

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

School Name and Number: City of Medicine Academy - 317

School Address: 301 North Crutchfield, Durham, NC 27707

Plan Year(s): 2011-2012

Date Prepared: September 2011

Elizabeth Shearer

September 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	Elizabeth Shearer		
Teacher Representation	Jennifer Denis		
Teacher Representation	Vance Kite		
Inst. Support Representative	Jacqueline Howell		
Parent Representative	Denise Powers		
Parent Representative	David McMahon		
Parent Representative	Terrence Scarborough		
Parent Representative	Lacky Barnes		
Student Representatives	Avienna, Simpson, Karylle Abella and Jarrett Bumidang		

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 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.

CITY OF MEDICINE ACADEMY
School Vision and Mission Statements for
2011-2012

Vision

To foster a challenging learning environment that incorporates a powerful teaching framework while emphasizing the following core values: respect, integrity, work ethic, critical and creative thinking, sense of responsibility, literacy, decision making skills, professional and technical skills and community involvement.

Mission

To challenge students through rigorous academics and practical healthcare experiences while instilling the core values necessary to meet the demands of the 21st century.

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?

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

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

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.

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

CMA is both a DPS school and a member of the New Schools Project (NSP) and therefore continues align itself with the DPS Strategic Plan, as well as being committed to the NSP principle of “powerful teaching and learning”.

To increase student learning outcomes, for the 2011-2 school year, the faculty will a) offer honors level courses only, b) align instructional practices with the DPS Assessment For Learning (AFL) model that is a foundational strategy in Superintendent Becoats’ Strategic Plan - embed formative assessment into differentiated instruction and c) train towards the roll-out of 1:1 computing in winter/spring of 2012 when the school becomes a virtual learning environment,

2010-11 EOC/VOCAT data: Alg 1 90% (20.3% gain); Algebra 2 79% (-7.9% loss); Biology 85% (2.7% gain); C and E 79.4% (-3.0 loss); English 1 98.5% (11.2% gain); Phys. Science 96.9% (24.9% gain); US History 86.7% (7.7% gain) EOC composite: 87.6% (7.3% gain). VOCATS Computer Applications 1 97.5% (6.5% gain); Health Team 90% (4% gain); Health Sc 1 82% (3% gain); Med Sc 2 89% (3% loss); Career Man 95% (7% gain)

School Goal 1:	By the end of the 2011-12 school year, all CMA teachers will be trained in providing honors level learning within heterogeneous student grouping within the AFL framework using formative assessments to inform differentiated instructional practices within a virtual learning environment
Supports this district goal:	Ensure high academic performance by all students

Target:	Teachers will utilize the DPS AFL (assessment for learning) model by a) identifying power standards within the content curriculum, b) designing instructional activities to teach and reach the learning targets within those standards and c) continuously assess mastery of the targets through a variety of small assessments. Student learning outcomes will improve by 5% on all state tests; non state tested classes will reduce failures by 5%.
Indicator:	<p>With a six month window June - January 2012, learning will take place within a virtual environment; it is anticipated that all CMA students will be receiving Mac Laptops spring 2012.</p> <p>January 2012 will evidence</p> <ul style="list-style-type: none"> a.) implementation of the AFL model - using differentiated instructional plans and, b.) teacher preparedness to work with instruction that is driven within a virtual learning environment.
Milestone date:	June 2012

