

LEA or Charter Name/Number: **Durham Public Schools - 320**  
 School Name/Number: **Josephine Dobbs Clement Early College – 309**  
 School Address: **1801 Fayetteville Street, Robinson Science Building, Durham, NC 27707**  
 Plan Year(s): **School Year 2010-2011**  
 Date prepared: **September 1, 2010**

Principal Signature: Kendra O'Neal-Williams

9/1/10

Date

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### 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		
Principal	Kendra O'Neal-Williams		
Teacher Representative	Jennifer Baker		
Inst. Support Representative	Gerald Logan		
Inst. Support Representative	Crystal Lucas		
Parent Representative	Tina Travis		
Teacher	Tatia Davis		
Teacher	David Becker		
Teacher	Emily Lopez		

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

## How to Use This Template

### General Information

This school improvement plan template is designed to provide a step-by-step approach to planning. The template is aligned with the NCDPI-recommended model for school improvement planning as outlined in *The North Carolina School Improvement Planning Implementation Guide*. The template is aligned with the recommendations found in the Guide. For instance, space is provided for up to 5 goals for each school. Each page of this template is designed to print neatly on an 8.5 inch-wide piece of paper, though the length may stretch to several pages.

Each section corresponds to an input and/or step of the planning process. For example, the section named “Step 1 Cover Sheet” (see below) provides a location to input relevant school demographic data (we anticipate that the future on-line version will pre-populate this data) and school improvement team information as well as space for the principal and the local board of education chair to sign-off. Other sections provide reference information for the school improvement team (SBE Goals, District Goals), a place for data analysis and summary, and of course, a place to identify and track school-level goals. Additional detail for each section is provided below.

### Reference Tabs – These tabs provide information to aid the planning process.

**SBE Goals** – This section lists the five current State Board of Education goals for North Carolina. Use this as a reference as needed.

**District Goals** – This section provides space to input district level goals as well as the SBE goal supported by each. It is intended to provide an easy-to-access reference point for local district goals.

**Data Sources** – This section lists a variety of data sources for school improvement teams to consult as they work to establish an understanding of the current state at the school. Other data sources may be available locally as well and teams should not limit themselves to evaluating the sources listed in the template.

**School Vision and Mission** – School improvement teams can input the school's mission and vision on this tab to provide an easy reference as needed during the planning process.

### School Improvement Plan Tabs – The School Improvement Plan consists of these tabs.

**Step 1 – Cover Sheet** – Use this sheet to document school information. Identify all School Improvement Team members and whom they represent, as appropriate. This sheet also provides signature lines for the school principal and the person authorized to accept the plan on behalf of the local school board.

**Step 2 – School Data Analysis Summary** – This sheet provides guiding questions to help begin data analysis. It provides space to document findings and list priorities. Data sources for use with this tab are listed on the “Data Sources” tab; other available data locally available may also be used.

Steps 3 through 7 – School Goals – These provide space to record goals based upon the priorities resulting from data analysis. A separate section is provided for each goal up to 5 goals (3-5 goals are recommended for each school). For each goal, several items can be recorded: the relevant area for improvement, the goal and the district-level goal it supports, measures, quantitative target, and milestone date. The school improvement team can also record the specific strategies to be implemented to achieve the goal along with action items for each strategy. The lower portion for each of the Goal sheets provides a place to discuss potential interventions, to identify funding sources and team members, and to document the review cycle frequency for the goal.

**Other SIP-related Requirements**

Safe Schools Plan – This template for the Safe Schools Plan is aligned to the state legislative requirements specified in § GS 115C-105.47. Using this template to guide Safe School planning will ensure schools address the appropriate requirements. District-level Safe Schools personnel can use the information on this section from each school in the district to understand the prevailing issues across the district and document appropriate strategies on the district-level Safe Schools Plan.

