

LEA or Charter Name/Number:

Durham Public Schools - 320

School Name/Number:

EK Powe Elementary School 363

School Address:

913 Ninth Street Durham, NC 27705

Plan Year(s):

School Year 2011-2014

Date prepared:

September 12, 2011

Principal Signature:

Sherron P. Leplin

9-12-11

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."

Name	Committee Position	Signature	Date
Sherron Leplin	Principal	<i>Sherron Leplin</i>	9-12-11
Kristine Hannan	Assistant Principal Representative	<i>Kristine Hannan</i>	9-12-11
Christine Akinragbe	Teacher Representative	<i>Christine Akinragbe</i>	9-12-11
Melanie Middleton	Teacher Representative	<i>Melanie Middleton</i>	9-12-11
Lynette Damon	Teacher Representative	<i>Lynette Damon</i>	9-12-11
Jennifer Whicker	Teacher Representative	<i>Jennifer Whicker</i>	9/12/11
Hannah Bohlen	Teacher Representative	<i>Hannah Bohlen</i>	9/12/2011
Malcolm Goff	Teacher Representative	<i>Malcolm Goff</i>	9/12/2011
Melissa Eatman	Instructional Support Representative	<i>Melissa Eatman</i>	9/12/11
Mary Sievers	Instructional Support Representative	<i>Mary Sievers</i>	9-12-11
Kirsten Johannsen	Teacher Representative	<i>Kirsten Johannsen</i>	9/12/11
Shaunte Whitfield	Teacher Representative	<i>Shaunte Whitfield</i>	9/12/11
Rachel Vogelpohl	Instructional Support Representative	<i>Rachel Vogelpohl</i>	9/12/11
Melinda Clark	Instructional Assistant Representative	<i>Melinda Clark</i>	9/12/11
Charlene Reiss	Parent Representative	<i>Charlene Reiss</i>	9-12-11
Michael Oehler	Parent Representative	<i>Michael Oehler</i>	9-12-11
Rodrigo Dorfman	Parent Representative	<i>Rodrigo Dorfman</i>	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

Vision: The children and adults at E.K. Powe make up a community of confident and self-motivated learners, questioners, achievers, visionaries, and leaders. Our achievements are made possible by a deeply held, shared belief in the capacity of each of us to learn; by an appreciation for the value and relevance of learning; with openness to questioning and willingness to listen; by a self-determined vision for our lives; and by realizing our power to work toward our vision.

Adults model these beliefs everyday in the community as children come to know them. We reinforce our children's belief in their abilities by providing encouragement and opportunities for challenge and success. We expect that every child will push toward his or her limits, and we recognize no limits for any child. We capitalize on children's inherent desire to learn by making learning challenging, engaging, experiential and connecting to children's interests and experiences.

We demonstrate the value of community in learning, through collaboration with other children, adults, and the broader community. Together, we shape a collection of unique, independent, self-directed learners. We teach the skills needed to understand diverse social and academic contexts. Our skills enable us to communicate our voices, question respectfully, think critically, and hear others. We value listening to others so we can recognize, understand, embrace, and challenge multiple perspectives. Adults show children the interconnection of areas of knowledge and skill by weaving together literacy, math, science, social studies, and the arts.

All learning at E.K. Powe happens in a safe and supportive environment. We value and respect the many cultures that make up our community and use those cultures as a foundation as well as a springboard for learning about and understanding our world.

When children leave E.K. Powe for middle school, they have experienced success with challenging material. They have a vision for their lives in which learning and achievement figure prominently. They have the reading, writing, math, study, questioning, thinking, and speaking skills that will empower them to realize their vision.

Everything we do for children, we also do for the adults in our community. The teachers and staff are learners, collaborators, leaders, visionaries, and nurturers. Each recognizes her or his power to impact the life of each child and the school community as a whole.

Mission: The mission of the E.K. Powe community is to provide high-quality instruction to each child within a developmentally appropriate, nurturing learning environment.

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-through/observations), and student learning (also from walk-through / observations as well as data).

