

How to Use This Template	
General Information	<p>This school improvement plan template is designed to provide a step-by-step approach to planning. The template is aligned with the NCDPI-recommended model for school improvement planning as outlined in <i>The North Carolina School Improvement Planning Implementation Guide</i>. The template is aligned with the recommendations found in the Guide. For instance, space is provided for up to 5 goals for each school and drop-down menus reflect recommended guidelines such as quarterly, or at most semi-annual, review cycles. Each page of this template is designed to print neatly on an 8.5 inch-wide piece of paper, though the length may stretch to several pages. At certain locations, you will see a prompt to "select" an item from a drop-down menu. To use this feature, select the cell, then look to the far right of the cell for the drop-down button. Click the button to select the item for that cell.</p> <p>Please note the template has several tabs along the bottom of the Excel workbook. Each tab corresponds to an input and/or step of the planning process. For example, the tab named "Step 1 Cover Sheet" (see below) provides a location to input relevant school demographic data (we anticipate that the future on-line version will pre-populate this data) and school improvement team information as well as space for the principal and the local board of education chair to sign-off. Other tabs provide reference information for the school improvement team (SBE Goals, District Goals), a place for data analysis and summary, and of course, a place to identify and track school-level goals. Additional detail for each tab is provided below.</p>
Reference Tabs – These tabs provide information to aid the planning process.	<p>SBE Goals – This tab lists the five current State Board of Education goals for North Carolina. Use this as a reference as needed.</p> <p>District Goals – This tab provides space to input district level goals as well as the SBE goal supported by each. It is intended to provide an easy-to-access reference point for local district goals. Please note that the SBE goals may be selected by clicking on the cell and using the drop-down button at the end of the cell. Also, entering your district-level goals is a critical step because it builds one of the drop-down menus you will use in Steps 3 through 7, described below in greater detail. Please note this page contains at least one drop-down menu.</p> <p>Data Sources – This tab lists a variety of data sources for school improvement teams to consult as they work to establish an understanding of the current state at the school. Other data sources may be available locally as well and teams should not limit themselves to evaluating the sources listed in the template.</p> <p>School Vision and Mission – School improvement teams can input the school's mission and vision on this tab to provide an easy reference as needed during the planning process.</p>
School Improvement Plan Tabs – The School Improvement Plan consists of these tabs.	<p>Step 1 – Cover Sheet – Use this sheet to document school information. Identify all School Improvement Team members and whom they represent, as appropriate. This sheet also provides signature lines for the school principal and the person authorized to accept the plan on behalf of the local school board. Please note this page contains at least one drop-down menu.</p> <p>Step 2 – School Data Analysis Summary – This sheet provides guiding questions to help begin data analysis. It provides space to document findings and list priorities. Data sources for use with this tab are listed on the "Data Sources" tab; other available data locally available may also be used.</p> <p>Steps 3 through 7 – School Goals – These tabs provide space to record goals based upon the priorities resulting from data analysis. A separate tab is provided for each goal up to 5 goals (3-5 goals are recommended for each school). For each goal, several items can be recorded: the relevant area for improvement, the goal and the district-level goal it supports, measures, quantitative target, and milestone date. The school improvement team can also record the specific strategies to be implemented to achieve the goal along with action items for each strategy. The lower portion of each sheet provides a place to discuss potential interventions, to identify funding sources (using a drop-down menu) and team members, and to document the reviewcycle frequency for the goal (also using a drop-down menu). Please note that each of these pages contains multiple drop-down menus.</p>
Other SIP-related Requirements	<p>Safe Schools Plan – This template for the Safe Schools Plan is aligned to the state legislative requirements specified in § GS 115C-105.47. Using this template to guide Safe School planning will ensure schools address the appropriate requirements. District-level Safe Schools personnel can use the information on this tab from each school in the district to understand the prevailing issues across the district and document appropriate strategies on the district-level Safe Schools Plan.</p> <p>Title I School-wide Review - If your school is a Title I School-wide school, use this tab to develop your Title I Plan. This portion of the template was developed in conjunction with NC DPI Program Monitoring and offers space to address all federal requirements for this program. Please note that the form is designed to allow you to "X" the appropriate box and identify either an existing strategy associated with the federal requirement, or identify and describe a different program or strategy that will be used by you school to meet the requirement.</p> <p>Title I Targeted-assistance Review - If your school is a Title I Targeted-assistance school, use this tab to develop your Title I Plan. This portion of the template was developed in conjunction with NC DPI Program Monitoring and offers space to address all federal requirements for this program. Please note that the form is designed to allow you to "X" the appropriate box and identify either an existing strategy associated with the federal requirement, or identify and describe a different program or strategy that will be used by you school to meet the requirement.</p> <p>For Schools in Title I Improvement - This tab is for use by any school currently in Title I School Improvement. Filling out this tab will ensure that these schools meet the additional federal requirements that go into effect when a school enters into this status.</p> <p>ABCs Waiver Request Form – ABCs waivers may be requested according to the guidelines specified in GS § 115C-105.26. These guidelines are enumerated in the SIP Implementation Guide.</p>

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: Increase student achievement

Supports SBE Goal: Goal 1 – North Carolina public schools will produce globally competitive students.

District Goal 2: Ensure effective district governance through positive Board-Superintendent relations.

Supports SBE Goal: No match

District Goal 3: Improve public trust and confidence through open, honest communication and positive relationships.

Supports SBE Goal: Goal 4 – Leadership will guide innovation in North Carolina public schools.

District Goal 4: Increased organizational effectiveness, efficiency, and accountability.

Supports SBE Goal: Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.

District Goal 5: Establish a supportive, positive district climate and culture.

Supports SBE Goal: Goal 3 – North Carolina Public School students will be healthy and responsible.

Recommended Data Sources for Analysis by School Improvement Teams

Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas.

Examine data from such areas as:

Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction

End-of-Grade (EOG) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Test

End-of-Course (EOC) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Test

School Report Card results: (www.ncreportcards.org)

North Carolina Teacher Working Conditions Survey results: (<http://ncteachingconditions.org>)

North Carolina Teacher Working Conditions Survey: Guide for School Improvement (To assist in conversations about improving teaching and learning)

Local Data: (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)

Career and Technical Education Local Plan

School Demographic Information related to student discipline: (e.g. total office referrals, long- and short-term suspensions, expulsions)

School Demographic Information related to drop-out information and graduation rate data (<http://www.ncpublicschools.org/research/>)

School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new teachers

School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable) (NC WISE and locally maintained data)

School Perception Information related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)

Title III AMAO School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency

Title III AMAO School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency

School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities

Ready Schools Inventory/Ready Schools Plan (<http://ncreadyschools.org>)

Special Education Continuous Improvement Plan

Title I AYP (<http://ayp.ncpublicschools.org>)

Healthy Active Children Initiative (<http://www.nchealthyschools.org>)

School Vision and Mission Statements for Hillandale Elementary School

Vision:

It is our vision to provide all students at Hillandale Elementary School with the highest quality instruction so that each student is able to achieve at his/her highest potential while becoming an outstanding citizen and lifelong learner. We strive to provide a school climate that focuses on teamwork, setting high expectations for all members of the school community.

Mission:

It is our mission at Hillandale Elementary School to serve each student through commitment, caring, creativity, and continuous growth.

School Data and Summary Analysis

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

Quarterly Benchmark test results in reading, mathematics, and writing reflect that Hillandale is generally meeting growth standards for most children in third, fourth and fifth grades. Kindergarten, first and second grade Quarterly Diagnostic Reading Assessments (DRA), math, science and writing assessments reflect that our younger students are making expected growth.

Hillandale staff will work toward meeting projected AYP goals for the 2009-2010 School Year for all subgroups. An area of particular need is in meeting growth expectations for our Exceptional Children; specifically in mathematics. Additionally, we will be focusing on the academic progress of our fourth and fifth graders. The data reflects that the high achieving marks have been heavily weighed by the third grade growth statistics. Third grade growth will not be factored into the formula for determining a school's AYP.

All goals have been formulated based on the statistical information provided both long and short term.

