

LEA or Charter Name/Number:
 School Name/Number:
 School Address:
 Plan Year(s):
 Date prepared:

Durham Public Schools - 320
 Rogers-Herr Middle - 370
 911 W. Cornwallis Road Durham, NC 27707
 School Year 2010-2011
 September, 2010

Principal Signature:

Michael T. Fry

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School Improvement Team Membership

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

Committee Position*	Name	Signature
Principal	Michael Fry	<i>Michael T. Fry</i>
Assistant Principal Representative	Lance Scott	<i>Lance Scott</i>
Teacher Representative	Dov Rosenberg	<i>Dov Rosenberg</i>
Teacher Representative	L. Chesnut	<i>L. Chesnut</i>
Teacher Representative	Sarah Jamieson	<i>Sarah Jamieson</i>
Teacher Representative	Glenn Estacio	<i>Glenn Estacio</i>
Teacher Representative	Cassie Abels	<i>Cassie Abels</i>
Teacher Representative (Inst. Support Rep.)	Jennifer Umbarger	<i>Jennifer Umbarger</i>
Teacher Representative	Dianne Andrews	<i>Dianne Andrews</i>
Teacher Representative	John Osher	<i>Catherine Chalk</i>
Teacher Representative	Samantha Barlow	<i>Samantha Barlow</i>
Teacher Representative	Michelle Bloom	<i>Michelle Bloom</i>
Inst. Support Representative		
Classified Representative	Terri Starfield	<i>Terri Starfield</i>
Parent Representative (SBDMC Chair)	Ann C. Beasly	<i>Ann C. Beasly</i>
Parent Representative	Julie Edmunds	<i>Julie Edmunds</i>

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

Name: Vega J. Sweeps
 Tamara Coyne-Beasley

Vega J. Sweeps
T. Beasley

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

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Plan Year(s): School Year 2011-2012

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Principal Signature

Date

School Improvement Team Membership

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Committee Position	Name	Committee Position	Name
Principal	Michael Fuga	Teacher Representative	Samantha Barlow – 8th
Assistant Principal	Lance Scott	Teacher Representative	Michael Bloom – 8th
Inst. Support Representative	Jennifer Umbarger	Teacher Representative	Glenn Estacio – 7th
Teacher Representative	Lynn Chesnut – 6th	Teacher Representative	Sarah Jamieson – 7th
Parent Representative (SIT Chair)	Ann Rebeck	Parent Representative	Monique Holsey-Hyman
Teacher Representative	Catherine Chalk – 6th	Parent Representative	Julie Edmonds
Teacher Representative	Cassandra Abels - EC	Parent Representative	Francelia Burwell
Teacher Representative	Joanne Andrews - Elective	Parent Representative	Tamera Coyne-Beasley
Teacher Representative	Dov Rosenberg – At Large	Parent Representative	Vega Swepson

***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 vision of Rogers-Herr Middle School is to be the highest performing middle school in the Triangle area.

Mission: The mission of Rogers-Herr Middle School is to ensure that each child is provided a quality learning experience through effective collaboration, communication and a focus on continuous improvement

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?

- Steady overall academic improvement as evidenced by the following:
- Made high growth in 6th & 8th grade Math
- 99% proficiency for Algebra I
- Met Accountability Basics Control (ABC) expected growth
- Low short-term out-of-school suspension rate; low long-term suspensions
- 7th grade reading increased proficiency 60.7% to 65.9%
- 6th grade mathematics maintained proficiency at 88%
- Increase in number of national board certified teachers
- 100% highly qualified teachers
- Rogers-Herr's student gallup poll results are above the national, state, and district averages

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

Economically Disadvantaged Students (Percent Proficient)

6th grade reading 60.4%

7th grade reading 52.6% (Year before 63.5%)*

8th grade reading 60.7% (Year before 46.6%)

Limited English Proficient Students (Percent Proficient)

6th 35.3%

7th 16.7% (Year before were 30.4%)*

8th 31.3% (Year before were 19%)

*Scores from 6th to 7th grade 77% to 65.9% for all students.

