

## Comprehensive Progress Report

**Mission:** Lindley Elementary School partners with family and community members to provide a safe and respectful environment in which 21st century learners feel empowered to accepting creative challenges that promote academic achievement, social growth, and cultural diversity.

**Vision:** Lindley Elementary School will strive to promote academic excellence through rigorous lessons that allow our students to reach their highest academic potential while ensuring they grow up to be responsible community members.

**Goals:**

By June 30, 2024, Lindley Elementary School will increase overall 3rd grade reading EOG proficiency by at least 3 percentage points, from 55.9% in 2022-23 to 58.9% in 2023-24.

By June 30, 2024, Lindley Elementary School will increase its overall Performance Composite by at least 3 percentage points, from 61.5% in 2022-23 to 64.5% in 2023-24.

By June 30, 2024, Lindley Elementary School will decrease chronic student absences (10% or more of days enrolled) by 5 percentage points, from 23.6% in 2022-23 to 18.6% in 2023-24.

By June 30, 2024, Lindley Elementary School will reduce the number of lost instructional days resulting from discipline referrals by 10% from 28.18 number in 2022-23 to 25.36 number in 2023-24.

By June 2024, grade Level PLCS and the IPS team will meet monthly to review the intervention protocols and student data to make informed decisions and ensure 100% of students who are below the 20th percentile receive adequate Tier 2 and Tier 3 support that allows for student growth and success.



! = Past Due Objectives

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>		<p>PBIS, Positive Behavior Intervention Support is the schoolwide program all teachers will continue to use. Schoolwide virtual norms were created and set for teachers to implement. Teachers set and posted virtual classroom norms for students to adhere by during remote lessons to foster calm learning environments. This link provides visuals of school and class norms. Lindley School Norms and Class Norms In addition, teachers use Class Dojo to track student's positive behaviors.</p>	Limited Development 11/05/2020		
<i>How it will look when fully met:</i>		Teachers will teach the common area expectations during the first quarter of the school year to ensure positive behaviors are being exhibited in all common areas by all students in each grade level.		Crystal Slade	06/30/2024
<b>Actions</b>			<b>6 of 10 (60%)</b>		
	11/7/22	Implement Lion of the Week Based on Guilford County Schools Character Trait of the Month beginning December 2022	Complete 06/30/2023	Meredith Whitt	06/30/2023
<i>Notes:</i>					
	11/5/20	Lindley's Munch and Mentor allows new teachers, BTs, and mentors to collaborate and receive monthly training centered around building strong parent relationships. Discussions and practice around effective student engagement strategies and parent teacher conferences.	Complete 10/03/2022	Brittney Dennis	06/30/2023
<i>Notes:</i>					
	11/5/20	Provide training for instructional leaders on problem solving Core and Supplemental within PLC meetings.	Complete 06/30/2021	Brittney Dennis	06/30/2023
<i>Notes:</i>					
	11/5/20	Staff will collaborate with an accountability group formed after watching MTSS Behavior webinars to support and problem solve areas of growth in regards to Behavior	Complete 06/30/2021	Misty Barnett	06/30/2023
<i>Notes:</i>					
	11/5/20	Interpreters on campus for parent conferences with EL families during first and third quarter.	Complete 06/30/2021	Jill Moore	06/30/2023

<i>Notes:</i>				
10/3/22	Principal, assistant principal and counselor receive professional development in restorative circles	Complete 08/29/2022	Kevin Smith	06/30/2023
<i>Notes:</i>				
11/15/23	Provide Opportunity for collaboration between teachers and TAs at November 2023 staff meeting to discuss common expectations for student transitions to ensure continuity and reduce off task behaviors		Kevin Smith	12/01/2023
<i>Notes:</i>				
10/3/22	Implement Harmony SEL lessons in 100% of classrooms		Crystal Slade	06/30/2024
<i>Notes:</i>				
10/3/22	Collaborate with Guilford County Schools Diversity, Equity and Inclusion office to provide professional development to teachers on ways to support diverse learners		Kevin Smith	06/30/2024
<i>Notes:</i>				
10/3/22	Encourage 100% of staff to be trained in Restorative practices		Crystal Slade	06/30/2024
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
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<b>Effective Practice:</b>	<b>Curriculum and instructional alignment</b>
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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>		Grade level teams periodically collaborate to develop instructional plans by week. There is inconsistency across the school and no clear expectations for planning. Teachers and teams utilize resources provided by Guilford County Schools for both long and short term planning of instruction.	Limited Development 10/15/2021		
<i>How it will look when fully met:</i>		All grade level teams will collaboratively plan for long range and short term. Long range plans will be completed prior to each marking period to ensure appropriate pacing based on district guidelines. Short term planning will be completed via instructional units utilizing backwards design method and other best practices.		Meredith Whitt	06/30/2024
<b>Actions</b>			<b>0 of 2 (0%)</b>		
10/15/21		Conduct training in backwards design as best practice for unit planning for all certified staff.		Meredith Whitt	06/30/2024

<i>Notes:</i>				
10/3/22	Implement standards based collaborative planning based on student data as part of PLC process		Meredith Whitt	06/30/2024
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>			
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<b>Effective Practice:</b>	<b>Student support services</b>			
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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
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<i>Initial Assessment:</i>	Staff have completed training on the MTSS process. The FAM-S is completed as a comprehensive needs assessment to measure implementation each year. Staff discuss specific student needs in PLCs and plan interventions for support. The IPS committee discusses and makes recommendations for students in Tier 3 of the process.		Limited Development 10/15/2021		
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<i>How it will look when fully met:</i>	All students will be provided with targeted support based on their areas of academic or behavioral needs. An intervention period will be developed where support staff work closely with classroom teachers to accelerate learning for students who are below grade level.			<b>Kyra Houser</b>	<b>06/30/2025</b>
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<b>Actions</b>			<b>2 of 6 (33%)</b>		
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9/28/22	Utilize Title 1 Funding for a 60% teacher position for Art, Music and PE Specialists to allow for extended planning for Professional Learning Communities	Complete 08/01/2022	Kevin Smith	08/01/2022
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<i>Notes:</i>				
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9/28/22	Utilize Title 1 funding to hire a 50% teacher assistant position to provide high quality interventions to support students.	Complete 08/17/2023	Kevin Smith	10/01/2023
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<i>Notes:</i>				
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11/15/23	Create and implement IPS expectations to ensure teachers are prepared with appropriate data for IPS (Tier 3) meetings prior to scheduled meetings		Meredith Whitt	06/30/2024
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<i>Notes:</i>				
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10/15/21	Implement embedded professional development for all regular education and support staff on best practices for acceleration for students below grade level.		Meredith Whitt	06/30/2025
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<i>Notes:</i>				
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	9/27/22	Utilize district assigned tutors to provide high impact tutoring to accelerate learning		Meredith Whitt	06/30/2025	
<i>Notes:</i>						
	9/27/22	Counselor and psychologist will meet with PLCs monthly to review and provide support for students receiving tier 2 interventions for academics and behavior		Kyra Houser	06/30/2025	
<i>Notes:</i>						
	<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			Teachers routinely build relationships and attempt to make connections with students to support their social and emotional needs. The school has a full time school counselor and a 50% school social worker to provide professional development to teachers and direct support to students through individual and group counseling.	Limited Development 09/23/2021		
<i>How it will look when fully met:</i>			Student surveys and North Carolina Teacher Working Conditions Survey data will reflect that students are supported in their social and emotional needs beyond the classroom. All teachers will have received and implement SEL strategies explicitly in lessons every day, as evidenced by observations and lesson plans. Disciplinary referrals related to classroom disruption and disrespect toward staff will be significantly reduced from current levels.		<b>Crystal Slade</b>	<b>06/30/2025</b>
<b>Actions</b>				<b>10 of 20 (50%)</b>		
	9/23/21	Counselor and School Social Worker will provide professional development to all staff in Prevention and Intervention to Stop Harassment, Bullying and Discrimination	Complete 09/14/2021	Kyra Houser	09/30/2021	
<i>Notes:</i>						
	9/23/21	Counselor and School Social Worker will provide professional development to all staff in Suicide Intervention	Complete 09/14/2021	Kyra Houser	09/30/2021	
<i>Notes:</i>						
	9/23/21	Counselor and School Social Worker will provide professional development to all staff on identifying and reporting child abuse	Complete 09/14/2021	Kyra Houser	09/30/2021	
<i>Notes:</i>						
	9/23/21	Counselor and School Social Worker will provide professional development to all staff on student attendance and engagement	Complete 09/14/2021	Kyra Houser	09/30/2021	
<i>Notes:</i>						

9/23/21	Implement Start with Hello Week as a youth violence prevention program to promote a culture of inclusion and connectedness	Complete 09/24/2021	Kyra Houser	09/30/2021
<i>Notes:</i>				
9/23/21	Promote Red Ribbon Week to promote drug abuse prevention	Complete 10/29/2021	Kyra Houser	10/31/2021
<i>Notes:</i>				
9/23/21	Implement Educators Handbook to document and analyze trends in student behavior to measure effectiveness of SEL implementation	Complete 10/12/2021	Crystal Slade	10/31/2021
<i>Notes:</i>				
9/23/21	Observe and promote World Kindness Day on November 12, 2021.	Complete 11/12/2021	Kevin Smith	11/30/2021
<i>Notes:</i>				
9/23/21	Provide Harmony SEL professional development to all certified staff	Complete 08/12/2021	Crystal Slade	12/31/2021
<i>Notes:</i>				
10/19/21	Principal, assistant principal and school counselor will receive professional development in Restorative Practices Conflict-Healing Circles and Conferencing	Complete 10/28/2022	Kevin Smith	10/31/2022
<i>Notes:</i>				
9/23/21	Establish SEL Committee and meet monthly to create action steps to support the school.		Crystal Slade	01/30/2024
<i>Notes:</i>				
9/26/22	Counselor and psychologist will attend grade level PLCs once per month to provide support to teachers on grouping and interventions for students with needs in Tier 2 of MTSS process.		Kyra Houser	01/31/2024
<i>Notes:</i>				
9/23/21	School counselor will utilize data collected from students and teachers to create individual sessions to provide targeted intervention for SEL support		Kyra Houser	02/28/2024
<i>Notes:</i>				
10/19/21	Establish partnerships with agencies and organizations to provide social / emotional support for students.		Kevin Smith	05/30/2024
<i>Notes:</i>				
9/23/21	Teachers will implement explicit lessons in SEL strategies daily		Crystal Slade	05/31/2024
<i>Notes:</i>				
9/23/21	School counselor will utilize data collected from students and teachers to create small groups to provide targeted intervention for SEL support		Kyra Houser	05/31/2024
<i>Notes:</i>				

	9/23/21	Provide monthly SEL presentations in staff meetings		Crystal Slade	05/31/2024
	<i>Notes:</i>				
	9/23/21	Counselor and school psychologist will provide monthly support sessions with grade level PLCs to analyze student needs for support through the MTSS process		Kyra Houser	06/30/2024
	<i>Notes:</i>				
	9/26/22	Provide professional development opportunities for staff to be trained in Restorative Practices Part 1 and 2		Kevin Smith	06/30/2024
	<i>Notes:</i>				
	9/26/22	All teachers trained in restorative practices will implement circle activities		Crystal Slade	11/30/2024
	<i>Notes:</i>				
	<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
	<i>Initial Assessment:</i>			Limited Development 10/27/2020	
	The School Improvement team will be working on a transition plan to assist students as they move from remote learning to face to face learning or remaining remote. Friday PLC's include protocols for safe practices to implement throughout the building. A safe start from 6 feet apart is a resource to consider in the plan for transitioning.				
	<i>How it will look when fully met:</i>			<b>Kevin Smith</b>	<b>06/30/2024</b>
	Students will know and implement the protocols for safe practices.				
	<b>Actions</b>			<b>0 of 1 (0%)</b>	
	10/15/21	Develop a "Moving Up Day" for students to visit the next grade level to learn expectations.		Crystal Slade	06/30/2024
	<i>Notes:</i>				

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
		B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Guilford County Schools provides yearly training on the school improvement planning process. Support focuses on how to utilize Indistar. School Support Officers provide small group and individual support to schools.	Limited Development 10/15/2021		
<i>How it will look when fully met:</i>			The district will create a comprehensive support team to focus on ensuring a cyclical school improvement planning process.		Kevin Smith	06/30/2026
<b>Actions</b>				<b>0 of 1 (0%)</b>		
	10/15/21	Principal will collaborate with SSO on LEA supports for school improvement.			Kevin Smith	06/30/2026
<i>Notes:</i>						
	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>			Occurs twice a month through the SIT team virtually and in person.	Limited Development 09/30/2019		
<i>How it will look when fully met:</i>			Minutes from each meeting		Kevin Smith	06/30/2024
<b>Actions</b>				<b>0 of 2 (0%)</b>		
	10/15/21	Develop Instructional Leadership Team to meet twice per month to analyze overall school data and develop plans for implementation of instructional initiatives.			Kevin Smith	06/30/2024
<i>Notes:</i>						
	8/14/23	Committee structure revised to align with SIP goals identified through FAM-S			Meredith Whitt	06/30/2024
<i>Notes:</i>						



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>		Teachers develop lesson as grade levels and/or individually. Teachers utilize district resources (such as curriculum guides) to plan lessons weekly. There is also a committee structure where SIT members are assigned to the committees to facilitate the reporting of information to the larger group. Professional Learning Communities meet weekly.	Limited Development 10/15/2021		
<i>How it will look when fully met:</i>		There are established norms for professional learning communities and school committees. Agendas and minutes are inputted into Indistar to allow for all stakeholders to be able to monitor the progress of their work. Instructional Teams are manageable groupings of teachers by grade level to develop instructional strategies aligned to the standards-based curriculum and to monitor the progress of the students in the grade levels or subject area for which the team is responsible. Teams will expand their reach and begin collaboration vertically to ensure instructional alignment throughout the school. The master schedule will allow for two extended days of planning and data analysis for each team to collaborate.		Meredith Whitt	06/30/2024
<b>Actions</b>			<b>1 of 7 (14%)</b>		
	10/15/21	Develop master schedule that allows for extended collaboration for instructional teams twice per week.	Complete 08/29/2022	Kevin Smith	06/30/2023
<i>Notes:</i>					
	10/3/22	Utilize Title 1 funds to provide extended planning once per quarter for grade level teams.		Kevin Smith	06/30/2024
<i>Notes:</i>					
	8/14/23	We will have a revised committee structure that aligns with the School Improvement Plan (student services, outreach, IPS, and SIT)		Meredith Whitt	06/30/2024
<i>Notes:</i>					
	8/14/23	Committees will share out at staff meetings.		Robin Hardy	06/30/2024
<i>Notes:</i>					
	8/14/23	Review expectations at staff meetings		Kevin Smith	06/30/2024
<i>Notes:</i>					

11/15/23	All classroom teachers will video a 20-25 minute lesson clip and then utilize a reflection process to improve instruction with their PLCs		Meredith Whitt	01/01/2025
<i>Notes:</i>				
10/3/22	Develop videos of best practices of professional learning communities within the school as exemplars for PLCs.		Meredith Whitt	06/30/2025
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>
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<b>Effective Practice:</b>	<b>Monitoring instruction in school</b>
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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
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<i>Initial Assessment:</i>	The principal is visible in the school through routine walkthroughs and evaluations.	Limited Development 10/15/2021		
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<i>How it will look when fully met:</i>	The principal will spend at least 40% of the school day visiting classrooms. A walkthrough instrument will be developed and implemented to provide immediate feedback to teachers on instructional practice. Prescriptive feedback will be provided by the administration to teachers regularly through walkthroughs and formal observations. The principal will also regularly participate in learning walks and instructional rounds with teachers to support the growth of teacher leaders in providing feedback and honing their instructional practice. The principal will also regularly attend PLCs to provide support to teachers in data analysis and planning.		<b>Kevin Smith</b>	<b>06/30/2024</b>
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<b>Actions</b>		<b>0 of 4 (0%)</b>		
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10/3/22	Principal will conduct one on one data review meetings with all home room teachers in the middle of the year to discuss overall class progress and to identify students on the bubble for proficiency to ensure targeted intervention.		Kevin Smith	02/28/2024
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*Notes:*

10/3/22	Principal will highlight best practices for instruction observed in classrooms in weekly "Musings for the Pride" newsletter		Kevin Smith	04/30/2024
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*Notes:*

10/15/21	An instructional leadership team of highly effective teachers, administration and the curriculum facilitator will conduct monthly walkthroughs to provide feedback on instructional practices throughout the school.		Crystal Slade	06/30/2024
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Notes:

9/27/22 Administration will regularly attend PLCs to provide support and feedback in the planning and data analysis process.

Kevin Smith

06/30/2024

Notes:

**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
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**Initial Assessment:** Overall summative data has historically been shared with the entire school and the School Improvement Team. This data has been used to set goals on the School Improvement Plan. The majority of data discussions have occurred in professional learning communities.

Limited Development  
09/28/2021

**How it will look when fully met:** The School Improvement Team will meet monthly to provide overall direction for the school, based on current formative and summative data. A Leadership Team subcommittee of the Principal, Assistant Principal and Curriculum Facilitator will meet weekly to conduct detailed analysis of data and monitor professional development needs. When trends are identified, the Leadership Team will present to the entire School Improvement Team to determine ways to address the needs of the school. Professional Learning Communities will meet weekly to analyze grade level and student data and make targeted plans to address needs.

Meredith Whitt  
06/30/2024

**Actions 4 of 10 (40%)**

10/15/21 Establish an instructional leadership team of the Principal, Assistant Principal and Curriculum Facilitator as a subcommittee of SIT to monitor data and professional development needs.

Complete 09/01/2021

Meredith Whitt

12/17/2021

Notes:

10/15/21 PLCs will meet weekly to analyze data and collaborative planning

Complete 11/01/2021

Meredith Whitt

12/31/2021

Notes:

10/15/21 Modify the master schedule to provide an extended time for collaborative planning and data analysis 1-2 days per week.

Complete 08/01/2022

Kevin Smith

08/01/2022

Notes:

10/15/21	Expand PLC meetings to twice per week so one day can focus on data analysis and the other will be collaborative planning.	Complete 08/01/2022	Meredith Whitt	08/01/2022
<i>Notes:</i>				
10/3/22	Principal will meet weekly with curriculum facilitators and assistant principal to analyze formative data and adjust coaching support for teachers		Kevin Smith	04/30/2024
<i>Notes:</i>				
10/3/22	Professional Learning Communities will meet twice per week to analyze formative data and create instructional plans tailored to student needs.		Meredith Whitt	04/30/2024
<i>Notes:</i>				
10/15/21	School Improvement Team will review the GCS Elementary Data Wall to analyze trends and set overall instructional direction for the school.		Robin Hardy	06/30/2024
<i>Notes:</i>				
8/14/23	Staff will utilize strategic scheduling and use of tutors to provide students with best opportunity to achieve growth and proficiency		Meredith Whitt	06/30/2024
<i>Notes:</i>				
8/14/23	PLCs will be using data to drive instruction (growth/proficiency) -- Implement Data Analysis Protocol with PLCs		Kevin Smith	06/30/2024
<i>Notes:</i>				
8/14/23	School social worker and counselor will create groups for students to target specific social and emotional needs		Jaslyn Mott	06/30/2024
<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>		The district provides recruitment events to attract high quality candidates to Guilford County Schools. There are no additional or formal recruiting initiatives provided by the school. The school utilizes the North Carolina Educator Evaluation System (NCEES) to evaluate certified staff. Historically, the school provided guidance on development of Professional Development Plans (PDPs) for teachers. There have been various incentives provided for staff to reward outstanding work, such as leave early passes and a Teacher of the Month designated parking spot. There has not been consistent procedures for replacing staff. Depending on circumstances, staff who would be working with the new staff member would be involved in the interviews and contribute to the decision making.	Limited Development 10/15/2021		
<i>How it will look when fully met:</i>		Lindley Elementary School will have specific staff designated to provide recruiting activities, such as attendance at College Fairs. A promotional video for the school will be developed to show to prospective staff. Staff designated with recruiting will also be provided with major talking points for interactions with potential staff. For employee evaluation, administration will work one on one with staff to develop Professional Development Plan (PDP) goals that are differentiated for their learning needs. There will also be a consistent process for current staff to provide input through participation in the interviews when replacing staff.		Kevin Smith	06/30/2025
<i>Actions</i>			0 of 1 (0%)		
	10/15/21	Administration will provide one on one support to each certified employee to develop Professional Development Plans that are aligned to differentiated learning needs of each staff member.		Kevin Smith	06/30/2025
<i>Notes:</i>					

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>		Historically, Lindley has a high amount of involvement of parents through the Parent Teacher Association. Multiple events are provided throughout the year to engage families and raise money for the school. Parent participation, while high, has not reflected the general population of the school. Families from diverse backgrounds have not historically participated at the same rate in events. Lindley was not designated as a Title 1 school for multiple years. Beginning in the 2020-21 school year, Lindley gained the Title 1 designation. Due to COVID restrictions, parent involvement has been limited.	Limited Development 09/28/2021		
<i>How it will look when fully met:</i>		All families will be active partners with teachers for their child's education. Teachers and families will regularly communicate across multiple mediums (face to face, phone, email and other means) to stay in regular contact regarding students' academics and behavior. School wide events including families will reflect and include the diversity of the entire population.		Crystal Slade	06/30/2024
<b>Actions</b>			<b>5 of 13 (38%)</b>		
10/19/21	Grade levels and staff send out newsletters, emails, dojo updates, and/or Remind texts weekly to share information with parents.		Complete 12/01/2021	Meredith Whitt	12/21/2021
<i>Notes:</i>					
10/19/21	Teachers hold parent conferences and/or student led conferences first and third nine weeks and as needed.		Complete 06/03/2022	Crystal Slade	06/03/2022
<i>Notes:</i>					
10/13/21	School will transition from Connect Ed to Blackboard Connect to provide weekly announcements via multiple mediums (phone, text, email, push out to GCS App)		Complete 09/01/2021	Kevin Smith	06/30/2022
<i>Notes:</i>					
10/13/21	PTA will establish a Diversity, Equity, and Inclusion Committee to broaden the reach of parent participation within the school		Complete 10/01/2021	Reeves Click	06/30/2022
<i>Notes:</i>					

10/13/21	District assigned Spanish and French interpreter will be utilized for parent outreach for families where English is not their first language.	Complete 10/01/2021	Dr. Alan Jose	06/30/2022
<i>Notes:</i>				
9/28/22	Utilize Title 1 Funding to purchase food and supplies for parent involvement events		Kevin Smith	06/30/2024
<i>Notes:</i>				
11/1/22	Utilize Title 1 Funds to purchase supplies for hands on activities to provide strategies for parents to support student learning.		Crystal Slade	06/30/2024
<i>Notes:</i>				
11/1/22	Utilize Title 1 Parent Involvement Funds to purchase additional postage to mail important information to families throughout the school year.		Kevin Smith	06/30/2024
<i>Notes:</i>				
8/14/23	PTA will create a flyer for new families to Lindley		Millicent Humphrey	06/30/2024
<i>Notes:</i>				
8/14/23	We will ensure educational components are present at all parent involvement events (Science night--intentional)		Deena Smith	06/30/2024
<i>Notes:</i>				
8/14/23	We will have Title 1 night and review parent compact, ESL dinner and dialogue, K-3 DIBELS info session, Fall/Spring conferences. For Title 1 night, we can do a whole group presentation and then have 2 rotations in classrooms (specifically focusing on curriculum and how to build parent capacity at home)		Crystal Slade	06/30/2024
<i>Notes:</i>				
10/20/23	Utilize Title 1 Funds to supplement district funding to provide a 100% school social worker position		Kevin Smith	06/30/2024
<i>Notes:</i>				
10/13/21	Data Manager will collect update phone numbers and email addresses quarterly from teachers to ensure Power School can properly upload to Blackboard Connect to keep families receive update school announcements.		Kevin Smith	06/30/2024
<i>Notes:</i>				