

LEA or Charter Name/Number: Durham Public Schools - 320
 School Name and Number: Bethesda Elementary School
 School Address: 2009 S. Miami Blvd.
 Plan Year(s): 2011-2012
 Date Prepared: 7/26/2011

Shaneeka Moore-Lawrence Date 09/16/11
 Principal Signature

School Improvement Team Membership

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

Committee Position	Name	Committee Position	Name
Principal	Shaneeka Moore-Lawrence <i>Shaneeka Moore-Lawrence</i>	ESL Representative	Nan Clarke <i>Nan Clarke</i>
Assistant Principal	Conley Glenn <i>Conley Glenn</i>	EC Representative	Kathryn Halsmer <i>Kathryn Halsmer</i>
Teacher Representative	Kellie Graige <i>Kellie Graige</i>	Student Support Representative	Kimberly McNeill <i>Kimberly McNeill</i>
Teacher Representative	Linda Kerdinger <i>Linda Kerdinger</i>	Interventionist Representative	Caroline Hartley <i>Caroline Hartley</i>
Teacher Representative	Yoon Jong Kim <i>Yoon Jong Kim</i>	Parent Representative	Jim Palk <i>Jim Palk</i>
Teacher Representative	Gina Pisegna <i>Gina Pisegna</i>	Parent Representative	Tammy Vazquez <i>Tammy Vazquez</i>
Teacher Representative	Angela Buckles <i>Angela Buckles</i>	Community Representative	<i>Scarrette Smart</i>
Teacher Representative	Cara Wijkowski <i>Cara Wijkowski</i>	Victorious Faise Appraisal	
	<i>Cara Wijkowski</i>	Teacher Assistant Representative	Oberia Wright <i>Oberia Wright</i>

LEA or Charter Name/Number: Durham Public Schools - 320

School Name and Number: Bethesda Elementary School

School Address: 2009 S. Miami Blvd.

Plan Year(s): 2011-2012

Date Prepared: 7/20/2011

Principal Signature _____ Date _____

School Improvement Team Membership

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

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Teacher Representative	Angela Buckles	Community Representative	
Teacher Representative	Cara Wijkowski	Teacher Assistant Representative	Oteria Wright

*Add to list as needed. Each group may have more than one representative.

State Board of Education Goals - Future-Ready Students for the 21st Century

- Goal 1** – North Carolina public schools will produce globally competitive students.
- Goal 2** – North Carolina public schools will be led by 21st Century professionals.
- Goal 3** – North Carolina Public School students will be healthy and responsible.
- Goal 4** – Leadership will guide innovation in North Carolina public schools.
- Goal 5** – North Carolina public schools will be governed and supported by 21st Century systems.

District Goals for Durham Public Schools

District Goal 1:	Ensure achievement of high academic performance by all students.
Supports SBE Goal:	Goal 1 - North Carolina Public School will produce globally competitive students.
District Goal 2:	Ensure high quality staff and leadership district-wide and at every school.
Supports SBE Goal:	Goal 2 - North Carolina Public Schools will be led by 21st century professionals. Goal 4 - Leadership will guide innovation in North Carolina public schools.
District Goal 3:	Ensure efficient and effective business systems operations.
Supports SBE Goal:	Goal 5 - North Carolina Public Schools will be governed and supported by 21st Century systems.
District Goal 4:	Ensure district and school climate and culture that develop effective and positive relations and foster the well-being of students, staff, board, and community.
Supports SBE Goal:	Goal 3 - North Carolina Public School students will be healthy and responsible.

School Vision and Mission Statements for Bethesda Elementary School

Vision:

Every day, every one, every way. We will learn, serve, and achieve.

Mission:

Bethesda Elementary School will provide a safe, accepting, and challenging environment where students develop critical thinking skills, positively interact with and influence others, and respect cultural diversity.

School Data and Summary Analysis

Use data identified on the Data Sources section (or from other sources) as the basis for understanding the school and identifying priority areas for improvement.

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs / observations as well as data).

