



Beaufort Elementary School

School Improvement Plan



At Beaufort Elementary School, we are shaping the future, 504 students at a time.

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.

LEA or Charter Name/Number:	Carteret County Public Schools - 160	
School Name/Number:	Beaufort Elementary School - 308	
School Address:	110 Carraway Drive, Beaufort, NC 28516	
Plan Year(s):	2010-2012	
Date prepared:	October 5, 2010	
Principal Signature:		Date:
Local Board Approval Signature:		Date:

School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position	Name
Principal	Vicki Fritz
Assistant Principal Representative	DeeDee Phillips
Teacher Representative	Frank Sherman
Teacher Representative	Kahla Lewis
Teacher Representative	Christy Walsh
Teacher Representative	Frieda Golden
Inst. Support Representative	Jackie Ramus
Teacher Assistant Representative	Ellen Gaskill
Parent Representative	Allison Bernaurer
Parent Representative	Christina Golden
Parent Representative	Ava Bryant



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School Data and Summary Analysis

Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-through/observations), and student learning (also from walk-through/observations as well as data).

1. What did the analysis tell us about our school's strengths?

Beaufort Elementary School:

- Benchmarks expectations for student work that consistently incorporate national and state standards.
- Leadership shares and discusses data in an understandable format in a timely and effective manner.
- Regularly and systematically monitors attendance and promotion rates.
- Regularly and systematically facilitates the early identification of students with attendance problems and provides support for both parents and students.
- Implements a plan that includes all core and non-core teachers in supporting students at risk of retention.
- Leadership effectively utilizes appropriate data for evaluating program effectiveness and communicating school wide plan of action.
- Leadership facilitates a comprehensive plan for building a school culture and climate conducive to learning based on collaboration, egalitarianism, and collegiality.
- Principal has effective, ongoing processes for collaboration with the faculty.
- Teachers consistently facilitate student learning of accurate and appropriate content.
- Ensures that the school and grounds are exceptionally clean, well-maintained, and safe.
- Provides a broad spectrum of communication to parents through school report cards, meetings, announcements, newsletters, and a consistently updated website.

2. What did the analysis tell us about our school's gaps or opportunities for improvement?

Beaufort Elementary School:

- Economically Disadvantaged students remain on a growth trajectory to meet new AYP goals in math.
- All students need to continue to grow in math and reading to meet new AYP goals.
- African American students are not on a growth trajectory to meet new AYP goals in reading and math.
- Needs to develop and utilize rubrics to assess student work to ensure academic rigor.

3. Below was the data we were missing during our analysis and how we will collect this data in the future:

Beaufort Elementary School:

- Needs additional data from parents about reading practices in the home.
- Needs to continue collect data from teachers about programs and schedules. (i.e. Power Hour, Foundations, Read 180, Kid Biz...)
- Needs to develop and conduct surveys to obtain this information.

4. Based upon the analysis conducted, the following were the 3-5 top priorities that emerged for our school with the relevant evidence to support them:

Beaufort Elementary School needs to:

- Provide opportunities and support for all students to engage in rigorous coursework to be prepared for the global community.
- Provide consistent and intensive intervention strategies before and after school for students who are at risk for not meeting grade level benchmarks.
- Modify content and instruction for diverse populations according to students needs.



