

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

School Name and Number: Eastway Elementary School - 310

School Address: 610 N. Alston Ave. Durham, NC 27701

Plan Year(s): 2011-2012

Date Prepared: September 16, 2011

Kendral W. Flowers

9-16-2011

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."

Committee Position	Name	Committee Position	Name
Principal	Kendral Flowers <i>Kendral Flowers</i>	Teacher Assistant Representative	Joseph Ivey <i>Joseph Ivey</i>
Assistant Principal	Wallace Sellars <i>Wallace Sellars</i>	Inst. Support Representative (EC)	Tracey Anderson <i>Tracey Anderson</i>
Teacher Representative - Pre-K	Jennifer Best-Tabron <i>J. Best-Tabron</i>	Inst. Support Representative (AIG)	Pansy Ockletree <i>P. Ockletree</i>
Teacher Representative - Grade: K	Megan Sanders <i>Megan Sanders</i>	Inst. Support Representative (ESL)	Ann Norris <i>Ann Norris</i>
Teacher Representative - Grade: 1		Parent Representative	Hilda "Cookie" Coppedge <i>Hilda "Cookie" Coppedge</i>
Teacher Representative - Grade: 2	Renee Timberlake	Parent Representative	Gloria Morris
Teacher Representative - Grade: 3	Leslie Bobbitt <i>Leslie Bobbitt</i>	Parent Representative	Carmen Castillo
Teacher Representative - Grade: 4	Sarah Myrick (Committee Chair) <i>Sarah Myrick</i>	Parent Representative	Angelina Cruz
Teacher Representative - Grade: 5	Arren Duggan (Committee Co-Chair) <i>Arren Duggan</i>		
Teacher Representative - Enhancement Team	Mike Truzy <i>Mike Truzy</i>		

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

Goal 1 – North Carolina public schools will produce globally competitive students.

Goal 2 – North Carolina public schools will be led by 21st Century professionals.

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

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

Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.

District Goals for Durham Public Schools

District Goal 1:

Ensure achievement of high academic performance by all students.

Supports SBE Goal:

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

District Goal 2:

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

Supports SBE Goal:

Goal 2 - North Carolina Public Schools will be led by 21st century professionals.
Goal 4 - Leadership will guide innovation in North Carolina public schools.

District Goal 3:

Ensure efficient and effective business systems operations.

Supports SBE Goal:

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

District Goal 4:

Ensure district and school climate and culture that develop effective and positive relations and foster the well-being of students, staff, board, and community.

Supports SBE Goal:

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

School Vision and Mission Statements for Eastway Elementary

Vision: Eastway Elementary School will provide quality instruction and experiences through a balanced literacy curriculum. We will provide an environment that is conducive to emotional and instructional growth as well as the physical safety of all students.

Mission: Our mission at Eastway Elementary School is to foster a learning environment that prepares students to master fundamentals, think critically, and function in a culturally diverse society.

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?

- Mathematics in grades 3-5 (Third grade: 71.6%, Fourth grade: 70.4%, Fifth grade: 60.2%)
- 19 out of 21 subgroups met for AYP
- 96.2 overall attendance for 2010-2011 school year
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2. What does the analysis tell you about your school's gaps or opportunities for improvement?

Reading continues to need improvement in all grade levels. The continued work by a K-2 intervention teacher will help address student's skill deficits in reading. The 3-5 Intervention/Coach will continue to address similar concerns in reading with grades 3-5. The lack of technology and technology integration continues to be a gap within the school. The addition of smartboards as well as continued training of staff on technology integration will help improve student achievement and create 21st century students. School wide implementation of computer based assessment programs such as ClassScape and Ticket to Read will address the schools need to have quick and accessible data to help struggling students in 3-5. The last gap would be parent involvement. Eastway will continue to use programs such as Incredible Years, Morning Muffin, and Monthly Event Calendars to help empower parents to work with their children at home and stay involved in their child's education.

