

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

School Name and Number: Little River Elementary - 340

School Address: 2315 Snow Hill Road Durham, NC 27712

Plan Year(s): 2011- 2012

Date Prepared: September 15, 2011

Tom Seckler

9/15/11

Principal Signature

Date

School Improvement Team Membership

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

| Committee Position | Name | Committee Position | Name |
|----------------------------------|-----------------------------------------|----------------------------------|---------------------------------------------------------------------------------------------------------|
| Principal | Thomas Seckler <i>Tom Seckler</i> | Teacher Representative | Joan Hill, Amy Jannetta, Judi Collier <i>Joan Hill</i> <i>Amy Jannetta</i> |
| Assistant Principal | Colleen Miller <i>Colleen Miller</i> | Teacher Representative | Anna Larson, Andy Crutchfield, Kathy Wrenn, Anita McAuley <i>Kathy Wrenn</i> <i>Andy Crutchfield</i> |
| Inst. Support Representative | Terri Kusz <i>Terri Kusz</i> | Inst. Support Representative | <i>Terri Kusz</i> |
| Teacher Assistant Representative | Donna Brewster <i>Donna Brewster</i> | Teacher Assistant Representative | |
| Parent Representative | Wayne Beeker <i>Wayne Beeker</i> | Parent Representative | Regina Woody <i>Gina Woody</i> |
| Community Representative | Willie Closs <i>Willie Closs</i> | | |
| Office Representative | Rhonda Brown <i>Rhonda Brown</i> | | |

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 Little River Elementary School

Vision:

Little River Elementary is committed to achieving and maintaining the following:

- A clear and shared focus on student learning.
- High academic, social standards and expectations for our learning community.
- High levels of collaboration and communication within our learning community.
- Continual monitoring of teaching and learning methods, with adjustments made to meet the individual needs of our learning community.
- Focused professional development that is reflective of Little River Elementary and Durham Public Schools.
- A learning environment where people feel safe, supported; a facility that is conducive to learning.
- High levels of community / family involvement, working to improve students' academic and personal growth.

Mission: “Working Together To Accomplish Our Best”.

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?

| | |
|-----------------------------------------------------|---------------------------------------------------------------|
| High Growth school | Common planning time |
| New schedule to ensure Double Dose everyday | K-5 common Professional Learning Communities time |
| 81% proficiency in 5 th grade science | Communication to parents |
| 5 th grade reading proficiency increased | High number of Career Teachers |
| Strong involved Parent Teacher Organization | School wellness- safety |
| Clean School Award past 2 years | Full- time Instructional Facilitator |
| Attendance 96% | Technology on flex schedule |
| Low suspension rate | In- house staff development |
| Low teacher turnover rate | English as a Second Language program- Quarterly Family Nights |
| Staff 100% Highly Qualified | Large number of volunteers |
| Increase in National Board Certified Teachers | Quiet, safe learning environment |
| Inviting environment in front office | |

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

| | |
|-------------------------------------------------------|--------------------------------------------------------------------|
| More technology training needed | 3 rd and 4 th grade reading dropped slightly |
| Grant writing | 3 rd and 5 th grade math dropped slightly |
| Old computers | Better enrichment programs to accelerate students |
| Lack of staff development funds | Retest scores lower than previous year |
| Business partner / non profits need to be cultivated | Make curriculum nights more inviting (provide childcare) |
| Parent survey needs to be developed | |
| Staff / visitors badges- make visible | |
| Did not make Adequate Yearly Progress 16/21 subgroups | |

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

Teacher Working Condition survey results, parent survey to be sent home in the spring, data- digging deeper into testing scores.

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.