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

Teacher quality and experience

- K-5 classes are taught by fully licensed and highly qualified teachers
- Bethesda Boost
- Bulldog Academy
- Flexibly Instructional Assistants
- Book Room
- Activ Boards in most instructional classrooms
- PBIS Program
- SBSP Program

2. What does the analysis tell you about your school's gaps or opportunities for improvement?

1. The following subgroups did not make AYP in the respective areas:

- Reading – Hispanic, Economically Disadvantaged
 - Math – Black, Economically Disadvantaged, Total Students
3. Overall Reading proficiency on EOG's 2010-2011 was 56.2%
 3. Overall Math proficiency on EOG's 2010-2011 was 75.2%
 4. Student attendance rate was 95.2% in 2010-2011
 5. Family Engagement
 6. Community Engagement
 7. Student Support Services
 8. Quality of Professional Development

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

-End-of-Grade test data lacks disaggregation by objectives and skills.

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school? Cite relevant evidence from your analysis to support these priorities.

1. Improve Reading proficiency from 56.2% in 2010-2011 to 66% in 2011-2012 and meet all AYP goals in Reading
2. Improve Math proficiency from 75.2% in 2010-2011 to 80% in 2011-2012 and meet all AYP goals in Math
3. Increase Family and Community Engagement for 2011-2012

Priority 1 Goal and Associated Strategies

Area for improvement and supporting data: Increase proficiency in reading to ensure adequate growth of each child.

School Goal 1:	Increase overall reading proficiency on EOG's.
Supports this district goal:	Ensure achievement of high academic performance by all students
Target:	Increase proficiency in grades 3-5 to 66% on Reading EOGs; students in grades K-2 will demonstrate 80% proficiency on local and state Reading assessments.
Indicator:	K-2: mCLASS3D, Common Assessments, Smart Goals 3-5: Cumulative Assessments (CU), Common Assessments, Small Goal Assessments (SGA), and EOG scores
Milestone date:	11/14/2011, 1/9/2012, 3/12/2012, 6/4/2012

Goal 1 improvement Strategies - Identify research based strategies whenever possible.

Strategy 1:	<p>Strategy: Daily, full implementation of the DPS balanced literacy framework</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Create an effective master schedule to support balanced literacy framework. 2. A minimum of two times per week, classrooms will utilize a literacy support person. 3. Implement a daily block of time used for Reading Response to Intervention services.
Strategy 2:	<p>Strategy: Instructional facilitator, guided reading consultants, and PLC coaches will be literacy leaders in the building.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Twice a month, instructional facilitator will meet with school administrators to discuss literacy data and develop a plan of action to support students and teachers. 2. Weekly, literacy leaders will meet with K-5 PLCs to analyze literacy data. 3. Literacy leaders will model lessons and best practices as well as observe lessons. 4. Monthly, literacy leaders will provide need-based professional development 5. Monthly, Guided Reading Consultants will deliver support to K-5 classroom teachers in the area of guided reading. Support will include observation, co-teaching, modeled lessons, and professional development.
Strategy 3:	<p>Strategy: Data analysis will drive instructional decisions.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Based on reading data, students will be regrouped and targeted for intervention or acceleration. 2. The Instructional Leadership team will hold monthly data meetings with PLCs. 3. Interventionists will deliver explicit, strategic, and systematic interventions to students identified based on literacy common

assessments, Reading EVAAS data, and SGA and CA data.
 4. Data collected from mClass 3D Reading System, will be used to identify students' strengths and weaknesses, plan differentiated intervention and enrichment, and progress monitor.

How will we fund these strategies?

Funding Source 1
 Funding Source 2
 Funding Source 3

PRC 061
 PRC 005
 Select a funding source

Funding Amount: \$36,967.00
 Funding Amount: \$21,742.00
 Funding Amount: \$

Total initiative funding: \$ 58,709.00

Review Frequency: Quarterly

Assigned Implementation Team: Administration, Literacy Leaders, Intervention Team, Teachers, Instructional Support Staff, Instructional Assistants

What data will be used to determine whether the strategies were deployed with fidelity?

- Lesson plans
- Achievement Series data analysis
- Meeting agendas and minutes
- Cumulative Assessment data
- Common assessment data
- Mclass 3D data
- EOG data
- AYP data
- EVAAS data
- Personalized Education Plans

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

- Data digs with literacy leaders, administration, PLCs
- Achievement series data analysis (includes formative, benchmark, and summative data)
- mClass 3D data analysis

Each quarter will show a gain of 2.5% or more of total student proficiency.

Check

What does the data show regarding the results of the implemented strategies?