1. What does the analysis tell you about your schools strengths?

The 2008-2009 Hillandale School Report Card reflects accomplishment of 26 of 27 goals. The third grade students accomplished double-digit growth in reading and mathematics, in spite of larger-than-State maximum class sizes. The English as a Second Language team demonstrated accomplishment of set goals for their students, in spite of large class numbers. The 2008-2009 reading goals for our Exceptional Children met the highest standard, since the group was considered a new subgroup due to having had a break from being a subgroup during the 2007-2008 school year.

The Teacher Satisfaction Survey results reflect a predominately positive attitude toward Working conditions and peer relations.

Hillandale's demographical information reflects a highly diverse population. The diversity includes students from a variety of cultural, socio-economic and educational backgrounds.

Hillandale exceeded the 95% attendance rate for the 2008-2009 School Year.

Teacher evaluations and walk through observations reflect a high time-on-task in all classrooms. Teachers are differentiating instruction to best meet the educational needs of its multicultural and diverse backgrounds of students.



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

2008-2009 ABC End-of-Grade Test results reflect the need to increase the percentage of students demonstrating proficiency in reading and math. Of particular concern are the low percentages of Asia Pacific Islander, Multi-Racial, Students with Disabilities and Economically Disadvantaged students, as well as males in general.

Hillandale staff have embraced the PEP. We are confident that the development and implementation on the PEP will bring families together with educators on focused academic goals for children. Parent involvement/information activities will be increased to empower parents to be partners in their child's educational progress.

The work in PLCs will be to discuss learning styles of our struggling students. Teachers have recognized the need to focus instruction on reading and literacy, without sacrificing necessary knowledge of required core content. Integration of science and social studies will be a focus of concentration.

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

New students to Durham or North Carolina frequently enroll without data comparable to that of their peers. Teachers and support staff will work within their grade levels to communicate (to the Office staff) missing data for individual students. The NCWise Manager will be responsible to investigate the availability of missing records. When records have arrived (from previous schools), an analysis of comparable data will be made. When data is needed, appropriate assessments and tests will be administered according to protocol.

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. EOGs, Individual Assessments and Benchmark data reflects a need to emphasize math skill progress for all students (sub groups).
2. EOGs, DRAs, writing assessments, Benchmark Tests, and classroom performance data reflect a need to prioritize literacy skill development for all subgroups. The data reflects a need to place a major focus on ED, EC and the male subgroups.
3. As measured by DPS Science Unit tests, EOG Test results, administrator observation documents of K-2 instruction and common assessment results reflect a need to increase science skill development for all students.

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

Math Standards - The number of K-5 students meeting or exceeding math standards is 78.7%.

School Goal 1:	The number of K-5 students meeting or exceeding math standards will increase by 10% as measured by DPS math tasks, Assessment booklets, and End-of-Grade Tests.
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Supports this district goal:	Increase student achievement
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Target:	Increase number of students meeting or exceeding math standards by 10%
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Indicator:	Math assessment scores
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Milestone date:	10-Jun-10
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Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.

	Strategy: Continue to work in grade level PLC teams to insure the consistency of 75 minute block of math instruction across grade levels, continue the development of common assessments, and implement guided math groups daily.
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Action steps:

Strategy 1:	1. Weekly grade level team meetings focused on student achievement and planning for core subject curriculum.		5. Develop math vocabulary activities.
	2. Monthly early release PLC work days to review student data and develop common assessments.	6.	
	3. Implement EnVisions math program.	7.	
	4. Incorporate math centers in daily instruction in all grade levels.	8.	

	Strategy: Utilization of instructional-based technology resources.
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Action steps:

Strategy 2:	1. Teachers will share lesson plans on shared network drive across grade levels.		5. Rebuild school web site with appropriate classroom links, as well as student and parent resources and information.
	2. Peer training on each grade level on various technology resources that are available for math.	6.	

Plan/Do

	<p>3. Sharing of Active Board activities, flipcharts, and resources at each grade level so that each child is exposed.</p>	7.
	<p>4. Teacher training on web page development.</p>	8.
<p>Strategy 3:</p>	<p>Strategy: Offer parent training on math technology tools.</p>	
	<p>Action steps:</p>	
	<p>1. Set up committee including staff and parents to organize a parent math technology training night</p>	<p>5. Separate ESL parent information and training meetings focused on strategies to help students excel in math.</p>
	<p>2. Committee work on gathering materials for parents to take home regarding math technology available free of charge.</p>	6.
	<p>3. Send letter home with students and send a Connect-ed message encouraging parents to attend educational math technology session.</p>	7.
<p>4</p>	8.	

Plan/Do

How will we fund these strategies?

Funding source 1: Select a funding source
Funding source 2: Select a funding source
Funding source 3: Select a funding source
Funding source 4: Select a funding source
Funding source 5: Select a funding source

Funding amount:
Funding amount:
Funding amount:
Funding amount:
Funding amount:
Total initiative funding:

Review frequency: Quarterly

Assigned implementation team:

Check

What data will be used to determine whether the strategies were deployed with fidelity?

Student Assessment and Test results
Parent and student feedback of strategies
Parent sign-in sheets
Meeting agendas

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Student Assessment and Test results will reflect not less than a 10% increase over 2008-2009 Test results.
Quarterly Benchmark Test results will reflect incremental gains to the 10% goal.
Classroom performance will reflect incremental progress.

What does data show regarding the results of the implemented strategies?

Based upon identified results, should/how should strategies be changed?

Act

Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:

Literacy Standards - The number of K-5 students meeting reading standards is 70.1%.

School Goal 2:	The number of K-5 students meeting or exceeding reading and writing standards will increase by 10% as measured by DPS Diagnostic Reading assessment, portfolios, research-based reading programs and End-of-Grade Tests, and DPS writing assessments.
Supports this district goal:	Increase student achievement
Target:	Increase number of students meeting or exceeding reading and writing standards by 10%.
Indicator:	Reading assessment scores
Milestone date:	10-Jun-10

Goal 2 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do	Strategy: Continue to work in grade level PLC teams to insure the consistency of 150 minute block of literacy instruction across grade levels, continue the development of common assessments, and continue refinement of integrated literacy centers and	
	Action steps:	
	1. Weekly grade level team meetings focused on student achievement and planning for core subject curriculum.	5. Share common assessments and strategies with the full staff.
	2. Monthly early release PLC work days to review student data and develop common assessments.	6. Refine implementation of Scott-Foresman Reading Street program.
	3. Additional teacher training on how to establish effective common and formative assessments for all students.	7
4. Establish an academic support (coaching position) to develop strategies that will support the acceleration of individual student progress in reading and writing skills.	8.	
	Strategy: Teachers will evaluate reading, literacy, and writing data quarterly in grade level and PLC meetings to plan instruction to meet student needs.	
	Action steps:	

Strategy 2:	1. Monthly early release PLC work days to review student data and develop effective literacy plans to differentiate for each student's needs.		5. Evaluate strategies quarterly using daily performance, assessments and test data.
	2. Grade level teams will be given a common, daily planning time.		6.
	3. Establish an Academic Coach position to support teachers in developing and implementing strategies that positively impact student growth in all content areas.		7.
	4. Grade levels will share successful practices with the full staff.		8.
Strategy 3:	Strategy: Develop parent informational material, strategies, and articles to encourage effective written language at home.		
	Action steps:		
	1. Parent involvement committee will develop materials that can be sent home quarterly to assist parents in working with their children at home on literacy.		5.
	2. Program Parent Links on School web site.		6.
	3. Publish articles in the PTA Newsletter that give parents easy, practical ideas to help reinforce written language skill development.		7.
4.	8.		

Plan/Do

How will we fund these strategies?

Funding source 1:	Select a funding source	Funding amount:	\$0
Funding source 2:	Select a funding source	Funding amount:	\$0
Funding source 3:	Select a funding source	Funding amount:	\$0
Funding source 4:	Select a funding source	Funding amount:	\$0
Funding source 5:	Select a funding source	Funding amount:	\$0
		Total initiative funding:	\$0

Review frequency: Quarterly

Assigned implementation team:

Check

What data will be used to determine whether the strategies were deployed with fidelity?

Student assessment and Test results
Parent and student feedback of strategies
Parent sign-in sheets
Meeting agendas

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Common assessments per grade level and PLC teams, DPS quarterly benchmark data for grades 3-5, DRA assessments for K-2, portfolios, Personal Education Plan (PEP) and End-of-Grade Tests, and DPS quarterly writing sample scores.

