

School Name: Catawba Elementary School

Catawba County Schools

2009-2012 School Improvement Plan

Mission Statement

Catawba Elementary's mission is to teach, learn and lead for the future.

Teach, Learn and Lead

Catawba Elementary's School Core Beliefs

- Relationships are essential to the learning process and they must be established before learning takes place.
- All students can learn through differentiated and relevant instruction.
- Schools must educate the whole child- socially, emotionally, cognitively and physically.
- All students and staff should have a safe and nurturing learning environment.
- Parental, business and community partnerships are essential for the success of students and schools.

Catawba County Schools

Board of Education

Joyce Spencer Chairperson
Charlie Wyant..... Vice Chairperson
Betty Blackburn Member
Sherry Butler Member
Carolyn Connor..... Member
Steve Hilton Member
Marilyn McRee Member
Crystal Davis Attorney

Administration

Dr. Timothy Markley Superintendent
Steve Demiter Assistant Superintendent Operations
Pat Hensley Assistant Superintendent Human Resources
Beth Isenhour Assistant Superintendent Curriculum & Instruction

Building Leadership Team Members

The following individuals constitute Catawba Elementary's Building Leadership Team that **collaboratively** developed the 2009-2012 School Improvement Plan. The following **assurances** were in place in compliance with G. S. 115C-105.27 Development and Approval of School Improvement Plans:

- BLT Composition:
 - Principal
 - Assistant Principal
 - Certified Staff (Instructional Personnel)
 - Certified Instructional Support Staff (i.e. media, counselor, school social worker)
 - Teacher Assistants
 - Parents
- The representatives were elected by their representative groups by secret ballot.
- The parents serving on the School Improvement Team reflect the racial and socioeconomic composition of the students enrolled in the school and **are not** members of the building level staff.
- School Improvement Team meetings are held at a convenient time to assure **substantial** parent participation.
- School Improvement Team includes representative members of the student body.
- The principal has presented the 2009-2012 School Improvement Plan to all affected staff for review and vote by secret ballot.
- A peer review representative from the Central Office has reviewed this document with the principal.
 - Voting results (Note: Total eligible to vote = Number of certified instructional personnel + number of classified staff)

Total Eligible to Vote: 67

(Note: The plan must be approved by a simple majority (50% + 1) of the TOTAL Eligible to Vote.)

Vote Talley: Yes **64** No **0**

Additional Assurances

1. The Building Leadership Team has developed a plan to provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the BLT.
2. The plan provides a duty-free instructional planning time for every teacher under G. S. 115C-301.1 with the goal of providing an average of at least five hours of planning time per week.
3. If the school is designated as a Title I school, the 10 components required under Title I directives is included in the document.
4. If the school serves students in kindergarten or first grade, a plan for preparing students to read at grade level by the time they enter second grade is included in the document. The plan shall require kindergarten and first grade teachers to notify parents or guardians when their child is not reading at grade level and is at risk of not reading at grade level by the time the child enters second grade.
5. The Building Leadership Team understands that meetings relative to the school improvement plan are subject to North Carolina's Open Meetings Law. To comply with the law, the public must be notified of meetings.
6. The Building Leadership Team will ensure that Professional Development addresses "Training appropriate school personnel in the management of disruptive or dangerous student behavior (Effective July 1, 2006).
7. The Building Leadership Team will ensure that procedures for informing staff and implementing General Statute 391.1, "Permissible use of seclusion and restraint," is reviewed.
8. The Building Leadership Team will assure that the Healthy Active Children Policy, 150 minutes of physical activity per week in elementary schools and 225 minutes per week in middle schools is upheld

Building Leadership Team

Name	Position or Role	Term Expiration Date	Signature	Date of Official Sign-Off
Vermel D. Moore	Principal	6/30/2012	On File	/ /
J. Rene Stilwell	Assistant Principal	6/30/2012	On File	/ /
Andrea Sowers	BLT Chair/Counselor	6/30/2011	On File	/ /
Jacalyn McGill	K-1 Representative	6/30/2011	On File	/ /
Amber Vaughan	2 nd - 3 rd Representative	6/30/2011	On File	/ /
Lindsay Loyer	4 th - 5 th Representative	6/30/2011	On File	/ /
Tammy Conaway	6 th - Representative	6/30/2011	On File	/ /
Nathan Crabtree	Specialists Representative	6/30/2011	On File	/ /
Robin Stewart	EC Representative	6/30/2011	On File	/ /
Dacia Jones	Curriculum Specialist	6/30/2011	On File	/ /
Kathy Parks	Teacher Assistant	6/30/2011	On File	/ /
Susann Jolly	Teacher Assistant	6/30/2011	On File	/ /
Monica Myers	Parent	6/30/2012	On File	/ /
Lashonda Carson	Parent	6/30/2012	On File	/ /
				/ /

Catawba County Profile

Catawba County, from a historical perspective, was the largest producer of gold in the country prior to the 1848 California Gold Rush. The county, nestled comfortably between the foothills and the Piedmont of North Carolina, gained national attention for its citizens' concerted efforts to fight the 1940's polio epidemic. Catawba County also boasts the longest running live radio broadcast in the country, the Men's Bible Class Sunday School hour, from First United Methodist Church in Newton.

As part of its Sesquicentennial Celebration in 1992, the county adopted the theme "Keeping the Spirit Alive Since 1842." That spirit has produced many nationally recognized individuals, including: Bobby Lutz, head basketball coach for the University of North Carolina-Charlotte; Pauletta Pearson Washington, Broadway star and wife of Denzel Washington; Phillip Moose, world-renowned artist; and Jon Reep, winner of the nationwide Last Comic Standing contest. Artisans and county natives Eddie Hamrick and Burlon Craig have pieces displayed in the Smithsonian Museum of Art.