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Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:		
Meet new K-1 Reading expectation of the state board.		
School Goal 1:	100% of students shall enter second grade reading on grade level.	
Supports this district goal:	North Carolina public schools will produce globally competitive students.	
Target:	100% of students entering second grade will read on grade level.	
Indicator:	K-2 Literacy Assessment, Basic Skill Builders	
Milestone date:	6/1/2012	
Goal 1 Improvement Strategies		
Plan/Do	Strategy 1: <i>Comply with G.S. 115C-105.27(b)</i>	Action steps: <ol style="list-style-type: none"> 1. K-1 Teachers must notify parents or guardians when their child is not reading on grade level. 2. K-1 Teachers must notify parents or guardians if child is at risk of not being on grade level by beginning of second grade. 3. K-1 Teachers will use ongoing assessment to monitor student progress. 4. Response to Instruction (RTI) committee to develop strategies for teachers and parents to help their children read. 5. Plan for the training of reading mentors and volunteers.
	Strategy 2: <i>K-1 teachers will use Foundations for addressing phonological/phonemic awareness, phonics and spelling</i>	Action steps: <ol style="list-style-type: none"> 1. All K-1 teachers will have Foundations training. 2. All K-1 teachers will be provided with the necessary materials for Foundations. 3. Administration will monitor classrooms to ensure the fidelity of the Foundations program. 4. Teachers will use data from Foundations Unit Tests to monitor growth. 5. Title 1 teacher will do a double dose of Foundations with students at risk of not being on grade level by second grade.
	Strategy 3: <i>K-1 teachers will implement a balanced reading curriculum to incorporate the five components of reading instruction (Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension)</i>	Action steps: <ol style="list-style-type: none"> 1. All K-1 teachers will use leveled guided reading groups as a component of reading instruction. 2. All K-1 teachers will create a block of uninterrupted literacy instruction time. 3. All Kindergarten teachers will have a Teaching Assistant available during a literacy block to assist with small group literacy instruction. 4. Teachers will utilize a variety of activities to build student vocabulary such as concept sorts, teacher read alouds, think alouds, and real world experiences. 5. Teachers will schedule a time to read stories aloud to students to model good reading strategies and increase student vocabulary. 6. School will host/lead parent nights to guide parents in helping their children learn to become successful readers. 7. School will purchase books for a leveled book collection to assist in guiding reading instruction.



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How will we fund these strategies?			
Funding source 1:	School General Funds	Funding amount:	\$0.00
Funding source 2:	Local District Funds	Funding amount:	\$0.00
Funding source 3:	State Funds	Funding amount:	\$0.00
Funding source 4:	Federal Funds – Title 1	Funding amount:	\$0.00
Funding source 5:		Funding amount:	\$0.00
Total Initiative Funding:			\$0.00
Review frequency:			
		Quarterly	
Assigned Implementation Team:			
Frank Sherman, Dee Dee Phillips, Debbie Springle, Holly Kolkmeier, Jodi Allen, Ann Coronado, Jane Daniels, Billie Chadwick, Kahla Lewis, Karen Lewis, Ruami Perri, Beth Parrish			
Check	We used the following data to determine if we have faithfully and consistently taken the action steps for each strategy:		
	Running Records		
	Classroom Observations		
	Universal Probes		
	STAR Test		
	Foundations Unit Tests		
Check	We used the following data to determine whether the strategies helped to achieve the goal:		
	Lexiles		
	Third Grade EOG		
	SRI		
Act	After implementing the strategies, the data revealed the following results:		
	89% of students exited first grade reading on grade level		
Act	Based upon identified results, the following modifications (if any) to the strategies are necessary for success:		
	K-1 EC children will receive additional instructional remediation (Foundations double dose, Hill Center)		



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Priority Goal 2 and Associated Strategies

Plan/Do	Area for improvement and supporting data:	
	Reading scores of African American and Economically Disadvantaged students are not on trajectory to meet AYP goals based on EOG scores. Current status: African-American students 61.1% and ED at 74.6%	
	School Goal 2:	African American and Economically Disadvantaged students will meet AYP goals for reading.
	Supports this district goal:	District Goal 1: North Carolina public schools will produce globally competitive students.
	Target:	71.6 % of African American students students will be proficient in reading. Economically Disadvantaged students will continue to show gains in reading scores.
	Indicator:	EOG Scores
	Milestone date:	6/1/2012
	Goal 1 Improvement Strategies	
	Strategy 1: <i>Empower parents to help their children become proficient readers.</i>	Action steps:
		1. School faculty will use a parent survey to assess home reading practices.
		2. Administration will form a parent empowerment team.
		3. School faculty will organize a parent night to help parents develop strategies for helping their children improve reading skills.
		4. A team from the school will meet with daycare and other preschool providers to provide strategies for school readiness.
	Strategy 2: <i>Make reading relevant to African American and Economically Disadvantaged students.</i>	5. A team will collaborate with the public library to conduct a family night at the library.
		Action steps:
1. Teachers will read more culturally diverse materials in the classroom.		
2. Teachers will promote culturally diverse authors.		
3. Librarian will purchase culturally diverse books for the media center.		
4. School faculty will support and maintain clubs for at risk students in the fifth grade.		
5. School will survey students to determine their reading interests.		
Strategy 3: <i>Plan individually for low performing readers.</i>	6. Faculty will form a student committee to help select books for the library.	
	Action steps:	
	1. Teachers will use data to differentiate instruction.	
	2. Teachers will be given a duty free lunch to the greatest extent possible.	
	3. Teachers will be given a one hour daily planning to the greatest extent possible.	
	4. Teachers will guide students in recording their personal goals and data.	
	5. Teachers will develop school wide rubrics for writing and for reading related projects.	
6. Teachers will require students to check out some books within their Lexile or other instructional levels.		
7. Administration will require all certified staff to do interventions and progress monitoring on at least one low performing student.		



