

LEA or Charter Name/Number: Durham Public Schools - 320
School Name/Number: Southern High School-368
School Address: 800 Clayton Road, Durham, NC 27703
Plan Year(s): School Year 2011-2012
Date prepared: September 2011

Principal Signature: *Kenneth E. Barnes*

10/21/2011

Date

(This line not used – leave blank)

School Improvement Team Membership

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

Committee Position*	Name	
Principal	Kenneth Barnes	
Assistant Principal Representative	Marla Bullock	
Assistant Principal Representative	Nick Rotosky	
Assistant Principal	Deidrea Stevens	
Inst. Support Representative	Talecia Kelly-Johnson	
Teacher Representative	Maxine Moore	
Inst. Support Representative	Jo McDonnell	
Teacher Assistant Representative	Shashawn Anderson	
Parent Representative	Keith Johnson	
Parent Representative	Anita Cameron	
Parent Representative	Wanda Carter	
Teacher Representative	Christina Robinson	
Teacher Representative	Steve Gothard	
Teacher Representative	Selena Oliver	
Teacher Representative	Marva Thorpe	
Teacher Representative	Amy Jenkins	
Inst. Support Representative	Tracy Bell	

School Vision and Mission Statements for **Southern High School**

Vision:

Southern High School will become a professional learning community with a focus on data-driven teaching and learning, results and professional and collaborative culture.

Mission:

We, as a school community, will provide a safe and empowering educational environment that will encourage each student to realize their highest potential and globally prepare them to be life-long learners and contributing members of a society in the 21st century.

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 schools strengths?

After analyzing our data, we continue to improve in several areas. We surpassed the scorecard goals in Algebra I, Algebra II, Physical Science and Civics. Significant gains have been made in Civics and Algebra I.

English I remains an area of strength although we did not meet anticipated gains.

State Assessments

Percent Proficient	2008-2009	2009-2010	2010-2011
Writing-Grade 10	39.2%	44.5%	44.0%
Algebra I	22.3%	43.4%	52.1%
Algebra 2	11.4%	24.5%	36.7%
Geometry	20.4%	36.2%	n/a
Physical Science	36.0%	47.7%	48.1%
Biology	46.1%	45.6%	46.5%
Civics & Economics	35.2%	38.2%	50.2%
US History	38.5%	41.0%	33.0%
English I	44.9%	56.7%	54.5%

The results of the Teacher Working Conditions Survey (TWC) include instructional practice as one of our strengths. The staff sees marked improvements in empowerment and student conduct.

Overall, the data clearly indicates that we continue to improve each year.

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

Although proficiency levels have improved, we continue to implement strategies to increase student proficiency. Academic Coaches will continue to work with Curriculum Teams and assist teachers with understanding the curriculum, implementing effective lesson plans, following pacing guides, and regularly utilizing informal and formal assessments. Teachers will continue to adjust lessons based on formative assessment results.

Attendance continues to be a major concern. The Attendance Committee will continue to contact parents of students with excessive absences and utilize truancy court.

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

We are missing the data that gives us each student's reading level. This year, we will administer the Scholastic Reading Inventory (SRI) to all students to assess their reading level. We will use the data to provide students and teachers with strategies to increase students' literacy needs. The Reading Specialist and Academic Coaches will collect and analyze data from the SRI over the year to document progress.

The Reading Specialist will continue to administer the Scholastic Reading Inventories (SRI) for new students to assess reading levels. Data will be used to provide teachers with strategies to enhance students' literacy skills.

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.

Students are scheduled in classes using EOG, lexile ranges, and EVAAS data to ensure placement in appropriate level classes. Formative assessment results are used and instruction adjusted based on student mastery of concepts.

Academic Coaches meet with Curriculum Teams regularly to assist with planning and conducting assessments.

We will create a Data Analysis Team that will meet to analyze students' benchmark and unit assessments. This team will assist with providing feedback to teachers and making informed decisions, which will drive instruction and identify strategies to provide remediation and re-teaching to increase student achievement.

Professional development will be provided to teachers to enhance skills necessary to increase student achievement.

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data: Ninth Grade Transition: Provide ninth grade students with a positive transition to high school which will enable them to acquire the knowledge and skills they need to graduate from high school.

School Goal 1:	Increase promotion rate and students' successful transition to high school
-----------------------	--

Supports this district goal:	District Goal 1: Ensure achievement of high academic performance by all students
-------------------------------------	---

Target:	Decrease in the number of students retained by 10%
----------------	--

Indicator:	Retention and Promotion Rate
-------------------	------------------------------

Milestone date:	January 20, 2012 and June 12, 2012
------------------------	------------------------------------

Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.

