

LEA or Charter Name/Number: **Durham Public Schools - 320**
 School Name/Number: Morehead Montessori Magnet School
 School Address: 909 Cobb Street
 Plan Year(s): **School Year 2011-2012**
 Date prepared: June-September 2011

Principal Signature: Cory Hogans

9/16/2011
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."

Name	Committee Position	Signature	Date
Cory Hogans	Principal	<u>Cory Hogans</u>	9-12-2011
N/A	Assistant Principal Representative		
Winema Jackson	Teacher Representative	<u>[Signature]</u>	9-12-11
Eve Nelson	Inst. Support Representative		
Dawn Parker-Wilson	Teacher Assistant Representative	<u>[Signature]</u>	9-12-11
Sue Mathias	Parent Representative	<u>S. Mathias</u>	9-12-11
Paul Halpin	Teacher Representative	<u>[Signature]</u>	9/12/11
LaShana Morris	Parent Representative	<u>[Signature]</u>	9/12/11
Christine Mayer-Patel	Parent Representative	<u>[Signature]</u>	9/12/11
Marsha Alston	Teacher Representative	<u>Marsha Alston</u>	9/12/11
Elizabeth Hughes/Laura Weaver	Teacher Representative	<u>Laura B Weaver</u>	9/12/11
DAVID STEIN	COMMUNITY REP	<u>[Signature]</u>	9/12/11

* 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 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 Morehead

Vision: The Morehead Montessori school family will provide a safe, stimulating child-centered environment with a variety of educational experiences where all children will be guided and challenged to develop their unique talents and abilities to become life-long achievers and responsible citizens.

Mission: Morehead Montessori Magnet School, through a partnership with students, families and community, will promote academic, social, emotional and physical growth of all students using developmentally appropriate hands-on activities to cultivate strengths and celebrate differences. We will build on each child's experiences as we help him/her make responsible choices.

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? Most of students in each cohort either displayed average to above average mastery in reading and math competencies or showed improvement toward mastery from End Of Grade Tests (EOG) of previous year; Academically and Intellectually Gifted (AIG) students performed consistently above average. Of students failing to show mastery, most are enrolled in Exceptional Children's (EC) program or have an active Personal Education Plan (PEP).

2. What does the analysis tell you about your school's gaps or opportunities for improvement? The population of students not showing consistent mastery show trends: EC, nonwhite (African-American and Hispanic), and English as a Second Language (ESL).

3. What data is missing, and how will you go about collecting this information for future use? Data review provides comprehensive overview of school profile; one central challenge is streamlining/correlating Montessori record keeping practices with district instruments. In addition, there is not significant data to adequately determine parent satisfaction with the school. The Morehead School Improvement Team (MSIT) is exploring ways to collect this data.

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school? Cite relevant evidence from your analysis to support these priorities. Morehead will continue to correlate its Montessori methodology to state/district expectations to accomplish priorities in the following areas:

- i. Math: To show significant growth in math so that a greater percentage of Morehead students will perform closer to and/or beyond minimum state and federal proficiency standards by Spring of 2012 as measured on grade level EOG, grade level teachers will develop strategies in their respective Professional Learning Community (PLC)'s utilizing the Assessment for Learning (AFL) model to promote student growth and to increase proficiency levels in correlating unpacked standards to the Montessori materials.**
- ii. Reading: To show significant growth in reading and writing so that a greater percentage of Morehead students will perform closer to and/or beyond minimum state and federal proficiency standards by Spring of 2012 as measured on grade level EOG, grade level teachers will develop strategies in their respective PLC's utilizing the AFL model to promote student growth and to increase proficiency levels by continuing to work to correlate DPS pacing guide for NC Standard Course of Study (NCSCoS) and Montessori language acquisition materials.**
- iii. Science: To show significant growth in science so that a greater percentage of Morehead fifth grade students will perform closer to and/or beyond minimum state and federal proficiency standards by Spring of 2012 as measured on grade level EOG, grade level teachers will develop strategies in their respective PLC's to promote student growth and increase proficiency standards via Math Academy program and Science Fair.**

iv. Teachers will also explore professional development opportunities in the areas of integrating technology with the aim of implementing strategies to improve student achievement particularly in the use of iPad and interactive board technologies.

