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

chool Name and Number: Lowe's Grove Middle School

chool Address: 4418 S. Alston Ave, Durham, NC 27713

lan Year(s):2013-13

late Prepared: September 8, 2013

'rincipal Signature

9/28/12
Date

School Improvement Team Membership

'rom GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants ssigned 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 tudent performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their espective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school nd shall not be members of the building-level staff."

Committee Position	Name	Signature	
'rincipal	Kathy Kirkpatrick		
ssistant Principal	Charlotte Wilson		
ssistant Principal	Benjie Roberson		
ssistant Principal	Avis Keen		
Inst. Support Representative	Sheon Little		
Classified Representative	Amy Conklin		
Parent Representative	Debbie Cheek		
Community Representative	Jin Ellington		
Teacher Representative	LaTekka Lewis		
Teacher Representative	Kim Taylor		
Teacher Representative	Sheila Matlock		

Committee Position	Name	Signature	
Teacher Representative	Sashir Moore	Sashir P. Moore	
Teacher Representative	Jessica Rose	Jessica T Rose	
Teacher Representative	Rachel Sivalia	Rachel Sivalia	
Teacher Representative	Carrie Minnick	C Minnick	
Counselor	Ava Thompson	Ava A. Thomps	

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
Vision: Lowe's Grove Middle School (LGMS) will become a school where all children learn at high levels and leave fully prepared, academically, socially and behaviorally to graduate from both high school and post high school programs.
Mission: To educate all students at high levels and to ensure that all students are able to perform at or above grade level in all areas as measured by a variety of assessments including the NC End-of-Grade (EOG) tests.

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 walkthroughs/observations), and student learning (also from walkthroughs / observations as well as data).

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

EOG Data

8th grade math = 77.3% proficient
8th grade science scores up to 55%
Algebra = 90.9% proficient
Met expected growth on ABC's
Met 70% of Annual Measureable Outcomes

Other Data

Attendance rate is up .6%

Teacher Working Conditions Survey (Met goal or hit at least 70%)

Teacher Leadership
Facilities and Resources
Managing Student Conflict
School Leadership
Instructional Practice and Support
Overall

Taken directly from the 2013 State Comprehensive Needs Assessment:

- Teachers post classroom learning targets, which provide an instructional focus for the day's lesson.
- Lowe's Grove regularly monitors student attendance and is proactive in implementing procedures geared towards improving its overall attendance rate.
- The school is supported by several strong business partnerships, which support the school's student improvement efforts.
- The school motto, known and understood by all stakeholders, fosters school improvement.
- Lowe's Grove has student support and advisement structures in place that afford students the opportunity to reach high levels of academic success.
- The Lowe's Grove site-based leadership team works together to create a transparent budget management process that allows all staff members to have an understanding of the school's resources and how funds are allocated.
- The school makes consistent efforts to recognize both staff and students for their achievements, creating an atmosphere that is warm, inviting, and inclusive for all.

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

EOG Data

Students with Disabilities, Algebra students, and 7th grade math students did not make growth.

Other Data

Attendance rate still below 95%
OSS = 19%
LEP Reading proficiency rate = 32.5%
SWD Reading proficiency rate = 21.4%
6th grade Reading proficiency rate = 46.9%
7th grade Reading proficiency rate = 41%
8th grade Reading proficiency rate = 47.1%

Schools to Watch Self-Assessment

Taken directly from the 2013 State Comprehensive Needs Assessment:

- Improve the quality of instruction by:
  - ensuring all lessons are rigorous and well-paced;
  - differentiating instruction to challenge all students; and
  - engaging students in instruction that involves 21st century skill development.
- Analyze data to plan instruction that addresses student learning needs.
- Create and initiate a formal process to monitor the School Improvement Plan throughout the year and communicate outcomes to all stakeholders.
- Provide professional development for teachers based on needs identified from classroom observations and other methods of monitoring the quality of teaching and learning.
- Explore ways to involve all parents as partners in their children's learning.

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

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school? Cite relevant evidence from your analysis to support these priorities.

1. The school will provide interventions to address the reading needs of all students (Reading proficiency and growth scores).
2. Teachers will provide engaging, data-driven instruction (EOG scores, attendance rate).
3. The school will improve the attendance rate and decrease the out-of-school rate. (Attendance rate, number of kids with 10 days or more absence, out-of-school suspension rate).
4. The school will engage and involve parents in the curriculum and in the learning process as well as in traditional support roles (Attendance rate, OSS rate, EOG scores).

