



## Donna Lee Loflin Elementary School

### 2014-2015 Continuous Improvement and Title I Implementation Plan

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<b>Staff Approval</b>	<b>Date of Secret Ballot</b>	<b>Results For</b>	<b>Results Against</b>
	10/9/2014	51	1

Paula R. Owens \_\_\_\_\_  
 Principal's Signature

10/9/2014  
 Date

Approved by Superintendent of Schools:

Terry W. Worrell \_\_\_\_\_  
 Signature

10/9/2014  
 Date

Approved by Board of Education:

Jane H. Redding \_\_\_\_\_  
 Signature

10/9/2014  
 Date



<b>Our School's Vision</b>	Donna Lee Loflin Elementary will be a school of excellence that fosters lifelong learning and is dedicated to challenging all students to be successful 21 <sup>st</sup> century citizens.
<b>Our School's Mission</b>	We will empower all learners to reach their full potential. We will educate the whole child by demonstrating respect, inviting participation, and working collaboratively to foster creativity through the integration of the arts.
<b>Core Beliefs</b>	<p>To lead us toward our vision and mission, our school community shares the following core beliefs:</p> <ul style="list-style-type: none"><li>• We recognize the need to partner with parents, who are a child's first and most important teacher.</li><li>• All members of our learning community will demonstrate the importance of high expectations in teaching and learning.</li><li>• Teachers and students will be actively engaged in the learning process, which will include higher-order thinking skills, problem-solving skills and decision-making skills.</li><li>• Teachers will create an environment that embraces individuality and encourages risk-taking in the learning process.</li><li>• Our community will value diversity, demonstrating an understanding and appreciation of their own cultural heritage as well as that of others.</li><li>• Our learning community will ensure that children and learning are the priorities for all decision-making</li><li>• We have made a commitment to integration of the arts as a key component of our teaching and learning at Donna Lee Loflin.</li></ul>



**Strategic Objectives:**

- Engage Each Student
- Assessment for Learning
- Improved Achievement
- Create Opportunities
- Capacity Building

**Strategic Focus/Foci:**

- ★ Academic proficiency in core curriculum
- ★ Implement a consistent plan for literacy instruction & assessment across the curriculum
- ★ Systematically capture and share student data

**Current Level of Performance:**

Based on End of Year TRC data, in 2013-2014, first grade students were 30% proficient in reading.  
 Third grade students were 38% proficient also in TRC  
 Third grade students were 38% proficient and 28% C&CR on the EOG  
 We did not meet expected growth in 2013-2014

**Annual Goal 1:**

In the 2014-2015 school year, 90% of our students who are below grade level proficiency in TRC will demonstrate growth of 5 or more reading levels. Students who are on or above grade level will demonstrate at least three levels of growth in reading by the end of the 14-15 school year.

Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
Implement the ACS literacy plan so that instructional time is maximized.	Laura Popp Laurie Johnson Darlene Player Literacy Committee	<ul style="list-style-type: none"> <li>• Literacy Plan</li> <li>• Literacy Plan PD: differentiated by grade level, modeling each literacy block component</li> </ul>	Grade level chair Literacy Committee chair	<ul style="list-style-type: none"> <li>• Schedule with sacred literacy block</li> <li>• Lesson plans</li> <li>• PLC minutes</li> <li>• Walk through data</li> </ul>	Sept. 2 Jan. 6 May 5		
Identify specific student growth targets, using mCLASS middle of year and end of year targets, so that instruction is tailored to individual student's needs.	Classroom teachers RTI/SST team EC, ESL, Reading teachers	<ul style="list-style-type: none"> <li>• A plus</li> <li>• Teaching with Brain in Mind by Eric Jensen, book study and PD</li> <li>• PLC PEP PD</li> <li>• Student Achievement data</li> </ul>	Laura Popp  Donna Cabiness  Grade level chair	<ul style="list-style-type: none"> <li>• mCLASS, common assessment, and benchmark data</li> <li>• PEPs</li> <li>• PLC minutes</li> </ul>	Nov. 3  April 14		



<p>Include writing as a reading comprehension strategy so that students demonstrate, through writing, a deeper understanding of their reading.</p>	<p>Laura Popp Laurie Johnson Darlene Player Literacy Committee</p>	<ul style="list-style-type: none"> <li>• Writing PD</li> <li>• Level specific mCLASS writing prompts</li> <li>• Written responses to reading</li> </ul>	<p>Laura Popp  Laurie Johnson  Darlene Player</p>	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Walk through data</li> <li>• Work samples</li> <li>• mCLASS writing samples</li> <li>• Reading logs with comprehension element (demonstrated through writing)</li> <li>• mCLASS data</li> </ul>	<p>Oct. 14  Jan. 6  May 5</p>		
<p>Monitor and share individual student progress so that parents, teachers and students are accountable for growth.</p>	<p>Classroom teachers EC, ESL, Reading Interpreter</p>	<ul style="list-style-type: none"> <li>• ACS reading logs</li> <li>• Assessment wall</li> <li>• Plan for targeted family involvement:</li> <li>• Teachers and specialists will act as home to school liaisons through home visits, phone calls, data reports.</li> </ul>	<p>Pam Clinard  Darlene Player</p>	<ul style="list-style-type: none"> <li>• Grade Level chair</li> <li>• Parent conference sign in</li> <li>• Number of parent contacts</li> <li>• mCLASS reports sent home regularly</li> <li>• Student data notebooks for tracking progress</li> <li>• Reading log</li> <li>• Minutes from Assessment wall</li> </ul>	<p>Nov. 3  April 14</p>		



