

ASHEBORO CITY BOARD OF EDUCATION

November 9, 2010

7:30 p.m.

**Asheboro High School
Professional Development Center**

***Policy Committee Meeting – 6:00 p.m.**

***Finance Committee Meeting – 6:45 p.m.**

I. Opening

- A. Call to Order
- B. Invocation – Phillip Cheek
- C. Pledge of Allegiance – Will Britt, Donna L. Loflin Elementary School
- *D. Approval of Agenda

II. Special Recognition and Presentations

- A. Community Spotlight – Asheboro Association of Educational Office Professionals
- B. Board Spotlight – From Research to Practice: Making Single-Gender Education Work at Loflin Elementary School
- C. Special Recognition – Asheboro City Schools Principal of the Year, Robin Harris

III. Public Comments

- A. Citizens who signed up to address the Board will be called on to make comments. Each individual speaker will be allowed 3 – 5 minutes for remarks. Issues or concerns involving personnel matters are not appropriate for the public comment setting.

IV. *Consent Agenda

- A. Approval of Minutes – October 14, 2010 and October 28, 2010
- B. Personnel
- C. Overnight Out-of-State Field Trip Request
- D. Signature Card for Donna L. Loflin Elementary

V. Information, Reports and Recommendations

- A. Career Technical Education Literacy Initiative – Shea Setzer Grosch
- B. Reportable Offenses
- C. Policy 7811 – Action Plans for Licensed Employees
- D. Policy 7815 – Evaluation of Non-Licensed Employees

VI. Action Items

- *A. Policy 4360 – Appeals of Consequences No Greater Than Short-Term Suspension
- *B. Elementary Continuous Improvement Plans – Balfour Elementary, Lindley Park Elementary, and Loflin Elementary
- *C. Race to the Top Application
- *D. American Education Week Proclamation

VII. Superintendent’s Report/Calendar of Events

- A. Calendar of Events
- B. Points of Pride
- C. 2010-2011 Board Goals

VIII. Board Operations

- A. Board Retreat at South Asheboro Middle School, February 5 and 6, 2011

IX. Adjournment

Asheboro City Schools Board of Education meetings are paperless. All information for the board meetings may be viewed at <http://www.asheboro.k12.nc.us> under Board of Education the Friday following the board meeting.

Asheboro City Board of Education
November 9, 2010
7:30 p.m.

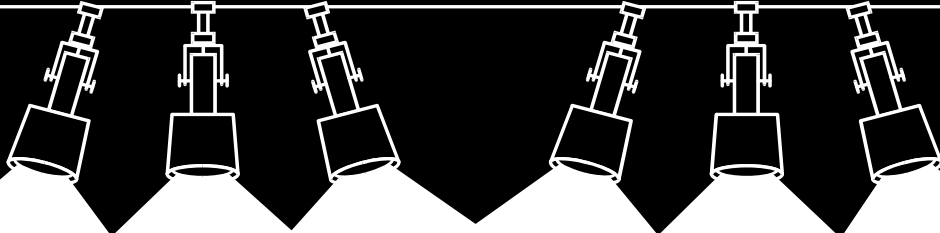
Addendum

- I. Opening
- IV. *Consent Agenda
 - B. Personnel
- IX. Adjournment

Mission Statement

We are committed to providing quality learning opportunities for all students in a safe and inviting environment so that our students can become successful lifelong learners, prepared for 21st century global citizenship.

November 9, 2010



Community Spotlight: We are pleased this evening to recognize the Asheboro Association of Educational Office Professionals (AAEOP). This dedicated group of office professionals has long supported the mission of Asheboro City Schools by annually awarding two scholarships to AHS seniors, along with a scholarship to help a member who is pursuing additional education. They seek professional development opportunities to strengthen their skills, and several members have held district and state leadership positions. They hold fundraisers, host workshops and much more to benefit Asheboro City Schools.

Board Spotlight:

From Research to Practice – Making Single-Gender Education Work at Loflin Elementary School –

The spotlight tonight will be on the strategies used to address the different learning styles of some boys and some girls in two of Loflin's 5th grade classrooms. The Loflin team members will share some of the many successes they are seeing with the Single-Gender initiative at their school.

Special Recognition:

Robin Harris, Asheboro City Schools 2010-2011 Principal of the Year

Minutes of the Asheboro City Board of Education October 14, 2010

Policy Committee

The Policy Committee convened at 6:00 p.m. in the Professional Development Center Conference Room with the following members present:

Archie Priest, Chairman	Jane Redding
Gidget Kidd	

Committee members absent were Dr. Kelly Harris, Linda Cranford and Phillip Cheek.

Staff members present were Dr. Diane Frost, Dr. Dot Harper, Dr. Hazel Frick and Dr. Tim Allgood.

Chairman Priest called the meeting to order and Dr. Frick referred to Dr. Allgood to report on the following policies:

- Policy 7811 – *Action Plans for Licensed Employees*. Dr. Allgood shared that language regarding action plans was added to the policy based on the NCSBA’s suggestions. The Committee agreed to take the policy for 30-day review to the full Board at its November meeting.
- Policy 7815 – *Evaluation of Non-Licensed Employees*. Dr. Allgood reported a minor technical change. This policy will go before the full Board at its November meeting for 30-day review.

Dr. Harper informed the Committee of several changes that have transpired. These include the elimination of gateways in grades 3, 5, and 8 as well as revised end-of-course requirements and retesting during standardized testing, therefore, affecting accountability.

There being no further business, the meeting adjourned at 6:20 p.m.

Finance Committee

The Finance Committee convened at 6:45 p.m. in the Professional Development Center Conference Room with the following members present:

Kyle Lamb, Chairman	Chris Yow
Joyce Harrington	Jane Redding
Derek Robbins	Gidget Kidd

Committee member absent was Steve Jones.

Staff members present were Dr. Diane Frost and Harold Blair.

Mr. Blair reviewed Budget Amendments LG-01, F-01, and CO-01. Dr. Diane Frost then presented information regarding the Race to the Top funding received by Asheboro City Schools.

There being no further business, the meeting adjourned at 7:10 p.m.

Board of Education

Opening

The Asheboro City Board of Education met in regular session at 7:30 p.m. in the Professional Development Center with the following members present:

Gidget Kidd, Chairman	Kyle Lamb
Phillip Cheek	Jane Redding
Derek Robbins	Chris Yow
Joyce Harrington	Linda Cranford
Archie Priest, Jr.	Dr. Kelly Harris
Archie Smith, Jr., Attorney	

Board member absent was Steve Jones.

Staff members present were Dr. Diane Frost, Dr. Dot Harper, Harold Blair, Carla Freemyer, Mike Mize, Dr. Brad Rice, Dr. Hazel Frick, Dr. Tim Allgood, Pam Johnson and Nancy Moody.

Chairman Kidd called the meeting to order. Dr. Kelly Harris gave the invocation and William Moon, a South Asheboro Middle School student, led the Pledge of Allegiance.

Mr. Lamb made a motion to approve the agenda, seconded by Mr. Priest, and unanimously approved by the Board.

Special Recognition and Presentations

Ms. Freemyer recognized the Asheboro High School Booster Club and thanked the club for its long-time and continued support of Asheboro High School athletics.

Dr. Harper recognized Ms. Ann Carol Grant, principal at South Asheboro Middle School and Mr. Mike Renne, Career Technical Education teacher at South Asheboro Middle School. Ms. Grant and Mr. Renne reported on a partnership with Kramden Institute of Durham and South Asheboro Middle School. The program "A Mouse in Every House" makes it possible for every student at SAMS to acquire a computer at a reasonable rate for educational purposes in their home.

Public Comments

Chairman Kidd opened the floor to public comments; no one signed up to address the Board.

Upon motion by Mr. Lamb, seconded by Ms. Cranford, the Consent Agenda was unanimously approved by the Board.

Consent Agenda

The following Consent Agenda items were approved:

Approval of Minutes – September 9, 2010

Personnel

Resignations/Retirements/Separations

<u>Name</u>	<u>School/Subject</u>	<u>Date</u>
Moody, Nancy	Central Office/Director of High School Curriculum	2/28/11
Roddy, Brenda	ELL Reading	1/31/11
Currie-Hunsucker, Dionne	Loflin/Kindergarten Teacher	10/18/10

Appointments

<u>Name</u>	<u>School/Subject</u>	<u>Date</u>
Harris, Ronald	Asheboro High/GEAR UP Coordinator	9/9/10
Poole, Mary	Asheboro High/Custodian (Part-time)	10/4/10
Davis, Kimberly	McCrary/Art Teacher	10/18/10

Overnight Out-of-State Field Trip Request (A copy of the field trip will become a part of these minutes.)

Budget Amendments LG-01, F-01, and CO-01 (A copy of the budget amendments will become a part of these minutes.)

Information, Reports and Recommendations

Dr. Brad Rice introduced School Resource Officers and thanked them for all they do to keep Asheboro City Schools students safe. Dr. Rice presented an overview of the 2009-2010 Reportable Offenses. There were a total of 27 reportable offenses, 4 less than 2008-2009.

Dr. Hazel Frick presented for 30-day review Policy 4360 – *Appeals of Consequences No Greater Than Short-Term Suspension*. Updates to the policy include an addition of a statement further clarifying the conditions whereby the superintendent may impose a more severe consequence and further details of a student’s right to a hearing and the procedure to be followed when the board decides to grant a hearing.

Action Items

Administrators and leadership team members from North Asheboro Middle School, South Asheboro Middle School and Asheboro High School presented continuous improvement plans highlighting the schools’ goals for the 2010-2011 school year. A motion was made by Ms. Cranford and seconded by Ms. Harrington, to approve the goals as presented. Motion passed unanimously.

Superintendent’s Report/Calendar of Events

Ms. Freemyer shared the Calendar of Events highlighting the following dates: Project Fit Dedication at Loflin School, October 19; Choice Bus Tour, October 19; Community Hike, October 23; Parent Night at North Asheboro Middle, October 25; Bandorama, October 26; and NCTC One-Act Play Performances, October 27.

Ms. Freemyer reported on *Points of Pride* across the district as follows: One hundred fifty-two students at Lindley Park completing the Summer Reading Challenge; Fourteen students selected for the Superintendent’s Student Advisory Council; Juan Rios, Asheboro High School, recognized as a teacher making a difference among Hispanic students; Rebecca Kidd, McCrary School, and Steve Luck, Asheboro High School, favorite coaches in the Courier-Tribune’s Reader’s Choice; and Robin Harris, Lindley Park, named Asheboro City Schools Principal of the Year.

Dr. Frost reported that Lindley Park School, along with six other schools, has been pre-selected by the State of North Carolina to be eligible to receive the National Title I Distinguished Schools Award for closing the achievement gap between subgroups. There is an application process and the winner will be announced during the 2011 National Title I Conference, January 31-February 3 in Tampa, Florida.

Superintendent Frost referred to Board Goals for 2010-2011 noting two focus areas addressed during the meeting: Increase of technology for students in grades 4-8 – South Asheboro Middle School’s “A Mouse in Every House” and Asheboro City Schools will provide a safe and nurturing learning environment – Discipline/Safety update report by Dr. Rice.

Dr. Frost reported that North Asheboro Middle School Assistant Principal, April Thompson, will appear on UNC-TV on Sunday, October 23rd, at 1:30pm during a documentary on GEAR UP.

Dr. Frost shared that Asheboro City Schools will be receiving Race to the Top allocations totaling approximately \$1,000,000 to be used over a four-year period. A team has been formed to develop Asheboro City Schools' plan with the goal of the plan to support the work of the district's current strategic plan. Most of the funds will be directed towards professional development and technology.

Board member, Linda Cranford, reported on an opportunity to visit a school in Detroit during a conference she attended.

Adjournment

There being no further business, a motion was made by Mr. Robbins, seconded by Mr. Lamb, and unanimously approved by the Board, to adjourn at 9:05 p.m.

Chairman

Secretary

Minutes of the Asheboro City Board of Education
October 28, 2010
5:30 p.m.

The Asheboro City Board of Education met in a special session at 5:30 p.m. in the Board Room of the Administrative Building with the following members present:

Gidget Kidd, Chairman	Joyce Harrington
Jane Redding	Kyle Lamb
Linda Cranford	Archie Priest, Jr.
Steve Jones	

Board members absent were Derek Robbins, Dr. Kelly Harris, Phillip Cheek, and Chris Yow.

Staff members present were Dr. Diane Frost, Dr. Dot Harper, Dr. Tim Allgood, Harold Blair, Mike Mize, Jennifer Smith, Dr. Hazel Frick, Pam Johnson, and Carla Freemyer.

Chairman Kidd welcomed everyone and turned the meeting over to Mr. Blair.

Mr. Blair reported on the process of researching equipment to purchase for the 1:1 initiative to put a computer in the hands of every Asheboro City Schools student. Twelve bids were received. Mr. Blair recommended, for the Board's approval, Hewlett Packard's proposal for the Probook 4420s at a unit price of \$685.80 for a minimum order of 1,000 units. A motion was made by Mr. Lamb and seconded by Mr. Jones. Motion passed unanimously. (A copy of the bids will become a part of these minutes.)

There being no further business, a motion was made by Mr. Lamb and seconded by Ms. Cranford, to adjourn at 6:10 p.m.

Chairman

Secretary

**Asheboro City Schools
Personnel Transactions
November 9, 2010**

***A. RESIGNATIONS/RETIREMENTS/SEPARATIONS**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Frazier, Vickie	DLL/Secretary	2/28/10
Schimanski, Kay	DLL/Data Manager/Treasurer	10/15/10
Whigham, Johnnie	SAMS/EC Program Facilitator	11/17/10

***B. APPOINTMENTS**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Williams, Lesley	LP/Parent Outreach Specialist (part-time)	11/1/10
Williams, Gwendolyn	LP/Parent Outreach Specialist (part-time)	11/2/10

C. TRANSFERS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Johnson, Tari	DLL/Instructional Assistant to DLL/Data Manager/Treasurer	11/8/10

**Asheboro City Schools
Personnel Transactions
November 9, 2010
Addendum**

***A. RESIGNATIONS/RETIREMENTS/SEPARATIONS**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Furman, Josephine	AHS/Instructional Assistant	1/31/11
Mahoney, Geraldine	BAL/ESL	11/30/10

***B. APPOINTMENTS**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Mabe, Paula	DLL/Instructional Assistant	11/8/10
Mason, Avis	DLL/Pre-Kindergarten	TBD

**Asheboro City Schools
Certified Appointments
November 9, 2010**

NAME

Mason, Avis

COLLEGE/DEGREE

Winston-Salem State University
B: Early Childhood Education
Greensboro College
Teacher Licensure

LICENSURE

Birth to Kindergarten

Avis Mason is recommended to teach pre-kindergarten at Donna Lee Loflin School. Ms. Mason is a resident of High Point who completed teacher licensure requirements in May at Greensboro College. Her student teaching internship was completed at Fairview Elementary in Guilford County Schools. Ms. Mason has six years of experience as a teacher assistant in a pre-kindergarten class and looks forward to beginning her teaching career.

ASHEBORO CITY SCHOOLS
FIELD TRIP / TRANSPORTATION REQUEST
SEND TO TRANSPORTATION SUPERVISOR - CENTRAL OFFICE

Group Making Request: AHS AVIAD 10th grade School: Asheboro High School
Destination: Washington DC Date of Trip: 4/29/11 - 5/1/11
Number of Students Involved: 36 Percent of Total Group: 100%

Reasons for Students Not Attending: if any-choice or behavior

Transportation Method: Activity Bus Charter Bus Private Automobile Other (_____)

If using a Charter Bus service, state name of Vendor here: Holiday Tours Inc.

Number of Vehicles Needed (to be secured by the Central Office): 0

Number of Drivers Needed (to be secured by the Central Office): 0

Departure Time: 4am 4/29/11 Return Time: 10pm 5/1/11 Round Trip Miles (estimated): 670 miles

Estimated Cost to the Student: \$165 plus food money

Purpose(s) of the Field Trip: to visit colleges out of state (Fri) - Tour George Washington's home, Arlington National cemetery, National Mall (Sat.) - Tour Smithsonian museums (Sun.)

*This will enhance the students understanding of Civics (10th grade) and US History (11th grade)
List below the names of adult chaperones who will be accompanying this group on the field trip. Place an "*" by individuals who are licensed to drive school vehicles and who will be serving in that capacity for you.

Molly Lyons, Charlie Lyons, Will Muse, Trisha Muse

If approved, the following procedures must be followed; (1) Written parental permission is required for all field trips. This permission should be acquired using the Asheboro City Schools Parental Field Trip Permission Form; (2) No students can serve as drivers; private vehicles are used as a last resort; and (3) All students in a class or group shall have an opportunity to attend—means will provided for students to participate when necessary.

I certify that all those requirements, in addition to the general guidelines on the back of this form, will be fully met.

Will Muse
Sponsor

9/10/10
Date

Approved: Kevin Peters
Principal

9/28/10
Date

Approved: Brad Reis
Superintendent or Designee

10/6/10
Date

Transportation Scheduled: Rebecca Brewer
Transportation Supervisor

10-5-10
Date

Special Comments/ Response: no bus

RESOLUTION OF LODGE, ASSOCIATION OR OTHER SIMILAR ORGANIZATION

CommunityOne Bank, N.A.
 101 Sunset Avenue
 Asheboro, NC 27203

By: Donna Lee Loflin School
 405 S Park St
 Asheboro NC 27203-5629

Referred to in this document as "Financial Institution"

Referred to in this document as "Association"

I, DIANE L FROST, certify that I am Secretary (clerk) of the above named association organized under the laws of NORTH CAROLINA, Federal Employer I.D. Number 56-6000989, and that the resolutions on this document are a correct copy of the resolutions adopted at a meeting of the Association duly and properly called and held on 10/27/10 (date). These resolutions appear in the minutes of this meeting and have not been rescinded or modified.

AGENTS Any Agent listed below, subject to any written limitations, is authorized to exercise the powers granted as indicated below:

Name and Title or Position	Signature	Facsimile Signature (if used)
A. <u>CANDACE CALL, PRINCIPAL</u>	X _____	X _____
B. <u>TARI E JOHNSON, SECRETARY/TREAS</u>	X _____	X _____
C. <u>B HAROLD BLAIR, DIR BUS FINANCE</u>	X <u><i>B Harold Blair</i></u>	X _____
D. _____	X _____	X _____
E. _____	X _____	X _____
F. _____	X _____	X _____

POWERS GRANTED (Attach one or more Agents to each power by placing the letter corresponding to their name in the area before each power. Following each power indicate the number of Agent signatures required to exercise the power.)

Indicate A, B, C, D, E, and/or F	Description of Power	Indicate number of signatures required
_____	(1) Exercise all of the powers listed in this resolution.	_____
<u>C</u>	(2) Open any deposit or share account(s) in the name of the Association.	<u>1</u>
<u>ABC</u>	(3) Endorse checks and orders for the payment of money or otherwise withdraw or transfer funds on deposit with this Financial Institution.	<u>2</u>
_____	(4) Borrow money on behalf and in the name of the Association, sign, execute and deliver promissory notes or other evidences of indebtedness.	_____
_____	(5) Endorse, assign, transfer, mortgage or pledge bills receivable, warehouse receipts, bills of lading, stocks, bonds, real estate or other property now owned or hereafter owned or acquired by the Association as security for sums borrowed, and to discount the same, unconditionally guarantee payment of all bills received, negotiated or discounted and to waive demand, presentment, protest, notice of protest and notice of non-payment.	_____
_____	(6) Enter into a written lease for the purpose of renting, maintaining, accessing and terminating a Safe Deposit Box in this Financial Institution.	_____
_____	(7) Other _____	_____

LIMITATIONS ON POWERS The following are the Association's express limitations on the powers granted under this resolution.

EFFECT ON PREVIOUS RESOLUTIONS This resolution supersedes resolution dated All Other. If not completed, all resolutions remain in effect.

CERTIFICATION OF AUTHORITY

I further certify that the Association has, and at the time of adoption of this resolution had, full power and lawful authority to adopt the resolutions on page 2 and to confer the powers granted above to the persons named who have full power and lawful authority to exercise the same. (Apply seal below where appropriate.)

- If checked, the Association is a non-profit lodge, association or similar organization. X _____
(Secretary)
- X _____
(Attest by Other Officer)
- X _____
(Attest by Other Officer)

§ 115C-288. Powers and duties of principal.

(a) To Grade and Classify Pupils. – The principal shall have authority to grade and classify pupils. In determining the appropriate grade for a pupil who is already attending a public school, the principal shall consider the pupil's classroom work and grades, the pupil's scores on standardized tests, and the best educational interests of the pupil. The principal shall not make the decision solely on the basis of standardized test scores. If a principal's decision to retain a child in the same grade is partially based on the pupil's scores on standardized tests, those test scores shall be verified as accurate.

A principal shall not require additional testing of a student entering a public school from a school governed under Article 39 of this Chapter if test scores from a nationally standardized test or nationally standardized equivalent measure that are adequate to determine the appropriate placement of the child are available.

(b) To Make Accurate Reports to the Superintendent and to the Local Board. – The principal shall make all reports to the superintendent. Every principal of a public school shall make such reports as are required by the boards of education, and the superintendent shall not approve the vouchers for the pay of principals until the required monthly and annual reports are made: Provided, that the superintendents may require teachers to make reports to the principals and principals to make reports to the superintendent: Provided further, that any principal or supervisor who knowingly and willfully makes or procures another to make any false report or records, requisitions, or payrolls, respecting daily attendance of pupils in the public schools, payroll data sheets, or other reports required to be made to any board or officer in the performance of his duties, shall be guilty of a Class 1 misdemeanor and the certificate of such person to teach in the public schools of North Carolina shall be revoked by the Superintendent of Public Instruction.

(c) To Improve Instruction and Community Spirit. – The principal shall give suggestions to teachers for the improvement of instruction.

(d) To Conduct Fire Drills and Inspect for Fire Hazards. – It shall be the duty of the principal to conduct a fire drill during the first week after the opening of school and thereafter at least one fire drill each school month, in each building in his charge, where children are assembled. Fire drills shall include all pupils and school employees, and the use of various ways of egress to simulate evacuation of said buildings under various conditions, and such other regulations as shall be prescribed for fire safety by the Commissioner of Insurance, the Superintendent of Public Instruction and the State Board of Education. A copy of such regulations shall be kept posted on the bulletin board in each building.

It shall be the duty of each principal to inspect each of the buildings in his charge at least twice each month during the regular school session. This inspection shall include cafeterias, gymnasiums, boiler rooms, storage rooms, auditoriums and stage areas as well as all classrooms. This inspection shall be for the purpose of keeping the buildings safe from the accumulation of trash and other fire hazards.

It shall be the duty of the principal to file two copies of a written report once each month during the regular school session with the superintendent of his local school administrative unit, one copy of which shall be transmitted by the superintendent to the chairman of the local board of education. This report shall state the date the last fire drill was held, the time consumed in evacuating each building, that the inspection has been made as prescribed by law and such other information as is deemed necessary for fire safety by the Commissioner of Insurance, the Superintendent of Public Instruction and the State Board of Education.

It shall be the duty of the principal to minimize fire hazards pursuant to the provisions of G.S. 115C-525.