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

Teachers will discuss data during regular PLC meetings including data and intervention strategies. All data and intervention strategies will be turned into the principal by the grade level chair after each PLC meeting. K-2 teachers will give information to the K-2 Intervention teacher to receive assistance from her. She will provide frequent data results from Developmental Reading Assessment (DRA), Letter ID, and guided reading summary sheets.

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

1. To improve reading proficiency in grades K-5 (met 19 out of 21 goals of AYP)
2. Mental Health and support from Exceptional Children's (EC) program (lack of behavior intervention built into daily schedules, discipline referrals, increase number of behavioral and CFST (Child Family Support Team) referrals.
3. Math and Science Proficiency (information for K-4 teachers on needs for 5th Grade Science EOG (vocabulary, scientific method, etc. Inadequate instruction in multiple step problem solving)

4. Parental Involvement – Academic Support (low PTA enrollment, lack of attendance to academic activities/sign in sheets)

Priority 1 Goal and Associated Strategies

Plan/Do	Area for improvement and supporting data: To improve K-5 reading, writing, and oral language based on data from 2010-2011 K-2 Assessments, MClass Reading 3D, SGA's/CA's, End of Grade Tests, and DPS writing assessments.		
	School Goal 1: Supports this district goal:	To increase the proficiency of readers and writers by 20% in K-5 to <i>Ensure achievement of high academic performance by all students.</i>	
	Target: Indicator: Milestone date:	Grades K-5 K-2 Assessments, MClass Reading 3D Assessments, ERG Feedback, SGA/CA (3-5), Common Assessments, EOG test June 1, 2012	
	Goal 1 improvement Strategies - Identify research based strategies whenever possible.		
	Strategy 1:	Strategy: Effective implementation of the literacy curriculum in all classrooms.	
		Action Steps: K-2 intervention teacher, mClass assessments for all students K-5 (not just bottom 20% in 4/5), technology integration, school wide implementation of Ticket to Read and ClassScape.	
	Strategy 2:	Strategy: To increase professional development and classroom support.	
		Action Steps: Planned observations of effective instruction, classroom modeling and demonstrations, trainings on technology integration	
	Strategy 3:	Strategy: Increase parent involvement	
		Action Steps: Increase parent communication, literacy nights, required reading logs with parent signatures	
How will we fund these strategies?			
Funding Source 1	PRC 105 Select a funding source	Funding Amount: \$30,000 (Tutorial)	
Funding Source 2	PRC 105 Select a funding source	Funding Amount: \$2900.00 (Ticket to Read)	
Funding Source 3	PRC 105 Select a funding source	Funding Amount: \$2500.00 (ClassScape)	
Funding Source 4	PRC 105 Select a funding source	Funding Amount: \$20,000 (Technology Equipment)	
Total initiative funding: \$55,400			
Review Frequency:			
Assigned Implementation Team:			
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	We will use K-2 assessments, common assessments, DPS writing assessments, mclass 3D reading assessments, SGA/CA data, ERG feedback, and NC End of Grade tests to monitor, evaluate, and analyze the effectiveness of our strategies.		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	We will analyze our data during our PLC meetings to measure growth, target stem questions, determine the amount of proficient readers/writers, identify strengths		

	and needs, and inform instruction.
	What does the data show regarding the results of the implemented strategies?
Act	Based upon identified results, should/how should strategies be changed?

