

**School Improvement Plan
2005-2008
SY 2005-2006**

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**Annual Plans must be re-written each year.*

Part 1: Profile

A. Executive Summary

Introduction:

In this section of our school improvement plan, an overview of student performance data, student and community demographic data, school characteristics, and stakeholder perspectives on the quality of education at Beaufort Elementary School (BES) is provided in Section A. A summary of the major sets of data within each of these categories is outline in Section B (Charts 1-8, Samples 1-2, Appendix A and B.)

1. Student Performance Data

State Measures-State-wide assessments of student learning in reading and math are taken every spring in North Carolina by students in grades 3-5. A state writing assessment is given to students in the fourth grade. Beginning with the 2000-2001 school year, BES was recognized as a School of Distinction, with High Growth based on the ABC performance categories. (See Chart 3 for B.E.S. History of Accountability).

Each Year, students have demonstrated steady growth and an increase in overall proficiency. For the 2004-2005 school year, the AYP proficiency goals for each sub group within the school population have increased in reading from 68.9 to 76.7. The goals for math have risen from 74.6 to 81.0 Currently, Beaufort Elementary School has 17 Subgroups that must show proficiency. (Refer to Table 1 and Chart). Although all groups were proficient, two groups would not have made AYP in reading if these new goals were already in place. Both Black students and low income students are at high risk of not meeting this higher reading goal for the 2004-2005 school year.

The state is in the process of modifying proficiency goals on the 4th grade writing test so recent scores have not been figured into AYP proficiency goals. However, our 4th grade students have shown steady growth overall. Last year, 4th grade students scored above the county and state average. (See Chart 7)

District Measures

District-wide assessments of student achievement in grades Kindergarten through grade 5 are conducted each nine week grading period then communicated through student report cards and parent /teacher conferences (see sample 1).

Quarterly assessments are also given in grades 1-5 at the conclusion of each nine-week grading period. These assessment results are analyzed by teachers and administrators each quarter during quarterly meetings. At that time, recommendations and suggestions are explored to maximize learning for all students.

In previous years, an after school Booster program was utilized to remediate students at risk of failing at the end of each quarter. Several factors made this program controversial. More money was used to transport the children home after school than to pay for tutors and materials. Students were often tired or unenthusiastic after a full day of school. It also became increasingly difficult to recruit instructors who believed that the program was effective. After weighing our options, it was decided to hire certified tutors (retired teachers) to work with students on a regular basis for the following reasons:

- Students can receive help at the first sign of trouble
- At risk students can develop a working relationship with their tutor
- Tutors can follow an inclusion method of tutoring and help small groups of students
- Students are fresher and more focused during the school day
- Remediation money stretches further without having to pay for transportation
- Tutors can serve to enrich other students in the room as necessary

Other interventions discussed in quarterly meetings include- inclusion teaching, small group instruction, and tiered assignments.

School Performance Based Measures

At the end of each quarter, BES administrators meet with classroom teachers to review student performance data.

1. K-2 class profile of their students
2. Class-wide summary growth report for CCC for reading and math (grades 1-5)
3. STAR Reading and Math text and snapshot reports for grades 1-5
4. Star profile of gains for all minority students in grades 1-5
5. AR (Accelerated Reader) growth report for grades 2-5

These meetings provide teachers and administrators an opportunity to dialog about the needs of the overall program, parental concerns and the progress of students. Administrators are also provided with the opportunity to frequently monitor students at risk and hear about other events in the classrooms.

(See Sample 2)

2. Student and Community Demographic Data

The students at BES are residents of a rural community. This pre-kindergarten through grade 5 school is located in the municipality of Beaufort, which is also the county seat of Carteret County. The Economic Development Council lists the municipality of Beaufort population as 3, 806. BES school also draws students from several smaller outlying communities within Beaufort's 28516 zip code. The projected permanent population for Carteret County for 2005-2006 is 61,825. The total enrollment of BES by 2-5-05 was 454 students. This number reflects a racial/ ethnic breakdown of approximately 68.4% Caucasian students, 27.1% African-American students, and 1.9% Hispanic, and .4% Asian students. While the racial composition of the Beaufort Municipality is predominantly white (75%), the BES population is only 68.4% white due to the outlying communities the school services.

The following organizations serve important roles in our school: BES Parent Teacher Organization, Carteret County Parks and Recreation, Carteret County Boys and Girls Club, BES Parent Advisory Council, Carteret Community College Interns, Down East Folk Arts Society, Rachael Carson Estuary Organization, Beaufort Women's Club, Retired Senior Volunteer Program, America Reads, and the Beaufort Historical Association

3. School Characteristics

Beaufort Elementary School (BES) is a pre-Kindergarten through grade 5 school located in the county seat of Beaufort in Carteret County.

This summer, this new building opened to an already established elementary school community. Though out the summer, staff members worked to move the majority of the old school's equipment from 805 Mulberry to the new site at 110 Carraway Dr. next to Beaufort Middle School.

The student population is approximately 454 students. Beaufort Elementary continues to maintain one of the highest minority populations in Carteret county at 32% . Approximately 52% of students also qualify for free or reduced lunch.

Chart 1 provides information on Pupil characteristics at Beaufort Elementary School based on recent Civil Rights Collection Data.

4. Stakeholder Perspectives on the Quality of Education

Beaufort Elementary School and all other schools in Carteret County, utilize County AIM Opinion Surveys early in the second semester to measure the following Strategic Aims:

- Optimal Learning Environment
- Quality Teachers, Staff and Administrators
- Effective Communication and Involvement among Stakeholders
- Quality Teachers, Staff and Administrators

Teaching and Learning-

This survey completed in February, 2004, indicated that teachers, students and parents all ranked most areas of Quality Teachers, Staff and Administrators above average.

This includes items asking stakeholders to rank:

- teacher expectations for quality learning
- extra learning time provided for students who need or want it
- consistent use of NC Standard Course of Study throughout BES
- feedback on student assignments

The exception was a slightly lower ranking from parents and students concerning the use of technology as a tool for teaching and learning. Both parents and students ranked this item slightly below county average. It may be that the objectives for technology are not clearly communicated.

Instructional Leadership-

Again, almost all areas here were ranked above county average. The highest ratings were from students in response to

- Administrators expect me to do well in school
- Administrators are frequently in my classroom
- The school encourages excellence in academics and behavior

Slightly lower was a response by parents to the item

- I believe that the Central Office personnel support and promote high-quality education at my child's school

On the contrary, teachers ranked a similar item above the county average.

- Central office personnel promote and support high-quality teaching and learning

Again, this may be an issue of effectively communicating goals.

(tables and figures of data)

The data collected for the profile is summarized in the following tables, samples and appendix.

Chart 1-Pupil Statistics

Chart 2-Student Performance Data-Adequate Yearly Progress
Summary

Chart 3-Student Performance Data: Sub-Group Disaggregation
compared to Local and State Scores

Chart 4-Special Education Students Compared with Subgroups in
Reading (3rd Grade)

Chart 5-Special Education Students Compared with Subgroups in
Reading (5th Grade)

Chart 6-History of Beaufort Elementary School ABC Accountability

Chart 7- Comparative Writing Proficiency for the 4th Grade Writing
Test

Chart 8-Quality Teachers at Beaufort Elementary

[Glossary for Acronyms on Charts p. 9-16 and Part 5:Action Steps
p.28-34](#)

I.D.E.A-Students with Disabilities

A.Y.P-Adequate Yearly Progress

E.O.G.-North Carolina End of Grade Test

B.ES.-Beaufort Elementary School

CCC-Computer Curriculum Corporation (a computer program
providing leveled practice in reading and math.)

