

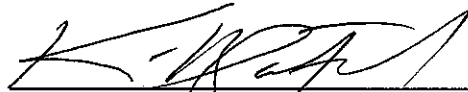
LEA or Charter Name/Number: Durham Public Schools - 320

School Name and Number: Lowe's Grove Middle School

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

Plan Year(s):2011-2012

Date Prepared: June 20, 2011

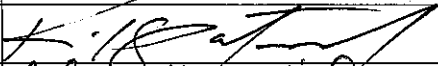
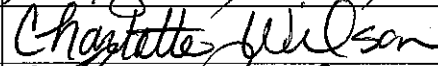

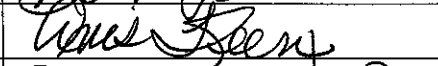
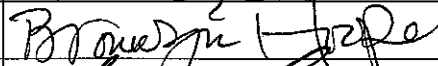
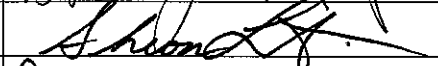
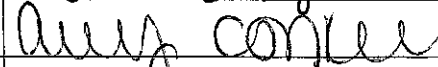

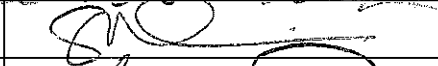



Principal Signature

10/19/11  
Date

### School Improvement Team Membership

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

Committee Position	Name	Signature	
Principal	Kathy Kirkpatrick		
Assistant Principal	Charlotte Wilson		
Assistant Principal	Benjie Roberson		
Assistant Principal	Avis Keen		
Inst. Support Representative	Bronwyn Hooper		
Inst. Support Representative	Sheon Little		
Classified Representative	Amy Conklin		
Parent Representative	Debbie Cheek		
Community Representative	Sarah Rabiner		
Teacher Representative	LaTekka Lewis		

Committee Position	Name	Signature	
Teacher Representative	Mindi Schedel	<i>Mindi Schedel</i>	
Teacher Representative	Sashir Moore	<i>Sashir P. Moore</i>	
Teacher Representative	Jessica Rose	<i>Jessica J Rose</i>	
Teacher Representative	Stephanie Goslen	<i>Stephanie Goslen</i>	
Teacher Representative	Carrie Minnick	<i>Carrie Minnick</i>	
Teacher Representative	Michael du Laney	<i>Michael du Laney</i>	
Teacher Representative	Gabe Grana	<i>Gabe Grana</i>	

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

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

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

**Goal 2** – North Carolina public schools will be led by 21<sup>st</sup> 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 21<sup>st</sup> 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

8<sup>th</sup> grade math = 74% proficient  
Algebra = 84% proficient  
6<sup>th</sup> grade math = 66.8% proficient  
Met expected growth on ABC's  
Met 83% of AYP goals

##### Other Data

Attendance rate = up .10%  
OSS = down 6.1%  
ISS = down 14.7%  
Number of AIG students = up 1.3%

##### Schools to Watch Self-Assessment

The school provides access to comprehensive services to foster healthy physical, social, emotional, and intellectual development.

Teachers continually adapt curriculum, instruction, assessment, and scheduling to meet their students' diverse and changing needs.

A shared vision of what a high-performing school is and does drive every facet of school change.

The school is a community of practice in which learning, experimentation, and reflection are the norm.

The school staff holds themselves accountable for the students' success.

School staff possesses and cultivates the collective will to persevere, believing it is their business to produce increased achievement and enhanced development of all students.

**Teacher Working Conditions Survey (Met goal or hit at least 80%)**

Empowerment  
Facilities  
Instructional Practice  
Leadership

**Taken directly from the 2010 State Comprehensive Needs Assessment:**

Principal leadership at the school is strong, and high expectations for teachers and students for growth and achievement are conveyed on a consistent basis.

New leadership has instituted changes resulting in a more positive culture and climate for teachers, students, and parents.

The principal's positive energy and determination has increased the focus on instruction for student learning.

The faculty's knowledge of the unique needs of its students provides a safe, supportive climate for learning.

The entire school is welcoming and well-maintained, contributing to a positive learning environment.

There are multiple opportunities for students to receive extra support on skill and concept development.

The grade level teams are working collaboratively to enhance decision-making and build support for all students.

Community resources have been accessed to help provide for effective after-school programs.

The mentor provides ongoing support for new teachers.

The staff is beginning to focus on data to make decisions about improving instructional practices for student achievement.