	Strategy: Utilize data to make informed decisions to schedule 9 th grade students in appropriate courses.
--	---

	Action steps:
--	----------------------

Strategy 1:	1. Use EVAAS data, EOG scores and teacher input to identify students who will benefit from gaining additional skills in math and/or reading before taking Algebra I or English I.		5.
--------------------	---	--	----

	2. Enroll appropriate students in bridge courses to increase student achievement in Math and English.		6.
--	---	--	----

	3. Implement Corrective Reading for 9 th grade students in High School Seminar classes.		7.
--	--	--	----

	4. Train High School Seminar teachers to use Corrective Reading.		8.
--	--	--	----

Strategy 2:	Strategy: Provide activities to enhance students' knowledge about high school expectations and graduation
--------------------	--

	Action steps:		
	1 Meet with feeder schools to cultivate relationships with parents and students and educate them on high school expectations and graduation requirements.		5. Reduce class size to ensure students receive individualized attention.
	2. Conduct summer orientation for students and parents in Freshmen Academy.		6.
	3. Provide monthly academic advising sessions and activities for freshmen.		7..
	4. Use data to schedule students in appropriate level classes.		8.
	Strategy: Facilitate 2-week Summer Program in reading and math for rising 9 th graders		
Strategy 3:	Action steps:		
	1. Use EVAAS and EOG data to identify students who need additional enhancement in reading and math.		5.
	2. Identify teachers to work with rising 9 th graders in summer program.		6.
	3. Ask the district to provide funding.		7.
	4.		8.
Plan/Do	How will we fund these strategies?		
	Funding source 1: District Funds	Select a funding source	Funding amount: \$4,000.00 (2-week Summer Program for Freshmen)
	Funding source 2: District Funds	Select a funding source	Funding amount: \$12, 000.00 (contract with a Master Scheduler)
	Funding source 3:	Select a funding source	Funding amount:
	Funding source 4:	Select a funding source	Funding amount:
	Funding source 5:	Select a funding source	Funding amount:
			Total initiative funding: \$16,000.00
	Review frequency:	Quarterly	
	Assigned implementation team: SHS Administrative Team, Freshman Teachers, Academic Coaches, Reading Specialist		

Check

What data will be used to determine whether the strategies were deployed with fidelity?

Master Schedule, EOG scores, EVAAS data, lexile ranges, Grades

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

EOC scores, Progress Checklists, Retention data, Grades, Small Goals Assessment and Cumulative Assessments Results in Algebra I and II and English I, Mastery Quizzes

What does data show regarding the results of the implemented strategies?

Implementing common planning and common assessments for our Algebra I and English I teachers increased student proficiency by 21 points in Algebra I and 12 points in English I.

Common planning and assessments continue to promote increased proficiency in Algebra I. There was a slight decrease in English I proficiency, but it still remains above 50%.

Act	Based upon identified results, should/how should strategies be changed?
	<p>Reduce the number of students in our intervention classes in English and Math. We will continue to utilize more data to make informed decisions about placement of students in classes.</p> <p>Include the following action steps:</p> <ol style="list-style-type: none">1) Utilize lexile levels provided through SRI testing as a tool to drive and differentiate instruction in English I.2) Implement a peer mentoring providing for incoming 9th graders.3) Implement a 3 week summer recovery program for non traditional <p>Changes:</p> <ol style="list-style-type: none">1) Corrective Reading is not an instructional resource for 9th grade regular education students.

Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:
Increase literacy skills

School Goal 2: Increase literacy skills and Improve student proficiency

Supports this district goal: Goal 1: Ensure achievement of high academic performance by all students

Target: Improved reading scores

Indicator: Lexile scores

Milestone date: January 20, 2012 and June 12, 2012

Goal 2 Improvement Strategies – Identify research-based strategies whenever possible.

Strategy: Administer Scholastic Reading Inventory (SRI) to all students to assess their lexile range.

Action steps:

1. Provide professional development on the use of lexile scores.
2. Train teachers and students to choose books, articles and various genres within the students' lexile range.
3. Provide teachers and students with a list of articles that are related to the subject taught.
4. Utilize literacy strategies in class.

5. Utilize Academic Coaches to support teachers as they implement literacy strategies in class.
- 6.
- 7.
- 8.

Strategy: Implement cross-curricular writing initiative school-wide.

Action steps:

1. Provide professional development on cross-curricular writing initiative.
2. Provide writing activities in all classes.

- 5.
- 6.

Plan/Do

	3.		7.
	4.		8.
	Strategy: Ensure students achieve basic literacy in reading		
	Action steps:		
	Strategy 3:	1. Administer Corrective Reading placement tests and the Corrective Reading Program for EC students and students in High School Seminar.	
2. Provide professional development for teachers using Corrective Reading.			6.
3. Provide ESL Inclusion classes for students.			7.
4. Utilize Reading Specialist to work directly with students to increase their literacy skills.			8.
Plan/Do	How will we fund these strategies?		
	Funding source 1: District Funds	Select a funding source	Funding amount: \$13,000.00 (purchase SRI software)
	Funding source 2: District Funds	Select a funding source	Funding amount: \$8,000.00 (Stipend for Technology Facilitators)
	Funding source 3: District Funds	Select a funding source	Funding amount: SRI, Classcape, Reading Specialist, and Academic Coach have been provided and funded by the district.
	Funding source 4:	Select a funding source	Funding amount:
	Funding source 5:	Select a funding source	Funding amount:
	Total initiative funding: \$21,000.00		
	Review frequency:	Quarterly	
Assigned implementation team: Administrative Team, Academic Coaches, Reading Specialist			

Check

What data will be used to determine whether the strategies were deployed with fidelity?

Lexile Scores, Attendance, EOC Data, Grades, NC WISE Data, EOG scores, EVAAS Data

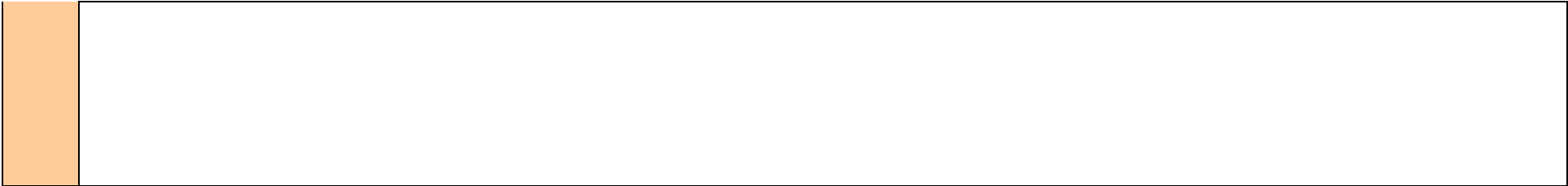
How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

EOC scores, Grades, Lexile Ranges

What does data show regarding the results of the implemented strategies?

Providing professional development on the significance and use of Lexile ranges to develop instruction has yielded an increase in student Lexile ranges.

There was a slight decrease in the 10th grade Writing Test Proficiency.



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

Incorporate the following action step:
1) Facilitate a pre-diagnostic writing test to all 10th grade students.

Act

Priority Goal 3 and Associated Strategies

Area for improvement and supporting data:

Increase communication and involve the total school community in addressing the needs of the school

School Goal 3: Develop a unity of purpose for all stakeholders and increase involvement of parents in the life of the school

Supports this district goal: Goal 4: Ensure school climate and culture that foster well-being of students, staff and community

Target: Increase in community involvement at the school

Indicator: Parent and community participation and increase in methods of school communication

Milestone date: June 12, 2012

Goal 3 Improvement Strategies – Identify research-based strategies whenever possible.

Strategy: Increase communication with community and parents

Action steps:

Strategy 1:

1. Send out weekly Connect Ed Messages to students, parents, and staff.

2. Conduct parent and student information sessions.

3. Post weekly announcements on school website.

4. Post teacher web pages.

5. Maintain and update school website.

6.

7.

8.

Strategy: Provide enrichment opportunities

Action steps:

Strategy 2:

1. Host Academic Gallery Walk for parents, students and community members to attend.

2. Provide opportunities for community-based vocational training experiences for EC students.

3. Facilitate college visits and college recruitment fairs.

5. Promote and Implement school Health and Wellness Plan

6.

7.

Plan/Do

Plan/Do		4.	8.	
	Strategy 3:	Strategy:		
		Action steps:		
		1.		5.
		2.		6.
		3.		7.
	4.	8.s		

How will we fund these strategies?

Funding source 1:	Select a funding source	Funding amount:
Funding source 2:	Select a funding source	Funding amount:
Funding source 3:	Select a funding source	Funding amount:
Funding source 4:	Select a funding source	Funding amount:
Funding source 5:	Select a funding source	Funding amount:
Total initiative funding:		

Review frequency: Quarterly

Assigned implementation team: PTSA, Administrative Team, Exceptional Children's Department, Faculty

Check

What data will be used to determine whether the strategies were deployed with fidelity?

Meeting Agendas, Community partnerships and community involvement

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Increased PTSA Membership and increase in community partnerships

What does data show regarding the results of the implemented strategies?

