

Donna Lee Loflin Elementary School

2011-2013 Continuous Improvement and Title I Implementation Plan

Asheboro City Schools

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Approved by Staff

Date of Secret Ballot Election: 10/27/11

Results For: 49

Opposed: 0




Principal's Signature

10/31/11

Date

Approved by Superintendent of Schools

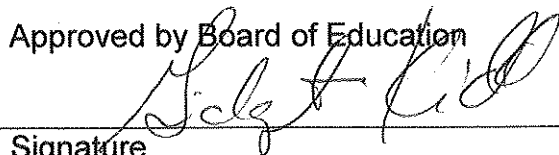


Signature

11-10-11

Date

Approved by Board of Education



Signature

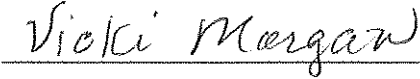
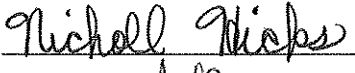
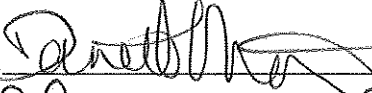
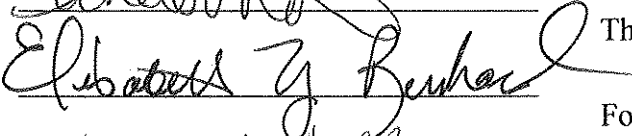
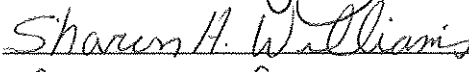
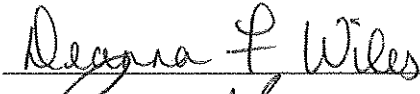
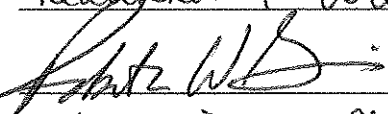

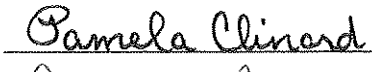
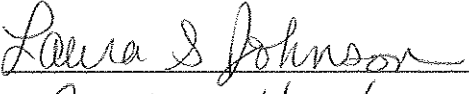
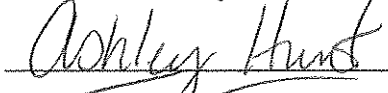

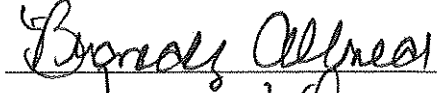
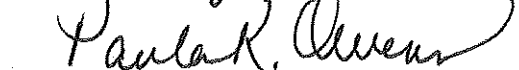
11-10-11

Date

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Leadership Team Members

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

Name	Signature	Role
Vicki Morgan		Kindergarten
Nicholl Hicks		First Grade
Danielle Mattiuz		Second Grade
Elisabeth Bernhardt		Third Grade
Sharon Williams		Fourth Grade
Deanna Wiles		Fifth Grade
Roberta Gavin		Media Specialist
Donna Cabiness		School Counselor
Pamela Clinard		ESL Teacher
Laurie Johnson		Reading Teacher
Ashley Hunt		Instructional Assistant
Tari Johnson		Data Manager (office)
Brandy Allred		Parent Rep
Paula Owens		Principal

A. Vision, Mission, and Belief Statements

**Our School's
Vision**

Donna Lee Loflin Elementary will be a school of excellence dedicated to the learning and success of all.

**Our School's
Mission**

To demonstrate respect, invite participation and empower all learners to reach their full potential

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

- Parents are a child's first and most important teacher.
- All employees at Donna Lee Loflin are expected to act as teachers regardless of their main job responsibility/title.
- Teachers will help students develop the attitudes and skills necessary for learning.
- Teachers and students will be actively engaged in the learning process.
- Teachers will provide students with learning experiences to develop higher-order thinking skills, problem-solving skills and decision-making skills.
- Teachers and students will develop self-efficacy through experiencing success.
- Teachers will provide a learning environment that allows students to express individual creativity while developing self-discipline.
- Teachers will create an environment that allows students to take risks in the learning process.
- Teachers and students will demonstrate an understanding and appreciation of their own as well as other's cultural heritage.
- Teachers and students learn best in a safe and fun environment.
- We all have a responsibility to ensure that decisions made at Donna Lee Loflin always put what is best for children and learning at the forefront.

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B. School Community Profile

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

	2007-2008	2008-2009	2009-2010	2010-2011	2011-12
Black	17.75	16.80	13.43	13.60	11.30
Asian	2.34	1.06	1.55	1.06	.56
White	40.48	38.90	38.24	37.33	38.42
Hispanic	35.25	39.20	43.66	42.70	44.35
American Indian	0	0	0	0	0
Other/Multi-Cultural	4.18	4.04	3.12	5.30	5.08
Total Population	383	375	387	356	354

Historical Population Data (percentages)

	2007-08	2008-09	2009-10	2010-11	2011-12
Exceptional Children	11.06	12.80	10.07	13.3	38
AIG	3.72	2.13	3.61	3.5	1.9
Limited English Proficient	33.16	27.30	26.09	21.3	19.2
Total F/R Lunch	69.52	70.90	73.47	68.89	77.1

Student Attendance Data

	Percent
2006-2007	96.29
2007-2008	96.60
2008-2009	96.24
2009-2010	96.36
2010-2011	96.80

Staffing Summary

	2007-08	2008-09	2009-10	2010-11
Teachers "highly qualified" (classes taught)	100%	100%	100%	100%
50% Teachers with advanced degrees (above bachelors)	35%	50%	50%	34%
Teachers with NBPTS certification	6%	10%	10%	14%
Teachers trained as Mentors	38%	35%	35%	31%

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Teacher Turnover Rate

2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-11
15%	6%	8%	10%	18.1%	10%

C. School Results

Promotion Percentages

	2006-2007	2007-2008	2008-2009	2009-2010	2010-11
Kindergarten	95	95	100	100	100
1 st grade	99	99	100	100	97.1
2 nd grade	100	100	100	100	100
3 rd grade	94	94	100	100	100
4 th grade	100	100	100	100	100
5 th grade	100	100	100	100	100

K-2 Progress

Grade 1 Math Assessment

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	% LEVEL III and IV			
				2008	2009	2010	2011
				85	77	68	94.0

Grade 2 Math Assessment

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	% LEVEL III and IV			
				2008	2009	2010	2011
				45	84	58	71.0

EOG PT3-EOG Comparison % Proficient

Reading	PT3	EOG	Difference
2006-07	63.5	71.0	+ 7.5
2007-08	Field test	34.4	
2008-09	15.1	52.6	+37.5
2009-10	N/A		
2010-11	N/A		

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Math	PT3	EOG	Difference
2005-06	58.7	59.3	+ .6
2006-07	58.7	69.4	+10.7
2007-08	53.2	54.7	+ 1.5
2008-09	53.4	71.1	+17.7
2009-2010	N/A		
2010-2011	N/A		

Total Performance Composite

	06-07	07-08	08-09	09-10	10-11
Performance Composite	67.3	59.8	55.3	65.0	68.7

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	34.4	52.6	55.3	48.1	54.5	71.1	85.1	75.5
4	49.2	55.2	53.5	64.2	75.4	67.2	74.6	86.8
5	42.4	42.9	55.4	61.9	67.8	64.3	78.5	77.8

Reading and Math				
Grade	07-08	08-09	09-10	10-11
3	32.8	48.7	58.7	46.2
4	49.2	47.8	52.2	62.3
5	39.0	44.4	57.1	58.7

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	51.3	55.3	58.3	51.3	53.5	64.2	51.1	55.4	61.9
Am Indian	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian	100	100	NA	100	100	100	*	NA	NA
Black	40	22.2	71.4	40	12.5	50	25.7	41.7	16.7
Hispanic	31	47.6	29.2	31	42.3	47.8	25	25	59.1
Multi Racial	50	*	100	50	50	100	46.2	*	50
White	73.5	84.6	63.2	73.5	70.6	93.3	72.7	80	75.0
Male	50	53.8	33.3	50	50	73.1	44.2	63.6	48.5
Female	55.9	57.1	58.1	55.9	58.1	55.6	57.9	46.9	76.7

