

Morehead City
Elementary
School
at Camp Glenn
Improvement Plan

2009-

2012

SCHOOL IMPROVEMENT PLAN FOR 2009-2012 PLANNING CYCLE

LEA: CARTERET

SCHOOL: Morehead Elementary School

Team Members

Name:	Representing:
Dawn Allan, Chair	Positive Behavior Support
Lisa Hyatt, Co-Chair	Media/Technology
Rita Mullins	Principal
Linda Kristensen	Reading Specialists
Trent Webb, Time Keeper	Specials teachers
Dawn Allan	Positive Behavior Support Team
Deb Willis	Assistants
Renee Gilpin	4th grade
Sonya Lewis	Lead Teacher, 5th Grade
Donna Lockey	4th grade
Rita Mullins	Principal
Michelle Carraway	Exceptional Children's programs
Lisa Kittrell	Central Services
Susan Merrell	5th Grade
Susan Sullivan	Parent / Community

SCHOOL IMPROVEMENT PLAN FOR 2009-2012 PLANNING CYCLE**LEA: CARTERET****SCHOOL: Morehead Elementary School****Narrative**

○ Mission Statement:

The mission of Morehead Elementary School is to provide a high quality education that prepares our students to be productive, life-long learners in a global society.

○ Belief Statements:

1. All students can learn.
2. All students are entitled to a high-quality education.
3. Students need to apply their learning in meaningful contexts.
4. Learning occurs when the diverse needs of students are met.
5. Each student has individual worth with unique physical, social, emotional, and intellectual needs.
6. Diverse students are entitled to special services and resources.
7. A student's self-esteem is enhanced by positive relationships and mutual respect.
8. Learning occurs best in a safe and nurturing environment.
9. Cultural diversity can increase students' awareness of different people and cultures.
10. Teachers, administrators, parents, and the community have a strong partnership in advancing the school's mission.
11. Relevant educational needs should be clear and should guide the development of the instructional strategies and activities.

The commitment to a high-quality education is imperative if our school is going to prepare students to become confident, self-directed, life-long learners in a global society.

○ School Demographics:

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2008-2009 Results

MES disaggregated data for the year 2008-2009 showed phenomenal growth in all subject areas and subgroups. MES was named a School of Distinction and High Growth. MES met 17 out of 17 AYP targets set by North Carolina under the Federal No Child Left Behind Act.

Reading and Math Composite Scores

Composite scores revealed an overall increase of 13.3 % on the NC Reading EOG. Scores increased from 63.6 % to 76.9%. All gender and ethnicity groups made significant gains. Blacks and Multi-racial students had the greatest increases, 25.4% and 23.8 % respectively. Detailed gender and ethnicity breakdowns showed female multi-racial students increased their scores 33.4% and black Females improved their scores 30.0%. Black Male scores increased 24.1% and Economically Disadvantaged students also increased their scores 21.9%. Limited English Proficient students improved 16.9% and White Male scores increased 18.5%. Academically Gifted scores remained 95% while Students with Disabilities increased 24.9%. Specific Learning Disability scores improved 20.2% and Other Health Impairment scores increased 15.8%. Non-Disabled Students raised their scores 11.8%.

Reading, Math, and Science Overview School Wide

MES' overall Reading EOG scores for students at or above level III was 78.8% which was 0.4% percent lower than the district average and 11.2 % higher than the state average. The overall Math EOG score for students at or above level III was 90.8% which was 1.4% higher than the district average and 10.8% higher than the state average. MES scored 80.3% which was .1% lower than the district and 16.1% higher than the state average on the 5th grade Science EOG.

Comparison of Student Progress on the Reading EOG**Years 2007/2008 and 2008/2009****Fifth Grade**

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When the performance of the 2009 5th grade reading results were compared to their 4th grade reading results, all gender and ethnicity subgroups remained consistent except black students. Black student scores increased from 52.6 % to 70.6%. Multi-racial student scores dropped 10%. Further disaggregation by detailed gender and ethnicity student subgroups showed black females had a gain of 37.10% (from 42.9 % to 80.0 %). Hispanic males showed an increase of 12.5 % and Limited English proficient students showed an increase of 12.6%. Hispanic females showed a decrease of 10.0% (from 40.0% to 30.0%) and white female scores decreased from 85.7% to 76.6%

Reading Comparison of Student Progress**Years 2007/2008 and 2008/2009****Fourth Grade**

2009 4th grade Reading EOG scores showed an overall increase of 10.9 % over the 2008 3rd grade scores. Further disaggregation showed an increase of 16.0% in female scores, 15.5 % increase in black student scores, and multi-racial scores remained consistent. Hispanic scores decreased 7.1%. Detailed gender and ethnicity breakdowns showed significant increases in all areas with the exception of male Hispanics and black females. Male Hispanic scores decreased 22.3%, black female scores decreased 15%, and male multi-racial scores remained the same. White female scores increased 20.8% and black male scores increased 33.6%. Limited English Proficient student scores improved 21.2%. White Male scores remained consistent. Students with Disabilities scores increased 18% and Students with Specific Learning Disabilities scores also increased 25%. Speech or Language Impaired scores improved 15%.

Math Comparison of Student Progress**Years 2007/2008 and 2008/2009****Overview**

MES successfully met 12 out of 13 targets set by North Carolina to meet Adequate Yearly Progress (AYP) under the Federal No Child Left Behind Act (NCLB) in the year of 2007/2008. The only subgroup that did not meet its AYP target was Economically Disadvantaged students in the area of Mathematics. Economically Disadvantaged students scored 58.7%. In the year 2008/2009

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this subgroup met their goal and surpassed it with an increase in scores of 26.7% (from 58.7% to 85.4%)! Other subgroups showed equally impressive gains:

Black females 30% (60% to 90%), Female Multi-racial students 33.3% (50% to 83.3%), Hispanic Males 28.6% (50% to 78.6%), and Limited English Proficient students 23.8% (46.2% to 70%).

Students with Disabilities achieved a 34.7% increase in scores as well as the Specific Learning Disability subgroup increase of 49.5%.

Math Comparison of Student Progress**Years 2007/2008 and 2008/2009****Fifth Grade**

Fifth grade student scores disaggregated by gender showed all subgroups increased their scores as compared to their fourth grade Math EOG scores. Hispanic students increased 16.7% (50% to 66.7%). Black scores increased from 53.5% in 2008 to 70.6 % (12.7%) in 2009.