Wide proficiency achievement gap between genders

7th females 74.5% males 58.0%

8th females 76.2% males 61.7%

Need to increase reading and mathematics proficiency among students with disabilities.

Need to continue decrease number of in-school and out-of-school suspensions.

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

- Teachers' abilities to effectively use available technology and engage students in effectively using technology
- Perceptual data from students, parents pertaining to school-related issues and decisions are missing as a whole (more than just 7th grade)
- Unavailable writing achievement data to compliment the reading data in order to provide a comprehensive reflection of literacy achievement
- Missing growth data for AIG students

The teachers' abilities to use available technology and perceptual data from students and parents will be ascertained by the use of surveys. Writing achievement data will be collected and analyzed by language arts teachers and Instructional Facilitator. The growth data for AIG students will be collected from the 2011-2012 North Carolina School Report Card.

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. Strengthen and support literacy/reading instruction school-wide with primary focus on gender, English-language learners, and economically disadvantaged students and the SWD sub-group. (see data in #2 above)
2. Strengthen and support mathematics instruction school-wide with a primary focus on gender, economically disadvantaged students, and the SWD sub-group. (see data in #2 above)
3. Increase the use of technology by students and teachers to support teaching and learning and increased academic achievement (increase technological resources and engage students in 21st century learning environments). (see data in #2 above – reference point is the Teachers' Working Conditions Survey [TWC])
4. Establish and implement Positive Behavioral Intervention and Supports (PBIS) with fidelity school-wide with all support structures in place. (Student discipline data)

Priority 1 Goal and Associated Strategies

Area for improvement and supporting data: Reading proficiency and growth are inconsistent between genders, ethnicities and sub-groups, and are lower in 7th grade than other grades based on End-of-Grade (EOG) results and the Durham Public Schools (DPS) scorecard.

School Goal 1: Supports this district goal:	Increase Reading proficiency and growth percentages as measured by Reading assessments and EOG tests. #1 - Ensure achievement of high academic performance by all students.
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Target:	By June, 2012, the number of students proficient in Reading will increase to at least 73.4% (Safe Harbor), and the reading growth rate will increase to 70% (based on previous year's Scorecard data).
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Indicator: Milestone date:	Reading EOG test results June, 2012
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Goal 1 improvement Strategies - Identify research based strategies whenever possible.

Strategy 1:	Strategy: All content area teachers will receive support from Instructional Facilitator in using research-based literacy strategies.
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| Action Steps: | <ol style="list-style-type: none"> 1. Use Education Value Added Assessment System (EVAAS) data reports and/or other source(s) to identify students who are not proficient in Reading based on the previous year's EOG scores and teacher evaluation from October, 2011 until June, 2012. 2. Instructional Facilitator will meet with Language Arts Teachers during their PLC meetings to assist with collaborative planning from July, 2011 until June, 2012. 3. Use Lexile leveling and SRI in order to differentiate instruction and meet the literacy needs of all students from August, 2011 until June, 2012. 4. Designate Fridays as Drop Everything and Read (DEAR) day from August, 2011 until June 2012. 5. Administrators and Instructional Facilitator routinely monitor the implementation of DEAR from August, 2011 until June, 2012. 6. The Instructional Facilitator will provide literacy support to other content specific and elective teachers from August, 2011 until June, 2012. 7. Infuse writing instruction into all classes to support reading achievement from August, 2011 until June, 2012 8. Review this strategy quarterly, and revise, if necessary. |
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Strategy 2:	Strategy: Routinely collect and analyze data (formative assessments, summative assessments, cumulative assessments, etc.) to determine progress or needs for improvement.
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| Action Steps: | <ol style="list-style-type: none"> 1. Create a spreadsheet for students at each grade level to track student progress in November, 2011. 2. Disaggregate cumulative assessment data to identify specific objectives to drive literacy planning and instruction from |
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Plan/Do

