

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

School Name and Number: Forest View Elementary 332

School Address: 3007 Mt Sinai Rd, Durham, NC 27705

Plan Year(s): 2011-12

Date Prepared: September 8, 2011

Neil Clay
Principal Signature

9/13/11
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	Neil Clay <i>NC</i>	Teacher Representative	Peter Leikind <i>PL</i>
Assistant Principal	Ronnie Winston	Teacher Representative	Trisha Rostagni <i>TR</i>
Inst. Support Representative	Linda Foreman <i>LF</i>	Inst. Support Representative	Ashley Altman <i>AA</i>
Teacher Assistant Representative	Marguerite Fleenor <i>MF</i>	Teacher Assistant Representative	
Parent Representative	Gim Chan <i>GC</i>	Parent Representative	Kate Miller <i>KM</i>
Community Representative	David Stein	Teacher	Marylu Flowers-Schoen <i>MF</i>
Teacher	Felisa Neeham <i>FN</i>	Teacher	Kathleen Graves <i>KG</i>
Teacher	Linda Seligman <i>LS</i>	Teacher	Amy Davis <i>AD</i>
Teacher	Dawn Bagwell <i>DB</i>	Teacher	Maryann Smith <i>MS</i>

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

State Board of Education Goals - Future-Ready Students for the 21st Century

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

Goal 2 – North Carolina public schools will be led by 21st Century professionals.

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

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

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

District Goals for Durham Public Schools

District Goal 1:

Ensure achievement of high academic performance by all students.

Supports SBE Goal:

Goal 1 - North Carolina Public School will produce globally competitive students.

District Goal 2:

Ensure high quality staff and leadership district-wide and at every school.

Supports SBE Goal:

Goal 2 - North Carolina Public Schools will be led by 21st century professionals.
Goal 4 - Leadership will guide innovation in North Carolina public schools.

District Goal 3:

Ensure efficient and effective business systems operations.

Supports SBE Goal:

Goal 5 - North Carolina Public Schools will be governed and supported by 21st Century systems.

District Goal 4:

Ensure district and school climate and culture that develop effective and positive relations and foster the well-being of students, staff, board, and community.

Supports SBE Goal:

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

School Vision and Mission Statements for Forest View Elementary School

Vision: We aspire to be a caring learning community that: values diversity, fosters respect for all, by all; creates a safe, welcoming environment with well-defined expectations; builds strong partnerships with families and the community. We will build a rich academic environment that: differentiates instruction to meet the needs of all learners; celebrates each student's growth and accomplishment; integrates science and social studies across the curriculum; focuses on authentic, cooperative learning with emphasis on creative problem-solving; demonstrates commitment to best pedagogical practice; authentic assessment, data-driven decisions, dedicated time for planning and collaboration; enables professional development linked to school, district, state and federal priorities and individual goals.

Mission: Forest View students grow intellectually, socially and emotionally as they become creative, confident problem solvers prepared for global citizenship.

Priority: student learning ! growth !

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?

Increase in overall proficiency and growth: 71.2 %; achieved “high growth”; a positive 3 year trend: no growth ('08-'09)-- growth ('09-10)—high growth ('10-'11);
Attention to individual learner needs via flexible grouping, targeted attention from AIG, EC, ESL, specialists; extended day and summer opportunities;
Diversity creates both opportunities and challenges;
Strong teamwork in support of learning: planning, communication, grade level collaboration, PLCs; attention to common assessments; holistic approach to the whole child;
Tutoring and interventions targeted to needs (whole-to-part, double-dose, etc.) yield results; support/motivation for testing skills and performance;
Coaching and professional development in support of personal and school-wide goals;
Strong parent, family and community involvement, including universities, churches, libraries, and organizations;
Positive climate for students, families and educators.

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

30 % of students have not achieved proficiency
Opportunities exist to improve proficiency and growth with every group of learners;
Gaps exist for: economically disadvantaged, black males, LEP (especially Hispanic)
Opportunities exist to address issues raised in the Teacher Working Conditions Survey

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

Disaggregation is needed to discern gaps and support class and individual planning and progress monitoring; focus on individual growth data; create monitoring system
Gather clarifying information related to Teacher Survey data; develop strategies to address concerns

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.

