

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

School Name and Number: Durham Performance Learning Center-322

School Address: 401 North Driver Street, Durham, NC 27703

Plan Year(s): 2011-2012

Date Prepared: August/September 2011

Dan Gilfort

September 2011

Principal Signature

Date

School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position	Name	Committee Position	Name
Principal	Dan Gilfort		
Inst. Support Representative	Lisa Bair		
Teacher Assistant Representative	Wendy Anderson		
Instr. Support Representative	Susan Clements		
Parent Representative	Kerry Sutton		
Classified Representative	Melinda Walker		

***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 school climate and culture that foster well-being of students, staff, and community.

Supports SBE Goal:

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

School Vision and Mission Statements for

Vision: The vision of the Durham Performance Learning Center is to provide educational opportunities that will enable students to attain the academic and emotional foundations necessary for their future endeavors.

Mission: The mission of the Durham Performance Learning Center is to provide a businesslike environment with a focus on students' learning and acquiring skills that will ensure their success in the real world as life-long learners.

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?

- **Taking low-achieving students and getting them the credits they have missed due to social issues.**
- **Getting students with chronic attendance issues to earn credits and graduate.**
- **Moving low ability students through courses without sacrificing content or rigor.**

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

- **Despite a state record of completed courses for PLCs, our attendance rate continues to lag behind other high schools within the district as well as other PLCs.**
- **EOC proficiency rates.**
- **Graduation cohort rate.**

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

- **Our students come to us at such low levels of achievement that student growth is the best indicator of student success. We need to do a better job of showing the growth of our students, despite a lack of proficiency and highlight that as an indicator of our schools success. A greater reliance on EVAAS as a means of displaying growth will be emphasized this school year.**
- **Customer satisfaction surveys. Despite a significant dip in our proficiency scores when compared to previous years, parent and students self report a high level of satisfaction with our program. Communities in Schools will conduct student and parent satisfaction surveys in both January and June of 2012.**
- **Accurate Graduation Cohort Rate reports. The majority of students come to us, significantly off cohort, however it is reported that we are off cohort, as if the students were with us from the beginning of their high school careers. In fact, we are cleaning up and repairing damage done elsewhere.**

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.

- **Attendance. Students who attended school with a 90% of attendance rate were 100% in passing the Algebra 1 EOCs. Students with less than 90% attendance did not pass the EOC.**
- **Instructional practices for both the PLC and ARC. The implementation of the Apex online learning program will enable a daily and weekly monitoring of instructional progress for online courses and ensuring students are prepared for the EOCs and benchmarks. The rehiring in a**

timely manner of new ARC staff, committed to meeting the needs of this special population.

- **Intensive classroom walk-throughs. Administration must be aware of what is being taught on a daily basis in each course. The number of formal walk-throughs conducted last year was insufficient.**

Priority 1 Goal and Associated Strategies

Plan/Do	Area for improvement and supporting data: Academic Achievement		
	School Goal 1: Supports this district goal:	District Goal 1: Ensure achievement of high academic performance by all students. Supports SBE Goal 1	
	Target: Indicator: Milestone date:	60% of students will be proficient on EOCs in Alg. 1, Bio. Eng. 1 EOC Scores January 2012 / June 2012	
	Goal 1 improvement Strategies - Identify research based strategies whenever possible.		
	Strategy 1:	Strategy: APEX Online- 80% proficiency on all online coursework prior to moving to next unit	
		Action Steps: Teachers & Staff trained on APEX Online Learning Curriculum. Program will not enable online progress unless student achieves 80% proficiency on each lesson.	
	Strategy 2:	Strategy: Non-APEX courses will utilize district benchmarks, common assessments to ensure that students have achieved a minimum of 80% mastery of the curriculum.	
		Action Steps: Create the common unit assessments and gather district benchmarks	
	Strategy 3:	Strategy: Advisors will monitor student progress and make parent contact on a weekly basis to ensure students' proficiency goals.	
		Action Steps: Advisors will receive weekly updates on student progress, analyze data, and contact parents by phone, e-mail or text.	
How will we fund these strategies? See district budget.			
Funding Source 1	Select a funding source: School Improvement Grant	Funding Amount: \$34,400.00	
Funding Source 2	Select a funding source	Funding Amount: \$	
Funding Source 3	Select a funding source	Funding Amount: \$	
Total initiative funding: \$			
Review Frequency: Weekly at staff meeting and PLC meetings			
Assigned Implementation Team: Entire faculty and staff			
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	<ul style="list-style-type: none"> APEX progress reports, Common Formative assessments, Benchmarks, Discipline records, attendance records, Engrade, Parent Contact 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"> APEX progress reports, Common Formative assessments, Benchmarks, Discipline records, attendance records, Engrade, Parent Contact Logs 		
What does the data show regarding the results of the implemented strategies?			

	<ul style="list-style-type: none">• The data will show whether students are on pace, understanding the curriculum, attending school, following rules and procedures, and engaged in the learning community.
Act	Based upon identified results, should/how should strategies be changed?
	<ul style="list-style-type: none">• Strategies will be reviewed and amended when it has been determined that a student is not understanding the material or progressing through the continuum of learning.

