

LEA or Charter  
Name/Number:

Durham Public Schools - 320

School Name/Number:

George Watts Montessori -347

School Address:

700 Watts St.

Plan Year(s):

School Year 2011-2012

Date prepared:

9/16/11

Principal Signature:

*Patti A. Crum*

### 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 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 achievement. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by 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."

Name (Print)	Committee Position	Signature	Date
Patti Crum	Principal	<i>Patti A. Crum</i>	10-3-11
Stephanie L. Brennan	SIT CoChair - Safe + Orderly Chair	<i>Stephanie L. Brennan</i>	10-3-11
Sarah Gonsalves	Math Chair	<i>Sarah Gonsalves</i>	10-3-11
Katharine W. Ham	At Large Rep	<i>Katharine W. Ham</i>	10-3-11
Carolina Musawwir	Family Invd. Co-chair	<i>Carolina Musawwir</i>	10-3-11
John E. Ceamal	Educator	<i>John E. Ceamal</i>	10-3-11
Cathy A. Carinder	Teacher - At large	<i>Cathy A. Carinder</i>	10/3/11
Doreen Santelici	Parent Rep	<i>Doreen Santelici</i>	10/4/11
Susie Post	Parent Rep	<i>Susie Post</i>	10/4/11
Alice Bunn Garner	Parent Rep	<i>Alice Bunn Garner</i>	10/4/11

## 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 George Watts

**Vision:** It is our vision to prepare our students to be responsible, productive students who have a sense of personal fulfillment and a feeling of love and respect for others. The most important goals for each child are to develop confidence for learning, maintaining the desire to learn and obtain the knowledge and skills to support growth.

**Mission:** Through the collaborative efforts of staff, parents, and the community, the George Watts School Improvement Team is dedicated to preparing our students to become responsible, contributing members of a diverse society by: becoming a collaborative leadership team united to celebrate, advocate, and be accountable for providing a quality education built on Montessori philosophy and practice to develop academically and socially-prepared students.

## School Data and Summary Analysis

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

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

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

- ✚ High Growth on our overall District Scorecard goals
- ✚ Peaceful and safe school environment as seen by our very zero suspension rate
- ✚ Overall Math and Science Composite scores are steadily increasing
- ✚ Montessori philosophy and practice supports differentiated instruction
- ✚ Strong Professional Learning Community (PLC)/Committee work
- ✚ Strong parental/community involvement and partnerships
- ✚ The school is marketed well and there is a high demand for the program
- ✚ Opportunities created to extend learning for all students outside of the regular school hours

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

- ✚ Not reaching our students of color, specifically in language arts
- ✚ Under identified AIG and AIG-Nurturing population and services
- ✚ Inconsistent writing instruction
- ✚ Inconsistent implementation of Montessori philosophy and practice

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

- ✚ Percent of parent/family attendance at school events
- ✚ Using sign-in sheets to track the percent of attendance at each school event
- ✚ BMI measurements for each student
- ✚ Connect Ed Results

### 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.

- I. Montessori Education throughout all aspects of the school
- II. ELL Achievement
- III. Student wellness

**Priority 1 Goal and Associated Strategies**

<b>Plan/Do</b>	<b>Area for improvement and supporting data:</b>	
	<b>School Goal 1: Supports this district goal:</b>	Increase student achievement in Literacy with our ELL student population by 25%. Goal 1-- Ensure achievement of high academic performance by all students.
	<b>Target: Indicator: Milestone date:</b>	<b>ELL student population</b> EOG scores May 2012
	<b>Goal 1 improvement Strategies - Identify research based strategies whenever possible.</b>	
	<b>Strategy 1:</b>	<b>Strategy:</b> Teachers will devote time daily towards writing instruction and best practice in the classroom. Writing will also be embedded in all content areas.
		<b>Action Steps:</b> 1. Professional Development program through Teacher’s College      2. Time for writing built into daily schedules 3. Use of Montessori Grammar Program      4. Non-fiction writing in all curriculum areas 5. Instruction on all areas of the writing process      6. Use Handwriting W/O tears program for mechanics 7. Establish a quarterly school-wide genre focus 8. Music curriculum for language development through sign language
	<b>Strategy 2:</b>	<b>Strategy:</b> Use assessment data to drive instruction and provide intervention support in reading and writing subject areas.
		<b>Action Steps:</b> 1. Assessment for Learning      2. Small goal assessments 3. Cumulative assessments      4. Use research based assessments for intervention 5. Use of Sheltered Instruction Observation (SIOP) Model      6. Daily read aloud to model appropriate LA behaviors 7. Achievement series      8. Whole to Parts
	<b>Strategy 3:</b>	<b>Strategy:</b> Increase families’ skills and involvement, so they can become collaborative partners in improving students’ literacy skills
		<b>Action Steps:</b> 1. GROW Program      2. ENLACES 3. Tutoring Programs      4. Café’ Con la Comunidad 5. SOL (Spanish Out Loud)      6. Aprendiendo Juntos 7. Reading Academy      8. Cultural Awareness Activities 9. District mandated 30 min reading per night      10. PTA 11. Title I Nights      12. Student Lead Conferences 13. Weekly Targeted Connect-Ed      14. Home visits for Primary 15. U-STARS      16. SIOP (Sheltered Instructional Observation model) 17. Writing at home      18. Parent education on Lucy Calkins 19. Literacy night      20. Student lead conferences 21. Teacher/Family conferences      22. Progress reports
<b>Strategy 4:</b>	<b>Teachers will utilize direct instruction and best practices for ELL students to teach literacy.</b> <b>Action Steps:</b> 1. Daily guided reading for all ELL students who below grade level in reading	

	<ol style="list-style-type: none"> <li>2. SIOP model incorporated into every lesson</li> <li>3. Vocabulary instruction which includes visuals</li> <li>4. Opportunities to discuss and extend readings through group conversations, acting, drawing, and writing</li> <li>5. Variety of genres discussed and displayed during read alouds by teachers including literature which reflects different cultures</li> <li>6. Small group work</li> <li>7. Create and use PEP plans</li> </ol>		
	<b>Funding Source 1</b> <b>Funding Source 2</b> <b>Funding Source 3</b>	3-5330-105-312-347-347-00 PTA funding	<b>Funding Amount:</b> \$ 16,126.00 <b>Funding Amount:</b> \$ <b>Funding Amount:</b> \$  <b>Total initiative funding:</b> \$ 16,126.00
	<b>Review Frequency: Monthly</b>  <b>Assigned Implementation Team: Literacy Committee, Family Involvement, PTA</b>		
<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>		
	<ol style="list-style-type: none"> <li>1. SGAs</li> <li>2. CAs</li> <li>3. Teacher working condition survey</li> <li>4. Minutes from PLC</li> <li>5. Post Professional Development Survey results</li> <li>6. Walk throughs</li> <li>7. EOG</li> <li>8. Title I and PTA sign in sheet</li> <li>9. Parent survey results</li> <li>10. Writer's notebooks</li> <li>11. Achievement Series</li> <li>12. mClass</li> <li>13. State and District Writing prompts</li> <li>14. AFL Framework</li> <li>15. Whole to Part Reading Assessments</li> </ol>		
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>		
	There will be gradual progress on all assessments given as well as tracking discussion from PLC meetings.		
	<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 2 Goal and Associated Strategies**

<b>Plan/Do</b>	<b>Area for improvement and supporting data:</b>	
	<b>School Goal 2:</b> <b>Supports this district goal:</b>	Improve student health and fitness Ensure district and school climate and culture that develop effective and positive relations and foster the well-being of students, staff, board, and community.
	<b>Target:</b> <b>Indicator:</b> <b>Milestone date:</b>	<b>95% of our students will be in the healthy zone for BMI</b> <b>Fitnessgram test through PE class</b> <b>May 2012</b>
	<b>Goal 2 improvement Strategies - Identify research based strategies whenever possible.</b>	
	<b>Strategy 1:</b>	<b>Strategy: Increase physical activity before, during and after school, for a total increase of 30 minutes per week per student.</b>
		<b>Action Steps:</b> 1. increased physical fitness concentration in Physical Education class to total 20 minutes per class 2. Movement in the Morning every Friday 3. Parent walking group 4. Walk/run around track before every recess 5. Walk/Bike to School Week 6. Alliance for a Healthy Generation Award
	<b>Strategy 2:</b>	<b>Strategy: Increase gardening, cooking, and Nutrition education</b>
		<b>Action Steps:</b> 1. Classroom use of the garden 30 – 45 minutes per week, during growing seasons, using lesson plans that are correlated to the Standard Course of Study 2. 100% participation in school’s gardening and nutrition program 3. 100% adherence to healthy snack policy in classroom and at community events
	<b>Strategy 3:</b>	<b>Strategy: Family education</b>
		<b>Action Steps:</b> 1. Participation in Science night 2. Monthly newsletter 3. Students and local chefs will do demonstrations for parents 4. Tuesday morning/Thursday afternoon parent meeting 5. Send home fresh vegetables weekly to food-insecure families 6. Communication home to families through School Nutritionist 7. Send home fitness test scores with explanations 8. Information from the Wellness center 9. Duke Medicine Elementary school
<b>How will we fund these strategies?</b>		
<b>Funding Source 1</b>	PTA funding	<b>Funding Amount: \$</b>
<b>Funding Source 2</b>	Duke Partnership through Duke Hospital	<b>Funding Amount: \$</b>
<b>Funding Source 3</b>	Durham County Health Department	<b>Funding Amount: \$</b>

			<b>Total initiative funding: \$</b>
	<b>Review Frequency: Monthly</b>		
	<b>Assigned Implementation Team: Wellness Committee (subset of Safe and Orderly); PTA Gardening committee; Wellness center, School Nutritionist</b>		
<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>		
	<b>Fitnessgram scores, end of year Parent survey, Title 1 sign in sheets</b>		
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>		
	<b>Quarterly BMI checks, Nutritionist knowledge tracking</b>		
	<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 3 Goal and Associated Strategies**

<b>Plan/Do</b>	<b>Area for improvement and supporting data:</b>	
	<b>School Goal 3: Supports this district goal:</b>	All aspect of the school environment will reflect Montessori philosophy, materials, and/or lessons.
	<b>Target: Indicator: Milestone date:</b>	<b>Whole school environment Parent surveys, teacher working condition survey, administrative walk-through May 2012</b>
	<b>Goal 3 improvement Strategies - Identify research based strategies whenever possible.</b>	
	<b>Strategy 1:</b>	<b>Strategy: Professional development</b>
		<b>Action Steps:</b> <ol style="list-style-type: none"> <li>1. Continuing Montessori Training for all classroom teachers</li> <li>2. Continuing to have Montessori Curriculum support in PLCs and with TAs</li> <li>3. Montessori conferences</li> <li>4. Keeping up to date Montessori periodicals available</li> <li>5. Continue to purchase and utilize Montessori materials that align with SCS</li> <li>6. Peer Observation</li> <li>7. Ensure that unpacking of objectives includes Montessori</li> <li>8. Meeting begin with celebration, complements and appreciations</li> <li>9. Membership to American Montessori Society</li> </ol>
	<b>Strategy 2:</b>	<b>Strategy: Grace and courtesy lessons to create a safe and welcoming school community</b>
		<b>Action Steps:</b> <ol style="list-style-type: none"> <li>1. classrooms share the responsibility of gardening on a rotating basis</li> <li>2. Monthly class lesson and small group work with school Counselor</li> <li>3. Daily class meeting</li> <li>4. Empowering student leadership through Peace Ambassadors</li> <li>5. Montessori Education Week</li> <li>6. Peace Day</li> <li>7. opportunity for families to engage in grace and courtesy activities</li> </ol>
	<b>Strategy 3:</b>	<b>Strategy: Physical environment of the school reflects Montessori practices</b>
		<b>Action Steps:</b> <ol style="list-style-type: none"> <li>1. Materials provided for student work will align with current district calendars</li> <li>2. Students taking responsibility for caring for the school environment inside and out</li> <li>3. Student work samples will be displayed throughout the school</li> <li>4. Noise level of the school will reflect the peaceful expectation of a Montessori school</li> <li>5. Individual work plans</li> <li>6. Independent student working</li> <li>7. Support services provided through inclusion</li> <li>8. Classified staff engaged in instructional activities</li> <li>9. Educational experiences outside of the classroom</li> </ol>

