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

School Name/Number: Durham School of the Arts 323

School Address: 400 N Duke St, Durham NC 27701

Plan Year(s): 2012-14

Date prepared: September 18, 2013

Principal Signature: _[signature]_ _____ Date

Local Board Approval Signature: _____ 9-18-13 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	David L Hawks	Parent Representative	Helen Cunny
Assistant Principal Representative	Rodney Berry	Parent Representative	Joan Jacobs
Teacher Assistant Representative	Dawud Muhammad	Parent Representative	Allison Rice
Inst. Support Representative	Pam Taylor Sarah Corey	Parent Representative	Davina Faison
Visual Arts Representative	Larry Downing	Parent Representative	Rina Borg
Performing Arts Representative	Carl Martin	PTSA Liaison/Parent Rep.	Helen Cunny
Physical Education Representative	Amy Green	Parent/Community Rep	David Stein
Career & Tech. Ed. Representative	Mark Maya	EC Representative	April Stuart Joe Snne Smith
Foreign Language Representative	Melba Payan	Asst Principal 8th/9th grade	Michelle Hunt
6th Grade Representative	Laurence Isaacs		
7th Grade Representative	Roseanna Morgan		
8th Grade Representative	Amelia Courtis		
HS English Representative	William Tolbert		
HS Mathematics Representative	Benjamin Bailey		
HS History Representative	Ken Jones		
HS Science Representative	Sarah Nagel		

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

Vision:

About our Students:
All Students have the desire and ability to learn.
All students have the capacity to create and respond to the arts.
Students use various intelligences that must be recognized and nurtured in developmentally appropriate ways.

About Our School:
A safe and secure school climate is an essential precondition for learning.
An atmosphere that fosters independence and exploration is essential for the development of creative thinking.
An environment of encouragement and support to express differing points of view and the subsequent critical examination of their significance and to promote dialogue, respect, and understanding.

About Our Community:
Students, as beneficiaries of the community, are responsible for actively pursuing their education.
Students succeed best when they partner with parents, staff, the community and other students.
About Diversity:
Respect for and appreciation of people from diverse backgrounds is essential for a quality education and a healthy community.

About the Arts:
The arts, a symbolic, universal form of communication are inherently worthwhile and are fundamental to a quality education.

About Learning:
Imagination is an important part of the learning process.
Discipline, perseverance, and concentration are key elements in academic and artistic education.

Mission: The mission of the Durham School of the Arts is to enable students from Diverse backgrounds to realize their individual academic potential and creative capacities through a rigorous academic program emphasizing excellence in the visual and performing arts.

Use data identified on the Data Sources section (or from other sources) as the basis for understanding the school and identifying priority areas for improvement.

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs / observations as well as data).

1. What does the analysis tell you about your schools strengths?

The most recent set of data was used for this analysis. A detailed study of Durham School of the Arts data for 2011-2012 along with EOC and EOG Proficiency and Growth Reports show growth in many categories beginning in middle school and continuing into high school. Examples of proficiency growth in high school show EOC test scores increased from 90.5 to 91.4% and middle school EOG test cores increased from 80.5 to 82.8%, with an overall school composite of 85.8%. High growth was made for middle school reading and math, as well as Biology (94.8%) and English I (94.5%). Algebra I met expected growth and increased from 77.6% to 85.1% proficiency. Performance on the AP exams was good. For the last 5 years, the % total AP students at DSA with scores 3, 4 or 5 was 77.6 – 86.6, compared to NC which was 61.7 – 63.4%, and global which was 60.1 - 61.4 (approx. 1.5 – 2.1 million tests). For 2011-2012, the total number of AP students at DSA increased by approximately 10% and 85.7% had scores of 3, 4 or 5. Our scores on the ACT test, given to all juniors for the first time in 11-12 school year, are above state-wide averages. The ACT provides College Readiness Benchmark Scores (The ACT defines a benchmark score as the minimum score needed on a subject area test to indicate a 75% chance of scoring a C or higher in the corresponding credit-bearing college courses: English Composition, Algebra, Social Science/Reading, Biology). English Composition was 59% met benchmark, Algebra 49% met benchmark, Reading 53%, Science 33%. 28% met all four benchmarks. DSA's benchmark scores on the first school-wide ACT administration were significantly higher than state averages. These scores were earned by students with little test-specific preparation, demonstrating that DSA provides a rigorous school-wide academic experience.

