

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

School Name and Number: Burton Geo-World Elementary School

School Address: 1500 Mathison Street

Plan Year(s): 2011-2012

Date Prepared: September 15, 2011

Tekeisha Mitchell  
Principal Signature

Sept. 16, 2011  
Date

### School Improvement Team Membership

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

| Committee Position               | Name   | Committee Position               | Name   |
|----------------------------------|--|----------------------------------|--|
| Principal                        | Tekeisha Mitchell <i>Tekeisha Mitchell</i>   | Teacher Representative           | Kendra Johnson <i>Kendra Johnson</i>           |
| Assistant Principal              | Morris Brooks, Jr. <i>Morris Brooks, Jr.</i> | Teacher Representative           | Elizabeth Principio <i>Elizabeth Principio</i> |
| Inst. Support Representative     | Christy Brooks <i>Christy Brooks</i>         | Inst. Support Representative     | Pansella Brown <i>Pansella Brown</i>           |
| Teacher Assistant Representative | Venessa Lyons                                | Teacher Assistant Representative | Kellie O'Neal <i>Kellie O'Neal</i>             |
| Parent Representative            | Michael Terrell                              | Parent Representative            | <i>Michael Terrell</i>                         |
| Community Representative         |  |                                  |  |
|                                  |  |                                  |  |
|                                  |  |                                  |  |
|                                  |  |                                  |  |

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

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

**School Name and Number: Burton Geo-World Elementary School**

**School Address: 1500 Mathison Street**

**Plan Year(s): 2011-2012**

**Date Prepared: September 15, 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."*

| <b>Committee Position</b>               | <b>Name</b>               | <b>Committee Position</b>               | <b>Name</b>                |
|---|---------------------------|---|----------------------------|
| <b>Principal</b>                        | <b>Tekeisha Mitchell</b>  | <b>Teacher Representative</b>           | <b>Kendra Johnson</b>      |
| <b>Assistant Principal</b>              | <b>Morris Brooks, Jr.</b> | <b>Teacher Representative</b>           | <b>Elizabeth Principio</b> |
| <b>Inst. Support Representative</b>     | <b>Christy Brooks</b>     | <b>Inst. Support Representative</b>     | <b>Ponsella Brown</b>      |
| <b>Teacher Assistant Representative</b> | <b>Venessa Lyons</b>      | <b>Teacher Assistant Representative</b> | <b>Kellie O'Neal</b>       |
| <b>Parent Representative</b>            | <b>Michael Terrell</b>    | <b>Parent Representative</b>            |                            |
| <b>Community Representative</b>         |                           |   |                            |
|   |                           |   |                            |
|   |                           |   |                            |
|   |                           |   |                            |

**\*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 21<sup>st</sup> 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 21<sup>st</sup> Century systems.

### District Goals for Durham Public Schools

**District Goal 1:**

**Goal 1** - North Carolina Public School will produce globally competitive students.

**Supports SBE Goal:**

Ensure high quality staff and leadership district-wide and at every school.

**District Goal 2:**

**Goal 2** - North Carolina Public Schools will be led by 21st century professionals.

**Supports SBE Goal:**

Ensure achievement of high academic performance by all students.

**District Goal 3:**

**Goal 3** - North Carolina Public School students will be healthy and responsible.

**Supports SBE Goal:**

Ensure school climate and culture will foster well being students, staff and community.

**District Goal 4:**

**Goal 4** - Leadership will guide innovation in North Carolina public schools.

**Supports SBE Goal:**

Ensure efficient and effective business systems operations.

**District Goal 5:**

**Goal 5** - North Carolina Public Schools will be governed and supported by 21st Century systems.

|                           |  |
|---------------------------|--|
| <b>Supports SBE Goal:</b> | Ensure district and school climate and culture that develop effective and positive relations and foster the well-being of students, staff, board, and community. |
|---------------------------|--|

**School Vision and Mission Statements for**

**Vision: Burton Geo World Elementary School is a community of learners joined together in a welcoming and safe environment. Preparing students for the future with high expectations for all and a unified commitment to education. Burton has formed a partnership with the community to promote excellence in education in a safe and nurturing environment. Collectively, we foster the development of creative thinking, problem solving, respect for individual differences, and high ethical standards. Our goal is to prepare our students to be fully participating citizens and leaders in the twenty first century by producing successful, competent leaders.**

**Mission: It is the mission of Burton Geo World Elementary to empower students to become inquirers, be actively involved in risk taking, try new challenges, and view learning as a lifelong process. We believe that ensuring equality of achievement in fundamental skills and preparing students for future success is essential.**

## 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?** At the end of the 2010-2011 School Improvement cycle concludes, we are proud of the accomplishments we have made. Our progress in the area of academics has continued to improve. Burton students made 7.1% growth for the 2010-2011 school year. Our students continue to make adequate progress towards the NCSCOS in curricular areas of Reading, Math, and Science. Burton made 90.5 % Adequate Yearly progress for the 2010-2011 school years in all areas tested according to No Child Left Behind. As a result we moved from a tier 2 school to a tier 3 school. As a means to increase student success, PEP's are developed, and if necessary, students move on to SAP. Staff examines various test scores to identify student learning goals/interventions. Some of our goals carry over from previous years. A new dedication to identifying AIG students has resulted in an increase in the number of identified students. Teachers develop an improvement plan at each grade level in addition to a school wide plan that is used as a framework for decisions made by PLC's throughout the year. All staff development efforts are geared toward the School Improvement Plan and meeting the needs of all students. All grade level cohorts have shown significant increases in the EOG proficiencies. A dedicated staff, committed community and well prepared student body are the powerful factors for school and student success.