	<b>How will we fund these strategies?</b>		
	<b>Funding Source 1</b> <b>Funding Source 2</b> <b>Funding Source 3</b> <b>Funding Source 4</b>	2-5110-606-411-347-347-00 Friends of Watts funding PTA funding Grant funding	<b>Funding Amount:</b> \$ 56,250.00 <b>Funding Amount:</b> \$ <b>Funding Amount:</b> \$  <b>Total initiative funding:</b> \$56,250.00
	<b>Review Frequency:</b> Monthly  <b>Assigned Implementation Team:</b> All school committees, Montessori Curriculum support, PTA		
<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>		
	1. Administrative Walk throughs 2. PLC minutes 3. Results from marketing the program 4. Number of application 5. Assessing fidelity through parent surveys		
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>		
<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>		

## Safe School Plan for George Watts

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: Patti Crum, 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

Administrative Assistant: Amber Crispell

Teachers: Stephanie Brennan, Kelly Roberts, Judith Faggart, Nancy Parler, Cynthia Webb

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.)

<b>Goal:</b> To maintain a safe and orderly school environment	
<b>Target:</b> Reduce suspensions and office referrals by 10%	
<b>Indicator:</b> Behavioral Referrals, SSP Data, Grace and Courtesy lessons	
<b>Milestone Date:</b> Quarterly	
<b>Goal:</b> Promote Physical Fitness and Health Wellness	
<b>Target:</b> To increase physical activities and healthier eating habits for students and staff	
<b>Indicator:</b> Parent, Student, and Family Surveys, Progress on school wellness plan	
<b>Milestone Date:</b> Quarterly	
<b>Goal:</b>	
<b>Target:</b>	
<b>Indicator:</b>	
<b>Milestone Date:</b>	
<b>Goal:</b>	
<b>Target:</b>	
<b>Indicator:</b>	
<b>Milestone Date:</b>	
<b>Professional Development</b>	<b>Planned/Completed</b>
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:		<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	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:

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

This school improvement plan addresses this requirement. Please see the priority 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:

<b>Strategies to increase parental involvement:</b> 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 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>Plans for assisting preschool students in the successful transition from early childhood programs to local elementary school wide programs:</b> 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>	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>Measures to include teachers in decisions regarding the use of academic assessments:</b> 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	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:						
<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	XX		
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	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:						

## 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				
	<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:

**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>	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>School, district, and state agency responsibilities:</b> 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	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:						
School:						
LEA:						
SEA:						

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

**LEA or Charter School Name/Number: Durham Public Schools**

<b>School Number(s)</b>	<b>Request for Waiver</b>
	<b>1. Please describe the waiver you are requesting:</b>
	<b>2. Identify the law, regulation, or policy from which exemption is requested.</b>
	<b>3. State how the waiver will be used.</b>
	<b>4. State how this waiver helps achieve the specific performance goals identified in the School Improvement Plan.</b>

**Please duplicate this sheet as needed for additional waivers.**

\_\_\_\_\_  
**Signature of Superintendent/Designee**

\_\_\_\_\_  
**Date**

**Teachers are provided duty free lunch.**

**Teachers are provided duty free instructional planning period.**