

Beaufort
Elementary
School
Improvement Plan

2009-

2011

SCHOOL IMPROVEMENT PLAN FOR 2009-2011 PLANNING CYCLE

LEA: CARTERET

SCHOOL: Beaufort Elementary

Team Members

Name:	Representing:
Vicki Fritz, Principal	Administration
Catherine Warren, Assistant Principal	Administration
Debbie Springle, Teacher	Kindergarten
Amy Barnes, Teacher	First Grade
Ann Coronado, Teacher	First Grade
Jane Daniels, Teacher	First Grade
Beth Parrish, Teacher	PreK
Pat Summers, Teacher	Second Grade
Frieda Golden, Teacher	Third Grade
Ann Nyberg, Teacher	Fourth Grade
June Vann, Teacher	Fifth Grade
Lisa Lawrence, Teacher	Reading Coaches
Mary Grace Clement, Teacher	Exceptional Children's Department
Karen Lewis, Teacher	Specials Staff
Jackie Ramus, Media Specialist	Specials Staff
Janet McLendon, Technology Facilitator	Technology
Janet Chaplain, Teacher Assistant	Classified Staff
Christina Golden	Parent
Al DeRonda, Volunteer	Community

SCHOOL IMPROVEMENT PLAN FOR 2009-2011 PLANNING CYCLE**LEA: CARTERET****SCHOOL: Beaufort Elementary****Narrative**

- Mission Statement:

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

- Belief Statements:

The staff of Beaufort Elementary School spent a morning together in August, discussing our core beliefs. We used these beliefs to develop our school vision and mission statement. The following belief statements provided the basis for our approach to education this year:

- Our school requires a cohesive, compassionate staff with a positive attitude that always puts children first.
- Everyone has different strengths and weaknesses.
- Everyone has something important to contribute.
- Teachers in our school must have a passion for teaching.
- Team work is a cornerstone of life.
- Students need to feel loved.
- Children must enjoy school and want to be here.
- Schools must be accountable for what they are teaching, what students are learning, and what they do when the students don't learn.
- Learning must be fun and lifelong.
- Staff must foster a safe, positive, and friendly environment.
- Learning must be relevant to the students' lives.
- Children are the Future.

- School Demographics:

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On any given day Beaufort Elementary has slightly over 500 students. We serve grades Pre-Kindergarten through fifth. Approximately 56% of our students come from families that are economically disadvantaged. Over 30% of our students are from various minority groups. The largest group of our minority children is black. Many of our children are from single parent homes, or they are being raised by relatives.

○ Community and Parent Demographics and Involvement

The students at BES are residents of a rural community. The 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 also draws students from several smaller outlying communities within Beaufort's 28516 zip code. 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, Foster Grandparents, and the Beaufort Historical Association

○ Brief Analysis of Successes

At Beaufort Elementary we experience numerous successes every day. Some sample successes that our staff is proud of include:

Kindergarten successes:

- Utilizing reading and math tutor
- Using reading coaches in our small group reading has made a big difference in student growth
- Helping many students with socialization skills
- Developing and utilizing a spreadsheet to monitor and document student progress in reading, writing and math

1st Grade Successes:

- Completed universal probes Fall and Winter

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- Data from probes distributed to all teachers in first grade with comparisons to state norms
- Data from probes shared with parents in conferences
- Increased parent contact with at risk students
- Utilizing tutors
- Vertical alignment of curriculum
- Common planning with support personnel

- Utilizing Success Maker computer program
- Math activity groups
- Literacy centers

2nd Grade Successes:

- Universal probes administered to all second graders
- Data from probes distributed to all second grade teachers on spread sheet with comparisons to state norms
- Utilization of tutor to meet individual needs of students (math and reading)
- Collaborative instruction
- Vertical Alignment

3rd Grade Successes:

- Math Workshops
- Literacy Circles
- Small Group Instruction
- Math Tutor
- Read 180
- SuccessMaker
- ClassScape - used to assess Math objectives as they are taught
- Vertical Alignment

4th Grade Successes

- Selected students have been given a READ 180 instructional program to enhance reading skills. Progress thus far has been good.
- Writing Buddies with 7th grade partners from BMS
- Completion of Writing Moodles

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- Increased Lexile scores
- Vertical Alignment
- Collaboration among 4 grade team is effective

5th Grade Successes:

- Math tutor
- Integrating Technology into the Math, Science and Social Studies
- Read 180
- SuccessMaker
- Increased Lexile scores
- SRI as an assessment tool
- ClassScape
- Vertical Alignment
- Alignment of Accelerated Reader with Lexile score

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DATA

NOTE: Use the ENTER key to expand the cell vertically-- to insert additional rows, right-click in a cell in the location where the rows are to be added and choose insert/insert row.

