

LEA or Charter Name/Number: **Durham Public Schools - 320**
 School Name and Number: **Durham School of the Arts 323**
 School Address: **400 North Duke Street, Durham, NC 27701**
 Plan Year(s): **School Year 2011-2012**
 Date Prepared: **September 16, 2011**



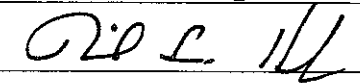
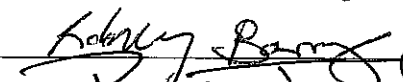
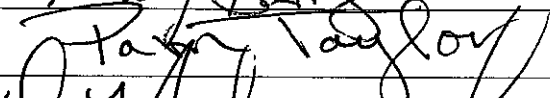
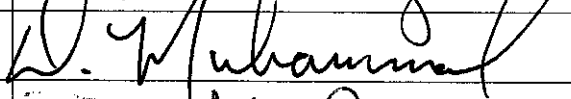
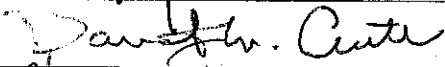
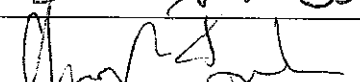
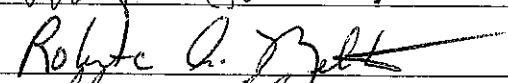

Principal Signature



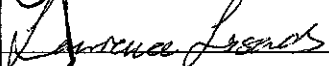
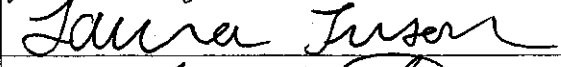
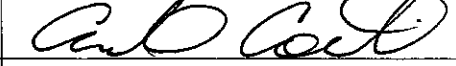
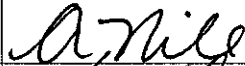
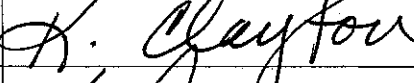
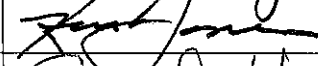
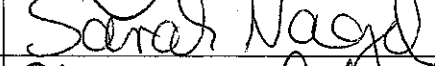


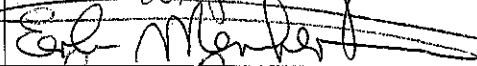

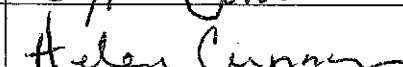
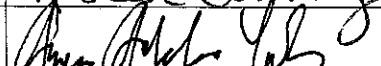
9-16-2011

Date

School Improvement Team Membership

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

Committee Position	Name	Signature
Principal	David Hawks	
Assistant Principal Representative	Rodney Berry	
Inst. Support Representative	Pam Taylor	
Teacher Assistant Representative	Dawud Muhammad	
Visual Arts Representative	David Antle	
Physical Education Representative	Cheryl Bowden	
Performing Arts Representative	Roberta Melton	
Career & Tech. Ed. Representative	Aleena Overman	

Committee Position	Name	Signature
Foreign Language Representative	Annie Norris	
Parent Representative	Virginia Kline	
6 th Grade Representative	Laurence Isaacs	
7 th Grade Representative	Laura Tuson	
8 th Grade Representative	Amelia Courtis	
HS English Representative	Amber Nile	
HS Mathematics Representative	Kristina Clayton	
HS History Representative	Ken Jones	
HS Science Representative	Sarah Nagel	
EC Representative	Shannon Ooten	
Parent Representative	Bunmi Fatoye-Matory	
Parent Representative	Earle Manhertz	
Parent Representative	Lyleen Collins	
Parent Representative	Helen Cunny	
Parent Representative	Gwen Gilbert Yueh	

*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 Durham School of the Arts

Vision: About Our Students:

All students have the desire and ability to learn.

All students have the capacity to create and respond to the arts.

Students use various intelligences that must be recognized and nurtured in developmentally appropriate ways.

About Our School:

A safe and secure school climate is an essential precondition for learning.

