

# Broad Creek Middle School/Bulldogs

## School Improvement Plan 2010-2012

### VISION STATEMENT

Students' learning needs should be the primary focus of all school decisions. Teachers, administrators, parents, and community share the responsibility for advancing our school's mission. Our school's commitment to continuous self-improvement and technology implementation enables our students to become confident, engaged, and self-directed 21<sup>st</sup> century learners.

### MISSION STATEMENT

At Broad Creek Middle School our mission is to provide a safe, technologically-enriched, 21<sup>st</sup> century learning environment promoting respect and motivating students to learn and act responsibly. We believe education is the shared responsibility of the student, home, school, and community.

<b>LEA or Charter Name/Number:</b>	Carteret County Public Schools - 160	
<b>School Name/Number:</b>	Broad Creek Middle School - 311	
<b>School Address:</b>	2382 Highway 24, Newport, NC 28570	
<b>Plan Year(s):</b>	2010-2012	
<b>Date prepared:</b>	September 27, 2011	
<b>Principal Signature:</b>	Cathy Tomon	<b>Date:</b> 9/27/11
<b>Local Board Approval Signature:</b>		<b>Date:</b>

### School Improvement Team Membership

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

Committee Position	Name
Principal	Cathy Tomon
Assistant Principal Representative	Marylene Vines
Teacher Representative	Heather Blackwell, Chair
Teacher Representative	Nova Austin
Teacher Representative	Todd Williamson
Teacher Representative	Rachel Tritt
Teacher Representative	Neil Davis
Teacher Representative	Jennifer Garman
Teacher Representative	Sandra Kelly
Central Services	Heather Dietzler
Community Member	Pat Lewis
Inst. Support Representative	Jo Ann Norman
Non-Certified Representative	Kim Guyton
Parent Representative	Gina D'Amico

### School Data and Summary analysis

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### 1. What does the analysis tell you about your school's strengths.

Broad Creek Middle School, the faculty and students are proud of our accomplishments. As a National Schools to Watch (2010), an IMPACT Model School, and an Honor School of Excellence, we provide a rigorous and relevant curriculum that challenges, engages, and motivates students. Schools to Watch are on a sustained trajectory of improvement, and can serve as a model for other schools. The Schools to Watch criteria are deeply engrained in the culture of our school. Measurements include: Academic Excellence, Developmental Responsiveness, Social Equity, and Organizational Structures/Supports. 100% of the teachers at our school are Highly Qualified compared to 97% across the state, including six National Board Certified Teachers, two awaiting the results. The turnover rate at our school last year was 10%, compared to 14% at the District Level and 12% across the state. According to the 2010 North Carolina Teacher Working Conditions Survey, 91.3% of the teachers rated our school as a "good place to work and learn."

The IMPACT Model for North Carolina Schools recognizes that effective school library media and instructional technology programs support both effective teaching and learning. It assures that the media and technology resources and conditions necessary to support the teaching and learning process are present and on-going.

As a 2009-2010 Honor School of Excellence, at least 90% of our students were at grade level, and the school made Adequate Yearly Progress as well as high growth. Our overall Reading performance was 88.2% compared to 82.2% at the District level and 70.1% at the State level. Our overall Math performance was 91.8% compared to 89.4% at the District level and 81.8% at the State level. Our Algebra 1 performance was greater than 95% compared to 87.5% at the District level and 72.8% at the State level. Our school made Adequate Yearly Progress meeting 17 out of 17 performance targets. 86.2% of our Economically Disadvantaged Students were at or above grade level overall compared to 77.2% at the District level and 57.4% at the State level. Our Black sub-group scored 87.5% compared to 70.3% at the District level and 49.7% at the State level. Our school's average percent of students who attended school daily was equal to the District and State at 95%.

New Data for 2010-2011. Our overall Reading performance was 86.5% compared to 80.6% at the District level and 70.7% at the State level. Our overall Math performance was 92.9% compared to 88.9% at the District level and 82.4% at the State level. Our school made Adequate Yearly Progress meeting 17 out of 17 performance targets. Our school's average percent of students who attended school daily was equal to the District and State at 95%.