Catawba County's seal, adopted in 1925, depicted four key representations of life in this county at that time. The cross symbolized the religious life of the area; the yellow torch on a field of white embodied the county's commitment to education; the cow spoke to the agrarian roots of the area; and the wheel represented manufacturing – specifically furniture and textiles.

According to July 2007 statistical data from the North Carolina Department of Commerce, EDIS Database, Catawba County's population is 153,404. When broken down by ethnicity, United States Census estimates (projected from Census 2000) indicate: White 81.8%; African American 8.0%; American Indian and Alaska Native .4%; Asian 2.6%; Native Hawaiian and other Pacific Islander 0.1% Hispanic 8.3% and those listing two or more ethnic affiliations 2.1%.

The median age of Catawba County residents is 37.0. According to data from the Catawba County Economic Development Corporation, educational status for Catawba County citizens is:

Less than high school graduate:	20.5%	Associate Degree	7.8%
High School Graduate:	33.3%	Bachelor's Degree	13.3%
Some College:	20.4%	Master's Degree	4.7%

The economic downturn of the last decade has virtually annihilated all vestiges of manufacturing in Catawba County. Furniture and textile plants have been closed or relocated overseas. Such impenetrable cornerstones as Corning Fiber Optics and CommScope have significantly reduced employment.

Staggering unemployment rates have transcended every socio-economic group. Statistics from the North Carolina Employment Security Commission (February 2009) showed Catawba County with a twenty-five year high unemployment rate of 15.0%, compared to the state's unadjusted jobless rate of 11.3%.

Three public school systems: Newton-Conover with 2,802 students; Hickory Public with 4,474 students; and Catawba County Schools with 17,407 students operate within the county. In addition, 8 church-related schools and academies and two private schools are located here. The 2008 North Carolina Home School Statistical Summary identifies 615 home schools licensed in Catawba County.

Higher Education opportunities include Catawba Valley Community College, offering one- and two-year vocational programs as well as two-year college transfer programs. CVCC is also home to myriad continuing education programs and serves as a satellite campus for Appalachian State University. CVCC offers MagNIT, information highway, dual enrollment and Huskins courses to Catawba County Schools students. In addition, CVCC is home to the Hickory Metro Higher Education Center (HMHEC) and Challenger Early College High School. Lenoir-Rhyne University is a private liberal arts institution located in Hickory. The High School Scholars Academy (HSSA) located on Lenoir-Rhyne's campus affords 30 high school students in the greater Hickory-Metro the opportunity to complete their senior year in a university setting while earning college credits.

Collectively, business and industry have made a commitment to educational excellence in Catawba County. The Chamber of Commerce identifies education as its "number one economic development priority" in its Strategic Plan for 2008-2010. The Champions of Education targets pre-K-12 grade education and teacher recruitment and retention as two key foci of their mission to enhance education in Catawba County. In an era where there are few constants and known variables within Catawba County, the area's commitment to education has intensified. Building on that support and the undaunting spirit of the citizens of Catawba County, this school system is certain to see each identified goal to successful completion.

Self Assessment

Year	AYP Status	ABC Status		
2008-2009	Met <u>13</u> out of <u>13</u> target goals	_____ High Growth	<u>X</u> Expected Growth	_____ No Recognition
2009-2010	Met _____ out of _____ target goals	_____ High Growth	_____ Expected Growth	_____ No Recognition
2010-2011	Met _____ out of _____ target goals	_____ High Growth	_____ Expected Growth	_____ No Recognition
2011-2012	Met _____ out of _____ target goals	_____ High Growth	_____ Expected Growth	_____ No Recognition

Synthesized Narrative of School

Catawba Elementary School, located in Catawba, North Carolina has a student population of 518 students, based on the 8th month Principal's Monthly Report (PMR) for 2008-2009. In examining our school, we note the following strengths based on North Carolina ABC Accountability testing data, No Child Left Behind Adequate Yearly Progress (AYP) data, demographic data, district-generated survey data, EVAAS data, attendance data from NC WISE, discipline data from the North Carolina Crime and Violence Report, information from the North Carolina Teacher Working Conditions Survey, Teacher Quality data and ClassScape.

Identified Strengths	Supporting Evidence and Reflection	Data Source
Grade 5 Science growth	EOG Scores from 35.6 – 75.4%.	2008-2009 End of Grade Tests
Grade 5 Math growth	EOG Scores from 69.6 – 84.4%	2008-2009 End of Grade Tests
Grade 6 Reading growth	EOG Scores from 52.2 – 70.1%	2008-2009 End of Grade Tests
CES made Adequate Yearly Progress in 2008-2009	Met 13/13 Target goals in reading/math	2009 SBE Adequate Yearly Progress Report.
CES parents believe their child's teacher expects him/her to do well in school.	Over 91% agree and strongly agree	2008-2009 CCS Parent District Survey
CES certified staff believes that teachers use multiple teaching strategies to reach diverse learners and design instructional activities that actively engage students in learning.	Over 87.5% agree and strongly agree	2008-2009 CCS Certified District Survey

