



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.

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

School Improvement Team Membership

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

Committee Position	Name
Principal	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

Plan/Do	Area for improvement and supporting data:	
	Current data shows that students, in all grade levels, are not showing sufficient growth on EOG assessments.	
	School Goal 1:	All grade levels will show growth on EOG assessments.
	Supports this district goal:	Schools will produce globally competitive students.
	Target:	All grade levels will show growth on EOG assessments.
	Indicator:	7th grade math showed -.019 growth and reading showed -.013 growth in 2009-10.
	Milestone date:	6/9/2011 – 6/8/2012
	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, Accelerated Reading, Accelerated Math, TeenBiz, ClassScape, Study Island as quarterly assessments.	
	2. Each grade level will devise and implement remediation plan	



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		3. Responsibility for administering assessment will be shared.
	Strategy 4: To conduct staff development to understand the assess data to help guide instruction.	Action steps:
		1. Staff will attend staff development on assessments
	Review frequency: Quarterly	
	Assigned Implementation Team:	
	Eura Lawrence	Norma Fulton
	Josie Boyette	Janet McLendon
	Anita Hardesty	
	Joan Thompson	
	Pat Lankpoop	
Check	We used the following data to determine if we have faithfully and consistently taken the action steps for each strategy:	
	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.	
	We used the following data to determine whether the strategies helped to achieve the goal:	
	SRI, Study Island, ClassScape, EOG scores 10/11, AYP 10/11	
	Accelerated Reading(AR), (Accelerated Math (AM), Star Math, Star Reading	
Act	After implementing the strategies, the data revealed the following results:	
	EOG Scores indicate BMS as a School of Distinction with Expected Growth 10/11	
	AYP met 16 out of 17 Targets (area for improvement would be Economically Disadvantage in Math)	
	Based upon identified results, the following modifications (if any) to the strategies are necessary for success:	
	Implementation of SMI (Scholastic Math Inventory), Increased use of AM (Accelerated Math) in the EC program, Integration and cross curriculum lessons focusing on content area vocabulary,	



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Priority Goal 2 and Associated Strategies		
Plan/Do	Area for improvement and supporting data:	
	There is a significant gap between the achievement of our Economy Disadvantaged (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.	
	School Goal 2:	Narrow the gap between the E.D. students and non-E.D. students.
	Supports this district goal:	<i>Schools will produce globally competitive students.</i>
	Target:	The gap between the E.D. students and non-E.D. students in reading and math will not exceed 10% by target date.
	Indicator:	E.O.G.
	Milestone date:	6/9/2011 -6/8/2012
	Goal 2 Improvement Strategies	
	Strategy 1: Identify and teach mastery of essential math, reading, social studies, and science vocabulary.	Action steps: 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, AR and TeenBiz assessments in the 3 tested core subjects as a tool for identifying and reteaching essential vocabulary.
	Strategy 2: Share with parents strategies for helping their children be more successful.	Action steps: 1. School-wide student-led conferences addressing EVAAS data, current testing data, and overall academic progress. 2. Utilize DPI's NC Falcon formative assessments 3. EGrades data
	Strategy 3: Understand and plan differentiated instruction to meet the needs of students.	Action steps: 1. Attend staff development on working with all 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. 2. TeenBiz 3. Teacher's Lesson on BMS Website
	Strategy 4: Identify and support students in crisis situations	Action steps: 1. Community resources 2. Office will notify teachers of child and situation. 3. Drop box for students concerns



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	Review frequency:	Quarterly
	Assigned Implementation Team:	
	Eura Lawrence	Norma Fulton
	Josie Boyette	Janet McLendon
	Anita Hardesty	
	Joan Thompson	
	Pat Lankpoop	
Check	We used the following data to determine if we have faithfully and consistently taken the action steps for each strategy:	
	EOG scores, Quarterly Assessments, team meeting minutes, parent attendance log, faculty meeting minutes, shared best practices	
Act	We used the following data to determine whether the strategies helped to achieve the goal:	
	The gap between E.D. students and non-E.D. students will narrow by, at least, 10%.	
Act	After implementing the strategies, the data revealed the following results for 2010-2011:	
	Reading	Math
	All Students 79.2%	All Students 86.1%
	Black 68.6%	Black 82.4%
	White 81.5%	White 87.7%
	ED 69.1%	ED 77%
	Based upon identified results, the following modifications (if any) to the strategies are necessary for success:	
	Continue working with current strategies for 2011/12	



