

*Lindley Park School*

**2009-2010 Continuous Improvement and  
Title I Implementation Plan**

*Asheboro City Schools*

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Approved by Staff

Date of Secret Ballot Election: \_\_\_\_\_

Results For: \_\_\_\_\_

Opposed: \_\_\_\_\_

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

Approved by Superintendent of Schools

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Approved by Board of Education

\_\_\_\_\_  
Signature

\_\_\_\_\_  
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
Sarah Cox	_____	Kindergarten Teacher
Jane Eddy	_____	1 <sup>st</sup> Grade Teacher
Tiffany Cooper	_____	2 <sup>nd</sup> Grade Teacher
Gail Meyer	_____	3 <sup>rd</sup> Grade Teacher
Chris Burian	_____	4 <sup>th</sup> Grade Teacher
Stephanie Wood	_____	5 <sup>th</sup> Grade Teacher
Karen Moss	_____	Reading Teacher
Colleen Stanley	_____	EC Resource Teacher
Martha Spoonamore	_____	ELL Teacher
Donna Hall	_____	Media Specialist
Kathy Malpass	_____	Technology Specialist
Sheena Wisnasky	_____	Instructional Facilitator
Kathy Allred	_____	Teacher Assistant
Holly White	_____	Parent
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.
- 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, 20<sup>th</sup> school day)

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Black	21.5	20.66	23.27	26.5	27.3
Asian	0.8	0.26	1.3	1.5	.7
White	51.2	51.05	47.31	41.4	39.9
Hispanic	19.9	22.77	22.25	23.4	23.2
American Indian	0.0	0.0	0.5	0.5	.2
Other/Multi-Cultural	5.7	5.24	5.37	6.7	8.7
<b>Total Population</b>	<b>372</b>	<b>382</b>	<b>391</b>	<b>415</b>	<b>457</b>

Historical Population Data (percentages)

	2005-06	2006-07	2007-08	2008-09	2009-2010
Exceptional Children	11.29	15.0	10.49	11.08	9.3
AIG (Grades 3-5)	4.3	4.3	6.39	6.26	12
Limited English Proficient	16.4	20.4	25.0	20.72	22
Total F/R Lunch	58.17	58.9	53.71	61.25	64.36

**Student Attendance Data**

	Percent
2004-2005	95.76
2005-2006	96.02
2006-2007	96.03
2007-2008	96.52
2008-2009	96.10

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Staffing Summary

	2005-06	2006-07	2007-08	2008-09
Teachers "highly qualified" (classes taught)	100.0	100.0	100.0	100.0
Teachers with advanced degrees (above bachelors)	23.0	33.0	33.0	17.0
Teachers with NBPTS certification	4.0	4.0	9.0	6.0
Teachers trained as Mentors	25.0	25.0	28.0	13.

Teacher Turnover Rate

2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
8.0	7.0	18.0	9.1	10.7	11.75

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<b>C. School Results</b>
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**Promotion Percentages**

	2004-05	2005-2006	2006-2007	2007-2008	2008-2009
Kindergarten	92.7	98.0	91.0	98.4	100.0
1 <sup>st</sup> grade	98.6	96.0	96.0	95.0	98.7
2 <sup>nd</sup> grade	100.0	98.0	98.0	98.5	100.0
3 <sup>rd</sup> grade	96.4	100.0	97.0	98.7	98.7
4 <sup>th</sup> grade	100.0	100.0	100.0	100.0	100.0
5 <sup>th</sup> grade	100.0	100.0	100.0	100.0	100.0

**K-2 Progress**

**K-2 Literacy Portfolio Summary**

May 2009

Reading	Mem	Level 0	Level A	Level B	C & above			
K	68	1%	6%	9%	83%			
		<b>Below D</b>	<b>D-E</b>	<b>F-G</b>	<b>H</b>	<b>I &amp; above</b>		
Grade 1	75	1%	7%	21%	11%	60%		
		<b>Below J</b>	<b>J</b>	<b>K</b>	<b>L</b>	<b>M &amp; above</b>		
Grade 2	61	0%	11%	20%	25%	44%		
<b>Read SRI</b>		<b>BR</b>	<b>0-100</b>	<b>101-200</b>	<b>201-300</b>	<b>301-400</b>	<b>401-500</b>	<b>500+</b>
Grade 2	<b>61</b>							
<b>Writing</b>		<b>Level I</b>	<b>Level II</b>	<b>Level III</b>	<b>Level IV</b>			
K	68	9%	15%	66%	10%			
Grade 1	75	6%	21%	57%	16%			
Grade 2	61	0%	19%	70%	11%			