<p>Goal 1 Improvement Strategies – Identify research-based strategies whenever possible to require Powerful Teaching and Learning. As of 2011-12 all courses where offered will be at the honors level within heterogeneous student groupings and the school will move towards a virtual mac environment.</p>	
Strategy 1:	<p>Strategy: NSP Coach continues work with faculty around differentiated instruction embedding the AFL model into CMA instructional design</p>
	<p>Action steps:</p>
	<p>1. Provide 1:1, small group and other coaching sessions during the first semester for faculty on an as needed basis</p>
	<p>2. Teachers/students use a common vocabulary and set of practices/strategies school-wide: 9th grade cross curricular work from summer 2011 PD (Project Based Learning (PBL), literacy circles, collaborative group work, scaffolding text, etc.</p>
	<p>3. Teachers will use the DPS formative assessments or develop alternatives to systematically assess student learning target levels of mastery</p>
	<p>4. Develop peer on peer visitations/discussions that promote teachers honing their skills so that students actively explore, research, and solve complex problems to develop a deep understanding of core academic concepts.</p>
	<p>5. Set up an October, January and April school wide rounds</p>
Strategy 2:	<p>Strategy: Teachers will train on the Mac platform July - Spring 2012</p>
	<p>Action steps:</p>
	<p>1. NEW CTAC committee includes students/community/faculty steps up and plans for implementation/roll out/community buy-in to CMA’s virtual environment</p>
	<p>2. School-wide trainings provided by Apple personnel as well as DPS IT department in order to equip faculty with the necessary tools to incorporate NCSCOS within the STEM framework of 21st Century Skills.</p>
	<p>3. June CMA technology needs assessment review reveals faculty desire for small group and 1:1 trainings where possible - August - January 2012</p>
	<p>4. Outside school/DPS trainings - such as CMA Technology Team attending Mooresville July Summer Institute</p>
Strategy 3:	<p>Strategy: Institute daily COBRA TIME to provide equitable access to additional instructional time for students during the school day- By Invitation Only; Cobra to Cobra; Cobra Scholars</p>
	<p>Action steps:</p>
	<p>1. Multidisciplinary CMA team develops a schedule that is equitable and fulfills goal of providing tutoring, clubs (Ladies of Elegance, SAT Prep, digital Media, new NEST INITIATIVE, school wide organizational meeting times during the school day (June 2011 for August roll out)</p>
	<p>2. Monitor and modify schedule as needed</p>

Strategy 4:	Strategy: Budget
	Action Steps:
	\$3,000.00
Check	What data will be used to determine whether the strategies were deployed with fidelity?
	<ul style="list-style-type: none"> - Training schedule, minutes and evaluations - Feedback solicited from IT and Apple training sessions - Rounds weeks (fall, winter and spring) -peer visitations across the CMA faculty - Unit assessment implementation and outcomes - First and second semester test results and reduction in failure rates - Faculty Share electronic instructional plans - Maintain CTAC documentation to optimize buy-in and successful implementation of the virtual environment at CMA. - COBRA TIME data from faculty and students
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	<ul style="list-style-type: none"> - Feedback from rounds, the training evaluations - First semester EOC, VOCAT results and failure rates - Artifacts from teacher instructional plans
	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

Area for improvement and supporting data:

The roll-out of the distributed leadership model and the new CMA organizational chart will continue during the 2011-12 school year.

School Goal 2:	During the 2011-12 school year, CMA will utilize the distributive leadership model that was created in 2010-11 and ensure the process is equitable, has a clear decision-making process and develops a feedback protocol to seek areas to improve upon.
Supports this district goal:	Ensure high quality staff and leadership district-wide and at every school; ensure efficient and effective business systems operations

Target:	By the end of 2011-12 school year, an effective organizational structure and decision-making protocols will have become fully implemented
Indicator:	
Milestone date:	June 2012

Goal 2 Improvement Strategies – Identify research-based strategies whenever possible to Redefine Professionalism and ensure Purposeful Design.

Strategy 1:	Strategy: All adults collaborate with peers, share expertise, and hold themselves accountable for professional learning and improved practice.
	Action steps:
	1. Adults share their work, student work, and professional dilemmas for feedback and support.
	2. Teachers regularly network with educators, employers, and experts beyond the school.
	3. Use of the step by step organizational structure mediation/conflict resolution process is evident

Strategy 2:	Strategy: All staff work together to make decisions that advance the mission of the school. Minutes, notes, etc. posted on Faculty Share school shared drive.
	Action steps:
	1. Meeting schedule – all staff attend meetings; if an individual is absent, responsibility is taken to secure missed information/data
	2. Leadership development pathways are defined and promoted that will thereby ensure staff can speak with authority about collectively made decisions.
	3. Individuals from all constituent groups can clearly articulate the school decision-making process and the avenues for participation.