(e) To Discipline Students and to Assign Duties to Teachers with Regard to the Discipline, General Well-being, and Medical Care of Students. – The principal shall have authority to exercise discipline over the pupils of the school under policies adopted by the local board of education as prescribed by G.S. 115C-391(a). The principal shall use reasonable force to discipline students under G.S. 115C-390 and may suspend or dismiss pupils under G.S. 115C-391. The principal shall assign duties to teachers with regard to the general well-being and the medical care of students under G.S. 115C-307 and Article 26A of this Chapter.

(f) To Protect School Property. – The principal shall protect school property as provided in G.S. 115C-523.

(g) To Report Certain Acts to Law Enforcement and the Superintendent. – When the principal has personal knowledge or actual notice from school personnel that an act has occurred on school property involving assault resulting in serious personal injury, sexual assault, sexual offense, rape, kidnapping, indecent liberties with a minor, assault involving the use of a weapon, possession of a firearm in violation of the law, possession of a weapon in violation of the law, or possession of a controlled substance in violation of the law, the principal shall immediately report the act to the appropriate local law enforcement agency. Failure to report to law enforcement under this subsection is a Class 3 misdemeanor. For purposes of this subsection, "school property" shall include any public school building, bus, public school campus, grounds, recreational area, or athletic field, in the charge of the principal.

The principal or the principal's designee shall notify the superintendent or the superintendent's designee in writing or by electronic mail regarding any report made to law enforcement under this subsection. This notification shall occur by the end of the workday in which the incident occurred when reasonably possible but not later than the end of the following workday. The superintendent shall provide the information to the local board of education.

(h) To Make Available School Budgets and School Improvement Plans. – The principal shall maintain a copy of the school's current budget and school improvement plan, including any amendments to the plan, and shall allow parents of children in the school and other interested persons to review and obtain such documents in accordance with Chapter 132 of the General Statutes.

(i) To Evaluate Certified Employees and Develop Action Plans. – Each school year, the principal assigned to a low-performing school that has not received an assistance team shall provide for the evaluation of all certified employees assigned to the school. The principal also shall develop action plans as provided under G.S. 115C-333(b) and shall monitor an employee's progress under an action plan.

(j) To Transfer Student Records. – The principal shall not withhold the transfer of student records, except as is provided in G.S. 115C-403(b).

(k) To Sign Driving Eligibility Certificates and to Notify the Division of Motor Vehicles. – In accordance with rules adopted by the State Board of Education, the principal or the principal's designee shall do all of the following:

- (1) Sign driving eligibility certificates that meet the conditions established in G.S. 20-11.
- (2) Obtain the necessary written, irrevocable consent from parents, guardians, or emancipated juveniles, as appropriate, in order to disclose information to the Division of Motor Vehicles.
- (3) Notify the Division of Motor Vehicles when a student who holds a driving eligibility certificate no longer meets its conditions.

(l) To Establish School Improvement Teams. – Each school year, the principal shall ensure that a school improvement team is established under G.S. 115C-105.27 for the purpose of developing, reviewing, and revising a school improvement plan. (1955, c. 1372, art. 17, ss. 6, 8; 1957, c. 843; 1959, c. 573, s. 13; c. 1294; 1965, c. 584, s. 15; 1981, c. 423, s. 1; 1985 (Reg. Sess., 1986), c. 975, s. 4; 1987, c. 572, s. 3; 1993, c. 327, s. 1; c. 539, s. 883; 1994, Ex. Sess., c. 24, s. 14(c); 1995 (Reg. Sess., 1996), c. 716, s. 7.1; 1996, 2nd Ex. Sess., c. 18, s. 18.27; 1997-443, s. 8.29(t); 1998-5, s. 7; 1998-220, s. 13; 1999-243, s. 7; 1999-373, s. 2; 2001-424, s. 28.17(b); 2005-22, s. 5; 2009-410, s. 1.)

NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual

Policy Identification

Priority: Healthy Responsible Students

Category: Safe Schools Program Guidelines

Policy ID Number: HRS-A-000

Policy Title: Policy defining acts of school violence and the annual report of these crimes for these acts

Current Policy Date: 03/04/2010

Other Historical Information: Previous board dates: 12/02/1993, 12/07/1995, 08/07/1996, 12/05/1996, 02/05/1998, 01/13/1999, 01/10/2001

Statutory Reference: GS 115C-12(21)

Administrative Procedures Act (APA) Reference Number and Category:

(a) Principals who have personal knowledge or actual notice that any criminal offenses have occurred on school property shall report those offenses to law enforcement.

(b) Pursuant to G.S. §115C-12(21), LEAs shall report annually the following crimes to the State Board of Education via the Department of Public Instruction-approved discipline reporting system in conformity with the State's Uniform Education Reporting System:

- (1) Assault resulting in serious personal injury as defined in G.S. §14-32.4;
- (2) Sexual assault as defined in G.S. §14-27.5A and 14-33(c)(2);
- (3) Sexual offense as defined in G.S. §14-27.4 through 14-27.5 and 14-27.7A;
- (4) Rape as defined in G.S. §14-27.2 through 14-27.3 and 14-27.7A;
- (5) Kidnapping as defined in G.S. §14-39;
- (6) Indecent liberties with a minor as defined in G.S. §14-202.1, 14-202.2 and 14-202.4;
- (7) Assault involving the use of a weapon as defined in G.S. §14-32 through 14-34.9;
- (8) Possession of a firearm in violation of the law as defined in G.S. §14-269.2;
- (9) Possession of a weapon in violation of the law as defined in G.S. §14-269.2;
- (10) Possession of a controlled substance in violation of the law as defined in the North Carolina Controlled Substances Act as defined in Article 5 of G.S. §90-86 through 90-113.8;
- (11) Assault on school officials, employees, and volunteers as defined in G.S. §14-33(c)(6);
- (12) Homicide as defined in G.S. §14-17;
- (13) Robbery with a dangerous weapon as defined in G.S. §14-87;
- (14) Unlawful, underage sales, purchase, provision, possession, or consumption of alcoholic beverages as defined in G.S. §18B-302;
- (15) Making bomb threats or engaging in bomb hoaxes as defined in G.S. §14-69.2; and
- (16) Willfully burning a school building as defined in G.S. §14-60.

History Note:

*Authority G.S. 115C-12(21); G.S. 115C-288(g); G.S. 115C-307(a); NC Constitution Article IX, Sec. 5.
Effective Date: July 1, 2010.*

Policy 7811: Action Plans for Licensed Employees

As recommended to the Board Policy Committee, October 14, 2010

All licensed employees in Asheboro City Schools are expected to maintain high levels of performance. When an employee does not meet this standard, the superintendent and administrative staff will address deficiencies through an appropriate means that may include placing an employee on an action plan. Policy 7811 outlines different types of action plans and possible circumstances where one may be required. Along with other guidelines, it also creates a timeline for dealing with deficiencies. Several additions have been made that clarify definitions and procedure.

The board expects all professionally licensed employees to maintain high levels of performance. If employees do not meet this standard, the superintendent and administrative staff will address any identified performance deficiencies through appropriate means, including by placing the employee on an action plan when required by state law, state policy or local policy or when otherwise deemed necessary.

A. ACTION PLANS REQUIRED

Unless the superintendent recommends dismissal, demotion or nonrenewal of a poorly performing employee, the superintendent or designee shall develop and implement an action plan for each licensed employee who receives a “below standard” or “unsatisfactory” rating on a performance evaluation. Unless otherwise established by legal authority, the superintendent shall establish criteria that will be deemed evidence of a “below standard” or “unsatisfactory” rating on a performance evaluation. A “monitored growth plan” or “directed growth plan” developed in accordance with State Board of Education Policy TCP-C-004 satisfies the requirements for an action plan for a teacher under this policy.

B. DISCRETIONARY ACTION PLANS

Nothing in this policy shall limit the superintendent’s authority to place an employee on an action plan or other plan of improvement at any time deemed necessary, including when (1) a monitored or directed growth plan is not mandated under State Board policy, or (2) an action plan is not mandated under this policy.

C. ACTION PLAN COMPONENTS

1. **Dual Plans:** A plan that is intended to serve as both an action plan and a monitored or directed growth plan must meet the requirements set by the State Board. The superintendent may require additional components beyond those required by the State Board, such as those listed below.
2. **Separate Action Plans:** An action plan that is not intended to serve a dual role as a monitored or directed growth plan, whether required by law or discretionary, must include the following components:
 - a. **Identification of Deficiencies.** All performance deficiencies identified during the employee’s evaluation must be identified and addressed in the action plan.
 - b. **Performance Expectations.** For each problem identified, the action plan must include a statement of the expected level of performance.

- c. Strategies. The action plan must set forth a strategy or strategies designed to correct each identified deficiency. Strategies should be specific and clearly state the activities the employee should undertake to achieve the expected level of performance. They also should identify all individuals responsible for implementing the plan.
- d. Dates for Monitoring and Completion. The action plan must include dates upon which the employee's progress under the plan will be reviewed and the date by which performance is to be improved to the expected level. Action plans required by this policy must be completed within 90 instructional days or before the beginning of the next school year.

D. REEVALUATION REQUIRED

Once an employee completes an action plan, the superintendent or designee shall reevaluate the employee and determine whether the employee continues to perform at an "unsatisfactory" or "below standard" level in any area or whether the employee's performance has improved sufficiently. If the employee's performance remains unsatisfactory or below standard, the superintendent shall either:

1. recommend that the board dismiss the employee or demote or transfer the employee to a position in which the employee can be successful; or
2. retain the employee in the current position if the superintendent:
 - a. determines that the employee's continuing performance problems are not adversely impacting student learning or the school environment, or
 - b. determines that the employee is making good progress toward improvement in deficient areas and is likely to improve to an acceptable level within a reasonable, additional time period.

An employee who is retained in his or her position after two poor evaluations must be given a new action plan and reevaluated in accordance with this policy.

E. SPECIAL PROVISIONS RELATING TO ACTION PLANS FOR LICENSED EMPLOYEES IN LOW PERFORMING SCHOOLS

Professionally licensed employees assigned to low-performing schools will be placed on action plans as described in sections A, C and D above. However, if a licensed employee in a low-performing school receives a "below standard" or "unsatisfactory" rating on any function of his or her evaluation that is related to the employee's instructional duties, then the following additional provisions apply.

1. Person(s) Drafting the Action Plan

The person who directly supervises the employee, or the person or group who completed the employee's evaluation, will draft the required action plan for the employee. Assistance teams or assessment teams must collaborate with the employee's supervisor in developing an action plan.

2. Reevaluation and Dismissal

Upon completion of the action plan, the superintendent or designee or the assessment team will evaluate the employee again. The superintendent must recommend dismissal or demotion if the employee receives one "unsatisfactory" rating or more than one "below standard" rating on any function that is related to the employee's instructional duties.

Unless otherwise established by legal authority, the superintendent shall develop procedures that identify the standards of the evaluation instrument that are related to instructional duties for purposes of compliance with this subsection. The superintendent shall develop any other procedures necessary to carry out the board's directives.

Legal References: G.S. 115C-333, State Board of Education Policy TCP-C-004

Cross References: Evaluation of Licensed Employees (policy 7810)

Adopted: May 13, 1999

Policy 7815: Evaluation of Non-Licensed Employees

As recommended to the Board Policy Committee, October 14, 2010

Because the board attaches high priority to the employment of competent personnel, it also emphasizes the importance of assisting non-licensed employees with professional growth and development throughout their careers. This policy establishes six directives that will be followed in the evaluation of non-licensed employees. One change has been made to the phrasing of the fourth objective.

The board attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their growth and development throughout their careers. Evaluations of non-licensed employees' performance must follow conform with the following board directives:

1. Exemplary performance as well as deficiencies in performance should be clearly identified.
2. Supervisors and principals should facilitate open communication with employees about performance expectations.
3. An employee who is unclear about how performance is being assessed or desires additional evaluation opportunities should address these issues with the immediate supervisor.
4. Evaluation data will be submitted to the central office personnel file in accordance with state law and ~~board policy on personnel files, (policy 7820)~~ policy 7820, Personnel Files.
5. Evaluation data may be used in making employment decisions, including transfers, promotions and dismissal and demotion of employees, (board policy 7940).
6. The superintendent and all evaluators are encouraged to develop ways to recognize exemplary employees and to capitalize on the abilities of exemplary employees in helping other employees.

The superintendent will develop any other necessary procedures and will provide training, as necessary, to carry out the board directives.

Legal Reference: G.S. 115C-47(18), -333

Cross Reference: Personnel Files (policy 7820), Classified Personnel: Suspension and Dismissal (policy 7940)

Adopted: May 14, 1998 to become effective July 1, 1998

Updated: April 8, 1999

Administrative Procedure: None

Policy 4360: Appeals of Consequences No Greater Than Short-Term Suspension

As recommended to the Board Policy Committee, September 9, 2010

This policy outlines the procedure whereby a student may appeal a disciplinary consequence for the violation of board policy, school standards or rules that results in short-term suspension of no more than 10 days. Updates have been made that include the following:

- Addition of a statement further clarifying the conditions whereby the superintendent may impose a more severe consequence.
- Addition of two paragraphs from the NCSBA version of the policy that further detail a student's right to a hearing and the procedure to be followed when the board decides to grant a hearing.

APPEALS OF CONSEQUENCES

NO GREATER THAN SHORT-TERM SUSPENSION

Policy Code:

4360

A student may appeal to the superintendent any disciplinary consequence imposed by a school administrator for violating board policy, school standards or rules that is no greater than a short-term suspension (suspension of up to 10 days). The appeal must be in writing and must be received by the superintendent within three days of the disciplinary action. The consequence imposed by the school administrator need not be postponed pending the outcome of the appeal. However, either the principal or superintendent may decide to postpone the consequence until after the superintendent's review.

The student may submit in writing any statement or evidence to support his or her position. The principal must submit in writing a description of the misbehavior, and the board policy, school standard or rule that was violated and the basis for the consequence imposed. Unless the superintendent determines that evidence cannot be fairly presented in this manner, the written documents will constitute the record reviewed by the superintendent.

The superintendent must make a written decision within two school days of receiving the documents. The superintendent may uphold, modify, or reverse the school administrator's decision. The superintendent cannot impose a more severe consequence unless necessary to comply with board policy or unless further investigation brings additional information to light that was not part of the principal's original decision. If the superintendent determines that the student did not violate any board policy, school standard or rule, any reference to the alleged misbehavior is to be removed from the student's record and any days already served in the suspension will be waived and the student will not be held accountable for the absences.

The student has no right to a hearing before the board to challenge consequences no greater than a short-term suspension. The student does, however, have the right to petition the board for a hearing. The petition must be in writing and must be received by the superintendent within three days of when the student received the superintendent's decision. After receiving the petition, the board may choose, at its discretion, to grant a hearing. The board will notify the petitioner of its decision whether or not to grant a hearing.

If the board chooses to grant a hearing, the board or panel of the board will review the superintendent's decision and other documents reviewed by the superintendent, including those submitted by the principal or student. The board will review the superintendent's decision to be sure that (1) there was a reasonable basis for determining that the student engaged in the specified misbehavior; (2) a board policy, school standard or rule was violated; (3) the consequence for the violation was reasonable; and (4) procedures required by board policy were followed. Hearing procedures will follow policy 2500, Hearings Before the Board.

Legal References: G.S. 115C-45(c), -47, -391

Cross References: Short-Term Suspension (policy 4351), Removal of Student During the Day (policy 4352)

Adopted: April 9, 1998 to become effective July 1, 1998

Revised: May 11, 2000 and September 12, 2002

BALFOUR ELEMENTARY

**2010-2011 Continuous Improvement and
Title I Implementation Plan**

Asheboro City Schools

Contents

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 - Compliance Statements
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 - Waiver Requests
 - Provision for Distribution of ABC Incentive

Approved by Staff

Date of Secret Ballot Election: 9/21/10

Results For: 100%

Opposed: 0%

Principal's Signature
Approved by Superintendent of Schools

Date

Signature
Approved by Board of Education

Date

Signature

Date

Balfour Elementary
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Leadership Team Members

The following team members collaborated with school staff to develop the School Improvement Plan for our school:

Name	Signature	Role
Reagina Roberson	_____	Kindergarten Teacher
Kristen Smith	_____	3 rd Grade Teacher
Melanie Golding	_____	5 th Grade Teacher
Natalia Johns	_____	Reading Facilitator
Lesha Daniel	_____	Teacher Assistant
Mary Lou Diener	_____	Guidance/Testing
Beth Bender	_____	ESL Teacher
Maricela Zapeda	_____	Parent
Maria Ramirez	_____	Parent
Trisha Muse	_____	Instructional Facilitator
Rhonda McHenry	_____	Assistant Principal
Janet Means	_____	Principal

A. Vision, Mission, and Belief Statements

Our School's Vision

Balfour Elementary School will be a school of excellence where students are honored, learning is valued, and our community is dedicated to the success of all.

Our School's Mission

The faculty and staff of Balfour School, working together with parents, students, and community members, will create a culture that empowers students to become informed and active citizens and lifelong learners.

To lead us toward our vision and mission, our school community shares the following beliefs:

- Student learning is the chief priority for the school.
- Each student is a valued individual with unique physical, social, emotional and intellectual needs.
- Instruction facilitating the appreciation of diversity increases students' understanding of different people and cultures and leads to global awareness.
- A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.
- Students learn in different ways and should be provided with a variety of instructional methods in order to learn, achieve, and succeed at his or her ability level.
- Daily attendance at school increases the learning opportunities of students.
- Faculty, staff and parents share the responsibility for the support of the school's mission.
- Full utilization of available technologies and resources increases a student's ability to take advantage of talents and potential.
- A safe, orderly and caring environment promotes student learning.
- The school's commitment to continuous improvement enables students to become confident, self-directed, lifelong learners.

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B. School Community Profile

Historical Ethnicity Information (% of population, 20th school day)

	2006-2007	2007-2008	2008-2009	2009-10	2010-1011
Black	10.17	7	6	6	6
Asian	2.4	1.8	1.6	1	1
White	29.57	30	30	28	27
Hispanic	54.53	56.6	60	62	62
American Indian	0.74	.2	.2	1	1
Other/Multi-Cultural	2.59	4.2	2	2	2
Total Population	541	500	546	523	528

Historical Population Data (percentages)

	2006-07	2007-08	2008-09	2009-10	2010-11
Exceptional Children	6.5	7.9	7.9	9.75	12
AIG	.5	1.7	3.3	3.25	3.8
Limited English Proficient	38.3	45.9	47.1	48.8	45
Total F/R Lunch	75.82	79.2		84.4	

Student Attendance Data

	Percent
2005-2006	95.98
2006-2007	96.22
2007-2008	96.30
2008-2009	97.01
2009-2010	96.53

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Staffing Summary

	2007-08	2008-09	2009-10	2010-11
Teachers "highly qualified" (classes taught)	100%	97.7%	97.7%	100%
Teachers with advanced degrees (above bachelors)	29%	34.1%	34.1%	32.6%
Teachers with NBPTS certification	7%	9%	14%	14%
Teachers trained as Mentors	18%	18%	17%	17%

Teacher Turnover Rate

2004-2005	2005-2006	2006-2007	2007-2008	2008-09	2009-10
24%	27.6%	11.4%	19%	22.5%	11.9%

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C. School Results

Promotion Percentages

	2005-2006	2006-2007	2007-2008	2008-09	2009-10
Kindergarten	96%	91%	98%	99%	100%
1 st grade	95%	96%	97%	99%	100%
2 nd grade	94%	98%	96%	98%	100%
3 rd grade	94%	95%	98%	100%	100%
4 th grade	100%	96%	100%	99%	100%
5 th grade	100%	99%	99%	100%	100%

K-2 Progress 2009-10

Reading						
K	Mem	Level 0	Level A	Level B	C & above	
	97	2%	1%	7%	87%	
Grade 1	Mem	Below D	D-E	F-G	H	I & above
	98	5%	1%	16%	8%	69%
Grade 2	Mem	Below J	J	K	L	M & above
	74	12%	5%	5%	20%	58%

Writing - On-Demand					
	Mem	Level I	Level II	Level III	Level IV
K	77	4%	9%	57%	29%
Grade 1	98	8%	20%	58%	13%
Grade 2	96	5%	31%	53%	10%

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K-2 Mathematics Portfolio Summary 2009-2010

Percent of Students at Levels 3 and 4

Grade 1 Math Assessment

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	% LEVEL III and IV			
				2007	2008	2009	2010
4	6	39	35	61.5	84.3	88%	73%

Grade 2 Math Assessment

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	% LEVEL III and IV			
				2007	2008	2009	2010
15	27	42	14	76%	64%	57%	67%

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End of Grade Percent Proficient by Grade
Historical

Grade	Reading				Math			
	06-07	07-08	08-09	09-10	06-07	07-08	08-09	09-10
3	72.5	29.5	52.9	53.5	66.7	61.1	82.8	80.5
4	78	41.8	48.8	50	46.3	73.1	74.1	74.4
5	75.9	33.8	52.1	48.9	44.8	60.0	78.1	78.9

Grade	Reading and Math			
	06-07	07-08	08-09	09-10
3	59.4	26.9	51.7	53.6
4	45.1	31.1	47.1	54.2
5	41.4	31.1	47.9	48.9

End of Grade Percent Proficient by Subgroup (Historical)

Reading

Grade	3				4				5			
	06-07	07-08	08-09	09-10	06-07	07-08	08-09	09-10	06-07	07-08	08-09	09-10
All	72.5	29.5	52.9	53.5	78.0	41.8	48.2	50.0	75.9	33.8	52.1	48.9
Am Indian	0.0				100.0				0.0			
Asian	0.0		75	100	100.0		0	0.0	*		50.0	0.0
Black	55.6	28.6	66.7	40.0	81.8	>=5	57.1	0.0	75.0	5.0	50.0	25.0
Hispanic	75.9	33.9	52.0	46.2	71.4	25.0	38.8	49.0	67.4	25.0	50.0	46.2
Multi Racial	100.0		0	100	100.0		50.0	*	100.0		0	100.0
White	84.6	24.0	57.1	69.6	82.6	60.0	62.2	60.0	89.7	60.0	57.1	57.7
Male	63.0	33.3	55.3	50.9	76.2	25.8	44.7	43.8	81.3	25.8	36.7	34.0
Female	78.6	26.0	50.0	57.6	80.0	39.5	48.9	57.9	69.2	39.5	64.3	65.1
Acad Gifted	*				100.0				100.0			
EC	42.9	>=5	5	9.1	14.3	>=5	14.3	11.1	33.3	5.0	16.7	0.0
Non EC	74.2	31.1	59.0	60.0	82.2	36.2	51.3	54.5	81.9	36.2	55.2	54.3
LEP	58.8	11.0	45.9	45.1	65.6	18.5	20.0	25.9	67.6	18.5	20.0	13.8
Non LEP	76.9	40.7	58.9	65.7	86	42.6	63.6	61.0	100	42.6	63.6	65.6
F/R Lunch	75.5	27.8	50.9	49.3	79.7	25.9	46.5	47.0	53.8	25.9	46.5	47.2
Non F/R Lunch	65	37.5	55.0	73.3	72.2	62.5	57.1	60.0	85.2	62.5	57.1	55.6