Pupil Statistics at Beaufort Elementary School
 Subgroups
 March 31, 2005

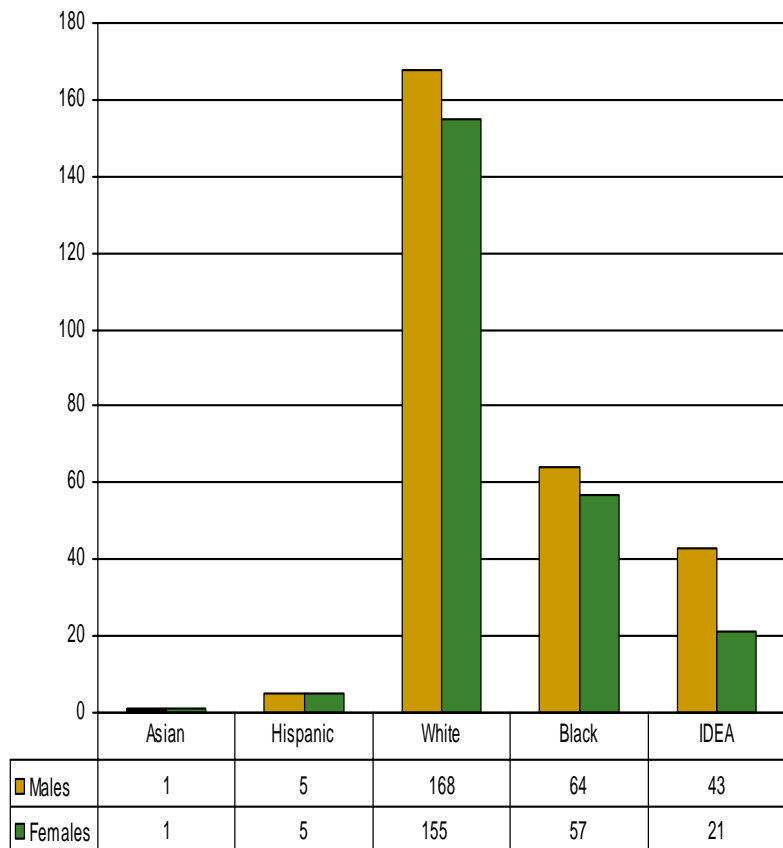


Chart 1

2003-2004 AYP Summary with Goals Through 2004-2005

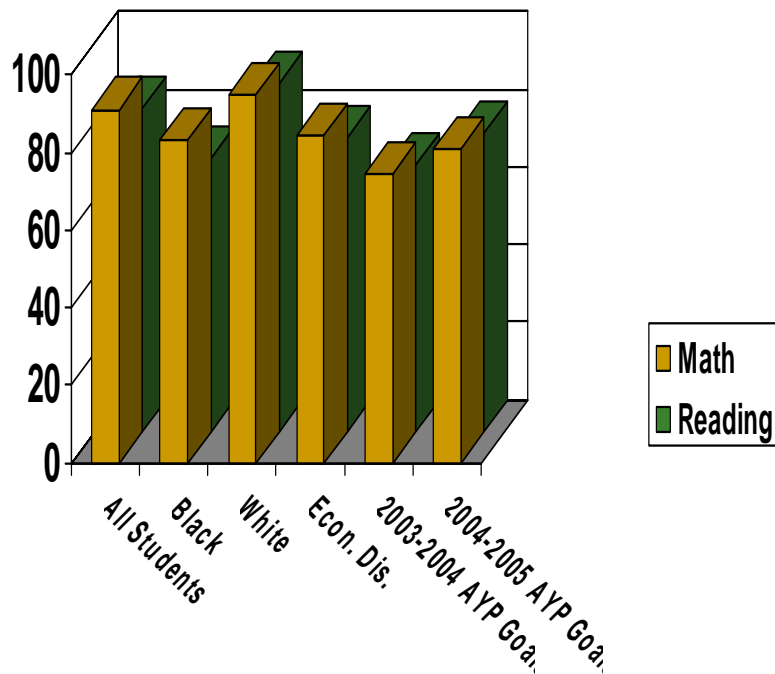


Chart 2

Performance of Student Groups on the ABC's End of Grade Test 2003-2004

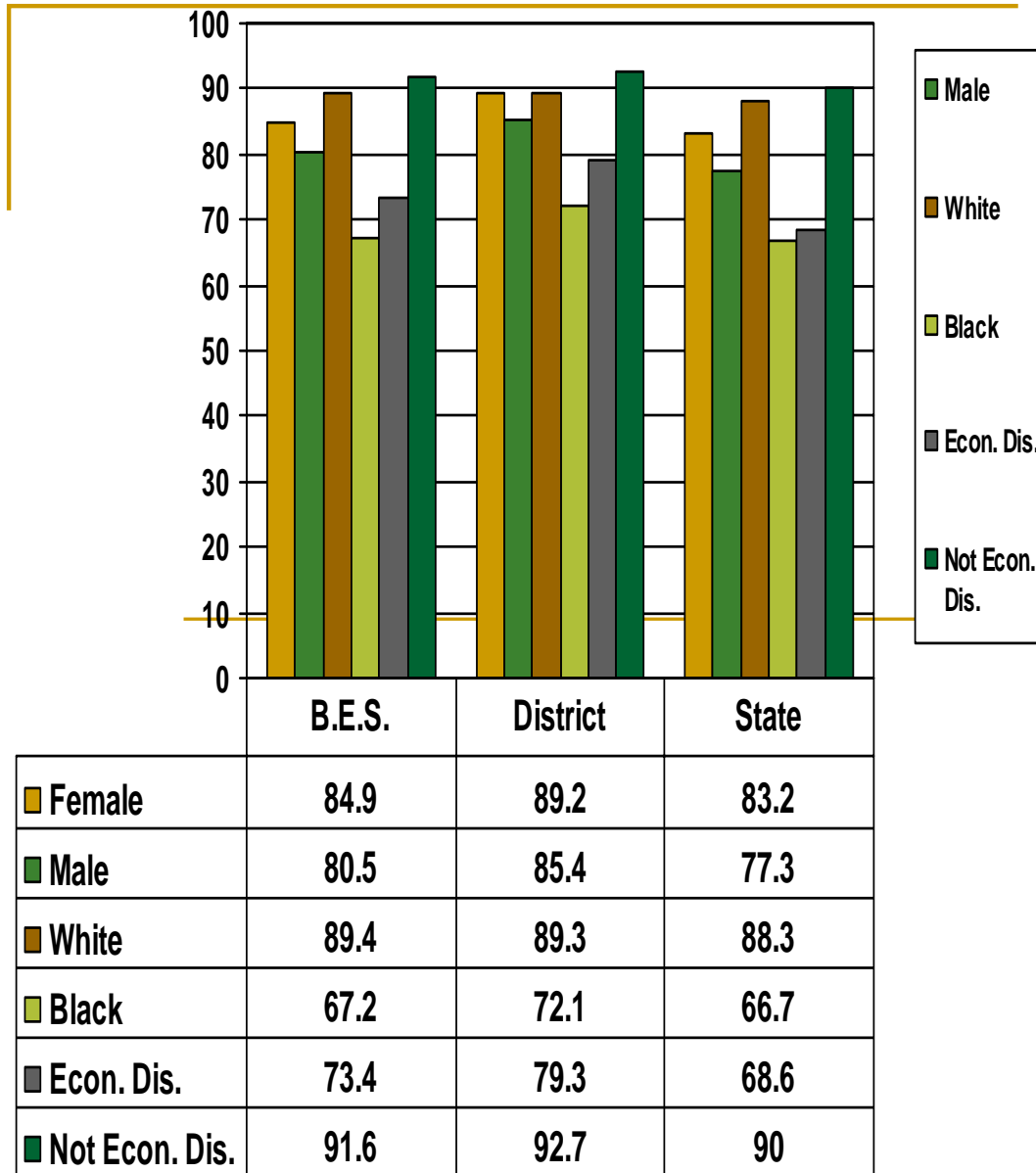


chart 3

3rd Grade Students Tested in Reading E.O.G. at Beaufort Elementary
2003-2004

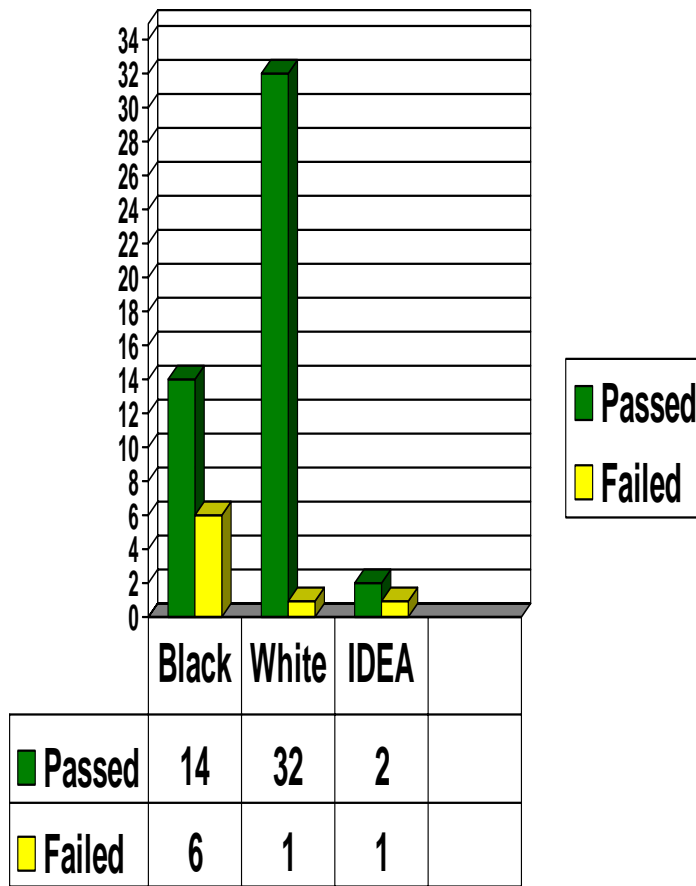


chart 4

5th Grade Students Tested in Reading E.O.G. at Beaufort Elementary
2003-2004

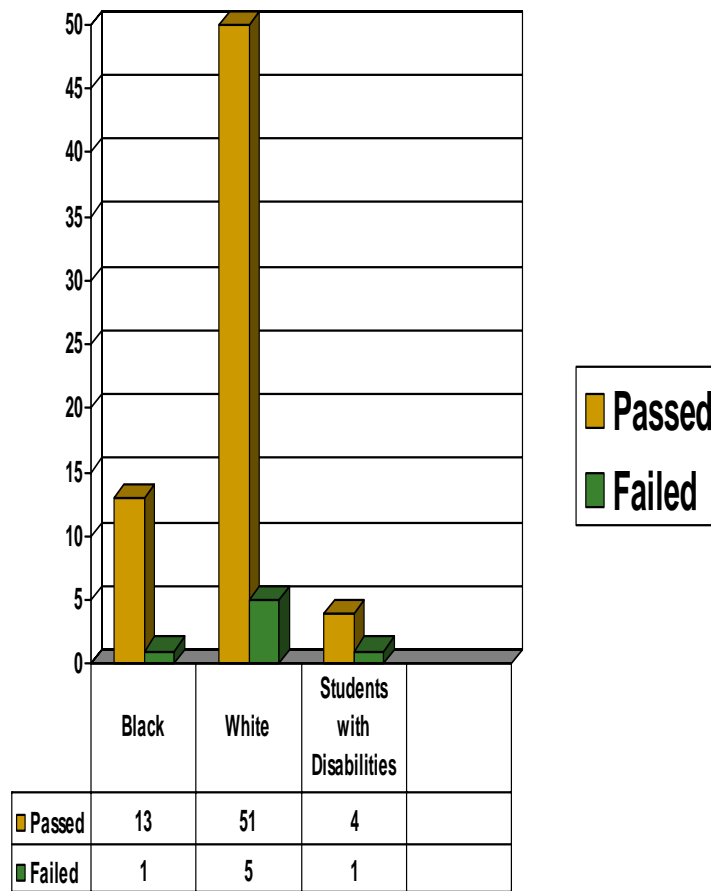


chart 5

ABC Accountability History at Beaufort Elementary From 1987-2004

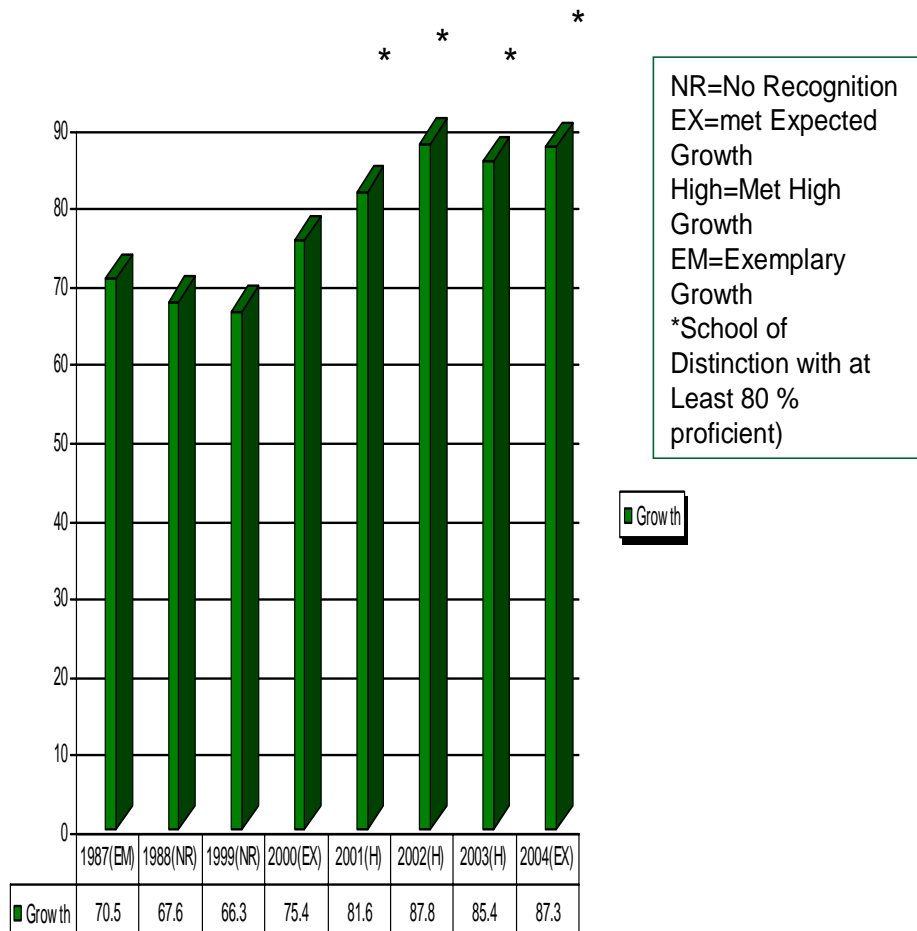
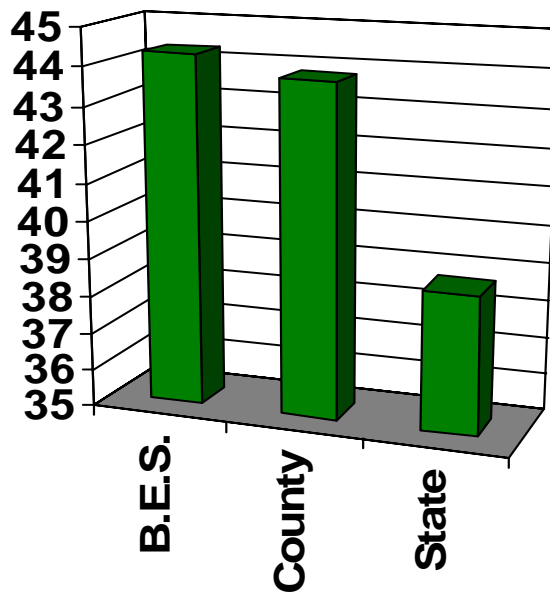


chart 6

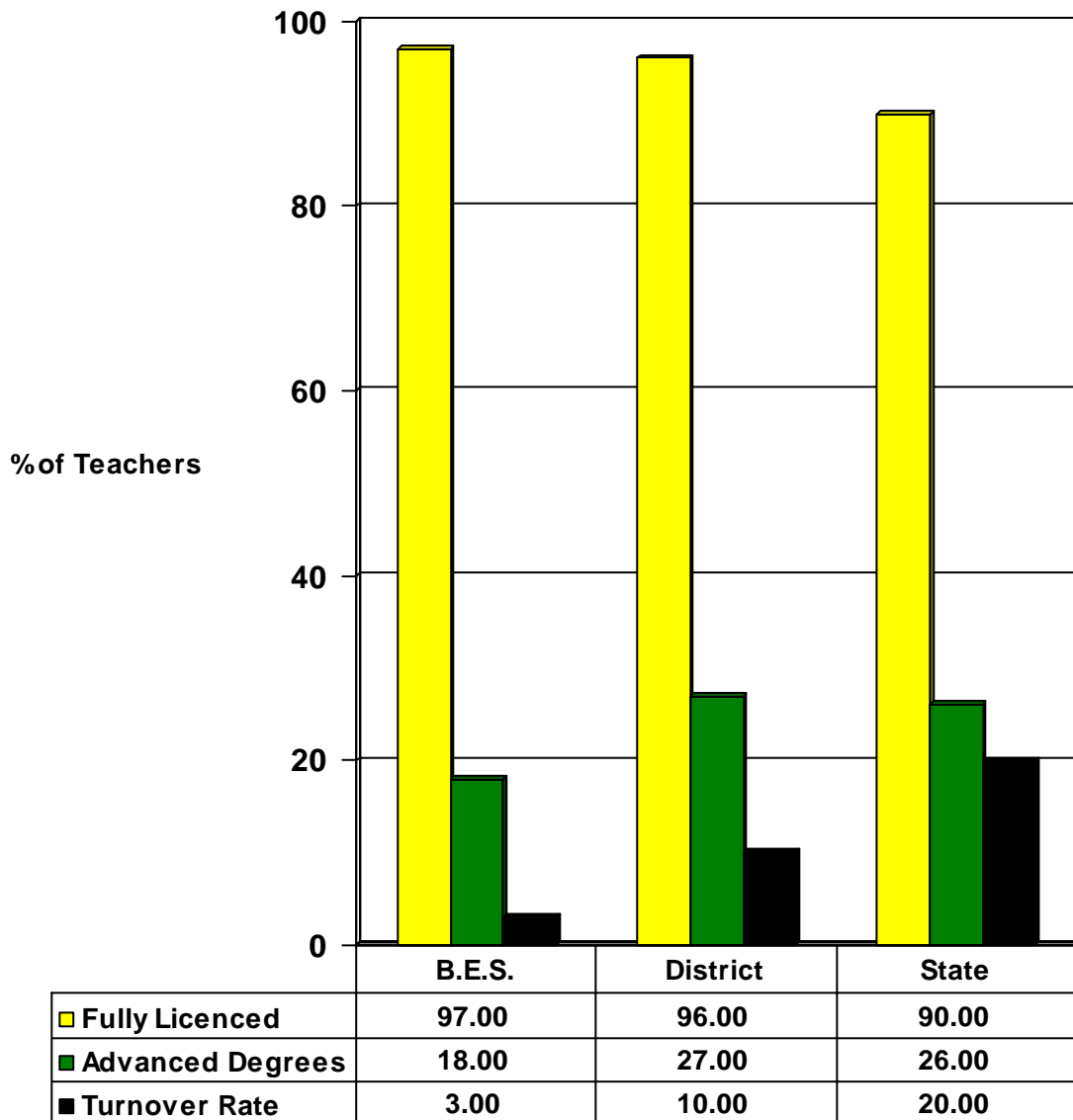
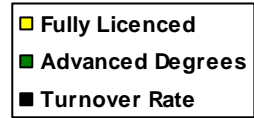
Comparative Writing Proficiency for 4th grade Writing Test

2003-2004 (Beaufort Elementary School, Carteret County Schools and North Carolina Schools)



	B.E.S.	County	State
% proficient	44.3	43.8	38.7

Quality Teachers at Beaufort Elementary 2003-2004



Part 2: Beliefs and Mission

Overview: Narrative Description of the Process of Defining the School's Beliefs and Mission

Beliefs and Mission

Overview: Narrative Description of the Process of Defining the School's Beliefs and Mission

As part of the school improvement process, the Beaufort Elementary School Staff embarked upon the task of reviewing, analyzing, and redefining its beliefs and mission. This was done through engagement in a comprehensive, consensus-building process that involved teachers, administrators, support staff, members of the Central Office staff, BES Advisory Board, BES PTO Board, and a representative from the Beaufort Unit of the Carteret County Boys and Girls Club.

Each grade level and its corresponding staff members, were asked to list their basic beliefs about education. After each department compiled their lists, we shared the lists and discovered that many beliefs seemed to be school-wide.

In addition to this internal analysis, we incorporated our Opinion Survey results with major findings in educational research about teaching and future trends of learning processes, within the context of the changing expectations of today's workplace. Summaries of the implications of the research and future trends were reviewed and discussed by the planning team as we redefined and developed our mission statement, and as they related directly to the belief lists the teachers generated.

For example, research indicates that the epidemic of overweight and obesity poses serious health risks for both children and adults. Many students have low levels of activity and have poor nutritional habits. Health and wellness implications are far reaching. Hence, it is imperative that we utilize a variety of techniques to improve the habits of students that will lead to their improved health and wellness. Our school is participating in the Take 10 physical activity program, as well as regularly scheduled PE classes in order to increase student opportunities to be physically active. Adding much needed physical activity breaks to the academic day allows student to become energized and mentally alert. The Take 10 program provides opportunities to reinforce a variety of health and nutrition concepts and offers a creative method for addressing multiple learning styles. It also introduces a variety of academic concepts and skills. Take 10 activities are linked to academic learning objectives and are integrated throughout the curriculum. The cafeteria staff has plans for implementation of a new menu that reduces the fat and sugar content of foods and stresses healthy food choices.

Our Beliefs:

1. All children can learn.
2. Multiple teaching methods and resources should be used to accommodate the unique and different learning styles of each child.
3. Teachers must work together as a team and in partnership with parents, students and the community.
4. Diversity is valued when all educational stakeholders are treated with respect and dignity.
5. Learning is a life long skill that enables students to survive and be productive citizens in a changing world.
6. All students should have access to special services, instruction and resources.
7. Teachers promote excellence with high expectations for learning.
8. All students need access to technological tools on an ever-changing global society.
9. All children should practice wellness. social. civic, personal and environmental responsibility.
10. A balanced curriculum integrates character education. fine arts, physical education, and technology to foster the intellectual, civic emotional, social and physical growth of each student.

Our Mission

The Mission of Beaufort Elementary School is to ensure that all students are provided the opportunity to become life-long learners and achieve academic success in a safe, respectful, and orderly environment.

Part 3: Desired Results for Student Learning

The School Improvement Team for Beaufort Elementary School reorganized this year to construct the new plan for the 2005-2008 cycle. This portion of our plan, Desired Results for Student Learning, represents the goals and strategies outlined by all our school community.

This year, teams of staff members were reorganized to address each area of desired results for student learning in order to focus on a shared vision for student achievement. Information was carefully reviewed to insure that each group arrived at a consensus shared by our school community. This was achieved after all staff members submitted their beliefs, and reviewed the newly revised mission statement. All of the goals listed in our action plan strive to support these beliefs.

After the timeline for completing the School Improvement Plan was presented to the staff, each committee group met on a regular basis in accordance to the timeline attached. (See Sample 3) Each group was responsible for sticking to the timeline, submitting minutes, and asking for assistance as needed.

Critical data was reviewed and analyzed by committees to establish an accurate picture of future trends and learning needs of our student subgroups and school as a whole.

Although this is our first year in a new building, the staff at Beaufort Elementary was able to apply this shared vision to supporting the overall school program.