Based upon identified results, should/how should strategies be changed?

Act

Priority 2 Goals and Associated Strategies

Area for improvement and supporting data: 3 Subgroups did not meet AYP goals (All students, Economically Disadvantaged, and black students)

School Goal 2:
Supports this district goal: K-5 Math proficiency on local and state assessments will increase.
 Ensure achievement of high academic performance by all students

Target: Meet 100% of AYP goals, increase overall math proficiency to 80%.
Indicator: SGAs and Cumulative Assessments, common assessments, EOG test scores, AYP data, K-2 DPS Math Assessments
Milestone date: 11/14/2011, 1/9/2012, 3/12/2012, 6/4/2012

Goal 2 improvement Strategies - Identify research based strategies whenever possible.

Strategy 1: Strategy: Each PLC will use common assessments aligned with Standard Course of Study.

Action Steps:

1. K-5 PLCs will develop common assessments aligned to Standard Course of Study
2. Common assessment data will be used to regroup students for intervention or acceleration.

Strategy 2: Strategy: Each PLC will plan small differentiated instructional groups based on student need as identified through common assessments.

Action Steps:

1. Daily guided math groups will be incorporated K-5.
2. Differentiated math centers will be implemented in K-5.
3. Response to Intervention will be scheduled for math intervention in K-5.
4. Based on common assessment data, student cohorts will participate in an afterschool math tutorial program that will target specific student needs.

Strategy 3: Strategy:

Action Steps:

How will we fund these strategies?

Funding Source 1	PRC 061	Funding Amount: \$31,443.00
Funding Source 2	PRC 105	Funding Amount: \$52,353.00
Funding Source 3	Select a funding source	Funding Amount: \$
Review Frequency: Quarterly		Total initiative funding: \$ 83,796.00

Assigned Implementation Team: Administration, Intervention Team, Teachers, Instructional Support Staff, Instructional Assistants

What data will be used to determine whether the strategies were deployed with fidelity?

- K-5 Math Lesson Plans
- K-5 Math PLC Agenda
- K-5 Math PLC Minutes
- 3-5 Math Cumulative Assessment data
- K-5 Bethesda Math Common Assessments
- K-2 District Math Assessments
- Achievement Series Data

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

- Data digs administration, PLCs
- 3-5 Math Cumulative Assessment data
- K-5 Bethesda Math Common Assessments
- K-2 District Math Assessments
- Achievement Series Data Analysis

Each quarter will show a gain of 1% or more of total student proficiency.

What does the data show regarding the results of the implemented strategies?

Based upon identified results, should/how should strategies be changed?

Priority 3 Goal and Assessment Strategy

Area for improvement and supporting data: Family and Community Engagement – Increase parent involvement in Title I, PTA, and parent activities

School Goal 3: At least 25% of students will be represented at school events by student and at least one family member. Maintain current community partnerships and develop 2 or more new community partnerships.

Supports this district goal: To establish and support a positive climate and culture and to Ensure achievement of high academic performance by all students

Target: Increase family engagement at school-wide events and increase community engagement

Indicator: Title I sign in sheets, PTA Membership, Parent Surveys, Correspondence with community partners

Milestone date: 11/14/2011, 1/9/2012, 3/12/2012, 6/4/2012

Goal 3 improvement Strategies - Identify research based strategies whenever possible.

Strategy 1: Engage parents in school events

Action Steps:

1. Maintain the school's online master calendar
2. Maintain the school's website, teacher websites, and web-based newsletter.
3. Weekly, the Principal will send a Connect-Ed message to update families on what's happening at Bethesda and post on the website
4. All communication to parents (Connect-Ed messages, newsletters, memos, etc.) will be sent in English and Spanish
5. K-5 teachers will send home monthly newsletters to parents with instructionally relevant information.
6. Host quarterly PTA events (meetings, fundraisers, outreach, community building)
7. Increase family and teacher PTA membership
8. Host monthly Title I family events
9. Host quarterly awards events

Strategy 2: Cultivate and maintain community partnerships through community support in school programs and events

Action Steps:

1. Create and maintain a "Community Wall of Fame".
2. Each PLC will establish at least one community partnership.
3. Hold a volunteer appreciation breakfast.
4. Hold a community partnership invitational breakfast.
5. A written acknowledgement will be sent to volunteers and community partners.