- Offer year long technology staff development. One of the requests from the TWC Survey
- Increase proficiency in 3-5 Math on End Of Grade Tests, including Students With Disabilities; we did not make AYP in these areas

- Increase proficiency in 3-5 Reading on EOGs. Did not make AYP in this area with our Students With Disabilities
- Increase EOG proficiency to at least 80%. We were at 77.8% in '10-11'

Priority 1 Goal and Associated Strategies

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|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Plan/Do | Area for improvement and supporting data: To improve grades 3-5 math EOG scores | | |
| | School Goal 1: Supports this district goal: | To improve grades 3-5 math EOG scores by increasing each grade level proficiency by 2%. To ensure achievement of high academic performance by all students. | |
| | Target: Indicator: Milestone date: | All students make at least one years growth on the NC EOG Testing including Students With Disabilities. End of Year data June 2012 | |
| | Goal 1 improvement Strategies - Identify research based strategies whenever possible. | | |
| | Strategy 1: | Strategy: Use math assessment data to effectively plan instruction | |
| | | Action Steps: Common Assessments, Small Goal Assessments, Cumulative Assessments, PLC agenda and minutes, walk throughs, teacher observations, corrective instruction / acceleration | |
| | Strategy 2: | Strategy: Collaborative planning time daily | |
| | | Action Steps: Weekly math PLC, Assessment For Learning, and Professional Development | |
| | Strategy 3: | Strategy: To increase effectiveness of small group instruction | |
| | | Action Steps: Guided math, differentiation, electronic data charts, parent volunteers, SGA, CA, Pyramid of Interventions | |
| How will we fund these strategies? They will be funded in- house | | | |
| Funding Source 1 | Select a funding source | Funding Amount: \$ | |
| Funding Source 2 | Select a funding source | Funding Amount: \$ | |
| Funding Source 3 | Select a funding source | Funding Amount: \$ | |
| Total initiative funding: \$ | | | |
| Review Frequency: Quarterly | | | |
| Assigned Implementation Team: Administration, Instructional Facilitator | | | |
| Check | What data will be used to determine whether the strategies were deployed with fidelity? | | |
| | SGA, CA, PLC agendas and minutes, walk- throughs, teacher observations | | |
| | How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.) | | |
| | Common Assessments, SGA, CA, electronic data charts, Achievement Series | | |
| | What does the data show regarding the results of the implemented strategies? | | |

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

Priority 2 Goal and Associated Strategies

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| Plan/Do | Area for improvement and supporting data: To improve grades 3-5 Reading EOG scores | | |
| | School Goal 2: Supports this district goal: | To improve grades 3-5 reading EOG scores by increasing each grade level proficiency by 2%. To ensure achievement of high academic performance by all students. | |
| | Target: Indicator: Milestone date: | All students make at least one years' growth on the NC EOG Testing including Students With Disabilities. End of Year data June 2012 | |
| | Goal 2 improvement Strategies - Identify research based strategies whenever possible. | | |
| | Strategy 1: | Strategy: To implement AFL framework and instruction and assessment calendar for K-5 Literacy | |
| | | Action Steps: SGA, CA, Double Dose, Corrective Instruction / enrichment, PD, Encore classes integrating instructional strategies, 2.5 hrs. of literacy daily using staff for literacy support, Weekly literacy PLC, Teachers College Reading Assessments | |
| | Strategy 2: | Strategy: Use reading assessment data to effectively plan instruction for K-5 Literacy | |
| | | Action Steps: Electronic data walls, Common Assessments, CA, SGA, PLC minutes and agendas, Teacher College Reading and Writing Assessment, Double Dose | |
| | Strategy 3: | Strategy: Increase effectiveness of small group instruction for K-5 Literacy | |
| | | Action Steps: SGA, CA, Common Assessments, Achievement Series, Teacher College Reading and Writing Assessment, PLC minutes and agenda, Guided Reading, Corrective Instruction / acceleration, Corrective Reading, Reading Mastery, Double Dose, small group pullout adjusted as needed, Pyramid of Interventions | |
| How will we fund these strategies? They will be funded in -house | | | |
| Funding Source 1 | Select a funding source | Funding Amount: \$ | |
| Funding Source 2 | Select a funding source | Funding Amount: \$ | |
| Funding Source 3 | Select a funding source | Funding Amount: \$ | |
| Total initiative funding: \$ | | | |
| Review Frequency: Quarterly | | | |
| Assigned Implementation Team: Administration, Instructional Facilitator | | | |
| Check | What data will be used to determine whether the strategies were deployed with fidelity? | | |
| | Walk- throughs, Teacher observations, PLC agendas and minutes, small group adjustments | | |
| | How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.) | | |
| | Common Assessments, SGA, CA, electronic data charts, Achievement Series, Teachers College Reading and Writing Assessment 3xs per year | | |