	<p>October, 2011 until June, 2012.</p> <ol style="list-style-type: none"> 3. Have students track their individual progress and set goals from October, 2011 until June, 2012. 4. Communicate student progress with parents from October, 2011 until June, 2012. 5. Have grade-level counselors form academic support groups from October, 2011 until June, 2012. 6. Monitor/track progress of students who are participating in the DEAR program from one grade level to the next in June, 2012 to determine impact of the program. 7. Continue to monitor, respond to, and celebrate the academic progress of students from September, 2011 until June, 2012. 8. Review this strategy quarterly, and revise, if necessary. 	
Strategy 3:	<p>Strategy: Ensure that each qualifying student has an Individual Education Plan (IEP) or Personal Education Plan (PEP) that is inclusive of best instructional practices to support literacy in all content areas.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Complete and maintain IEPs or PEPs, as appropriate from September, 2011 until June, 2012. 2. Teachers will indicate and use instructional best practices, as indicated in PEPs and IEPs from September, 2011 until June, 2012. 3. The Instructional Facilitator, administrators and teachers will train team teachers in using best instructional practices, as deemed appropriate, especially in other content areas from November, 2011 until June, 2012. 4. Administrators will monitor the implementation of best instructional practices through informal and formal observations from September, 2011 until June, 2012. 5. Perform a quarterly review/update of IEPs and PEPs, as is appropriate from October, 2011 until June, 2012. 6. Monitor/track progress of students who have PEPs from one grade level to the next in June, 2012 to determine impact of the PEP. 7. Refer students to the Student Assistance Program (SAP) as necessary from October, 2011 until June, 2012. 8. Review this strategy quarterly, and revise, if necessary. 	
<p>How will we fund these strategies? All of the above activities can and will be funded through regular school budgeting allotments. No additional funding needs are recognized at this time.</p>		
<p>Funding Source 1 Funding Source 2 Funding Source 3</p>	<p>Select a funding source Select a funding source Select a funding source</p>	<p>Funding Amount: \$ Funding Amount: \$ Funding Amount: \$</p> <p>Total initiative funding: \$</p>
<p>Review Frequency: Quarterly; proposed oversight managers – ELA chairperson and Instructional Facilitator</p>		
<p>Assigned Implementation Team: Administrative team, Instructional Facilitator, team teachers, school counselors</p>		
e	<p>What data will be used to determine whether the strategies were deployed with fidelity?</p>	

	<ul style="list-style-type: none"> • NC EOG test data • DPS cumulative assessment data • observation records • training agendas • master schedules • support group rosters • PEPs • student progress charts • writing samples • PLC agendas and minutes
	<p>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</p> <ul style="list-style-type: none"> • Increased CA performance in reading • Increased EOG performance in reading • Reported student progress on interim reports and quarterly report cards • Reported student progress on summative classroom evaluations and unit assessments • Demonstrated improvement on student progress charts • Improved writing on scheduled writing assessments
	<p>What does the data show regarding the results of the implemented strategies?</p>
	<p>Based upon identified results, should/how should strategies be changed?</p>
Act	

Priority 2 Goal and Associated Strategies

Plan/Do	Area for improvement and supporting data: Mathematics proficiency and growth are inconsistent between genders, ethnicities and sub-groups, and are lower in 7 th grade than other grades based on End-of-Grade (EOG) results and the Durham Public Schools (DPS) scorecard.	
	School Goal 2:	Increase mathematics proficiency and growth percentages as measured by the mathematics cumulative assessments and EOG tests.
	Supports this district goal:	#1 – Ensure achievement of high academic performance by all students
	Target:	By June, 2012, the number of students proficient in mathematics will increase to at least 84% (Safe Harbor), and the mathematics growth rate will increase to 85% (based on previous year's Scorecard data).
	Indicator:	Mathematics EOG test results
	Milestone date:	June, 2012
	Goal 2 improvement Strategies - Identify research based strategies whenever possible.	
	Strategy 1:	<p>Strategy: Routinely collect and analyze data (formative assessments, summative assessments, common assessments, etc.) to plan mathematics instruction.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Create a spreadsheet for students at each grade level to track student progress in November, 2011. 2. Disaggregate various data to identify specific objectives for review and corrective instruction from October, 2011 until June, 2012. 3. 6th and 8th Grade Teachers will provide support to 7th Grade teachers in planning from July, 2011 until January, 2012. 4. Set up a self-tracking system for students to record their individual progress and set goals from October, 2011 until June, 2012. 5. Communicate student progress with parents from August, 2011 until June, 2012. 6. Have grade-level counselors form academic support groups for struggling students from October, 2011 until June, 2012. 7. Continue to monitor, respond to, and celebrate the academic progress of students from August, 2011 until June, 2012. 8. Review this strategy quarterly, and revise, if necessary.
	Strategy 2:	<p>Strategy: Staff will participate in meaningful professional development sessions.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Continue weekly horizontal Professional Learning Community (PLC) meetings to allow teachers to align understanding and strategies; analyze data; share best instructional strategies that include utilizing calculator functions, word walls, diagrams, graphs, tables, and charts from July, 2011 until June, 2012. 2. Survey teachers to determine perceived need for additional professional development in December, 2011. 3. Administrative team will monitor PLC meetings and other professional development from July, 2011 until June, 2012.

