

School Improvement Plan
2005-2008
SY 2005-2006
SY 2006-2007
SY 2007-2008

Beaufort Middle School
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Greg Guthrie
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2004-2005

School Improvement Team Members:

Team Member	Represents
Greg Guthrie	School Principal
Allison Ballou	Assistant Principal
Fran Arrington	Classroom Teacher Grade: 6
Jamison Ipock	Classroom Teacher Grade: 7
Susan Barnhardt	Classroom Teacher Grade: 8
Kristy Malloy	Classroom Teacher Grade: 7
Geraline Castle	Certified Support Staff Media/AIG/Counselor
Joan Thompson	Exploratory Teacher
Penny diMaio	EC Teacher
Anita Willis	Teacher Assistant
Nancy Neill	Parent
Kelle Neill	Student
Janet McLendon	Central Office

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- Closing the Achievement Gap Plan Index
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Appendix B: Statement of Staff Voting Results

Part 1: Profile

A. Executive Summary

Introduction:

In this section of the Beaufort Middle School Improvement Plan, we will outline and share data about student performance, student and community demographics, school characteristics, and the stakeholders' perspectives on quality education. The major data that substantiates the findings can be found at the end of the written profile.

1. Student Performance Data

The student data collected reflects data in a span of two to five years and is summarized with graphs to show areas of weakness and strength.

State Measures:

Statewide assessment measures were initiated during the 1993-94 academic school year. All students were expected to show growth in each grade level. Beaufort Middle School houses grades six, seven, and eight. You will find that although growth is evident, it has not been enough. Growth has not been consistent year by year. The state expectation is that all students meet standards that reflect performance of at least Achievement Level III and show growth that denotes grade level performance.

District Measures:

District-wide assessment of student performance and achievement at the middle school level is conducted each spring to evaluate math, reading and writing skills. Computer skills are assessed in both the fall and the spring semester. Scores show general trends of improvement. The disaggregation of scores shows that our minority students, both male and female, demonstrate a greater rate of growth than the state average in both reading and math. However, the proficiency percentages of this group still lag behind that of the white student population in both reading and math. Students with disabilities show substantially lower performance than the white sub-group. Overall, you will see that our students are not performing in a consistent manner. There is still much work to be done. The staff has assessed that motivation is one factor influencing our scores. We also know that teaching strategies to target different learning styles is important for our student progress. We are aware of the need to strengthen parental involvement in order to meet the individual needs of every child.

School Performance – Based Measures:

The performance-based assessment at Beaufort Middle includes Reading (ELA) and Math for sixth, seventh and eighth grade, Computer Skills for eighth grade, and Writing Skills for seventh grade. Some of our students identified as Exceptional Children require testing modifications and accommodations according to their IEPs and are afforded several testing options. All Exceptional Children participate in the testing program

Teachers use writing rubrics as well as pacing guides for math and language arts. The teachers adhere to the state adopted standard course of study for each curriculum area. Comparison of data in graph form shows that much improvement has been made in Computer Skills. The data also shows inconsistent growth in math and reading on all grade levels.

2. Student and Community Demographic Data

The students attending Beaufort Middle School reside in North River, Merrimon, within the city limits of Beaufort, and along Highway 101. The percentage of residents with school-age children has continued to decrease over the past years as has the overall population growth of our area.

The racial composition of the community is predominantly white at a percentage of 77%. African-Americans constitute approximately 18% of the Beaufort Middle School population while Hispanics constitute less than 2%.

The town is a historic area dominated by retirees and the tourism trades. Members of our community rely on fishing and marine industries for income. The largest single employer in our community is the Carteret County School System. Carteret General Hospital is our second largest employer.

3. School Characteristics

Beaufort Middle School was built in 1979. The total enrollment at Beaufort Middle School is currently 261 students. The number of exceptional children is large, consisting of 41 students. This high percentage has been consistent with the percentages of students identified in our feeder schools. The number of free and reduced lunch students currently stands at 132 students. This number represents 51 % of our total student population.

4. Stakeholder Perspectives on the Quality of Education

Individual teams collected the following data from a wide variety of sources. The data is organized by the strategic aim addressed.

B. Report of Profile Data.

Section 1. High Student Performance and Achievement

- EOG Reading Proficiency
- AYP Reading Performance
- BMS School-wide Growth in Reading
- BMS School-wide Growth in Math
- BMS Math Proficiency
- AYP Math Proficiency
- BMS School-wide Proficiency

Section 2. Effective, Efficient, and Accountable Operations

- Use of Technology Facilitator
- Computer Lab Surveys

Section 3. Quality Teachers, Staff, and Administrators

- Percent Participation in Staff Development
- Levels of Teacher Education
- Percent of Instructional Time Lost
- Average Days Absent for BMS Faculty and Staff

Section 4. Effective Communication and Involvement Among Stakeholders

- Carteret County Schools Survey
 - Parent Responses
 - Student Responses
 - Teacher Responses
- Community Involvement Data Base

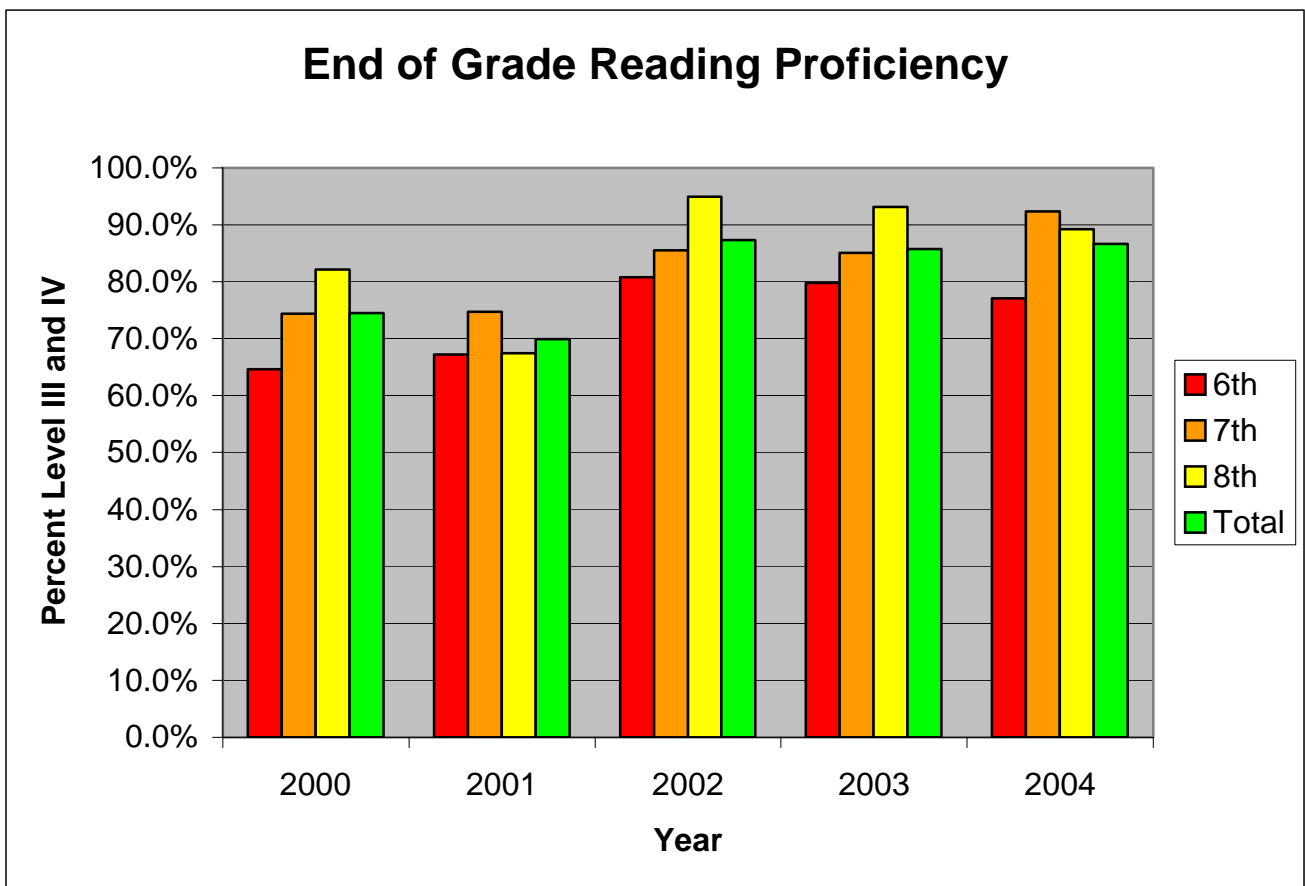
Section 5. Optimal Learning Environment

- BMS Class Size Average
- BMS Long Term School Suspension Report
- BMS Survey Response

Section 1. High Student Performance and Achievement

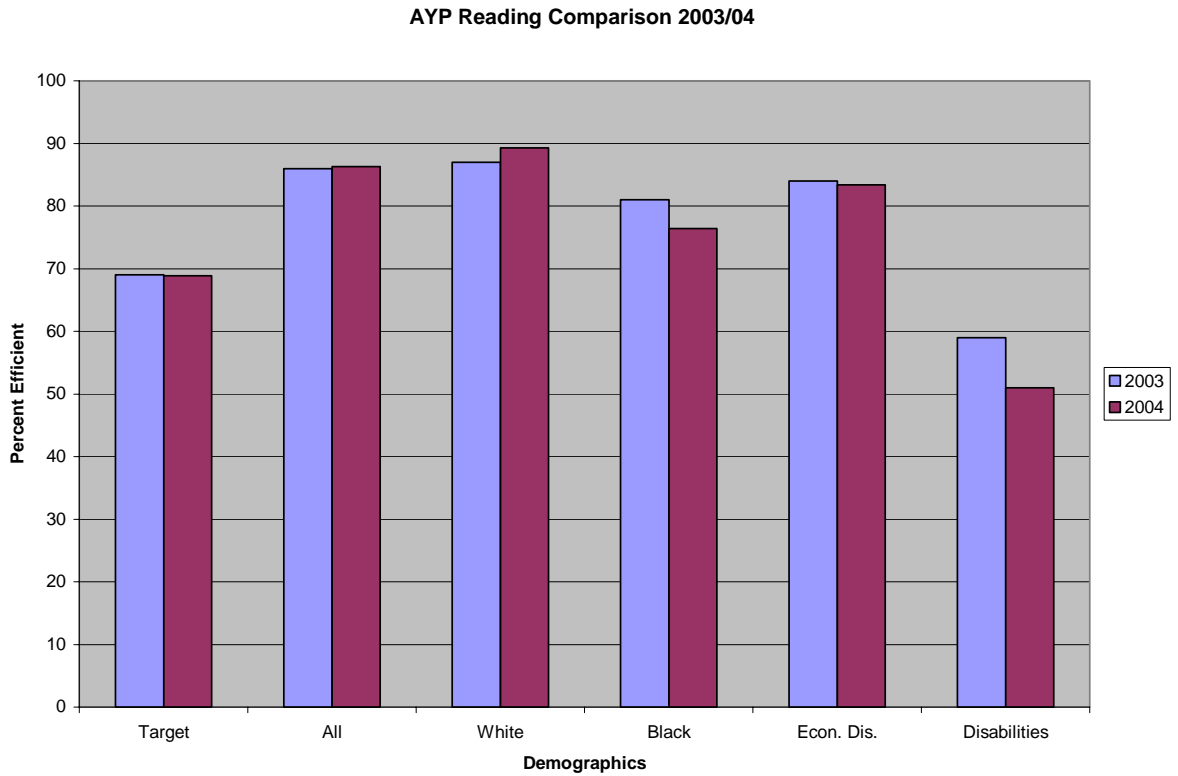
EOG READING PROFICIENCY

Reading				
	6th	7th	8th	Total
2000	64.6%	74.4%	82.1%	74.5%
2001	67.2%	74.7%	67.4%	69.9%
2002	80.8%	85.5%	94.9%	87.3%
2003	79.8%	85.1%	93.2%	85.7%
2004	77.1%	92.4%	89.2%	86.6%