CES classified staff believe that teachers design instructional activities that actively engage students in learning	Over 94% agree and strongly agree	2008-2009 CCS Classified District Survey
CES community believes that the school system provides opportunities for community involvement	100% agree and strongly agree	2008-2009 CCS Community District Survey
Professional Development ~ Teachers are provided with opportunities to learn from one another.	83% of Catawba Elementary teachers agreed 67% of Catawba County teachers agreed	2008 Teacher Working Condition Survey
Professional Development ~ Professional development provides teachers with the knowledge and skills needed to teach effectively.	80% Catawba Elementary teachers agreed 71% of Catawba County teachers agreed	2008 Teacher Working Condition Survey
Professional Development ~ Teachers have sufficient training to utilize instructional technology.	77% Catawba Elementary teachers agreed 63% of Catawba County teachers agreed	2008 Teacher Working Condition Survey
Decision Making ~ How large a role do teachers have in devising teaching techniques	85% Catawba Elementary teachers agreed 90% of Catawba County teachers agreed	2008 Teacher Working Condition Survey
Facilities and Resources ~ Teachers have sufficient access to instructional technology, including computers, printers, software and internet access	100% Catawba Elementary teachers agreed 78% of Catawba County teachers agreed	2008 Teacher Working Condition Survey
Facilities and Resources ~ Teachers and staff work in a school environment that is clean and well maintained	100% Catawba Elementary teachers agreed 86% of Catawba County teachers agreed	2008 Teacher Working Condition Survey

Self Assessment (continued)

Our examination of the aforementioned data sources also leads us to recognize the following areas requiring focus within the School Improvement Plan. These weaknesses serve as the impetus for our school's **SMART Goals** that will span the 2009-2010, 2010-2011 and 2011-2012 school years.

Identified Weakness	Supporting Evidence and Reflection	Data Source
3rd grade Reading	Below state average in 3rd grade Reading	2008-2009 End of Grade Tests
3rd grade Math	Below state average in 3rd grade Math.	2008-2009 End of Grade Tests
4th grade Reading	Below state average in 4th grade Reading.	2008-2009 End of Grade Math
4th grade Math	Below state average in 4th grade Math.	2008-2009 End of Grade Math
6th grade Math.	Below state average in 6th grade Math.	2008-2009 End of Grade Math
3rd- 6th grade African American students scoring non-proficient in math & reading; 3rd- 6th grade African American students who showed growth	44% on grade level in reading 35% made growth in reading 63% on grade level in math 50% made growth in math	AYP Roster for Black Students Grades 3-8 reported by CCS Accountability Department
3rd- 6th grade Hispanic students scoring non-proficient in math & reading; 3rd- 6th grade Hispanic students who showed growth	44% on grade level in reading Only 47% made growth in reading 80% on grade level in math(strength) 59% made growth in math	AYP Roster for Hispanic Students Grades 3-8 reported by CCS Accountability Department
3rd- 6th grade Students with Disabilities	37% made growth in reading 50% made growth in math	AYP Roster for Students with Disabilities /Grades 3-8 reported by CCS Accountability Department
Inconsistency of behavior expectations and procedures across and within the grade levels	Admin. conferences referencing classroom management issues; student/parent led conferences	2008-2009 office referral forms not documented in NCWISE

Low perception of TEAM concept	Continuation of teacher turnover	CCS Human Resource/Personnel
Leadership ~ There is an atmosphere of trust and mutual respect within the school	Only 51% Catawba Elementary teachers agreed 71% Catawba County teachers agreed	2008 Working Conditions Survey BLT and grade level discussions

Catawba Elementary Percent of Student Proficient 2008-2009

Science Proficiency 2008 ~ 35.6% Science Proficiency 2009 ~ 75.0%

Reading			
Grade Level	Beginning of the Year	End of Year	Difference
Kindergarten	13 on/above	63% on/above	34 progressed
1st	42 on/above	78% on/above	10 progressed
2nd	46 on/above	77% on/above	16 progressed
3rd	10.96%	54.5%	+ 43.54% increase
4th	47.3%	60.3%	+ 13.0% increase
5th	49.3%	68.8%	+ 19.5% increase
6th	38.3%	70.1%	+ 31.8% increase
Math			
Grade Level	Beginning of the Year	End of Year	Difference
Kindergarten		81.5% on/above	
1st		85.0% on/above	
2nd		70.3% on/above	
3rd	61.64%	79.2%	+ 17.56% increase
4th	79.7%	70.6%	- 9.1% decrease
5th	69.6%	84.4%	+ 14.8% increase
6th	53.3%	82.1%	+ 28.8% increase

Summarization of SMART Goals for Catawba Elementary School

SMART Goal One: By June 2012, Catawba Elementary students in grades 3-6 will be proficient in Reading and Math and will earn the designation of Honor School of Excellence with at least 91% of students at grade level by the end of the 2011-2012 school year.

Aligns with: District Strategic Priority: 1 2 3 4 5 6 7 8

NC 21st Century Priority Goals: 1 2 3 4 5

SMART Goal Two: By June 2012, Catawba Elementary will apply for and achieve the North Carolina Schools of Character (NCSOC) Awards Program.

Aligns with: District Strategic Priority: 1 2 3 4 5 6 7

NC 21st Century Priority Goals: 1 2 3 4 5

SMART Goal #1 2009-2010

Overall SMART Goal: Catawba Elementary students in grades 3-6 will be proficient in Reading and Math and will earn the designation of Honor School of Excellence with at least 91% of students at grade level by the end of the 2011-2012 .

Target SMART Goal/Measure: By June 2010, CES students will increase Math proficiency from 79% to 86% and Reading proficiency from 63% to 73% with all subgroups meeting or exceeding identified AYP target goals.

Target SMART Goal/Measure: By June 2011, CES students will increase Math proficiency from 86% to 90% and Reading from 73% to 83% with all subgroups meeting or exceeding identified AYP target goals.

Target SMART Goal/Measure: By June 2012, CES students will increase Math proficiency from 90% to 95% and Reading from 83% to 91% with all subgroups meeting or exceeding identified AYP target goals.

