

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

School Name and Number: Glenn Elementary #320

School Address: 2415 E. Geer St, Durham, NC 27704

Plan Year(s): 2011-2012

Date Prepared: September 16, 2011

Principal Signature Dr. Renee Cannon

Date September 16, 2011

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	Renee Cannon	Teacher Representative	Sherriil Watts
Assistant Principal	Willie R. Saper	Teacher Representative	Jackie
Inst. Support Representative	Josephine R. McHugh	Teacher Representative	Lynn Mello
Teacher Assistant Representative	Francis Cannon	Teacher Representative	Annetta Jenkins
Parent Representative	Ernestine	Inst. Support Representative	Susan Dufferin
Teacher Representative	Kathleen S. Stokel	Inst. Support Representative	Stephene McFarland
Teacher Representative	Helli McNamee	Office Representative	Susan Fox
Teacher Representative	Barbara J. Hood		
Teacher Representative	Mary Wakeford		

*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 Glenn Elementary

Vision: The Glenn community will educate all learners in a healthy learning environment of excellence.

Mission: The mission of GES is to educate all learners utilizing best practices and quality instructional strategies to ensure positive learning experiences and personal learner responsibility for high learner achievement in preparation for life in a global society.

Core Beliefs:

We believe that maintaining collaborative relationships among learners, families, colleagues and the community lead to effective communication and acceptance of a variety of views and strengths.

We believe that focusing on teaching and learning to meet learners' strengths will challenge and accelerate them beyond proficiency creating a desire to achieve high standards.

We believe in developing positive behavior through focusing on learner strengths and learning styles, engaging learning experiences & modeling, and consistent positive recognition of appropriate behaviors.

We believe in developing an environment that respects the ability, expertise and strengths of all staff while supporting professional growth.

We believe that learners need opportunities to gain an appreciation and acceptance of different cultures, races, and awareness of global issues that will affect them in 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?

We made growth for the 2010-11 school year. Our proficiency increased by 1.1% from 46.1% to 47.2%. Our attendance rate increased slightly from 94.0% to 94.5%. Our percentage of AIG students decreased slightly from 14.0% to 13.8%. Teachers worked hard to increase math proficiency. Students in 3rd grade math scores increased from 53% proficient to 59.8% proficient. Students in 4th grade math scores increased from 53.5% proficient to 54.0% proficient. Students in 5th grade math scores increased from 59.0% proficient to 61.5% proficient. In grades 3-5, the percentage of student proficient in reading increased from 36.9% proficient to 38.4 percent proficient.

Teacher Satisfaction survey indicated an increase in the percentage of agreement in the following areas from 2009-2011:

Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	---61.3% to 74.8%
Teachers are provided with sufficient professional development	-----69.4.5% to 74.6%
The faculty has an effective process for making group decision to solve problems	-----43.8% to 58.2%
Teachers are held to high professional standards for delivering instruction	-----68.1% to 75.3%

We have a clean and safe school environment.

We need to continue to improve in the following areas: creating hands-on and rigorous lessons; making sure verbal and written vocabulary is taught consistently and is clear; providing consistent differentiation for increased student learning; displaying high quality student work on the walls that depicts rigor and high expectations and formulating and utilizing higher order questioning from Bloom's Revised Taxonomy.

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

Reading needs continuous improvement in all grade levels. The areas of improvement include: higher order thinking skills, stamina (being able to read for longer periods of time); attendance needs to continue to improve in all grade levels, for homeless students and students in need of mental health support; and continuation of staff development on rigorous instruction. We made lots of improvements; however we need to improve delivery of higher order questioning in instruction and on common assessments. In addition, we will continue with staff development in integrating all disciplines with reading and writing. We will continue to use our Child Family Support Team (CFST) to link families to mental health agencies to address severe mental health issues.

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

No data is missing.

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.

Need to increase reading proficiency from an average of 59.4% to 71.2% in K-2. Need to increase reading scores from 38.4% to 60% in grades 3-5. Need to increase Science test scores from 39.3% to 60% in grade 5 by May 2012. Need to increase math from 58.5% to 70% in grades 3-5 by May 2012. Need to improve attendance of all students from 94.5% to 96% by May of 2011. Need to make 100% of AYP goals to exit school improvement in May 2012. Need to increase technology equipment in order for our students to compete globally with technology. Many of our students do not have technology at home other than cell phones; they need to know how to use the new tools of the 21st century.

Priority 1 Goal and Associated Strategies

Plan/Do	Area for improvement and supporting data: Improve Reading proficiency in K-2 Kindergarten-----70.4% to 84.5.3%; Grade 1- 63.9 to 76.6%; Grade 2- 44.1 % to 60%. Improve Reading proficiency in 3-5 by at least 20%: Grade 3- 37.6 to at least 60%; Grade 4- 36.6% to at least 60%; Grade 5- 41.0% to 60%.	
	School Goal 1: Supports this district goal:	To increase % of K-5 students proficiency rates in literacy by at least 20% Goal 1: Ensure achievement of high academic performance by all students.
	Target: Indicator: Milestone date:	Grades K-5 Cumulative Assessments (CAs), Common Assessments, End of Grade Tests, K-2 Assessments, 3D Wireless Generation Assessment; Title One information presented- August 24 & October 10 (Curriculum Night); Educational Resource Group (ERG) Planning-August 11; ERG Grade Level Meetings-September 6; ERG Model Lesson and Observations—September 12, 19, & 2 6; 21 st Century Afterschool Learning Program (Applications due September 26); 21 st Century Afterschool Learning Program Meeting/—October 3; 21 st Century Afterschool Learning Program Start Date—October 10; Cumulative Assessments (CAs) October 24-28; Cumulative Assessments (CAs) January 17-18; Cumulative Assessments (CAs) -- March 19-21; Durham Reads Information Session-March 2012; EOGs May 7-18; EOG Retest; May 21-June 1, 2012
	Goal 1 improvement Strategies - Identify research based strategies whenever possible.	
	Strategy 1:	Strategy: Continue increasing consistent reading instruction for students in grades K-5.
		Action Steps: 1. Instructional Leaders and Academic Coaches will help ensure that teachers follow the Districts Pacing Guide and Literacy Framework for Scott Foresman reading program. 2. Utilize Wireless Generation 3D Assessment tool in order to effectively design lesson plans and generate strategies to increase student successfulness with identified concepts. 3. Utilize data from mClass and Achievement Series during school wide Intervention Block from 9:00-9:30am 4. Effectively utilize support from Educational Resource Group (ERG) with literacy focusing specifically on Guided Reading (GR)
	Strategy 2:	Strategy: Continue increasing stamina and sustained reading for students in K-5.
	Action Steps: 1. Analyze data from the Durham Reads summer program for rising 4th graders and prepare for participation in 2011-12 school year. 2. Maintain and monitor daily independent reading and incentives for reading logs. 3. Recruit/Select 40-50 students to participate in 21 st Century Afterschool Learning Program.	
Strategy 3:	Strategy: Increase community awareness and parental involvement to support student achievement.	

	<p>Action Steps: 1. Present Title One, AYP goals and parent involvement expectation information at Open House and the 1st PTA Meeting/Curriculum Night</p> <p>2. Have student performances at every PTA meeting to encourage parent involvement at school.</p> <p>3. Provide information sessions to parents to improve student achievement at Curriculum Nights, Math Night, etc.</p> <p>4. Designate and stock parent/family room with parent resources.</p> <p>5. Increase positive communication concerning students' academic progress (phone calls, post cards, letters and emails)—Parent communication logs are due at the end of each 9 weeks.</p>		
	How will we fund these strategies?		
	<p>Funding Source 1</p> <p>Funding Source 2</p> <p>Funding Source 3</p>	<p>Title One –Parent Involvement --PRC-105 PTA</p> <p>Title One—During Day & Afternoon Tutoring Services</p>	<p>Funding Amount: \$ 25,000(Part-time Parent Liaison)</p> <p>Funding Amount: \$ 2,000</p> <p>Funding Amount: \$ 10,000</p> <p>Total initiative funding: \$ 37,000</p>
	<p>Review Frequency: Quarterly</p> <p>Assigned Implementation Team: Instructional Facilitator, Curriculum Specialist, Academic Coaches, Counselors, Administration, PTA Officers, Parents, Teachers, Instructional Assistants</p>		
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	Common assessments, SGA/CA data, parent surveys, K-2 Assessment data, administrative observations, communication logs		
	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"> • target stem questions • reflect on practice • analyze data • measure growth • incorporate changes • target interventions 		
	What does the data show regarding the results of the implemented strategies?		
	TBD		
Act	Based upon identified results, should/how should strategies be changed?		
	TBD		