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Math

Grade	3				4				5			
	06-07	07-08	08-09	09-10	06-07	07-08	08-09	09-10	06-07	07-08	08-09	09-10
All	66.7	61.1	82.3	80.5	46.3	73.1	74.1	74.4	44.8	60.0	78.1	78.9
Am Indian	100.0	*			0.0	*			0.0	*		
Asian	0.0	0	100	100	66.7	100	0	66.7	33.3	100	100	0.0
Black	44.4	42.9	0	60.0	18.2	62.5	71.4	14.3	37.5	25	80	75.0
Hispanic	70.0	63.8	74.0	81.8	40.5	72.4	71.4	81.6	34.8	65	73.3	76.9
Multi Racial	100.0	100	*	100	100.0	100	100	*	33.3	25	100	100.0
White	70.4	64	85.7	78.3	65.2	78.6	79.2	76.0	65.5	71.2	82.1	88.5
Male	66.7	56.8	53.2	75.9	42.9	75	63.2	75.0	45.8	61.3	80.0	74.5
Female	66.7	68	68	87.9	50.0	75	68,9	73.7	53.7	60.5	78.6	83.7
Acad Gifted	*				100.0				100.0			
EC	42.9	20.0	55.6	36.4	14.3	50.0	42.9	22.2	0.0	5.0	66.7	33.3
Non EC	64.5	63.3	85.9	86.8	46.6	76.3	76.9	80.5	48.6	64.3	79.1	84.0
LEP	64.7	44.4	86.5	80.8	25.0	56.3	53.3	70.4	19.2	57.1	47.1	55.2
Non LEP	67.3	71.2	80.0	80.0	60.0	78.4	85.5	76.3	55.7	61.7	87.5	90.2
F/R Lunch	67.3	57.0	81.4	77.5	43.8	74.5	74.6	71.2	33.9	54.2	79.2	72.2
Non F/R Lunch	65.0	81.3	88.2	93.8	55.6	68.8	71.4	85.0	72.0	81.3	75	83.3

Achievement Gap Data

Reading

White student scores compared to:	2005-06	2006-07	2007-08	2008-09	2009-10
Black	7.2	13.4	13.8	3.8	13.8
Hispanic	19.1	14.5	8.3	12.3	15.1

Mathematics

White student scores compared to:	2005-06	2006-07	2007-08	2008-09	2009-10
Black	21.7	35	27.7	17.5	31.1
Hispanic	15.7	21.3	5.1	9.6	1.0

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End of Grade Results
 Developmental Scale Score Mean

Grade	Reading			Math			
	07-08	08-09	09-10	06-07	07-08	08-09	09-10
3	331.6	334.5	335.1	340.9	341.6	342.9	343.6
4	341.8	340.4	340.3	345.1	349.1	347.8	347.5
5	345.5	347	346.9	350.1	352.4	354.6	354.8

Total Performance Composite

	05-06	06-07	07-08	08-09	09-10
Performance Composite	57.9	58.9	49.0	63.4	63.1

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Goal Summaries, Grades 3-5, Percent Correct

	Gr 3			Gr 4			Gr 5		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
Goal 2: Apply strategies and skills to comprehend text that is read, heard, and viewed	52.7	58.6	59.7	59.3	55.9	57.6	53.1	55.6	57.6
Goal 3: Make connections through the use of oral language, written language, and media and technology	56	62.3	63.1	58	57.8	55.3	60.9	64.8	61.3
Literary Reading	55.2	61.6	60.8	61.5	59.9	56.7	59.2	60.5	60.1
Informational Reading	50.2	55.9	59.7	55.4	51.7	56.7	49.9	55	57.4
Calculator Active			61.4			56.8			63.1
Calculator Inactive			59.6			54.8			60.5
Goal 1: Numbers and Operations	55.8	59.2	59.2	58.2	57.6	57.3	51	56.5	56.5
Goal 2: Measurement	56.7	58.2	59.2	62.5	52.2	55.6	57.2	62	65.9
Goal 3: Patterns/Geometry	61.2	64.7	71.8	70.3	68.5	57.3	58.8	67.2	65.2
Goal 4: Data, Probability	50.8	54	58.9	65.3	56.8	60.7	59.9	62.5	68.3
Goal 5: Algebra (mathematical relationships)	57.9	58.1	59.1	54.8	54	51.6	59.1	59.7	60.3

Writing

Writing Sample Assessment (May % proficient)

Grade	2006-2007	2007-2008	2008-09	2009-10
Kindergarten	51	63	79	72
1 st Grade	51	71	82	70
2 nd Grade	50	72	50	60
3 rd Grade	46	45		35
4 th Grade	24	36		28
5 th Grade	81	71		42

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2010 NC Teacher Working Conditions Survey

In the space below, comment on 3 or more areas of strength noted in the NC Teacher Working Conditions Survey for 2010.

1. 100% responded that teachers are being held to high standards for delivering instruction.
2. 100% responded that school leadership facilitates using data to improve student learning.
3. 100 % agree that professional development opportunities are aligned with the School Improvement Plan.

In the space below, comment on 3 or more areas of possible improvement noted in the Teacher Survey for your site for 2010:

1. Only 60% responded that there is an atmosphere of trust and mutual respect.
2. Only 69% of teachers feel they have an appropriate level of influence on decision making in the school.

What are 2 significant findings in survey results from 2010?

1. In the area of Managing Student Conduct, teachers responded extremely positively in every area.
2. Well over 90% of all teachers indicate that parents and the community are very supportive of the school.

Student Survey Results - 2010

In the space below, comment on 3 or more areas of strength noted in the Student Survey for your site for 2010:

1. Students report (98%) that they pushed themselves to do better academically.
2. Over 95% of students report that parents value education and expect their child to enroll in college.
3. Over 95% of students report that teachers expect them to do their best work.

In the space below, comment on 3 or more areas of possible improvement noted in the Student Survey for your site for 2010:

1. 27.1% report that students do not respect each other.
2. 15% of students report that their teacher does not care if they are absent.
3. Almost 20% of bus riders indicate that they do not feel safe on their ride.

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Parent Survey Results - 2010

In the space below, comment on 3 or more areas of strength noted in the Parent Survey for your site for 2010:

1. 94% of all parents indicate that teachers hold high expectations for student learning
2. 94% of all parents indicate that teachers use a variety of teaching strategies and learning activities to help students learn
3. 93% of all parents indicate that students are provided with opportunities to learn important knowledge and skills in each subject

In the space below, comment on 3 or more areas of possible improvement noted in the Parent Survey for your site for 2010:

1. Only 67% of all parents indicate that our school ranks well academically when compared to other schools
2. 19% of all parents indicate that they neither agree or disagree that our school ranks well academically when compared to other schools
3. 17% respond as "neutral" when asked if the school provides sufficient opportunities for community involvement.

Adequate Yearly Progress

Percent of AYP Targets Met		
2004-2005	81%	17 of 21 targets met
2005-2006	85.7%	18 of 21 targets met
2006-2007	81%	17 of 21 targets met
2007-2008	81%	17 of 21 targets met
2008-2009	100%	21 of 21 targets met
2009-1010	100%	21 of 21 targets met

Targets Not Met

	2007-08			2008-09			2009-10		
	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor
Reading 3-5									
Math 3-5	All, Hisp, FR, LEP	White				LEP			LEP
			All, Hisp, W, ED, LEP			LEP			LEP

General Conclusions

Our School Improvement Team has carefully examined the preceding data along with other pertinent information about our school. Together, the members of our Team have reached the following three (or more) 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 2010-11 school years along with our intervention plan (which follows) for 2010-11.

1. One of the Board's goals is for ACS to decrease the achievement gap. Balfour has made very good strides in closing the White to Hispanic gap, but the White to Black gap remains alarmingly high. There was also a significant male/female achievement gap at the 5th grade in reading . In addition, it is imperative that we continue to closely monitor all our NCLB groups. Balfour met all goals except for Safe Harbor in math and reading for our LEP students. Balfour has exited School Improvement this year. It is essential that Balfour continue to grow in math and reading and continue working to increase LEP proficiency.
2. We have stated in Goal 1 that we want to increase proficiency in problem-solving strategies using multiple strategies. As educators, we know that such strategies often involve students in higher-level thinking.
3. We have made significant progress in reading and math in grades 3-5. This is a reason for celebration. However, in analyzing our data, it is clear that a substantial proportion of our rising third graders are below grade level in both reading and math. This indicates a need to increase rigor in the primary grades while maintaining continued progress in grades 3-5. There is a significant increase in the percent of rising first graders who are proficient in reading. We will need to conduct ongoing progress monitoring and make full use of our resources, both in-house and within our district.

D. Goals and Action Plans

Goal 1: Increase student achievement to meet state and federal requirements in reading, math and writing at grades 3, 4 and 5

Evidence of Need: Some of Balfour's subgroups continue to score below minimum federal requirements in reading and math. There is a continued need to develop writing skills across the curriculum

Strategic Plan Goal 1: *High Student Achievement*
State Board of Education: *North Carolina Public School will Produce Globally Competitive Students*

In reading:

- All students in grades 3-5 will increase reading proficiency from 52.3% in 2009-10 to 58% in 2010-11.
- White students in grades 3-5 will increase reading proficiency from 63.8% in 2009-10 to 71%% in 2010-11.
- Hispanic students in grades 3-5 will increase reading proficiency from 46.9% in 2009-10 to 52% in 2010-11.
- Limited English Proficient students in grades 3-5 will increase reading proficiency from 40.8% in 2009-10 to 45% in 2010-11.
- Economically disadvantaged students in grades 3-5 will increase their reading proficiency from 49.2% in 2009-10 to 55% in 2010-11.

In math:

- All students in grades 3-5 will increase math proficiency from 78.6% in 2009-10 to 87% in 2010-11.
- White students in grades 3-5 will increase math proficiency from 79.7% in 2009-10 to 88% in 2010-11.
- Hispanic students in grades 3-5 will increase math proficiency from 79.6% in 2009-10 to 88% in 2010-11.
- LEP students in grades 3-5 will increase math proficiency from 74.4% in 2009-10 to 82% in 2010-11.
- Economically disadvantaged students in grades 3-5 will increase math proficiency from 77.4% in 2009-10 to 82% in 2010-11.

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In writing:

- **All students grades K-5 will increase their writing proficiency**

Action Plan:

Reading Strategies	Time Line	Person(s) Responsible	Resources	Evaluation
1. Analyze NCLB goals in order to establish goals for the current year.	October 30, 2010	Testing Coordinators, Principal, Leadership Team, Teaching staff	Testing Coordinators, EOG databases	Documentation of meetings; increased differentiation through balanced literacy observed in classrooms for groups most in need of improvement
2. Continue implementing LLI in 3-5 focusing on the most struggling readers	August '10-May'11	Reading Facilitators, Instructional Facilitator,	NC Falcon	EOG scores, ongoing evaluations
3. Ensure that a minimum of ninety minutes daily is spent in balanced literacy using Reader's Workshop, incorporating science and social studies nonfiction texts.	August '10-June'11	Teaching staff, administration	DPI, literacy lead teacher, administration	Master schedule, lesson plans, class schedules, observation
4. Ensure that teachers plan ahead to pose at least one higher order question per core subject area per day; post this question with the Essential Question.	August '10-June '11	Teaching Staff, Administration	Bloom's Taxonomy, Marzano's Effective Instructional Strategies, Question Stems, PD360; <u>Q Tasks</u>	Records of Planned Questions
5. Include instructional facilitator, reading facilitators, ESL and EC, technology and media teachers in grade level	Include instructional facilitator, reading facilitators,	Teachers, administrators	Title I, ESL, EC, technology and media teachers, Instructional Facilitator	Grade level meeting summaries submitted on a continuing basis.

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meetings on a <i>regular</i> basis as a means of integrating science and social studies into the curriculum	ESL and EC,			
6. Include instructional facilitator, reading facilitators, ESL and EC teachers as necessary in regular parent teacher conferences for struggling students	Include instructional facilitator, reading facilitators, ESL and EC,	Teachers, Administrators	Ongoing formative assessment data	Records of parent conferences.
7. Plan after-school tutoring for students in grades 3-5 who are not on grade level in reading using SmartBoard lessons.	Once weekly for reading and once weekly for math, October '09-April'10	Teachers, administrators, Instructional Facilitator	Results of EOG '10 testing, second grade reading assessment, Testing as a Genre (Fountas and Pinnell, 2 nd ed.)	Ongoing documentation of attendance at tutoring, results of benchmark testing.
8. Contract with outside consultant to maintain effective balanced literacy strategies in working with Hispanic, LEP and economically disadvantaged students	August '10-May '11	LEA, school administrator	Outside consultant, balanced literacy materials	Documentation of visitations, classroom observation
9. Incorporate vocabulary lessons into the balanced literacy framework	Daily from August '10-June'11	Teachers, administrators, Instructional Facilitator	Vocabulary lessons on the wiki space, Words Their Way K-5?	Results of ongoing formative assessments
10. Conduct a student-led conference at least once per year for parents of	October '10-May '11	Teachers	Formative assessment data	Records of conferences

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students who are below grade level in reading				
11. Implement an after school program/club for each grade level	Fall '10 through March '11	Grade level teachers in partnership with support teachers	Teachers	Records of student attendance
12. Send home a weekly newsletter to parents of all students	September '10-May '11	Classroom teachers	Grade level information	Copies of weekly newsletters
Math Strategies	Time Line	Person(s) Responsible	Resources	Evaluation
1. Adhere to a minimum of 75-90 minutes of daily instruction for math with mastery lessons included on a daily basis.	August '10-June '11	Classroom teachers	DPI recommendations for math instruction, Math Lead Teacher, instructional facilitator	Lesson Plans, Schedules, results of observations.
2. Conduct Family Math Nights	Fall '10 and Spring '11	K-5 teaching staff, Math Lead teacher, AIG instructor	Math curriculum, pacing guide, Math lead teacher, translators, parent Outreach Specialist	ITBS, EOG, Roster of participation, Parent evaluation/survey
3. Comprehensively integrate math and science	August. 10-June '11	K-5 Teachers	Inquiry-based science kits, literacy closet	Math assessments, EOG
4. Increase the use of calculators used in math instruction at grades 2-5	August '10-June '11	Classroom Teachers	Calculators, overhead teaching calculators	EOG results, classroom observations
5. Provide in-class remediation in grades K-5 based on data derived from regular progress monitoring.	August '10-May'11	Classroom Teachers	Goal summaries, ClassScapes	Results of formative assessment.
6. Plan after-school tutoring for students in grades 3-5	Once weekly for reading	Teachers, administrators,	Results of EOG '11 testing, second grade	Ongoing documentation of attendance at tutoring, results

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who are not on grade level in math using SmartBoard lessons.	and once weekly for math, October '09-April'10	Instructional Facilitator	reading assessment, teacher recommendation	of benchmark testing.
Writing Strategies	Time Line	Person(s) Responsible	Resources	Evaluation
1. Intentional use of high frequency word list across the curriculum	August. '10- June '11	Classroom teachers	Grade-specific writing folders; pacing guides	Word walls displayed in all classrooms as a progressive tool. Increased correct spelling and usage of high frequency words
2. Analyze grade level writing portfolios	Spring '11	Teachers, School and district test coordinator	DPI and district guidelines	To be Determined
3. ESL, EC and Title I teachers support classroom teachers during literacy block	Fall '10-Spring '11	ESL, EC and Title I teachers; district lead literacy teacher	District training in use of the curriculum	Quarterly writing assessment

Professional Development for this Objective: ITBS/EOG data analysis training, Balanced Literacy, training with outside consultants, Words Their Way, Calculator training, Trailblazers training with Math Lead teacher, EOG scoring and data analysis training, Writers Workshop training, ClassScapes training, RTI training, ongoing technology training, PDCs using PD360, training in NC Falcon.

D. Goals and Action Plans

Goal 2: Reduce the achievement gap

Evidence of Need: There is evidence of an achievement gap between black and white students

Strategic Plan Goal 1: *High Student Achievement*

State Board of Education: *North Carolina Public School will Produce Globally Competitive Students*

- Decrease the grade 3-5 reading achievement gap between black and white students from 37.2 in 2010 to 25 in 2011
- Decrease the grade 3-5 math achievement gap between black and white students from 31.1 in 2010 to 25 in 2011 (10% reduction each year)

Action Plan:

Strategy	Time Line	Person(s) Responsible	Resources	Evaluation
1. Invite a prominent member of the black community to talk to the faculty	September '10	Administrators, all teachers and assistants	Member of community	Records of attendance by faculty
2. Invite parents of at risk black students for student-led conferences each six weeks.	Each six weeks throughout the 2010-11 year	Classroom teachers	Ongoing student achievement data	Records of conferences
3. Provide focused remediation for students not meeting the essential standards	August '09- June '10	Administrators, all teachers and assistants	Formative assessments, benchmarks, RTI meetings	Ongoing documentation of student achievement.
4. Use technology effectively to enhance instruction	August '09- June '10	All teachers	Smartboards, pro scopes, document cameras, voice	Documentation from classroom walkthroughs, checkout records

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			recorders, laptops, discovery education, technology teacher, instructional facilitator	
5. Involve the Parent Outreach Specialist in meetings with parents whose children have been identified as below grade level	Throughout 2010-11 school year	Parent Outreach Specialist, classroom teachers	Formative assessment data, Personalized Education Plans	Log of parent meetings, signatures on PEP's.
6. Extend an invitation to community leaders to provide university-age mentors to black students.	September '10-April '11	Administrators	<u>A & T professor</u>	Records of university student attendance.

Professional Development for this Objective: Work with community leaders.

D. Goals and Action Plans

Goal 3: Increase rigor in K-2 to ensure that more second grade students enter third on grade level in reading and in math.

Evidence of Need:

- In the spring of 2010, 42% of rising third graders were not on grade level in reading
- In the spring of 2010, 33% of rising third graders were not on grade level in math
- Only 19% of rising third graders had an SRI level of 500 or more; an entering third grader should have a lexile of 595 to be considered on grade level

Strategic Plan Goal 1: High Student Achievement
State Board of Education: North Carolina Public School will Produce Globally Competitive Students

- In reading, second grade end-of-year achievement will increase from 58% in 2009-10 to 65% in 2010-2011
- In math, second grade end-of-year achievement will increase from 67% in 2009-10 to 75% in 2010-11

Action Plan:

Strategy	Time Line	Person(s) Responsible	Resources	Evaluation
1. Kindergarten teachers conduct home visit for each new student to establish an early home-school foundation	First semester of school	Kindergarten teachers, social worker, translator	Student achievement information	Records of home visits
2. Identify students K-2 who are below grade level in reading and math	At the end of each six weeks, August '10-June -11	Administrators, classroom teachers, support teachers	Lead reading, math and ESL teacher, instructional facilitator; Fountas & Pinnell assessment system	Notes and recommendations from every RTI assessment wall meeting.

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3. Use LLI for students in grades 1-2 who are struggling in reading	August '10- June '11	Reading Facilitators, ESL teachers	Leveled Literacy System, lead reading teacher, instructional facilitator; analysis data from Fountas & Pinnell	Formative and summative assessments indicating student growth; SRI for second grade only
4. Use reading interventions for students in Kindergarten who are struggling in reading	Nov. '10- June '11	Reading Facilitators, ESL teachers	Leveled Literacy System, lead reading teacher, instructional facilitator; analysis data from Fountas & Pinnell	Formative and summative assessments indicating student growth; literacy portfolio
5. Use technology effectively to enhance instruction	August '10- June '11	All teachers	SmartBoards, pro scopes, document cameras, voice recorders, laptops, discovery education, technology teacher, instructional facilitator, Tumble Books, Brain Pop Jr.	Documentation from classroom walkthroughs, checkout records

Professional Development for this Objective: Participation in PD360 modules, participation in PLC on Framework for Poverty; technology training on using resources effectively, support from literacy consultant, lead math and reading teachers, training in NC Falcon.

Additional Information

Title 1 Compliance

Actions taken to meet the ten essential components of a School Wide program:

Below is what we are doing to meet the ten essential components of a school wide program.

1. **A Comprehensive Needs Assessment of the Entire School**
 - Section B describes our community profile, including our ethnicity, student information regarding special needs and free/reduced, attendance data, and staffing summary.
 - Section C details our school results at all grade levels over several years. This section also includes information on the achievement gap and adequate yearly progress. Our k-5 students do not appear to be adequately able to apply literacy skills to writing or reading. Title I services are crucial in providing these students with the support of reading specialists. Title I funds are being used to purchase reading materials and leveled readers at all grade levels.
 - Section D outlines Balfour's goals and action plans, based on multiple data.

2. **School wide Reform Strategies**
 - Section D describes our plans to improve student performance in reading, writing, math and science. There is a special focus on reducing the achievement gap. Section E describes our plan to provide intervention to students in grades 3-5 who need additional support to perform on grade level.

3. **Instruction by a Highly Qualified Professional Staff**
 - Every teacher at Balfour is Highly Qualified.

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4. High Quality and Ongoing Professional Development

- In Section D, necessary professional development is listed for each goal area.
- Each school administrator maintains a spreadsheet of professional development activities, which teacher has participated in these activities, and the goal to which it pertains.

5. Strategies to Attract Highly Qualified Teachers to High Need Schools

- Asheboro City Schools conducts ongoing recruitment in a number of states to attract highly qualified teachers.
- Asheboro City Schools partners with UNCG to provide easy access to a Master's Degree program
- Asheboro City Schools is a member Of The Piedmont Triad Education Consortium, which provides ongoing, high quality professional development for teachers.

6. Including Teachers in Decisions Regarding the Use of Assessment

- Through the leadership team, teachers provide their peer representatives with suggestions for ongoing student assessment.
- On a quarterly basis, teachers work as a grade level to assess student writing skills
- On a weekly basis, grade level teams meet to plan, work with curriculum maps, and plan their assessment strategies.
- On the basis of teacher recommendation, the media specialist provides the results of monthly assessments in accelerated reading.
- EC, ESL and Title I teachers are included regularly in grade level meetings to discuss student assessment.
- Administer the scholastic reading inventory to students in grades 3-5 every six weeks and to second grade students beginning the second semester
- Every six weeks, each grade level meets with administrators and support teachers to participate in an RTI assessment wall, where the progress of all students is discussed and strategies are provided for students who are struggling.

7. Strategies to Increase Parent Involvement

- A full-time parent outreach specialist is employed to help involve parents in their children's education. This person is bilingual.

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- The parent outreach specialist works regularly with our part-time social worker to conduct home visits and parent support
- We conduct regular PTO nights, ESL nights, and grade level nights to increase parent involvement.
- Teachers prepare and disseminate weekly parent newsletters.
- The principal keeps parents informed by sending AlertNow messages in English and Spanish on a regular basis.

8. Preschool Transition Strategies

- DIAL 3 screening is conducted each spring and fall. During the upcoming year, Balfour will conduct a multi-day spring screening to better facilitate the process.
- Kindergarten orientation is provided each spring and again in the fall before school starts. At Balfour, we conduct a separate kindergarten orientation in Spanish for our Hispanic population.
- Each spring, the preschool director coordinates with our kindergarten teachers to present our incoming kindergartners for the early childhood development center.
- During the first six weeks of school, kindergarten teachers will be conducting a home visit to each kindergartener's parents.
- Each fall, the kindergarten teachers provide two days of staggered attendance to help ease students into the school routine.