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

**EOG Data**

6<sup>th</sup> grade reading = 47.7% proficient  
7<sup>th</sup> grade reading = 39% proficient  
8<sup>th</sup> grade reading = 38% proficient  
7<sup>th</sup> grade math = 55.5% proficient  
8<sup>th</sup> grade science = 47.1% proficient  
School composite = 54.1% proficient

**Other Data**

Attendance rate = 93.5%

OSS = 15.49%

ISS = 24.1%

**Schools to Watch Self-Assessment**

Teachers use an interdisciplinary approach to reinforce important concepts, skills, and address real-world problems.

All students have opportunities for voice—posing questions, reflecting on experiences, and participating in decisions and leadership activities.

The school staff members develop alliances with families to enhance and support the well-being of the children.

All students use technology to do research and analyze data, read more than textbooks, and understand how to solve complex problems.

Staff members understand and support the family backgrounds and values of its students.

The school includes families and community members in setting and supporting the school's trajectory toward high performance.

**Taken directly from the 2010 State Comprehensive Needs Assessment:**

Improve the quality of teaching by ensuring rigor and challenges are evident in all classes.

Differentiate classroom instruction to match the broad range of student learning needs, develop concepts at a higher level, and encourage creativity.

Maximize instructional time by encouraging teachers to monitor time on-task and improve classroom management techniques.

Increase the integration of technology into instructional practices.

Increase student engagement by providing a variety of learning activities with active student involvement to stimulate interest and increase achievement.

Provide rubrics and exemplars for work assignments to clarify expectations for students.

**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 continue to 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**

<b>Plan/Do</b>	<p><b>Area for improvement and supporting data: Reading</b>                  Reading at all grade levels is low (41.5% composite)                  EC and LEP students are performing significantly lower than the rest of the school (12.5% &amp; 13% respectively)                  6<sup>th</sup> grade: Reading 47.7%                  7<sup>th</sup> grade: Reading 39%                  8<sup>th</sup> grade: Reading 38%</p>	
	<p><b>School Goal 1:</b>  <b>Supports this district goal:</b></p>	<p>Increase reading achievement                  Ensure achievement of high academic performance by all students</p>
	<p><b>Target:</b>  <b>Indicator:</b>  <b>Milestone date:</b></p>	<p>Reading composite will increase to 60%                  NC EOG                  May 2012</p>
	<p><b>Goal 1 improvement Strategies - Identify research based strategies whenever possible.</b></p>	
	<p><b>Strategy 1:</b></p>	<p><b>Strategy:</b> Implement two 2-hour balanced literacy blocks on each grade level.</p> <p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>Hire 2 elementary-trained reading interventionists 8/25/11</li> <li>Retool the Academy of Reading position and train the existing teacher in balanced literacy 8/25/11</li> <li>Purchase Scholastic's <u>Read 180</u> 9/19/11</li> <li>Train the 2 reading interventionists in Academy of Reading 9/15/11</li> </ol>
	<p><b>Strategy 2:</b></p>	<p><b>Strategy:</b> Expand the guided reading program</p> <p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>Add 2 guided reading classes per team</li> <li>Train language arts, social studies, exceptional children, and ESL teachers in guided reading</li> </ol>
	<p><b>Strategy 3:</b></p>	<p><b>Strategy:</b> Utilize the following literacy strategies school wide: UNRAAVEL, Talking to the text, Word walls, Vocabulary building, and Lexile-leveled texts</p> <p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>Provide professional development on each strategy</li> <li>Instructional facilitators will observe each teacher using the strategy and provide coaching to improve implementation</li> </ol>
	<p><b>Strategy 4:</b></p>	<p><b>Strategy:</b> Implement after school tutoring</p> <p><b>Action steps:</b> Identify students and arrange transportation</p>

	<b>How will we fund these strategies?</b>		
	<b>Funding Source 1</b>	Title 1	<b>Funding Amount:</b> \$ 180,000
	<b>Funding Source 2</b>	NEA Grant	<b>Funding Amount:</b> \$15,000 <b>Total initiative funding:</b> \$195,000
	<b>Review Frequency:</b> Quarterly		
<b>Assigned Implementation Team:</b> Administrative Instructional Team			
<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b> Walkthroughs, formal observations, lesson plans, coaching logs		
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b> Scholastic Reading Inventory results, small goal assessments, cumulative assessments, Read 180 assessments, EOG scores, running records, the “3-minute Assessment”		
<b>Act</b>	<b>What does the data show regarding the results of the implemented strategies?</b>		
	<b>Based upon identified results, should/how should strategies be changed?</b>		