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

Burton's school improvement plan focuses on increased academic success in all core areas in Kindergarten through 5<sup>th</sup> grade. This year we will continue to pay particular attention to individual student growth. We have designed programs and strategies to focus particular attention on the growth of lower achieving students. Even though we have made growth, we look for opportunities to increase rigor and relevance and student achievement.

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

None

**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.**

It is evident from the score card, that our top priorities are:

- Attendance rate, reducing students missing > 10 days.
- Growth 5<sup>th</sup> grade math
- Proficiency in 4<sup>th</sup> grade reading, 5<sup>th</sup> grade math, LEP and SWD.
- Focus on 3<sup>rd</sup> grade reading and 5<sup>th</sup> grade mathematics.

### Priority 1 Goal and Associated Strategies

|         |  |  |
|---------|--|--|
| Plan/Do | <b>Area for improvement and supporting data:</b><br>According to m-class, benchmark, and EOG test data results, there is a percentage of students that are not proficient in literacy. |  |
|         | <b>School Goal 1:<br/>Supports this district goal:</b>   | Increase reading proficiency at each grade level using district, state, and federal standards for all subgroups utilizing recommended assessments. Student Performance Goal: All students will increase their reading skills by 1 years growth. PAPA data will be used to help determine a years growth. Students in grades K-2 will increase reading by a years growth in M-Class.<br>Ensure achievement of high academic performance by all students.  |
|         | <b>Target:<br/>Indicator:<br/>Milestone date:</b>  | <b>75% of all students will be proficient in literacy.<br/>M-Class and EOG Test Data<br/>6/9/2012</b>  |
|         | <b>Goal 1 improvement Strategies - Identify research based strategies whenever possible.</b>   |  |
|         | <b>Strategy 1:</b>   | <b>Strategy:</b> Teachers will continue to teach guided reading groups on a daily basis. These groups will be taught based on the Fountas and Pinnel model of guided reading while supporting the Comprehensive Model.   |
|         |  | <b>Action Steps:</b> <ol style="list-style-type: none"> <li>1. Teachers will put emphasis on the use of non-fiction in their guided reading.</li> <li>2. Available software and reading incentive programs will be utilized to reinforce the skills.</li> <li>3. Books will be sent home daily for students to read to strengthen fluency.</li> <li>4. Teachers will utilize end of year assessment data (K-5) from the previous year to inform and individualize instruction.</li> <li>5. Teachers will also administer SGA's in mathematics for each grade 3-5 to monitor students mastery of standards.</li> <li>6. Teachers will meet in PLCs and review students' running records, DRA's and other reading assessments to asses student's strengths and weaknesses in order to plan instruction, differentiate and intervene.</li> <li>7. Differentiated instruction will be provided through leveled materials in the Read Room as well as individual classroom libraries.</li> <li>8. Teachers will teach objectives from the NCSCOS through units as part of the Primary Years Programme (PYP).</li> <li>9. Teachers will develop formative assessments based on texts as part of their PYP units of inquiry.</li> </ol> |
|         | <b>Strategy 2:</b>   | <b>Strategy:</b> Assessment-based, scientific research-based strategies to drive instruction and inform placement in inclusion classes, ESL classes, tutoring, and other interventions. Data reviews includes AYP, EOG, benchmark and other assessments.   |
|         |  | <b>Action Steps:</b> <ol style="list-style-type: none"> <li>1. Guided reading groups, intervention teams provide double dose, creative grouping for reading.</li> </ol>  |

