LEA or Charter Name/Number: **Durham Public Schools - 320**
School Name/Number: Jordan High School/ 320 (919) 560-3912
School Address: 6806 Garrett Road Durham, North Carolina 27707
Plan Year(s): **School Year 2012-2013**
Date prepared: September 21st 2012

Principal Signature: _____ 9/21/12 Date

(This line not used – leave blank)

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			Jerome M. Leathers
Assistant Principal Representative			Anna Hipps
Teacher Representative			Brian McDonald
Inst. Support Representative			
Teacher Assistant Representative			Eugenia McIntire
Parent Representative			Birshari G. Cox
Exceptional Children's			Chris Starkey
Student Services			Cherice Arts
Admin. Team			James Hopkins
Freshman Academy			Chad Aharon
ART			Rob Patterson
Healthful Living			Steve Hane
English/ESL			Jennifer Painter

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

LEA or Charter Name/Number: **Durham Public Schools - 320**
School Name/Number: C.E. Jordan High School / 312
School Address: 6806 Garrett Road Durham, North Carolina 27707
Plan Year(s): **School Year 2012 - 2013**
Date prepared: September 21, 2012

Principal Signature: Jerome M. Leathers

Date

-

(This line not used – leave blank)

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	Jerome M. Leathers		
Assistant Principal Representative	Anna Hipps		
Teacher Representative	Brian McDonald		
Inst. Support Representative	Cherice Artis		
Teacher Assistant Representative	Eugina McEntire		
Parent Representative	Bashari Cox		

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

State Board of Education Goals – Future-ready Students for the 21st Century
Goal 1 – North Carolina public schools will produce globally competitive students. **Goal 2 –** North Carolina public schools will be led by 21st Century professionals. **Goal 3 –** North Carolina Public School students will be healthy and responsible. **Goal 4 –** Leadership will guide innovation in North Carolina public schools. **Goal 5 –** North Carolina public schools will be governed and supported by 21st Century systems.

District Goals for Durham Public Schools	
District Goal 1:	Ensure achievement of high academic performance by all students
Supports SBE Goal:	**Goal 1** – North Carolina public schools 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 school climate and culture that foster well-being of students, staff and community
Supports SBE Goal:	**Goal 3 –** 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 Click on High Quality Teachers tab)
End-of-Grade (EOG) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)
End-of-Course (EOC) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)
School Report Card results: (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)
S**chool 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 (Charles E. Jordan High School)

Vision:

"We can whenever, and wherever we choose, successfully teach all children whose schooling is of interest to us". It is imperative for our students, our school, and our community that the efforts of JHS are successful for all students. There are no excuses; we cannot fail.

Mission:

The mission of Jordan High School is to provide students with the opportunity to explore a body of knowledge; to develop academic, physical and social skills; and to practice thinking and decision-making processes in an open and orderly environment.

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?

1. Student achievement has increased incrementally over the last two years.

2. Jordan High School has a higher number of National Board Certified and advanced degree teachers than the state average.

3. Chemistry, Physics and Social Studies EOC scores are higher than the state average.

4. Within the above mentioned EOC tests, American Indians and White subgroups performance scores are higher tha the state performance scores.

5.

6.

7.

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

The overall gap between white students and students of color is nearly 40 points.

We need to reduce the percentage of students missing 10 or more days (30% in 2009-2010).

An increase of PBIS initiatives should improve school climate and reduce out of school suspension.

Jordan has a slightly higher teacher turnover rate than the state average.

Algebra I, Algebra II, and Geometry EOC scores are lower than state performance scores.

The above Math EOC scores show that male, Hispanic, Asian, ED, EC and LEP scores are significantly lower than stat performance scores.

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

1. EOC scores by teacher and class are missing.
2. Reading scores for incoming freshman are missing.
3. Data for the 2007-2008 graduation cohort is missing.
4. EVAAS data for student placement during registration. (All grades)

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.

EOC performance scores:

Data from SIP survey conducted during the Fall semester of 2009 revealed the top 4 concerns of

teachers, students and parents: Goal 1: Mutually respectful interactions between all school stakeholders. Goal 2: Increased respect for the school environment. Goal 3: Improve overall school performance, academic & behavioral. Goal 4: Improve school-home communication.

End of DPS: Secondary SIPs forms Part A section.