Title I School-wide Review - If your school is a Title I School-wide school, use this section to develop your Title I Plan. This portion of the template was developed in conjunction with NC DPI Program Monitoring and offers space to address all federal requirements for this program. Please note that the form is designed to allow you to "X" the appropriate box and identify either an existing strategy associated with the federal requirement, or identify and describe a different program or strategy that will be used by you school to meet the requirement.

Title I Targeted-assistance Review - If your school is a Title I Targeted-assistance school, use this section to develop your Title I Plan. This portion of the template was developed in conjunction with NC DPI Program Monitoring and offers space to address all federal requirements for this program. Please note that the form is designed to allow you to "X" the appropriate box and identify either an existing strategy associated with the federal requirement, or identify and describe a different program or strategy that will be used by you school to meet the requirement.

For Schools in Title I Improvement - This section is for use by any school currently in Title I School Improvement. Filling out this section will ensure that these schools meet the additional federal requirements that go into effect when a school enters into this status.

ABCs Waiver Request Form – ABCs waivers may be requested according to the guidelines specified in GS § 115C-105.26. These guidelines are enumerated in the SIP Implementation Guide.

## State Board of Education Goals – Future-ready Students for the 21<sup>st</sup> 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

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

## Recommended Data Sources for Analysis by School Improvement Teams

*Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas.*

*Examine data from such areas as:*

**Highly Qualified Teachers (HQT):** Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified. Number and percentage of teachers Non-HQT ([www.ncreportcards.org](http://www.ncreportcards.org) Click on High Quality Teachers tab)

**End-of-Grade (EOG) Results disaggregated:** ([www.ncpublicschools.org/accountability/reporting](http://www.ncpublicschools.org/accountability/reporting) Click on Greenbook, then State Testing Results)

**End-of-Course (EOC) Results disaggregated:** ([www.ncpublicschools.org/accountability/reporting](http://www.ncpublicschools.org/accountability/reporting) Click on Greenbook, then State Testing Results)

**School Report Card results:** ([www.ncreportcards.org](http://www.ncreportcards.org))

**North Carolina Teacher Working Conditions Survey results:** (<http://ncteachingconditions.org> )

**North Carolina Teacher Working Conditions Survey: Guide for School Improvement** (To assist in conversations about improving teacher working conditions, The New Teacher Center created a guide to support using the SIP process for understanding and improving working conditions at a school. The guide can be downloaded as a single document or in each of its three sections. Find this document at <http://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf>)

**Local Data:** (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)

### **Career and Technical Education Local Plan**

**School Demographic Information** related to student discipline: (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance) (<http://www.ncpublicschools.org/research/discipline/reports>)

**School Demographic Information** related to drop-out information and graduation rate data (<http://www.ncpublicschools.org/research/dropout/reports>)

**School Demographic Information** related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty (<http://www.ncreportcards.org> and locally-maintained data)

**School Demographic Information** related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable) (NC WISE and locally maintained data)

**School Perception Information** related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)

**Title III AMAO School Process Information** related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency

**Title III AMAO School Process Information** related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency

**School Process Information** uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities

**Ready Schools Inventory/Ready Schools Plan** (<http://ncreadyschools.org>)

### **Special Education Continuous Improvement Plan**

**Title I AYP** (<http://ayp.ncpublicschools.org>)

**Healthy Active Children Initiative** (<http://www.nchealthyschools.org>)

## School Vision and Mission Statements for J. D. Clement Early College High School

### **Vision:**

Our vision is to create a nurturing environment where excellence is the norm. Our school will be a leader in educational innovation through shared planning, decision-making, and through research in current educational pedagogy.

### **Mission:**

The mission of the Josephine Dobbs Clement Early College High School is to provide expanded learning opportunities for students, offer students a rigorous curriculum including college courses leading up to two years worth of college credit, and provide in-depth support for students in those rigorous academic classes.