Priority 1 Goal and Associated Strategies

1	Area for improvement and supporting data: EOG data		
	School Goal 1: Supports this district goal:	Work to raise the proficiency level and ensure full growth of at risk students in grades 3-5 1	
	Target: Indicator: Milestone date:	80% proficiency (composite and cohort) grades 3-5; Achievement series data (mastery tracking) January 2012	
	Goal 1 improvement Strategies - Identify research based strategies whenever possible.		
	Strategy 1:	Strategy: Teachers will monitor/course correct via weekly PLC meetings	
		Action Steps: Teachers will monitor/course correct via weekly PLC meetings	
	Strategy 2:	Strategy: Teachers will utilize SGA/CA data to track mastery toward proficiency	
		Action Steps: Teachers will utilize SGA/CA data to track mastery toward proficiency	
	Strategy 3:	Strategy:	
		Action Steps:	
How will we fund these strategies?			
Funding Source 1 N/A	Select a funding source N/A	Funding Amount: \$ N/A	
		Total initiative funding: \$ N/A	
Review Frequency: Quarterly			
Assigned Implementation Team: Principal/Counselor/IF			
Check	What data will be used to determine whether the strategies were deployed with fidelity? Achievement Series data housing		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.) Monitoring of weekly PLC meetings		
What does the data show regarding the results of the implemented strategies? TBD			

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

Priority 2 Goal and Associated Strategies

Plan/Do	Area for improvement and supporting data: EOG data		
	School Goal 2: Supports this district goal:	Increase science learning through science fair participation and partnership with Parent Science Advisory Group 1	
	Target: Indicator: Milestone date:	Increase proficiency on 5 th Science EOG; EOG data; May 2012	
	Goal 2 improvement Strategies - Identify research based strategies whenever possible.		
	Strategy 1:	Strategy: Students will participate in science fair as enhancement to science curriculum	
		Action Steps:	
	How will we fund these strategies?		
	Funding Source 1 Duke Grant funds (Doing Good in the Neighborhood-DGIN)	Select a funding source Duke Grant funds (DGIN)	Funding Amount: \$ 704.98 Total initiative funding: \$ 704.98
	Review Frequency: Quarterly		
	Assigned Implementation Team: Parent Science Advisory Group (Dr. Arianne Vinson + Mwenda Kidumu)		
Check	What data will be used to determine whether the strategies were deployed with fidelity? Participation log managed at classroom level		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.) School level science fair event(s)		
Act	What does the data show regarding the results of the implemented strategies? TBD		
	Based upon identified results, should/how should strategies be changed?		

Priority 3 Goal and Associated Strategies

Plan/Do	Area for improvement and supporting data: EOG data		
	School Goal 3: Supports this district goal:	Improve math learning: via Math Academy (from Duke Grant) for 4 th and 5 th graders and extended day program (Y Learning)	
	Target: Indicator: Milestone date:	To improve math proficiency and encourage growth target in grades 4 & 5 SGA data; CA data; EOG test performance data January 2012	
	Goal 3 improvement Strategies - Identify research based strategies whenever possible.		
	Strategy 1:	Strategy: Students will participate in Math Academy program.	
		Action Steps: Students will participate in Math Academy program.	
	How will we fund these strategies?		
	Funding Source 1 Duke Grant (Doing Good in the Neighborhood-DGIN)	Select a funding source DGIN	Funding Amount: \$ 500.00
			Total initiative funding: \$ 500.00
	Review Frequency: Quarterly		
Assigned Implementation Team: AIG coordinator/Principal			
Check	What data will be used to determine whether the strategies were deployed with fidelity? Participation managed at classroom level		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.) SGA data; CA data; EOG data		
What does the data show regarding the results of the implemented strategies? TBD			
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: TWC data; anecdotal school data		
	School Goal 4: Supports this district goal:	Integrate use of technology into instructional program (iPad2; ActiveBoard; Brightlinks Board)	
	Target: Indicator: Milestone date:	Integration of hardware into instructional program Consistent teacher/student use of hardware January 2012	
	Goal 4 improvement Strategies - Identify research based strategies whenever possible.		
	Strategy 1:	Strategy: Teachers in LE will utilize interactive board for instruction.	
		Action Steps: Teachers in LE will utilize interactive board for instruction.	
	Strategy 2:	Strategy: Students in Primary, LE, and UE will utilize iPad2 in classroom activity.	
		Action Steps: Students in Primary, LE, and UE will utilize iPad2 in classroom activity.	
	How will we fund these strategies?		
	Funding Source 1 Morehead funds	Select a funding source Morehead funds	Funding Amount: \$ 2,237.86
Funding Source 2 PTA funds	Select a funding source PTA capital campaign drive	Funding Amount: \$ 14, 701.85	
Funding Source 3	Select a funding source	Funding Amount: \$	
			Total initiative funding: \$ 16,939.71
Review Frequency: Quarterly			
Assigned Implementation Team: AIG Coordinator/Principal			
Check	What data will be used to determine whether the strategies were deployed with fidelity? Sign out log; principal walk through data		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.) Sign out log; principal walk through data		
What does the data show regarding the results of the implemented strategies? TBD			

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

Safe School Plan for Morehead

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: Principal Cory Hogans

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): N/A

Teachers: Counselor Sarah Wright, Teacher Susan Hall, Teacher Trudy Maness

Other School Staff Campus Emergency Response Team

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: Morehead has established a wellness committee and has created a wellness plan to monitor implementation of Healthy Living Policy.

Target: Sustain healthy living program elements

Indicator: Successfully completed program events

Milestone Date: January 2012

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