

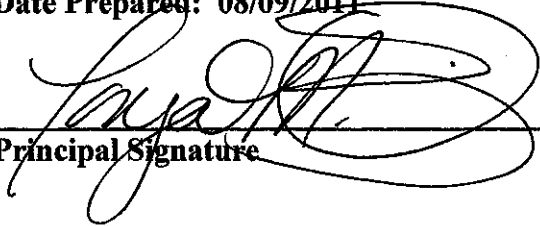
LEA or Charter Name/Number: Durham Public Schools - 320

School Name and Number: Eno Valley Elementary School-315

School Address: 117 Milton Road, Durham, NC 27712

Plan Year(s): 2011-12

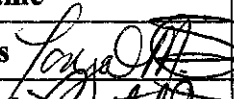
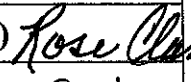
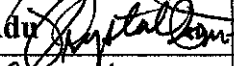

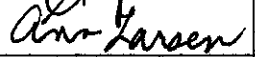
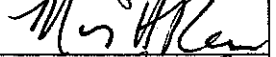
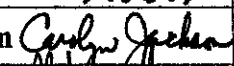
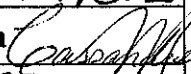
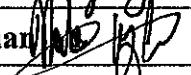
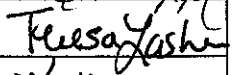
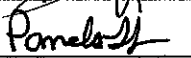
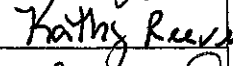
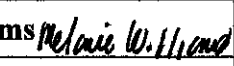
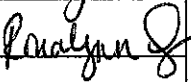
Date Prepared: 08/09/2011

Principal Signature 

Date 9/13/11

### 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	Tonya Williams 	Teacher Representative	Rose Clark (chair) 
Assistant Principal	Crystal Isom-Adu 	Teacher Representative	Angela Moore 
Inst. Support Representative	Mary Larsen 	Teacher Representative	Mary Ross 
Teacher Assistant Representative	Francis Clayton 	Teacher Representative	Cassandra Melvin 
Parent Representative	Natasha Coleman 	Teacher Representative	Teresa Lasher 
Parent Representative	Pamela Lesley 	Teacher Representative	Kathy Reeves 
EC Representative	Melanie Williams 	ESL Representative	Ronalynn Degree 

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

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

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

**Goal 2** – North Carolina public schools will be led by 21<sup>st</sup> Century professionals.

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

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

**Goal 5** – North Carolina public schools will be governed and supported by 21<sup>st</sup> Century systems.

### District Goals for Durham Public Schools

**District Goal 1:**

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

### Vision:

#### *Vision*

The Eno Valley community believes that every child can succeed, and should be given the opportunity to do so. We welcome the support of our entire community. We know that parents provide the foundation for a child's education, and we want to partner with the home to ensure that each child has a solid foundation, in which the school can build upon. The Eno Valley Community desires to have a high-achieving school, and the way to accomplish that is through the following:

**Engaged Parents:** Eno Valley encourages and supports parental engagement throughout the school day. The faculty at Eno Valley not only wants parents to attend evening events and conferences, but we want parents to volunteer in classrooms, eat lunch with their children, join school groups, such as the PTA and School Improvement Team.

**Engaged Students:** In that spirit we encourage our students to explore the content through technology, problem-solving, and collaboration. We believe these are essential elements to support student learning in order to create 21<sup>st</sup> Century learners. High expectations from teachers drive the educational experience for students at Eno Valley.

**Student Leaders:** Eno Valley strives to instill leadership qualities in our students by providing opportunities for them to lead. Students are equipped with basic skills to become servant leaders in order to give back to the school community. The faculty believes that by instilling a strong work ethic and continuously challenging students to take pride in their work and the school community. All students are given an opportunity to develop leadership skills through the classroom or through other school initiatives.

**Qualified Staff:** Eno Valley's teachers are all highly qualified, and as such, each student will receive a high quality education. The faculty is motivated and passionate about student engagement and success. As such, data analysis is extremely important at Eno Valley. Teachers provide students with targeted instruction in order to meet the individual needs of all students.

**Safe and Orderly Learning Environment:** We know that learning cannot occur unless students feel safe and secure. Eno Valley teachers are committed to following the Positive Behavior Intervention and Support (PBIS) system in order to maintain a positive school culture. Through PBIS all our students are supported, and they are each valued for their individual differences.

#### **Mission: *Mission***

Eno Valley is a traditional K-5 elementary school that focuses on providing a well-rounded education for all students. Expectations are high and successes are celebrated on a regular basis. Students are challenged by creative instructional strategies in a program with a very strong emphasis on literacy and mathematics. Teachers strive to ensure that all students experience growth, and instructional decisions are grounded in best practices and examination of data.



