

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

School Name and Number: Oak Grove Elementary School

School Address: 3810 Wake Forest Highway Durham, NC 27703

Plan Year(s):2011-2014

Date Prepared: July 25, 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."

Committee Position	Name	Committee Position	Name
Principal	Aisha Howard	Teacher Representative	Natalie Whitney
Assistant Principal	Sherita Fuller	Teacher Representative	Amy Nichols
Inst. Support Representative	Jennifer Martin	Teacher Representative	Shirley Glenn
Teacher Assistant Representative	Ericka Mayo	Teacher Representative	Madonna Fitzgerald
Parent Representative	DeVetta Holman-Nash	Teacher Representative	Drew Fitzgerald
Parent Representative	Michael Moore	Teacher Representative	Nicole Taybron
Inst. Support Representative	Phyllis Bass	Inst. Support Representative	Lena Lynn

***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: Oak Grove will display a student centered environment where students and teachers take ownership and are actively engaged

in meaningful, relevant differentiated instruction and learning. Through technology, teachers will facilitate the development of digital learners as well as enrich their own professional growth.

Mission: Oak Grove is a community of students, staff and parents working together to provide a high quality education for all students, and to foster lifelong learners and responsible citizens.

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? Oak Grove excels in the areas of PLC collaboration, data analysis and clustering students into need- based flexible groups based on identified strengths and weaknesses. Oak Grove staff is flexible and willing to embrace new learning to improve student achievement.

2. What does the analysis tell you about your school's gaps or opportunities for improvement? Oak Grove continues to experience challenges in reading proficiency school wide. Oak Grove can improve in the area of parent awareness and empowerment. Oak Grove strives to increase proficiency rate and growth in the area of mathematics.

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

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. Reading Achievement – Overall Data Analysis, Parent/Community Involvement – Participation in parent events, surveys, feedback from conversations, Math Proficiency and Growth – Overall Data Analysis

Priority 1 Goal and Associated Strategies

Plan/Do	Area for improvement and supporting data: Oak Grove students continue to experience challenges in the area of reading.	
	School Goal 1: Supports this district goal:	By the end of the 2011-2012 school year 80% of students in grades K-2 will meet their targeted reading goal as required by local standards, 60% of students in grades 3-5 will obtain proficiency on the reading End of Grade Test, and 65% of students in grades 4-5 will meet their expected growth target in reading as measured by the reading End of Grade Test.
	Target: Indicator: Milestone date:	10% increase in proficiency, High Growth Target Small Goal Assessments (SGAs), Cumulative Assessments (CAs) and Teacher made common assessments, mClass Assessments SGAs -Oct 1st, Dec. 4th, October 31st , Feb, 20th, April 23rd CAs-Oct. 28th, Jan. 20th, March 23rd mClass -Quarterly
	Goal 1 improvement Strategies - Identify research based strategies whenever possible.	
	Strategy 1:	Strategy: Utilize balanced literacy at grades K-2 to promote growth in literacy for all students
		Action Steps: <ol style="list-style-type: none"> 1. All students will engage in a 120-125 minute literacy block daily to include 30-40 minutes whole group reading and word study, 60 minutes of guided reading, and 25-35 minutes for writing. 2. Cougar Reports will be sent home every three weeks informing parents of student progress towards mastery of literacy skills. 3. Teachers will administer a minimum of 3 standards-based literacy common assessments per quarter. 4. Students will be grouped to participate in Fast Track (pre-learning/acceleration) three times per week. 5. Classrooms will contain interactive vocabulary word walls focused on content specific vocabulary. Color codes are as follows: Reading-White, Science/Social Studies- Blue, Math –Pink, Sight Words-Yellow 6. Students will be responsible for reading their allotted amount of time per grade level nightly and recording their reading on a reading log. 7. Second grade teachers will participate in year long literacy professional development. 8. Professional Learning Communities will review common assessments, to make instructional decisions for students.
	Strategy 2:	Strategy: : Utilize balanced literacy at grades 3-5 to promote growth in literacy for all students
	Action Steps: <ol style="list-style-type: none"> 1. All students will engage in a 120- 125 minute literacy block daily to include 20-30 minutes whole group reading and word study, 70 minutes of guided reading, and 25-35 minutes for writing. 2. Cougar Reports will be sent home every three weeks informing parents of student progress towards mastery of literacy skills. 3. Teachers will administer a minimum of 3 standards-based literacy common assessments per quarter. 4. Students will be grouped to participate in Fast Track (pre-learning/acceleration) three times a week. 5. Classrooms will contain interactive vocabulary word walls focused on content specific vocabulary. Color codes are as follows: Reading-White, Science/Social Studies- Blue, Math –Pink 6. Students will be responsible for reading their allotted amount of time per grade level nightly and recording their reading on a reading log. 7. 3-5 Teachers will participate in year long literacy professional development. 8. Professional Learning Communities will review common assessments, including SGA’s and CA’s, to make instructional decisions for students. 	

	Strategy 3:	Strategy:	
		Action Steps:	
How will we fund these strategies? Title I Professional Development Funds will be used to contract a literacy consultant.			
	Funding Source 1-	Select a funding source – Title I PD Funds	Funding Amount: \$8,000
	Funding Source 2	Select a funding source- State Instructional Funds	Funding Amount: \$
	Funding Source 3	Select a funding source	Funding Amount: \$
Total initiative funding: \$ 8,000			
Review Frequency: Monthly			
Assigned Implementation Team: School Improvement Team			
Check	What data will be used to determine whether the strategies were deployed with fidelity? Walkthroughs, All Testing Data, PLC Notebooks, Lesson Plans, Schedules, Reading Logs, Cougar Reports, Newsletters		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
Act	What does the data show regarding the results of the implemented strategies?		
Act	Based upon identified results, should/how should strategies be changed?		

Priority 2 Goal and Associated Strategies

Plan/Do	Area for improvement and supporting data: End of Year State Summative Math Assessment and Math EOG Test Results	
	School Goal 2: Supports this district goal:	By the end of the 2011-2012 school year 80% of students in grades K-2 will meet their targeted math goal as required by local standards, 80% of students in grades 3-5 will obtain proficiency on the math End of Grade Test, and at least 70% of students in grades 4-5 will meet their expected growth target in math as measured by the math End of Grade Test.
	Target: Indicator: Milestone date:	10% increase in proficiency, High Growth Target Small Goal Assessments (SGAs), Cumulative Assessments (CAs) and Teacher made common assessments, K-2 Math Tasks, K-2 Summative Math Assessment SGAs- , Sept. 19 th , Nov. 21 st , Feb. 13 th , April 23 rd CAs-Oct. 10 th , Dec. 19 th , March 5 th , April 23 rd mClass – Quarterly
	Goal 2 improvement Strategies - Identify research based strategies whenever possible.	
	Strategy 1:	Strategy: Differentiate math instruction in order to meet students' diverse needs.
		Action Steps: <ol style="list-style-type: none"> 1. Students will engage in a 75 minute math block daily that includes whole group modeling, guided math groups, tiered lessons, centers, and independent practice. 2. Students will use manipulatives to engage in hands-on math activities. 3. Students will be grouped to participate in Fast Track (pre-learning/acceleration) twice a week. 4. Cougar Reports will be sent home every three weeks informing parents of student progress towards mastery of math skills. 5. Teachers will administer a minimum of 3 standards-based math common assessments per quarter. 6. Classrooms will contain interactive vocabulary word walls focused on content specific vocabulary. Color codes are as follows: Reading- White, Science/Social Studies- Blue, Math –Pink 7. Teachers will utilize pre-assessments to group students according to needs and to inform instruction. 8. Professional Learning Communities will review common assessments, including SGA's and CA's, to make instructional decisions for students.
	Strategy 2:	Strategy: Utilize Mastermind program to target students in grades 3-5 that are performing below grade level.
		Action Steps: <ol style="list-style-type: none"> 1. Teachers in grades 4-5 will use data from previous year's EOG will be used to identify students for pre-assessment and third grade teachers will use data from Summative Math Assessment. 2. Students will be pre-assessed by Mastermind to determine if program will fit their need and on what track they will be placed.
	Strategy 3:	Strategy:
		Action Steps:
How will we fund these strategies?		

	Funding Source 1 Funding Source 2 Funding Source 3	Select a funding source- Title I Contracted Fund Select a funding source- PRC 105 Select a funding source	Funding Amount: \$TBD Funding Amount: \$ Funding Amount: \$ Total initiative funding: \$
	Review Frequency: Monthly Assigned Implementation Team: School Improvement Team		
Check	What data will be used to determine whether the strategies were deployed with fidelity? Walkthroughs, All Testing Data, PLC Notebooks, Lesson Plans, Schedules, Cougar Reports, Newsletters		
	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?		
Act	Based upon identified results, should/how should strategies be changed?		

Priority 3 Goal and Associated Strategies

Plan/Do	Area for improvement and supporting data: Parent Involvement		
	School Goal 3: Supports this district goal:	By the end of the 2011-2012 school year, Oak Grove staff will have engaged parents in 4 high quality parent involvement events.	
	Target: Indicator: Milestone date:	Baseline to be established at first parent night Parent surveys, sign in sheets Sept 22nd, Dec 8th, Feb 23rd, March 22nd (EOG Night), April 26th	
	Goal 3 improvement Strategies - Identify research based strategies whenever possible.		
	Strategy 1:	Strategy: Classroom teachers will have 100% parent/guardian participation in first quarter conferences.	
		Action Steps: <ol style="list-style-type: none"> Teachers will plan conference days far in advance and notify parents through newsletters, emails, phone calls. Teachers will conduct phone conferences and/or home visits in addition to parents coming into school. A school wide window of two weeks following report cards will be set for conferences, a school wide notice will be sent home the Tuesday before report card and administration will send out a Connect Ed message to inform parents about conference information. Grade level teams will have a template for conference sign up. 	
	Strategy 2:	Strategy: Oak Grove Teachers will complete one activity in the community.	
		Action Steps: <ol style="list-style-type: none"> Teachers will help plan community activity scheduled in February. Select staff will go door to door in selected communities to distribute flyers to advertise community event. Committee will identify a proper venue to host community event. 	
	Strategy 3:	Strategy: Oak Grove will host four parent night activities corresponding with PTA meeting nights.	
		Action Steps: <ol style="list-style-type: none"> Parent nights will be matched with PTA nights in order to increase participation in both. Dates include September 22 (Curriculum Night), December 8 (holiday program), February 23 (community), March 22 (EOG), Teachers will send out personalized thank you notes to parents who attend parent nights. 	
How will we fund these strategies?			
Funding Source 1- Title I Parent Involvement	Select a funding source	Funding Amount: \$4,800	
Funding Source 2	Select a funding source	Funding Amount: \$	
Funding Source 3	Select a funding source	Funding Amount: \$	
		Total initiative funding: \$ 4,800	

	<p>Review Frequency: Quarterly</p> <p>Assigned Implementation Team: School Improvement Team</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>
	<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 style="writing-mode: vertical-rl; transform: rotate(180deg);">Act</p>	<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:

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): Sherita Fuller

Teachers: Joseph Williams

Teacher Assistants: Lucy Brummett

Other School Staff: Germaine Hawkins, Carla Terry,

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:	
Target:	
Indicator:	
Milestone Date:	
Goal:	
Target:	
Indicator:	
Milestone Date:	
Goal:	
Target:	
Indicator:	
Milestone Date:	
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	
Pursuant to General Statute §115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials. See District Safe Schools Plan	

Pursuant to General Statute §115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community.

See District Safe Schools Plan

Funding Uses and Sources - At Risk and Alternative Learning Schools and Programs

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

Title I School Wide Compliance Review and Plan

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

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

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

Interventionists will work with targeted students K-5 to address academic deficiencies in literacy and math.

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

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

All of our classroom teachers are highly qualified. Many of our teacher assistants are currently pursuing their teaching certificate. 2-5 teachers are participating in ongoing literacy PD to enhance their effectiveness in teaching literacy. Staff meetings will have an instructional focus

(mainly literacy) to further increase teacher effectiveness in the classroom.

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

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1	X				
	Strategy 2	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 have an Assessment for Learning Team that will training staff on early release days. Select staff will also engage in ongoing literacy training.

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

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

A team approach is used in hiring quality staff. New teachers are linked with mentors and a support system. Teachers are given extended PLC time weekly to focus on collaborative instructional planning, data analysis and student grouping. TAs are encouraged to continue their studies to become teachers.

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:						
Plans for assisting preschool students in the successful transition from early childhood programs to local elementary school wide programs: This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Each childhood programs, including Early Reading First and others, provide a foundation for later academic success, and effective school wide programs capitalize on this strong start.						
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1					
	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:						

Oak Grove hosts a summer Jumpstart program that focuses on providing incoming kindergarteners with a transition support structure to give students a good start.

Measures to include teachers in decisions regarding the use of academic assessments: In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observations, performance assessments, or end-of-course tests. The school wide program should provide teachers with professional development that increases their understanding of the appropriate use of multiple assessment measures and how to use assessment results to improve instruction.						
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1	X	X			
	Strategy 2	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 analyze student data from SGAs, CAs and teacher made common assessments. Teachers design grade level common assessments and make instructional decisions about student groupings based on data. Teachers use formative assessments to gauge and direct classroom instruction.						
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 Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1	X	X			
	Strategy 2	X	X			

priority goals and strategies noted to the right:	Strategy 3					
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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 have four interventionists that will work with students that are failing to show mastery of skills being taught in literacy and math on a daily basis. Fast Track is our Acceleration/Preview model that will be used to expose “at risk” students to important concepts in math and reading in advance of those same skills being taught in the regular classroom. Instructional support staff (EC, AIG, ESL, Interventionists) closely collaborates with grade level PLCs to support student learning.

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

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

All funds are used collaboratively to improve instruction for students.

Compliance Review and Plan for Schools in Title I School Improvement

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

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

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1	X				
	Strategy 2	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 will have ongoing literacy training for 2-5 teachers and instructional support staff. Staff meeting will also have an instructional focus designed to train teachers on how to be more effective in the classroom.

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

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

Written notification was sent to parents regarding our Title I status and outlining plans to address our areas of need in order to make AYP.

School, district, and state agency responsibilities: Schools in Title I School Improvement are required to clearly define the responsibilities of the school, LEA, and SEA in implementing improvement strategies. LEAs are minimally required to offer technical assistance in the form of data analysis, budget analysis, and identification and implementation of improvement strategies. State-level assistance may include provision of a state-wide system of support, including allocation of funding and other technical assistance.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1	X	X			
	Strategy 2	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: We are engaging in ongoing high quality literacy professional development (Grades 2-5) in an effort to increase student literacy skills. We will offer SES tutoring to qualifying students. We are using daytime interventionists and afterschool tutorials to help support students that are experiencing academic difficulty.

LEA:

SEA:

**School-based management and Accountability Program
Summary of School-based Waiver Requests for Program Years 2008-2010**

LEA or Charter School Name/Number: Durham Public Schools

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

Please duplicate this sheet as needed for additional waivers.

Signature of Superintendent/Designee

Date