|  |  |  |                                     |
|--|--|--|-------------------------------------|
|  | <ol style="list-style-type: none"> <li>2. Continuing core curricula in literacy based on scientific research-based practices, consistent practice/application within and between grade levels; plans by grade level developed by teachers during PLC meetings.</li> <li>3. Continuing grade levels; plans by grade level developed by teachers during PLC meetings.</li> <li>4. Continued use of a schedule that enables at least two hours of literacy instruction daily and 75 minutes of math instruction.</li> <li>5. Continue strategies to ensure curriculum, collaboration and integration between classroom teachers and Title I, EC, ESL, AIG and tutors through the implementation of weekly common grade level planning.</li> <li>6. Continue to provide opportunities for grade level data review, planning, learning and integration.</li> <li>7. Offer focused research-based literacy and related staff development using in house local resources (Brooks).</li> <li>8. Professional books and videos are available to support the continued development of the Comprehensive Learning Model.</li> </ol> |  |                                     |
|  | <b>Strategy 3:</b>   | <b>Strategy:</b>                           |                                     |
|  |  | <b>Action Steps:</b>                       |                                     |
|  | <b>How will we fund these strategies?</b>  |  |                                     |
|  | <b>Funding Source 1 - Federal</b>  | Select a funding source 3-5336-105-311-308 | <b>Funding Amount:</b> \$ 8, 858.00 |
|  | <b>Funding Source 2 - State</b>  | Select a funding source 1-5110-061-411-308 | <b>Funding Amount:</b> \$           |
| <b>Funding Source 3</b>  | Select a funding source  | <b>Funding Amount:</b> \$                  |                                     |
|  |  |  | <b>Total initiative funding:</b> \$ |
| <b>Review Frequency: Quarterly or as needed.</b>   |  |  |                                     |
| <b>Assigned Implementation Team: School Leadership Team</b>  |  |  |                                     |
| <b>Check</b>   | <b>What data will be used to determine whether the strategies were deployed with fidelity?</b> SGA's, common assessments and M-Class   |  |                                     |
|  | Student performance on all assessments; evaluations; observations; documentation of implementation (applies to all strategies).  |  |                                     |
|  | <b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>   |  |                                     |
|  | Analyzing the results of all assessments, evaluations, observations, and documentation and other DPS schools with similar population. Growth of the cohort.  |  |                                     |
|  | <b>What does the data show regarding the results of the implemented strategies?</b>  |  |                                     |
| According to the NCDPI test data for 2010-2011 final results Burton showed growth in all literacy areas. Grade 5 mathematics is an area of focus to ensure growth is achieved. |  |  |                                     |

|            |  |
|------------|--|
| <b>Act</b> | <b>Based upon identified results, should/how should strategies be changed?</b> |
|            |  |

|  |  |
|--|--|
| <b>Priority 2 Goal and Associated Strategies</b> |  |
|--|--|

|                    |   |   |
|--------------------|---|---|
| <b>Plan/Do</b>     | <b>Area for improvement and supporting data: Increase science proficiency in grades K-5. The 2010-2011 school proficiency level in science was 61.1 which showed and increase from 2009-2010 at 56.7.</b>   |   |
|                    | <b>School Goal 2:<br/>Supports this district goal:</b>  | Increase science proficiency from 61.1 percent to 70.0 percent. Enhance student achievement.  |
|                    | <b>Target:<br/>Indicator:<br/>Milestone date:</b>   | <b>70% percent student proficiency<br/>Quarterly CA's, end of grade tests and all assessments.<br/>SGA's, CA's and EOG</b>  |
|                    | <b>Goal 2 improvement Strategies - Identify research based strategies whenever possible.</b>  |   |
|                    | <b>Strategy 1:</b>  | <b>Strategy: Teachers will integrate science into literacy and math blocks to strengthen knowledge across disciplines. Teachers will also teach science in their normal teaching block.</b>   |
|                    |   | <b>Action Steps:</b><br><ol style="list-style-type: none"> <li>1. Continued common planning times across grade levels.</li> <li>2. Campus curriculum leader ( I.F.)will provide instructional support.</li> <li>3. Continued discussion of data during PLC's.</li> <li>4. Utilize Science notebooking and hands-on activities to enhance science learning.</li> <li>5. Grade levels will create Common Assessments.</li> <li>6. Grade levels will coordinate field trips related to the NCSCOS and PYP units of inquiry.</li> <li>7. Continued utilization of PYP units of inquiry.</li> <li>8. Use data to improve instruction.</li> </ol> |
| <b>Strategy 2:</b> | <b>Strategy: K-5 teachers will participate in district science related professional development to enhance teaching and learning.</b>   |   |
|                    | <b>Action Steps:</b><br><ol style="list-style-type: none"> <li>1. Best practices will be incorporated in lesson planning and exhibited in technology.</li> <li>2. Teachers will present learned strategies to grade level PLCs.</li> <li>3. Technology will be integrated in science instruction weekly.</li> </ol> |   |

|   |   |  |
|---|---|--|
|   | <b>Strategy 3:</b>  | <b>Strategy:</b>   |
|   |   | <b>Action Steps:</b>   |
| <b>How will we fund these strategies?</b>   |   |  |
|   | <b>Funding Source 1- Title I (3)</b><br><b>Funding Source 2- 2 Local</b><br><b>Funding Source 3</b>   | Select a funding source 3-5330-050-135-308<br>Select a funding source 2-5110-061-411-308<br>Select a funding source                      |
|   |   | <b>Funding Amount:</b> \$ 15,215.00<br><b>Funding Amount:</b> \$<br><b>Funding Amount:</b> \$<br><br><b>Total initiative funding:</b> \$ |
| <b>Review Frequency:</b> Quarterly or as needed.  |   |  |
| <b>Assigned Implementation Team:</b> School Leadership Team   |   |  |
| <b>Check</b>  | <b>What data will be used to determine whether the strategies were deployed with fidelity?</b> SGA's, Common Assessments and M-Class.   |  |
|   | Unit assessments, common assessments, and science assessments.  |  |
|   | <b>How will you determine whether the strategies led to progress toward the goal?</b> (Include formative, benchmark, and summative data as appropriate.)  |  |
|   | Analyze the results from all assessments, evaluations, observations and documentation from CA's. Examination of other DPS schools with similar populations to see results and how to improve performance. |  |
|   | <b>What does the data show regarding the results of the implemented strategies?</b>   |  |
| According to the district results for the 2010-2011 there is evidence in 5 <sup>th</sup> grade science. |   |  |
| <b>Act</b>  | <b>Based upon identified results, should/how should strategies be changed?</b>  |  |
|   | Students will use not taking strategies from AVID (cornell notes). Vocabulary list will be given to parents at open house.  |  |

