

# Morehead City Primary



## School Improvement Plan 2010-2012

### VISION STATEMENT

*Our vision is that every public school student will graduate from high school, globally competitive for work and post-secondary education and prepared for life in the 21st century.*

### MISSION STATEMENT

*The mission of Morehead City Primary School is to meet the needs of each child by providing motivation, knowledge, and basic life skills.*

<b>LEA or Charter Name/Number:</b>	Carteret County Public Schools - 160	
<b>School Name/Number:</b>	Morehead City Primary	
<b>School Address:</b>	4409 Country Club Rd Morehead City NC	
<b>Plan Year(s):</b>	2010-2012	
<b>Date prepared:</b>	10-06-2010	
<b>Principal Signature:</b>	Greg Guthrie	<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."*

Committee Position	Name
Principal	Greg Guthrie
Assistant Principal Representative	Terri Brett
Teacher Representative	Martha Ruffin
Teacher Representative	Sarah Morgan
Teacher Representative	Debbie Hults
Teacher Representative	Casey Stone
Teacher Representative	Jordan Blodgett
Teacher Representative	Bonnie Narron
Teacher Representative	Stephanie Mason
Teacher Representative	Susan Vallance
Teacher Representative	Mary Castro
Inst. Support Representative	Larry Vallance
EC Representative	Linda Marino
PE Representative	Colin Long
Teacher Assistant Representative	Talisha Gillikin

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Teacher Assistant Representative	Patsy Hill
Parent Representative	Kelly Harris

### School Data and Summary Analysis

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

Our school has developed and implemented comprehensive education plans in alignment with the state and national standards. Student achievement is consistently monitored and evaluated using various programs, surveys, and assessments. Data shows that our school continuously supports the needs of students of different cultures, abilities, and primary languages. Our school implements and practices a school-wide safety plan approved by the School Board and local safety units. In addition to the safety plan, our school effectively utilizes the Positive Behavior Intervention Support (PBIS) program. Teachers at our school are certified at a rate of 100% and are teaching in their curricular/grade area. Our school fosters a welcoming environment for parents and visitors. Parents, visitors and community members are kept informed about school activities through newsletters, school/classroom websites, and press releases. Student achievement is acknowledged through classroom and schoolwide celebrations. Community collaboration is evident through support such as award certificates, guest speakers, tutoring, and a strong parent/teacher organization (PTO). Various partnerships have been formed between our school and the local high school, community college, area universities and members of the armed services.

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

Our school needs to focus on the progress of our minority sub-groups in reading and math. Fidelity across our basal reading program must be implemented and demonstrated. Professional development activities are needed to educate our staff on the various programs, assessments, and data disaggregation.

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

Pre-screening of kindergarten students with a short assessment at time of registration.

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

Sub-subgroups are not performing at State and Federal standards.  
 School-wide fidelity of basal reading program.  
 Disaggregation of data to improve instruction and performance of all students.

### Priority Goal 1 and Associated Strategies

<b>Plan/Do</b>	<b>Area for improvement and supporting data:</b>
	Data from the past three school years shows that subgroups and sub-subgroups of students have consistently performed below local and state standards in the areas of reading and math. Current performance levels: *ED students 65.6% in R and 83.3% in M, BF students 60% R and 60% M, BM students 53.8% R and 69.2% M, HF students 44.4% R and 77.7% M, HM students 33.3% R and 55.6% M, MRF students 55.6% R, and LEP students 23.1% R and 61.5% M.

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<b>School Goal 1:</b>		<i>Economically Disadvantaged (ED), Black female (BF) and Black male students (BM), Hispanic female (HF) and Hispanic male students (HM), Multi-racial females (MRF), and Limited English Proficiency (LEP) will meet the Federal AYP goal of 71.6% proficiency in reading and 88.6% proficiency in math.</i>	
<b>Supports this district goal:</b>		North Carolina schools will produce globally competitive students.	
<b>Target:</b>		Subgroups and sub-subgroups students 71.6 reading, 88.6 math	
<b>Indicator:</b>		End of Grade Test scores	
<b>Milestone date:</b>		May of 2011	
<b>Goal 1 Improvement Strategies</b>			
<b>Strategy 1: Monitor student proficiency in reading and math among our subgroups and sub-subgroups</b>	<b>Action steps:</b>		
	1. Teacher Observations		
	2. State and local assessments		
	3. Orchard reading and math assessment		
	4. Scholastic Reading Inventory		
	5. Accelerated Reader Program		
	6. ClassScapes		
	7. Unit tests		
<b>Strategy 2: Modify instruction monthly based on assessment data at the classroom and grade levels.</b>	<b>Action steps:</b>		
	1. Form a data team		
	2. Calendar a mid-quarter and end of quarter data day		
	3. Professional development on data analysis		
	4. Monitor attendance		
<b>Strategy 3: Implement Responsiveness to Intervention (RTI) with fidelity</b>	<b>Action steps:</b>		
	1. Universal screening		
	2. Disaggregation of data		
	3. Develop intervention strategies		
	4. Implement strategies		
	5. Utilize support personnel		
	6. Continued staff development on implementation		
<b>How will we fund these strategies?</b>			
<b>Funding source 1:</b>	Other	<b>Funding amount:</b>	\$15000.00
<b>Funding source 2:</b>	Other	<b>Funding amount:</b>	\$7500.00
<b>Funding source 3:</b>		<b>Funding amount:</b>	\$0.00
<b>Funding source 4:</b>		<b>Funding amount:</b>	\$0.00

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	<b>Funding source 5:</b>		<b>Funding amount:</b>	\$0.00
	<b>Total Initiative Funding:</b>			\$0.00
	<b>Review frequency:</b>	Quarterly		
	<b>Assigned Implementation Team: Mary Castro, Becky Weeks, Caitlin Brown, Stephanie Mason, Debbie Gillikin, Norma Jean Gomez</b>			
<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>			
	1. Scholastic Reading Inventory Lexile levels			
	2. RTI screening results			
	3. Local quarterly assessments in reading and math			
	4. ClassScapes			
	5. Orchard reading and math assessments			
	6. Accelerated Reader reports			
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>			
	1. SRI			
2. Orchard				
3. RTI data tables and charts will show growth				
4. Lexiles will increase toward or exceed grade level benchmarks				
5. Running record data will show growth as listed on the county's reading continuum				
6. Mastery of curricular objectives as noted on the math matrix				
<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: Vertical articulation and transitions across grade levels. Grade three proficiency is 79.9% for all students and Economically Disadvantaged 65.6%.</b>			
	<b>School Goal 2:</b>	Implement a school-wide reading program with fidelity.		

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Check	<b>Supports this district goal:</b>		North Carolina schools will produce globally competitive students.	
	<b>Target:</b>		71.6% for all sub-groups	
	<b>Indicator:</b>		EOG in grade three reading	
	<b>Milestone date:</b>		6/1/2011	
	<b>Goal 1 Improvement Strategies</b>			
	<b>Strategy 1:</b> Vertically articulate scaffolding of curriculum		<b>Action steps:</b>	
			1. Establish grade level expectations and guidelines	
			2. Schedule bi-annual collaborative meetings	
			3. Articulate grade level expectations and guidelines	
			4. Commit to fidelity	
	<b>Strategy 2:</b>		<b>Action steps:</b>	
			1.	
			2.	
			3.	
			4.	
			5.	
	6.			
	<b>How will we fund these strategies?</b>			
	<b>Funding source 1:</b>	Other	<b>Funding amount:</b>	\$5000.00
	<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>			\$0.00	
<b>Review frequency:</b>		Quarterly		
<b>Assigned Implementation Team:</b> Martha Ruffin, Janice Clontz, Linda Spencer, Pat Godwin, Rebecca Hedgecock, Susan Vallance				
<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>				
1. Scholastic Reading Inventory Lexile levels				
2. Local quarterly assessments in reading				
3. ClassScapes scores				