Desired Results for Student Learning and Indicators of Student Achievement	
Desired Results for Student Learning	<u>Indicators</u>
<ul style="list-style-type: none"> ▪ High Student Performance and Achievement 	<ul style="list-style-type: none"> ▪ Adequate Yearly Progress scores ▪ ABC Accountability ▪ End of Grade test scores ▪ K-2 Assessment results ▪ Report cards ▪ Progress reports ▪ Quarterly assessments ▪ Accelerated Reader data ▪ STAR Reading & Math data ▪ Computer Curriculum Corporation(CCC) data ▪ Attendance reports
<ul style="list-style-type: none"> ▪ Efficient, Effective and Accountable Operations 	<ul style="list-style-type: none"> ▪ Rotate custodial stations. ▪ Pre-sell tickets for special occasion lunches. ▪ Provide remedial-tutorial services during the school day by qualified/paid tutors. ▪ Have a scheduled maintenance check for computer labs.
<ul style="list-style-type: none"> ▪ Quality Teachers, Staff and Administrators 	<ul style="list-style-type: none"> ▪ Low faculty turnover ▪ Low absentee rate for teachers, staff and administration ▪ A full time office receptionist ▪ Full time nurse ▪ More assistants to lower K-third grade class size and to help with 4-5 grade classes ▪ A full time speech teacher to provide language development in the classroom
<ul style="list-style-type: none"> ▪ Effective Communication and Involvement Among Stakeholders 	<ul style="list-style-type: none"> • Community building conditions are fostered within the school. • The school community is extended through collaborative networks and improvement.

Analysis of Student Learning Needs: Description of Students' Current Level of Achievement of the Desired Results for Their learning

Effective Communications:

Beaufort Elementary School is now housed in a new facility. This has opened up communication within the school greatly. Teachers are able to use a phone within their room to communicate with each other, the office and with parents. The computer system is upgraded and teachers also use the school's web page and email to communicate with each other, the office and with parents. A new marquee provides quick information to people driving by the school. A television broadcast is aired within the school daily using updated equipment obtained through a grant.

Other communication with parents and the community includes written progress reports, information flyers, conferences and daily agendas. Weekly events are also publicized in the local paper.

Beaufort Elementary utilizes a school social worker, school psychologist, school nurse, guidance counselor and a hearing impaired specialist to aid in communication with parents and the community.

Our school would like to see an increase in parental/guardian attendance at functions where information is provided to help parents, community members and teachers contribute to the work of the school in behalf of student learning. We would like to participate in some staff development opportunities, which would provide tips for effective communication with parents. We would also like to provide the opportunity for grade levels to have articulation meetings with the grade above and below them.

High Student Performance:

For the school year 2003-2004, 17 of 17 targets were met for the Adequate Yearly Progress benchmarks. In the category of Reading, overall proficiency of the school was at 83.3%. The proficiency rate for black students was 70.4%, white students were 89.6%, and economically disadvantaged students was 75.5%. In the category of Mathematics, overall proficiency of the school was at 91.2%. The proficiency rate for black students was 83.8%, white students was 95.1%, and economically disadvantaged students was 84.3%.

Optimal Learning Needs:

Small class size – research indicates that small class size is more conducive to student learning. Less discipline problems and more one on one time with instructors helped student learning. BES has managed to keep class sizes at 25 or less. It is important to our school that we strive to maintain this level in the future.

Schedules which are efficient with large blocks of uninterrupted time benefit student learning. Grouping travel to special classes, lunch, etc. can help create those large blocks of time. Our schedules at the old BES were working

Quality Teachers, Staff and Administrators

The priority for improvement at BES is to build better communication among all educational stakeholders. More involvement between both sectors is necessary to build a strong and lasting foundation for the students. It is important to build this area of communication. This will result in more volunteers and financial support from the outside. A strong, diverse, highly qualified faculty, is a necessary component of improvements, in that needs of all types of students are met and allows identification with teachers. There is a strong consensus that there is a need for a full time nurse, a full time receptionist, and a full time speech teacher.

Part 4: Analysis of Effectiveness

Introduction

The goal of this portion of our plan is to closely scrutinize the effectiveness of current procedures, highlight our strengths and weaknesses, then look for ways to improve our effectiveness by building on our current strengths.

As the school year began in a new facility, many organizational practices were naturally revisited. Other critical dimensions such as curriculum, instructional strategies and assessments of student learning were also closely scrutinized.

SUMMARY OF STRENGTHS AND SUPPORTING EVIDENCE	
<u>Areas of Strengths</u>	<u>Evidence</u>
Computer accessibility for all students.	<ul style="list-style-type: none"> ▪ Computers in each classroom. ▪ Two computer labs. ▪ Assistant to work with grades 3-5 in computer lab.
Custodial staff is shared throughout the building and throughout the day.	<ul style="list-style-type: none"> ▪ Each wing is assigned two custodians. ▪ New custodial equipment/supplies provided for the new building.
Cafeteria encourages family participation with special event luncheons.	<ul style="list-style-type: none"> ▪ Positive turnouts for special event luncheons. ▪ Positive home-school relations.
Remedial tutors working with students during the school day.	<ul style="list-style-type: none"> ▪ Improved student performance. ▪ Students are more receptive towards the remediation program.
Use of technology	<ul style="list-style-type: none"> ▪ Computer use for communication includes Internet (web page), email, connections to educational links for parents, use of E-pals to communicate with students in other countries and the TV News Broadcast.
Publicity providing information about Beaufort Elementary School	<ul style="list-style-type: none"> ▪ The marquee in front of the school provides quick information to people driving by. A connection with the local newspaper provides the opportunity to print weekly happenings.
Parent Communication	<ul style="list-style-type: none"> ▪ Teachers communicate with parents in a variety of ways. Phone calls, letters, email, informational flyers, parent conferences, invitations to events, open house, agendas, compacts, weekly and nightly folders, assistance in understanding state standards and assessments and training in assisting students are some of the ways communication between teachers and parents is enhanced. The school has an open door policy where all parents are welcome.

<u>Areas of Strengths</u>	<u>Evidence</u>
<ul style="list-style-type: none"> ▪ Adequate Yearly Progress met in all subgroups ▪ Met expected growth standard in ABC Accountability ▪ North Carolina School of Distinction ▪ Number of identified EC students at 14% 	<ul style="list-style-type: none"> ▪ Adequate Yearly Progress scores ▪ ABC scores ▪ ABC scores ▪ Child Count data
<p>Safe & orderly learning</p> <ul style="list-style-type: none"> • School Bus Safety rules, evacuation procedures • Fire doors • Timely phone calls to parents or help. • Small fire protection • Separate bus parking from cars. • Safety Patrol Team • Teacher duty station • Nurse three days per week • Playground equipment check • Revisit Crisis Plan from old school - update for new building. • Shelter in place • Monthly Fire drills • Discipline Plan for BES • Control Room and other consequences for disruptive students • Incentives for positive student behavior 	<ul style="list-style-type: none"> • Locked doors • PE teachers document bus evacuation drills in the fall • Locks engage when alarm goes off • Phones and emergency phone numbers are posted by phones • Inspection tags are updated on Fire extinguishers • New Parking lot with separate entrance for buses • Posted schedules of Teachers and Nurses on duty • Safe equipment • Monthly Fire Drills and Sanitary inspection Reports • Control room Log, Handbook, logs, school-wide discipline plan (behavior charts, pull clothespins) • Incentive programs- clubs, Fun Friday, Teatime, Lunch out w/ Admin.
<p>Small Class Size</p> <ul style="list-style-type: none"> • No class more than 25 students 	<ul style="list-style-type: none"> • Class Rosters
<ul style="list-style-type: none"> • Schedules seem to run smoothly, with very little down time 	<ul style="list-style-type: none"> • Optimal Learning Environment • Review all teachers schedules • Review scheduling of lunch, specials and all pull outs • Fieldtrips, visiting groups

SUMMARY OF LIMITATIONS AND SUPPORTING EVIDENCE	
<u>Areas in Need of Improvement</u>	<u>Evidence</u>
Consistent maintenance needed throughout the building.	<ul style="list-style-type: none"> ▪ Maintenance inconsistencies exist.
Better management during special event luncheons	<ul style="list-style-type: none"> ▪ Over-load on cafeteria staff. ▪ Excessive congestion in cafeteria causing delayed meal times for students and guests.
Remedial tutorial services for identified students	<ul style="list-style-type: none"> ▪ Concerns over identified students making average yearly progress.
Maintaining computer lab computers weekly	<ul style="list-style-type: none"> • Frequent problems with audio, frozen computers, and keyboards.
Use of community business and people as resources within the school	<ul style="list-style-type: none"> • Beaufort Elementary would like to utilize all resources within Carteret County for field trip opportunities, guest speakers, financial support, volunteers and as sources of information for units of study. We would like to collaborate with the Carteret County School System in creating a listing of all available resources within the county and neighboring counties. We feel that the collaboration in creating this document would enhance the communication with the community and would also provide a valuable resource for all to use.
A method is needed for conveying to parents the importance of participating in training sessions on how to help their child in school.	<ul style="list-style-type: none"> • Beaufort Elementary would like to find ways to communicate to parents the importance of attending functions where school wide and statewide goals are presented, their child's progress is shared and training is provided on ways to assist their child on being successful.

Areas in Need of Improvement	Evidence
<ul style="list-style-type: none"> • Communication between grade levels and with resource and specials teachers. 	<ul style="list-style-type: none"> • Staff members at Beaufort Elementary have requested schedule articulation meetings throughout the year for teachers to converse with other teachers in the grades above and below their grade. A system of communication with the resource and specials teachers during the year.
<ul style="list-style-type: none"> • Reading Proficiency scores for black students and economically disadvantaged students in grades 3-5 • Percentage of students demonstrating grade level proficiency in Reading and Writing in grades K-2 • Additional minutes of physical activity for all students in grades PreK-5 	<ul style="list-style-type: none"> • Adequate Yearly Progress scores • K-2 Assessment data • TAKE 10 Program • Refer to Healthy Active Kids Plan

Priorities for Improvement:

▪ **to build on the school's strengths**

- | |
|--|
| <ul style="list-style-type: none"> • Rotate custodial stations so that maintenance inconsistencies will be handled. • To alleviate congestion at lunch during special occasions pre-sell tickets to family members. • Provide remedial tutoring for grades three through five to ensure success of all students. • Develop a schedule for regular maintenance checks in each computer lab. • Continue to provide common planning times for teachers within the same grade level. • Continue to have above and below grade level articulation meetings during the year. <p><u>High Student Performance:</u></p> <ul style="list-style-type: none"> • Continue to make AYP in all subgroups • Meet exemplary growth in ABC Accountability • Keep the number of identified EC students at or below 14% |
|--|

▪ **to address limitations and areas in need of improvement**

Effective, Efficient and Accountable Operations

- to be collected before hand.
- Hire tutors for grades three through five for remedial tutoring.
- Have a maintenance schedule hanging in each computer lab that the tech support person will initial after each check.
- Provide a list of businesses, guest speakers and volunteers willing to provide resources to Carteret County Schools.
- Increase parental involvement for events where a wide variety of strategies and options are provided to link parents' involvement directly to the learning of children.