Strategy 3:	Strategy:	
Action Steps:		
How will we fund these strategies?		
Funding Source 1	PRC 050	Funding Amount: \$85,089.00
Funding Source 2	Select a funding source	Funding Amount: \$
Funding Source 3	Select a funding source	Funding Amount: \$
Total initiative funding: \$85,089.00		
Review Frequency: Quarterly		
Assigned Implementation Team: Administration, PTA, Community Partners, Parents and Families, School Staff		
What data will be used to determine whether the strategies were deployed with fidelity?		
<ul style="list-style-type: none"> -Sign-In Sheets (PTA, Title One, Community Volunteers) -Membership Roster -PTA Calendar of Events -Title One Calendar of Events -Correspondence with community partners 		
<p>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</p> <ul style="list-style-type: none"> -Sign in sheets will be collected for each event. -Twice a year, parent surveys will be completed to provide data. -Parent comment/suggestion box will be housed in the main office. -Parent comment/suggestion link will be featured on website -Track number of students and/or families served through community partnerships -Track hours of service of community volunteers 		

What does the data show regarding the results of the implemented strategies?

Based upon identified results, should/how should strategies be changed?

Act

Priority 4 Goal and Associated Strategies

Area for improvement and supporting data:

School Goal 4:
Supports this district goal:

Target:
Indicator:
Milestone date:

Goal 4 improvement Strategies - Identify research based strategies whenever possible.

Strategy 1:	Strategy:
	Action Steps:
Strategy 2:	Strategy:
	Action Steps:
Strategy 3:	Strategy:
	Action Steps:

How will we fund these strategies?

Funding Source 1
Funding Source 2
Funding Source 3

Select a funding source
Select a funding source
Select a funding source

Funding Amount: \$
Funding Amount: \$
Funding Amount: \$

Total initiative funding: \$

Review Frequency: Quarterly

Assigned Implementation Team:

What data will be used to determine whether the strategies were deployed with fidelity?

Check

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

What does the data show regarding the results of the implemented strategies?

Act	Based upon identified results, should/how should strategies be changed?
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Safe School Plan for Bethesda Elementary School

Pursuant to General Statute § 115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.

Name and role of person(s) responsible for implementing this plan: **Shaneeka Moore-Lawrence, Principal**

Statement of Responsibility for the School District Superintendent

In accordance with General Statute § 115C-105.47 (b)(2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal's performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

In the event the district superintendent fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: (INSERT APPROPRIATE INFORMATION BELOW)

The consequences "may include a reprimand in the Superintendent's personnel file or withholding of the Superintendent's salary or both".

Statement of Responsibility for the School Principal

In accordance with General Statute § 115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students.

In the event the school principal fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: (INSERT APPROPRIATE INFORMATION BELOW)

The consequences may include a reprimand in the principal's personnel file or withholding of the principal's salary or both

Statement of the Roles of Other Administrators, Teachers, and Other School Personnel

In accordance with General Statute § 115C-105.47 (b)(4), other school personnel are tasked as follows with restoring, if necessary, and maintaining a safe, secure, and orderly school environment

See District Safe Schools Plan Objectives 1.5, 1.8, 1.10, 1.11, 1.14, 1.15

Assistant Principal(s): Conley Glenn

Teachers: Nikki Stone, Maylene Smith, Danielle White, Roger Ganim

Teacher Assistants: Wilbert Morgan

Other School Staff: : Betty Cox, Stephanie Harris, Sandra Costoso, Wanda Ivey, Tomeika Bell, Kimberly McNeill, Carolyn Atkins, Becky Davis

Services for At-risk Students

Pursuant to General Statute §115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both.

See District Safe Schools Plan Objectives 1.2-1.6, 1.8, 1.9, 1.14, 1.15

Pursuant to General Statute §115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary.

Durham Public Schools has high standards for the behavior of students and for the safety of students and staff. The Student Code of Conduct sets the standard for acceptable behavior for students. Disruptive and disorderly students who are at-risk of academic failure receive a number of interventions including:

- Student Conference
- Team Conference
- Parent Conference
- Counseling
- Mediation
- Detention (Before/After School)
- Character Education Initiatives
- Assignment of a Mentor
- Parental Involvement
- Buddy Teacher
- Social Worker Assistance
- Positive Behavior Support
- Saturday Academy
- Mediation with an Administrator
- School Nurse Assistance
- Counselor Home Visits
- Parent Workshops
- Mental Health Services
- SAP/PEP Services
- In-school Suspension

These multiple interventions support the student, teacher, parent and staff as they work to build successful relationships. More importantly, the relationship allows for the student and teacher to build upon strengths, recognize weaknesses, and support growth and collaboration.

