. Teams will identify students who have mastered standards, students who need additional instruction, and students who require enrichment or acceleration and will adjust instruction accordingly. Walk to Learn will provide a protected daily opportunity for targeted instruction based on current student data. Students will be flexibly grouped according to specific skill needs rather than labels or programs. Groups will change as students demonstrate mastery. Evidence-based interventions will have clearly defined entry and exit	Rachel Benton (elected June 2024)	06/08/2029

criteria and will be implemented with the appropriate frequency, duration, group size, and intensity. Fidelity checks will ensure interventions are delivered as designed.			
EC and general education teachers will collaboratively plan for students with disabilities to ensure alignment among grade-level standards, Tier 1 instruction, IEP goals, specially designed instruction, accommodations, and intervention. IEP goals will be understood as part of a student's comprehensive instructional plan rather than separate from the student's daily academic experience.			
Progress monitoring will occur consistently, and teams will use established decision rules to determine whether students are responding adequately to instruction. When students are not making sufficient progress, teams will respond quickly by changing the instructional approach, increasing intensity, providing additional diagnostic assessment, or adjusting supports rather than allowing students to remain indefinitely in an ineffective intervention.			
CHES will specifically monitor the rate of improvement for students with disabilities. Success will not be defined simply by whether students demonstrate growth, but by whether they are making sufficient and, when necessary, accelerated growth to close achievement gaps and increase proficiency.			
School leadership, the EC team, MTSS team, PLCs, and School Improvement Team will regularly review implementation and outcome data. Walkthroughs, fidelity checks, student work, assessment results, IEP progress, intervention data, and subgroup achievement data will be triangulated to determine whether the instructional system is producing the intended results.			
At full implementation, MTSS will not be viewed as a separate program, meeting, or intervention process. It will represent how CHES delivers instruction every day. Every adult will understand their responsibility within the system, every student's needs will be known and monitored, and instructional resources will be intentionally deployed based on student need.			
The ultimate evidence of full implementation will be improved outcomes: students with disabilities will demonstrate accelerated academic growth, achievement gaps will narrow, proficiency will increase, and fewer students will remain in interventions without measurable progress. CHES will continuously evaluate and refine its practices until the instructional system produces strong outcomes for			

every learner.					
Actions				0 of 7 (0%)	
8/31/26	4. Make EC subgroup performance a standing component of PLC data analysis. During weekly PLCs, intentionally disaggregate formative and common assessment results for students with disabilities and compare their performance and growth with the overall grade-level cohort.		Meredith O'Neal	03/01/2027	
<i>Notes:</i>					
8/31/26	6. Develop individual student data profiles for EC students who are not demonstrating expected growth. Profiles will identify current performance, grade-level expectations, IEP goals, accommodations, intervention history, progress-monitoring data, strengths, and next instructional steps.		Ashley Romig	03/10/2027	
<i>Notes:</i>					
8/31/26	9. Establish a consistent progress-monitoring decision protocol. Define what constitutes adequate response, questionable response, and inadequate response to intervention and establish predetermined actions for each.		Danielle Felton (elected June 2025)	04/01/2027	
<i>Notes:</i>					

8/31/26	1. Conduct an ATSI/EC data deep dive to identify specific achievement gaps and root causes. Analyze EOG, NC Check-In, mCLASS, UFLI, Bridges, IEP goal progress, Walk to Learn, attendance, behavior, and other available data for students with disabilities. Disaggregate by grade, subject, disability area, instructional setting, and individual student when appropriate.	Rachel Benton (elected June 2024)	06/01/2027
Notes:			
8/31/26	2. Establish specific schoolwide improvement goals for the EC subgroup. Create measurable reading and math goals for students with disabilities, including interim benchmarks that can be monitored throughout the year rather than waiting for EOG results.	Meredith O'Neal	06/01/2027
Notes:			
8/31/26	12. Conduct monthly EC instructional rounds/data reviews. Select a small number of EC students or a particular instructional problem to follow across settings to determine whether the instructional system is meeting their needs throughout the entire day.	Clay Tiderman	12/01/2027
Notes:			
8/31/26	13. Analyze EC student work—not just assessment scores. Regularly compare EC student work to grade-level standards and exemplars to determine whether students are receiving appropriately rigorous tasks and identify misconceptions that should drive instruction.	Meredith O'Neal	03/01/2028
Notes:			

Core Function:		Domain 3: Instructional Transformation					
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction					
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)			Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers use a variety of classroom management strategies. We have a behavior matrix but it is not followed consistently.			Limited Development 06/20/2023		
		Priority Score: 3	Opportunity Score: 3		Index Score: 9		
How it will look when fully met:		All teachers use positive reinforcement and restorative practices when addressing inappropriate student behaviors. The behavior plan is implemented consistently and will positively impact student to student relationships and student to teacher relationships. Teachers frequently communicate with parents to keep them apprised of student conduct. There is an increase in instructional time and engagement and therefore an increase in our students’ academic achievement. Teachers reteach and model appropriate behaviors as necessary. Inappropriate classroom behaviors and office referrals decrease. All classroom instruction is engaging and rigorous, and student misbehavior is minimized.				Clay Tiderman	06/11/2027
Actions					10 of 14 (71%)		
11/2/23		Update SURF Matrix that explicitly defines target behaviors in each environment throughout the school.			Complete 11/08/2022	Kris Caroppoli	03/24/2023
Notes:							
11/2/23		Create Behavior Matrix that outlines problem behaviors, whether they are minor incidents that should be handled by the teacher or office referrals that should be handled by administration and the explicit steps to address each.			Complete 04/21/2023	Rachel Benton	06/09/2023
Notes:							
11/2/23		Train ALL staff to use Educator’s Handbook so that we have accurate and detailed information for all behavior incidents.			Complete 09/15/2023	Gabrielle Geddings	06/10/2023
Notes:							
11/2/23		Provide professional development for all staff on de-escalation strategies and behavior management.			Complete 01/10/2024	Gabrielle Geddings	01/10/2024
Notes:							

11/2/23	Implement Zones of Regulation school wide.	Complete 05/17/2024	Jen Bonanni	06/09/2024
<i>Notes:</i>				
11/2/23	Implement Little Spots of Emotion K-2	Complete 05/17/2024	Kris Caroppoli	06/10/2024
<i>Notes:</i>				
7/18/24	Add to parent handbook that if a child has 5 office referrals then the parent is required to attend a mandatory parenting seminar and collaborate in the creation of a behavior plan for their child.	Complete 01/12/2026	Rachel Benton	12/10/2024
<i>Notes:</i>				
7/18/24	Professional Development on classroom and behavior management with choice during WIN PD.	Complete 01/12/2026	Rachel Benton	01/10/2025
<i>Notes:</i>				
7/18/24	Create a menu of consequences attached to the behavior matrix.	Complete 01/26/2026	Gabrielle Geddings	01/20/2025
<i>Notes:</i>				
11/2/23	Implement Club days at the end of each nine weeks for students who have not had any office referrals or minor incidents. Students who have received office referrals or minor incidents will participate in a behavior class with Ms. Kris (K-2) and Ms. Jessica K-5	Complete 06/10/2025	Rachel Benton	06/10/2025
<i>Notes:</i>				
7/16/26	We will present in the opening staff meeting about Harry Wong's book, The First Days of School.		Clay Tiderman	06/05/2027
<i>Notes:</i>				
7/16/26	We will create a walk-through form based on Harry Wong's First Days of School.		Clay Tiderman	06/05/2027
<i>Notes:</i>				
7/16/26	We will have quarterly Little Leader award assemblies where students are recognized for behavior.		Rachel Benton (elected June 2024)	06/05/2027
<i>Notes:</i>				
7/16/26	We are implementing a new behavior plan using Stars and Strikes.		Rachel Benton (elected June 2024)	06/05/2027
<i>Notes:</i>				
Implementation:		07/14/2026		
Evidence	7/14/2026			
Experience	7/14/2026			

Sustainability	7/14/2026				
A2.07	ALL teachers include vocabulary development as learning objectives. (5097)	Implementation Status Limited Development 07/14/2026	Assigned To	Target Date	
<i>Initial Assessment:</i>	Cape Hatteras Elementary School ensures that vocabulary development is an integral part of daily instruction across all grade levels and content areas. Teachers intentionally teach and reinforce academic vocabulary using the explicit vocabulary routines embedded within our adopted core instructional programs, including Open Court Reading, 95% Group, UFLI Foundations, and Bridges Mathematics. These research-based curricula provide carefully sequenced vocabulary instruction that introduces, models, and revisits key academic and content-specific terms throughout lessons. Teachers explicitly define new vocabulary, engage students in meaningful discussions using academic language, provide multiple opportunities for students to apply vocabulary in speaking and writing, and reinforce vocabulary through repeated exposure and practice. Learning objectives are aligned with the instructional focus of each lesson, and vocabulary instruction is embedded within daily literacy and mathematics instruction to support comprehension, communication, and overall student achievement.				
<i>How it will look when fully met:</i>	How will this indicator look when it is fully implemented? When fully implemented, all teachers will consistently provide explicit, intentional vocabulary instruction as part of daily classroom instruction across all content areas. Academic and content-specific vocabulary will be clearly identified within learning objectives and taught using research-based instructional strategies embedded in our adopted curricula, including Open Court Reading, 95% Group, UFLI Foundations, and Bridges Mathematics. In addition to curriculum-based vocabulary, Cape Hatteras Elementary School will implement Dr. Dickey’s Strategic Vocabulary schoolwide. Teachers will explicitly teach high-impact academic vocabulary frequently found on state assessments and ensure students understand how these terms are used across multiple content areas. Staff will collaboratively develop and consistently use common, student-friendly definitions for essential academic terms such as main idea, theme, summarize, infer, analyze, compare, contrast, evidence, explain, justify,		Rachel Benton (elected June 2024)	06/09/2028	