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Grade 1 Math Assessment

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	% LEVEL III and IV			
				2006	2007	2008	2009
4	13	43	40	59	80	82	83

Grade 2 Math Assessment

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	% LEVEL III and IV			
				2006	2007	2008	2009
3	27	55	15	69	62	71	70

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**EOG PT3-EOG Comparison % Proficient**

<b>Reading</b>	<b>PT3</b>	<b>EOG</b>	<b>Difference</b>
2004-05	63.3	87.5	+24.2
2005-06	67.4	77.8	+10.4
2006-07	53.4	69.6	+16.2
2007-08	66.7	85.1	+18.4
2008-09	23.6	69.2	+45.6

<b>Math</b>	<b>PT3</b>	<b>EOG</b>	<b>Difference</b>
2004-05	7.6	82.1	+4.5
2005-06	N/A	N/A	N/A
2006-07	65.1	75	+9.9
2007-08	52.5	77.3	+24.8
2008-09	55.6	85.9	+30.3

**Total Performance Composite**

	04-05	05-06	06-07	07-08	08-09
Performance Composite	86.7	69.8	75.8	76.5	69.9

**End of Grade Percent Proficient by Grade  
 Historical**

Grade	Reading				Math			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
3	85.1	72.1	48.6	69.2	77.9	75.0	78.4	85.9
4	79.3	85.2	46.3	65.2	55.2	70.5	76.1	76.8
5	86.0	91.4	58.2	62.7	58.0	72.4	80.6	84.0

Grade	Reading and Math			
	05-06	06-07	07-08	08-09
3	74.6	70.6	45.9	66.7
4	49.1	74.1	41.8	63.8
5	57.1	74.1	56.7	60.0

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End of Grade Percent Proficient by Subgroup (Historical)

Reading

Grade	3			4			5		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
All	76.5	48.6	69.2	85.2	46.3	65.2	93.1	58.2	62.7
Am Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	0.0	-	-	-	-	-	100.0
Black	64.3	25.0	37.5	90.9	22.2	47.4	93.3	44.4	30.4
Hispanic	66.7	23.5	76.5	81.8	50.0	53.3	86.7	46.7	61.5
Multi Racial	50.0	37.5	50.0	25.0		62.5	100.0	20.0	0.0
White	86.1	75.8	86.1	88.6	54.1	85.2	96.2	75.0	83.3
Male	65.8	41.3	72.5	82.8	39.5	65.1	83.3	58.1	69.0
Female	90.0	60.7	55.3	87.5	55.2	65.4	100.0	58.3	54.5
Acad. Gifted	-	-	-	100.0	90.9	>95.0	100.0	>95.0	>95.0
EC	27.3	20.0	<5.0	83.3	10.0	27.3	50.0	12.5	36.4
Non EC	82.1	53.1	77.1	84.4	52.6	72.4	95.3	64.4	67.2
LEP	58.3	7.7	62.5	83.3	50.0	36.4	80.0	35.3	37.5
Non LEP	80.4	57.4	71.0	85.7	45.8	70.7	100.0	66.0	65.7
F/R Lunch	68.2	32.6	58.3	78.6	42.5	52.3	87.5	34.3	50.0
Non F/R Lunch	91.7	71.0	86.7	90.0	51.9	88.0	100.0	84.4	80.6

