

Annual Title I Parent Meeting



Lindley Park Elementary

School Administration





Lindley Park Elementary operates a school wide Title I program. All schools receiving funds are required to convene an annual parent meeting to inform parents and families of their school's participation and to explain the requirements of the Title I program as well as the right of parents to be involved within the school.



Title I

Title I is

- Intended to improve student academic achievement
- Allocated to schools based on the number of students receiving free/reduced lunch
- Provided to help students who are low achieving or at most risk of falling behind*

(However, all of our students receive services based on the schoolwide model.)

School Leadership Team

A School Leadership Team is elected every two years to guide the continuous improvement planning process. The members of our team are:

Keisha Dawalt - Principal	Brandon Wysong - Assistant Principal
Donna Switzer - Kindergarten	Samantha Casbarro - Process Manager
Samantha Casbarro - 1st Grade	Jamie Reynolds - School Counselor
Brianna Irvin - 2nd Grade	Michael Roberti- Media Specialist
Kelly Toponce- 3rd Grade	Yasnai Fernandez - Instructional Assistant
Jada Hazlett - 4th Grade	Heather Neal- ESL Teacher
Kathryn Brashier- 5th Grade	Parent Representative- Lindsay Vance
	Caroline Rush - Instructional Facilitator



Continuous Improvement Plan

Our school's plan each year is derived from a Comprehensive Needs Assessment. We work collaboratively with our district to develop our Title I Plan and primary goals for the academic year.

The components of the Title I Plan and Needs Assessment and can be found on our school's website.

2024-2025 Continuous Improvement Goals

At Lindley Park Elementary, we will...

- Lindley Park will utilize research-based best practices to ensure solid core math and literacy instruction takes place in all K-5 classrooms.
- Lindley Park will implement a schoolwide Social Emotional Learning (SEL) block aimed at fostering restorative practices, building a strong sense of community, and promoting healthy emotional regulation. This time will support both social and emotional growth and academic growth across all K-5 classrooms.
- Intentional instructional planning to ensure the needs of ALL students are met across all content areas.
- Provide experiences to support each student's sense of well-being and connection to school.

Parents have a right to know...

Our goal is to help parents stay informed about the qualifications of the school staff by:

- Notifying parents of their rights to request information regarding the professional qualifications of the student's classroom teachers.
- Providing, upon request by a parent, timely information regarding the professional qualifications of their child's classroom teacher(s).
- Providing, to the parent of a child who is provided services by a paraprofessional, information about the qualifications of the paraprofessional and
- Ensuring that each participating school provides notice to the parent(s) if a student has been taught four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.



Parent and Family Engagement

[Title I Parent and Family Engagement Policy Code: 1320/3560](#)

School–Parent Compact

Copies of the Parent and Family Engagement compact were provided at Open House and are available online.



Parent and Family Engagement is a legislative requirement as well as a district policy.

Every Student Succeeds Act

- Title I-A, Sections 1116(a)(2)(A,D,E) and 1304(c)(3)(A);
- Title III-A, Section 3115(c)(3);
- Title IV-A, Section 4108(3)



Family and Community Engagement

When school, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.

Henderson and Mapp



Student Benefits

- Higher grades and test scores
- More likely to engage in school tasks
- Better attendance
- More positive attitudes and better behavior
- Higher graduation rates
- Greater enrollment in postsecondary education



School Benefits

- Improved teacher morale
- Higher ratings of teachers by parents
- More support from families
- Higher student achievement
- Better reputations in the community



Parent and Family Benefits

- More confident in the school
- Increased confidence in their parenting skills
- Creates a home environment that encourages learning
- Encourages parents to advance their own education and skills in the workplace

Contact Information



- Principal: Keisha Dawalt
- Assistant Principal: Brandon Wysong
- Interpreter/Translator: Maria Sheppard
- Counselor: Jamie Reynolds
- School Social Worker: Judy Ebanks
- Nurse: Heather Meisch
- Cafeteria Manager: Debbie Little
- Transportation Supervisor: Victor Jacobo



Read to Achieve

- Read to Achieve is part of NC legislation for every child to read at or above grade level by the end of 3rd grade.
- Kindergarten-3rd graders have already taken the mClass assessment to identify students at risk. You will receive a report with their results. Students will be assessed again at the middle of the year and end of the year.
- 3rd Graders have also already taken the BOG, and you should receive scores through an email.
- 3rd Graders will take an EOG and Read to Achieve Test at the end of the school year.



Read to Achieve

- If your child is not on grade level your child's teachers will address your child's needs with support and interventions at school. Parents are encouraged to attend parent conferences with the teacher to help reach proficiency by the end of the year.
- If your child is not proficient by the end of 3rd grade, your child will be encouraged to attend a district sponsored reading camp at the end of the school year. As part of the camp, your child will have the opportunity to take an alternative assessment to demonstrate proficiency. If your child is still not proficient by the end of the reading camp, and doesn't have a good cause exemption, your child will be placed in a transitional 3rd/4th grade class with extra support in place. Your child will continue to receive opportunities to demonstrate proficiency in reading.



Read to Achieve

- What we are doing here in Asheboro:
 - All K-5 teachers are trained or being trained on the Science of Reading through a program named LETRS. This is a 2 year intensive program.
 - Teachers are now teaching through a resource called Benchmark Advance that is aligned with the Science of Reading.
- What can parents do?
 - Communicate regularly with teachers.
 - Ask your child's teacher how you can support at home.
 - Make sure your child is present and on time to school.
 - Show that reading is valued. Read to your child and ask them questions.
 - It is recommended that children read at home for a minimum of 20 minutes per day.



HERE'S THE IMPACT OF READING 20 MINUTES PER DAY!

A student who reads

20:00

minutes per day

will be exposed to
1.8 MILLION
words per year
and scores in
90th PERCENTILE
on standardized tests

A student who reads

5:00

minutes per day

will be exposed to
282,000
words per year
and scores in
50th PERCENTILE
on standardized tests

A student who reads

1:00

minute per day

will be exposed to
8,000
words per year
and scores in
10th PERCENTILE
on standardized tests

Source: Nagy, Anderson and Herman, 1987

<https://msbethhughes.org/why-your-student-needs-to-read-20-minutes-a-day/>

Thank you!!

We look forward to partnering with you this year!
Please contact your child's teacher for resources on
how you can help support them at home.