According to the 2010 North Carolina Teacher Working Conditions Survey summary results, our school had 100% response rate compared to 92.22% at the District level and 89.26% at the State level in middle schools. 100% of our teachers responded that they had time available to collaborate with colleagues. We also had 100% say that they have access to reliable communication technology including phones, faxes, and email. In addition, 100% agree that our school is clean and well maintained, and the physical environment of classrooms in the school supports teaching and learning. 100% of the teachers responded that the school maintains clear, two-way communication with the community as well as teachers provide 4 parents/guardians with useful information about student learning. Also, 100% feel that community members support teachers, contributing to their success with their students, and the community we serve is supportive of the school. 100% agree that they work in a school environment that is safe and where students at this school understand expectations for their conduct. 100% of our teachers are recognized as educational experts. 100% of our teachers agree that our administration assesses teacher performance objectively, consistently, and recognizes the faculty for their accomplishments. 100% also recognizes that professional learning opportunities are aligned with the School Improvement Plan and are encouraged to reflect on their own practice. Finally, 100% of our teachers are encouraged to try new things to improve instruction.

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

Out of the 17 subgroups, our school met all 17 performance targets. After analyzing data, we determined that we need to implement new programs to target our At Risk students, some of which are students with disabilities.

### **3. What data is missing, and how will you go about collecting this information for future use?**

Our Economically Disadvantaged students are included as a subgroup; however, we have no way to accurately identify those students due to the laws and regulations prohibiting individual identification. Therefore, even though we are working with all of our students to improve scores, we feel that for this subgroup, we are trying to hit a blind target. To meet this goal, our teachers are working closely with the counselors to assist students who are in need. We have partnered with a community organization along with NCAE both of which provide financial resources for students who can't afford food, supplies, clothing, and funding for field trips. Through the counselors who coordinate these assistance programs, we will be sure to include these students in our target groups. In addition, we do not have data on our Accelerated Math, Hand-in-Hand Afterschool program or Scholastic Reading Inventory due to the new implementation of these programs. However, during the 2011-2012 school year, we plan to continuously collect and analyze this new data. We also feel that we are lacking parent perception data. We plan to use a variety of surveys (online and paper copies for those who do not have Internet access) to collect and analyze input concerning various issues including "access to WebPages, homework hotline, My Egrades, email, agendas, progress notes, teacher voicemail, and other means of communication in order to increase parental awareness and involvement.

### **4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school?**

Although we have shown growth each year with our Students with Disabilities and our At Risk Population in both Math and Reading, we are continuing to challenge our students by implementing new programs to help close the gap. After analyzing EOG testing data, we see that over the last three years, the Students with Disabilities only met their target goals in Math with Safe Harbor this past year. However, we have seen improvement over the last three years. In 07-08, the Math was 55.6%, in 08-09 it was 74% and in 09-10 it was 77.1%. In Reading our Students with Disabilities scored 38.9% in 07-08, 41.6% in 08-09, and 67.1% in 09-10.

In addition, due to the State's implementation of the new Math curriculum, our goal is to help our Math teachers master the new North Carolina Standard Course of Study in Math. Even though in 09-10 our Math scores were 91.8% proficient compared to 89.4% in our District, and 81.8% in our State, the new AYP Math projected target goal for 10-11 is 88.6%.

We want to continue to show high growth in Math. In 2010-2011 our Math scores were 92.9% proficient, compared to 88.9% in our District and 82.4% in our State. Next year's projected AYP Math target goal is 88.6%.

The 2010-2011 Reading scores showed students to be 86.5% proficient, compared to 80.6% in our District and 70.7% in our State. Next year's projected AYP Reading target goal is 71.6%.

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<b>Priority Goal 1 and Associated Strategies</b>		
<b>Plan/Do</b>	<b>Area for improvement and supporting data:</b>	
	Students with Disabilities/At Risk Students-this is our lowest performance target group for the 10-11 school year. The scores were 80.8% for Math and 63.3% for Reading.	
	<b>School Goal 1:</b>	
	Close the gap between the Students with Disabilities at our school level to the AYP projected performance target.	
	<b>Supports this district goal:</b>	
	District Goal 1. North Carolina public schools will produce globally competitive students.	
	<b>Target:</b>	
	Increase student performance to meet AYP Math target of 88.6% and Reading target of 71.6%.	
	<b>Indicator:</b>	
	Math and Reading EOG Scores	
	<b>Milestone date:</b>	
	June, 2012	
	<b>Goal 1 Improvement Strategies</b>	
	<b>Strategy 1:</b> Implement Hand-in Hand after school tutoring program in partnership with Communities in Schools	<b>Action steps:</b>
		1. Partner with Communities in Schools to receive Hand-in-Hand grant.
2. Identify At Risk students		
3. Survey parents for interest and participation		
4. Survey teachers for participation and implementation, i.e. tutor		
5. Teachers, administrators, parents and students meet with Hand-in-Hand coordinator		
6. Parents complete applications and sign contracts		
7. Teachers and students participate in 2 hour after school tutoring Monday through Thursday		
8. Teachers monitor and evaluate progress daily with classroom teachers and students		
<b>Strategy 2:</b> Implement research based Accelerated Math program during the regular school day and in the Afterschool program	<b>Action steps:</b>	
	1. Identify students; purchase license	
	2. Train teachers	
	3. Administer computerized pre-assessment for placement	
	4. Share results with students and parents	
	5. Customize assignments and monitor progress	
	6. Individualize instruction based on needs	
	7. Complete customized assignments	

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Check			throughout the school year	
			8. Assess students' work and analyze reports to differentiate instruction	
	<b>Strategy 3:</b> Implement research based Scholastic READ 180 during the regular school day and in the Afterschool program		<b>Action steps:</b>	
			1. Identify students; purchase licenses	
			2. Train teachers	
			3. Administer computerized pre-assessment for placement	
			4. Share results with students and parents	
			5. Customize assignments and monitor progress	
			6. Individualize instruction in a small group setting based on needs	
			7. Complete customized assignments throughout the school year	
			8. Assess students work and analyze reports to differentiate instruction	
	<b>How will we fund these strategies?</b>			
	<b>Funding source 1:</b>	School general funds	<b>Funding amount:</b>	\$0.00
	<b>Funding source 2:</b>	Local district funds	<b>Funding amount:</b>	\$0.00
	<b>Funding source 3:</b>	State funds DSSF	<b>Funding amount:</b>	\$0.00
	<b>Funding source 4:</b>	State funds for at-risk students	<b>Funding amount:</b>	\$0.00
	<b>Funding source 5:</b>	State funds for EC	<b>Funding amount:</b>	\$0.00
	<b>Total Initiative Funding:</b>			\$0.00
	<b>Review frequency:</b>		Quarterly	
	<b>Assigned Implementation Team:</b> Kayla Ipock/Chair, Anna Storms, Robin McClendon			
<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>				
1. Attendance for Afterschool program				
2. Data provided by Accelerated Math and READ 180				
3. Class assessments				
4. Progress notes				
5. Report Card grades				
6. Hand-in-Hand survey of participating students, parents, and teachers				
<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>				

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	1. Reports from Accelerated Math and READ 180	
	2. Class assessments	
	3. Progress notes	
	4. Report Card grades	
	5. Hand-in-Hand Survey of participating students, parents and teachers	
	<b>What does the data show regarding the results of the implemented strategies?</b>	
<b>Act</b>	<b>Based upon identified results, should/how strategies be changed?</b>	
<b>Priority Goal 2 and Associated Strategies</b>		
<b>Plan/Do</b>	<b>Area for improvement and supporting data:</b> Math Teachers-To familiarize and enhance the teachers' content knowledge of the new Math North Carolina Standard Course of Study	
	<b>School Goal 2:</b>	To continue to show high growth of EOG math scores to meet 2011-12 AYP performance target of 88.6% in Math
	<b>Supports this district goal:</b>	District Goal 2. North Carolina public schools will be led by 21 <sup>st</sup> Century professionals
	<b>Target:</b>	To exceed AYP goal of 88.6% in Math
	<b>Indicator:</b>	Math EOG scores
	<b>Milestone date:</b>	June, 2012
	<b>Goal 1 Improvement Strategies</b>	
	<b>Strategy 1:</b> Participate in Common Core Standards for Math	<b>Action steps:</b>
		1. Attend District professional development
		2. Complete assigned tasks
		3. Monitor and self-evaluate classroom strategies
4. Collaborate with colleagues during PLCs		
<b>Strategy 2:</b> Complete training and incorporate NC FALCON for formative assessment.	5. Monitor and evaluate student performance	
	<b>Action steps:</b>	
	1. Complete module training by August 17, 2011.	
	2. Attend district training on August 17,	

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	2011.			
	3. Complete 4 peer observations			
	4. Monitor and self-evaluate classroom strategies			
	5. Collaborate with colleagues during PLCs			
	6. Monitor and evaluate student performance			
	<b>How will we fund these strategies?</b>			
	<b>Funding source 1:</b>	School general funds	<b>Funding amount:</b>	\$0.00
	<b>Funding source 2:</b>	Local district funds	<b>Funding amount:</b>	\$0.00
	<b>Funding source 3:</b>	State funds DSSF	<b>Funding amount:</b>	\$0.00
	<b>Funding source 4:</b>	State funds for at-risk students	<b>Funding amount:</b>	\$0.00
	<b>Funding source 5:</b>	State funds for EC	<b>Funding amount:</b>	\$0.00
	<b>Total Initiative Funding:</b>			\$0.00
	<b>Review frequency:</b>	Quarterly		
	<b>Assigned Implementation Team:</b> Mike Whitley/Chair, Don Austin, Pat Weist, Sy Banks			
	<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>		
1. EOG scores				
2. Teacher peer observations				
3. Teacher Evaluation Instrument				
<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>				
1. EOG scores				
2. Progress notes				
3. Report Cards				
4. Class assessments				
5. Lesson plans				
6. Evaluation instrument				
<b>What does data show regarding the results of the implemented strategies?</b>				

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<b>Act</b>	<b>Based upon identified results, should/how strategies be changed?</b>		
<b>Priority Goal 3 and Associated Strategies</b>			
<b>Plan/Do</b>	<b>Area for improvement and supporting data:</b>		
	Reading-All teachers will incorporate Reading across the curriculum		
	<b>School Goal 3:</b>	To continue to show high growth of EOG Reading scores to meet 2011-12 AYP performance target of 71.6% in Reading	
	<b>Supports this district goal:</b>	District Goal 2: North Carolina public schools will be led by 21 <sup>st</sup> Century professionals	
	<b>Target:</b>	To exceed AYP goal of 71.6% in Reading	
	<b>Indicator:</b>	Reading EOG scores	
	<b>Milestone date:</b>	June, 2012	
	<b>Goal 3 Improvement Strategies</b>		
	<b>Strategy 1:</b> Participate in Common Core Standards for Language Arts	<b>Action steps:</b>	
		1. Attend District professional development	
		2. Complete assigned tasks	
		3. Monitor and self-evaluate classroom strategies	
		4. Collaborate with colleagues during PLCs	
	<b>Strategy 2:</b> Students will take Scholastic Reading Inventory to provide immediate data to identify Reading Lexile levels. Students will also read independent books such as Accelerated Reader	5. Monitor and evaluate student performance	
		<b>Action steps:</b>	
1. Enroll students in SRI (District)			
2. Sign up for computer lab			
3. Complete assessment at the beginning, middle, and end of year (students)			
4. Use assessment data to differentiate instruction			
5. Check out and read books in their Lexile level (students)			
6. Share data with other teachers in order to facilitate differentiated instruction			
7. Administer STAR test to determine their Zone of Proximal Development			
8. Regularly check out books in the media center			
9. Complete assessments and/or AR tests on the books they've read			
10. Use online AR resources at home			
11. Participate in Battle of the Books			
12. Use computerized at-risk reports to guide reading practice			
13. Social Studies and Science teachers will			

