

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

School Name and Number: Creekside Elementary School - 319

School Address: 5321 Ephesus Church Rd.
Durham, NC 27707

Plan Year(s): 2011-2012

Date Prepared: September 26, 2011

Principal Signature: *Nathan Hester* Date: 9/26/11

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	Nathan Hester <i>Nathan Hester</i>	Instructional Assistant Representative	
Assistant Principal	Pam McCann <i>Pam McCann</i>	Classified Staff Representative	Crystal Paiz <i>Crystal Paiz</i>
Teacher Representative	Megan Shulse <i>Megan Shulse</i>	Parent Representative	Patty Moore <i>Patty Moore</i>
Teacher Representative	Blair Waggett <i>Blair Waggett</i>	Parent Representative	Dev Sangvai <i>Dev Sangvai</i>
Teacher Representative	Cheryl Waters <i>Cheryl Waters</i>	Parent Representative	Jessica Shipley-Watson <i>Jessica Shipley-Watson</i>
Teacher Representative	Tya Tyrrell <i>Tya Tyrrell</i>	Parent Representative	Lorraine Taylor <i>Lorraine Taylor</i>
Inst. Support Representative	Elizabeth Oas <i>Elizabeth Oas</i>		
Inst. Support Representative	Vivienne Collins <i>Vivienne Collins</i>		

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

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

School Name and Number: Creekside Elementary School - 319

School Address: 5321 Ephesus Church Rd.
Durham, NC 27707

Plan Year(s): 2011-2012

Date Prepared: September 26, 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	Nathan Hester	Instructional Assistant Representative	
Assistant Principal	Pam McCann	Classified Staff Representative	Crystal Paiz
Teacher Representative	Megan Shulse	Parent Representative	Patty Moore
Teacher Representative	Blair Waggett	Parent Representative	Dev Sangvai
Teacher Representative	Cheryl Waters	Parent Representative	Jessica Shipley-Watson
Teacher Representative	Tya Tyrrell	Parent Representative	Lorraine Taylor
Inst. Support Representative	Elizabeth Oas		
Inst. Support Representative	Vivienne Collins		

*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.
District Goal 3:	Goal 4 - Leadership will guide innovation in North Carolina public schools.
Supports SBE Goal:	Ensure efficient and effective business systems operations.
District Goal 4:	Goal 5 - North Carolina Public Schools will be governed and supported by 21st Century systems.
Supports SBE Goal:	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 Creekside Elementary School

Vision:

The vision of Creekside Elementary is to produce much more than a student. Our vision as a staff, parents, and community is: 1) to cultivate children who are not taught what to think but instead how to think for themselves and 2) to cultivate children who understand that learning extends past the walls of our school and into the world beyond.

Mission:

The mission of Creekside Elementary is to be a home in which all students are valued, a home where students will be inspired to learn by applying what is taught to the world outside, by becoming problem solvers through manipulating the world around them and through heads-on and hands-on activities.

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?

Our data yields the following school strengths:

- Over 80% proficient in math (3rd – 5th grade average)
- High growth in math (4th & 5th grades)
- Continued increase in number of students identified AIG
- Reduction in suspension rate
- Attendance rate over 95%
- High level of parental involvement and support
- Strong PLC implementation
- Strong Human Resource Support:
 - Instructional Facilitator
 - RtI and Data Specialist
 - Direct Interventionist
- Communication overall including bi-lingual communication – written, phone, interpreting
- Strong effort to beautify and enhance the environmental awareness within the school community
- Strong Wellness Plan – increasing healthy habits

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

Creekside's gaps and opportunities for improvement include:

- Did not make AYP for the following subgroups: African-American (R & M), Limited English Proficiency (R), and Economically Disadvantaged (R)
- An overall disparity remains between African-American and Hispanic student achievement and White student achievement
- Proficiency for reading and science still below 80%
- Did not meet growth for 5th grade reading
- Students suspended still disproportionately African-American
- Increasing level of alignment to standards, differentiation and rigor in classroom instruction
- Achieving mastery – timely and relevant interventions focused on essentials through spiraling, re-teaching and direct intervention
- More targeted, differentiated staff development
- Need for a strong technology plan
- Would like to increase the level of partnerships with local business and community organizations (ex: universities)

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

- Showing growth in data presentation – implement data monitoring system
- Are we maximizing instructional time/opportunities adherence to schedule – use walk-throughs
- Impact of more frequent, shorter, formative assessments – keep data from SGA's and CA's along with teacher common assessments

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

1. Eliminating the achievement gap between African-American/Hispanic students and White students in reading and math.
2. Increase parental involvement/communication with parents especially those whose students are below grade-level and increase partnerships with business and community organizations.
3. Implement the AFL framework with fidelity with increasing use of formative assessment and data analysis to improve instruction and student performance.
4. Decreasing the number of discipline referrals, suspensions, and disproportional number of African-American students suspended.
5. Revamping the process for monitoring student progress and intervening in an immediate, relevant manner.