**Priorities: Continue growth to “high growth” for all (including catch-up growth)
Close proficiency and growth gaps, especially for black, LEP (Hispanic) and SWD
Integration of science and social studies as fully as possible at all grade levels
Focus on differentiation and meaningful assessment to enable growth**

Evidence: growth statistics; gaps between various groups of students; frustrations regarding science and social studies instruction and integration; frustrations evident in Teacher Working Conditions survey.

Priority 1 Goal and Associated Strategies

Plan/Do	Area for improvement and supporting data: Math Proficiency and Growth Data: increasing proficiency and progress to “high growth”		
	School Goal 1:	Increase proficiency in math to 80% and achieve high growth	
	Supports this district goal:	Academic Acceleration; Talent Development; Communications and Partnerships	
	Target:	Increase proficiency to 80%; achieve high growth target for 60% of students	
	Indicator:	EOG scores; growth data	
	Milestone date:	June 15, 2012	
	Goal 1 improvement Strategies - Identify research based strategies whenever possible.		
	Strategy 1:	Strategy: Enhance the effectiveness of the core math curriculum through differentiated instruction bases on the NCSCOS and transition to new Common Core Standards	
		Action Steps: 1. continue to deliver math instruction with supporting resources as outlined in district calendar 2. schedule to support goal of 75 minutes of instruction 3. integrate math +vocabulary and concepts with other subject areas (science, social studies, literacy, art, PE, etc); enhance learning via technology 4. support professional development, including PLCs, study groups, resources of university partners 5. schedule to support PLCs to foster data-driven planning, differentiated strategies, collaboration and sharing of best practices 6. establish and communicate a pyramid of interventions and challenges to meet the needs of all learners 7. build progressive confidence and proficiency in K-2 via use of manipulatives, visual representations and emphasis on higher level thinking skills	
	Strategy 2:	Strategy: Foster school-wide and community engagement with math success	
	Action Steps: 1. establish communications that are both classroom-based and school-wide re: lessons, progress and available resources 2. provide learning opportunities for families to support students 3. utilize family, volunteer and community resources to provide tutoring, enrichment and support 4. initiate a school-wide program to build/enhance student enthusiasm and engagement with learning and growth		
Strategy 3:	Strategy:		
	Action Steps:		
How will we fund these strategies?			
Funding Source 1	State Instructional	Funding Amount: \$8,000	
Funding Source 2	Title I Professional Development	Funding Amount: \$4,000	
Funding Source 3	142	Funding Amount: \$2,400	
Funding Source 4	PTA	Funding Amount: \$4,000	
		Total initiative funding: \$ 18,400	

	<p>Review Frequency: Quarterly</p> <p>Assigned Implementation Team: SIT; math/science coordinator; grade level PLCs</p>
Check	<p>What data will be used to determine whether the strategies were deployed with fidelity?</p>
	<p>PLC agendas/notes; classroom level formative assessments; observations; participation in professional development; teacher feedback and satisfaction data</p>
	<p>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</p>
	<p>Analysis of results from common assessments, formative assessments, SGAs, EOGs , PLC discussions/planning</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>

