

Newport Middle  
School  
Improvement Plan

2009-

2011

**SCHOOL IMPROVEMENT PLAN FOR 2009-2011 PLANNING CYCLE**

LEA: CARTERET

SCHOOL: Newport Middle School

**Team Members**

<b>Name:</b>	<b>Representing:</b>
<b>Gary Abell</b>	<b>School Improvement Team Chair</b>
<b>Kathryne Capps</b>	<b>Sixth Grade</b>
<b>Cheryl Baker</b>	<b>Seventh Grade</b>
<b>Meganne Lott</b>	<b>Eighth Grade</b>
<b>Danette Guthrie</b>	<b>Enrichment</b>
<b>Lisa Taylor</b>	<b>Exceptional Children's Program</b>
<b>Tyler Cook</b>	<b>Teacher Assistants</b>
<b>Beth Heal</b>	<b>Central Office</b>
<b>Bud Lanning</b>	<b>Principal</b>
<b>Allison Graham</b>	<b>Assistant Principal</b>
<b>Crystal Burke</b>	<b>Administrative Intern</b>
<b>Greta Wicks</b>	<b>Parent</b>
<b>Debbie Henderson</b>	<b>Community</b>

## Narrative

- Mission Statement:

Preparing all students to become responsible, productive citizens through academic and personal success.

- Belief Statements:

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- Every student can learn and be successful.
- Children have the right to learn in a safe and secure environment.
- Children respond positively to high expectations.
- Students learn best when they are actively engaged in the teaching-learning process.
- Quality relationships enhance teaching and learning.
- Collaboration and teamwork among the staff enhances the quality of instruction and student achievement.
- A home/school community partnership is essential in providing each student the support needed to be successful.
- Children learn best when their parents/families are involved.

○ School Demographics:

Newport Middle School, now in its eighth year of operation, has 455 students enrolled in grades 6, 7, and 8. Each grade level is divided into two teams of approximately the same size; each team is balanced by gender, ethnicity, exceptionality, and achievement levels of students.

Newport Middle has 236 male students (51.9%) and 219 female students (48.1%). Ethnic groups consist of Caucasian 387 (85.1%); African American 32 (7%); Multi-Racial 20 (4.4%); Hispanic American 12 (2.6%); and Asian American/Pacific Islander 5 (2%).

Students with exceptionalities, a total of 154 students, comprise 33.8 % of our school population. The categories and number of students in the overall school population are:

- Academically Gifted (AIG)--81
- Specific Learning Disabled (SLD)--32
- Serious Emotional Disability (SED)--7
- Intellectual Disability – Mild (IDM)—3
- Intellectual Disability – Moderate (IDM)-- 2
- Autistic 7
- Visually impaired--0

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- Hearing Impaired--1
- Speech/Language Impaired—0
- Other Health Impaired--21
- Severely/Profoundly Mentally Handicapped--0

Students at Newport Middle School who qualify for free or reduced lunch are: 168 with free lunch and 61 with reduced lunch prices. This group represents 229 students.

○ **Community and Parent Demographics and Involvement**

Newport Middle serves the community of Newport in the western part of Carteret County. The community has a population of approximately 4,000. Males comprise 51.7% and females 49.3% of the population. The median resident age is 37.4 years. Racial and ethnic groups in Newport are as follows:

- White Non-Hispanic (81.3%)
- Black (11.9%)
- Hispanic (3.7%)
- Two or more races (1.6%)
- Other race (1.4%)
- American Indian (1.1%)

The school population of Newport Middle School generally reflects this breakdown of ethnic groups.

The support of the school by the community is evident through the activities of the following:

- Parent Volunteers
- Parent Advisory Council
- Athletic Boosters
- Band Boosters
- Newport Police (SRO)
- Rotary

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- Woodmen of the World
- Mayor (Town of Newport)
- Boys and Girls Club
- Parks and Recreation
- NC Aquarium
- Rachel Carson Reserve
- Cape Lookout National Seashore Park Service
- Local Businesses and Resources
- Newport Library
- Bright Ideas Grants
- Art Council
- Crystal Coast Reading Council
- Big Brothers/ Big Sisters
- Youth Mentoring Council
- NC Coastal Federation
- Newport Pig Cooking

**○ Brief Analysis of Successes**

Student Success has been experienced through implementation of the following:

- CHOICES
- Read 180
- One Of Our Own Recognition program
- Students of the Month Recognition program
- EAGLE Pride program
- Stepping Stones (2007-2009) Alternative Program (2009-2010)
- Building Blocks
- Chorus

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- NJHS
- Battle of the Books
- Quiz Bowl
- History Quiz Bowl
- Odyssey of the Mind
- FCCLA
- FFA
- FBLA
- All District Band
- All State Band
- Raleigh Street Painting Festival
- Carteret County Arts Council Contests
- Art From the Heart
- Hunter Safety Team
- Extracurricular Sports
- Eaglevision Morning News

School Success has been enabled by the following:

- 2 Mobile Computer Labs enabling teacher access to 4 Computer Labs in the building.
- Data Projectors in each classroom
- 6 Interwrite Tablets available for teacher checkout
- Smartboards in each stationary Computer Lab and 1 mobile for teacher checkout.
- 1 Document Camera for teacher checkout
- United Streaming
- Destiny Online Card Catalog enabling greater access to materials throughout county
- Staff Development on various topics to enhance teaching and learning
- Commitment to Data Driven Instruction
- Development of Professional Learning Communities
- Commitment to instruction reflecting Habits of Mind research

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**DATA**

**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
<b>STUDENT DATA</b>				
Enrollment of School	451	448		
Each Grade (Please list)	6 <sup>th</sup> – 145 7 <sup>th</sup> – 157 8 <sup>th</sup> - 149	6 <sup>th</sup> – 148 7 <sup>th</sup> – 140 8 <sup>th</sup> - 160		
Male	6 <sup>th</sup> – 65 7 <sup>th</sup> – 82 8 <sup>th</sup> - 66	6 <sup>th</sup> – 83 7 <sup>th</sup> – 60 8 <sup>th</sup> - 84		
Female	6 <sup>th</sup> – 80 7 <sup>th</sup> – 75 8 <sup>th</sup> - 83	6 <sup>th</sup> – 60 7 <sup>th</sup> – 74 8 <sup>th</sup> - 78		
Ethnic	American Indian – 2 Asian – 7 Hispanic – 14 Black – 32 White – 376 Multi-Racial – 20	American Indian – 0 Asian – 4 Hispanic – 10 Black – 30 White – 376 Multi-Racial – 19		
Attendance Rate	>95%	>95%		

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Proficiency Academic Scores (EOG or EOC) List all subjects, Writing, Computer, and Competency (if it applies)	Reading – 61.2% Math – 76.2% Science – 70.3% Computer Skills – 91.2%	Reading – 75.3% Math – 88.5% Science – 76% Computer Skills – 94%		
Percentage of students meeting expected or high growth by subject area	Reading – NA Math -- NA	Reading – 52.7% Math – 63.7%		
Identification of Subgroups ( Please list: ESL, ED, SPED, Minority Groups)	All Students White Students Econ. Disadvan. Students with Disabilities	All Students White Students Econ. Disadvan. Students with Disabilities		
Identification of Special Needs by Categories (Use December 1 Headcount info)	Au – 6 HI – 1 IDMI – 3 IDMO – 2 OHI – 16 SED– 3 SLD – 27	Au – 7 HI – 1 IDMI – 3 IDMO – 2 OHI – 21 SED– 7 SLD - 32		
Male	73	47		
Female	55	26		

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Ethnic Groups	Black – 7 Hispanic – 4 Multi-Racial – 3 White - 114	Black – 7 Hispanic – 4 Multi-Racial – 1 White - 61		
	2007-2008 (Baseline)	2008-2009	2009-2010	2010-2011
Identification of Academically Gifted	AIGM – 8 AIGR -21 AIGB - 41	AIGM-13 AIGR-22 AIGB-46		
Male	31	37		
Female	39	44		
Ethnic Groups	Asian – 4 Black – 1 Hispanic – 2 Multi-Racial – 3 White - 60	Asian – 2 Black - 1 Hispanic – 2 Multi-Racial – 3 White - 73		
Suspension /Discipline Data	Short Term Suspensions: 66  Long Term Suspensions: 1	Short Term Suspensions: 49  Long Term Suspensions: 0		
CERTIFIED DATA				
Bachelors	100%	100%		
Masters	25%	25%		
Doctorate	0	0		
Highly Qualified	100%	100%		
National Board Certified	12	14		