### Priority 3 Goal and Associated Strategies

|  |  |   |
|--|--|---|
| <b>Plan/Do</b>   | <b>Area for improvement and supporting data:</b> |   |
|  | <b>School Goal 3:</b>                            | Increase math K-5 proficiency to meet local, state and federal standards for all subgroups. |
|  | <b>Supports this district goal:</b>              | Increase student achievement at all grade levels.   |
|  | <b>Target:</b>                                   | 70% Student performance on all assessments.   |
|  | <b>Indicator:</b>                                | 6/8/2012  |
|  | <b>Milestone date:</b>                           |   |
| <b>Goal 3 improvement Strategies - Identify research based strategies whenever possible.</b> |  |   |

|                           |  |
|---------------------------|--|
| <p><b>Strategy 1:</b></p> | <p><b>Strategy:</b> Develop and implement assessment-based, scientific research-based strategies to drive instruction and inform placement in inclusion classes, ESL classes, tutoring, AIG and other interventions. Data review includes AYP, EOG, SGA’s, CA’s and all other assessments. Utilize math leaders/grade level teams to evaluate data and plan.</p> <p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. Foster collaboration between classroom teachers and Title I, EC, ESL, AIG, and tutors. Identify math specific strategies for at-risk ESL and EC and low socioeconomic students.</li> <li>2. Implement a plan to identify (via ongoing assessment) and meet the instructional needs of students performing at or below expected levels to include PEP’s, conferencing, and tutoring plans.</li> <li>3. Teachers will teach objectives from the NCSCOS, through their units of inquiry as part of the PYP.</li> <li>4. Teachers will provide a range of activities and use a range of instructional strategies (such as choice time) to meet the differencing needs of all student in mathematics.</li> <li>5. Students in grades 3-5 who are identified as needing additional academic assistance will be referred in one or more of the following ways: SEC, NCCU Saturday, 21<sup>st</sup> Century Community Learning Center, etc.</li> <li>6. Math Centers will be continued as managed independent learning blocks.</li> <li>7. Expand connections with families to enhance academic and family support activities; international students, segmented family subgroupings, and staff development.</li> </ol>   |
| <p><b>Strategy 2:</b></p> | <p><b>Strategy:</b> Assessment-based, scientific research based strategies to drive instruction and inform placement in inclusion classes, ESL classes, tutoring and other interventions. Data review includes AYP, EOG, SGA’s, CA’s and other assessments. Use of AFL to examine curriculum through unpacking standards, plan lessons, and deliver instruction will be implemented in all classes.</p> <p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. Continuing core-curricula in literacy based in scientific research-based practice, consistent practice/application within and between grade levels; plans by grade level developed by teachers.</li> <li>2. Continuing to identify (via ongoing assessment) and meet the instructional needs of students performing at or below expected levels.</li> <li>3. Continued use of a schedule that enables 2 hours of literacy instruction and a 75 minute math block and a common grade level planning time.</li> <li>4. Continue strategies to ensure curriculum collaboration and integration occurs between the classroom teachers and Title I, EC, ESL, AIG, and tutors through the implementation of weekly common grade level planning.</li> <li>5. Continue to provide opportunities for grade level data review, planning, learning and integration.</li> <li>6. Offer focused, research based literacy, related staff development, PLC and local resources (Brooks).</li> <li>7. Continue opportunities for co-planning and cross training on ESL literacy strategies.</li> <li>8. Professional books and videos are available to support continued development of Comprehensive Literacy Model.</li> </ol> |
| <p><b>Strategy 3:</b></p> | <p><b>Strategy:</b> Emphasize authentic learning via integration of science, social studies, arts, technology into literacy instruction with a specific focus on building background knowledge and word identification for at risk ESL and EC students.</p>  |