Priority Goal 1 and Associated Strategies			
	Area for improvement and supporting data: Overall Academic Achievement.		
	School Goal 1:	Improve overall academic performance.	
	Supports this district goal:	Ensure achievement and high academic performance by all students.	
	Target:	Overall percentage of students displaying growth will increase by at least 5%.	
	Indicator:	EOC and MSL data will show increase in students' growth at or above grade level in all tested areas.	
	Milestone date:	June 30, 2013	
	Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.		
Strategy 1:	Strategy: Strengthen and develop strategies for supporting low-performing students.		
	Action steps:		
	1. Utilize EVAAS for appropriate student placement.		5. Study/re-allocate human and technology readiness to eliminate achievement gap.
	2. Emphasize literacy across the curriculum.		6.Create Bridge courses for students in order to increase academic successes.
	3. Provide PD based upon walkthrough observation data & PO survey.		7. Use of the A/B Schedule increases contact hours with students. Will collect data on increase of academic achievement.
	4. Reduce and/or balance class size for all classes.		8.Use the Achievement Series, Lexile scores, and MSL data to impact student lessons.
Strategy 2:	Strategy: Recruit and retain high quality faculty.		
	Action steps:		
	1. Use department leaders in hiring process.		5. Produce support for teachers pursuing continuing education and/or National Board certification.
	2. Provide instructional support including new teacher mentor, academic coach and Professional Learning Communities.		6. Build relationships with local colleges and universities.

		3. Empower teachers to be leaders in the school community.		7.
		4. Foster culture of high expectations for student / teacher achievement.		8.
	Strategy 3:	Strategy: Utilize tools, content, applications, digital media web courses, community college, and universities etc. to support instruction and provide extended opportunities for students to engage in course material.		
		Action steps:		
		1. Use Jordan High School website and Student Support Services to promote online and distance educational courses; examples are NCVPS and Apex Learning.		5.
		2. Investigate and compile available resources.		6.
		3. Increase diversity and success of students taking advanced level courses.		7.
		4. Encourage local leaders and speakers to participate at Jordan High School.		8.

Plan/Do

How will we fund these strategies?

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: Semi-Annually

Assigned implementation team:

Check	What data will be used to determine whether the strategies were deployed with fidelity?
	Registration data: Appropriate student placement. Formative Assessment Data (Scantron, ClassScapes, Depot) Benchmarks. Master schedule and classroom make up (size, diversity, teachers, etc.) Agenda & evaluations of PD sessions. Anecdotal and walk-through observation data. Teacher turnover rate.
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	Increased student achievement on Formative & Summative Assessments. Increase of minority students registering for advanced level courses. Appropriate decrease in teacher turnover.
	What does data show regarding the results of the implemented strategies?

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

Priority Goal 2 and Associated Strategies			
Plan/Do	Area for improvement and supporting data: Culture & climate of Jordan High School Our school-wide survey of all stakeholders (parents, teachers, and students) indicated that there is a need to improve the physical environment, particularly increasing cleanliness and decreasing components of tardiness.		
	School Goal 1:	Mutually respectful interactions between all school stakeholders and increased respect for the school environment.	
	Supports this district goal:	Ensure school climate and culture that foster well-being of students, staff and community.	
	Target:	Decrease disrespectful interactions & tardiness by 10% as indicated on follow-up surveys and discipline data.	
	Indicator:	Follow-up surveys will indicate a drop of 10% in the area of concern.	
	Milestone date:	May 1, 2013	
	Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.		
	Strategy 1:	Strategy: Implement a plan to decrease disrespectful interaction and tardiness.	
		Action steps:	
		1. Administration will articulate universal guidelines (ie: tardies, classroom management (Pyramid of Intervention, building management).	5. Continue hall sweeps to reduce tardiness.: Tardy Sweeps implemented in 2010-11 with minimal impact. Will Restructure attempts to reduce tardies through clear expectations and tardy sweeps.
		2. Follow-through on discipline for disrespectful interaction.	6. Positively reinforce teacher presence in the hallways during class changes.
		2. Implement classroom behavior management training.	7. Administrator will create a zero tolerance environment in regards to inappropriate language.
		3. Effectiveness training on classroom management and positive interactions.	8.Zero Tolerance Environment
	Strategy 2:	Strategy: Utilize teacher, principal, and PTA communications to remind students, parents and faculty of the importance of appropriate communication.	
		Action steps:	