High Student Performance

- Improve Reading proficiency scores for Black students in grades 3-5
- Improve Reading proficiency scores for economically disadvantaged students in grades 3-5
- Improve percentage of students proficient in Reading and Writing in grades K-2
- Add additional minutes of physical activity for all students in grades Pre-K Through 5th grade

Part 5: Action Plans/Action Steps

Introduction:

Throughout the year, specific committees of staff members from Beaufort Elementary School worked to address each Strategic Aim guiding our Action Plans. These Strategic Aims for Student Learning are:

1. High Student Performance and Achievement
2. Efficient, Effective and Accountable Operations
3. Quality Teachers, Staff and Administrators
4. Effective Communication and Involvement Among Stakeholders

Beginning in November, all committees met to review the school's timeline and develop a plan for all future meetings. The progress of each committee was reported to school administration after each meeting. On January 24, 2005, preliminary reports for each aim were presented to the faculty by committee members.

By February 17, each committee's final draft was completed on disk and turned into school administration and Leadership Team to be reviewed and compiled. On March 14, the data guiding the plan and the finished product was presented to the faculty at a scheduled staff meeting by the assistant principal. After reviewing copies of the plan placed in several locations around the school, the Beaufort Elementary School Staff began the voting process. The plan was officially approved on March 25, 2005.

The last portion of this document is designed to monitor the effectiveness of this new plan once it is implemented for the 2005-2006 school year.

ACTION PLAN - #1**Strategic Aim for Student Learning: High Student Performance and Achievement****Goal Statements:**

- Provide a comprehensive curriculum and a support system that meets the needs of all students.
- Promote extra curricular activities for the development of the whole child.
- Align resources with system needs and state and federal mandates.
- Provide a wide range of activities aimed at promoting and celebrating student achievement.

ACTION STEPS	TIMELINE	ESTIMATED RESOURCES	PERSON(S) RESPONSIBLE
1. Continue incentive programs to reward good behavior: K – 5: Character Education program Gr.3: Tea Time Gr.4: Fun Friday Gr.5: Club Day	2005-2008	Clipboards and sheets to record behavior marks per student, Character Ed boxes	School staff, administration, office staff, school social worker, guidance counselor
2. Distribute Citizenship Awards for good behavior and Perfect Attendance Awards each nine weeks at awards assemblies.	2005-2008	Clipboard sheets with record of behavior marks per student, award certificates	School staff, administration, guidance counselor
3. Include School-wide reading time to instruct, enrich, and remediate as needed.	2005-2008	Reading resources	Classroom teachers, school staff, volunteers, administration
4. Reduce the number of students in the Exceptional Children's Program (especially minority students).	2005-2008	Student Assistant Team interventions	Student Assistant Team, School-Based Committee, classroom teachers, administration
5. Implement strategies learned in staff-development to teach all students to utilize higher-order thinking skills.	2005-2008	Thinking Maps, computer labs with internet access, Empowering Writing	Classroom teachers, administration

6. Continue the block scheduling in grades 4 and 5 to maximize time for projects and other performance-based assessments.	2005-2008	Schedules, materials, computer-labs	Classroom teachers, administration
7. Continue the 4-Block method of instruction in grades K-2 in order to maximize time for projects and performance-based assessments.	2005-2008	Reading resources, 4-Block materials, schedules, computer labs	Classroom teachers, school staff, volunteers, administration
8. Utilize technology to improve achievement in all curricular areas.	2005-2008	CCC data, STAR data, AR data, schedules, computer lab, software programs	Classroom teachers, administration
9. Keep Portfolios and/or Personalized Education Plans on all students performing below grade level in Reading, Writing, or Mathematics.	2005-2008	Personal Education Plans forms, test data, class profiles, portfolio binders and checklists, Student Accountability Standards Guidelines	Classroom teachers, administration
10. Analyze quarterly data to determine areas of needed improvement. Teachers will conference with administration and new initiatives will be implemented to meet identified needs.	2005-2008	Quarterly Assessments data, data analysis summary sheets	Classroom teachers, administration, tutors
11. Identify students performing below grade level will participate in tutorial remediation programs.	2005-2008	Quarterly Assessment materials, Quarterly Assessment data summary sheets, tutorial materials	Classroom teachers, administration, tutors

ACTION PLAN - # 2

Strategic Aim for Student Learning: **Efficient, Effective and Accountable Operations**

Goal Statements:

- Promote and maintain efficient management and operations across the system.
- Demonstrate accountability for all budgeted and expended funds.
- Maintain and provide quality facilities.
- Maintain technology and upgrade annually.

ACTION STEPS	ESTIMATED TIMELINE	PERSON(S) RESOURCES	RESPONSIBLE
1. Rotate custodial stations.	8/2005 5/2006	Custodial staff and administration	Administration and custodial staff
2. Provide remedial tutorial services during the school day by qualified/paid tutors in reading, math and writing.	8/2005 5/2006	Funding for tutors, instructional materials	Administration, teachers, tutors
3. Implement scheduled maintenance checks for computer labs.	8/2005 5/2006	Maintenance schedule, necessary computer equipment	Tech support staff
4. Pre-sell tickets for special occasion lunches.	8/2005 5/2006	tickets	Cafeteria staff, teachers, office staff

ACTION PLAN - #3

Strategic Aims for Student Learning: **Quality Teachers, Staff and Administrators**

Goal Statements:

- Retain a diverse team of highly qualified teachers, staff and administrators.
- Recruit a diverse team of highly qualified teachers, staff and administrators.
- Support the professional growth of teachers, staff and administrators.

ACTION STEPS	TIMELINE	ESTIMATED RESOURCES	PERSON(S) RESPONSIBLE
1. Provide school activities involving parents and community members such as Parent Night, conferencing, school assemblies, lunches, festivals, field trips, and guest speakers	2005-2006	School Administration, Teachers, County Office	Administration and reporting teachers
2. Reduce number of waiver students to maintain appropriate class size	2005-2006	School Administration, Teachers, County Office	Administration and reporting teachers
3. Provide specific days for preparation for National Board Certification	2005-2006	County Office	County Office Personnel School Administration
4. Continue to provide Cohort Program (time and a local location) to support advanced degree work	2005-2006	County Office	County Office
5. Provide higher county supplements	2005-2006	School Administration, Teachers, County Office	Administration and reporting teachers
6. Support collaborative teaching	2005-2006	School Administration, Teachers, County Office	Administration and reporting teachers

ACTION PLAN - #4

Strategic Aim for Student Learning: **Effective Communication and Involvement Among Stakeholders**

Goal Statements:

- Continue to build positive working relationships and open communications with all government and community entities.
- Involve family and community in our public school system.
- Develop and maintain mutually supportive relationships with the business community.
- Promote strong collaborative networks among our public school teachers, staff and administrators.

ACTION STEPS	TIMELINE	ESTIMATED RESOURCES	PERSON(S) RESPONSIBLE
1. Schedule articulation meetings for teachers and the teachers above or below their grade level during the school year.	2005-2008	-Administration -Meeting facilitators (especially the Elementary Director) -Grade Level Teachers	-Administration
2. Continue with common planning times for teachers within the same grade level.	2005-2008	-School Schedule -Administrative Approval	-Administration
3. Collaborate with the Carteret County School System to create a resource list of area business, guest speakers, and volunteers willing to provide resources to the school.	2005-2008	-Tabbie Merrill (Central Office) -Economic Development Office -Carteret County Chamber of Commerce -Parent Survey requesting resources -Presentation Guideline	-Effective Communication Committee
4. Increase parent attendance at functions where the school provides strategies and options to parents with ways to help their child succeed.	2005-2008	Technology for communication (phone, internet) -Cable TV Broadcast of events -Door Prizes and incentives for attendance	-Parent Teacher Organization -Faculty

ACTION PLAN - #5

Strategic Aim for Student Learning: **Optimal Learning Environment**

Goal Statements:

- Provide a safe and orderly learning environment.
- Provide a learning environment designed to enhance student and employee health.
- Provide class size conducive to learning.

ACTION STEPS	TIMELINE	ESTIMATED RESOURCES	PERSON(S) RESPONSIBLE
<p>Safe & Orderly Learning</p> <ol style="list-style-type: none"> 1. Review School Bus Safety rules and evacuation procedures with staff and students. 2. Utilize Fire doors 3. Make timely phone calls to parents or help 4. Provide small fire protection. 5. Maintain separate bus parking from cars. 6. Maintain a Safety Patrol Team. 7. Assign teacher duty stations. 8. Employ a nurse three days per week. 9. Schedule Regular Playground equipment checks. 10. Revisit Crisis Plan from old school -update for new building. 11. Review Discipline Plan for BES 	<p>2005-2006</p>	<p>-Rules, sheets and drills. Sensors</p> <p>-Phones in rooms</p> <p>-Fire extinguishers on every hall.</p> <p>-Separate entrance for offloading and parking busses.</p> <p>-Checklist and training Map of school & surrounding property</p>	<p>-PE teachers</p> <p>-Administration -All staff -All staff -Bus drivers</p> <p>-Students -Staff -School nurse</p> <p>-PE and maintenance staff</p> <p>-Administration & Staff</p>
<p>Small Class Size</p> <ol style="list-style-type: none"> 1. Plan for no classes with no more than 25 students 	<p>2005-2006</p>	<p>Class rosters</p>	<p>-Administrators -Funding from County and State</p>

<p>Optimum Schedules for Learning 1. Provide Additional teacher assistant hours for the 4th and 5th grade classes</p>	<p>.2005-2006</p>	<p>Review all teachers schedules and make adjustments</p>	<p>Assistant help for 4th/5th grade teachers</p>
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Means of Evaluating the Effectiveness of the School Improvement Plan

A. Plan for Evaluating the Target Area Goals for Student Learning

Aim #1: High Student Performance and Achievement

- The following data will be used to evaluate the target goals for student learning: Annual Yearly Progress scores, ABC Accountability, End Of Grade scores, K-2 Assessment results, quarterly assessments, report cards, progress reports, and attendance data.

Aim #2: Efficient, Effective and Accountable Operations

- Custodians will use custodial feedback forms to evaluate the effectiveness of their maintenance.
- The cafeteria and school staff will fill out a survey to evaluate the effectiveness of pre-selling tickets for special occasion lunches.
- Report cards and quarterly assessment data will be used to evaluate the effectiveness of remedial tutorial services.
- The tech support computer lab schedule and teacher feedback will be used to evaluate the effectiveness of the computer lab maintenance schedule.

Aim #3: Quality Teachers, Staff and Administrators

- low turnover of faculty and staff
- test scores meeting state and national standards
- high moral of faculty and staff
- volunteer support from parents and community
- effective school survey by parents, students, and teachers assistants

Aim #4: Effective Communication and Involvement Among Stakeholders

- Meetings between grade levels will be documented and minutes taken.
- Meetings during common planning times within a grade level will be documented and minutes taken.
- A complete list of community resources will be gathered and published.
- A baseline percentage of parental attendance will be established with plans to increase the percentage.

Aim #5: Optimal Learning Environment

- Schedules - Review data from surveys, and logs; address issues and suggest changes.
- Small class size - how can we best use our whole faculty to meet the needs of the school – reading, resource, in school suspension, specials, and duties.
- **Look at how we manage safety and discipline issues by reviewing logs, communication between classroom, administration and assistants.**

B. Plan for Documenting Improvement in Effectiveness

Aim #1

Documentation will occur as testing and accountability data is compiled by teachers and administration.

Aim #2

- Custodial feedback forms.
- School staff survey.
- Quarterly assessments and report cards.
- Computer lab maintenance schedule and teacher feedback.

Aim #3

- Remediation and volunteer support is adjusted to meet the academic needs of students (volunteer logs, remediation budget)
- Effective School Surveys

Aim #4

- Pre/post analysis of teacher responses on comments section of grade level minutes
- Pre/post analysis of percentages for parental attendance at scheduled school functions
- Pre/post analysis of responses to community resource list

Aim # 5

- Schedules analyzed for time on task and flow
- Meeting minutes to reflect that safety is monitored regularly through SLT, the Parent Advisory Board, and feedback from parents and staff.

C. Plan for Evaluating the Extent of Implementation and Effectiveness of the School Improvement Plan

Aim #1

The effectiveness of the School Improvement Plan will be evaluated and supported by the testing and accountability data compiled by teachers and administration.

Aim # 2

- The head custodian will assess custodial feedback forms and determine areas that still need improvement.
- The cafeteria manager will assess the staff surveys to determine the effectiveness of pre-selling tickets.
- Administration and teachers will determine the effectiveness of remedial tutors by assessing report cards and quarterly data.
- The technology committee will survey the staff to assess if computer needs in computer labs are being taken care of.

Aim #3

- Remediation and volunteer support is adjusted to meet the academic needs of students (volunteer logs, remediation budget).
- Effective School Surveys

Aim# 4

- Survey of teachers on effectiveness of scheduled grade level and above and below grade level meetings
- Survey on use of the community resource manual by classroom teachers
- Survey of parents on types training they would like to receive

Aim#5

- Schedules: Review data from surveys, logs. Address issues and suggest changes as needed. Small class size: Decide how to use whole faculty to meet the needs of the school-reading, resource , in-school suspension, specials. Duties
- Look at how we manage safety and discipline issues by reviewing logs. Communication between classroom. Administration and assistants.

***Indices for the following plans guide the reader to actions and strategies embedded in the SIP that fulfill the criteria requirements for each of the following plans:**

Character Education Plan

Closing the Achievement Gap Plan

Healthy, Active Students Plan

***Remediation Budget Plan**

Safe School Plan

Staff Development Plan

***Title I Schoolwide Plan (elem. schools only)**

Character Education Plan Index

See Action Plan 1-High Student Performance and Achievement p.29-30

Step 1

Continue to use Character Education Program to reward good behavior

Step 2

Distribute Citizenship Awards for good behavior and Perfect Attendance Awards each nine weeks at awards assemblies

Closing the Achievement Gap Plan Index

See Action Plan 1-High Student Performance and Achievement p. 29-30

Step 3

Include school-wide reading time to instruct, enrich and remediate as necessary.

Step 4

Reduce the number of Exceptional Children (especially minority students).

Step 5

Implement strategies learned in staff development to teach all students to utilize higher-order thinking skills.

Step 9

Keep portfolios and/or Personal Education Plans on all students performing below grade level in reading, writing or mathematics

Step 10

Analyze quarterly data to determine areas of needed improvement. Teachers will conference with administration and new initiatives will be implemented to meet identified needs.

Step 11

Identify students performing below grade level will participate in tutorial remediation programs.

Healthy, Active Students Plan Index

School Reporting Form to LEA
 Amendment # 1
 Page 1 of 2

School Improvement Plan for 160 - 308
 (and Action Plan for Healthy Students in Safe, Orderly and Caring Schools)

LEA: Carteret County Schools
 School: Beaufort Elementary School

Strategic Priority: Healthy Students in Safe, Orderly and Caring Schools

- School Improvement Objective: Students will develop appropriate levels of personal fitness and an appreciation for the role physical activity plays in a productive, healthy life.

Please record your action steps.

Strategy	Not Yet Addressed (What is your plan?)	In Progress (Please describe.)	Need Assistance (Please describe.)	NA (Provide explanation.)
Ensure all students have recess and / or physical activity during the school day and that it is not taken away as punishment. Indicate if this is in progress or not yet addressed.		-A monitored time-out area is used for students who receive 4 or more marks in class outside of recess and PE. -Students may lose peer privileges at lunch (not sit at class tables).		

Strategy	Yes	No	Time over 180 days
Provide physical education for every student taught by a physical education teacher. Check the appropriate “yes” or “no” box and list the exact number of minutes in PE over the 180-day school year.	X		K-1 has 30 min. of PE 2 times a week (60 min. per week) 2-5 has 45 min. of PE 2 times a week
Provide physical activity and/or recess for every student. List the exact number of minutes provided for recess and/or physical activity over the 180-day school year.	X		K-1 has 5,400 min. of recess per 180 days (or 30 min. per day or 150 min. per week.) 2-5 has 3,600 min. of recess per 180-day school year (or 20 min. daily)

Strategy	Not Yet Addressed	In Progress	Need Assistance (Please describe.)
Implement a coordinated school health program. Indicate if this is in progress or not yet addressed by the school.		X	
	At Our School	In Our LEA	Need Assistance (Please describe.)
We have a School Health Advisory Council. Check all that apply.		Yes, a School Health Advisory was established fall 2003	
What other areas of Coordinated School Health Programs are you working on implementing in your school? Please explain.	Our School Improvement Team addresses the latest legislation involving all eight components of through www.ncheathyschools.org , participates in dental education and prevention through the use of the County Mobile Dental Lab, and a variety of programs such as the Staff Wellness Programs (Allwell), Presidential Fitness Program, Jump Rope for Heart, Relay for Life, Ropes Challenge Courses, etc.		Need Assistance (Please describe.)

Summary due dates:

July 15, 2004
request.

July 15, 2005

July 15, 2006

July 15, 2007

Active Children policy.

Summary of School Action Plans. School action plans should be available upon request.

Summary of School Progress Reports due in Raleigh from the LEA.

Summary of School Progress Reports due in Raleigh from the LEA.

Summary of Schools’ Completion of Implementation of the HSP-S-000 Healthy

Index: Remediation Budget Plan

(Refer to ACTION PLAN - # 2 Strategic Aim for Student Learning: **Efficient, Effective and Accountable Operations**

Step 2: Provide remedial tutorial services during the school day by qualified/paid tutors in reading, math and writing. p.31)

Proposed BES Remediation Budget 2005 – 2008

SUPPLIES and MATERIALS

\$10,000.00

TUTOR SALARY (565 contact hours @\$15) 8,476.00

TOTAL REMEDIATION BUDGET \$18,476.00

In lieu of an After School Boosters program, it was decided by the SLT that an ongoing program of early intervention using tutors would be of more benefit to our target student population.

Monies that would have been spent on transportation costs and bus driver salary will be used to pay for extra tutor hours.

POTENTIAL TUTORS INCLUDE:

Tom Kerwin
Louise Johnson
Lou Hobgood
Susan Merrell
Katherine Salter
Barbara Hill

**Safe School Building Plan
Updated- March, 2005**

Identifying Information

School: Beaufort Elementary School

Principal: Bill Jones

Assistant Principal: Catherine Warren

I.(a.1) Person responsible for implementing the plan

School Principal

I.(a.2) Responsibilities of person named in I.(a.1)

The principal provides instructional leadership and supervision to all personnel assigned to building.

II. Below is a list of district policies, statements, plans and procedures that promote safe and orderly schools, and which provide assistance for students who are at risk of academic failure or engage in disruptive and disorderly conduct:

School Board policies:

<u>Section</u>	<u>Descriptor</u>
JFA	Student Due Process Rights
JFC	Code of Student Conduct
JFCA	Student Expulsion
JFCC	Student Conduct on School Buses
<i>JFG</i>	<i>Interrogations and Searches</i>
JFGB	Investigations and Arrests
JFGC	School Search and Seizure

JGA Student Discipline, Corporal Punishment

JGD Student Suspension

Additional documents:

- ***A Parent's Guide to Carteret County Schools Policies and Procedures (Provides parents the most pertinent school board regulations governing student conduct and related matters in question and answer format.)***
- ***Student Assistance Team Procedures***

(Explains how students are referred, screened, and provided special services.)

- ***Section 504 Carteret County Schools Procedures Manual***

(Describes how students with disabilities outside the scope of special education are identified and provided accommodations.)

- ***Carteret County Schools Emergency Response Plan***

(Contains confidential procedures for internal school use when responding to crises and disasters.)

III. Methods for sharing plan with parents and other members of the community

The Safe School Building Plan is part of the School Improvement Plan and is available to the public as part of this document.

IV.(a1) Outline of standards of behavior for students, plus related consequences for not adhering to the standards

Carteret County Schools' staff realizes the need for a safe and orderly environment. In response to the action taken in recent years by the North Carolina General Assembly, the school system has adopted a Zero Tolerance position. Zero Tolerance applies to "Students that bring illegal drugs/weapons/dangerous explosives or substances that are used to alter the mind or mood or who are involved in illegal activities as established by the N.C. General Statutes at any school, school sponsored activity or function." In addition, the school principal has the responsibility to report to law enforcement acts of violence, drug possession, or possession of a weapon as dictated by N.C. General Statutes.