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Study	Data Analysis: (SWOT) analysis SWOT: Strengths, Weaknesses, Opportunities for Improvement, and Threats	1. What does the data tell us? 2 What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement? (1.)The data tells us that Catawba students are not performing and/or proficient with the county and state levels in reading	1. First Quarter data shows a need for improvement in high order thinking skills, K-2 reading accuracy, and 3-6 reading comprehension skills. There is a need for improvement with math facts in K-6 and word problems in 2-6. 2. The students level of preparedness for the assessment. 3. The teachers are using a variety of first quarter data to drive		

		<p>and math</p> <p>(2.)The data does not point to specific goals and objectives that are not mastered by individual students</p> <p>(3.)Improvements made to this point: Focused lesson plans, researched based homework plan, mandated tri-weekly assessment</p> <p>(4.) Opportunities for improvements include differentiated instruction and direct focus on instructional goals and objectives</p>	<p>instruction and discuss needs.</p> <p>4. Staff development on High Order Thinking Skills, RTI interventions with fluency and sight word practice. Comprehension skills, how to teach math facts, and word problems will be addressed in grade level meetings.</p>		
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SMART Goal #1 2009-2010

Action Step/Strategy: 1-Implement the principles of effective teaching using Mike Rutherford's Learning Centered Schools with a focus on differentiation and active learning.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Person Responsible for ensuring the strategy is deployed.	Principal Asst. Principal Instructional Coach	Principal Asst. Principal Instructional Coach Teachers		
Financial Resources Needed per Quarter (Include \$ figures and funding sources)	\$50.00 for snacks/ refreshments for professional development activities	None		
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	Learning Centered Schools for certified staff totaling 5 hours during grade levels and weekly staff meetings; overview of LCS during classified monthly meetings; Introduction of Marcia Tate's Instructional Strategies that Engage the Brain	Learning Centered Schools for certified staff totaling 5 hours during grade levels and weekly staff meetings; overview of LCS during classified monthly meetings, Harry Wong and Learning Bridges correlation to LCS strategies training. Higher Order Thinking Skills workshop with Lora Drum, Comprehension and Math workshops with AP and Instructional Coach totaling 3 hours		

		per quarter.		
Parent & Community Involvement during each quarter	Congruent homework assignments, PEP and DEP conferences, PTO classroom newsletters, Home & School Connection newsletters	BLT open meeting to discuss new programs and instructional strategies being used. Classroom newsletters, Home and School Connections newsletters, PTO, Feeder Reading Night.		
How is technology an integral part of the strategy's deployment?	LCS has video series which will supplement the training	LCS video series, Harry Wong video series, Learning bridges web quizzes		
Set up deployment plan				

SMART Goal #1 2009-2010

Action Step/Strategy: 1-Implement the principles of effective teaching using Mike Rutherford's Learning Centered Schools with a focus on differentiation and active learning.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Evaluation: A. What data will you use to determine if the strategy was deployed? B. What data will you use to determine if	A. Grade level and staff meeting agendas with sign in sheets and record of meeting minutes B. Formal observations noting observed LCS	A. Benchmark Assessment Data, Grade level and staff meeting agendas. B. Formal and informal observations noting observed LCS		

the strategy was deployed with fidelity? C. What data will you use to determine if the strategy impacted the overall goal or target goal?	principles; informal observations; grade level meeting minutes C. Increase in LCS observed principles implementation; increase in lesson and differentiated instruction.	principles. Teacher Monthly Logs. C. Increase LCS observed principles implementation by reviewing individual data sheet of principles being used while conducting Walkthroughs.		
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SMART Goal #1 2009-2010

Action Step/Strategy: 1-Implement the principles of effective teaching using Mike Rutherford's Learning Centered Schools with a focus on differentiation and active learning.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Report the data from the current quarter deployment plan and use the data questions to analyze the results	1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?	1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?	1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?	1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?
Target Goal Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input checked="" type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current

strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.
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SMART Goal #1 2009-2010

Action Step/Strategy: 1-Implement the principles of effective teaching using Mike Rutherford’s Learning Centered Schools with a focus on differentiation and active learning.

Steps	Quarter 1 - Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	Introduction/implementation of LCS Classroom Walkthroughs	Principal/ AP	Teacher walkthrough samples	10/23/09
2.	LCS~1 Three Levels of Learning/Enriched Environments	Principal/ AP	Agendas & sign in sheets	10/23/09
3.	LCS~2 BIG 6 Part 1 and 2	Principal/ AP	Agendas & sign in sheets	10/23/09
4.	Guiding Reading Staff Development	Kathy Keane	Agendas & sign in sheets	10/23/09
5.	Words Their Way Staff Development	Lora Drum	Agendas & sign in sheets	10/23/09
6.	Focused lesson plan outline	Principal	Lesson plans	10/23/09
7.	Grade level homework policy	Principal/teacher	Homework samples	10/23/09

8.	Math Adoption Review session	Alycen Wilson	Adoption selection	10/23/09
9.	Introd. Of Admin. grade level agenda	Principal/ AP	Grade level agenda	10/23/09
10.	Increased use of Learning Bridges	Principal/ AP	documentation	10/23/09
11.	Scotts Foresman Reading Assessment	Classroom teachers	Assessment data	10/23/09
12.	Learning Bridges	Administrator/classroom teachers	Noted plans/activities of use of resource	10/23/09

Steps	Quarter 2 - Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	Words Their Way Staff Development	Lora Drum	Agendas & sign in sheets	11/18/09
2.	LCS Principles Part 1	Principal/ AP	Agendas and sign in sheets	2 / 3 / 10
3.	LCS Principles Part 2	Principal/ AP	Agendas and sign in sheets	2 / 3 / 10
4.	Higher Order Thinking Skills Workshop	Lora Drum	Agendas and sign in sheets	2 / 3 / 10
5.	Harry Wong/Learning Bridges correlations Part 1	Principal/ AP	Agendas and sign in sheets	2 / 3 / 10
6.	Harry Wong/Learning Bridges correlations Part II	Principal/ AP	Agendas and sign in sheets	2 / 3 / 10
7.	Teaching Standard V Staff Development	Principal/ AP	Agendas and sign in sheets	2 / 3 / 10

SMART Goal #1 2009-2010

Action Step/Strategy: 1-Implement the principles of effective teaching using Mike Rutherford's Learning Centered Schools with a focus on differentiation and active learning.

