

ASHEBORO CITY BOARD OF EDUCATION

November 12, 2009

7:30 p.m.

**Professional Development Center
Asheboro High School**

Policy Committee Meeting 6:00 p.m.

Finance Committee Meeting 6:45 p.m.

I. Opening

- A. Call to Order
- B. Invocation – Kelly Harris
- C. Pledge of Allegiance – Randall Chrisco, Lindley Park 5th grader
- *D. Approval of Agenda

II. Special Recognition and Presentations

- A. Community Spotlight – AVID Tutors
- B. Board Spotlight – Lindley Park Shares Co-Teaching and Inclusion Strategies
- C. Career Technical Education Teacher of the Year – Michael Fleming

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 9, 2009
- B. Personnel
- C. Surplus Items Bid Approval
- D. Budget Amendments CE-01, CE-02, and F-01

V. Information, Reports and Recommendations

- A. 2008-2009-Discipline Data
- B. Presentation by Chief Rickey Wilson
- C. Teacher Turnover Data
- D. Mathematics Curriculum Update
- E. Innovative Teaching Grants
- F. Policy 4333 – Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety
- G. Policy 4353 – Long-Term Suspension, 365 Day Suspension, Expulsion

VI. Action Items

- *A. Middle and High School Continuous Improvement Plans – North Asheboro Middle; South Asheboro Middle; and Asheboro High School
- *B. American Education Week Proclamation

VII. Superintendent Reports/Calendar of Events

- A. Points of Pride
- B. Calendar of Events

VIII. Adjournment

Asheboro City Schools Board of Education meetings are now 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 12, 2009

7:30 p.m.

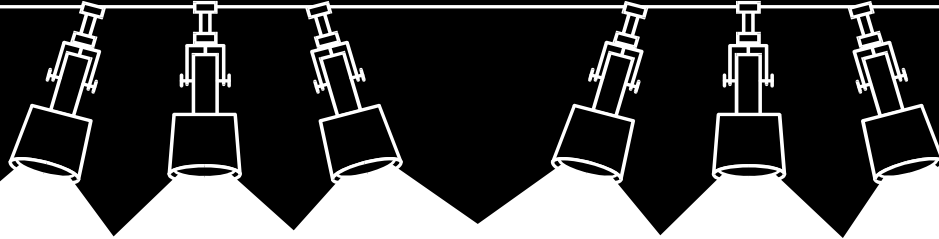
Addendum

- I. Opening**
- IV. *Consent Agenda**
 - D. Budget Amendments CE-03 and CO-01
- VIII. 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 and responsible productive citizens.

November 12, 2009



Community Spotlight: In recognition of North Carolina AVID focus on Tutorial Month – we are honoring our AVID tutors who support students at NAMS, SAMS and AHS. This dedicated group of college tutors comes to us through a partnership with First Assembly of God Church and we are grateful for the positive impact they have on our students.

Board Spotlight: Tonight we focus on Co-teaching and Inclusion strategies as they are being used at Lindley Park Elementary School. Members of the co-teaching/inclusion teams will share ways they plan together and share teaching responsibilities in order to meet the needs of all their children.

Special Recognition:

Michael Fleming, AHS Technology Teacher, Asheboro City Schools CTE Teacher of the Year

**Minutes of the Asheboro City Board of Education
October 8, 2009**

Policy Committee

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

Derek Robbins, Chairman
Steve Jones
Kelly Harris

Gidget Kidd
Linda Cranford

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

Mr. Robbins called the meeting to order and recognized Dr. Frick who referred to Dr. Allgood to begin review of the following policy: Policy 7240 – Drug-Free and Alcohol-Free Workplace. Dr. Allgood updated members on the previous conversation held by the committee at the July 9th committee meeting. He reported he had spoken with DAMP (Drug and Alcohol Management Professionals), a nationwide network that conducts drug and alcohol screening. He shared how the process would work if Asheboro City Schools contracts with them to do employee drug testing. Asheboro City Schools at the time of hire would fax a form to DAMP on a potential employee. Drug screening could be done on one of the Asheboro City Schools sites or their site, whichever we choose. The cost per screening would be approximately \$20 to \$30 per screening, about \$3000 per year or a little more if substitutes are drug tested. If the test is negative the results will be returned in 24 to 48 hours. If positive it will take 48 hours to one week.