Disaggregation by detailed gender and ethnicity revealed remarkable gains also. Black female scores improved 22.9% and Hispanic Male scores amplified 25%. Economically Disadvantaged students improved 21.7% and Limited English Proficient students also improved 29%. The only subgroup that did not show an improvement was the Not Economically Disadvantaged students. Their scores decreased 1.5% over their 2008 fourth grade scores.

Disability disaggregation revealed Students with Disabilities increased their scores 16.4%. Students with Specific Learning disabilities improved a remarkable 38.9% (50% to 88.9%)! Academically Gifted Students maintained 95% at or above achievement level III in Mathematics.

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Math Comparison of Student Progress**Years 2007/2008 and 2008/2009****Fourth Grade**

Disaggregated scores of fourth grade students revealed gains and decreases from their 2008 third grade scores. The most striking improvement was with Black students. Their scores increased 20.8 % (from 66.7% to 87.5%). Female student scores also increased 11% (84% to 95%). Multi-racial scores decreased 7.5% (95% to 87.5%) as well as Males from 92.2% to 90.5% (1.7%).

Detailed gender and ethnicity disaggregation showed the most improvement with both black females and males. Black Male scores improved 21.8% and Black Female scores increased 15%. The only subgroup that showed regression was Multi-racial males. Their scores decreased 15% since their 2008 fourth grade Math EOG.

Disability disaggregation revealed the greatest gains with other Health Impaired Students. They increased their scores from 60% at or above Level III to 83.3% (23.3%) The only disability subgroup that regressed was the Speech and Language Impaired students. Their scores decreased 7.5% (95% to 87.5%).

Fifth Grade Science Comparison of Student Progress**Years 2007/2008 and 2008-2009**

The percentage of students at or above achievement level III on the Science EOG increased overall by 26.5% (from 53.8 % in 2008 to 80.3% in 2009). All gender and ethnicity subgroups made gains ranging from 23% for Females, 26.8 % for Males, 66.8% for Blacks, 13.9% for Hispanics, and 27.4% for Whites.

Detailed gender and ethnicity breakdowns showed Black Males increased their scores the most since 2008. Their scores rose from 16.7% at or above Level III in 2008 to 91.7% in 2009. Significant gains were also made by White Females (27.6%), Black

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Females (55%), White Males (23.3%), Economically Disadvantaged (31.3%), Non-Economically Disadvantaged (26.8%), Limited English Proficient (32.9%), Not Limited English Proficient (27.2%), and Not Migrant (26.5%).

Disaggregation by disability showed huge improvements in all subgroups. The Specific Learning Disability subgroup increased from 16.7% to 88.9% (72.2%) in 2009. Students with Disabilities also had an impressive increase in scores. They improved their scores 52.5%. Non-Disabled students improved 23.2%, also.

- o Community and Parent Demographics and Involvement

The racial composition of our community is as follows: 80% White, 14% African-American, 2.88% Hispanic, 0.88% Asian, 0.74% Native American, and 3% classified as Other. The community's economic base is derived from: tourism, service industries, manufacturing, and retail businesses. The single largest employer is the county's school system, employing approximately 1200. The religious orientation of the community is varied and includes the following houses of worship: Baptist, Catholic, Episcopal, Lutheran, Methodist, Mormon, Pentecostal Holiness, and Presbyterian.

Parental Involvement includes the following areas:

- o **Open House: Parents are informed of school and classroom procedures at both local and state levels.**
- o **Parents are surveyed at the end of each school year for their suggestions and input.**
- o **Title I Coordinator will provide assistance to all parents in need.**
- o **Notifications-Carteret County Public Schools Student Accountability Agreement is distributed to parents/students at the beginning of school.**
- o **PEP's are developed for students who are 'academically at risk', which include the parent/teacher and student. This document is an academic action plan.**
- o **English as a Second Language (ESL) teacher full-time. We also have a liaison between school and Hispanic community.**
- o **School Advisory Council meets with principal monthly, (or more), to discuss needs and issues of school.**
- o **Volunteer Training Program-parents assisting staff and students with various school functions.**

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Morehead Elementary School met all 17 AYP goals as set by the Federal No Child Left Behind program.

Our successes go beyond the statistics which demonstrate rising achievement levels. At Morehead Elementary School, we are proud of the following special activities that are an integral part of our program: Awards Day academic celebrations, our partnership with Boys and Girls Club on our campus, Accelerated Reader programs, Dynamic Dolphin Society nine-weeks incentive program, Mr. Johnston's science lab, Terrific Kids sponsored by Kiwanis, community tutor/mentor opportunities, Scholastic Reading Inventory and Accelerated Math for improvement in reading and math, Read180 reading program, services from two full-time math tutors, SuccessMaker computer lab, reading instruction by two reading specialists, daily news broadcast, Tar Heel Junior Historians' Club, our newly elected Student Council, book clubs, and a very active, involved Parent Teacher Organization.

Five Odyssey teams have been formed under the guidance of AIG Coordinator, Jan Carlisto. Student team members had meeting with their coaches to prepare for the regional competition. One team won the regional competition and took fifth place in national/world.

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NOTE: Use the ENTER key to expand the cell vertically-- to insert additional rows, right-click in a cell in the location where the rows are to be added and choose insert/insert row.

	2007-2008 (Baseline)	2008-2009	2009-2010	2010-2011
STUDENT DATA				
Enrollment of School	291	316		
Each Grade (Please list)	4 th 5 th 148 143	4 th 5 th 164 152		
Male	78 72	84 86		
Female	70 71	80 66		
Ethnic				
Black	19 15	16 17		
Hispanic	18 12	14 18		
Multi-Racial	5 7	8 6		
White	105 109	120 108		
Attendance Rate	96.6%	96%		
Proficiency Academic Scores (EOG or EOC) List all subjects, Writing, Computer, and Competency (if it applies)	Reading EOG 89.6% Math EOG 72.0% 4 th Grade Writing Test 73.4%	Reading EOG 78.8% Math EOG 90.8% Science 80.3%		