**Priority 2 Goal and Associated Strategies**

**Plan/Do**

**Area for improvement and supporting data: Achievement scores and attendance rate**

6<sup>th</sup> grade reading = 47.7% proficient  
 7<sup>th</sup> grade reading = 39% proficient  
 8<sup>th</sup> grade reading = 38% proficient  
 7<sup>th</sup> grade math = 55.5% proficient  
 8<sup>th</sup> grade science = 47.1% proficient  
 School composite = 54.1% proficient  
 Attendance rate = 93.5%  
 OSS = 15.49%  
 ISS = 24.1%

<b>School Goal 2: Supports this district goal:</b>	Teachers will provide engaging, data-driven instruction Ensure achievement of high academic performance by all students
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<b>Target: Indicator: Milestone date:</b>	The school's composite on the 2011-12 NC EOG test will be at or above 60%. NC EOG tests May, 2012
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**Goal 2 improvement Strategies - Identify research based strategies whenever possible.**

<b>Strategy 1:</b>	<b>Strategy:</b> All teachers will utilize the Assessment for Learning framework (assessment for learning)
	<b>Action Steps:</b> 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.

<b>Strategy 2:</b>	<b>Strategy:</b> All teachers will utilize the Aspire lesson plan template.
	<b>Action Steps:</b> 1. All teachers will upload their weekly lesson plans to Google Docs 2. Administrators and instructional facilitators will provide feedback on lesson plans of randomly chosen teachers 3. Teachers will engage in peer review of and feedback on lesson plans

<b>Strategy 3:</b>	<b>Strategy:</b> All teachers will effectively incorporate iPads into their lessons
	<b>Action Steps:</b> 1. Provide professional development on the basics of using an iPad 2. Provide professional development on using the iPad as a tool for instruction and for assessment 3. Teachers will engage in peer observations of and feedback on lessons 4. Ed. Tech. Facilitator will observe each teacher using the strategy and provide coaching to improve implementation

**How will we fund these strategies?**

	<b>Funding Source 1</b>	Race to the Top Grant	<b>Funding Amount:</b> \$65,000 <b>Total initiative funding:</b> \$ 65,000
	<b>Review Frequency:</b> Quarterly		
<b>Assigned Implementation Team:</b> Administrative Instructional Team			
Check	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b> Walkthroughs, formal observations, lesson plans, coaching logs		
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b> Small goal assessments, cumulative assessments, EOG scores, attendance records, number of discipline referrals, grades		
	<b>What does the data show regarding the results of the implemented strategies?</b>		
Act			
	<b>Based upon identified results, should/how should strategies be changed?</b>		

**Priority 3 Goal and Associated Strategies**

<b>Plan/Do</b>	<b>Area for improvement and supporting data: Attendance and out-of-school suspension rates</b> Attendance rate = 93.5% OSS = 15.49% ISS = 24.1%	
	<b>School Goal 3: Supports this district goal:</b>	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
	<b>Target: Indicator: Milestone date:</b>	Increase the attendance rate to 95% and decrease the out-of-school suspension rate to 10% Attendance and OSS rates June 2012
	<b>Goal 3 improvement Strategies - Identify research based strategies whenever possible.</b>	
	<b>Strategy 1:</b>	<b>Strategy:</b> Administrators will utilize a tiered discipline tracker to determine consequences and monitor chronic discipline issues
		<b>Action Steps:</b> 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
	<b>Strategy 2:</b>	<b>Strategy:</b> Provide mentoring and leadership activities to at-risk students
		<b>Action Steps:</b> 1. Partner with community groups to provide mentors 2. Utilize school personnel as mentors 3. Implement a LGMS Teen Court programs
	<b>Strategy 3:</b>	<b>Strategy:</b> Implement “club day” to provide students with broad and engaging experiences
		<b>Action Steps:</b> 1. Form a committee to develop and implement clubs 2. Develop a “Club day” schedule
<b>How will we fund these strategies?</b>		
<b>Funding Source 1</b>	ADM	<b>Funding Amount:</b> \$3000
		<b>Total initiative funding:</b> \$3000
<b>Review Frequency:</b> Quarterly		
<b>Assigned Implementation Team:</b> School Improvement Team		
<b>e</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b> Walkthroughs, teacher feedback, student surveys	