		<ol style="list-style-type: none"> 4. Support teachers' participation in meaningful professional development from July, 2011 until June, 2012. 5. Create/facilitate opportunities for teachers attending professional development to share learning with colleagues in order to enhance instruction and student achievement from July, 2011 until June, 2012. 6. Identify and direct professional development for selected teachers, based on student data from August, 2011 until June, 2012. 7. Review this strategy quarterly, and revise, if necessary. 	
	<p>Strategy 3:</p>	<p>Strategy: Provide students with additional opportunities for mathematics learning.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Use EVAAS data reports and/or other source(s) to identify students who are not proficient in mathematics based on the previous year's EOG scores and teacher evaluation from October, 2011 until June, 2012. 2. Explore the feasibility of conducting after-school tutorials in December, 2011. 3. Complete PEPs/IEPs, as appropriate, indicating additional opportunities and strategies for learning. Refer students to the Student Assistance Program (SAP) as necessary from October, 2011 until June, 2012. 4. Assign students to peer tutoring and ensure that parents are informed about their child's involvement in the peer tutoring program from October, 2011 until June, 2012. 5. Consider the feasibility of employing a mathematics intervention teacher to support identified students. 6. Monitor/track progress of students who have participated and are participating in the peer tutoring program from one grade level to the next in June, 2012. 7. Review this strategy quarterly, and revise, if necessary. 	
<p>How will we fund these strategies? All of the above activities can and will be funded through regular school budgeting allotments. No additional funding needs are recognized at this time.</p>			
	<p>Funding Source 1 Funding Source 2 Funding Source 3</p>	<p>Select a funding source Select a funding source Select a funding source</p>	<p>Funding Amount: \$ Funding Amount: \$ Funding Amount: \$</p> <p>Total initiative funding: \$</p>
<p>Review Frequency: Quarterly; proposed oversight managers – Math chairperson and Instructional Facilitator</p> <p>Assigned Implementation Team: Administrators, team teachers, school counselors</p>			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Check</p>	<p>What data will be used to determine whether the strategies were deployed with fidelity?</p> <ul style="list-style-type: none"> • NC EOG test data • DPS cumulative data • observation records • training agendas • master schedules 		