		1. Use the Jordan High School and teacher websites as a model of positivity.	5.
		2. Put ads/positive statements in student newspaper.	6.
		3. Publish articles on positive communication in the PTSA newsletter.	7.
		4. Provide training on website creation and/or blogging.	8.
	Strategy 3:	Strategy: Utilize the Jordan Above and Beyond Students (JABS) model to foster a culture of appropriate behavior.	
		Action steps:	
		1. Communicate with clarity what is positive and successful behavior.	5.
		2. Build incentive programs to reward/acknowledge positive & appropriate behavior.	6.
		3. Implement JABS strategies throughout all grades.	7.
		4. JABS model has been successfully implemented in multiple classroom. Positive school wide momentum is building.	8.
	Strategy 4:	Strategy: Decrease suspension rate by 5%. Action Steps: 1. Evaluate the use of in-school suspension. 2. Continue to build relationships with all students. 3. Use of JABS and continued use of pyramid of interventions. 4. Improve communication with parents regarding behavior.	5. 6. 7. 8.

How will we fund these strategies?

Funding source 1: Individual Clubs	Select a funding source	Funding amount: $200.00
Funding source 2: General Account	Select a funding source	Funding amount: $1,000.00
Funding source 3: Donations	Select a funding source	Funding amount: $1,000.00
Funding source 4:	Select a funding source	Funding amount:
Funding source 5:	Select a funding source	Funding amount:
		Total initiative funding:$2,200.00

Plan/Do

Review frequency: Quarterly

Assigned implementation team:

Check

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

Utilization of Fall and Spring 2010-2011 school year surveys.

Monthly discipline reports

Professional development logs & agendas.

Connect Ed. Log information

Increase in website hits.

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

Higher frequency _____ on survey of stakeholders.

Decrease in OSS and tardiness from 09/10 – 10/11 School years (Monthly Report)

Increase in recognitions & awards monthly through PBS.

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

84% of Jordan High School faculty and staff have attended the Effective Classroom Management Seminar that was offered 5 times throughout the 2009-2010 school year.

Act

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

Weekly Connect-Ed messages since August 2010.

Routine parent contact from teachers to parents.

Senior and Latino parent nights, Open house agendas and sign-in logs.

Transcribe Connect-Ed messages for inclusion on the Jordan High School website (Principal's Corner)

Stakeholder survey has been administered and the data has been compiled. We will disseminate the results to stakeholders. We are using the data to establish new goals to affect school improvement.

Priority Goal 3 and Associated Strategies			
Plan/Do	Area for improvement and supporting data: Student-Parent/Guardian-School Communication.		
	School Goal 3:	Improve school-home communication. Updated records with correct student addresses through homerooms.	
	Supports this district goal:	Ensure sufficient and effective business systems operations.	
	Target:	Increase use technology within classroom and/or communications by 10%.	
	Indicator:	Teacher/Administration use of technology.	
	Milestone date:	May 1, 2011	
	Goal 3 Improvement Strategies – Identify research-based strategies whenever possible.		
	Strategy 1:	Strategy: Use technology in order to update parents/guardians and students about class information. Connect Ed Messages sent out weekly Investigated the possibility of sending a electronic newsletter to stakeholders- will continue to investigate and implement pending DPS technology transitions. Daily announcements are posted online for stakeholders to view.	
		Action steps:	
		1. Faculty will be encouraged to create and maintain websites or blogs for school-home communications.	5. Utilized and will continue to work on in-house information dissemination by establishing a Communication Hierarchy.
		2. Provide professional development training on technology available for faculty use.	6. Still developing a system for feedback among all stakeholders
		3. Teacher websites will be linked through the JHS web directory.	7. Explore Jupiter and other online grading and communication systems.

		4. Increase school-home communication throughout the summer with important information (ie: Parking passes, Open Lunch Passes and Senior Pictures.)		8.
	Strategy 2:	Strategy: Administration will encourage three-way communication.		
		Action steps:		
		1. Administration will communicate messages using multiple technology sources.		5. Develop a system for acquiring feedback from students (eg: suggestion box).
		2. Athletic teams will communicate last-minute schedule changes via online tools.		6. Develop a system for feedback from faculty and staff (eg: Department leader meetings).
		3. Update in-house information dissemination system.		7.
		4. Create site-based webpage with access to e-mail addresses of parent committee members.		8.
	Strategy 3:	Strategy: Utilize Open House Events (Fall & Spring) to communicate school initiatives to all stakeholders.		
		Action steps:		
		1. Have Freshman Parent Night (Fall)		5. Community Meetings held at off-campus locations
		2. Have Senior Parent Night (Fall)		6.
		3. Have Open House/Curriculum Night (Fall & Spring)		7.
		4. Latino/ESL Parent Night		8.