Priority 2 Goal and Associated Strategies

Plan/Do	Area for improvement and supporting data: Literacy Proficiency and Growth Data: proficiency and growth gaps for all grade levels		
	School Goal 2: Supports this district goal:	Increase proficiency in literacy to 70%; meet high growth target Academic Acceleration; Talent Development; Communications and Partnerships	
	Target: Indicator: Milestone date:	Increased proficiency to 70%, grades 3-5; achieve high growth EOG scores; developmental scale scores June 15, 2012	
	Goal 2 improvement Strategies - Identify research based strategies whenever possible.		
	Strategy 1:	Strategy: Implement core Balanced Literacy Framework, through differentiated instruction based on the NCSCOS and transition to Core Standards.	
		Action Steps: 1. use AFL framework and instructional calendar to implement Basic Literacy Framework 2. schedule to support 150 minutes of instruction; daily integration of science and social studies; integrate technology 3. integrate research-based, content-related writing strategies 4. support appropriate professional development, including differentiation, AIG, ESL, and Whole-to-Part 5. focus on relevance of instruction to students; relevance of homework as support to instruction	
	Strategy 2:	Strategy: Utilize data and NCSCOS objective-based common assessments to differentiate instruction and demonstrate continuous improvement and growth	
		Action Steps: 1. utilize data to inform planning, instruction via PLCs , administration and SIT 2. schedule to support weekly planning and PLCs 3. establish grade level learning targets and strategies; utilize SGA's , common and formative assessment to inform instruction	
	Strategy 3:	Strategy: Implement a pyramid of interventions, expand enrichments and leverage collaborations to meet the needs of all learners	
		Action Steps: 1. daily enhancement/double+triple dose periods 2. utilize whole-to-part assessment, principles, strategies 3. continue implementation of Project Reads 4. expand enrichment activities for advanced learners 5. utilize families, volunteers and community resources to provide, tutoring, enrichment and support for learning 6. develop and implement student oriented and family-based programs to support literacy and overall achievement and build student investment in learning	
How will we fund these strategies?			
Funding Source 1	State Instructional	Funding Amount: \$8,000	
Funding Source 2	Title I Professional Development	Funding Amount: \$7,000	
Funding Source 3	Title I 105/142 Funds	Funding Amount: \$16,400	
Funding Source 4	PTA	Funding Amount: \$4,000	

		Total initiative funding: \$35,400
	Review Frequency: Quarterly	
	Assigned Implementation Team: SIT; administration; coach; Grade level PLCs	
Check	What data will be used to determine whether the strategies were deployed with fidelity?	
	Observations; PLC agendas/notes; coach assessments; assessments: formative, common, SGAs; participation in professional development; teacher feedback and satisfaction data	
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)	
	Data from classroom and SGA assessments; EOG data	
	What does the data show regarding the results of the implemented strategies?	
Act	Based upon identified results, should/how should strategies be changed?	

Priority 3 Goal and Associated Strategies

Plan/Do	Area for improvement and supporting data: Science Data: science proficiency improving, but needs continuous emphasis		
	School Goal 3:	Science	
	Supports this district goal:	Academic Acceleration; Talent Development; Communications and Partnerships	
	Target:	Increase 5 th grade proficiency to 71%; increase performance on grade level based assessments for 3 rd and 4 th grade	
	Indicator:	EOG scores; SGAs	
	Milestone date:	June 15, 2012	
	Goal 3 improvement Strategies - Identify research based strategies whenever possible.		
	Strategy 1:	Strategy: Integrate science K-5 with literacy framework and math instruction	
		Action Steps: <ol style="list-style-type: none"> 1. support integrated instruction and full use of science kits 2. maximize university, community resources, volunteers and family involvement to support science instruction and achievement 3. develop and maximize use of science lab and outdoor learning spaces as curriculum and community assets 4. support grade level and school-wide science focused events 5. support appropriate professional development t enhance content knowledge and curriculum delivery 6. schedule supports science instruction 	
	Strategy 2:	Strategy: Data driven strategies to drive proficiency, critical thinking, knowledge retention and growth	
	Action Steps: <ol style="list-style-type: none"> 1. grade level/cross grade level and PLC planning to support content teaching, retention and extension and integration 2. recognition of science-related student achievement 		
Strategy 3:	Strategy:		
	Action Steps:		
How will we fund these strategies?			
Funding Source 1	State Instructional	Funding Amount: \$8,000	
Funding Source 2	Local/DPS for Science Kits	Funding Amount: \$0	
Funding Source 3	Title I Professional Development	Funding Amount: \$1,000	
Funding Source 4	PTA	Funding Amount: \$2,000	
Total initiative funding: \$11,000			
Review Frequency: Quarterly			
Assigned Implementation Team: Math/Science Coordinator, School-wide Science/Outdoor Learning Centers Team, PLCs			
e	What data will be used to determine whether the strategies were deployed with fidelity?		

	Grade level PLC agendas/notes; observations; classroom/unit assessments, EOG scores
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	Ongoing common assessments; classroom/unit assessments; SGAs;, EOGs
	What does the data show regarding the results of the implemented strategies?
Act	Based upon identified results, should/how should strategies be changed?