|   |  |   |  |
|---|--|---|--|
|   | <b>Action Steps:</b> <ol style="list-style-type: none"> <li>1. Training in teaching English Language Learners (ELL) and developing academic language proficiency in all students..</li> <li>2. Teachers will make use of specific teaching strategies to improve students written and spoken academic language.</li> <li>3. Technology will be integrated into regular academic activities for students.</li> <li>4. Teachers will expose students to various genres.</li> <li>5. Teachers will teach objectives from the NCSCOS, through their units of inquiry as part of the PYP.</li> <li>6. Teachers will incorporate reading on informational non-fiction texts into their units as part of the PYP.</li> <li>7. Teachers will meet in PLCs and review students m-Class and other reading assessments to assess students.</li> <li>8. Identify and support students in community afterschool remedial programs.</li> </ol> |   |  |
|   | <b>How will we fund these strategies?</b> General Funds no other funds are needed.   |   |  |
|   | <b>Funding Source 1</b><br><b>Funding Source 2</b><br><b>Funding Source 3</b>  | Select a funding source<br>Select a funding source<br>Select a funding source | <b>Funding Amount: \$</b><br><b>Funding Amount: \$</b><br><b>Funding Amount: \$</b><br><br><b>Total initiative funding: \$</b> |
|   | <b>Review Frequency:</b> Quarterly   |   |  |
|   | <b>Assigned Implementation Team: School Leadership Team</b>  |   |  |
| <b>Check</b>  | <b>What data will be used to determine whether the strategies were deployed with fidelity?</b>   |   |  |
|   | Student performance on all assessments; evaluations; observations; documentation of implementation (applies to all strategies)   |   |  |
|   | <b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>   |   |  |
|   | Analyzing the results of all assessments, evaluations, observations and documentation and other DPS schools with similar populations.  |   |  |
|   | <b>What does the data show regarding the results of the implemented strategies?</b>  |   |  |
| According to the district and state results for the 2010-2011 their was growth in all academic literacy tested areas. 5 <sup>th</sup> grade mathematics did not make growth and the focus will be on ensuring that students meet growth in that area. |  |   |  |
| <b>Act</b>  | <b>Based upon identified results, should/how should strategies be changed? .</b>   |   |  |
|   |  |   |  |

**Priority 4 Goal and Associated Strategies**

|                |  |  |
|----------------|--|--|
| <b>Plan/Do</b> | <b>Area for improvement and supporting data:</b> Strong family, community and business partnerships will be developed and maximum success for students will be better achieved with strong parental and family involvement, business and community support |  |
|                | <b>School Goal 4:<br/>Supports this district goal:</b>   | Maintain a positive, caring and supportive community through energetic partnerships with families that result in increased participation by all groups and partnerships. Establish support, positive district climate and culture.   |
|                | <b>Target:<br/>Indicator:<br/>Milestone date:</b>  | Increase parent involvement by 15% as evidenced on sign in sheets at the school events and activities. Sign In Sheets. 6/8/2012  |
|                | <b>Goal 4 improvement Strategies - Identify research based strategies whenever possible.</b>   |  |
|                | <b>Strategy 1:</b>   | <b>Strategy:</b> Develop and communicate a Family Involvement Policy and Plan that includes classroom, grade level and school-wide activities; designated funding for family involvement.  |
|                |  | <b>Action Steps:</b> Distribute a school-family “compact” that delineates shared responsibility for student success and stresses the importance of ongoing contact and communication between teachers and families.<br>Implement a faculty/parent “team” structure supportive of academic and social priorities.<br>Use transition strategies to facilitate successful entry to Kindergarten; spring tours, open houses, assessments, registration, welcome breakfast, etc.<br>Continue programs designed to encourage community sharing of diverse cultures represented in our school.<br>Continue improving communication with language minority parents. Burton will develop bilingual event notifications and announcements. A parent liaison was created and contacts parents and keeps them informed in both languages.<br>Plan at least one school activity per month.<br>Actively promote the PTA. |
|                | <b>Strategy 2:</b>   | <b>Strategy:</b> Integrate Title I information meetings into scheduled school events.  |
|                |  | <b>Action Steps:</b> Continue to implement activities specifically for ESL and Title I populations that include bilingual signage, translation/interpretation, welcome teams, welcome/family center, flexible meetings, parent groups and parent education.<br>Continue to host four school-wide Parent Involvement Nights in the school year to teach parents strategies for success that they can utilize at home to support their child’s growth. Parents will be notified through newsletters, connect-ed messages, and home visits.<br>Expand connections with existing families and community partners to enforce academic and family support activities; international students, segmented family groupings, and staff development.   |
|                | <b>Strategy 3:</b>   | <b>Strategy:</b> Teachers will communicate with parents in a variety of ways including conferences, phone calls, newsletters, Thursday folders, or planners, etc.  |
|                |  | <b>Action Steps:</b><br>1. In grades 3-5, students write down homework assignments and other information and flyers for parents. Parents will receive information about how the planners will be used.   |

|   |   |   |   |
|---|---|---|---|
|   | <ol style="list-style-type: none"> <li>2. Our NCWISE and school counselor will work with local pre-school programs to design and run both student and parent orientation workshops with translation provided for Spanish speaking families.</li> <li>3. EOG promotion standards and EOG parent support night.</li> <li>4. Continue to implement a communication plan that supports staff, student and family needs and is delivered in consistent, timely ways.</li> <li>5. continue to communicate with local childcare providers to promote a smooth transition to Kindergarten.</li> </ol> |   |   |
|   | <b>How will we fund these strategies?</b>   |   |   |
|   | <b>Funding Source 1 3 Title I</b><br><b>Funding Source 2</b><br><b>Funding Source 3</b>   | Select a funding source- 3-5330-050-121-308<br>Select a funding source<br>Select a funding source | <b>Funding Amount:</b> \$ 14, 476.33<br><b>Funding Amount:</b> \$<br><b>Funding Amount:</b> \$<br><br><b>Total initiative funding:</b> \$ |
|   | <b>Review Frequency:</b> Quarterly  |   |   |
| <b>Assigned Implementation Team:</b> School Leadership Team |   |   |   |
| <b>Check</b>  | <b>What data will be used to determine whether the strategies were deployed with fidelity?</b>  |   |   |
|   | Student performance on all assessments; evaluations; observations; documentation of implementation (applies to all strategies)  |   |   |
|   | <b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>  |   |   |
|   | According to the data from EOG results for the 2010-2011 math and reading results, there is evidence of growth in all literacy areas for all grade levels. Analyze test results and review all data from schools in DPS with similar populations.   |   |   |
|   | <b>What does the data show regarding the results of the implemented strategies?</b>   |   |   |
| <b>Act</b>  | <b>Based upon identified results, should/how should strategies be changed?</b>  |   |   |
|   |   |   |   |

## 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:

### 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):

Teachers:

Teacher Assistants:

Other School Staff

**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.)

|  |                          |
|--|--------------------------|
|  |                          |
| <b>Goal:</b>   |                          |
| <b>Target:</b>   |                          |
| <b>Indicator:</b>  |                          |
| <b>Milestone Date:</b>   |                          |
| <b>Goal:</b>   |                          |
| <b>Target:</b>   |                          |
| <b>Indicator:</b>  |                          |
| <b>Milestone Date:</b>   |                          |
| <b>Goal:</b>   |                          |
| <b>Target:</b>   |                          |
| <b>Indicator:</b>  |                          |
| <b>Milestone Date:</b>   |                          |
| <b>Goal:</b>   |                          |
| <b>Target:</b>   |                          |
| <b>Indicator:</b>  |                          |
| <b>Milestone Date:</b>   |                          |
|  |                          |
| <b>Professional Development</b>  | <b>Planned/Completed</b> |
| See PAPA, PD360 and My Learning Plan for professional development relative to discipline, behavior management and safe schools   |                          |
|  |                          |
|  |                          |
| Pursuant to General Statute §115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials.<br>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.

|   |                   |                        |                        |                        |                        |                        |
|---|-------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right: |                   | <b>Priority Goal 1</b> | <b>Priority Goal 2</b> | <b>Priority Goal 3</b> | <b>Priority Goal 4</b> | <b>Priority Goal 5</b> |
|   | <b>Strategy 1</b> | <b>X</b>               | <b>X</b>               |                        |                        |                        |
|   | <b>Strategy 2</b> | <b>X</b>               | <b>X</b>               |                        |                        |                        |
|   | <b>Strategy 3</b> | <b>X</b>               | <b>X</b>               |                        |                        |                        |

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: The daily instructional schedule for each grade level, K-5, provides sufficient time for the Comprehensive Literacy Model (CLM) to be delivered to students with key components consistently taught in sequence (e.g. vocabulary/concept development, whole group-mini lesson, differentiated instruction, whole group sharing, word work and writing).

**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.

|   |                   |                        |                        |                        |                        |                        |
|---|-------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right: |                   | <b>Priority Goal 1</b> | <b>Priority Goal 2</b> | <b>Priority Goal 3</b> | <b>Priority Goal 4</b> | <b>Priority Goal 5</b> |
|   | <b>Strategy 1</b> | <b>X</b>               | <b>X</b>               |                        |                        |                        |
|   | <b>Strategy 2</b> | <b>X</b>               | <b>X</b>               |                        |                        |                        |
|   | <b>Strategy 3</b> | <b>X</b>               | <b>X</b>               |                        |                        |                        |

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: 100 % of Burton Elementary School teachers are HIGHLY QUALIFIED. Additional teachers will receive AIG licensure through Duke

University Program. Teachers will also receive National Board Certification. There are two teachers with National Board Certification and one is pursuing certifications and will complete at the end of the 2011-2012 school year.

| <b>High-quality and ongoing professional development:</b> 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. |                   |                        |                        |                        |                        |                        |
|--|-------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:  |                   | <b>Priority Goal 1</b> | <b>Priority Goal 2</b> | <b>Priority Goal 3</b> | <b>Priority Goal 4</b> | <b>Priority Goal 5</b> |
|  | <b>Strategy 1</b> | <b>X</b>               | <b>X</b>               |                        |                        |                        |
|  | <b>Strategy 2</b> | <b>X</b>               | <b>X</b>               |                        |                        |                        |
|  | <b>Strategy 3</b> | <b>X</b>               | <b>X</b>               |                        |                        |                        |
| 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: On-site professional development will be provided by outside experts, DPS staff members and the academic coach will provide services. Workshops and conferences targeting the specific professional needs of individual staff members. Teachers can access My Learning Plan to access staff development throughout the school year.  |                   |                        |                        |                        |                        |                        |
| <b>Strategies to attract highly qualified teachers to high-need schools:</b> 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.   |                   |                        |                        |                        |                        |                        |
| This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:  |                   | <b>Priority Goal 1</b> | <b>Priority Goal 2</b> | <b>Priority Goal 3</b> | <b>Priority Goal 4</b> | <b>Priority Goal 5</b> |
|  | <b>Strategy 1</b> | <b>X</b>               | <b>X</b>               |                        |                        |                        |
|  | <b>Strategy 2</b> | <b>X</b>               | <b>X</b>               |                        |                        |                        |
|  | <b>Strategy 3</b> | <b>X</b>               | <b>X</b>               |                        |                        |                        |
| 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: Lateral entry candidates are not recruited or hired. Careful screening of applications, call-back interviews, extensive references, teacher  |                   |                        |                        |                        |                        |                        |