Plan/Do

How will we fund these strategies?

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: Semi-Annually

	Assigned implementation team:

Check	What data will be used to determine whether the strategies were deployed with fidelity?
	Pre and Post Stakeholder Concern surveys to detect a decrease in concern about communication and website reflect continuously updated information. Agendas / Evaluations of Open House / Class Nights. Club / Athletic Game Attendance Sign in Logs for Volunteers / Visitors.
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	Previously stated data will show an increase in satisfaction with school-home communications. Increased attendance at Open House. Increase in teacher web-sites. Professional development trainings.
	What does data show regarding the results of the implemented strategies?

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

Priority Goal 4 and Associated Strategies				
Plan/Do	Area for improvement and supporting data: School facility			
	School Goal 4: Supports this district goal:	Maintain and upgrade school facility.		
	Target: Indicator: Milestone date:	Complete capital improvements and address short-term and long-term issues throughout the building. Completion of projects listed on capital needs assessment. May 1, 2013		
	Goal 4 Improvement Strategies – Identify research-based strategies whenever possible.			
	Strategy 1:	Strategy: Increase and maintain cleanliness.		
		Action steps:		
		1. Continue facility checks for bathrooms.		5.
		2. District AP will act as a point person that can be contacted in case of issues found on any of these checks who will then in turn call the custodian to resolve the problem.		6.
		3.		7.
		4.		8.
	Strategy 2:	Strategy: Complete items from capital needs assessment.		
		Action steps:		
		1. Improve fire/life safety.		5.
		2 Make replacements, repairs and improvement where needed.		6.

		3.		7.
		4.		8.
	Strategy 3:	Strategy:		
		Action steps:		
		1.		5.
		2.		6.
		3.		7.
		4.		8.

Plan/Do

How will we fund these strategies?

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: Semi-Annually

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?

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

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

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

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

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

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

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

Goal: To ensure that stakeholders are as safe as possible in the event of emergency/crisis

Target: Review and Revise lock down and fire drill procedures

Indicator: Drill procedures will be revised to reflect necessary changes.

- Safety Committee was established in order to provide open forum to prioritize safety concerns in the building.

Milestone Date: May 1, 2011

Goal: To research a system to de-escalate teacher-student conflict prior to administrative intervention.

We are focusing on the identification of at risk students that would benefit from academic/behavioral intervention strategies as per administrative mandate.

Target: Committee established to consider development of turn-around system (Many teachers are using classrooms that are unoccupied as turn around and de-escalation rooms to decrease discipline referral.)

Indicator: Numbers of Administrative referrals will decrease

Milestone Date: May 1, 2011

Goal: Address safety issue concerning the lack of emergency lighting in the auditorium

Target: Maintenance Request will be submitted on district level and temporary lighting will be purchased as soon as possible

Indicator: Lighting was installed during 2010-2011 School Year

Milestone Date: January 1, 2011

Goal: Provide CPR and AED training for staff members (maintain a minimum of 15-20 certified on staff)

Identified who was certified in CPR/AED and First Aid. List compiled. We will continue to seek out training opportunities. Advise Administration of the location of the AED in case of an emergency.

Target: Organize training sessions for staff members

Indicator: Staff members will provide certification cards to the front office to be kept on file

Milestone Date: June 2011

Target:

Indicator:

Milestone Date:

Professional Development	Planned/Completed
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.

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.

School-Based Equity Team

As part of Durham Public Schools' Strategic Plan, it is essential that all schools establish equity teams to ensure accountability and support for all students. This includes working to close achievement gaps between all students and subgroups and working towards equality in all student outcomes.

Position	Name	Position	Name
Teacher	**Brian McDonald**	**Teacher**	**Robert Patterson**
Teacher	**Jennifer Painter**	**Administrative Support**	**Eugina McEntire**
Teacher	**Jeffrey LaCosse**	**Principal**	**Jerome Leathers**
Teacher	**Chad Aharon**		
Teacher	**Jonathan Nettles**		
Teacher	**Andrew Lamb**		
Assistant Principal	**Anna Hipps**		
Parent	**Mrs. Heath**		
Parent	**Bashari Cox**		

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

Please list the members of your school-based equity team

SCHOOL EQUITY PLAN: Raise achievement for all students while closing gaps in student outcome and performance for all students in Durham Public Schools

Identify gaps in student learning and achievement.