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Acad Gifted			NA			100			100
EC		*	<5		<5%	60.0		50	25.0
Non EC		56.8	55.6		55.9	64.6		55.9	67.3
LEP		50	27.3		<5%	<5		<5%	16.7
Non LEP		58.6	63.3		61.0	75.6		61.0	66.7
F/R Lunch		41.2	39.5		44.2	55.8	38.3	44.2	55.1
Non F/R Lunch		92.3	88.9		77.3	>95		77.3	85.7

Math

Grade	3			4			5		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
All	67.7	85.1	75.5	67.2	74.6	86.8	68.3	78.5	77.8
Am Indian	NA	NA	NA	N/A	N/A	NA	NA	N/A	NA
Asian	100	100	NA	N/A	100	100		*N/A	100
Black	30	55.6	85.7	46.7	62.5	66.7	45.7	83.3	50.0
Hispanic	75.9	85.7	72.0	57.9	73.1	87.0	60.7	65	68.2
Multi Racial	50	100	100	66.7	50	100	62.5	*	100
White	79.4	>95	78.9	83.3	79.4	100	83.1	86.7	87.5
Male	71.4	84.6	77.3		65	88.5	65.4	81.8	75.8
Female	70.6	85.7	74.2		87.1	85.2	70.5	71.9	80.0
Acad Gifted	N/A	N/A	NA	N/A	N/A	100	N/A	N/A	100
EC	*	*	42.9	*	22.2	40.0	*	66.7	25.0
Non EC	*	86.4	80.0	*	82.3	91.7	*	79.7	85.5
LEP	*	83.3	68.2	*	40.0	75.0	*	50.0	33.3
Non LEP	*	86.2	80.0	*	80.3	88.9	*	81.4	82.5
F/R Lunch	*	82.4	74.4	*	71.9	83.7	59.4	69.8	75.5
Non F/R Lunch	*	92.3	77.8	*	85.7	>95	*	>95	85.7

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Achievement Gap Data

Reading

White student scores compared to:	2006-07	2007-08	2008-09	2009-10	2010-11
Black	12.5	39.2	45.4	49	27.8
Hispanic	20.4	40.5	35	37.8	30.9

Math

White student scores compared to:	2006-07	2007-08	2008-09	2009-2010	2010-11
Black	29.1	20.6	35	16.7	19.9
Hispanic	15.2	12.3	18.2	11.1	12.2

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	334.0	333.6	337.4	333.9	339.2	341.4	345.6	342.9
4	341.8	341.7	341.8	343.5	350.3	347.4	350.9	352.5
5	347.7	344.7	348.3	349.1	354.2	351.9	356	356.7

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				NA					
Goal 2: Interpretation	56.5	63.4	56.8	59.2	60.1	63.8	52.6	60.9	61.4
Goal 3: Critical Stance	56.3	67.7	58.6	59.6	57.4	61.8	56.3	65.0	68.5
Goal 4: Connections				NA					
Calculator Inactive		65.6	59.4		64.4	69.8		65.1	66.8
Calculator Active		63.4	58		61.5	62		64.3	65.4
Goal 1: Numbers and Operations	56.8	64.2	60.6	63.9	63.4	64.7	50.6	58.6	61.9
Goal 2: Measurement	53.1	60.3	60.6	64.5	67.1	66.7	57.7	61.7	68.5
Goal 3: Patterns/ Geometry	58.1	73.6	62.1	58	68.1	77.4	57.5	68.6	69.3
Goal 4: Data, Probability	53.4	58.7		62.8	65.7	76.7	52.4	66.9	73.8
Goal 5: Algebra (mathematical relationships)	58.3	67.5	48.1	71.3	58.5	61.6	60.6	67.4	62.7

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Writing

NC Writing Assessment

Grade 4	07-08	08-09	09-10	10-11
	66.1	NA	N/A	64%

Science

North Carolina Science End-of-Grade Test

5 th Grade	08-09	09-10	10-11
	26.8	55.4	66.7

Writing Sample Assessment (May % proficient)

Grade	07-08	08-09	09-10	10-11
Kindergarten	89	72	96.6	91.0
1 st Grade	41	48	73.9	60.0
2 nd Grade	45	32	58.5	67.0
3 rd Grade	45	*	53.2	58.0
4 th Grade	66	*	45.1	64.0
5 th Grade	67	*	47.6	72.0