Increased PTSA membership and increased parent participation in school wide informational events

Act	<p>Based upon identified results, should/how should strategies be changed?</p> <p>Include the following actions steps:</p> <ol style="list-style-type: none">1) Deliver Connect Ed messages in Spanish.2) Sponsor community outreach events for Hispanic families3) Increase utilization of Herald Sun as a community partner in publicizing school news and events4) Incorporate Jupiter Grades online grading system as a vehicle to keep parents more informed of student progress5) Increase use of EL Centro and ESL resources to keep Hispanic families informed

Priority Goal 4 and Associated Strategies

Area for improvement and supporting data:

Assistance for struggling students

School Goal 4:

Address the social, emotional and academic needs of students

Supports this district goal:

Goal 1: Ensure achievement of high academic performance by all students
Goal 2: Ensure efficient and effective business systems operations

Target:

Increase in graduation and promotion rate

Indicator:

Increased promotions, Decreased retentions, Increased graduation rate, Decreased dropout rate

Milestone date:

January 20, 2011 and June 12, 2012

Goal 4 Improvement Strategies – Identify research-based strategies whenever possible.

Strategy: Monitor and address students with attendance issues

Action steps:

- | | |
|---|----|
| 1. Re-establish guidelines for Attendance Committee to address students with attendance issues. | 5. |
| 2. Implement a Triage Team to assist with providing interventions for students with attendance issues. | 6. |
| 3. Utilize the Child Family Support Team (CFST) to contact parents of students with attendance issues and make home visits. | 7. |
| 4. | 8. |

Strategy 2:

Strategy: Provide academic support

Action steps:

- | | |
|---|----|
| 1. Utilize the Pyramid of Interventions to assist students who are struggling academically (i.e., parental contact, | 5. |
|---|----|

Plan/Do

Plan/Do	tutoring, PEPs, etc.).			
	2. Develop a plan through Curriculum Teams to re-teach students who are not demonstrating growth in class.		6.	
	3. Departments will create incentives for students who are proficient on unit assessments/benchmark tests and End-of-Course tests.		7.	
	4. Provide Evening Academy for students who need to earn and/or recover credits to graduate with their cohort.		8.	
	Strategy 3:	Strategy:		
		Action steps:		
		1.		5.
2.			6.	
3.			7.	
4.		8.		
Plan/Do	How will we fund these strategies?			
	Funding source 1:	Select a funding source	Funding amount: \$0	
	Funding source 2:	Select a funding source	Funding amount:	
	Funding source 3:	Select a funding source	Funding amount:	
	Funding source 4:	Select a funding source	Funding amount:	
	Funding source 5:	Select a funding source	Funding amount:	
			Total initiative funding:	
	Review frequency:	Quarterly		
	Assigned implementation team: Administrative team, Curriculum Teams, Academic Coaches, CFST			

Check

What data will be used to determine whether the strategies were deployed with fidelity?

Attendance, NC WISE data, Grades, Small Goals Assessment and Cumulative Assessments in Algebra I and II and English 1.

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Grades, End-of-Course test scores, Attendance

What does data show regarding the results of the implemented strategies?

There was a minor increase in the attendance rate and a decrease in the number of in school and out of school suspensions.

Act	Based upon identified results, should/how should strategies be changed?
	Incorporate the following strategy: Decrease the amount of time spent out of class for disciplinary problems Actions steps: Implement DPS revised Discipline policy Restructure In School Suspension Program Implement Saturday School Detention

Safe School Plan for **Southern High School**

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:

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)

Statement of the Roles of Other Administrators, Teachers, and Other School Personnel

In accordance with General Statute §115C-105.47 (b)(4), other school personnel are tasked as follows with restoring, if necessary, and maintaining a safe, secure, and orderly school environment: **See District Safe Schools Plan Objectives 1.5, 1.8, 1.10, 1.11, 1.14, 1.15**

Assistant Principal(s):

Teachers:

Teacher Assistants:

Other School Staff:

Services for At-risk Students

Pursuant to General Statute §115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both.

See District Safe Schools Plan Objectives 1.2-1.6, 1.8, 1.9, 1.14, 1.15

Pursuant to General Statute §115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary.

Durham Public Schools has high standards for the behavior of students and for the safety of students and staff. The Student Code of Conduct sets the standard for acceptable behavior for students. Disruptive and disorderly students who are at-risk of academic failure receive a number of interventions including:

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

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

Pursuant to General Statute §115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials.

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.

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

**School-based Management and Accountability Program
 Summary of School-based Waiver Requests
 Program Years: 2008-2010**

LEA or Charter School Name/Number: [Your school district/charter school](#)

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