Priority 1 Goal and Associated Strategies

lan/Do

Area for improvement and supporting data: Reading
6th grade Reading proficiency rate = 46.9%
7th grade Reading proficiency rate = 41%
8th grade Reading proficiency rate = 47.1%

School Goal 1: **Supports this district goal:**	Increase reading achievement Ensure achievement of high academic performance by all students
Target: **Indicator:** **Milestone date:**	Reading composite will increase to 60% NC EOG May 2013

Goal 1 improvement Strategies - Identify research based strategies whenever possible.

Strategy 1:	**Strategy:** Implement READ 180 in all 2-hour balanced literacy blocks on each grade level.
	Action Steps: 1. Purchase 30 more licenses 2. Purchase professional development from Scholastic for the READ 180 teachers
Strategy 2:	**Strategy:** Improve the guided reading program
	Action Steps: 1. Hire ERG to provide professional development for all guided reading teachers
Strategy 3:	**Strategy:** All teachers will utilize reading comprehension strategies in their content areas
	Action Steps: 1. Hire ERG to provide professional development to new social studies and language arts teachers and all elective teachers **2.** Instructional facilitators will observe each teacher using the strategy and provide coaching to improve implementation

How will we fund these strategies?

Funding Source 1	Title 1	**Funding Amount:** $ 10,000
Funding Source 2	NEA Grant	**Funding Amount:** $15,000 **Total initiative funding:** $25,000

Review Frequency: Quarterly

Assigned Implementation Team: Content Literacy Team, Administrative Instructional Team

e

What data will be used to determine whether the strategies were deployed with fidelity? Walkthroughs, formal observations, lesson plans, ERG and Scholastic feedback

	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.) Scholastic Reading Inventory, small goal assessments, cumulative assessments, Read 180 assessments, EOG scores, running records, the “3-minute Assessment”
	What does the data show regarding the results of the implemented strategies? READ 180 students made huge gains over the general population, reading growth met expected or high growth in all grade levels.
Act	**Based upon identified results, should/how should strategies be changed?** Continue the strategies.

Priority 2 Goal and Associated Strategies

Plan/Do

Area for improvement and supporting data: Achievement scores and attendance rate
EOG data
Attendance rate is below 95%
OSS = 19%

School Goal 2: **Supports this district goal:**	Teachers will provide engaging, data-driven instruction Ensure achievement of high academic performance by all students
Target: **Indicator:** **Milestone date:**	The school's composite on the 2013-13 NC EOG test will be at or above 60%. NC EOG tests May, 2013

Goal 2 improvement Strategies - Identify research based strategies whenever possible.

Strategy 1:	**Strategy:** All teachers will utilize the Assessment for Learning framework (assessment for learning)
	Action Steps: 1. Provide continuous professional development on assessment for learning 2. Administrators and instructional facilitators will attend content team meetings to coach and provide feedback on data analysis and lesson planning.
Strategy 2:	**Strategy:** All teachers will utilize learning targets with specific performances of understanding
	Action Steps: 1. Provide professional development on learning targets (LT's) with specific performances of understanding (POU's) 2. Provide all teachers the book "Learning Targets" by Moss and Brookhart 3. Utilize a rubric for LT's and POU's 4. Administrators and instructional facilitators will provide feedback on LT's and POU's. 5. Teachers will engage in peer review of and feedback on LT's and POU's
Strategy 3:	**Strategy:** All teachers will effectively incorporate iPads into their lessons
	Action Steps: 1. Provide professional development on using the iPad as a tool for instruction and for assessment 2. Teachers will engage in peer observations of and feedback on lessons 3. Ed. Tech. Facilitator will observe each teacher using the strategy and provide coaching to improve implementation

How will we fund these strategies?

Funding Source 1	Race to the Top Grant	**Funding Amount:** $65,000 **Total initiative funding: $ 65, 000**

Review Frequency: Quarterly

Assigned Implementation Team: Administrative Instructional Team

Check	**What data will be used to determine whether the strategies were deployed with fidelity?** Walkthroughs, formal observations, lesson plans, coaching logs
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.) Small goal assessments, cumulative assessments, EOG scores, attendance records, number of discipline referrals, grades
	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: Attendance and out-of-school suspension rates

Attendance and OSS data

School Goal 3: **Supports this district goal:**	The school will continue to improve the attendance rate and decrease the out-of-school rate Ensure school climate and culture that foster well-being of students, staff and community
Target: **Indicator:** **Milestone date:**	Increase the attendance rate to 95% and decrease the out-of-school suspension rate to 15% Attendance and OSS rates June 2013

Goal 3 improvement Strategies - Identify research based strategies whenever possible.

