

East Carteret High School

School Improvement Plan 2010-2012



Vision Statement: At East Carteret High School we will attain the highest level of academic knowledge through an engaging and relevant curriculum that fosters 21st Century Learning. The faculty will clearly communicate high expectations for all students, in order to promote student responsibility. East Carteret students will be equipped with 21st Century life skills and character values.

Mission Statement: The mission of East Carteret High School is to create a supportive community of learners, which empowers students to be productive and responsible citizens.

LEA or Charter Name/Number:	Carteret County Public Schools - 160	
School Name/Number:	East Carteret High School/313	
School Address:	3263 Hwy 70 East, Beaufort NC 28516	
Plan Year(s):	2010-2012	
Date prepared:	October 6, 2010	
Principal Signature:		Date:
Local Board Approval Signature:		Date:

School Improvement Team Membership

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

Committee Position	Name
Principal	Ralph Holloway, Jr.
Assistant Principal Representative	Wendy Thomas
Teacher Representative	Randy Feagle
Teacher Representative	Kathy Day-Ketel
Teacher Representative	Jessica Anderson
Teacher Representative	Carrie Sheehan
Teacher Representative	Jaime Turner
Teacher Representative	Julia Millush
Non-Certified Representative	Debby Deuble
Inst. Support Representative	Sandy Treadway
Inst. Support Representative	Jane Burbella
Teacher Assistant Representative	Donna Everington
Parent Representative	Mitch Lawrence

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?

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AYP subgroup data showed a significant increase in our math and reading performance in all 3 subgroups from the 2008-2009 school year to the 2009-2010 school year. Math has increased every year over the last three years.

Our overall ABC composite score improved by 12.1 points from the previous year.

In all EOC tested areas all scores were above 70% for the first time in at least five years.

Have met AYP every school year except 2008-2009.

Having a curriculum coordinator has positively impacted student performance in math.

SAT math and reading results are above the state and national average.

Based on the NCTWCS, the majority of teachers believe they now have adequate space to work productively, increased reliability of internet connections to support instructional practices, and a safe school environment due to facility upgrades.

Also based on NCTWCS, teachers believe our school provides sufficient non-instructional time for planning and collaboration through the use of PLC's and common lunch.

According to a senior exit survey, 93% of the students feel they are academically prepared for their future.

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

Based on AYP subgroup data it is evident that our economically disadvantaged subgroup continues to score significantly lower in both reading and math.

Based on disaggregated EOC data, black males are scoring lower than their peers in all EOC tested areas.

Based on EVAAS data, student growth is significantly lower than the state average in several EOC subjects.

Based on NCTWCS our staff does not believe that sufficient resources or time are available for professional development and they have not received professional development that deepens their content knowledge.

Mission and vision statements need to be reviewed at least every two years.

More opportunities need to be offered for teacher decision making. More teacher input is needed in the area of budgeting.

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

Student survey on apathy.

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:

1) Improve annual yearly progress for our economically disadvantaged subgroup in both reading and math. The evidence that supports this priority is that this subgroup has performed lower than other subgroups over the past three years. In 2007-2008 the economically disadvantaged subgroup scored 53.3% in reading and 64.4% in math

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compared to all students who scored 57.6% in reading and 71.0% in math. In 2008-2009 this subgroup scored 34.5% in reading and 64.6% in math compared to all students who scored 45.1% in reading and 72.3% in math. In 2009-2010 this subgroup scored 62.8% in reading and 78.6% in math compared to all students who scored 72.0% in reading and 85.7% in math.

- 2) Improve academic performance in EOC areas for African American male students. The evidence that supports this priority is based on our disaggregated data according to the following EOC's: Algebra 1 EOC, African American males scored 62.5 % in 2008-2009 and 37.5 % in 2009-2010, on the Biology EOC this subgroup scored 33.3% in 2008-2009 and 33.3 % in 2009-2010, for the Civics EOC this subgroup scored 28.6% in 2008-2009 and 50.0% in 2009-2010 ,on the Physical Science EOC this subgroup scored 45.0% in 2009-2010 and on the US History EOC this subgroup scored 50.0 % in 2009-2010.