and evaluate. This common language will create consistency across grade levels, reducing confusion and strengthening students' understanding of academic expectations.

Students will regularly engage with new vocabulary through speaking, listening, reading, and writing, while teachers provide multiple opportunities for review, discussion, and authentic application. Vocabulary instruction will be evident in classroom observations, lesson plans, student work, anchor charts, and classroom discourse, and students will confidently use academic language to explain their thinking and demonstrate mastery of learning objectives.

What information will we use to determine that the objective has reached full implementation?

Cape Hatteras Elementary School will use multiple sources of evidence to determine full implementation, including:

- Classroom walkthroughs and formal observations documenting consistent, explicit vocabulary instruction in every classroom.
- Lesson plans that clearly identify vocabulary objectives and instructional strategies aligned with Open Court Reading, 95% Group, UFLI Foundations, Bridges Mathematics, and Dr. Dickey's Strategic Vocabulary.
- Schoolwide implementation of common academic vocabulary definitions and anchor charts, ensuring students encounter consistent language and expectations across classrooms and grade levels.
- PLC agendas, meeting notes, and collaborative planning documents showing teachers are analyzing student understanding and refining vocabulary instruction together.
- Student work samples, classroom discussions, writing, and performance tasks demonstrating accurate use of academic and content-specific vocabulary.
- Fidelity checks confirming consistent implementation of the adopted curricula and the school's strategic vocabulary initiative.
- Student achievement data, including mCLASS, curriculum-based assessments, NC Check-Ins, End-of-Grade (EOG) assessments, and classroom formative assessments, showing increased comprehension and performance on tasks requiring academic vocabulary.
- Student interviews and classroom observations indicating that students can accurately define, explain, and apply strategic academic vocabulary across subjects.

Actions		0 of 5 (0%)		
7/16/26	Create a plan for implementation for Dr. Dickey's high yield vocabulary words.		Rachel Benton (elected June 2024)	06/05/2027
Notes:				
7/16/26	K-2 students will be able to independently write 3-5 complete sentences using proper capitalization, punctuation, and spacing. 3-5 students will be able to independently write 3-5 complete paragraphs using proper capitalization, punctuation, and spacing with proper structure and flow.		Rachel Benton (elected June 2024)	06/05/2027
Notes:				
7/16/26	Each grade level will be required to display writing in the hallway monthly.		Rachel Benton (elected June 2024)	06/05/2027
Notes:				
7/16/26	As part of our quarterly Little Leader award assembly, we will recognize students who have excelled in writing.		Rachel Benton (elected June 2024)	06/05/2027
Notes:				
7/16/26	Create writing rubrics that are grade level appropriate.		Rachel Benton (elected June 2024)	06/05/2027
Notes:				
A2.11	ALL teachers build student's metacognitive skills by teaching learning strategies and tools and their appropriate application as well as providing students with processes for determining their own mastery of tasks.(5101)	Implementation Status	Assigned To	Target Date

Initial Assessment:	Cape Hatteras Elementary School is currently in the early stages of addressing this indicator. At this time, the school has not developed or implemented a schoolwide framework for explicitly teaching cognitive learning strategies, metacognitive skills, or self-monitoring processes that help students determine their own level of mastery. While teachers regularly engage students in rigorous instruction using the adopted curricula, the explicit teaching of learning strategies, thinking routines, and self-assessment practices is not yet consistent across classrooms or grade levels. The school recognizes this as an area for growth and plans to develop a common approach to teaching students how to think about their learning, apply effective learning strategies, monitor their progress toward learning targets, and reflect on their understanding. Future implementation efforts will focus on establishing consistent expectations and instructional practices that build students' independence, ownership of learning, and metacognitive skills across all classrooms.	No Development 07/14/2026		
How it will look when fully met:	How will this indicator look when it is fully implemented? When fully implemented, all teachers at Cape Hatteras Elementary School will intentionally build students' metacognitive skills by explicitly teaching cognitive learning strategies that help students think about their own thinking, monitor their understanding, and select appropriate strategies to improve comprehension and learning. Students will be able to articulate not only what they are learning but also how they are learning and why a particular strategy is effective for a given task. Professional learning will be grounded in Tammy McGregor's Comprehension Connections: Bridges to Strategic Reading, with teachers participating in ongoing professional development throughout the school year. Teachers will consistently model and provide guided practice using the metacognitive strategies presented in the text, including: • Reading Salad (understanding that reading is the combination of text and thinking—not simply calling words) • Schema (activating and building background knowledge) • Inferring		Rachel Benton (elected June 2024)	07/20/2028

- Questioning
- Determining Importance
- Visualizing
- Synthesizing

Teachers will also use concrete demonstrations, visual models, and wordless books to make students' thinking visible and help students understand how strategic readers construct meaning. Across all classrooms, students will routinely apply these strategies independently during reading and other content-area learning. They will monitor their own understanding, select appropriate strategies when they encounter difficulty, and reflect on their progress toward mastering learning goals. Teachers will provide opportunities for students to self-assess, explain their thinking, and identify next steps for continued growth.

What information will we use to determine that the objective has reached full implementation?

Cape Hatteras Elementary School will use multiple sources of evidence to determine that this indicator has been fully implemented, including:

- Classroom walkthroughs and formal observations documenting explicit instruction and modeling of metacognitive strategies in all classrooms.
- Professional development agendas, attendance records, and implementation plans demonstrating ongoing staff learning using Comprehension Connections: Bridges to Strategic Reading.
- PLC agendas and collaborative planning documents showing teachers discussing, planning, and reflecting on the implementation of cognitive and metacognitive strategies.
- Lesson plans that intentionally incorporate the teaching and application of strategies such as Reading Salad, Schema, Inferring, Questioning, Determining Importance, Visualizing, and Synthesizing.
- Student work samples, reading journals, graphic organizers, and written reflections demonstrating students' ability to explain their thinking and describe the strategies they used.
- Student conferences and classroom discussions in which students articulate their learning processes, monitor their understanding, and identify strategies that help them overcome challenges.
- Instructional coaching feedback and walkthrough data indicating consistent implementation across classrooms and grade levels.
- Student achievement data, including classroom formative

	assessments, mCLASS, curriculum-based assessments, NC Check-Ins, and End-of-Grade (EOG) assessments, demonstrating improved comprehension and application of higher-order thinking skills.				
Actions			0 of 5 (0%)		
7/16/26	Implementation of repeated reading daily in every classroom.			Rachel Benton (elected June 2024)	06/05/2027
<i>Notes:</i>					
7/16/26	In all grade levels, students will create and maintain data folders/notebooks.			Rachel Benton (elected June 2024)	06/05/2027
<i>Notes:</i>					
7/16/26	Implementation of Math Fact Fluency daily in every classroom.			Rachel Benton (elected June 2024)	06/05/2027
<i>Notes:</i>					
7/16/26	In every classroom, students will create and maintain data folders/notebooks for math.			Rachel Benton (elected June 2024)	06/05/2027
<i>Notes:</i>					
7/16/26	We will have quarterly PD on metacognitive strategies.			Rachel Benton (elected June 2024)	06/05/2027
<i>Notes:</i>					
Core Function:	Domain 4: Culture Shift				
Effective Practice:	Practice 4C: Engage students and families in pursuing education goals				

	E1.12 The school ensures that all parents understand social/emotional competency and their role in enhancing their children’s growth in (1) understanding and managing emotions, (2) setting and achieving positive goals, (3) feeling and showing empathy for others, (4) establishing and maintaining positive relationships, and (5) making responsible decisions.(6330)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Cape Hatteras Elementary School currently supports families’ understanding of social-emotional competencies through a variety of school and classroom communication efforts; however, these practices are implemented on a more informal basis and are not yet part of a comprehensive, schoolwide family engagement plan. Teachers and staff communicate with families regarding students’ social-emotional growth through parent conferences, classroom newsletters, school events, behavior and intervention meetings, and individual communication when social-emotional supports are needed. Families also receive information related to the school’s character education initiatives and social-emotional learning activities throughout the school year. Beginning next school year, Cape Hatteras Elementary School will become much more intentional in this work through the implementation of the Leader in Me framework. Using principles from Stephen R. Covey’s The 7 Habits of Highly Effective People and the Leader in Me process, the school will intentionally partner with families to build a shared understanding of the social-emotional competencies that contribute to student success. Parents will receive ongoing opportunities to learn about leadership habits, emotional regulation, goal setting, empathy, relationship-building, personal responsibility, and decision-making so they can reinforce these skills at home. This initiative will establish a common language and shared expectations among students, staff, and families, creating stronger partnerships that support the development of the whole child.	No Development 07/14/2026		
How it will look when fully met:	How will this indicator look when it is fully implemented? When fully implemented, Cape Hatteras Elementary School will have a comprehensive, schoolwide partnership with families that intentionally develops students’ social-emotional competencies through the Leader in Me framework and Stephen R. Covey’s 7 Habits of Highly Effective		Clay Tiderman	07/17/2028