Priority 4 Goal and Associated Strategies

Plan/Do	Area for improvement and supporting data: Family Involvement Data: diverse population creates challenges for involvement and engagement of all groups		
	School Goal 4:	Increase opportunities to family involvement and participation to support student achievement and growth	
	Supports this district goal:	Academic Acceleration; Communications and Partnerships	
	Target:	Increased participation by diverse groups	
	Indicator:	Participation, satisfaction, teacher assessment of engagement	
	Milestone date:	June 15, 2012	
	Goal 4 improvement Strategies - Identify research based strategies whenever possible.		
	Strategy 1:	Strategy: Develop and implement a calendar of family involvement opportunities	
		Action Steps: <ol style="list-style-type: none"> 1. implement targeted outreach efforts: Hispanic families, Black families and families new to Forest View 2. link family-based activities to outdoor learning and recreational spaces 3. engage community partners, volunteers and families themselves in support of family engagement 4. focus engagement opportunities on learning support: literacy, math, science, social studies, technology and to build student investment in learning 5. continue extended day and summer outreach initiatives 	
	Strategy 2:	Strategy: Meet Title I requirements	
	Action Steps: <ol style="list-style-type: none"> 1. conduct annual review of Family Involvement Policy 2. conduct annual review/implementation of student/family/school compact 3. conduct Title I information session as part of curriculum/classroom orientation event 4. link school-wide events to school-wide goals and Title I requirements 		
Strategy 3:	Strategy: Implement a family support structure and consistent communication plan		
	Action Steps: <ol style="list-style-type: none"> 1. produce print resources such as: classroom and school-wide newsletters, handbook, event flyers, calendars 2. maximize electronic communications: website, email list serve, “connect-ed” messaging, on-line learning resources 3. ensure bilingual support for academic and social events 4. communicate/distribute DPS policies and resources 5. develop and nurture parent/faculty teams to govern/support school 6. deliver parent education/enrichment opportunities to support achievement and student investment in personal goal setting 7. implement various methods to gather family feedback 		
How will we fund these strategies?			
Funding Source 1	Title I Family Involvement	Funding Amount: \$2,000	
Funding Source 2	Title I Professional Development	Funding Amount: \$500	

	Funding Source 3	Duke Partnership Funds and In-kind State Funds Select a funding source	Funding Amount: \$9,700 Funding Amount: \$4,000 Total initiative funding: \$ 16,200
	Review Frequency: Quarterly Assigned Implementation Team: Steering Team, SIT, PTA, administration, school-wide teams/committees, ESL + classroom teachers		
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	Documentation required for Title I events and compliance; communications products; participation data; formal and informal evaluations		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	Attendance, participation data; family feedback; teacher feedback		
	What does the data show regarding the results of the implemented strategies?		
Act	Based upon identified results, should/how should strategies be changed?		

Priority Goal 5 and Associated Strategies

Area for Improvement and Supporting Data: Area: Whole Child

Data: Need for enhanced support to diverse community

School Goal 5	Promote a school climate and social support system that facilitates academic success Supports this district goal(s): Academic Acceleration Effective Operations, Wellness and Safety
Target (s):	Meet attendance goal: 96%; Falcon Goal: Blue Falcon 98%
Indicators:	Attendance, Blue Falcon statistics, disciplinary statistics

Strategy 1:	Strategy 1
	<p>Strategy: Implement school-wide PBS system, Safe Schools and attendance plan</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. continue school-wide PBS adoption; Blue Falcon system 2. maintain student/family PBS recognition activities 3. implement a pyramid of interventions related to behavior 4. maintain active Safe Schools Plan for emergencies/crises 5. continue a coordinated approach to foster and support regular attendance

Strategy 2:	Strategy 2
	<p>Strategy: Implement social skills, character education, health and wellness focus and extend social support system to meet identified needs</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. support classroom instruction related to social skills/character education 2. conduct school-wide communication, promotion and celebration of successes 3. coordinate resources to provide food, clothing and basic needs support 4. maintain school-wide focus on health and wellness: achieve AHG “bronze” level, provide school food and snack guidelines; 5. nurture a culture of student success: goals, monitoring 6. create community and school-based mentoring and support opportunities for students 7. utilize arts, cultural activities and outdoor spaces to nurture creativity, bridge