What does data show regarding the results of the implemented strategies?

Act

Based upon identified results, should/how should strategies be changed?

Priority Goal 3 and Associated Strategies

Area for improvement and supporting data:

Science Standards - The number of K-5 students meeting or exceeding science standards is 73%.

School Goal 3:	The number of K-5 students meeting or exceeding science standards will increase by 5% as measured by DPS science unit tests, End-of-Grade Test, administrator observation documents of K-2 science instruction, and common assessment results.
Supports this district goal:	Increase student achievement
Target:	The number of K-5 students meeting or exceeding science standards will increase by 5%.
Indicator:	Science assessment scores
Milestone date:	1-Mar-10

Goal 3 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

Strategy 1:	Strategy: Teachers will analyze beginning of year science achievement data for all students.	
	Action steps:	
	1. Evaluate and compare End-of-Grade and fourth quarter benchmark science achievement data to determine growth needs.	5.
	2. Compare achievement skills with grade level science goals to determine teaching direction.	6.
Strategy 2:	3. Develop common assessments for grade level implementation.	7.
	4. Compare growth data.	8.
	Strategy: Utilize science notebooks across grade levels to integrate nonfiction writing modes.	
	Action steps:	
Strategy 2:	1. Purchase/develop common student science journal books at each grade level.	5.
	2. Create common assessments in science at each grade level.	6.

	<p>3. Develop grade level common science vocabulary lists that align with the pacing guide.</p>	7.
	4	8.
Strategy 3:	<p>Strategy: Use of parent science advisory committee to support science initiatives.</p>	
	<p>Action steps:</p>	
	<p>1. Establish a school based Science Advisory Team.</p>	5.
	<p>2. Insure continuation of annual Science Day</p>	6.
	<p>3. Develop grade level common science activities that align with SCS and pacing guide.</p>	7.
<p>4. Evaluate the effectiveness of science strategies through EOG, Benchmark and other Common Assessments.</p>	8.	

Plan/Do

How will we fund these strategies?

Funding source 1: Select a funding source
Funding source 2: Select a funding source
Funding source 3: Select a funding source
Funding source 4: Select a funding source
Funding source 5: Select a funding source

Funding amount:
Funding amount:
Funding amount:
Funding amount:
Funding amount:
Total initiative funding: \$0

Review frequency: Quarterly

Assigned implementation team:

Check

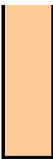
What data will be used to determine whether the strategies were deployed with fidelity?

Student assessment and Test results
Parent and student feedback of strategies
Parent sign-in sheets
Meeting agendas
Grade Level Hands-on Science Activities
Grade level Science Vocabulary Lists

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Common assessment scores, DPS science unit tests, End-of-Grade Tests, Classroom observations, both formal and walk throughs

What does data show regarding the results of the implemented strategies?



Based upon identified results, should/how should strategies be changed?

Act

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Priority Goal 4 and Associated Strategies

Area for improvement and supporting data:

School Goal 4:
Supports this district goal:

Target:
Indicator:
Milestone date:

Goal 4 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

Strategy 1:

Action steps:

- 5.
- 6.
- 7.
- 8.

Strategy 2:

Strategy:
Action steps:

- 5.
- 6.

			7.
	4.		8.
Strategy 3:	Strategy:		
	Action steps:		
			5.
			6.
			7.
		4	8.

Plan/Do

How will we fund these strategies?

Funding source 1: Select a funding source
Funding source 2: Select a funding source
Funding source 3: Select a funding source
Funding source 4: Select a funding source
Funding source 5: Select a funding source

Funding amount:
Funding amount:
Funding amount:
Funding amount:
Funding amount:
Total initiative funding: \$0

Review frequency:

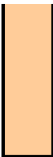
Assigned implementation team:

Check

What data will be used to determine whether the strategies were deployed with fidelity?

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

What does data show regarding the results of the implemented strategies?



Based upon identified results, should/how should strategies be changed?

Act

Priority Goal 5 and Associated Strategies

Area for improvement and supporting data:

School Goal 5:

Supports this district goal:

Target:
Indicator:
Milestone date:

Goal 5 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

Plan/Do	Strategy 1:	Strategy:					
		Action steps:					
	1.				5.		
	2.				6.		
	3.				7.		
	4.				8.		
	Strategy 2:	Strategy:					
		Action steps:					
		1.				5.	
		2.				6.	
		3.				7.	
	4.				8.		
Strategy 3:	Strategy:						
	Action steps:						
	1.				5.		
	2.				6.		
	3.				7.		
4.				8.			

Plan/Do

How will we fund these strategies?

Funding source 1: Select a funding source
Funding source 2: Select a funding source
Funding source 3: Select a funding source
Funding source 4: Select a funding source
Funding source 5: Select a funding source

Funding amount:
Funding amount:
Funding amount:
Funding amount:
Funding amount:
Total initiative funding: \$0

Review frequency: Quarterly

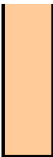
Assigned implementation team:

Check

What data will be used to determine whether the strategies were deployed with fidelity?

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

What does data show regarding the results of the implemented strategies?



Based upon identified results, should/how should strategies be changed?

Act

Section 1: General Information
Name: _____
Address: _____
City: _____
State: _____
Zip: _____
Phone: _____
Section 2: Employment History
Employer: _____
Position: _____
Start Date: _____
End Date: _____
Reason for Leaving: _____
Employer Reference: _____
Section 3: Education
School Name: _____
Level: _____
Graduation Date: _____
Grade Point Average: _____
Other Schools: _____
Section 4: Skills and Interests
Skills: _____
Interests: _____
Section 5: References
Reference Name: _____
Relationship: _____
Contact Information: _____
Reference Name: _____
Relationship: _____
Contact Information: _____

<p>1. The following information is required to be provided to the Commission by the applicant:</p> <p>(a) The name of the applicant and the name of the person or persons who are to be appointed to the office of the applicant.</p> <p>(b) The name of the person or persons who are to be appointed to the office of the applicant.</p> <p>(c) The name of the person or persons who are to be appointed to the office of the applicant.</p>
<p>2. The following information is required to be provided to the Commission by the applicant:</p> <p>(a) The name of the applicant and the name of the person or persons who are to be appointed to the office of the applicant.</p> <p>(b) The name of the person or persons who are to be appointed to the office of the applicant.</p> <p>(c) The name of the person or persons who are to be appointed to the office of the applicant.</p>

Category	Item
Accounting	Accounting
Business	Business
Education	Education
Health	Health
Law	Law
Science	Science
Social Sciences	Social Sciences
Arts	Arts
Humanities	Humanities
Engineering	Engineering
Technology	Technology
Mathematics	Mathematics
Physical Sciences	Physical Sciences
Life Sciences	Life Sciences
Environmental Studies	Environmental Studies
Interdisciplinary Studies	Interdisciplinary Studies
Professional Studies	Professional Studies
Language Studies	Language Studies
History	History
Political Science	Political Science
Psychology	Psychology
Sociology	Sociology
Anthropology	Anthropology
Geography	Geography
Environmental Science	Environmental Science
Public Health	Public Health
Public Administration	Public Administration
Public Policy	Public Policy
Public Law	Public Law
Public Health Law	Public Health Law
Public Health Practice	Public Health Practice
Public Health Policy	Public Health Policy
Public Health Administration	Public Health Administration
Public Health Education	Public Health Education
Public Health Research	Public Health Research
Public Health Practice	Public Health Practice
Public Health Policy	Public Health Policy
Public Health Administration	Public Health Administration
Public Health Education	Public Health Education
Public Health Research	Public Health Research





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 schoolwide program. The goals and strategies you've already developed may fulfill many of these requirements.

Schoolwide 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					
		Strategy 2					
		Strategy 3					

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

Our school is focusing on areas of need through concentration of underperforming students; targeting the purchase of materials and supplies that specifically support targeted cohorts, as reflected in 2008-2009 AYP results. In addition to our focus on the priority goals listed in this plan, we provide individualized attention to students who demonstrate a disparity of skills that inhibits their ability to progress within the grade level Standard Course of Study. This is done through strategy sessions (with all specialized staff) to develop individualized instructional plans for targeted students.

Instruction by highly qualified teachers: High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a schoolwide 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					
	Strategy 2					
	Strategy 3					

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

Hillandale's teachers, specialists, and support staff meet highly-qualified teacher status. The one teacher who needs additional support to earn highly-qualified status is engaged in a program to meet the standards. The focus of the EC classroom changed resulting in a change in license requirements. Hillandale continues to encourage qualified teachers to pursue National Board Certification.

High-quality and ongoing professional development: Teachers and other staff in schoolwide program schools must be equipped to face the challenge 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 schoolwide plan, and receive the sustained, high-quality professional development required to implement 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					
	Strategy 2					
	Strategy 3					

Our school provides high quality, on-going professional development in the following ways, in addition to our focus on the priority goals listed in this plan:

Hillandale's professional development for teachers includes required workshops and staff development opportunities provided by Durham Public Schools, Instructional Technology, Safe Schools, Seclusion and Restraint, and a variety of workshops specialized in implementation of EnVisions and Reading Street adoptions.

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

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

Our school uses the following strategies to attract highly qualified teachers to our high-need schools, in addition to our focus on the priority goals listed in this plan:

Hillandale uses strategies to attract and retain highly qualified teachers through common planning time among teams, Professional Learning Communities, an open free forum for constructive communication for all staff both licensed and classified. Hillandale also provides all teachers a duty-free lunch. We train and support highly-qualified, effective teaching assistants who support small group instruction within the classrooms. Hillandale offers school supported staff development for teachers pursuing National Board Certification. Two academic coaches are also available to support all classroom activities.

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 schoolwide 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					
	Strategy 3					

Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:

Hillandale involves parents through a series of parent training evenings, Friday literacy nights, Parent Volunteer program, a highly active and effective PTA, Site Base Committee, Parent Advisory Board, Schoolwide Science Committee, Treats with Your Kids mornings, CHARGE program, ongoing communication through Connect-ED, school newsletter in both English and Spanish, classroom newsletters, and school website with parent links and teacher pages.

Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs: This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs, including Early Reading First and others, provide a foundation for later academic success, and effective schoolwide 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 uses the following pre-school-to-elementary transition strategies, in addition to our focus on the priority goals listed in this plan:

Hillandale encourages our pre-K students to matriculate to our kindergarten program. Hillandale hosts a Showcase of Schools, Summer Popsicles with the Principal, play dates, Open House, distribution of district coloring/activity book, individual Meetings with the Principal, EC Transition Meetings, kindergarten visitation days, flexibility in arrangements for transitional plans to kindergarten.

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 observation, performance assessments, or end-of-course tests. The schoolwide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

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

Our school uses the following strategies for developing teacher skills in formative assessment, in addition to our focus on the priority goals listed in this plan:

Hillandale participates in quarterly benchmark assessments, Diagnostic Reading Assessments (DRAs), math assessments, portfolio development, common assessments, specialized instructional plans, Exceptional Children's Program, AIG Program, differentiated instruction. Teachers work collaboratively in PLC groups to plan a high quality program for each child based on the assessment data. They disaggregate data, develop common assessments, determine intervention and acceleration strategies, create flexible grouping, determine student placement and instructional practices to increase student achievement.



Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance: The schoolwide program school 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					
	Strategy 2					
	Strategy 3					

Our school uses the following differentiation strategies, in addition to our focus on the priority goals listed in this plan:

Hillandale has implemented differentiated strategies for all students. Teachers have fully adopted the NC Personal Education Plan (PEP) to help struggling students. The use of a Pyramid of Intervention is used to develop strategies that are tailored to individual learners. All appropriate support staff including classroom teachers, specialty teachers, guidance counselors and school psychologists work together to monitor student progress and effectiveness of strategies. Teachers access support from academic coaches to implement interventions and differentiated instruction. Hillandale enjoys a volunteer base of approximately 75 people that include university students, retirees, high school and parent volunteers.

Coordination and integration of Federal, State, and local services and programs: Schoolwide 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, schoolwide program schools may combine most Federal, State and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out the schoolwide 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					
	Strategy 2					
	Strategy 3					

Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan:

In addition to our focus on the priority goals listed in this plan: All federal, state, and local funds will be used to support our school-wide initiatives. School Title I funds are used to provide two teaching positions, literacy, math and science resources, Corrective Reading Program, parent involvement activities and incentives, and staff development for all instructional staff.

Title I Targeted Assistance Compliance Review and Plan

A targeted assistance school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (*Section 1115 of Title I*). Targeted assistance programs must use Title I resources to help a school's most-at-risk children meet State academic achievement standards. Each required component is described below, with an explanation of how each contributes to the creation of a successful targeted assistance program. The goals and strategies you've already developed may fulfill many of these requirements.

Targeted assistance strategies: Instructional strategies and initiatives in the plan must be based on scientifically based research with a primary consideration for extending learning time and providing accelerated, high-quality curriculum for students identified as failing or most at-risk of failing the State's challenging student academic achievement standards.

	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 targeted assistance program needs in the following ways, in addition to our focus on the priority goals listed in this plan:



Instruction by highly qualified teachers: Teachers and paraprofessionals working in targeted assistance programs must be highly-qualified. Instructional activities must be implemented by a teacher meeting the definition of highly-qualified for the core academic content area being taught in the targeted assistance 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					
		Strategy 2					
		Strategy 3					

Our targeted assistance program addresses the need for highly qualified teachers in the following ways, in addition to our focus on the priority goals listed in this plan:

High-quality and ongoing professional development. All teachers and staff in targeted assistance program schools must be equipped to face the challenge of helping Title I targeted assistance students meet the State's academic achievement standards. To do this, they must be familiar with methods of identifying students who need additional assistance and they should receive sustained, high-quality professional development to help them implement student academic achievement standards in the classroom. Professional development may be extended, as appropriate, to those who partner with Title I teachers to support Title I participating students. This may include other classroom teachers, 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					
	Strategy 2					
	Strategy 3					

Our school provides high quality, on-going professional development in the following ways, in addition to our focus on the priority goals listed in this plan:

Strategies to increase parental involvement: Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that targeted assistance programs develop strategies to involve parents of Title I students 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					
	Strategy 3					

Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:

Coordination and integration of Federal, State, and local services and programs: Targeted assistance program schools are expected to coordinate and integrate services, with other Federal, State and local programs and services.

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 uses the following strategies to coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan:

Plans must support and coordinate with regular education programs: Effective targeted assistance programs capitalize on strong support and coordination with regular education programs. This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. This may include transitioning students from early childhood programs such as Early Reading First and others to provide a foundation for later academic success.

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 uses the following strategies to support and coordinate with the regular education program, in addition to our focus on the priority goals listed in this plan:

Compliance Review and Plan for Schools in Title I School Improvement

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

Professional development requirements: Schools in Title I School Improvement must 1) provide assurance that the school will spend not less than 10 percent of its Title I funds each year for high quality professional development, 2) specify how these professional development funds will be used to remove the school from school improvement status, and 3) incorporate a teacher mentor program.

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

Our school is addressing these three additional professional development requirements in the following ways, in addition to our focus on the priority goals listed in this plan:

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

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

Our school is providing written notification to parents in the following manner:

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					
		Strategy 2					
		Strategy 3					

Our school, the school district, and the state education agency are supporting improvement of our school in the following ways:

School:

LEA:

SEA:

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 targeted assistance programs develop strategies to involve parents of Title I students 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					
	Strategy 3					

Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:



Coordination and integration of Federal, State, and local services and programs: Targeted assistance program schools are expected to coordinate and integrate services, with other Federal, State and local programs and services.

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 uses the following strategies to coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan:



Plans must support and coordinate with regular education programs: Effective targeted assistance programs capitalize on strong support and coordination with regular education programs. This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. This may include transitioning students from early childhood programs such as Early Reading First and others to provide a foundation for later academic success.

	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 uses the following strategies to support and coordinate with the regular education program, in addition to our focus on the priority goals listed in this plan:



**School-based Management and Accountability Program
 Summary of School-based Waiver Requests
 Program Years: 2008-2010**

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

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

 Signature of Superintendent/Designee

 Date