Priority 2 Goal and Associated Strategies

Plan/Do	Area for improvement and supporting data: Improve school climate for at-risk students.		
	School Goal 2:	Improve behavioral and academic support for at risk students.	
	Supports this district goal:	Ensures school climate and culture that fosters well-being of students, staff, and community.	
	Target:	Increase support for at-risk students.	
	Indicator:	Decrease disciplinary referrals.	
	Milestone date:	June 1, 2012	
	Goal 2 improvement Strategies - Identify research based strategies whenever possible.		
	Strategy 1:	Strategy: Continue to implement “smooth start” program	
		Action Steps: assign personnel to monitor unmedicated students as they arrive at school, allocate space for a calm environment, coordinate medication check-in with office	
	Strategy 2:	Strategy: Refine and utilize follow-up procedures for at-risk students determined not eligible for the Exceptional Children’s program.	
	Action Steps: Distribute student learning feedback sheet to record data shared at EC meetings, ensure principal is contacted for additional confidential data, report progress during PLC meetings		
Strategy 3:	Strategy: Improve self-esteem and resilience in our at-risk students.		
	Action Steps: monthly motivational speakers, social skills groups with PBIS coach, student led conferences, mentor/mentee program.		
How will we fund these strategies?			
Funding Source 1	PRC 050	Select a funding source	Funding Amount: \$1000
Funding Source 2		Select a funding source	Funding Amount: \$
Funding Source 3		Select a funding source	Funding Amount: \$
			Total initiative funding: \$1000
Review Frequency: Quarterly			
Assigned Implementation Team:			
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	Grade level PLC minutes, School Improvement Team minutes, office referrals, PALC referrals, CFST data		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	Progress measured by decrease in office referrals for morning behavior, decrease number of SAP referrals forwarded to EC program		
	What does the data show regarding the results of the implemented strategies?		

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

Priority 3 Goal and Associated Strategies

Plan/Do	Area for improvement and supporting data:		
	Math Small Goal Assessments and Cumulative Assessments, EOG data: Science Cumulative Assessments and EOG data: Reading Small Goal Assessments and Cumulative Assessments, EOG data		
	School Goal 3: Supports this district goal:	Increase proficiency in both science and math SGA/CA (3-5), common assessments and EOG's by 10%.	
	Target: Indicator: Milestone date:	All subgroups NC End of Grade tests and assessments (SGA's and CA's) June 1, 2012	
	Goal 3 improvement Strategies - Identify research based strategies whenever possible.		
	Strategy 1:	Strategy: Increase the use of varied resources within and outside the school	
		Action Steps: <ol style="list-style-type: none"> 1. Increase the use of the Promethean boards during math and science instruction. 2. Establish Professional development for interactive math and science instruction. 3. Establish partnerships with outside resources (i.e. Glaxo Smith Kline) to provide labs, materials and specialized instruction. 4. Provide tutorial sessions for students below level in science and math through the 21st Century Program and other tutorial groups. 5. Utilize released test questions and other EOG preparation materials to facilitate the planning of various after school tutorial programs. 	
	Strategy 2:	Strategy: Ensure that the written North Carolina Standard Course of Study (NCSCOS) taught and tested science curriculums are aligned.	
		Action Steps: <ol style="list-style-type: none"> 1. PLC's will inventory, organize and plan for the utilization of science kit activities to supplement the NCSCOS. 2. Increase the use of science common assessments among all grade levels. 3. Increase the use of project based learning activities with rubrics as a means of assessment. 4. Deconstruct released test questions (5th grade) to ensure that each question matches what is being taught and tested in class. 5. Use the deconstructed test questions to formulate weekly common assessments. (5th grade) 6. Establish a school wide science fair with projects based on the NCSCOS. 	
	Strategy 3:	Strategy: Infuse science and math curricula into the broader curricula of the school (i.e. thematic units for the school)	
	Action Steps: <ol style="list-style-type: none"> 1. Integrate math and science curricula into enhancement classes. 2. Establish a school wide month theme that incorporate both math and science concepts. 3. Have a math or science related question of the week (incentive based) 		
How will we fund these strategies?			
Funding Source 1 PRC 105	Select a funding source	Funding Amount: \$ 20,000	
Funding Source 2	Select a funding source	Funding Amount: \$3,920	

	Funding Source 3	Select a funding source	Funding Amount: \$ Total initiative funding: \$ 23,920
	Review Frequency: Quarterly Assigned Implementation Team: Curriculum II (Math and Science Team)		
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	Data collected from administrative walk-throughs and initial common assessments will show 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.)		
	We will use data collected from common assessments, rubric assessments, Small Goal Assessments, Cumulative assessments, and the EOG's to determine whether the strategies led to progress toward the goal.		
Act	What does the data show regarding the results of the implemented strategies?		
	Based upon identified results, should/how should strategies be changed?		