- 3) Provide access to sufficient professional development resources and schedule time for professional development. The evidence that supports this priority comes from the NCTWCS. The percent of teachers who are satisfied with sufficient resources for professional development decreased from 53.8% to 37.5% from 2008 to 2010. The percent of teachers who are satisfied with the appropriate amount of time for professional development decreased from 61.5% to 54.0% from 2008 to 2010.

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

Target: Our economically disadvantaged subgroup has performed lower than other subgroups over the last three years.

School Goal 1:

To improve AYP for economically disadvantaged students in reading and math.

Supports this district goal:

Carteret County Public Schools will produce globally competitive students.

Target:

Increase reading to 68.4 % and math to 84.2%

Indicator:

AYP data

Milestone date:

6/10/2012

Goal 1 Improvement Strategies

Strategy 1: Implement an academic review (using PRIS) for students in this subgroup. Maintain individual student performance records to analyze trends.

Action steps:

1. Create a class and R & E sessions that focus on reading and math.
2. Schedule mandatory conferences with parents.
3. Share progress report intervention
4. Review individual needs and schedule for maximum success
5. Create a plan to increase or encourage homework completion
6. Encourage participation in Bridgeback for review.
7. Offer extra focused instruction for math and reading before school and on early release days.

Plan/Do

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		8. Utilize successful practices from the Ruby Payne Framework for Poverty.	
	Strategy 2: <i>Implement a mentoring program for students in this subgroup.</i>	Action steps:	
		1. Design a program with specific targeted goals, structured schedules and times for meetings.	
		2. Develop and train a peer mentoring group.	
		3.	
		4.	
	Strategy 3: Provide necessary resources as needed based on mentor evaluations.	Action steps:	
		1. Provide opportunities for parent involvement.	
		2.	
		3.	
	How will we fund these strategies?		
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
Total Initiative Funding:			\$0.00
Review frequency:	Quarterly/ Semi-annually		
Assigned Implementation Team:			
Check	We used the following data to determine if we have faithfully and consistently taken the action steps for each strategy:		
	Progress Report Intervention Sheets		
	Report cards		
	Attendance and discipline records		
We used the following data to determine whether the strategies helped to achieve the goal:			
AYP data			
Report cards			
Progress reports			
C	After implementing the strategies, the data revealed the following results:		

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Check	Strategy 3: Provide teachers with professional development so they understand their students backgrounds and barriers to education.		Action steps:	
			1. Explore the NC Department of Instruction's professional development repository.	
			2. Utilize Teacher Academy resources.	
			3. Explore best practices conferences.	
			4. Solicit guest speakers to enhance understanding of student needs.	
	How will we fund these strategies?			
	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
	Total Initiative Funding:			\$0.00
	Review frequency:		Quarterly/ Semi-annually	
	Assigned Implementation Team:			
We used the following data to determine if we have faithfully and consistently taken the action steps for each strategy:				
EOC Data				
Graduation Rate				
Principal's List & Honor Roll				
Lesson Plans				
We used the following data to determine whether the strategies helped to achieve the goal:				
EOC Data				
After implementing the strategies, the data revealed the following results:				
Based upon identified results, the following modifications (if any) to the strategies are necessary for success:				

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Priority Goal 3 and Associated Strategies

Area for improvement and supporting data: We need to increase the amount of effective professional development offered to teachers. The evidence for this comes from NCTWCS.

School Goal 3: To provide access to sufficient professional development resources and schedule time for professional development.

Supports this district goal: Carteret County Public Schools will be led by 21st Century Professionals.

Target: Increase percentage of teachers who agree that sufficient resources and time are available for professional development.

