

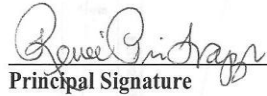
LEA or Charter Name/Number: Durham Public Schools - 320

School Name and Number: Brogden Middle School #306

School Address: 1001 Leon Street, Durham, NC. 27704

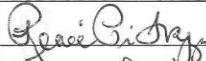

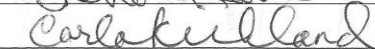
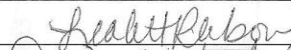
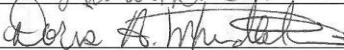
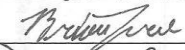
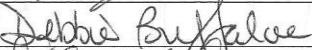

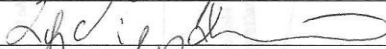

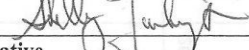
Plan Year(s): 2011 - 2012

Date Prepared: September, 2011


Principal Signature

09/15/2011
Date

School Improvement Team Membership

Committee Position	Name	Signature
Principal	Renee Price Trapp	
Assistant Principal	Brenda Harrell (*Chair)	
Inst. Support Representative	Carla Kirkland	
Teacher Assistant Representative	Leah Rubow	
Teacher Representative	Doris Whindleton	
Teacher Representative	Brian Free	
Teacher Representative	Debbie Buffaloe	
Teacher Representative	Deloris Tooly	
Parent Representative	Lydia Krause	
Parent Representative	Susan Moore	
Parent Representative	Shelly Turkington	

*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 Brogden Middle School

Vision: The vision/philosophy of Brogden Middle School is to foster the community towards life-long learning, thereby challenging each student to reach his/her full potential.

Mission: The mission of Brogden Middle School is to establish high expectations for individual students and to provide a safe, caring environment for learning and progressive student achievement.

Core Values:

- Brogden is stakeholder focused.
- All decisions will be made in the best interest of students.
- All students will be challenged at their level, will learn and be successful.
- All students will be treated fairly and equitably.

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?

- 8th grade reading (High Growth Met)
- 8th grade math (73.6 % proficiency with High Growth Met)
- 7th grade reading Growth Met
- 7th grade math (71.2% proficiency with High Growth Met)
- AIG, SWD, LEP students all met growth
- Improved attendance (most improved of all DPS middle schools)
- Increased overall composite score (61.2% in 2009-2010 to 64% in 2010-20011)
100% Teacher Working Conditions Survey (TWC) participation
- TWC survey improved areas—student conduct & facilities
- % of students identified as AIG increased

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

- 6th grade reading (55.2% proficiency and Growth NOT Met)
- 6th grade math growth (60.1% proficiency and Growth NOT Met)
- Proficiency rates in 6th grade reading and math and 7th grade reading
- TWC survey areas that can improve--community support, development, empowerment, instructional practices, leadership, time (All were lower than last year)

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

We would like to have specific information about TWC survey results and need to do a parent/student perception survey. The parent survey that was conducted by the Site-Based Decision Making Team last school year was not high in participants.

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.

Based upon our analysis, the priorities are to increase proficiency in reading, increase proficiency in math, continue and improve wellness efforts, and provide training opportunities for parents to assist with improving student achievement.

Priority 1 Goal and Associated Strategies

Area for improvement and supporting data:

School Goal 1: Supports this district goal:	Increase student achievement in reading as measured by proficiency on the NC End-of-Grade Tests. Ensure achievement of high academic performance by all students as evidenced by a year's worth of growth for each student.
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Target:	Students in grades 6,7 and 8 will demonstrate an increased proficiency of 5% 6th grade—Goal is 60.2% 7th grade—Goal is 55.7% 8th grade—Goal is 65.6%
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Indicator: Milestone date:	Student scores on NC End of Grade Tests May 2012
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Goal 1 improvement Strategies - Identify research based strategies whenever possible.

Strategy 1:	Strategy: Use current available data to develop research based/data driven instructional plans
	Action Steps: 1. Examine and disaggregate data from standardized assessments to develop fluid learning groups. 2. Employ multiple types of assessments to gauge level of student mastery. 3. Create flexible learning groups and incorporate principles of differentiated instruction to address learning needs of students.

Strategy 2:	Strategy: Use Professional Learning Communities (PLC's) as the primary forum for creating common assessments and developing a monitoring system to gauge effectiveness of assessments.
	Action Steps: 1. Provide sufficient time for PLC's to meet to unpack standards and work collaboratively to address literacy learning needs of students. 2. Provide professional development on unpacking objectives, creating common assessments and other topics that scaffold successful implementation of above stated strategy. 3. Administer District developed Small Goal Assessments (SGA) and Common Assessments (CA) and provide data from assessments to PLC's.

Strategy 3:	Strategy: Ensure that literacy strategies are taught school-wide and imbedded in each curriculum area.
	Action Steps: 1. Train teachers in use of Lexiles in the classroom and in other best practices in literacy instruction. 2. Administer SRI test to all students to determine individual Lexile scores. 3. Use Lexile scores to determine students who need extra reading support.

How will we fund these strategies? N/A for Goal #1

Funding Source 1	Select a funding source	Funding Amount: \$
Funding Source 2	Select a funding source	Funding Amount: \$

	Funding Source 3	Select a funding source	Funding Amount: \$ Total initiative funding: \$
	Review Frequency: Quarterly Assigned Implementation Team: AFL, SIT and CIA Squared		
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	Data from SGA/s and CA's, Common Assessments, PLC review and documentation		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	Data obtained from SGA's , CA's, Common Assessments, PLC review and documentation should show positive growth trend.		
	What does the data show regarding the results of the implemented strategies?		
	TBD		
Act	Based upon identified results, should/how should strategies be changed?		
	TBD		

Priority 2 Goal and Associated Strategies

Area for improvement and supporting data:

School Goal 2: Supports this district goal:	Increase student achievement in math as measured by proficiency on the NC End-of-Grade Tests. Ensure achievement of high academic performance by all students as evidenced by a year’s worth of growth for each student.
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Target:	Students in grades 6, 7, and 8 will demonstrate an increased proficiency of 5%. 6th grade—Goal is 65.1% 7th grade—Goal is 76.2% 8th grade—Goal is 78.6%
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Indicator: Milestone date:	Scores on NC End-of Grade Test in Mathematics. May 2012
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Goal 2 improvement Strategies - Identify research based strategies whenever possible.

Strategy 1:	Strategy: Use current available data to develop research based/data driven instructional plans.
	Action Steps: 1. Examine and disaggregate data from District SGA’s, CA’s and Achievement Series Reporting to develop fluid learning groups. 2. Employ multiple types of assessments to gauge level of student mastery. 3. Create flexible learning groups and incorporate principles of differentiated instruction to address learning needs of students.

Strategy 2:	Strategy: Use Professional Learning Communities (PLC’s) as the primary forum for monitoring, evaluating and interpreting data.
	Action Steps: 1. Provide sufficient time for PLC’s to meet. 2. Provide professional development on best practices in math instruction. 3. Administer District developed Small Goal Assessments and Common Assessments and provide data from assessments to PLC’s.

Strategy 3:	Strategy: Use current data to identify mastery of standards to determine strengths/weaknesses of individual students.
	Action Steps: 1. Ensure that PLC’s receive data from SGA.’s and CA’s in a timely manner 2. Divide students into learning groups based on mastery of assessed standards. 3. Incorporate use of pre-assessments to determine level of mastery prior to teaching the targeted standard.

How will we fund these strategies? N/A for Goal #2

Funding Source 1	Select a funding source	Funding Amount: \$
Funding Source 2	Select a funding source	Funding Amount: \$
Funding Source 3	Select a funding source	Funding Amount: \$

			Total initiative funding: \$
	Review Frequency: Quarterly		
	Assigned Implementation Team: AFL, SIT and CIA Squared		
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	Data from SGA/s and CA's, Common Assessments, PLC review and documentation		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	Data obtained from SGA's , CA's, Common Assessments, PLC review and documentation should show positive growth trend		
	What does the data show regarding the results of the implemented strategies? TBD		
Act	Based upon identified results, should/how should strategies be changed?		
	TBD		