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

By looking at student achievement at DSA, there is still room for improvement. Although high school EOC test scores increased to 91.4% and middle school EOG scores increased to 82.8% with an overall school composite of 85.8%, we are concerned with middle school reading scores, 8th grade math scores and Algebra I scores. Students with disabilities and students with Limited English proficiency (LEP) had lower percentages of students passing the EOG/EOC compared to the whole student body. Although the overall scores on the ACT were higher than the state averages, still only 28% of the tested juniors are predicted to score 75% or higher in a parallel college-level course. As the majority of our students are college-bound, this is an area for improvement.

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

Data relating to the arts education was limited. This is an item the team will research and discuss during the current school year.

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. Address Algebra I EOC scores. 2011-2012 Algebra 1 scores met expected growth and 85.1% of our students were proficient (scored 3 or 4) on the Algebra I EOC. For 2010-2011, 77.6% were proficient and 45% had growth. This current year (2013-14) we are teaching the national Common Core standards. Our goal is to meet growth and have 80% or greater proficiency on the state test.
2. Continue to address 8th grade math as a place to support students' preparation for high school math. We currently have 90.2% proficient for 8th grade math. This is an increase compared to the previous year of 79.2% proficient.
3. Address Middle School Reading scores. We currently have a composite score of 78.7% proficiency for our middle school students (score of 3 or 4). We are concerned that 6th grade is 78.4%, 7th grade is 76.1%, and 8th grade is 81.8%. The composite is 78.7%. Our goal is to meet or exceed 80% proficiency for all middle school grade levels on Reading EOGs and to meet state growth.
4. Address the ACT benchmark scores. Although they are higher than the state averages, there is still plenty of room for growth, especially in the percentage of students meeting the benchmarks in all four

academic categories, 28%. To this end, we propose an increased emphasis on literacy across the curriculum. Incorporating literacy strategies in all subject areas supports the larger effort to prepare students to be 21st century college- and career- ready. As such, DSA will continue a school wide literacy effort, incorporating all areas and all grades.

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

Student Achievement-Common Core Math I. Although expected growth was achieved for Algebra I students did not meet growth. We currently have a composite score of 85.1% of our students who are proficient (score 3 or 4). This is an increase compared to the previous year of 77.6% proficiency with 45.6% meeting growth. This current year (2013-2014) we are teaching the national Common Core standards. We will continue to support high achievement for math.

School Goal 1:	Achieve 80% or better proficiency on the end of year test for Common Core Math 1 and meet state growth.
Supports this district goal:	Increase student achievement
Target:	Maintain composite score of 80% or better and to meet state growth for Common Core Math 1.
Indicator:	State End of Course test results
Milestone date:	Assumed June 30, 2014

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

Strategy 1:	**Strategy:** Provide targeted instruction & resources to enable students to be successful in Common Core Math 1.
	Action steps:
	1. Teachers will collaborate on a weekly basis to create common assessments and meaningful lesson plans
	2. Schedule at least two Common Core classes the same period. After analysis of common assessment data, on accelerate days, one classroom will be devoted to corrective instruction and another will be devoted to enrichment.
	3. Students promoted to the 9th grade but did not score proficient on the Math8 End of Grade test will be enrolled in both Common Core 1 and Foundations of Common Core 1. This class is taught by a teacher in the high school math department.
	4. Offer Common Core 1 Recovery/Geometry block class
	5 Common Core 1 teachers will offer multiple tutoring opportunities before and after school.
	6. Teachers will utilize literacy strategies to aid students in comprehending and solving problems (i.e. word walls, in class reading, etc.) and increase math fluency.
	7.
	8.

to students not passing Algebra 1 last yr. Schedule with same teacher for 2 periods to give pupils a chance to stay on the Future Ready course of study and graduate with their cohort.

Strategy: Offer after school acceleration to the students in 20th percentile or below of both Math8 and Common Core Math I students to increase level of math literacy, fluency, and problem solving.