Math

Grade	3			4			5		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
All	79.4	78.4	85.9	70.5	76.1	76.8	74.1	80.6	84.0
Am Indian	100.0	-	-	100.0	-	-	-	-	-
Asian	-	-	100.0	100.0	-	100.0	-	-	100.0
Black	64.3	62.5	62.4	54.5	50.0	63.2	46.7	55.6	60.9
Hispanic	66.7	76.5	94.1	54.5	90.0	80.0	86.7	73.3	84.6
Multi Racial	100.0	75.0	62.5	25.0	-	75.0	28.0	60.0	100.0
White	88.9	87.9	94.4	82.9	83.8	85.2	84.6	91.7	97.2
Male	71.7	73.9	85.0	75.9	76.3	72.1	66.7	77.4	83.3
Female	90.0	85.7	84.2	68.8	75.9	84.6	79.4	83.3	84.8
Acad. Gifted	-	-	-	100.0	>95.0	>95.0	100.0	>95.0	>95.0
EC	0.0	40.0	50.0	16.7	20.0	27.3	25.0	37.5	45.5
Non EC	87.5	54.4	90.0	80.0	86.0	86.2	74.4	86.4	90.6
LEP	58.3	69.2	93.8	58.3	87.5	72.7	80.0	76.5	87.5
Non LEP	83.9	80.3	83.9	73.5	74.6	77.6	72.9	82.0	83.6
F/R Lunch	70.5	67.4	79.2	53.6	75.0	68.2	65.6	65.7	77.3
Non F/R Lunch	100.0	93.5	>95.0	84.8	77.8	92.0	84.6	>95.0	93.5

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**Achievement Gap Data**

Reading

White student scores compared to:	2004-05	2005-06	2006-07	2007-08	2008-09
Black	25.9	22.0	7.6	37.8	52.9
Hispanic	28.2	27.0	12.0	29.2	21.2

Mathematics

White student scores compared to:	2004-05	2005-06	2006-07	2007-08	2008-09
Black	10.6	45.9	31.0	30.0	30.8
Hispanic	11.5	30.3	15.2	5.9	6.2

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

Grade	Reading				Math			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
3	247.5	246.8	336.5	340.2	345.4	345.7	345.1	346.8
4	251.4	252.9	342.6	344.4	347.3	350.0	350.1	351.3
5	256.7	258.2	350.4	350.4	352.9	356.5	358.5	357.9

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Goal Summaries, Grades 3-5, Percent Correct

	Gr 3			Gr 4			Gr 5		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Goal 1: Cognition	70.3			72.9			76.7		
Goal 2: Interpretation	67.1	62.5	67.2	69.9	61.2	62.8	72.1	63.5	59.9
Goal 3: Critical Stance	59.5	64.0	66.9	63.2	58.6	61.4	70.7	69.2	69.0
Goal 4: Connections	73.8			70.7			68.1		
Goal 1: Numbers and Operations	63.5	60.7	67.0	59.7	63.3	64.5	65.4	69.8	67.4
Goal 2: Measurement	69.8	62.4	63.7	60.0	56.5	64.7	63.2	68.2	64.0
Goal 3: Patterns/Geometry	68.7	72.2	72.3	69.2	70.1	72.2	66.9	71.3	68.5
Goal 4: Data, Probability	56.5	56.8	55.5	70.6	60.1	61.2	61.7	65.4	68.2
Goal 5: Algebra (mathematical relationships)		68.1	68.1	57.9	61.7	62.2		70.8	68.4

Writing

NC Writing Assessment

	05-06	06-07	07-08	08-09
Grade 4	32.8	41.7	51.5	Not used for accountability including ABCs and AYP

Writing Sample Assessment (May % proficient)

Grade	05-06	06-07	07-08	08-09
Kindergarten	72	22	45	76
1 <sup>st</sup> Grade	62	76	61	73
2 <sup>nd</sup> Grade	79	69	70	81
3 <sup>rd</sup> Grade	61	34		
4 <sup>th</sup> Grade	31	41.7		
5 <sup>th</sup> Grade	55	78		

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2009 Asheboro City Schools  
Teacher Survey

In the space below, comment on 3 or more areas of strength noted in the Asheboro City Schools Teacher Survey for your site for 2008:

- Q1. My school has high expectations for student performance. (100%)
- Q3. Students gain skills and knowledge to prepare them for the future. (100%)
- Q4. Students receive a quality education at this school. (100%)
- Q9. Teachers and other school staff give individual help when students need or request it. (100%)
- Q15. Staff members at this school care about students. (100%)
- Q24. Teachers maintain a safe and orderly classroom environment. (100%)
- Q27. This school has highly qualified instructional staff. (100%)
- Q28. Teachers are knowledgeable of the curriculum for classes they teach at this school. (100%)
- Q27. This school is a safe place for staff to work. (100%)
- Q43. Instructional staff is assigned meaningful responsibilities related to student learning for majority of the day. (100%)

In the space below, comment on 3 or more areas of possible improvement noted in the Asheboro City Schools Teacher Survey for your site for 2008:

- Q13. Teachers and school staff discuss preparations for college with students. (63.6%)
- Q21. Students' behavior on the school bus is safe and orderly. (51.5%)
- Q29. This school promotes partnerships with business and organizations for improvement. (54.6%)
- Q32. This school has adequate instructional resources and materials. (63.6%)
- Q34. Students have adequate access to technology at this school. (87.9%)

What are 2 significant changes or trends in survey results from 2008 to 2009?

- + Instructional staff is assigned meaningful responsibilities related to student learning for majority of the day. (59% to 100%)
- ▲ Students have adequate access to technology at this school. (83.0% to 87.9%)

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Student Survey Results (Grades 3-5) - 2009

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

Ninety-five percent of our students feel safety is important at our school.

Ninety-seven percent of our students feel that learning is important to their future.

Ninety-seven percent of our students feel that teachers expect them to do their best.

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

Twenty-five percent of students feel that teachers don't care if I am absent from school.

Thirty-eight percent of students feel that other students do not respect teachers.

Forty percent of students feel that students do not respect each other.

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 Adequate Yearly Progress

Percent of AYP Targets Met		
2004-2005	16 of 17 targets	94.1
2005-2006	15 of 15 targets	100.0
2006-2007	17 of 17 targets	100.0
2007-2008	19 of 21 targets	90.5
2008-2009	21 of 21 targets	100.0

Targets Not Met

	2006-07			2007-08			2008-09		
	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor
Reading 3-5	0	0	0	0	0	0	0	Black, Hisp., Econ. Disad.	0
Math 3-5	0	0	Econ. Disad.	Black, Econ. Disad.	0	0	0	0	Black, Econ. Disad.

## **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 2009-10 school year along with our intervention plan (which follows) for 2009-10.**

1. Our school continues to exhibit best practices that have led our students to meet Adequate Yearly Progress for students in grade 3 through 5 and significant growth in our K-2 portfolio summaries from year to year. This can be attributed to co-teaching and inclusion strategies to address our growing ELL population as well as during and afterschool interventions for needy students. Collaborative planning, Response to Instruction, and Student Success Team have enabled teachers to obtain further strategies for use with students.

2. Our 5<sup>th</sup> grade science scores on the North Carolina End-of Grade test were less than we expected last school year. This has made us have an increased focus on strong, daily science instruction with weekly science labs conducted in the cafeteria by highly qualified staff. Instructional monies were spent to use the Science Coach materials as an enhancement to on-going teaching and learning.

3. Our teachers have modified their common planning time to discuss student progress as an on-going Response to Instruction tool. This will assist in the goal of making sure that every student makes a minimum of one full year's academic growth. Instructional clusters have been introduced at grades one through five for EC and ELL students so that two highly qualified teachers are able to work with students daily in the areas of mathematics and/or reading.

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**D. Goals and Action Plans**

**Goal 1: To increase student achievement in the following areas:**

- Increase science proficiency in grade 5 from 45.3% to 52.0% by the end of the 2009-2010 academic year and from 52.0% to 65.0% by the end of the 2010-2011 academic year as assessed by the NC Science End-of-Grade Test.
- Increase reading proficiency in grade 2 from 44.0% to 55.0% by the end of the 2009-2010 academic year and from 55.0% to 65.0% as assessed by the Fountas and Pinnell Benchmark Assessment System by the end of the 2010-2011 academic year.

**Evidence of Need:** NC End-of-Grade Test and K-2 Assessment Data

**Strategic Plan Goal 1:** High Student Achievement  
**State Board of Education:** North Carolina Public School will Produce Globally Competitive Students

**Action Plan:**

Strategy	Time Line	Person(s) Responsible	Resources	Evaluation
1. Conduct a weekly science lab for 5 <sup>th</sup> grade classes	August 2009- June 2011	5 <sup>th</sup> grade teachers, technology teacher	5 <sup>th</sup> grade teachers, Technology teacher, science kits	Completion of weekly science labs
2. Consistent usage of ClassScape to assist teachers in assessment of instructional strategies and monitor student progress on an ongoing basis.	August 2009- June 2011	Regular teachers	Regular Teachers, SmartBoards, ClassScape	Use of ClassScape (ClassScape is an online classroom assessment system that facilitates learning by focusing on curricular objectives.)
3. Utilize resources through total instructional alignment and pre-assessments to plan instruction and intervention	August 2009- June 2011	Regular teachers, Instructional Facilitator, EC and ELL teachers, Reading Facilitators	Coach, Foss Kits, Quarterly Middle School Field Trips, Math Curriculum Specialist, Instructional	Success of interventions, F&P Benchmark Assessment System, Assessment Wall Meetings

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			Facilitator	
4. Conduct formative assessments regularly to identify areas of needs for individual students	August 2009-June 2011	Lead Literacy Teacher, Regular teachers, ELL and EC teachers	F&P Benchmark Assessment System, ACS Reading Benchmarks	F&P Benchmark Assessment System, Quarterly Benchmark Assessments, K-2 Portfolios
5. Integrate technology to supplement instruction	August 2009-June 2011	All staff	ClassScape, SmartBoard Lessons	Administrative and Peer Walkthroughs, SRI completion, ClassScape completion, Senteo Formative Assessment
6. Use the assessment wall for progress monitoring and early intervention	August 2009-June 2011	All staff	Rtl, SST, Formative Assessments, Lexile Scores, Regular Ed Teachers, Reading Facilitators, ESL, EC teachers	Meeting Minutes, Grade Level Follow up
7. Expand EC and ELL co-teaching in the regular education classroom	August 2009-June 2011	EC and ELL teachers, Regular teachers	Regular teachers, EC teachers and ELL teachers	NC EOG data and WIDA scores

**Professional Development for this Objective:**

Fountas and Pinnell Benchmark Assessment System, SMART Board training, and Lead Literacy Teacher, Math Curriculum Specialist and Instructional Facilitator Offerings, ClassScape Training, Data Analysis

<b>D. Goals and Action Plans</b>
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**Goal 2: To close the achievement gap in the following areas:**

- *Decrease the Black to White achievement gap from 52.9 to 42.9 and the Hispanic to White achievement gap from 21.2 to 15.0 by the end of the 2009-2010 school year as well as decrease the Black to White achievement gap from 42.9 to 32.9 and the Hispanic to White achievement gap from 15.0 to 10.0 by the end of the 2010-2011 academic year as assessed by the NC Reading End-of-Grade Test.*
- *Decrease the Black to White achievement gap from 30.8 to 25.0 by the end of the 2009-2010 academic year and from 25.0 to 20.0 by the end of the 2010-2011 academic year as assessed by the NC Mathematics End-of-Grade Test.*

**Evidence of Need:** NC End-of Grade Test Data

**Strategic Plan Goal 1:** High Student Achievement  
**State Board of Education:** North Carolina Public School will Produce Globally Competitive Students

**Action Plan:**

Strategy	Time Line	Person(s) Responsible	Resources	Evaluation
1. Provide daily intervention for all non-proficient & borderline students in reading or math.	October 2009- April 2010	All staff	Scheduled intervention time, math mastery lists, reading vocabulary rotational activities	Results from reading and math portfolio and end of grade reading and math tests
2. Enlist the support of the instructional facilitator & Rtl to identify and implement strategies for at risk students	October 2009- April 2010	Instructional Facilitator, math lead teacher, SST	Math mastery lists, First in Math, K-2 quarterly math assessment	Documentation of student progress in math
3. Analyze benchmark	October 2009-	K-5 teachers,	Lexile reports,	Disaggregated data by

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assessment and Lexile scores by ethnicity to identify patterns of achievement	April 2010	instructional facilitator, support teachers, principal	benchmark data	ethnicity
4 Utilize assessment wall for tracking of student progress and for early intervention.	October 2009- May 2010	K-5 teachers, instructional facilitator, support teachers, principal	Assessment wall, Lexile data, benchmark data	Documentation of student progress in reading and documentation of meetings

**Professional Development for this Objective:**

I+ELL training, Response to Intervention Training, SMART Board training, Trailblazers Math training, and Lead Literacy Teacher, Math Curriculum Specialist and Instructional Facilitator Offerings, ClassScape Training, Data Analysis

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<b>D. Goals and Action Plans</b>
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**Goal 3: To develop a learning community that collaborates with parents and community for the purpose of improving student achievement for all.**

**Evidence of Need:**                      **Limited Parental and Community Involvement**

**Strategic Plan Goal 4:**                      **Strong Family, Business and Community Support**  
**State Board of Education:**                      **North Carolina Public School will Produce Globally Competitive Students**

**Action Plan:**

Strategy	Time Line	Person(s) Responsible	Resources	Evaluation
1. Conduct monthly afternoon and evening programs for students and their families such as ESL and PTO programs	August 2009- May 2010	All staff	ESL staff, Boys and Girls Club, PTO, parent involvement funds	Completion and documentation of programs
2. Staff will conduct two curriculum nights (one for literacy and one for math/science) for all students and parents	August 2009- May 2010	All staff	Math Council Representatives, Lead Teachers, Math and Reading Facilitators	Completion and documentation of curriculum nights and parent sign up sheets
3. Provide parental education opportunities such as UStars make and take projects and writing celebrations	August 2009- May 2010	All staff	Math and Reading Lead Teachers, curriculum nights, UStars projects	Completion of UStars projects, completion of curriculum nights and logs of parent participation
4. Enhance communication through various methods	August 2009- May 2010	All staff	Alert Now messaging system, translator, school newsletter,	Use of Alert Now for upcoming events, translation of documents to be sent home to

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			class newsletters, teacher web sites, school web site	parents, completion of teacher web sites, log of school and class newsletters
5. Increase volunteerism	August 2009- May 2010	All staff	PTO Committee, Volunteer Coordinator, Leadership Randolph, CIS	Comparison of 2008-2009 volunteer logs to the 2009- 2010 volunteer logs
6. Frequent, accessible parent-teacher conferences based on academics and other issues of concern	August 2009- May 2010	All teachers	Report card pick up for the 1 <sup>st</sup> , 3 <sup>rd</sup> and 5 <sup>th</sup> grading periods, all classroom teachers, curriculum nights and PTO programs	Log of parent teacher conferences

**Professional Development for this Objective:**

Shared readings and discussions led by the principal

## 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

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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 district leadership planning
- Participation in district strategic planning

7. Strategies to Increase Parent Involvement

- ESL /Title I Parent Nights
- Quarterly Curriculum Nights
- Parent contact logs
- Volunteers in school
- Teacher Newsletters
- Lindley Park website
- Alert Now System
- PTO Events

8. Preschool Transition Strategies

- DIAL 3 screening, spring and fall
- 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

- District use of Personal Education Plans (PEPs)

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Response to Instruction  
Student Success Team (SST)  
Remediation/Intervention Program  
Reading Facilitators  
1 ½ ESL Teachers  
2 EC Teachers with 1 EC Assistant  
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's 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 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.

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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 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 in which 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.
  
- 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.

## 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.

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**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.

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.

## **Provision for Distribution of ABC Incentives**

### Incentive Pay

- Incentive awards can only be distributed to certified personnel and teacher assistants. (Legislative mandate)
- All excess funds must revert to the State and cannot be used to purchase equipment or for staff development. (Legislative mandate)
- The required length of employment for eligible personnel to receive an incentive award is six full months within one fiscal year.
- All itinerants who serve more than one school that meets expected or high growth will receive state funding based on the individual's percent of time assigned to that school.