People. Parents, students, and staff will share a common language and understanding of leadership, emotional regulation, empathy, goal setting, relationship-building, personal responsibility, and responsible decision-making.

All staff members will receive professional development to ensure consistent implementation of the Leader in Me principles throughout the school. Families will be introduced to the framework during Curriculum Night and will continue to receive ongoing communication, resources, and opportunities to engage in their child’s leadership and social-emotional development throughout the year.

The school’s monthly leadership assemblies will focus on one of the seven habits or Leader in Me principles, celebrating student leadership and reinforcing the habits through recognition, student presentations, and schoolwide activities. The school counselor will intentionally align classroom guidance lessons with the Leader in Me framework, ensuring students receive explicit instruction and opportunities to practice these social-emotional competencies in developmentally appropriate ways.

Student leadership will become an integral part of the school’s culture. The Student Council will actively support monthly assemblies, promote leadership initiatives throughout the school, and provide student voice by presenting quarterly updates to the School Improvement Team regarding student experiences, school climate, and ideas for continued growth.

As implementation becomes embedded in the school’s culture, students will increasingly demonstrate leadership, self-regulation, empathy, collaboration, and responsible decision-making across classrooms and school settings. Families will actively reinforce these habits at home, creating a strong partnership that supports the development of the whole child.

What information will we use to determine that the objective has reached full implementation?

Cape Hatteras Elementary School will use multiple measures to determine that this indicator has been fully implemented, including:

- Professional development records demonstrating that all staff have been trained in the Leader in Me framework and the 7 Habits.
- Agendas, attendance records, and family feedback from Curriculum Night and other parent engagement events focused

- on social-emotional learning and leadership.
- Documentation of monthly Leader in Me assemblies, including student participation, recognition activities, and leadership opportunities.
- School counselor lesson plans and guidance schedules demonstrating alignment of classroom social-emotional instruction with the Leader in Me principles.
- Student Council meeting agendas, leadership projects, and quarterly presentations to the School Improvement Team that provide meaningful student voice and feedback on school culture and climate.
- Parent surveys indicating increased understanding of social-emotional competencies and confidence in supporting their child's emotional and leadership development at home.
- Student surveys reflecting growth in leadership skills, sense of belonging, self-management, empathy, and school connectedness.
- Behavior data, including Office Discipline Referrals (ODRs), minor behavior incidents, attendance, and other school climate indicators, showing improvements in student behavior and self-regulation over time.
- Classroom walkthroughs and observations documenting consistent integration of the Leader in Me principles, leadership language, and social-emotional learning practices throughout the school.
- School Improvement Team meeting minutes and implementation monitoring data demonstrating that the initiative is being reviewed regularly and refined based on evidence.

7/16/26	We will have monthly Leader in Me assemblies.		Rachel Benton (elected June 2024)	06/05/2027
<i>Notes:</i>				
7/16/26	We will have PD at every staff meeting based on the Leader in Me and 7 Habits.		Rachel Benton (elected June 2024)	06/05/2027
<i>Notes:</i>				
7/16/26	We will have quarterly PD during WIN to elaborate upon the 7 Habits and the Leader in Me.		Rachel Benton (elected June 2024)	06/05/2027
<i>Notes:</i>				
7/16/26	We will host parent workshops based on the principles of the 7 Habits and the Leader in Me.		Rachel Benton (elected June 2024)	06/05/2027
<i>Notes:</i>				
7/16/26	We will include parent newsletters in our monthly Storm Report to ensure parents understand how to incorporate the 7 Habits into daily life.		Rachel Benton (elected June 2024)	06/05/2027
<i>Notes:</i>				
7/16/26	The guidance counselor will provide monthly direct instruction in individual classrooms on the 7 Habits and the Leader in Me.		Tommy Montgomery	06/05/2027
<i>Notes:</i>				
7/16/26	We will launch One Book, One School in March 2027 and create a plan for parents to read and discuss the book with their student.		Jennifer Auguston (elected June 2024)	06/05/2027
<i>Notes:</i>				