Steps	Quarter 3 - Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Steps	Quarter 4 - Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

SMART Goal #1 2009-2010

Action Step/Strategy: 2. Conduct a needs assessment, review data, implement ongoing formative assessment, and provide professional development that is sustained and modeled in reading and math.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Person Responsible for ensuring the strategy is deployed.	Principal Asst. Principal Instructional Coach	Principal Asst. Principal Instructional Coach Teachers		
Financial Resources Needed per Quarter (Include \$ figures and funding sources)	None expected except for parent workshops which are funded through Title I	None		
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	ClassScape for grade 3-6 teachers in math and reading, 3 hours, research based strategies	How to use Data workshop, 2 hours. Test, Plan, Teach, Test , Harry Wong/Learning Bridges, LCS Principles Parts 1 & 2, Higher Order Thinking Skills, Problem solving and Comprehension		
Parent & Community Involvement during each quarter	Provide math and reading workshops for parents; survey parents of parent workshop needs and interest combined with Title I program	BLT Open Meeting for parents, Feeder Reading Night		
How is technology an integral part of the strategy's deployment?	Use of the computers to test students and analyze results on reports; computers are utilized with daily	Use of the computers to test students and analyze results on reports; computers are utilized with daily		

	instructional strategies	instructional strategies		
Set up deployment plan				

SMART Goal #1 2009-2010

Action Step/Strategy: 2. Conduct a needs assessment, review data, implement ongoing formative assessment, and provide professional development that is sustained and modeled in reading and math.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Evaluation: D. What data will you use to determine if the strategy was deployed? E. What data will you use to determine if the strategy was deployed with fidelity? F. What data will you use to determine if the strategy impacted the overall goal or target goal?	D. Professional development meeting agendas with sign in sheets and record of meeting minutes E. Classroom observation looking for use of data from assessments planning and instruction F. Improvement on visibility of LCS principles and ClassScape test scores	D. ClassScape data and Professional development meeting agendas and sign in sheets. K-2 Assessment Data, Scott Foresman Data, LDP data. E. Classroom observations looking for use of data from assessments. Monthly teacher log outlining how data is used. F. Improvement of ClassScape test scores.		

SMART Goal #1 2009-2010

Action Step/Strategy: 2. Conduct a needs assessment, review data, implement ongoing formative assessment, and provide professional development that is sustained and modeled in reading and math.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Report the data from the current quarter deployment plan and use the data questions to analyze the results	5. What does the data tell us? 6. What cannot be gleaned from the data? 7. What improvements have been made to this point? 8. What are the opportunities for improvement?	5. What does the data tell us? 6. What cannot be gleaned from the data? 7. What improvements have been made to this point? 8. What are the opportunities for improvement?	5. What does the data tell us? 6. What cannot be gleaned from the data? 7. What improvements have been made to this point? 8. What are the opportunities for improvement?	5. What does the data tell us? 6. What cannot be gleaned from the data? 7. What improvements have been made to this point? 8. What are the opportunities for improvement?
Target Goal Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input checked="" type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

SMART Goal #1 2009-2010

Action Step/Strategy: 2. Conduct a needs assessment, review data, implement ongoing formative assessment, and provide professional development that is sustained and modeled in reading and math.

Steps	Quarter 1 - Deployment Plan	Person Responsible	Measure(s)	Action Step
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				Completion Date
1.	Professional Development in use of Class Scapes	Alycen Wilson and Dacia Jones	Teacher walkthrough samples	10/23/09
2.	Professional Development in use of Scott Foresman	Lora Drum or Kathy Keane	Agendas & sign in sheets	10/23/09
3.	Model lessons on formative assessment and guided reading	Kathy Oliver	Agendas & sign in sheets	10/23/09
4.	Guiding Reading Staff Development	Kathy Keane	Agendas & sign in sheets	10/23/09
5.	Words Their Way Staff Development	Lora Drum	Agendas & sign in sheets	10/23/09
6.	Focused lesson plan outline	Principal	Lesson plans	10/23/09
7.	Grade level homework policy	Principal/teacher	Homework samples	10/23/09
8.	Math Adoption Review session	Alycen Wilson	Adoption selection	10/23/09
9.	Tri-Weekly Class Scape Assessments	3 rd -6 th grade teachers	Assessment scores	10/23/09
10.	Learning Bridges	Kindergarten-sixth grade	Documented usage	10/23/09
11.	Guided Math Staff Development	Instructional Coach	Scheduled workshop/sign in sheet	10/23/09
12.	Administrative effective use of EVAAS	Administrators	Data interpretation sheet	10/23/09
Steps	Quarter 2 - Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	Words Their Way Staff Development	Lora Drum	Agendas & sign in sheets	11/18/09
2.	LCS Principles Part 1	Principal/ AP	Agendas and sign in sheets	2 / 3 / 10

3.	LCS Principles Part 2	Principal/AP	Agendas and sign in sheets	2 / 3 / 10
4.	Higher Order Thinking Skills Workshop	Lora Drum	Agendas and sign in sheets	2 / 3 / 10
5.	Harry Wong/Learning Bridges correlations Part 1	Principal/AP	Agendas and sign in sheets	2 / 3 / 10
6.	Harry Wong/Learning Bridges correlations Part I	Principal/AP	Agendas and sign in sheets	2 / 3 / 10
	Teaching Standard V Staff Development	Principal/AP	Agendas and sign in sheets	2 / 3 / 10

SMART Goal #1 2009-2010

Action Step/Strategy: 2. Conduct a needs assessment, review data, implement ongoing formative assessment, and provide professional development that is sustained and modeled in reading and math.