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

EK Powe's analysis showed many strengths. EK Powe moved from a Tier 2 to a Tier 3 school in 2009-2010. All teachers at EK Powe are highly qualified and EK Powe continues to have low teacher turnover. High expectations are communicated to all students and teachers. Instructional practices reflect curriculum alignment throughout the school. Small Goal Assessments were implemented for Math in 2010-2011 and will be used for Reading and Math for grades 3-5. Fifth grade Science proficiency increased from 44% to 64%. Fourth grade Math made growth with 43% proficient in 2008-2009 and 70% proficient in 2009-2010. EK Powe made AYP in all Math areas. EK Powe AIG students continued to make growth in 4th and 5th grade Math and 4th grade Reading in 2010-2011. At the end of the 2010-2011 school year, approximately 70% of rising first graders exited kindergarten reading at or above grade level. 66% of rising second graders exited first grade reading at or above grade level. With the implementation of responsive classroom, the discipline referral rate declined significantly. We have a strong community of support programs in place to support children and their families.

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

Though overall proficiency increased, EK Powe did not make growth. While overall Math proficiency is above 70%, Reading proficiency is below 48.1%. The LEP subgroup is at 16.7% proficient in reading and 57.1% proficient in Math.

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

Disaggregated data on race, gender and other sub-groups. PAPA data mining will be used to identify groups that are performing below grade level and at or above grade level. Collect more K-2 data in Reading and Math.

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. Improve Reading proficiency in grades K-5;
2. Improve Math proficiency in grades 3-5;
3. Improve Reading and Math proficiency of Limited English Proficiency students;
4. Improve Science proficiency in grade 5.

Priority 1 Goal and Associated Strategies

Plan/Do	Area for improvement and supporting data: Overall reading proficiency for Grades 3-5 at EK Powe is 48.1% and no group made growth.	
	School Goal 1: Supports this district goal:	Increase Reading proficiency in grades 3-5 to 80% and demonstrate high growth for all students. Ensure achievement of high academic performance by all students
	Target: Indicator: Milestone date:	Increase student achievement from 48% to 80% in Reading and demonstrate high growth for all students. EOG, SGA's, Mclass, Scorecard June 30, 2012
	Goal 1 improvement Strategies - Identify research based strategies whenever possible.	
	Strategy 1:	Strategy: Improve differentiated literacy instruction in K-5.
		Action Steps: 1. Work with Education Resource Group to provide modeling/coaching in balanced literacy instruction to all K-5 classroom teachers. 2. Use Assessment for Learning (AFL) framework to evaluate individual student data from formative assessments to guide instruction. 3. Review student data in Professional Learning Communities (PLC) to identify instructional needs for flexible grouping. 4. Provide corrective instruction to lowest-performing students based on Small Goal Assessment (SGA) and cumulative assessments. 5. Implement acceleration and enrichment in K-5 that ensure growth for AIG students. 6. Employ Instructional Facilitator to work with PLCs on data assessment and research-based instruction. 7. Implement USTARS to identify and nurture children's individual strengths. 8. Provide ongoing professional development on AFL framework for curriculum, instruction, and assessment alignment. 9. Use "What Really Matters in Response to Intervention" as professional development resource in PLCs and SAP.
	Strategy 2:	Strategy: Intervene earlier with students who are non-proficient in Reading
		Action Steps: 1. Improve data collection at K-2 to focus literacy instruction. 2. Continue to provide early identification and intervention for non-proficient students through the Student Assistance Program (SAP). 3. Implement flexible grouping within all grade levels. 4. Provide time for PLC planning and creation of Common Assessments at all grade levels. 5. Expand Stepping Stones program to rising first and second graders.
	Strategy 3:	Strategy: Provide extended-day and summer opportunities for at-risk students in the area of Reading
		Action Steps: 1. Provide 21 st Century Grant-STARs to 85 students 5 days per week. 2. Continue Afterschool Reading Academy and Summer Reading Academy in partnership with Duke University. 3. Continue providing KidzNotes music education program. 4. Expand Stepping Stones program to rising first and second graders. 5. Make school Media Center available to students and families during summer hours.
How will we fund these strategies?		
Funding Source 1:	Duke Funding	Funding Amount: TBD
Funding Source 2:	21 st Century Grant	Funding Amount: \$400,000/3 years (in Year 2)
Funding Source 3:	Title I Funds (Federal Funds) Remediation	Funding Amount: \$38,000

	Funding Source 4:	Title I Funds: KidzNotes	Funding Amount: \$14,000 Total initiative funding: \$
	Review Frequency: Review of student progress in Reading will occur weekly Assigned Implementation Team: Classroom teachers, Instructional Facilitator, PLC teams and Administrators, Specials teachers, AIG Specialist, support staff, CIA ² Assessment Team, AFL Champions		
Check	What data will be used to determine whether the strategies were deployed with fidelity? Ongoing monitoring by school administration and Instructional Facilitator of PLC meetings and instructional intervention strategies; PLC agendas and notes provided to administration weekly; monthly interaction and feedback from the ERG, monitoring of Common Assessment results		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.) Improved scores on K-2 Assessments in Reading, Mclass, EOGs and PLC common assessments, Small Goal Assessments for Reading, student work products		
	What does the data show regarding the results of the implemented strategies?		
Act	Based upon identified results, should/how should strategies be changed?		

Priority 2 Goal and Associated Strategies

Plan/Do	Area for improvement and supporting data: Overall Math proficiency for Grades 3-5 at EK Powe is 70.6% and fifth grade EOG Science proficiency is 63.8%.	
	School Goal 2: Supports this district goal:	To improve Math proficiency from 70.6% to 90%, to improve fifth grade science proficiency from 63.8% to 80%, and to show high growth for all students. Ensure achievement of high academic performance by all students
	Target: Indicator: Milestone date:	Overall Math proficiency of 90% for grades 3-5, fifth grade Science proficiency of 80%, and to show high growth for all students. EOG, SGA's, Mclass, Scorecard June 30, 2012
	Goal 2 improvement Strategies - Identify research based strategies whenever possible.	
	Strategy 1:	Strategy: Improve differentiated Math instruction in K-5. Action Steps: 1. Continue Small Goal Assessment (SGA), Cumulative Assessments (CA), and Common Assessments to provide flexible grouping. 2. Provide corrective or accelerated instruction/enrichment within the flexible groups. 3. Actively engage students in learning through technology, including Bright Links and Promethean Boards. 4. Use Assessment for Learning (AFL) framework to evaluate individual student data from formative assessments to guide instruction. 5. Implement acceleration and enrichment in K-5 that ensure growth for AIG students. 6. Employ Instructional Facilitator to work with PLCs on data assessment and research-based instruction. 7. Implement USTARS to identify and nurture children's individual strengths. 8. Provide ongoing professional development on AFL framework for curriculum, instruction, and assessment alignment.
	Strategy 2:	Strategy: Intervene earlier with students who are non-proficient in Math Action Steps: 1. Improve data collection at K-2 using DPS Performance Math Tasks and Common Assessments created by PLCs to focus Math instruction. 2. Continue to provide early identification and intervention for non-proficient students through the Student Assistance Program (SAP). 3. Implement flexible grouping within all grade levels. 4. Provide time for PLC planning at all grade levels.
	Strategy 3:	Strategy: Integrate science instruction across curriculum for grades 3-5. Action Steps: 1. Provide weekly science instruction by dedicated Science Specialist in all grades. 2. Provide science instruction as a push-in for fifth grade classrooms and have Science Specialist collaborate with fifth grade PLC. 3. Continue to provide Females Excelling More in Math, Engineering, and Science (FEMMES) after school program for fourth and fifth grade girls. 4. Use Assessment for Learning framework to assess student comprehension of science concepts and standards. 5. Use the Using Science, Talents and Abilities to Recognize Students (USTARS) curriculum K-5.
	How will we fund these strategies?	
	Funding Source 1	Funding Amount: \$
	Funding Source 2	Funding Amount: \$
Funding Source 3	Funding Amount: \$	