	2007-2008 (Baseline)	2008-2009	2009-2010	2010-2011
STUDENT DATA				
Enrollment of School		497		
Each Grade (Please list)		PK—15 K—69 1 st —61 2 nd —78 3 rd —93 4 th —105 5 th --76		
Male		240		
Female		257		
Ethnic		151		
Attendance Rate				
Proficiency Academic Scores (EOG or EOC) List all subjects, Writing, Computer, and Competency (if it	Reading EOG—57.1% Math EOG—69.6% NA			

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applies)				
Percentage of students meeting expected or high growth by subject area	NA	NA		
AP Scores (Please list)	NA	NA		
Identification of Subgroups (Please list: ESL, ED, SPED, Minority Groups)	1.All students 2.Black 3.White 4.Economically Disadvantaged			
Identification of Special Needs by Categories (Use December 1 Headcount info)	Au SI LD OH BED DD	Au SI LD IDMI OH IDMO ED MU DD		
Male	40	52		
Female	19	19		
Ethnic Groups	25	26		
	2007-2008 (Baseline)	2008-2009	2009-2010	2010-2011
Identification of Academically Gifted				
	29	30		
Male	15	16		

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Female	14	14		
Ethnic Groups		1		
Suspension /Discipline Data	114 days of OSS for the entire school year	13 days of OSS for the entire school year		
CERTIFIED DATA	49	49		
Bachelors	36	35		
Masters	13	14		
Doctorate				
Highly Qualified	48	49		
National Board Certified	3	4		

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Male	2	4		
Female	46	45		
Ethnic	3	2		
Attendance Rate				
	2007-2008 (Baseline)	2008-2009	2009-2010	2010-2011
CLASSIFIED DATA				
Male	3	3		
Female	24	26		
Ethnic	10	10		
Attendance				
CURRICULUM DATA				
Assessment Tools Used	Star Reading and Math, Running Record, Study Island	SRI, ClassScape, Basic Skill Builders, Star Reading and Math, Running Records		
Remediation Strategies	Reading Labs, Tutoring	READ180, Reading Lab, Tutoring		

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# of students in Honors Courses	NA	NA	NA	NA
# of students in AP Courses	NA	NA	NA	NA
# of students in Online Courses	NA	NA	NA	NA
# of students in Dual Enrollment Courses	NA	NA	NA	NA
<u>OTHER</u>				
<u>Teacher Working Conditions Survey</u>				
Top five priorities	The staff saw the need for an atmosphere of trust and mutual respect.	The staff wants additional time for planning, etc. during the school day.		
	The staff did not feel that the school leadership consistently supported teachers.	The staff feels that now there is an atmosphere of mutual trust and respect between administration and staff. They want this to be an on-going priority.		
	Teachers felt they did not have adequate input in decision making in choosing items to	Teachers feel they now have input into decision making, choosing items to purchase, and		

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	purchase, using the school budget, planning teaching techniques, grading and student assessment, and establishing and implementing policies.	budgeting. They want this to be on-going.		
	Time management.	Teachers want input into scheduling, etc.		
	Duties that interfere with instructional time.	Continue to decrease duties that interfere with instructional time.		
	2007-2008 (Baseline)	2008-2009	2009-2010	2010-2011
SAT Scores	NA	NA	NA	NA
Percentage going to 4 year college/university	NA	NA		
Percentage going to community college	NA	NA		
4 Year Graduation Rate	NA	NA		
Drop Out Rate	NA	NA		

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Change in Drop Out Rate	NA	NA		
Top 3 reasons for Dropping Out	NA	NA		
Percentage meeting Exit Standards by Subject	NA	NA		
Other survey Data	NA	NA		

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Goals Established by the State Board of Education-(Schools will choose 2-4 of these as an area of focus based on the data.)