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Priority Goal 3 and Associated Strategies		
Plan/Do	Area for improvement and supporting data:	
	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.	
	School Goal 3:	Narrow the gap between black and white students in reading, math, and science.
	Supports this district goal:	Schools will produce globally competitive students.
	Target:	The achievement gap between black and white students will be reduced to, no more than, a 10% difference.
	Indicator:	E.O.G.
	Milestone date:	6/9/2011-6/8/2012
	Goal 3 Improvement Strategies	
	Strategy 1: Target low-performing black students and pair them with a staff member to monitor progress.	Action steps: 1. Staff members will meet with target students on a regular basis depending on the needs of the student.
	Strategy 2: Learn and implement best practices for reaching low-performing black students.	Action steps: 1. Staff development that will address ways and strategies for working with low-performing black students using Formative Assessments and NC Falcon strategies.
	Strategy 3: Expose students to successful African American school and community leaders.	Action steps: 1. Celebrate student using a wide variety successes 2. Invite successful African American community leaders 3. Observe Black History Month
	Review frequency:	Quarterly
	Assigned Implementation Team:	
	Eura Lawrence	Norma Fulton
	Josie Boyette	Janet McLendon
Anita Hardesty		



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	Joan Thompson		
	Pat Lankpoop		
Check	We used the following data to determine whether the strategies helped to achieve the goal:		
	E.O.G. scores, Q.A.'s, parent attendance log, shared best practices, team meeting minutes		
	We used the following data to determine whether the strategies helped to achieve the goal:		
	EOG Data/Scores for 2010-2011 with Black and White Class Rosters.		
	After implementing the strategies, the data revealed the following results:		
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.			
Act	6th Grade 10/11	7th Grade	8th Grade
	Reading 0%	Reading 29%	Reading 4%
	Math 7%	Math 9%	Math -2%
			Science 13%
	Based upon identified results, the following modifications (if any) to the strategies are necessary for success:		
	In addition to the other software programs BMS is presently using, implementation of Achieve 3000/TeenBiz will help with the achievement gap in reading.		



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Safe School Plan for Carteret County Schools

Pursuant to General Statute §115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.

Name and role of person(s) responsible for implementing this plan:

Carteret County Schools

Statement of Responsibility for the School District Superintendent

In accordance with General Statute §115C-105.47 (b)(2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal's performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

In the event the district superintendent fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur:

Failure to carry out these responsibilities will result in the superintendent submitting to the Carteret County Board of Education a detailed plan that outlines how deficiencies will be resolved, accompanied by a set of implementation timelines.

Statement of Responsibility for the School Principal

In accordance with General Statute §115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students.

In the event the school principal fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur:

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.



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Statement of the Roles of Other Administrators, Teachers, and Other School Personnel

In accordance with General Statute §115C-105.47 (b)(4), other school personnel are tasked as follows with restoring, if necessary, and maintaining a safe, secure, and orderly school environment:

Assistant Principals: Assistant Principals are responsible for performing any duties as assigned by the principal. Consequences for not carrying out assigned responsibilities include the possibility of a reprimand in the assistant principal's personnel file and/or disciplinary proceedings as specified in North Carolina General Statute 115C-325.

Teachers: It shall be the duty of all teachers, including substitute teachers, volunteer teachers, and teacher assistants when given authority over a school program, in accordance to North Carolina general Statute 115C-307:

1. To maintain order and discipline
2. To provide for general well-being of students
3. To provide some medical care for students
4. To teach students
5. To enter into a plan for professional growth
6. To discourage nonattendance
7. To make required reports
8. To take care of school buildings

Responsibilities also include individualizing instruction to meet the needs of at-risk students due to academic problems and/or disruptive/disorderly conduct, communicating with parents/guardians of these students, and making referrals for students at risk. Teachers, student teachers, substitute teachers, volunteer teachers, and teacher assistants shall report to the principal acts of violence and/or violations of school board policy. Consequences for not carrying out assigned responsibilities include the possibility of a reprimand in the teacher's personnel file and/or disciplinary proceedings as specified in North Carolina General Statute 115C-325.