Priority 3 Goal and Associated Strategies

Area for improvement and supporting data:	
School Goal 3: Supports this district goal:	To obtain Silver Level Recognition from the Alliance for a Healthier Generation Organization for our wellness efforts. Ensure district and school climate and culture that develop effective and positive relations and foster the well-being of students, staff, board, and community.
Target: Indicator: Milestone date:	Silver Level Recognition from the Alliance for a Healthier Generation Organization. Data/feedback from Wellness Committee and DPS Wellness Coordinator May 2012
Goal 3 improvement Strategies - Identify research based strategies whenever possible.	
Strategy 1:	Strategy: Offer multiple non-competitive physical activity opportunities aimed at engaging students, parents, and faculty in fun, recreational and life long learning opportunities.
	Action Steps: 1. Organize a school wide marathon structured so that participants complete part independently and part as a school-wide activity. 2. Offer a “Family Game Night” for stakeholders to play board games and participate in physical activities such as Wii and exercise DVD’s. 3. Incorporate a “Jammin’ Minute” into daily announcements to provide students with opportunity to do warm up exercises.
Strategy 2:	Strategy: – To implement yearly taste test of foods that are representative of the variety of religions and cultures that make up the school community.
	Action Steps: 1. Multicultural Committee Activities offered by grade levels for students. 2. This data will be compared yearly and Faculty and Staff will have the opportunity to set personal health goals based on this information. The seventh grade will host an “International Day” for students; students will sample foods from various cultures targeted in NCSCOS for 7th Grade Social Studies. 3. Create a student committee such as “SHAC” – School – Health – Advisory – Committee, to survey their peers about health related topics.
Strategy 3:	Strategy: – To track students’ Body Mass Index (BMI) and fitness levels throughout their middle school years, and report those numbers in aggregate annually.
	Action Steps: 1. Measure students’ BMI and fitness levels annually in Healthful Living class. Students will be given the opportunity to set personal health goals based on information obtained, and data will be tracked over the course of three years. Students who meet goals will receive recognition. 2. Health/PE teachers will collect BMI and Fitness Level information from Faculty and Staff on a voluntary basis. This data will be compared yearly and Faculty and Staff will have the opportunity to use this information to set personal health goals.

	3. Require students to log their physical activity and TV time weekly. On a weekly basis, students “tell/write/graph” how activity vs. TV time affects fitness level and body mass.	
	How will we fund these strategies? School Funds (PE Department & grade level accounts)	
	Funding Source 1 Funding Source 2 Funding Source 3	Physical Education Department Grade Level Funds Funding Amount: \$ 100 Funding Amount: \$ 600 (200 each) Funding Amount: \$ Total initiative funding: \$ 700
	Review Frequency: Quarterly	
	Assigned Implementation Team: School Wellness Committee	
Check hea	What data will be used to determine whether the strategies were deployed with fidelity?	
	Data from Wellness Committee and from the DPS Wellness Coordinator	
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)	
	Data should indicate increased awareness of lifestyle changes that promote lifelong wellness.	
	What does the data show regarding the results of the implemented strategies?	
	TBD	
Act	Based upon identified results, should/how should strategies be changed?	
	TBD	

Priority 4 Goal and Associated Strategies

Area for improvement and supporting data:

School Goal 4: Supports this district goal:	Increase stakeholder participation in school events. Ensure district and school climate and culture that develop effective and positive relations and foster the well-being of students, staff, board, and community.
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Target:	An increase of at least 10% (to 24%) in attendance of stakeholders at school functions. Baseline data is 14% attendance rate at Parent Events from 2010-2011.
Indicator:	Count of number of attendees via sign-in sheets
Milestone date:	May 2012

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

Strategy 1:	Strategy: Design and deliver Parent Education Modules on testing, wellness, grading, and academic opportunities
	Action Steps: 1. Design and deliver modules. 2. Schedule and publicize dates for delivery of each module. 3. Incorporate online modules developed by the National PTA.

Strategy 2:	Strategy: Schedule meetings / activities in students' communities/neighborhoods.
	Action Steps: 1. Identify stakeholders who will provide services to our school. 2. Identify neighborhoods whose stake holders will benefit from school based meetings/activities held in close proximity.

Strategy 3:	Strategy: Reach out to Spanish speaking stakeholders.
	Action Steps: 1. Provide information in English and Spanish and have translators available at events. 2. Target parents of ESL students to serve as representatives of Brogden at DPS District events.

How will we fund these strategies? N/A

Funding Source 1	Select a funding source	Funding Amount: \$
Funding Source 2	Select a funding source	Funding Amount: \$
Funding Source 3	Select a funding source	Funding Amount: \$
		Total initiative funding: \$

Review Frequency: Quarterly

Assigned Implementation Team: School Multicultural Committee and Brogden PTA

Check	What data will be used to determine whether the strategies were deployed with fidelity?
	The number of parents at events should increase.
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	Examine demographics of attendees to determine if percentage of various demographic groups increases.
	What does the data show regarding the results of the implemented strategies?
	TBD
Act	Based upon identified results, should/how should strategies be changed?
	TBD

Safe School Plan for

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: Renee Price Trapp

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): Brenda Harrell, John Lewis

Teachers: Jane McAdoo, Christina Livingstone, Michael Throop, Brenda Taylor, Kenneth Broadway, Corey Mayle, Nicole Walker,

Teacher Assistants: Temiko Brown, Jonathan Bell, Rashaad Salaam, Shannon Lewis

Other School Staff: Robert Gaddy, Wilhemina Jordan, Leslie Baylor-Newpher, Regina Hagan, Natalie Gidney-Cole, Leah Rubow

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.)

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