Steps	Quarter 3 - Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
Steps	Quarter 4 - Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /

SMART Goal #2 2009-2010

Overall SMART Goal: Catawba Elementary will apply for and achieve the North Carolina Schools of Character (NCSOC) Awards Program by the end of the 2011-2012 school year.

Target SMART Goal/Measure: By June 2010, CES will have implemented the Positive Behavior Support Module I and II and implementing a school wide Character Education Program.

Target SMART Goal/Measure: By June 2011, CES will have introduced and reviewed the Self-Assessment Tool for Character Education Quality Standards and began some implementation of the eleven principles.

Target SMART Goal/Measure: By June 2012, CES will have implemented the Eleven Principles of Effective Character Education defined by the Character Education Partnership.

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Study	Data Analysis: (SWOT) analysis SWOT: Strengths, Weaknesses, Opportunities for Improvement, and Threats	1. What does the data tell us? 2 What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement? (1.) There is inconsistency in classroom behavior expectations (2.)The data can not	1. There has been a decrease in office referrals for below the line behaviors. 2. What classroom behaviors are being dealt with by individual teachers. 3. Expectations aligned with the PBS matrix are being followed throughout the school. 4. Increase to school wide program for recognizing positive behavior.		

		<p>tell us the discipline strategies used prior to referrals.</p> <p>(3.) We have developed school wide and grade level classroom expectations that will focus on positive behavior as well as developed outlined procedures to follow prior to office referrals</p> <p>(4.) Staff to begin focus on positive behaviors and rewards.</p>			
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SMART Goal #2 2009-2010

Action Step/Strategy: Implementation of PBS Matrix and school wide Character Education Program

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Person Responsible for ensuring the strategy is deployed.	Principal/ Asst. Principal/ Counselor Instructional support staff/classified	Principal/ Asst. Principal/ Counselor Instructional support staff/classified		
Financial Resources Needed per Quarter (Include \$ figures and funding sources)	\$150.00 for posters of PBS matrix for school wide displays	None		
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	Introduction of PBS Matrix to staff, students, and parents; Character Education lessons implementation from student agendas; Intro. to Second Steps Character program; approximately 5 hours per month	Introduction of school wide PBS class recognition program with "Martians" during faculty meeting and in grade level meetings totaling 2 hours per month.		
Parent & Community Involvement during each quarter	Introduction of PBS Matrix to staff, students, and parents; parent communication about classroom activities; community support for reward	BLT parent open meeting to discuss PBS and implementation of school wide "Martian" program.		

	incentive			
How is technology an integral part of the strategy's deployment?	The daily morning show will focus on the Character Education Traits for each month	The daily morning show will focus on the Character Education Traits for each month		
Set up deployment plan.				

SMART Goal #2 2009-2010

Action Step/Strategy: Implementation of PBS Matrix and school wide Character Education Program

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p>Evaluation:</p> <p>G. What data will you use to determine if the strategy was deployed?</p> <p>H. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>I. What data will you use to determine if the strategy impacted the overall goal or target goal?</p>	<p>G. Sign in sheet for training, classroom walkthroughs, office referrals, feedback from parents</p> <p>H. End of quarter survey about the PBS matrix; implementation and data from all staff and students; review of office referral occurrences</p> <p>I. NC WISE and survey results</p>	<p>G. Sign in sheet for training, classroom walkthroughs, office referrals, feedback from parents</p> <p>H. Office referral data and student survey data. "Martian" data from classroom earnings.</p> <p>I. NC Wise Discipline data and "Martian" reward displays and charting for classrooms.</p>		

SMART Goal #2 2009-2010

Action Step/Strategy: Implementation of PBS Matrix and school wide Character Education Program

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Report the data from the current quarter deployment plan and use the data questions to analyze the results	9. What does the data tell us? 10. What cannot be gleaned from the data? 11. What improvements have been made to this point? 12. What are the opportunities for improvement?	9. What does the data tell us? 10. What cannot be gleaned from the data? 11. What improvements have been made to this point? 12. What are the opportunities for improvement?	9. What does the data tell us? 10. What cannot be gleaned from the data? 11. What improvements have been made to this point? 12. What are the opportunities for improvement?	9. What does the data tell us? 10. What cannot be gleaned from the data? 11. What improvements have been made to this point? 12. What are the opportunities for improvement?
Target Goal Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input checked="" type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

SMART Goal #2 2009-2010

Action Step/Strategy: Implementation of PBS Matrix and school wide Character Education Program

Steps	Quarter 1 - Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	Introduce PBS matrix to Staff	Prin/ AP	Distribution to staff	8/19/09
2.	Introduce PBS matrix to students	Teachers	Review with student	8/21/09
3.	Introduce PBS matrix to parents/ community	Prin/ AP/ Teachers	Review/ introduced during Orientation	8/21/09
4.	Develop classroom Behavior Plans	Prin/ AP/ Teachers	Approved by admin.	8/20/09
5.	Introduction of Monthly School-Wide Incentive "Everybody Loves Pay Day" . Payday for staff and students	Prin/ AP/ Teachers	Classroom monthly incentives; Staff monthly incentive	8/19/09
6.	Agendas Character Program	Teachers	Walkthroughs	10/23/09
7.	Introduction of Star Polisher of Week	Principal/ AP	Staff Star Polisher Display board	8/19/09