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Male	5	6		
Female	36	35		
Ethnic	White - 41	White - 41		
Attendance Rate	95%	95%		
	2007-2008 (Baseline)	2008-2009	2009-2010	2010-2011
<b>CLASSIFIED DATA</b>				
Male	2	3		
Female	11	10		
Ethnic	White – 12 Black - 1	White – 12 Black - 1		
Attendance	95%	95%		
<b>CURRICULUM DATA</b>				
Assessment Tools Used	<ul style="list-style-type: none"> <li>• Weekly, Unit and Quarterly assessments in Reading and Math</li> <li>• Teacher Made Tests</li> <li>• Teacher Observations</li> <li>• Use Student</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly, Unit and Quarterly assessments in Reading and Math</li> <li>• Teacher Made Tests</li> <li>• Teacher Observations</li> <li>• Use Student</li> </ul>		

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	work samples to drive instruction <ul style="list-style-type: none"> <li>• STAR</li> <li>• AR</li> <li>• Writing Assessments</li> <li>• My Writing Web</li> </ul> <b>Summative Assessment</b> <ul style="list-style-type: none"> <li>• EOG Tests</li> <li>• Unit Tests</li> </ul>	work samples to drive instruction <ul style="list-style-type: none"> <li>• STAR</li> <li>• AR</li> <li>• Writing Assessments</li> <li>• My Writing Web</li> <li>• Study Island</li> <li>• Class Scape</li> </ul> <b>Summative Assessment</b> <ul style="list-style-type: none"> <li>• EOG Tests</li> <li>• Unit Tests</li> </ul>		
Remediation Strategies	<ul style="list-style-type: none"> <li>• After School Remediation</li> <li>• After School Tutoring</li> <li>• Small Group Instruction</li> <li>• Peer Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• After School Remediation</li> <li>• After School Tutoring</li> <li>• Small Group Instruction</li> <li>• Peer Tutoring</li> </ul>		
<b><u>OTHER</u></b>				
<b><u>Teacher Working Conditions Survey</u></b>				
Top five priorities				
	1. Budget input by staff			
	2. Consistency of Discipline			

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	3. Shared Decision Making			
	4. Staff involvement in hiring of new personnel			
	5. Reduction of non instructional duties			

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

**Globally Competitive Students**

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

**21<sup>st</sup> Century Professionals**

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

**Healthy, Responsible Students**

- Inviting, respectful, supportive, inclusive, and flexible learning environment
- Positive nurturing relationships with caring adults
- Healthy, active lifestyle and responsible choices
- Strong student character, personal responsibility, and community/world involvement

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- Culture of learning that empowers and prepares life-long learners

### Leadership Innovation

- Collaborative national and international partners
- 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

### 21<sup>st</sup> Century Systems

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

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**Globally Competitive Students**

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

Create assignments and experiences that require critical thinking and problem solving skills that support a rigorous and relevant curriculum.

Strategy #	Professional Development Required	Date to be Completed	Technology needed	Persons Responsible	Ways it will be evaluated for success	Resources that must be budgeted
Current Events	Content Specific; Professional Learning Communities	2011	Computer and Internet Access; applicable software programs	Faculty and Staff; Field Specialists; Department Leaders; Administration	Teacher Created Assessments; EOG Scores; Student/ Parent Surveys	Finances to support and purchase related materials
Concept Based Curriculum		2011				
Multi-Cultural Festival		2011				
Team Planning		2011				

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**Provide opportunities for students to use technology to access and demonstrate new knowledge and skills.**

<b>Strategy #</b>	<b>Professional Development Required</b>	<b>Date to be Completed</b>	<b>Technology needed</b>	<b>Persons Responsible</b>	<b>Ways it will be evaluated for success</b>	<b>Resources that must be budgeted</b>
Big 6	Training in usage, implementation and reporting access	2011	Computers; Internet Access; Software	Faculty; Media Coordinator; Technology Facilitator; Administration	Teacher Created Assessments; EOG Scores; Progress Reports	Finances to support and purchase related materials
Website Evaluation		2011				
Study Island		2011				
ExamView		2011				
Class Scape		2011				