**Strategic Objectives:**

- Engage Each Student
- Assessment for Learning
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- Create Opportunities
- Capacity Building

**Strategic Focus/Foci:**

- ★ Academic proficiency in core curriculum
- ★ 21<sup>st</sup> century skills (4Cs- communication, collaboration, critical thinking and problem solving, creativity)
- ★ Systematically capture and share student data

**Current Level of Performance:**

In 2013-2014, 28% of 4<sup>th</sup> grade students demonstrated proficiency on the Math EOG. Our current 5<sup>th</sup> grade students demonstrated 3.23 % at target on the beginning of the year addition, and subtraction of whole numbers' probe; 0% on multiplying and dividing whole numbers. The 2014-2015 Kindergarten students showed

- 4.23% at target on oral counting
- 4.23% at target on number ID
- 2.82% at target on Missing Number probe
- 1.41 % at target on Quantity Discrimination probe for the beginning of the 2014-2015 school year.

**Annual Goal 2:**

By the end of the 2014-2015 school year, our 5<sup>th</sup> grade math proficiency will increase by at least 10 percentage points to 38% proficient as measured by EOG's and the addition/subtraction and multiplication/division universal screeners. Kindergarteners will demonstrate at least 90% proficiency in math as measured by their end of year Universal Screeners. Every grade level will demonstrate at least 10% growth in proficiency by the end of the 14-15 school year, as measured by their end of year screeners (K-2) and by the EOG (3-5).



Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
Infuse Arts integration (A+) throughout the math curriculum so that collaboration, critical thinking and problem solving, communication and creativity are explicitly taught and demonstrated through student performance.	Instructional staff	<ul style="list-style-type: none"> <li>A+ Summer Training (August, 2014)</li> <li>A+ Website and LiveBinder</li> <li>Professional Development</li> <li>Vertical planning/sharing</li> <li>Xtramath.org</li> <li>Guided reading math texts</li> </ul>	A+ Team  Specialist team	<ul style="list-style-type: none"> <li>Lesson plans</li> <li>Day 9 plans in Google A+ Folder</li> <li>Student work samples</li> <li>Common assessments</li> <li>Shared resources (available through DLL public folder)</li> <li>Competitive math “wars” with partner school</li> <li>Universal Screeners Spreadsheet</li> </ul>	Quarterly SLT meetings		
Classroom teachers will utilize focus questions in daily instruction so that students can demonstrate understanding of Number and Operations in Base 10 through the use of verbal and written explanations.	Instructional staff	<ul style="list-style-type: none"> <li>Common Core State Standards</li> <li>Professional Development in PLC’s</li> <li>Number talks Smart Notebook lessons</li> </ul>	L. Popp  P. Owens  Wendy Rich	<ul style="list-style-type: none"> <li>Classroom walkthroughs</li> <li>Lesson plans</li> <li>Math journals</li> <li>Common assessments</li> <li>District benchmarks</li> <li>Mastery Lessons and Number Talks</li> </ul>	Quarterly SLT meetings	First PLC meetings held	Sept. 10



Staff will participate in year-long math professional development, including learning walks, so that instruction becomes more focused and rigorous and increases student achievement.	Instructional staff	<ul style="list-style-type: none"><li>• DLL Math Action Plan</li><li>• Wendy Rich</li><li>• Learning walks (on and across grade levels)</li></ul>	Math Team Wendy Rich Classroom teachers	<ul style="list-style-type: none"><li>• Walkthrough feedback</li><li>• Lesson plans</li><li>• Common assessments</li><li>• District benchmarks</li><li>• Universal Screeners</li><li>• PD Attendance Logs</li></ul>	Quarterly SLT meetings Monthly at PLC meetings		
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**Strategic Objectives:**

- Engage Each Student
- Assessment for Learning
- Improved Achievement
- Create Opportunities
- Capacity Building

**Strategic Focus/Foci:**

- ★ Implement a consistent plan for literacy instruction and assessment across the curriculum (reading, writing, speaking, listening, presenting).

**Current Level of Performance:**

Based on district year end writing assessments from 2013-2014, 4<sup>th</sup> grade students were 43% proficient in narrative writing; 46% proficient in opinion writing; and 52% proficient in informative writing.

**Annual Goal 3:**  
 In the 2014-2015 school year, at least 70% of our 5<sup>th</sup> grade students will be proficient in narrative, opinion, and informative writing, as measured by end of year district writing assessments..

Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
Implement teacher modeling throughout the writing process so that students are provided with writing instruction that follows a progression from pre-writing to publishing (pre-writing/planning, drafting, revising, editing, and publishing).	Instructional Staff	<ul style="list-style-type: none"> <li>• District writing plan on the ACS Elementary Wiki</li> <li>• Writing instruction graphic organizers</li> <li>• Differentiated PD during PLCs</li> </ul>	Colleen Feary  Laura Popp	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Walk through data</li> <li>• Grade level PLC agenda/notes</li> <li>• Student writing samples</li> </ul>	Dec. 2  March 3		
Integrate the use of mentor texts as a key component of writing instruction so that students are exposed to high quality writing.	Instructional staff	<ul style="list-style-type: none"> <li>• List of mentor texts for each genre</li> <li>• Mentor texts</li> <li>• Writing instruction graphic organizers</li> </ul>	Megan Singleton  Laura Popp  Roberta Gavin	<ul style="list-style-type: none"> <li>• Anchor charts</li> <li>• Lesson plans</li> <li>• Walk through data</li> <li>• Grade level PLC agendas/notes</li> <li>• Student writing samples</li> </ul>	Dec. 2  March 3		





<p>Include writing conferences as a key component of writing instruction so that students are given intentional feedback throughout the writing process.</p>	<p>Instructional staff</p>	<ul style="list-style-type: none"> <li>• District writing plan on the ACS Elementary Wiki</li> <li>• Writing instruction graphic organizers               <ul style="list-style-type: none"> <li>• Differentiated PD during PLCs</li> </ul> </li> </ul>	<p>Colleen Feary  Laura Popp</p>	<ul style="list-style-type: none"> <li>• Teacher anecdotal notes from conferences</li> <li>• Lesson plans</li> <li>• Walk through data</li> <li>• Grade level PLC agenda/notes</li> </ul>	<p>Dec. 2.  March 3</p>		
<p>Infuse arts integration (A+) into writing celebrations so that students will be able to share their writing (publish) in a creative format.</p>	<p>Instructional staff</p>	<ul style="list-style-type: none"> <li>• 2 day A+ training</li> <li>• UNCG summer training</li> <li>• District writing plan on the ACS Elementary Wiki</li> <li>• Writing instruction graphic organizers</li> <li>• Differentiated PD during PLCs</li> <li>• Technology facilitator</li> </ul>	<p>Sheral Vang  Sharon Petersen  Megan Singleton  Colleen Feary</p>	<ul style="list-style-type: none"> <li>• Student writing products</li> <li>• Lesson plans</li> <li>• Walk through data</li> <li>• Grade level PLC agenda/notes</li> </ul>	<p>Dec. 2  March 3</p>		



## Title I Compliance

### Actions taken to meet the ten essential components of a School-Wide Title I Program

1. A Comprehensive Needs Assessment of the entire school	<ul style="list-style-type: none"> <li>• Continued use of surveys that seek opinions of students, staff and parents</li> <li>• Fluid CIP that is revised throughout the year to meet student needs</li> <li>• Leadership Team meets monthly or more often as needed to have input into guidance of school</li> <li>• Monitoring attendance reports</li> <li>• Monitoring disciplinary logs</li> <li>• Retentions</li> <li>• mCLASS/Reading 3D data</li> <li>• EVAAS</li> <li>• EOG results</li> <li>• PLC meeting agendas/minutes</li> <li>• EC student referrals</li> <li>• Poverty Percentages</li> <li>• Scholastic Reading Inventory</li> <li>• North Carolina Teacher Working Condition Survey</li> <li>• Master schedule, reflecting continued implementation of A+ program ( starting in 2013)</li> <li>• Master schedule, reflecting increased inclusion model for EC, ESL, AIG and reading</li> </ul>
2. School-Wide Reform Strategies	<ul style="list-style-type: none"> <li>• Participation in professional development around Math content: provided by district staff</li> <li>• Participation in professional development around ACS Literacy plan: provided by school staff</li> <li>• Instructional Assistants will participate in school Professional Development tailored to our specific DLL student needs</li> <li>• Effective collaborative planning for instruction and intervention</li> <li>• Common assessments developed at each grade level and analyzed for student needs</li> <li>• Response To Instruction; Student Support Team</li> <li>• School wide attendance incentive program</li> <li>• School wide discipline policy: PBIS/FISH</li> <li>• LLI Reading program implemented, targeting first grade and second grade students reading below grade level</li> <li>• Benchmark Assessments for Literacy, Math and Science</li> <li>• Instructional assistants to assist with small group and individualized instruction for students; all lower grade IAs partner with upper grade classes</li> <li>• Continued implementation of A+ program</li> <li>• Staff training in A+ (summer of 2014)</li> <li>• School-wide collaboration/co-teaching with specialists to integrate the arts</li> </ul>
3. Instruction by a Highly Qualified Professional Staff	<ul style="list-style-type: none"> <li>• Current staff is 100% “highly qualified” per the definition of No Child Left Behind</li> <li>• 32% of our staff has an advanced degree</li> <li>• Staff members assist in selection of new staff members</li> </ul>