Teacher Survey 2009-2010

In the space below, comment on 3 or more areas of strength noted in the Teacher Survey for your site for 2009-2010:

100% of teachers indicated that they are held to high professional standards for delivering instruction.
 90.9% of teachers indicate that they have time to collaborate with colleagues. A 40.9% increase from the previous survey results.
 93.9% of teachers indicate that they have sufficient access to instructional technology. An 18.9% increase from the previous survey results.
 96.8% of teachers indicate that the administrator consistently enforces rules for student conduct. A 49.6% increase from the previous survey results.
 96.9% of teachers indicate that the administrator supports teachers' efforts to maintain discipline in the classroom. A 45.5% increase from the previous survey.

In the space below, comment on 3 or more areas of possible improvement noted in the Teacher Survey for your site for 2009-2010:

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67% of teachers indicated that parents/guardians are influential decision makers in our school.

57.6 of teachers indicate that there is an atmosphere of trust and mutual respect in this school.

56.3% of teachers indicated that professional development is evaluated and results are communicated to teachers.

What are 2 significant findings in survey results from 2009-2010?

The Donna Lee Loflin faculty has greatly increased collaborative efforts to ensure quality instruction.

The administrators and teachers work together to ensure positive behavior and maintain appropriate discipline.

The Donna Lee Loflin faculty must work together to improve the school culture to develop trust and mutual respect among staff.

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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 2010:

Student ratings for Loflin Elementary were consistently higher than the ACS averages. Particular strengths of Loflin Elementary as perceived by the students are as follows.

- 94% of our students know that learning is important for their future.
- 95.7% of our students report that their teacher expects them to do their best.
- 93.5% of our students report that teachers are preparing them well for their future.
- 94.9% of our students report that they put forth their best effort.
- 96.6% of our students report that their parents care about their education.
- 95.7% of our students report that their parents think going to college is important.
- In the previous student survey, 20.7% of our students reported not using technology to help them learn. That number decreased to 15.4% for the current survey.
- The percentage of students reporting that safety was important at our school increased from 91.1% to 93.2%.
- The percentage of students reporting that they were afraid their friends wouldn't like them if they did well in school decreased from 29.7% to 23%.
- The percentage of students reporting that teachers did not care about them decreased from 13.1% to 7.7%.

In the space below, comment on 3 or more areas of possible improvement noted in the Student Survey for your site for 2010-2012:

- The percentage of students reporting difficulty fitting in at school increased from 49.6% to 52.1%.
- Only 76.1% of our students reported being proud of their school.
- 19.7% of our students do not feel safe in the restrooms.
- The percentage of students reporting that teachers respected students decreased from 95.1% to 83.7%.
- The percentage of students who said that they did not respect teachers increased from 19.3% to 32.4%.
- The percentage of students who reported that students did not respect students increased from 26.2% to 38.5%

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Adequate Yearly Progress

Percent of AYP Targets Met		
2005-2006	100	10 of 10
2006-2007	88.2	15 of 17
2007-2008	70.6	12 of 17
2008-2009	82.4	14 of 17
2009-2010	100	17 of 17
2010-2011	82.4	14 of 17

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			Hispanic ED	0	Hispanic		ED		ALL, Hisp
Math 3-5	All Hisp ED			0		Econ. Disadv.	Hisp ALL		White, ED

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 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 2011-2012 and 2012-2013 school years.

1. The School Improvement Team recognizes the need to implement to fidelity all of the strategies herein to narrow the achievement gap between our Hispanic and white students and between our Economically Disadvantaged and white students.
2. Collaborative planning has played a critical role in the academic success of our students. We must continue building upon the effectiveness of grade level planning in meeting the needs of all of our students.
3. The Rtl process (Response to Instruction) has been implemented to fidelity at Donna Lee Loflin. Our emphasis has been on formative assessments, benchmarks, and differentiated instruction. Our Student Services Team (SST) functions well to provide and support interventions when students have not been successful with core instruction. We are committed to this process and will continue to work to ensure interventions are targeted and measurable and that progress is carefully monitored.
4. Based on the historical data of our district and at Donna Lee Loflin, literacy has been identified as a targeted area for improvement. We will implement the strategies outlined in our goals to increase the proficiency of all of our students.
5. The PBIS and FISH philosophies and practices will continue to be implemented as we continue to grow and maintain a culture of mutual respect between teachers, students and administrator.

D. Goals and Action Plans

Goal 1: Students will participate in collaborative conversations about grade level texts with diverse partners and groups, both adult and peer.

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:

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
Professional development for all staff. <i>I do</i>	Written reflections (rubric) shared on school blog site; Vertical group PLC's to model/practice and reflect on progress/will meet every 4 th Tuesday with whole group sharing every 12 weeks.	Principal, Literacy team All certified and classified instructional staff	Jigsaw sharing in whole-group sessions Implementation in classrooms	Lesson plans reflect implementation of ideas learned in professional development.	

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Direct, explicit instruction Modeling by teachers/students <i>We do</i>	Demonstrations in classroom lab settings: (Videotaped/Skype) Lesson Plans Weekly classroom walkthroughs Oct-Dec Monthly Peer Observations	Each vertical group as posted on school blog site Vang	Videotapes, Skyped demonstrations	Highlighted best practices shared at staff meetings	
Students participate in verbal exchange of ideas using appropriate vocabulary and thoughts about a variety of texts incorporating the FISH philosophy. <i>You do</i>	Use of rubrics to monitor student progress/October	Students All instructional staff as facilitators	Student reflection	Students will begin to lead these discussions around texts	

Professional Development for this Objective

- Teachers receive professional development on PBIS and the FISH philosophy to establish a culture of respect, trust and acceptance so that students will feel comfortable sharing and discussing their ideas.
- Reflections on a school established blog site
- PD 360 video segments
- Develop grade level norms and a common grade-level rubric
- Strategies That Work text
- ACS literacy *Livebinder*
- Professional development provided by District Lead Teacher for Literacy (J. Kite)

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Goal 2: Students will summarize grade level texts using content specific vocabulary.

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:

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
Each instructional area will have content vocabulary displayed.	Beginning no later than Sept 2 and added to as new content vocabulary are introduced.	All certified staff Instructional facilitator: M. Foster	Visual/pictorial representations of words displayed	Student-chosen words Interactive writing and/or discussion Student representations of vocabulary Differentiated word lists	
Professional development for all staff on summarizing grade level texts.	Vertical group PLC's to model/practice and reflect on progress. Vertical groups will meet every 4 th Tuesday with whole group sharing every 12 weeks. Written reflections shared on school blog site;	Principal, Literacy team All certified and classified instructional staff M. Foster	Jigsaw sharing in small and whole group sessions Participation in discussions: verbal and digital	Implementation with students in classroom.	

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<p>Teachers will use direct, explicit instruction to model summarizing strategies. Students will use summarizing strategies with guided practice.</p>	<p>October, February Demonstrations in classroom lab settings: videotaped/Skype Lesson Plans Weekly classroom walkthroughs October, February Monthly Peer Observations</p>	<p>Each vertical group as posted on school blog site Vang</p>	<p>Videotapes, Skyped demonstrations, or written observational notes from walkthroughs Blogs</p>	<p>Buddy classes share their learning together</p>	
<p>Students summarize a variety of grade level texts using content specific vocabulary.</p>	<p>Use of rubrics to monitor student progress October, February</p>	<p>Students All instructional staff as facilitators Literacy Committee</p>	<p>Book Talks, Written Summaries in response to reading</p>		

Professional Development for this Objective

- Reflections on a school established blog site
- PD 360 video segments
- Develop grade level norms and a common grade-level rubric
- Strategies That Work
- ACS literacy Livebinder
- Next Steps to Guided Reading (Jan Richardson)

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Goal 3: Write arguments to support/defend opinions, using valid reasoning, relevant and sufficient evidence.

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:

Strategy for Implementation	Progress Monitoring/Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
Professional Development:	Literacy Team All certified staff: self monitoring PD log November, March	Instructional Facilitators M. Foster, S. Frost); Lead Literacy Teachers (K. Lamb, J. Kite), D. Wiles, E. Bernhardt, M. Singleton	Model lessons Strategies Notebook Teacher writing samples	Vertical team meetings to share lessons, writing samples to gain feedback	
Direct instruction in opinion/persuasive writing	PLCs December, April	All instructional staff	Videotaped lessons using EduVision, Skyped lessons, observation, teacher work samples	Implementation with students; identifying student exemplars	
Students will write opinion/persuasive pieces according to established criteria.	Rubric Self-assessment December, April	Students Teachers	Student work samples Rubrics	Use opinion samples to form basis for debate Teachers and students analyze rubrics to reflect on their own practices.	

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Professional Development for this Objective

- Reflections on a school established blog site
- PD 360 video segments
- Develop grade level norms and a common grade-level rubric
- ACS Literacy Livebinder

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Goal 4: Students will demonstrate and defend mathematical reasoning using grade level vocabulary.

Evidence of Need: Data reflect that students are not proficient in their ability to reason mathematically.

Donna Lee Loflin did not meet AYP goals in Math for the All and Hispanic subgroups and in Reading for the Economically Disadvantaged subgroup.

Strategic Plan Objective: 1.1 – Every student graduates college and career ready.
 1.5 – All students in grades 3-8 demonstrate yearly academic growth in reading and mathematics.

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
Professional Development: Observation of exemplary teaching both in and outside our building	Observational notes Blog on school blog site	All Instructional Staff. District staff	Livebinder Collaborative planning discussions Videotaped exemplars	Adding exemplars for parent involvement to website	
Direct, explicit instruction with students and parents, including parent math nights.	Attendance records for parent night participation	All staff E. Kern District staff-M. Williams	Parent survey Hits on website page	Include curricular component in parent conferences and home visits. (Video on CD or DVD, work samples, games) Incentive system for parents	

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Professional Development for this Objective

- Reflections on a school established blog site
- PD 360 video segments
- Develop grade level norms and a common grade-level rubric
- TAP grant professional development (Elisabeth Bernhardt, Paula Owens)
- PD based upon Graduate study: Deanna Wiles, E. Bernhardt

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
 - Continued use of surveys that seek opinions of students, staff and parents.
 - Fluid CIP that is revised throughout the year to meet student needs
 - Leadership Team meets monthly or more often as needed to have input into guidance of school

2. School wide Reform Strategies
 - Participation in Common Core training
 - Instructional Assistants will participate in district professional development as well as attend professional development provided by PTEC
 - Effective collaborative planning and assessment
 - Response To Instruction
 - Increased Co-teaching in the areas of EC, ESL, Reading, and AIG services
 - School wide attendance incentive program
 - School wide discipline policy
 - FISH practices implemented
 - LLI Reading program implemented, targeting first grade and second grade students reading below grade level
 - Benchmark Assessments for Literacy
 - All classrooms will have Interactive Boards to provide 21st Century Instruction for all students
 - Teacher assistants will continue to evolve into instructional assistants to assist with small group and individualized instruction for students. Instructional assistants will receive professional development to support them in their instructional roles.

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3. Instruction by a Highly Qualified Professional Staff
 - Current staff meets the definition of “highly qualified” per the definition of No Child Left Behind.
 - Thirty-four percent of our staff has an advanced degree.
 - Staff members assist in selection of new staff members.
4. High Quality and Ongoing Professional Development
 - Professional Development will be provided by Central Office personnel on the local level
 - Professional Development will be offered to teachers through the Consortium and Teacher Academy
 - Professional Development will be provided at Collaborative Planning meetings and DLL Faculty Meetings
5. Strategies to Attract Highly Qualified Teachers to High Need Schools
 - District recruitment plan
 - Provide mentors for new certified staff and buddies for new classified staff.
 - Provide new teachers with additional funds to help secure materials for their rooms.
 - Continue to work with the Chamber of Commerce to provide incentives for new teachers.
 - Provide all teachers with materials for their classroom.
 - Provide additional orientations for first year teachers beyond that which is arranged for staff.
6. Including Teachers in Decisions Regarding the Use of Assessment
 - Decision making with goals for Continuous Improvement Plan
 - Teachers collaborate in weekly planning meetings, Assessment Wall meetings, SST meetings
 - Teacher participation in Common Core curriculum training
 - Teacher involvement through RtI process, SST meetings, PEP developments and implementation
7. Strategies to Increase Parent Involvement
 - PTA meetings and grade level curriculum nights
 - School wide fund raisers
 - Parent volunteers – Field trips, PTA, in classrooms
 - Family Reading Nights/Book Fair

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- Relay for Life
- Talent show
- DARE and CARE graduation
 - (Drug Awareness Resistance Education and Child Abuse Reduction Effort)
- Grandparents breakfast
- Classroom presentations
- Honors Chorus Festival
- Summer Reading Program with Splash Pad Celebration
- ESL night: include specific curricular information and strategies for use at home
- Leadership meetings 1st Tuesday after school
- Calendar of monthly events sent home/available in school office and on school website
- School web site linked to other informational sites
- Daily planner grades 2 – 5
- Paw packs sent home weekly
- Parents can come and eat lunch with students
- Interim reports in addition to 6 week report cards
- Information sent home is provided in English and Spanish
- Spanish interpreter is available

8. Preschool Transition Strategies

- DIAL 3 screening, spring and fall
- Transition forms filled out on pre-school child coming to kindergarten from ECDC
- Loflin pre-school class visiting kindergarten classroom
- Meetings between pre-school teachers and kindergarten teachers at Loflin
- ECDC teachers observe kindergarten classrooms
- Special needs of ECDC students are shared with kindergarten teachers
- Kindergarten teachers and pre-school teachers meet for vertical planning
- * ECDC – Early Childhood Developmental Center

9. Activities for Children Experiencing Difficulty

- Morning Intervention Block
- District use of Personal Education Plans (PEPs)
- Implementation of strategies developed at SST

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- District use of PEPs (Personal Education Plans)
 - Remediation (gr. 3-5) for students performing below grade level as funds are available
 - Individual teachers tutoring (after school)
 - Targeting specific needs through small groups instruction in the classroom
 - Motivating students through science integration (USTARS) using science talent abilities to reach students
 - EC program (exceptional children)
 - Title I/Reading Lab/LLI
 - ESL program (English as Second Language)
 - St. Joseph's tutoring program (ESL students)
 - Speech services
 - Occupational Therapy
 - Mental Health and Social Services help is sought when needed
 - Resources are sought for children needing shoes and glasses
 - High school students are utilized in classrooms (Teacher cadet program)
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: School Improvement funds (PRC 072), English as a Second Language (PRC 054)
 - Coordination and integration of these programs are outlined in the School's intervention plan and individual federal grant applications

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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: Ident-a-kid system
Fire extinguisher training						Volunteer background check
Customer satisfaction survey						
Train EC staff/principal in non-violent crisis intervention (CPI)						
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.

Physical activity is used to promote health, not to punish.

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

Each grade level has a scheduled P.E. time of thirty minutes daily.

Pledge of Allegiance

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

Teachers lead their class in the Pledge of Allegiance daily.

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

US and NC flags are displayed in each classroom.

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Intervention Plan

A. Overview: To enhance the instruction provided for all students at DLL School, teachers will participate in collaborative planning and assessment. Collaborative planning will be used to discuss individual student needs and strategies to meet those needs. Teachers will actively seek assistance from resources available such as the Instructional Facilitators, Lead Teachers, and Principal. Using information gained from ongoing formative assessments, teachers will identify students who need instruction and support in addition to the daily classroom instruction provided by the classroom teacher. Assessment Wall meetings, SST meetings and implementation of the RTI process will all play a key role in the intervention provided to students. The Principal, Instructional Facilitator and teachers will all work in tandem to secure the personnel and resources needed for struggling students to succeed academically.

B. Target Population:

- Math-Black, EC, Hispanic, and ED subgroups
- Reading-Black, EC, Hispanic and ED subgroups
- We are targeting our Hispanic population particularly in Math, a category in which our AYP goals were not met. We are intentionally focusing on closing our 30% achievement gap between Hispanic and White students.
- We are also focusing on our K-2 instructional program with the focus of increasing the percentage of students entering 3rd grade on grade level and have added 6-week benchmarks (see Appendix A) to monitor our progress
- We do not have an EC subgroup, but less than 10% of our EC students passed the EOG for the 2009-2010 school year.
- Parents-We are focusing on building supportive and meaningful relationships with our parents to ensure the academic success of our students. The first step in this process is developing avenues where parents feel comfortable to share concerns and ask questions. The end goal being to create a school culture that models parents and teachers working together with mutual respect for the crucial role they play in our children's' lives.

C. Measurable Intended Outcomes:

- The BW achievement gap in Math will decrease to 15%.
- The BW achievement gap in Reading will decrease to 20%
- The HW achievement gap in Reading will decrease to 20%.
- The HW achievement gap in Math will decrease to 8%
- Reading scores will increase by 10% in all subgroups.
- Donna Lee Loflin School will make AYP in all subgroups and all subjects.

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- D. Description of Activities or Services To Be Provided:
- A morning remediation/enrichment intervention block has been added to the schedule. All students in grades K-5 will begin participating in the program on September 26nd.
 - District Instructional Facilitators are available to the faculty as resource to enhance instruction for all teachers.
 - Collaboration among grade levels with the focus on maximizing each teacher's individual strengths to ensure that planning, assessment and instruction meet individual students' needs.
 - Literacy and Math Lead Teachers will do monthly walkthroughs to observe patterns of excellence and contribute to collaborative grade level meetings as well as provide relevant staff development to address needs of targeted students.
 - The faculty will continue training in the RTI model during the 2011-2012 school year.
 - Qualified volunteers will be sought through Communities In Schools and PTA.
 - Remediation specialists will be hired to work with students in grades 3-5 during the regular school day as funding is available
 - Teachers will provide before and after school tutoring for students.
 - Enrichment and Remediation programs will be available for students. (St. Joseph's after-school ESL Program, SMARTS (Students Building Character thru Martial Arts), Science Club
 - A school wide incentive program to promote excellent attendance will be enacted.
 - A school wide discipline program will be enacted that compliments the Positive Behavior Intervention and Support (PBIS) System and FISH practices to eliminate missed instructional time due to inappropriate behavior.
 - Provide training in Module 1 for PBIS team and Module 2 training for selected staff
- E. Evaluation of Results:
- NC End-of-Grade Results
 - School progress monitoring results
 - Discipline Data
 - Attendance Data
 - Parent and Teacher Surveys

Waiver Request

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 Donna Lee Loflin 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.

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Appendix A
School Progress Monitoring Chart

		Target				Target	
		1st 6 wks 10/7	10/7 Actual	2nd 6 wks 11/22	11/22 Actual	3 rd 6 wks Jan. 13	Jan. 13 Actual
Kindergarten	End of 2010-2011 (Where We Were)	75%**	75%**	85% ***		60% *GR level	
Kindergarten	BOY (Where We Are)	49%*					
First Grade	87.7%	65%	65%	68%		70%	
Second Grade	72.7%	71.5%	71.5%	74%		77%	
Third Grade	82.8%	71%	66%	69%		72%	
Third Grade	67.9%						

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Fourth Grade	60.4%	56%	61%	61%	64%	67%
Fifth Grade	73.8%	47%	50%	50%	53%	56%

Based on Fountas and Pinnell guided reading levels

*Knows at least 15/54 letters

**Knows 54/54 all letters

***Knows 54/54 letters and 26/26 sounds

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	Target		Target		Target	
	4 th 6 wks March 1	March 1 Actual	5th 6 wks April 20	April 20 Actual	6th 6 wks June 8	June 8 Actual
Kindergarten	80%		85%		85%	
First Grade	75%		79%		80%	
Second Grade	80%		83%		85%	
Third Grade	76%		79%		80%	
Fourth Grade	70%		73%		75%	
Fifth Grade	59%		62%		64%	

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Appendix B

Timeline for Professional Development

September	October	November	December	January	February	March	April
Staff Development: Discussions around text	Teachers implement discussing text, demo lessons Staff development: Summarization	Teachers implement summarization	Staff Development: Argumentative writing	Revisit Discussions around text Implement Argumentative writing	Revisit Summarization	Teachers Implement Summaries	Revisit Argumentative Writing

Green: Staff development and PLCs on the 4th Tuesday of each month

Black: Indicates direct instruction. Team will seek out exemplar teaching and learning to observe through Eduvision.