			Total initiative funding: \$
	<p>Review Frequency: Review of student progress in Math will occur every three weeks using SGA.</p> <p>Assigned Implementation Team: Classroom teachers, Instructional Facilitator, Science Specialist, Specials teachers, AIG Specialist, PLC teams and Administrators, support staff, CIA² Assessment Team</p>		
Check	<p>What data will be used to determine whether the strategies were deployed with fidelity? Ongoing monitoring by school administration and Instructional Facilitator of PLC meetings and instructional intervention strategies; PLC agendas and notes provided to administration weekly; monitoring of Common Assessment results</p>		
	<p>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</p>		
	<p>Improved scores on K-2 Assessments in Math, Mclass, EOGs and PLC common assessments, Small Goal Assessments for Math, student work products</p>		
	<p>What does the data show regarding the results of the implemented strategies?</p>		
Act	<p>Based upon identified results, should/how should strategies be changed?</p>		

Priority 3 Goal and Associated Strategies

Plan/Do	Area for improvement and supporting data: Proficiency of the current LEP subgroup is 16.7% in Reading and 57.1% in Math.		
	School Goal 3: Supports this district goal:	Improve LEP proficiency from 16.7% in Reading to 70% and from 57.1% to 80% in Math. Ensure achievement of high academic performance by all students	
	Target: Indicator: Milestone date:	For current LEP students, 70% proficiency in Reading and 80% proficiency in Math. EOG, SGA's, MClass, Scorecard June 30, 2012	
	Goal 3 improvement Strategies - Identify research based strategies whenever possible.		
	Strategy 1:	Strategy: Integrate research-based English as a Second Language (ESL) strategies across curriculum for LEP students in grades K-5.	
		Action Steps: 1. Have ongoing collaboration and communication among ESL teachers and classroom teachers to align ESL instruction with classroom content. 2. Provide professional development to EK Powe staff by ESL teachers about effective math and reading strategies and modifications for LEP students. 3. Encourage teachers to use nonlinguistic representation and other research-based strategies in the classroom.	
	Strategy 2:	Strategy: Use data to identify student learning needs and design corrective instruction for LEP students.	
		Action Steps: 1. Use SGA and Common Assessments, modified when necessary, to monitor student progress and guide instruction in Reading and Math. 2. Use ACCESS (English proficiency test) scores to inform professional development for EK Powe staff. 3. Provide ongoing professional informal assessment of student work and oral language to identify specific target areas for instruction. 4. Implement USTARS to identify and nurture children's individual strengths.	
	Strategy 3:	Strategy: Improve communication with and involvement of families of ESL students.	
		Action Steps: 1. Employ a part-time Family School Connection Coordinator to communicate more effectively with Latino families. 2. Implement Enlaces program through Duke University to teach parents what they can do at home to help their children. 3. Host Latino Family Nights at least once per quarter to help parents support their child's school success. 4. Engage Spanish-speaking Room Parents to assist teachers in communicating with families at the classroom level. 5. Continue Volunteer Bi-lingual Help List to assist EK Powe and parents with written and verbal communication.	
How will we fund these strategies?			
Funding Source 1	Title I – Family School Connection Coordinator	Funding Amount: \$15,000	
Funding Source 2	Duke University (Enlaces)	Funding Amount: TBD	
Funding Source 3	Select a funding source	Funding Amount: \$	
Total initiative funding: \$			
Review Frequency: Quarterly			
Assigned Implementation Team: ESL Teachers, Classroom teachers, Instructional Facilitator, Specials teachers, PLC teams and Administrators, support staff, CIA ² Assessment Team			

Check	What data will be used to determine whether the strategies were deployed with fidelity? Ongoing monitoring by school administration and Instructional Facilitator of PLC meetings and instructional intervention strategies; PLC agendas and notes provided to administration weekly; monitoring of Common Assessment results
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	Improved scores on SGAs, MClass, and EOG
Act	What does the data show regarding the results of the implemented strategies?
	Based upon identified results, should/how should strategies be changed?