	<ul style="list-style-type: none"> • support group rosters • PEPs • student progress charts • PLC meeting agendas/minutes
	<p>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</p>
	<p>What do 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: Teaching and learning opportunities are not consistently demonstrative and inclusive of 21 st century instruction that integrate innovative and research-proven teaching strategies, modern learning technologies, and real world resources and contexts.	
	School Goal 3:	Increase the use of technology by students and teachers to support teaching and learning and increased academic achievement (increase technological resources and engage students in 21 st century learning environments).
	Supports this district goal:	#2 – Ensure high quality staff and leadership district-wide and at every school (State Board of Education (SBE) #2 – NC public schools will be led by 21 st Century professionals; SBE #4 - ...innovation in NC public schools)
	Target:	Acquire and increase the use of media and instructional technology by teachers and students to increase student achievement.
	Indicator:	Technology inventory; Reading and Mathematics EOG & EOC test results; Teachers’ Working Conditions Survey
	Milestone date:	June, 2012
	Goal 3 improvement Strategies - Identify research based strategies whenever possible.	
Strategy 1:	Strategy: Develop a Media and Technology Advisory Council (MTAC) for the school in order to support the acquisition of additional appropriate instructional media and technology.	
	Action Steps: <ol style="list-style-type: none"> 1. Identify MTAC team members in August, 2011. 2. MTAC will complete an inventory of existing instructional media and technology in September 2011. 3. MTAC will conduct a survey of teachers’ needs to use available media and technology in November, 2011. 4. MTAC will conduct a survey of teachers’ desire for additional instructional technology in November, 2011; January, 2012; and March, 2012. 5. MTAC will research requested media and technology from November, 2011 until May, 2012. 6. MTAC will develop a periodic communication to apprise teachers of new and available instructional technology beginning in November/December, 2011. 7. MTAC will make recommendations to the school administration and SIT for the purchase/repair/replacement of media and technology from September, 2011 until June, 2012. 8. Review this strategy quarterly, and revise, if necessary. 	
Strategy 2:	Strategy: Provide ongoing professional development for teachers to learn to use acquired media and technology in meaningful and effective manners in order to create 21 st century learning environments.	
	Action Steps: <ol style="list-style-type: none"> 1. Use teachers’ survey results to identify and prioritize media and technology professional development for teachers from November, 2011 until June, 2012. 2. Media coordinator and technology facilitator will work closely with teachers to support the use media and technology in the labs, media center and classrooms from August, 2011 until June, 2012. 	

	<ol style="list-style-type: none"> 3. Media coordinator and technology facilitator will attend horizontal and vertical PLCs to identify means to support teachers' planning and goals from September, 2011 until June, 2012. 4. Conduct an end-of-the-year survey to determine teachers' media and technology growth perspectives in May, 2012. 5. Review this strategy quarterly, and revise, if necessary. 	
Strategy 3:	Strategy: Focus on using media and technology to support writing development as students engage in 21 st century activities and concepts.	
	Action Steps: <ol style="list-style-type: none"> 1. Identify opportunities (e.g., blogs, presentations, web sites) to capitalize on using formal writing as students engage in 21st century instruction from November, 2011 until June, 2012. 2. Devise a plan for implementation during second semester by January, 2012. 3. Review this strategy quarterly, and revise, if necessary. 	
How will we fund these strategies? All of the above activities can and will be funded through regular school budgeting allotments. No additional funding needs are recognized at this time.		
Funding Source 1 Funding Source 2 Funding Source 3	Select a funding source Select a funding source Select a funding source	Funding Amount: \$ Funding Amount: \$ Funding Amount: \$ Total initiative funding: \$
Review Frequency: Quarterly; proposed oversight managers – Media Specialist and Technology Facilitator; MTAC		
Assigned Implementation Team: MTAC, administrators, media coordinator, technology facilitator		
Check	What data will be used to determine whether the strategies were deployed with fidelity?	
	<ul style="list-style-type: none"> • MTAC roster • MTAC agendas • inventories • surveys • training logs • purchase order receipts 	
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)	
<ul style="list-style-type: none"> • Increased media and technology inventory • Documented and observed use of media and technology • Increased student achievement • Student surveys on perceived effect of use of media and technology • Teacher evaluation of media and technology support 		

	<ul style="list-style-type: none">• Teacher perception data
	What do the data show regarding the results of the implemented strategies?
Act	Based upon identified results, should/how should strategies be changed?

Priority 4 Goal and Associated Strategies

4. **Area for improvement and supporting data:** Due to the decrease in the student conduct score on the TWC survey, there is a need for improvement and/or consistency of school-wide processes and procedures

School Goal 4:	Strengthen the school culture and climate at Rogers-Herr Middle School through the implementation of Positive Behavioral Intervention and Supports (PBIS).
Supports this district goal:	#4 – Ensure school climate and culture that foster the well-being of students, staff and community

Target:	Meet 90% of the DPS Scorecard goals related to student achievement; continued decrease in student suspensions; increased recognition of positive student behaviors; increased rating on the TWC for “an atmosphere of trust and mutual respect.”
Indicator:	Scorecard, TWC Survey
Milestone date:	June, 2012

Goal 4 improvement Strategies - Identify research based strategies whenever possible.