Definitions and consequences applied to serious acts of misconduct are thoroughly outlined in the Board of Education's Code of Student Conduct. This is clearly stipulated in School Board Policy JFC, termed Student Code of Conduct, and has been presented for students and parents in a more "user friendly" handbook entitled "A Parent's Guide to Carteret County Schools Policies and Procedures." Depending on the specific infraction, serious misconduct can result in student short- and long-term suspension from school, suspension for 365 days, or expulsion. At the same time, student due process rights are respected. These rights are stipulated in section JFA, Student Due Process Rights.

Finally, bus discipline is always of concern, and student conduct on school buses is outlined in a separate policy statement, JFCC, Student Conduct on School Buses.

IV.(a2)Consequences for students under the age of 13 who physically assault and seriously injure a teacher or other individual on school property or at a school-sponsored or school-related activity

Students under age 13 years who physically assault a school official, employee or volunteer, or who physically assault and cause serious injury to another student under circumstances as described above shall be reported to law enforcement and long-term suspended for the remainder of the school year as determined by the principal.

V. **Outline of responsibilities of the following personnel in the development and implementation of the safe school plan for the district, to include appropriate disciplinary actions for failure to carry out responsibilities**

The Principal

- Provides leadership in developing and implementing the local school’s Safe School Plan,
- Ensures that the school and all classrooms have clearly stated rules for student conduct communicated to students and parents,
- Provides appropriate disciplinary consequences for students who disrupt classrooms and violate school rules,
- Arranges alternative placements for seriously disruptive students (as available) in accordance with state law and local school board policy, and
- Reports all criminal acts as stipulated by G.S. 115-C288(g).

Failure to carry out these responsibilities will result in the principal preparing a detailed plan to correct deficiencies, accompanied by implementation timelines, to be submitted to the superintendent for review and approval/revision.

Assistant Principal,

- Assists the principal with the above duties, as assigned by the building principal.
- Servers to support the principal in administering the school’s total educational program, including curriculum.
 - Provides appropriate disciplinary consequences for students who disrupt classrooms and violate school rules.
- Arranges alternative placements for seriously disruptive students (as available) in accordance with state law and local school board policy
 - Reports all criminal acts as stipulated by G.S. 115-C288 (g).

Failure to carry out responsibilities shall be dealt with in personal conferences with the principal, and through development of a written plan where deficiencies are serious and/or chronic.

Teachers

- Provide their students with a set of clearly defined classroom rules,
- Define consequences for the violation of classroom rules that are consistent with Board policy.
- Enforce classroom and school rules consistently and fairly.

- Comply with principal requests to assist in devising and implementing the local school's Safe School Plan.
- Document serious violations and make written referrals to the Administration.
- Arrive promptly at assigned duty stations
- Leave clear behavior management instructions for substitute teachers.
- Monitor students carefully during transition times and free play periods.

Failure to carry out these responsibilities will be addressed by the building principal, with corrective steps incorporated in the teacher's professional development plan.

Instructional Support Personnel

- Demonstrate knowledge of school rules and disciplinary standards.
- Report observed disciplinary infractions to appropriate personnel when they do not have cause to directly intervene.
- Assist school personnel in imposing disciplinary sanctions and restoring order as this becomes necessary.
- Arrive promptly to assigned duty stations.

Failure to carry out these responsibilities will result in a conference with the support personnel's immediate supervisor and development of a written plan that includes corrective steps and implementation timelines.

VI. Students at risk of academic failure or exhibiting disruptive or disorderly behavior

a) Procedures for identifying and serving at-risk students

The school has a Student Assistance Team that accepts referrals for students who are exhibiting academic and/or behavioral difficulties. Teams meet regularly to gather information on a referred student, clarify the nature of the referral concern, and establish a behavior plan that will improve student academic performance and/or behavior. Students who fail to respond to interventions and who are suspected of having disabilities are referred for further evaluation and possible eligibility for special education services. Students who are disabled but ineligible for special education under the Individuals with Disabilities Education Act are considered for services under a Section 504 Individual Accommodation Plan.

b) Methods used to assess student needs

Student needs may be screened through performance on state-mandated end-of-grade/end-of-course tests, locally developed tests, achievement inventories, aptitude screening, classroom observations, parent reports, or behavior rating scales. More in-depth psychological and academic assessments are completed, when needed. The assistance team develops a Functional Behavior Analysis for those students who exhibit severely disruptive behavior of a chronic nature. This Functional Behavior Analysis incorporates information gathered through observational assessment, a developmental history, and a series of teacher/team reports. This information is designed to identify the conditions and consequences

that control disruptive behavior, with this information used to develop a systematic behavior management plan.

VII. Measurable objectives for safe and orderly schools

- a) School violence incidents (exclusive of alcohol and controlled substances) as reported on the annual School Crime and Violence Report will fall below 5 incidents per 1,000 students **or** show a reduction from the previous year.
- b) Controlled substance and alcohol possession incidents as reported on the annual School Crime and Violence Report will fall below 5 incidents per 1,000 students or demonstrate a reduction from the previous year.
- c) Using the school district's annual student survey, 60% or more of the respondents will report positive (agreement) ratings on trust and citizenship items **or** positive ratings will increase from the previous school year.
- d) Annual student suspension days will fall below the rate of 40 days per 100 students **or** cumulative student suspension days will decrease from the previous school year.
- e) Administration will continue to closely follow the Policy for Defining Persistently Dangerous Schools throughout the 2003-2004 school year. (Beaufort Elementary School was identified as a "Threshold School" due to two violent offences committed during the baseline year of 2002-2003.) As of 3/11/04, there have been no reported incidents of violent criminal acts (See attachment).
- f) Dr. Lenker, Superintendent for Carteret County Schools, submitted a letter to Ms. Marguerite Peebles, requesting that Beaufort Elementary School be excluded from "persistently dangerous" year-one identification status for the baseline year of 2002-2003. This membership count of 387 students did not include 30 pre-kindergarten students. If these 30 students had been added into the seven-month membership count, the rate of violent crime incidents would move from 5.17 acts per thousand to 4.80. This is below the identification threshold for "persistently dangerous" year-one identification status. This letter was delivered to the NC Division of Public Instruction in November 2003 (See attachment).

VII. Staff development plan for safe and orderly schools

Please refer to the staff development section of the School Improvement Plan.

VIII. Plan for working effectively with local law enforcement and court officials to ensure that schools are safe and that laws are enforced

The school works with law enforcement officials in several ways:

- The building principal reports to law enforcement all criminal acts which occur on school property, as stipulated by G.S. 115-C288(g) and the State Board of Education. Reported criminal acts include but are not limited to:
 - assault resulting in serious injury
 - assault involving use of a weapon
 - assault on school personnel not resulting in serious injury
 - bomb threat
 - burning of a school building
 - death by other than natural causes
 - kidnapping

- possession of an alcoholic beverage
 - possession of a controlled substance in violation of the law
 - possession of a firearm or powerful explosive
 - possession of a weapon other than a firearm
 - rape
 - robbery with a dangerous weapon
 - robbery without a dangerous weapon
 - sexual assault (other than rape or sexual offense)
 - sexual offense
 - taking indecent liberties with a minor
- Juvenile justice officials have established a protocol for reporting suspected felony violations to school principals. In addition, the principal understands and possesses written legal guidelines that govern the storage and sharing of confidential court information.
 - Juvenile court counselors have agreed to provide information to the school principal regarding the probationary status of students enrolled in school. Court counselors clearly stipulate to students that they must attend school, not be suspended or expelled, and comply with school rules.

IX. Methods of dealing with emergencies

The school has a current School Crisis Intervention Plan and a core team prepared to respond to general and specific emergencies including-natural disasters, bomb threats, death of a student, death of a staff member, etc.

X. Methods of providing a safe physical environment

The school has well-maintained facilities and grounds. Traffic upon and immediately leading to school premises is directed before and after school. Within the school, clear patterns and rules for student movement have been established, and student supervision is provided during lunch periods, assemblies, and other times when larger numbers of students congregate on school premises.

The effectiveness of traffic patterns and rules for student movement are reviewed regularly at School Leadership Team meetings. A fifth grade student safety patrol is in place in the afternoon to assist younger students as they load buses and load cars. Access to the school is controlled by directing all visitors to first report to the office. Here, visitors and volunteers are required to sign in and receive an identifying name tag. Notices about these procedures are posted on all main entryways to the building, and school personnel are instructed to support this provision. In addition, a communication system is in place for reporting suspected security violations including two-way radios and an intercom system.

Safety reminders are regularly communicated on the live daily school news program to the entire school and to teachers through email. These messages serve to support goals outlined in the Safe Schools Plan and School Improvement Plan.

Site-Based -Leadership Team will utilize scheduled Summer Planning sessions in June 2004 to review all safety procedures listed above. Necessary revisions will be made to insure that procedures are effective for the new school building.

XI. Detailed statement of the planned use of funds allocated this school year for at-risk students, alternative schools, or both

	Programs/Activities	Amount
Local Funds	N/A	
State Funds	N/A	

XII. Programs, strategies, and activities at the school that promote good behavior and citizenship throughout the school year

1) Character Education – Teachers place the names of Students with zero "behavior marks" for the week in designated Character Education boxes. Each month student names are pulled from each grade level. This group of students is treated to lunch off campus with administration.

2) Tea-time - weekly ice cream treat for students with designated amount of Behavior marks, or less.

3) Enrichment Clubs - Fifth graders that earn less than four behavior marks per week get to attend a club of their choosing on Friday mornings. Club offerings include science club, drama, club, recycling, Quiz Bowl, fitness, etc.

4) Citizenship Awards- given to students at awards assemblies each nine weeks for meeting grade-level behavior criteria.

5.) Excellence in Bus Ridership Certificates-given to students at award assemblies for following safety and behavior guidelines on the school buses.

XIII. Actions taken by the principal/assistant principal to deal with inappropriate, violent, and disruptive student behaviors in a timely and effective manner

Evidence is available as part of the school’s Disciplinary Data Collection Form (DDCF) report, which provides a comprehensive log of serious student offenses and actions taken for each offense.