Our school is designed around these non-negotiable Design Principles:

- Ready for College
- Powerful Teaching and Learning
- Personalization
- Redefined Professionalism
- Purposeful School Design

## 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 schools strengths?

Upon review of our student assessment data, Teacher Working Conditions survey and our district scorecard, our greatest strength rests in shared decision making amongst our administrative team and teachers. Our TWC survey shows that our teachers strongly believe they are able to perform their essential role without interference and are strongly supported by our leadership team. JDC teachers feel they are trusted to make sound instructional decisions that positively impact our students.

Walk-throughs and observations showed that our teachers not only engage our students for the entire 90 minute block, but they also adhere to the district pacing guides. Our student data shows that we made notable gains in Algebra I, Civics & Economics, and Writing.

### 2. What does the analysis tell you about your schools gaps or opportunities for improvement?

The Teacher Working Conditions survey data shows that our staff feels there is room to develop the professional capacity of our certified staff. A little over half of our faculty believes that they are provided with an appropriate amount of time of professional development.

A small percentage of our students are failing university courses. We want to decrease this percentage and increase academic support services for them.

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

Anecdotal data from our students about university class performance. We will conduct this data via conference notes from our student advisory meetings and review office visit documentation from university instructors.

**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.**

- Provide opportunities for teachers to collaborate and share “teaching and learning” ideas
- Increase the professional capacity of our licensed staff (addressing professional development and subject-area PLC needs)
- Improve the support services provided to students to address academic success in university courses

**DPS: Secondary SIPs forms Part B section.**

The Secondary SIP pages for your school’s Goals (up to 5 goals) are on the pages below. Leave as blank any of the 5 Goals pages you do not need to use. We will remove those blank pages when your 3 sections are combined into one Doc later.

The first section below is a sample Goals page. Do NOT enter any of your school’s Goals info onto the sample pages.

**Start your Goals info on the Priority Goals 1 pages below.**

## Priority Goal 1 Sample and Associated Strategies

**Area for improvement and supporting data:** This is a sample – Do NOT enter your info/data onto this page

Attendance - average weekly student attendance has fallen throughout the last school year. School attendance rate is averaging 72%.  
(SAMPLE)

**School Goal 1:** Raise attendance at ABC School to create greater learning opportunities for students. (SAMPLE)

**Supports this district goal:** Enter a district-level goal

**Target:** Increase student attendance by 10%. (SAMPLE)

**Indicator:** Student attendance rate (SAMPLE)

**Milestone date:** December 19, 2008 (SAMPLE)

### Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

<b>Strategy 1:</b>	<b>Strategy:</b> Implement an attendance review in the office following first period each school day. Maintain individual student attendance records to permit trend analysis. <span style="color: red;">(SAMPLE)</span>		
	<b>Action steps:</b>		
	1.		5.
	2.		6.
	3.		7.
	4.		8.
<b>Strategy 2:</b>	<b>Strategy:</b> Follow attendance reviews with phone calls to parents to confirm reason for absence. <span style="color: red;">(SAMPLE)</span>		
	<b>Action steps:</b>		
	1.		5.
	2.		6.
	3.		7.
	4.		8.

<b>Plan/Do</b>	<b>Strategy:</b> Utilize teacher, principal, and PTA communications to remind students and parents of the importance of regular attendance. <b>(SAMPLE)</b>			
	<b>Action steps:</b>			
	<b>Strategy 3:</b>	1.		5.
		2.		6.
		3.		7.
4.		8.		
<b>How will we fund these strategies?</b>				
	<b>Funding source 1:</b>	Select a funding source	<b>Funding amount:</b> \$25,000	
	<b>Funding source 2:</b>	Select a funding source	<b>Funding amount:</b> \$36,000	
	<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b> \$20,000	
	<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b> \$100,000	
	<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b> \$20,000	
		<b>Total initiative funding:</b>	<b>\$201,000</b>	
	<b>Review frequency:</b>	Quarterly		
	<b>Assigned implementation team:</b>			

**Check**

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

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

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



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

**Act**

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## Priority Goal 1 and Associated Strategies

**Area for improvement and supporting data:**

Our school design prevents our teachers from meeting in core subject area Professional Learning Communities.