Strategy 1:	Strategy: Establish and implement Positive Behavioral Intervention and Supports (PBIS).
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| Action Steps: | <ol style="list-style-type: none"> 1. Establish a PBIS team by August, 2011. 2. Determine district-level training/support for PBIS teams 3. Enroll team members in ongoing PBIS trainings. 4. Compile and collect PBIS survey data by November, 2011. 5. Create behavior matrix by November 2011. 6. Train staff on the PBIS strategies and matrix and how to incorporate them in the classroom by January 2012. 7. Post behavior matrix in common areas in the school by January 2012. |
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Strategy 2:	Strategy: Make PBIS a standing agenda item for each faculty meeting.
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| Action Steps: | <ol style="list-style-type: none"> 1. Request principal to include on agenda and allot sufficient time for PBIS updates. 2. Present pertinent PBIS data to faculty/staff. 3. Discuss data and opportunities for improvement. 4. Identify celebrations. 5. Plan next steps. |
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Plan/Do

	Strategy 3:	Strategy: Conduct monthly PBIS team meetings.	
		Action Steps: <ol style="list-style-type: none"> 1. Assess school's progress to date. 2. Collect data for faculty meeting presentations. 3. Identify and develop individual and school-wide opportunities for improvement and celebrations. 4. Plan and devise presentations/activities for faculty meetings. 5. Determine next steps. 	
How will we fund these strategies? All of the above activities can and will be funded through regular school budgeting allotments. No additional funding needs are recognized at this time.			
Funding Source 1 Funding Source 2 Funding Source 3		Select a funding source Select a funding source Select a funding source	Funding Amount: \$ Funding Amount: \$ Funding Amount: \$ Total initiative funding: \$
Review Frequency: Monthly; proposed oversight manager – PBIS chairperson			
Assigned Implementation Team: Administrative team, PBIS team and faculty and staff			
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	<ul style="list-style-type: none"> • DPS Scorecard • PBIS data discussion protocol • meeting logs • copy of PBIS matrix • PBIS team meeting agendas and minutes. • PBIS staff training agendas and minutes • student discipline data • faculty/staff feedback • student feedback 		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
<ul style="list-style-type: none"> • Teacher/Student perceptual data • Decreased student suspension data 			

	<ul style="list-style-type: none"> • Increased “school climate” rating in TWC • Observations • Qualitative reports
	<p>What do the data show regarding the results of the implemented strategies?</p>
Act	<p>Based upon identified results, should/how should strategies be changed?</p>

Safe School Plan for

Pursuant to General Statute §115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.

Name and role of person(s) responsible for implementing this plan: Michael Fuga, Principal

Statement of Responsibility for the School District Superintendent

In accordance with General Statute §115C-105.47 (b)(2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal's performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

In the event the district superintendent fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur:
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:
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): All Rogers-Herr Middle School Assistant Principals

Teachers: All Rogers-Herr Middle School Teachers

Teacher Assistants: All Rogers-Herr Middle School Teacher Assistants

Other School Staff: All Rogers-Herr School Faculty and Staff

Services for At-risk Students

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

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

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

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

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

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

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

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

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

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

Goal: To improve student behavior as reflected in a decreased out-of-school suspension rate	
Target: 2% decrease from previous school year	
Indicator: Rogers-Herr DPS Scorecard results; annual SSP report	
Milestone Date: June, 2012	
Goal: To improve student behavior as reflected in a decreased in-school suspension rate	
Target: 5% decrease from previous school year	
Indicator: Annual SSP report	
Milestone Date: June, 2012	
Goal:	
Target:	
Indicator:	
Milestone Date:	
Goal:	
Target:	
Indicator:	
Milestone Date:	
Professional Development	Planned/Completed
See PAPA, PD360 and My Learning Plan for professional development relative to discipline, behavior management and safe schools; PBIS training	
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 Behavioral Intervention 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