Strategy 3:	Strategy: With the school moving to a new building, multiple new systems will need to be put in place: SAFETY EXIT PLAN, DUTY SCHEDULE, CERT PLAN ETC
	Action steps:
	1. Development of these schedules and plans in a timely manner – Summer - Fall 2011
How will we fund these strategies? N/A	
Funding source 1:	Funding amount:
Funding source 2:	Funding amount:
Funding source 3:	Funding amount:
Funding source 4:	Funding amount:
Funding source 5:	Funding amount:
Total initiative funding:	
Review frequency:	Quarterly
Assigned implementation team: Sue Sherman, Karen Ingram, Vernia Hall, Ginny Griffin, Sheliah Burnette, Christi Ellison	
Check	What data will be used to determine whether the strategies were deployed with fidelity?
	- Meeting minutes posted on Faculty Share - Outcomes of decisions scrutinized for fidelity with organizational structure - New systems and plans in place for the new building
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	- Survey of faculty in November 2011
	What does data show regarding the results of the implemented strategies?
Act	Based upon identified results, should/how should strategies be changed?
	December 2011-January 2012 School Improvement Team will analyze data from the November survey to determine if modifications are needed in the school's organizational structure.

Priority Goal 3 and Associated Strategies

Area for improvement and supporting data:

- During our NSP self-assessment 2010 and 2011, as well as parent input into this document, an ongoing need to improve personalization not only for students, but also for faculty and parents was identified.
- Parents identified needs for a) a parent directory to facilitate parent to parent communication, b) quarterly socials for parents with workshops if possible on relevant and functional topics

School Goal 3:	During the 2011-12 school year, all adults in the school will assume responsibility for youth development and success of every CMA student by implementing the course teacher/advisor/counselor model of responsibility - this model is to be shared June 14, 2011 CMA will systematically put in place opportunities to ensure meaningful relationships permeate CMA's culture: student life, advisory-student led conferences, parent involvement in school organizations such as PTSA, clubs, yearbook. In addition, further opportunities to develop adult on adult relationships will be in place.
Supports this district goal:	Ensure school climate and culture fosters the well-being of students, staff and community

Target:	Be able to identify specific ways that there have been opportunities to develop meaningful relationships between individuals within a stakeholder group and across stakeholder groups: student on student; student on teacher; teacher on parent.
Indicator:	Students, parents and faculty/staff can identify the ways
Milestone date:	June 2012

Goal 3 Improvement Strategies – Identify research-based strategies whenever possible to ensure *Personalization* for both students and faculty/staff

Strategy 1:	Strategy: Include a team building activity at the start of each faculty meeting; continue the monthly Friday Getaway; provide opportunities in yearlong calendar to have cross PLC/same subject PLC and small high schools PLC meetings
	Action steps:
	1. Include activity in all Faculty Meeting Agendas
	2. Put <i>Friday Getaways</i> on the yearlong calendar
	3. Include different kinds of PLC meetings on yearlong calendar
	4. Birthday recognition