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<b>Priority Goal 3 and Associated Strategies</b>	
<b>Area for improvement and supporting data:</b>	
All students will be reading on grade level by 2nd grade.	
<b>School Goal 3:</b>	<b>Per G. S. 115C-105.27 (B), students in kindergarten or first grade shall read at grade level by the time they enter second grade.</b>
<b>Supports this district goal:</b>	North Carolina schools will produce globally competitive students.
<b>Target:</b>	<b>100% of current kindergarten and first grade students will read on grade level by beginning of grade 2</b>
<b>Indicator:</b>	Final grade level assessments
<b>Milestone date:</b>	June of 2011
<b>Goal 3 Improvement Strategies</b>	
<b>Plan/Do</b>	<b>Strategy 1: School will comply with the state law</b>
	<b>Action steps:</b>
	1. Notification of parents of below level readers
	2. Frequently monitor student progress
	3. Develop strategies for teachers and parents to help children read at home.
	4. Develop and implement Personal Education Plans (PEP) for below level readers.
	5. Utilize support personnel and community volunteers
	6. Cross grade level student partnerships
	7. Use 21st century technologies
	8. Professional development with reading strategies.
	<b>Strategy 2: Implement a school-wide reading program with fidelity</b>
	<b>Action steps:</b>
	1. Adopted basal reading program
	2. Professional development with basal readers
	<b>Strategy 3: Use supplemental materials to strengthen and enhance our reading program</b>
<b>Action steps:</b>	
1. Foundations	
2. Orchard	
3. Professional development with Foundations	
4.	
5.	
6.	
<b>How will we fund these strategies?</b>	

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	<b>Funding source 1:</b>	Other	<b>Funding amount:</b>	\$25,000.00	
	<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: Jordan Blodgett, Casey Stone, Debbie Hults, Sarah Morgan, Alicia O'Brien, Opal Bostic, Chantel Ricks, Gini Herbst, Kathy Russell, Lee Taylor</b>				
	<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>			
		1. Basal Unit Benchmark assessments			
2. Foundations weekly check-ups					
3. Foundations unit tests					
4. Orchard skills assessments					
5. parent contact logs					
6. RTI progress monitoring graphs/log					
7. skills check lists					
<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>					
1. Students showing progress on goals stated in PEP					
2. assessment scores will show growth					
3. classroom performance documentation					
<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:

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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**

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.

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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

In accordance with General Statute §115C-105.47 (b)(7), the following measurable (goals) for

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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
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.

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<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				
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.</li> </ol>					

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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

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

# Morehead City Primary



## School Improvement Plan 2010-2012

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 school-wide program. The goals and strategies you've already developed may fulfill many of these requirements.</p>						
<p><b>School-wide 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	x		
	<b>Strategy 2</b>	x		x		
	<b>Strategy 3</b>	x		x		
<p>Our school is addressing the need for school-wide 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>						

# Morehead City Primary



## School Improvement Plan 2010-2012

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

# Morehead City Primary



## School Improvement Plan 2010-2012

<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>							
<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 attract highly qualified teachers to our high-need schools, in addition to our focus on the priority goals listed in this plan:</p>							
<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 schoolwide 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>							
<p>This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the</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>						
	<b>Strategy 3</b>						

# Morehead City Primary



## School Improvement Plan 2010-2012

right:						
Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:						
<p><b>Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs:</b> 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.</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>		x	x		
	<b>Strategy 2</b>					
	<b>Strategy 3</b>	x				
Our school uses the following pre-school-to-elementary transition strategies, in addition to our focus on the priority goals listed in this plan:						

# Morehead City Primary



## School Improvement Plan 2010-2012

**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:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1	x	x	x		
	Strategy 2	x				
	Strategy 3	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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**Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:** 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.

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

# Morehead City Primary



## School Improvement Plan 2010-2012

Our school uses the following differentiation strategies, in addition to our focus on the priority goals listed in this plan:

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**Coordination and integration of Federal, State, and local services and programs:**  
 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.

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

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:

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