Area for improvement and supporting data: Reading achievement for ALL subgroups; African-American, Economically Disadvantaged and Limited English Proficient students did not make AYP last year

School Goal 1:
By the end of the 2011-2012 school year, at least 80% of each AYP student subgroup will demonstrate proficiency in reading as measured by the NC End-of-Grade tests with a goal of a 10% gain for subgroups below 80% (AA, LEP, H, EDS) working to close the achievement gap. At least 80% of students in grades K-2 will demonstrate proficiency on their end-of-year DRA or IFRA. All cohorts and subgroups will make high growth.

Supports this district goal: Goal 1 – Ensure achievement of high academic performance by all students.

Target: 10% increase in reading achievement for AYP subgroups below 80%, 80% of K-2 students proficient in reading
Indicator: Pre/Post Tests, Common assessments, SGA scores, CA scores, EOG scores, DRA and IFRA scores, K-2 assessment data
Milestone date: After each SGA (every 4 ½ weeks), CA or DRA/IFRA (quarterly) and after end-of-year DRA/IFRA and K-2 assessment data (end of year)

Goal 1 improvement Strategies - Identify research based strategies whenever possible.

Strategy 1: Implement the Assessment for Learning framework and balanced literacy to improve student achievement outcomes.

- Action Steps:**
- 1. Unpack objectives to identify special vocabulary, levels of thinking, and student learning targets.
 - 2. Provide extended PLC time and use to analyze data, identify student needs and develop strategies for working with diverse learners.
 - 3. Implement the components of the balanced literacy program including guided reading, differentiated centers and opportunities for double-dose.
 - 4. Provide PD on the AFL Framework components.

Strategy 2: Expand opportunities for academic acceleration to eliminate achievement gaps and ensure annual student growth.

- Action Steps:**
- 1. Facilitate optimal student learning through hands-on activities, scaffolded conversations and intensive questioning within balanced literacy.
 - 2. Provide assignments/assessments that promote student reflection, correction, and connections.
 - 3. Provide meaningful, consistent feedback to students that focuses on strengths to build further learning and areas that need to be improved.
 - 4. Provide more small-group and one-on-one instruction through tutors in the classroom. (from colleges and universities, volunteers, churches, etc.)

Strategy 3: Develop and implement professional development modules targeting research-proven interventions for struggling learners.

- Action Steps:**
- 1. Convene a staff development team to identify what professional development is needed in the area of literacy.
 - 2. Engage teachers in relevant book/article studies that allow them to develop skills/strategies necessary to work with struggling learners.
 - 3. Use staff meeting and PLC time to provide PD for working with diverse learners in the area of literacy.
 - 4. Maintain a protected time for teachers to receive timely modeling, coaching, and feedback on teaching after implementing new strategies.

How will we fund these strategies?

Funding Source 1 Funding Source 2 Funding Source 3	State Funds Local Funds Title I Funds	Funding Amount: \$ 0 Funding Amount: \$ 0 Funding Amount: \$ 1500 Total initiative funding: \$ 1500
Review Frequency: Assigned Implementation Team: McCann, Shulise, Oas, Collins		
What data will be used to determine whether the strategies were deployed with fidelity?		
<ul style="list-style-type: none"> ▪ SGA and CA data, DRA/IFRA scores, K-2 assessment data ▪ walk-through data ▪ lesson plans reviews by administration ▪ agendas and minutes from PLC meetings and planning schedules ▪ PD agendas and hand-outs 		
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"> ▪ Minute-by-Minute data ▪ Common assessment data ▪ Increased proficiency and growth on: <ul style="list-style-type: none"> ○ DRA/IFRA and K-2 assessments ○ 3-5 SGA and CA data ○ EOG's ▪ fewer students in need of double-dosing/intervention 		
What does the data show regarding the results of the implemented strategies?		
Based upon identified results, should/how should strategies be changed?		
Act		

Goal 2 and Associated Strategies

Area for improvement and supporting data: Math achievement for ALL subgroups; African-American sub-group did not make AYP for a second year.