Priority 4 Goal and Associated Strategies

Plan/Do	Area for improvement and supporting data: To increase parent involvement	
	School Goal 4:	Increasing parent involvement in all aspects of the school through involving parents in academically based fun and motivating activities with their children.
	Supports this district goal:	Ensure school climate and culture that foster well-being of students, staff and community.
	Target:	K-5 Parents and Guardians
	Indicator:	Increased parent participation and attendance
	Milestone date:	June 1, 2012
	Goal 4 improvement Strategies - Identify research based strategies whenever possible.	
	Strategy 1:	<p>Strategy: Initiate a PTA recruiting campaign to increase and promote parent involvement in the school.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. PTA membership drive 2. Connect Ed Message for PTA membership 3. Parent Competitions 4. Silent Auction- ask businesses within the area to donate goods and services to be auction off at school- members would receive 1 free raffle ticket. 5. Combine student performances and community programs with PTA meetings 6. Fall/Spring Carnivals
	Strategy 2:	<p>Strategy: Parent trainings with improved communication for Latino parents. (changed wording)</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Parent Academy 2. Incredible Years 3. Continue to provide all materials and forms in Spanish and English and send home in a timely manner 4. Initiate additional services for the school through EL Centro Hispana 5. Promote parent leadership skills 6. Eastway Parent Advisory Council 7. Solicit email addresses for communication of events and trainings 8. Send home all flyers at least 5 days before the event or training
	Strategy 3:	<p>Strategy: Involve parents in everyday classroom instructional activities.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Extend personalized invitations to parents to help as classroom volunteers. 2. Use parent email addresses to invite parents to classroom events 3. School wide calendar/newsletter of current and upcoming events 4. Classroom or grade level newsletters of current and upcoming events

	How will we fund these strategies?		
	Funding Source 1 PRC 105 Funding Source 2 Funding Source 3	Select a funding source Select a funding source Select a funding source	Funding Amount: \$ 4,100 Funding Amount: \$ 7,000 Funding Amount: \$ Total initiative funding: \$ 13,100
	Review Frequency: Quarterly Assigned Implementation Team: Parent Involvement team		
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	Attendance sheets for parent activities; parent trainings and classroom volunteering. Student achievement data and funding data.		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	Returned questionnaires, volunteer sign-ups, received parent emails		
	What does the data show regarding the results of the implemented strategies?		
Act	Based upon identified results, should/how should strategies be changed?		

Safe School Plan for Eastway

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: Kendral Flowers, Principal

Statement of Responsibility for the School District Superintendent

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

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

The consequences “may include a reprimand in the Superintendent’s personnel file or withholding of the Superintendent’s salary or both”.

Statement of Responsibility for the School Principal

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

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

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

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

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

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

Assistant Principal(s): Wallace Sellars

Teachers: Dorothy Pickett-Feliu, Kimmeshonda Chavis, Erin Dawson, Ashley Faison, Emma Smith

Teacher Assistants: Danielle Howard

Other School Staff: William Hollingsworth

Services for At-Risk Students

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

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

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

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

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

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

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

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

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

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

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

See District Safe Schools Plan

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

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

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

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

- We are using Academy of Reading as an intervention measure to help struggling readers with phonemic awareness, decoding, and comprehension.
- Our EC team uses the Hill Reading Achievement Program (Hill RAP) as an additional reading intervention tool.
- We use Destination Success to supplement during literacy block

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

Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan:
 Eastway will only hire teachers who meet the qualifications of teachers required by section 1119 of the ESEA.