<b>School Goal 1:</b>	Increase the effectiveness of PLCs as it relates to subject/grade-specific courses Customize PLCs for our small innovative high school
<b>Supports this district goal:</b>	Increase organizational effectiveness, efficiency and accountability
<b>Target:</b>	Attend 3 subject-specific PLC meetings
<b>Indicator:</b>	Use of common assessments and/or implement department guidelines
<b>Milestone date:</b>	

### Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.

<b>Strategy 1:</b>	<b>Strategy:</b> Attend subject-area PLC meetings		
	<b>Action steps:</b>		
	1. Schedule subject area PLCs with small schools principals		5.
	2. Teachers meet quarterly		6.
	3. Report outcomes back to leadership team		7.
		8.	
<b>Strategy 2:</b>	<b>Strategy:</b> Use of common assessments		
	<b>Action steps:</b>		
	1. Teachers will bring assessments to PLC meeting		5.
	2. Teachers will share & possibly create new assessments		6.
	3. Use developed common assessments		7.
		8.	

<b>Plan/Do</b>				
	<b>Strategy:</b>			
	<b>Action steps:</b>			
	<b>Strategy 3:</b>	1.		5.
		2.		6.
		3.		7.
4.		8.		

**How will we fund these strategies?** *NO ADDITIONAL FUNDING REQUIRED*

<b>Funding source 1:</b>	Select a funding source	<b>Funding amount:</b>
<b>Funding source 2:</b>	Select a funding source	<b>Funding amount:</b>
<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>
<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>
<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>
<b>Total initiative funding:</b>		

**Review frequency:** Quarterly

**Assigned implementation team:**

**Check**

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

- PLC meeting agenda minutes and notes
- Creation of common assessments

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

Teachers will share common assessments. They will return to their home school and use what is instructionally appropriate in their classroom.

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

Common assessments enable teachers to:

- Identify specifically which students did not demonstrate mastery of essential standard(s).
- Identify specifically which students did demonstrate mastery of essential standard(s).
- Identify effective instructional practices.
- Measure the accuracy of the assessment.
- Plan and target interventions.

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

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**Act**

## Priority Goal 2 and Associated Strategies

**Area for improvement and supporting data:**

University Pass Rate - 89% of our students earn a C or greater in their classes

**School Goal 2:** Reduce the ECHS grade level retention rate and increase the university class pass rate for juniors and seniors.

**Supports this district goal:** Increase student achievement.

**Target:** Reduce the percentage of D & Fs in university class from 11% to 5%

**Indicator:** Student retention and pass rate

**Milestone date:** School year end 2011-2012

### Goal 2 Improvement Strategies – Identify research-based strategies whenever possible.

<b>Strategy 1:</b>	<b>Strategy:</b> Implement the Eagle Advisory Program – an advisory program that supports students academically, socially and emotionally		
	<b>Action steps:</b>		
	1. All juniors are assigned to a full-time advisor		5.
	2. All seniors are assigned to the principal or the Dean of Students		6.
	3. Goal setting with advisor occurs quarterly		7.
4.		8.	

<b>Strategy 2:</b>	<b>Strategy:</b> Each student failing a high school class mid-quarter will be placed on a PEP. Students failing a university class will be assigned Supervised Study Hall.		
	<b>Action steps:</b>		
	1. Progress reports sent home every three weeks.		5.
	2. Teachers/advisors identify failing students.		6.
	3. Parent conference to discuss PEP or SSH		7.
4.		8.	

Plan/Do

<b>Plan/Do</b>				
	<b>Strategy:</b> Provide academic support for students failing classes/grade level			
	<b>Strategy 3:</b>	<b>Action steps:</b>		
		1. All core subject area teachers offer tutoring		5.
		2. Mandate NCCU tutoring		6.
		3. Require visits to NCCU Writing studio		7.
4. Require supervised study hall		8.		

**How will we fund these strategies?** *NO ADDITIONAL FUNDING REQUIRED*

<b>Funding source 1:</b>	Select a funding source	<b>Funding amount:</b>
<b>Funding source 2:</b>	Select a funding source	<b>Funding amount:</b>
<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>
<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>
<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>
<b>Total initiative funding:</b>		

**Review frequency:** Quarterly

**Assigned implementation team:**

**Check**

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

- Meeting notes from Eagle Advisory meetings.
- Progress Reports
- Mid-semester reports from university instructors
- PEPs

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

We will analyze students' academic progress on a tiered system. Students showing the greatest deficiency must meet with their advisors more often. Our unit assessments, benchmarks, and anecdotal notes will help us to determine student progress and mastery of coursework.

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

Academic advising has been shown to reduce the failure rates for students in high schools and universities. It is beneficial by satisfying the need for information and guidance; providing personal interactions; and, offering the opportunity to develop short and long range goals.

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

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**Act**

## Priority Goal 3 and Associated Strategies

**Area for improvement and supporting data:**

Increase partnerships within university community and local businesses.

**School Goal 3:**

Provide expanded learning opportunities for students enrolled in the Clement Early College High School

**Supports this district goal:**

Ensure achievement of high academic performance by all students

**Target:**

Provide a series of academically based clubs and student organizations to enhance student learning opportunities.

**Indicator:**

Records reflect that 50% of our students are involved in at least one club and/or organization.

**Milestone date:**

Year end 2011-2012

### Goal 3 Improvement Strategies – Identify research-based strategies whenever possible.

<b>Strategy 1:</b>	<b>Strategy:</b> Utilize NCCU students to serve as mentors and allow them to develop clubs.		
	<b>Action steps:</b>		
	1. Staff meets with university departments to coordinate mentor selection.		5.
	2. Principal schedules interest session for NCCU Law mentoring program		6.
	3. Schedule club/mentoring meetings		7.
4.	8.		
<b>Strategy 2:</b>	<b>Strategy:</b> Utilize resources of Movement of Youth and the US Environmental Protection Agency.		
	<b>Action steps:</b>		
1. Provide opportunities for students to volunteer in settings that will provide access to science related activity.		5.	

Plan/Do

<b>Plan/Do</b>		2. Schedule time for MOY to recruit students		6.
		3.		7.
		4.		8.
		<b>Strategy:</b>		
		<b>Action steps:</b>		
		Strategy 3: 1.		5.
		2.		6.
		3.		7.
		4.		8.s

How will we fund these strategies? *NO ADDITIONAL FUNDING REQUIRED*

**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:**  
**Funding source 4:**                      Select a funding source **Funding amount:**  
**Funding source 5:**                      Select a funding source **Funding amount:**  
**Total initiative funding:**

**Review frequency:**                      Quarterly

**Assigned implementation team:**

Check

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

Records of attendance will reflect student participation in volunteer opportunities.

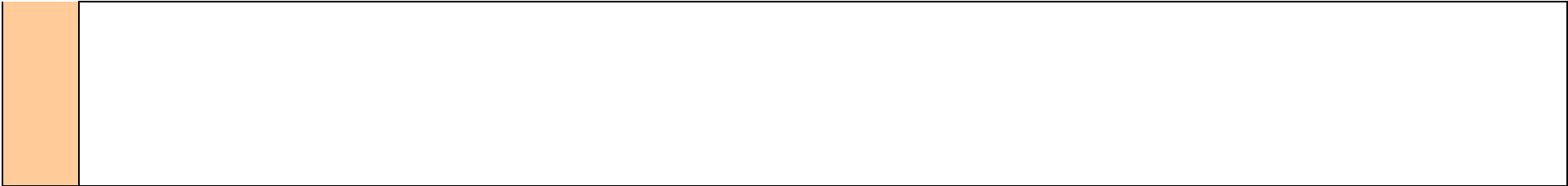
Number of students matched with NCCU mentors.

