

BALFOUR ELEMENTARY

**2011-2012 Continuous Improvement and
Title I Implementation Plan**

Asheboro City Schools

Contents

Leadership Team Members

- A. Vision, Mission and Belief Statements
- B. School Community Profile
- C. School Results
- D. Goals and Action
- E. Additional Information

Title I Compliance
Compliance Statements
Focused Intervention / Remediation Plan
Waiver Requests

Approved by Staff

Date of Secret Ballot Election: 10/27/11

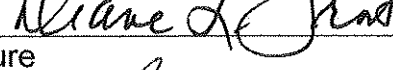
Results For: 69

Opposed: 3


Principal's Signature

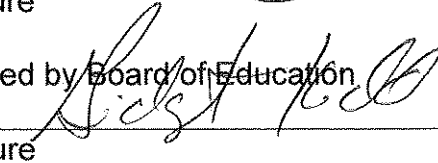
11/28/11
Date

Approved by Superintendent of Schools


Signature

11-10-11
Date

Approved by Board of Education







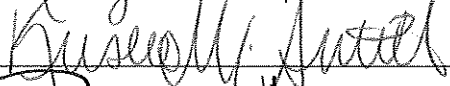
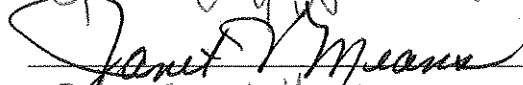
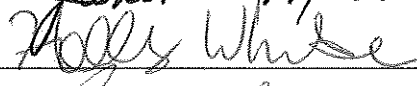


Signature

11-10-11
Date

Balfour Elementary
Continuous Improvement and Title I Implementation Plan
2011-2012

Leadership Team Members

The following team members collaborated with school staff to develop the School Improvement Plan for our school:

Name	Signature	Role
Lesha Daniel		Instructional Assistant
Mary Lou Diener		Guidance
Melanie Golding		Grade 5
Wendy Graham		Technology
Natalia Johns		Reading Facilitator
Reagina Roberson		Kindergarten
Kristen Smith		Grade 3
Janet Means		Principal
Holly White		Assistant Principal
Maricela Zepeda		Parent

Balfour Elementary
Continuous Improvement and Title I Implementation Plan
2011-2012

A. Vision, Mission, and Belief Statements

**Our School's
Vision**

Balfour Elementary School will be a school of excellence where students are honored, learning is valued, and our community is dedicated to the success of all.

**Our School's
Mission**

The faculty and staff of Balfour School, working together with parents, students, and community members, will create a culture that empowers students to become active, global citizens and lifelong learners.

To lead us toward our vision and mission, our school community shares the following beliefs:

- Student learning is the chief priority for the school.
- Each student is a valued individual with unique physical, social, emotional and intellectual needs.
- Instruction facilitating the appreciation of diversity increases students' understanding of different people and cultures and leads to global awareness.
- A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.
- Students learn in different ways and should be provided with a variety of instructional methods in order to learn, achieve, and succeed at his or her ability level.
- Daily attendance at school increases the learning opportunities of students.
- Students need to be prepared to take their place in a globally competitive world.
- Faculty, staff and parents share the responsibility for the support of the school's mission.
- Full utilization of available technologies and resources increases a student's ability to take advantage of talents and potential.
- A safe, orderly and caring environment promotes student learning.
- The school's commitment to continuous improvement enables students to become confident, self-directed, lifelong learners.

Balfour Elementary
 Continuous Improvement and Title I Implementation Plan
 2011-2012

B. School Community Profile

Historical Ethnicity Information (% of population, 20th school day)

	2007-08	2008-09	2009-10	2010-11	2011-12
Black	7	6	6	6	5.4
Asian	1.8	1.6	1	1	1.6
White	30	30	28	27	23
Hispanic	56.6	60	62	62	65
American Indian	.2	.2	1	1	.7
Other/Multi-Cultural	4.2	2	2	2	2.7
Total Population	500	546	523	528	540

Historical Population Data (percentages)

	2007-08	2008-09	2009-10	2010-11	2011-12
Exceptional Children	7.9	7.9	9.75	12	10
AIG	1.7	3.3	3.25	3.8	3
Limited English Proficient	45.9	47.1	48.8	45	46.3
Total F/R Lunch	79.2		84.4	87.29	85.5

Student Attendance Data

	Percent
2006-2007	96.22
2007-2008	96.30
2008-2009	97.01
2009-2010	96.53
2010-2011	

Staffing Summary

	2008-09	2009-10	2010-11	2011-12
Teachers "highly qualified" (classes taught)	97.7%	97.7%	100%	100%
Teachers with advanced degrees (above bachelors)	34.1%	34.1%	32.6%	30%
Teachers with NBPTS certification	9%	14%	14%	14%
Teachers trained as Mentors	18%	17%	17%	16%

Teacher Turnover Rate

2005-2006	2006-2007	2007-2008	2008-09	2009-10	2010-11
27.6%	11.4%	19%	22.5%	11.9%	13.1%

Balfour Elementary
 Continuous Improvement and Title I Implementation Plan
 2011-2012

C. School Results

Promotion Percentages

	2006-07	2007-08	2008-09	2009-10	2010-11
Kindergarten	91%	98%	99%	100%	100%
1 st grade	96%	97%	99%	100%	100%
2 nd grade	98%	96%	98%	100%	99%
3 rd grade	95%	98%	100%	100%	100%
4 th grade	96%	100%	99%	100%	100%
5 th grade	99%	99%	100%	100%	100%

K-2 Progress 2010-2011

Reading						
K	Mem	Level 0	Level A	Level B	C & above	
	84	1%	1%	19%	79%	
Grade 1	Mem	Below D	D-E	F-G	H	I & above
	85	2%	18%	19%	19%	52%
Grade 2	Mem	Below J	J	K	L	M & above
	90	12%	3%	3%	11%	70%

Writing - On-Demand					
	Mem	Level I	Level II	Level III	Level IV
K	84	1%	15%	71%	12%
Grade 1	85	11%	33%	49%	7%
Grade 2	90	8%	31%	52%	9%

Balfour Elementary
 Continuous Improvement and Title I Implementation Plan
 2011-2012

K-2 Mathematics Portfolio Summary 2010-2011

Percent of Students at Levels 3 and 4

Grade 1 Math Assessment

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	% LEVEL III and IV			
				2008	2009	2010	2011
1	7	51	26	84.3	88%	73%	90%

Grade 2 Math Assessment

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	% LEVEL III and IV			
				2008	2009	2010	2011
4	30	35	21	64%	57%	67%	62%

End of Grade Percent Proficient by Grade
 Historical

Grade	Reading				Math			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
3	29.5	52.9	53.5	48.9	61.1	82.8	80.5	76.9
4	41.8	48.8	50	58.8	73.1	74.1	74.4	80.0
5	33.8	52.1	48.9	60.4	60.0	78.1	78.9	81.5

Grade	Reading and Math			
	07-08	08-09	09-10	10-11
3	26.9	51.7	53.6	46.6
4	31.1	47.1	54.2	54.1
5	31.1	47.9	48.9	57.1

Balfour Elementary
Continuous Improvement and Title I Implementation Plan
2011-2012

End of Grade Percent Proficient by Subgroup (Historical)
Reading

Grade	3				4				5			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
All	29.5	52.9	53.5	48.9	41.8	48.2	50.0	58.8	33.8	52.1	48.9	56.1
Am Indian												
Asian		75	100	*		0	0.0	100		50.0	0.0	66.7
Black	28.6	66.7	40.0	50.0	>=5	57.1	0.0	20.0	5.0	50.0	25.0	44.4
Hispanic	33.9	52.0	46.2	44.2	25.0	38.8	49.0	51.9	25.0	50.0	46.2	57.1
Multi Racial		0	100	33.3		50.0	*	66.7		0	100.0	50.0
White	24.0	57.1	69.6	60.0	60.0	62.2	60.0	77.3	60.0	57.1	57.7	70.4
Male	33.3	55.3	50.9	48.7	25.8	44.7	43.8	58.0	25.8	36.7	34.0	60.9
Female	26.0	50.0	57.6	49.0	39.5	48.9	57.9	60.0	39.5	64.3	65.1	60.0
Acad Gifted												
EC	>=5	5	9.1	28.6	>=5	14.3	11.1	66.7	5.0	16.7	0.0	66.7
Non EC	31.1	59.0	60.0	50.6	36.2	51.3	54.5	60.0	36.2	55.2	54.3	60.0
LEP	11.0	45.9	45.1	44.0	18.5	20.0	25.9	30.4	18.5	20.0	13.8	30.4
Non LEP	40.7	58.9	65.7	55.3	42.6	63.6	61.0	70.6	42.6	63.6	65.6	70.6
F/R Lunch	27.8	50.9	49.3	45.8	25.9	46.5	47.0	54.8	25.9	46.5	47.2	57.3
Non F/R Lunch	37.5	55.0	73.3	62.5	62.5	57.1	60.0	83.3	62.5	57.1	55.6	75.0

Math

Grade	3			4			5		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
All	82.3	80.5	77.3	74.1	74.4	80.0	78.1	78.9	81.5
Am Indian									
Asian	100	100	*	0	66.7	100.0	100	0.0	100.0
Black	0	60.0	62.5	71.4	14.3	60.0	80	75.0	66.7
Hispanic	74.0	81.8	78.8	71.4	81.6	80.8	73.3	76.9	84.0
Multi Racial	*	100	33.3	100	*	66.7	100	100.0	50.0
White	85.7	78.3	84.0	79.2	76.0	81.8	82.1	88.5	81.5
Male	53.2	75.9	84.0	63.2	75.0	81.8	80.0	74.5	81.5
Female	68	87.9	81.6	68.9	73.7	82.9	78.6	83.7	82.2
Acad Gifted									
EC	55.6	36.4	42.9	42.9	22.2	46.2	66.7	33.3	50.0
Non EC	85.9	86.8	80.2	76.9	80.5	86.1	79.1	84.0	83.2
LEP	86.5	80.8	80.0	53.3	70.4	66.7	47.1	55.2	74.8
Non LEP	80.0	80.0	73.7	85.5	76.3	87.3	87.5	90.2	83.2
F/R Lunch	81.4	77.5	75.0	74.6	71.2	76.7	79.2	72.2	78.2
Non F/R Lunch	88.2	93.8	87	71.4	85.0	>95	75	83.3	88.6

Balfour Elementary
Continuous Improvement and Title I Implementation Plan
2011-2012

**Achievement Gap Data
Reading**

White student scores compared to:	2006-07	2007-08	2008-09	2009-10	2010-11
Black	13.4	13.8	3.8	13.8	28.0
Hispanic	14.5	8.3	12.3	15.1	17.9

Mathematics

White student scores compared to:	2006-07	2007-08	2008-09	2009-10	2010-11
Black	35	27.7	17.5	31.1	18.8
Hispanic	21.3	5.1	9.6	1.0	.7

**End of Grade Results
Developmental Scale Score Mean**

Grade	Reading			Math			
	08-09	09-10	10-11	07-08	08-09	09-10	10-11
3	334.5	335.1	333.6	341.6	342.9	343.6	345.5
4	340.4	340.3	343.0	349.1	347.8	347.5	350.7
5	347	346.9	348.3	352.4	354.6	354.8	355.9

Total Performance Composite

Performance Composite	06-07	07-08	08-09	09-10	10-11
	58.9	49.0	63.4	63.1	65.4

Goal Summaries, Grades 3-5, Percent Correct

	Gr 3			Gr 4			Gr 5		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
Goal 2: Apply strategies and skills to comprehend text that is read, heard, and viewed	58.6	59.7	57.1	55.9	57.6	63.7	55.6	57.6	59.8
Goal 3: Make connections through the use of oral language, written language, and media and technology	62.3	63.1	57.5	57.8	55.3	59.8	64.8	61.3	65.9
Literary Reading	61.6	60.8	57.6	59.9	56.7	61.2	60.5	60.1	63.6
Informational Reading	55.9	59.7	57.0	51.7	56.7	63.4	55	57.4	59.5
Calculator Active		61.4	64.6		56.8	65.1		63.1	66.0
Calculator Inactive		59.6	64		54.8	61.1		60.5	61.4
Goal 1: Numbers and Operations	59.2	59.2	62.2	57.6	57.3	64.7	56.5	56.5	58.7
Goal 2: Measurement	58.2	59.2	59.9	52.2	55.6	64.7	62	65.9	67.6
Goal 3: Patterns/Geometry	64.7	71.8	71.6	68.5	57.3	69.6	67.2	65.2	66.7
Goal 4: Data, Probability	54	58.9	61.8	56.8	60.7	67.9	62.5	68.3	71.2
Goal 5: Algebra (mathematical relationships)	58.1	59.1	64.3	54	51.6	57.8	59.7	60.3	63.7

Balfour Elementary
 Continuous Improvement and Title I Implementation Plan
 2011-2012

Writing

Writing Sample Assessment (May % proficient)

Grade	2007-08	2008-09	2009-10	2010-11
Kindergarten	63	79	72	98
1 st Grade	71	82	70	61
2 nd Grade	72	50	60	81
3 rd Grade	45		35	49
4 th Grade	36		28	50
5 th Grade	71		42	49

2010 NC Teacher Working Conditions Survey

In the space below, comment on 3 or more areas of strength noted in the NC Teacher Working Conditions Survey for 2010.

1. 100% responded that teachers are being held to high standards for delivering instruction.
2. 100% responded that school leadership facilitates using data to improve student learning.
3. 100 % agree that professional development opportunities are aligned with the School Improvement Plan.

In the space below, comment on 3 or more areas of possible improvement noted in the Teacher Survey for your site for 2010:

1. Only 60% responded that there is an atmosphere of trust and mutual respect.
2. Only 69% of teachers feel they have an appropriate level of influence on decision making in the school.

What are 2 significant findings in survey results from 2010?

1. In the area of Managing Student Conduct, teachers responded extremely positively in every area.
2. Well over 90% of all teachers indicate that parents and the community are very supportive of the school.

Student Survey Results - 2011

In the space below, comment on 3 or more areas of strength noted in the Student Survey for your site for 2011:

1. Students report (94%) that teachers respect them
2. Over 97% of students report they know the rules at school
3. Almost 96% of students report that safety is important at their school
4. 97% of students report that teachers expect them to do their best work.
5. Over 98% of students report that their parents care about their education.

In the space below, comment on 3 or more areas of possible improvement noted in the Student Survey for your site for 2011:

1. 31% of students report that they do not participate in after school activities, even though every teacher was involved in offering at least one activity.

Balfour Elementary
 Continuous Improvement and Title I Implementation Plan
 2011-2012

2. One third of students report that they have been bullied at school..
3. Almost 56% of students indicate that they are afraid of making a mistake.

Parent Survey Results - 2010

In the space below, comment on 3 or more areas of strength noted in the Parent Survey for your site for 2010:

1. 94% of all parents indicate that teachers hold high expectations for student learning
2. 94% of all parents indicate that teachers use a variety of teaching strategies and learning activities to help students learn
3. 93% of all parents indicate that students are provided with opportunities to learn important knowledge and skills in each subject

In the space below, comment on 3 or more areas of possible improvement noted in the Parent Survey for your site for 2010:

1. Only 67% of all parents indicate that our school ranks well academically when compared to other schools
2. 19% of all parents indicate that they neither agree or disagree that our school ranks well academically when compared to other schools
3. 17% respond as "neutral" when asked if the school provides sufficient opportunities for community involvement.

Adequate Yearly Progress

Percent of AYP Targets Met		
2005-2006	85.7%	18 of 21 targets met
2006-2007	81%	17 of 21 targets met
2007-2008	81%	17 of 21 targets met
2008-2009	100%	21 of 21 targets met
2009-2010	100%	21 of 21 targets met
2010-2011	95.2%	20 of 21 targets met

Targets Not Met

	2008-09			2009-10			2010-11		
	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor
Reading 3-5			LEP			LEP	Hispanic		All, White, ED, LEP
Math 3-5			LEP			LEP			White, Hispanic, White, ED, LEP

GENERAL CONCLUSIONS

1. One of the Board's goals is for ACS to increase the number of students reading on grade level by Grade 3 to 64%. When we look at the data from May 2011, student SRI scores at second grade indicate that only 32% of rising third graders are reading on grade level: only 48.9% of rising 4th graders are on grade level.
2. Reading proficiency levels are not consistent from grade to grade in K-2, leading us to question the application of the results.
3. Since we did not make Adequate Yearly Progress with our Hispanic subgroup there is an indicated need to conduct ongoing formative assessment to determine areas of need.
4. A majority of students indicate they are afraid to make a mistake. This points to a need to build confidence.

Balfour Elementary
 Continuous Improvement and Title I Implementation Plan
 2011-2012

D. Goals and Action Plans

Goal 1: Students will use summarizing strategies at least three times a week to improve reading skills

Evidence of Need: Data reflect that students are not reading on grade level.

Strategic Plan Objective: 1.4 – Increase the number of students reading on grade level by Grade 3.
 1.1 – Every student graduates college and career ready.

State Board of Education Goal: NC Public Schools will produce globally competitive students.

Action Plan: Summarizing Texts

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
Students orally and in writing summarize a reading selection	Readers' notebooks on a weekly basis	Cook, Watson, McCann, Roberson, Kiser, Blalock, Bartlett, Perkins, Maness, Speer, Dillon, Race, Goldston, Ramon, Smith, Hynd, Howell, Langbeen, Roberts, Isley, Kilby, Hanson, Tonkin, Hyatt, Golding, Brown, Bender, Dietrick, Williams, Belpasso, Skoglund	Weekly lesson plans, data from walkthroughs and formal observations		
In K-5, teachers will use grade-appropriate text daily in read aloud, shared reading, guided reading and independent reading within the first two weeks of school. (This is a necessary element for students to be able to summarize)	Elements of balanced literacy checked regularly by walkthroughs Monitored bi-weekly beginning on September 9, 2011	Cook, Watson, McCann, Roberson, Kiser, Blalock, Bartlett, Perkins, Maness, Speer, Dillon, Race, Goldston, Ramon, Smith, Hynd, Howell, Langbeen, Roberts, Isley, Kilby, Hanson, Tonkin, Hyatt, Golding.	Weekly lesson plans, data from walkthroughs and formal observations		

Balfour Elementary
Continuous Improvement and Title I Implementation Plan
2011-2012

Teacher models "I Do, we Do, You do" in every lesson	Every three weeks at grade level.	Cook, Watson, McCann, Roberson, Kiser, Blalock, Bartlett, Perkins, Maness, Speer, Dillion, Race, Goldston, Ramon, Smith, Hynd, Howell, Langbeen, Roberts, Isley, Kilby, Hanson, Tonkin, Hyatt, Golding.	Weekly lesson plans, data from walkthroughs, grade level minutes and formal observations.	
Utilize a database of exemplary question samples based on Bloom's Revised Taxonomy for a variety of texts	Monthly	Cook, Watson, McCann, Roberson, Kiser, Blalock, Bartlett, Perkins, Maness, Speer, Dillion, Race, Goldston, Ramon, Smith, Hynd, Howell, Langbeen, Roberts, Isley, Kilby, Hanson, Tonkin, Hyatt, Golding.	Weekly lesson plans, data from Walkthroughs, LiveBinder	
Teachers conduct a reflection period at the end of each lesson and day to summarize learning	Bi-weekly	Cook, Watson, McCann, Roberson, Kiser, Blalock, Bartlett, Perkins, Maness, Speer, Dillion, Race, Goldston, Ramon, Smith, Hynd, Howell, Langbeen, Roberts, Isley, Kilby, Hanson, Tonkin, Hyatt, Golding.	Weekly lesson plans, data from walkthroughs	
Identify a variety of grade-level appropriate texts from content areas and genres during shared and interactive reading	Monthly through grade level meeting	Cook, Watson, McCann, Roberson, Kiser, Blalock, Bartlett, Perkins, Maness, Speer, Dillion, Race, Goldston, Ramon, Smith, Hynd, Howell, Langbeen, Roberts, Isley, Kilby, Hanson, Tonkin, Hyatt, Golding.	Weekly lesson plans, data from walkthroughs	
Use a variety of grade-level appropriate texts from content areas and genres during shared and interactive reading	Biweekly	Cook, Watson, McCann, Roberson, Kiser, Blalock, Bartlett, Perkins, Maness, Speer, Dillion, Race, Goldston, Ramon, Smith, Hynd, Howell, Langbeen, Roberts, Isley, Kilby, Hanson, Tonkin, Hyatt, Golding.	Weekly lesson plans, data from walkthroughs	

Balfour Elementary
 Continuous Improvement and Title I Implementation Plan
 2011-2012

Book talks by each student shared through various media	Monthly beginning in September	Cook, Watson, McCann, Roberson, Kiser, Blalock, Bartlett, Perkins, Maness, Speer, Dillon, Race, Goldston, Ramon, Smith, Hynd, Howell, Langbeen, Roberts, Isley, Kilby, Hanson, Tonkin, Hyatt, Golding.	Weekly lesson plans, data from walkthroughs		
---	--------------------------------	--	---	--	--

Professional Development for this Objective

- PD on summarizing provided by grade level using PD360; PD includes support personnel.
- Use LiveBinder to access teaching strategies for summarizing.
- Use lead literacy teacher to provide professional development by grade level on summarizing.
- At monthly faculty meetings, schedule time for each grade level to share successful summarizing strategies.

Balfour Elementary
 Continuous Improvement and Title I Implementation Plan
 2011-2012


Goal 2: Through consistent involvement with writing and presenting, students will increase their writing abilities.

Evidence of Need: A significant percentage of students K-5 scored below grade level in writing

Strategic Plan Objective: 1.1 – Every student graduates college and career ready.

State Board of Education Goal: NC Public Schools will produce globally competitive students.

Action Plan:

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
As a school, develop a model or template for students to use to organize their thoughts on opinion-based writing, which can be modified by grade level.	September 15, 2011	Graham, Cook, Watson, McCann, Roberson, Kiser, Blalock, Bartlett, Perkins, Maness, Speer, Dillion, Race, Goldston, Ramon, Smith, Hynd, Howell, Langbeen, Roberts, Isley, Kilby, Hanson, Tonkin, Hyatt, Golding.	Completed template(s)		
Teachers meet at grade level to determine appropriate strategies for writing about opinions/different points of view using the template developed.	Biweekly beginning in September 2011	Cook, Watson, McCann, Roberson, Kiser, Blalock, Bartlett, Perkins, Maness, Speer, Dillion, Race, Goldston, Ramon, Smith, Hynd, Howell, Langbeen, Roberts, Isley, Kilby, Hanson, Tonkin, Hyatt, Golding.	Lesson plans submitted on a weekly basis		

Balfour Elementary
Continuous Improvement and Title I Implementation Plan
2011-2012

Teachers create a list of topics, signal words, transitional phrases and content specific vocabulary to assist students in the writing process at each grade level.	Beginning in September with monthly monitoring at grade level meetings. Results will be updated in a LiveBinder	Wendy Graham, Cook, Watson, McCann, Roberson, Kiser, Blalock, Bartlett, Perkins, Maness, Speer, Dillion, Race, Goldston, Ramon, Smith, Hynd, Howell, Langbeen, Roberts, Isley, Kilby, Hanson, Tonkin, Hyatt, Golding.	Lesson plans, LiveBinder	
Teachers model, design and implement writing activities that require opinions and/or different points of view at least 3 times per week.	Beginning in September with monthly monitoring at grade level meetings. Results will be updated in a LiveBinder	Wendy Graham, Cook, Watson, McCann, Roberson, Kiser, Blalock, Bartlett, Perkins, Maness, Speer, Dillion, Race, Goldston, Ramon, Smith, Hynd, Howell, Langbeen, Roberts, Isley, Kilby, Hanson, Tonkin, Hyatt, Golding.	Lesson Plans, walkthroughs, LiveBinder	
Students will complete at least 2 grade level appropriate works that included opinion-based writing every six weeks (including shared pen)	At the end of each third week and sixth week of each grading period beginning on October 6 th .	Wendy Graham, Cook, Watson, McCann, Roberson, Kiser, Blalock, Bartlett, Perkins, Maness, Speer, Dillion, Race, Goldston, Ramon, Smith, Hynd, Howell, Langbeen, Roberts, Isley, Kilby, Hanson, Tonkin, Hyatt, Golding.	Teachers will maintain evidences of student writing in writing folders.	
Evening writing celebrations.	Twice per year	Brown, Dietrick, Bender, Williams, Cook, Watson, McCann, Roberson, Kiser, Blalock, Bartlett, Perkins, Maness, Speer, Dillion, Race, Goldston, Ramon, Smith, Hynd, Howell, Langbeen, Roberts, Isley, Kilby, Hanson, Tonkin, Hyatt, Golding.	Agenda from meetings.	

Professional Development for this Objective

- Janice Kite will support teachers in matching strategies with writing pacing guide.
- Seek input from the Instructional Facilitators and Explore PD on elementary opinion-based writing.

Balfour Elementary
Continuous Improvement and Title I Implementation Plan
2011-2012

Goal 3: All students will participate in structured speaking and listening activities on a daily basis

Evidence of Need: Data reflect that, of the 42% of our population tested on WIDA, we have a significant need to develop listening and speaking skills.

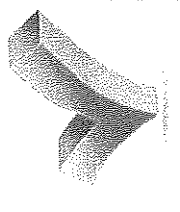
Strategic Plan Objective: 1.1 – Every student graduates college and career ready.

State Board of Education Goal: NC Public Schools will produce globally competitive students.

Action Plan:

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
Teachers meet at grade level to determine appropriate strategies for turn and talk	Weekly beginning in September.	Wendy Graham, Cook, Watson, McCann, Roberson, Kiser, Blalock, Bartlett, Perkins, Maness, Speer, Dillion, Race, Goldston, Ramon, Smith, Hynd, Howell, Langbeen, Roberts, Isley, Kilby, Hanson, Tonkin, Hyatt, Golding.	Minutes from grade level meetings.		
Teachers design turn and talk activities on a daily basis with specific elements of the EQ to address higher order thinking.	Weekly beginning in September	Wendy Graham, Cook, Watson, McCann, Roberson, Kiser, Blalock, Bartlett, Perkins, Maness, Speer, Dillion, Race, Goldston, Ramon, Smith, Hynd, Howell, Langbeen, Roberts, Isley, Kilby, Hanson, Tonkin, Hyatt, Golding.	Weekly lesson plans, results of walkthroughs, Evidence of Standard IV, elements e and g of NC Teacher Evaluation Instrument.		

**Balfour Elementary
Continuous Improvement and Title I Implementation Plan
2011-2012**

<p>Teachers establish expectations for student behavior during turn and talk.</p>	<p>During the first 20 days of school.</p>	<p>Wendy Graham, Cook, Watson, McCann, Roberson, Kiser, Blalock, Bartlett, Perkins, Maness, Speer, Dillion, Race, Goldston, Ramon, Smith, Hynd, Howell, Langbeen, Roberts, Isley, Kilby, Hanson, Tonkin, Hyatt, Golding.</p>	<p>Results of formal and informal teacher evaluations.</p>	
<p>Students turn and talk in all subject areas on a daily basis in an age-appropriate manner</p>	<p>Beginning in September</p>	<p>Wendy Graham, Cook, Watson, McCann, Roberson, Kiser, Blalock, Bartlett, Perkins, Maness, Speer, Dillion, Race, Goldston, Ramon, Smith, Hynd, Howell, Langbeen, Roberts, Isley, Kilby, Hanson, Tonkin, Hyatt, Golding.</p>	<p>Janet Means, Holly White, weekly lesson plans</p>	
<p>Create a video library of what turn and talk looks like at each grade level, to be created at grade level meetings each month</p>	<p>At monthly grade level meetings beginning in October.</p>	<p>Wendy Graham, Cook, Watson, McCann, Roberson, Kiser, Blalock, Bartlett, Perkins, Maness, Speer, Dillion, Race, Goldston, Ramon, Smith, Hynd, Howell, Langbeen, Roberts, Isley, Kilby, Hanson, Tonkin, Hyatt, Golding.</p>	<p>Video Libraries</p>	
<p>At faculty meetings share ongoing progress with the creation of the video library.</p>	<p>Third Tuesday of each month</p>	<p>Janet Means, Holly White</p>	<p>Agendas of meetings</p>	
<p>Conduct book clubs as appropriate with students in grades 2-5</p>	<p>Beginning in October</p>	<p>Speer, Dillion, Race, Goldston, Ramon, Smith, Hynd, Howell, Langbeen, Roberts, Isley, Kilby, Hanson, Tonkin, Hyatt, Golding.</p>	<p>Lesson Plans</p>	

Professional Development for this Objective

- Janice Kite provides staff development on turn and talk strategies
- Plan cross-grade level walkthroughs with the specific purpose of observing turn and talk strategies

E. Additional Information

Title 1 Compliance

Actions taken to meet the ten essential components of a School Wide program:

Below is what we are doing to meet the ten essential components of a school wide program.

1. A Comprehensive Needs Assessment of the Entire School
 - Section B describes our community profile, including our ethnicity, student information regarding special needs and free/reduced, attendance data, and staffing summary.
 - Section C details our school results at all grade levels over several years. This section also includes information on the achievement gap and adequate yearly progress. Our k-5 students do not appear to be adequately able to apply literacy skills to writing or reading. Title I services are crucial in providing these students with the support of reading specialists. Title I funds are being used to purchase reading materials and leveled readers at all grade levels.
 - Section D outlines Balfour's goals and action plans, based on multiple data.
2. School wide Reform Strategies
 - Section D describes our plans to improve student performance in reading, writing, math and science. There is a special focus on reducing the achievement gap. Section E describes our plan to provide intervention to students in grades 3-5 who need additional support to perform on grade level.
3. Instruction by a Highly Qualified Professional Staff
 - Every teacher at Balfour is Highly Qualified.
4. High Quality and Ongoing Professional Development
 - In Section D, necessary professional development is listed for each goal area.
 - Each school administrator maintains a spreadsheet of professional development activities, which teacher has participated in these activities, and the goal to which it pertains.
5. Strategies to Attract Highly Qualified Teachers to High Need Schools
 - Asheboro City Schools conducts ongoing recruitment in a number of states to attract highly qualified teachers.
 - Asheboro City Schools partners with UNCG to provide easy access to a Master's Degree program
 - Asheboro City Schools is a member Of The Piedmont Triad Education Consortium, which provides ongoing, high quality professional development for teachers.

Balfour Elementary
Continuous Improvement and Title I Implementation Plan
2011-2012

6. Including Teachers in Decisions Regarding the Use of Assessment
 - Through the leadership team, teachers provide their peer representatives with suggestions for ongoing student assessment.
 - On a quarterly basis, teachers work as a grade level to assess student writing skills
 - On a weekly basis, grade level teams meet to plan, work with curriculum maps, and plan their assessment strategies.
 - On the basis of teacher recommendation, the media specialist provides the results of monthly assessments in accelerated reading.
 - EC, ESL and Title I teachers are included regularly in grade level meetings to discuss student assessment.
 - Administer the scholastic reading inventory to students in grades 3-5 every six weeks and to second grade students beginning the second semester
 - Every six weeks, each grade level meets with administrators and support teachers to participate in an RTI assessment wall, where the progress of all students is discussed and strategies are provided for students who are struggling.
7. Strategies to Increase Parent Involvement
 - A full-time parent outreach specialist is employed to help involve parents in their children's education. This person is bilingual.
 - The parent outreach specialist works regularly with our part-time social worker to conduct home visits and parent support
 - We conduct regular PTO nights, ESL nights, and grade level nights to increase parent involvement.
 - Teachers prepare and disseminate weekly parent newsletters.
 - The principal keeps parents informed by sending Alert Now messages in English and Spanish on a regular basis.
8. Preschool Transition Strategies
 - DIAL 3 screening is conducted each spring and fall. During the upcoming year, Balfour will conduct a multi-day spring screening to better facilitate the process.
 - Kindergarten orientation is provided each spring and again in the fall before school starts. At Balfour, we conduct a separate kindergarten orientation in Spanish for our Hispanic population.
 - Each spring, the preschool director coordinates with our kindergarten teachers to present our incoming kindergartners for the early childhood development center.
 - During the first six weeks of school, kindergarten teachers will be conducting a home visit to each kindergartener's parents.
 - Each fall, the kindergarten teachers provide two days of staggered attendance to help ease students into the school routine.
9. Activities for Children Experiencing Difficulty
 - The Student Success Team meets as needed to accept student referrals from teachers.
 - At each grade level and with all support teachers, we meet once each six weeks to make recommendations for students experiencing difficulty. The teacher(s) then implement the recommended interventions and reports back at the next "assessment wall" meeting
 - We have three Reading Facilitators who work with students who are below grade level in reading

Balfour Elementary
Continuous Improvement and Title I Implementation Plan
2011-2012

- We have 3.5 ESL teachers to work directly with students who are English language learners
 - We have 2 full time exceptional children's teachers who work directly with students who have been identified in need of services.
 - All classroom teachers provide ongoing remediation to students based on results of regular formative and benchmark assessments.
 - All certified staff participate in after-school tutoring to provide tutoring for students grades 3-5 who have scored below grade level on the EOG or who have been identified by their classroom teacher as experiencing significant difficulty.
10. Coordination and Integration of Federal, State, and Local Services
- Federal programs implemented in the school include Title I, Title II-a, Title II-d, and Title III.
 - State programs implemented in the school include DSSF funds (024), English as a second language (PRC 054). We had recently been identified as part of a 5-year grant from the state's USTARS program to help us identify gifted students in under-represented populations. Although this grant has now ended, we continue to implement the identification procedures.
 - Coordination and integration of these programs are outlined in the school's intervention plan and individual federal grant applications.

Balfour Elementary
 Continuous Improvement and Title I Implementation Plan
 2011-2012

SAFE SCHOOL PLAN – Action Plan

Annual	Date of Completion	Monthly	Date of Completion	Bi-Annual	Date of Completion	Ongoing
Register school-sex offender registry		Check Fire Extinguishers		CPR training for crisis response teams/coaches		Monitor sex offender registry/update database
Written supervision plan		Conduct fire drills		Conduct lockdown drill		Pair at-risk youth with mentors
Staff supervision training		Conduct sanitation inspections		Conduct safety inspection		Record incidents in eSIS
Distribute and explain code of conduct		Maintain Science Chemical Inventory on \\Central\02		Drug dog search (secondary)		Attendance letters
Distribute and explain bus code of conduct		Maintain first aid kits		Alternate route fire drill		Utilize student success teams
Update crisis response plans		Review ISS and OSS incidents: apply interventions as needed				Visitor control plan
Fire extinguisher training						Volunteer background check
Customer satisfaction survey						
Seclusion & restraint training						
Train EC staff in non-violent crisis intervention						
Train crisis teams in crisis response						

Compliance Statements

For each statement explain how the policy is implemented or enforced.

Healthy Active Children Policy

1. Physical activity is not denied to any student as a means of discipline, nor is physical activity used as a form of punishment.

Each student participates in strenuous physical activity each day. If a student has lost his privilege to interact freely with his peers, he is required to walk laps around the playground, blacktop or soccer field.

2. Each student in this school participates in an average of 150 minutes per week of physical activity and/or physical education.

Each student participates in a minimum of 30 minutes of physical activity each day, amounting to 150 minutes per week.

Pledge of Allegiance

3. Time is scheduled for school-wide recitation of the Pledge of Allegiance.

The Pledge of Allegiance is recited each morning at 7:55 AM. The principal or a student leads this recitation.

4. Flags of the United States and North Carolina are displayed in this school.

Flags of the United States and North Carolina are displayed outdoors and in our multipurpose room. Each classroom displays the United States and North Carolina flag.

Balfour Elementary
Continuous Improvement and Title I Implementation Plan
2011-2012

Intervention Plan

A. Overview:

All certified staff will participate in after-school tutoring for students in grades K-5 who are below grade level and/or struggling in math. There is a thirty-minute time period within the instructional day for grades K-5 to conduct remediation/acceleration in reading. During this time, we will use the support teachers and teacher assistants to provide additional help within the classrooms.

For students in grades K-2, we will use RTI meetings and teacher recommendations to identify students who are struggling in reading. These students will be prioritized to participate in Leveled Literacy Intervention (LLI) provided by ESL teachers and reading facilitators. We will begin LLI in January for kindergarten students. Students who do not respond to LLI will be referred to the Student Success Team for further interventions.

B. Target Population:

We will target all current students and new arrivals in third, fourth and fifth who have not achieved level 3 on EOG testing. In addition, we will target students in K-2 who have been identified as struggling based on ongoing formative assessments.

C. Measurable Intended Outcomes:

The students will have increased scores on North Carolina End of Grade testing and end of year assessments.

D. Description of Activities or Services to Be Provided:

All certified staff will begin after school tutoring at the beginning of the second six weeks. Classroom teachers with the help of support teachers will provide after school tutoring in math one day per week. Thirty minutes per day have been scheduled for all support teachers and assistants to work with classroom teachers to provide additional remediation. If the results of benchmark testing indicate that a student is no longer at risk, he/she may be removed, but will continue to be monitored in the classroom. If results of benchmark testing indicate that a student formerly on grade level is falling behind, he/she will be added to the tutoring group.

Students scoring level two on the end of grade test will be given the opportunity to take a retest. Those scoring level one will be given the opportunity to retest at parent request. Students who will be retesting will receive focused remediation before their second opportunity to test.

E. Evaluation of Results:

The results will be evaluated based on achievement gains on end of grade testing/assessments.

Balfour Elementary
Continuous Improvement and Title I Implementation Plan
2011-2012

Waiver Requests

The Waiver to be Requested:

To use state funds allocated for textbooks to purchase textbooks which are not on the state-approved textbook list, should the need present itself.

How the waiver will be used:

The textbook waiver would allow Balfour Elementary to purchase materials supportive of school goals and to better meet student individual needs toward closing the Achievement Gap.

The Waiver to be Requested:

To waive the grade placement of teacher assistants allowing them to serve all students in the school according to (G.S. 115c-105.25.1)

How the waiver will be used:

To allow administration and staff at the school to determine placement of teacher assistants according to student needs.