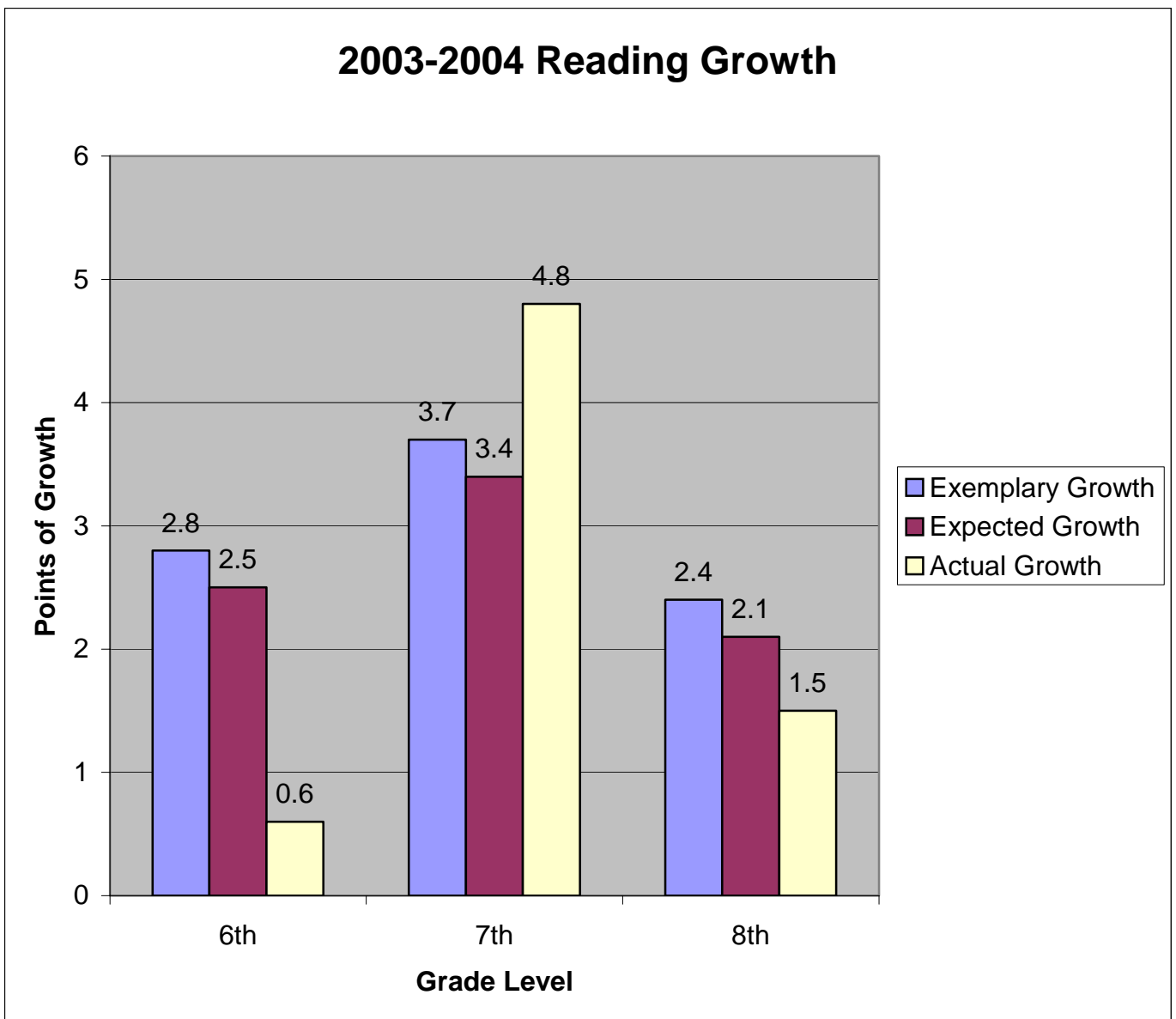
AYP READING PERFORMANCE
AYP READING PERFORMANCE

Reading						
	Target	All	White	Black	Econ. Dis.	Disabilities
2003	69.00%	86.00%	87.00%	81.00%	84.00%	59.00%
2004	68.90%	86.30%	89.30%	76.40%	83.40%	51.00%



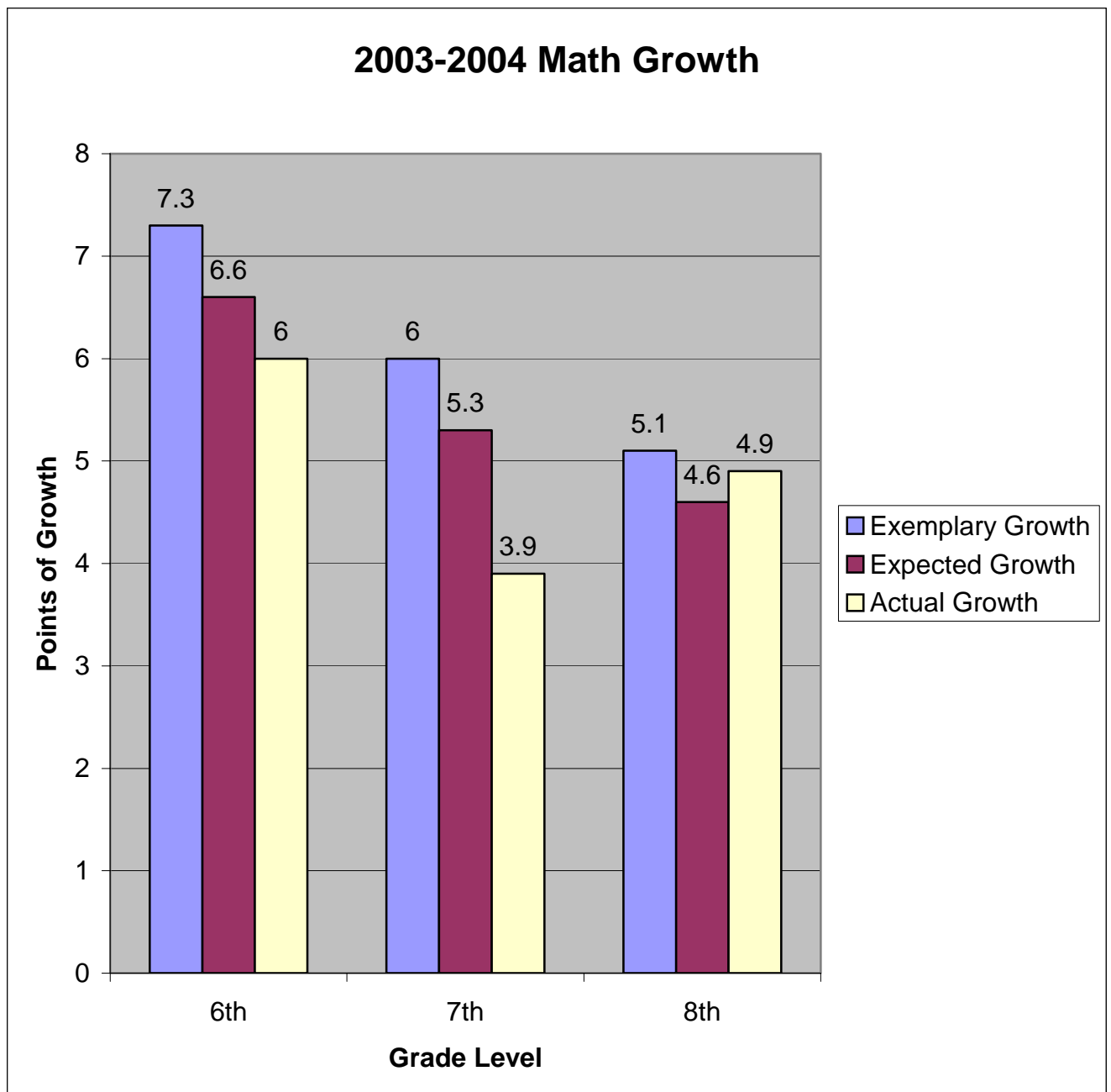
BMS SCHOOL-WIDE GROWTH IN READING

ABC's Accountability Report			
Beaufort Middle School			
School Year 2003-2004			
Reading			
	6th	7th	8th
Exemplary	2.8	3.7	2.4
Expected	2.5	3.4	2.1
Actual	0.6	4.8	1.5



BMS SCHOOL-WIDE GROWTH IN MATH

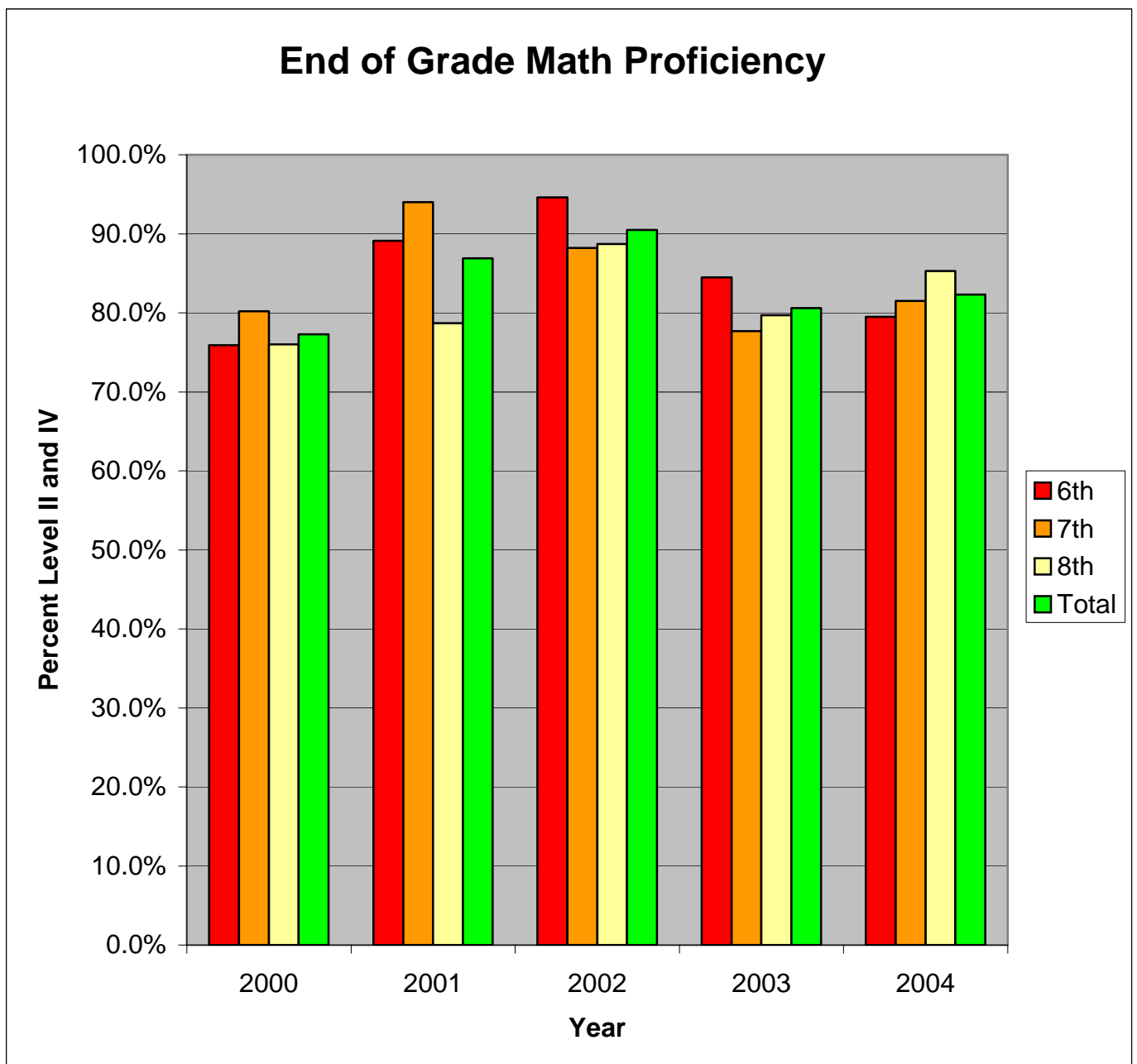
ABC's Accountability Report			
Beaufort Middle School			
School Year 2003-2004			
Math	6th	7th	8th
Exemplary	7.3	6	5.1
Expected	6.6	5.3	4.6
Actual	6	3.9	4.9



BMS MATH PROFICIENCY

Math

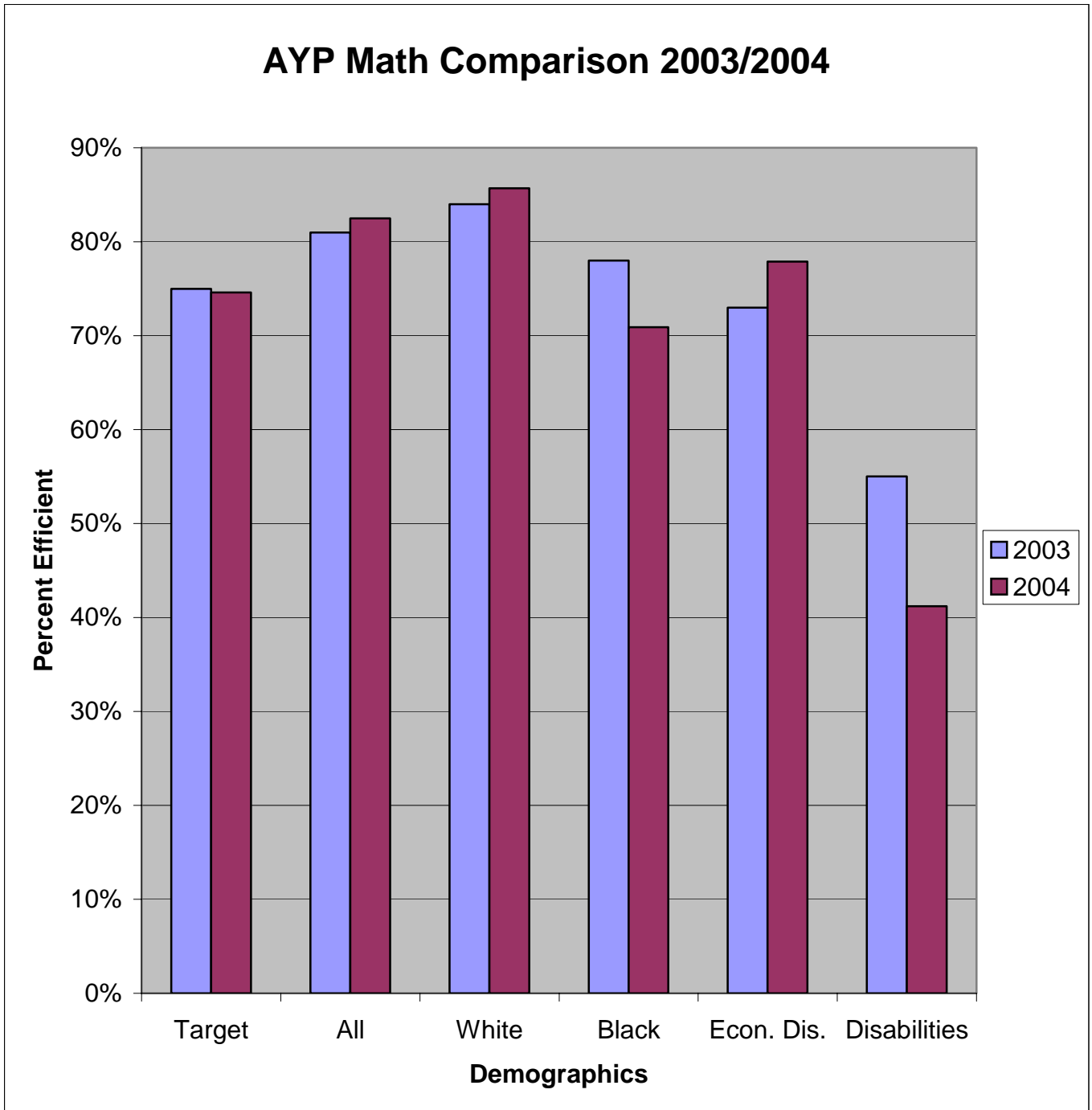
	6th	7th	8th	Total
2000	75.9%	80.2%	76.0%	77.3%
2001	89.1%	94.0%	78.7%	86.9%
2002	94.6%	88.2%	88.7%	90.5%
2003	84.5%	77.7%	79.7%	80.6%
2004	79.5%	81.5%	85.3%	82.3%



AYP MATH PROFICIENCY

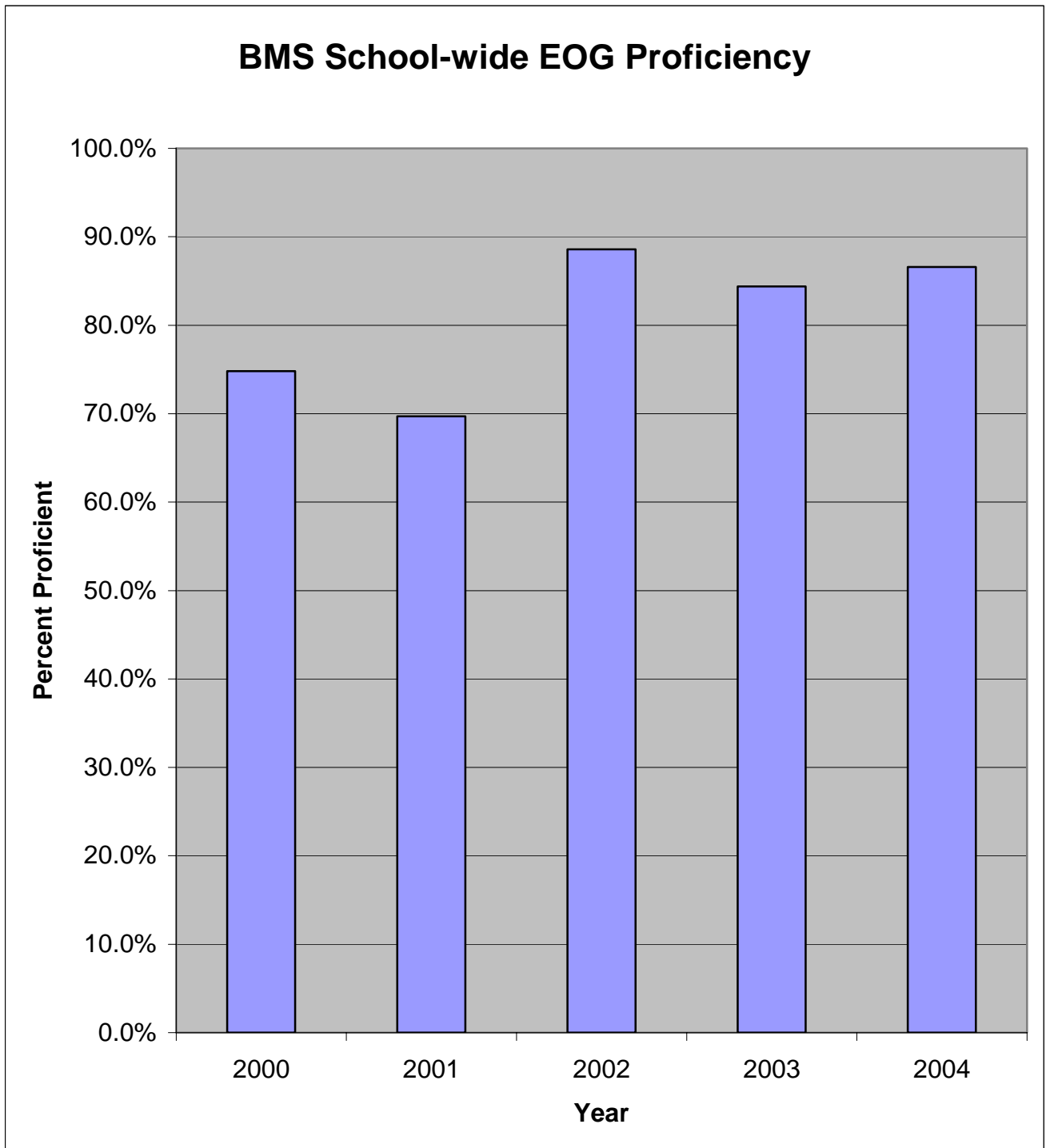
Math

	Target	All	White	Black	Econ. Dis.	Disabilities
2003	75.00%	81.00%	84.00%	78.00%	73.00%	55.00%
2004	74.60%	82.50%	85.70%	70.90%	77.90%	41.20%



BMS SCHOOL-WIDE PROFICIENCY

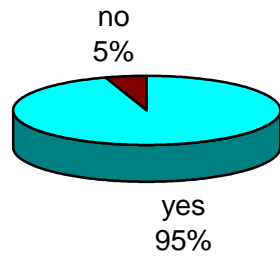
Year	Percent
2000	74.8%
2001	69.7%
2002	88.6%
2003	84.4%
2004	86.6%



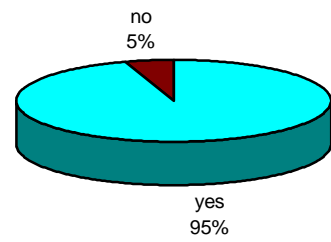
Section 2. Effective, Efficient, and Accountable Operations

USE OF TECHNOLOGY FACILITATOR

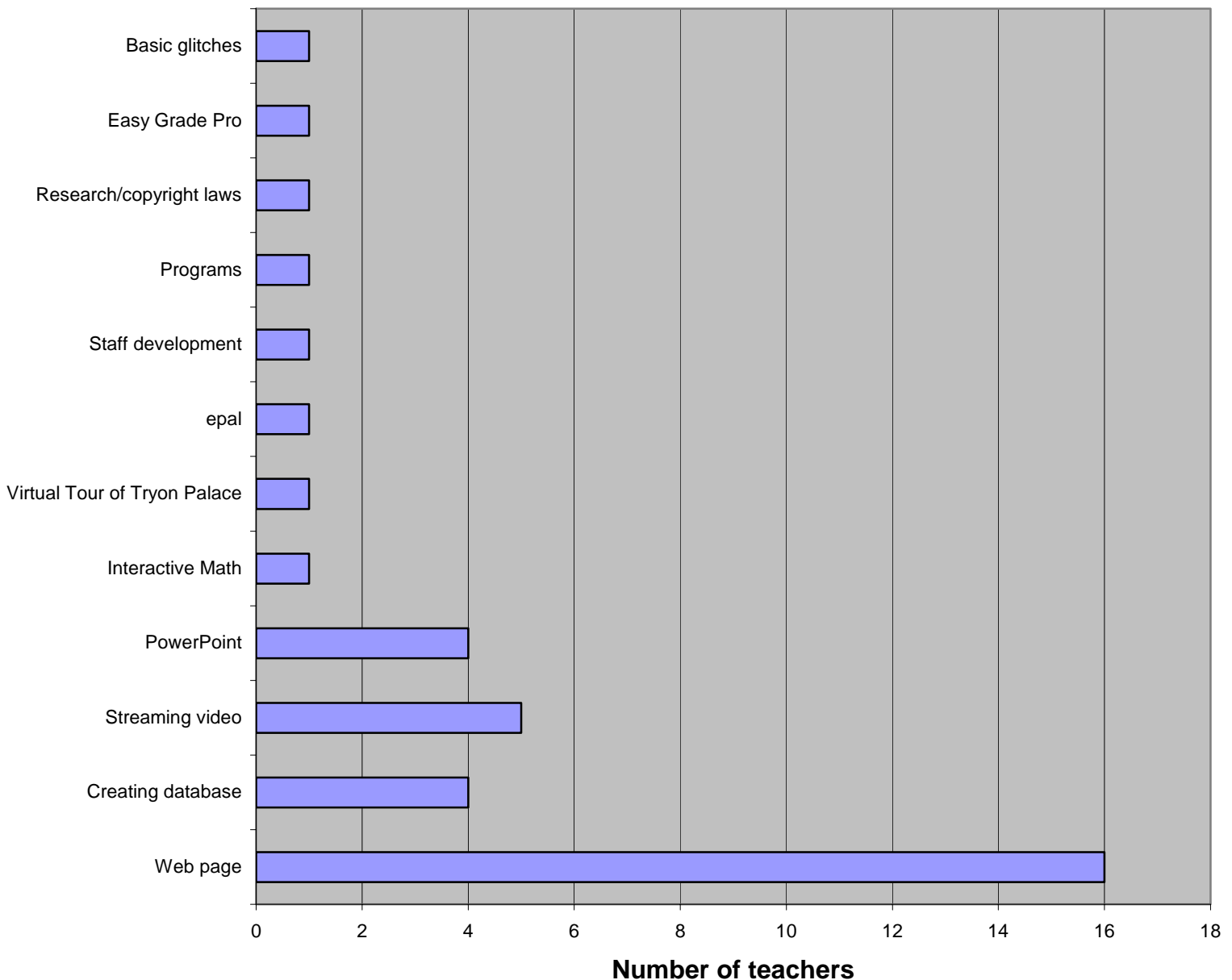
Percent of BMS teachers obtaining help from Janet McLendon



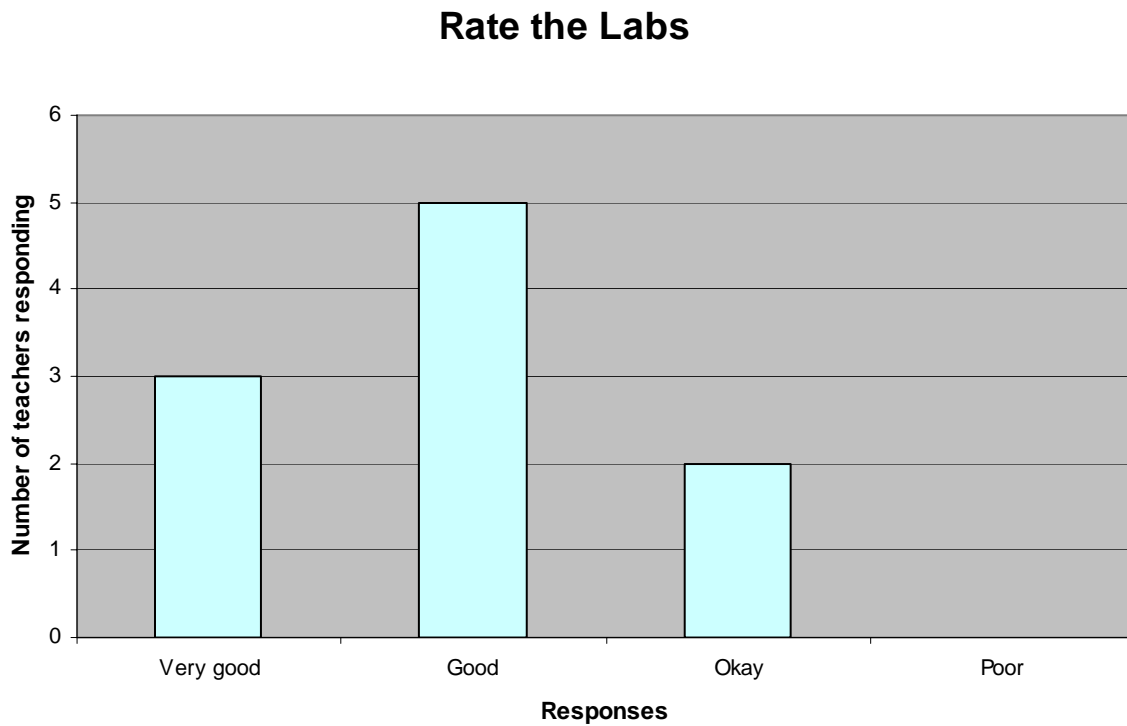
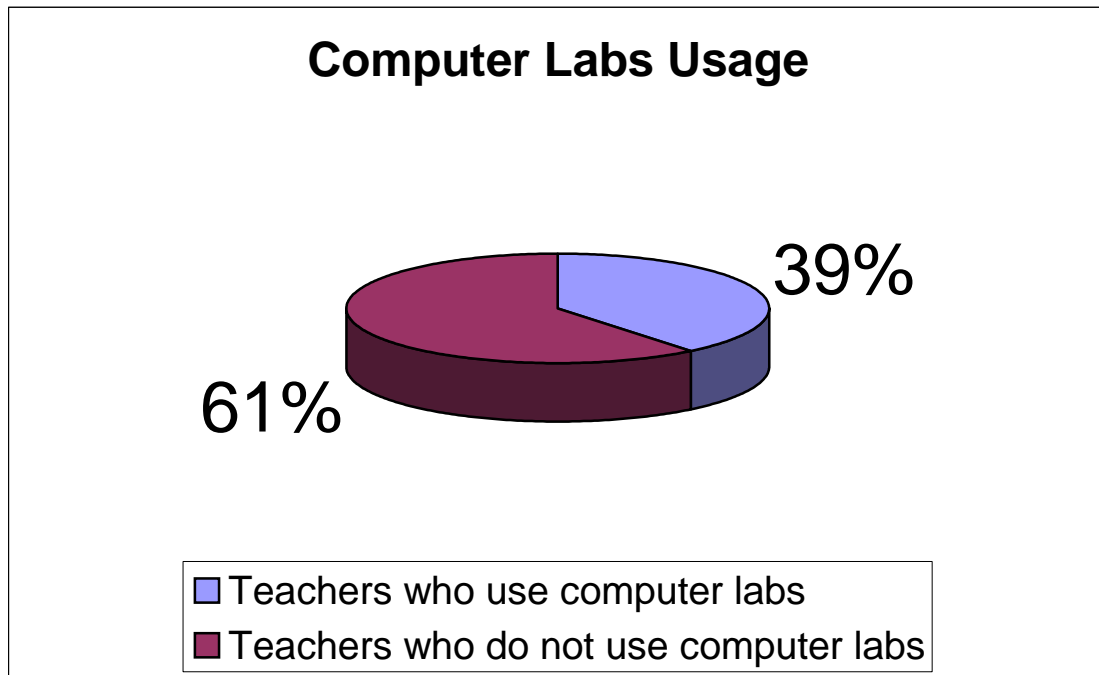
Percent of BMS teachers obtaining help from Janet McLendon



Types of Help from Mrs. McLendon



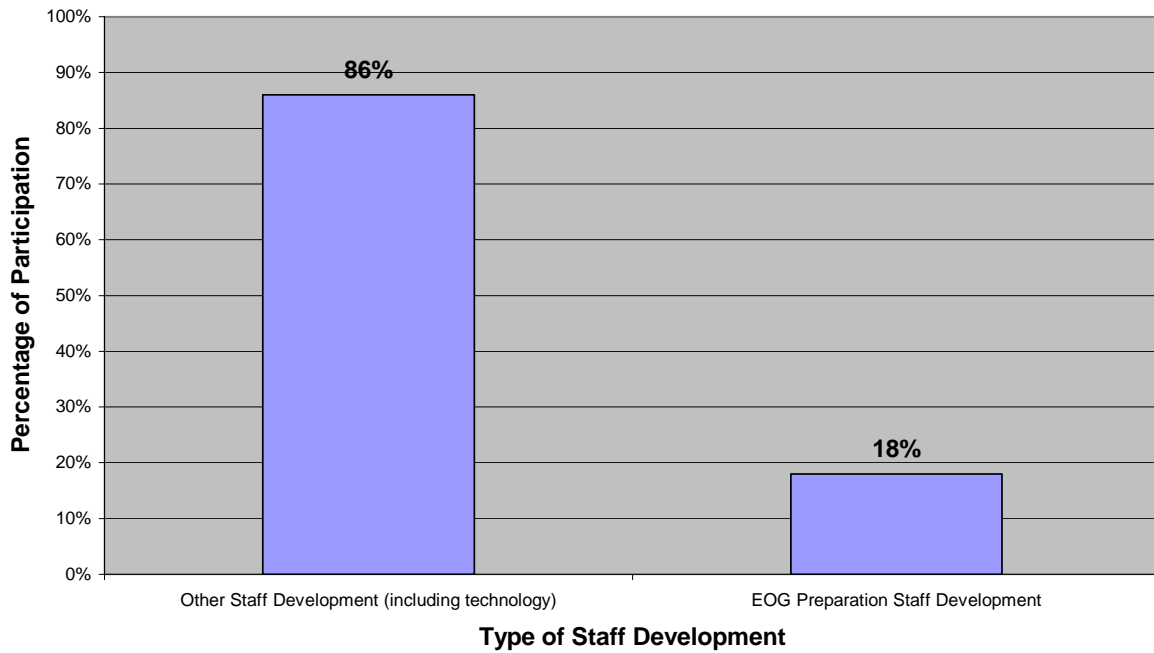
COMPUTER LAB SURVEYS



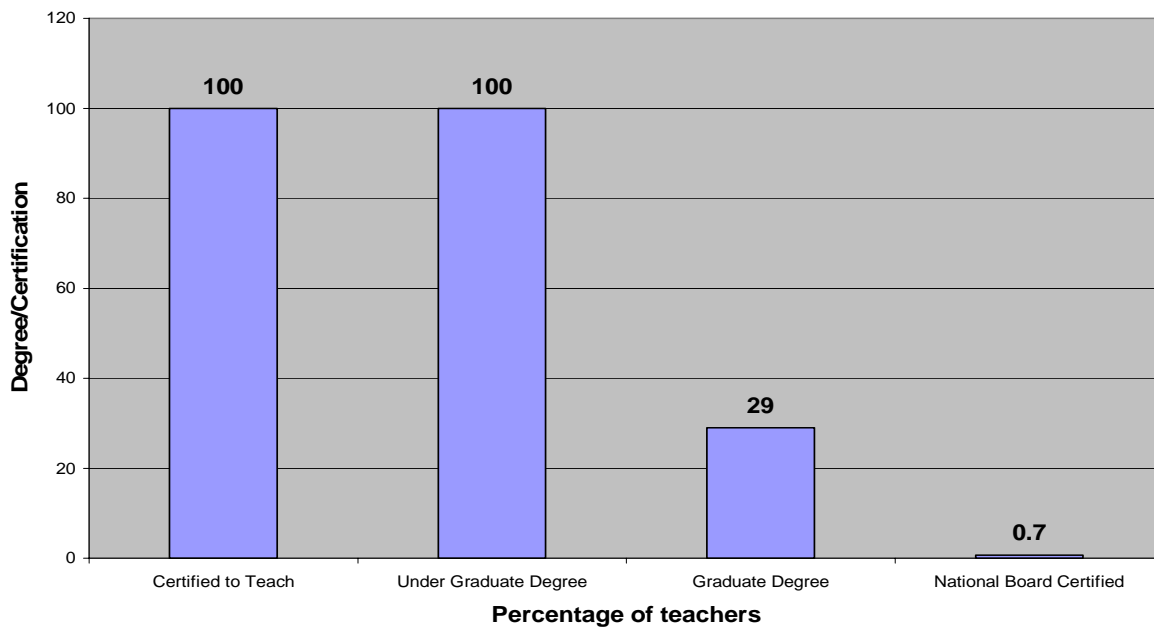
Section 3. Quality Teachers, Staff and Administrators

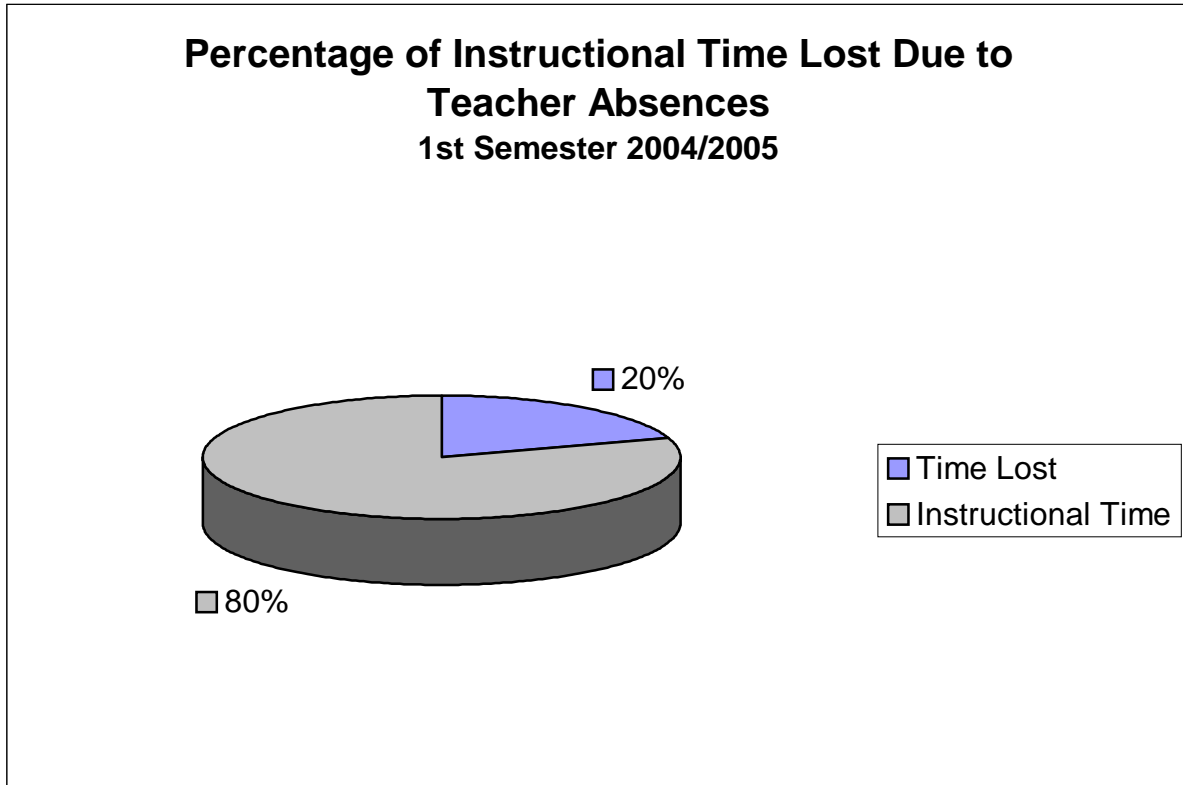
QT	
Other Staff Development (including technology)	86%
EOG Preparation Staff Development	18%

**Percentages of Participation in Staff Development
1st Semester 2004/2005**

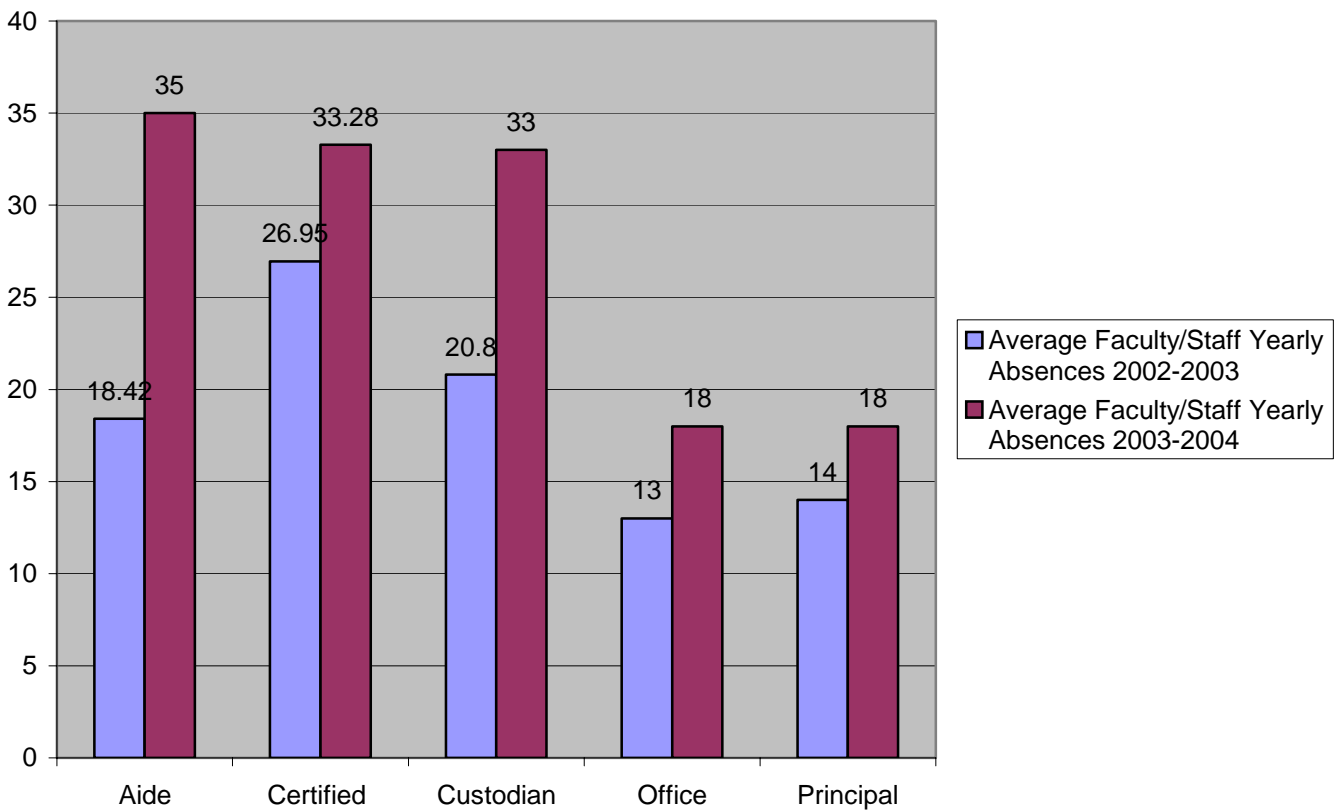


Levels of Teacher Education





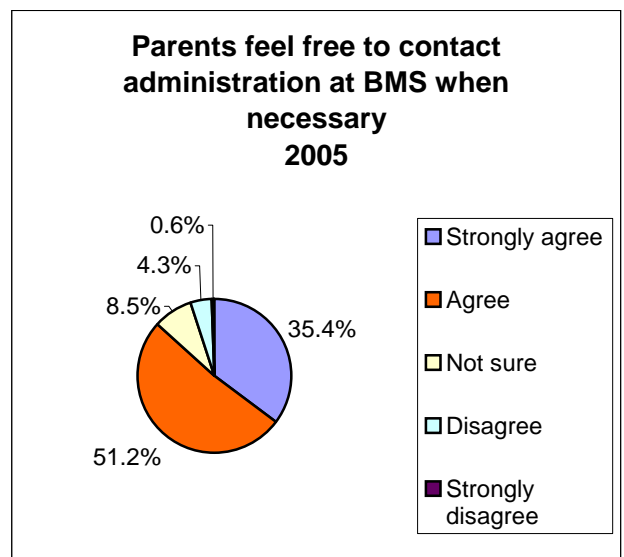
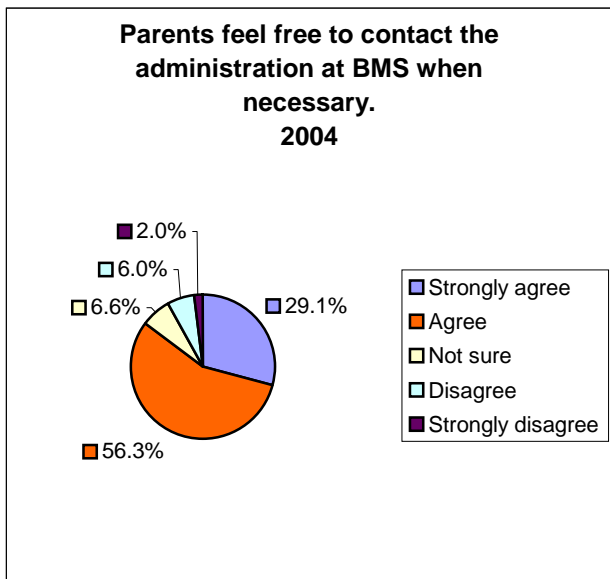
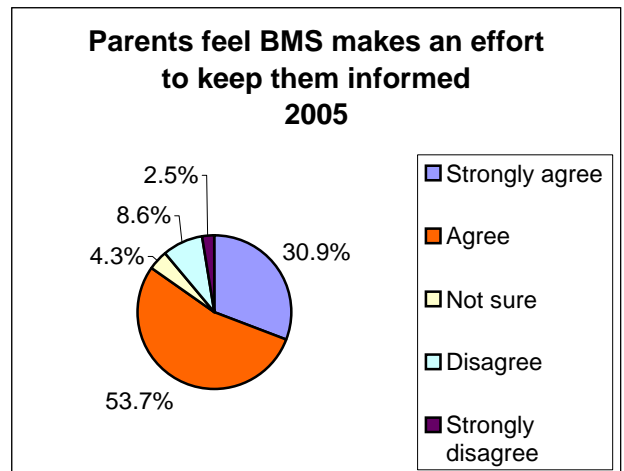
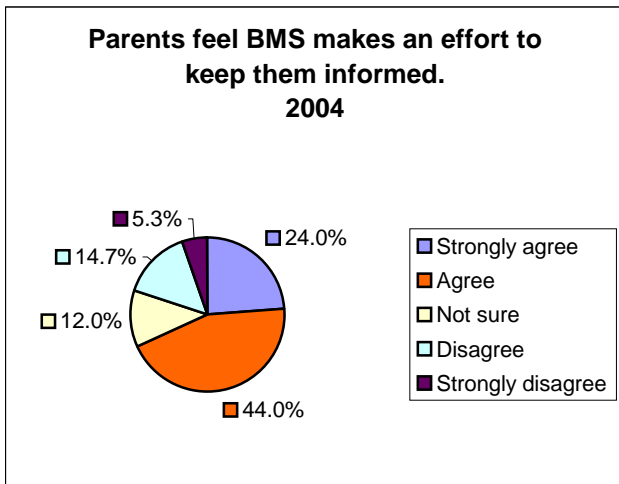
Average Days Absent for BMS Faculty/Staff



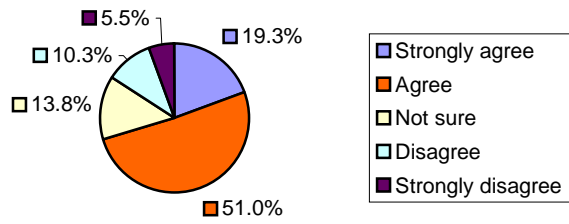
Section 4. Effective Communication and Involvement Among Stakeholders

CARTERET COUNTY SCHOOLS SURVEY

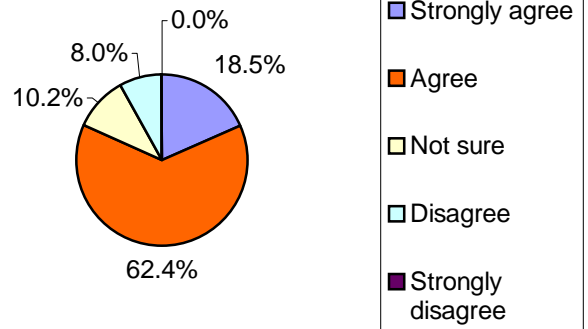
PARENT RESPONSES



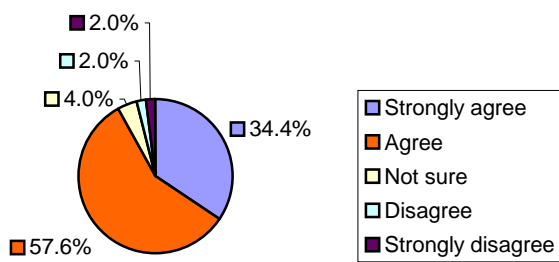
Parents feel the school's goals are frequently communicated.
2004



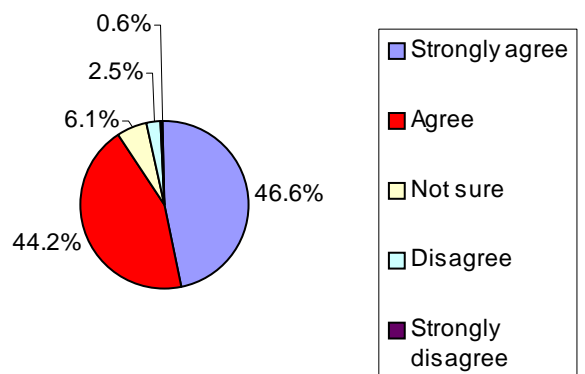
Parents feel the school's goals are frequently communicated
2005



Parents feel free to contact teachers with concerns or questions.
2004

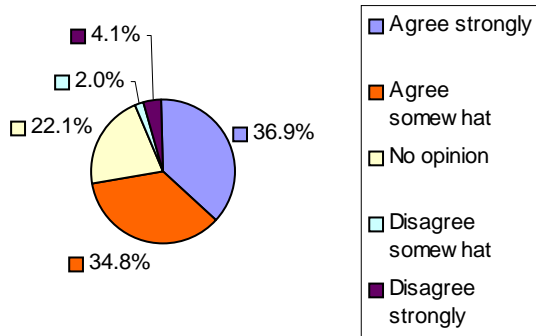


Parents feel free to contact teachers with concerns or questions
2005

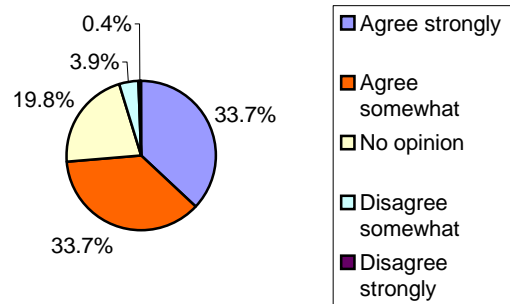


STUDENT RESPONSES

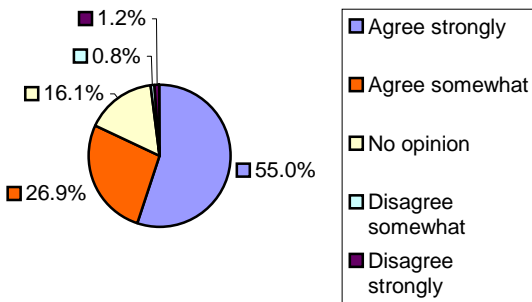
**Students believe their parents know about and support activities of BMS.
2004**



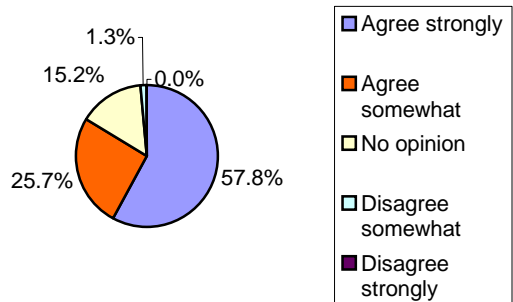
**Students believe their parents know about and support activities of BMS
2005**



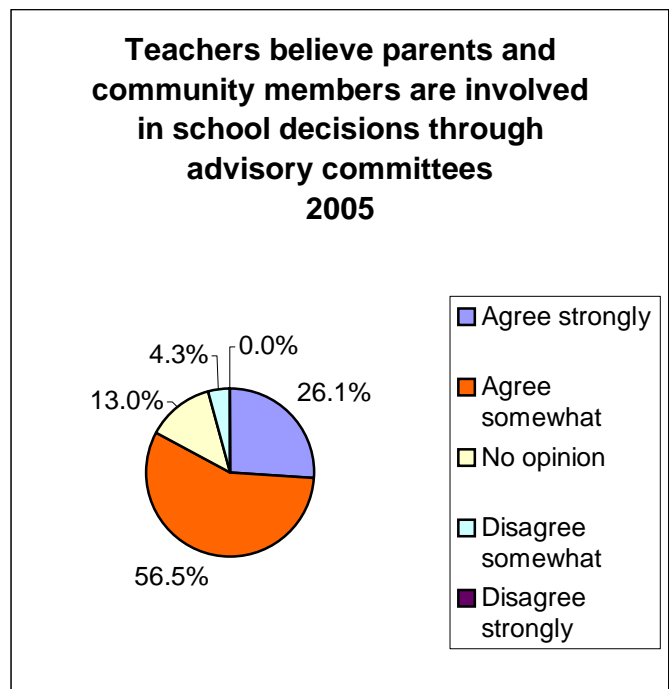
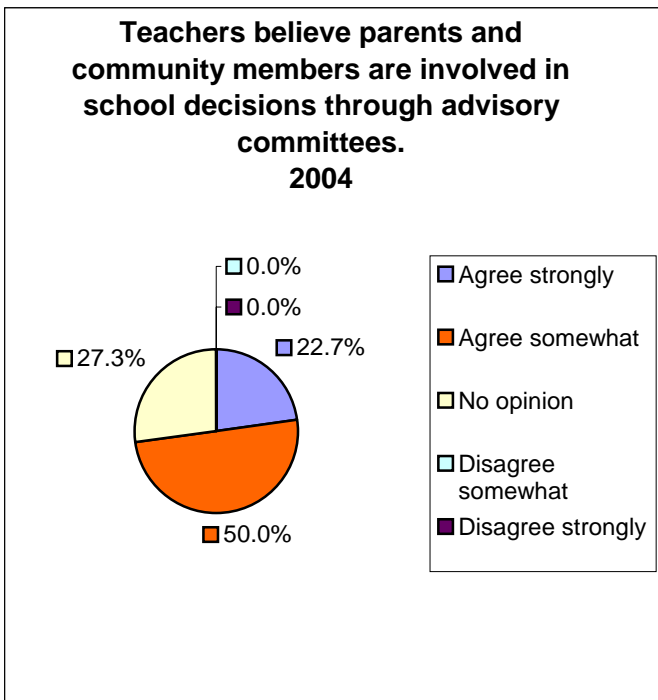
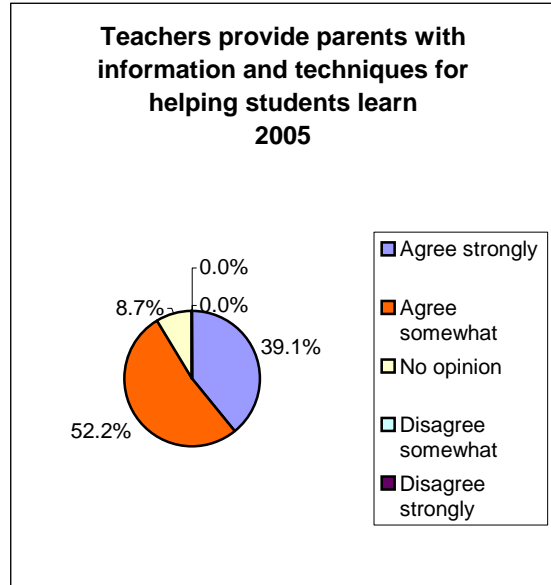
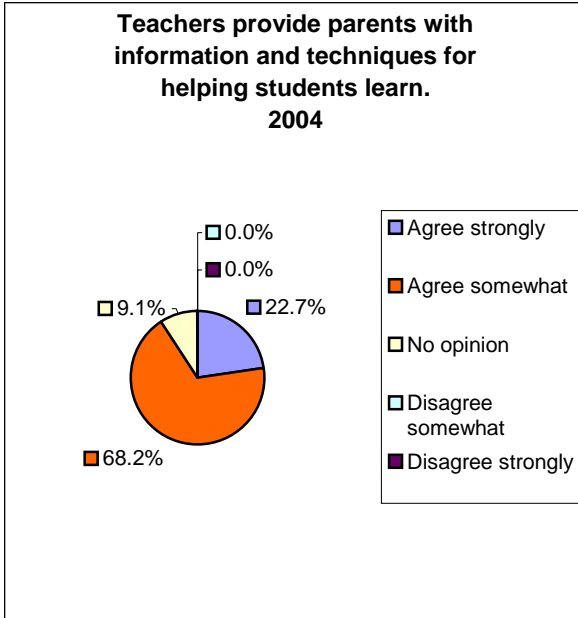
**Students believe their parents feel free to contact the teachers.
2004**



**Students believe their parents feel free to contact the teachers
2005**



TEACHER RESPONSES



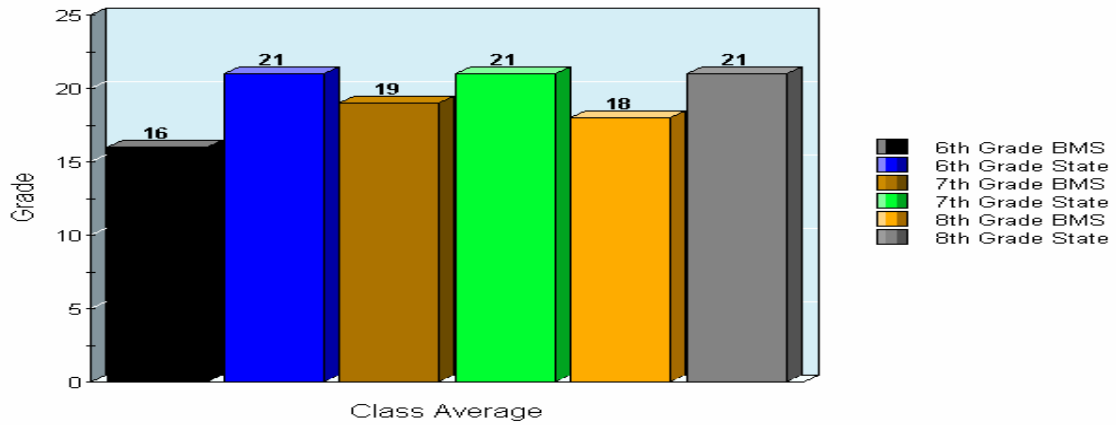
COMMUNITY INVOLEMENT DATA BASE

Parent Communication and Involvement	Community C&I	Government C&I
Phone master	National Science Foundation/Burroughs Wellcome	Teen Court
Individual phone calls	Boys and Girls Clubs	Parks and Rec.
Web pages	PTO	
Agenda	Boosters Club	
Volunteering (chaperones, etc.)	Volunteering	
Marquee	Fundraisers	
	Service projects (Toys for Tots, OCC, canned food)	
	Newspaper coverage	
	Duke Marine Lab	
	Various church sponsors	
	Advisory Council	
	Various business sponsors	

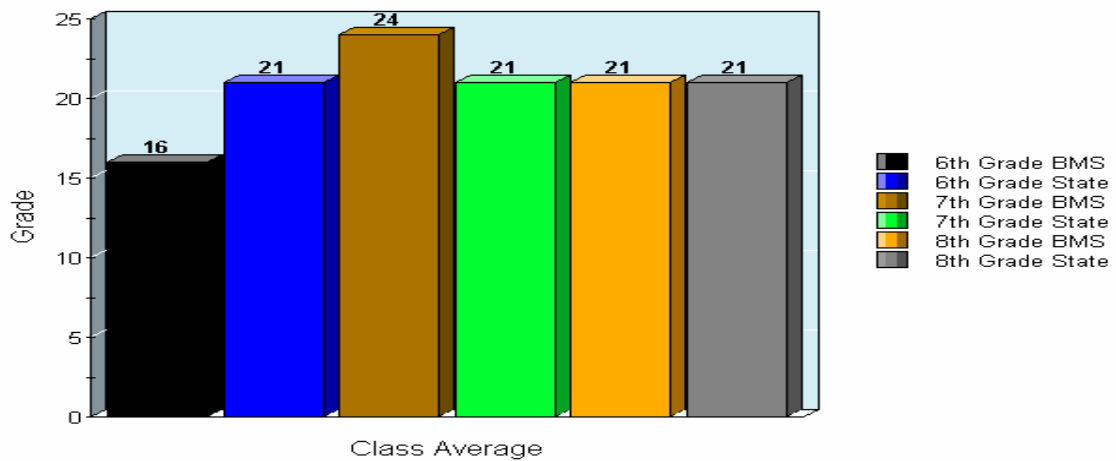
Section 5. Optimal Learning Environment

BMS CLASS SIZE AVERAGE

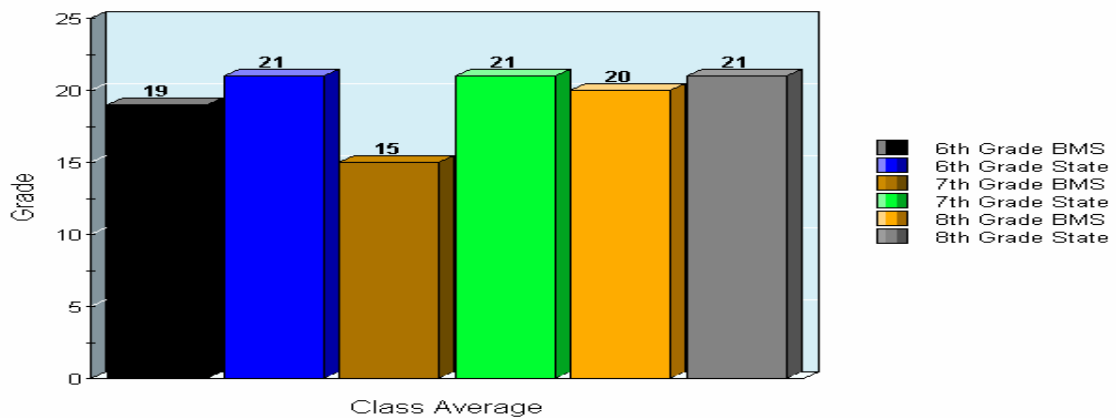
Class Size average in BMS Compared to NC average 2001-2002



Class Size average in BMS Compared to NC average 2002-2003



Class Size average in BMS Compared to NC average 2003-2004



BMS LONG TERM SCHOOL SUSPENSION REPORT

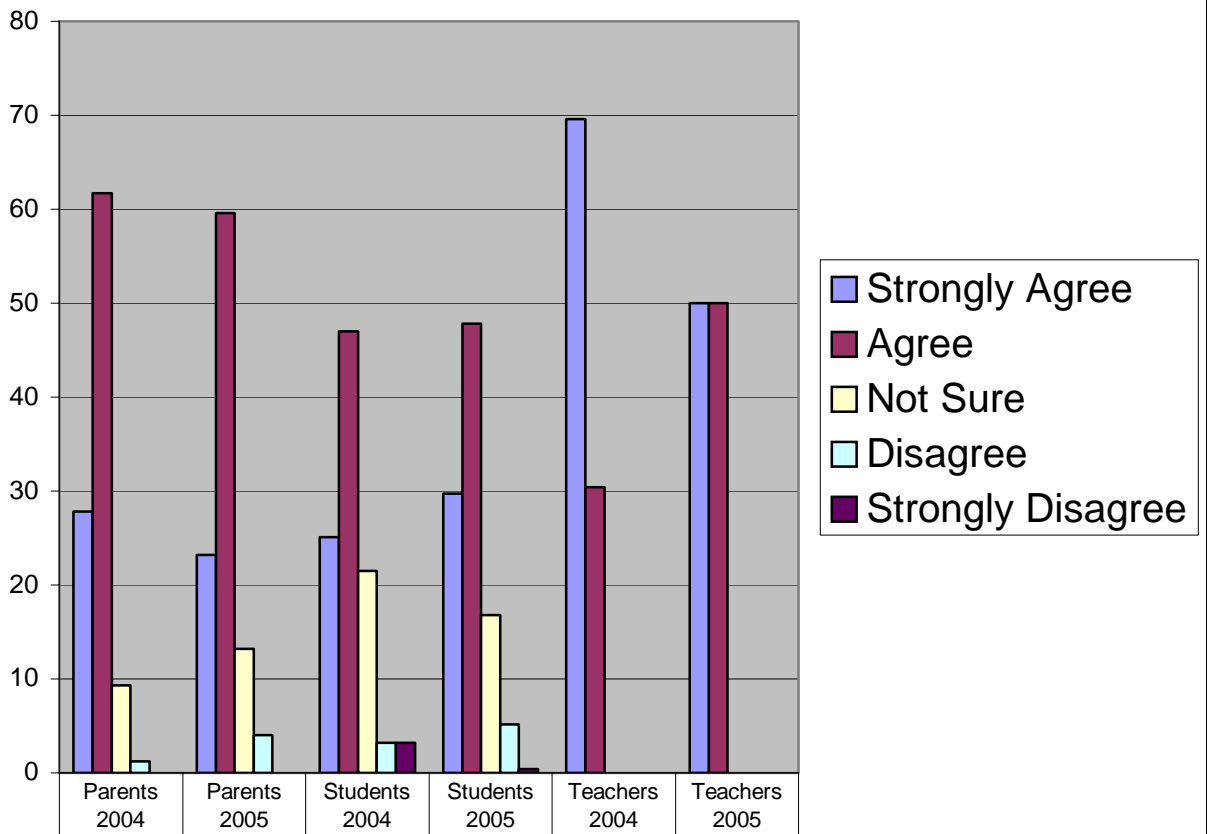
Beaufort Middle School							
Class Sizes							
taken from NC School Report Cards							
	Grade Levels				State Average		
School Year	6th Grade	7th Grade	8th Grade		6th Grade	7th Grade	8th Grade
2001-2002	16	19	18		21	21	21
2002-2003	16	24	21		21	21	21
2003-2004	19	15	20		21	21	21

Beaufort Middle School Suspension Reports

school year	ADM	Different Students Short-term	Short-term Incidents	Short-term Days	Average Days per Short-term Incident	Short-term Rate (Incidents per 100 Students)	Different Students Long-term	Long-term Days	Total Suspension Days
2002-2003	254	24	41	91	2.2	16.1	2	94	185
2003-2004	271	47	104	328	3.2	38.4	0	0	328

BMS SURVEY RESPONSE

Beaufort Middle School is a safe and orderly place



Strongly Agree	27.8	23.2	25.1	29.7	69.6	50
Agree	61.7	59.6	47	47.8	30.4	50
Not Sure	9.3	13.2	21.5	16.8	0	0
Disagree	1.2	4	3.2	5.2	0	0
Strongly Disagree	0	0	3.2	0.4	0	0

Part 2: Beliefs and Mission

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

Beaufort Middle School staff began the 2004-2005 school year by reviewing the BMS mission. The staff voted unanimously that the current mission statement reflected our school's beliefs and goals.

BMS has two administrators and a number of faculty members that are new to the school. For this reason we decided to focus on ensuring that all of our staff and student population were familiar with our mission statement. The principal, Greg Guthrie, has frequently reflected on the mission statement during his morning messages and has encouraged all members of our school community to learn the statement. Students and staff who were able to repeat the mission statement had a surprise treat at the beginning of the second nine weeks and at the end of our first semester. We are very pleased with the high percentage of students and staff that know our mission statement.

At the September faculty meeting we determined that our school should reflect further on our belief statements. We embarked on this task by engaging in a study of current literature including the book, Listen Up Teacher. Teams of teachers led the faculty in discussing the implications of this book and of other current research on our beliefs about "best practices" for our students.

Following our study of research and literature, our principal met with the grade level teams and the advisory counsel to take a more in-depth look at each of our belief statements. Feedback from the group's suggestions was presented to the faculty for discussion at the December faculty meeting. Modifications were voted on by the staff at this meeting.

On the following pages we have included the statement of our beliefs and mission.

Our Mission

**The Mission of Beaufort Middle School
is to promote high standards for all,
in a safe environment,
while holding students accountable
for their behavior and academic success.**

Our Beliefs

- **All students learn, therefore student-learning needs should be the primary focus of all decisions impacting the work of the school.**
- **Students learn in different ways, therefore curriculum and instructional practices should incorporate a variety of learning activities to accommodate differences in learning styles.**
- **Students, parents, teachers, and community are held responsible for learning and share in the responsibility for providing a supportive learning environment.**
- **Clear goals and high expectations for student achievement should be the focus for curriculum development and the utilization of instructional strategies that will increase the skill level of students.**
- **Each student is a valued individual with unique physical, social, emotional and intellectual needs.**
- **Students need to not only demonstrate their understanding of essential knowledge and skills, but also need to be actively involved in solving problems and producing quality work.**
- **All students should be provided a safe and orderly learning environment.**

Part 3: Desired Results for Student Learning

Narrative Description of the Process of Defining the Desired Results For Student Learning

The School Improvement Team of Beaufort Middle School worked with the staff, administration, parents, and community representatives to develop a shared vision for student learning that is stated in terms of desired results for student learning and performance indicators.

We began our work by reviewing our beliefs and mission. We examined current research on best practices. We also studied the NC ABC Accountability standards, and the No Child Left Behind standards for our school.

We used the Carteret County School System goals to guide us in developing our School Improvement Teams. The county developed these goals with significant input from diverse members of our school community.

The teams that were formed are as follows:

- High Student Performance and Achievement
- Efficient, Effective and Accountable Operations
- Quality Teachers, Staff, and Administrators
- Effective Communication and Involvement Among Stakeholders
- Optimal Learning Environment

Each team gathered information from a wide variety of sources in addition to utilizing the ones listed above. Several groups designed and conducted surveys of our students, parents, and staff. The teams also compiled data from school record books, logs, discipline reports, and the School Crime and Violence Report.

Based on the data collected by the teams, we have summarized a description of the students' current level of achievement. This has enabled us to develop a baseline of data to enable us to monitor improvement over the next three years. From our analysis of the data, teams drafted a list of desired outcomes for student learning. The summaries are found in the following section.

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"> • Students will demonstrate 90% proficiency and meet all AYP and ABC expectations.
<ul style="list-style-type: none"> ▪ Efficient, Effective and Accountable Operations 	<ul style="list-style-type: none"> • Ninety-six percent of student will pass the NC Computer Competency Test. • Every student will have access to a working computer at school. • One hundred percent of computers will have Microsoft Office and the ability to run textbook software • Technology facilitator will be in school two and a half days a week.
<ul style="list-style-type: none"> ▪ Quality Teachers, Staff and Administrators 	<ul style="list-style-type: none"> • Number of National Board Certified teachers will increase • Instructional time lost due to teacher absenteeism will decrease • Students will benefit from teachers receiving staff development that focuses on all EOG areas of weakness
<ul style="list-style-type: none"> ▪ Effective Communication and Involvement Among Stakeholders 	<ul style="list-style-type: none"> • Students' learning will be enhanced by using qualified volunteers and experts • Students will have expanded opportunities through use of community resources
<ul style="list-style-type: none"> ▪ Optimal Learning Environment 	<ul style="list-style-type: none"> • Students' behavior will improve leading to a reduced number of discipline incidents that result in out-of-school suspensions • Students will be instructed by teachers who participate in on-going staff development sessions in the area of class room management. • Students will have an opportunity to participate in an enhanced band and physical education program

Description of Students' Current Level of Achievement of the Desired Results for Their Learning

High Student Performance and Achievement

Data indicates that our students are not meeting ABC and AYP expected growth criteria. Students with disabilities do not show expected levels of proficiency in reading and math. Black students do not show expected proficiency in math. The school is not meeting its goal of 90% proficient.

Efficient, Effective and Accountable Operations

Beaufort Middle School has a Windows and iMac lab for students to use to complete projects required for subject area and computer skills testing. Both labs comprised of legacy computers and their use is limited due to an outdated operating system, speed and lack of enough memory for research, online textbooks and resources. A school-based survey indicates that student learning was not optimal because the ratio of student to working computer is sixty-nine percent in one lab. Sixty percent of the teachers find the technology facilities to be inadequate. The Windows are Pentium II's with 128mb of RAM and the iMacs only have 32mb of RAM.

The iMac lab is used for SuccessMaker and Internet research. This version of SuccessMaker has been used for many years and has not been updated to reflect the curriculum changes that have occurred over the same amount of years. Internet research is frustrating because of the slowness of the machines even though we have a server and Internet service that is up-to-date. Students are forced to use AppleWorks while in this lab instead of the Office products which cause problems when they go to back to the Windows lab and try to open their documents. Students are unable to create a PowerPoint or Webpage in this lab. The iMacs do not support the online textbooks specs for memory or operating system.

The Windows lab is made up of Wachovia donated machines that are not always reliable. They do not always come or log on to the server so students can save their work to their folder. We are grateful we have them because they have allowed our students to use Office products. The North Carolina 8th Grade Test of Computer Skills highly recommends we use office terms, formulas and database. Those applications are not used or found in AppleWorks.

The technology facilitator is assigned to four schools. The technology facilitator is highly effective in working with 95% of the staff and 100% of the students to integrate curriculum into a real world setting. While not perfect, technology is accessible to most students with 97% of the students attending BMS passing the North Carolina Computer Skills Test.

Quality Teachers, Staff, and Administrators

Data indicates that a high percentage of the staff participated in staff development this school year. Curriculum collaboration continues to be a focus. Sixth and seventh grade teams are utilizing plans made during summer staff development that integrate instruction and technology. Classes are instructed by substitute teachers an average of 20 percent of the time. There is no formal correlation between EOG scores and staff development. One hundred percent of the staff is certified and twenty-nine percent have advanced degrees. Two teachers have National Board Certification.

Effective Communication and Involvement Among Stakeholders

As evidenced by parent surveys, teacher input, and the volunteer log, students at BMS are not being exposed to the many talents and expertise that are available in our community. Based on this analysis, the school will assign a volunteer coordinator to develop a database of qualified people for teachers to access and use. BMS students will benefit from the wide variety of experiences that volunteers can offer. Comparison of surveys from 2003-2004 and 2004-2005 show positive trends in parent communication and awareness of school goals.

Optimal Learning Environment

According to the Carteret County Suspension Report for the past two years, Beaufort Middle School has shown a significant increase in the rate of student suspension days. This rate includes both short-term and long-term suspension days per 100 students. In the 2002 – 2003 school year, Beaufort Middle School was at 74.3 days per 100 students, whereas the 2003-2004 school year Beaufort Middle School increased to 121.0 days per 100 students. The objective is to create a learning environment where student suspension days will fall below the rate of 40 days per 100 students or will decrease from the previous year.

Carteret County Public Schools has created an action plan that will increase student's health and activity while in the school environment. As of now Beaufort Middle School does not adequately meet Goals #1 and #8 of the "Healthy, Active, Students' Plan." Goal 1 states a certified physical education specialist will teach each student physical education 150 minutes per week in K-5th grades and 225 minutes per week in 6-8th grades." Although Beaufort Middle School adjusted the daily schedule to help more students meet this goal, our band students receive physical education for 225 minutes per week for only one semester. Our goal is to provide physical education for all students (including band) for the 225 minutes per week for two semesters.

Part 4: Analysis of Effectiveness

Introduction

Individual teams met throughout the 2004-2005 school year to analyze data and to determine our schools' strengths and areas of limitations. Each team worked extensively one early release day in November and on the workdays at the beginning of the second semester. They discussed the ramifications of the data and worked to determine the most effective ways to present our findings.

The team working on high student performance concentrated on utilizing EOG scores and looking at county, state, and national goals. The Efficient, Effective, and Accountable Operations group decided to concentrate on technology. They examined the use of our technology facilitator and the use of computer labs through out the school. The team, which looked at quality teachers, staff and administrators, collected information on certification, and staff development. In addition, they looked at the absenteeism rate for our faculty. The Carteret County Schools Opinion Survey was one document that our effective communication and involvement of stakeholders team utilized. This team also examined school logs to compile a database of the current community organizations that provide support for our school. School discipline records, the nurse's log, and the crime and violence reports were part of the information that was used by the Optimal Learning Environment team.

You will find the results from the data analysis in the following section.

SUMMARY OF STRENGTHS AND SUPPORTING EVIDENCE	
<u>Areas of Strengths</u>	<u>Evidence</u>
There is a strong, accessible structure of communication between the students, parents, faculty, staff, and administration of BMS.	<ul style="list-style-type: none"> • In response to a survey: <ul style="list-style-type: none"> ○ 92% of parents said they feel free to contact teachers with comments or concerns. ○ 85% of parents feel welcome at BMS. ○ 68% of parents feel well informed by the school. ○ 94% of parents have spoken to the teachers about their desire to be informed. ○ 85% of parents feel free to contact the administration at BMS. ○ 70% of parents feel that the school's goals are frequently communicated. • The BMS web page is updated daily to provide information about events and assignments, among other things. • Students, parents, and teachers utilize the agenda to communicate through notes and/or parent signatures. • The phone master is used to contact parents about upcoming events. • The marquee in front of BMS is updated on a regular basis. • School information can be found in three different newspapers. • Phone calls are made to individuals as needed.
Data indicates a school-wide trend in increased student performance according to ABC indicators over a five-year period.	<ul style="list-style-type: none"> • ABC Accountability Results
School's technology facilitator is utilized effectively.	<ul style="list-style-type: none"> • Facilitator's weekly calendar is e-mailed to all teachers in a timely manner for most effective planning. • 100% of students have worked with the technology facilitator. • The survey results reflect that more than 95% of the teachers at BMS received assistance from technology facilitator in at least one area. • The technology facilitator worked with the 8th grade students extensively in preparation for the NC Computer Competency Test.