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| | What does the data show regarding the results of the implemented strategies? |
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| Act | Based upon identified results, should/how should strategies be changed? |
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Priority 3 Goal and Associated Strategies

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|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Plan/Do | Area for improvement and supporting data: Increasing Professional Development opportunities in Technology based on the results of the TWC Survey | | |
| | School Goal 3: Supports this district goal: | To offer year long PD in technology and increase implementation of technology into the classroom to prepare our students as 21 st century learners To ensure high quality staff and leadership district- wide at every school | |
| | Target: Indicator: Milestone date: | Increase teacher knowledge and in class use of technology Number of hours of technology PD attended by staff June 2012 | |
| | Goal 3 improvement Strategies - Identify research based strategies whenever possible. | | |
| | Strategy 1: | Strategy: Technology Facilitator with flexible scheduling | |
| | | Action Steps: Year long PD, collaborative planning / teaching in classrooms, co teaching in computer lab, collaborative planning with Instructional Facilitator, grant writing / research | |
| | Strategy 2: | Strategy: Flexible Professional Development Opportunities | |
| | | Action Steps: Staff meeting times used for Technology professional development, before and after school PD, PLC days, classroom modeling, co teaching in lab and classroom | |
| | Strategy 3: | Strategy: Collaborating with teachers to design technology integrated lessons for enrichment and remediation of student learning | |
| | | Action Steps: PLC mtgs, PD, co teaching, collaborative planning, modeling lessons / tools for faculty, increased usage of computer lab and laptop cart | |
| How will we fund these strategies? They will be funded in- house | | | |
| Funding Source 1 | Select a funding source | Funding Amount: \$ | |
| Funding Source 2 | Select a funding source | Funding Amount: \$ | |
| Funding Source 3 | Select a funding source | Funding Amount: \$ | |
| Total initiative funding: \$ | | | |
| Review Frequency: Quarterly | | | |
| Assigned Implementation Team: | | | |
| Check | What data will be used to determine whether the strategies were deployed with fidelity? | | |
| | Technology PD agendas and minutes, computer lab sign up sheets, laptop cart sign- outs, walk- throughs, Teacher observations, Grants applied for and awarded | | |
| | How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.) | | |
| | Walk- throughs, teacher observations, increased use of computer lab and laptop cart, expanded use of technology (google docs, Skype, etc.) | | |
| | What does the data show regarding the results of the implemented strategies? | | |

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

Safe School Plan for Little River

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: Tom Seckler

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): Colleen Miller

Teachers: Judi Collier, Amber Longee, Vickie Modlin, Anita McAuley, Nashonda Cooke

Teacher Assistants:

Other School Staff: Dawn Searls, Ellen Williams, Libby Nelson, Natalie Gidney- Cole

Services for At-Risk Students

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

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

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

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

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

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

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

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

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

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

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| | |
| Goal: | |
| Target: | |
| Indicator: | |
| Milestone Date: | |
| 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 |

- 1. Little River has a School Wellness Committee that has created a wellness plan for the 2011-2012 school year.**
- 2. Little River staff received materials and training on Bullying and Harassment on August 18, 2011. Parents have been made aware of the DPS policy as well.**
- 3. Little River staff received training on the DPS policy for Restraint and Seclusion on August 18, 2011.**
- 4. Little River teachers have waived duty free lunch except for two. Every effort will be made to accommodate them as long as doing so does not affect instruction.**

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.

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|---------------------------------------------------------------------------------------------------------------------------|-------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| 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:

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.

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|---------------------------------------------------------------------------------------------------------------------------|-------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| 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:

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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.

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|---------------------------------------------------------------------------------------------------------------------------|-------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| 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:

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.

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| 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:

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.

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| 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:

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.

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| 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:

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.

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|---------------------------------------------------------------------------------------------------------------------------|-------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| 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:

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.

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| 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:

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.

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| 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:

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.

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|---------------------------------------------------------------------------------------------------------------------------|-------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| 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