<p>cultures, and hands-on experiences</p> <p>8. support professional development related to classroom management, cross-cultural awareness and communication</p>		
<p>How will we fund these strategies?</p>		
<p>Funding Source 1</p> <p>Funding Source 2</p> <p>Funding Source 3</p>	<ol style="list-style-type: none"> 1. State Instructional 2. Title I Professional Development 3. Title I Parent Involvement 4. PTA (Capps) 	<p>Funding Amount: \$4,000</p> <p>Funding Amount: \$500</p> <p>Funding Amount: \$600</p> <p>Funding Amount: \$5,000</p> <p>Total initiative funding: \$ 10,100</p>
<p>Review Frequency: Quarterly</p>		
<p>Assigned Implementation Team: Administration, counselor, social worker, PBS Team, specialists, Steering Team, PTA</p>		
<p>What data will be used to determine whether the strategies were deployed with fidelity?</p> <p>PBS Plan; Safe Schools Plan; schedule to support Social Skills/Character Education; displays/celebrations related to social skills/character/behavior and culture of success; PBS reporting focused on recognition; attendance/disciplinary data</p>		
<p>How will you determine whether the strategies led to progress toward the goal?</p> <p>PBS and Falcon results; classroom/school-wide displays/celebrations re: social skills and culture of success; parent education and support; students/families served via good, clothing and social needs outreach</p>		

Safe School Plan for Forest View Elementary School

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

Name and role of person(s) responsible for implementing this plan: Neil Clay, Principal; Ronnie Winston, Assistant Principal; school-wide PBS team; school-wide crisis management team

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): Ronnie Winston

Teachers: Vin Maginn, Clark Godfrey, Ashley Altman, Michael Corsi

Teacher Assistants: Ellis Moore

Other School Staff: Sandy Colclough, Theresa Quintano, Xenia Carcamo

Services for At-risk Students

Pursuant to General Statute §115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both.

See District Safe Schools Plan Objectives 1.2-1.6, 1.8, 1.9, 1.14, 1.15

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

Durham Public Schools has high standards for the behavior of students and for the safety of students and staff. The Student Code of Conduct sets the standard for acceptable behavior for students. Disruptive and disorderly students who are at-risk of academic failure receive a number of interventions including:

- | | |
|-----------------------------------|-----------------------------------|
| - Student Conference | - Social Worker Assistance |
| - Team Conference | - Positive Behavior Support |
| - Parent Conference | - Saturday Academy |
| - Counseling | - Mediation with an Administrator |
| - Mediation | - School Nurse Assistance |
| - Detention (Before/After School) | - Counselor Home Visits |
| - Character Education Initiatives | - Parent Workshops |
| - Assignment of a Mentor | - Mental Health Services |
| - Parental Involvement | - SAP/PEP Services |
| - Buddy Teacher | - In-school Suspension |

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

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

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

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

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

Goal: Promote a school climate and social support system that facilitates academic success

Target: Attendance goal -96 %; 98 % of students achieve Blue Falcon status; reduce suspensions and office referrals

Indicator: Attendance rate; Blue Falcon statistics; discipline statistics

Milestone Date: Quarterly and year end

Strategies include: School-wide PBSS with recognitions activities; social skills/character education; health and wellness focus; food, clothing and basic needs support; create nurture culture of student success; utilize arts, cultural activities and outdoor spaces to enhance learning and bridge cultures

Goal:

Target:

Indicator:

Milestone Date:

Goal:

Target:

Indicator:

Milestone Date:

Goal:

Target:

Indicator:

Milestone Date:

Professional Development

Planned/Completed

See PAPA, PD360 and My Learning Plan for professional development relative to discipline, behavior management and safe schools

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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

Title I School Wide Compliance Review and Plan

A comprehensive school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (*Section 1114(b) of Title I*). Each required component is described below, with an explanation of how each contributes to the creation of a successful school wide program. The goals and strategies you've already developed may fulfill these requirements.