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Other School Staff: It shall be the duty of other personnel, including media specialists, school counselors, support personnel, School Resource Officers, and non-certified employees when given authority over a school program, in accordance to North Carolina general Statute 115C-307:

1. To maintain order and discipline
2. To provide for general well-being of students
3. To provide some medical care for students
4. To teach students
5. To enter into a plan for professional growth
6. To discourage nonattendance
7. To make required reports
8. To take care of school buildings

Responsibilities also include individualizing instruction to meet the needs of at-risk students due to academic problems and/or disruptive/disorderly conduct, communicating with parents/guardians of these students, and making referrals for students at risk. Teachers, student teachers, substitute teachers, volunteer teachers, and teacher assistants shall report to the principal acts of violence and/or violations of school board policy. Consequences to certified personnel for failure to carry out assigned responsibilities include the possibility of a reprimand in the employee's personnel file and/or disciplinary proceedings as specified in North Carolina General Statute 115C-325. All non-certified employees have a responsibility to maintain safe and orderly schools in keeping with their respective roles as assigned by their supervisor. Consequences for failing to do so include the possibility of a reprimand being placed in the employee's personnel file, suspension with or without pay, and/or dismissal.

Services for At-risk Students

Pursuant to General Statute §115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both.

1. Social workers, counselors, and teachers gather data throughout the school year that will support the prevention strategies and interventions used to help students become more successful in the school setting.
2. Responsiveness to Instruction (Rtl) is used in the K-5 settings throughout the school system to target academically at-risk students and provide teachers viable solutions to address academic and behavioral issues.
3. Teachers, social workers, school nurses, counselors, psychologists, therapists, and other support staff observe students, conduct appropriate assessments, and confer with parents to establish academic and behavioral goals.
4. Professional Learning Communities exist in every grade/department level throughout the school system. Teachers and support staff discuss student data and generate intervention strategies to reduce or eliminate barriers for at-



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risk students.

5. Teachers and administrators observe students, review academic, discipline, and attendance records, examine test data, and conference with students and parents to gain insight into the students' educational and social lives to better understand and demonstrate empathy in meeting the students' needs.
6. Administrators, teachers, and support staff work collaboratively with community agencies such as court counselors and mental health professionals.
7. Central Services personnel coordinate and implement surveys and program evaluations/reports for in-school and out-of suspensions and any consequential assignments to alternative programs, to identify students experiencing difficulty adhering to school site and school system academic and/or behavior expectations/policies.
8. Testing and Accountability personnel evaluate school system data and provide disaggregated and longitudinal information to all schools.
9. School site School Improvement Teams review all data, including discipline, attendance, and academic to assess student needs.

Pursuant to General Statute §115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary.