## 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?

- Balanced literacy
- Small groups
- Guided reading
- Empowering Writers
- Science kits and inquiry based learning
- Differentiated instruction and learning centers to reinforce student needs
- Introduction of common core standards and continued use of NCSCOS
- Peer collaboration
- Having students interact with learning outcomes
- Metacognition---thinking about thinking
- Using the data to inform instruction

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

- *Behavior and Mental Health*
- *Motivation for students----How do we teach this? What characteristics make a good learner? Specifics...announcements*
- EC \*\*\*\*\*
- Phonemic Awareness

- Parental Engagement---Homework Night, Parent Incentive\*\*\*\*\*
- Character Education---Counseling Improvements
- Double Dose
- Guided Math
- Comprehensive Writing Program

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

- Monitoring SGAs and Common Assessments through the use of an excel spreadsheet.
- A chart will be developed to track our homework completion rate.
- More parent feedback through pre and post surveys.

**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.**

- Increasing math and reading scores by 10%
- 85 % completion homework
- Students to show at least one year of growth per school year

**Priority 1 Goal and Associated Strategies**

<b>Plan/Do</b>	<b>Area for improvement and supporting data: EC student achievement and EC student growth</b>	
	<b>School Goal 1: Supports this district goal:</b>	Goal 1: Increase Math and Reading EC scores by 10% as determined by mCLASS, K-2 Math Assessment, and/or EOG.
	<b>Target: Indicator: Milestone date:</b>	<b>10% growth on local and state assessments mCLASS, K-2 Math Assessment, and EOG September 2011, January 2012, June 2012</b>
	<b>Goal 1 improvement Strategies - Identify research based strategies whenever possible.</b>	
	<b>Strategy 1:</b>	<b>Strategy:</b> Increase collaboration among EC teachers and Classroom Teachers
		<b>Action Steps:</b> <ol style="list-style-type: none"> <li>1. Attend inclusion training</li> <li>2. Expectations from administration</li> <li>3. Develop norms between co-teachers</li> <li>4. Wednesday collaboration meetings</li> <li>5. Feedback from all parties mid-year and end-of-year</li> </ol>
	<b>Strategy 2:</b>	<b>Strategy:</b> EC teachers will use NCSCOS to meet the needs of individual students.
		<b>Action Steps:</b> <ol style="list-style-type: none"> <li>1. Utilize DEPOT and Curriculum Notebooks for realistic, grade-level goals</li> <li>2. Quarterly EC progress reports sent home to parents to document progress toward meeting goals</li> <li>3. EC Teachers will unpack “power standards” during Professional Learning Team meetings</li> </ol>

<b>Strategy 3:</b>	<b>Strategy:</b>		
	<b>Action Steps:</b>		
<b>How will we fund these strategies?</b>			
<b>Funding Source 1</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>Total initiative funding:</b> \$			
<b>Review Frequency: Quarterly</b>			
<b>Assigned Implementation Team: Administration, Instructional Facilitators, EC Teachers, and Classroom Teachers</b>			
<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>		
	Small Goal Assessments, Cumulative Assessments, Objective Mastery checklist, mClass assessments, EOG's, K-2 Math Assessment, Common Assessments, EC Progress Reports		
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>		
	We will monitor IEP's, all formative data, teacher input.		
	<b>What does the data show regarding the results of the implemented strategies?</b>		
<b>Act</b>	<b>Based upon identified results, should/how should strategies be changed?</b>		

**Priority 2 Goal and Associated Strategies**

<b>Plan/Do</b>	<b>Area for improvement and supporting data: Parental engagement and homework rate and conference attendance rate</b>	
	<b>School Goal 2: Supports this district goal:</b>	GOAL 2: Provide increased parental communication through a variety of media tools to increase parental participation in academics to obtain High Growth for students.
	<b>Target: Indicator: Milestone date:</b>	<b>Increase parental engagement in academics High Growth on EOG's 9/2011, 10/2011, 11/2011, 12/2011, 1/2012, 2/2012, 3/2012, 4/2012, 5/2012</b>
	<b>Goal 2 improvement Strategies - Identify research based strategies whenever possible.</b>	
	<b>Strategy 1:</b>	<b>Strategy:</b> Utilize technology as a means to communicate with parents.
		<b>Action Steps:</b> <ol style="list-style-type: none"> <li>1. Teachers will develop and update grade level websites.</li> <li>2. The school will utilize Facebook for information and updates.</li> <li>3. The school will utilize Twitter for information and updates.</li> <li>4. Principal will send out weekly ConnectEd messages in English and Spanish.</li> </ol>
	<b>Strategy 2:</b>	<b>Strategy:</b> 85% of students will complete 100% of homework weekly.
		<b>Action Steps:</b> <ol style="list-style-type: none"> <li>1. Develop grade level 5 minute conferencing tool for parent/teacher conferences.</li> <li>2. Initiate conferences with each parent by the end of October.</li> <li>3. Compile data weekly for homework completion.</li> <li>4. Develop home-school incentive program.</li> </ol>
	<b>Strategy 3:</b>	<b>Strategy:</b>
		<b>Action Steps:</b>