Priority 2 Goal and Associated Strategies

Plan/Do	Area for improvement and supporting data: Improve Math scores: Grade 3- 59.8% to 72%; Grade 4- 54% to 64.8%; Grade 5- 61.5% to 73.8%.	
	School Goal 2: Supports this district goal:	To increase K-5 students proficiency rates in math by 20%
	Target: Indicator: Milestone date:	All subgroups in 3-5 NC End of Grade Tests SES information letters to parents-September 14; SES letters due back-October 14; Cumulative Assessment (CAs) /Benchmark October 24-28; Cumulative Assessment (CAs)/Benchmarks-January 17-20; Cumulative Assessment (CAs)/Benchmarks-- March 19-23; EOGs May 7-25; EOG Retest; May 29-June1, 2012
	Goal 2 improvement Strategies - Identify research based strategies whenever possible.	
	Strategy 1:	Strategy: Continuous implementation of math curriculum: Envisions K-5
		Action Steps: 1. Teachers monitor the fidelity of administering, grading, analyzing and utilizing results to inform instruction based on data from SGA's and CA's 2. Teachers provide corrective instruction remediation by objectives (SGA)
	Strategy 2:	Strategy: All level 1s and 2's suggested/encouraged to enroll in the SES and/or afterschool tutorial for extra practice in reading and math
		Action Steps: 1. Inform the parents about SES and afterschool tutoring program for Glenn and encourage them to have their child participate. 2. SES coordinator will monitor SES program for alignment with district, state and school goals and share that with administration. 3. Disaggregate the data from the program to make sure the students are learning and classroom teachers are seeing results on students' areas of need with math concepts.
	Strategy 3:	Strategy: Update technology equipment to support programs
		Action Steps: 1. Purchase one additional Activboard per grade level. 2. Share strategies and ideas during PLCs to help promote how to use and share equipment. 3. Purchase new dell desktops, lap tops, digital/flip cameras, elmos, etc. for grade levels requesting/needing support. 4. Provide site based professional development each quarter (October 24-Activeboard refresher, January 20—Creating enhanced technology lessons , March 23-Collaborating with the technology and media coordinators and June 7—Teachers' Choice).
How will we fund these strategies?		

	Funding Source 1 Funding Source 2 Funding Source 3	Federal funds - Title I Donor's Choose (Each Grade Level to submit 1 request @ 250.00 each)	Funding Amount: \$10,000 Funding Amount: \$ 2, 500 Funding Amount: \$ Total initiative funding: \$ 12, 500
	Review Frequency: Quarterly Assigned Implementation Team: Instructional Facilitator, Academic Coaches, PLCs, Administration, ELT		
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	Common assessments, SGA/CA data, technology inventories, scorecards, record of purchases, record of attendance of afterschool program, documentation of staff training.		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	We will measure growth, target stem questions, the amount of level 3's and 4's on the math benchmarks. We will look closely at what types of questions we are doing well in and not doing well, the types of problems and computations, etc.		
	What does the data show regarding the results of the implemented strategies?		
	TBD		
Act	Based upon identified results, should/how should strategies be changed?		
	TBD		

Priority 3 Goal and Associated Strategies

Plan/Do	Area for improvement and supporting data: Science scores: 3 rd grade—No Data; 4 th grade—No Data; 5 th grade—39.3%		
	School Goal 3: Supports this district goal:	Improve Science scores by at least 20% in grades 3- 5: 3 rd grade— 60%; 4 th grade---60% 5 th grade 39.3% to 60.0 % Increase student achievement	
	Target: Indicator: Milestone date:	Grades K-5 NC End of Grade Science Test Quarterly—Science Day Initial Contact-November 7; January 9-- Science Day meeting—March 5—Science Day Meeting; Science Day—March 23, 2012; Cumulative Assessment (CAs) /Benchmark October 24-28; Cumulative Assessment (CAs)/Benchmarks-January 17-20; Cumulative Assessment (CAs)/Benchmarks-- March 19-23; EOGs May 7-25; EOG Retest; May 29-June1, 2012	
	Goal 3 improvement Strategies - Identify research based strategies whenever possible.		
	Strategy 1:	To review pacing guide, curriculum maps to ensure that teachers understand what must be taught for each unit.	
		Action Steps: 1. Discuss lessons and how they will be taught weekly/bi-weekly/quarterly. 2. Create and/or plan according to the common assessments in science weekly or bi weekly including multiple choice, open ended and vocabulary. 3. Review vocabulary for each unit weekly/biweekly in PLC and integrate science into literacy	
	Strategy 2:	Strategy: To develop relevant and tangible collaborated science learning experiences for students	
		Action Steps: 1 Develop an annual Science Day/Science Walk. Contact NCCU, Museum of Life and Science and area H.S. to support math and science by April 2012. 2. Invite speakers/scientists (Duke University, School of Science and Math, EPA-soil & environment, Worm Farm) to enhance classroom lessons. 3. Discuss in Professional Learning Communities (PLCs) science lessons and how they will be taught weekly/bi-weekly 4. Disaggregate science test/unit data to ensure students’ needs are being met with understanding various science concepts.	
	Strategy 3:	Strategy: Incorporate cross-curricular and multiple intelligences in science lessons	
		Action Steps: 1. Incorporate technology (power points, instructional games, etc. weekly into lessons. 2. Encourage teacher/specialist collaboration by consistently posting lesson plans on share drive.	
How will we fund these strategies?			
Funding Source 1	State funds -	Funding Amount: \$1, 000	
Funding Source 2	Local district funds	Funding Amount: \$	
Funding Source 3		Funding Amount: \$1, 000	

			Total initiative funding: \$2,000
	Review Frequency: Quarterly		
	Assigned Implementation Team: specific science teachers in each grade level, grade chairs, administration, Academic Coach		
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	Common assessments, SGA/CA data, EVAAS data, review administration walk-through observations/evaluations		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	We will measure growth and proficiency. We will look closely at the types of questions we are with and target question stems with lower proficiency.		
	What does the data show regarding the results of the implemented strategies?		
	TBD		
Act	Based upon identified results, should/how should strategies be changed?		
	TBD		

Priority 4 Goal and Associated Strategies

Plan/Do	Area for improvement and supporting data: Out of school suspension: 75 occurrences; 10 days or less: 71 occurrences--African American; 2 occurrences--Hispanics: 1 occurrences; White: 1 occurrence--Multi-racial: Child obesity based on North Carolina data: increase duration of physical activity	
	School Goal 4: Supports this district goal:	To promote a healthy environment that is safe and conducive to learning. Increase student achievement
	Target: Indicator: Milestone date:	To decrease suspension rate by 10% from 6.63% to 5.96%. Specifically African American males from 54 to 35 students receiving Out of School Suspension (OSS). DPS Quarterly Suspension Reports and Glenn Monthly Behavior Reports (Koala Cool Down (KCD)-Glenn In-School Suspension (ISS) and Office Referrals)
	Goal 4 improvement Strategies - Identify research based strategies whenever possible.	
	Strategy 1:	Strategy: Create and utilize alternatives to suspension for minor incidents
		Action Steps: 1. Professional Development for the staff “Setting Limits in the Classroom” and put in checks and balances for adherence to model. 2. Ensure that repeat offenders (4 or more) have a Student Assistance Program (SAP) referral with strategies. 3. Develop and implement mentoring program for African-American males by partnering with Community Education (afterschool program).
	Strategy 2:	Strategy: Increase employee awareness of Mental Health issues
		Action Steps: 1. Utilize Bien Star/Wellness Center for Professional Development on ADHD/ADD, Anxiety, OCD, Traumatic Experiences, etc 2. Ensure that Crisis Plans are in place for identified students. 3. Consistently collect and analyze Setting Limits and PBIS data.
	Strategy 3:	Strategy: Increase Physical Fitness of staff, students and parents
		Action Steps: 1. Establish and maintain afterschool activities/fitness classes for parents and students; Offer discounted golf classes. 2. Initiate and promote Jump Rope for Heart. 3. Utilize Durham County Nutritionist for health classes and healthy living tips. 4. Continue Step Team club and establish other spring after school clubs. 5. Embrace and promote Playworks (structured recess program) including before/afterschool activity components
How will we fund these strategies?		

	Funding Source 1 Funding Source 2 Funding Source 3	Federal Funds-Title 1—Setting Limits Title 1---Playworks	Funding Amount: \$16,601.59 Funding Amount: \$10,000.00 Funding Amount: \$ Total initiative funding: \$ 26,601.59
	Review Frequency: Quarterly Assigned Implementation Team: Wellness Committee, parents, students, administration		
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	Suspension data, Attendance data, CFST referrals, Review teacher positive calls and postcard logs, PBIS superstars, etc		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	suspension rate, mental health referral data, Ms. Gilliam's Physical Education (PE) data, student survey data		
	What does the data show regarding the results of the implemented strategies?		
	TBD		
Act	Based upon identified results, should/how should strategies be changed?		
	TBD		

Safe School Plan for Glenn

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: Dr. Renee Carmon, Principal

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): Willa Sample

Teachers: Cerise Little, Jed Miller

Teacher Assistants: Zena Tyre

Other School Staff Donald Lee

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: To maintain a safe and orderly school environment	
Target: Reduce suspensions and office referrals by 10%	
Indicator: Administrative Monitoring, Formal Observations, Behavioral Referrals, SSP Data, Student, Parent , and Teacher Surveys	
Milestone Date: Quarterly	
Goal: Promote Physical Fitness and Health Wellness	
Target: To increase physical activities and healthier eating habits for students and staff	
Indicator: Parent, Student, and Family Surveys, Walking Logs, and Feedback from Dine for Life Nutritionist	
Milestone Date: Quarterly	
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	
Setting Limits in the Classroom by Dr. Robert J. McKenzie	Aug. 8-9, 2011
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 Interventions & 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	
	Strategy 2	X	X	X		
	Strategy 3	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:

- Utilize Wireless 3D Generation Assessment tool (Dibels and TRC) to identify students individual literacy needs and create lessons to make students proficient in the deficient area.
- Continue to embrace and utilize the support of the Education Resource Group (ERG) with guided reading.
- Promote school wide theme Glenn READS: Reaching Excellence Achieving Dynamic Success
- Read *How Full Is Your Bucket?* and participate in a Staff and a Grade Level PLC to discuss how this relates to the present and projected state of Glenn.

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 disproportionally, 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		
	Strategy 2	X	X			
	Strategy 3		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:

1. Research and capitalize on opportunities for great teachers to mentor student teacher.
2. Provide needed on-site and off-site professional development as defined in teacher surveys.
3. Utilize the support of Instructional Facilitators and Academic Coaches
4. Requiring teachers to utilize Assessment for Learning (AFL) strategies to inform instruction and increase academic achievement for all students.
5. Implementing the Common Core State Standards and the NC Essential Standards.

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	
	Strategy 2		X		X	
	Strategy 3				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:

Professional development is imbedded in our PLC time. We are engaged in book studies.

- Setting Limits in the Classroom by Robert J. MacKenzie

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

requirement. Please see the priority goals and strategies noted to the right:	Strategy 2					
	Strategy 3				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:

6. Identify positive teachers to facilitate a forum for teacher recruitment.
7. Utilize hiring teams when teacher vacancies become available.
8. Ensure that website represents the positive opportunities that Glenn has to offer staff.
9. Utilize opportunities to visit or speak in educational classes at universities to recruit potential highly qualified teachers.
10. Research and capitalize on opportunities for great teachers to mentor student teacher.

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					
	Strategy 2	X				
	Strategy 3	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:

1. Increase parent involvement at PTA meetings by asking president and other members to recruit parent and teacher participation during Open House, Curriculum Night, Glenn Family Skate Nights, Fall Carnival and more.
2. Principal will sponsor quarterly parent coffee hours to discuss Glenn's academic achievement progress.

3. Encourage teachers and parents to attend the district PAC and organize a Glenn PAC (Parent Advisory Council).
4. Parent Resource Room
5. Positive phone calls to parents
6. Parent volunteers as readers

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 goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1					
	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:

We do not have pre-school students at our school this year. However, we will invite our rising kindergarten students to join our summer enrichment program sponsored during the month of July 2011 and 2012.

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

requirement. Please see the priority goals and strategies noted to the right:	Strategy 2	X	X			
	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:
Please refer back to SIP strategies

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		
	Strategy 2	X	X	X		
	Strategy 3	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:
Please refer back to SIP strategies

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	
	Strategy 2	X	X		X	
	Strategy 3		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: Please refer back to SIP strategies						

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		
	Strategy 2	X	X		X	
	Strategy 3	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:

1. Reading Street/Balanced Literacy Framework /2 times monthly.
2. Coaching daily.
3. Math Focus Groups and small group instruction/weekly
4. Focusing on students with Mental Health Issues/once per quarter

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				
	Strategy 2			X		
	Strategy 3	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:

A formal letter was written to each Glenn Family explaining about making AYP for 2011-2012. The letter explained that we must make AYP two consecutive years in order to exit school improvement. The letter offered school choice. The two schools of choice were

Fayetteville Street and Lakewood. Glenn Families were also informed of the AYP status of Glenn through a Connect-Ed call. The parents were given the same information at Open House and at the first PTA meeting/Curriculum Night.

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				
	Strategy 2	X				
	Strategy 3	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:						
School: Double dose of reading for students in grades k-5. Use of intervention specialists to work with students in reading, math and science. Work with tutors within the classroom to work with small groups in reading and math.						
LEA: The district will set up a vendor fair so that parents can choose their providers for tutorial services at the school site. The district will provide each school with academic coaches to help train and model for teachers how to effectively teach reading.						
SEA: Allocate funds to help fund the programs such as SES, In school tutorials, and 21st Century grant funding, meet with school improvement teams to hear their needs and concerns.						

**School-based management and Accountability Program
Summary of School-based Waiver Requests for Program Years 2011-2012**

LEA or Charter School Name/Number: Durham Public Schools

School Number(s)	Request for Waiver
320	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