participation will occur in the selection process. Highly qualified teachers with mastery experience are interviewed and hired to meet the high rigorous standards for a global school.

| <b>Strategies to increase parental involvement:</b> 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. |                   |                        |                        |                        |                        |                        |
|--|-------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:  |                   | <b>Priority Goal 1</b> | <b>Priority Goal 2</b> | <b>Priority Goal 3</b> | <b>Priority Goal 4</b> | <b>Priority Goal 5</b> |
|  | <b>Strategy 1</b> |                        |                        | <b>X</b>               |                        |                        |
|  | <b>Strategy 2</b> |                        |                        | <b>X</b>               |                        |                        |
|  | <b>Strategy 3</b> |                        |                        | <b>X</b>               |                        |                        |
| 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: Rapid response to parental calls, emails, letters by the administrators and teachers High accessibility of parents to administrators and teachers for conferences, translators will be provided for non-English speaking parents.  |                   |                        |                        |                        |                        |                        |
| <b>Plans for assisting preschool students in the successful transition from early childhood programs to local elementary school wide programs:</b> This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Each childhood programs, including Early Reading First and others, provide a foundation for later academic success, and effective school wide programs capitalize on this strong start.   |                   |                        |                        |                        |                        |                        |
| This school improvement plan addresses this  |                   | <b>Priority Goal 1</b> | <b>Priority Goal 2</b> | <b>Priority Goal 3</b> | <b>Priority Goal 4</b> | <b>Priority Goal 5</b> |
|  | <b>Strategy 1</b> | <b>X</b>               | <b>X</b>               |                        |                        |                        |

|  |                   |  |  |  |  |  |
|--|-------------------|--|--|--|--|--|
| requirement.<br>Please see the<br>priority goals and<br>strategies noted to<br>the right:  | <b>Strategy 2</b> |  |  |  |  |  |
|  | <b>Strategy 3</b> |  |  |  |  |  |
| 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:<br>The Kindergarten classes will be staffed with highly qualified teachers and an instructional assistant. |                   |  |  |  |  |  |

|  |                   |                        |                        |                        |                        |                        |
|--|-------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| <b>Measures to include teachers in decisions regarding the use of academic assessments:</b> 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. |                   |                        |                        |                        |                        |                        |
| This school<br>improvement plan<br>addresses this<br>requirement.<br>Please see the<br>priority goals and<br>strategies noted to<br>the right:   |                   | <b>Priority Goal 1</b> | <b>Priority Goal 2</b> | <b>Priority Goal 3</b> | <b>Priority Goal 4</b> | <b>Priority Goal 5</b> |
|  | <b>Strategy 1</b> | <b>X</b>               | <b>X</b>               |                        |                        |                        |
|  | <b>Strategy 2</b> | <b>X</b>               | <b>X</b>               |                        |                        |                        |
|  | <b>Strategy 3</b> | <b>X</b>               | <b>X</b>               |                        |                        |                        |
| 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:<br>Monthly Professional Learning Community (PLC) planning time. Weekly literacy PLC meetings with the academic coach will occur at the school site.  |                   |                        |                        |                        |                        |                        |
| <b>Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:</b> 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.   |                   |                        |                        |                        |                        |                        |
| This school<br>improvement plan<br>addresses this<br>requirement.<br>Please see the  |                   | <b>Priority Goal 1</b> | <b>Priority Goal 2</b> | <b>Priority Goal 3</b> | <b>Priority Goal 4</b> | <b>Priority Goal 5</b> |
|  | <b>Strategy 1</b> | <b>X</b>               | <b>X</b>               |                        |                        |                        |
|  | <b>Strategy 2</b> | <b>X</b>               | <b>X</b>               |                        |                        |                        |

|   |                   |          |          |  |  |  |
|---|-------------------|----------|----------|--|--|--|
| priority goals and strategies noted to the right:   | <b>Strategy 3</b> | <b>X</b> | <b>X</b> |  |  |  |
| 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: Students performing below grade level will have a Personal Education Plan (PEP) developed for them by teachers, parents, counselors and administrators. Teachers will review proficiency data for student assessments quarterly to chart each students individual progress. |                   |          |          |  |  |  |