Strategy 1:	**Strategy:** Administrators will utilize a tiered discipline tracker to determine consequences and monitor chronic discipline issues
	Action Steps: 1. Using the DPS tiered guidelines, develop a tiered discipline guidance and tracking form 2. Review discipline trackers bi-weekly to determine areas of need
Strategy 2:	**Strategy:** Provide mentoring and leadership activities to at-risk students
	Action Steps: 1. Partner with community groups to provide mentors 2. Utilize school personnel as mentors 3. Implement a LGMS Teen Court programs
Strategy 3:	**Strategy:** Implement a “Viking Class” to provide students with broad and engaging experiences
	Action Steps: 1. Change the master schedule to create a Viking Class 2. Create small, flexible need-based groups 3. Assign elective teachers to clubs and remediation classes
Strategy 4:	**Strategy:** Develop a “Pride Class” to provide students with character education, mentoring, and study skills
	Action Steps: 1. Change the master schedule to create a Pride Class 2. Provide a stipend to the Pride Working Team to develop the curriculum for Pride class

How will we fund these strategies?

Funding Source 1	ADM	**Funding Amount:** $3000 **Total initiative funding: $3000**

	Review Frequency: Quarterly **Assigned Implementation Team:** School Improvement Team
Check	**What data will be used to determine whether the strategies were deployed with fidelity?** Walkthroughs, teacher feedback, student surveys
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.) Attendance and OSS rates
	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: Parent involvement
Achievement scores
OSS/ISS numbers

School Goal 4: **Supports this district goal:**	The school will engage and involve parents in the curriculum and in the learning process as well as in traditional support roles Ensure achievement of high academic performance by all students.
Target: **Indicator:** **Milestone date:**	The school's composite on the 2013 NC EOG test will be at or above 60%. NC EOG tests May, 2013

Goal 4 improvement Strategies - Identify research based strategies whenever possible.

Strategy 1:	**Strategy:** Provide multiple opportunities for parents to interact with the school
	Action Steps: 1. Implement student-led conferences 2. Partner with Citizen Schools and community-based organizations to provide family education programs 3. Hold mandatory "report card" pick-ups for students failing two or more classes 4. Hold at least one student, teacher parent conference with every family
Strategy 2:	**Strategy:** Help parents organize a Parent Teacher Organization
	Action Steps: 1. Provide leadership training for parents on the PTO Board 2. Assign 2 assistant principals to guide and monitor the process 3. Form a parent involvement committee 4. Work with the PTO Board to write a Parent Involvement Plan
Strategy 3:	**Strategy:**
	Action Steps:

How will we fund these strategies?

Funding Source 1 **Funding Source 2** **Funding Source 3**	Title 1 Select a funding source Select a funding source	**Funding Amount:** $5000 **Funding Amount:** $ **Funding Amount:** $ **Total initiative funding:** $

Review Frequency: Quarterly

Assigned Implementation Team: School Improvement Team, Parent Involvement Committee

e

What data will be used to determine whether the strategies were deployed with fidelity? Agendas and minutes for PTO meetings, sign-in sheets, feedback surveys

	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.) Increased EOG scores, reduced OSS rates, increased attendance rates
	What does the data show regarding the results of the implemented strategies?
Act	**Based upon identified results, should/how should strategies be changed?**

Safe School Plan for
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: Kathy Kirkpatrick, Principal
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): Teachers: Teacher Assistants:

Other School Staff

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.)
Goal: Decrease out-of-school suspensions
Target: Decrease the number of out-of-school suspensions by 10%.
Indicator: Out-of-school suspension data from SSP
Milestone Date: June 2013
Goal: Decrease in-school suspensions
Target: Decrease the number of in-school suspensions by 10%.
Indicator: In-school suspension data from SSP
Milestone Date: June 2013
Goal: Increase the attendance rate
Target: Increase the attendance rate to 95%
Indicator: Attendance rate from NCWise
Milestone Date: June 2013
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	

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	
	Strategy 2	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:

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			
	Strategy 2		X			
	Strategy 3		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:

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			
	Strategy 2	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:						

Strategies to attract highly qualified teachers to high-needs 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 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		
	Strategy 2		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:						

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.

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

see the priority goals and strategies noted to the right:	**Strategy 2**				X	
	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.

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.

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			
	Strategy 2		X			
	Strategy 3		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:						

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		
	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:

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 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	
	Strategy 2	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:

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	X	X			
	Strategy 2	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:						
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				X	
	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		X			
	Strategy 2		X			
	Strategy 3		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:
LEA:
SEA:

School-based management and Accountability Program Summary of School-based Waiver Requests for Program Years 2011-12	
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**

School-Based Equity Team

As part of Durham Public Schools' Strategic Plan, it is essential that all schools establish equity teams to ensure accountability and support for all students. This includes working to close achievement gaps between all students and subgroups and working towards equality in all student outcomes.