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Funding source 2:	Local District Funds	Funding amount:	\$0.00
Funding source 3:	State Funds	Funding amount:	\$0.00
Funding source 4:	Federal Funds – Title 1	Funding amount:	\$0.00
Funding source 5:	School General Funds	Funding amount:	\$0.00
Total Initiative Funding:			\$0.00
Review frequency:			
		Quarterly	
Assigned Implementation Team:			
Vicki Fritz, Jackie Ramus, June Vann, Sylvia Wheatly, Lisa Lawrence, Angie Pittman, Jennifer Sledge, Talley Long, Mike Fox, Beth McCreary, Melissa Vincent, Susan Chadwick			
Check	We used the following data to determine if we have faithfully and consistently taken the action steps for each strategy:		
	Running Records, Classroom Observations, Universal Probes, Lexiles, EOG, Read 180, ClassScapes, Quarterly Assessment, KidBiz 3000		
Check	We used the following data to determine whether the strategies helped to achieve the goal:		
	Grade Level Benchmarks for above assessments.		
Act	After implementing the strategies, the data revealed the following results:		
Act	Based upon identified results, the following modifications (if any) to the strategies are necessary for success:		



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Priority Goal 3 and Associated Strategies

Plan/Do	Area for improvement and supporting data:		
	Math scores are below new AYP goals based on EOG scores. Overall proficiency 88.2%.		
	School Goal 3:	All students will meet AYP goals in Math.	
	Supports this district goal:	District Goal 1: North Carolina public schools will produce globally competitive students.	
	Target:	88.6% of students will be proficient in math.	
	Indicator:	EOG Scores	
	Milestone date:	6/1/2012	
	Goal 3 Improvement Strategies		
	Strategy 1: <i>Lesson plans must include strategies for higher order thinking skills.</i>	Action steps:	
		1. Cheryl Fuller will present information on 21 st Century Learners.	
		2. Teachers will use higher order thinking skills question stems to challenge students.	
		3. Teachers will incorporate a Problem of the Day that uses problem solving to address all objectives from the NC Standard Course of Study and Common Core Mathematics objectives.	
		4. Teachers will utilize math journals with a higher order thinking question at the end of a math lesson as a reflection tool to deepen and personalize a student's understanding of the lesson.	
		5. Teachers will use computer programs such as Classscapes to challenge students at their ability level with higher order thinking questions that pertain to the lesson.	
		6. Teachers will use Math Essentials to extend students' problem solving skills.	
7. K-1 teachers will supplement math curriculum with manipulatives from Singapore Math.			
Strategy 2: <i>Teachers must incorporate math vocabulary, reading directions and word problems into reading and math instruction.</i>	Action steps:		
	1. Teachers will use aids such as a math word wall to reinforce math vocabulary.		
	2. Teachers will use math journals to help students make connections between familiar and new mathematical terms and keep track of their math vocabulary in personal ways.		
	3. Teachers will model appropriate math vocabulary during math lessons and ask students to use multiple terms to describe mathematical operations and concepts.		
Strategy 3: <i>Develop and implement rigorous math power hour</i>	Action steps:		
	1. Grade level teams will schedule a regular time for power hour.		
	2. Grade level teams will use Professional Learning Community (PLC) time to determine common objectives to teach during a specific time period.		
	3. Grade level teams will use PLC time to develop common assessments.		
	4. Grade level teams will group students based on data from common assessments for power hour.		
	5. Grade level teams will assign teachers to power hour groups based on their strengths and knowledge of content to reinforce and extend fundamental math concepts.		
	6. Teachers will attend Math Bridges staff development.		
7. Teachers will attend Math Foundations training.			