School Goal 2: By the end of the 2011-2012 school year, at least 80% of each AYP student subgroup will demonstrate proficiency in math as measured by the NC End-of-Grade tests with a goal of a 10% gain for subgroups below 80% (AA, LEP, H, EDS) working to close the achievement gap. At least 80% of students in grades K-2 will demonstrate proficiency on their End-of-Year assessments. All cohorts and subgroups will make high growth.

Supports this district goal: Goal 1 – Ensure achievement of high academic performance by all students.

Target: 100% increase in math achievement for AYP subgroups below 80%, 80% of K-2 students proficient in math
Indicator: Pre/Post Tests, Common assessments, SGA scores, CA scores, EOG scores, EOY Task assessment scores
Milestone date: After each SGA (every 3 weeks), CA or Quarterly Task Assessment (quarterly) and after the EOG and EOY Task Assessment (end of year)

Goal 2 improvement Strategies - Identify research based strategies whenever possible.

Strategy 1: Develop and implement a school-wide math instructional framework within the AFL framework

- Action Steps:**
- | | |
|--|---|
| 1. Determine framework component timeframes in PLC's. (homework review, mini-lesson, guided math, review/wrap-up/share) | 5. Provide professional development tailored to teacher needs in the area of math instruction, strategies and technology integration. |
| 2. Structure the guided math component to include time for providing a double-dose to students needing additional support. | 6. Instructional Facilitator will provide reflective feedback to teachers regarding framework implementation. |
| 3. Provide PLC's with extended weekly planning (100 minutes) to plan and develop centers/activities, develop and analyze assessments and data. | 7. Administration will conduct walk-throughs to ensure accountability of implementation. |
| 4. Develop hands-on, differentiated activities and centers that reinforce previously taught concepts (spiral), provide enrichment, and/or provide additional opportunities to demonstrate mastery. | |

Strategy 2: Use data to drive planning, instructional practice and providing interventions.

- Action Steps:**
- | | |
|---|---|
| 1. Select or develop pre- and post-tests to determine students' level of mastery before and after instruction. | 4. Administration and data specialist will meet with PLC's to examine data. |
| 2. Administer frequent, formative common or small goal assessments and provide timely feedback. | 5. Provide time for PLC vertical planning and data analysis to ensure alignment of instruction, examine assessments, and identify trends. |
| 3. Teachers will use PLC time to analyze data, identify student mastery, student needs and develop strategies for corrective instruction. | |

How will we fund these strategies?

Funding Source 1	State Funds	Funding Amount: \$ 0
Funding Source 2	Local Funds	Funding Amount: \$ 0

Funding Source 3	Title I Funds	Funding Amount: \$ 1500 Total initiative funding: \$ 1500
Review Frequency: Quarterly.		
Assigned Implementation Team: Hester, Tyrrell, Sangvai, Taylor		
<p>What data will be used to determine whether the strategies were deployed with fidelity?</p> <ul style="list-style-type: none"> ▪ SGA and CA data, quarterly task scores ▪ walk-through data ▪ lesson plans reviews by administration ▪ agendas and minutes from PLC meetings and planning schedules ▪ PD agendas and hand-outs 		
<p>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</p> <ul style="list-style-type: none"> ▪ Minute-by-Minute data ▪ Common assessment data ▪ Increased proficiency and growth on: <ul style="list-style-type: none"> ○ K-2 assessments/Quarterly tasks ○ 3-5 SGA and CA data ○ EOG's ▪ fewer students in need of double-dosing/intervention <p>What does the data show regarding the results of the implemented strategies?</p>		
<p>Based upon identified results, should/how should strategies be changed?</p> <p>Act</p>		

Priority Goal and Assessment Strategies

Area for improvement and supporting data: Increase involvement of under-represented parent populations and increase community involvement; Comprehensive Needs Assessment, school event sign-in sheets and volunteer log, number of current partnerships

School Goal 3: By the end of the 2011-2012 school year, parent attendance at and participation in events along with volunteering will increase and be more reflective of our school's population (especially those under-represented). We will increase the number of community partnerships (university student/athlete groups, churches, businesses, non-profits, retired professionals) supporting Creekside by at least 50%.

Supports this district goal: 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.

Target: Parent participation will be more reflective of our school's population, additional community partnerships will be developed

Indicator: Survey results, sign-in sheets, documentation of community support and involvement

Milestone date: Quarterly

Goal 3 improvement Strategies - Identify research based strategies whenever possible.