Globally Competitive Students

- Rigorous and relevant curriculum
- Assessments that inform instruction and evaluate knowledge
- Course of study designed for global competitiveness
- Technology to access and demonstrate new knowledge and skills
- Opportunity to graduate with Associate’s Degree or college transfer credit

21st Century Professionals

- 21st century skills, content, context, tools, and technology
- 21st Century Assessment system to measure knowledge skills, and performance
- Preparation in the interconnectedness of the world, including language study
- Ongoing high quality professional development
- Using data to inform decisions

Healthy, Responsible Students

- Inviting, respectful, supportive, inclusive, and flexible learning environment
- Positive nurturing relationships with caring adults
- Healthy, active lifestyle and responsible choices
- Strong student character, personal responsibility, and community/world involvement
- Culture of learning that empowers and prepares life-long learners

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Leadership Innovation

- Collaborative national and international partners
- Culture that embraces change and promotes dynamic continuous improvement
- Educators make decisions in collaboration with parents, students, businesses and nonprofits
- Public school professionals collaborate with higher education

21st Century Systems

- Financial planning and budgeting focused on resources attainment and maximizing student achievement
- Capacity for 21st Century learning, technology and learning tools available
- Procedures to support and sanction schools not meeting standards

Globally Competitive Students

- Rigorous and relevant curriculum
- Assessments that inform instruction and evaluate knowledge
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- Technology to access and demonstrate new knowledge and skills
- Opportunity to graduate with Associate's Degree or college transfer credit

(Narrative of data that supports the need for improvement)

This year Beaufort Elementary began administering universal probes in grades 1 and 2. This provided information to teachers that was invaluable in planning for interventions. Now we feel the need for this normed information in all grades in order to provide adequate interventions for all students based on state norms at specific times of the year. This information will guide our progress monitoring, our specific interventions, and our work toward becoming a true Professional Learning Community. A part of this will involve training upper level teachers in RTI.

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Strategy #	Professional Development Required	Date to be Completed	Technology needed	Persons Responsible	Ways it will be evaluated for success	Resources that must be budgeted
Rigorous and relevant curriculum	Local staff development opportunities, state seminars, yearly CEU's, staff development inservices	2011	Computers; projection systems; smart boards in classrooms	Teachers, support staff, administration, central services personnel	Lexile levels, SRI, SuccessMaker, AR, Classcape, Read 180, Reading Counts, QA's Universal probes, Running records	Staff development money

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21st Century Professionals (Must include a strategy for providing a duty free lunch for certified employees.)

- 21st Century skills, content, context, tools, and technology
- 21st Century Assessment system to measure knowledge skills, and performance
- Preparation in the interconnectedness of the world, including language study
- Ongoing high quality professional development
- Using data to inform decisions

(Narrative of data that supports the need for improvement)

Our school is already in the process of improving our skills at measuring knowledge and student learning. As explained above, we trained our primary teachers this year to administer universal probes that have state norms three times per year. This was so helpful that we want to expand this skill schoolwide. We also trained teachers in the elementary level to use SRI and ClassScape assessments for their children. We now hope to move these assessments down into the second grade. Teachers feel that on-going staff development is needed to further improve their skills with all of this assessment. They want and need to learn more about administration and about using the data we are generating.

Strategy #	Professional Development Required	Date to be Completed	Technology needed	Persons Responsible	Ways it will be evaluated for success	Resources that must be budgeted
21 st Century Assessment system to measure knowledge, skills, and performance	On-going RTI training On-going progress monitoring training	2011	Computers, web-based assessment program	Classroom teachers, Reading teachers, EC Teachers, Administration	Improved student performance and growth as indicated by Universal Probes and Research based assessments	Substitutes, Funding for assessments, Research based assessments,

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						Universal screening materials
All certified staff will have a duty free lunch each day.	No professional development is required.	On-going	No technology is needed.	Teaching assistants, Specials teachers,	Survey	Teaching assistants and adequate time for specials teachers.