|  |                   |                        |                        |                        |                        |                        |
|--|-------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| <b>Coordination and integration of Federal, State, and local services and programs:</b> 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. |                   |                        |                        |                        |                        |                        |
| This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:  |                   | <b>Priority Goal 1</b> | <b>Priority Goal 2</b> | <b>Priority Goal 3</b> | <b>Priority Goal 4</b> | <b>Priority Goal 5</b> |
|  | <b>Strategy 1</b> | <b>X</b>               | <b>X</b>               |                        |                        |                        |
|  | <b>Strategy 2</b> | <b>X</b>               | <b>X</b>               |                        |                        |                        |
|  | <b>Strategy 3</b> | <b>X</b>               | <b>X</b>               |                        |                        |                        |
| 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: Burton Elementary will utilize local, state, and federal funds to hire highly qualified staff to deliver instruction to the K-5 students. Federal Title I funds are vital in providing technology support to our students, in the face of diminished support from the state in this area.  |                   |                        |                        |                        |                        |                        |

## 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.

|   |                   |                        |                        |                        |                        |                        |
|---|-------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right: |                   | <b>Priority Goal 1</b> | <b>Priority Goal 2</b> | <b>Priority Goal 3</b> | <b>Priority Goal 4</b> | <b>Priority Goal 5</b> |
|   | <b>Strategy 1</b> | <b>X</b>               | <b>X</b>               |                        |                        |                        |
|   | <b>Strategy 2</b> | <b>X</b>               | <b>X</b>               |                        |                        |                        |
|   | <b>Strategy 3</b> | <b>X</b>               | <b>X</b>               |                        |                        |                        |

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:

1. At least 10% of staff development funding will be used to provide:
  - Embedded literacy training for teachers throughout the school year, with half-day sessions designed to permit the vertical analysis of curriculum content and the alignment of instructional goals for students.
  - Updated computer skills training for K-5 teachers by national trainers, coordinated with the renewal lease of our student computer lab computers.
  - Full day, mid-year grade level meetings by PLC teacher teams to analyze student data and to observe model teachers in other schools.
2. This 3- pronged professional development approach is designed to equip our teachers with new techniques and experiences that will help remove our school from school improvement status.
3. Our school mentoring program includes pairing a teacher who is in year 1, 2 or 3 of his/her teaching experiences with a career teacher for Bi-monthly contact. The academic coach, assistant principal will also meet these teachers. Currently, there several teachers in this category.

**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.

|   |                   |                        |                        |                        |                        |                        |
|---|-------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| This school improvement plan addresses this |                   | <b>Priority Goal 1</b> | <b>Priority Goal 2</b> | <b>Priority Goal 3</b> | <b>Priority Goal 4</b> | <b>Priority Goal 5</b> |
|   | <b>Strategy 1</b> |                        |                        |                        |                        |                        |

|  |                   |  |  |  |  |  |
|--|-------------------|--|--|--|--|--|
| requirement.<br>Please see the<br>priority goals and<br>strategies noted to<br>the right:  | <b>Strategy 2</b> |  |  |  |  |  |
|  | <b>Strategy 3</b> |  |  |  |  |  |
| 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:<br><br>A letter from the principal is sent home to parents in English and Spanish prior to the beginning of the school year. |                   |  |  |  |  |  |

|   |                   |                        |                        |                        |                        |                        |
|---|-------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| <b>School, district, and state agency responsibilities:</b> 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. |                   |                        |                        |                        |                        |                        |
| This school<br>improvement plan<br>addresses this<br>requirement.<br>Please see the<br>priority goals and<br>strategies noted to<br>the right:  |                   | <b>Priority Goal 1</b> | <b>Priority Goal 2</b> | <b>Priority Goal 3</b> | <b>Priority Goal 4</b> | <b>Priority Goal 5</b> |
|   | <b>Strategy 1</b> | <b>X</b>               | <b>X</b>               |                        |                        |                        |
|   | <b>Strategy 2</b> | <b>X</b>               | <b>X</b>               |                        |                        |                        |
|   | <b>Strategy 3</b> | <b>X</b>               | <b>X</b>               |                        |                        |                        |
| 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:<br><br>School: Burton Elementary School PLC's; Pyramid of Intervention for students; Uninterrupted block of instructional time for literacy and math; embedded acceleration and remediation will occur daily.<br><br>LEA: DPS Professional Development; Academic Coach; Research and Accountability Support<br><br>SEA: Funding of Teacher and Instructional Assistant Positions.               |                   |                        |                        |                        |                        |                        |

**School-based management and Accountability Program  
Summary of School-based Waiver Requests for Program Years 2008-2010**

**LEA or Charter School Name/Number: Durham Public Schools**

| <b>School Number(s)</b> | <b>Request for Waiver</b>   |
|-------------------------|---|
|                         | <b>1. Please describe the waiver you are requesting:</b>  |
|                         | <b>2. Identify the law, regulation, or policy from which exemption is requested.</b>                                    |
|                         | <b>3. State how the waiver will be used.</b>  |
|                         | <b>4. State how this waiver helps achieve the specific performance goals identified in the School Improvement Plan.</b> |

**Please duplicate this sheet as needed for additional waivers.**

\_\_\_\_\_  
**Signature of Superintendent/Designee**

\_\_\_\_\_  
**Date**