**Students will be encouraged to be self-directed and motivated toward continued education.**

<b>Strategy #</b>	<b>Professional Development Required</b>	<b>Date to be Completed</b>	<b>Technology needed</b>	<b>Persons Responsible</b>	<b>Ways it will be evaluated for success</b>	<b>Resources that must be budgeted</b>
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Provide awareness of higher education opportunities	NC College Foundation resources; Carteret Community College	2011	Computer and Internet Access	Faculty; Guidance; Students	Graduation Statistics; Student Created Plan; Student Survey	Related Materials; Carteret Community College; NC College Foundation
Job Shadowing/ Career Fair		2011				
Financial Planning Education		2011				

**21<sup>st</sup> Century Professionals (Must include a strategy for providing a duty free lunch for certified employees.)**

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

**Use the latest available technology for instruction and assessment, as well as reflection and revision.**

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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
Use technology equipment, software, and internet resources in the classroom.	Training in usage, implementation and reporting access	2011	Will vary depending on curriculum needs	Faculty; Technology Facilitator; Media Coordinator; Administration	Teacher survey & lesson plans Lab/Media Center schedules Equipment check out sheets	Technology equipment Software/subscription services
Use available resources, such as Class EVAAS, Exam View, STAR/AR, and S Island to assess student learning and establish benchmarks to determine best practices for lesson development.		2011	Computer Labs or Laptop Carts; Internet Access		Utilize report summaries from the programs to assess individual student weaknesses that need remediation	

Use the School Web Site to communicate with parents and the community, and to provide access to information.
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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
Continue promoting the school web site and class webs as a communication tool for parents and the	Training in usage and design of websites and	2011	Computer and Internet Access	Faculty; Technology Facilitator; Media Coordinator; Administration	Monitor hit counters on each teacher class web page to determine usage.	Finances to support and purchase related

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<p>community.  Email will be used as a means to improve the school to home communication whenever appropriate and possible.</p>	<p>email</p>				<p>Annual Parent/Teacher Survey results</p>	<p>materials</p>
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**Provide planning that focuses on curriculum and instruction development to incorporate information skills for 21<sup>st</sup> Century Learning.**

<b>Strategy #</b>	<b>Professional Development Required</b>	<b>Date to be Completed</b>	<b>Technology needed</b>	<b>Persons Responsible</b>	<b>Ways it will be evaluated for success</b>	<b>Resources that must be budgeted</b>
<p>Provide adequate opportunities for team and departmental planning time to ensure connections between curriculums and sharing of curriculum and ideas, as well as effective use of all available resources.</p> <p>Align curriculum with North Carolina Standard Course of Study, and strengthen</p>	<p>Professional Learning Communities training and implementation</p>	<p>2011</p>	<p>Resources will vary</p>	<p>Faculty; Administration; Media Coordinator; Technology Facilitator</p>	<p>Departmental, Team and PLC meeting minutes monitored regularly by administration</p> <p>Teacher lesson plans that</p>	<p>Finances to support and purchase related materials</p>

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<p>curriculum to be rigorous and relevant to the 21<sup>st</sup> Century learner.</p> <p>Adopt a school wide research process, such as the Big 6, to be used to gather, use, and organize information.</p> <p>Dedicate a portion of Monday administrative meetings to meet with individual teams throughout the year to address specific student concerns.</p>					<p>incorporate 21<sup>st</sup> century skills</p> <p>Teacher lesson plans that incorporate Big 6 skills</p> <p>Team and PLC Notebooks monitored regularly by administration.</p>	
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**Provide ongoing professional development opportunities that support 21<sup>st</sup> Century skills and technology.**

Strategy #	Professional Development Required	Date to be Completed	Technology needed	Persons Responsible	Ways it will be evaluated for success	Resources that must be budgeted
<p>Utilize resources such as <b>21<sup>st</sup>centuryskills.org</b>, NC Center for 21st Century Skills, and DPI resources to provide professional development in 21<sup>st</sup> Century Skills.</p>	<p>Yes</p>	<p>2011</p>	<p>Resources will vary</p>	<p>Central Office Administration MTAC</p>	<p>Analyze data from teacher evaluations and feedback on professional development.</p>	<p>Staff development funds</p>