<p>Technology is accessible to students as a tool for learning and to teachers for teaching.</p>	<ul style="list-style-type: none"> • Ninety-seven percent of the BMS eighth grade students taking the NC Computer Skills test were rated as proficient on both the multiple-choice and performance components. • Teacher survey indicates that the technology available to the school is in constant use even though the maintenance of existing units and server is insufficient.
<p>High level of participation in staff development</p>	<ul style="list-style-type: none"> • Eighty-six percent of the staff has participated in at least one staff development activity • Sixth and seventh grade teams planned and conducted curriculum collaboration units • All staff participated in the <i>How to Handle Difficult Students and Parents</i> workshop • High percentage of staff attended at least one of the following technology workshop: Curriculum Collaboration, Saving and Retrieving files, PowerPoint, MS Word, FrontPage, Access, Excel, United Streaming, GroupWise, ePals, and How to use a Digital Camera.
<p>High percentage of qualified certified teachers</p>	<ul style="list-style-type: none"> • One hundred percent of the staff is certified with Bachelor Degrees • Twenty-nine percent of the staff has master's degrees

SUMMARY OF LIMITATIONS AND SUPPORTING EVIDENCE	
<u>Areas in Need of Improvement</u>	<u>Evidence</u>
Parents and community members do not volunteer at BMS as much as needed.	<ul style="list-style-type: none"> • Forty-seven percent of parents responding to a survey said they did not volunteer their time and/or talents at BMS. • Of the people who do volunteer at BMS, very few are non-parent community members (as evidenced by the volunteer log). • The presence of volunteers at BMS is not evident.
Exceptional Children are not meeting state and federal expectations for average yearly growth.	<ul style="list-style-type: none"> • According to ABC Accountability Results, SPED students are not meeting expected average yearly growth in reading and math • According to ABC Accountability Results, AIG students are not meeting expected average yearly growth in English Language Arts and math.
A high percentage of instructional time is lost due to high teacher absenteeism.	<ul style="list-style-type: none"> • Teachers have missed an average of 20% of their class time and the continuity of instruction is upset by a substitute.
The percentage of teachers who have advanced degrees is low	<ul style="list-style-type: none"> • Two teachers have completed the national board application process. • Three teachers hold master's degrees
BMS needs more working computers (1 to 1 ratio, students to computers) with Microsoft Office and online textbook capabilities	<ul style="list-style-type: none"> • There are only 18 working computers in the Windows lab. • IMacs are slow due to the connections of a hub in the lab instead of going directly to the server. • The iMac lab doesn't have Microsoft Office Software for eighth graders to prepare for NC Computer Competency Test. • iMacs cannot be used for on-line textbooks because of limited RAM and plug-ins.
The technology facilitator's impact is limited because of limited time spent at BMS	<ul style="list-style-type: none"> • Technology facilitator covers one middle school, one elementary school and two K-8 schools.

Priorities for Improvement:

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

Overall data indicates the school is moving in a positive direction.

- There is a trend in increased student performance over a five-year period.
- Technology is accessible and the technology facilitator is utilized effectively
- There is a high percentage of participation in staff development and a high percentage of the staff is certified
- There is a strong, accessible structure of communication between the students, parents, faculty, staff, and administration of BMS.

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

There are several major areas that need to be strengthened. These include the following:

- Parents and community members do not volunteer at BMS as much as needed
- Data indicates that Exceptional Children are not meeting State and Federal expectations for average yearly growth
- Instructional time is lost due to high teacher absenteeism
- We need to increase the number of teachers with advanced degrees
- Staff development does not adequately address the desired results for student learning
- We need to upgrade our computers
- The technology facilitator's time at BMS needs to increase

Part 5: Action Plans/Action Steps

Introduction

The School Improvement Team decided to take an in-depth look at the data collected by each team. We utilized the following schedule:

Feb 1	High Student Performance
Feb. 8	Efficient Effective, Accountable Operations
Feb 15	Quality Teachers
Feb 22	Communication
March 1	Optimal Learning Environment

Each team met with the planning team after school to review the findings. The team chairperson presented data that had been collected. The clarity of the charts and graphs was discussed. In addition we looked at the analysis of strengths and limitations. We then examined the desired results for student learning. Each team had drafted suggestions for action plan steps in their area prior to the meeting. The planning team discussed these suggestions and formulated additional strategies.

After the planning team had completed the draft of the action steps, we presented the finished copy to the staff by e-mail and asked for input or suggestions for consideration. The draft plan was also given to the advisory council and the PTO officers for their suggestions. These suggestions were reviewed at a planning team meetings, and revisions were made.

The staff voted on the school improvement plan on April 8th, 2005. The plan was approved by 100 % of the staff. On the following pages each of the five action plans is outlined. In addition to specifying each step, we have also indicated the timeline, estimated resources required to implement the plan, and the persons responsible for coordinating the action steps.

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	RESOURCES	PERSON(S) RESPONSIBLE
1. Target students and implement a year-long remediation plan.	9/05-5/06	School personnel, volunteers, remediation materials, and funding appropriations.	Principal, Assistant Principal, Planning Team, EC Team, and Grade-level Teams.
2. Identify and utilize the most effective resources for the yearlong remediation plan.	9/05-5/08	Needs assessment document (SIP)	Principal, Assistant Principal, Planning Team, EC Team, and Grade-level Teams.
3. Ninety-six percent of students will pass the NC Computer Skills Test.	9/05-5/08	School personnel, volunteers, remediation materials, and funding appropriations.	Principal, Assistant Principal, Planning Team, EC Team, and Grade-level Teams.
4. 90% of students will pass NC EOG's	9/05-5/08	School personnel, volunteers, remediation materials, and funding appropriations.	Principal, Assistant Principal, Planning Team, EC Team, and Grade-level Teams.

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	Timeline	Resources	Persons
1. Teachers will report non-functioning computers immediately. Technicians will correct problems in a timely manner.	9/05-5/06	Technicians Log Book Computer parts and auxiliary components	Teachers, Technicians, Media Coordinator, Media and Technology Facilitator Assistant, and Technology Facilitator
2. School will obtain licenses for and install MicroSoft Office Professional and Front Page on all Dell computers.	9/05-5/08	Media and technology funds	Teachers, Technicians, Media Specialist, Media Assistant, Technology Facilitator
3. BMS Technology facilitator position will become .50 instead of .25.	9/05-5/06	School budget	Administration

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. Set attendance goals for teachers	9/05-5/06	Attendance log	Administrators
2. Schedule all parent/teacher conferences and IEP meetings to minimize the loss of instructional time.	9/05-5/06	Schedule	Administrators, regular teachers, parents, and SpEd Department
3. Conduct orientation for substitutes.	9/05-5/08	School budget and sub folders	Administrators and team leaders
4. Schedule testing to minimize the interruption of instruction.	9/05-5/06	Testing schedule	Administrators and Testing Coordinator
5. Develop staff development plan based on needs identified by EOG results.	9/05-5/08	Staff development funds	Administrators and Planning Team
6. Recognize and encourage teachers to seek advanced degrees	9/05-5/06	Roster of Teachers	Administrators

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. Recruit a volunteer coordinator who will create and distribute a database of volunteers to BMS faculty.	9/05-5/06	Volunteer log and volunteer form	Volunteer coordinator, administrators, and PTO
2. Continue to emphasize school mission and goals, and beliefs within the BMS community.	9/05-5/08	Incentive program funds	Administrators, Teachers, PTO, BMS Advisory Council, and students
3. Students will utilize BMS communication tools.	9/05-5/06	Agenda, school and teacher web pages	Students, Teachers and School Webmaster
4. Create a BMS calendar emphasizing a specific belief and character trait each month.	9/05-5/08	Character education curriculum and SIP	Planning team and administrators

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	RESOURCES	PERSON(S) RESPONSIBLE
1. Pursue and employ additional personnel to fill positions. Expand nurse services to 2 days per weeks and employ a part-time technology facilitator. Explore the feasibility of including a chorus or life skills position. Change the half time assistant principal position to full-time	9/06- 6/08	County Funding	Administrator, Central Office, School Board
2. Enhance student health by scheduling daily physical education classes, which will assist in meeting new state education guidelines	9/05- 6/08	County Funding	Administrator, Central Office, School Board
3. Enhance the BMS school-wide discipline plan which will increase monitoring and decrease the number of out-of-school suspensions	9/06- 6/08	Cameras Professional Development	Staff, Administration Resource Officers, Crisis Team, Planning Team
4. Build teamwork through participation in ropes courses	9/05 –6/06	Staff development funds	Staff Administration

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

- NC EOGs for the areas of reading, writing, technology, and math
- AYP Goals
- ABC Goals
- County Quarterly Writing Assessments
- Classroom Assessments
- On-Line Textbook Assessments

Aim #2: Efficient, Effective and Accountable Operations

- Pre/Post Responses to County Opinion Survey
- BMS Technology Survey
- CUS
- Administrative Observations
- Technology Facilitator and Technology Teacher calendar and logs
- Computer Usage Log

Aim #3: Quality Teachers, Staff and Administrators

- Staff Development Logs
- Staff Attendance Records
- Certification Data

Aim #4: Effective Communication and Involvement Among Stakeholders

- Pre/Post Responses to County Opinion Survey
- Community Involvement Data Base

Aim #5: Optimal Learning Environment

- School Discipline Records
- Crime and Violence Report
- Administrative Observations
- Pre/Post Responses to County Opinion Survey

B. Plan for Documenting Improvement in Effectiveness

We will continue to graph and analyze the following data:

- Compare EOG scores
- Compare the responses on the county surveys conducted in the 2004-2005 school year to those conducted over the next 3 years
- Compare the responses on the school surveys conducted in the 2004-2005 school year to those conducted over the next 3 years
- Compare the discipline data from the 2004-2005 school year to the data for the next 3 years

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

The planning team will review the EOG and county survey data. A calendar that lists the times to review the specific data will be created at the beginning of the 2005-2006 school year.

Individual teams will meet at the beginning of the second semester to analyze the data for their groups.

Index: Character Education Plan Index

See SIP Action Plan 4 – Step 4 and SIP Action Plan 5 – Step 4

Index: Closing the Achievement Gap Plan Index

See SIP Action Plan 1- Steps 1, 2, 3, 4

Index: Healthy, Active Students Plan Index

See SIP Action Plan 5 – Steps 1 and 2

Index: *Remediation Budget Plan Index

Salary for Tutors.....	\$7,000
FICA (7.65%).....	\$ 719
Supplies.....	\$2,500
Staff Development.....	<u>\$3,376</u>
Total.....	\$13,595

Index: Safe School Plan

Identifying Information

School: Beaufort Middle School

Principal: Gregory L. Guthrie

Assistant Principal(s): Allison Ballou

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.

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
JFG	Interrogations and Searches
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.)

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.

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(s), when available, carry out and assist the principal with the above duties, as assigned by the building principal. 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 which are consistent with Board policy,
- enforce classroom and school rules consistently and fairly, and
- comply with principal requests to assist in devising and implementing the local school's Safe School Plan.
- 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 a knowledge of school rules and disciplinary standards,
- report observed disciplinary infractions to appropriate personnel when they do not have cause to directly intervene, and
- assist school personnel in imposing disciplinary sanctions and restoring order as this becomes necessary.
- 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.

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

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.

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.

Measurable objectives for safe and orderly schools

School violence incidents (exclusive of alcohol and controlled substances) as reported on the annual School Crime and Violence Report will fall below 3.5 incidents per 1,000 students **or** show a reduction from the previous year.

Controlled substance and alcohol possession incidents as reported on the annual School Crime and Violence Report will fall below 6 incidents per 1,000 students **or** demonstrate a reduction from the previous year.

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.

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.

Staff development plan for safe and orderly schools

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

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.

Methods of dealing with emergencies

The school has a current school crisis plan and a core team prepared to respond to emergencies.

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.

Access to the school is controlled by directing all visitors to first report to the office. Such notices 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.

Beaufort Middle School continues to employ a full-time School Resource Officer on campus. In addition, a security surveillance system was installed at the beginning of the 2004-05 school year and thus far has proven to be highly effective in the prevention of hallway disruptions as well as monitoring exterior entrances.

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	Parent/ Student Education Nights for Grades 6,7 & 8	\$400.00
	Tutorial	\$400.00
State Funds	Tutorial	\$400.00
	Substitutes for Remediation	\$600.00

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

Programs

Attendance Awards
 Awards Day
 Academic Awards Banquet
 Success Celebrations
 A-B Honor Roll
 Principal's List

Strategies

Agendas
 SAVE
 ISS

Activities

Battle of the Books
 Quiz Bowl
 Student Government
 Art Club
 FBLA
 Geography Bee

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 SIP Action Plan 3- Steps 4, 5, and Action Plan 5 – Step 4.

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 April 8th, 2005.

Greg Guthrie _____
Principal's signature