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

Progress will have taken place if students if at least 50% of our students are involved.

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

A higher per pupil enrollment in expanded learning opportunities.



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

That determination will be made after the results are received.

**Act**

**Priority Goal 4 and Associated Strategies**

**Plan/Do**

Area for improvement and supporting data:

<b>School Goal 4:</b>	
<b>Supports this district goal:</b>	

<b>Target:</b>	
<b>Indicator:</b>	
<b>Milestone date:</b>	

**Goal 4 Improvement Strategies – Identify research-based strategies whenever possible.**

<b>Strategy 1:</b>	<b>Strategy:</b>		
	<b>Action steps:</b>		
	1.		5.
	2.		6.
	3.		7.
		8.	
<b>Strategy 2:</b>	<b>Strategy:</b>		
	<b>Action steps:</b>		
	1.		5.
	2.		6.
	3.		7.
		8.	

<b>Plan/Do</b>				
	<b>Strategy 3:</b>	<b>Strategy:</b>		
		<b>Action steps:</b>		
		1.		5.
		2.		6.
		3.		7.
4.	8.			

**How will we fund these strategies?**

<b>Funding source 1:</b>	Select a funding source	<b>Funding amount:</b>
<b>Funding source 2:</b>	Select a funding source	<b>Funding amount:</b>
<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>
<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>
<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>
		<b>Total initiative funding:</b>

**Review frequency:** Quarterly

**Assigned implementation team:**

**Check**

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

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

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

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

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**Act**

**Priority Goal 5 and Associated Strategies**

Area for improvement and supporting data:

**School Goal 5:**

**Supports this district goal:**

**Target:**

**Indicator:**

**Milestone date:**

**Goal 5 Improvement Strategies – Identify research-based strategies whenever possible.**

**Plan/Do**

**Strategy 1:**

**Strategy:**

**Action steps:**

- 1.
- 2.
- 3.
- 4.

- 5.
- 6.
- 7.
- 8.

**Strategy 2:**

**Strategy:**

**Action steps:**

- 1.
- 2.
- 3.
- 4.

- 5.
- 6.
- 7.
- 8.

<b>Plan/Do</b>	<b>Strategy 3:</b>	<b>Strategy:</b>		
		<b>Action steps:</b>		
		1.		5.
		2.		6.
		3.		7.
	4.		8.	
	<b>How will we fund these strategies?</b>			
	<b>Funding source 1:</b>	Select a funding source	<b>Funding amount:</b>	
	<b>Funding source 2:</b>	Select a funding source	<b>Funding amount:</b>	
	<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>	
	<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>	
	<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>	
			<b>Total initiative funding:</b>	
	<b>Review frequency:</b>	Quarterly		
	<b>Assigned implementation team:</b>			

**Check**

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

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

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

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

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**Act**



## Safe School Plan for J. D. Clement Early College High School

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

Name and role of person(s) responsible for implementing this plan:

### 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)

**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)(10), identify the district's plan to work effectively with local law enforcement and court officials.

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.

<b>Funding Uses and Sources – At-risk and Alternative Learning Schools and Programs</b>		
<b>Program or Strategy Being Funded</b>	<b>Amount of Funding</b>	<b>Source of Funding</b>
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

**School-based Management and Accountability Program  
Summary of School-based Waiver Requests  
Program Years: 2008-2010**

LEA or Charter School Name/Number: [Your school district/charter school](#)

School Number(s)	Request for Waiver
	1. Please describe the waiver you are requesting.
	2. Identify the law, regulation, or policy from which exemption is requested.
	3. State how the waiver will be used.
	4. State how this waiver helps achieve the specific performance goals identified in the School Improvement Plan.
(Please duplicate this sheet as needed for additional waivers.)	

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

\_\_\_\_\_  
Date

**End of DPS: Secondary SIPs forms Part C section.**