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1. Teachers and parents refer students to school administrators.
2. Student referrals are made to site-based committees, such as School Improvement Teams, School Assistance Teams, Student Services, Positive Behavior Intervention Support teams and IEP Teams
3. Student referrals are made to support staff (e.g., counselor, social worker, dropout prevention specialist, psychologist, speech therapist, or nurse).
4. Parents, mentors, teachers, and support staff refer students for academic remediation (before, during, and afterschool) for students performing below grade level or those who are at risk of failure. Referrals are made for academic remediation through Title I assessment data outcomes, RTI screening results, special education assessment/reviews, Section 504 plan requirements, or in-house early intervention programs.
5. Test data are used to determine which students are in danger of non-promotion or not receiving course credits.
6. Central Services administrators notify school-based staff about at-risk students, based on summative data reports.
7. Student academic and behavioral progress is monitored through daily activities, interim reports, and report cards.
8. Schools communicate between and among attendance areas when at-risk students transfer within the county district
9. Behavioral contracts are used to maintain standards and expectations for students who have had discipline problems.
10. Administrators and teachers confer with students (and their parents/guardians) who are having academic and behavioral difficulties at school.
11. School support staff members notify administrators, counselors, and teachers when they detect that students are having academic and behavioral problems.
12. School Resource Officers refer students to administrators and county agencies.
13. Individual student's discipline reports provide data to aid in development of intervention strategies for continually disruptive students.
14. Referral to community support services (e.g., mental health, social services, Communities in Schools, and Boys and GirlsClub Structured Day Program) are made as necessary.
15. Student attendance data is monitored to track student absences. Students who have attendance problems are referred to the school social worker
16. School nurses, counselors, and social workers collaborate with families of students who have health and/or attendance issues
17. Substance Abuse and Family Education (SAFE) and Drug and Alcohol Resistance Education (DARE) programs provide assistance to students with drug, alcohol, and substance abuse problems
18. Second Step Anti-Violence Curriculum is used at various grade levels to teach students ways to intervene and avoid aggressive behavior.
19. School counselors and PBIS teams (through classroom teachers) implement various programs and curriculums that address anti-bullying curricula and the elementary and middle school levels.



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20. Gang Resistance Education and Training (GREAT) curriculum is used in some middle schools as prevention to violence and gang-type behavior
21. School-site IEP teams and Section 504 committees identify and recommend strategies to address the needs of exceptional children and students with 504 plans.
22. Personalized Education Plans (PEP) are written and implemented for all students who are performing below grade level
23. Respective school's School Improvement Teams develop School Improvement Plans and Remediation Plans that identify specific strategies to address the needs of at-risk students within individual schools.

Pursuant to General Statute §115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program.

1. Suspended students who are court involved are referred to the Juvenile Day Reporting Center (JDRC) in lieu of being sent home. The JDRC provides an alternative to out-of-school suspension for students who have been adjudicated as delinquent. The JDRC serves students ages 10-18 who are suspended from school. The mission of JDRC is to hold juvenile offenders more accountable for their criminal behavior, while emphasizing the protection of the public by placing suspended students in a contained intensive treatment environment while focusing their priorities and responsibilities on educational requirements and treatment services in order to reintegrate participants back into the community and public school system to complete their education and become a more productive and responsible person in the community and with their peers.
2. Students who are not involved with the courts system may be referred to the Boys and Girls Club of Coastal Carolina's Structured Day Program. This intervention center provides an alternative to out-of-school suspension. Assignments to the intervention center are typically for 1-10 days. The purpose of the intervention center is to help students develop social skills while completing academic work they would be doing were they on their school campus that day.
3. Middle and high school principals may refer students to the school's Alternative Education Program as an alternative to long-term suspension or as a means to earn additional credits.
4. In-school suspension programs are available at elementary, middle and high school and serve to isolate disruptive students and provide an opportunity to continue their studies in a monitored, structured environment



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In accordance with General Statute §115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place.

Goal: Secure funding from outside sources to provide School Resource Officers in each middle school.

Target: Carteret County Public Schools Central Services personnel will work with the Carteret County Sheriff's Department and various county municipalities' police departments to seek grants and other funding sources to provide funding for middle school School Resource Officers

Indicator: School Resource Officers will be housed in each middle school

Milestone Date: 25-Aug-11

Goal: Update/modify school-based plans for evacuation and shelter-in-place

Target: Appoint one School Resource Officer to meet with each principal to establish a unified, comprehensive plan for each school that will ensure that all schools follow similar routines and provide safety and security for all students and staff

Indicator: Schools and law enforcement agencies will have a tangible plan that clearly demonstrates procedures for evacuation and shelter-in-place

Milestone Date: 2-Feb-11

In accordance with General Statute §115C-105.47 (b)(8), the following measures are used to determine the effectiveness of the school's efforts to assist at-risk students, including effectiveness of procedures adopted under G.S. 115C-105.48 (Alternative Learning Programs).

Target: Identify those students who are most at risk of failure due to nonattendance

Indicator: Attendance committee at all schools, using attendance and academic data, will establish a list of students for targeted intervention.

