



Donna Lee Loflin Elementary School
2016-2017 Continuous Improvement and Title I Implementation Plan

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Staff Approval

Date of Secret Ballot _____
Results For _____
Results Against _____

Signature Date

Approved by Superintendent of Schools:

Signature Date

Approved by Board of Education:

Signature Date

<p>Our School's Vision</p>	<p>Donna Lee Loflin Elementary will be a school of excellence that fosters lifelong learning and is dedicated to challenging all students to be successful 21st century citizens.</p>
<p>Our School's Mission</p>	<p>We will empower all students to be inquisitive learners and critical thinkers in order 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.</p>
<p>Core Beliefs</p>	<p>To lead us toward our vision and mission, our school community shares the following core beliefs:</p> <ul style="list-style-type: none"> ● We recognize the need to partner with families, who are a child's first and most important teacher. ● All members of our learning community will demonstrate the importance of high expectations in teaching and learning. ● 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. ● Teachers will create an environment that embraces individuality and encourages risk-taking in the learning process. ● Our community will value diversity, demonstrating an understanding and appreciation of their own cultural heritage as well as that of others. ● Our learning community will ensure that children and learning are the priorities for all decision-making. ● We have made a commitment to integration of the arts as a key component of our teaching and learning at Donna Lee Loflin.

ACS Strategic Plan Goals

- ✓ Prepared for further education, work, and citizenship.
- ✓ Personalized education
- Excellent Educators
- Up-to-date systems
- Healthy, safe, and responsible

Strategic Plan Objective(s):

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

GOAL 2 - Each student has a personalized education.

Current Level of Performance:

2015-2016 Reading Proficiency

Grade	Assessment	Proficiency
K	Composite/TRC	77% / 60%
1	Composite/TRC	51% / 59%
2	Composite/TRC	43% / 66%
3	Composite/EOG	38% / 39.7%
4	EOG	55.6%
5	EOG	31.4%

Annual Goal 1: Reading

We will increase our K-2 mCLASS average Composite proficiency from 66% to 80%. We will increase our K-2 average TRC proficiency from 61% to 80%; 3rd grade Composite score from 38% to 80%; and 3-5 Reading EOG from 42.3% to 80% by strengthening our students' ability to decode, comprehend complex text with fluency and accuracy, and increase academic vocabulary.

**Implementation Summary
 Reading Part I**

Loflin Elementary will ensure that students receive a minimum of 120 minutes of evidence-based balanced literacy instruction that aligns to North Carolina Standard Course of Study (including 60 minutes of guided reading, 30 minutes of direct instruction, and 30 minutes of word study).

Action Steps:

1. Vertical teams will regularly analyze the foundational standards in North Carolina’s Standard Course of Study (NCSCS) to ensure teachers are deepening their understanding of the depth and breadth in each standard.
2. K-3 teachers will utilize a systematic phonics-based methodology that follows an evidence-based scope and sequence during word study. (K-Letterland, K-3 Fountas & Pinnell)
3. Teams will ensure each direct word study lesson is followed up with small group teacher supported phonics/word study application center.
4. 4th and 5th grade teachers will provide daily direct word study lessons including word origins, word-problem solving strategies, and word application opportunities with direct fluency instruction based on the students’ needs
5. Teams will ensure direct vocabulary instruction using a gradual release of responsibility model (One Stop Word Shop and ExC-ELL)
6. Reading assistants and certified staff will provide intensive vocabulary intervention through evidence-based strategies to supplement classroom instruction.
7. Certified staff will meet weekly to analyze NCSCS standards and create assessments that reach the depth and breadth of the standards.
8. Grade Level CASA will meet weekly to analyze instruction based on common assessment, instruction, and/or progress monitoring.
9. Coaching support will be provided for teachers to personalize instruction in order to ensure student proficiency and mastery.