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Percentage of students meeting expected or high growth by subject area	Reading EOG 53.9% Math EOG 44.3%	Reading EOG 63.7% Math EOG 90.8% Science 80.3%		
AP Scores (Please list)	NA	NA		
Identification of Subgroups (Please list: ESL, ED, SPED, Minority Groups)	Female Black, Female Hispanic, Female White, Male Black, Male Hispanic, Male White, Economically Disadvantaged, Not Economically Disadvantaged, Limited English Proficiency, Not Limited English Proficient, Not Migrant, Students with Disabilities, Non-Disabled Students, Academically Gifted, Academically Gifted Math, Academically Gifted Reading, Specific Learning Disability, Other Health Impairment	Male, Female, White, Black, Hispanic, Pacific Islander, Multi-Racial, E.D., NED, LEP, Students with Disabilities, Female Black, Female Hispanic, Female Multi-Racial, Male White, Economically Disadvantaged, Not Economically Disadvantaged, Limited English Proficiency, Not Limited English Proficient, Non Disabled Students, Academically Gifted Math, Academically Gifted Reading, Autistic, Specific Learning Disability, Other Health		

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		Impairment, Speech or		
Identification of Special Needs by Categories (Use December 1 Headcount info)	Specific Learning Disability, Speech or Language Disability, Autism, Serious Emotional Disability, IDM I, Other Health Impairment	Specific Learning Disability, Other Health Impaired, Autism, Speech or Language Impairment, Serious, Emotional Disability		
Male	32	32		
Female	14	16		
Ethnic Groups				
Hispanic	3	H= 5		
White	31	W=35		
Black	8	B=5		
Multi-Racial	4	M=3		
	2007-2008 (Baseline)	2008-2009	2009-2010	2010-2011
Identification of Academically Gifted	70	40		
Male	38	22		
Female	32	18		
Ethnic Groups				
Asian	2	A=1		
Hispanic	2	H=1		
Black	1	B=2		
Multiracial	2	M=2		
American Indian	1			
Caucasian	62	C=34		

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Female	28	28		
Ethnic	1	1		
Attendance Rate	94.3%	95%		
	2007-2008 (Baseline)	2008-2009	2009-2010	2010-2011
CLASSIFIED DATA				
Male	0	0		
Female	6	6		
Ethnic	0	0		
Attendance	93.4%	95%		
CURRICULUM DATA				
Assessment Tools Used	Success Maker, Accelerated Math Star Reading Accelerated Reading Scholastic Reading Inventory ClassScape North Carolina Writing	Success Maker, Accelerated Math Star Reading Accelerated Reading Scholastic Reading Inventory ClassScape North Carolina Writing		

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	Test North Carolina Reading EOG North Carolina Math EOG North Carolina Science EOG ESL NCCLASS, WAPT, IPT	Test North Carolina Reading EOG North Carolina Math EOG North Carolina Science EOG ESL NCCLASS, WAPT, IPT		
Remediation Strategies	Extended Success Maker Lab time Small group Math tutoring After school Math Tutoring Study Buddy (ESL) homework assistance Block Scheduling Small group Reading/Writing Remediation After school tutoring by certified teachers Read 180	Extended Success Maker Lab time Small group Math tutoring After school Math Tutoring Study Buddy (ESL) homework assistance Block Scheduling Small group Reading/Writing Remediation After school tutoring by certified teachers		
# of students in Honors Courses	NA	NA		
# of students in AP	NA	NA		

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Courses				
# of students in Online Courses	NA	NA		
# of students in Dual Enrollment Courses	NA	NA		
<u>OTHER</u>			2009-2010	
<u>Teacher Working Conditions Survey</u>		The Teacher Working Conditions Survey was not administered during the 2008-2009 School Year		
Top five priorities				
Time	3.56			
Facilities	3.92			
Educator Leadership	3.41			
School Leadership and Educator Leadership	4.58			
Professional Development	3.86			
	2007-2008 (Baseline)	2008-2009	2009-2010-2010 2009-2010	2010-2011

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SAT Scores	NA	NA		
Percentage going to 4 year college/university	NA	NA		
Percentage going to community college	NA	NA		
4 Year Graduation Rate	NA	NA		
Drop Out Rate	NA	NA		
Change in Drop Out Rate	NA	NA		
Top 3 reasons for Dropping Out	NA	NA		
Percentage meeting Exit Standards by Subject	NA	NA		
Other survey Data	NA	NA		

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AREAS FOR EMPHASIS DURING THIS SCHOOL YEAR:

- 1.4 Globally Competitive Students: Technology to access and demonstrate new knowledge and skills**
- 3.4 Healthy Responsible Students: Strong student character, personal responsibility, and community/world involvement**
- 4.2 Leadership Innovation: Culture that embraces change and promotes dynamic continuous improvement**

Goals Established by the State Board of Education-(Schools will choose 2-4 of these as an area of focus based on the data.)

1 Globally Competitive Students

- 1.1 Rigorous and relevant curriculum
- 1.2 Assessments that inform instruction and evaluate knowledge
- 1.3 Course of study designed for global competitiveness
- 1.4 Technology to access and demonstrate new knowledge and skills
- 1.5 Opportunity to graduate with Associate's Degree or college transfer credit

2 21st Century Professionals

- 21st century skills, content, context, tools, and technology
- 2.2 21st Century Assessment system to measure knowledge skills, and performance
- Preparation in the interconnectedness of the world, including language study
- Ongoing high quality professional development
- 2.5 Using data to inform decisions

3 Healthy, Responsible Students

- 3.1 Inviting, respectful, supportive, inclusive, and flexible learning environment
- 3.2 Positive nurturing relationships with caring adults
- Healthy, active lifestyle and responsible choices

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- 3.4 Strong student character, personal responsibility, and community/world involvement
- Culture of learning that empowers and prepares life-long learners

4 Leadership Innovation

- Collaborative national and international partners
- 4.2 Culture that embraces change and promotes dynamic continuous improvement
- Educators make decisions in collaboration with parents, students, businesses and nonprofits
- Public school professionals collaborate with higher education

5 21st Century Systems

- Financial planning and budgeting focused on resources attainment and maximizing student achievement
- 5.1 Capacity for 21st Century learning, technology and learning tools available
- Procedures to support and sanction schools not meetings standards

1 Globally Competitive Students

- 1.1 Rigorous and relevant curriculum
- 1.2 Assessments that inform instruction and evaluate knowledge
- 1.3 Course of study designed for global competitiveness
- 1.4 Technology to access and demonstrate new knowledge and skills
- 1.5 Opportunity to graduate with Associate's Degree or college transfer credit