Strategy 1: Strategy: Recruit and utilize expertise from parents and other organizations to provide workshops for K-5 parents that provide current and practical strategies for working with their children in the areas of math and literacy.

- Action Steps:**
- | | |
|---|--|
| 1. Convene and conduct focus groups of diverse parents to inform the staff of what culturally relevant practices will engage their children in the educational process. | 3. Have volunteers from the school (teachers) present and teach the sessions on the methods being used to teach math and literacy in classrooms incorporating ideas and suggestions from the focus groups. |
| 2. Set four nights throughout the year to help educate parents on these literacy and mathematic processes. | |

Strategy 2: Strategy: Establish a volunteer coordinator to facilitate all volunteer opportunities.

- Action Steps:**
- | | |
|---|--|
| 1. Train volunteers as to the ways they can help and how to work with students via a volunteer night involving volunteers from the staff. | 3. The coordinator will work closely with the room parent coordinator(s) to maximize and streamline needs and opportunities to volunteer in classes. |
| 2. Have the coordinator create a list of volunteer opportunities within and beyond the school that can be open to anyone using an online calendar tool. | |

Strategy 3: Strategy: Establish community partnerships to support the school and students promoting academic achievement, citizenship, and good character.

- Action Steps:**
- | | |
|---|---|
| 1. Establish coordinators and contacts for each different community group. | 4. Partner with other groups (churches, etc.) with activities that give back. |
| 2. Bring in university students to tutor and character build. (provide lessons) | |
| 3. Offer local businesses advertising opportunities to generate resources for technology programs and other school improvements | |

Act	Check
<p>How will we fund these strategies?</p> <p>Funding Source 1 Funding Source 2 Funding Source 3</p>	<p>State Funds Local Funds Title I Funds</p>
<p>Review Frequency: Quarterly</p> <p>Assigned Implementation Team: Patty Moore, Cheryl Waters, Jessica Watson, Blair Waggett, Crystal Paiz</p>	<p>Funding Amount: \$ 0 Funding Amount: \$ 0 Funding Amount: \$ 2800</p> <p>Total initiative funding: \$ 2800</p>
<p>What data will be used to determine whether the strategies were deployed with fidelity?</p> <ul style="list-style-type: none"> ▪ Sign-in sheets ▪ Agendas, hand-outs, surveys ▪ Events on website calendar ▪ Phone log/emails of outreach to new community members ▪ Information/brochures/posters available to school 	<p>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</p> <ul style="list-style-type: none"> ▪ Workshop surveys ▪ Number of people participating ▪ Number of volunteer hours ▪ Participants reflective of the school population ▪ Documented increase in the number of community organizations supporting Creekside ▪ Resources received from businesses
<p>What does the data show regarding the results of the implemented strategies?</p>	<p>Based upon identified results, should/how should strategies be changed?</p>

Safe School Plan for Creekside Elementary School

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

Name and role of person(s) responsible for implementing this plan: **Principal, Assistant Principal, CERT team members**

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): Pam McCann

Teachers: Robbyn LaBelle, Pat Vanderhoof

Teacher Assistants: Mary Meschter, Irma Hann, Nicki Warren, Kokeya Evans, Deborah Garrison, Melinda Marcin

Other School Staff: Wanda Matthews, Tonya Jackson, Jessica Lang, Tiffany Boss, Elizabeth Oas, Sherlene Hankins, Brenda Cooley, Crystal Paiz, Kim Faison, Jodie Weiner, Tina Forbes, Bridgette Harper-Reid

Services for At-risk Students

Pursuant to General Statute §115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both.
See District Safe Schools Plan Objectives 1.2-1.6, 1.8, 1.9, 1.14, 1.15

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

Durham Public Schools has high standards for the behavior of students and for the safety of students and staff. The Student Code of Conduct sets the standard for acceptable behavior for students. Disruptive and disorderly students who are at-risk of academic failure receive a number of interventions including:	
- Student Conference	- Social Worker Assistance
- Team Conference	- Positive Behavior Support
- Parent Conference	- Saturday Academy
- Counseling	- Mediation with an Administrator
- Mediation	- School Nurse Assistance
- Detention (Before/After School)	- Counselor Home Visits
- Character Education Initiatives	- Parent Workshops
- Assignment of a Mentor	- Mental Health Services
- Parental Involvement	- SAP/PEP Services
- Buddy Teacher	- In-school Suspension

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

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

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

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

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

Goal: Reduce the suspension rate.	
Target: 1% suspension rate	
Indicator: end-of-year suspension rate measured by SSP entries	
Milestone Date: 6/2012	
Goal: Conduct regular fire, tornado and lock-down drills	
Target: Conduct 11 fire drills, 1 tornado drill and 1 lock-down drill	
Indicator: documented dates of drills	
Milestone Date: 6/2012	
Goal: Provide regular, consistent guidance instruction	
Target: average of every 8 days throughout the year	
Indicator: documentation from lesson plans and specials schedule	
Milestone Date: 6/2012	
Goal:	
Target:	
Indicator:	
Milestone Date:	
Professional Development	
PBIS Training – various staff	Planned/Completed
CPI Training – various staff	During 2011-2012

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 (high school)		Local School Funding, Communities in Schools, Alternative Learning Programs
Lakeview School (secondary)		General, Alternative, EC, Federal
In-School Suspension		General Education Allotment
Saturday Academy (secondary)		Local, Remedial
Functional 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
	X	X	-	n/a	n/a
	X	X	-	n/a	n/a
Strategy 3	X	n/a	-	n/a	n/a

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 PLC, PBIS and SAP teams work to ensure that teachers have access to the strongest possible instructional strategies.

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
	X	X	-	n/a	n/a
	X	-	-	n/a	n/a
Strategy 3	X	n/a	-	n/a	n/a

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

We are revamping our professional development model to make it more differentiated so that teachers can refine their craft and stay at the top of their game.

Our teachers are active participants in seeking out highly qualified teachers during the interview process.

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:	This school improvement plan addresses this requirement.	Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5	
		Strategy 1	X	X	-	n/a	n/a
		Strategy 2	-	-	-	n/a	n/a
		Strategy 3	X	n/a	-	n/a	n/a

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 attract highly qualified teachers to high-needs 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:	This school improvement plan addresses this requirement.	Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5	
		Strategy 1	X	X	X	n/a	n/a
		Strategy 2	-	X	X	n/a	n/a
		Strategy 3	X	n/a	X	n/a	n/a

Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan:
We entice candidates with our level of collaboration and planning time.

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	n/a	n/a
		Strategy 2	-	X	X	n/a	n/a
		Strategy 3	-	n/a	X	n/a	n/a

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:

Data is communicated regularly to parents.

We utilize bilingual, weekly/monthly, written, phone and website communication.

Many parent nights – PAC will determine several of them.

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 program, 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:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5	
		Strategy 1	-	-	X	n/a	n/a
		Strategy 2	-	-	-	n/a	n/a
		Strategy 3	-	n/a	-	n/a	n/a

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:
 Incoming Kindergartners screened before entering Creekside.
 Tours and information sessions available throughout the year.

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:	This school improvement plan addresses this requirement.	Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5	
		Strategy 1	X	-	-	n/a	n/a
		Strategy 2	X	X	-	n/a	n/a
		Strategy 3	-	n/a	-	n/a	n/a

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:

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 Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1	X	X	X	n/a
	Strategy 2	X	X	X	n/a

priority goals and strategies noted to the right:	Strategy 3	-	n/a	X	n/a	n/a
Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan:						
We have one staff member to oversee the RtI process and another to be the direct interventionist for students.						

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.		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
Please see the priority goals and strategies noted to the right:	Strategy 1	X	X	X	n/a	n/a
	Strategy 2	-	-	X	n/a	n/a
	Strategy 3	X	n/a	X	n/a	n/a
Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan: We will also always continue to apply for grants.						

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	-	n/a	n/a
		Strategy 2	-	-	-	n/a	n/a
		Strategy 3	X	n/a	-	n/a	n/a

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:

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	-	-	-	n/a	n/a
		Strategy 2	-	-	-	n/a	n/a
		Strategy 3	-	n/a	-	n/a	n/a

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:

This was done via a summer mailing and discussed again at our open meeting.

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	n/a	n/a
	Strategy 2	X	X	X	n/a	n/a
	Strategy 3	X	n/a	X	n/a	n/a

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: We are utilizing our leadership team and other committees to coordinate and maximize our efforts.

LEA: Our Title I staff consults and advises us on a regular basis. They are a tremendously helpful and responsive resource.

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
	<p>1. Please describe the waiver you are requesting:</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.</p> <p style="text-align: center;">Please duplicate this sheet as needed for additional waivers.</p>

Signature of Superintendent/Designee _____

Date _____