

Comprehensive Progress Report

Mission:

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

Goals:

Alter the text and click the 'Update' link. Be sure to 'Save' when done.

GOAL 1 – Each student in Asheboro City Schools graduates prepared for further education, work, and citizenship.

GOAL 2 - Each student has a personalized education.

GOAL 3 – Each student has excellent educators every day.

GOAL 4 – Asheboro City Schools will have up-to-date business, technology and communication systems to serve its students, families, and staff.

GOAL 5 – Each student is healthy, safe, and responsible.



! = Past Due Actions

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Beginning teachers have mentors and coteaching is provided with two teachers per classroom as much as possible. The PBIS team has procedures and expectations for all classroom set in place.	Limited Development 08/16/2017		
<i>How it will look when fully met:</i>		Teachers will build relationships with students, solve problems creatively, communicate effectively with students, and seek help from a mentor when needed. All classrooms will have rules posted that have been created with the Positive Behavior Interventions and Support team. At our school, each morning the principal reminds students on the announcements that our leopards leap. LEAP stands for Learn, Encourage, Achieve, Persevere. Our teachers use this motto along with a matrix to support classroom rules and behavior. The principal also holds quarterly town meetings with each grade level to go over what is expected at Lindley Park. Our teachers take pride in building relationships with our students by eating lunch with small groups, going to sporting events or extra curricular activities. This is an example of positive reinforcement and relationship building with our teachers and students. Teachers are provided with the opportunity to observe master teachers that implement high standards through effective classroom management.		Nikki Domally	01/19/2018
Action(s)	Created Date		0 of 1 (0%)		
1	8/16/17	Pair teachers with a management coach to model and support effective classroom management.		Jaime Noack	11/09/2017
<i>Notes:</i>					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		At Lindley Park Elementary School, our instruction is aligned to the standards provided by NCDPI and our pacing adheres to district pacing guides. Teachers have common planning times 4 days a week set aside for planning units and lessons. We give common assessments at each grade level, but need to work on the consistency of using pre-assessments in our units. We also need to invest time to work on vertical planning/continuity across grade levels. There are some discrepancies among teachers with regard to interpretation of the standards and best practices to teach them.	Limited Development 04/24/2017		
<i>How it will look when fully met:</i>		At full implementation, staff across grade levels will have a an accurate, deep understanding of the standards and that will be evidenced through the implementation of rigorous lesson plans that directly align with standards as well as the regular use of high quality, standards-aligned common assessments. Collaboration Around Student Achievement (CASA) meeting minutes, lesson plans, as well as observations of classroom practice and team planning time will provide evidence to support full implementation of this indicator.		Caroline Rush	05/01/2018
<i>Action(s)</i>			1 of 3 (33%)		
1	8/16/17	CASA meetings will be held for each grade level and the instructional facilitator will provide staff members with a framework to support meaningful discussion and data analysis in these meetings.	Complete 08/31/2017	Caroline Rush	09/05/2017
<i>Notes:</i>					
2	10/3/17	Grade level teams will participate in extended grade level planning in order to unpack the Engage NY curriculum and ensure that our instructional choices from this resource are standards aligned.		Caroline Rush	02/05/2018
<i>Notes:</i>					
3	10/3/17	Grade level teams will discuss vertical alignment, specifically with regard to academic vocabulary and readiness, in vertical team meetings facilitated by teacher leaders.		Heather Hopkins	04/20/2018
<i>Notes:</i>					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Low-performing students currently receive all core instruction, small group intensive instruction, and tiered instruction from support staff. Each grade level has a set intervention block where students are grouped homogeneously by standards that they are below grade level in. Students that are currently going through the MTSS process are transient students that have come in from other schools. Our current data shows that students that have been at LP for consecutive years have been less likely to go through the MTSS process.	Limited Development 08/16/2017		
<i>How it will look when fully met:</i>		Teachers and administrators meet weekly during their Collaboration Around Student Achievement (CASA) meetings to look at student data. As a team, low performing students are discussed and placed into small intervention groups. Students that are performing above grade level will receive acceleration from other teachers. We will be able to determine if students are challenged due to academics or other factors such as a learning disability or motivational reasons.		Jaime Noack	06/13/2018
Action(s)	Created Date		1 of 2 (50%)		
1	10/23/17	Grade levels will create and monitor Core Success Plans to ensure that all students are receiving and mastering core instruction.	Complete 10/13/2017	Caroline Rush	12/14/2017
<i>Notes:</i>					
2	10/23/17	Based on the lowest twenty percent of students in core instruction, small group plans will be created and monitored to ensure student success. The small group plans will focus on specific deficits within core instruction.		Caroline Rush	12/15/2017
<i>Notes:</i>					

KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>Teachers, along with support staff, and the guidance counselor teach students to accept one another through their emotional differences. Some teachers, though not all, currently have a quiet or safe place for students to stop, reflect, and regroup themselves as needed. Our most needy students who have an Individualized Education Program (IEP) have behavior plans in place where they are frequently rewarded for good choices and have scheduled emotional support times. Students are taught school wide expectations in at least two methods--through weekly lessons with the school counselor and daily interactions with school staff. If student require additional support, it is given through individual and group sessions with the school counselor. We use Leopard Loot to reward our students who meet school wide expectations. They use this money to buy items from our school store, classroom store, or school activities.</p>	Limited Development 08/16/2017			
<i>How it will look when fully met:</i>	<p>Students feel confident and safe expressing their emotions at school. Students will have a safe place for students to stop and reflect and regroup. All teachers will have an established location for students to go and we will have a procedure in place for what to do when a child has emotional needs. A check in/check out system will be in place for our students who have frequent needs so they can reflect and learn how to control their emotions and these assignments will be made systematically through the school's counseling program and/or through the Multi-Tiered System of Support (MTSS) team.</p>		Rebecca Jones	06/08/2018	
Action(s)	Created Date		0 of 1 (0%)		
1	9/18/17	<p>Each grade level will brainstorm and identify a set procedure and location for their students when they have emotional needs. Students that have regular needs will be referred to the guidance counselor so they can be set up with a check in/out plan, and offer emotional support.</p>		Christa Hartman	11/16/2017
<i>Notes:</i>					

A4.11		The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs).(5129)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We currently have an after school program offered at reduced costs. This program is open 2:30-6:00 for enrolled students and each of these students has structured time to receive help on homework, take AR quizzes, and participate in a number of STEM activities in addition to outdoor play to help support the development of the whole child. Additionally, free after school tutoring is provided on an "at-will" basis by teachers on various grade levels.	Limited Development 10/27/2017		
<i>How it will look when fully met:</i>		There will be at least 3 after school clubs operating to enrich students' social and/or academic experience at Lindley Park. Our library will have extended hours as needed in order to support the needs of our students who do not have internet access at home. We will continue to operate the ASAP program for students and work with the staff to continue to enhance opportunities for academic growth by assigning a teacher to support the after school care personnel in their efforts to implement rigorous and relevant activities. Also, to fully meet this objective, we would need an after school bus to support the transportation needs of some of our most at-risk students for after school tutoring opportunities.		Kathy Malpass	02/28/2018
Action(s)	Created Date		0 of 1 (0%)		
1	10/27/17	The following clubs will be available to students in the 2017-2018 school year: Student Council, Japanese Drumming, and a Running Club.		Heather Neal	02/28/2018
Notes: Some clubs will will meet the whole year, while others will have 6-8 week durations.					

KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		As a school, we currently have days where local preschools visit our Kindergarten classrooms. We also make it possible for our 5th grade students to have an opportunity to visit the two middle schools. Our Kindergarten and first grade teams also collaborated and made it possible for the rising first graders were able to see what being in first grade is like.	Limited Development 08/16/2017		
<i>How it will look when fully met:</i>		Students from each grade level, K-5, will have opportunities in the spring of each begin thinking about what they can expect both socially and academically in the upcoming year. The majority of these transitional conversations will take place during the guidance block for students. Our counselor will help to communicate grade level expectations, provide tours of classrooms, and even show video clips of the next grade level's activities and lessons when appropriate. In addition, at the end of each year, students will be afforded an opportunity to talk with both student leaders and teachers from the next grade level about what to expect. All teachers across grade levels communicate about students' strengths and weaknesses, social and emotional needs, and any interventions that have been in place to support those students in order to ensure a smooth transition to the next grade level. There will be a specific, formalized process for ensuring that this communication takes place before the start of each new school year.		Rebecca Jones	05/31/2018
Action(s)	Created Date		0 of 1 (0%)		
1	10/27/17	The MTSS team will design a formalized process for communication about students' academic strengths and weaknesses, classroom behavior, social and emotional needs, and /or interventions needed to support the students' success at the next grade level.		Rebecca Jones	04/30/2018
<i>Notes:</i> Informal systems for sharing this information are in place for most teachers, but they are not yet consistent with all teachers.					

Core Function: Dimension B - Leadership Capacity

Effective Practice: Strategic planning, mission, and vision

KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>		The team currently meets at least monthly to review school instructional needs and concerns. Team members are voted on by the whole school prior to the current instructional school year. Norms are established at the beginning of each school year and roles are voted on. Information is provided in notes post meetings and through email as follow ups. We review Continuous Improvement Plan (CIP) goals and address agenda items. The team chair and co-chair along with the school administrator create an agenda and remind team members of the goals and action steps that need to be discussed. Decisions are made as a team and voted on by the members. Grade level team members are responsible for delivering the information provided at the meetings and following up with questions or concerns.	Full Implementation 09/18/2017		
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The Lindley Park School Leadership Team (SLT) is comprised of representatives from each grade level as well as specialists and administration. This team currently meets bi-monthly for over an hour to lead the change process. The SLT meets monthly while the Multi-Tiered System of Support (MTSS) team, a subgroup, also meets monthly.	Full Implementation 09/18/2017		

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Team planning times have been established by the instructional leadership team which is comprised of the principal, assistant principal, and the instructional facilitator. Each grade level has a set aside day to plan for math, one for reading, and then an additional day to review data as it relates to common assessments. Expectations and norms for Collaboration Around Student Achievement (CASA) meetings have been established in order to ensure the efficacy of the meetings. Additionally, grade level teams across the district meet with one another to reflect on curriculum and best practices once every other month. Vertical team meetings have not been a part of our regular practice prior to the 2017-2018 school year, but this year vertical team meetings will take place bi-quarterly.	Limited Development 09/18/2017		
<i>How it will look when fully met:</i>		CASA is currently well established. The addition of vertical team planning will take place monthly allowing one grade level above and below to meet.		Caroline Rush	06/08/2018
Action(s)	Created Date		0 of 1 (0%)		
1	9/18/17	During vertical planning teachers will establish common academic vocabulary for the various core subjects. They will also discuss best practices for teaching core curriculum.		Caroline Rush	06/08/2018
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date

Initial Assessment:	<p>The administration team monitors classroom instruction daily in all grade levels. Lesson plans are viewed weekly as well as assessments given by the teacher. The Instructional Facilitator meets in weekly plannings with each grade level as well as Collaboration Around Student Achievement (CASA) meetings to insure instruction is targeted and reflective. The administration team uses a walk-through form that provides teachers with instant feedback, that is used to improve instruction. With this objective being fully met, the administration team is visible, supportive, and provides direct resources to improve instruction when needed. The principal models instruction when the opportunity lends itself. During pre-observation meetings, the principal discusses instructional strategies that the teacher would like her to hone in on and then discuss during the post conference. Classroom visits has been the key to succeeding in this objective.</p>	Full Implementation 09/18/2017		
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Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school leadership team reviews performance data at the beginning, middle, and end of the year to make to draft school improvement goals and actions steps. The data discussed include EOG scores, READY data (with subgroup details), and M-Class assessment data. In grade level CASA meetings teachers analyze common assessment data as well as benchmark assessments. Grade level teams report out to the leadership team and the staff at large about student progress and understanding using both performance data and aggregate classroom observation data (district benchmarks, M-Class assessment data, and common formative assessments). Though data is a part of our initial decision making and EOY assessment of our progress towards our goals, we need to be more purposeful about the inclusion of data analysis and discussion as a part of our regular progress monitoring efforts as a school improvement team.	Limited Development 08/16/2017		
<i>How it will look when fully met:</i>		Data will be reviewed at regular intervals; not just to set goals as Beginning Of Year (BOY) or assess their attainment at EOY, but also to progress monitor and change direction if needed. Two-way communication between the school improvement team and the staff will be normalized through the development and implementation of a communication plan that reaches includes all stakeholders. The data that is shared with the SIT team will include performance data such as EOG scores and M-class assessment data, but also aggregate classroom data as reported by grade level chairs and the school administration. Decisions made will be supported by data and those connections will be formally documented in meeting minutes and/or other documents used for communication with the staff.		Karen Moss	06/08/2018
Action(s)	Created Date		2 of 4 (50%)		
1	8/16/17	Develop a communication plan that closes the loop between the school improvement team and ALL stakeholders. Data will be shared from the school improvement team to the staff and community and from the staff to the school improvement team.		Kathy Malpass	05/30/2018
<i>Notes:</i>					

2	8/16/17	Increase the number of parents on our SIT to represent multiple grade levels and subgroups.		Leah Chase	11/08/2017
<i>Notes:</i>					
3	8/16/17	Clearly define roles for members of SIT : Chairperson(s), secretary, timekeeper	Complete 10/03/2017	Heather Cheek	09/08/2017
<i>Notes:</i>					
4	8/16/17	Strategically place data on the SIT agenda so that we are regularly looking at school performance data.	Complete 10/03/2017	Karen Moss	10/10/2017
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, our school's recruitment efforts follow our district level system of procedures and protocols for recruiting. Our human resource office represents our school district at several university recruitment fairs each year. For the university fairs, an Asheboro City Schools (ACS) representative, typically a principal from one of our schools, is provided with recruitment materials such as fact sheets, an informational video, pens, and other paraphernalia to support recruitment and communication efforts. Additionally, the Human Resource office hosts a local job fair during which each individual school is able to create a table display. Our school posts a tri-fold which includes pictures from the current year's activities. We want all of the things we display relevant and up to date. We provide a fact sheet for interested candidates and spend quality time discussing our school's culture and climate, our goals for the year, and the kind of team member we want to have join our staff. Each interaction is personal. This mirrors administrative interactions with other staff.	Full Implementation 09/18/2017		

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We currently have weekly folders, weekly phone calls from administration (Blackboard) grade-level newsletters, a website, and a Facebook page to provide communication with parents. We also hold Academic Family Teacher Team (AFTT) nights at least 3 times a year as well as parent teacher conferences at least twice a year to communicate progress and offer materials to help with their children at home. Teachers also regularly communicate with parents by telephone and email accomplishments and concerns.	Limited Development 08/16/2017		
<i>How it will look when fully met:</i>		School wide AFTT nights will be show an increase of parental participation due to improved publicity and incentive plans for students and parents. All teachers will run effective , individual parent conferences with a framework designed by LP SIT team. The school administration will continue to send home weekly notifications about expectations and upcoming events. Grade levels will include strategies that parents can use at home. Parent survey data will be used to assess the effectiveness of our communication efforts.		Heather Cheek	04/02/2018
Action(s)	Created Date		0 of 2 (0%)		
1	8/16/17	Develop a guide for teachers about parent conferences that list the required components.		Caroline Rush	11/10/2017
<i>Notes:</i>					
2	8/16/17	Provide modeling and support for all teachers about conducting conferences so that they will run effective individual parent conferences using a framework designed by LP SIT.		Heather Cheek	12/08/2017
<i>Notes:</i>					