	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b> Attendance and OSS rates
	<b>What does the data show regarding the results of the implemented strategies?</b>
<b>Act</b>	<b>Based upon identified results, should/how should strategies be changed?</b>

**Priority 4 Goal and Associated Strategies**

<b>Plan/Do</b>	<b>Area for improvement and supporting data:</b> Parent involvement 6 <sup>th</sup> grade reading = 47.7% proficient 7 <sup>th</sup> grade reading = 39% proficient 8 <sup>th</sup> grade reading = 38% proficient 7 <sup>th</sup> grade math = 55.5% proficient 8 <sup>th</sup> grade science = 47.1% proficient School composite = 54.1% proficient Attendance rate = 93.5% OSS = 15.49% ISS = 24.1%	
	<b>School Goal 4:</b> <b>Supports this district goal:</b>	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.
	<b>Target:</b> <b>Indicator:</b> <b>Milestone date:</b>	The school's composite on the 2011-12 NC EOG test will be at or above 60%. NC EOG tests May, 2012
	<b>Goal 4 improvement Strategies - Identify research based strategies whenever possible.</b>	
	<b>Strategy 1:</b>	<b>Strategy:</b> Provide multiple opportunities for parents to interact with the school
		<b>Action Steps:</b> 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
	<b>Strategy 2:</b>	<b>Strategy:</b> Help parents organize a Parent Teacher Organization
		<b>Action Steps:</b> 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
	<b>Strategy 3:</b>	<b>Strategy:</b>
		<b>Action Steps:</b>
<b>How will we fund these strategies?</b>		

	<b>Funding Source 1</b> <b>Funding Source 2</b> <b>Funding Source 3</b>	Title 1 Select a funding source Select a funding source	<b>Funding Amount:</b> \$5000 <b>Funding Amount:</b> \$ <b>Funding Amount:</b> \$  <b>Total initiative funding:</b> \$
	<b>Review Frequency:</b> Quarterly  <b>Assigned Implementation Team:</b> School Improvement Team, Parent Involvement Committee		
Check	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b> Agendas and minutes for PTO meetings, sign-in sheets, feedback surveys		
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b> Increased EOG scores, reduced OSS rates, increased attendance rates		
	<b>What does the data show regarding the results of the implemented strategies?</b>		
Act	<b>Based upon identified results, should/how should strategies be changed?</b>		

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

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

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

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

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

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

**Goal: 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 2012**

**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 2012**

**Goal: Increase the attendance rate**

**Target: Increase the attendance rate to 95%**

**Indicator: Attendance rate from NCWise**

**Milestone Date: June 2012**

**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**

<b>Program or Strategy Being Funded</b>	<b>Amount of Funding</b>	<b>Source of Funding</b>
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:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
	<b>Strategy 1</b>	X	X		X	
	<b>Strategy 2</b>	X	X	X		
	<b>Strategy 3</b>	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:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
	<b>Strategy 1</b>	X	X			
	<b>Strategy 2</b>		X			
	<b>Strategy 3</b>		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:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
	<b>Strategy 1</b>	X	X			
	<b>Strategy 2</b>	X	X			
	<b>Strategy 3</b>	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:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
	<b>Strategy 1</b>		X	X		
	<b>Strategy 2</b>		X			
	<b>Strategy 3</b>	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		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
	<b>Strategy 1</b>				X	

see the priority goals and strategies noted to the right:	<b>Strategy 2</b>				X	
	<b>Strategy 3</b>					

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:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
	<b>Strategy 1</b>					
	<b>Strategy 2</b>					
	<b>Strategy 3</b>					

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:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
	<b>Strategy 1</b>		X			
	<b>Strategy 2</b>		X			
	<b>Strategy 3</b>		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:

<b>Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:</b> 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:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
	<b>Strategy 1</b>	X	X	X		
	<b>Strategy 2</b>	X	X	X		
	<b>Strategy 3</b>	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:						

<b>Coordination and integration of Federal, State, and local services and programs:</b> 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:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
	<b>Strategy 1</b>	X			X	
	<b>Strategy 2</b>	X			X	
	<b>Strategy 3</b>	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:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
	<b>Strategy 1</b>	X	X			
	<b>Strategy 2</b>	X	X			
	<b>Strategy 3</b>	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:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
	<b>Strategy 1</b>					
	<b>Strategy 2</b>				X	
	<b>Strategy 3</b>					

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:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
	<b>Strategy 1</b>		X			
	<b>Strategy 2</b>		X			
	<b>Strategy 3</b>		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: