

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

School Name and Number: C.C. Spaulding Elementary

School Address: 1531 South Roxboro Street

Plan Year(s): 2011-2012

Date Prepared: September 14, 2011

Principal Signature *Keicia Rogers*

Date

9/14/11

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	Committee Position	Name/Signature
Principal	Keicia Rogers <i>Keicia Rogers</i>	Teacher Assistant Representative	Denise Kendall <i>Denise Kendall</i>
Assistant Principal	N/A	Inst. Support Representative	Margaret Doherty <i>Margaret Doherty</i>
Teacher Representative (Pre K)	April Washington <i>April Washington</i>	Inst. Support Representative	Jennifer Jaynes <i>Jennifer Jaynes</i>
Teacher Representative (K-2)	Kemnesia Dudley <i>Kemnesia Dudley</i>	Specials Representative	Curtis Walker <i>Curtis Walker</i>
Teacher Representative (K-2)	Kenya Wallace <i>Kenya Wallace</i>	Community Representative	Bea Laney <i>Bea Laney</i>
Teacher Representative (3-5)	Terri Hogan <i>Terri Hogan</i>	Parent Representative	Brenda Holloway <i>Brenda Holloway</i>
Teacher Representative (3-5)	Catherine Hazelton <i>Catherine Hazelton</i>		

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

School Improvement Plan

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

School Name and Number: C.C. Spaulding Elementary

School Address: 1351 S. Roxboro St., Durham, NC 27707

Plan Year(s): 2011-2012

Date Prepared: September 14, 2011

Principal Signature _____

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."

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* 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

School Vision and Mission Statements for

Vision: To become a community of lifelong learners and leaders in which all students and adults who demonstrate proficiency and mastery as they continue to grow.

Mission: To put students' needs first while fostering a collaborative learning community to ensure all students are proficient and achieve their maximum potential.

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).

What does the analysis tell you about your school's strengths? The data analysis reveals the following strengths: In the comparing the 2009-10 and 2010-11 school years there are gains made in the areas of 3rd grade math, 4th grade math, and 5th grade reading. In addition, gains are noted in 2nd grade reading. Expected growth was made in the categories of 4th grade math, 5th grade reading, ALG students, LEP students and SWD students.

Categories	2009-2010	2010-2011
3 rd grade math	57.1%	61.4%
4 th grade math	56.1%	60.5%
5 th grade reading	43.3%	60.5%

What data is missing, and how will you go about collecting this information for future use? The data reflecting the percent or level of parent involvement is missing. In order to collect parent involvement data we will utilize and monitor classroom teacher quarterly parent conference logs. We will define parent involvement as a school community and communicate a variety of ways parents can be involved.

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. **Reading Achievement (K-5)** - The overall reading proficiency for the school is 41.5%.
2. **Math Achievement (3-5)** - Although there is an increase in math proficiency. The overall math proficiency as a school is 61.5%.

- 3. **Science Achievement-** There is a decrease in proficiency in 5th grade science from 76.7% o 39.5%.
- 4. **Parent Involvement-** The staff feedback and lack of parent involvement data reveals a need for a focus on parent involvement.
- 5. **Safe & Healthy School- ISS and Suspension data along with staff feedback reveal a continued need to focus on positive behavior support and classroom management strategies to ensure a safe and healthy school environment. In order to increase student achievement of all students, it is important to limit disruptive classroom behaviors.**

Area for improvement and supporting data: Reading Achievement- There is a decrease in proficiency in 3rd, 4th and 5th grade reading achievement. Expected growth was not made in 4th grade reading.

<p>School Goal 1: Supports this district goal:</p>	<p>By the Spring of 2012,</p> <ul style="list-style-type: none"> • Each grade level K-2 will meet or exceed 70% proficiency in reading. • Each grade level 3-5 will meet or exceed 61% proficiency in reading.
<p>Target:</p>	<p>Increase reading achievement in grades K-5 in order to make or exceed expected growth (Increase K-5 reading proficiency to 65% or more in reading). Make 100% AYP in reading.</p>
<p>Indicator:</p>	<p>SGA data, CA data, Dibles and mClass data, weekly common assessments, EOG test results and school scorecard</p>
<p>Milestone date:</p>	<p>Quarterly : 10/27/11, 1/20/11, 3/23/11 and 6/7/11</p>

Goal 1 improvement Strategies - Identify research based strategies whenever possible.

<p>Strategy 1:</p>	<p>Strategy: Provide targeted literacy support for K-5 students.</p>
<p>Action Steps:</p>	<ol style="list-style-type: none"> 1. Develop a plan for Reading Intervention <ul style="list-style-type: none"> • Determine a school wide program (Voyager, Ticket to Read, Success Maker, etc...) • Determine how and who would use the program • Create a criteria for students selected to participate in the program • Create a timeline and system to progress monitor students using the program • Provide staff training on the program 2. Provide literacy support personnel during the literacy block. <ul style="list-style-type: none"> • Provide on-going training for literacy support volunteers and personnel. 3. Create a school-wide schedule designating a corrective/enrichment time outside of the literacy block. 4. Teachers will attend school and district level professional development related to literacy 5. Utilize Classcape to create common assessments.

<p>Strategy 2:</p>	<p>Strategy: Implement the Assessment for Learning Framework to fidelity.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Provide school-wide professional development on Early Release Days 2. Collaborate and plan weekly during PLCs to ensure proper implementation and alignment (unpacking, creating common assessments and using data to guide instruction). 3. Utilize data from a needs assessment on AFL/ literacy framework to determine necessary instructional support.
<p>Strategy 3:</p>	<p>Strategy: Provide on campus and off campus curriculum related field trips for K-5 students.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Identify grade level specific field trips 2. Identify funding sources (grant writing and welcome donations)
<p>How will we fund these strategies?</p>	
<p>Funding Source 1 Funding Source 2 Funding Source 3</p>	<p>Select a funding source: Federal Funds – Professional development Select a funding source: Federal Funds- Instructional Supplies Select a funding source:</p> <p>Funding Amount: \$10, 275 Funding Amount: \$11, 911 Funding Amount: Total initiative funding: \$22, 186</p>
<p>Review Frequency:</p> <p>Assigned Implementation Team:</p>	
<p>What data will be used to determine whether the strategies were deployed with fidelity?</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>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>	

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Goal 2: Goal and Assessed Strategies

Area for improvement and supporting data: Math proficiency decreased in 5th grade. Overall achievement is less than 70%.

School Goal 2: Supports this district goal: By the Spring of 2012, meet or exceed 75% overall proficiency in 3-5 mathematics.

Target: Increase math achievement in grades K-5 in order to make or exceed expected growth. Make 100% AYP in math.

Indicator: SGA data, CA data, weekly common assessments, EOG test results and school scorecard
 Quarterly : 10/27/11, 1/20/11, 3/23/11 and 6/7/11

Milestone date:

Goal 2 improvement Strategies - Identify research based strategies whenever possible.

Strategy 1: Provide targeted math support for K-5 students.

- Action Steps:**
1. Identify and monitor students' math progress weekly in PLCs using common assessments.
 2. Incorporate flexible grouping based on math data.
 3. Incorporate technology during math instruction.
 4. Increase the use of manipulatives during math instruction.
 5. Administer SGAs in grades 3-5 and disaggregate the data.
 6. Teachers will attend school and district level professional development related to math.
 7. Utilize Classcape to create common assessments.

Strategy 2: Implement the Assessment for Learning Framework to fidelity.

- Action Steps:**
1. Provide school-wide professional development on Early Release Days
 2. Collaborate and plan weekly during PLCs to ensure proper implementation and alignment (unpacking, creating common assessments and using data to guide instruction).
 3. Utilize data from a needs assessment on AFL/math framework to determine necessary instructional support.

Strategy 3: Provide on campus and off campus curriculum related field trips for K-5 students.

- Action Steps:**
1. Identify grade level specific field trips
 2. Identify funding sources (grant writing and welcome donations)

How will we fund these strategies?	
Funding Source 1 Funding Source 2 Funding Source 3	Select a funding source: Federal Funds - Professional development Select a funding source: Federal Funds- Instructional Supplies Select a funding source:
Review Frequency: Quarterly Assigned Implementation Team: Faculty Council, AIG, PBIS, Wellness/Sunshine and School Improvement Team	Funding Amount: \$10, 275 Funding Amount: \$11, 911 Funding Amount: Total initiative funding: \$22, 186
What data will be used to determine whether the strategies were deployed with fidelity? Common assessments, mClass, SGAs, CAs, Writing Assessments, EOGs	
How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)	
What does the data show regarding the results of the implemented strategies?	
Based upon identified results, should/how should strategies be changed?	
Act	
Check	

Goal 3 - Science Proficiency Strategies

Area for improvement and supporting data: The science proficiency decreased from 76.7% to 39.5%.

School Goal 3: Supports this district goal: By the Spring of 2012, meet or exceed 65% overall proficiency in 5th grade science.

Target: Increase science achievement 5th grade in order to make or exceed expected growth (Increase 3-5 science proficiency to 65% or more).

Indicator: Science CAs, weekly common assessments, EOG test results and school scorecard

Milestone date: Quarterly : 10/27/11, 1/20/11, 3/23/11 and 6/7/11

Goal 3 improvement Strategies - Identify research based strategies whenever possible.

Strategy 1: Strategy: Provide targeted science support for K-5 students.

- Action Steps:**
1. Identify a science block on the master schedule for each grade level K-5
 2. Provide additional instructional support for 5th grade science
 3. Teachers will attend school and district level professional development related to science
 4. Utilize Classcape to create common assessments

Strategy 2: Strategy: Implement the Assessment for Learning Framework to fidelity.

- Action Steps:**
1. Provide school-wide professional development on Early Release Days
 2. Collaborate and plan weekly during PLCs to ensure proper implementation and alignment (unpacking, creating common assessments and using data to guide instruction).
 3. Utilize data from a needs assessment on AFL and science framework to determine necessary instructional support.

Strategy 3: Strategy: Provide on campus and off campus curriculum related field trips for K-5 students.

- Action Steps:**
1. Identify grade level specific field trips
 2. Identify funding sources (grant writing and welcoming donations)
 3. Establish community partnerships
 4. Offer a school-wide science event

How will we fund these strategies?	
Funding Source 1 Funding Source 2 Funding Source 3	Select a funding source Select a funding source Select a funding source
Review Frequency: Quarterly	Funding Amount: \$ Funding Amount: \$ Funding Amount: \$ Total initiative funding: \$
Assigned Implementation Team: Faculty Council, AIG, PBIS, Wellness/Sunshine and School Improvement Team	
What data will be used to determine whether the strategies were deployed with fidelity? Common assessments, mClass, SGAs, CAs, & EOGs	
How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)	
What does the data show regarding the results of the implemented strategies?	
Based upon identified results, should/how should strategies be changed?	
Act	
Check	

Area for improvement and supporting data: Staff feedback and limited 2010 parent involvement data reflects a need for improvement.	
School Goal 4: Supports this district goal:	By the Spring of 2012, conference with 100% of parents quarterly.
Target:	Increase overall school composite from 50% to 65% proficiency.
Indicator:	Parent-teacher conference logs, parent surveys, staff surveys and TWC survey results.
Milestone date:	Quarterly : 10/27/11, 1/20/11, 3/23/11 and 6/7/11
Goal 4 improvement Strategies - Identify research based strategies whenever possible.	
Strategy 1:	<p>Strategy: Effectively communicate expectations to staff and families.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Include expectations in opening faculty meeting, student and staff handbooks, connect ed, messages, school newsletters, brochures 2. Solicit assistance in communicating with non English speaking families.
Strategy 2:	<p>Strategy: Provide professional development for teachers and staff regarding effective ways to conference</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Survey staff regarding professional development wants and needs. 2. Provide conference strategies to staff at the beginning of the year
Strategy 3:	<p>Strategy: Re-establish an effective PTA</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Re-establish good standing with the NC PTA by paying the past dues and re-instatement fees. 2. Follow procedures required by the NC PTA for reorganizing a school base PTA.
How will we fund these strategies?	

Act	Check
<p>Assigned Implementation Team: Faculty Council, AIG, PBIS, Wellness/Sunshine and School Improvement Team</p> <p>What data will be used to determine whether the strategies were deployed with fidelity? conference logs, parent surveys & attendance logs</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>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>	<p>Funding Source 1 Funding Source 2 Funding Source 3</p> <p>Select a funding source: Federal Funds-Parent Involvement Select a funding source Select a funding source</p> <p>Funding Amount: \$2,055 Funding Amount: \$ Funding Amount: \$</p> <p>Total initiative funding: \$2,055</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: Keeia Rogers,

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): TBD

Teachers: Moshkowski, Manohar, Briggs, Carter, Bryant, Hazelton, Caldwell, Hines

Teacher Assistants: Kendall, McCathern

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	- Social Worker Assistance
- Team Conference	- Positive Behavior Support
- Parent Conference	- Saturday Academy
- Counseling	- Mediation with an Administrator
- Mediation	- School Nurse Assistance
- Detention (Before/After School)	- Counselor Home Visits
- Character Education Initiatives	- Parent Workshops
- Assignment of a Mentor	- Mental Health Services
- Parental Involvement	- SAP/PEP Services
- Buddy Teacher	- 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 1: Promote and maintain a safe, nurturing and orderly learning environment.

Target: To increase the overall school composite from 50% to 61% proficiency.

Indicator: ISS data, Suspension data, 3-5 EOG results, attendance data, TWC, teacher turn-over rate

Milestone Date: Quarterly 10/27/11, 1/20/11, 3/23/11 and 6/7/11

Goal 2: Promote physical fitness and healthful living

Target: To increase the overall school composite from 50% to 61% proficiency.

Indicator: SGAs, CAs, ISS data, Suspension data, 3-5 EOG results, attendance data, TWC, teacher turn-over rate

Milestone Date: Quarterly 10/27/11, 1/20/11, 3/23/11 and 6/7/11

Goal 3: To foster a professional learning community

Target: To increase teacher retention rate from 76% to 80%.

Indicator: TWC survey, staff survey, scorecard, staff attendance, letters of intent, teacher turn-over rate

Milestone Date: Quarterly 10/27/11, 1/20/11, 3/23/11 and 6/7/11

Professional Development

See PAPA, PD360 and My Learning Plan for professional development relative to discipline, behavior management and safe schools

Planned/Completed

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.

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	Safe School Plan Goals
	Strategy 1		X		X	
	Strategy 2	X				
	Strategy 3	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 school-wide master schedule reflects uninterrupted time for core instruction and instructional planning.

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	Safe School Plan Goals
	Strategy 1					
	Strategy 2	X	X		X	
	Strategy 3					

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:

Teachers are encouraged to participate in professional development as well as professional growth opportunities (national boards, AIG licensure, ESL certification, etc.) by on-going information on available programs and time allotted to participate.

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	Safe School Plan Priority Goal 3
	Strategy 1					X
	Strategy 2					X
	Strategy 3					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:

We are providing erg guiding reading training, classroom management, and on-going monthly literacy training provided by the academic coaches. We have a new teacher mentoring plan in which new teachers meet monthly with the administration. Each ILT 1 & 2 has a designated mentor within the school. A Mentor coordinator is identified and meets monthly with ILTs and mentors for professional developments, discussion boards and to ensure an effective program.

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.		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Safe School Plan Priority Goal 3
	Strategy 1					X

Please see the priority goals and strategies noted to the right:	Strategy 2							X
	Strategy 3							X
	Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan:							

Strategies to 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	
		Strategy 2			X	
		Strategy 3			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: One of our action steps is to conference with 100% of our parents each nine weeks. In addition we will continue quarterly school wide parent nights as well as ELL parent nights.

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

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:

CC Spaulding offers a kindergarten open house for students and families twice each year (in the spring of the upcoming school year as well as in August before the school year begins). School brochures and information packets are mailed to surrounding daycare facilities. Upon registration, Getting Ready for Kindergarten packets (containing specific strategies parents can do to prepare their child for school, available resources, as well as activities for students) are given out to each kindergarten family. In addition, day and evening school tours are advertised and provided to families during the school year. Before the start of Kindergarten, students are assigned one full day to come to school in order to receive assessments and tour. Also, our kindergarten teachers provide a make and take parent night to answer any questions as well as provide specifics regarding a typical school day, school procedures/expectations, and sample hands on literacy and math center activities for kindergarten families.

The administration and Pre-K staff will partner with North Carolina Central University Birth-Kindergarten program to offer on-going trainings for parents based on getting the students ready for kindergarten.

<p>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.</p>						
This school improvement plan addresses this		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1					

requirement. Please see the priority goals and strategies noted to the right:	Strategy 2	X	X	X		
	Strategy 3					

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:

We use instructional facilitators, academic coaches and administrators to guide conversations and data discussion during weekly PLCs. We are also utilize 3D Wireless Generations Assessment mClass which will provide on-going progress monitoring and strategies.

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					
	Strategy 3					

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 implementation of 3D Wireless Generations Assessments provide on-going progress monitoring and strategies for students performing below, on and above grade level. Data is analyzed weekly in PLCs. AFL is being implemented school-wide.

Coordination and integration of Federal, State, and local services and programs. Schoolwide 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:

We provide SES tutoring afterschool 3 days each week to students performing below grade level as well as work with community.

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					
	Strategy 2					
	Strategy 3					

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:

We are providing ERG guiding reading training, classroom management, and on-going monthly literacy training provided by the instructional facilitator & academic coaches. In addition a teacher mentoring program is in place in which new teachers meet monthly with the administration. Each ILT 1 & 2 has a designated mentor.

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		
	Strategy 2			X		
	Strategy 3			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:

A Good News letter is mailed to all families in English and Spanish notifying the families of our status and plan of improvement. In addition,

a follow up Connect Ed message is sent out to families in English and in Spanish by the Principal.

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				
Strategy 2	X	X	X		
Strategy 3					

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: CC Spaulding is a tier 2 school. As a result of our status the following are required: on-going required assessments and progress monitoring, benchmarks are required, monthly walk through documentation submitted, quarterly review by the District level, bi-weekly site visits from the District level, semester curriculum reviews by the District level, as well as assessment for learning training provided to staff.

LEA: Our instructional facilitator and academic coach provide ongoing support in the form of continuous, high-quality, school-embedded, coach-supported professional development. Specifically, the coaches build instructional support in the classrooms; provide instruction to students in model classrooms where teachers can meet together to support one another in implementing the literacy framework; work with the Principal and teachers to develop a school-based literacy plan; collect and analyze school literacy data, conduct walk through observations, and plan as well as provide training with teachers during weekly and monthly early release PLC days.

SEA: The School Improvement Specialist assigned to CC Spaulding provides technical support to our school to support compliance to Title I requirements, support with writing the School Improvement Plan, and other support as needed throughout the school year relevant to Title I programming and school reform measures.

**School based management and Accommodative 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
	<p>1. Please describe the waiver you are requesting:</p> <p>2. Identify the law, regulation, or policy from which exemption is requested.</p> <p>3. State how the waiver will be used.</p> <p>4. State how this waiver helps achieve the specific performance goals identified in the School Improvement Plan.</p> <p style="text-align: center;">Please duplicate this sheet as needed for additional waivers.</p>

Signature of Superintendent/Designee

Date