An atmosphere that fosters independence and exploration is essential for the development of creative thinking.

An environment of encouragement and support to express differing points of view and the subsequent critical examination of their significance and to promote dialogue, respect, and understanding.

About Our Community:

Students, as beneficiaries of the community, are responsible for actively pursuing their education.

Students succeed best when they partner with parents, staff, the community, and other students.

About Diversity:

Respect for and appreciation of people from diverse backgrounds is essential for a quality education and a healthy community.

About the Arts:

The arts, a symbolic, universal form of communication, are inherently worthwhile and are fundamental to a quality education.

About Learning:

Imagination is an important part of the learning process.

Discipline, perseverance, and concentration are key elements in academic and artistic education.

Mission: The mission of the Durham School of The Arts is to enable students from diverse backgrounds to realize their individual academic potential and creative capacities through a rigorous academic program emphasizing excellence in the visual and performing arts.

School Data and Summary Analysis

Use data identified on the Data Sources section (or from other sources) as the basis for understanding the school and identifying priority areas for improvement.

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-through/observations), and student learning (also from walk-through / observations as well as data).

1. What does the analysis tell you about your school's strengths?

A detailed study of the Durham School of the Arts (DSA) Scorecard for 2010-11 along with End of Course (EOC) and End of Grade (EOG) Proficiency and Growth Reports show growth in many categories beginning in middle school and continuing into high school. Examples of proficiency growth in high school show EOC test scores increased to 90.5% and middle school EOG test scores increased to 80.5% with an overall school composite of 85.2%. Annual Yearly Progress (AYP) was met for Middle School reading and math, as well as Biology, Civics & Economics, English I, and US History. Performance on Advanced Placement (AP) exams was very good. For the last 5 years, the percentage of total AP students at DSA with scores of 3+ was 77.6 to 86.6%, compared to NC which was 61.6 to 63.8%, and global which was 60.2 to 61.7% (approx 1.5 to 1.9 Million tests). Attendance was greater than 95% for 2010-2011. Suspensions were lower than the DPS average for 2010-2011 (4.8% for DSA vs. 8.93% for DPS).

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

By looking at DSA's Scorecard for 2009-2010 there is still room for improvement. Although high school EOC test scores increased to 90.5% and middle school EOG test scores increased to 80.5% with an overall school composite of 85.2%; we are concerned with middle school reading scores, 8th grade math scores and Algebra I scores.

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

Data relating to the arts education was limited. This is an item the team will research and discuss during the current school year.

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. Address Algebra I EOC scores which did not meet growth. We currently have a composite score of 77.65% of our students who are successful (score 3 or 4) in Algebra I and our goal is 80% or greater proficiency, as well as meeting state growth.
2. Address 8th grade math as a place to support students' preparation for Algebra I.
3. Address Middle School Reading scores. We are concerned that 6th grade is 80.7%, 7th grade is 73.7% and 8th grade is 74.9%. Our goal is to meet or exceed 80% proficiency for all middle school grade levels on Reading EOGs.

Priority 1 Goal and Associated Strategies

Plan/Do	Area for improvement and supporting data:	
	School Goal 1: Supports this district goal:	Student Achievement-Algebra I. Algebra I EOC scores did not meet growth. We currently have a composite score of 77.65% of our students who are successful (score 3 or 4). Our goal is 80% or better proficiency and to meet state growth. Ensure achievement of high academic performance by all students.
	Target: Indicator: Milestone date:	Increase composite score to at or above 80 % and meet state growth. State EOC test results June 30, 2012
	Goal 1 improvement Strategies - Identify research based strategies whenever possible.	
	Strategy 1:	Strategy: Provide targeted instruction and resources to enable students to be successful.
		Action Steps: <ol style="list-style-type: none"> 1. Schedule two Algebra I classes at the same time. The teachers will collaborate: one will provide corrective instruction while the other will provide enrichment after analyzing results of common assessments. 2. Enroll students in Algebra I who did not pass the 8th grade Math EOG will take both Algebra I and Math Foundations. Teachers will utilize literacy strategies to aid students in comprehending and solving word problems. 3. Provide math acceleration provided in 7th and 8th grade. 4. Offer an Algebra Recovery/Geometry block class so students can graduate with their cohort. 5. Offer multiple tutoring opportunities before school, after school, and during lunch.
	Strategy 2:	Strategy:
		Action Steps:
	Strategy 3:	Strategy:
		Action Steps:
How will we fund these strategies? State and local funding. Not applicable for Goal #1		
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: \$