Action steps:

1. Provide parents/guardians with online resources to help their students with math.	5. Use research-based literacy strategies to instruct these students
2. Offer DATA bus tokens to students who are in need of transportation from after school acceleration.	6.
3. Pay teachers for time spent planning and accelerating (not including normal tutoring time.)	7.
4. Use different research-based strategies and manipulatives to target instruction for these students.	8.

Strategy 2: (pending funding)

Strategy:

Action steps:

1.	5.
2.	6.
3.	7.
4.	8.

Strategy 3:

How will we fund these strategies? Pending additional district funding for requested Accelerated Progress Grant

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

Total initiative funding:

Review frequency: Quarterly

Assigned implementation team: Durham School of the Arts Administration Team and math teachers

Check	What data will be used to determine whether the strategies were deployed with fidelity?	
	Student Grades Common Assessments Cumulative Assessments Class Rosters Teacher Evaluations Tutoring Logs Pre and Post Assessments of Accelerated Students Classroom Observations	
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)	
	Common Assessments Cumulative Assessments End of Course Results Final Student Grades	
	What does data show regarding the results of the implemented strategies?	

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

Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:
Student Achievement- Middle School reading. Composite Middle School reading scores increased for 2011-2012. We are concerned 6th grade is only 78.4%, 7th grade is only 76%, and 8th grade is 81.8%. Our goal is to meet or exceed 80% proficiency for all middle school grade levels on Reading End of Grade tests and meet state growth.

School Goal 2:
Achieve composite score of 80% proficiency or better and meet state growth on the Middle School Reading End of Grade test.

Supports this district goal:
Increase student achievement

Target:
Composite score of 80% or better and meet state growth for Reading End of Grade tests.

Indicator:
State End of Grade test results

Milestone date:
Anticipated June 30, 2014

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

Strategy 1:

Strategy: Faculty in all content areas in grades 6-12 will participate in professional development relating to general and content specific, research-based literacy strategies. Following training, faculty will incorporate appropriate strategies into their classrooms to increase reading fluency, proficiency and comprehension

Action steps:

1. Faculty will participate in district provided professional development during designated workdays.

2. Faculty will dedicate a portion of their common planning time to select and plan for literacy strategy instruction.

3. Faculty will incorporate strategies learned into their classrooms, as appropriate, to improve student engagement and achievement.

4. Faculty will share results of literacy strategies to develop a school-level bank of research-based, classroom-proven strategies.

5. Teachers will have the opportunity to observe the implementation of literacy strategies in the classroom during peer observations.

6.

7.

8.

Plan/Do

Strategy: Utilize literacy strategies to increase reading fluency, proficiency, and comprehension.

Strategy 2:	Action steps:	
	1. Offer reading acceleration classes in 7th and 8th grade.	5. Provide Parents with information on how to help their child succeed in reading.
	2. Use Reading Plus program in reading acceleration classes.	6. Reserve Monday as reading days and hold individual conferences with struggling readers for 6th – 8th grade Language Arts.
	3. Structured Accelerated Reader time from 8:15 – 8:35 in 6th and 7th grade Language Arts.	7.
	4. Utilize Accelerated Reader reading program	8.

Strategy: Enhance reading acceleration program.

Strategy 3: (pending funding)	Action steps:	
	1. Author visits, in-person or via Skype.	5.
	2. Purchase high-interest novel sets to expand reading resource library.	6.
	3. Purchase consumable End of Grade preparatory books.	7.
	4. Host a Parent Information Night.	8.

How will we fund these strategies? Pending Accelerated Progress Grant

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

Review frequency: Quarterly

Assigned implementation team: Durham School of the Arts Administrative Team, middle school teachers, and media center coordinator

Check		
What data will be used to determine whether the strategies were deployed with fidelity? Class Rosters Accelerated Reader Reports Teacher Evaluation Lesson Plans Media Center Check-out Data End of Grade Reading Scores	
How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.) Accelerated Reader Progress Reports Cumulative Assessments End of Grade Reading Scores State Growth	
What does data show regarding the results of the implemented strategies?	

Act

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

Priority Goal 3 and Associated Strategies

Area for improvement and supporting data:

Address the ACT benchmark scores. Although they are higher than the state averages, there is still plenty of room for growth, especially in the percentage of students meeting the benchmarks in all four academic categories, 28%. To this end, we propose an increased emphasis on literacy across the curriculum. Incorporating literacy strategies in all subject areas supports the larger effort to prepare students to be 21st century college and career ready. As such, Durham School of the Arts will continue a school wide literacy effort, **incorporating all areas and all grades.**

School Goal 3:	Increase the level and depth of school-wide literacy in all curriculum areas for grades 6 through 12. Implement school-wide literacy strategy instruction in grades 6-12.
Supports this district goal:	Increase student achievement.
Target: **Indicator:** **Milestone date:**	Achieve a 2% or higher increase on composite ACT scores. ACT SCORES September 2014

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

Strategy 1:	**Strategy:** Faculty in all content areas in grades 6-12 will participate in professional development relating to general and content specific, research-based literacy strategies. Following training, faculty will incorporate appropriate strategies into their classrooms. **Action steps:** 1. Faculty will participate in district provided professional development during designated workdays. 2. Faculty will dedicate a portion of their common planning time to select and plan for literacy strategy instruction. 3. Faculty will incorporate strategies learned into their classrooms, as appropriate, to improve student engagement and achievement. 4. Faculty will share results of literacy strategies to develop a school-level bank of research-based, classroom-proven strategies. 5. Teachers will have the opportunity to observe the implementation of literacy strategies in the classroom during peer observations. 6. Faculty members will be encouraged to incorporate this professional development and strategy implementation into their Personal Development Plans (PDPs).

Strategy: Provide after school literacy acceleration for students identified as achieving in the lowest 20% or in danger of failing core academic courses.

Strategy 2:(pending funding)	Action steps:		
	1. Use research-based literacy strategies to instruct these students	5.	
	2.Offer DATA tokens for those students needing transportation home	6.	
	3. Purchase consumable End of Grade, End of Course and ACT support materials	7.	
	4.Pay teachers for time spent planning and accelerating (not regular tutoring time)	8.	

Strategy 3:	**Strategy:**		
	Action steps:		
	1.	5.	
	2.	6.	
	3.	7.	
	4.	8.	

How will we fund these strategies? Pending Accelerated Progress grant

Funding source 1:   Select a funding source **Funding amount:**

Funding source 2:   Select a funding source **Funding amount:**

Funding source 3:   Select a funding source **Funding amount:**

Funding source 4:   Select a funding source **Funding amount:**

Funding source 5:   Select a funding source **Funding amount:**

          Total initiative funding:

Review frequency: Quarterly

Assigned implementation team: DSA Administrative Team, middle and high school teachers

	What data will be used to determine whether the strategies were deployed with fidelity?
	Strategy 1: sign-in sheets at professional development sessions, bank of example strategies, evidence of student work, videos, lesson plans, collaborative team minutes, peer observation sheets, walkthrough and observation data
Check	**How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)**
	Strategy 1: examine sign-in sheets, bank of strategies see evidence of student work, student engagement observation. In April compare ACT scores to previous year.
	What does data show regarding the results of the implemented strategies?

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

Priority Goal 4 and Associated Strategies

Area for improvement and supporting data:
Fulfill state requirement GS 115c-105.26 Planning/Duty Free Lunch so that all teachers are provided with planning/duty free lunch.

School Goal 4:
Teachers will be provided daily planning periods; there are no assigned duties during this time. Based on our need to ensure safety and proper supervision of students, teachers in grades 6-8 accompany their students to lunch and teachers in grades 9-12 and elective teachers will rotate through a system of supervisory duty during lunch time.

Supports this district goal:
Increase organizational effectiveness, efficiency and accountability

Target:
All teachers are provided with duty free planning/duty free lunch

Indicator:
Durham School of the Arts Master Schedule and Teacher Planning Periods

Milestone date:
June 30, 2013

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

Strategy: A master schedule will be devised so that all teachers have planning time daily.

Strategy 1:	**Action steps:**		
	1. Master Schedule		5.
	2.		6.
	3.		7.
	4.		8.

Strategy 2:	**Strategy:**		
	Action steps:		
	1.		5.
	2.		6.
	3.		7.
	4.		8.

Plan/Do

Strategy:

Strategy 3:

Action steps:
1.
2.
3.
4.
5.
6.
7.
8.

How will we fund these strategies?

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

Review frequency: Quarterly

Assigned implementation team: Durham School of the Arts
Administration

Check	**What data will be used to determine whether the strategies were deployed with fidelity?**
	Durham School of the Arts Master Schedule
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	Durham School of the Arts Master Schedule
	What does data show regarding the results of the implemented strategies?

Act

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

Priority Goal 5 and Associated Strategies

Area for improvement and supporting data:
Our school supports the state board of education goal that all students will be healthy and responsible.

School Goal 5:	Our school promotes a healthy, active lifestyle where students are encouraged to make responsible choices.
Supports this district goal:	Establish a supportive, positive district climate and culture
Target: **Indicator:** **Milestone date:**	Maintain student attendance rate comparable with state average. Yearly attendance average June 30, 2014

Goal 5 Improvement Strategies – Identify research-based strategies whenever possible.

Strategy: Middle School students will take physical education and health as a scheduled class and all middle school students will engage in some form of physical activity during each school day.

Action steps:

Strategy 1:

1. Assign all Middle School students Physical Education/Health or an equivalent which provides daily physical activity

2. Provide Middle School extracurricular sports (1/3 of the 7th and 8th grade students participate)

3. Continue brisk daily walking between the school's block of buildings as a form of exercise

4. Provide teachers classroom energizer lesson materials as a means to facilitate activity in the classroom

5. Continue to provide Dance, Theater movement, and Choral movement courses to provide cardio exercise for the students assigned

6. Provide an area for Middle School students to engage in intramural activities and games

7. Master Schedule to provide noted classes

8. Adequate staffing for noted classes

Strategy: School Cafeteria will offer healthy and nutritious meals to our students

Action steps:

Strategy 2:

Plan/Do

Strategy 3:

Strategy:

1. Training of cafeteria staff by Durham Public Schools Food Service Department
2. Durham Public Schools Food Service Menus
3.
4.
5.
6.
7.
8.

Action steps:

1.
2.
3.
4.
5.
6.
7.
8.

How will we fund these strategies?

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

Review frequency: Quarterly

Assigned implementation team: DSA Administration & Staff

	What data will be used to determine whether the strategies were deployed with fidelity?
	Student schedules Cafeteria menus.
Check	**How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)**
	School attendance data
	What does data show regarding the results of the implemented strategies?

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

Safe School Plan for (Durham School of the Arts)

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: Principal, all four Assistant Principals, Teachers and Staff Members at Durham School of the Arts

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 Superintendent'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:

Assistant Principal(s): Provide a safe and orderly school climate

Teachers: Maintain a safe and orderly school climate

Teacher Assistants: Maintain a safe and orderly school climate

Other School Staff: DPS Custodial Staff – Provide a clean and healthy school climate

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 Distract 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:Provide a safe and orderly school climate

Target:Improve school climate survey rating area dealing with a safe and orderly school climate

Indicator: Survey ratings

Milestone Date: June 30, 2014

Goal: Provide a clean and healthy school climate

Target: Improve school climate survey rating area dealing with a clean and healthy school climate

Indicator: Survey ratings

Milestone Date: June 30, 2014

Target:

Indicator:

Milestone Date:

Target:

Indicator:

Milestone Date:

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 1 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 Sta
Homeless Programs		Student Support Services - Local, State, Federal

Middle to High School Transition Plan

School: DURHAM SCHOOL OF THE ARTS (Grades 6-12)

With the support from the school principal, middle and high school teachers, schools will facilitate the educational transition of students between middle and high school who are at risk of academic failure and/or who are AIG. The Middle to High School Transition Plan includes school-based transition strategies* tailored to meet the specific needs of the school's population.

☒   **Goal 1 Build relationships among transitioning students, parents, older peers, teachers and key school personnel. Strategies include (check all that apply):**
- ☐   Develop student big sister and big brother programs.
- ☐   Develop smaller learning communities that are based on a content or interest area.
- ☐   Develop advisor and advisee programs for the middle and high schools.
- ☐   Develop mini courses taught by all personnel offered at both the middle grades and high schools that are based on student interest.
- ☒   Other: At DSA, 8th graders are already on a high school campus so the transition is direct. 8th grade students participate in math and art pathway classes which cross the 8th to 9th grade transition period. Parents, peers and school personnel meet at visual and performing art functions as well as PTSA and other functions.

☒   **Goal 2 Prepare students for transitioning to the next grade level, career and work. Strategies include (check all that apply):**
- ☐   Develop an articulated curriculum with a variety of activities for students, parents and school personnel.
- ☐   Create guides or handbooks to help students and teachers plan and prepare academically for the transition from 8th to 9th grade.
- ☒   Other: At DSA, 8th graders are already on a high school campus so the transition is direct. 8th grade students participate in math and art pathway classes which cross the 8th to 9th grade transition period.

☒   **Goal 3 Develop transition programs and a variety of activities that meet the social and emotional needs of the students.   Strategies include (check all that apply):**
- ☐   Have a spring social event for current and incoming high school students.
- ☐   Have middle grades students shadow high school students.
- ☐   Provide for across-grade and service-learning projects with grades shared by both middle grades and high school students.
- ☐   Provide letter-writing programs in which eight graders correspond with high school students.
- ☒   Other: At DSA, 8th graders are already on a high school campus so the transition is direct. 8th grade students participate in math and art pathway classes which cross the 8th to 9th grade transition period.

☒   **Goal 4 Develop vertical alignment planning for middle, high school and district level personnel. Strategies include (check all that apply):**
- ☐   Utilize team teaching between eighth and ninth grade teachers.
- ☐   Schedule opportunities for teachers and administrators from both middle and high schools to exchange their roles and responsibilities.
- ☐   Provide joint professional development in the content areas.
- ☒   Other: Teachers collaborate across curriculum to ensure readiness and continuity; many teach both middle and high school courses. By having grades 6-12, DSA is in a unique position to have a smooth transition between middle and high school.

☒   **Goal 5 Develop and implement a plan to meet the challenges facing your school. Strategies include (check all that apply):**
- ☐   Schedule community forums to engage business leaders, parents and students in a dialogue that will assist the school in developing support for intervention programs.
- ☐   Seek out funding sources and support for entrepreneurial activities and courses for students and teachers to develop.
- ☐   Use interactive networks of people and technologies to expand the vision of your school and programs that need additional funding.
- ☒   Other: 8th graders are already on a high school campus so transition to high school is simple and direct.

*Strategies adapted from *Transition Planning for 21st Century Schools, Public Schools of North Carolina, Department of Public Instruction.*

DURHAM PUBLIC SCHOOLS
PRINCIPAL'S EMERGENCY PREPAREDNESS CHECKLIST

	DUE DATE	COMPLETED	
		Yes	No
Campus Emergency Response Team (CERT) Plans Includes School Critical Incident Response & Recovery Team (SCIRRT) Plan	1st Day of School	☒	☐

Emergency Drill Requirements

		Yes	No
Fire Drills & Inspections		Yes	No
First Fire Drill	Within 1st week of school	☒	☐
Fire Drills	Monthly for every month school is in session	☒	☐
Inspections	Twice per month at least 10 days apart	☒	☐
Lockdown Drills – 2 Required Annually		Yes	No
First Lockdown Drill	September 30	☒	☐
Second Lockdown Drill	January 31	☒	☐
Tornado / Shelter in Place Drill	1st Wednesday in March	☒	☐

		Yes	No
At-Risk Employees for Bloodborne Pathogens ID Form	September 30	☒	☐

Required Training		Yes	No
Emergency Preparedness for Schools (Administrators &CERT Members)	Summer	☒	☐
Emergency Preparedness for Teachers (School Staff via Principal's Toolkit)	September 30	☒	☐
"What to do in the 1st 20 Minutes" Video (School Staff)	September 30	☒	☐
Incident Command Systems (Online for CERT Members)	September 30	☒	☐
Family Reunification (Online for CERT Members)	September 30	☒	☐

Additional Training Opportunities		Yes	No
Tabletop Exercises (With Local First Responders)	Summer	☐	☒
Live Lockdown Exercises (With Local Law Enforcement)	Summer	☐	☒