	<b>How will we fund these strategies?</b>		
	<b>Funding Source 1</b> <b>Funding Source 2</b> <b>Funding Source 3</b>	Select a funding source Select a funding source Select a funding source	<b>Funding Amount:</b> \$ N/A <b>Funding Amount:</b> \$ <b>Funding Amount:</b> \$  <b>Total initiative funding:</b> \$
	<b>Review Frequency: Monthly</b>  <b>Assigned Implementation Team: School Improvement Team</b>		
<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>		
	Teacher checklist, conferencing logs, websites, Facebook, Twitter, incentive program feedback		
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>		
	Student growth on mClass, EOG's, objective mastery checklist		
	<b>What does the data show regarding the results of the implemented strategies?</b>		
<b>Act</b>	Based upon identified results, should/how should strategies be changed?		

**Priority 3 Goal and Associated Strategies**

<b>Plan/Do</b>	<b>Area for improvement and supporting data: Reading and Math achievement and student scores</b>	
	<b>School Goal 3: Supports this district goal:</b>	Goal 3: K-5 students will show at least one year of growth as determined by mClass, K-2 Math Assessment, or EOG's.
	<b>Target:</b>	One Year of Growth for all students
	<b>Indicator:</b>	High Growth on EOG's
	<b>Milestone date:</b>	6/2012
	<b>Goal 3 improvement Strategies - Identify research based strategies whenever possible.</b>	
	<b>Strategy 1:</b>	<b>Strategy:</b> Students will engage in problem solving/critical thinking instructional activities daily.
		<p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. Develop critical thinking/problem solving instructional activities</li> <li>2. Participate and utilize Habits of the Mind activities</li> <li>3. Develop quarterly math projects that focus on critical thinking skills</li> <li>4. Initiate goal-setting with students based on standards</li> <li>5. Utilize data from mCLASS and Achievement Series to provide differentiated instruction</li> </ol>
	<b>Strategy 2:</b>	<b>Strategy:</b> Students' academic performance will be enhanced through character education and real-life experiences.
		<p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. Utilize Playworks to build character education, conflict resolution, and team-building skills.</li> <li>2. Utilize guidance counselor monthly for character education.</li> </ol>

	3. Plan at least three field trips per grade level per year.	
<b>Strategy 3:</b>	<b>Strategy:</b>	
	<b>Action Steps:</b>	
<b>How will we fund these strategies? Federal and local money</b>		
<b>Funding Source 1 Playworks</b> <b>Funding Source 2 Counseling Kit</b> <b>Funding Source 3</b>	Federal funds Local funds	<b>Funding Amount:</b> \$10,000 <b>Funding Amount:</b> \$2,000 <b>Funding Amount:</b> \$  <b>Total initiative funding:</b> \$
<b>Review Frequency:</b> Quarterly		
<b>Assigned Implementation Team:</b> Guidance counselors, Playworks, Administration, PLT's		
<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>	
	Schedules, Lesson plans, Agendas, math projects, field trip forms, student goals	
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>	
	High Growth, reduced suspension rate, teacher feedback, student engagement	
	<b>What does the data show regarding the results of the implemented strategies?</b>	
<b>Act</b>	Based upon identified results, should/how should strategies be changed?	

**Priority 4 Goal and Associated Strategies**

<b>Plan/Do</b>	<b>Area for improvement and supporting data:</b>		
	<b>School Goal 4: Supports this district goal:</b>		
	<b>Target: Indicator: Milestone date:</b>		
	<b>Goal 4 improvement Strategies - Identify research based strategies whenever possible.</b>		
	<b>Strategy 1:</b>	<b>Strategy:</b>	
		<b>Action Steps:</b>	
	<b>Strategy 2:</b>	<b>Strategy:</b>	
		<b>Action Steps:</b>	
	<b>Strategy 3:</b>	<b>Strategy:</b>	
		<b>Action Steps:</b>	
<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>Total initiative funding: \$</b>			
<b>Review Frequency:</b> Quarterly			
<b>Assigned Implementation Team:</b>			
<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>		
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>		
<b>What does the data show regarding the results of the implemented strategies?</b>			

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

## Safe School Plan for Eno Valley

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

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

### **Statement of Responsibility for the School District Superintendent**

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

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

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

### **Statement of Responsibility for the School Principal**

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

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

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

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

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

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

Assistant Principal(s):