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Strategy #	Professional Development Required	Date to be Completed	Technology needed	Persons Responsible	Ways it will be evaluated for success	Resources that must be budgeted
1.1 Provide to all students a rigorous and relevant curriculum in language arts, math, science, and social studies, appreciation of the arts, and use of technology	Accelerated Math refresher ClassScape refresher Success Maker refresher Training in Read180 Differentiation in math and reading Raising the achievement of economically-deprived and English as a Second Language students Hill Center Reading (HILL) Reading Achievement Program (RAP) New Math Curriculum—NCSCOS	2009-2012 Completed: August, 2009 May, 2009 (Completed : Achieved AYP goal for EDS students) May, 2010 May, 2011 Bridges Math	Ongoing use of laptops for NCWISE Infocus projectors Smart Boards in majority of classrooms Use of Renaissance Place and Ebsco subscription Computer software Video Digital Camera Web Posting Classroom Printers	Ruamie Perri Barbara Cooper Susan Walker Lisa Hyatt Barbara Anderson Staff Members Rita Mullins Sharon Voss Tech Staff Staff & students	Staff development evaluation instrument Diagnostic class printouts discussed in team meetings Teacher Performance Appraisal Instrument (TPAI) Performances Art Show Winners Bulletin Boards	Paper & ink cartridges Block schedule License renewals Flip Camcorders Instruments Music System upgrade TV/VCR Art Supplies

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<p>1.1.a. Appreciation of Arts Symphony County-wide Choral Recorders Art Show (2)</p>	<p>Thinking Maps Tech Tips/MI Test Music Teacher Art Teacher</p> <p>*See 1.1 Computer Lab--Special</p>	<p>Program: 10/09- 04/10</p>	<p>Computer Software Video Digital Camera Web Posting</p>	<p>Sharon Voss Ruamie Perri</p>	<p>TPAI Performances Art Show Winners Bulletin Boards</p>	<p>Instruments Music System Upgrade TV/VCR Art Supplies</p>
<p>Use of Technology Chorus</p>	<p>ClassScape/SRI</p>	<p>Began 2008-2009 Continuing</p>				
<p>1.2 Use assess- ments to evaluate knowledge for modification, remediation, acceleration</p>	<p>Flip Camcorders as instructional tool</p> <p>Software Updates Intro to FAST FACTS</p>		<p>Computer Lab; Laptops</p>	<p>Principal Tech. Facilitator Media Coordinator Classroom Teachers</p>	<p>TPAI/New in 2010-2011 Student Assessments Reports EOG Scores Student Progress Reports</p>	<p>Paper & Ink Purchase or License Renewal/Up date for Software Success-</p>

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<p>of instruction ClassScape Scholastic Reading Inventory (SRI) AM Math Renaissance Reading STAR (reading /math) Success Maker READ 180 Math Facts in a Flash Success Net</p>	<p>Document camera training</p>	<p>Completed all three years: 2009-2012</p>		<p>Document cameras</p>	<p>SD Evaluation Instrument</p> <p>English as Second Language (ESL WIDA WAPT</p>	<p>maker SD Chargers</p>
<p>1.3 Provide a course of study (NCSCOS) to designed for global com-</p>	<p>Careers- Guidance Counselor</p> <p>AIG Enrichment</p>		<p>NCC Foundation NC College Program</p>	<p>Principal Guidance Counselor</p>	<p>Student/Parent Participation</p>	<p>Community Speakers Stipends for Speakers Travel Funds Materials</p>

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Petitiveness: Careers; Odyssey of the Mind (OOTM); Stock Market Simulation; StarBase	*See 1.1 , 1.2, & 1.3	Completed: Career Fair, 5th grade, March, 2009	Computers	AIG Coordinator Parents Staff	Teachers Coaches/Judges Competition	Meeting Areas Funds for OOTM member- ships and StarBase
1.4 Improve technology to access and demonstrate new knowledge and skills (on- Line search strategies)	NC College Fund	Summer, 2009 2009-2012 2009-2012	Computers Laptops Internet access Smartboards/Airliners	Lisa Hyatt Teachers Ruamie Perri Susan Walker	Teacher/Parent/ Student surveys Assessments of technology skills and search strategies	Paper & ink cartridges Block schedule License renewals Head- phones
1.5 Prepare students for secondary			Computers Laptops Internet access Smartboards/Airliners	Jo Lynn Wade, Guidance Staff members Rita Mullins,	TPAI/New 2001-2012 Staff development instrument Student projects	Access to technology and funding

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<p>education & post-secondary educational opportunities America Reads WCHS Teacher interns NC College Fund Career Fair Career programs: medical, beauticians, etc. Leadership Carteret Bright Idea Grants</p>		<p>2009-2012</p> <p>Completed: October, 2009 -May, 2010 Continued 2010-2011</p> <p>June, 2009 Completed: September, 2009</p>		<p>Principal Lisa Hyatt, Media Coordinator Parents</p> <p>Bill Ward</p>		
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2 21st Century Professionals

- 21st Century skills, content, context, tools, and technology
- 2.2 21st Century Assessment system to measure knowledge skills, and performance
- Preparation in the interconnectedness of the world, including language study
- Ongoing high quality professional development

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○ 2.5 Using data to inform decisions

Strategy #	Professional Development Required	Date to be Completed	Technology needed	Persons Responsible	Ways it will be evaluated for success	Resources that must be budgeted
2.2 Teachers & administrators to use a variety of assessments to inform instruction and measure skills, knowledge, and disposition ClassScape A.M. SuccessMaker Fitness Gram	Renaissance Place SRI STAR (as needed)	4 times each year	Computer Web Access Software	Lisa Hyatt Ruamie Perri Barbara Anderson Deb Willis	Mthly Reports Student Success/Growth	Web Access Software Manuals (Handouts) License Renewal Paper Ink cartridges
	Discipline PBS Training as needed Academic Rigor Relevance School Climate Emails MES News	Fall & Spring, 2009- 2010 2009-2010 Teachers are keeping data notebooks for their students	NC Wise DDC System Laptops TVs In-School Network Digital Video Cameras Internet / Manuals	Barbara Anderson Deb Willis PE Teachers Administration Staff Students Staff/Administration County office Dr. Mullins Lisa Hyatt Staff	Less Repeated Referrals Reteaching as necessary Disaggregate- dated Test Data Emails News Positive School	Web Access NCWise/Software Surveys/ TVs Renaissance Place STAR SuccessMaker Video Camera Internet/Computer READ 180

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school climate				Students	Climate	FAST FACTS (Math)
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New Teacher Appraisal Instrument: Beginning in January, 2010, teachers will review one section of the document per month at regularly scheduled faculty meetings on the first Monday of the month.

Duty Free Lunch for Teachers: Three assistants (year-long and four specials teachers (one 9-weeks each) provide a duty free lunch time of 25 minutes for all classroom teachers.

3 Healthy, Responsible Students (Must include a strategy to meet the minimum requirements for active students)

- 3.1 Inviting, respectful, supportive, inclusive, and flexible learning environment
- 3.2 Positive nurturing relationships with caring adults
- Healthy, active lifestyle and responsible choices
- 3.4 Strong student character, personal responsibility, and community/world involvement
- Culture of learning that empowers and prepares life-long learners

(Narrative of data that supports the need for improvement)

The NC Teacher Working Conditions Survey reveals teachers of MES overwhelmingly find the school clean and inviting. 97% of teachers agree MES is a safe environment. 91% of students feel their teachers offer extra help if needed. 97.5% of students agree teachers encourage them to do well on their work. 90.9% of students agree the administrator expects them to do well in school. Students overwhelmingly feel the administrator treats them fairly. Shareholder surveys consistently show students and teachers feel safe in all areas of the school. Parent Shareholder surveys are equally positive. Economically Disadvantaged students are the only subgroup that did not meet their AYP goal on the Math EOG during the 2007-2008 school year. Educational research by Ruby Payne indicates students of poverty have different instructional needs than their non- economically disadvantaged counterparts. MES plans to continue to research and adjust instruction as needed to reach 100% of students. During the 2008-2009 school year, ALL subgroups met AYP.

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Strategy #	Professional Development Required	Date to be Completed	Technology needed	Persons Responsible	Ways it will be evaluated for success	Resources that must be budgeted
3.1 Improve learning environment at MES so that it is inviting, respectful, supportive, inclusive, and flexible for student success	Completed: PLC 8/18/09 Rigor, Relevance, and Relationships 8/19/09	8/2009-6/2012	Computer-based Technology	Staff /Trainer PLC Steering Committee	Teacher Assessment Computer Assessment Teacher/Peer Obs. Quarterly Assessments EOGs Minutes of team meetings Students' motivation and attitudes	Staff Development Software (Computer)
3.2 MES will establish an environment which provides each child with positive, nurturing relationships with caring adults	Completed: ESL Workshop 8/18/09 Staff Training PLC Rigor, Relevance, and Relationships	On-going each year: 8/2009-6/2012	(As needed) TV	Staff Members Administra-tion	Student Growth and Success Gr./Assessments Discipline reports Surveys (Teacher, Parent & Student)	Staff Members Administration PTO Fundraisers

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SCHOOL: Morehead Elementary School

<p>ESL Involvement PBS DDS Award Ceremonies Star Bulletin Board Safe Schools Plan "Choices"</p> <p>3.4 MES will focus on developing strong student character, personal responsibility and involvement in the world/ community PBS Character Education Recycling Environment</p>	<p>Staff Training by Ms. Wade, Guidance September, 2009</p>	<p>8/2009- 6/2012</p>		<p>Ricardo Gomez Campbell Tellman</p>	<p>Student daily performance and behavior</p> <p>Student Involvement Evaluations Discipline reports Club minutes Parent notifications Team minutes</p>	<p>Certificates Printing AR bracelets Ice cream passes</p> <p>Staff Members</p> <p>Administration</p> <p>Donations</p>
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Student Counselor 3R's DARE History Club Odyssey of the Mind Diversity Month						
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4 Leadership Innovation

- Collaborative national and international partners
- 4.2 Culture that embraces change and promotes dynamic continuous improvement
- Educators make decisions in collaboration with parents, students, businesses and nonprofits
- Public school professionals collaborate with higher education

According to the NC Teacher Working Conditions Survey, 93% of teachers agree opportunities are available for members of the community to actively contribute to the school's success. 77% agree the School Improvement Team provides effective leadership but only 17% feel the members of the team are elected. Informal parent responses indicate some parents feel unable to actively participate because PTA and Parent Advisory meetings are not convenient for their work schedules. 90% of parents and 100% of teachers agree the Central Office personnel supports and promotes high quality education at their child's school. 100% of teachers feel the administrators communicate openly and frankly with both staff and students. 100% of teachers also feel the administrator is highly visible throughout the school.

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Strategy #	Professional Development Required	Date to be Completed	Technology needed	Persons Responsible	Ways it will be evaluate for success	Resources that must be budgeted
4.2 School leaders will create a culture that embraces change and promotes dynamic continuous improvement	SLT Prescriptions Survey School Schedule Data for School Success Manual PBS July 23-24, 2009 August 14, 19, 2009 December 14, 2009 Completed	Completed: 8/19/09 All year Summer, 2009	Laptop Excel software	PLC Teams Rita Mullins, Principal SLT Team Staff/PBS Steering Committee PLC Steering	Survey Minutes of Professional learning communities (grade level teams, subject area teams, faculty PLC, etc.) Data analysis	Staff dev. Funds for subs

5 21st Century Systems (Select one)

- Financial planning and budgeting focused on resources attainment and maximizing student achievement
- 5.2 Capacity for 21st Century learning, technology and learning tools available

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- **Procedures to support and sanction schools not meeting standards**

(Narrative of data that supports the need for improvement)

MES staff members have embraced the concept of Professional Learning Communities. Their PLC's occur in grade team meetings, subject team meetings, staff meetings, and School Leadership Team meetings. Teachers have adopted new technologies including SmartBoards and document cameras during the 2009-2010 school year.

Strategy #	Professional Development Required	Date to be Completed	Technology needed	Persons Responsible	Ways it will be evaluate for success	Resources that must be budgeted
5.2 Demonstrate capacity for 21st century learning, using technology and available learning tools	Carteret County Teacher Academy Summer 2010 Continuation of CC Teacher Academy	Summer, 2009 Summer, 2010	Laptops, video projector	Rita Mullins, Principal SLT Media and Tech Coordinators	Follow-up workshops offered to staff members New TPAI (2010-2011)	No cost

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Waivers

Law, regulation, or policy from which an exemption is requested	Description	How waiver will be used	How the waiver will promote increased achievement
G.S. 115C-301. This requirement limits class size and the number of students contacted per day restrictions	Class Size	To accommodate student population expansion during the school year and within specific instructional programs.	Addresses academic/instructional needs. Allows flexibility in differentiated instruction.
Approved by G.S. 115C-105.25	Textbook/Supplies	Transfer classroom/instructional supply dollars to textbook dollars and textbook dollars to instructional supply dollars.	Will allow flexibility to purchase tests or supplies to support academic growth.
Approved by G.S. 115C-105.25	Support personnel positions to teacher positions	Transfer non-instructional support personnel positions to teacher positions.	Provide flexibility to have more teachers if needed.
Approved by G.S. 115C-105.25	Teacher position to instructional supply	Transfer classroom teacher positions to classroom/instructional supply dollars.	Provide flexibility to convert hired positions to instructional supply dollars for the school.
Approved by 115C-98	Textbook adoption	Select, procure, and use textbooks that have not been adopted by the State Board of Education.	Provide flexibility to use alternative text if better suited to meet the needs of our student population.

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Morehead Elementary School School-wide Title I Plan**2009-2010****Comprehensive Needs Assessment**

Based on a Multiple Selection Criteria, low performing students are identified by comprehensive assessments such as North Carolina End-of-Grade Reading Test, Local and State Writing Task Assessments, meeting Local Standards, Hill Center Reading Achievement Program (RAP) Assessment, Scholastic Reading Inventory (SRI), and Teacher Recommendations to qualify for Title I assistance.

Student Achievement

Public Schools of NC Reading EOG 2008-2009 Achievement Level Frequency Report of the Regular Test Administration indicates that students performing at Level III and Level IV in 4th Grade at 75% and 5th Grade at 73.05%.

Public Schools of NC Math EOG 2008-2009 Achievement Level Frequency Report of the Regular Test Administration indicates that students performing at Level III and Level IV in 4th Grade at 90.32% and 5th Grade at 83.22%.

Instructional Programs

To meet the needs of the students at Morehead Elementary based on the data Title 1 teachers, all certified staff including our

two Reading specialists, will incorporate multi-sensory instruction and manipulative (hands-on) materials to engage and encourage student involvement with inquiry-based lessons and practical applications. Empowering Writers strategies will continue to be implemented based on the 2009 NC Writing Task Assessment scores, 2 on-demand and 2 content-based writing tasks.

SCHOOL IMPROVEMENT PLAN FOR 2009-2012 PLANNING CYCLE**LEA: CARTERET****SCHOOL: Morehead Elementary School****School Organization**

To provide a relevant and rigorous curriculum using the North Carolina Standard Course of Study, the Morehead Elementary Staff will incorporate all disciplines of the curriculum to ensure that a well rounded Schoolwide Title 1 Plan includes Positive Behavior Support, Time Management Skills, and Integrated Instruction.

Parental Involvement

Data analysis shows more efforts need to be made to educate parents so they become part of the education process of their child. By working with Carteret Community College, MES can provide parent information on services available to them such as, English Language classes for our Limited English Speaking parents and the GED program for parents having dropped out of high school. Our staff will conduct workshops based on the needs indicated from Parent Surveys sent home at the beginning of school year.

Professional Development

To ensure that the identified needs of all students at Morehead Elementary are met, Staff Development will include: a Read 180 workshop to familiarize all Title 1 teachers with the program, the use of the Paideia Seminar as a Book Review,

Inquiry-Based Math and Science Instruction using the newly adopted texts, and Differentiation and Multi-Sensory instruction with Hill Center Reading Achievement Program, Foundations in Reading, Thinking Maps to enhance skill presentations, Reading Strategies Workshop/Strategies Across Campus, and 2009-2010 Teacher Leadership Academy presentations including (1) Using Data to Drive Instruction (2) The Rigor, Relevance and Relationships: The Framework from Concept to Reality (3) The Culture of Poverty (4) Mindful Instruction based on brain research.

SCHOOL IMPROVEMENT PLAN FOR 2009-2012 PLANNING CYCLE**LEA: CARTERET****SCHOOL: Morehead Elementary School****School Reform Strategies**

Early identification of need and comprehensive intervention for our students continues to be the key goal of our Schoolwide Title 1 program. Reform strategies are designed to increase the amount and quality of learning time and to provide an enriched curriculum. Strategies include: best practices in instruction, test-taking strategies, Orton-Gillingham Multisensory, Hill Center methodology, READ 180 reading intervention program, Accelerated Reader, integration of technology skills across the curriculum, Empowering Writers, High School interns in Child Development, Study Buddies for ESL students, tutors in Math, Success Maker (computer instruction), Scholastic Reading Inventory to differentiate instruction based on Lexile level, inquiry and multi-sensory instruction across the curriculum, and PEP development for students identified “at risk, flexibility in scheduling to meet the needs of all the students, incorporate Inclusion/Co-teaching (Homeroom, Exceptional Education and Reading teachers), and teachers teaching in their fields of expertise by team-teaching in 4th Grade and Departmentalizing in 5th Grade.

Instruction by Highly Qualified Teachers

Teachers employed at Morehead City Elementary School meet the North Carolina requirements of “Highly Qualified **Teachers**” 100% as mandated by No Child Left Behind Act of 2001 and the State of North Carolina.

High Quality and Ongoing Professional Development

Morehead Elementary teachers trained in Thinking Maps (Graphic Organizers) and Paideia Seminars (Book Reviews) conduct staff development for new teachers. Hill Center Reading Achievement Program methodology workshops and mentoring, instruction in the Writing Process and Scoring System, 4th Grade Teachers implementation of Empowering Writers, participate in ClassScape Assessments, and Countywide Title I Workshops are offered during the school year. Teachers will attend technology workshops offered by the school system or MES school personnel.

Strategies to Attract Highly Qualified Teachers to High Need Schools

To attract highly qualified teachers to Morehead City Elementary School (a small school setting of approximately 320 students), we offer class sizes averaging 20 students, a mentor program for (ILT) initially licensed teachers, professional and technology development opportunities, National Board Candidate support, a county supplement supported by our Board of Education for continued increases, an active and supportive Parent Teacher Organization, and the advantages of our geographical location.

SCHOOL IMPROVEMENT PLAN FOR 2009-2012 PLANNING CYCLE**LEA: CARTERET****SCHOOL: Morehead Elementary School****Including Teachers in Decisions Regarding the Use of Assessments**

Teachers are given the opportunity to make decisions about their students in regard to the assessments used to serve students in the Title I Reading program. As a Schoolwide Title I school, Reading Specialists use the Comprehensive Needs Assessment (the first component) in serving students. This approach ensures that all students not performing on grade level are identified and served. Classroom teachers can make recommendations to the Reading Specialists based on information gathered from the Accelerated Reading Program (student-leveled reading and comprehension), Success Maker (Computerized Self-paced instruction), SRI (Scholastic Reading Inventory), and Report Cards, as well as, classroom performance when seeking assistance for their students.

Strategies to Increase Parental Involvement

At the beginning of the year an Open House will be conducted to inform the parents of the North Carolina Standard Course of Study requirements, local standards, accountability, opportunities for involvement, special programs offered, and tour the school facilities. Parent surveys will be sent home early in the school year for parent input regarding their interest in workshops or for comments. Before the end of October, initial conferences are scheduled with parents and homeroom teachers (may also include other certified school personnel) to discuss assessment reports, special needs or concerns, and expectations from both school and home. Accelerated Reading, READ 180, and Progress Reports are sent home at mid-grading periods to inform the parents of their child's progress, as well as, including strategies to help them with homework. Encourage parents to participate in class field trips, school festivals, and special classroom activities such as, book clubs, class parties, and Terrific Kid recognition. Use incentives for parents to attend workshops. Involving students in special performances and conducting quarterly assemblies to recognize accomplishments of students will increase parent participation and involvement in the school.

Preschool Transition Strategies

This component is not applicable to our setting because Morehead City Elementary is grades 4 and 5.

Activities for Children Experiencing Difficulty

Instruction is based on the North Carolina Standard Course of Study (NCSCOS).

Reading Specialists provide Reading services through Inclusion (in the homeroom classroom), Pullout (small group instruction in the Reading classroom), and One-on-One Instruction. Reading Remediation with small-flexible groups provides extended or additional time for individual

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students or groups of students with specific needs. Instructional materials may include Competitive Edge, Blast Off, Test Ready-Plus, Raising Your Reading Test Scores I and II, Orton-Gillingham Phonics, READ 180 reading intervention program, 234Reading Achievement Program (intense remediation and accommodates learning styles), BrainSMART activities (multi-sensory approach), Gourmet Press Curriculum, Strategic Reading, and North Carolina End-of-Grade Coach for 4th and 5th grades to prepare them for the End-of-Grade Reading Test. Reading Remediation for 4th and 5th grade students scoring below grade-level on the first administration of the Reading End-of-Grade is provided before the second administration of the E-O-G. One-on-one assistance or small group remediation by Math tutors. Teacher Assistants review instruction with identified students. Parent and Community Volunteers read with students performing below grade-level or with those students having difficulty meeting their AR (Accelerated Reading) goal. A Spanish-speaking teacher meets with (ESL) students for academic support as well as a liaison between home and school. The Studies Buddies' Program also assists ESL students with homework assignments.

Coordination and Integration of Federal, State, and Local Services

Morehead Elementary School has designed and implemented a fully integrated program to benefit the students in the school through the blending of federal compensatory funds, special education funds, Title II improving Teacher Quality funds, and technology funds and local funding. Staff development funds, regardless of the funding source, are used throughout the Title I Schoolwide Schools as planned and monitored by each school's School Leadership Team and the Administrator of the Title I Program.

DISCIPLINE PLAN
Morehead Elementary School
2009-2010

Discipline Issues and Choices

When a child is referred to the office, a current contact phone number for the parent should be written on the top of the referral form. The following guidelines will be used in assigning students to Choices for violation of school rules and procedures:

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1. Choices will now be located in the room immediately adjacent to the principal's office. The Choices Assistant will receive the student and collect his/her written referral. The student will be seated in Choices and given a reflection sheet to complete. If the Choices Assistant is not available, office personnel will receive the referral and notify the Principal.
2. Choices will be monitored by TV cameras from the Principal's office when the Choices Assistant is not present.
3. Choices will open at 9:00 and must end by 2:50. Note: A student may be referred to the office at any time of the school day for violations of the **Guidelines for Disciplinary Action**. (Note: Board of Education will distribute copies.) The teacher who witnessed the violation will write the referral and send or deliver it (and the student) to the office.
4. After the teacher has exhausted all steps in classroom management plan, the student will be referred to Choices. Referrals will result in the following:
 - **First referral = 30 minutes in Choices + PBS positive interventions**
 - **Second referral = 1 hour in Choices + discipline conference with Principal + phone call to parent by referring teacher**
 - **Third referral = 1 hour + meeting with counselor + initiation of a Functional Behavioral Assessment by the teacher where applicable + phone call to parent by Principal**
 - **Fourth and subsequent referral = Student remains in Choices + parent conference + additional consequence, i.e. After-School Detention (ASD), In-School Suspension ISS), etc.)**
5. Each student will have a clean slate at the beginning of each nine-week period.
6. Teachers are requested to use Choices with discretion. Prior to using Choices, teachers are to contact the parents/guardian and enlist their help in solving discipline problems.
7. Teachers are encouraged to request Ms. Mullins's help when students are having disciplinary issues. Sometimes such conferences (which include the student) can head off subsequent problems.
8. The discipline referral form will be sent with the student to Choices. With notification to the Principal, teacher may decide to send the form later if a student has lost total control in the classroom.
9. Class work (AR book, class work, or independent work) will be sent to Choices, either with the student or delivered by another reliable student to office.
10. Choices is to be used only after the classroom teacher has exhausted all classroom management strategies.

SCHOOL IMPROVEMENT PLAN FOR 2009-2012 PLANNING CYCLE**LEA: CARTERET****SCHOOL: Morehead Elementary School****MES Choices and Positive Behavior Support**

Choices (formerly called the Discipline Center) at Morehead City Elementary School is located in the room immediately adjacent to the Principal's Office. Its purpose is to receive students whose behavior interferes with their learning and/or with the learning of others. The Choices Assistant will be available on a part-time basis to supervise this room. Office personnel will receive students when the Choices Assistant is not available.

Parents/guardians will be contacted by teachers about on-going discipline concerns that could lead to a referral to Choices. Parents/guardians will also be contacted by phone when their child serves time in Choices. Parents/guardians must return their student's signed referral on the following school day.

Our school follows the same Positive Behavior Support (PBS) system as Morehead City Primary School. PBS is based on a NC initiative to impact learning environments in school in order to support high student performance and reduce behavior problems. PBS is not based on traditional discipline systems that focus on the student's behavior problem. Instead, PBS focuses on replacing undesired behavior with a new, acceptable behavior or skill. Data will be collected and shared with teachers and parents to ensure that PBS is effective and to assist our staff in making adjustments to the program.

Our expectations follow the STARS model. Students are to:

- S SHOW RESPECT**
- T THINK SAFETY**
- A ACT RESPONSIBLY**
- R RESOLVE PROBLEMS**
- S STAY COOPERATIVE**

The matrix printed on the back of this sheet outlines the complete list of expectations in every school setting, including the classroom, cafeteria, hallway/in line, bathroom, assemblies, and playground. Parents may wish to display this STARS Rules matrix on the refrigerator or family bulletin board at home as a reminder of school expectations.

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In order to monitor daily the behavior expectations of your child, every MES staff member will implement and teach these expectations to our students. Each teacher will use the MES Behavior Tracking Chart to track student progress in following these behavior expectations. Dilly Stars (named for our MES Dolphin) will reward students who meet behavior expectations. Teachers will use the following classroom management system:

First infraction during a school day = Warning

Second infraction during a school day = Loss of five minutes of break

Third infraction during a school day = Loss of break (Student will walk the perimeter of the playground to ensure that he/she engages in some physical activity.)

Fourth infraction during a school day = Referral to Choices

Fifth infraction during a school day = Principal Referral

Note: Every student will begin his/her school day with a clean slate.

**Parent Notification Form
2009-2010****MES CHOICES**

When a student is referred to Choices, the following process will be followed:

1. Student is sent to Choices with a discipline referral form and with work to complete.
2. The student will complete a reflection form, My Side of the Story, during the first few minutes in Choices.
3. Student will use the remaining time in Choices to complete academic work. Students who refuse to do their assignments in Choices will conference with the Principal.
4. No talking will be allowed in Choices.
5. Choices will be supervised by the Choices Assistant on a part-time basis. A video monitor and camera, housed in the Principal's Office (next door to Choices) will be used when the Choices Assistant is not available.
6. Referrals to Choices will result in the following actions being taken:

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- First referral = 30 minutes in Choices + PBS positive interventions
- Second referral = 1 hour in Choices + discipline conference with Principal + phone call to parent by referring teacher
- Third referral = 1 hour in Choices + meeting with counselor + initiation of a Functional Behavioral Assessment by the teacher + phone call to parent by Principal
- Fourth and subsequent referral = Student remains in Choices + parent conference + additional consequence, i.e. After-School Detention (ASD), In-School Suspension (ISS), etc.

TARDIES

1. Any student who is not in homeroom by 8:05 a.m. will be reported as tardy.
2. Student who are tardy (and parent) will enter the office upon arrival and receive a tardy slip, either excused or unexcused, from the office staff.
3. Teachers will not admit a student late to class without a tardy pass.
4. The consequences for unexcused tardies are as follows:
 - First unexcused tardy = Warning
 - Second unexcused tardy = Conference with Principal
 - Third unexcused tardy = Letter from NCWISE warning that another offense will result in an assigned after-school detention from 3:00-4:00 p.m.
 - Fourth unexcused tardy = Assignment to one hour of after-school detention on the following school day (except Friday—No ASD is assigned on Fridays)

OTHER REMINDERS TO STUDENT AND PARENT:

- ✓ Discipline referrals may be used to determine eligibility for field trips.
- ✓ Violation of MES Integrity Code (cheating on AR or other tests, forging a parent signature, or plagiarism—copying someone's work or ideas) will result in a discipline referral to the Principal.

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Morehead Elementary DILLY STARS

EXPECTATIONS	ALL SETTINGS	CLASSROOM	BUS	CAFETERIA	HALL/LINE	BATHROOM	ASSEMBLIES	BREAK
S SHOW RESPECT	* Treat others the way you want to be treated *Allow others to be different. * Give your best effort *Respect others' ideas	*Take care of our property *Move quietly throughout the room *Use appropriate language	*Use soft voices * Remain silent at railroad crossings or when lights are on.	*Remain quiet until entire class is seated *Use appropriate table manners	*Keep hands to self "third tile from wall, or one arm length from wall"	*Respect privacy of others	*Watch for teacher's signal *Be an active listener *Applaud in a way that shows appreciation to the performers without drawing attention to yourself	*Invite others who want to join in * Use polite language
T THINK SAFETY	*Stay in assigned areas. *Ask permission to leave any setting. *Keep bodies in line and calm. *Walk inside building. *Report any problems. Use self-Control.	*Use materials appropriately *Keep hands/feet/objects to self	*Bottom on the bottom, Back to the back (Stay in seat). * Remain seated while bus is in motion. * Cross street on thumbs up signal.	*Stand between red lines *Enter/Exit in orderly manner	*Walk on the right	*Wash hands with soap and water *Keep water in the sink * One person per stall	*Walk *Wait for teacher's signal to leave	*Use equipment for intended purpose *Leave rocks and sticks on the ground *Keep body to self
A ACT RESPONSIBLY	*Be prepared and on time. *Listen to adult's direction. *Do your job. *Accept outcomes of behavior. *Make good choices. *Be honest.	*Listen/Follow directions the 1 st time given	* Find your seat quickly. * Keep bus clean and neat. * Keep body and objects inside window and to self. * Keep aisle clear.	*Clean up after yourself	*Remain silent *Gather materials quietly	* Use toilet paper and paper towels appropriately. * Return to class promptly.	*Enter and exit gym in an orderly manner *Sit on bottoms	*Participate in class approved games only *Stay in approved areas * Line up at first signal *Enter and exit building peacefully
R RESOLVE PROBLEMS	*Talk it out. *Help others. *Find solutions.	*Talk it out *Help others *Find solutions	*Report any problems to an adult	*Get all items 1 st time through the line (including milk)	*Report any problems to an adult	*Report any problems to an adult	*Report any problems to an adult	* Be a problem solver *Report any problems to an adult

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<p>S STAY COOPERATIVE</p>	<p>*Take turns. *Work together. *Share with others. *Be a team player. *Be patient. *Be helpful.</p>	<p>*Raise your hand and wait to be called on *Take turns *Work as a team *Be Patient</p>	<p>*Store all food items in your book bag.</p>	<p>*Speak only to server *Follow adult directions</p>	<p>*Politely let others pass *Follow adult directions</p>	<p>*Limit talking * Clean up after self</p>	<p>*Raise your hand to share *Keep comments and questions on topic</p>	<p>*Share materials *Learn new games and activities</p>
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CONSEQUENCES IN CLASSROOM

1st Infraction - Verbal Warning

2nd Infraction - Partial Loss of Break

3rd Infraction - Loss of Break (Student will walk perimeter of playground to ensure he/she engages in some physical activity.)

4th Infraction - Referral to Choices and reflective writing by student (with Discipline Form written by supervising teacher)

5th Infraction - Principal Referral (Student sent immediately to Choices with Discipline Form written by supervising teacher)

- After School Detention or In School Suspension may result.

Note: Every student will begin his/her school day with a clean slate.

VOTE

100 % of eligible school staff voted to approve this plan on December 14, 2009.

Signature of Principal _____