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Funding source 3:	State Funds	Funding amount:	\$0.00
Funding source 4:	Federal Funds – Title 1	Funding amount:	\$0.00
Funding source 5:	School General Funds	Funding amount:	\$0.00
Total Initiative Funding:			
Review frequency:	Quarterly		
Assigned Implementation Team:			
Frieda Golden, Cindy Bivens, Ann Nyberg, Stephanie Piner, Bethy Rose, Dora Edwards, Charlotte Driver, Delisa Styron, Mary Grace Clement, Amy Barnes, Ellen Gaskill			
Check	We used the following data to determine whether the strategies helped to achieve the goal:		
	ClassScapes, Quarterly Assessments, Quantiles, EOG, Common Assessments, Universal Probes, Progress Monitoring		
	We used the following data to determine whether the strategies helped to achieve the goal:		
	Grade level benchmarks for the assessments listed above.		
Act	After implementing the strategies, the data revealed the following results:		
Based upon identified results, the following modifications (if any) to the strategies are necessary for success:			
Invite Ms. Fuller to speak on 21 st Century Learners			
Focus more on basic math concepts			
Implement manipulatives from Singapore Math			



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Title I School-wide Compliance Review and Plan

A comprehensive school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (*Section 1114(b) of Title I*). Each required component is described below, with an explanation of how each contributes to the creation of a successful school-wide program. The goals and strategies you've already developed may fulfill many of these requirements.

School-wide reform strategies: Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1	X		X		
	Strategy 2	X				
	Strategy 3	X		X		

Our school is addressing the need for school-wide reform in the following ways, in addition to our focus on the priority goals listed in this plan:



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Instruction by highly qualified teachers: High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a schoolwide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1					
	Strategy 2					
	Strategy 3					

Our school is addressing the need for highly qualified teachers in the following ways, in addition to our focus on the priority goals listed in this plan:

All of our teachers are highly qualified.

High-quality and ongoing professional development: Teachers and other staff in schoolwide program schools must be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1			X		
	Strategy 2	X	X			
	Strategy 3	X		X		

Our school provides high quality, on-going professional development in the following ways, in addition to our focus on the priority goals listed in this plan:



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Strategies to attract highly qualified teachers to high-need schools: Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly qualified teachers.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1					
	Strategy 2					
	Strategy 3					

Our school uses the following strategies to attract highly qualified teachers to our high-need schools, in addition to our focus on the priority goals listed in this plan:

We currently have 100% highly qualified teachers. We have little to no turnover. In the event of an open position, we would hire a highly qualified teacher.

Strategies to increase parental involvement: Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that schoolwide plans contain strategies to involve parents in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel in school.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1		X			
	Strategy 2					
	Strategy 3					

Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:



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Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs: This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs, including Early Reading First and others, provide a foundation for later academic success, and effective schoolwide programs capitalize on this strong start.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1					
	Strategy 2					
	Strategy 3					

Our school uses the following pre-school-to-elementary transition strategies, in addition to our focus on the priority goals listed in this plan:

We have More-at-Four preschool classroom. We have completed the Ready School assessment and are in the process of becoming a Ready School.

Measures to include teachers in decisions regarding the use of academic assessments: In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The schoolwide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1	X				
	Strategy 2					
	Strategy 3		X	X		

Our school uses the following strategies for developing teacher skills in formative assessment, in addition to our focus on the priority goals listed in this plan:



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Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance: The schoolwide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1					
	Strategy 2					
	Strategy 3			X		

Our school uses the following differentiation strategies, in addition to our focus on the priority goals listed in this plan:

Coordination and integration of Federal, State, and local services and programs: Schoolwide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, schoolwide program schools may combine most Federal, State and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out the schoolwide program.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1			X		
	Strategy 2					
	Strategy 3			X		

Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan: