

# Harkers Island Elementary School

## School Improvement Plan 2010-2012

*Vision: Provide an environment that is a mixture of history and culture to ensure relevance in learning, building a foundation in which 21st century learning can serve as a springboard for students' future success.*

*The mission of HIES is to educate all students in all areas of development, to be future ready adults by providing a safe, stimulating and respectful environment.*

<b>LEA or Charter Name/Number:</b>	Carteret County Public Schools - 160	
<b>School Name/Number:</b>	Harkers Island Elementary School/316	
<b>School Address:</b>	1163 Island Road, Harkers Island, NC 28531	
<b>Plan Year(s):</b>	2010-2012	
<b>Date prepared:</b>	October 6, 2010	
<b>Principal Signature:</b>		<b>Date:</b>
<b>Local Board Approval Signature:</b>		<b>Date:</b>

### School Improvement Team Membership

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

<b>Committee Position</b>	<b>Name</b>
Principal	April Lilley
Assistant Principal Representative	NA
Teacher Representative	Chelsea Guthrie
Inst. Support Representative	Laranda Taylor
Teacher Assistant Representative	Trudy Rose
Parent Representative	JoAnn Newton
Media Coordinator	Allison Guthrie
Teacher Representative	Jean Rose
Teacher Representative	Patricia Edwards
EC Teacher	Laura Conway

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### 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?

	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		OVERALL	
	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math
07-08	80.0%	86.7%	69.6%	91.3%	68.2%	86.4%	80%	>95%	81.3%	87.5%	68.8%	81.3%	74.1%	88.4%
08-09	95.8%	100%	92.3%	100%	87%	100%	87%	91.3%	83.3%	94.4%	88.2%	100%	89%	97.5%
09-10	82.4%	82.4%	95%	100%	100%	92.8%	90.5%	95.2%	90.5%	95.2%	94.1%	100%	91.8%	>95%

#### Working Condition Survey Results (100%)

- Class sizes are reasonable such that teachers have the time available to meet the needs of all students.
- Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.
- This school maintains clear, two-way communication with the community.
- This school does a good job of encouraging parent/guardian involvement.
- Parents/guardians know what is going on in this school.
- The community we serve is supportive of this school.
- Students at this school understand expectations for their conduct.
- Students at this school follow rules of conduct.
- Teachers consistently enforce rules for student conduct.
- The faculty work in a school environment that is safe.
- Teachers are held to high professional standards for delivering instruction.
- The school leadership facilitates using data to improve student learning.
- Teachers are encouraged to reflect on their own practice.
- Teachers use assessment data to inform their instruction.
- Teachers work in professional learning communities to develop and align instructional practices.
- Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.
- Teachers are encouraged to try new things to improve instruction.
- Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).

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

- Trust and mutual respect
- Open communication
- Empowered professionals
- Differentiated instruction
- AIG student growth
- Subgroup proficiency
- Primary reading fundamentals

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

- Qualitative data
  - o Monthly surveys for teachers
  - o Quarterly surveys for parents and students
  - o Digital site for anonymous faculty concerns

### 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:

#### Working Conditions Survey

- There is an atmosphere of trust and mutual respect in this school. (58.8%)
- Teachers feel comfortable raising issues and concerns that are important to them. (55.6%)
- The faculty is recognized for accomplishments. (52.9%)
- Professional development is differentiated to meet the needs of individual teachers.(41.2%)
- In this school, follow up is provided from professional development. (52.9%)
- Professional development is evaluated and results are communicated to teachers. (52.9%)
- Teachers have sufficient training to fully utilize instructional technology. (66.7%)

#### AYP/EOG

- Gap between speech/language students and peers
- AIG growth

	2007-2008	2008-2009	2009-2010
Math	66%	78%	78%
Reading	NA	NA	100%

#### Reading Assessments

- Students at grade level entering second grade
  - o 2007-2008 – 80%
  - o 2008-2009 – 76%
  - o 2009-2010 – 93% (First year of “Reading Foundations”)

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<b>Priority Goal 1 and Associated Strategies</b>				
<b>Plan/Do</b>	<b>Area for improvement and supporting data:</b>			
	<b>School Leadership - Teacher Working Condition Survey</b>			
	<b>School Goal 1:</b>	<b>Create a culture in which professionals are empowered and feel free to openly communicate in a respected and comfortable environment.</b>		
	<b>Supports this district goal:</b>	Create a culture in which professionals are empowered and feel free to openly communicate in a respected and comfortable environment.		
	<b>Target:</b>	Increase percentage of support in the area of School Leadership		
	<b>Indicator:</b>	Teacher Working Condition Survey		
	<b>Milestone date:</b>	2012 Survey		
	<b>Goal 1 Improvement Strategies</b>			
	<b>Strategy 1: Implement an anonymous communication tool for professional staff.</b>	<b>Action steps:</b>		
		1. Design/Create a communication template		
		2. Demonstrate the varied uses of the tool		
		3. Encourage frequent use by teachers		
	<b>Strategy 2: Teacher Survey</b>	4. Discuss/Share communication information		
		<b>Action steps:</b>		
		1. Leadership team designs surveys		
		2. Determine frequency of surveys		
		3. Collect and analyze data		
	4. Share data with faculty/staff			
	5. Use data to drive decisions			
	<b>How will we fund these strategies? NONE</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>	Monthly			
<b>Assigned Implementation Team: Leadership Team</b>				

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<b>Check</b>	<b>We used the following data to determine if we have faithfully and consistently taken the action steps for each strategy:</b>	
	<ul style="list-style-type: none"> <li>• Transparent sharing of data from the communication tool and surveys</li> <li>• Monitoring by the Leadership Team</li> </ul>	
	<b>We used the following data to determine whether the strategies helped to achieve the goal:</b>	
	<ul style="list-style-type: none"> <li>• Monthly Surveys</li> <li>• Teacher Working Condition Survey</li> <li>• Documented usage of communication by teachers/staff</li> </ul>	
<b>Act</b>	<b>After implementing the strategies, the data revealed the following results:</b>	
<b>Based upon identified results, the following modifications (if any) to the strategies are necessary for success:</b>		
<b>Priority Goal 2 and Associated Strategies</b>		
<b>Plan/Do</b>	<b>Area for improvement and supporting data:</b>	
	Student Learning - EOG, AYP, Teacher Assessments, RTI, EC/AIG Data, SRI, SMI, K-2 State Assessments	
	<b>School Goal 2:</b>	<b>To ensure that all identified students are provided specialized instruction that will meet specific learning needs using differentiated instructional strategies.</b>
	<b>Supports this district goal:</b>	<i>District Goal 1: North Carolina public schools will produce globally competitive students.</i>
	<b>Target:</b>	Close the gap between identified subgroups in comparison to their peers and ensure growth for all students
	<b>Indicator:</b>	EOG, AYP, Teacher Assessments, RTI, EC/AIG Data, SRI, SMI, K-2 State Assessments
	<b>Milestone date:</b>	Quarterly (minimum)

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<b>Goal 2 Improvement Strategies</b>			
<b>Strategy 1: Professional Development</b>	<b>Action steps:</b>		
	1. Research available/appropriate staff dev.		
	2. Prioritize staff development list		
	3. Develop a system to determine attendees		
	4. Upon completion, present to staff		
	5. Implement appropriate strategies		
	6. Evaluate effectiveness of strategies		
	7. Determine continuation/revision of strategies		
<b>Strategy 2: Technology Professional Development</b>	<b>Action steps:</b>		
	1. Survey teachers to determine needs		
	2. Prioritize needs		
	3. Develop calendar for training		
	4. Determine lead teachers/outside resources		
	5. Integrate technology for differentiation		
	6. Evaluate effectiveness of technology		
	7. Reflect and make necessary adjustments		
<b>Strategy 3: Data Collection/Analysis Staff Development</b>	<b>Action steps:</b>		
	1. Determine Resources		
	2. Schedule NCDPI resources (Sherry Broome)		
<b>Strategy 4: "Data Daze"</b>	<b>Action steps:</b>		
	1. Designate monthly data days for all faculty		
	2. Grade group PLCs gather/analyze data		
	3. Share effective differentiation strategies		
	4. Share effective strategies with entire staff		
	5. Grade group PLCs reflect on shared strategies		
	6. Implement within grade groups		
	7. Provide a duty free lunch and 5 hours of planning each week		
<b>How will we fund these strategies?</b>			
<b>Funding source 1:</b>	Federal funds - Title I	<b>Funding amount:</b>	\$2,500
<b>Funding source 2:</b>		<b>Funding amount:</b>	\$0.00
<b>Funding source 3:</b>		<b>Funding amount:</b>	\$0.00
<b>Funding source 4:</b>		<b>Funding amount:</b>	\$0.00
<b>Funding source 5:</b>		<b>Funding amount:</b>	\$0.00
<b>Total Initiative Funding:</b>			\$2,500

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	Review frequency:	Quarterly
	Assigned Implementation Team: Data Team	
Check	We used the following data to determine if we have faithfully and consistently taken the action steps for each strategy:	
	<ul style="list-style-type: none"> <li>Professional Development Calendar</li> <li>"Data Daze" Calendar</li> <li>Surveys</li> <li>Staff Development List</li> </ul>	
	We used the following data to determine whether the strategies helped to achieve the goal:	
	<ul style="list-style-type: none"> <li>EOG, AYP, Teacher Assessments, RTI, EC/AIG Data, SRI, SMI, K-2 State Assessments</li> <li>Lesson Plans</li> </ul>	
Act	After implementing the strategies, the data revealed the following results:	
<b>Priority Goal 3 and Associated Strategies</b>		
Plan/Do	<b>Area for improvement and supporting data:</b>	
	<ul style="list-style-type: none"> <li>Meet new K-1 Reading expectation of the state board.</li> </ul>	
	<b>School Goal 3:</b>	<b>100% of students shall enter second grade reading on grade level.</b>
	<b>Supports this district goal:</b>	<b>North Carolina public schools will produce globally competitive students.</b>
	<b>Target:</b>	100% of students entering second grade will read on grade level.
	<b>Indicator:</b>	K-2 Literacy Assessment, Basic Skill Builders
	<b>Milestone date:</b>	6/1/2011

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<b>Goal 3 Improvement Strategies</b>	
<p><b>Strategy 1: Comply with G.S. 115C-105.27(b)</b></p>	<p><b>Action steps:</b></p>
	<p>1. K-1 Teachers must notify parents and guardians when their child is not reading on grade level</p>
	<p>2. K-1 Teachers must notify parents and guardians if child is at risk of not being on grade level by beginning of second grade.</p>
	<p>3. K-1 Teachers will use ongoing assessment to monitor student progress</p>
	<p>4. RTI committee to develop strategies for parents to help their children read</p>
<p><b>Strategy 2: K-1 teachers will use Foundations for addressing phonological/phonemic awareness, phonics and spelling</b></p>	<p><b>Action steps:</b></p>
	<p>1. All K-1 teachers will have <i>Foundations</i> training</p>
	<p>2. All K-1 teachers will be provided with necessary materials to carry out the <i>Foundations</i> program</p>
<p><b>Strategy 3: K-1 teachers will implement a balanced reading curriculum to incorporate the five components of reading instruction (Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension) and begin implementing the Core Curriculum</b></p>	<p><b>Action steps:</b></p>
	<p>1. Implement Foundations</p>
	<p>2. Provide writing activities each day</p>
	<p>3. Guided Reading Groups</p>
	<p>4. Read alouds</p>

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	<b>How will we fund these strategies?</b>			
	Funding source 1:		Funding amount:	\$0.00
	Funding source 2:		Funding amount:	\$0.00
	Funding source 3:		Funding amount:	\$0.00
	Funding source 4:		Funding amount:	\$0.00
	Funding source 5:		Funding amount:	\$0.00
	<b>Total Initiative Funding:</b>			\$0.00
	<b>Review frequency:</b>			
			Quarterly	
	<b>Assigned Implementation Team: K-2 Teachers</b>			
<b>Check</b>	<b>We used the following data to determine whether the strategies helped to achieve the goal:</b>			
	Running Records, Classroom Observations, Universal Probes, AR Test, Foundations Assessments			
<b>Check</b>	<b>We used the following data to determine whether the strategies helped to achieve the goal:</b>			
	Lexiles, Third Grade EOG			
<b>Act</b>	<b>After implementing the strategies, the data revealed the following results:</b>			
<b>Act</b>	<b>Based upon identified results, the following modifications (if any) to the strategies are necessary for success:</b>			

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Title I School-wide Compliance Review and Plan							
<p>A comprehensive school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (<i>Section 1114(b) of Title I</i>). Each required component is described below, with an explanation of how each contributes to the creation of a successful schoolwide program. The goals and strategies you've already developed may fulfill many of these requirements.</p>							
<p><b>Schoolwide reform strategies:</b> Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.</p>							
<p>This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:</p>		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>	
	<b>Strategy 1</b>		X	X			
	<b>Strategy 2</b>		X	X			
	<b>Strategy 3</b>		X	X			
<p>Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:</p>							
<p><b>Instruction by highly qualified teachers:</b> High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a schoolwide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.</p>							
<p>This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:</p>		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>	
	<b>Strategy 1</b>						
	<b>Strategy 2</b>						
	<b>Strategy 3</b>						
<p>Our school is addressing the need for highly qualified teachers in the following ways, in addition to our focus on the priority goals listed in this plan:</p>							
<p>100% Highly Qualified Staff</p>							
<p><b>High-quality and ongoing professional development:</b> Teachers and other staff in schoolwide program schools must be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.</p>							

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This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
	<b>Strategy 1</b>		x	x		
	<b>Strategy 2</b>		x	x		
	<b>Strategy 3</b>		x	x		
Our school provides high quality, on-going professional development in the following ways, in addition to our focus on the priority goals listed in this plan:						
<p><b>Strategies to attract highly qualified teachers to high-need schools:</b> Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly qualified teachers.</p>						
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
	<b>Strategy 1</b>					
	<b>Strategy 2</b>					
	<b>Strategy 3</b>					
Our school uses the following strategies to attract highly qualified teachers to our high-need schools, in addition to our focus on the priority goals listed in this plan:						
We do not have much turn-over. However, only highly qualified teachers will be hired.						
<p><b>Strategies to increase parental involvement:</b> Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that school wide plans contain strategies to involve parents in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel in school.</p>						
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
	<b>Strategy 1</b>					
	<b>Strategy 2</b>					
	<b>Strategy 3</b>					
Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:						
<ul style="list-style-type: none"> <li>• Quarterly Heritage Nights</li> <li>• Online Grades</li> <li>• Orientation</li> <li>• Open House</li> <li>• Homework Online</li> <li>• Newsletters</li> <li>*Quarterly Parent Conferences (k-2)</li> </ul>						

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**Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs:** This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs, including Early Reading First and others, provide a foundation for later academic success, and effective schoolwide programs capitalize on this strong start.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
	<b>Strategy 1</b>					
	<b>Strategy 2</b>					
	<b>Strategy 3</b>					

Our school uses the following pre-school-to-elementary transition strategies, in addition to our focus on the priority goals listed in this plan:

- Kindergarten Orientation
- Open House
- Newsletters

**Measures to include teachers in decisions regarding the use of academic assessments:**

In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The schoolwide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
	<b>Strategy 1</b>		x	x		
	<b>Strategy 2</b>		x	x		
	<b>Strategy 3</b>		x	x		

Our school uses the following strategies for developing teacher skills in formative assessment, in addition to our focus on the priority goals listed in this plan:

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<p><b>Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:</b> The schoolwide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.</p>							
<p>This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:</p>		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>	
	<b>Strategy 1</b>		x				
	<b>Strategy 2</b>		x	x			
	<b>Strategy 3</b>		x	x			
<p>Our school uses the following differentiation strategies, in addition to our focus on the priority goals listed in this plan:</p>							
<p><b>Coordination and integration of Federal, State, and local services and programs:</b> Schoolwide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, schoolwide program schools may combine most Federal, State and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out the schoolwide program.</p>							
<p>This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:</p>		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>	
	<b>Strategy 1</b>						
	<b>Strategy 2</b>						
	<b>Strategy 3</b>						
<p>Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan:</p>							
<ul style="list-style-type: none"> <li>• Hill Center</li> <li>• After School Tutoring</li> <li>• Read 180 – 21st Century School Grant (After School)</li> </ul>							

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<b>Safe School Plan for Carteret County Schools</b>	
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
<b>Statement of Responsibility for the School District Superintendent</b>	
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.	
<b>Statement of Responsibility for the School Principal</b>	
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.	
<b>Statement of the Roles of Other Administrators, Teachers, and Other School Personnel</b>	
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.	

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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.

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.

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### 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.
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.

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 after school) 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.

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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. 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.
19. Gang Resistance Education and Training (GREAT) curriculum is used in some middle schools as prevention to violence and gang-type behavior.
20. School-site IEP teams and Section 504 committees identify and recommend strategies to address the needs of exceptional children and students with 504 plans.
21. Personalized Education Plans (PEP) are written and implemented for all students who are performing below grade level.
22. 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

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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.

<b>Goal:</b>	Secure funding from outside sources to provide School Resource Officers in each middle school.
<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
<b>Indicator:</b>	School Resource Officers will be housed in each middle school
<b>Milestone Date:</b>	25-Aug-11
<b>Goal:</b>	Update/modify school-based plans for evacuation and shelter-in-place
<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
<b>Indicator:</b>	Schools and law enforcement agencies will have a tangible plan that clearly demonstrates procedures for evacuation and shelter-in-place
<b>Milestone Date:</b>	2-Feb-11

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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).		
<b>Target:</b>	Identify those students who are most at risk of failure due to nonattendance	
<b>Indicator:</b>	Attendance committee at all schools, using attendance and academic data, will establish a list of students for targeted intervention.	
<b>Milestone Date:</b>	1-Jan-11	
<b>Target:</b>	Identify those students who are at risk of dropping out of school	
<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.	
<b>Milestone Date:</b>	1-Jan-11	
<b>Target:</b>	Identify students who can utilize credit recovery in the alternative education program in order to graduate	
<b>Indicator:</b>	Counselors will research transcripts to determine which students need credit recovery in order to graduate	
<b>Milestone Date:</b>	1-Jan-11	
<b>Target:</b>	Identify students who are below state norms in reading and math in grades K - 5.	
<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.	
<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	

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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.

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.
3. 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.
4. Principals will report certain violations occurring on school property to law enforcement as required by NC General statutes
5. 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