Safe School Plan for E.K. Powe

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: Sherron Leplin, Principal; Kris Hannan, Asst Principal, Jessica Tanner

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): Kris Hannan

Teachers: Jessica Tanner, Peggy Bennett, Morghean McPhail, Treva Fitts, Lynette Damon, Mary Dunbar, Helen Green

Teacher Assistants:

Other School Staff: Marsha Lovell, Gina Lufrano

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: To maintain a safe and orderly school environment.		
Target: Reduce suspensions and office referrals by 5%.		
Indicator: Number of behavioral referrals and suspensions		
Milestone Date: June 30, 2012		
Goal: Promote physical fitness and Health and Wellness		
Target: To increase physical activities and healthier eating habits for students and staff.		
Indicator: Parent, Student, and Family Surveys; Walking Logs; feedback from Dine for Life nutritionist		
Milestone Date: June 30, 2012		
Professional Development		Planned/Completed
See PAPA, PD360 and My Learning Plan for professional development relative to discipline, behavior management and safe schools		
Responsive Classrooms		
Pursuant to General Statute §115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials. See District Safe Schools Plan		
Pursuant to General Statute §115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community. See District Safe Schools Plan		
Funding Uses and Sources - At Risk and Alternative Learning Schools and Programs		
Program or Strategy Being Funded	Amount of Funding	Source of Funding
Positive Behavior Support		Support Services
Responsiveness to Instruction		Student Support Services
Student Conferences		General Education Program

Team Conferences		General Education Program
Guidance Counseling		Student Support Services
Social Workers		Student Support Services
Dropout Prevention		Student Support Services
Conflict Resolution / Mediation		Support Services
Personal Education Plans		General Education / Title I Support
Student Assistance Plans		Exceptional Children's Program
Performance Learning Center		Local School Funding, Communities in Schools, Alternative Learning Programs
Lakeview School		General, Alternative, EC, Federal
In-School Suspension		General Education Allotment
Saturday Academy		Local, Remedial
Fundamental Behavior Assessments		Regular Education, EC Programs
Behavioral Intervention Plans		Regular Education, EC Programs
Community Education Programs		Student Support Services - Local and State
Homeless Programs		Student Support Services - Local, State, Federal

Title I School Wide Compliance Review and Plan

A comprehensive school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (*Section 1114(b) of Title I*). Each required component is described below, with an explanation of how each contributes to the creation of a successful school wide program. The goals and strategies you've already developed may fulfill these requirements.

School wide reform strategies: Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

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

On-site food pantry and clothing closet, including Weekend Backpack Program
 On-site Wellness Center with half-time Nurse Practitioner
 Active PTA
 Partnerships with faith-based organizations, universities, and community programs
 Bilingual oral and written communication with families
 Partnerships with other academic providers for EC students, including Hill Center
 On-site before and afterschool programs
 School Improvement Team

Events for parents and students, including

- Enlaces
- KidzNotes
- Outdoor Education Program
- Books by Moonlight
- Back to School/Title I Night
- Multicultural Night
- Math Night
- Black History Month
- Science Night
- Writing Expo

- Connect Ed to communicate

Instruction by highly qualified teachers: High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a school wide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

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

Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan:

Active recruiting of highly qualified teachers when needed. Due to low teacher turnover and the popularity of the school, hiring highly qualified teachers has not been an issue.

High-quality and ongoing professional development: Teachers and other staff in school wide program schools must be equipped to face the challenges of helping all students meet the State’s academic achievement standards. To do this, they must be familiar with the goals and objectives of the school wide plan, and receive the sustained, high-quality professional development required to meet them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.

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

Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan:

Our school provides high-quality, ongoing professional development

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

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

Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan: Additional Professional Learning Community time provided daily. Teachers are given the option to rotate for Duty Free Lunch at their grade level.

By providing strong staff development, implementing Responsive Classrooms, and providing a positive work environment, E.K. Powe remains a desirable and highly-sought after school for teachers and staff.

