

Lindley Park School
**2011-2012 Continuous Improvement and
Title I Implementation Plan**

Asheboro City Schools

Contents

Leadership Team Members

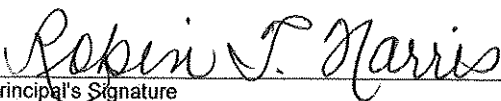
- A. Vision, Mission and Belief Statements
- B. School Community Profile
- C. School Results
- D. Goals and Action Plans (including Safe Schools and Professional Development)
- E. Additional Information
 - Title I Compliance
 - Compliance Statements
 - Focused Intervention / Remediation Plan
 - Waiver Requests
 - Provision for Distribution of ABC Incentive

Approved by Staff

Date of Secret Ballot Election: 11/1/11

Results For: 42

Opposed: 7

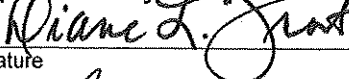


Principal's Signature

11/1/11

Date

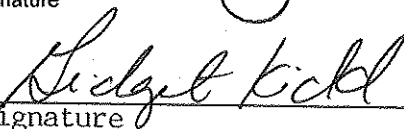
Approved by Superintendent of Schools



Signature

11/10/11

Date



Signature

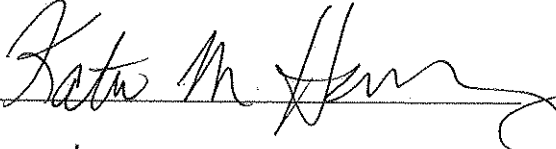
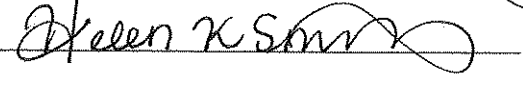
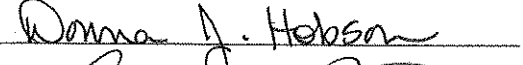

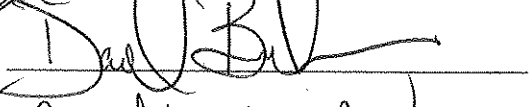

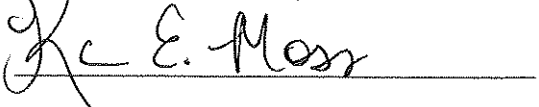
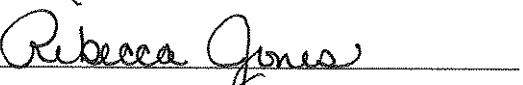
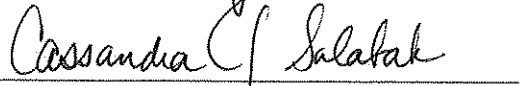

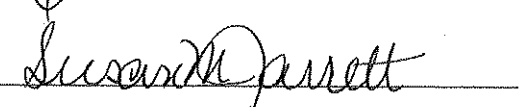

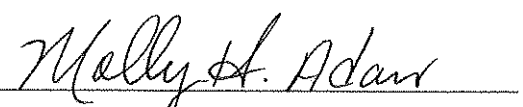
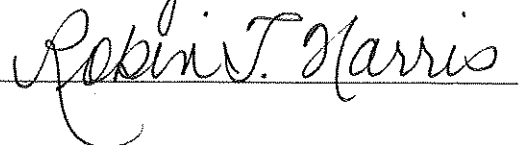
11/10/11

Date

Lindley Park School
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
Katie Harvey		Kindergarten Teacher
Helen Smith		1 st Grade Teacher
Donna Hobson		2 nd Grade Teacher
Heather Pervier		3 rd Grade Teacher
David Burden		4 th Grade Teacher
Caroline Rush		5 th Grade Teacher
Karen Moss		Reading Teacher
Rebecca Jones		EC Resource Teacher
Cassie Salabak		ELL Teacher
Donna Hall		Media Specialist
Susan Jarrett		Music Teacher
Donna Craven		Teacher Assistant
Molly Adams		Parent
Robin Harris		Principal

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2011-2012

Robin Harris

Principal

A. Vision, Mission, and Belief Statements

**Our School's
Vision**

Lindley Park 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**

Our mission is to teach students to be lifelong learners and productive citizens who will exhibit pride in themselves and their community.

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

- All students can learn, achieve, and succeed.
- Students learn best when they have appropriate opportunities for success.
- Students learn in different ways.
- A safe and physically comfortable environment promotes student learning.
- A student's self-esteem is enhanced by positive relationships and mutual respect among students and staff.
- Students learn best when actively engaged in the learning process.
- Each student is a valued individual with unique physical, social, emotional and intellectual needs.
- Students can make appropriate decisions given a supportive and challenging learning environment.
- Curriculum and instruction are based on developmentally appropriate learning activities.
- Teachers, parents, and the community share the responsibility for the support of the school's mission.

