

LEA or Charter Name/Number:

Durham Public Schools - 320

School Name/Number:

Fayetteville Street Elementary School - 344

School Address:

2905 Fayetteville Street, Durham, NC 27707

Plan Year(s):

School Year 2010-2011

Date prepared:

September 16, 2011

Principal Signature:

Robert A. Deal

9/16/11

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 student enrolled in that school and shall not be members of the building-level staff."

Name	Committee Position	Signature	Date
Rodriguez Teal	Principal	<i>Robert A. Deal</i>	9/16/11
Kendra Woods	Assistant Principal	<i>Kendra Woods</i>	9/16/11
Jacqueline Walters	Principal Intern	<i>Jacqueline Walters</i>	9/16/11
Annette Brown	K-2 Teacher Representative	<i>Annette Brown</i>	9/16/11
Harry Leak	3-5 Teacher Representative	<i>Harry Leak</i>	9/16/11
Connie Betha	K-2 Instructional Facilitator	<i>Connie M. Betha</i>	9/16/11
Lynnette Marcia	3-5 Instructional Facilitator	<i>Lynnette Marcia</i>	9/16/11
Yvonne Addison	Guidance Counselor	<i>Yvonne Addison</i>	9/16/11
Joseph Awono	ESL Teacher / Latino Representative	<i>Joseph Awono</i>	9/16/11
Peebles Lucas	Parent Representative	<i>Peebles Lucas</i>	9/16/2011
Leroy Taylor	Parent Representative	<i>Leroy Taylor</i>	9/16/11
Leatrice Grafton	Parent Representative	<i>Leatrice Grafton</i>	9/16/2011
Nicole Coston	Parent Representative	<i>Nicole Coston</i>	9/16/11

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Lynnette Marchin	3-5 Instructional Facilitator		
Yvonne Addison	Guidance Counselor		
Joseph Awono	ESL Teacher / Latino Representative		
Peebles Lucas	Parent Representative		
Leroy Taylor	Parent Representative		
Leatrice Grafton	Parent Representative		
Nicole Coston	Parent Representative		

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

- 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.

State Board of Education Goals – Future ready students for the 21st century

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 schools will produce globally competitive students

District Goal 2: Ensure high quality staff and leadership district-wide and at every school

Supports SBE Goal: Goal 2 – North Carolina public schools will be led by 21st Century professionals
Goal 4 – Leadership will guide innovation in North Carolina public schools

District Goal 3: Ensure efficient and effective business systems operations

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

District Goal 4: Ensure school climate and culture that foster well-being of students, staff and community

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

**DPS: School Improvement Plan – Part A
Vision, Mission, School Data & Summary
Analysis**

Vision:

Fayetteville Street Elementary School is a place where students learn everyday. Through our continued pursuit of "building a culture of academic excellence", we strive to shape the minds and the moral character of our students so they are not only responsible for themselves, but also the world in which they live. Consistently evaluating our work, analyzing our data, and making decisions based on the best interest of our students, Fayetteville Street Elementary School will become a leader in education reform across this state and nation.

Mission:

It is the mission of Fayetteville Street Elementary School to provide each child with an excellent educational experience everyday. Through the support of the faculty, staff, parents, and community, students will develop 21st century skills to become life-long learners who problem solve, use technology, and develop social skills to become productive citizens and to be competitive in the global society.

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

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

1. What does the analysis tell you about your schools strengths? Our data yields the following school strengths:

- ❖ Met AYP 2011
- ❖ Met ABC Expected Growth
- ❖ Increase in Grades 3-5 Overall Reading Composite
- ❖ Increase in 4th Grade Reading Proficiency
- ❖ Increase in Grades 3-5 Overall Math Composite
- ❖ Increase in 3rd Grade Math Proficiency
- ❖ Increase in 4th Grade Math Proficiency
- ❖ Increase in Overall School Composite
- ❖ Increase in K-2 students meeting mClass requirements
- ❖ Increase in SWD EOG Proficiency

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

Our data suggests the following areas of improvement:

- ❖ Decrease in 5th Grade Reading Proficiency
- ❖ Decrease in 5th Grade Math Proficiency
- ❖ Decrease in 5th Grade Science Proficiency
- ❖ Did not meet scorecard goals in the following areas; 3rd Grade Reading, 5th Grade Reading, Math, and Science,
- ❖ Did not meet Attendance scorecard goal
- ❖ Did not meet ALG scorecard goal
- ❖ Did not meet composite scorecard goal

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

- ❖ 2011-12 K-5 mClass Assessment Data
- ❖ 2011-12 3-5 SGA Data
- ❖ 2011-12 Cumulative Assessment Data
- ❖ 2011-12 EOG Data