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Participate in meaningful professional development such as CCS Leadership Academy, Teacher Academy, NCCAT, Professional Learning Communities and the Writing Assessment System.	Yes	2011	None	Teachers	Record technology content hours provided to faculty/obtained by faculty.	Staff development funds
Recruit and hire highly qualified teachers, paraprofessionals, and administrators.	No	2011	None	County Commissioners, Board of Education, Central Office Personnel Administrators	Meeting NC hiring standards for NCLB	Salaries

**Develop a plan that provides duty free lunch for all certified employees.**

<b>Strategy #</b>	<b>Professional Development Required</b>	<b>Date to be Completed</b>	<b>Technology needed</b>	<b>Persons Responsible</b>	<b>Ways it will be evaluated for success</b>	<b>Resources that must be budgeted</b>
Develop a plan to provide duty free lunch for all certified staff.	None	2011	None	Administration School Improvement Team	School meets state requirement	No state funds allocated

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

- **Inviting, respectful, supportive, inclusive, and flexible learning environment**
- **Positive nurturing relationships with caring adults**
- **Healthy, active lifestyle and responsible choices**
- **Strong student character, personal responsibility, and community/world involvement**

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- **Culture of learning that empowers and prepares life-long learners**

(Narrative of data that supports the need for improvement)

**1. Continue and enhance remediation and enrichment opportunities for students during morning focus time and immediately after school, with the ultimate goal of involving all students.**

Strategy #	Professional Development Required	Date to be Completed	Technology needed	Persons Responsible	Ways it will be evaluate for success	Resources that must be budgeted
Continue clubs like FBLA and FCCLA, Red Ribbon Week, art shows, All-District Band, athletics, Quiz Bowl, Battle of the Books, and other academic clubs, etc.	None	Ongoing	None	Faculty	EOG scores Report cards	Monies for teachers/staff, if applicable, and monies for supplies for the programs for remediation and enrichment.

**2. Promote healthy, active lifestyles and responsible choices.**

Strategy #	Professional Development Required	Date to be Completed	Technology needed	Persons Responsible	Ways it will be evaluate for success	Resources that must be budgeted



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	<b>Development Required</b>	<b>Completed</b>		<b>Responsible</b>	<b>for success</b>	<b>that must be budgeted</b>
Co-curricular clubs and opportunities Including but not limited to FFA, FBLA, FCCLA, Relay for Life, Art for the Heart, Big Sweep, Habits of the Mind, Charitable canned food drive and Penny Power, Peer Mediation, Character Education, Community Service Projects and Student Council	Leadership Skills in various programs  Affective Communication Training	Ongoing throughout academic year	Resources required for individual program success	Faculty; Students; Community; Parents; Parent Advisory Council	Records of Student Participation; Membership Rosters	Finances to support and purchase related materials

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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 for use throughout the LEA.	Provide flexibility to use alternative text if better suited to meet the needs of our student population.

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**School Discipline Plan****NEWPORT MIDDLE SCHOOL  
DISCIPLINE POLICY**

The NMS Discipline Policy exists in conjunction with the CCPS Guidelines for Disciplinary Action.

The goal of any discipline policy is to correct and replace unacceptable behavior. Each time teachers intervene with students, the goal is to teach these students an acceptable response/action that they can use when they encounter future problems / concerns.

Infractions of the discipline policy include any behaviors that disrupt/inhibit a teacher from teaching and other students from learning. What constitutes an infraction(s) which leads to a student being placed on any step of the policy are concerns about which students have been warned and continue to have problems.

Each team shall have a classroom management plan, approved by the administration. This classroom management plan shall include but not be limited to: warnings, referral to counselor, parent phone calls/conferences, assignments on character education, lunch detention, and after school detention. Tardiness to class will be handled as part of the classroom management plan. Failure to complete work will result in academic consequences.

The steps in the classroom management plan will be in effect throughout a nine-week period. After the steps in the classroom management plan are followed, the teacher will refer the student to the office. Teacher will complete the discipline referral form which specifies the infraction(s) and action(s) already taken by the teacher. Each team will maintain a database of disciplinary offenses for this purpose.