School wide reform strategies: Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

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

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

Focus on data-driven strategies, data analysis and planning via SIT and grade-level PLCs; differentiated instruction, targeted interventions; use of common and formative assessments; PLCs include specialists to enhance integration; collaboration and planning within and between grade levels; coaching and professional development to enhance literacy, math and science instruction

Instruction by highly qualified teachers: High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a school wide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

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

Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan: Partnerships with local teacher-preparation programs; wide range of recruitment efforts; school-wide and individual professional development

linked to both School Improvement Plan and individual growth goals; focused partnerships to meet student needs and hands-on professional development, i.e Math Trajectories (NC State) and Whole-to-Part literacy strategies (UNC).

High-quality and ongoing professional development: Teachers and other staff in school wide program schools must be equipped to face the challenges of helping all students meet the State’s academic achievement standards. To do this, they must be familiar with the goals and objectives of the school wide plan, and receive the sustained, high-quality professional development required to meet them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.

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

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

Sustained professional development, through DPS and with university partners, meets expressed faculty needs; support for professional development for classroom teachers, specialists, and paraprofessionals that is linked to the School Improvement Plan and personal growth goals.

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

This school improvement plan addresses this requirement. Please see the		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1	x	x	x	x	x
	Strategy 2	x	x	x	x	x

priority goals and strategies noted to the right:	Strategy 3		x		x	
<p>Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan: Active partnerships with 3 local teacher preparation programs; recruitment at local job fairs, etc; dynamic web site; strong in-school coaching and mentoring system; strong and supportive professional and personal climate and environment conducive to innovation.</p>						

<p>Strategies to increase parental involvement: Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that school wide plans contain strategies to involve parents in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel in school.</p>						
<p>This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:</p>		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1	x	x	x	x	x
	Strategy 2	x	x	x	x	x
	Strategy 3		x		x	
<p>Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan: Multiple modes of communication for all, targeted outreach and communication to Hispanic families; extended day program for identified 4th and 5th graders; outreach and wrap-around program for black and Hispanic males; resources for families centrally located in main office; events focused on engaging parents in support of curriculum and classroom instruction; active PTA coordinated with school-wide planning and governance; engaged community resources (Cooperative Extension, Durham Tech, public library, DPS) to provide parent resources, training.</p>						

Plans for assisting preschool students in the successful transition from early childhood programs to local elementary school wide programs: This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Each childhood programs, including Early Reading First and others, provide a foundation for later academic success, and effective school wide programs capitalize on this strong start.

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

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

Kindergarten focus at annual “showcase of schools”; open invitation and tours year-round; tours, as requested for local pre-school and Head Start programs; materials available via Family Resource Center in main office; distribution, promotion of DPS materials, events, initiatives; before school social activity for prospective kindergarten students and families; kindergarten breakfast and orientation

Measures to include teachers in decisions regarding the use of academic assessments: In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observations, performance assessments, or end-of-course tests. The school wide program should provide teachers with professional development that increases their understanding of the appropriate use of multiple assessment measures and how to use assessment results to improve instruction.

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

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

Administration and SIT conducts data analysis and monitoring; PLCs, grade-level collaboration focuses on data-driven planning for individuals and classrooms, differentiation to learner needs and development of common and formative assessments; professional development is driven by identified school-wide and personal development needs

Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance: The school wide program must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

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

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

Several tutoring and intervention programs target specific needs; PEP process; grade level and teacher planning focuses on differentiation strategies and meaningful assessment; extended day programs target low performing 4th and 5th graders and African American and Latino males in grades K, 1, 2; structured support from SAP process, EC, ESL, and other specialists;

Coordination and integration of Federal, State, and local services and programs: School wide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, school wide program schools may combine most Federal, State, and local funds to provide these services. Exercising this option maximizes the impact of the resources available to carry out the school wide program.

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

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

School-wide planning processes involve all stakeholders, promote integration, keep focus on academic goals, professional development needs and family involvement opportunities and drives best use of funds.

Compliance Review and Plan for Schools in Title I School Improvement

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

Professional development requirements: Schools in Title I School Improvement must 1) provide assurance that the school will spend not less than 10 percent of its Title I funds each year for high quality professional development.

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

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

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

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

School:

LEA:

SEA:

**School-based management and Accountability Program
Summary of School-based Waiver Requests for Program Years 2008-2010**

LEA or Charter School Name/Number: Durham Public Schools

School Number(s)	Request for Waiver
	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