Implementation			Monitoring			Completion
Team Members	Resources	Professional Development	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date
<ul style="list-style-type: none"> • Administrators • Instructional Facilitator • Grade level teachers 	1. North Carolina Department of Public Instruction (NCDPI) Foundation standards unpacking	1. Bi-monthly vertical foundational skills analysis PD sessions	<ul style="list-style-type: none"> • Grade level Chairs • IF • Administration 	Universal Screeners DIBELS Progress Monitoring	Weekly	

<ul style="list-style-type: none"> • Reading Assistants • Specialists 	<p>documents and mentoring minds unpacking guides</p> <ol style="list-style-type: none"> 2. Fountas and Pinnell K-3 phonics lessons (book) and K-Letterland. Scope and Sequence from Fountas & Pinnell and Letterland 3. Fountas & Pinnell Phonics lessons book 4. One Stop Word Shop, ExC-ELL, and TextProject.org 5. One Stop Word Shop 6. Florida Center for Reading Research (FCRR), Intervention Central, NCDPI Master Literacy training models and support documents 7. NCDPI's foundation standards, unpacking documents and mentoring minds unpacking guides, SchoolNet, and 3rd grade portfolio passages 8. District Collaboration Around Student Achievement (CASA) forms that outline the 4 essential questions for problem solving 9. Multi-tiered System of Support (MTSS) documents, District CASA documents, and District Problem Solving Document. 	<ol style="list-style-type: none"> 2. Weekly team planning sessions for pacing of phonics lessons. 3. Reading assistants initial trainings and follow-up support throughout the year as needed 4. Initial Training: 2 hour training with GRR (Gradual Release of Responsibility) during Tuesday Staff Development. Four additional sessions to support the Gradual Release Model during the 120 block. Personalized coaching session with gradual release model based on teacher's needs 5. One 35-minute training session with the authors of One Stop Word Shop to maximize usage and fidelity. Two 20-minute refresher trainings with ExC-ELL teacher trainers. 6. Training sessions for reading assistants and certified staff with evidence-based interventions. 7. Weekly CASA meetings and planning meetings focused on standards unpacking aligned to ACS pacing guides 8. 3-5 refresher training on "how to's" of SchoolNet 9. Personal Coaching sessions based on teacher's needs. 		<p>Intervention lessons plans.</p> <p>Core lesson plans</p> <p>Lesson plans and "Walk Through" documents created by FCRR and NCDPI</p> <p>CASA minutes</p> <p>Benchmark Data</p>		
<p>Reflections on Progress/Outcomes: Updates and reflection on current data</p>				<p>Notes and Coaching: School Notes/Coaching comments</p>		

**Implementation Summary
Reading Part II**

Loflin Elementary will ensure students are provided with targeted enrichment, maintenance remediation, and/or intervention during an intensive 30 minutes of targeted instruction (PAW time).

1. All teachers will administer universal screeners and frequent evidence-based assessments to all students to determine targeted needs based on strengths and skill deficits.
2. All teachers and staff will analyze common formative assessments to determine the given enrichment, maintenance, and/ or remediation.
3. All teachers will administer frequent DIBELS progress monitoring probes to monitor intervention success using realistic and aggressive “rate of growth” goals.
4. Instructional teams will set realistic measurable goals for each student using DIBELS and mCLASS data.
5. Staff will align coaching supports to student skill deficits and evidence-based interventions.
6. Reading assistants and certified staff will provide targeted, intensive, evidence-based interventions to supplement small group and whole group instruction.

Implementation			Monitoring			Completion
Team Members	Resources	Professional Development	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date
<ul style="list-style-type: none"> • Administration • IF • Reading Assistants • Teachers • Specialists 	<u>Resources:</u> 1. DIBELS, TRC, Core Literacy Probes 2. International Reading Association scholarly research articles, EdWeekly, Jim Knights coaching book, and Orton-Gillingham methods and research 3. DIBELS, TRC, and “Rate of Growth” document.	<u>Professional Development:</u> 1. New teacher training with Dibels and TRC. Refresher trainings during K-5 planning sessions on all DIBELS measures 2. Team coaching sessions on data analysis during CASA and planning times 3. Refresher sessions on progress monitoring using	<ul style="list-style-type: none"> • Grade level chairs • IF Specialist 	<ul style="list-style-type: none"> • Progress monitoring in each of the interventions Example: HELPs Literacy- graphing Word Count Proficiency Rate (WCPR) weekly, RAZ-Kids student report, FCCR- mClass progress monitoring	Weekly	

	<ol style="list-style-type: none"> 4. mCLASS Pathways to Progress templates 5. Florida Center of Reading Research (FCRR), Scholarly Articles, Director of Elementary Services, and NCDPI K-3 Literacy Team 6. Fountas and Pinnell Phonics books, FCRR, Text-Project, One Stop Word Shop, Raz-Kids, Reading A-Z, mCLASS intervention lessons, and Helping Early Literacy with Practice Strategies (HELPS) Literacy passages and binders 	<p>lowest level of skills not mastered</p> <ol style="list-style-type: none"> 4. Pathways to Progress coaching/trainings during CASA and grade-level planning sessions. 5. Based on interventions needed, trainings included HELPs Literacy and Orton-Gillingham methods. 				
Reflections on Progress/Outcomes:					Notes and Coaching:	

ACS Strategic Plan Goals

- ✓ Prepared for further education, work, and citizenship
- ✓ Personalized education
- Excellent Educators
- Up-to-date systems
- Healthy, safe, and responsible

Strategic Plan Objective(s):

- ★ Goal 2 Objective 3: Increase number of STEAM (science, technology, engineering, arts, and math) and global education experiences for all students, so that students are globally competitive.

Current Level of Performance:

15-16 EOG Data
 3rd Grade - 46.6%
 4th Grade - 53.7%
 5th Grade - 39.2%

Annual Goal 2: Mathematics

Increase grade 3-5 math EOG proficiency from 46.5% to at least 80% by strengthening the students' number sense, computational fluency, and conceptual understanding through student-centered instruction.

**Implementation Summary
 Mathematics Part I**

Loflin Elementary will ensure that students receive a minimum of 90 minutes of evidence-based math instruction per day that aligns to NCSCS .

Action Steps:

1. Certified staff will meet weekly to analyze NCSCS standards and create assessments that reach the depth and breadth of the standards.
2. Grade Level CASAs will meet weekly to analyze instruction based on common assessment, instruction, and/or progress monitoring
3. Coaching support will be provided for teachers to personalize instruction in order to ensure student proficiency and mastery.
4. Teachers will provide opportunities for frequent fluency drills to increase student fact fluency.
5. Teachers will provide direct instruction on problem-solving skills.

6. Teachers will utilize *Number Talks* to strengthen mental math and computation strategies.

Implementation			Monitoring			Completion
Team Members	Resources	Professional Development	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date
<ul style="list-style-type: none"> Administrators Instructional Facilitator Grade level teachers 	<u>Resources:</u> 1. NCDPI Wiki, Math Tasks, and probes 2. SchoolNet, District CASA documents 3. Director of Elementary Services 4. Sumdog, Fluency (ENgageNY) 5. Number Talks, CGI Methods 6. NumberTalks	<u>Professional Development:</u> 1. Coaching sessions during grade- level meetings 2. Refresher training as needed on School Net 3. Model lessons by lead and/or mentor teachers 4. Coaching 5. New teacher training on Number Talks 6. Peer observations	Administration Instructional Staff	Math Probes *K-2 Benchmarks *3-5 Benchmarks Formative Assessments Teacher created fluency assessments	Weekly *3 times a year	
Reflections on Progress/Outcomes:				Notes and Coaching:		

Implementation Summary Mathematics Part II

Loflin Elementary will ensure students are provided with targeted enrichment, maintenance remediation, and/or intervention during an intensive 30 minute targeted instruction time (PAW time).

Action Steps:

- All teachers will administer frequent evidence-based assessments to all students to determine targeted needs based on strengths and skill deficits.
- All teachers and staff will analyze common formative assessments to determine the given enrichment, maintenance, and/ or remediation.
- Staff will align coaching supports to student skill deficits and evidence-based interventions.

4. Instructional assistants and certified staff will provide targeted, intensive, evidence-based interventions to supplement small group and whole group instruction.

Implementation			Monitoring			Completion
Team Members	Resources	Professional Development	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date
Administrators Instructional Facilitator Grade Level Teachers	<u>Resources:</u> 1. Curriculum-based measures from Intervention Central 2. SchoolNet assessments and teacher created assessments 3. Curriculum based measures from Intervention Central 4. Elementary Director, peer observations, and mentors 5. Intervention Central	<u>Professional Development:</u> 1. ½ day extended planning sessions with Instructional Facilitator, Elementary Director, and administration. 2. Peer coaching 3. Coaching 4. Coaching during CASA and Team Meetings 5. Coaching	Administrative Staff Instructional Staff	Math Probes *K-2 Benchmarks *3-5 Benchmarks Formative Assessments Teacher created fluency assessments	*2 times a year *3 times a year Weekly	
Reflections on Progress/Outcomes:				Notes and Coaching:		

ACS Strategic Plan Goals

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- Up-to-date systems
- Healthy, safe, and responsible

Strategic Plan Objective(s):

- ★ Goal 2 Objective 3: Increase number of STEAM (science, technology, engineering, arts, and math) and global education experiences for all students, so that students are globally competitive.

Current Level of Performance:

EOG Scores 2015-16
60.5

Annual Goal 3: Science

We will increase our EOG Science scores from 60.8% to at least 80% by utilizing evidence-based best practices into K-5 Science instruction.

**Implementation Summary
 Science Part I**

Loflin Elementary will ensure 30-40 minutes of daily science instruction that includes integrating technology and close reading using a variety of nonfiction complex text to support an inquiry-based learning approach.

1. Teachers will ensure text selection ranges are within the grade level appropriate lexile band while providing scaffolding support allowing all students access to the curriculum.
2. Teachers will integrate technology with smart boards, ipads, and laptops using digital print, interactive apps, and websites that directly align to the NCSCS
3. Teachers will create inquiry lessons that integrate problem-based learning centered around posing a question, problem, or scenario.

Implementation			Monitoring			Completion
Team Members	Resources	Professional Development	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date
Grade Level Teams Instructional Facilitator Administration	1. Lexile.com 2. Readworks.org, text project, newsELA, Discovery Techbook, Study Jams 3. Edutopia PBLs, NCDPI Science Wiki, and PBLs aligned to science outcomes	1. Collaboration during grade level team meetings 2. New Teacher training on Discovery Techbook, Refresher training on readworks.com, newsELA, and Study Jams	Grade Level Teams Instructional Facilitator	CASA meeting documentation Products with in inquiry-based learning units Benchmarks	Bi-Monthly	
Reflections on Progress/Outcomes:				Notes and Coaching:		

**Implementation Summary
 Science Part II**

Loflin Elementary will integrate tier 2 and tier 3 (*academic science words*) vocabulary into daily, direct instruction following evidence-based vocabulary instructional method(s).

1. Vertical teacher teams will select NCSCOS tier 2 and 3 academic vocabulary from each standard and teach this vocabulary using evidence-based strategies.(ie. *Marzano's 6 steps*).
2. Certified staff will provide targeted, intensive, evidence-based interventions to supplement small group and whole group instruction.

Implementation			Monitoring			Completion
Team Members	Resources	Professional Development	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date
Grade Level teams Instructional Facilitator Administration	1. NCDPI Science Wiki http://scnces.ncdpi.wikispaces.net/ 2. Marzano's 6 steps evidence-based method and ExC-ELL	1. Grade level collaboration sessions analysis of tier 2 & 3 words needed for achievement 2. Marzano's 6 Steps Training Refresher and New teaching training with ExC-ELL	Grade Level Teams Instructional Facilitator Administration	Common Formative Assessments Benchmarks CASA meetings documentation	Quarterly	
Reflections on Progress/Outcomes:				Notes and Coaching:		

ACS Strategic Plan Goals
<input type="checkbox"/> Prepared for further education, work, and citizenship. <input type="checkbox"/> Personalized education <input type="checkbox"/> Excellent Educators <input type="checkbox"/> Up-to-date systems <input type="checkbox"/> Healthy, safe, and responsible

Strategic Plan Objective(s):
★ Goal 2 Objective 5; Cultivate partnerships with families and the community, so that student learning experiences are enhanced.

Current Level of Performance:
Parent Involvement: 60% (based on sign in sheets from Title I nights)

Annual Goal 4: Family Engagement
 Increase parent involvement from 60% to 80% at parental involvement activities and parent nights.

**Implementation Summary
 Family Engagement Part I**

Loflin Elementary will ensure all school members promote and build family engagement capacity.

1. All school staff will implement Karen Mapps model of linking family engagement to learning
2. School staff will offer a “technology night” in both English and Spanish to help parents navigate apps that support student achievement and align with the North Carolina Standard Course of Study.

Implementation			Monitoring			Completion
Team Members	Resources	Professional Development	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date

Administration, staff, and teachers IF District level curriculum team	<ol style="list-style-type: none"> Karen Mapps staff training documents and district materials NCDPI- app review form 	<ol style="list-style-type: none"> 35 minute PD session on introduction of the Karen Mapps model, Ongoing support and coaching Two 25 minute app training and alignment sessions 	Trained Karen Mapps Leaders Leadership Team	Plus/delta surveys of parent data talks Pre/post surveys collected from parents Title I sign-in sheet	Monthly	
Reflections on Progress/Outcomes:				Notes and Coaching:		

**Implementation Summary
Family Engagement Part II**

Loflin Elementary will ensure, promote, and increase parent involvement with students' academic achievement.

- School staff will inform parents on research from the Karen Mapps model.
- School staff will provide sessions for parent/student data talks in every classroom.
- School staff will conduct parent sessions to support academic achievement on skill deficits in reading and math
- School staff will create an environment that promotes academic achievement through displays, informational documents/flyers, and purposeful positive communication with parents.
- School Staff in collaboration with Randolph Community College will provide continued "English Academy sessions" for learning English

Implementation			Monitoring			Completion
Team Members	Resources	Professional Development	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date
Reading Assistants Instructional Facilitator All Certified Staff Academic Support Administration	<ol style="list-style-type: none"> Karen Mapps video and district materials Parent-friendly choice activities and strategies that can be implemented at home to support individual student's academic 	<ol style="list-style-type: none"> Staff Training with Karen Mapps model One - hour session after benchmark data to align standard deficits with parent 	Classroom Teachers Reading Assistants McDonald	Parent data conferences Title I sign-in sheet Parent surveys	3 times a year monthly	

	<p>achievement, attendance incentives (bookmarks, hw pass), mClass data, and benchmark data</p> <p>3. Research that supports academic achievement and parent involvement, weekly grade-level newsletters, Connect 5 phone calls, Peachjar, and updated website</p> <p>4. Randolph Community College</p>	<p>friendly- strategies and activities that can be used at home.</p> <p>3. One 20 minute raining for the DLL newsletter expectations</p>	<p>All Certified Staff and Academic Support</p>			
<p>Reflections on Progress/Outcomes:</p>				<p>Notes and Coaching:</p>		

<h2 style="margin: 0;">Title I Compliance</h2> <h3 style="margin: 0;">Actions taken to meet the ten essential components of a School-Wide Title I Program</h3>	
<p>1. A Comprehensive Needs Assessment of the entire school</p>	<ul style="list-style-type: none"> ● Continued use of surveys that seek opinions of students, staff, and parents ● Fluid CIP that is revised throughout the year to meet student needs ● Leadership Team meets monthly, or more often as needed, to have input into guidance of school ● Monitoring attendance reports ● Monitoring disciplinary logs ● Retentions ● mCLASS / Reading 3D data ● EVAAS ● EOG results ● PLC meeting agendas/minutes ● EC student referrals ● Poverty percentages ● Scholastic Reading Inventory ● North Carolina Teacher Working Condition Survey ● Master schedule, reflecting continued implementation of A+ program (started in 2013) ● Master schedule, reflecting increased inclusion model for EC, ESL, AIG, and reading schedule, reflecting inclusion (EC and ESL)
<p>2. School-Wide Reform Strategies</p>	<ul style="list-style-type: none"> ● Participation in professional development around Literacy and ELL strategies provided by school and district staff ● Participation in professional development around ACS Literacy plan provided by school staff ● Instructional assistants will participate in school professional development tailored to our specific DLL student needs ● Effective collaborative planning for instruction and intervention. ● Implementation of MPI's (Model Performance Indicators) through "I can statements". ● Planning days with Wendy Rich to unpack standards ● Common assessments developed at each grade level and analyzed for student needs ● Response To Instruction; Student Support Team ● School-wide attendance incentive program ● School-wide discipline policy: PBIS/FISH ● LLI Reading program implemented targeting first and second grade students reading below grade level ● Benchmark Assessments for Literacy, Math, and Science ● Instructional assistants to assist with small group and individualized instruction for students; all lower-grade IAs partner with upper-grade classes ● Continued implementation of A+ program with a literacy focus ● School-wide collaboration/co-teaching with specialists to integrate the arts

3. Instruction by a Highly Qualified Professional Staff	<ul style="list-style-type: none"> ● Current staff is 100% “highly qualified” per the definition of No Child Left Behind ● 30% of our staff has an advanced degree ● Staff members assist in selection of new staff members
4. High Quality and Ongoing Professional Development	<ul style="list-style-type: none"> ● Professional development will be provided by central office personnel on the local level ● Professional development will be provided at PLCs and DLL faculty meetings ● Professional development will be provided by the NC A+ program director and fellows
5. Strategies to Attract Highly Qualified Teachers to High Need Schools	<ul style="list-style-type: none"> ● District retirement plan ● Provide an engaging and collaborative environment ● Provide mentors for new certified staff and buddies for new classified staff ● Provide new teachers with additional funds to help secure materials for their rooms. ● Continue to work with the Chamber of Commerce to provide incentives for new teachers. ● Provide all teachers with materials for their classroom. ● Provide additional orientations for first year teachers beyond that which is arranged for staff ● 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. ● Placing highly-qualified teachers in areas of need
6. Including Teachers in Decisions Regarding the Use of Assessment	<ul style="list-style-type: none"> ● Decision making with goals for Continuous Improvement Plan ● Teachers collaborate in weekly PLCs, 3 yearly Assessment Wall meetings, and SST meetings ● Teacher participation in North Carolina Standard Course of Study curriculum training ● Teacher involvement through RtI process, SST meetings, and PEP development and implementation ● Teacher involvement in the development, implementation, and analysis of common, formative assessments
7. Strategies to Increase Parent Involvement	<ul style="list-style-type: none"> ● PTA meetings and grade-level curriculum nights ● School-wide fundraisers ● Parent volunteers – field trips, PTA, in classrooms ● Family Reading Nights / Book Fair ● School / Parent Compacts ● Read to Achieve parent meeting ● DARE (5th grade) and CARE (2nd grade) graduation (Drug Awareness Resistance Education and Child Abuse Reduction Effort) ● Grandparents breakfast ● Classroom presentations ● Summer reading program with project menu presentation ● Leadership meetings on the first Tuesday of each month after school ● Calendar of monthly events sent home/available in school office and on school website ● School website linked to other informational sites ● Daily planner grades 3 – 5; Tuesday folders for all written communication ● Parents can come and eat lunch with students

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

PBIS School Action Plan			
Task	Who	When	Completion Date
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 2016-2017 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, 2016	
Each PBIS team at the school level will complete the School Evaluation Tool and score 100%.	In-School coach/PBIS team leader, principal, or assistant principal	By June 1, 2017	

Compliance Statements		
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.	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 190 minutes of physical activity and/or physical education per week.
Pledge of Allegiance	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.
Duty-free Lunch	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.
Duty-free Instructional Planning	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.
Redundant Reporting Requirements	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.

Waiver Request	
The Waiver to be Requested	How the waiver will be used:
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.

Appendix 1: Current State of the School

Narrative of the 2015-16 school level data and highlights of successes and areas for improvement.

Appendix 2: School Profile

Historical Ethnicity Information (% of population on 20 th day)	2012-13	2013-14	2014-15	2015-16	2016-17
Black	13.3	14	14.5	15.4	
Asian	1.4	1.2	1.8	1.9	
White	38.3	39	36.1	30.9	
Hispanic	41.4	41	42.2	45.0	
American Indian	.3	.5	0.3	0	
2+ Races	5.3	5	5.1	6.8	
Total Population	360	407	391	369	

Historical Population (% of Population)	2011-12	2012-13	2013-14	2014-15	2015-16
Exceptional Children	10.5	11	10.8	10.4	13.8
AIG	1.9	3.8	2.7	3.5	2.7
Limited English Proficient	19.2	21	18.6	20	23.8
Total Free/Reduced Lunch	76.8	81.0	80.6	70.8	

Student Attendance Data	2011-12	2012-13	2013-14	2014-15	2015-16
Average Daily Attendance	96.79	96.13	96.27	98.45	98.74
Mobility (starting 2012-13)		20.0	16.3	18.7	20.2

Staffing Summary	2011-12	2012-13	2013-14	2014-15	2015-16
Teachers "highly qualified" (classes taught)	100%	100	100%	100%	100%
Teachers with advanced degrees	35%	32%	44%	34.4%	43.4%
Teachers with NBPTS Certification	5	4	3	3	2
Teacher Turnover Rate	29%	21%	11.11%	6.2%	

Appendix 3: Student Performance Results

Promotion Rates	2011-12	2012-13	2013-14	2014-15	2015-16
Kindergarten	94.4	98.7	94	92.8	98%
Grade 1	100	98.25	100	93.3	100%
Grade 2	98.2	100	98	98.6	100%
Grade 3	100	100	100	98.3	100%
Grade 4	100	100	100	100	100%
Grade 5	100	100	100	100	100%

Grade Level Proficiency in Mathematics	2011-12	2012-13*	2013-14	2014-2015	2015-16
Grade 3 (EOG)	75.4	46.6	50.0	67.2	46.6
Grade 4 (EOG)	80.8	33.9	28.1	42.6	53.7
Grade 5 (EOG)	87.5	35.4	31.8	41.4	39.2

Grade Level Proficiency in Reading	2011-12*	2012-13	2013-14	2014-15	2015-16
Kindergarten (TRC)	59.0	48.0	59.0	71.0	60.0
Grade 1 (TRC)	61.0	65.0	30.0	58.0	59.0
Grade 2 (TRC)	61.0	53.0	57.0	65.0	66.0
Grade 3 (EOG)	54.4	31.0	38.3	51.7	39.7
Grade 4 (EOG)	65.4	32.3	43.8	42.6	55.6
Grade 5 (EOG)	52.1	14.6	39.4	44.8	31.4

Grade Level Proficiency in Science	2011-12	2012-13*	2013-14	2014-15	2015-16
Grade 5 (EOG)	62.5	22.9	47.0	48.3	60.8

Math GLP Proficiency by Subgroup	Grade 3			Grade 4			Grade 5		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
All	50.0	67.2	46.6	28.1	42.6	53.7	31.8	41.4	39.2
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black	33.3	57.1	*	5.0	50.0	*	42.9	16.7	*
Hispanic	56.5	47.4	53.8	25.8	36.4	38.1	25.0	46.9	41.7
2+ Races	*	*	*	*	*	*	*	*	*
White	61.9	84.0	52.6	34.8	47.6	78.3	40.0	44.4	44.4
Male	51.5	59.1	42.9	20.0	48.4	51.9	38.9	46.4	40.7
Female	48.1	72.2	50.0	35.3	34.8	55.6	23.3	36.7	37.5
AIG	*	*	*	85.7	95.0	*	95.0	95.0	*
EC	20.0	28.6	18.2	5	8.3	20.0	5.0	5.0	*
Non-EC	56.0	72.5	53.2	33.3	52.4	61.4	38.2	63.6	*
LEP	46.2	41.7	42.9	10.0	11.1	*	5.0	10.0	*
Non-LEP	51.1	73.9	47.8	31.5	48.9	*	34.7	47.9	*
F/R Lunch	46.2	61.9	43.1	24.5	40.4	41.2	25.5	36.2	37.2
Non-F/R Lunch	74.7	81.1	72.1	45.4	57.4	75.0	67.5	63.6	50.0

Math Achievement Gaps	Grade 3			Grade 4			Grade 5		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Black (to White)	-28.6	-26.9	*	-29.8	2.4	*	2.9	-27.7	*
Hispanic (to White)	-5.4	-36.6	1.2	-9	-11.2	-40.2	-15	2.5	-2.7
EC (to non-EC)	-36	-43.9	-35	-28.3	-44.1	-41.4	-33.2	-58.6	*
LEP (to non-LEP)	4.9	32.2	4.9	21.5	37.8	*	29.7	37.9	*
FRL (to non-FRL)	-28.5	-19.2	-29	-20.9	-17	-33.8	-42	-27.4	-12.8

Math EVAAS Growth	Grade 3			Grade 4			Grade 5		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
				-8.6	-5.3	-4.8	-6.0	3.5	-4.7

Reading GLP Proficiency by Subgroup	Grade 3			Grade 4			Grade 5		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
All	38.3	51.7	39.7	43.8	42.6	55.6	39.4	44.8	31.4
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black	16.7	28.6	*	28.6	37.5	*	42.9	5.0	*
Hispanic	30.4	31.6	34.6	38.7	27.3	38.1	31.3	40.6	25.0
2+ Races	*	*	*	*	*	*	*	*	*
White	61.9	76.0	52.6	52.2	61.9	82.6	48.0	72.2	44.4
Male	42.4	45.5	28.6	30.0	45.2	55.6	41.7	39.3	22.2
Female	33.3	55.6	50.0	55.9	39.1	55.6	36.7	50.0	41.7
AIG	*	*	*	95.0	95.0	*	95.0	95.0	*
EC	10.0	28.6	9.1	10.0	25.0	20.0	5.0	12.5	*
Non-EC	44.0	54.9	46.9	50.1	47.6	63.7	46.4	50.0	*
LEP	7.7	16.7	28.6	5.0	5.0	*	5.0	5.0	*
Non-LEP	46.8	60.8	43.2	51.9	51.1	*	31.4	54.1	*
F/R Lunch	32.7	42.9	33.3	37.7	36.2	41.2	31.4	34.0	25.6
Non-F/R Lunch	74.7	74.8	86.3	73.2	85.6	80.1	66.6	90.9	62.6

Reading Achievement Gaps	Grade 3			Grade 4			Grade 5		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Black (to White)	-45.2	-47.4	*	-23.6	-24.4	*	-5.1	-67.2	*
Hispanic (to White)	-31.5	-44.4	-18.0	-13.5	-34.6	-44.5	-16.7	-31.6	-19.4
EC (to non-EC)	-34.0	-26.3	-37.8	-40.1	-22.6	-43.7	-41.4	-37.5	*
LEP (to non-LEP)	39.1	44.1	14.6	46.9	46.1	*	26.4	49.1	**
FRL (to non-FRL)	-42.0	-31.9	-53.0	-35.5	-49.4	-38.9	-35.2	-56.9	-37.0

Reading EVAAS Growth	Grade 3			Grade 4			Grade 5		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
	0.4	0.7	-1.0	-1.6	1.2	0.0	-2.2	3.0	-2.0

Science GLP Proficiency by Subgroup	Grade 5		
	2013-14	2014-15	2015-16
All	47.0	48.3	60.8
American Indian	*	*	*
Asian	*	*	*
Black	42.9	5.0	*
Hispanic	31.3	50.0	58.3
2+ Races	*	*	*
White	68.0	61.1	72.2
Male	61.1	46.4	63.0
Female	30.0	50.0	58.3
AIG	95.0	95.0	*
EC	5.0	12.5	*
Non-EC	56.4	54.0	*
LEP	5.0	10.0	*
Non-LEP	51.3	56.3	*
F/R Lunch	39.2	40.4	58.1
Non-F/R Lunch	91.2	82.1	75.3

Science Achievement Gaps	Grade 5		
	2013-14	2014-15	2015-16
Black (to White)	-25.1	-56.1	*
Hispanic (to White)	-36.7	-11.1	-13.9
EC (to non-EC)	-51.4	-41.5	*
LEP (to non-LEP)	46.3	46.3	*
FRL (to non-FRL)	-52	-41.7	-17.2

Science EVAAS Growth	Grade 5		
	2013-14	2014-15	2015-16
	-2.3	-2.6	-0.1

mCLASS EVAAS Growth	Kindergarten			Grade 1			Grade 2		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
	-4.1	3.3		1.1	8.0		-2.4	11.4	

AYP Targets/*AMOs Met	Met	Total	Percent Met	Targets Missed
2009-10	17	17	100.0%	
2010-11	14	17	82.4%	Reading – ED
2011-12*	13	17	76.5%	Read – All, Hispanic, White, ED Math – All, Hispanic
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
2014-15*	17	25	68.0%	Reading - All, Hispanic & EDS Math - All & Hispanic Science - All, Hispanic & EDS
2015-16				No AMOs reported due to the transition to the Every Student Succeeds Act (ESSA)

Appendix 4: Other Data Sources

Teacher Survey

Three or more areas of strength	Immediate feedback, access to technology, and a culture of trust
Three or more areas of possible improvement	Interruptions during the instructional day, more planning time needed, and largest percentage of parent involvement
Two significant findings	Immediate feedback preferred and high request in promoting parent involvement to support students achievement.

Student Survey

Three or more areas of strength	
Three or more areas of possible improvement	
Two significant findings	

Parent Survey

Three or more areas of strength	Frequency with Connect 5 updates, caring staff, and informative newsletters.
Three or more areas of possible improvement	Requests for more field trips and less testing.
Two significant findings	Weekly newsletters and Connect 5 helped parents stay informed regularly.