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		teach at least one novel in their classes during the school year. This will also be integrated in Language Arts		
		14. The Media Center will purchase materials with higher Lexiles.		
	<b>Strategy 3:</b> Complete training and incorporate NC FALCON for formative assessment.	<b>Action steps:</b>		
		1. Complete module training by August 17, 2011.		
		2. Attend district training on August 17, 2011.		
		3. Complete 4 peer observations		
		4. Monitor and self-evaluate classroom strategies		
		5. Collaborate with colleagues during PLCs		
	6. Monitor and evaluate student performance			
	<b>How will we fund these strategies?</b>			
	<b>Funding source 1:</b>	School general funds	<b>Funding amount:</b>	\$0.00
	<b>Funding source 2:</b>	Local district funds	<b>Funding amount:</b>	\$0.00
	<b>Funding source 3:</b>	State funds DSSF	<b>Funding amount:</b>	\$0.00
	<b>Funding source 4:</b>	State funds for at-risk students	<b>Funding amount:</b>	\$0.00
<b>Funding source 5:</b>	State funds for EC	<b>Funding amount:</b>	\$0.00	
<b>Total Initiative Funding:</b>				
<b>Review frequency:</b>	Quarterly			
<b>Assigned Implementation Team:</b> Zina Briley/Chair, Amanda Meeks, Julie Shoptaugh				
<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>			
	1. Research based SRI Diagnostic Reports			
	2. Class assessments			
	3. Progress notes			
	4. Report Cards			
	5. Accelerated Reader reports/reading logs			
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>			
	1. Increase in Lexile level			
2. Increase in STAR ZPD				

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	<b>What does the data show regarding the results of the implemented strategies?</b>
<b>Act</b>	<b>Based upon identified results, should/how strategies be changed?</b>

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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.

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

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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 (RtI) 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-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.

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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 Girls Club 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.
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.

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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

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.

# Broad Creek Middle School/Bulldogs

## School Improvement Plan 2010-2012

<p><b>Target:</b> 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</p>
<p><b>Indicator:</b> School Resource Officers will be housed in each middle school</p>
<p><b>Milestone Date:</b> 25-Aug-11</p>
<p><b>Goal:</b> Update/modify school-based plans for evacuation and shelter-in-place</p>
<p><b>Target:</b> 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</p>
<p><b>Indicator:</b> Schools and law enforcement agencies will have a tangible plan that clearly demonstrates procedures for evacuation and shelter-in-place</p>
<p><b>Milestone Date:</b> 2-Feb-11</p>
<p>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).</p>
<p><b>Target:</b> Identify those students who are most at risk of failure due to nonattendance</p>
<p><b>Indicator:</b> Attendance committee at all schools, using attendance and academic data, will establish a list of students for targeted intervention.</p>
<p><b>Milestone Date:</b> 1-Jan-11</p>
<p><b>Target:</b> Identify those students who are at risk of dropping out of school</p>
<p><b>Indicator:</b> 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.</p>
<p><b>Milestone Date:</b> 1-Jan-11</p>
<p><b>Target:</b> Identify students who can utilize credit recovery in the alternative education program in order to graduate</p>
<p><b>Indicator:</b> Counselors will research transcripts to determine which students need credit recovery in order to graduate</p>
<p><b>Milestone Date:</b> 1-Jan-11</p>
<p><b>Target:</b> Identify students who are below state norms in reading and math in grades K - 5.</p>
<p><b>Indicator:</b> 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.</p>

# Broad Creek Middle School/Bulldogs

## School Improvement Plan 2010-2012

<b>Milestone Date:</b> 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"> <li>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.</li> <li>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 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</li> <li>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.</li> </ol>					
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.					
<ol style="list-style-type: none"> <li>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</li> </ol>					

# Broad Creek Middle School/Bulldogs

## School Improvement Plan 2010-2012

<p>Plans from individual schools are presented to the Board of Education for review.</p> <ol style="list-style-type: none"> <li>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.</li> <li>3. Individual schools share information through newsletters, websites, PTA/PTO and other parent group meetings, and the media.</li> <li>4. Safe School Plans are monitored annually by individual schools and Central Services.</li> <li>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.</li> </ol>		
<b>Funding Uses and Sources – At-risk and Alternative Learning Schools and Programs</b>		
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

# Broad Creek Middle School/Bulldogs

## School Improvement Plan 2010-2012

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	
314	2. Identify the law, regulation, or policy from which exemption is requested.
316	G.S. 115C-301 Class Size Limits
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.