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**Severe infractions (i.e., inappropriate behavior that escalates beyond team/grade level guidelines and the NMS Discipline Policy, fighting, assault, stealing, profanity, etc.) will result in immediate office referral.**

- 1<sup>st</sup> Step      First referral to office: Teacher will complete discipline referral form. The student will be sent to Choices. Student meets with administrator re: discipline concern, and administrator assigns consequences.
- 2<sup>nd</sup> Step      Second referral to office: Teacher will complete a discipline referral form. The student will be sent to Choices. Student meets with administrator re: discipline concern, and administrator assigns consequences.
- 3<sup>rd</sup> Step      Third referral to office and subsequent referrals: Teacher will complete a discipline referral form. Student will be sent to Choices. Student faces in/or out of school suspension. Upon return, the student will complete a Behavior Modification Plan which will serve as a behavior contract for the remainder of term.

**Safety Plan**

Newport Middle School  
**Safe School Building Plan**

**Identifying Information**

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**School: Newport Middle School**

Principal: H. J. Lanning

Assistant Principal: Allison Graham

**I.(a.1) Person responsible for implementing the plan**

School principal

**I.(a.2) Responsibilities of person named in I.(a.1)**

The principal provides instructional leadership and supervision to all personnel assigned to building.

**II. Below is a list of district policies, statements, plans and procedures that promote safe and orderly schools, and which provide assistance for students who are at**

**risk of academic failure or engage in disruptive and disorderly conduct:**

**School Board policies:**

***Section***

***Descriptor***

## SCHOOL IMPROVEMENT PLAN FOR 2009-2011 PLANNING CYCLE

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JFA	Student Due Process Rights
JFC	Code of Student Conduct
JFCA	Student Expulsion
JFCC	Student Conduct on School Buses
JFG	Interrogations and Searches
JFGB	Investigations and Arrests
JFGC	School Search and Seizure
JGA	Student Discipline, Corporal Punishment
JGD	Student Suspension

**Additional documents:**

- **CCPS Parent/Student Handbook** (Provides parents the most pertinent school board regulations governing student conduct and related matters in question and answer format.)
- **Student Assistance Team Procedures** (Explains how students are referred, screened, and provided special services.)
- **Section 504 Carteret County Schools Procedures Manual** (Describes how students with disabilities outside the scope of special education are identified and provided accommodations.)
- **Carteret County Schools Emergency Response Plan** (Contains confidential procedures for internal school use when responding to crises and disasters.)

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**III. Methods for sharing plan with parents and other members of the community**

The Safe School Building Plan is part of the School Improvement Plan and is available to the public as part of this document.

**IV. (a1) Outline of standards of behavior for students, plus related consequences for not adhering to the standards**

Carteret County School System staff realizes the need for a safe and orderly environment. In response to the action taken in recent years by the North Carolina General Assembly, the school system has adopted a Zero Tolerance position. Zero Tolerance applies to "Students that bring illegal drugs/weapons/dangerous explosives or substances that are used to alter the mind or mood or who are involved in illegal activities as established by the N.C. General Statutes at any school, school sponsored activity or function." In addition, the school principal has the responsibility to report to law enforcement acts of violence, drug possession, or possession of a weapon as dictated by N.C. General Statutes.

Definitions and consequences applied to serious acts of misconduct are thoroughly outlined in the Board of Education's Code of Student Conduct. This is clearly stipulated in School Board Policy JFC, termed Student Code of Conduct, and has been presented for students and parents in a more "user friendly" handbook entitled "Carteret County Public School System: Parent/ Student Handbook." Depending on the specific infraction, serious misconduct can result in student short- and long-term suspension from school, suspension for 365 days, or expulsion. At the same time, student due process rights are respected. These rights are stipulated in section JFA, Student Due Process Rights. Finally, bus discipline is always of concern, and student conduct on school buses is outlined in a separate policy statement, JFCC, Student Conduct on School Buses.