<p>4. High Quality and Ongoing Professional Development</p>	<ul style="list-style-type: none"> <li>• Professional development will be provided by Central office personnel on the local level</li> <li>• Professional Development will be provided at PLCs and DLL Faculty Meetings</li> <li>• Professional Development will be provided by the NC A+ program director and fellows</li> </ul>
<p>5. Strategies to Attract Highly Qualifies Teachers to High Need Schools</p>	<ul style="list-style-type: none"> <li>• District retirement plan</li> <li>• Provide mentors for new certified staff and buddies for new classified staff.</li> <li>• Provide new teachers with additional funds to help secure materials for their rooms.</li> <li>• Continue to work with the Chamber of Commerce to provide incentives for new teachers.</li> <li>• Provide all teachers with materials for their classroom.</li> <li>• Provide additional orientations for first year teachers beyond that which is arranged for staff.</li> <li>• Assessment data is used to place highly qualified teachers in areas of need, allowing for reduced class sizes to meet the developmentally appropriate needs of students.</li> <li>• Placing highly qualified teachers in areas of need</li> </ul>
<p>6. Including Teachers in Decisions Regarding the Use of Assessment</p>	<ul style="list-style-type: none"> <li>• Decision making with goals for Continuous Improvement Plan</li> <li>• Teachers collaborate in weekly PLCs, 3 yearly Assessment Wall meetings, SST meetings</li> <li>• Teacher participation in Common Core curriculum training</li> <li>• Teacher involvement through RtI process, SST meetings, PEP development and implementation</li> <li>• Teacher involvement in the development, implementation and analysis of common, formative assessments</li> </ul>
<p>7. Strategies to Increase Parent Involvement</p>	<ul style="list-style-type: none"> <li>• PTA meetings and grade level curriculum nights</li> <li>• School wide fund raisers</li> <li>• Parent volunteers – Field trips, PTA, in classrooms</li> <li>• Family Reading Nights/Book Fair</li> <li>• School/parent Compacts</li> <li>• Read to Achieve parent meeting</li> <li>• DARE (5<sup>th</sup> grade) and CARE (2<sup>nd</sup> grade) graduation            (Drug Awareness Resistance Education and Child Abuse Reduction Effort)</li> <li>• Grandparents breakfast</li> <li>• Classroom presentations</li> <li>• Summer Reading Program with project menu presentation</li> <li>• Leadership meetings 1st Tuesday after school</li> <li>• Calendar of monthly events sent home/available in school office and on school website</li> <li>• School web site linked to other informational sites</li> <li>• Daily planner grades 3 – 5; Tuesday folders for all written communication</li> <li>• Parents can come and eat lunch with students</li> <li>• Interim reports in addition to 6-week report cards</li> <li>• Information sent home is provided in English and Spanish</li> <li>• Spanish interpreter is available</li> <li>• A+ clubs, enrichment activities provided after school</li> <li>• Parent volunteers as mentors and lunch buddies</li> </ul>



8. Preschool Transition Strategies	<ul style="list-style-type: none"><li>• DIAL 4 screening, spring for entering Kindergartners (Fall for Pre-K students)</li><li>• Transition forms filled out on pre-school child coming to kindergarten from ECDC</li><li>• Meetings between pre-school teachers and kindergarten teachers at Loflin</li><li>• Loflin Kindergarten teachers visit ECDC to observe incoming class</li><li>• Special needs of ECDC students are shared with kindergarten teachers</li><li>• * ECDC – Early Childhood Developmental Center</li></ul>
9. Activities for Children Experiencing Difficulty	<ul style="list-style-type: none"><li>• Daily Intervention block</li><li>• District use of Personal Education Plans (PEPs)</li><li>• Implementation of strategies developed at Student Support Team</li><li>• Individual teachers tutoring (after school)</li><li>• Targeting specific needs through small groups instruction in the classroom</li><li>• EC program (exceptional children)</li><li>• Title I/Reading Teachers/LLI targeting students not proficient in reading</li><li>• ESL program (English as Second Language)</li><li>• St. Joseph's tutoring program (ESL students)</li><li>• Speech services</li><li>• Occupational Therapy</li><li>• Mental Health and Social Services help is sought when needed</li><li>• Resources are sought for children needing shoes and glasses</li><li>• High school students are utilized in classrooms</li><li>• Mentoring program with parent volunteers and Rushwood Park Wesleyan Church volunteers</li></ul>
10. Coordination and integration of Federal, State, and Local Services	<ul style="list-style-type: none"><li>• Federal programs implemented in this school include: title I, Title Ii-A, Title II-D, Title III</li><li>• State programs implemented in this school include: School Improvement funds (PRC 072), English as a Second Language (PRC 054)</li><li>• Coordination and integration of these programs are outlined in the School's intervention plan and individual federal grant applications</li><li>• Support from church partner: Rushwood Park Wesleyan Church</li></ul>



**PBIS School Action Plan**

<b>Task</b>	<b>Who</b>	<b>When</b>	<b>Completion Date</b>
School PBIS team schedules monthly meetings, maintains a PBIS notebook or electronic folder with meeting agendas, minutes, and documentation of team activities.	In-School Coach/PBIS team leader, principal or assistant principal	Monthly through the 2014-2015 school year.	
School team representative will attend District level bi-annual PBIS meetings.	In-School Coach/PBIS team leader, principal or assistant principal	One meeting in the fall and one meeting in the spring	
Each PBIS team at the school level will complete an Implementation Inventory and submit to the Central Office.	In-School Coach/PBIS team leader, principal or assistant principal	By October 1, 2014	
Each PBIS team at the school level will complete the School Evaluation Tool and score 100% or higher.	In-School Coach/PBIS team leader, principal or assistant principal	By June 1, 2015	



## Compliance Statements

<b>Healthy Active Children Policy</b>	1. Physical activity is not denied to any student as a means of discipline, nor is physical activity used as a form of punishment.	1. Students are not denied recess. Physical activity is promoted for healthful living.
	2. Each student in this school participates in an average of 150 minutes per week of physical activity and/or physical education.	2. Each student receives a minimum of 180 minutes of physical activity and/or physical education per week.
<b>Pledge of Allegiance</b>	3. Time is scheduled for school-wide recitation of the Pledge of Allegiance.	3. Teachers lead the students in the Pledge of Allegiance each day following the morning announcements.
	4. Flags of the United States and North Carolina are displayed in this school.	4. The US and NC flags are flown daily outside our school and in our school auditorium. US flags are on display in every classroom.
<b>Duty-free Lunch</b>	5. Every teacher must be provided a duty-free lunch period on a daily basis or as otherwise approved by the school improvement team.	5. Members of each grade level team, on an alternating schedule, will provide coverage for teachers in a duty-free lunch period for that grade level.
<b>Duty-free Instructional Planning</b>	6. Every full-time assigned classroom teacher must be provided duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week.	6. A minimum of 4.5 hours of duty free planning time is provided to every classroom teacher each week.
<b>Redundant Reporting Requirements</b>	7. If the continuous improvement team identifies a more expeditious manner of providing information to the board that will eliminate a redundant or unnecessary reporting requirement for teachers at its school, the team may make a written request to the superintendent to eliminate the redundant or unnecessary report.	7. The School Improvement Team will submit any redundant reporting requirements to the superintendent and document their submission in the monthly minutes.



## Parent Involvement

**Overview:** Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- That parents play an integral role in assisting their child’s learning;
- That parents are encouraged to be actively involved in their child’s education at school; and
- That parents are full partners in their child’s education and are included, as appropriate in decision making and on advisory committees to assist in the education of their child.

*ESEA Provision (Sec. 9191(23))*

### 6 Types of Parent Involvement

<p><b>1. Parenting:</b> Assist families in understanding child and adolescent development, and in setting home conditions that support children as student at each age and grade level. Assist schools in understanding families.</p>	<ul style="list-style-type: none"> <li>• Home visits by classroom teachers, administration, and social worker. In school parent conferences with teachers, administration, school counselor, interpreter, and curriculum specialists. Actively engage students and parents in PEP process.</li> </ul>
<p><b>2. Communicating:</b> Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.</p>	<ul style="list-style-type: none"> <li>• Connect Five phone messages recorded in Spanish and English Written notices/letters sent home in two languages. Principal newsletter to parents sent home on a regular basis. Open House. DLL website and teacher websites. Monthly Principal-parent round table meetings.</li> </ul>
<p><b>3. Volunteering:</b> Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.</p>	<ul style="list-style-type: none"> <li>• PTA supports school programs. Volunteer flyers sent out by Community Committee. Field trips. Class speakers. Volunteer mentors provided by Rushwood Park Wesleyan; trained by Communities in Schools and Instructional Facilitator.</li> </ul>
<p><b>4. Learning at Home:</b> Involve families with their children in learning activities at home, including homework, other curriculum-related activities, and individual course and program decisions.</p>	<ul style="list-style-type: none"> <li>• Offer curriculum nights for parents on a regular basis (make and take/strategies, educational sessions). Continue using Raz-Kids as reading program students and parents can access from home and school.</li> </ul>
<p><b>5. Decision-Making:</b> Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.</p>	<ul style="list-style-type: none"> <li>• Parental involvement on school leadership team. Parent Survey. Principal-parent round table meetings.</li> </ul>



**6. Collaborating with Community:** Coordinate resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.

- Partnership with St. Joseph's Catholic Church – tutoring. Partnership with the Randolph Arts Guild. Partnership with Rushwood Park Wesleyan Church.

**Taken from *School Family and Community Partnerships: Your Handbook for Action* (2<sup>nd</sup> Edition)**





## Intervention Plan

<p><b>A. Overview</b></p>	<p>Intervention at DLL will be data driven. Teachers will participate in collaborative planning at which time individual student needs will be discussed. Intervention strategies will be determined using Reading 3D data, SRI, benchmarks, and formative assessments. All regular and support staff members will assist with planning and facilitating intervention.</p>
<p><b>B. Target Population</b></p>	<ul style="list-style-type: none"> <li>• Reading- All students below grade level</li> <li>• Math- All students</li> <li>• Parents- communicate the deficits and our plan for improvement with the goal of engaging them as our partners.</li> </ul>
<p><b>C. Measureable Intended Outcome</b></p>	<ul style="list-style-type: none"> <li>• Reading- 90% of our students who are below grade level proficiency in TRC will demonstrate growth of 5 or more reading levels.</li> <li>• Math- By the end of the 2014-2015 school year, our 5<sup>th</sup> grade math proficiency will increase by at least 10 percentage points to 38% proficient as measured by EOG's and the place value, addition, and subtraction Universal Screeners. Kindergarteners will demonstrate at least 90% proficiency in math as measured by their end of year Universal Screeners.</li> </ul>
<p><b>D. Description of activities or services to be provided</b></p>	<ul style="list-style-type: none"> <li>• Intervention blocks scheduled at every grade level</li> <li>• School-wide: Meticulous use of student PEPs to establish goals and strategies for instruction while ensuring progress monitoring is timely and accurate. Instruction will be guided by the results of progress monitoring.</li> <li>• Instructional facilitator and classroom teachers align specific intervention strategies with specific deficits.</li> <li>• Enrichment and remediation programs will be available for students. Weekly after-school offerings will include: St. Joseph's ESL program for homework help, SMARTS (Students Building Character thru Martial Arts), chorus, African drumming, photography, dance, drama, etc.</li> <li>• Enrichment and remediation programs will be available for students. Weekly after-school offerings will include: St. Joseph's ESL program for homework help, SMARTS (Students Building Character thru Martial Arts), chorus, guitar, photography, dance, drama, homework help, etc.</li> <li>• Cross grade level tutoring program, utilizing older students to tutor younger ones. (Developed and facilitated by Instructional Facilitator)</li> </ul>



**E. Evaluation of Results**

- Reading 3D data; progress monitoring results
- SRI data
- Formative assessment data
- Benchmark data
- EOG data
- Internal parent survey
- Student success with PEP goals, including exit data
- Universal Screeners



## Waiver Request

<b>The Waiver to be Requested</b>	<b>How the waiver will be used:</b>
1. To use state funds allocated for textbooks to purchase textbooks which are not on the state-approved textbook list, should the need present itself.	1. The textbook waiver would allow DLL Elementary to purchase materials supportive of school goals and to better meet student individual needs toward closing the Achievement Gap.
2. 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)	2. To allow administration and staff at the school to determine placement of teacher assistants according to student needs.



## Leadership Team Members

*The following team members collaborated with school staff to develop this Continuous Improvement Plan for our school:*

<b>Name</b>	<b>Signature</b>	<b>Role</b>
Donna Cabiness		School Counselor
Sharon Cagle		Instructional Assistant
Kathryn Chaney		Art Teacher
Laurie Johnson		Reading teacher
Meghan Joyce		Second grade teacher
Danielle Hunter		First grade teacher
Paula Owens		Principal
Sharon Petersen		Fifth Grade Teacher
Laura Popp		Instructional Facilitator
Erica Rosencrans		Kindergarten Teacher
Megan Singleton		Fourth Grade Teacher
Bailey Toomes		Third Grade Teacher
Tina Wilson		Parent
Brooke Zehmer		Assistant Principal



## **Appendix 1: Current State of the School**

Our School Improvement Team has carefully examined our existing 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 2014-2015 school year.

1. Our first year of implementation of the NC A+ program, an arts integration model, was extremely successful. Students and staff were engaged in creating and implementing two-way arts integration through a collaborative model in professional learning communities, through our Day 9 grade level collaborative arts events, with visiting artists and through our wildly popular after-school club sessions.
2. Based upon our failure to show growth in mathematics, we sought out A+ training this summer with a math focus. Our first Day 9 grade level events will all be designed around math standards.
3. Based on our mathematics data, particularly our EOG goal summaries, we know that numbers and operations in base 10 was an area of weakness across grade levels. We have developed, in conjunction with Wendy Rich, elementary curriculum director, a math plan that addresses planning, provides timely observations and feedback to teachers and includes targeted professional development.
4. Our success with last year's PEP goal (27% of our students on PEPs were able to exit the PEP) will be replicated this year as we develop targeted student PEPs with goals directly tied to student deficiencies. While this goal is not continued on this year's CIP, the refined process used last year will be continued.
5. Our set score for the end of year PBIS set evaluation in 2014 was 89%. This year our goal is to achieve a set score of 100%. We began this year with a renewed focus on PBIS strategies, including PBIS videos created by our students.
6. Considering that 80% of our student population is economically disadvantaged, we are committed to instructional strategies that are research-based and are effective for students in poverty. We know that many of our students enter school unprepared to access the curriculum; therefore we will concentrate our efforts on providing foundational support in reading and math while accelerating our intervention to move all students forward.
7. Recognizing the need to strengthen our parent involvement and parent education, we will focus our curriculum nights on engaging our parents in meaningful sessions to stretch their knowledge and gain their needed support toward our academic goals. By increasing the ways in which we communicate with parents, we hope to strengthen our partnership such that student success is nurtured.



## Appendix 2: School Profile

<b>Historical Ethnicity Information</b> (% of population on 20 <sup>th</sup> day)	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Black	13.60	11.30	13.3	14	14.5
Asian	1.06	.56	1.4	1.2	1.8
White	37.33	38.42	38.3	39	36.1
Hispanic	42.70	44.35	41.4	41	42.2
American Indian	0	0	.3	.5	0.3
2+ Races	5.30	5.08	5.3	5	5.1
<b>Total Population</b>	<b>356</b>	<b>354</b>	<b>360</b>	<b>407</b>	<b>391</b>

<b>Historical Population</b> (% of Population)	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Exceptional Children	13.3	10.5	11	10.8	10.4
AIG	3.5	1.9	3.8	2.7	3.5
Limited English Proficient	21.3	19.2	21	18.6	20
Total Free/Reduced Lunch	79.6	76.8	81.0	80.6	70.8

<b>Student Attendance Data</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
Average Daily Attendance	96.36	96.43	96.79	96.13	96.27
Mobility (starting 2012-13)				20.0	16.3

<b>Staffing Summary</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
Teachers "highly qualified" (classes taught)	100%	100%	100%	100	100
Teachers with advanced degrees	39%	32%	35%	32%	44%
Teachers with NBPTS Certification	3	4	5	4	3
Teachers trained as mentors	35	31	16.6	15	
Teacher Turnover Rate	18%	12%	29%	21%	11.11%



### Appendix 3: Student Performance Results

Promotion Rates	2009-10	2010-11	2011-12	2012-13	2013-14
Kindergarten	100	100	94.4	98.7	94
Grade 1	100	97.1	100	98.25	100
Grade 2	100	100	98.2	100	98
Grade 3	100	100	100	100	100
Grade 4	100	100	100	100	100
Grade 5	100	100	100	100	100

Grade Level Proficiency in Mathematics	2009-10	2010-11	2011-12	2012-13	2013-14
Grade 1 (state assessment)	68	94			
Grade 2 (state assessment)	58	71			
Grade 3 (EOG)	85.1	75.5	75.4	46.6	50.0
Grade 4 (EOG)	74.6	86.8	80.8	33.9	28.1
Grade 5 (EOG)	78.5	77.8	87.5	35.4	31.8

Grade Level Proficiency in Reading	2009-10	2010-11	2011-12	2012-13	2013-14
Kindergarten			59	56	70
Grade 1			61	64	48
Grade 2			61	53	73
Grade 3 (EOG)	55.3	48.1	54.4	31.0	38.3
Grade 4 (EOG)	53.5	64.2	65.4	32.3	43.8
Grade 5 (EOG)	55.4	61.9	52.1	14.6	39.4

Grade Level Proficiency in Science	2009-10	2010-11	2011-12	2012-13	2013-14
Grade 5 (EOG)	55.4	66.7	62.5	22.9	47.0



Ready Assessments introduced \*\*New Proficiency levels (3, 4, and 5)

EOG Math Proficiency by Subgroup	Grade 3			Grade 4			Grade 5		
	2011-12	2012-13	2013-14 <sup>+</sup>	2011-12	2012-13	2013-14 <sup>+</sup>	2011-12	2012-13	2013-14 <sup>+</sup>
All	75.4	46.6	51.72	80.8	33.9	28.1	89.6	35.4	31.8
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black	60.0	14.3	33.3	66.7	40	<5	80.0	33.3	42.9
Hispanic	69.0	48.1	61.9	81.0	25.7	25.8	91.3	47.4	25.0
2+ Races	*	*	*	*	*	*	*	*	*
White	87.0	52.4	61.9	83.3	47.6	34.8	87.5	20	40.0
Male	77.4	50	54.8	79.2	38.2	19.4	>95	39.1	38.9
Female	73.1	43.3	48.2	82.1	28.6	36.4	83.3	32.0	23.3
AIG	*	*	*	*	>95	83.3	100.0	*	100.0
EC	*	16.7	20.0	50	<5	<5	85.7	<5	<5
Non-EC	77.8	50.0	56.0	86.4	38.2	32.1	90.2	42.5	37.5
LEP	62.5	33.3	46.2	66.7	<5	9.1	80.0	*	<5
Non-LEP	80.5	51.2	51.1	82.6	42.0	31.5	90.7	36.4	34.4
F/R Lunch	72.7	42.2	46.2	77.3	31.3	24.1	86.1	12.5	25.5
Non-F/R Lunch	84.6	61.5	75.0	100	42.9	45.5	100	35.0	53.3

Math Achievement Gaps	Grade 3			Grade 4			Grade 5		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Black (to White)	-27.0	-38.1	-28.6	-16.6	-7.6	-29.8	-7.5	+13.3	+2.9
Hispanic (to White)	-18.0	-4.3	0.0	-2.3	-21.9	-9.0	+3.8	+27.4	-15.0
EC (to non-EC)	*	-33.3	-36.0	-36.4	>-33.2	>-27.1	-4.5	>-37.5	>-32.5
LEP (to non-LEP)	-18.0	-17.9	-4.9	-15.9	>-37.0	-22.4	-10.7	*	>-29.4
FRL (to non-FRL)	-11.9	-19.3	-28.8	-22.7	-11.6	-21.4	-13.9	-22.5	-27.8

Math Scale Score Means	Grade 3			Grade 4			Grade 5		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
		448.6	448.2		447.2	444.3			443.9

\*Ready Assessments introduced \*\*New Proficiency levels (3, 4, and 5)





EOG Reading Proficiency by Subgroup	Grade 3			Grade 4			Grade 5		
	2011-12	2012-13*	2013-14**	2011-12	2012-13*	2013-14**	2011-12	2012-13*	2013-14**
All	54.4	31.0	38.3	65.4	32.3	43.8	58.3	14.6	39.4
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black	40.0	14.3	16.7	66.7	60.0	28.6	80	16.7	42.9
Hispanic	51.7	33.3	30.4	57.1	25.7	38.7	47.8	5.3	31.3
2+ Races	*	*	*	*	*	*	*	*	*
White	60.9	38.1	61.9	70.8	38.1	52.2	68.8	25.0	48.0
Male	54.8	32.1	45.2	58.3	32.4	30.0	66.7	8.7	41.7
Female	53.8	30.0	33.3	71.4	32.1	55.9	50.0	20.0	36.7
AIG	*	*	*	*	>95	*	100	*	100.0
EC	*	16.7	10.0	25.0	<5	10.0	57.1	<5	5
Non-EC	55.6	32.7	44.0	72.7	36.4	50.1	58.5	17.5	46.4
LEP	25.0	6.7	7.7	66.7	<5	5	40.0	*	5
Non-LEP	65.9	39.5	46.8	65.2	40.0	51.9	60.5	15.9	42.6
F/R Lunch	50.0	26.7	32.7	61.4	31.3	37.7	50.0	7.5	31.4
Non-F/R Lunch	69.2	46.2	74.7	87.5	35.7	73.2	83.3	50.0	66.6

Reading Achievement Gaps	Grade 3			Grade 4			Grade 5		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Black (to White)	-20.9	-20.9	-45.2	-4.1	+21.9	-23.6	+11.2	-8.3	-5.1
Hispanic (to White)	-9.2	-4.8	-31.5	-13.7	-12.4	-13.7	-21.0	-19.7	-16.7
EC (to non-EC)	*	-16.0	-34.0	-47.7	>-31.4	-40.1	-1.4	>-12.5	-41.4
LEP (to non-LEP)	-40.9	-32.8	-39.1	+1.5	>-35.0	-46.9	-20.5	*	-37.6
FRL (to non-FRL)	-19.2	-19.5	-42.0	-26.1	-4.4	-35.5	-33.3	-42.5	-35.2

Reading Scale Score Means	Grade 3			Grade 4			Grade 5		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
		436.6	435.5		443.7	441.2			447.0



EOG Science Proficiency by Subgroup	Grade 5		
	2011-12	2012-13*	2013-14**
All	62.5	22.9	47.0
American Indian	*	*	*
Asian	*	*	*
Black	40.0	33.3	42.9
Hispanic	56.5	21.1	31.3
2+ Races	*	*	*
White	75.0	15.0	68.0
Male	75.0	21.7	61.1
Female	50.0	24.0	30.0
AIG	>95	*	100.0
EC	42.9	12.5	5
Non-EC	65.9	25.0	55.4
LEP	60.0	*	5
Non-LEP	62.8	22.7	50.8
F/R Lunch	50.0	20.0	39.2
Non-F/R Lunch	>95	37.5	72.3

Science Achievement Gaps	Grade 5		
	2011-12	2012-13	2013-14
Black (to White)	-35.0	+18.3	-23.1
Hispanic (to White)	-18.5	+6.1	-36.7
EC (to non-EC)	-23.0	-12.5	-50.4
LEP (to non-LEP)	-2.8	*	-45.8
FRL (to non-FRL)	>-45.0	-17.5	-33.1

Science Scale Score Means	Grade 5		
	2011-12	2012-13	2013-14
			247.5



<b>AYP Targets/*AMOs Met</b>	<b>Met</b>	<b>Total</b>	<b>Percent Met</b>	<b>Targets Missed</b>
2009-10	17	17	100%	
2010-11	14	17	82.4%	Reading – ED Math – All, Hispanic
2011-12*	13	17	76.5%	Read – All, Hispanic, White, ED
2012-13*	16	19	84.2%	Read—All, White Math—White
2013-14*	14	25	56.0%	Reading – All, Hispanic, White, & EDS Math – All, Hispanic, White & EDS Science – All, Hispanic, & EDS



## Appendix 4: Other Data Sources

### Teacher Working Conditions Survey

<b>Three or more areas of strength</b>	<ol style="list-style-type: none"> <li>1. 92% of teachers feel that overall, our school is a good place to work and learn.</li> <li>2. 100% of teachers feel that they are held to high professional standards for delivering instruction.</li> <li>3. 82% of teachers feel comfortable raising issues and concerns that are important to them.</li> </ol>
<b>Three or more areas of possible improvement</b>	<ol style="list-style-type: none"> <li>1. 58% of teachers feel that parents or guardians support teachers, contributing to the success of teachers.</li> <li>2. 47% of teachers feel that they are allowed to focus on educating students with minimal interruptions.</li> <li>3. 66% of teachers feel that they have sufficient access to office equipment and supplies, such as copy machines, paper, pens, etc.</li> </ol>
<b>Two significant findings</b>	<ol style="list-style-type: none"> <li>1. Overall, our school results showed that our staff feels more comfortable than the district and state as a whole in raising issues and concerns that are important to them.</li> <li>2. Teachers feel that more of the school day needs to be protected from interruptions.</li> </ol>

### Student Survey

<b>Three or more areas of strength</b>	<ol style="list-style-type: none"> <li>1. 93% of students feel that graduation from high school is important.</li> <li>2. 95% of students feel that their teachers expect them to do their best.</li> <li>3. 98% of students feel that their parents care about their education.</li> </ol>
<b>Three or more areas of possible improvement</b>	<ol style="list-style-type: none"> <li>1. 42% of students feel that they have been bullied at school.</li> <li>2. 18% of students feel that students respect each other.</li> <li>3. 24% of students feel that students respect teachers at our school.</li> </ol>
<b>Two significant findings</b>	<ol style="list-style-type: none"> <li>1. Overall, students realize that their education is important and that teachers and parents are here to support them.</li> <li>2. Based on the student survey, respect of teachers and other students is an issue that needs to be addressed and improved upon at our school.</li> </ol>



<b>Parent Survey</b>	
<b>Three or more areas of strength</b>	<ol style="list-style-type: none"><li>1. Parents understand that their child's teacher expects them to do their best.</li><li>2. Parents feel that our school is a welcoming and friendly place.</li><li>3. Parents feel that our school is preparing children for their future.</li></ol>
<b>Three or more areas of possible improvement</b>	<ol style="list-style-type: none"><li>1. Parents feel that children are afraid to make mistakes</li><li>2. 30% of parents have no opinion or do not feel that students at our school respect each other.</li><li>3. 32% of parents disagree or have no opinion about their children's participation in after school activities.</li></ol>
<b>Two significant findings</b>	<ol style="list-style-type: none"><li>1. Parents believe that our school is a welcoming place that encourages students to do their best.</li><li>2. Based on the parent survey, students need to improve on demonstrating respect to teachers and other students.</li></ol>