



# Beaufort Middle School



## School Improvement Plan 2010-2012

*Every student, every day, excellence in every way.*

### **Mission Statement Here**

*The mission of Beaufort Middle School is to collaboratively promote high standards in a safe environment through high expectations and shared accountability.*

<b>LEA or Charter Name/Number:</b>	Carteret County Public Schools - 160	
<b>School Name/Number:</b>	Beaufort Middle School 310	
<b>School Address:</b>	100 Carraway Drive, Beaufort, NC 28516	
<b>Plan Year(s):</b>	2010-2012	
<b>Date prepared:</b>	October 6, 2010	
<b>Principal Signature:</b>		<b>Date:</b>
<b>Local Board Approval Signature:</b>		<b>Date:</b>

### **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."*

<b>Committee Position</b>	<b>Name</b>
Principal	Becky Misner
Assistant Principal Representative	
Teacher Representative	Jamison Ipock (Science/Lead Teacher)
Guidance Counselor	Carol Tabor
Teacher Assistant Representative	Charlotte Midgett (certified)
Teacher Representative	Dorrie Nicholson (Parent Advisory Chair)
Parent Representative	Parent Representative

### **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 Middle School earned the title "School of Distinction" in 2010. We also met 17 of 17 AYP goals and were considered to be a school of high growth. There was a considerable decline from 2008-09 to 09-10 in ISS and OSS visits by students.

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

Our End Of Grade data showed that we had significant achievement gaps between non-ED students and ED students. There was also a gap between black and white students.

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



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**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:**

Our current EOG, AYP data showed that on the EOG math test

- Black students scored 75% proficient while the
- ED students scored 77.5% proficient.
- White students scored 88.7%

EOG Reading test

- Black students scored 59.6% proficient while the
- EDS students scored 70% proficient.
- White students scored 84.7%

### *Priority Goal 1 and Associated Strategies*

**Area for improvement and supporting data:**

Current data shows that students, in all grade levels, are not showing sufficient growth on EOG assessments.

<b>School Goal 1:</b>	<b>All grade levels will show growth on EOG assessments.</b>
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<b>Supports this district goal:</b>	Schools will produce globally competitive students.
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<b>Target:</b>	All grade levels will show growth on EOG assessments.
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<b>Indicator:</b>	7th grade math showed -.019 growth and reading showed -.013 growth in 2009-10.
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<b>Milestone date:</b>	6/9/2011
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#### **Goal 1 Improvement Strategies**

**Strategy 1:**

Align pacing guides with the NCSCOS and monitor implementation.

**Action steps:**

1. Meet as a faculty, quarterly, to review pacing guide implementation using SCOS check sheet

**Strategy 2:**

Strategy: Integrate, across all curriculum areas, reading and math SCOS objectives.

**Action steps:**

1. Meet monthly, as a staff, to discuss student difficulties in reading and math. At that time, strategies in all curricular areas will be discussed and a plan devised.
2. The above step will be a line item on the agenda.

**Strategy 3:**

Use quarterly assessments to monitor student progress and remediate.

**Action steps:**

1. Use SRI, Star Reading, and Accelerated Math, ClassScape, Study Island as quarterly assessments.
2. Each grade level will devise and implement remediation plan
3. Responsibility for administering assessment will be shared.

**Plan/Do**



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<b>Strategy</b>	<b>Strategy 4:</b> To conduct staff development to understand the assess data to help guide instruction.	<b>Action steps:</b>  1. Staff will attend staff development on assessments
	<b>Review frequency: Quarterly</b>	
	<b>Assigned Implementation Team:</b>	
	Eura Lawrence	
	Josie Boyette	
	Anita Hardesty	
Joan Thompson		
Pat Lankpoop		
<b>Check</b>	<b>We used the following data to determine if we have faithfully and consistently taken the action steps for each strategy:</b>	
	1. Current scores from QA's compared to previous QA's should show student improvement in math and reading.	
	2. Team minutes will reflect review dialog on success of strategies.	
	3. Quarterly assessment of progress of covering SCOS goals utilizing the pacing guides and check sheets.	
	<b>We used the following data to determine whether the strategies helped to achieve the goal:</b>	
<b>Act</b>	<b>After implementing the strategies, the data revealed the following results:</b>	
	<b>Based upon identified results, the following modifications (if any) to the strategies are necessary for success:</b>	



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<b>Priority Goal 2 and Associated Strategies</b>		
Plan/Do	<b>Area for improvement and supporting data:</b>	
	There is a significant gap between the achievement of our E.D. students and non-E.D. students. 6th grade- 22% discrepancy in math and a 17% discrepancy in reading. 7th grade- 14% discrepancy in math and 19% discrepancy in reading. 8th- 15% discrepancy in math, a 29% discrepancy in reading and 30% discrepancy in science.	
	<b>School Goal 2:</b>	<b>Narrow the gap between the E.D. students and non-E.D. students.</b>
	<b>Supports this district goal:</b>	<i>Schools will produce globally competitive students.</i>
	<b>Target:</b>	The gap between the E.D. students and non-E.D. students in reading and math will not exceed 10% by target date.
	<b>Indicator:</b>	E.O.G.
	<b>Milestone date:</b>	6/9/2011
	<b>Goal 2 Improvement Strategies</b>	
	<b>Strategy 1:</b> Identify and teach mastery of essential math, reading, social studies, and science vocabulary.	<b>Action steps:</b> 1. ELA., math, social studies, and science teachers will share essential vocabulary with all faculty members to be used all curricular areas.  2. Use ClassScape assessments in the 3 tested core subjects as a tool for identifying and reteaching essential vocabulary.
	<b>Strategy 2:</b> Share with parents of E.D. students strategies for helping their children be more successful.	<b>Action steps:</b> 1. School-wide student-led conferences addressing EVAAS data, current testing data, and overall academic progress. 2. Utilize DPI's modules F.A.C.E. for professional development
	<b>Strategy 3:</b> Understand and plan differentiated instruction to meet the needs of E.D students.	<b>Action steps:</b>  1. Attend staff development on working with E.D. students and reflect on current teaching practices. Implement, at least, 2 strategies on-going and share monthly, with team, on how student performance was affected. Be able to share best practices with staff during the year at faculty meetings.
	<b>Strategy 4:</b> Identify and support students in crisis situations	<b>Action steps:</b> 1. Community resources 2. Office will notify teachers of child and situation. 3. Drop box for students concerns



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	<b>Review frequency:</b>	Quarterly
	<b>Assigned Implementation Team:</b>	
	Eura Lawrence	
	Josie Boyette	
	Anita Hardesty	
	Joan Thompson	
		Pat Lankpoop
<b>Check</b>	<b>We used the following data to determine if we have faithfully and consistently taken the action steps for each strategy:</b>	
	EOG scores, Quarterly Assessments, team meeting minutes, parent attendance log, faculty meeting minutes, shared best practices	
<b>Act</b>	<b>We used the following data to determine whether the strategies helped to achieve the goal:</b>	
	The gap between E.D. students and no-E.D. students will narrow by, at least, 10%.	
<b>Act</b>	<b>After implementing the strategies, the data revealed the following results:</b>	
<b>Act</b>	<b>Based upon identified results, the following modifications (if any) to the strategies are necessary for success:</b>	



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<b>Priority Goal 3 and Associated Strategies</b>		
Plan/Do	<b>Area for improvement and supporting data:</b>	
	E.O.G. test scores show a significant gap in achievement between black and white students. 6th grade- math 28.8% difference, reading 20.9% difference, 7th grade READING ONLY 18.7% difference, 8th grade-math 9.6% difference and 10.9% difference in reading, and science 20.3% difference.	
	<b>School Goal 3:</b>	<b>Narrow the gap between black and white students in reading, math, and science.</b>
	<b>Supports this district goal:</b>	
	<b>Schools will produce globally competitive students.</b>	
	<b>Target:</b>	The achievement gap between black and white students will be reduced to, no more than, a 10% difference.
	<b>Indicator:</b>	E.O.G.
	<b>Milestone date:</b>	6/9/2011
	<b>Goal 3 Improvement Strategies</b>	
	<b>Strategy 1:</b> Target low-performing black students and pair them with a staff member to monitor progress.	<b>Action steps:</b>  1. Staff members will meet with target students on a regular basis depending on the needs of the student.
	<b>Strategy 2:</b> Learn and implement best practices for reaching low-performing black students.	<b>Action steps:</b>  1. Staff development that will address ways and strategies for working with low-performing black students using the F.A.C.E. modules.
	<b>Strategy 3:</b> Share with parents of low-performing black students strategies for helping their students be more successful.	<b>Action steps:</b>  1. Student-led conferencing through Social Studies classes 1 time per quarter.
	<b>Strategy 4:</b> Expose students to successful African American school and community leaders.	<b>Action steps:</b>  1. Celebrate student using a wide variety successes 2. Invite successful African American community leaders
	<b>Review frequency:</b>	
	Quarterly	
<b>Assigned Implementation Team:</b>		
Eura Lawrence		
Josie Boyette		



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	Anita Hardesty
	Joan Thompson
	Pat Lankpoop
<b>Check</b>	<b>We used the following data to determine whether the strategies helped to achieve the goal:</b>
	E.O.G. scores, Q.A.'s, parent attendance log, shared best practices, team meeting minutes
	<b>We used the following data to determine whether the strategies helped to achieve the goal:</b>
<b>Act</b>	<b>After implementing the strategies, the data revealed the following results:</b>
	<b>Based upon identified results, the following modifications (if any) to the strategies are necessary for success:</b>