Indicator: NCTWCS

Milestone date: 6/1/2012

Goal 3 Improvement Strategies

Strategy 1: Determine types of staff development needed

Action steps:

1. Administer survey.
2. Recommendations from PLC meetings.
3. Recommendations from teacher observations.
4. Investigate the most recent best practices.
5. Analyze test data.

Strategy 2: Utilize teacher leaders who have received professional development.

Action steps:

1. Schedule teachers who have received professional development to share best practices.
2. Create a database of all professional activities that have been attended by faculty members.
3. Collaborate with teacher leaders across the county.
- 4.

Strategy 3: Schedule time consistently throughout the school year for professional development.

Action steps:

1. Schedule regular department meetings.
2. Schedule staff development for all early release.
3. Provide lunch on early release days.
4. Schedule planning period staff development.
5. Schedule and provide class coverage for peer observations.
6. Utilize substitute teacher schedules.

How will we fund these strategies?

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

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	Total Initiative Funding:		\$0.00
	Review frequency:	Quarterly/ Semi-annually	
	Assigned Implementation Team:		
Check	We used the following data to determine whether the strategies helped to achieve the goal:		
	Progress Report Intervention Sheets		
	Report cards		
	Attendance and discipline records		
	We used the following data to determine whether the strategies helped to achieve the goal:		
AYP data			
Report cards			
Progress reports			
Act	After implementing the strategies, the data revealed the following results:		
Based upon identified results, the following modifications (if any) to the strategies are necessary for success:			

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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

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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 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

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

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

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

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

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

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

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

Milestone Date: 25-Aug-11

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

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

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

Milestone Date: 2-Feb-11

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

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

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

Milestone Date: 1-Jan-11

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

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

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Milestone Date: 1-Jan-11

Target: Identify students who can utilize credit recovery in the alternative education program in order to graduate

Indicator: Counselors will research transcripts to determine which students need credit recovery in order to graduate

Milestone Date: 1-Jan-11

Target: Identify students who are below state norms in reading and math in grades K - 5.

Indicator: School teams will assess using benchmark assessments and state norms, identify those students performing below state norms, then collaborate among respective school staff to put into place interventions to address areas of need that are impacting performance and/ or success.

Milestone Date: 1-Oct-10; 28-Feb-11; 30-April-11

In accordance with General Statute §115C-105.47 (b)(9), the following planned or recently completed professional development aligns with the goals of our safe school initiative:

Professional Development	Planned/ Completed				
Responsiveness to Instruction	Completed				
First Responders / Diabetic Care training	On Going				
Positive Behavior Intervention Support (PBIS)	Completed				
Mental Health Issues in the Classroom	Completed				
Nonviolent Crisis Intervention (CPI)	On Going				
Anti-Bullying LEA Policy	On Going				
Volunteer Training	On Going				
Differentiated Instruction	On Going				

Pursuant to General Statute §115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials.

1. A Memorandum of Understanding between Carteret County Schools, the Carteret County Sheriff's Department, and the Town of Cape Carteret is being developed to provide assurances of services provided by School Resource Officers in all high schools and White Oak Elementary School. School staff will work cooperatively with School Resource Officers and SROs will assist at middle elementary schools as needed.
2. There will be regular, ongoing communication between Carteret County Schools and local law enforcement agencies. Local law enforcement agencies will be included in the development of emergency plans such as crisis response plans. They will also conduct crisis

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situation drills for schools, as requested by principals.

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

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

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

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

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

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

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**School-based Management and Accountability Program
Summary of School-based Waiver Requests
Program Years: 2008-2010**

LEA or Charter School Name/Number: Carteret County Public Schools - 160

School Number(s)	Request for Waiver
304 306 308 310 311	<p>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.</p>
313 314 316 317 318	<p>2. Identify the law, regulation, or policy from which exemption is requested. G.S. 115C-301 Class Size Limits</p>
322 324 326 332 344	<p>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.</p>
352	<p>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.</p>