**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.**

- ❖ Overall Reading Proficiency Grades K- 5
- ❖ Overall Math Proficiency Grades K- 5
- ❖ Overall Science Proficiency Grade 5
- ❖ Increase Attendance Percentage

DPS: School Improvement Plan – Part B
Priority Goals and Associated Strategies

Program Goals and Associated Strategies

Area for improvement and supporting data:
 Reading (2010-11 Final Scorecard Data)
 Grade 3 – 52.1% (+1.0%)
 Grade 4 – 57.1% (+26.6%)
 Grade 5 – 43.1% (-2.4%)

School Goal 1: Increase Reading Proficiency and Achievement in Grades K-5 by 10%.

Supports this district goal: Increase student achievement

Target: Increase Reading Proficiency and Achievement in Grades 3-5 by 10%

Indicator: Common Assessments, SGA's, Quarterly Cumulative Assessments, mClass Assessments, EOG Assessments

Milestone dates: Quarterly, Mid Year, and End of Year

Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.

Strategy: K-5 teachers will implement the DPS Balanced-Literacy Framework and create Learning Targets using the Assessment For Learning Unpacking Strategies(150 minutes of daily reading instruction)

Action steps:

Strategy 1:	1. Common Schedules and Planning Times	6. Daily Reading Intervention for selected students
	2. Inclusion Model for EC and ESL Students	7. PAWS Volunteer Program
	3. Mastermind Prep Tutoring	8. America Reads Tutoring
	4. Utilization of Study Island	9. Lions Academy After School Tutoring
	5. ALG Teacher will instruct ALG Student Groups	10. School-Wide Reading Program – Reading Roundup
Strategy 2:	Strategy: K-5 teachers will receive support and technical assistance from the Administration, Instructional Facilitators and Intervention Teachers	
	Action Steps:	

	<ol style="list-style-type: none"> Weekly planning sessions with I.F. Weekly review of the DPS Literacy Framework Weekly review of the DPS Inst. & Assess. Calendars Monthly District PLC Professional Development 	<ol style="list-style-type: none"> Quarterly Administrative PLC Meetings Daily Walkthroughs (Administrative and I.F.) Teacher Evaluations Small Learning Groups for Intense Instruction
	<p>Strategy: K-5 Teachers will be provided with current and updated data to inform instruction</p>	
<p>Strategy 3:</p>	<p>Action steps:</p> <ol style="list-style-type: none"> Data Board to track growth in Reading Develop and Administer Common Assessments Quarterly SGA & CA Data Review Sessions Intervention Team to re-teach and retest students 	<ol style="list-style-type: none"> Quarterly Milestone Analysis of mClass data Quarterly Data Analysis of Study Island Proficiency
<p>How will we fund these strategies?</p>		
<p>Funding source 1:</p>	<p>Select a funding source</p>	<p>Funding amount:</p>
<p>Funding source 2:</p>	<p>Select a funding source</p>	<p>Funding amount:</p>
<p>Funding source 3:</p>	<p>Select a funding source</p>	<p>Funding amount:</p>
<p>Funding source 4:</p>	<p>Select a funding source</p>	<p>Funding amount:</p>
<p>Funding source 5:</p>	<p>Select a funding source</p>	<p>Funding amount:</p>
<p>Total initiative funding:</p>		
<p>Review frequency:</p>	<p>Quarterly</p>	
<p>Assigned implementation team:</p>		

Check

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

K-5 mClass Data, Common Assessments, Grades 3-5 SGA Data, Grades 3-5 Cumulative Assessment Data, Daily Walkthroughs, Learning Walks, Study Island Proficiency and Usage Reports, and Media Collection Summary Reports

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

Continuous and regular progress monitoring of the above mentioned data points will take place as the data is collected.

	<p>Act</p> <p>What does data show regarding the results of the implemented strategies?</p> <p>Currently, the implemented strategies that were used last year yielded positive results that allowed the school to meet all state AYP and ABC requirements.</p> <p>Based upon identified results, should/how should strategies be changed?</p> <p>No changes in strategies at this time</p>
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Priority Goal 2 and Associated Strategies

Area for Improvement and supporting data:
Math (2011-12 Final Scorecard Data)
 Grade 3 – 81.3% (+4.7%)
 Grade 4 – 62.5% (+11.4%)
 Grade 5 – 47.5% (-1.6%)

School Goal 2: Increase Math Proficiency and Achievement in Grades K-5 by 10%

Supports this district goal: Increase student achievement

Target: Increase Math Proficiency in Grades 3-5 by 10%
Indicator: Common Assessments, SGA's, Quarterly Cumulative Assessments, EOG Assessments
Milestone dates: Quarterly, Mid Year, and End of Year