**IV. (a 2). Consequences for students under the age of 13 who physically assault and seriously injure a teacher or other individual on school property or at a school sponsored or school-related activity**

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Students under age 13 years who physically assault a school official, employee or volunteer, or who physically assault and cause serious injury to another student under circumstances as described above shall be reported to law enforcement and long-term suspended for the remainder of the school year.

**V. Outline of responsibilities of the following personnel in the development and implementation of the safe school plan for the district, to include appropriate disciplinary actions for failure to carry out responsibilities****The Principal**

- provides leadership in developing and implementing the local school's Safe School Plan.
- ensures that the school and all classrooms have clearly stated rules for student conduct communicated to students and parents.
- provides appropriate disciplinary consequences for students who disrupt classrooms and violate school rules.
- arranges alternative placements for seriously disruptive students (as available) in accordance with state law and local school board policy.
- reports all criminal acts as stipulated by G.S. 115-C288(g).

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.

**Assistant Principal(s)**, when available, carry out and assist the principal with the above duties, as assigned by the building principal. Failure to carry out responsibilities shall be dealt with in personal conferences with the principal and through development of a written plan where deficiencies are serious and/or chronic. The assistant principal will include in her Professional Growth Plan these performance growth goals:

- Organize the Student Assistance Team to provide timely and accurate review of students referred for academic and behavioral difficulties in the classroom.

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- Develop and implement student incentives for academic achievement and good behavior to improve student grades and test scores and to create a safe, orderly, and caring environment for learning.

**Teachers**

- Provide their students with a set of clearly defined classroom rules.
- Define consequences for the violation of classroom rules which are consistent with Board policy.
- Enforce classroom and school rules consistently and fairly.
- Comply with principal requests to assist in devising and implementing the local school's Safe School Plan.

Failure to carry out these responsibilities will be addressed by the building principal, with corrective steps incorporated in the teacher's professional development plan.

**Instructional Support Personnel**

- Demonstrate knowledge of school rules and disciplinary standards.
- Report observed disciplinary infractions to appropriate personnel when they do not have cause to directly intervene.
- Assist school personnel in imposing disciplinary sanctions and restoring order as this becomes necessary.

Failure to carry out these responsibilities will result in a conference with the support personnel's immediate supervisor and development of a written plan that includes corrective steps and implementation timelines.

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**VI. Students at risk of academic failure or exhibiting disruptive or disorderly behavior****a) Procedures for identifying and serving at-risk students**

The school has a Student Assistance Team that accepts referrals for students who are exhibiting academic and/or behavioral difficulties. Teams meet regularly to gather information on a referred student, clarify the nature of the referral concern, and establish a behavior plan that will improve student academic performance and/or behavior. Students who fail to respond to interventions and who are suspected of having disabilities are referred for further evaluation and possible eligibility for special education services. Students who are disabled but ineligible for special education under the Individuals with Disabilities Education Act are considered for services under a Section 504 Individual Accommodation Plan.

**b) Methods used to assess student needs**

Student needs may be screened through performance on state-mandated end-of-grade/end-of-course tests, locally developed tests, achievement inventories, aptitude screening, classroom observations, parent reports, or behavior rating scales. More in-depth psychological and academic assessments are completed, when needed. The assistance team develops a Functional Behavior Analysis for those students who exhibit severely disruptive behavior of a chronic nature. This Functional Behavior Analysis incorporates information gathered through observational assessment, a developmental history, and a series of teacher/team reports. This information is designed to identify the conditions and consequences that control disruptive behavior, and is used to develop a systematic behavior management plan.

**VII. Measurable objectives for safe and orderly schools**

- a) School violence incidents (exclusive of alcohol and controlled substances) as reported on the annual School Crime and Violence Report will fall below 3.5 incidents per 1,000 students **or** show a reduction from the previous year.
- b) Controlled substance and alcohol possession incidents as reported on the annual School Crime and Violence Report will fall below 6 incidents per 1,000 students **or** demonstrate a reduction from the previous year.
- c) Using the school district's annual student survey, 60% or more of the respondents will report positive (agreement) ratings on trust and citizenship items **or** positive ratings will increase from the previous school year.

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d) Annual student suspension days will fall below the rate of 40 days per 100 students **or** cumulative student suspension days will decrease from the previous school year.