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

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

Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan:
 - We will start a study group for teachers interested in pursuing National Board Certification

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

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

Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan:
 - We will have representation from our school at any district job fair(s).
 - We will provide mentor and/or buddy teachers for initially licensed teachers and teachers new to Eastway

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

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

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

- We plan to use the NC Parent Information and Resource Center (PIRC) to conduct regular parent workshops and informational sessions to help parents to better understand how to partner with the school and improve the education of their children.
- We will ask teachers to plan more parent activities that correspond with other parent involvement events, such as our Morning Muffin, in an effort to encourage parents to participate more in our daily classroom lessons
- We will hold a family fitness event/health fair for parents

Plans for assisting preschool students in the successful transition from early childhood programs to local elementary school wide programs: This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Each childhood 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		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1	X			X	X

requirement. Please see the priority goals and strategies noted to the right:	Strategy 2				X	X
	Strategy 3					X
<p>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:</p> <ul style="list-style-type: none"> - Eastway will hold tours for parents of incoming Kindergarten students beginning in the spring of 2012 - The EC Facilitator will hold a transition meeting for any incoming student who qualifies for special education services 						

Measures to include teachers in decisions regarding the use of academic assessments: In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observations, performance assessments, or end-of-course tests. The school wide program should provide teachers with professional development that increases their understanding of the appropriate use of multiple assessment measures and how to use assessment results to improve instruction.						
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1	X				
	Strategy 2			X		X
	Strategy 3					
<p>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: Note: These strategies are all included in our plan.</p>						
Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance: The school wide program must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.						
This school		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5

improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1	X	X	X		X
	Strategy 2		X			X
	Strategy 3	X				X
Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan: - Note: These strategies are all included in our plan.						

Coordination and integration of Federal, State, and local services and programs: School wide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, school wide program schools may combine most Federal, State, and local funds to provide these services. Exercising this option maximizes the impact of the resources available to carry out the school wide program.						
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1	X	X	X	X	X
	Strategy 2	X	X	X	X	X
Strategy 3	X	X	X	X	X	X
Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan: - Special Note: The coordination of funds and resources is indicated in the description of each priority goal.						

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

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

- Support from Title I School Improvement Specialist for parent functions
- Ticket to Read (K-5 implementation)
- ACTIV board integration

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 requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1	X	X	X	X	X
	Strategy 2	X	X	X	X	X
	Strategy 3	X	X	X	X	X

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

- Parents were notified of our AYP status and school choice in early August by letter and Connect Ed message
- Parents will be informed of their rights (Parent Policy) at parent session to be announced
- All parents of students that are eligible for Supplemental Educational Services will be invited to a district vendor fair for tutorial services.

- Parents will complete applications for the tutorial session of the choice

School, district, and state agency responsibilities: Schools in Title I School Improvement are required to clearly define the responsibilities of the school, LEA, and SEA in implementing improvement strategies. LEAs are minimally required to offer technical assistance in the form of data analysis, budget analysis, and identification and implementation of improvement strategies. State-level assistance may include provision of a state-wide system of support, including allocation of funding and other technical assistance.						
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1	X	X	X	X	X
	Strategy 2	X	X	X	X	X
	Strategy 3	X	X	X	X	X
Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan:						
School:						
<ul style="list-style-type: none"> - Daily walkthroughs that support teachers with best practices and proper instruction of all subject matter - Provide needed staff development in reading, math, and science 						
LEA:						
<ul style="list-style-type: none"> - Offering free tutorial for all students that need extra support in reading, math, and science - Provide extra support during the day for students that may need extra support in reading - K-2 intervention certified support - Common assessments - PLC - CFST - Partnerships with various community resources - Increased parent support opportunities - Homeless student/family support 						
SEA:						
<ul style="list-style-type: none"> - Allocation of funds to build technology equipment - Bi-weekly visits to the schools for constructive feedback 						

- Quarterly LEA and School visits to discuss data/strengths and weaknesses
- Quarterly CA assessments/data
- Tier II guidelines and support model
- Tier II accountability monitoring tools

**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

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