Strategy 2:	Strategy: Implement the newly developed protocols to define course teacher/advisor/counselor home: school contacts in order to ensure academic and social student success for all Cobras
	Action steps:
	1. Implement the new NEST curriculum and student selected groupings (Fr/So and Jr/Sr) and ensure monthly NEST LEADER NL meetings to maintain quality, maximize collaboration and monitor success/issues
	2. Quarter 1-4 - document NEST LEADER: parent and course teacher: parent contacts
	3. Implement the Student Led Conferences to include face to face/phone and home completion fall and spring for 9 th and 10 th graders
Strategy 3:	4. Implement a pyramid of interventions when students are struggling - timeline for PEP/SAP - course teacher, advisor and counseling responsibilities
	5. Provide technology tools/training to teachers in order to maximize use of technology to enhance effectiveness of faculty: parent communication/relationship building
	Strategy 3: Support the PTSA in the development of a parent directory, quarterly socials and workshops
	Action steps:
	1. Procure a faculty member to join the PTSA, attend the quarterly meeting and serve as a liaison with the CMA faculty
Strategy 4:	2. Principal meets with the new PTSA Executive Board Summer 2011
	3. PTSA works with Cybrarian to enhance the PTSA website and Constant Contact parent communications during 2011-12
	4. VP PTSA works on the CMA PTSA website starting June 2011
	5. Calendar of socials and workshops to be developed 2011-12
	Strategy 4: Implement an annual summer trip (possible partnership with ECHS) starting Summer 2012
Strategy 5:	Action Steps:
	1. Launch June 2011- interest meeting 6/14/11
	2. Implement the academic and enrichment components throughout the year
	3. Meeting schedule of participants TBA
Strategy 5:	Strategy 5: Develop school wide practices that increase the value of student: adult relationships
	Action Steps:
	1. Address each student by "Mr. and Ms."
	2. NEST Leaders pin their students with a CMA Pin when.....
	3. NEST Leaders promote community within their NEST - follow curriculum outline/develop NEST expectations
	4. Hold school wide convocations - two grades at a time on relevant student - adolescent information
5. Quarterly Cobra Movie Night and free popcorn- Waiting for Superman.....	

Funding source: N/A	Funding amounts: Participants will pay their way; there will be a system TBD that allocates free faculty chaperone seats
Review frequency:	
Check	What data will be used to determine whether the strategies were deployed with fidelity?
	<ul style="list-style-type: none"> - Agenda Minutes- Faculty, PTSA, SGA - New Advisor data - meetings/SLC numbers/implementation of the Course Teacher/Advisor/Counseling model -portfolios - PEP/SAP completion - E-mail database numbers; Constant Contact system - Club enrolment numbers - Attendance at Friday Getaways - PTSA membership numbers - Attendance at parent quarterly socials and workshops - Results on TWC, NSP Self-Assessment Spring 2012 - Summer trip program implementation
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	- Stakeholder surveys with questions pertaining to this goal of increased meaningful communication and climate building
	What does data show regarding the results of the implemented strategies?
Act	Based upon identified results, should/how should strategies be changed?
	PTSA, SIT will review programming and identify needed changes Winter 2012

Priority Goal 4 and Associated Strategies

Area for improvement and supporting data:

- Attendance at CMA improved from 2009-10 (96.14%) to 2010-11(96.7%). Nevertheless ongoing issues remain with specific students out more than 10 days. Tardies to school continue to be challenging for about 8% (15) of CMA students 6+ days between Sept 2010 - Mar 2011.

School Goal 4:	Attendance will improve to 97% for the 2011-12 school year. Tardies to school will decrease by 50% to a 4% rate (an average per quarter of 8)
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Supports this district goal:	Ensure high academic performance by all students; ensure efficient and effective business systems operations
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Target:	97% attendance rate; reduction by 50% of tardy to school for the 2011-12 school year
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Indicator:	Monthly reports
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Milestone date:	End of each quarter (9 week interval) data
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Goal 4 Improvement Strategies – Identify research-based strategies whenever possible to ensure students are *Ready for College*.

Strategy 1:	Strategy: Consistent contact by course teacher to parent after 3 days of absence; timely distribution of 6 and 10 day letters by Attendance Officer
	Action steps:
	1. Discuss data at fall Faculty Meeting
	2. Ensure 3 day intervention occurs
	3. Ensure 6 and 10 day letters go out immediately
	4. Quarterly meetings with School Attendance Committee (Comm)- SW, Attendance Officer, Administration, Advisor and Parent as needed
Strategy 2:	Strategy: School social worker follow up with 6 and 10 day letters
	Action steps:
	1. 6 and 10 day letters folder maintained
	2. Social worker reports findings to Attendance Comm/community agencies as appropriate
	3. Develop PEP or other plan when needed in a timely manner
Strategy 3:	Strategy: Provide incentives to the students doing the right thing in terms of attendance and punctuality