Teachers:

Teacher Assistants:

Other School Staff

**Services for At-risk Students**

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

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

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

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

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

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

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

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

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

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

<b>Goal:</b>
<b>Target:</b>
<b>Indicator:</b>
<b>Milestone Date:</b>
<b>Goal:</b>
<b>Target:</b>
<b>Indicator:</b>
<b>Milestone Date:</b>
<b>Goal:</b>
<b>Target:</b>
<b>Indicator:</b>
<b>Milestone Date:</b>
<b>Goal:</b>
<b>Target:</b>
<b>Indicator:</b>
<b>Milestone Date:</b>

<b>Professional Development</b>	<b>Planned/Completed</b>
See PAPA, PD360 and My Learning Plan for professional development relative to discipline, behavior management and safe schools	

Pursuant to General Statute §115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials.  
 See District Safe Schools Plan

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

See District Safe Schools Plan

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

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

## Title I School Wide Compliance Review and Plan

A comprehensive school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (*Section 1114(b) of Title I*). Each required component is described below, with an explanation of how each contributes to the creation of a successful school wide program. The goals and strategies you've already developed may fulfill these requirements.

**School wide reform strategies:** Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

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

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

**Instruction by highly qualified teachers:** High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a school wide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

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

Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan: All teachers at Eno Valley are highly qualified; therefore, we do not need to address this.

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**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:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
	<b>Strategy 1</b>	X		X		
	<b>Strategy 2</b>	X	X	X		
	<b>Strategy 3</b>					

Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan: Our school is also addressing professional development in Technology on Tuesdays, monthly Literacy professional development, Habits of the Mind, and Assessment for Learning monthly. Also, on the Teacher Working Condition Survey we had tremendous growth in this area.

**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:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
	<b>Strategy 1</b>					
	<b>Strategy 2</b>					
	<b>Strategy 3</b>					

Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan: All of our teachers are highly qualified, and we recruit highly qualified tutors to assist with student achievement, as well. There has not been a lack of highly qualified candidates.

<b>Strategies to increase parental involvement:</b> Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that school wide plans contain strategies to involve parents in the school community. Additionally, state law requires parent representation on every school’s improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel in school.						
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
	<b>Strategy 1</b>		X			
	<b>Strategy 2</b>	X	X			
	<b>Strategy 3</b>					
Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan:						
<b>Plans for assisting preschool students in the successful transition from early childhood programs to local elementary school wide programs:</b> This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Each childhood programs, including Early Reading First and others, provide a foundation for later academic success, and effective school wide programs capitalize on this strong start.						
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
	<b>Strategy 1</b>					
	<b>Strategy 2</b>					
	<b>Strategy 3</b>					
Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan: Eno Valley attends and holds transition meetings for all Pre-Kindergarten students. Rising Kindergarten parents are provided the opportunity to take a tour of Eno Valley. Also, Pre-K students are invited to parent nights throughout the school year, and are also involved in Special						

classes at the school.

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

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<b>Coordination and integration of Federal, State, and local services and programs:</b>						
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School wide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, school wide program schools may combine most Federal, State, and local funds to provide these services. Exercising this option maximizes the impact of the resources available to carry out the school wide program.

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

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

## Compliance Review and Plan for Schools in Title I School Improvement

Each school identified for Title I School Improvement must, no later than three months after notification that the school is in Title I School Improvement, develop or revise its school plan. This plan must be developed in consultation with parents, school staff, the local education agency serving the school, and outside experts. The plan must cover a two-year period.

**Professional development requirements:** Schools in Title I School Improvement must 1) provide assurance that the school will spend not less than 10 percent of its Title I funds each year for high quality professional development.

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

Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan: Teachers participate in differentiated professional development five times per year. In addition, when requested, and funds available, other opportunities are afforded.

**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:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
	<b>Strategy 1</b>					
	<b>Strategy 2</b>					
	<b>Strategy 3</b>					

Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan: Parents were informed via letter in August about School Choice. Parents will also be notified at Open House with strategies for improvement.

<b>School, district, and state agency responsibilities:</b> Schools in Title I School Improvement are required to clearly define the responsibilities of the school, LEA, and SEA in implementing improvement strategies. LEAs are minimally required to offer technical assistance in the form of data analysis, budget analysis, and identification and implementation of improvement strategies. State-level assistance may include provision of a state-wide system of support, including allocation of funding and other technical assistance.						
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
	<b>Strategy 1</b>					
	<b>Strategy 2</b>					
	<b>Strategy 3</b>					
Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan:						
School: Eno Valley is using all funds to support the academic needs of the students. There will be a focus on EC students, Math, and parental engagement. In addition, professional development will be a key element in ensuring that teachers are prepared for all learners.						
LEA:						
SEA:						

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

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

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

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

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

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