9. Activities for Children Experiencing Difficulty

- The Student Success Team meets as needed to accept student referrals from teachers.
- At each grade level and with all support teachers, we meet once each six weeks to make recommendations for students experiencing difficulty. The teacher(s) then implement the recommended interventions and reports back at the next "assessment wall" meeting
- We have three Reading Facilitators who work with students who are below grade level in reading
- We have 3.5 ESL teachers to work directly with students who are English language learners
- We have 2 full time exceptional children's teachers who work directly with students who have been identified in need of services.
- All classroom teachers provide ongoing remediation to students based on results of regular formative and benchmark assessments.

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- All certified staff participate in after-school tutoring to provide tutoring for students grades 3-5 who have scored below grade level on the EOG or who have been identified by their classroom teacher as experiencing significant difficulty.

10. Coordination and Integration of Federal, State, and Local Services

- Federal programs implemented in the school include Title I, Title II-a, Title II-d, and Title III.
- State programs implemented in the school include DSSF funds (024), English as a second language (PRC 054). We had recently been identified as part of a 5-year grant from the state's USTARS program to help us identify gifted students in under-represented populations. Although this grant has now ended, we continue to implement the identification procedures.
- Coordination and integration of these programs are outlined in the school's intervention plan and individual federal grant applications.

Compliance Statements

For each statement explain how the policy is implemented or enforced.

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.

Each student participates in strenuous physical activity each day. If a student has lost his privilege to interact freely with his peers, he is required to walk laps around the playground, blacktop or soccer field.

2. Each student in this school participates in an average of 150 minutes per week of physical activity and/or physical education.

Each student participates in a minimum of 30 minutes of physical activity each day, amounting to 150 minutes per week.

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Pledge of Allegiance

3. Time is scheduled for school-wide recitation of the Pledge of Allegiance.

The Pledge of Allegiance is recited each morning at 7:55 AM. The principal or a student leads this recitation.

4. Flags of the United States and North Carolina are displayed in this school.

Flags of the United States and North Carolina are displayed outdoors and in our multipurpose room. Each classroom displays the United States and North Carolina flag.

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Intervention Plan

- A. Overview:
All certified staff will participate in after-school tutoring for students in grades 3-5 who are below grade level and/or struggling in reading or math. There is a thirty-minute time period within the instructional day for grades K-5 to conduct remediation/acceleration. During this time, we will use the support teachers and teacher assistants to provide additional help within the classrooms.
- For students in grades K-2, we will use RTI meetings and teacher recommendations to identify students who are struggling in reading. These students will be prioritized to participate in Leveled Literacy Intervention (LLI) provided by ESL teachers and reading facilitators. We will begin LLI in January for kindergarten students. Students who do not respond to LLI will be referred to the Student Success Team for further interventions.
- B. Target Population:
We will target all current students and new arrivals in third, fourth and fifth who have not achieved level 3 on EOG testing. In addition, we will target students in K-2 who have been identified as struggling based on ongoing formative assessments.
- C. Measurable Intended Outcomes:
The students will have increased scores on North Carolina End of Grade testing and end of year assessments.
- D. Description of Activities or Services to Be Provided:
All certified staff will begin after school tutoring at the beginning of the second six weeks. Classroom teachers in grades 3-5 will provide after school tutoring in math one day per week. Other certified staff will provide after school tutoring in reading one additional day per week. Thirty minutes per day have been scheduled for all support teachers and assistants to work with classroom teachers to provide additional remediation. If the results of benchmark testing indicate that a student is no longer at risk, he/she may be removed, but will continue to be monitored in the classroom. If results of benchmark testing indicate that a student formerly on grade level is falling behind, he/she will be added to the tutoring group.

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Students scoring level two on the end of grade test will be given the opportunity to take a retest. Those scoring level one will be given the opportunity to retest at parent request. Students who will be retesting will receive focused remediation before their second opportunity to test.

E. Evaluation of Results:

The results will be evaluated based on achievement gains on end of grade testing/assessments.

Waiver Requests

The Waiver to be Requested:

To use state funds allocated for textbooks to purchase textbooks which are not on the state-approved textbook list, should the need present itself.

How the waiver will be used:

The textbook waiver would allow Balfour Elementary to purchase materials supportive of school goals and to better meet student individual needs toward closing the Achievement Gap.

The Waiver to be Requested:

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)

How the waiver will be used:

To allow administration and staff at the school to determine placement of teacher assistants according to student needs.

Provision for Distribution of ABC Incentives

Incentive Pay

- Incentive awards can only be distributed to certified personnel and teacher assistants. (Legislative mandate)
- All excess funds must revert to the State and cannot be used to purchase equipment or for staff development. (Legislative mandate)
- The required length of employment for eligible personnel to receive an incentive award is six full months within one fiscal year.

All itinerants who serve more than one school that meets expected or high growth will receive state funding based on the individual's percent of time assigned to that school.

Lindley Park School

**2010-2011 Continuous Improvement and
Title I Implementation Plan**

Asheboro City Schools

Contents

Leadership Team Members

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 - B. School Community Profile
 - C. School Results
 - D. Goals and Action Plans (including Safe Schools and Professional Development)
 - E. Additional Information
- Title I Compliance
Compliance Statements
Focused Intervention / Remediation Plan
Waiver Requests
Provision for Distribution of ABC Incentive

Approved by Staff

Date of Secret Ballot Election: _____

Results For: _____

Opposed: _____

Principal's Signature

Date

Approved by Superintendent of Schools

Signature

Date

Approved by Board of Education

Signature

Date

Lindley Park School
Continuous Improvement and Title I Implementation Plan
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Leadership Team Members

The following team members collaborated with school staff to develop the School Improvement Plan for our school:

Name	Signature	Role
Katie Harvey	_____	Kindergarten Teacher
Helen Smith	_____	1 st Grade Teacher
Donna Hobson	_____	2 nd Grade Teacher
Cynthia Mullins	_____	3 rd Grade Teacher
Amy Allred	_____	4 th Grade Teacher
Caroline Rush	_____	5 th Grade Teacher
Elizabeth Tonkin	_____	Reading Teacher
Colleen Stanley	_____	EC Resource Teacher
Cassie Salabak	_____	ELL Teacher
Donna Hall	_____	Media Specialist
Angela Kern	_____	AIG Specialist
Sheena Wisnasky	_____	Instructional Facilitator
Kathy Allred	_____	Instructional Assistant
Greg Tillman	_____	Parent
Darlene Tillman	_____	Parent
Robin Harris	_____	Principal

A. Vision, Mission, and Belief Statements

**Our School's
Vision**

Lindley Park will be a school of excellence where students are honored, learning is valued, and our community is dedicated to the success of all.

**Our School's
Mission**

Our mission is to inspire students to be lifelong learners and respectful, productive citizens who will exhibit pride in themselves and contribute to their global community.

To lead us toward our vision and mission, our school community shares the following beliefs:

- All students can learn, achieve, and succeed.
- Students learn best when they have appropriate opportunities for success.
- Students learn in different ways.
- A safe and physically comfortable environment promotes student learning.
- A student's self-esteem is enhanced by positive relationships and mutual respect among students and staff.
- Students learn best when actively engaged in the learning process.
- Each student is a valued individual with unique physical, social, emotional and intellectual needs.
- Students can make appropriate decisions given a supportive and challenging learning environment.
- Curriculum and instruction are based on developmentally appropriate learning activities.
- Teachers, parents, and the community share the responsibility for the support of the school's mission.
- Cultural diversity increases student understanding of different people and cultures.
- Challenging expectations increase individual student performance.
- Heterogeneity enriches the learning and teaching environment.
- Exceptional children require special services and resources.

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B. School Community Profile

Historical Ethnicity Information (% of population, 20th school day)

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Black	20.66	23.27	26.5	27.3	23.0
Asian	0.26	1.3	1.5	.7	.5
White	51.05	47.31	41.4	39.9	42.2
Hispanic	22.77	22.25	23.4	23.2	25.5
American Indian	0.0	0.5	0.5	.2	.2
Other/Multi-Cultural	5.24	5.37	6.7	8.7	8.6
Total Population	382	391	415	457	443

Historical Population Data (percentages)

	2006-07	2007-08	2008-09	2009-10	2010-11
Exceptional Children	15.0	10.49	11.08	9.3	10.11
AIG (Grades 3-5)	4.3	6.39	6.26	5.9	3.8
Limited English Proficient	20.4	25.0	20.72	22	18.9
Total F/R Lunch	58.9	53.71	61.25	64.36	70.34

Student Attendance Data

	Percent
2004-2005	95.76
2005-2006	96.02
2006-2007	96.03
2007-2008	96.52
2008-2009	96.10
2009-2010	96.36

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 2010-2011

Staffing Summary

	2006-07	2007-08	2008-09	2009-10
Teachers "highly qualified" (classes taught)	100.0	100.0	100.0	100.0
Teachers with advanced degrees (above bachelors)	33.0	33.0	17.0	33.0
Teachers with NBPTS certification	4.0	9.0	6.0	8.0
Teachers trained as Mentors	25.0	28.0	13.0	22.0

Teacher Turnover Rate

2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
7.0	18.0	9.1	10.7	11.75	6.3

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 Continuous Improvement and Title I Implementation Plan
 2010-2011

C. School Results

Promotion Percentages

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Kindergarten	98.0	91.0	98.4	100.0	100.0
1 st grade	96.0	96.0	95.0	98.7	100.0
2 nd grade	98.0	98.0	98.5	100.0	100.0
3 rd grade	100.0	97.0	98.7	98.7	100.0
4 th grade	100.0	100.0	100.0	100.0	100.0
5 th grade	100.0	100.0	100.0	100.0	100.0

K-2 Literacy Portfolio Summary

May 2010								
Reading	Mem	Level 0	Level A	Level B	C & above			
K	68	6%	1%	38%	54%			
		Below D	D-E	F-G	H	I & above		
Grade 1	72	3%	0%	6%	15%	76%		
		Below J	J	K	L	M & above		
Grade 2	82	11%	1%	4%	9%	77%		
Read SRI		BR	0-100	101-200	201-300	301-400	401-500	500+
Grade 2	82	17%	1%	23%	9%	11%	10%	29%
Writing		Level I	Level II	Level III	Level IV			
K	67	1%	15%	76%	7%			
Grade 1	72	3%	10%	58%	29%			
Grade 2	82	7%	29%	50%	13%			

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Grade 1 Math Assessment

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	% LEVEL III and IV			
				2007	2008	2009	2010
0	0	15	85	80	82	83	100

Grade 2 Math Assessment

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	% LEVEL III and IV			
				2007	2008	2009	2010
10	27	47	16	62	71	70	63

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North Carolina Science End-of-Grade Test

Grade	07-08	08-09	09-10
5	41.8	45.3	66.7

Total Performance Composite

	05-06	06-07	07-08	08-09	09-10
Performance Composite	69.8	75.8	76.5	69.9	73.9

End-of-Grade Percent Proficient by Grade (Historical)

Grade	Reading				Math			
	06-07	07-08	08-09	09-10	06-07	07-08	08-09	09-10
3	72.1	48.6	69.2	59.4	75.0	78.4	85.9	87.1
4	85.2	46.3	65.2	72.2	70.5	76.1	76.8	88.6
5	91.4	58.2	62.7	64	72.4	80.6	84.0	78.7

Grade	Reading and Math			
	06-07	07-08	08-09	09-10
3	70.6	45.9	66.7	60.9
4	74.1	41.8	63.8	71.4
5	74.1	56.7	60.0	62.7

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End-of-Grade Percent Proficient by Subgroup (Historical)

Grade	3			4			5		
READING	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
All	48.6	69.2	59.4	46.3	65.2	72.2	58.2	62.7	64.0
Am Indian	-	-	-	-	-	-	-	-	-
Asian	-	0.0	-	-	-	-	-	100.0	-
Black	25.0	37.5	47.4	22.2	47.4	38.9	44.4	30.4	47.6
Hispanic	23.5	76.5	62.5	50.0	53.3	76.5	46.7	61.5	58.8
Multi Racial	37.5	50.0	40.0	-	62.5	71.4	20.0	0.0	57.1
White	75.8	86.1	66.7	54.1	85.2	88.9	75.0	83.3	80.0
Male	41.3	72.5	68.8	39.5	65.1	71.8	58.1	69.0	60.9
Female	60.7	55.3	51.4	55.2	65.4	72.5	58.3	54.5	69.0
Acad. Gifted	-	-	-	90.9	>95.0	-	>95.0	>95.0	-
EC	20.0	<5.0	33.3	10.0	27.3	9.1	12.5	36.4	18.2
Non EC	53.1	77.1	62.5	52.6	72.4	82.4	64.4	67.2	71.9
LEP	7.7	62.5	64.7	50.0	36.4	68.8	35.3	37.5	45.5
Non LEP	57.4	71.0	58.5	45.8	70.7	73.0	66.0	65.7	67.2
F/R Lunch	32.6	58.3	58.0	42.5	52.3	66.7	34.3	50.0	52.1
Non F/R Lunch	71.0	86.7	65.0	51.9	88.0	86.4	84.4	80.6	85.2

Grade	3			4			5		
MATH	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
All	78.4	85.9	87.1	76.1	76.8	88.6	80.6	84.0	78.7
Am Indian	-	-	-	-	-	-	-	-	-
Asian	-	100.0	-	-	100.0	100.0	-	100.0	-
Black	62.5	62.4	73.7	50.0	63.2	66.7	55.6	60.9	61.9
Hispanic	76.5	94.1	100.0	90.0	80.0	94.1	73.3	84.6	82.4
Multi Racial	75.0	62.5	60.0	-	75.0	100.0	60.0	100.0	85.7
White	87.9	94.4	93.3	83.8	85.2	94.4	91.7	97.2	86.7
Male	73.9	85.0	100.0	76.3	72.1	87.2	77.4	83.3	71.7
Female	85.7	84.2	76.3	75.9	84.6	90.0	83.3	84.8	89.7
Acad. Gifted	-	-	-	>95.0	>95.0	>95.0	>95.0	>95.0	>95.0
EC	40.0	50.0	83.3	20.0	27.3	54.5	37.5	45.5	27.3
Non EC	54.4	90.0	89.1	86.0	86.2	94.1	86.4	90.6	87.5
LEP	69.2	93.8	>95	87.5	72.7	93.8	76.5	87.5	81.8
Non LEP	80.3	83.9	84.9	74.6	77.6	87.3	82.0	83.6	78.1
F/R Lunch	67.4	79.2	88.0	75.0	68.2	86.0	65.7	77.3	72.9
Non F/R Lunch	93.5	>95.0	90.0	77.8	92.0	>95	>95.0	93.5	88.9

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Achievement Gap Data

White student reading scores compared to:	2005-06	2006-07	2007-08	2008-09	2009-10
Black	22.0	7.6	37.8	46.9	34.4
Hispanic	27.0	12.0	29.2	21.2	13.2

White student mathematics scores compared to:	2005-06	2006-07	2007-08	2008-09	2009-10
Black	45.9	31.0	30.0	30.8	24.5
Hispanic	30.3	15.2	5.9	6.2	-0.3

End-of-Grade Results Developmental Scale Score Mean

Grade	Reading				Math			
	06-07	07-08	08-09	09-10	06-07	07-08	08-09	09-10
3	246.8	336.5	340.2	336.9	345.7	345.1	346.8	349.3
4	252.9	342.6	344.4	345.4	350.0	350.1	351.3	353.5
5	258.2	350.4	350.4	349.3	356.5	358.5	357.9	357.6

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Goal Summaries, Grades 3-5, Percent Correct

	Gr 3			Gr 4			Gr 5		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
Goal 1: Cognition									
Goal 2: Interpretation	62.5	67.2	63.3	61.2	62.8	67.2	63.5	59.9	62.8
Goal 3: Critical Stance	64.0	66.9	65.6	58.6	61.4	66.0	69.2	69.0	66.6
Goal 4: Connections									
Goal 1: Numbers and Operations	60.7	67.0	73.8	63.3	64.5	67.2	69.8	67.4	67.1
Goal 2: Measurement	62.4	63.7	65.0	56.5	64.7	70.1	68.2	64.0	66.0
Goal 3: Patterns/Geometry	72.2	72.3	81.4	70.1	72.2	79.9	71.3	68.5	70.6
Goal 4: Data, Probability	56.8	55.5	66.9	60.1	61.2	78.1	65.4	68.2	71.6
Goal 5: Algebra (mathematical relationships)	68.1	68.1	70.8	61.7	62.2	62.1	70.8	68.4	67.3

NC Writing Assessment

	06-07	07-08	08-09	09-10
Grade 4	41.7	51.5	Not used for accountability including ABCs and AYP	Not used for accountability including ABCs and AYP

Writing Sample Assessment (May % proficient)

Grade	06-07	07-08	08-09	09-10
Kindergarten	22	45	76	83
1 st Grade	76	61	73	87
2 nd Grade	69	70	81	63
3 rd Grade	34			60
4 th Grade	41.7			48
5 th Grade	78			64

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2010 Asheboro City Schools **Teacher** Survey Results

In the space below, comment on 3 or more areas of strength noted in the Asheboro City Schools Teacher Survey for your site for 2010:

1. Teachers have time available to collaborate with colleagues. – 94.7%
2. Teachers have access to reliable communication technology – 100%
3. Teachers have sufficient access to appropriate instructional materials – 97.4%
4. The faculty works in a school environment that is safe. - 97.4%
5. Teachers are held to high professional standards for delivering instruction. – 100%
6. An appropriate amount of time is provided for professional development – 97.4%

In the space below, comment on 3 or more areas of possible improvement noted in the Asheboro City Schools Teacher Survey for your site for 2010:

1. Class sizes are reasonable such that teachers have the time available to meet the needs of all students – 39.5%
2. Efforts are made to minimize the amount of routine paperwork teachers are required to do – 43.2%
3. The non-instructional time provided for teachers in my school is sufficient – 55.3%

What are 2 or more significant changes or trends in survey results from 2009 to 2010?

1. There is an atmosphere of trust and mutual respect in this school.-
87.9% prior year - 63.2% this year
2. Teachers have time available to collaborate with colleagues.-
70.6% prior year – 94.7% this year
3. The school improvement team provides effective leadership at this school.-
82.4% prior year - 83.3% this year
4. In this school, follow up is provided from professional development.-
69.0% prior year – 94.4% this year

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2010 Asheboro City Schools **Student** Survey Results (Grades 3-5)

In the space below, comment on 3 or more areas of strength noted in the Student Survey for your site for 2010:

1. I feel accepted for who I am at school. – 92.5%
2. I am proud of my school. – 93.8%
3. Learning is important for my future. - 99.3%
4. I have been recognized for something positive at school. - 91.8%
5. Teachers provide me with challenging assignments. 96.6
6. My teacher expects me to do my best – 99.4%
7. I can use what I learn at school in my everyday life. – 96.5%
8. School is preparing me well for my future – 97.3 %
9. Teachers at my school enjoy working with students. – 96.6%
10. Teachers at my school respect students - 95.9%
11. Safety is important at my school. – 97.9%
12. I push myself to do better academically. – 98%

In the space below, comment on 3 or more areas of possible improvement noted in the Student Survey for your site for 2010:

1. I have difficulty fitting in at school – 29.9%
2. Are there particular places where you do not feel safe at this school?
 - Restroom – 15.0%
 - Play Area – 13.6%
3. Teachers care if I am absent from school. – 77.5%
4. Students at my school respect teachers. – 72%
5. Students at my school respect each other. – 61.2%

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Adequate Yearly Progress

Percent of AYP Targets Met		
2005-2006	15 of 15 targets	100.0
2006-2007	17 of 17 targets	100.0
2007-2008	19 of 21 targets	90.5
2008-2009	21 of 21 targets	100.0
2009-2010	25 of 25 targets	100.0

Targets Not Met

	2007-08			2008-09			2009-10		
	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor
Reading 3-5	0	0	0	0	Black, Hisp., Econ. Disad.	0	0	0	0
Math 3-5	Black, Econ. Disad.	0	0	0	0	Black, Econ. Disad.	0	0	Black

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General Conclusions

Our School Improvement Team has carefully examined the preceding data along with other pertinent information about our school. Together, the members of our Team have reached the following three (or more) 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 2010-11 school year along with our intervention plan (which follows) for 2010-11.

1. Our school continues to exhibit best practices that have led our students to meet Adequate Yearly Progress for students in grade 3 through 5 and significant growth in our K-2 portfolio summaries from year to year. This can be attributed to implementation of the intervention/enrichment block, co-teaching and inclusion strategies to address our ELL, EC and AIG populations. Collaborative planning, Response to Instruction, and Student Success Team have enabled teachers to obtain further strategies for use with students.
2. Our 5th grade science scores on the North Carolina End-of Grade test exceeded the goal we set in the plan. This was due to weekly science labs, increased use of science vocabulary, technology integration and daily rotation focusing on specific strands and use of the Science Coach materials.
3. Our 4th grade students made significant progress in the areas of reading and math due to the implementation of an uninterrupted intervention block. Instructional clusters were formed for EC, ESL and AIG students. Services were provided using various co-teaching models within the regular classroom setting. The reading facilitators provided additional instructional support to struggling learners. The 4th grade teachers used data to make instructional decisions based on individual student needs.

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D. Goals and Action Plans

Goal 1: *To increase student achievement in the following areas:*

- *Increase rigor and proficiency in the grade 2 cohort from 76% to 85% in reading, from 87% to 93% in writing and maintain 100% in math by the end of the 2010-2011 academic year.*

Evidence of Need: NC End-of-Grade Test for Grade 3 and K-2 District Assessment Data Comparison

Strategic Plan Goal 1: Asheboro City Schools will produce globally competitive students.

State Board of Education: North Carolina Public School will produce globally competitive students.