Position	Name	Position	Name
Teacher	du laney	Teacher	North
Teacher	Duvall	Teacher Assistant	Mack
Teacher	Minnick	Teacher	Parham
Teacher	Strausbaugh	Counselor	Thompson
Counselor	Meza-Keuthen	EC Teacher	Gleason
EC Facilitator	Beyah-Murphy	Teacher	Faison, J.
PBIS Chair	Moore		

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

Please list the members of your school-based equity team

SCHOOL EQUITY PLAN: Raise achievement for all students while closing gaps in student outcome and performance for all students in Durham Public Schools

Identify gaps in student learning and achievement.

Utilize the chart below to identify achievement gaps or equality imbalances between each subgroup. To complete the chart, identify the performance proficiency of the top subgroup (horizontal row) then subtract the proficiency of the subgroup on the side (vertical column) to determine the achievement gap. A positive number (e.g., 25%) indicates the subgroup on the top has the higher proficiency. A negative number (e.g., -15%) indicates the subgroup on the top has the lower proficiency.

Reading Proficiency	Asian NA	Black 39.8	Hispanic 51.2	MultiRacial NA	White NA	Economically Disadvantaged 43.0	Limited English Proficient 32.5	Students With Disabilities 21.4
Asian	XXXXXXXXX	NA	NA	NA	NA	NA	NA	NA
Black	NA	XXXXXXXXX	-11.4	NA	NA	-3.2	7.3	18.4
Hispanic	NA	11.4	XXXXXXXXX	NA	NA	8.2	18.7	29.8
MultiRacial	NA	NA	NA	XXXXXXXXX	NA	NA	NA	NA
White	NA	NA	NA	NA	XXXXXXXXX	NA	NA	NA
Economically Disadvantaged	NA	3.2	-8.2	NA	NA	XXXXXXXXX	10.5	21.6
Limited English Proficient	NA	-7.3	-18.7	NA	NA	-10.5	XXXXXXXXX	11.1
Students With Disabilities	NA	-18.4	-29.8	NA	NA	-21.6	-11.1	XXXXXXXXX

What trends, pattern, or key points can you identify from your reading achievement data? Why might or why do these exist?

Black, LEP and SWD consistently perform lower than other students.

- **Come in with huge gaps that need to be filled.**
- **More instructional time is needed to catch them up.**

Math Proficiency	Asian NA	Black 61.4	Hispanic 78.3	MultiRacial NA	White NA	Economically Disadvantaged 65.1	Limited English Proficient 63.6	Students With Disabilities 41.4
Asian	XXXXXXXXX	NA	NA	NA	NA	NA	NA	NA

Black	NA	XXXXXXXXX	-16.9	NA	NA	-3.7	-2.2	20
Hispanic	NA	16.9	XXXXXXXXX	NA	NA	13.2	14.7	36.9
MultiRacial	NA	NA	NA	XXXXXXXXX	NA	NA	NA	NA
White	NA	NA	NA	NA	XXXXXXXXX	NA	NA	NA
Economically Disadvantaged	NA	3.7	-13.2	NA	NA	XXXXXXXXX	1.5	23.7
Limited English Proficient	NA	2.2	-14.7	NA	NA	-1.5	XXXXXXXXX	22.2
Students With Disabilities	NA	-20	-36.9	NA	NA	-23.7	-22.2	XXXXXXXXX

What trends, pattern, or key points can you identify from your reading achievement data? Why might or why do these exist?

Black, LEP and SWD consistently perform lower than other students.

- **Come in with huge gaps that need to be filled.**
- **More instructional time is needed to catch them up.**

Identify three-four goals that will support equity in your school and reduce the achievement gap for all students.

GOALS and ACTION STEPS	RESPONSIBILITY	TIMELINE	PROGRESS
1. Establish remediation periods for reading and math	Principal Team leaders	Aug. 2012	
2. Provide more explicit reading instruction for level ones and twos • Purchase more leveled readers • Consistent use of Lexiles by all teachers when choosing materials for content	Reading teachers IF	Aug. 2012	

classes			
3. Provide more professional development in reading instruction	School Improvement Team (ERG) IF	Sept. 2012	
4. After school tutoring for reading and math	Content Literacy and Academic Accountability Teams	Oct. 2012	
5. Establish a content literacy team to develop further interventions, especially for math	School Improvement Team	Sept. 2012	