Priority 2 Goal and Associated Strategies

Plan/Do	Area for improvement and supporting data:		
	School Goal 2: Supports this district goal:	District Goal 1: Ensure achievement of high academic performance by all students. Supports SBE Goal 1	
	Target: Indicator: Milestone date:	100% of students will meet expected growth. EOC scores/Teacher made assessments/District assessments/Report Cards Ongoing, January 2012, June 2012	
	Goal 2 improvement Strategies - Identify research based strategies whenever possible.		
	Strategy 1:	Strategy: APEX Online- 80% proficiency on all online coursework prior to moving to next unit	
		Action Steps: Teachers & Staff trained on APEX Online Learning Curriculum. Program will not enable online progress unless student achieves 80% proficiency on each lesson.	
	Strategy 2:	Strategy: Non-APEX courses will utilize district benchmarks, common assessments to ensure that students have achieved a minimum of 80% mastery of the curriculum.	
		Action Steps: Create the common unit assessment, gather district benchmarks, unpacked curriculum	
	Strategy 3:	Strategy: Advisors will monitor student progress and make parent contact on a weekly basis to ensure students' proficiency goals.	
		Action Steps: Advisors will receive weekly updates on student progress, analyze data, and contact parents by phone, e-mail or text. School PLCs will continually monitor student data, differentiate for all learners, and review curriculum standards for fidelity	
How will we fund these strategies?			
Funding Source 1	Select a funding source: School Improvement Grant	Funding Amount: \$34,000.00	
Funding Source 2	Select a funding source	Funding Amount: \$	
Funding Source 3	Select a funding source	Funding Amount: \$	
Total initiative funding: \$			
Review Frequency: Weekly at staff meeting and PLC meetings			
Assigned Implementation Team: Entire Faculty and Staff			
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	<ul style="list-style-type: none"> APEX progress reports, Common Formative assessments, Benchmarks, Discipline records, attendance records, Engrade, Parent Contact 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"> Review of the above listed documents, data provided through the district, formative and summative assessments, benchmarks 			

	<p>What does the data show regarding the results of the implemented strategies?</p> <ul style="list-style-type: none"> • The data will show whether students are on pace, understanding the curriculum, attending school, following rules and procedures, and engaged in the learning community.
Act	<p>Based upon identified results, should/how should strategies be changed?</p> <ul style="list-style-type: none"> • Strategies will be reviewed and amended when it has been determined that a student is not understanding the material or progressing through the continuum of learning.

Priority 3 Goal and Associated Strategies

Plan/Do	Area for improvement and supporting data: Attendance		
	School Goal 3: Supports this district goal:	District Goal 1: Ensure achievement of high academic performance by all students. Supports SBE Goal 1	
	Target: Indicator: Milestone date:	90% overall attendance rate NC Wise Attendance Reports Daily/Weekly/January 2012/June 2012	
	Goal 3 improvement Strategies - Identify research based strategies whenever possible.		
	Strategy 1:	Strategy: All students will be assigned to an advisor that will meet with the student and make weekly parent contact to discuss progress	
		Action Steps: Weekly advisory meeting built into the bell schedule	
	Strategy 2:	Strategy: Students will be assigned to Friday School if they are absent during the week	
		Action Steps: Attendance records will be reviewed and student notified of Friday School attendance requirement by Thursday of each week	
	Strategy 3:	Strategy: Hire a full-time Social Worker	
		Action Steps: Social Worker will coordinate services where needs arise, make home visits, and attend parent/teacher conferences	
Check	How will we fund these strategies?		
	Funding Source 1	Select a funding source: School Improvement Grant	Funding Amount: \$5000.00
	Funding Source 2	Select a funding source	Funding Amount: \$
	Funding Source 3	Select a funding source	Funding Amount: \$
			Total initiative funding: \$
Review Frequency: Daily/Weekly			
Assigned Implementation Team: Entire Faculty and Staff			
What data will be used to determine whether the strategies were deployed with fidelity?			
<ul style="list-style-type: none"> NC Wise attendance reports, Parent Contact Logs, Advisory Lesson Plans, Social Worker reports 			
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"> Review of attendance data and student progress reports 			
What does the data show regarding the results of the implemented strategies?			
<ul style="list-style-type: none"> The data will show that absences have decreased and that the student is progressing in their coursework 			

Act	Based upon identified results, should/how should strategies be changed?
	<ul style="list-style-type: none">• The Student Support Services Coordinator, Social Worker, Principal and Advisors will create an action plan when necessary