Utilize the chart below to identify achievement gaps or equality imbalances between each subgroup. To complete the chart, identify the performance proficiency of the top subgroup (horizontal row) then subtract the proficiency of the subgroup on the side (vertical column) to determine the achievement gap. A positive number (e.g., 25%) indicates the subgroup on the top has the higher proficiency. A negative number (e.g., -15%) indicates the subgroup on the top has the lower proficiency.

Reading Proficiency	Asian	Black	Hispanic	MultiRacial	White	Economically Disadvantaged	Limited English Proficient	Students With Disabilities
Asian	XXXXXXXXX	NSD	NSD	NSD	NSD	NSD	NSD	NSD
Black	NSD	XXXXXXXXX	-19.9%	NSD	20%	-16.9%	NSD	NSD
Hispanic	NSD	19.9%	XXXXXXXXX	NSD	39.3%	3%	NSD	NSD
MultiRacial	NSD	NSD	NSD	XXXXXXXXX	NSD	NSD	NSD	NSD
White	NSD	-20%	-39.3%	NSD	XXXXXXXXX	-36.3	NSD	NSD
Economically Disadvantaged	NSD	16.9%	-3%	NSD	36.3%	XXXXXXXXX	NSD	NSD
Limited English Proficient	NSD	NSD	NSD	NSD	NSD	NSD	XXXXXXXXX	NSD
Students With Disabilities	NSD	NSD	NSD	NSD	NSD	NSD	NSD	XXXXXXXXX

What trends, pattern, or key points can you identify from your reading achievement data? Why might or why do these exist?

The trends that are noticeable in this data are the White students are outperforming all sub groups in reading. You still have your traditional gaps with Black students outperforming all other sub groups, but still performing lower than white students. The trends also indicate the Hispanics are really struggling with reading as well as the economically disadvantage students.

Our Hispanic students obviously struggle because of the apparent language barrier that exists with Jordan's Hispanic population. It is my thoughts that if there was a way to consistently provide all families with equally, the same resources, then it is my professional guess that you will see the academic gaps among the sub group would close over time.

Literacy is much more of an issue for Jordan students and the sole reason for our Academic Achievement gaps. It is also my judgment that if Jordan effectively focus on the Literacy discrepancies among the sub groups, then we will experience some major gains for all students.

Math Proficiency	Asian	Black	Hispanic	MultiRacial	White	Economically Disadvantaged	Limited English Proficient	Students With Disabilities
Asian	XXXXXXXXX	NSD	NSD	NSD	NSD	NSD	NSD	NSD
Black	NSD	XXXXXXXXX	-4.3%	NSD	30%	-13%	NSD	NSD
Hispanic	NSD	4.3%	XXXXXXXXX	NSD	34.1%	-8%	NSD	NSD
MultiRacial	NSD	NSD	NSD	XXXXXXXXX	NSD	NSD	NSD	NSD
White	NSD	-30%	-34%	NSD	XXXXXXXXX	-42.1	NSD	NSD
Economically Disadvantaged	NSD	-13%	-8%	NSD	42.1%	XXXXXXXXX	NSD	NSD
Limited English Proficient	NSD	NSD	NSD	NSD	NSD	NSD	XXXXXXXXX	NSD
Students With Disabilities	NSD	NSD	NSD	NSD	NSD	NSD	NSD	XXXXXXXXX

What trends, pattern, or key points can you identify from your reading achievement data? Why might or why do these exist?

The trend that are noticed are the same traditional trends in reading, but what may be observed is not as obvious as the trends that are seen with Jordan's reading results. What shows more than anything else is that students who are economically disadvantage are not as successful as those students on the opposite end of the economic spectrum.

There is a trend of the academic gap between the Black and Hispanic students are closing. I am sure that the language barrier is not as much an issue in math as reading.

Identify three-four goals that will support equity in your school and reduce the achievement gap for all students.			
1. Minorities will increase in proficiency and growth in reading by 10% points for each group 2. 90% of all students will improve their Lexile score by 30% 3. Minorities will improve their Math Academic proficiency by 15% each sub group. 4. Overall academic proficiency for reading and math will improve to 87% and 85% respectfully.			
GOALS and ACTION STEPS	RESPONSIBILITY	TIMELINE	PROGRESS
1. Utilize Data walls for EC and LEP students to track improvements	EC Facilitator/ESL Department	June 2013	
2. Drop Everything And Read Program	Whole School	June 2013	
3. Professional Development on Literacy	Administrative Team and Instructional Facilitator	June 2013	
4. Track all Students' Lexile score	Instructional Facilitator/ English Department	June 2013	