Milestone Date: 1-Jan-11

Target: Identify those students who are at risk of dropping out of school

Indicator: Teachers, administrators, school counselors and school social workers, in conjunction with community resources will forward names of potential drop-outs to the school's Student Assistance Team for targeted intervention.



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Milestone Date: 1-Jan-11					
Target: Identify students who can utilize credit recovery in the alternative education program in order to graduate					
Indicator: Counselors will research transcripts to determine which students need credit recovery in order to graduate					
Milestone Date: 1-Jan-11					
Target: Identify students who are below state norms in reading and math in grades K - 5.					
Indicator: School teams will assess using benchmark assessments and state norms, identify those students performing below state norms, then collaborate among respective school staff to put into place interventions to address areas of need that are impacting performance and/ or success.					
Milestone Date: 1-Oct-10; 28-Feb-11; 30-April-11					
In accordance with General Statute §115C-105.47 (b)(9), the following planned or recently completed professional development aligns with the goals of our safe school initiative:					
Professional Development	Planned/ Completed				
Responsiveness to Instruction	Completed				
First Responders / Diabetic Care training	On Going				
Positive Behavior Intervention Support (PBIS)	Completed				
Mental Health Issues in the Classroom	Completed				
Nonviolent Crisis Intervention (CPI)	On Going				
Anti-Bullying LEA Policy	On Going				
Volunteer Training	On Going				
Differentiated Instruction	On Going				
Pursuant to General Statute §115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials.					
<ol style="list-style-type: none"> 1. A Memorandum of Understanding between Carteret County Schools, the Carteret County Sheriff's Department, and the Town of Cape Carteret is being developed to provide assurances of services provided by School Resource Officers in all high schools and White Oak Elementary School. School staff will work cooperatively with School Resource Officers and SROs will assist at middle elementary schools as needed. 2. There will be regular, ongoing communication between Carteret County Schools and local law enforcement agencies. Local law enforcement agencies will be included in the development of 					



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emergency plans such as crisis response plans. They will also conduct crisis situation drills for schools, as requested by principals.

Principals will report certain violations occurring on school property to law enforcement as required by NC General statutes

3. The Boys and Girls Club at Morehead City Elementary School will be used to house the structured day program for Juvenile Services to keep students with court records in a secure environment while the students are serving suspensions from school.

Pursuant to General Statute §115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community.

1. End-of-year school system discipline reports shall be presented to the state and local boards of education, superintendent, principals, and local media outlets. Safe Schools Plans from individual schools are presented to the Board of Education for review.
2. County-wide meetings are held for parents of ESL and migrant students with information presented in native languages. All policies can be found on the school system's website for easy access and are distributed at the beginning of the school year to students and parents in English and Spanish.
3. Individual schools share information through newsletters, websites, PTA/PTO and other parent group meetings, and the media.
4. Safe School Plans are monitored annually by individual schools and Central Services.
5. Parent Advisory Councils are established at each school to gather input from individual communities. The Councils present information directly to the Board of Education during routine meetings.

Funding Uses and Sources – At-risk and Alternative Learning Schools and Programs

Program or Strategy Being Funded	Amount of Funding	Source of Funding
Alternative Education Program	\$448,063.00	State PRC 069
School Resource Officers	\$140,609.00	State PRC 069
School Social Workers	\$240,958.00	Local Allocation



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School-based Management and Accountability Program Summary of School-based Waiver Requests Program Years: 2008-2010	
LEA or Charter School Name/Number: Carteret County Public Schools - 160	
School Number(s)	Request for Waiver
304	1. Please describe the waiver you are requesting.
306	This waiver will allow for class sizes to be larger and increase the number of contacts per day each teacher.
308	
310	
311	
313	2. Identify the law, regulation, or policy from which exemption is requested.
314	G.S. 115C-301 Class Size Limits
316	
317	
318	
322	
324	3. State how the waiver will be used.
326	This waiver will be used to accommodate population expansion throughout the school and within specific instructional programs.
332	
344	
352	4. State how this waiver helps achieve the specific performance goals identified in the School Improvement Plan.
	This waiver will allow flexibility in differentiated instruction and permit schools to broaden course offerings.