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

Strategy: K-5 teachers will implement the DPS Math Framework and create Learning Targets using the Assessment for Learning Unpacking Strategies

Action steps:

- | | |
|---|---|
| 1. Common Schedules and Planning Times | 5. AIG Teacher will instruct AIG Students |
| 2. Inclusion Model for EC and ESL Students | 6. |
| 3. Utilize spiral review to re-teach math concepts | 7. |
| 4. Develop center activities using DPS Math Framework | 8. |

Strategy: K-5 teachers will receive support and technical assistance from the Administration, Instructional Facilitators, and Intervention Team

Action steps:

- | | |
|-------------------------------------|--|
| 1. Weekly planning sessions with IF | 5. Quarterly Administrative PLC Meetings |
|-------------------------------------|--|

Strategy 2:

- 2. Weekly review of DPS Math framework
- 3. Weekly review of DPS Inst. & Assess. Calendars
- 4. Monthly District PLC Professional Development
- 6. Daily Walkthroughs (Administrative and I.F.)
- 7. Teacher Evaluations
- 8. Small Learning Groups for Intense Instruction

Strategy: K-5 Teachers will be provided with current and updated data to inform instruction

Action steps:

- | | |
|--|--|
| 1. Data Board to track student growth in Math | 5. Quarterly Data Analysis of Study Island Proficiency |
| 2. Develop and Administer Common Assessments | 6. |
| 3. Quarterly SGA & CA Data Review Sessions | 7. |
| 4. Intervention Team to re-teach and retest students | 8. |

Strategy 3:

How will we fund these strategies?

- Funding source 1: Select a funding source Funding amount:
 - Funding source 2: Select a funding source Funding amount:
 - Funding source 3: Select a funding source Funding amount:
 - Funding source 4: Select a funding source Funding amount:
 - Funding source 5: 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?

Common Assessments, Grades 3-5 SGA Data, Grades 3-5 Cumulative Assessment Data, Daily Walkthroughs, Learning Walks, and Study Island Usage and Proficiency Reports.

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

Continuous and regular progress monitoring of the above mentioned data points will take place as the data is collected.

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

Currently, the implemented strategies that were used last year yielded positive results that allowed the school to meet all state AYP and ABC requirements.

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

No changes in strategies at this time.

Act

Priority Goal 3 and Associated Strategies

Area for improvement and supporting data:
Science (Data Provided by 2009-10 Scorecard Data)
Grade 5 – 58.8% (+41.8%)

School Goal 3:	Increase Science Proficiency and Achievement in Grade 5 by 10%
Supports this district goal:	Increase Student Achievement

Target:	Increase Science Proficiency and Achievement in Grade 5 by 10%
Indicator:	Common Assessments, Quarterly Science Assessments, EOG State Assessments
Milestone date:	Quarterly, Mid Year, and End of Year

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

Strategy 1:	
<p>Strategy: Grade 5 teachers will implement the DPS Science Framework by creating Learning Targets using the Assessment for Learning Unpacking Strategies</p> <p>Action steps:</p>	
1. Create a daily time for Science in Master Schedule	5. Create a Schedule for us of the Computer Lab
2. Administer Science Common Assessments	6. Conduct a Spring Science Fair with ALG Teacher
3. Create a Schedule for Science Lab Usage	7. Ensure all materials are available in Science Kits
4. Conduct Science Experiments in the Science Lab	8. Plan Science Field Trips
<p>Strategy 2: Grade 5 teachers will receive support and technical assistance from the Administration, Instructional Facilitators, and Science Intervention Teacher.</p>	

Action steps:

- | | |
|---|--|
| 1. Weekly planning sessions with IF | 5. Quarterly Administrative PLC Meetings |
| 2. Weekly review of DPS Science Framework | 6. Daily Walkthroughs (Administrative and I.F.) |
| 3. Weekly review of DPS Inst. & Assess. Calendars | 7. Teacher Evaluations |
| 4. Monthly District PLC Professional Development | 8. Small Learning Groups for Intense Instruction |

Strategy: K-5 Teachers will be provided with current and updated data to inform instruction

Action steps:

- | | |
|--|--|
| 1. Data Board to track student growth in Science | 5. Quarterly Data Analysis of Study Island Proficiency |
| 2. Develop and Administer Common Assessments | 6. |
| 3. Quarterly Science Assessment Data Reviews | 7. |
| 4. Intervention Team to re-teach and retest students | 8. |

How will we fund these strategies?

- | | | |
|----------------------------------|-------------------------|-----------------|
| Funding source 1: | Select a funding source | Funding amount: |
| Funding source 2: | Select a funding source | Funding amount: |
| Funding source 3: | Select a funding source | Funding amount: |
| Funding source 4: | Select a funding source | Funding amount: |
| Funding source 5: | 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?

Science Common Assessments, Quarterly District Science Cumulative Assessments, Instructional Walkthroughs and Learning Walks, and Study Island Proficiency and Usage Reports.

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

Continuous and regular progress monitoring of the above mentioned data points will take place as the data is collected.

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

Currently, the implemented strategies that were used last year yielded positive results that allowed the school to meet all state AYP and ABC requirements.

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

No changes in strategies at this time

Act

Project 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.

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

2.		6.
3.		7.
4.		8.

Strategy:

Strategy 3:

Action steps:		
1.		5.
2.		6.
3.		7.
4.		8.

How will we fund these strategies?

- Funding source 1: Select a funding source Funding amount:
- Funding source 2: Select a funding source Funding amount:
- Funding source 3: Select a funding source Funding amount:
- Funding source 4: Select a funding source Funding amount:
- Funding source 5: 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?

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

Act	
<p>Based upon identified results, should/how should strategies be changed?</p>	<p>What does data show regarding the results of the implemented strategies?</p>

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.

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

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

How will we fund these strategies?

- Funding source 1: Select a funding source Funding amount:
 - Funding source 2: Select a funding source Funding amount:
 - Funding source 3: Select a funding source Funding amount:
 - Funding source 4: Select a funding source Funding amount:
 - Funding source 5: 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?

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

DPS: School Improvement Plan – Part C
Title I School-Wide Compliance Review and Plan

The 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 many of 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	
Strategy 2	X	X	X		
Strategy 3	X		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:

- Assessment For Learning
- DPS Literacy Framework
- DPS Math Framework
- DPS Science Framework
- Intervention Model of Instruction
- Extended Day and After-School Programming
- Study Island
- ClassScape
- PAWS Volunteer Program
- Intense Reading Instruction
- Intense Math Instruction
- PEP's

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.

	Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
Strategy 1	X	X	X		
Strategy 2	X	X	X		
Strategy 3					

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:

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:

- > Provide teachers to participate in Talent Development Opportunities
- > Provide teachers high quality Professional Development Opportunities
- > Encourage Teachers to seek high quality professional development provided by the district through My Learning Plan
- > Encourage Teachers to seek National Board Certification
- > Encourage Teachers to seek AIG endorsements
- > College credentials visibly posted

High-quality and ongoing professional development: Teachers and other staff in school-wide 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 school-wide 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														
	X					X					X														
	X					X					X														

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:

- Assessment for Learning Training
- Culturally Responsive Schools Training
- Differentiated Instruction
- Dibels m-Class Training
- Training to use Promethean (Active)Boards
- Access to PD360 online professional development
- DPS Literacy Framework in services with Instructional Facilitators
- DPS Math Framework in-services with Instructional Facilitators

Strategies to attract highly qualified teachers to high-need schools: Although recruiting and retaining highly qualified teachers is on-going 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.

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

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:

- Participation in DPS Recruitment Job Fair
- Partnerships with NCCU, UNC, and Duke Schools of Education
- Teacher Recommendations
- Attend College Recruitment Programs

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.

	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	X	X	X	
	Strategy 2	X	X	X	
	Strategy 3	X	X	X	

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

- Re-Establish PTA Executive Board
- Re-Establish PTA
- Partner with PIRC to have Parent Workshops
- Regularly scheduled PTA Meetings (P.R.I.D.E. Nights)

The 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 many of 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:						
	Strategy 1	Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	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.

	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 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: Teachers and other staff in school-wide 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 school-wide 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:	Strategy 1	Strategy 2	Strategy 3	Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5

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 attract highly qualified teachers to high-need schools: Although recruiting and retaining highly qualified teachers is on-going 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.

	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 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:

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.

	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 uses the following strategies to increase parental involvement, 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. Early 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					
	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:

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 school-wide 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:

Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance: The school-wide 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:

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 those services. Exercising this option maximizes the impact of the resources available to carry out the school-wide 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:

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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. Early 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					
	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:

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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 school-wide 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:

Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance: The school-wide 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.

	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 uses the following differentiation strategies, 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 those services. Exercising this option maximizes the impact of the resources available to carry out the school-wide program.

	Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
Strategy 1					
Strategy 2					
Strategy 3					

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:

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:

DPS: School Improvement Plan – Part D
Title I Compliance Review and Plan for Schools in
Title I School Improvement

Component 2: 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.

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

	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 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:	Strategy 1	Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
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.

	Strategy 1	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 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.

	Strategy 1	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 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:	Strategy 1	Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	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:

