

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

School Name and Number: Club Boulevard Humanities Magnet School 320318

School Address: 400 West Club Boulevard – Durham, NC 27704

Plan Year(s): 2011-2012

Date Prepared: September 12, 2011

Teresa James
Principal Signature

9/22/11
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	Signature	
Principal	Teresa James	Teresa James	
Assistant Principal	Rogers Bradley	Rogers Bradley	
Inst. Support Representative	Patrice Swain	Patrice Swain	
Teacher Assistant Representative	Kammy Burch	Kammy Burch	
Parent Representative	Lindsay Vail	Lindsay Vail	
Parent Representative	Michelle Gaylord	Michelle Gaylord	
Parent Representative	Christina Lloyd	Christina Lloyd	
Teacher Representative	Kathy Bumgardner	Kathy Bumgardner	
Teacher Representative	Amanda Childress	Amanda Childress	

*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 School will produce globally competitive students.

District Goal 2:

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

Supports SBE Goal:

Goal 2 - North Carolina Public Schools will be led by 21st century professionals.

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

District Goal 3:

Ensure efficient and effective business systems operations.

Supports SBE Goal:

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

District Goal 4:

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

Supports SBE Goal:

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

School Vision and Mission Statements for Club Boulevard Humanities Magnet

Vision:

At Club Boulevard Humanities Magnet School we inspire all students to achieve their highest potential through a variety of instructional practices and integrated thematic studies. By weaving the visual and performing arts and an in-depth study of the humanities into all content areas we foster dignity, creativity and academic achievement.

Mission:

Club Boulevard Humanities Magnet School is committed to a dynamic educational environment in which diversity and uniqueness are valued. Our school community fosters the development of dignity, self-esteem and mutual respect. Challenging and creative academic opportunities are provided through immersion in the humanities, authentic literature and the arts.

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?

- A lot of good programs in place
- Have met/accomplished many of the strategies that were put in place last year
- Increase in number of students identified as Academically/Intellectually Gifted
- Staff consistently engage students in rigorous and relevant instruction
- The arts and humanities are integrated into the curriculum
- White students are testing well above AYP target goals in reading and math
- Families are active and involved in the school

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

- There is a significant achievement gap between African-American and Hispanic student achievement and white student achievement in reading
- There is an achievement gap between African-American and Hispanic student achievement and white student achievement in math
- Science EOG scores are extremely low for 5th graders
- There is a significant achievement gap between students of free and reduced lunch and other students.
- There is a significant disparity between student achievement in the Exceptional Children's program and other students.
- There is a need for additional academic support staff to provide academic interventions for students
- There is a need for more racial and socio-economic diversity in family involvement
- There is a need to develop other discipline strategies (other than office referrals) in order to keep African-American males in the classroom during instruction

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

- Student engagement; beginning/mid/end of year survey to parents and families
- How well students do after they are promoted from Club; gathering info from selected middle schools
- How well staff meet the individual needs of students; walk-throughs and EOG/benchmark/K-2 data

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 reading achievement
- Increasing math achievement
- Increasing science achievement
- Closing the achievement gap
- Establishing more consistent behavior expectations across the school

Priority 1 Goal and Associated Strategies

Plan/Do	Area for improvement and supporting data: In 2010-2011, student achievement in reading on the End of Grade test was 54.9% proficient in 3rd through 5th grade.	
	School Goal 1:	Raise reading achievement of all students at Club Boulevard Humanities Magnet School
	Supports this district goal:	Increase student achievement
	Target:	75% of students performing at or above grade level and meeting or exceeding growth expectations on the End of Grade reading test and K-2 reading assessments
	Indicator:	End of Grade Test Data, Cumulative Assessment Data, and K-1 Assessment Data
	Milestone date:	June 10, 2012
	Goal 1 Improvement Strategies - K-5 teachers will implement the DPS Balanced-Literacy Framework daily (180 minutes of daily reading instruction) with the support from the Instructional Facilitator.	
	Strategy 1:	<p>Strategy: K-5 teachers will implement the DPS Balanced-Literacy Framework daily (180 minutes of daily reading instruction) with the support from the Instructional Facilitator.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Maintain and update grade level curriculum maps monthly 2. Monthly literacy professional development for teachers provided by the Instructional Facilitator and AFL team. 3. Targeted literacy professional development (as identified by our school-wide S.M.A.R.T. goals) 4. Instructional Facilitator and Principal meet weekly to reflect and target literacy support and professional development 5. Instructional Facilitator and AFL team and Literacy Interventionist will provide quarterly support to PLCs in utilizing assessment data to inform instruction 6. Instructional Facilitator will provide monthly support to PLC teams in incorporating formative assessment strategies in instructional planning 7. Literacy Enrichment Clubs will target specific literacy skills for targeted students
	Strategy 2:	<p>Strategy: Routinely extend the literacy and learning opportunities in the classroom and connect these opportunities to students' homes and lives.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Provide parents with ongoing communication through weekly teacher newsletters and student progress reports 2. Provide and record daily double dose literacy interventions 3. Provide daily Academy of Reading for targeted students 4. Provide interventions during literacy at least three sessions per week in K-1 5. Reading logs for students 6. Celebrate students' literacy efforts during monthly showcase 7. Facilitate classroom and school-wide spelling bees by February 2012. 8. Establish weekly after-school tutorial sessions by October 2011 9. Provide trainings for at-home intervention to families of targeted students

	Strategy 3:	Strategy: Routinely use technology to support and target interventions for students' literacy development	
		Action Steps: 1. Use Reading A-Z to provide intervention for targeted students 2. Instructional Facilitator, teachers, and resource staff will identify and monitor students for targeted online literacy interventions 3. Media Coordinator, Instructional Facilitator, and selected staff will coordinate summer reading program that incorporates technology 4. Purchase additional technology to use for targeted instruction	
	Strategy 4:	Strategy: Integrate arts and humanities across the curriculum	
		Action Steps: 1. Maintain grade level curriculum maps to organize and plan instruction 2. Discuss arts and humanities integration at least monthly during PLCs 3. Provide enrichment opportunities (through residencies) for students 4. Implement integrated units during Literacy Enrichment Clubs	
How will we fund these strategies?			
	Funding Source 1	Magnet	Funding Amount: \$36,000.00
	Funding Source 2	Title I	Funding Amount: \$45,191.00
	Funding Source 3	Fund 06	Funding Amount: \$16,724.00
Total initiative funding: \$ 97,915.00			
Review Frequency:			
Assigned Implementation Team:			
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	K-2 mClass data, 3-5 cumulative assessment data, EOG data, walkthroughs, PLC common assessments, disaggregated data analysis		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	Teacher feedback, parent feedback, student feedback, administrative observation, student achievement data from all assessments		
Act	What does the data show regarding the results of the implemented strategies?		
	Based upon identified results, should/how should strategies be changed?		

Priority 2 Goal and Associated Strategies

Plan/Do	Area for improvement and supporting data: In 2010-2011, student achievement in mathematics on the End of Grade test was 71.3% proficient in 3rd through 5th grade	
	School Goal 2:	Raise math achievement of all students at Club Boulevard Humanities Magnet School
	Supports this district goal:	Increase student achievement
	Target:	80% of students performing at or above grade level and meeting or exceeding growth expectations on the End of Grade math test and K-2 math assessments
	Indicator:	End of Grade test data, cumulative assessment data, and K-2 assessment data
	Milestone date:	June 2012
	Goal 2 Improvement Strategies - Identify research based strategies whenever possible.	
	Strategy 1:	Strategy: Maintain a schedule that guarantees at least 70 minutes for mathematics instruction school-wide everyday
		Action Steps: <ol style="list-style-type: none"> 1. Maintain and update grade level curriculum maps monthly 2. Integrate science, humanities, and literacy into math curriculum
	Strategy 2:	Strategy: Routinely extend math learning opportunities in the classroom and connect these opportunities to students' homes and lives
Action Steps: <ol style="list-style-type: none"> 1. Provide parents with ongoing communication through weekly teacher newsletters and student progress reports 2. Provide and record daily math interventions to targeted students 3. Celebrate students' math efforts at monthly showcase 4. Provide parents of targeted students with materials to support student development of number sense and problem solving each quarter 5. Establish weekly after-school tutorial sessions for targeted students with parent component (SES tutoring) 6. Allow time for students to cooperatively learn and explain math concepts and understandings in the classroom 7. Provide trainings for at-home intervention to families of targeted students 		
Strategy 3:	Strategy: Teachers apply mathematics skills and concepts of measurement and data analysis through integration of science and social studies curricula	
	Action Steps: <ol style="list-style-type: none"> 1. Weekly discussion and planning at grade level PLC meetings 2. Utilize community resources and expertise for semester Science Days 	
How will we fund these strategies?		

	Funding Source 1 Funding Source 2 Funding Source 3	Magnet Title I Fund 06	Funding Amount: \$36,000.00 Funding Amount: \$45,191.00 Funding Amount: \$16,724.00 Total initiative funding: \$ 97915.00
	Review Frequency: Quarterly Assigned Implementation Team:		
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	K-2 mClass data, 3-5 cumulative assessment data, EOG data, walkthroughs, PLC common assessments, disaggregated data analysis		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	Teacher feedback, parent feedback, student feedback, administrative observation, student achievement data from all assessments		
Act	What does the data show regarding the results of the implemented strategies?		
Act	Based upon identified results, should/how should strategies be changed?		

Priority 3 Goal and Associated Strategies

Plan/Do	Area for improvement and supporting data: In 2010-2011, student achievement in fifth grade on the End of Grade science test was 44.4% proficient	
	School Goal 3:	Raise science achievement and understanding of scientific concepts and vocabulary for all students at Club Boulevard Humanities Magnet
	Supports this district goal:	Increase student achievement
	Target:	60% of students performing at or above grade level and meeting or exceeding growth expectations on the End of Grade science test
	Indicator:	End of Grade test data, cumulative assessment data
	Milestone date:	June 2012
	Goal 3 Improvement Strategies - Identify research based strategies whenever possible.	
	Strategy 1:	<p>Strategy: Fully implement and utilize district-provided science kits (to teach students science concepts, vocabulary, and research skills)</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Discussion and collaborative planning at weekly grade level PLC meetings 2. Maintain grade level curriculum maps to organize and plan instruction 3. Revise and edit grade level curriculum maps monthly 4. Explicitly teach science vocabulary as part of each science topic of study 5. Integrate literacy and science
	Strategy 2:	<p>Strategy: Utilize community resources to teach, reinforce, and extend science concepts</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Utilize the Museum of Life and Science at least two times per year K-1 to provide students additional hands on learning experiences 2. Utilize parent and community experts to provide students additional perspectives and opportunities to engage in the curriculum 3. Host semester science days 4. Integrate literacy and Museum of Life & Science trips 5. Allow students to communicate new understandings of science concepts after each Science Day
	Strategy 3:	<p>Strategy: Provide students an opportunity to personalize and extend their knowledge of scientific principles</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Facilitate a school-wide science fair April 2011 2. Students share science vocabulary words and concepts with each other at monthly showcase 3. Provide and utilize science periodicals in classrooms K-5
How will we fund these strategies?		

	Funding Source 1 Funding Source 2 Funding Source 3	Magnet Title I Fund 06	Funding Amount: \$36,000.00 Funding Amount: \$45,191.00 Funding Amount: \$16,724.00 Total initiative funding: \$ 97,915.00
	Review Frequency: Quarterly Assigned Implementation Team:		
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	3-5 cumulative assessment data, EOG data, walkthroughs, PLC common assessments, disaggregated data analysis		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	Teacher feedback, parent feedback, student feedback, administrative observation, student achievement data from all assessments		
Act	What does the data show regarding the results of the implemented strategies?		
	Based upon identified results, should/how should strategies be changed?		

Priority 4 Goal and Associated Strategies

Plan/Do	Area for improvement and supporting data: In 2010-2011, the achievement of African-American and Hispanic students was significantly below the achievement of white students on the End of Grade test in reading and math.		
	School Goal 4:	Reduce the Achievement Gap at Club Boulevard Humanities Magnet School	
	Supports this district goal:	Increase student achievement	
	Target:	Narrow the achievement gap by 50%	
	Indicator:	End of Grade test data, K-2 assessment data	
	Milestone date:	June 2012	
	Goal 4 Improvement Strategies - Identify research based strategies whenever possible.		
	Strategy 1:	Strategy: Host parent forums to identify family needs and school community resources to support the achievement of all students	
		Action Steps: 1. Host spring and fall family Kitchen Table conversations 2. Compile and share feedback, ideas and action steps with SIT, PTA, and school community	
	Strategy 2:	Strategy: Engage families in the school community	
	Action Steps: 1. Teachers send home weekly communication from school to home 2. Provide family support for targeted families each quarter 3. Establish parenting support groups by February 2012		
Strategy 3:	Strategy: Provide professional development in working with culturally diverse students and closing the achievement gap		
	Action Steps: 1. Utilize ideas and solicit input from families to help define culturally relevant professional development 2. Share culturally relevant ideas and research with all staff monthly 3. Research and share effective strategies for working with English Language Learners		
How will we fund these strategies?			
Funding Source 1	Magnet	Funding Amount: \$36,000.00	
Funding Source 2	Title I	Funding Amount: \$45,191.00	
Funding Source 3	Fund 06	Funding Amount: \$16,724.00	
		Total initiative funding: \$ 97,915.00	

	Review Frequency: Quarterly
	Assigned Implementation Team:
Check	What data will be used to determine whether the strategies were deployed with fidelity?
	EOG data
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	EOG data
	What does the data show regarding the results of the implemented strategies?
Act	Based upon identified results, should/how should strategies be changed?

Priority 5 Goal and Associated Strategies

Plan/Do	Area for improvement and supporting data: As reflected in the parent survey and through discussion with staff, it is important that we continually reflect and revise our magnet curriculum so that we can best serve all of our students and achieve our vision		
	School Goal 5:	Enhance our magnet vision and work to integrate it in all subject areas	
	Supports this district goal:	Establish supportive, positive district climate and culture	
	Target:	Integrate humanities and arts in curriculum	
	Indicator:	Parent, student, and teacher feedback	
	Milestone date:	June 2012	
	Goal 5 Improvement Strategies - Identify research based strategies whenever possible.		
	Strategy 1:	Strategy: Implement integrated units during Literacy Enrichment Clubs	
		Action Steps: 1. Support classroom teachers and specialists as they plan and implement units 2. Utilize outside resources to review and strengthen units	
	Strategy 2:	Strategy: Engage families and communities in the school's implementation of Literacy Enrichment Clubs	
Action Steps: 1. Invite families to quarterly magnet showcases for K-2 students 2. Allow 3-5 students to share their progress and research done during independent research projects			
How will we fund these strategies? Magnet funding			
Funding Source 1	Magnet	Funding Amount: \$36,000.00	
Funding Source 2	Title I	Funding Amount: \$45,191.00	
Funding Source 3	Fund 06	Funding Amount: \$16,724.00	
Total initiative funding: \$ 97,915.00			
Review Frequency: Quarterly			
Assigned Implementation Team:			
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)			

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

Priority 6 Goal and Associated Strategies

Plan/Do	Area for improvement and supporting data: Through staff and parent feedback, a need for establishing common, consistent behavior expectations school-wide was identified		
	School Goal 6:	Increase consistency of behavior expectations throughout the school	
	Supports this district goal:	Student achievement; Create and maintain a safe and orderly learning environment	
	Target:	100% of the staff will commit to universal school-wide expectations for behavior and learning that would positively impact a diversified student population, resulting in more than 90% of students remaining in the classroom receiving instruction.	
	Indicator:	Parent, student, and teacher feedback; PBIS data	
	Milestone date:	June 2012	
	Goal 6 Improvement Strategies - Identify research based strategies whenever possible.		
	Strategy 1:	Strategy: Teachers will consistently implement behavior expectations in all areas of school	
		Action Steps: 1. PBIS trainings in January and February 2012 2. Administrative walkthroughs 3. Lesson plans that teach and reinforce manatee manners	
	Strategy 2:	Strategy: Students will exercise manatee manners in all areas of school in order to remain in classrooms at all times of the day	
	Action Steps: 1. Administrative talks 2. Manatee tickets 3. Monthly showcases		
How will we fund these strategies?			
Funding Source 1	Magnet	Funding Amount: \$36,000.00	
Funding Source 2	Title I	Funding Amount: \$45,191.00	
Funding Source 3	Fund 06	Funding Amount: \$16,724.00	
		Total initiative funding: \$ 97,915.00	
Review Frequency: Quarterly			
Assigned Implementation Team:			

Check	What data will be used to determine whether the strategies were deployed with fidelity?
	Behavior tracking through office referrals
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	PBIS data
Act	What does the data show regarding the results of the implemented strategies?
	Based upon identified results, should/how should strategies be changed?

Safe School Plan for Club

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.)

Goal:	
Target:	
Indicator:	
Milestone Date:	
Goal:	
Target:	
Indicator:	
Milestone Date:	
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 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:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1	X	X	X	X	X
	Strategy 2					
	Strategy 3					

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

- Providing Title I Information Parent Night
- Providing training and materials for parents to use with students at home
- Providing grade level curriculum nights focusing on the core math and reading standards

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

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

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

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

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

- Providing staff with focused, targeted staff development based on identified areas of need, including differentiated instruction, literacy instruction, integration of technology, humanities, and school-wide expectations for behavior and learning

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

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

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

Strategies to increase parental involvement: Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that school wide plans contain strategies to involve parents in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel in school.						
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1	X	X	X	X	X
	Strategy 2	X	X	X	X	X
	Strategy 3					
<p>Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan:</p> <ul style="list-style-type: none"> • Matching volunteer experiences and areas of expertise to classroom needs • Weekly Parent Bulletin-posted on website, displayed in the foyer, notebook available for parents • Weekly connected messages • Monthly parent engagement opportunities 						
Plans for assisting preschool students in the successful transition from early childhood programs to local elementary school wide programs: This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Each childhood programs, including Early Reading First and others, provide a foundation for later academic success, and effective school wide programs capitalize on this strong start.						
This school improvement plan addresses this requirement. Please see the		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1	X	X	X	X	X
	Strategy 2					

priority goals and strategies noted to the right:	Strategy 3					
<p>Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan:</p> <ul style="list-style-type: none"> • Kinderstars program 						

Measures to include teachers in decisions regarding the use of academic assessments: In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observations, performance assessments, or end-of-course tests. The school wide program should provide teachers with professional development that increases their understanding of the appropriate use of multiple assessment measures and how to use assessment results to improve instruction.						
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1	X	X	X	X	X
	Strategy 2	X	X	X	X	X
	Strategy 3	X	X	X	X	X
<p>Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan:</p> <ul style="list-style-type: none"> • Assessment for Learning • Staff Development Monthly Meetings • PLC 						

Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance: The school wide program must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

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

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

- Literacy Enrichment Clubs (K-2) (3-5)
- Intervention Groups (K-2) (3-5)

Coordination and integration of Federal, State, and local services and programs:

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

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

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

Compliance Review and Plan for Schools in Title I School Improvement

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

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

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

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

- School-Wide Professional Development Goals for: Literacy, Technology, Behavior

Notification to parents: Schools in Title I School Improvement must describe specifically how the school will provide written notice about the identification of the school as a Title I School Improvement school to the parents of each student enrolled in the school.

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

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

- Title I Informational Parent Night-presentation and survey in English and Spanish

School, district, and state agency responsibilities: Schools in Title I School Improvement are required to clearly define the responsibilities of the school, LEA, and SEA in implementing improvement strategies. LEAs are minimally required to offer technical assistance in the form of data analysis, budget analysis, and identification and implementation of improvement strategies. State-level assistance may include provision of a state-wide system of support, including allocation of funding and other technical assistance.

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

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

School:

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

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

Please duplicate this sheet as needed for additional waivers.

Signature of Superintendent/Designee

Date