Action Plan:

Strategy	Time Line	Person(s) Responsible	Resources	Evaluation
1. Transition from literacy centers mid-year to independent reading and responding to text.	November 2010 – May 2011	2 nd grade teachers, Instructional Assistants, Instructional Facilitator, Lead Literacy Teacher, Principal	Literacy district grade level meetings, Monthly professional development with Lead Literacy Teacher, Instructional Facilitator, Inter-grade level writing project	Observations, lesson plans, sample letters, walk-throughs, progress monitoring and student achievement data on formative and summative assessments
2. Administer universal screening, using Dynamic Indicators of Basic Early Literacy Skills (DIBELS), three times a year to determine the needs of at-risk students and to guide interventions.	September 2010, January 2011, May 2011	Instructional Facilitator, Reading Facilitators, EC staff, Guidance Counselor, classroom teachers	DIBELS assessment, DIBELS progress monitoring database, District literacy wikispace	DIBELS data, PEPs, Intervention Skills Tracking data, formative assessment data, Assessment Wall data, Scholastic Reading Inventory (SRI) Lexile Measures
3. Expand co-teaching in the regular education classroom.	August 2010- June 2011	Classroom teachers, EC Teachers, ELL Teachers, Reading Facilitators, Principal	Co-teaching training, pacing guides, lesson planning, Lead ESL Teacher	Walk-throughs, Benchmark Assessments, SRI Lexile Measures, formative and summative assessments, lesson plans
4. Expand enrichment opportunities.	January 2011- May 2011	Afterschool Director and Lindley Park staff	School-wide Student Interest Survey, materials needed for each club	Documentation of student participation
5. Utilize daily math mastery lessons.	August 2010- June 2011	Classroom teachers, Instructional Assistants,	Instructional Facilitator, SMART board lessons,	Math assessments, Math probes, lesson plans, student achievement

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		Instructional Facilitator, Principal	ACS Lead Math teacher, pacing guides	data
6. Integrate writing across the content areas.	August 2010- June 2011	Classroom teachers, EC teachers, ELL teachers, specialists, Instructional Facilitator, Principal	Lead Literacy Teacher, pacing guides, Instructional Facilitator, Lucy Calkins books	Writing samples, Writing assessments, lesson plans

Professional Development for this Objective:

- ACS grade level professional development offerings– literacy, math, ELL, and technology integration
- Monthly professional development with the Lead Literacy Teacher
- Common planning professional development with Instructional Facilitator
- DIBELS training

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D. Goals and Action Plans

Goal 2: *To close the achievement gap in the following areas:*

- *Decrease the Black to White achievement gap from 34.4% to 25.0% and the Hispanic to White achievement gap from 13.2 % to 7.0% by the end of the 2010-2011 academic year as assessed by the NC Reading End-of-Grade Test.*
- *Decrease the Black to White achievement gap from 24.5% to 15% by the end of the 2010-2011 academic year as assessed by the NC Mathematics End-of-Grade Test.*

Evidence of Need: NC End-of Grade Test Data and Adequate Yearly Progress under NCLB

Strategic Plan Goal 1: Asheboro City Schools will produce globally competitive students.
State Board of Education: North Carolina will produce globally competitive students

Action Plan:

Strategy	Time Line	Person(s) Responsible	Resources	Evaluation
1. Provide daily enrichment and intervention for all students in reading and math.	October 2010- May 2011	All teachers, Instructional Assistants, Instructional Facilitator, Guidance Counselor, Parent Outreach Specialist, Principal	Sheltered morning intervention block, Instructional Facilitator, Co-teaching supports, Common Planning meetings, Vertical Team Meetings, Words Their Way, DIBELS assessments, formative and summative assessment data, Skills Tracking data	Student growth as evidenced through progress monitoring tools, PEPs, intervention documentation
2. Enlist the support of the Instructional Facilitator and RTI/SST/NCFALCON Team to identify and implement	September 2010- May 2011	RTI/SST/NCFALCON Team, All Teachers, Instructional Assistants, Instructional Facilitator,	ACS RTI team, common planning meetings, Assessment Wall data for reading and math, CBM	Student growth as evidenced through progress monitoring tools and PEPs,

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strategies for at risk students.		Guidance Counselor, Parent Outreach Specialist, Principal	books and data produced from DIBELS screenings and progress monitoring.	
3. Analyze benchmark assessment and Lexile scores by ethnicity to identify patterns of achievement.	October 2010-May 2011	All teachers, Instructional Facilitator, Parent Outreach Specialist, Principal	Summative assessment data in reading and math, Lexile measures each grading period for grades 2-5.	Student growth as evidenced on district benchmark assessments and SRI Lexile measures.
4. Utilize Assessment Wall data for tracking student progress and for early intervention.	October 2010-May 2011	All teachers, Instructional Assistants, Instructional Facilitator, Parent Outreach Specialist, Principal	Assessment Wall data, diagnostic data from probes	Student performance as evidenced on progress monitoring tools, Trend analysis from data
5. Provide at-risk students with a caring adult mentor.	October 2010-May 2011	Mentoring Males Chairperson, all staff, Parent Outreach Specialist, PBIS Team, Principal,	Assessment Wall meeting minutes, staff identification of at-risk students, office and counseling referral history	Student growth as evidenced on progress monitoring tools, decrease in behavioral issues and referrals, increased academic motivation
6. Identify student passions to align experiences and instruction.	October 2010-May 2011	Afterschool Director and all teaching staff	A wide variety of afterschool clubs and programs to be offered beginning the second grading period (for 3-5 students) and second semester (for K-2 students), Student Interest Surveys	Increase in staff and student relations, sense of community, and opportunities for students to explore interests outside of the general curriculum as evidenced by student surveys at the completion of clubs.
7. Employ a Parent Outreach Specialist	September 2010-June 2011	Principal, Leadership Team and an interview committee	Title I funds, workshops, consultation, parent volunteers, family feedback	Services provided to support the community support and student advocacy, Student academic motivation, decrease in existing achievement gaps through greater academic proficiency
8. Plan additional parent involvement opportunities.	September 2010-May 2011	All teaching staff, Reading Facilitators, ESL teachers, Parent Outreach Specialist, Volunteer Committee, PTO, Instructional Facilitator,	Quarterly Curriculum Nights (math, language, technology, science/social studies), ESL night and other cultural and social opportunities for families	Documentation of parent attendance, Curriculum Night Activities, ESL night, Lunch and Learn Opportunities, Mobile Meetings (Satellite Locations).

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	Principal		
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Professional Development for this Objective:

- North Carolina's Formative Assessment Learning Community's Online Network (NC FALCON) Training
- RTI training and updates by school representatives throughout the year
- ACS grade level professional development offerings– literacy, math, ELL, and technology integration
- Principal-led scholarly discussions and readings
- In-service with Instructional Facilitator and Principal during common planning, staff meetings, afterschool and on work days based on school needs.
- Professional Learning Community Book Studies and presentations on:
 1. The First Six Weeks of School By Paula Denton and Roxann Kriete
 2. Yardsticks: Children in the Classroom Ages 4-14 (3rd ed.) by Chip Wood
 3. Creating Culturally Responsive Classrooms: A Model of Intentional Professional Development by Shelley Zion
 4. "Teacher Reflection and Race in Cultural Contexts:History, Meanings, and Methods in Teaching Theory Into Practice" by Richard Milner
 5. Star Teachers of Children in Poverty by Martin Haberman
 6. Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement by Richard Dufour and Robert Eaker
 7. The Dreamkeepers: Successful Teachers of African-American Children by Gloria Ladson-Billings

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D. Goals and Action Plans

Goal 3: *To develop a learning community that collaborates with parents and community for the purpose of improving student achievement for all.*

Evidence of Need: The staff fully recognizes that our success depends upon the active education and involvement of our parents. Currently, our school engages in activities with limited parental and community involvement from all of the school population.

Strategic Plan Goal 4: Asheboro City Schools will collaborate with parents, community and higher education partners to promote student success.

State Board of Education: Leadership will guide innovation in NC public schools.

Action Plan:

Strategy	Time Line	Person(s) Responsible	Resources	Evaluation
1. Conduct monthly, afternoon, and evening programs for students and their families.	August 2010- June 2011	PTO Board and committee, ESL teachers, volunteer teachers, Afterschool Director, Principal	ESL and PTO programs, Afterschool clubs Winter and Spring student performances	Documentation of parent attendance, Parent Surveys
2. Staff will conduct four curriculum nights (literacy, math, Science/Social Studies, technology) for all students and parents.	Literacy: September 2010, Math: November 2010, Science/Social Studies: January 2011, Technology: March 2011	All Staff	K-5 curriculum, Curriculum Night Activities, Darcy Hutchins books, "A to Z Teacher Stuff"	Documentation of parent/student attendance
3. Provide parent educational opportunities.	August 2010- June 2011	All Staff	Using Science Talents and Abilities to Reach Students ~ Promoting Learning in Underserved Students (U-STARS~PLUS), Make-	Attendance in writing celebrations and curriculum nights, U-STARS~PLUS Project Completions

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			and-Take projects, Writing Celebrations, Modeled Higher Order Thinking Questioning, K-2 writing celebrations, Boys and Girls Club collaboration, Monthly Newsletters	
4. Utilize teacher websites to improve parent communication.	September 2010 – May 2011	K-5 teachers, Technology Specialist	Teacher websites, Scholastic.com	Website visits/hits
5. Increase volunteerism.	August 2010-June 2011	PTO committee, Volunteer committee, K-5 teachers, Parent Outreach Specialist, Principal	PTO committee, Volunteer committee, All staff, Alert Now Messaging, local churches and advocacy groups	Roster of volunteers
6. Frequent, accessible parent-teacher conferences.	August 2010-June 2011	All teachers	PEPs, student data, student work samples	Conference log for each contact time and method.
7. Employ a Parent Outreach Specialist	October 2010-June 2011	Principal, Leadership Team and an interview committee	Title I funds, workshops, consultation, parent volunteers, family feedback	Services provided to support the community support and student advocacy, Student academic motivation, decrease in existing achievement gaps through greater academic proficiency
8. Engage in Lunch and Learn opportunities for parents	October 2010-May 2011	Reading Facilitators, Community Partners Instructional Facilitator, Principal	Invitations to parents, curricular materials, current and relevant events, The Parent Institute Topics	Documentation of parent attendance

Professional Development for this Objective:

- Partnership for Education Approach
- The Parent Institute
- Center for the Improvement of Child Caring

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D. Goals and Action Plans

Goal 4: *To implement the Positive Behavioral Interventions and Supports and Character Education*

Evidence of Need: We did not achieve an 80% or higher on the PBIS school inventory administered by the NC Department of Public Instruction last year. Our character education initiative and incentives overshadowed our school-wide expectations as described in our matrix.

Strategic Plan Goal 3: Asheboro City Schools will provide a safe and nurturing learning environment.
State Board of Education: NC public school students will be healthy and responsible.

Action Plan:

Strategy	Time Line	Person(s) Responsible	Resources	Evaluation
1. Provide training for the new PBIS committee members.	August 2010- June 2011	EC Program Specialist, DPI, PBIS Team	Sample matrices, PBIS plan	PBIS Team meetings, Full Implementation of the new standards
2. Distribute Character education incentives to every students	October 2010- June 2011	PBIS committee members, all staff	Character education incentives, General Fund	Student understanding and implementation of PBIS expectations
3. Recite PBIS goals after the Pledge of Allegiance on the morning news show.	October 2010- June 2011	PBIS committee, news show students, Technology Teacher	PBIS pledge, morning news show	Student understanding of monthly character education goals, understanding of PBIS expectations, teacher observation
4. School expectation commercials for the 1 st 6 weeks followed by classroom discussion.	September- October 2010	PBIS committee, news show, staff and students	School expectation videos	Teacher observation of student discussion, reduction in office/guidance referrals

Professional Development for this Objective:

- Conscious Discipline
- Positive Behavior Interventions and Supports in-service from EC Compliance Specialist
- Positive Behavior Interventions and Supports professional development from Regional DPI Consultants

E. Additional Information

Title 1 Compliance

Actions taken to meet the ten essential components of a School Wide program:

1. A Comprehensive Needs Assessment of the Entire School
Section B- School Community Profile
Section C- School Results
Section D- Goals and Action Plans
2. School wide Reform Strategies
Section D- Goals and Action Plans
3. Instruction by a Highly Qualified Professional Staff
Section B, Staffing Summary, Continuous Improvement Plan
4. High Quality and Ongoing Professional Development
Professional development plan listed for each goal area
5. Strategies to Attract Highly Qualified Teachers to High Need Schools
District recruitment plan
Section B, Staffing Summary, Continuous Improvement Plan
6. Including Teachers in Decisions Regarding the Use of Assessment
Participation in common grade level planning
Participation in assessment wall meetings
Participation in school leadership team

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Participation in district leadership planning
Participation in district strategic planning

7. Strategies to Increase Parent Involvement

ESL /Title I Parent Nights
Quarterly Curriculum Nights
Parent contact logs
Volunteers in school
Teacher Newsletters
Lindley Park website
Alert Now System
PTO Events
Monthly Newsletter

8. Preschool Transition Strategies

DIAL 3 screening, spring and fall
Kindergarten Orientation in the spring
Kindergarten Parent Night before school begins
Staggered Entry for students
Pre-Kindergarten students visit the Kindergarten classes
Intentional collaboration between Pre-Kindergarten and Kindergarten teachers

9. Activities for Children Experiencing Difficulty

District use of Personal Education Plans (PEPs)
Response to Instruction
Student Success Team (SST)

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NC FALCON

Remediation/Intervention Program

Reading Facilitators

1 ½ ESL Teachers

2 EC Teachers

Summer Academy

Parent conferences

Community volunteers

Reading Buddies

Parent Outreach Specialist support

10. Coordination and Integration of Federal, State, and Local Services

Federal programs implemented in this school include: Title I,
Title II-A, Title II-D, Title III

State programs implemented in this school include:

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

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Compliance Statements

For each statement explain how the policy is implemented or enforced.

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.

Physical activity is not denied to any student as a means of discipline, nor is physical activity used as a form of punishment. Teachers use other positive behavior supports to achieve desired school norms.

2. Each student in this school participates in an average of 150 minutes per week of physical activity and/or physical education.

Every classroom has a daily scheduled thirty minute recess time. Each class has at least 40 minutes or more of weekly physical education taught by a trained specialist.

Pledge of Allegiance

3. Time is scheduled for school-wide recitation of the Pledge of Allegiance.

Every morning the student news show highlights a student to lead the Pledge of Allegiance while students and staff recite it in unison.

4. Flags of the United States and North Carolina are displayed in this school.

Every classroom displays the United States flag and it is displayed in front of the school building. The North Carolina flag is displayed in the general assembly area.

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Intervention Plan

- A. **Overview:** In a daily 30 minute block, we will provide short-term instructional interventions, practice reinforcement, re-teaching, special services, and various forms of enrichment. District universal screening and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) will be used as formative assessment measures to guide instructional needs. No new basic instruction will be conducted during this period except for pre-teaching to individual students and small groups with special needs. All staff will be involved in this single school-wide Intervention/Enrichment period initiative.

- B. **Target Population:** All students will receive interventions or enrichment at the same time. We are targeting all students equally to ensure that all students show growth regardless of their ability levels.

- C. **Measurable Intended Outcomes:** After receiving intervention services on a daily basis, each student will show significant growth on the NC End-Of-Grade Reading, Math and Science tests as well the summative assessments contained in the K-2 reading and math portfolios.

- D. **Description of Activities or Services To Be Provided:** Each day, each student will be provided a 30 minute time period in which to receive instruction in areas of need. Students will be placed in leveled intervention groups with a skill-deficit focus to receive instruction to master any gaps in knowledge and application. The students that receive enrichment services will take part in activities such as: Jr. Great Books, Math and Science Projects, Presentations, Interviews as well as other learning challenges and extension activities.

- E. **Evaluation of Results:** We will evaluate the success of the program by reviewing growth and proficiency levels from the NC End-Of-Grade Reading, Math and Science tests as well as formative assessments throughout the year and the summative assessments contained in their reading and math portfolios.

Waiver Requests

The Waiver to be Requested:

To obtain budget and transfer flexibility options under the ABC's of public education (G.S. 115C-105.25.)

How the waiver will be used:

All funds received by our school are used for school-wide activities. The additional flexibility will provide additional resources needed to implement our school improvement plan. This budget transfer flexibility, if approved, is only valid for the current school year.

The Waiver to be Requested:

To use state funds allocated for textbooks to purchase textbooks which are not on the state-approved textbook list, should the need present itself.

How the waiver will be used:

The textbook waiver would allow Lindley Park Elementary School to purchase materials supportive of our school goals and to better meet student individual needs toward closing the Achievement Gap.

The Waiver to be Requested:

To transfer textbook funds to Classroom Materials, Instructional Supplies/Equipment, should the need present itself.

How the waiver will be used:

Local funds may be transferred to support our school improvement plan.

The Waiver to be Requested:

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)

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How the waiver will be used:

To allow administration and staff at the school to determine placement of teacher assistants according to student needs.

We understand that transfers of more than 5% from any allotment category may require additional justification including submission of our school improvement plan. All transfers and waivers are subject to budget constraints and the approval of the Director of Business & Finance and Superintendent.

Provision for Distribution of ABC Incentives

Incentive Pay

- Incentive awards can only be distributed to certified personnel and teacher assistants. (Legislative mandate)
- All excess funds must revert to the State and cannot be used to purchase equipment or for staff development. (Legislative mandate)
- The required length of employment for eligible personnel to receive an incentive award is six full months within one fiscal year.
- All itinerants who serve more than one school that meets expected or high growth will receive state funding based on the individual's percent of time assigned to that school.

Donna Lee Loflin Elementary School

2010-2012 Continuous Improvement and Title I Implementation Plan

Asheboro City Schools

Contents

- A. Leadership Team Members
 - Vision, Mission and Belief Statements
- B. School Community Profile
- C. School Results
- D. Goals and Action Plans (including Safe Schools and Professional Development)
- E. Additional Information
 - Title I Compliance
 - Compliance Statements
 - Focused Intervention / Remediation Plan
 - Waiver Requests
 - Provision for Distribution of ABC Incentive

Approved by Staff

Date of Secret Ballot Election: 9-30-09 Results For: 42

Opposed: 0

Principal's Signature

Date

Approved by Superintendent of Schools

Signature

Date

Approved by Board of Education

Signature

Date

Donna Lee Loflin Elementary School
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Leadership Team Members

The following team members collaborated with school staff to develop the School Improvement Plan for our school:

Name	Signature	Role
Suzanne Schmidt	_____	Kindergarten
Nicholl Hicks	_____	1 st Grade Teacher
Gwen Morrison	_____	2 nd Grade Teacher
Karen Swallow	_____	3 rd Grade Teacher
Sharon Williams	_____	4 th Grade Teacher
Meredith Wolfe	_____	5 th Grade Teacher
Brenda Roddy	_____	Specialist Teacher
Ashley Hunt	_____	Instructional Assistant
Roberta Gavin	_____	Media Specialist
Donna Cabiness	_____	Guidance Counselor
Robin M. Foster	_____	Instructional Facilitator
Vickie Frazier	_____	Secretary
Brandy Allred	_____	Parent Rep.
Barbara McGuine	_____	Parent Rep.
Candace Call	_____	Principal

A. Vision, Mission, and Belief Statements

Our School's Vision

Donna Lee Loflin Elementary will be a school of excellence dedicated to the learning and success of all.

Our School's Mission

To **demonstrate respect, invite participation** and **empower all** learners to reach their full potential

To lead us toward our vision and mission, we invite and expect our school community members (students, parents, teachers, and principal) to support/participate in the following beliefs/actions:

- Parents are a child's first and most important teacher.
- All employees at Donna Lee Loflin are expected to act as teachers regardless of their main job responsibility/title.
- Teachers will help students to develop the attitudes and skills necessary to learn.
- Teachers and students will be actively engaged in the learning process.
- Teachers will provide students with learning experiences to develop higher-order thinking skills, problem-solving skills and decision-making skills.
- Teachers and students will develop self-efficacy through experiencing success.
- Teachers will provide a learning environment that allows students to express individual creativity while developing self-discipline.
- Teachers will create an environment that allows students to take risks in the learning process.
- Teachers and students will demonstrate an understanding and appreciation of their own as well as other people's cultural heritage.
- Teachers and students learn best in a safe and fun environment.
- We all have a responsibility to ensure that decisions made at Donna Lee Loflin always put what is best for children and learning at the forefront.

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- B. School Community Profile

Historical Ethnicity Information (% of population, 20th school day)

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Black	16.32	17.75	16.80	13.43	13.60
Asian	2.37	2.34	1.06	1.55	1.06
White	42.63	40.48	38.90	38.24	37.33
Hispanic	34.47	35.25	39.20	43.66	42.70
American Indian	0	0	0	0	0
Other/Multi-Cultural	4.21	4.18	4.04	3.12	5.30
Total Population	380	383	375	387	356

Historical Population Data (percentages)

	2006-07	2007-08	2008-09	2009-2010	2010-2011
Exceptional Children	12.11	11.06	12.80	10.07	13.3
AIG	4.45	3.72	2.13	3.61	3.5
Limited English Proficient	30.79	33.16	27.30	26.09	21.3
Total F/R Lunch	63.54	69.52	70.90	73.47	68.89

Student Attendance Data

	Percent
2005-2006	96.25
2006-2007	96.29
2007-2008	96.60
2008-2009	96.24
2009-2010	96.36

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Staffing Summary

	2006-07	2007-08	2008-09	2009-2010
Teachers "highly qualified" (classes taught)	100%	100%	100%	100%
50% Teachers with advanced degrees (above bachelors)	33%	35%	50%	50
Teachers with NBPTS certification	3%	6%	10%	10%
Teachers trained as Mentors	33%	38%	35%	35%

Teacher Turnover Rate

2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
11%	15%	6%	8%	10%	18.1%

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C. School Results

Promotion Percentages

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Kindergarten	97	95	95	100	100
1 st grade	94	99	99	100	100
2 nd grade	100	100	100	100	100
3 rd grade	98	94	94	100	100
4 th grade	100	100	100	100	100
5 th grade	100	100	100	100	100

K-2 Progress

Grade 1 Math Assessment

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	% LEVEL III and IV			
				2007	2008	2009	2010
4	18	36	11	68	85	77	68

Grade 2 Math Assessment

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	% LEVEL III and IV			
				2007	2008	2009	2010
3	19	23	8	59	45	84	58

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EOG PT3-EOG Comparison % Proficient

Reading	PT3	EOG	Difference
2005-06	60.4	62.7	+ 2.3
2006-07	63.5	71.0	+ 7.5
2007-08	Field test	34.4	
2008-09	15.1	52.6	+37.5
2009-10	N/A		

Math	PT3	EOG	Difference
2005-06	58.7	59.3	+ .6
2006-07	58.7	69.4	+10.7
2007-08	53.2	54.7	+ 1.5
2008-09	53.4	71.1	+17.7
2009-2010	N/A		

Total Performance Composite

	05-06	06-07	07-08	08-09	09-10
Performance Composite	67.34	67.3	59.8	55.3	65.0

**End of Grade Percent Proficient by Grade
 Historical**

Grade	Reading				Math			
	06-07	07-08	08-09	09-10	06-07	07-08	08-09	09-10
3	71.0	34.4	52.6	55.3	69.4	54.5	71.1	85.1
4	71.4	49.2	55.2	53.5	57.1	75.4	67.2	74.6
5	86.7	42.4	42.9	55.4	68.9	67.8	64.3	78.5

Grade	Reading and Math			
	06-07	07-08	08-09	
3	58.1	32.8	48.7	58.7
4	50.8	49.2	47.8	52.2
5	66.7	39.0	44.4	57.1

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End of Grade Percent Proficient by Subgroup (Historical)

Reading

Grade	3			4			5		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
All	33.8	51.3	55.3	33.8	51.3	53.5	41.7	51.1	55.4
Am Indian	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	100	100	NA	100	100	NA	*	NA
Black	20.0	40	22.2	20.0	40	12.5	22.2	25.7	41.7
Hispanic	11.8	31	47.6	11.8	31	42.3	11.1	25	25
Multi Racial	NA	50	*	NA	50	50	83.3	46.2	*
White	53.1	73.5	84.6	53.1	73.5	70.6	58.3	72.7	80
Male	33.3	50	53.8	33.3	50	50	38.7	44.2	63.6
Female	34.5	55.9	57.1	34.5	55.9	58.1	44.8	57.9	46.9
Acad Gifted	NA			NA			95.0		
EC	12.5		*	12.5		<5%	16.7		50
Non EC	36.8		56.8	36.8		55.9	44.4		55.9
LEP	5.0		50	5.0		<5%	7.7		<5%
Non LEP	39.3		58.6	39.3		61.0	51.1		61.0
F/R Lunch	22.4		41.2	22.4		44.2	25	38.3	44.2
Non F/R Lunch	68.8		92.3	68.8		77.3	60.7		77.3

Math

Grade	3			4			5		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
All	54.5	67.7	85.1	75.8	67.2	74.6	68.9	68.3	78.5
Am Indian	NA	NA	NA	NA	N/A	N/A	NA	NA	N/A
Asian	NA	100	100	NA	N/A	100	100		*N/A
Black	46.7	30	55.6	60	46.7	62.5	33.3	45.7	83.3
Hispanic	38.9	75.9	85.7	68.2	57.9	73.1	68.4	60.7	65
Multi Racial	0	50	100	NA	66.7	50	95	62.5	*
White	68.8	79.4	>95	84.6	83.3	79.4	70.8	83.1	86.7
Male	58.3	71.4	84.6	55.2		65	68.8	65.4	81.8
Female	50	70.6	85.7	93.9		87.1	69	70.5	71.9
Acad Gifted	NA	N/A	N/A	NA	N/A	N/A	95	N/A	N/A
EC	37.5	*	*	71.4	*	22.2	33.3	*	66.7
Non EC	56.9	*	86.4	76.4	*	82.3	72.7	*	79.7
LEP	72.2	*	83.3	53.3	*	40.0	61.5	*	50.0
Non LEP	59.6	*	86.2	83	*	80.3	70.8	*	81.4
F/R Lunch	48	*	82.4	39	*	71.9	63.6	59.4	69.8
Non F/R Lunch	75	*	92.3	94.7	*	85.7	75	*	>95

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Achievement Gap Data

Reading

White student scores compared to:	2005-06	2006-07	2007-08	2008-09	2009-2010
Black	14	12.5	39.2	45.4	49
Hispanic	10.3	20.4	40.5	35	37.8

Mathematics

White student scores compared to:	2005-06	2006-07	2007-08	2008-09	2009-2010
Black	14.8	29.1	20.6	35	16.7
Hispanic	9.4	15.2	12.3	18.2	11.1

End of Grade Results
 Developmental Scale Score Mean

Grade	Reading				Math			
	06-07	07-08	08-09	09-10	06-07	07-08	08-09	09-10
3	245.9	334.0	333.6	337.4	343.8	339.2	341.4	345.6
4	250.1	341.8	341.7	341.8	347.3	350.3	347.4	350.9
5	255.8	347.7	344.7	348.3	354.5	354.2	351.9	356

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Goal Summaries, Grades 3-5, Percent Correct

	Gr 3			Gr 4			Gr 5		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
Goal 1: Cognition	NA			65.5	NA		NA		
Goal 2: Interpretation	57.8	56.5	63.4	65.5	59.2	60.1	59.4	52.6	60.9
Goal 3: Critical Stance	56.9	56.3	67.7	57.8	59.6	57.4	62.2	56.3	65.0
Goal 4: Connections	NA			54.3	NA		NA		
Calculator Inactive			65.6			64.4			65.1
Calculator Active			63.4			61.5			64.3
Goal 1: Numbers and Operations	50.8	56.8	64.2	52.9	63.9	63.4	58.0	50.6	58.6
Goal 2: Measurement	50.5	53.1	60.3	53.2	64.5	67.1	54.2	57.7	61.7
Goal 3: Patterns/Geometry	50.3	58.1	73.6	66.4	58	68.1	61.6	57.5	68.6
Goal 4: Data, Probability	56.3	53.4	58.7	59.7	62.8	65.7	63.3	52.4	66.9
Goal 5: Algebra (mathematical relationships)	51.6	58.3	67.5	56.7	71.3	58.5	65.3	60.6	67.4

Writing

NC Writing Assessment

	06-07	07-08	08-09	09-10
Grade 4	45.9	66.1	NA	N/A

Science

North Carolina Science End-of-Grade Test

Grade	07-08	08-09	09-10
5 th Grade	23.7	26.8	55.4

Writing Sample Assessment (May % proficient)

Grade	06-07	07-08	08-09	09-10
Kindergarten	78	89	72	96.6
1 st Grade	41	41	48	73.9
2 nd Grade	39	45	32	58.5
3 rd Grade	56	45	*	53.2
4 th Grade	52.5 WCI	66	*	45.1
5 th Grade	85	67	*	47.6

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Teacher Survey 2009-2010

In the space below, comment on 3 or more areas of strength noted in the Teacher Survey for your site for 2009-2010:

100% of teachers indicated that they are held to high professional standards for delivering instruction.

90.9% of teachers indicate that they have time to collaborate with colleagues. A 40.9% increase from the previous survey results.

93.9% of teachers indicate that they have sufficient access to instructional technology. An 18.9% increase from the previous survey results.

96.8% of teachers indicate that the administrator consistently enforces rules for student conduct. A 49.6% increase from the previous survey results.

96.9% of teachers indicate that the administrator supports teachers' efforts to maintain discipline in the classroom. A 45.5% increase from the previous survey.

In the space below, comment on 3 or more areas of possible improvement noted in the Teacher Survey for your site for 2009-2010:

67% of teachers indicated that parents/guardians are influential decision makers in our school.

57.6 of teachers indicate that there is an atmosphere of trust and mutual respect in this school.

56.3% of teachers indicated that professional development is evaluated and results are communicated to teachers.

What are 2 significant findings in survey results from 2009-2010?

The Donna Lee Loflin faculty has greatly increased collaborative efforts to ensure quality instruction.

The administrators and teachers work together to ensure positive behavior and maintain appropriate discipline.

The Donna Lee Loflin faculty must work together to improve the school culture to develop trust and mutual respect among staff.

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Student Survey Results - 2010

In the space below, comment on 3 or more areas of strength noted in the Student Survey for your site for 2010:

Student ratings for Loflin Elementary were consistently higher than the ACS averages. Particular strengths of Loflin Elementary as perceived by the students are as follows.

- 94% of our students know that learning is important for their future.
- 95.7% of our students report that their teacher expects them to do their best.
- 93.5% of our students report that teachers are preparing them well for their future.
- 94.9% of our students report that they put forth their best effort.
- 96.6% of our students report that their parents care about their education.
- 95.7% of our students report that their parents think going to college is important.
- In the previous student survey, 20.7% of our students reported not using technology to help them learn. That number decreased to 15.4% for the current survey.
- The percentage of students reporting that safety was important at our school increased from 91.1% to 93.2%.
- The percentage of students reporting that they were afraid their friends wouldn't like them if they did well in school decreased from 29.7% to 23%.
- The percentage of students reporting that teachers did not care about them decreased from 13.1% to 7.7%.

In the space below, comment on 3 or more areas of possible improvement noted in the Student Survey for your site for 2010-2012:

- The percentage of students reporting difficulty fitting in at school increased from 49.6% to 52.1%.
- Only 76.1% of our students reported being proud of their school.
- 19.7% of our students do not feel safe in the restrooms.
- The percentage of students reporting that teachers respected students decreased from 95.1% to 83.7%.
- The percentage of students who said that they did not respect teachers increased from 19.3% to 32.4%.
- The percentage of students who reported that students did not respect students increased from 26.2% to 38.5%

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Adequate Yearly Progress

Percent of AYP Targets Met		
2004-2005	100	17 of 17
2005-2006	100	10 of 10
2006-2007	88.2	15 of 17
2007-2008	70.6	12 of 17
2008-2009	82.4	14 of 17
2009-2010	100	17 of 17

Targets Not Met

	2007-08			2008-09			2009-2010		
	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor
Reading 3-5	Hisp. F/R					Hispanic ED	0	Hispanic	
Math 3-5	All Hisp F/R	White	0	All Hisp ED			0		Econ. Disadv.

General Conclusions

Our School Improvement Team has carefully examined the preceding data along with other pertinent information about our school. Together, the members of our Team have reached the following three 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 2010-2011 and 2011-2012 school years along with our intervention plan.

1. Collaborative planning played a crucial role in the academic success of our students last year. We must continue building on the foundation we began building last year. The Response to Instruction (RTI) process with emphasis on formative assessments, benchmarks, and differentiated instruction will be a major focus during these planning times.
2. The PBIS (Positive Behavior Interventions and Supports) and FISH practices will continue to be implemented with a 30% increase of teachers and students reporting a respectful school culture that fosters mutual respect between teachers, students, and administrator.
3. All faculty members will research, discuss, and implement best practices to close the black/white achievement gap. We will seek input from our black families while openly and respectfully discussing concerns contributing to the achievement gap. The focus of our conversations and research will be to find the real challenges in order to find real solutions.

D. Goals and Action Plans

Goal 1: Loflin will improve math achievement in grades 4-5 cohorts to 88.6 with emphasis on eliminating the achievement gaps that exist between genders and Black and White students by the 2011-2012 school year.

Grade 4: 85.1 to 88.6 and Grade 5: 75.7 to 88.6

Evidence of Need: Math scores improved drastically for the 2009-2010 school year. While we made AYP in all subgroups, there are still gaps to be closed. Also, the North Carolina target goal for AYP increased to 88.6 for the 2010-11 school year.

Black/White Gap- 12.7%

**Gender Gap- 4th Grade-Girls 87.1%; Boys 65% (Gap 22.1)
 5th Grade Girls 71.9%; Boys 81.8% (Gap 9.9)**

**Strategic Plan Goal 1:
 State Board of Education:
 Action Plan:**

**Asheboro City Schools will produce globally competitive students.
 North Carolina Public Schools will produce globally competitive students.**

Strategy	Time Line	Person(s) Responsible	Resources	Evaluation
1. Monitor student progress using formative assessments	Aug.-June	Classroom teachers, Instructional Assistants	Teachers of 4 th and 5 th grade students, Instructional Facilitator, Math Lead Teacher, Trailblazer materials, Pacing Guides, NC Falcon	Formative assessments Benchmarks Pacing Guides Assessment Wall ClassScape EOG test results
2. Increase teacher knowledge in content area by observing model lessons, implementing best practices, attending professional development, utilizing available materials, and participating in collaborative planning	Aug.-June	Classroom teachers, Instructional Assistants	4th & 5th grade teachers, Instructional Facilitator, Math Lead Teacher, Trailblazer materials, , Collaborative planning time, Pacing Guides, and male role models, PTEC	Lesson plans, Collaborative planning notes, Instructional Facilitator observation and feedback, Principal observation and feedback, Assessment Wall conversations, Teacher led professional development

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3. Provide small group instruction 8:00-8:30 every other month with remediation/enrichment program	Sept.-May	Classroom teachers, Instructional Assistants	Teacher created materials, formative assessments	Teacher observation and formative assessments EOG test results
4. Use differentiated math instruction with focus on problem solving and incorporating visual aids and movement	Aug.-June	Classroom teachers, Instructional Assistants	Instructional Facilitator, Math Lead Teacher	9 weeks assessments, ClassScapes assessments EOG test results
5. Single-Gender classes for 5 th grade students	Aug.-June	Classroom teachers, Instructional Assistants	Instructional Facilitator, Principal, Selected schools and faculty from SC schools who have successfully implemented Single-Gender classes	Student, Parent, and Teacher feedback Formative and Summative Test Scores Discipline Data
6. Book Study	Aug.-June	Certified Staff	Instructional Facilitator, Principal, <u>How to Differentiate Instruction in Mixed-Ability Classrooms</u> and <u>Working on the Work</u>	Teacher Surveys Teacher Led Professional Development teams
7. Remediation specialists will be hired for 3 rd -5 th grade students	Sept.-June	Principal	Title I Funds, Instructional Facilitator, Teachers	Feedback for Remediation Specialists and Teachers, Tests Results
8 An afterschool Math Club will be offered for students with the opportunity to participate in Math Olympics	Sept.-June	Classroom Teachers	Math League materials	Student, Parent, and Teacher feedback Attendance Rosters Test Data

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9. ESL teachers and classroom teachers will co-teach during math instruction to build students math vocabulary and ensure student comprehension of the curriculum.	Sept.-June	ESL Teachers, EC teachers, Instructional Assistants Classroom teachers,	Pacing Guides, NC SCOS, Math Lead Teacher, ESL Lead Teacher, Instructional Facilitator, Trailblazer materials	Ongoing Formative Assessments, ClassScape, EOG test scores
10. Differentiated instruction that utilizes hands-on activities, movement breaks	Aug.-June	Classroom teachers, Instructional Assistants	Pacing Guides, NC SCOS, Math Lead Teacher, ESL Lead Teacher, Instructional Facilitator, Trailblazer materials	Ongoing Formative Assessments, ClassScape, EOG test scores
11. ESL teachers will teach math vocabulary and strategies during pull-out classes when appropriate for individual students	Sept.-June	ESL Teachers	ESL Lead Teacher, NC SCOS, Trailblazers, Instructional Facilitator	Ongoing Formative Assessments, ClassScape, EOG test scores
12. Intervention programs such as St. Joseph's After School Program, and Morning Clubs with a focus on mentoring Black and Hispanic students	Sept.-June	Donna Lee Loflin Faculty	Instructional Facilitator, St. Joseph's Catholic Church, tutors, volunteers, Specialty Area Teachers	Participation logs, Ongoing formative assessments to track effectiveness of programs, Attendance rosters
13. Involve parents in student's math instruction through workshops and classroom involvement	Sept.-June	Donna Lee Loflin Faculty	Parent Math Nights	Parent feedback
14. A Level 5 AIG Award will be given to AIG students who demonstrate high growth on the Math EOG	Aug.-June	AIG teacher and classroom teachers	Instructional Funds	End of Year Test Data

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15. Create a buddy system for struggling Black/Hispanic students	Sept.-June	Donna Lee Loflin Faculty	Counselor, Buddies	Student and Teacher Feedback
16. Instructional Assistants will develop a professional growth plan that includes strategies to help develop their instructional skills	Sept.-June	Instructional Assistants	Certified Staff, Other Instructional Assistants, Lead Teachers	Accomplishment of Goals End of year conference with the Administrator Teacher feedback

Professional Development for this objective:

Professional Development provided by the Math Lead Teacher and Instructional Facilitator

Teachers attending PTEC and providing professional development after attending for DLL faculty

RTI Professional Development provided by EC Director, EC Facilitator, IF, and SST Coordinator

Online NC Falcon Professional Development

Book Study-How to Differentiate Instruction in Mixed Ability Classrooms and Working on the Work

D. Goals and Action Plans

**Goal 2: Loflin will improve reading achievement in grades 4-5 cohorts to AYP target goal of 71.6 with emphasis on eliminating the Black/White, Hispanic/White, and male/female gap by the end of the 2011-2012 school year.
 Grade 4: 55.3 to 71.6 Grade 5: 53.5 to 71.6**

Evidence of Need: DLL students met AYP targets in all subgroups for the 2009-2010 school year. However the target goal increases to 71.6 for the 2010-2011 year. There was a 16.7 gap between boy/girl Reading Scores for the 2009-1010 school year. There was a 48.2 gap in Black/White Reading scores in 2009-2010. There was a 37 gap between Hispanic/White Reading scores in 2009-2010.

**Strategic Plan Goal 1: Asheboro City Schools will produce globally competitive students.
 State Board of Education: North Carolina Public Schools will Produce Globally Competitive Students**

Action Plan:

Strategy	Time Line	Person(s) Responsible	Resources	Evaluation
1. Students will be taught in interest and ability leveled reading groups using differentiated reading instruction	Aug-May	Classroom Teachers, Reading Specialists	Benchmark Assessment Kits, High interest Leveled Readers for boys, LLI materials and training, Reading Lead Teacher, Instructional Facilitator, ESL, EC teachers, and male role models, NC Falcon, Student Interest surveys	Ongoing formative assessments with fluid reading groups, EOG test results Assessment Kits Assessment Wall discussions and review of data

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2. Early intervention for students reading below grade level during the 8:00-8:30 Remediation/Enrichment block.	Aug-June	Classroom Teachers, Instructional Assistants, Reading Specialists, Tutors	Guided Reading materials, LLI materials and training, Benchmark Assessment Kits, Instructional Facilitator, Reading Lead Teacher and male role models	Ongoing formative assessments with fluid reading groups, EOG test results, Assessment Wall discussions and review of data
3. Intervention outside of the regular instructional day (Jump Start and St. Joseph's program)	Sept.-June	Classroom teachers, Instructional Assistants, Tutors, ESL and Specialty Area teachers	Planning time and parent transportation, Tutors, St. Joseph's Catholic Church, Incentives for students from local businesses	Student attendance lists and tracking data for each program
4. Single-Gender classes for 5 th grade students	Aug.-June	Classroom teachers, Instructional Assistants	Instructional Facilitator, Principal, Selected schools and faculty from SC schools who have successfully implemented Single-Gender classes	Student, Parent, and Teacher feedback Formative and Summative Test Scores Discipline Data
5. Book Study	Aug.-June	Certified Staff	Instructional Facilitator, Principal, <u>How to Differentiate Instruction in Mixed-Ability Classrooms</u> and <u>Working on the Work</u>	Teacher Surveys Teacher Led Professional Development teams

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6. Remediation specialists will be hired for 3 rd -5 th grade students	Sept.-June	Principal	Title I Funds, Instructional Facilitator, Teachers	Feedback for Remediation Specialists and Teachers, Tests Results
7. An afternoon Reading Club will be established for students	Sept.-June	Teachers	Instructional Funds, Book Drive	Student, Parent, and Teacher Surveys Attendance rosters Test data
8. Each classroom teacher will have an appropriate classroom library to provide quality Reading instruction for all students	Sept.-June	Certified Faculty	Instructional Funds	Teacher feedback
9. The Literacy Closet will be organized and utilized in an effective and efficient manner to provide quality Reading instruction to all students.	Sept.-June	Certified Faculty, Instructional Assistants	Certified Faculty, Instructional Assistants	Monitoring by Principal, IF, Media Specialist, and Reading Specialists
10. A Level 5 AIG Award will be given to AIG students who demonstrate high growth on the Reading EOG	Aug.-June	AIG teacher and classroom teachers	Instructional Funds	End of Year Test Data
11. Instructional Assistants will develop a professional growth plan that includes strategies to help develop their instructional skills	Sept.-June	Instructional Assistants	Certified Staff, Other Instructional Assistants, Lead Teachers	Accomplishment of Goals End of year conference with the Administrator Teacher feedback

Professional Development for this Objective: LLI Training

Professional Development provided by the Reading Lead Teacher and Instructional Facilitator

RTI Professional Development provided by EC Director, EC Facilitator, IF, and SST Coordinator

Online NC Falcon Professional Development

Book Study-How to Differentiate Instruction in Mixed Ability Classrooms and Working on the Work

D. Goals and Action Plans

Goal 3: 5th grade Science scores will improve from 55.4 to 65.4 for a 10% gain in the 2010-2011 school year. Science scores will be at or above the system average at the end of the 2011-2012 school year.

Evidence of Need: Donna Lee Loflin scores were in line with district scores for the 2009-2010 year with improvement. We plan to continue the growth pattern established during the 2009-2010 school year.

Strategic Plan Goal 1: *Asheboro City Schools will produce globally competitive students.*
State Board of Education: *North Carolina Public Schools will Produce Globally Competitive Students*

Action Plan:

Strategy	Time Line	Person(s) Responsible	Resources	Evaluation
1. Utilize differentiated instruction through Science note-booking, Hands on activities, field trips, guest speakers, Project Based Learning , integrating National Geographic Kits	Aug.-May	Classroom teachers, Instructional Assistants	Instructional Facilitator, Science Kits, Collaborative planning time, Bob Langston from the NC Zoo, NC Falcon, National Geographic Kits	Ongoing formative assessments, EOG scores
2. Provide a Science Club for students	Sept.-May	Dionne Currie-Hunsucker, DD Mattiuz	Science materials	Feedback from students and parents, Teacher evaluation, EOG scores
4. Discovery Education	Aug.-May	Classroom teachers	Instructional Funds	Lesson plans

Professional Development for this Objective:

Classroom teachers who attended Teacher Academy will utilize strategies and information gained in their classrooms and provide staff development for the Donna Lee Loflin faculty.

USTARS Professional Development by AIG Teacher, Megan Smith

Instructional Facilitator will provide professional development specifically geared toward fifth grade.

Online NC Falcon Professional Development

Book Study-How to Differentiate Instruction in Mixed Ability Classrooms and Working on the Work

D. Goals and Action Plans

Goal 4: Loflin will decrease the Black/White and Hispanic/White achievement gaps in reading to 25% or less. The achievement gap will be eliminated by the end of the 2011-2012 school year.

Evidence of Need: The Black/White gap for 08-09 was 45.4% and the Hispanic/White gap was 35%. In 09-10 the Black/White achievement gap increased to 48.2% and the Hispanic/White gap increased to 37%.

Strategic Plan Goal 1: *Asheboro City Schools will produce globally competitive students.*
State Board of Education: *North Carolina Public Schools will Produce Globally Competitive Students*

Action Plan:

Strategy	Time Line	Person(s) Responsible	Resources	Evaluation
1. Utilize co-teaching to provide small group instruction	Sept-June	Classroom teachers, ESL Teachers, EC Teachers, AIG Teacher, Reading Teachers	Lead Teachers, Instructional Facilitators, Deanna Hurley-Chamberlain (consultant) Collaborative planning	Ongoing formative assessments ClassScape, EOG test scores
2. Grade level collaboration	Aug.-June	Donna Lee Loflin Faculty	Schedule conducive to collaborative planning	Notes from meeting, Lesson plans, Reflections from practice
3. Continue to develop a school culture that maintains high academic expectations for all	Aug.-June	Donna Lee Loflin Faculty	PTA, Leadership Team, Communities in Schools, PBIS/FISH practices	Parent and student surveys

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4. Differentiated instruction that maximizes learning styles of individual students and cultures with emphasis on vocabulary development	Aug.-June	Donna Lee Loflin Faculty and Staff	Lead Teachers, Instructional Facilitator, quality classroom libraries, effective utilization of flex media schedule, remediation specialists	Ongoing formative assessments, ClassScape, EOG test scores
5. Implement a Morning Intervention Block to offer differentiated instruction to meet the academic needs of all students	Aug-June	Classroom Teachers, Instructional Assistants, Reading Specialists, Tutors	Guided Reading materials, LLI materials and training, Benchmark Assessment Kits, Instructional Facilitator, Reading Lead Teacher, PTEC	Ongoing formative assessments with fluid reading groups, EOG test results, Assessment Wall discussions and review of data
Supplement classroom libraries and the school literacy closet with additional high interest texts	Aug-June	Donna Lee Loflin Faculty	Reading Teachers, Instructional Facilitator, Media Specialists	

Professional Development for this Objective: On-site Professional Development will be provided during Collaborative Planning, After School and Workday meetings
Professional Development provided by Jordi Roman, ESL Lead Teacher
Wendy Rich, Math Lead Teacher, Pam Johnson, EC Director, and Missy Foster, Instructional Facilitator
Professional Development led by Deanna Hurley-Chamberlain

D. Goals and Action Plans

Goal 5 : Loflin teachers will work as a team to secure funding for instructional resources needed to provide students with excellent learning experiences. This will be annual goal for Loflin.

Evidence of Need: Funding well developed classroom libraries, the Literacy Closet, and technology needs in the classroom are a top priority for Loflin.

Strategic Plan Goal 2: *Asheboro City Schools will produce globally competitive students.*

State Board of Education: North Carolina Public Schools will be led by 21st Century Professionals

Action Plan:

Strategy	Time Line	Person(s) Responsible	Resources	Evaluation
1. Each teacher will write at least one grant.	Aug.-June	Teachers	Internet, local businesses, Foundations	Grants awarded
2. Teachers and principal will seek donations for needed resources to support instruction	Aug.-June	Teachers and principal	Wal-mart, Strawbridge, and community businesses	Materials and resources secured for the school
DLL faculty and staff will participate in McTeacher Nights, Boxtops for Education, and the Campbells Soup Label program	Aug.-June	DLL Community (Parents, Teachers, and Students)	McDonalds, Boxtops, and Campbell Soup Company	Amount of funds raised

Professional Development for this Objective:

The Principal, Instructional Facilitator and Media Specialist will provide assistance and professional development with individual and groups of teachers as they complete the grant application process.

D. Goals and Action Plans

Goal 6 : Loflin will implement the school-wide discipline plan that is developmentally appropriate for each grade level, based on the philosophies of FISH and Positive Behavior Interventions and Support. The plan will be fully developed and implemented by the end of the 2011-2012 school year.

Evidence of Need: Student survey results indicated feelings of lack of respect among school community.

Strategic Plan Goal 3: ACS will provide a safe and nurturing learning environment.
State Board of Education: North Carolina Public School Students will be Healthy and Responsible

Action Plan:

Strategy	Time Line	Person(s) Responsible	Resources	Evaluation
1. Implement a developmentally appropriate school-wide discipline plan	Aug.-June	DLL faculty and administration	Researched Based Studies School Psychologist and Guidance Counselor, Successful models from other schools	Teacher Reflection and Evaluation
2. Merge PBIS and FISH practices	Aug. –June	DLL faculty and administration	Professional Development Successful Models of other Schools Charthouse Learning Supplies, FISH materials	Teacher, Student, and Parent Evaluation.

Professional Development for this Objective: FISH Staff Development , A team of DLL teachers will attend PBIS Module 2 Training. PBIS training for entire faculty

D. Goals and Action Plans

Goal 7: Loflin Elementary will have over 100 volunteers by the end of the year and will have developed a business partnership with at least two new organizations by the end of the 2011-2012 school year. Parents will actively be involved in student clubs by the end of the 2010-2011 school year.

Evidence of Need: Inconsistent number of volunteers from previous years and a need for further community involvement within the school. Loflin met its goal of 75 volunteers for last year. We want to continue to build our volunteer support base.

Strategic Plan Goal 4: ACS will collaborate with parents, community and higher education partners to promote student success.

State Board of Education: Leadership will Guide Innovation in the North Carolina Public Schools

Action Plan:

Strategy	Time Line	Person(s) Responsible	Resources	Evaluation
1. Teachers and administrators will seek and recruit qualified volunteers and parents to assist with remediation, enrichment programs, and parent organizations.	Aug.-June	Teachers and administrators	Local community organizations and universities, Communities In Schools, PTA	Number of volunteers secured for the school year Parent rosters for school events
2. Offer a variety of extra-curricular opportunities for parental/family involvement within the school community.	Aug-June	Teachers and administrators	PTA, Title I, Interest Inventories (Clubs), Math Lead Teacher, Literacy Lead Teacher, Curriculum Facilitator	Parent rosters

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3. A Parent Involvement Specialist will be hired to recruit and secure more volunteers and help build a bridge between the Loflin and the school community	Sept.-June	Administration	Title I Funds, DLL Faculty and Staff	Parent Surveys CIS Surveys
4. A Parent Outreach Specialist will be hired to help secure mentors for at-risk students, identify and secure volunteer opportunities for parents, and establish business relationships with the business community.	Sept.-June	Administration	Title I Funds	Number of mentors, volunteers, and business relationships established at the end of the school year.
5. Loflin faculty will conduct home visits to build relationships with families.	Sept.-June	Administration and Faculty	Faculty	The goal is for every family to receive a home visit from at least one Loflin faculty or staff member during the school year..

Professional Development for this Objective: Communities In Schools Presentation

D. Goals and Action Plans

Goal 8: The number of students who come to school late and check out early will decrease to less than 10 a day for the 2010-2011 school year. The data will be reviewed at the end of the school year to set a goal for the 2011-2012 school year.

Evidence of Need: 2010-2011 sign in and sign out logs, Feedback provided to principal on teacher surveys

**Strategic Plan Goal 3: ACS will provide a safe and nurturing learning environment.
 State Board of Education: North Carolina Public School Students will be Healthy and Responsible**

Action Plan:

Strategy	Time Line	Person(s) Responsible	Resources	Evaluation
Jump Start	Aug.-June	Specialists	Specialists	Number of students participating in clubs
DLL Attendance Incentive Plan	Aug.-June	Principal, Social Worker	Local Funds	Number of students receiving incentives
Remediation/Enrichment Program in the morning	Sept.-May	Principal, Teachers	Local Funds	Number of students receiving incentives
Home Visits	Aug.-June	Principal, Social Worker, Teachers	Faculty	Parent, student, and teacher feedback
Principal's Page	Aug.-June	Principal	Information and good news from DLL	Parent and student feedback
FISH Practices	Aug.-June	Teachers, Students, Principal	FISH materials from ChartHouse, Faculty and students	Parent, student, and parent feedback
IDent-a-kid	Aug.-June	Office Staff	Ident-a-kid computer	Number of tardies and early dismissals

**Professional Development for this Objective:
 FISH Professional Development**

Additional Information

Title 1 Compliance

Actions taken to meet the ten essential components of a School Wide program:

1. A Comprehensive Needs Assessment of the Entire School
 - 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

2. School wide Reform Strategies
 - Participation in NC Falcon online formative assessment training
 - Teacher participation in two book studies, How to Differentiate in Mixed-Ability Classrooms and Working on the Work
 - Instructional Assistants will develop a professional development plan for the 2010-2011 and 2011-2012 school year.
 - Instructional Assistants will participate in district professional development as well as attend professional development provided by PTEC
 - Effective collaborative planning and assessment
 - Response To Instruction
 - I+ELL
 - Increased Co-teaching in the areas of EC, ESL, Reading, and AIG services
 - School wide attendance incentive program
 - School wide discipline policy
 - FISH practices implemented

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- LLI Reading program implemented
- Benchmark Assessments for Literacy
- All classrooms will have Interactive Boards to provide 21st Century Instruction for all students
- Teacher assistants will continue to evolve into instructional assistants to assist with small group and individualized instruction for students. Instructional assistants will receive professional development to support them in their instructional roles.

3. Instruction by a Highly Qualified Professional Staff

- Current staff meets the definition of “highly qualified” per the definition of No Child Left Behind.
- Fifty percent of our staff has an advanced degree.
- Staff members assist in selection of new staff members.

4. High Quality and Ongoing Professional Development

- Professional Development will be provided by Central Office personnel on the local level
- Professional Development will be offered to teachers through the Consortium and Teacher Academy
- Professional Development will be provided at Collaborative Planning meetings and DLL Faculty Meetings

5. Strategies to Attract Highly Qualified Teachers to High Need Schools

- District recruitment plan
- 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.

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- 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.

6. Including Teachers in Decisions Regarding the Use of Assessment

- Decision making with goals for Continuous Improvement Plan
- Teachers collaborate in weekly planning meetings, Assessment Wall meetings, SST meetings
- Teacher participation in NC Falcon training
- Teacher involvement through Rtl process, SST meetings, PEP developments and implementation

7. Strategies to Increase Parent Involvement

- o -Parent Involvement Specialist hired
- PTA meetings and grade level curriculum nights
- School wide fund raisers
- Parent volunteers – Field trips, PTA, in classrooms
- Family Reading Nights/Book Fair
- Relay for Life
- Talent show
- DARE and CARE graduation
 - (Drug Awareness Resistance Education and Child Abuse Reduction Effort)
- Grandparents breakfast
- Classroom presentations
- Biography tea
- Poetry tea
- Honors Chorus Festival

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- Summer Reading Program
- ESL night
- Leadership meetings 4th Tuesday after school as parents requested
- Calendar of monthly events sent home/available in school office
- School web site linked to other informational sites
- Daily planner grades 2 – 5
- Paw packs sent home
- Parents can come and eat lunch with students
- Interim reports in addition to 6 week report cards
- Information sent home is provided in English and Spanish
- Spanish interpreter is available

8. Preschool Transition Strategies

- DIAL 3 screening, spring and fall
- Transition forms filled out on pre-school child coming to kindergarten from ECDC
- Loflin pre-school class visiting kindergarten classroom
- Meetings between pre-school teachers and kindergarten teachers at Loflin
- ECDC teachers observe kindergarten classrooms
- Special needs of ECDC students are shared with kindergarten teachers
- Kindergarten teachers and pre-school teachers meet for vertical planning
- * ECDC – Early Childhood Developmental Center

9. Activities for Children Experiencing Difficulty

- Morning Intervention Block

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- District use of Personal Education Plans (PEPs)
- Implementation of strategies developed at SST
- district use of PEPs (Personal Education Plans)
- Remediation (gr. 3-5) for students performing below grade level as funds are available
- Individual teachers tutoring (after school)
- Targeting specific needs through small groups instruction in the classroom
- Motivating students through science integration (USTARS) using
- Science talent abilities to reach students
- EC program (exceptional children)
- Title I/Reading Lab/LLI
- ESL program (English as Second Language)
- St. Joseph's tutoring program (ESL students)
- 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

10. Coordination and Integration of Federal, State, and Local Services

- 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

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Compliance Statements

For each statement explain how the policy is implemented or enforced.

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.

Physical activity is used to promote health, not to punish.

2. Each student in this school participates in an average of 150 minutes per week of physical activity and/or physical education.

Each grade level has a scheduled P.E. time of thirty minutes daily.

Pledge of Allegiance

3. Time is scheduled for school-wide recitation of the Pledge of Allegiance.

Teachers lead their class in the Pledge of Allegiance daily.

4. Flags of the United States and North Carolina are displayed in this school.

US and NC flags are displayed in each classroom.

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2010-2012

Intervention Plan

- A. Overview: To enhance the instruction provided for all students at DLL School, teachers will participate in collaborative planning and assessment. Collaborative planning will be used to discuss individual student needs and strategies to meet those needs. Teachers will actively seek assistance from resources available such as the Instructional Facilitators, Lead Teachers, and Principal. Using information gained from ongoing formative assessments, teachers will identify students who need instruction and support in addition to the daily classroom instruction provided by the classroom teacher. Assessment Wall meetings, SST meetings and implementation of the RTI process will all play a key role in the intervention provided to students. The Principal, Instructional Facilitator and teachers will all work in tandem to secure the personnel and resources needed for struggling students to succeed academically.
- B. Target Population:
- Math-Black, EC, Hispanic, and ED subgroups
 - Reading-Black, EC, Hispanic and ED subgroups
 - While the above subgroups did make AYP the target goal will increase for Math and Reading, we are also focusing on our K-2 instructional program with the focus of increasing the percentage of students entering 3rd grade on grade level.
 - We are close to, but do not have the requisite number of 40 (26 currently) to make a subgroup for Black students. With that said, the B/W achievement gap is unacceptable and our black students will be a target group for differentiated instruction to ensure academic success. We do not have an EC subgroup, but less than 10% of our EC students passed the EOG for the 2009-2010 school year.
 - Parents-We are focusing on building supportive and meaningful relationships with our parents to ensure the academic success of our students. The first step in this process is developing avenues where parents feel comfortable to share concerns and ask questions. The end goal being to create a school culture that models parents and teachers working together with mutual respect for the crucial role they play in our children's' lives. A parent involvement specialist will be hired for the 2010-2011 school year.
- C. Measurable Intended Outcomes:
- The B/W achievement gap in Math will decrease to 15%.
 - The H/W achievement gap in Math will decrease to 5%.
 - Reading scores will increase by 10% in all subgroups.
 - Donna Lee Loflin School will make AYP in all subgroups and all subjects.

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D. Description of Activities or Services To Be Provided:

- A morning remediation/enrichment intervention block has been added to the schedule. All students in grades K-5 will begin participating in the program on September 22nd.
- An Instructional Facilitator has been added to the faculty as resource to enhance instruction by all teachers for all teachers.
- Collaboration among grade levels with the focus on maximizing from each teacher's individual strengths to ensure that planning, assessment and instruction meet individual students' needs.
- ESL, Literacy and Math Lead Teachers will do monthly walkthroughs to observe patterns of excellence and contribute to collaborative grade level meetings as well as provide relevant staff development to address needs of targeted students.
- The faculty will continue training in the RTI model during the 2010-2011 school year.
- Qualified volunteers will be sought through Communities In Schools and PTA.
- Remediation specialists will be hired to work with students in grades 3-5 during the regular school day.
- Teachers will provide before and after school tutoring for students.
- Enrichment and Remediation programs will be available for students. Morning Clubs, Lift-Off, Wednesday Wonders, St. Joseph's ESL Program, Heritage Language Academy in the Spring
- A school wide incentive program to promote excellent attendance will be enacted.
- A school wide discipline program will be enacted that compliments the Positive Behavior System and FISH practices to eliminate missed instructional time due to inappropriate behavior.

E. Evaluation of Results:

- NC End-of-Grade Results
- Discipline Data
- Attendance Data
- Parent and Teacher Surveys

Waiver Requests

The Waiver to be Requested:

To use state funds allocated for textbooks to purchase textbooks which are not on the state-approved textbook list, should the need present itself.

How the waiver will be used:

The textbook waiver would allow Donna Lee Loflin to purchase materials supportive of school goals and to better meet student individual needs toward closing the Achievement Gap.

The Waiver to be Requested:

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)

How the waiver will be used:

To allow administration and staff at the school to determine placement of instructional assistants according to student needs.

**NC Race to the Top (RttT) LEA/Charter Detailed Scope of Work (DSW)
State & Local Priority Goals**

761 Asheboro City

State RttT Goal	Measure		Baseline 2009-10	Targets			
				2010-11	2011-12	2012-13	2013-14
1. Student Achievement	% of All Students Proficient - Grade 4 Reading (EOG; a proxy for NAEP Grade 4 Reading)	State	71.6%	Targets to be determined by State Board in Oct			
		LEA/Charter	58.4%	62.0%	68.0%	71.0%	75.0%
	% of All Students Proficient - Grade 4 Math (EOG; a proxy for NAEP Grade 4 Math)	State	83.0%	Targets to be determined by State Board in Oct			
		LEA/Charter	76.8%	78.0%	80.0%	82.0%	84.0%
	% of All Students Proficient - Grade 8 Reading (EOG; a proxy for NAEP Grade 8 Reading)	State	69.5%	Targets to be determined by State Board in Oct			
		LEA/Charter	60.7%	62.0%	68.0%	71.0%	75.0%
	% of All Students Proficient - Grade 8 Math (EOG; a proxy for NAEP Grade 8 Math)	State	83.9%	Targets to be determined by State Board in Oct			
		LEA/Charter	75.9%	78.0%	80.0%	82.0%	84.0%
2. Graduation Rates	4-Year Cohort Rate	State	74.2%	76%	79%	82%	85%
		LEA/Charter	76.1%	80.0%	82.0%	84.0%	85.0%
3. College Readiness	Average SAT Composite (% students taking)	State	1,008 (63%)	1,009 (65%)	1,014 (67%)	1,019 (69%)	1,025 (72%)
		LEA/Charter	988 (65%)	994 (66%)	1000 (67%)	1002 (68%)	1005 (70%)
	% of AP exams taken on which students scored 3 or above (% of students taking AP exams) <i>Note as of 10/22 Clarification regarding this data coming soon. DPI will provide the reference data for LEAs/Charters on the RttT website.</i>	State	57.5% (X%)	60% (X%)	62% (X%)	64% (X%)	66% (X%)
		LEA/Charter					
4. College Enrollment	Percentage of high school graduates who enroll in post-secondary education programs <i>Note:LEAs/Charters do not need to fill this in for Nov. 8, 2010. Further information will be provided to LEAs/Charters in the future.</i>	State	65.6%	66%	68%	70%	72%
		LEA/Charter	N/A	N/A	N/A	N/A	N/A

**NC Race to the Top (RttT) LEA/Charter Detailed Scope of Work (DSW)
Required Activities**

761 Asheboro City

Total RttT Funding Allotted (over four years):

\$ 1,273,789

Total RttT Funding Budgeted for Required Activities:

\$ 1,063,789

NC RttT Initiative (Section)	Required RttT Activity ("Participating LEAs/Charters will...")	Aligned with...		Plan/Timeline for Implementation	Key Personnel	Performance Measure (Target)	Budget	Fund Source	Fiscal Year	R/N?
		LEA/Charter Goal	DSSF Plan Strategy							
(A)(2) Cloud Obj. 1.1, 2.1, 3.1	Objective (A)(2) 1.1: Incorporate the state infrastructure blueprint into technology plans (see NC Cloud Attachment 2).									
	Objective (A)(2) 2.1: Implement the infrastructure blueprint.									
	Objective (A)(2) 3.1: Provide and support student, teacher, administrator access to Learner Management System, Learning Object Repository, and web collaboration tools.									
See State Detailed Scope of Work										
							220,616	RttT	2010-11	N
(A)(2) Eval Obj. 1.1	Objective (A)(2) EVAL 1.1: Participate in the evaluation of the RttT initiatives and use the resulting evaluation data and conclusions to improve effectiveness.									
(B)(3) Obj. 1.1	Objective (B)(3) 1.1: Ensure teachers and staff understand the new Standard Course of Study, including the Common Core and	1,2	1	40 teachers to attend state or local professional development on new common	Asst Supt C&I	participate in prof dev by June 30,	20,000	RttT	2010-11	N
		1,2	1	40 teachers to attend state or local	Asst Supt C&I	participate in prof	28,173	RttT	2011-12	N
		1,2	1	40 teachers to attend state or local	Asst Supt C&I	participate in prof	20,000	RttT	2012-13	N

**NC Race to the Top (RttT) LEA/Charter Detailed Scope of Work (DSW)
Required Activities**

761 Asheboro City

Total RttT Funding Allotted (over four years):

\$ 1,273,789

Total RttT Funding Budgeted for Required Activities:

\$ 1,063,789

NC RttT Initiative (Section)	Required RttT Activity ("Participating LEAs/Charters will...")	Aligned with...		Plan/Timeline for Implementation	Key Personnel	Performance Measure (Target)	Budget	Fund Source	Fiscal Year	R/N?
		LEA/Charter Goal	DSSF Plan Strategy							
Obj. 1.1	Essential Standards, and related assessments.	1,2	1	40 teachers to attend state or local	Asst Supt C&I	participate in prof	20,000	RttT	2013-14	N
(C)(2) Obj. 1.1	Objective (C)(2) 1.1: Complete a unified strategic plan for the LEA/Charter that utilizes data to determine priority goals and activities, and set targets for performance.	1, 2, 3, 4, 5	1	Asheboro City Schools 2010-2013 strategic plan in place	Superintendent					
(C)(3) Obj. 1.1	Objective (C)(3) 1.1: Create a transition plan for schools and LEAs to begin using the online IIS for the 2012-2013 school year.									
(C)(3) Obj. 1.2	Objective (C)(3) 1.2: Utilize LEA/Charter and school technology funds to enhance school and LEA/Charter technology infrastructure to facilitate online real-time assessments at each school.	1	1	Provide hardware/software to enhance wireless infrastructure and implement 1:1 learning initiative (IMPACT model)	Director of Technology	All staff and students in grades 4-12 use	50,000	RttT	2010-11	N
		1	1	Provide hardware/software to enhance wireless infrastructure and implement 1:1	Director of Technology	All staff and students in	100,000	RttT	2011-12	N
		1	1	wireless infrastructure and implement 1:1	Technology	students in	100,000	RttT	2012-13	N
		1	1	wireless infrastructure and implement 1:1	Technology	students in	50,000	RttT	2013-14	N
		1,2	1	technical support contract services to	Director of Techno	All staff and studer	\$20,000	RttT	2010-11	R
		1,2	1	technical support contract services to	Director of Techno	students in	40,000	RttT	2011-12	R
		1,2	1	technical support contract services to	Director of Techno	students in	40,000	RttT	2012-13	R

**NC Race to the Top (RttT) LEA/Charter Detailed Scope of Work (DSW)
Required Activities**

761 Asheboro City

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		LEA/Charter Goal	DSSF Plan Strategy							
		1,2	1	technical support contract services to	Director of Techno	students in	40,000	RttT	2013-14	R
(C)(3) Obj. 1.3	Objective (C)(3) 1.3: Designate current staff to help educators utilize EVAAS and assessment data for instructional and program decision-making.	1,2	1	8 teachers and/or administrators to attend state or local professional development on	Director of Testing and Accountability	leadership teams will demonstrate	10,000	RttT	2011-12	N
		1,2	1	8 teachers and/or administrators to attend	and Accountability	leadership teams	10,000	RttT	2012-13	N
		1,2	1	8 teachers and/or administrators to attend	and Accountability	leadership teams	10,000	RttT	2013-14	N
(C)(3) Obj. 1.4	Objective (C)(3) 1.4: Work as partners with DPI staff to incorporate the IIS into the daily operational aspects of school.									
(D)(1) Obj. 1.1	Objective (D)(1) 1.1: Recruit individuals to teach in high-need schools in rural and urban areas utilizing school/university partnerships.									
(D)(1) Obj. 1.2	Objective (D)(1) 1.2: Use alternative routes to administrator and teacher certification with fidelity.									

**NC Race to the Top (RttT) LEA/Charter Detailed Scope of Work (DSW)
Required Activities**

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		LEA/Charter Goal	DSSF Plan Strategy							
(D)(1) Obj. 2.1	Objective (D)(1) 2.1: Address areas of teacher shortage.									
(D)(2) Obj. 1.1	Objective (D)(2) 1.1: Utilize the evaluation tool and process as a primary factor in teacher and principal development plans and decisions related to promotion, retention and removal.									
(D)(2) Obj. 1.2	Objective (D)(2) 1.2: Provide evaluation results to the State by submitting summary ratings.									
(D)(2) Obj. 2.1	Objective (D)(2) 2.1: Integrate student growth data into teacher and principal evaluations.									
	Objective (D)(3) 1.1: Identify and select									

**NC Race to the Top (RttT) LEA/Charter Detailed Scope of Work (DSW)
Required Activities**

761 Asheboro City

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		LEA/Charter Goal	DSSF Plan Strategy							
(D)(3) Obj. 1.1	highly-qualified candidates to participate in regional leadership academies.									
(D)(3) Obj. 2.1	Objective (D)(3) 2.1: Recruit and increase the concentration of highly-effective teachers and leaders in high need schools.									
(D)(3) Obj. 2.2	Objective (D)(3) 2.2: Forecast hiring needs and use succession planning to identify candidates for school leadership positions.									
(D)(4) Obj. 2.1	Objective D(4) 2.1: Provide feedback for preparation, certification and alternative licensure programs.									
(D)(4) Obj. 2.2	Objective D(4) 2.2 : Establish communication process with regional preparation programs to strengthen									

**NC Race to the Top (RttT) LEA/Charter Detailed Scope of Work (DSW)
Required Activities**

761 Asheboro City

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NC RttT Initiative (Section)	Required RttT Activity ("Participating LEAs/Charters will...")	Aligned with...		Plan/Timeline for Implementation	Key Personnel	Performance Measure (Target)	Budget	Fund Source	Fiscal Year	R/N?
		LEA/Charter Goal	DSSF Plan Strategy							
Obj. 2.2	programs and increase success of first-year educators.									
(D)(4) Obj. 2.3	Objective D(4).2.3: Establish or extend existing partnerships with North Carolina colleges and universities.									
(D)(5) Obj. 1.1	Objective D(5) 1.1: Provide access to effective, high-quality, job-embedded, data-informed professional development and support for educators with objectives aligned to the Race to the Top Initiatives.	1,2	1	Provide salary for instructional coaching to support 30 teachers in delivering common core curriculum and appropriate	Asst Supt C&I	30 teachers participate with instructional	20,000	RttT	2011-12	N
		1,2	1	support 30 teachers in delivering common	Asst Supt C&I	participate with	20,000	RttT	2012-13	N
		1,2	1	support 30 teachers in delivering common	Asst Supt C&I	participate with	20,000	RttT	2013-14	N
(D)(5) Obj. 1.2	Objective D(5) 1.2: Measure, evaluate and improve professional development and support.									
(E)(2)	Objective (E)(2) 1.1: Implement one of the U.S. Department of Education's four models in each of their lowest-achieving schools:	1	1	Implement transformation model at Charles W. McCrary School.	Principal at Charles W.	Performance composite will	60,000	Federal	2010-11	N
		1	1	W. McCrary School.	Charles W.	composite will	60,000	Federal	2011-12	N

**NC Race to the Top (RttT) LEA/Charter Detailed Scope of Work (DSW)
Required Activities**

761 Asheboro City

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NC RttT Initiative (Section)	Required RttT Activity ("Participating LEAs/Charters will...")	Aligned with...		Plan/Timeline for Implementation	Key Personnel	Performance Measure (Target)	Budget	Fund Source	Fiscal Year	R/N?
		LEA/Charter Goal	DSSF Plan Strategy							
Obj. 1.1	turnaround, restart, closure, or transformation.									
(E)(2) Obj. 1.2	Objective (E)(2) 1.2: Engage in NC Comprehensive Needs Assessment, Leadership and Instructional Coaching, Professional Development, change plan and implementation map.	1	1	assessment, leadership and instructional	Charles W.	composite will		State	2010-11	N
(E)(2) Obj. 1.3	Objective (E)(2) 1.3: <u>Only</u> if a principal has led a lowest-achieving school for two years before Transformation division intervention without adequate progress in improving student achievement, the Districts will replace leadership, involving the Transformation division in the process.									

**NC Race to the Top (RttT) LEA/Charter Detailed Scope of Work (DSW)
Required Activities**

761 Asheboro City

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		LEA/Charter Goal	DSSF Plan Strategy								
(E)(2) Obj. 1.4	Objective (E)(2) 1.4: <u>Only if</u> a school has made less than a 5-point increase on its performance composite after two years, the district will relinquish to the State Board oversight and control of curriculum and instruction, personnel, and budget and final decisions regarding school management and governance <u>and/or</u> districts recognize that the State Board will require more aggressive intervention in lowest-achieving districts and schools if the district administration does not provide sufficient leadership for and cooperation with the turnaround process.										
(E)(2) Obj. 2.1	Objective (E)(2) 2.1: Implement one of the U.S. Department of Education's four models in each of their lowest-achieving schools: turnaround, restart, closure, or transformation.										
(E)(2)	Objective (E)(2) 2.2: Engage in NC Comprehensive Needs Assessment, Leadership and Instructional Coaching										

**NC Race to the Top (RttT) LEA/Charter Detailed Scope of Work (DSW)
Required Activities**

761 Asheboro City

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\$ 1,273,789

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\$ 1,063,789

NC RttT Initiative (Section)	Required RttT Activity ("Participating LEAs/Charters will...")	Aligned with...		Plan/Timeline for Implementation	Key Personnel	Performance Measure (Target)	Budget	Fund Source	Fiscal Year	R/N?
		LEA/Charter Goal	DSSF Plan Strategy							
Obj. 2.2	Leadership and instructional coaching, Professional Development, change plan and implementation map.									
(E)(2) Obj. 2.3	Objective (E)(2) 2.3: Only if a principal has led a lowest-achieving school for two years before Transformation division intervention without adequate progress in improving student achievement, the Districts will replace leadership, involving the Transformation division in the process.									
(E)(2) Obj. 2.4	Objective (E)(2) 2.4: Only if a school has made less than a 5-point increase on its performance composite after two years, the district will relinquish to the State Board oversight and control of curriculum and instruction, personnel, and budget and final decisions regarding school management and governance <u>and/or</u> districts recognize that the State Board will require more aggressive intervention in lowest-achieving districts and schools if the district administration does not provide sufficient leadership for and cooperation with the turnaround process.									

**NC Race to the Top (RttT) LEA/Charter Detailed Scope of Work (DSW)
Required Activities**

761 Asheboro City

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Total RttT Funding Budgeted for Required Activities:

\$ 1,063,789

NC RttT Initiative (Section)	Required RttT Activity ("Participating LEAs/Charters will...")	Aligned with...		Plan/Timeline for Implementation	Key Personnel	Performance Measure (Target)	Budget	Fund Source	Fiscal Year	R/N?
		LEA/Charter Goal	DSSF Plan Strategy							
(E)(3) Obj. 3.1	Objective (E)(2) 3.1: Accept placement of a district transformation coach and other coaches as mutually identified.									
(E)(3) Obj. 3.2	Objective (E)(2) 3.2: Engage in NC Comprehensive Needs Assessment, Leadership and Instructional Coaching, Professional Development, a collaboratively developed change plan and implementation map.									
(E)(3) Obj. 3.3	Objective (E)(2) 3.3: <u>Only if</u> a principal has led a lowest-achieving school for two years before Transformation division intervention without adequate progress in improving student achievement: Districts agree to replace school leadership, involving the Transformation division in the process.									

**NC Race to the Top (RttT) LEA/Charter Detailed Scope of Work (DSW)
Required Activities**

761 Asheboro City

Total RttT Funding Allotted (over four years):

\$ 1,273,789

Total RttT Funding Budgeted for Required Activities:

\$ 1,063,789

NC RttT Initiative (Section)	Required RttT Activity ("Participating LEAs/Charters will...")	Aligned with...		Plan/Timeline for Implementation	Key Personnel	Performance Measure (Target)	Budget	Fund Source	Fiscal Year	R/N?
		LEA/Charter Goal	DSSF Plan Strategy							
(E)(3) Obj. 3.4	<p>Objective (E)(2) 3.4: Only if a school has made less than a 5-point increase on its performance composite after two years:</p> <p>The district will relinquish to the State Board oversight and control of curriculum and instruction, personnel, and budget and final decisions regarding school management and governance</p> <p><u>and/or</u></p> <p>Districts recognize that the State Board will require more aggressive intervention in lowest-achieving districts and schools if the district administration does not provide sufficient leadership for and cooperation with the turnaround process.</p>									
(P)(2) Obj. 1.1	<p>Objective (P)(2) 1.1: Provide curriculum support in new standards and use available data to place students in the most appropriate and rigorous science and math courses.</p>	1	1	additional teacher and appropriate professional development support	Principal and District AVID	of students taking advanced level	75,000	RttT	2011-12	R
		1	1	additional teacher and appropriate	Principal and	of students taking	75,000	RttT	2012-13	R
		1	1	additional teacher and appropriate	Principal and	of students taking	75,000	RttT	2013-14	R

**NC Race to the Top (RttT) LEA/Charter Detailed Scope of Work (DSW)
Required Activities**

761 Asheboro City

Total RttT Funding Allotted (over four years):

\$ 1,273,789

Total RttT Funding Budgeted for Required Activities:

\$ 1,063,789

NC RttT Initiative (Section)	Required RttT Activity ("Participating LEAs/Charters will...")	Aligned with...		Plan/Timeline for Implementation	Key Personnel	Performance Measure (Target)	Budget	Fund Source	Fiscal Year	R/N?
		LEA/Charter Goal	DSSF Plan Strategy							

Total Budget for *Required* Activities in 2010-11: \$ 370,616
 2011-12: \$ 333,173
 2012-13: \$ 265,000
 2013-14: \$ 215,000

Total Budget for *Required* RttT Activities: \$ 1,183,789

**NC Race to the Top (RttT) LEA/Charter Detailed Scope of Work (DSW)
Optional Activities**

761 Asheboro City

Total RttT Funding Allotted (over four years):

\$ 1,273,789

Total RttT Funding Budgeted for Optional Activities:

\$ 210,000

NC RttT Initiative (Section)	Optional RttT Activity ("Participating LEAs/Charters may...")	Aligned with...		Plan/Timeline for Implementation	Key Personnel	Performance Measure (Target)	Budget	Fund Source	Fiscal Year	R/N?
		LEA/Charter Goal	DSSF Plan Strategy							
P(2) Obj. 1.1	Provide curriculum support in new standards and use available data to place students in the most appropriate and rigorous science and math courses.	1	1	Provide salary and program funds for graduation coach to support students in pursuing STEM careers through college site visits, enrichment courses, competitions, and ACT/SAT preparation activities.	Director of High School Curriculum	Increase in graduation rate;	70,000	RttT	2011-12	R
		1	1	Provide salary and program funds for graduation coach to support students in	Director of High School Curriculum	increase in graduation rate;	70,000	RttT	2012-13	R
		1	1	Provide salary and program funds for graduation coach to support students in	Director of High School Curriculum	increase in graduation rate;	70,000	RttT	2013-14	R

Total Budget for *Optional* RttT Activities in 2010-11: \$ -
 2011-12: \$ 70,000
 2012-13: \$ 70,000
 2013-14: \$ 70,000
Total Budget for *Optional* RttT Activities: \$ 210,000

**NC Race to the Top (RttT) LEA/Charter Detailed Scope of Work (DSW)
Budget Summary**

761 Asheboro City

Total RttT Funding Allotted (over four years): \$ 1,273,789

	2010-11	2011-12	2012-13	2013-14	Totals
Total Budget for <i>Required</i> RttT Activities	\$ 370,616	\$ 333,173	\$ 265,000	\$ 215,000	\$ 1,183,789
Total Budget for <i>Optional</i> RttT Activities	\$ -	\$ 70,000	\$ 70,000	\$ 70,000	\$ 210,000
Total Budget for RttT Activities	\$ 370,616	\$ 403,173	\$ 335,000	\$ 285,000	\$ 1,393,789

Total RttT Funds Budgeted	\$ 1,273,789	OK
Total Non-RttT Funds Budgeted	\$ 120,000	

**NC Race to the Top (RttT) LEA/Charter Detailed Scope of Work (DSW)
LEA/Charter Implementation Team Contacts**

761 Asheboro City

NC RttT Initiative (Section) Contact	Contact Name	Phone Number	Email Address
Primary Contact for Local Implementation Team	Dr. Diane L. Frost, Superintendent	336-625-5104	dfrost@asheboro.k12.nc.us
Technology Infrastructure & Resources (A)	Harold Blair, Dir of Finance/Tech	336-625-5104	hblair@asheboro.k12.nc.us
Standards & Assessments (B)	Dr. Dot Harper, Asst. Supt. C&I	336-625-5104	dkharper@asheboro.k12.nc.us
Data Systems to Support Instruction (C)	Dr. Hazel Frick, Dir. Of Test/Acctb	336-625-5104	hfrick@asheboro.k12.nc.us
Great Teachers & Leaders (D)	Dr. Tim Allgood, Asst. Supt. HR	336-625-5104	tallgood@asheboro.k12.nc.us
Turning Around the Lowest-Achieving Schools (E)	Dr. Dot Harper, Asst. Supt. C&I	336-625-5105	dkharper@asheboro.k12.nc.us
STEM (Priority 2)	Dr. Dot Harper, Asst. Supt. C&I	336-625-5106	dkharper@asheboro.k12.nc.us

**NC Race to the Top (RttT) LEA/Charter Detailed Scope of Work (DSW)
LEA/Charter Planning & Advisory Team Contacts**

761 Asheboro City

Planning & Advisory Team Members	Title/Organization	Phone Number	Email Address	Signature
Local Teachers' Association Leader or Designee	Vanessa Brooks, President, Local NCAE	336-672-1900	vbrooks@asheboro.k12.nc.us	
Superintendent	Dr. Diane L. Frost	336-625-5104	dfrost@asheboro.k12.nc.us	
Asst Supt C&I	Dr. Dot Harper	336-625-5104	dharper@asheboro.k12.nc.us	
Asst Supt Human Resources	Dr. Tim Allgood	336-625-5104	tallgood@asheboro.k12.nc.us	
Director of Finance/Technology Services	Harold Blair	336-625-5104	hblair@asheboro.k12.nc.us	
Director of Testing/Accountability	Dr. Hazel Frick	336-625-5606	hfrick@asheboro.k12.nc.us	
School Board Chairperson	Gidget Kidd	336-626-0644	gkidd@asheboro.k12.nc.us	

Proclamation

WHEREAS, throughout American history, public schools have helped democratize our nation, strengthen our communities, and widen opportunities for our people; and

WHEREAS, by integrating different groups into a common educational setting, public schools prepare this nation's diverse populations to live harmoniously in a free, democratic society; and

WHEREAS, the future of America in the next century depends on the students who are in our schools today; and

WHEREAS, all citizens have an important mutual interest in educating future citizens; and

WHEREAS, strong effective public schools are a springboard to a better tomorrow;

Now, therefore,




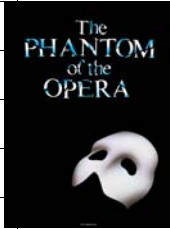




I, _____ serving as Chairperson
of the Asheboro City Board of Education

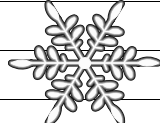

Do hereby proclaim November 14-20, 2010 as

American Education Week

“Great Public Schools: A Basic Right and Our Responsibility”

Signed this 9th day of November, 2010

School/Location	Date	Event	Time
AHS/PAC	November 1-4, 2010	AHS 1 to 1 parent meetings 	7:30pm
LP	Thursday, November 04, 2010	Math Curriculum Night/BOE presentation	5:30pm
AHS	Friday, November 05, 2010	AHS vs. Southern Guilford (Senior Night) 	7:30pm
PDC	Monday, November 08, 2010	Secondary Math - Parent Meeting	6:30pm
PDC	Tuesday, November 09, 2010	Board of Education Meeting	7:30pm
	November 14-20, 2010	American Education Week	
Koury Center	November 15-17	NCSBA Annual Conference	
PDC	Monday, November 15, 2010	FAN - Preparing Financially for College 	6:30pm
	Tuesday, November 16, 2010	College T-Shirt/College Application Day	
SAMS	Tuesday, November 16, 2010	Parent Night/BOE presentation	7:00pm
GBT	Wednesday, November 17, 2010	Parent Night/BOE presentation	6:00pm
AHS/PAC	Thursday, November 18, 2010	Park Street Players present <i>Phantom of the Opera</i> 	7:30pm
AHS/PAC	Friday, November 19, 2010	Park Street Players present <i>Phantom of the Opera</i>	7:30pm
AHS/PAC	Saturday, November 20, 2010	Park Street Players present <i>Phantom of the Opera</i>	7:30pm
AHS/PAC	Sunday, November 21, 2010	Park Street Players present <i>Phantom of the Opera</i>	2:30pm
BAL	Monday, November 22, 2010	Parent Night/BOE presentation	5:30pm
	Wednesday, December 01, 2010	Report Cards go home (2nd 6-weeks)	
AHS/PAC	Thursday, December 02, 2010	Middle School Band Concert 	7:30pm
LP	Monday, December 06, 2010	PTO/Winter Program	5:30pm
AHS/PAC	Tuesday, December 07, 2010	AHS Jazz Band Concert	7:30pm
PDC	Wednesday, December 08, 2010	Student Advisory Council	7:30am
DLL	Wednesday, December 08, 2010	Senior Holiday Luncheon 	12noon
PDC	Thursday, December 09, 2010	Board of Education Meeting	7:30pm
AHS/PAC	Thursday, December 09, 2010	AHS Chorus Concert 	7:30pm
SAMS	Tuesday, December 14, 2010	School Level Science Fair	
AHS/PAC	Tuesday, December 14, 2010	AHS Band Concert	7:30pm
PDC	Thursday, December 16, 2010	Superintendent's Holiday Lunch 	11:30am
NAMS	Friday, December 17, 2010	School Level Science Fair	

AHS	Wednesday, January 05, 2011	Senior Boards		5:30pm
PDC	Thursday, January 13, 2011	Board of Education Meeting		7:30pm
NAMS	Wednesday, January 12, 2011	Middle School Science Fair		12noon open; 12:30pm awards
BAL	Friday, January 21, 2011	Board Appreciation Lunch		12noon
PDC	Monday, January 24, 2011	FAN - 8th grade parents, preparing for HS		6:30pm
CO	Monday, January 31, 2011	PTO/PTA President's Round Table		6:30pm
SAMS	Saturday, February 05, 2011	BOE Winter Retreat		TBA
SAMS	Sunday, February 06, 2011	BOE Winter Retreat		TBA
PDC	Thursday, February 10, 2011	Board of Education Meeting		7:30pm
	February 14-16, 2011	SACS Accreditation Visit		
PDC	Tuesday, February 22, 2011	District Spelling Bee		7:00pm
PDC	Wednesday, February 23, 2011	Superintendent's Student Advisory Council		7:30am
PDC	Monday, February 28, 2011	FAN - 8th grade parents, preparing for HS-Part 2		6:30pm



Points of Pride

November 9, 2010



Student Achievements:

- Blue Comet Academy students participated in Reality Store
- Olivares selected to NC High School Honor Chorus
- GEAR UP students attend college fair
- DLL International Walk to School Day
- Red Ribbon Week activities held at CWM, GBT, and LP
- Food Drives held at several schools to benefit CUOC
- Pennies for Polar Bears

Staff Recognitions:

- Angie Kern, National Board Certification renewal
- Kathy Malpass, NCSTA District 5 Outstanding Elementary Science Teacher
- NAMS, SAMS, and AHS athletics Ejection Free for 2009-2010

Parent Involvement:

- Various PTO nights and Book Fairs held across the district
- AVID parent meetings held
- Balfour Reading Night
- CWM Math Curriculum Night
- DLL Harvest Festival
- Balfour Fall Festival
- PTO/PTA Round Table

Events bringing community into our schools:

- DLL Project Fit America dedication
- CIS Reality Store and Choice Bus
- Community Hike
- BANDORAMA
- Homecoming
- Asheboro Rotary dictionary donation to all 3rd graders

Asheboro City Schools Strategic Plan Milestones

2010-2011

Board of Education Meeting Update

November 9, 2010

GOAL 1: Asheboro City Schools will produce globally competitive students.

1. Every student graduates college and career ready.

- Graduation rate for 5-year cohort will improve from 76.9% to 80%.

Race to the Top grant application includes funding to expand AVID program to grades 11-12 and sustain the GEAR UP initiatives.

2. Every student uses technology to access and demonstrate new knowledge and skills.

- Implement 1:1 transformation in grades 9-12.
- Increase access to technology for students in grades 4-8.
- Demonstrate student projects.

Race to the Top grant application includes funding for technology infrastructure, professional development, hardware and software, and technical support.

3. Expand opportunities for and increase student access to small learning communities.

- Continue planning for future Health Sciences Small Learning Community in partnership with Randolph Community College and Randolph County Schools.

4. Increase the number of students reading on grade level by Grade 3 from 51.3% to 58%.

5. All students in grades 3-8 demonstrate yearly academic growth in reading and mathematics.

- Use DPI individual growth model to determine percent of students demonstrating academic growth in reading and mathematics in grades 3-8.
- Develop systematic process to monitor student progress in reading using the Scholastic Reading Inventory (lexile level) and in mathematics using the Scholastic Mathematics Inventory (quantile level).

Loflin School presented the Board Spotlight on research and practices in their single-gender education pilot in 5th grade and the potential impact on student academic growth.

6. Implement innovative after school enrichment and intervention programs.

- Identify needs at elementary and middle schools.
- Involve partners such as Arts Guild, Asheboro City Parks and Recreation, Randolph County Cooperative Extension.

7. Establish a rigorous and relevant CTE program.

- Develop CTE strategic plan.

Shea Grosch presented a new initiative to infuse rigorous literacy skills across the curriculum in Career and Technical Education courses.

GOAL 2: Asheboro City Schools will be led by 21st century professionals.

1. Every teacher and administrator will have the skills to deliver 21st century content in a 21st century context with 21st century tools and technology that guarantee student learning.

- Provide ongoing professional development support in grades 6-12 mathematics.
- Provide ongoing professional development support in using technology to enhance learning.
- Develop and implement preK-12 literacy framework.

Race to the Top application provides funding for professional development in common core standards and assessments. The application also provides funding for an instructional coach to assist teachers in delivering rigorous mathematics and science content to help students prepare for STEM (Science, Technology, Engineering, and Mathematics) careers.

2. Every teacher and administrator will use a 21st century assessment system to guide instruction and measure 21st century knowledge, skills, performance, and dispositions.

- Continue to use and refine formative assessments (NC FALCON), including performance assessments.
- Introduce student-led conferences.
- Implement RTI (Response to Instruction) in grades preK-8.

Race to the Top application provides funding for development of data experts to help use assessment data for improving instruction and student learning.

3. Build leadership skills and capacity among all teachers and administrators, improve professional practice, and develop a culture of shared accountability and responsibility for the success of the district.

- Implement Teacher Leadership Academy.
- Implement new teacher evaluation system.
- Teachers will participate, plan, and lead professional learning communities (collaborative conversations).

GOAL 3: Asheboro City Schools will provide a safe and nurturing learning environment.

1. Every learning environment will be safe, inviting, respectful, supportive, inclusive, and flexible for student success.

- All schools will complete Level 1 Positive Behavior Support Training and score > 80 on the school inventory.

Dr. Rice and Dr. Frost provided information on procedures for compliance with NC general statutes and North Carolina State Board of Education requirements for reporting criminal offenses.

2. Every school provides an environment in which each child has positive, nurturing relationships with caring adults.

- Increase the number of students with mentors through Communities in Schools.
- Every student has a caring adult among the staff and every student's passion is known by the caring adult.

3. Every school promotes a healthy, active lifestyle where students are encouraged to make responsible choices.

- Enter Healthier U.S. School Challenge.
- Provide nutrition education to parents.

4. Every school focuses on developing strong student character, personal responsibility, and community/world involvement.

- Each school conducts at least one service and/or academic project with community or global connections.

GOAL 4: Asheboro City Schools will collaborate with parents, community, and higher education partners to promote student success.

1. Provide web based parent portal to access grades, attendance, and other student data.

- Research plans and procedures and develop policies for 2011-2012 implementation.

2. Increase communication and outreach to parents.

- Use electronic paperless communication for newsletters, etc.
- Implement use of social media.
- Increase number of home visits.

3. Collaborate with community colleges and public and private universities and colleges to provide enhanced educational opportunities for students and staff.

- Partner with High Point University for Master's in School Administration cohort.
- Continue partnerships with UNCG (TESOL and dual licensure for elementary and exceptional education teacher candidates)
- Continue partnership with UNC-Pembroke to offer gifted education licensure courses
- Continue student teacher partnership with Baldwin Wallace
- Continue iSchool partnership with UNCG for online courses for high school juniors and seniors
- Continue RCC partnership for Huskins, College Transfer, and Learn and Earn courses for AHS students
- Hold winter Board Retreat at High Point University; explore possible partnerships

4. Expand parent education opportunities through Family Alliance Network (FAN).

- Research and communicate community hot spots.
- Hold at least 2 community FAN workshops.

GOAL 5: Asheboro City Schools facilities will be a point of pride.

1. Implement long range facilities plan.

- Continue to work with Randolph County Board of Commissioners to fund ECDC replacement.