Steps	Quarter 2 - Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	PBS Team visit to PBS school of Distinction	PBS Team	Implementation of strategies observed	11/1/09
2.	Introduction of Monthly School-Wide Incentive "Everybody Loves Pay Day" . Payday for staff and students	Prin/ AP/ Teachers	Classroom monthly incentives; Staff monthly incentive	2 / 3 / 10
3.	Agendas Character Program	Teachers	Walkthroughs	2 / 3 / 10
4.	Star Polisher of Week	Principal/ AP	Staff Star Polisher Display board	2 / 3 / 10
5.	Introduction of School-wide "Martian" PBS	Prin/ AP/ Teachers	Martian display boards	2 / 3 / 10

	initiative.		outside of each classroom	
6.				/ /
7.				/ /

SMART Goal #2 2009-2010

Action Step/Strategy: Implementation of PBS Matrix and school wide Character Education Program				
Steps	Quarter 3 - Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Steps	Quarter 4 - Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /

5.				/	/
6.				/	/
7.				/	/

Waiver Requests

School-Based Management and Accountability Program School-Based Waiver Request for 2009-2012

LEA: Catawba County Schools

LEA Code: 180

School Name: **Catawba Elementary**

School Code: **324**

Requests for Waivers

Type	Class size waiver in Grades 4-12 (This excludes class limitation in Grades K-3)
Legal Reference	North Carolina General Statutes Section 115C-301(c) Maximum Class Size North Carolina General Statutes Section 115-301 (d) Maximum Teaching Load
Rationale	The waiver will allow flexibility to ad hoc grouping in both skill and content areas. It will allow for more effective use of staffing, focusing on individual strengths of the faculty/staff.
Congruency to Student	More effective teaching/learning will occur as schools are able to operate the master schedule with fluidity, moving students in and out of skill groups as assessment indicates. The waiver

Achievement	also diminishes the possibility of whole-school reorganization if student enrollment is significantly higher than student projections.
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Appendix

Catawba County Schools Profile

Catawba County Schools is fully accredited by the Southern Association of Colleges and Schools, now known as Advanc-Ed, and the State of North Carolina. Elementary and middle schools went through the reaccreditation process during the 2007-2008 school year. Challenger Early College High School received initial accreditation during the 2008-2009 school year, and the five traditional high schools are slated for reaccreditation visits during the 2009-2010 school year.

Funding for the Catawba County School System comes from a combination of federal, state and local funds. The state contribution is the highest at 71% of the total budget, followed by local at 23% and federal at 6% .

In terms of student population, the following chart indicates the breakdown by ethnicity of Catawba County Schools as of the 5th month of the 2008-2009 school year:

Ethnicity	Number of Students	Percentage of CCS Population
American Indian	51	.29%
Asian	1,270	7.30%
Hispanic	1,584	9.10%
Black	1,021	5.86%
White	12,793	73.50%
Multi-Racial	688	3.95%
Total Enrollment	17,407	

Bandy's Feeder Area Profile

The Bandy's feeder area is composed of portions of the towns of Denver, Catawba, Claremont, Newton, Terrell, and Sherrills Ford. Feeder schools to Bandy's High School include Mill Creek Middle School, Balls Creek Elementary School, Sherrills Ford Elementary School, and Catawba Elementary School.

The Bandy feeder area has faced a unique challenge over the past ten years, in that early in the decade the Sherrills Ford area experienced a surge in population and commercial growth. According to the Sherrills Ford Small Area Plan, approximately 2,000 homes were expected to be established over a 5 year period. School district lines were redrawn to help accommodate over crowding. However, the recent economic down turn, along with a significant decrease in textile/manufacturing has resulted in a stagnant housing/growth outlook. A consensus among economic forecasters maintains that a revived economy, aided by a close proximity to Charlotte, NC, will once again spur housing and commercial growth which will ultimately impact the population of the Bandy's feeder area.

In terms of student population, the following chart indicates the breakdown by ethnicity of the Bandy's Feeder Area:

Ethnicity	Percentage of Feeder Population
American Indian	0.5%
Asian	1.8%
Hispanic	2.9%
Black	5.0%
White	89.1%
Multi-Racial	0.7%

Bunker Hill's Feeder Area Profile

Five schools comprise the Bunker Hill High School feeder district. The schools include Lyle Creek Elementary, Oxford Elementary, Claremont Elementary, River Bend Middle and Bunker Hill High. Positioned in western Catawba County, this feeder district covers a wide geographic area which sometimes causes transportation difficulties for after-school events.

A great deal of cultural diversity exists in this area. The ethnicities represented in the Bunker Hill feeder area include:

American Indian = Less than 1%

Asian = 11%

Hispanic = 9%

Black= 7%

White= 70%

Multiracial = 2%

A lack of industry impacts the dynamic of the community. Many citizens face socio-economic challenges because their families have been hard hit by recent economic difficulties.

A core group of families have a long history of prominent involvement in shaping the area, but housing also lends itself to other residents who live here for only short periods of time. With very few large housing developments, many students lose a sense of strong neighborhood ties.