	Action steps:		
	1. Perfect attendance quarterly results in a student reward TBA		
	2. Semester long attendance - 98% attendance and zero? Tardies - semester end celebration TBA		
	3. Group of chronic tardy and attendance issue students: Target group to provide support via Attendance Comm		
Strategy 4:	Strategy: Increase the knowledge level of CMA Cobras from their freshmen year on in terms of their college/career readiness		
	Action Steps: 1. College and Career Readiness Seminars will be presented by our Student Services Coordinator and Career Development Coordinator via English and Health Occupations classes		
Plan/Do	Funding Source:	Duke Neighborhood monies	Funding Amount: \$750
	Review frequency:	Quarterly	
	Assigned implementation team:		
	What data will be used to determine whether the strategies were deployed with fidelity?	Linda Monroe (NCWISE), Gaye Alston (Social Worker), Shelia Burnette (Student Services coordinator), Administrator, (Principal), NEST Leader and Parent as appropriate	
Check	<ul style="list-style-type: none"> - Weekly tardy lists - Monthly attendance data (NCWISE) - Number of students who are members of the two target groups - tardy and attendance issues will be maintained - CDC and SS classroom visitations - SAT/ACT results 		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	- Data show numerical decreases (tardies) increases (attendance) as school year progresses		
Act	What does data show regarding the results of the implemented strategies?		
	Monthly Attendance data SAT and ACT results % College acceptances		
	Based upon identified results, should/how should strategies be changed?		

Priority Goal 5 and Associated Strategies

Area for improvement and supporting data: Promoting the health and wellness of the school community is a basic expectation for all DPS schools
 Currently, there are issues of obesity, poor eating habits, and a lack of knowledge about healthy life styles amongst the CMA community.

School Goal 5	For the 2011-2012 school year students, faculty and parents will establish a personal and family goal related to health and wellness.
District Goal 4:	Ensure school climate and culture that foster well-being of students, staff and community

Target:	75% of Cobra individual and family goals will be met
Indicator:	
Milestone date:	Spring 2012

Goal 5 Improvement Strategies – Identify research-based strategies whenever possible to ensure *Personalization* for both students and faculty/staff

Strategy 1:	Strategy: Community goal to reach increased levels of fitness within all CMA stakeholder groups
	Action steps:
	1 Students and families develop goals around weight, eating habits - posted in the Fitness Center
	2.Cobra Time x 4 per week - students are able to sign up to use fitness equipment
	3. Fitness room available after school for students, staff and parents
	4. Contracts signed by parents, students and faculty around appropriate usage and liability issues/
Strategy 2:	Strategy: Raise levels of awareness around healthy life style habits
	Action steps:
	1. Daily PA
	2. Announcements, flyers, food charts around the school
	3. Target Convocation area to post calories of foods- maximize use of water, good drinks machines!
	4. Encourage use of lunchtime for ball/game time!

Safe School Plan for

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

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

Statement of Responsibility for the School District Superintendent

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

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

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

Statement of Responsibility for the School Principal

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

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

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

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

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

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

Assistant Principal(s): Admin Interns - Trea Garza and Sheliah Burnette

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.)

Goal: Ensure the safety and order of the CMA community within the new building
Target: Develop all safety plans in a timely manner
Indicator: Plans will be posted
Milestone Date: September 2011
Goal: Continue to provide consistent consequences for actions that disrupt learning while maximizing alternatives to school suspension
Target: Ensure ISS and OSS numbers remain at the 2010-11 level or lower
Indicator: Monthly reports on ISS and OSS
Milestone Date: Semester end data
Goal:
Target:
Indicator:
Milestone Date:
Goal:
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 district's plan to work effectively with law enforcement/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

**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
	<p>1. Please describe the waiver you are requesting: Continue the DPS School Board approved calendar that aligns with the community college DTCC</p>
	<p>2. Identify the law, regulation, or policy from which exemption is requested.</p>
	<p>3. State how the waiver will be used.</p>
	<p>4. State how this waiver helps achieve the specific performance goals identified in the School Improvement Plan. Maximizes access to DTCC to ensure CMA students gain college course, as well as high school credits.</p>
<p align="center">Please duplicate this sheet as needed for additional waivers.</p>	

Signature of Superintendent/Designee

Date

September 9, 2011