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

Lakeview School is an alternative program designed for students in grades 6-12 who have a history of chronic misbehavior and/or have been recommended for long-term suspension. There are several different components of the school developed to address the specific needs of students. The staff works with students and their families to design curriculum and personal behavior plans based on each individual student's situation. Students remain in the designated program for a determined period of time or until they meet stated goals and return to their home school or a less restrictive environment.

The mission at Lakeview School is to empower each student utilizing a systematic approach that maximizes academic potential, promotes lifelong learning and develops skills necessary for re-entry into a traditional setting. School components include: Middle and High Schools, Intervention Center, Transition Classes and the New Day program which serves court-involved youth between the ages of 12 and 15 years old

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

Goal: To maintain a safe and orderly school environment	
Target: Reduce suspensions and office referrals by 10%	
Indicator: Administrative Monitoring, Formal Observations, Behavioral Referrals, SSP Data, Student, Parent, and Teacher Surveys	
Milestone Date: Quarterly	
Goal: Provide staff Non-Violent Crisis Intervention Training	
Target: Increase number of staff trained by 25%	
Indicator: Certificate of Completion	
Milestone Date: June 2011	
Goal:	
Target:	
Indicator:	
Milestone Date:	
Goal:	
Target:	
Indicator:	
Milestone Date:	
Professional Development	
See PAPA, PD360 and My Learning Plan for professional development relative to discipline, behavior management and safe schools	Planned/Completed
Pursuant to General Statute §115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials. See District Safe Schools Plan	

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

Funding Uses and Sources - At Risk and Alternative Learning Schools and Programs

Program or Strategy Being Funded	Amount of Funding	Source of Funding
Positive Behavior Support		Support Services
Responsiveness to Instruction		Student Support Services
Student Conferences		General Education Program
Team Conferences		General Education Program
Guidance Counseling		Student Support Services
Social Workers		Student Support Services
Dropout Prevention		Student Support Services
Conflict Resolution / Mediation		Support Services
Personal Education Plans		General Education / Title I Support
Student Assistance Plans		Exceptional Children's Program
Performance Learning Center		Local School Funding, Communities in Schools, Alternative Learning Programs
Lakeview School		General, Alternative, EC, Federal
In-School Suspension		General Education Allotment
Saturday Academy		Local, Remedial
Fundamental Behavior Assessments		Regular Education, EC Programs
Behavioral Intervention Plans		Regular Education, EC Programs
Community Education Programs		Student Support Services - Local and State
Homeless Programs		Student Support Services - Local, State, Federal

Title I School Wide Compliance Review and Plan

A comprehensive school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (Section 1114(b) of Title I). Each required component is described below, with an explanation of how each contributes to the creation of a successful school wide program. The goals and strategies you've already developed may fulfill these requirements.

School wide reform strategies: Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

	Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
Strategy 1	X	X	X		
Strategy 2	X	X	X		
Strategy 3	X				

This school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan:

Instruction by highly qualified teachers: High poverty, low performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a school wide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

	Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
Strategy 1	X	X			
Strategy 2	X	X			
Strategy 3	X				

This school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan:

High-quality and ongoing professional development: Teachers and other staff in school wide program schools must be equipped to face the challenges of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the school wide plan, and receive the sustained, high-quality professional development required to meet them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.

	Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
Strategy 1	X	X	X		
Strategy 2	X	X	X		
Strategy 3	X				

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:

Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan:

Strategies to attract highly qualified teachers to high-need schools: Although recruiting and retaining highly qualified teachers is an ongoing challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the school wide plan must describe the strategies it will use to attract and retain highly qualified teachers.

	Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
Strategy 1					
Strategy 2					
Strategy 3					

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:

Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan: Develop local partnerships with NCCU, UNC-Chapel Hill, Duke University, and NC State Schools of Education; Attend DPS Job Fair; Recruiting material will highlight the 21st century resources and professional development available

Strategies to increase parental involvement: Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that school wide plans contain strategies to involve parents in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel in school.