Catawba Elementary's School Profile

The Catawba Elementary School District is located in the eastern of Catawba County. The district is bordered on its eastern and northern edges by Lake Norman. Iredell County forms the eastern border and the Balls Creek Elementary and Sherrills Ford Elementary form the western border and southern border. Catawba Elementary is located near the center of a primarily rural section of eastern Catawba County. Catawba Elementary is a rural as well as rapidly growing, residential school district located in the town of Catawba, North Carolina.

Catawba Elementary is one of three elementary schools in eastern Catawba County that feeds Mill Creek and Riverbend Middle Schools. The high schools that Catawba feeds into are Bunker Hill and Bandys High School. Catawba Elementary opened in August 2007 and is beginning their third year in operation. The student population that created the new school and district came from the Sherrills Ford, Claremont, Balls Creek and Oxford Elementary School. Our current school serves students in grades Pre-Kindergarten through sixth grade incorporating the same high standards developed throughout the County and is a Title I School. Catawba Elementary School has not been in operation long enough to earn accreditation by the Southern Association of Colleges and Schools (SACS-CASI), now known as Advanc-Ed but is preparing for the honor within the next three years.

The following chart of ethnicity describes the student population of Catawba Elementary as reported on September 16 of the 2009-2010 school year:

White:	360 students~ 73%
Black:	40 students~ 8%
Hispanic:	54 students~ 11%
Asian:	10 students~2%
American Indian:	1 student~ -1%
Multi-Racial:	26 students~ 5%
Total:	491

Frequently Used Educational Acronyms

ACT-	Adolescents and Children in Treatment Program
ADA-	Americans with Disabilities Act
AESOP-	Substitute Management System
AIG-	Academically/Intellectually Gifted
AM-	Accelerated Math
AP-	Assistant Principal
AP-	Advanced Placement
AR-	Accelerated Reader
ASCA-	American School Counselors' Association
AT-1-	Written Plan for Student Assistance Team Operation
AUP-	Acceptable Use Policy
AVID-	Advancement via Individual Determination
AYP-	Adequate Yearly Progress

BIP-	Behavior Intervention Plan
BLOG-	Abbreviation for “web log”; an online linear commentary forum
BLT-	Building Leadership Team
BT-	Beginning Teacher
BTI-	Beginning Teacher Induction
CAT-	Central Assistance Team
CDC-	Career Development Coordinator
CDSA-	Children’s Developmental Services Agency
CECAS-	Comprehensive Exceptional Children Accountability System
CEU-	Continuing Education Credit
CRISS-	Creating Independence through Student-Owned Strategies
CTE-	Career and Technical Education
CTSO-	Career and Technical Student Organization
CVCC-	Catawba Valley Community College
CVHS-	Catawba Valley High School

DHR-	Department of Human Resources (Public Health, Mental Health, Social Services)
DLT-	District Leadership Team
DOP-	Dropout Prevention
DPI-	Department of Public Instruction
DSS-	Department of Social Services
EAP-	Employee Assistance Program
ED-	Economically Disadvantaged
EEO/AA-	Equal Employment Opportunity/Affirmative Action
ELL-	English Language Learner
EOC's-	End-of-Course Tests (9-12)
EOG's-	End-of-Grade Tests (3-8)
ERATE-	Federal Program for Technology Connectivity Reimbursement
ESL-	English as a Second Language
EVAAS-	Educational Value-Added Assessment System
FAPE-	Free and Appropriate Public Education

FERPA-	Family Education Rights and Privacy Act
FMLA-	Family Medical Leave Act
FRL-	Free and Reduced Lunch
FY-	Fiscal Year
GED-	General Educational Development Program
HQ-	Highly Qualified
HRMS-	Human Resource Management System
NAEP-	National Assessment of Educational Progress
NASW-	National Academy of Social Workers
NBCT-	National Board Certified Teacher
NBPTS-	National Board for Professional Teaching Standards
NCIH-	North Carolina Information Highway
NCLB-	No Child Left Behind
NCSIP-	North Carolina State Improvement Project
NCVPS-	North Carolina Virtual Public School

NCWISE-	North Carolina Window of Information for Student Education
NOM-	National Origin Minority
OCR-	Office of Civil Rights
PAT-	Parent as Teachers
PBS-	Positive Behavior Support
PD-	Professional Development
PEP-	Personalized Educational Plan
PIO-	Public Information Officer
PLC-	Professional Learning Communities
PODCAST-	Combination of iPod and Broadcast; Digital audio files subscribed to through the internet
PSAT-	Pre-Scholastic Assessment Test
RALC-	Regional Alternative Licensing Center
RC-	Reading Counts
RESA-	Regional Educational Service Alliance
RSS-	"Really Simple Syndication" used to subscribe to information through the internet

SACS-CASI-	Southern Association of Colleges and Schools Council on Accreditation and School Improvement
SADFSCA-	Safe and Drug-Free Schools Communities Act
SAT-	Scholastic Aptitude Test
SCOS-	Standard Course of Study
SD-	Staff Development
SD-9A-	Prior Approval Form for Staff Development (aka: the pink sheet)
SEA-	State Education Agency
SHAREPOINT-	CCS web portal that will host district, school, and teacher web pages
SIP-	School Improvement Plan
SIT-	Student Intervention Team
SLD-	Specific Learning Disabled
SLMC-	School Library Media Center
SPC-	Special Populations Coordinator
SRO-	School Resource Officer
SWD-	Student with Disabilities

TA-	Teacher Assistant
TAC-	Teacher's Advisory Council
TPAI-R-	Teacher Performance Appraisal Instrument, Revised
TPAS-R-	Teacher Performance Appraisal System, Revised
TSP-	Technology Service Provider
VIF-	Visiting International Faculty
VOCATS-	Vocational Competency Achievement Tracking System