Healthy, Responsible Students (Must include a strategy to meet the minimum requirements for active students)

- Inviting, respectful, supportive, inclusive, and flexible learning environment
- Positive nurturing relationships with caring adults
- Healthy, active lifestyle and responsible choices
- Strong student character, personal responsibility, and community/world involvement
- Culture of learning that empowers and prepares life-long learners

(Narrative of data that supports the need for improvement)

This year we began to implement PBS in our school. We have taken some strong steps in developing our matrix for appropriate behavior in various settings. We do have a long way to go before PBS is fully implemented in our school. The same is true for PLC and RTI. Implementing these three programs school wide will help with the development of the learning environment we know we can build here at BES. We are very proud of the strides we have made thus far and we plan to continue our progress with these initiatives.

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Strategy #	Professional Development Required	Date to be Completed	Technology needed	Persons Responsible	Ways it will be evaluate for success	Resources that must be budgeted
Inviting, respectful, supportive, inclusive, and flexible learning environment using PLC, PBS and Rtl model.	Professional Learning Communities, Positive Behavior Support and Response to Instruction	2011	Administration, Train the Trainer Model, ITF to help with assessment and software. Webcasts and podcasts.	Administration, professional trainers to train the trainer, teachers and BES staff. Parent and student involvement	Survey, observations, assessments	Updated universal screening. Office 2007 to view and use Probe spreadsheet

Leadership Innovation

- Collaborative national and international partners
- Culture that embraces change and promotes dynamic continuous improvement
- Educators make decisions in collaboration with parents, students, businesses and nonprofits
- Public school professionals collaborate with higher education

(Narrative of data that supports the need for improvement)

Our school began several new initiatives this year. One example was the READ 180 program. In the beginning, the teachers did not have adequate input into the selection of the program due to change in administration. The program has turned out to be very successful, but it could have been even more so if additional steps had been involved in getting all stakeholders on board first. Later in the year we began to explore a new reading program for K-3. This time our approach was much more methodical. We researched the program and sent one teacher out to visit and video tape at a school that was implementing it. She came back "on fire" and we then planned a faculty meeting for her to share her data with the staff. At that point we voted to send a team of ten to visit another school that was using the program. The team observed in classes, talked with reading coaches and teachers and then came back to present their data at grade level meetings. Our final step was to vote for the program. 100% of our staff voted to implement the new program for

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our school! This is the strategy we hope to use more often in our decision making.

Strategy #	Professional Development Required	Date to be Completed	Technology needed	Persons Responsible	Ways it will be evaluate for success	Resources that must be budgeted
<p>Culture that embraces change and promotes dynamic continuous improvement.</p>	<p>Team building activities</p> <p>Stakeholder involvement in developing new teaching tools and strategies</p> <p>Training specific to the particular innovation</p>	<p>On-going</p>	<p>Computers</p>	<p>Administration and staff</p>	<p>Surveys</p> <p>Staff "pink notes"</p> <p>Student progress</p>	<p>Staff development money</p>

21st Century Systems (Select one)

- Financial planning and budgeting focused on resources attainment and maximizing student achievement
- Capacity for 21st Century learning, technology and learning tools available
- Procedures to support and sanction schools not meeting standards

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(Narrative of data that supports the need for improvement)

In our world the use of technology has become common place. It is essential that schools keep up with new developments in technology. The classroom of the 21st century has been described as needing “airliners”, document cameras, digital projectors, and other items as they are developed. In our school, we have purchased the digital projectors and a few document cameras. Some of our teachers have “airliners”. We had hoped to purchase document cameras for our other classrooms this year using textbook money; however, due to a state reversion we were unable to do that. We will continue to work on equipping our classrooms and training our teachers as funds become available.

Strategy #	Professional Development Required	Date to be Completed	Technology needed	Persons Responsible	Ways it will be evaluate for success	Resources that must be budgeted
Capacity for 21 Century learning, technology and learning tools available	Need as new materials / technology arrive	2011	Airliners, current projectors ELMO's, software,	Technology Committee	Evaluate student learning Survey	This is an expensive area and will require on-going resources

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Waivers

Law, regulation, or policy from which an exemption is requested	Description	How waiver will be used	How the waiver will promote increased achievement
G.S. 115C-301. This requirement limits class size and the number of students contacted per day restrictions	Class Size	To accommodate student population expansion during the school year and within 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 instructional supply 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 have 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	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.

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Insert

Title One Plan (Elementary Title One Schools)

School Discipline Plan

Safety Plan

VOTE

_____ % of eligible school staff voted to approve this plan on _____.

Signature of Principal _____