Priority 4 Goal and Associated Strategies

Plan/Do	Area for improvement and supporting data: School Climate and Culture		
	School Goal 4: Supports this district goal:	District Goal 4: Ensure school climate and culture that foster well-being of students, staff, and community. SBE Goal 3 - North Carolina Public School students will be healthy and responsible.	
	Target: Indicator: Milestone date:	100% of our students will participate in a 1-to- 1 advisory relationship that will ensure satisfactory home –school-- community congruence. Advisory Team List/Weekly Advisory Meetings/Advisory Contact Logs Ongoing and Weekly	
	Goal 4 improvement Strategies - Identify research based strategies whenever possible.		
	Strategy 1:	Strategy: Peer Court	
		Action Steps: Lisa Bair will contact Teen Court to come train students to serve on Peer Court; Gold ties will serve as counsel for month	
	Strategy 2:	Strategy: Advisory Meeting Lesson Plans	
		Action Steps: All faculty and staff will meet weekly to determine lesson planning needs for students during the advisory period	
	Strategy 3:	Strategy: Advisory Team Scoring and Contests	
		Action Steps: Students will be scored on various criterion in order to win individual and team rewards	
How will we fund these strategies?			
Funding Source 1	Select a funding source	Funding Amount: \$	
Funding Source 2	Select a funding source	Funding Amount: \$	
Funding Source 3	Select a funding source	Funding Amount: \$	
Total initiative funding: \$			
Review Frequency: Weekly			
Assigned Implementation Team: All Faculty and Staff			
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	<ul style="list-style-type: none"> Advisory Lesson Plans, Parent Contact Logs, Advisory Scoring Spreadsheet 		
	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"> Students will attend school, obey rules and procedures, engaged in their school work, and participating in the school community 		
What does the data show regarding the results of the implemented strategies?			

	<ul style="list-style-type: none">• The data will show that students are achieving in their coursework, attending school, and following rules/procedures while present.
Act	Based upon identified results, should/how should strategies be changed?
	<ul style="list-style-type: none">• Advisors are an advocate for the student and will implement strategies to further help and engage the student when necessary.

Safe School Plan for

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

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

Statement of Responsibility for the School District Superintendent

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

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

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

Statement of Responsibility for the School Principal

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

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

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

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

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

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

Assistant Principal(s):

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: School wide Student run court system to handle issues such as tardies, disruption in class, attendance issues	
Target: 75% reduction in Out of School suspensions from 2010-2011	
Indicator: 92% daily attendance rate	
Milestone Date: June 6, 2012	
Goal: Revised discipline matrix	
Target: Reduction in total number of days missed due to suspensions	
Indicator: 92% daily attendance rate	
Milestone Date: August 25, 2011	
Goal: Weekly positive behavior rewards	
Target: Increase recognition of pro-social aspects of school	
Indicator: Increase in student report/teacher reporting of positive behavior	
Milestone Date: October 1, 2011	
Goal: 100% of staff trained in Crisis Emergency Response Team procedures	
Target: 0 incidents	
Indicator: All staff trained	
Milestone Date: October 1, 2011	
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

**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/320

**School Number(s)
322**

Request for Waiver

1. Please describe the waiver you are requesting:

Vary the 150 clock hour requirement in order to grant course credit.

2. Identify the law, regulation, or policy from which exemption is requested.

North Carolina Administrator's Code, Title 16, Sections 6E.01019(2)

3. State how the waiver will be used.

With the use of online curriculum, students may accelerate the learning process without excluding any of the course materials.

4. State how this waiver helps achieve the specific performance goals identified in the School Improvement Plan.

Students who enroll in this school are able to accelerate through their courses via the online curriculum, Apex Learning Systems. They will still complete 150 hours worth of work but may finish in fewer contact hours.

Please duplicate this sheet as needed for additional waivers.

**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/320

**School Number(s)
322**

Request for Waiver

1. Please describe the waiver you are requesting:

Allow schools the flexibility with regard to schedule for administering end-of-course tests, to accommodate those students who are able to complete a course, via online curriculum prior to the typical school semester.

2. Identify the law, regulation, or policy from which exemption is requested.

North Carolina Administrators' code, Title 16, Sections 6E.0101(2)

3. State how the waiver will be used.

This waiver will allow the school to administer the EOCs at two additional times throughout the year, November and March.

4. State how this waiver helps achieve the specific performance goals identified in the School Improvement Plan.

Students who enroll in this school are able to accelerate through their courses via the online curriculum. With this acceleration, students need to complete their EOCs as close to course completion as possible.

Please duplicate this sheet as needed for additional waivers.

**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/320

School Number(s)
322

Request for Waiver

1. Please describe the waiver you are requesting:

Allow for reduced number of hours required to complete a course as long as mastery of all NC SCOS objectives are met.

2. Identify the law, regulation, or policy from which exemption is requested.

HSP-M-001 State Board Policy: Hours Required for Course Credit

3. State how the waiver will be used.

The premise of the Durham Performance Learning Center is flexible learning schedules and mastery learning in order to accelerate students who are behind in their credits. In order to accelerate students and appropriately utilize the mastery course requirements students need to be provided the opportunity to master course requirements in less than the minimum number of hours required by the state.

4. State how this waiver helps achieve the specific performance goals identified in the School Improvement Plan.

This waiver will allow students at the DPLC to work toward mastery of the NC SCOS objectives, but to do so in less than the minimum number of hours required by the state. Students will be judged on master of objectives to ear course credit.

Please duplicate this sheet as needed for additional waivers.

Signature of Superintendent/Designee

Date