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- Cultural diversity increases student understanding of different people and cultures.
- Challenging expectations increase individual student performance.
- Heterogeneity enriches the learning and teaching environment.
- Exceptional children require special services and resources.

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B. School Community Profile

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

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Black	23.27	26.5	27.3	23.0	26.1
Asian	1.3	1.5	.7	.5	1.1
White	47.31	41.4	39.9	42.2	41.5
Hispanic	22.25	23.4	23.2	25.5	25.6
American Indian	0.5	0.5	.2	.2	6.2
Other/Multi-Cultural	5.37	6.7	8.7	8.6	5.5
Total Population	391	415	457	443	472

Historical Population Data (percentages)

	2007-08	2008-09	2009-10	2010-11	2011-12
Exceptional Children	10.49	11.08	9.3	10.11	7.4
AIG (Grades 3-5)	6.39	6.26	12	3.8	6.8
Limited English Proficient	25.0	20.72	22	18.9	21.8
Total F/R Lunch	53.71	61.25	64.36	70.34	68.00

Student Attendance Data

	Percent
2007-2008	96.52
2008-2009	96.10
2009-2010	96.36
2010-2011	95.97

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Staffing Summary

	2007-08	2008-09	2009-10	2010-11
Teachers "highly qualified" (classes taught)	100.0	100.0	100.0	100.0
Teachers with advanced degrees (above bachelors)	33.0	17.0	33.0	40.5
Teachers with NBPTS certification	9.0	6.0	8.0	10.8
Teachers trained as Mentors	28.0	13.0	22.0	21.6

Teacher Turnover Rate

2007-2008	2008-2009	2009-2010	2010-2011
10.7	11.75	6.3	3.0

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C. School Results

Promotion Percentages

	2007-2008	2008-2009	2009-2010	2010-2011
Kindergarten	98.4	100.0	100.0	98.1
1 st grade	95.0	98.7	100.0	100.0
2 nd grade	98.5	100.0	100.0	100.0
3 rd grade	98.7	98.7	100.0	100.0
4 th grade	100.0	100.0	100.0	100.0
5 th grade	100.0	100.0	100.0	100.0

K-5 Literacy Summary

May 2011

Reading	Mem	Level 0	Level A	Level B	C & above	
K	53	6%	0%	23%	72%	
		Below D	D-E	F-G	H	I & above
Grade 1	67	0%	1%	9%	7%	82%
		Below J	J	K	L	M & above
Grade 2	72	8%	6%	4%	3%	79%
		Below N	N	O	P	Q & above
Grade 3	72	14%	10%	10%	10%	57%
		Below Q	Q	R	S	T & above
Grade 4	78	19%	13%	14%	6%	47%
		Below T	T	U	V	W & above
Grade 5	77	32%	18%	17%	12%	19%

Writing	Mem	Level I	Level II	Level III	Level IV
K	52	2%	10%	67%	21%
Grade 1	67	1%	12%	70%	16%
Grade 2	71	6%	23%	58%	14%
Grade 3	71	14%	28%	44%	14%
Grade 4	76	11%	20%	55%	14%
Grade 5	77	6%	25%	45%	23%

Read SRI	Mem	BR	0-100	101-200	201-300	301-400	401-500	500-600	600-700	700-800	800-900	900-1000	1000+
Grade 2	72	14%	3%	14%	13%	15%	14%	10%	4%	8%	1%	4%	0%
Grade 3	71	1%	3%	6%	3%	10%	21%	10%	15%	8%	7%	11%	4%
Grade 4	77	1%	0%	1%	1%	8%	14%	12%	6%	19%	22%	6%	8%
Grade 5	77	3%	0%	0%	0%	0%	0%	3%	6%	10%	17%	17%	44%

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Grade 1 Math Assessment

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	% LEVEL III and IV			
				2008	2009	2010	2011
0%	0%	16%	84%	82	83	100	100

Grade 2 Math Assessment

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	% LEVEL III and IV			
				2008	2009	2010	2011
6%	22%	39%	31%	71	70	63	70

Total Performance Composite

	07-08	08-09	09-10	10-11
Performance Composite	76.5	69.9	74.2	81.4

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	48.6	69.2	59.4	71.2	78.4	85.9	87.1	90.4
4	46.3	65.2	72.2	67.1	76.1	76.8	88.6	91.1
5	58.2	62.7	64.0	79.2	80.6	84.0	78.7	89.9

Grade	Reading and Math			
	07-08	08-09	09-10	10-11
3	45.9	66.7	60.9	72.6
4	41.8	63.8	71.4	67.1
5	56.7	60.0	62.7	75.3

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End of Grade Percent Proficient by Subgroup (Historical)

Reading

Grade	3			4			5		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
All	69.2	59.4	71.2	65.2	72.2	67.1	62.7	64.0	79.2
Am Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	100.0	-	100.0
Black	37.5	47.4	52.6	47.4	38.9	35.3	30.4	47.6	61.1
Hispanic	76.5	62.5	80.0	53.3	76.5	60.9	61.5	58.8	75.0
Multi Racial	50.0	40.0	100.0	62.5	71.4	80.0	0.0	57.1	100.0
White	86.1	66.7	78.1	85.2	88.9	85.3	83.3	80.0	86.8
Male	72.5	68.8	60.6	65.1	71.8	85.7	69.0	60.9	71.1
Female	55.3	51.4	80.0	65.4	72.5	56.8	54.5	69.0	87.2
Acad. Gifted	-	-	-	>95.0	-	>95.0	>95.0	-	>95.0
EC	<5.0	33.3	16.7	27.3	9.1	28.6	36.4	18.2	28.6
Non EC	77.1	62.5	76.1	72.4	82.4	70.8	67.2	71.9	84.3
LEP	62.5	64.7	73.3	36.4	68.8	33.3	37.5	45.5	66.7
Non LEP	71.0	58.5	70.7	70.7	73.0	73.1	65.7	67.2	80.3
F/R Lunch	58.3	58.0	63.8	52.3	66.7	58.9	50.0	52.1	74.5
Non F/R Lunch	86.7	65.0	84.6	88.0	86.4	87.0	80.6	85.2	90.9

Math

Grade	3			4			5		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
All	85.9	87.1	90.4	76.8	88.6	91.1	84.0	78.7	89.9
Am Indian	-	-	-	-	-	-	-	-	-
Asian	100.0	-	-	100.0	100.0	-	100.0	-	100.0
Black	62.4	73.7	78.9	63.2	66.7	70.6	60.9	61.9	75.9
Hispanic	94.1	100.0	95.0	80.0	94.1	100.0	84.6	82.4	90.2
Multi Racial	62.5	60.0	100.0	75.0	100.0	80.0	100.0	85.7	90.0
White	94.4	93.3	93.8	85.2	94.4	97.1	97.2	86.7	96.2
Male	85.0	100.0	90.9	72.1	87.2	97.1	83.3	71.7	92.5
Female	84.2	76.3	90.0	84.6	90.0	84.1	84.8	89.7	88.0
Acad. Gifted	-	-	-	>95.0	>95.0	>95.0	>95.0	>95.0	-
EC	50.0	83.3	66.7	27.3	54.5	71.4	45.5	27.3	71.4
Non EC	90.0	89.1	92.5	86.2	94.1	93.1	90.6	87.5	93.0
LEP	93.8	>95.0	93.3	72.7	93.8	>95.0	87.5	81.8	85.7

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Non LEP	83.9	84.9	89.7	77.6	87.3	89.6	83.6	78.1	91.5
F/R Lunch	79.2	88.0	87.2	68.2	86.0	87.5	77.3	72.9	87.5
Non F/R Lunch	>95.0	90.0	>95.0	92.0	>95.0	>95.0	93.5	88.9	>95.0

Achievement Gap Data

Reading

White student scores compared to:	2007-08	2008-09	2009-10	2010-11
Black	37.8	52.9	35.4	33.7
Hispanic	29.2	21.2	14.2	12.5

Mathematics

White student scores compared to:	2007-08	2008-09	2009-10	2010-11
Black	30.0	30.8	25.5	20.3
Hispanic	5.9	6.2	0.7	6.0

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

Grade	Reading				Math			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
3	336.5	340.2	335.3	335.5	345.1	346.8	344.1	344.4
4	342.6	344.4	342.7	343.7	350.1	351.3	350.4	351.6
5	350.4	350.4	348.2	349.4	358.5	357.9	356.0	357.2

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Goal Summaries, Grades 3-5, Percent Correct

	Gr 3			Gr 4			Gr 5		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
Goal 1: Cognition									
Goal 2: Interpretation	67.2	63.3	68.0	62.8	67.2	65.5	59.9	62.8	68.6
Goal 3: Critical Stance	66.9	65.6	69.3	61.4	66.0	62.7	69.0	66.6	70.9
Goal 4: Connections									
Goal 1: Numbers and Operations	67.0	73.8	72.1	64.5	67.2	70.8	67.4	67.1	68.3
Goal 2: Measurement	63.7	65.0	68.3	64.7	70.1	72.1	64.0	66.0	69.1
Goal 3: Patterns/Geometry	72.3	81.4	75.5	72.2	79.9	74.8	68.5	70.6	75.2
Goal 4: Data, Probability	55.5	66.9	65.6	61.2	78.1	76.5	68.2	71.6	80.9
Goal 5: Algebra (mathematical relationships)	68.1	70.8	72.3	62.2	62.1	64.5	68.4	67.3	70.0

Science

	07-08	08-09	09-10	10-11
Grade 5	41.8	45.3	66.7	79.5

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Student Survey Results (Grades 3-5) - 2011

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

- ✓ **99.4%** of our students feel their parents care about their education.
- ✓ **98.0%** of our students know learning is important for their future
- ✓ **98.0%** of our students know their teachers expect them to do their best.
- ✓ **97.4%** of our students have graduation from high school as one of their goals.
- ✓ **97.3%** of our students feel safety is important in our school.

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

- ⇒ 3.3% of our students indicate being a member of a gang.
- ⇒ 13.8% of our students indicate they are afraid their friends won't like them if they do well in school.
- ⇒ 27.6% of our students indicate they have been bullied at school.
- ⇒ 44.0% of our students indicate they are afraid to make a mistake.
- ⇒ 76.3% of our students indicate students at our school respect each other.
- ⇒ 79.0% of our students indicate participation in after-school activities.

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Adequate Yearly Progress

Percent of AYP Targets Met		
2007-2008	19 of 21 targets	90.5
2008-2009	21 of 21 targets	100.0
2009-2010	25 of 25 targets	100.0
2010-2011	21 of 21 targets	100.0

Targets Not Met

	2008-09			2009-10			2010-2011		
	Confid Interval	Safe Harbor	Confid Interval	Safe Harbor	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor
Reading 3-5	Black, Hisp., Econ. Disad.	0	Black, Hisp., Econ. Disad.	0	Black, Hisp., Econ. Disad.	0	0	0	Black, Econ. Disad.
Math 3-5	0	Black, Econ. Disad.	0	Black, Econ. Disad.	0	Black, Econ. Disad.	0	0	Black

General Conclusions

Our School Improvement Team has carefully examined the preceding data along with other pertinent information about our school. Together, the members of our Team have reached the following three (or more) significant conclusions about our school and/or our school community. These conclusions may reflect areas of celebration or areas requiring further development/improvement. These conclusions (and the data they are based upon) are a driving force behind our goals for the 2010-11 school year along with our intervention plan (which follows) for 2010-11.

- The Black/White achievement gap decreased 1.8% in reading and decreased 5.2% in math.
- The Hispanic/White achievement gap decreased 1.7% in reading.
- 5th grade science annual growth increased 12.8% from 2009-2010.
- 2008-2009 3rd grade cohort had consistent growth through 5th grade in 2010-2011.
- 1st grade continued 100% proficient in math summative assessment.
- 2nd grade math summative assessment increased by 7% from the previous year.
- Total performance composite increased by 7.2%.
- Math performance overall in all grades increased.
- Reading increased in 3rd and 5th grade.

D. Goals and Action Plans

Goal 1a: To ensure that all students gain adequate mastery in the skill and application of summarizing.

Evidence of Need: NC End-of Grade Test Data

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:

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
Shared Reading with Planned Questioning that focuses on Bloom's Revised Taxonomy higher levels (remembering, understanding, applying, analyzing, evaluating, and creating)	Every three weeks (10/24-28; 11/14-18; 12/12-16; 1/23-27; 2/13-17; 3/5-9; 4/2-6; & 5/7-11)	Classroom teachers, Instructional Assistants, Co-teacher, CIA Committee, and SIT	Lesson Plans , Formative Assessment Results		
Create a database of exemplary question samples for shared reading texts and guided reading lesson plans	Weekly (by Friday)	Classroom teachers, Media Specialist	Database on Wikispace		
Teacher Modeling ("I Do, We Do, You Do" Model, Think-Alouds, etc.) in every lesson	Every three weeks (10/24-28; 11/14-18; 12/12-16; 1/23-27; 2/13-17; 3/5-9; 4/2-6; & 5/7-11)	All certified staff	Lesson plans, Classroom walk-throughs, peer observations		

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Reflection period after each lesson and at the end of each day (Think- Pair-Share [oral or written], etc.)	Every three weeks (10/24-28; 11/14-18; 12/12-16; 1/23-27; 2/13-17; 3/5-9; 4/2-6; & 5/7-11)	All certified staff	Lesson plans, Classroom walk-throughs, peer observations	
Usage of "I Can" Statements by students	Daily (during each lesson)	All certified staff	Lesson plans, Classroom walk-throughs, peer observations, Student work	
Identify grade-level appropriate texts from various genres	Every three weeks (10/24-28; 11/14-18; 12/12-16; 1/23-27; 2/13-17; 3/5-9; 4/2-6; & 5/7-11)	Classroom teachers, Media Specialist, Technology Specialist	Lesson plans, Classroom walk-throughs, peer observations	
Usage of Various Genres and subject integration	Every three weeks (10/24-28; 11/14-18; 12/12-16; 1/23-27; 2/13-17; 3/5-9; 4/2-6; & 5/7-11)	All certified staff	Lesson plans, Classroom walk-throughs, peer observations	
Focus on Marzano's high yield strategy of identifying summarizing and note-taking	Every three weeks (10/24-28; 11/14-18; 12/12-16; 1/23-27; 2/13-17; 3/5-9; 4/2-6; & 5/7-11)	Classroom teachers, CIA team	Lesson plans, Classroom walk-throughs, peer observations, Student work	
Book talks by students shared through various media	Monthly (Beginning November 2011 at the end of each month)	Classroom teachers, Media Specialist, Technology Specialist	Student digital media	
Pop-a-Book program	Monthly (Beginning	Classroom teachers, Media Specialist	Lesson plans	

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	September 2011)		
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Professional Development for this Objective:

- Site-based Professional Development from Janice Kite and Instructional Facilitators for teachers and Instructional Assistants
- On-grade level and vertical peer observations of colleagues within the school and at other schools with reflection time available
- Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement review
- Readicide and Reversing Readicide by Kelly Gallagher studies
- PD 360°
- CIA-led work sessions

D. Goals and Action Plans

Goal 1b: To ensure that all students gain adequate mastery in the skill and application of argumentative writing.

Evidence of Need: NC End-of Grade Test Data

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:

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
Usage of advanced organizers to plan and develop argumentative writing	Monthly (minimum of once per month)	Classroom teachers, Media Specialist	Lesson plans, Classroom walk-throughs, Student work		
Usage of "I Can" Statements by students	Daily (during each lesson)	All certified staff	Lesson plans, Classroom walk-throughs, Student work		
Usage of relevant current events	Every three weeks (10/24-28; 11/14-18; 12/12-16; 1/23-27; 2/13-17; 3/5-9; 4/2-6; & 5/7-11)	Classroom teachers, Specialist teachers	Lesson plans, Classroom walk-throughs, Student work		
Focus on Marzano's high yield strategy of identifying	Every three weeks (10/24-28;	Classroom teachers CIA team	Lesson plans, Classroom walk-		

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similarities and differences	11/14-18; 12/12-16; 1/23-27; 2/13-17; 3/5-9; 4/2-6; & 5/7-11)		throughs, Student work	
Use technology to produce and publish writing	Monthly (minimum of once per month)	Classroom teachers, Technology Specialist	Lesson plans, Classroom walk-throughs, Student work	

Professional Development for this Objective:

- Grading and Rubric Development for Assessing Writing
- PD 360°
- Site-based Professional Development from Janice Kite and Instructional Facilitators for teachers and Instructional Assistants
- CIA-led work sessions

D. Goals and Action Plans

Goal 1c: To ensure that all students gain adequate mastery in the skill and application of discussion about grade-level appropriate text through listening and speaking.

Evidence of Need: NC End-of Grade Test Data

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:

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
Usage of relevant current events (articles) as prompts for presentation	October 2011- May 2012 (K-2 nd once every six weeks; 3 rd -5 th grade at least once every two weeks)	Classroom teachers, specialists	Lesson plans, collaborative planning		
Usage of "I Can" Statements by students	September 2011-May 2012	Classroom teachers, specialists, students, instructional assistants	Lesson plans, formative assessment,		
Utilize the public speaking method with classroom peers and visitors	October 2011- May 2012 (K-2 minimum of three times per year)	Classroom teachers, specialists	Writing Celebrations, project presentations		
Whole class novel studies	January 2012-	3 rd – 5 th classroom	Lesson plans		

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through shared reading for exposure to grade level text	May 2012 (minimum of one every six weeks)	teachers		
Implementation of Literature Circles and Jr. Great Books	October 2011- May 2012 (once per six weeks)	3 rd -5 th grade teachers	Lesson plans, seminars (informal assessment)	
Book talks by students shared through various media	November 2011- May 2012 (at the end of each month)	Classroom teachers, Media and Technology Specialists	Eduvision, news show, classroom presentations	
Skyped discussions between schools at the same grade level	January 2012- May 2012 (minimum of once per six weeks)	Classroom teachers, Media and Technology Specialists	Lesson plans, collaborative planning with partner classroom.	

Professional Development for this Objective:

- Technology integration for production
- PD 360°
- Site-based Professional Development from Janice Kite and Instructional Facilitators for teachers and Instructional Assistants
- CIA-led work sessions

D. Goals and Action Plans

Goal 2: To increase science proficiency in grade 5 from 79.5% to 85.0% by the end of the 2011-2012 academic year as assessed by the NC Science End-of-Grade Test.

Evidence of Need: NC End-of Grade Test Data

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
Implement science labs to provide opportunities for students to experience how landforms are formed.	January-May (once per week)	<ul style="list-style-type: none"> 5th grade teachers Media/Technology specialists Gwen Williams + 4H 	<ul style="list-style-type: none"> The second benchmark Formative Assessments STEM/ 4-H afterschool club 		
Provide students virtual field trip experiences.	October 10- November 21 (once per month)	<ul style="list-style-type: none"> 5th grade Teachers 	<ul style="list-style-type: none"> The second benchmark Informational writing 		
Students will create expert projects on landforms.	October 10- November 22 (once per month)	<ul style="list-style-type: none"> 5th grade Teachers AIG specialists Media/Technology Specialists 	<ul style="list-style-type: none"> The second benchmark Digital Media Presentation to peers Display of clay landforms 		

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Utilize technology in the classroom to learn about landforms and create presentations.	October 10- November 22 (minimum of one time each day)	<ul style="list-style-type: none"> 5th grade teachers and technology specialists 	<ul style="list-style-type: none"> The second benchmark Digital Media Presentations 	
Integrate landform trade books into literacy block.	October 10- November 22 (Daily Instruction)	<ul style="list-style-type: none"> 5th grade teachers 	<ul style="list-style-type: none"> The second benchmark 	

Professional Development for this Objective:

- Science, Technology, Engineering, and Mathematics (STEM) training for 4th and 5th grade level
- Teacher Tube/ You Tube PD for grade level based on science objectives
- Peer observations with reflections

D. Goals and Action Plans

Goal 3: To maintain and exceed our school-wide level of mathematics proficiency on the NC End-of-Grade Test and district assessments.

Evidence of Need: NC End-of-Grade Test and District Assessments

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:

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
Grades 1-5 will utilize First in Math to provide students with additional practice with math concepts.	Monthly (1 st - 2 nd grades once per six weeks; 3 rd -5 th beginning in November once every two weeks)	Grades 1-5 classroom teachers, Technology Specialist	<ul style="list-style-type: none"> Benchmark assessment scores EOG scores Student performance data 		
Grades 2-5 will utilize Study Island to practice math skills and provide motivation for students.	Monthly (2 nd grade home access; 3 rd -5 th beginning in November once every two weeks)	Grades 2-5 classroom teachers, Technology Specialist	<ul style="list-style-type: none"> Benchmark assessment scores EOG scores Student performance data 		
Continue to implement the math mastery lessons during the math block. Utilize lessons from previous	Weekly (four days per week)	Classroom teachers	<ul style="list-style-type: none"> Lesson plans Classroom walk-throughs Student 		

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grades when appropriate.			performance data		
Implement small math groups during the math block.	Weekly (ranging one to four days per week depending on setting)	Classroom teachers, Reading facilitators, ESL teachers, EC Teachers, Instructional Assistants	<ul style="list-style-type: none"> • Lesson plans • Classroom walk-throughs • Student performance data 		
Continue flexible grouping during the intervention block.	Weekly (once per week during collaborative planning)	All certified staff, Instructional Assistants	<ul style="list-style-type: none"> • Intervention plans • Skills tracking sheets • Student assessments 		

Professional Development for this Objective:

- TAP Math training presented by TAP participants
- PD 360°

D. Goals and Action Plans

Goal 4: To enhance our current systems and practices of Positive Behavior Intervention and Support implementation.

Evidence of Need: NC DPI School-wide Evaluation Tool (SET) Data

Strategic Plan Objective: 3.1 Every learning environment will be safe, inviting, respectful, supportive, inclusive and flexible for student success.
 3.4 Every school focuses on developing strong student character, personal responsibility, and community/world involvement.

State Board of Education Goal: NC Public Schools will be healthy and responsible.

Action Plan:

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
Implement student incentives.	January 11, March 7, April 18, and End of Year Awards Days	PBIS Team— C.Hartman, D. Burden, K. Allred, A. Ellis, S. Tolbert, S. Harris, K. Moss, R. Jones	<ul style="list-style-type: none"> Assemblies Distribution of classroom and Individual awards. 		
Ensure that students understand the matrix and the goals of being a PBIS school.	November 2011- June 2012 (once per week through classroom guidance)	Ken Hill, Cayce McCarnesh, PBIS Team and LP Staff	End of year SET evaluation, Guidance Lessons, Staff development at LP staff meetings.		
PBIS Pep Rallies (every 6 weeks)	January 11, March 7, April 18, and End of Year	PBIS Team LP Staff	PBIS professional development for staff—Dec. 14		

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Implement school-wide program for student incentives.	Awards Days January 11, March 7, April 18, and End of Year Awards Days	All LP staff members	Student rewards Decrease in office referrals from classrooms and bus, supportive academic environment.	
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Professional Development for this Objective:

- PBIS team will receive training in Modules 1 & 2.
- The co-chairs will attend district wide PBIS meetings.
- PBIS-led staff development on December 14, 2011 and March 7, 2012

E. Additional Information

Title 1 Compliance

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

1. A Comprehensive Needs Assessment of the Entire School
 - Section B- School Community Profile
 - Section C- School Results
 - Section D- Goals and Action Plans
2. School wide Reform Strategies
 - Section D- Goals and Action Plans
3. Instruction by a Highly Qualified Professional Staff
 - Section B, Staffing Summary, Continuous Improvement Plan
4. High Quality and Ongoing Professional Development
 - Professional development plan listed for each goal area
5. Strategies to Attract Highly Qualified Teachers to High Need Schools
 - District recruitment plan
 - Section B, Staffing Summary, Continuous Improvement Plan
6. Including Teachers in Decisions Regarding the Use of Assessment
 - Participation in grade level planning
 - Participation in assessment wall meetings
 - Participation in school leadership team
 - Participation in CIA team meetings
 - Participation in district leadership planning
 - Participation in district strategic planning
7. Strategies to Increase Parent Involvement
 - Parent Outreach Specialist
 - ESL /Title I Parent Nights
 - Quarterly Curriculum Nights
 - Parent contact logs
 - Volunteers in school
 - Teacher Newsletters
 - School Newsletters
 - Lindley Park website
 - Alert Now System
 - PTO Events
8. Preschool Transition Strategies
 - DIAL 3 screening, spring and fall

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Kindergarten Orientation in the spring
Kindergarten Parent Night before school begins
Staggered Entry for students
Pre-Kindergarten students visit the Kindergarten classes
Intentional collaboration between Pre-Kindergarten and Kindergarten teacher

9. Activities for Children Experiencing Difficulty

Intervention Block
District use of Personal Education Plans (PEPs)
Response to Instruction (RtI)
Student Success Team (SST)
Leveled Literacy Instruction (LLI)
Remediation/Intervention Program
Reading Facilitators
1 ½ ESL Teachers
2 EC Teachers with 1 EC Assistant
Parent Outreach Specialist
Summer Academy
Parent conferences
Community volunteers
Reading Buddies

10. Coordination and Integration of Federal, State, and Local Services

Federal programs implemented in this school include: Title I, Title II-A, Title II-D, Title III
State programs implemented in this school include:
English as a Second Language (PRC 054)
Coordination and integration of these programs are outlined in the school intervention plan and individual federal grant applications

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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.

Physical activity is not denied to any student as a means of discipline, nor is physical activity used as a form of punishment. Teacher used other positive behavior supports to achieve desired school norms.

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

Every classroom has a daily scheduled thirty minute recess time. Each class has 35-45 minutes of weekly physical education taught by a trained specialist.

Pledge of Allegiance:

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

Every morning the student news show leads the Pledge of Allegiance while students and staff voluntarily recite it in unison.

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

Every classroom displays the United States flag and it displayed outside the front of the school building. The North Carolina flag is displayed in the general assembly area.

Duty-free Instructional Planning and Lunch Time:

5. Teachers at our school have flexibility in determining duty-free lunch schedules. Teachers have a minimum of two hours of collaborative planning each week

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The School Improvement Team conducted a proposal and selection process among all classroom teachers, specialists, and Instructional Assistants to determine ways to provide duty-free lunch and instructional planning time. The staff supported Options 1 and 5 from the gathered School Improvement Team proposals. Option 1 is to allow students to come directly to their classrooms each morning instead of using that time for individual planning. Option 5 is to allow grade level teams to flexibly share supervision and coverage of recess and lunch within their teams to provide optimal opportunities for additional planning.

Safe School Plan:

6. Annual Activities

Register school-sex offender registry, Written supervision plan, Staff supervision training, Distribute and explain code of conduct, Distribute and explain bus code of conduct, Update crisis response plans, First 20 minutes video, Fire extinguisher training, Customer satisfaction survey, Seclusion & restraint training, Train EC staff in non-violent crisis intervention, and Train crisis teams in crisis response (by October 31)

7. Monthly Activities

Check Fire Extinguishers, Conduct fire drills, Conduct sanitation inspections, Maintain Science Chemical Inventory on \\Central02, Maintain first aid kits, and Review ISS and OSS incidents; apply interventions as needed

8. Bi-annual Activities

CPR training for crisis response teams/coaches, Conduct lockdown drill (by October 31 & February 28), Conduct safety inspection, Drug dog search (secondary), and Alternate route fire drill

9. On-going activities

Monitor sex offender registry/update database, Pair at-risk youth with mentors, Record incidents in eSIS, Attendance letters, Utilize student success teams, Visitor control plan, and Volunteer background check

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Intervention Plan

- A. **Overview:** In a daily 20-30 minute block, we will provide short-term instructional interventions, practice reinforcement, re-teaching, special services, and various forms of enrichment. No new basic instruction will be conducted during this period except for pre-teaching to individual students and small groups with special needs. All instructional staff will be involved in this single school-wide Intervention/Enrichment period initiative.
- B. **Target Population:** All students will receive interventions or enrichment at the same time. We are targeting all students equally to ensure that all students show growth regardless of their ability levels.
- C. **Measurable Intended Outcomes:** After receiving intervention services on a daily basis, each student will show significant growth on the NC End-Of-Grade Reading, Math and Science tests as well as formative assessments throughout the year and the summative assessments contained in their reading and math portfolios.
- D. **Description of Activities or Services To Be Provided:** Each day, each student will be provided a 20-30 minute time period to receive instruction in areas of need. Students will be placed in leveled intervention groups with a skill-deficit focus to receive instruction to master their gaps in knowledge and application. The students that will receive enrichment services will take part in such activities as Jr. Great Books, math and science projects, presentations, interviews and other learning challenges and extension activities.

Our part-time Parent Outreach Specialist will provide individualized support to students in third, fourth, and fifth grade classes to further decrease the achievement gaps in reading and mathematics. Additionally, intensive support will be given to teacher-identified Level II students who can make significant improvement on summative assessment. She will also work with community-school partners (e.g. Central Boys and Girls Club, local churches, etc.) to focus on the needs of low income families. The Parent Outreach Specialist will host eight off-campus parent mini-workshops throughout the school year to engage families that lack transportation to our many school-based events.

Leveled Literacy Intervention (LLI) is an intense intervention being used to help struggling readers. Each group consists of three students that meet daily for 30 minutes. Lessons consist of phonics/word work, reading instructional level text, writing and letter/word work. Reading facilitators, ESL and EC teachers are all trained to teach this intervention. LLI teachers meet bi-monthly to discuss student's progress.

Our Instructional Assistants who primarily (50% or more of the school day) serve kindergarten through third grade students will be assigned to serve the whole school

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program. The duties of instructional assistants may include: providing one-on-one tutoring for students, providing instructional assistance in the computer lab or with laptop computers, and providing instructional assistance to a small group of students. In addition to their primary assignments, the instructional assistants will be working with students in third through fifth grade on pre-planned learning activities to enhance student achievement in reading and mathematics.

- E. **Evaluation of Results:** We will evaluate the success of the program by reviewing growth scores from the NC End-of-Grade Reading, Math and Science tests as well as formative assessments throughout the year and the summative assessments contained in their reading and math portfolios.

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Waiver Requests

The Waiver to be Requested:

To obtain budget and transfer flexibility options under the ABC's of public education (G.S. 115C-105.25.)

How the waiver will be used:

All funds received by our school are used for school-wide activities. The additional flexibility will provide additional resources needed to implement our school improvement plan. This budget transfer flexibility, if approved, is only valid for the current school year.

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 Lindley Park Elementary School to purchase materials supportive of our school goals and to better meet student individual needs toward closing the Achievement Gap.

The Waiver to be Requested:

To transfer textbook funds to Classroom Materials, Instructional Supplies/Equipment, should the need present itself.

How the waiver will be used:

Local funds may be transferred to support our school improvement plan.

We understand that transfers of more than 5% from any allotment category may require additional justification including submission of our school improvement plan. All transfers and waivers are subject to budget constraints and the approval of the Director of Business & Finance and Superintendent.

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.