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 see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1	X	X	X		
	Strategy 2	X	X	X		
	Strategy 3	X	X	X		

Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan:

- Enlaces
- KidzNotes
- Outdoor Education Program
- Books by Moonlight
- Back to School/Title I Night
- Multicultural Night
- Math Night
- Black History Month
- Science Night
- Writing Expo
- Connect Ed to communicate with families
- Room Parents
- Weekly “Coffee Under the Tree”
- Active PTA

Plans for assisting preschool students in the successful transition from early childhood programs to local elementary school wide programs: This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Each childhood programs, including Early Reading First and others, provide a foundation for later academic success, and effective school wide programs capitalize on this strong start.

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

Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan:

Measures to include teachers in decisions regarding the use of academic assessments: In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observations, performance assessments, or end-of-course tests. The school wide program should provide teachers with professional development that increases their understanding of the appropriate use of multiple assessment measures and how to use assessment results to improve instruction.

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

Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan:
Adhering to DPS Instruction and Assessment Calendar, Standard, Quarterly Assessment, and Corrective Instruction and Enrichment document. Teacher evaluations and principal walk-throughs.

Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance: The school wide program must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

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

Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan:
The intervention program “Whole to Part” will be utilized to help students obtain accelerated growth in the specific area of reading that they require. This will be used with all students regardless of which tier of intervention they require.

Coordination and integration of Federal, State, and local services and programs: School wide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, school wide program schools may combine most Federal, State, and local funds to provide these services. Exercising this option maximizes the impact of the resources available to carry out the school wide program.

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

Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan: To enhance our literacy focus we are providing fluid and flexible grouping for all students at Powe. We also provide an extension of the literacy program in our after school reading programs (Duke Reads and Stars). Both of these programs offer transportation and snacks to students at no cost to the parents.

Compliance Review and Plan for Schools in Title I School Improvement

Each school identified for Title I School Improvement must, no later than three months after notification that the school is in Title I School Improvement, develop or revise its school plan. This plan must be developed in consultation with parents, school staff, the local education agency serving the school, and outside experts. The plan must cover a two-year period.

Professional development requirements: Schools in Title I School Improvement must 1) provide assurance that the school will spend not less than 10 percent of its Title I funds each year for high quality professional development.

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

Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan: \$28,000 of our Title 1 funds will be paid to the Educational Resource Group. They will teach and coach each K-5 grade teacher on best practices for guided reading and work with them September through April for the 2011-12 school year.

Notification to parents: Schools in Title I School Improvement must describe specifically how the school will provide written notice about the identification of the school as a Title I School Improvement school to the parents of each student enrolled in the school.

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

Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan: E.K. Powe did not make AYP in reading and math for two years in a row as such it is identified as a school in Title 1School Improvement. We provide students with public school choice of a DPS school that did make AYP. We are submitting a program plan that specifically spells out what we plan to do to raise student achievement in reading and math. We also offer tutoring services to economically disadvantaged students who choose not to transfer. We inform parents of when and where the SES fair will be held so they may choose the provider. Teachers hold parent teacher conferences in October to review report cards and Personal Education Plans for student. We hold these meetings again in February.

School, district, and state agency responsibilities: Schools in Title I School Improvement are required to clearly define the responsibilities of the school, LEA, and SEA in implementing improvement strategies. LEAs are minimally required to offer technical assistance in the form of data analysis, budget analysis, and identification and implementation of improvement strategies. State-level assistance may include provision of a state-wide system of support, including allocation of funding and other technical assistance.						
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1	X	X	X		
	Strategy 2	X	X	X		
	Strategy 3	X	X	X		
Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan:						
School: A primary focus on literacy instruction through flexible reading groups for students and hands on coaching for teachers throughout the 2011-12 school year. Immediate data analysis of small goal assessments in reading and math to inform corrective instruction.						
LEA: Offer technical assistance in data analysis, budget analysis, and identification and implementation of funding strategies.						
SEA: Allocation of funding and other technical assistance.						

**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

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

Please duplicate this sheet as needed for additional waivers.

Signature of Superintendent/Designee

Date