**VIII. Staff development plan for safe and orderly schools**

Please refer to the staff development section of the School Improvement Plan.

**IX. Plan for working effectively with local law enforcement and court officials to ensure that schools are safe and that laws are enforced**

The school works with law enforcement officials in several ways:

- The building principal reports to law enforcement all criminal acts which occur on school property, as stipulated by G.S. 115-C288(g) and the State Board of Education. Reported criminal acts include but are not limited to:
  - Assault resulting in serious injury
  - Assault involving use of a weapon
  - Assault on school personnel not resulting in serious injury
  - Bomb threat
  - Burning of a school building
  - Death by other than natural causes
  - Kidnapping
  - Possession of an alcoholic beverage
  - Possession of a controlled substance in violation of the law
  - Possession of a firearm or powerful explosive
  - Possession of a weapon other than a firearm

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- Rape
  - Robbery with a dangerous weapon
  - Robbery without a dangerous weapon
  - Sexual assault (other than rape or sexual offense)
  - Sexual offense
  - Taking indecent liberties with a minor
- 
- Juvenile justice officials have established a protocol for reporting suspected felony violations to school principals. In addition, the principal understands and possesses written legal guidelines that govern the storage and sharing of confidential court information.
  
  - Juvenile court counselors have agreed to provide information to the school principal regarding the probationary status of students enrolled in school. Court counselors clearly stipulate to students that they must attend school, not be suspended or expelled, and comply with school rules.

**X. Methods of dealing with emergencies**

The school has a current school crisis plan and a core team prepared to respond to emergencies. The School Crisis Plan is reviewed annually and updated as needed.

**XI. Methods of providing a safe physical environment**

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The school has well-maintained facilities and grounds. Traffic upon and immediately leading to school premises is directed before and after school. Within the school, clear patterns and rules for student movement have been established, and student supervision is provided during lunch periods, assemblies, and other times when larger numbers of students congregate on school premises.

Access to the school is controlled by directing all visitors to first report to the office. Such notices are posted on all main entryways to the building, and school personnel are instructed to support this provision. In addition, a communication system is in place for reporting suspected security violations.

The interior and exterior of the building is monitored 24-hours a day by video cameras. Video clips can be viewed from designated computers in the building, including those in administrative offices.

**XII. Programs, strategies, and activities at the school that promote good behavior and citizenship throughout the school year****Student Incentives / Character Awards**

**Nine Weeks: Grade Level Rewards:** Students who meet the Eagle Challenge in academics and behavior will take part in an on-campus activity during a designated half-day at the end of first and third nine weeks. Students meeting the challenge at the end of the second and fourth nine weeks will participate in an off-campus half-day activity.

**Nine-Weeks: Academic Recognition Assembly** An assembly will be held at the end of each nine-weeks grading period to recognize students on each team who have achieved Honor Roll and Principal's List. Students will be presented an Honor Roll or Principal's List ribbon and a bumper sticker. Parents will be invited to attend.

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**End of Nine-Weeks: Student of the Month** Each team (core and enrichment) will choose two Students of the Month, students who demonstrate any or all of the following attributes: good academic achievement; measurable improvement in academic skills or work habits, or good behavior / citizenship.

**Emphasis on one of the Eagle Character traits each month:**

Activities during any month will include:

- Highlights by news team students on daily broadcasts
- Character ed bulletin board
- Classroom presentations by guidance staff
- Pep talks by administrators in classrooms or hall meetings
- Emphasis on books and other media (TV, movies, videos, games, etc.) related to Eagle Character traits by media staff and classroom teachers
- Assemblies for performances and cultural events programs related to character education and diversity

Our Carteret County Middle School Character Education Curriculum Guide has an abundance of ideas for integrating the theme of the month into regular studies. Two copies of that publication are located in the professional library conference room.

**XIII. Actions taken by the principal/assistant principal to deal with inappropriate, violent, and disruptive student behaviors in a timely and effective manner**

Evidence is available as part of the school's Disciplinary Data Collection Form (DDCF) report, which provides a comprehensive log of serious student offenses and actions taken for each offense.

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**VOTE**

\_\_\_\_\_ % of eligible school staff voted to approve this plan on \_\_\_\_\_.

Signature of Principal \_\_\_\_\_