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

Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan:

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

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

Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan: Preschool Director Breakfast to invite preschool directors to tour school and visit Kindergarten classrooms; Kindergarten for a Day—Program where local preschool students will be invited to be kindergartners for the day

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

	Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
Strategy 1	X	X			
Strategy 2	X	X			
Strategy 3	X				

Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan:

Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance: The school wide program must identify students who need additional learning time to meet standards and provide them with timely additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

	Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
Strategy 1	X	X			
Strategy 2	X	X			
Strategy 3	X				

Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan:

Coordination and integration of Federal, State, and local services and programs. School wide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, school wide program schools may combine most Federal, State, and local funds to provide these services. Exercising this option maximizes the impact of the resources available to carry out the school wide program.

	Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
Strategy 1	X	X	X		
Strategy 2	X	X	X		
Strategy 3	X				

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:

Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan:

Compliance Review and Plan for Schools in Title I School Improvement

Each school identified for Title I School Improvement must, no later than three months after notification that the school is in Title I School Improvement, develop or revise its school plan. This plan must be developed in consultation with parents, school staff, the local education agency serving the school, and outside experts. The plan must cover a two-year period.

Professional development requirements: Schools in Title I School Improvement must: 1) provide assurance that the school will spend not less than 10 percent of its Title I funds each year for high-quality professional development.

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

Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan: Professional Development and Title One Funds—Guided Reading Coaches through Education Resource Group; PBIS Training for PBIS Team Members; Math Consultant to target Math small group instruction, math centers, and data-driven instruction; Technology Consultant to target daily integrated use of Promethean boards; Instructional Facilitator to target Literacy small group instruction, centers, and data-driven instruction

Teacher Mentor Buddy Program—Teacher Mentor Program in place for Beginning Teachers in 1st, 2nd, and 3rd years of teaching; monthly required mentee sessions coordinated by on-site Mentor-Mentee Coordinator; each BT 1, 2, and 3 has a mentor who is to meet with them a minimum of once per month and track these meetings on a log; New Teachers to Bethesda also have Buddy Teacher

Notification to parents: Schools in Title I School Improvement must describe specifically how the school will provide written notice about the identification of the school as a Title I School Improvement school to the parents of each student enrolled in the school.

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

Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan:

During Summer 2011, a letter was mailed in English and Spanish to all families to describe their School Choice Options

School, district, and state agency responsibilities: Schools in Title I School Improvement are required to clearly define the responsibilities of the school, LEA, and SEA in implementing improvement strategies. LEAs are minimally required to offer technical assistance in the form of data analysis, budget analysis, and identification and implementation of improvement strategies. State-level assistance may include provision of a state-wide system of support including allocation of funding and other technical assistance.

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

Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan:

School:
 Data-driven instruction
 School-wide Implementation of PBIS
 Daily integration of technology
 Adherence to master schedule
 Biweekly Math and Reading common assessments
 Increase in Parental Engagement—Face-to-Face 1st Quarter Report Card Conferences, Monthly Title One Parent Events and Initiatives
 Need-Based Professional Development

LEA:
 Funding of Guided Reading Coaches
 Quarterly Reading, Math, and Science Small Goal Assessments and Cumulative Assessments
 K-5 Instructional Facilitator Coaches

SEA:
 Funding of mClass 3D

EVAAS

Math, Reading, and Science End-of-Grade Tests

**School-based management and Accountability Program
Summary of School-based Waiver Requests for Program Years 2011-2012**

LEA or Charter School Name/Number: Durham Public Schools

School Number(s)	Request for Waiver
	<p>1. Please describe the waiver you are requesting: Waiver of Duty Free Lunch for Classroom Teachers</p>
	<p>2. Identify the law, regulation, or policy from which exemption is requested. General Statute 115C-105.27 Plan to provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the school improvement team</p>
	<p>3. State how the waiver will be used. The school improvement team voted to waive the right to a duty-free lunch period for every teacher on a daily basis</p>
	<p>4. State how this waiver helps achieve the specific performance goals identified in the School Improvement Plan. This waiver helps to ensure that safety and proper supervision of students is provided during lunch periods</p> <p align="center">Please duplicate this sheet as needed for additional waivers.</p>

Signature of Superintendent/Designee

Date