	<p>Review Frequency: Quarterly</p> <p>Assigned Implementation Team: DSA administrative team and mathematics teachers</p>
Check	<p>What data will be used to determine whether the strategies were deployed with fidelity? Student grades, common assessments, progress reports, class rosters, teacher evaluations, Professional Learning Communities (PLC) minutes</p>
	<p>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.) Cumulative assessments, common assessments, EOC results</p>
Act	<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>

Priority 2 Goal and Associated Strategies

Plan/Do	Area for improvement and supporting data:		
	School Goal 2: Supports this district goal:	Student Achievement – Middle School Reading. Middle school reading scores increased. We are concerned 6th grade is only 80.7 %, 7th grade is only 73.7%, and 8th grade is only 74.9%. Our goal is to meet or exceed 80% proficiency for all middle school grade levels on Reading EOGs and meet state growth. Ensure achievement of high academic performance by all students	
	Target: Indicator: Milestone date:	Increase composite score to at or above 80 % and meet state growth. State EOG test results June 30, 2012	
	Goal 2 improvement Strategies - Identify research based strategies whenever possible.		
	Strategy 1:	Strategy: Increase reading fluency, proficiency level, and comprehension. Action Steps: Utilize the Accelerated Reader reading program. Provide parents with information on how to help their child succeed in reading. Offer reading acceleration classes in 7th and 8th grade. Implement DEAR (Drop Everything and Read) time every Monday in 8 th grade. Reserve Monday as reading days and hold individual conferences with struggling readers for 8 th grade Language Arts.	
	Strategy 2:	Strategy:	
		Action Steps:	
	Strategy 3:	Strategy:	
		Action Steps:	
	How will we fund these strategies? State and local funding. Not applicable for Goal #2		
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: \$	

	<p>Review Frequency: Quarterly</p> <p>Assigned Implementation Team: : DSA administrative team, middle school teachers, and media center coordinators</p>
Check	<p>What data will be used to determine whether the strategies were deployed with fidelity? Class rosters, Accelerated Reader reports, teacher evaluations, teacher lesson plans, Media Center check-out data, EOG Reading scores</p>
	<p>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.) Accelerated Reader progress reports, cumulative assessments, EOG reading scores, state growth</p>
	<p>What does the data show regarding the results of the implemented strategies?</p>
Act	<p>Based upon identified results, should/how should strategies be changed?</p>

Safe School Plan for Durham School of the Arts

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, all three Assistant Principals, Teachers and Staff Members at DSA

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): Provide a safe and orderly school climate

Teachers: Maintain a safe and orderly school climate

Teacher Assistants: Maintain a safe and orderly school climate

Other School Staff Durham Public Schools (DPS) Custodial Staff – Provide a clean and healthy school climate

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
- Student Assistance Plan (SAP)/ Personalized Education Plan (PEP) Services
- In-school Suspension (ISS)

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: Provide a safe and orderly school climate

Target: Improve school climate survey rating area dealing with a safe and orderly school climate

Indicator: Survey ratings

Milestone Date: June 30, 2012

Goal: Provide a clean and healthy school climate

Target: Improve school climate survey rating area dealing with a clean and healthy school climate

Indicator: Survey ratings

Milestone Date: June 30, 2012

Goal:

Target:

Indicator:

Milestone Date:

Goal:

Target:

Indicator:

Milestone Date:

Professional Development

Planned/Completed

See PAPA, Data Portal 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