Staff Development Plans Index

See
Action Plan 1-High Student Performance and Achievement p.29-30
Step 5. 8
Action Plan 3-Quality Teachers, Staff and Administrators p.32
Step 3, 4
Action Plan 4-Effective Communication and Involvement Among Stakeholders p.33
Step 1

***Annual Title I Schoolwide Plans (Elementary Schools Only)**

LEA Code 160-30811

SCHOOLWIDE PROJECT SCHOOL
 {BEAUFORT ELEMENTARY SCHOOL}
 2005-2006 SCHOOL YEAR

LEA Summary

Components. Provide an LEA summary of the ten (10) school-wide components being implemented in participating schools, as described in section 1114

Comprehensive needs assessment	Including teachers in decisions regarding the use of assessments
School reform strategies	Strategies to increase parental involvement
Instruction by highly qualified teachers	Preschool transition strategies
High quality and ongoing professional development	Activities for children experiencing difficulty
Strategies to attract highly qualified teachers to high need schools	Coordination and integration of Federal, State, and local services

1. Comprehensive Needs Assessment

Beaufort Elementary School (B.E.S.) uses the following assessments to determine individual student needs: K-3 Carteret County Literacy Assessments, K-3 math assessments, quarterly assessments, the 3-5 NC EOG testing in reading and math, 4th grade NC writing assessment, Accelerated Reader/STAR assessments, C.C.C. assessments, Edutest Bench marks for reading in grades 3-5. Results from these assessments are used to determine students who are at-risk in reading. Reading Specialists, administration, and teachers confer to identify strengths and weaknesses of individual students. These results are shared with parents. Results from these assessments are used to determine students who are at-risk in reading and math.

2. **Schoolwide reform strategies:** Early identification of need and comprehensive intervention for children shall be the key goal of the school wide Title I program at Beaufort Elementary School.

9/28/05 Beaufort Elementary School

Reform strategies include opportunities that are both long and short term in nature. The strategies are designed to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. These include: Best Practices of Instruction, test-taking strategies and skills in math and reading for third grade students, Orton-Gillingham multi-sensory approach to reading, Accelerated Reader, Foster Grandparent Program for one-to-one assistance in the classroom,

technology instruction to promote computer literacy, LEAP reading groups, B.E.S. TV News program's Word of the Week, and thematic teaching with integration across the curriculum, certified tutors in reading and math, staff mentoring program for students at risk. In addition, BES will continue to use student interns from high school Child Development courses and Carteret Community College to work with elementary students, will continue to recruit and train community volunteers to provide one-to-one student assistance, and will continue providing small group instruction, and Computer Curriculum Corporation (CCC) self-paced individual learning opportunities. Students in 5th grade will continue to participate in activities to increase reading and communication skills including Drama Club, yearbook production and musical productions. BES will use quarterly assessments to identify individual students needing remediation.

3. Instruction by a highly qualified professional staff: All teachers newly hired at B.E.S. will be *highly qualified* as defined by the federal No Child Left Behind Act of 2001 and the State of North Carolina. Specifically, they shall be certified by the State (including alternative routes to State certification), shall hold at least a bachelor's degree, and shall pass a rigorous State test on subject knowledge and teaching skills. In addition to those requirements, Title I teachers at B.E.S. will participate in ongoing training in literary assessments, Reading Recovery, and Orton-Gillingham Multi-sensory Approach to reading instruction, Empowering Writers and Thinking Maps.

4. High quality and ongoing professional development: Professional development is a key component of the B.E.S. school-wide Title I plan. Emphasis is placed on reading, writing, and math. All professional staff will receive training through the use of Title I funds. All professional development will be scientifically based research instruction. This instruction includes: diversity training, technology, curriculum development, instruction strategies/best practices, reading comprehension, reading assessments (running records), writing process, positive discipline, character education, on-line assessment, hands-on-math, guided reading, and Thinking Maps (taught by the county's Title I Lead teacher and the Director of Elementary Education). Accountability and assessment of all professional development will be accomplished through the SEA System of online documentation and feedback.

5. Strategies to attract highly qualified teachers to high need schools: B.E.S. continues to attract highly qualified teachers by keeping class size low through the combined use of Title II funds and limited local support. BES also provides excellent mentoring support as needed, and allows teachers to transfer to schools in the district closest to their homes when possible.

6. Including teachers in decisions regarding the use of assessments: Teachers shall continue to be involved in decisions regarding the use of assessments. Quarterly meetings are held with the grade chairpersons of all Title I schools to review issues, which often include the use of assessments. A math summative assessment will be used throughout the county. Quarterly meetings are also conducted between B.E.S administrators and teachers to review the progress of students.

7. Strategies to increase parental involvement: The Beaufort Elementary Staff and support personnel support the belief that parental involvement is an important component of a child's

educational process. Parent orientation meetings shall be held at the beginning of each school year in combination with the PTO Open House. Parents will be invited to a Gateway and Accountability presentation at the beginning of the school year. The fourth grade teachers at Beaufort Elementary will also host a Literacy Night to explain the writing requirements in the fourth grade and Literacy Circles. The Title I Program at B.E.S. is described at that time and parents are provided an opportunity to provide suggestions and express concerns. Parents are encouraged to serve as volunteers and tutors. Parents are selected by the PTO or other parent groups to serve on the School Improvement Team (Site-Based Management Team) at Beaufort Elementary School. Parent conferences shall be encouraged and held whenever needed. Teachers will share ideas and examples of ways to help improve the child's academic performance. Parents, teachers, principals, and students shall enter into a contract outlining their respective responsibilities in the education of the child. A Personal Education Plan (PEP) shall be implemented for at-risk students in grades 1 – 5. Parents are involved in writing the plan. They are also included throughout the year when the plan is reviewed. A survey asking parents their preference for meeting times shall be sent to all parents by the Title I parent coordinator at the first of the year. The BES web page now has a link for parents to subscribe to the school's electronic weekly calendar.

8. Preschool transition strategies: Transition from early childhood programs is a very important part of the B.E.S. School-wide Program. Carteret County School-wide Schools have a transition team. This team attends a transition meeting at least once a year to review or rewrite our plan. The goal is to assure a smooth transition into kindergarten. Registration is held during the spring at Beaufort Elementary School to make an early connection with parents. These prospective students and their parents are also encouraged to visit the kindergarten classroom at any time during the school year. The kindergarten teacher and her assistant make home visits for each child prior to the child starting school. Information packets are presented to parents at this time. Local daycare programs cooperate in providing information to our schools about the upcoming kindergarten students who have been in their programs in the past. Staggered entry at the beginning of the school year also assists with the transition to kindergarten at B.E.S.

9. Activities for children experiencing difficulty: Students experiencing difficulty shall be provided a variety of remediation and extra-time strategies through the Computer Curriculum Corporation (C.C.C.) Success Maker software scheduled before and after school in addition to the regularly scheduled C.C.C. sessions. In addition, the Book Buddy volunteer reading programs offer one-on-one instruction in reading by recruiting, training and matching parents, grandparents and high school student volunteers to students experiencing difficulty in reading. Orton-Gillingham Multi-sensory Reading approach is provided for many reading challenged students, especially students identified as having a specific reading disability. Personal Education Plans are designed with parents and students for all students experiencing difficulty. Plans are monitored and review throughout the school year. Beaufort Elementary School has a partnership with Boys and Girls Club of Beaufort. The Club's daily Power Hour provides students with a structured opportunity to complete homework with adult supervision. Supervisors at the Boys and Girls club gather data on student progress and provide additional assistance as necessary.

10. Coordination and integration of Federal, State, and local services: B.E.S. has implemented a fully integrated program to benefit all the children in the school through the blending of federal compensatory funds, special education funds and technology funds with State and local funding. The pre-kindergarten program housed at Beaufort Elementary School clearly blends the State's More At Four funds and the Title I funds. Staff development funds, regardless of the funding source, are used throughout B.E.S. as planned and monitored by the school's School Improvement Team and the Principal.

Resources used in programs. Briefly summarize the Title I and other resources used in participating schools.

The major resources used in Title I programs are the Computer Curriculum Corporation (C.C.C.) Success Maker software that is installed in computer labs at B.E.S. Individual programs for remediation and enrichment are provided through this program. For direct reading instruction, Orton-Gillingham Multi-sensory Reading approach and balanced literacy is taught at B.E.S. Online assessments will be used in all Title I schools to identify and focus remediation and enrichment. Thinking Maps training will continue to be taught and used by students across the curriculum at B.E.S. These maps will also be used daily on the B.E.S. TV news to illustrate the Word of the Week. Accelerated Reader programs continue to successfully encourage students to read on their own, books of their choosing. Our Media coordinator and other key people are involved in a local study of AR to develop a better and more effective usage of AR in our school. The STAR software program is used in combination with the Accelerated Reader to identify the appropriate reading level range for each student.

Other federal, state and local programs included. Briefly summarize other federal, state, and local programs to be included in the school-wide programs.

More At Four and Title I blended pre-kindergarten programs shall be part of specific school-wide program at B.E.S. Also, federal special needs funding is used to help at-risk students identified as disabled.

How assessment results are reported to parents. Explain how assessment results will be reported to parents.

Individual assessment and whole-school assessment results shall be provided in writing to all parents with the school-wide report card and the individual printouts of EOG and writing results. For Spanish speaking parents with limited understanding of English, a Spanish translation of this information shall be provided. For other parents with limited understanding of English, the English as a Second Language (ESL) teacher shall assist with a conference or visit to share the information.

Individual parent conferences will be scheduled at times convenient to the parent to discuss assessments. Conference data will include End-of-Grade (EOG) test scores in math and reading; state K-2 literacy and math assessments, writing test scores, computer-assisted assessment profiles through STAR, CCC Success Maker, and online assessments; exceptional children's screenings and tests; and progress report grades.

Appendix A: Waivers 2005-2008

Request for Waivers

Law, regulation, or policy from which an exemption is requested.	Describe the waiver you are requesting	State how the waiver will be used.	State how the waiver will promote achievement of Performance goals.
G.S.115C-301. This requirement limits class size and the number of students contacted per day restrictions (Grades 4-12)	Class Size	To accommodate student population expansion during the school year and specific instructional programs	Addresses academic/instructional needs. Allows flexibility in differentiated instruction
Approved by G. S. 115C-105.25	Textbook/Supplies	Transfer classroom/instructional supply dollars to textbook dollars and textbook dollars to classroom/instructional dollars.	Will allow flexibility to purchase tests or supplies to support academic growth.
Approved by G.S. 115C-105.25	Support Personnel Positions to Teacher Positions	Transfer Non-instructional Support Personnel positions to teacher positions	Provide flexibility to hire more teachers if needed.
Approved by G.S. 115C-105.25	Teacher position to instructional supply	Transfer classroom teacher positions to classroom/instructional supply dollars.	Provide flexibility to convert hired positions to instructional supply dollars for the school.
Approved by 115C-98 Class Size	Textbook Adoption	Select, procure, and use textbooks that have not been adopted by the State Board of Education for use throughout the LEA.	Provide flexibility to use alternative text if better suited to meet the needs of our student population.

Appendix B: Voting Results

100 % of the eligible school staff voted to approve this school improvement plan on

3/22/05

month/day/year

Principal's signature