Dr. Allgood stated he had spoken with Attorney Kathy Boyd of the North Carolina School Boards Association. She suggested that board members and administrators attend the law conference in October before making a decision on implementing the policy. Drug testing of employees will be one of the topics discussed. Dr. Frost also reported she had sent a copy of the proposed policy to Allison Schafer, NCSBA Board Attorney. She requested that the committee allow her and members of the Board to attend the law conference before continuing with any further action. Those attending will report on information received from the conference at the November policy committee meeting.

Dr. Frick reviewed Policy 4333 – Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety. She reported that minor changes have been made to the wording as recommended by the North Carolina School Boards Association. The committee agreed to present the proposed changes to the policy at the November board meeting for 30-day review.

Dr. Frick reviewed Policy 4353 – Long-Term Suspension, 365 Day Suspension, Expulsion. She shared minor changes recommended by the School Boards Association. The committee also suggested minor changes. The policy will be sent to the Board for 30-day review at the November board meeting.

The meeting adjourned at 6:45 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:

Jane Redding, Chairman	Phillip Cheek
Joyce Harrington	Gidget Kidd
Kyle Lamb	Chris Yow

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

The meeting was called to order at 6:50 p.m. Mr. Blair introduced information about a 457(b) plan as a possible future retirement option for employees. Next an update was provided on the construction work on the North Asheboro Middle School restrooms. The last topic of discussion was information presented about adding a pre-kindergarten class at Charles W. McCrary Elementary School.

There being no further business, the meeting adjourned at 7:20 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 at Asheboro High School with the following members present:

Gidget Kidd, Chairman	Kyle Lamb
Phillip Cheek	Steve Jones
Derek Robbins	Kelly Harris
Joyce Harrington	Jane Redding
Chris Yow	Linda Cranford

Archie Smith, Jr., Attorney

Board member absent was Archie Priest, Jr.

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

Chairman Kidd called the meeting to order and Ms. Harrington gave the invocation. Candace Church, a South Asheboro Middle School sixth grader, led the pledge of allegiance.

After a request from the administration to remove 2008-2009 Discipline Data from the agenda, a motion was made by Mr. Lamb and seconded by Mr. Jones to approve the agenda as revised. Motion passed unanimously. The Discipline Data agenda item will be presented at the November board meeting.

Special Recognition and Presentations

Ann Carol Grant, principal at South Asheboro Middle School and Brian Saunders, assistant principal, along with teachers, Kathleen Landis Mullins, Glenn Fleming, and Kathy Peters presented the R.E.A.C.T. (Relationships, Enrichment, and Character Traits) program which offers students an opportunity to explore areas of interest, develop new friendships, and relate more closely to middle school staff members while enhancing academic skills.

Superintendent Diane Frost recognized Ann Carol Grant, South Asheboro Middle School principal, as Asheboro City Schools 2009-2010 Wachovia Principal of the Year. She praised Ms. Grant for her commitment to students, her tremendous leadership in leading the way for technology, and most importantly, her moral and ethical leadership—a great example for South Asheboro Middle School students.

Public Comments

Chairman Kidd opened the floor to public comments. Ms. Mandy Davidson, a North Asheboro Middle School parent, spoke highly of her triplets’ learning experiences as sixth graders at NAMS. She stated that collaborative planning at the school is ensuring that each of her children is receiving the same curriculum content, taught in a variety of ways.

Upon motion by Ms. Harrington and seconded by Mr. Yow, the Consent Agenda was unanimously approved by the Board.

Consent Agenda

The following Consent Agenda items were approved:

Approval of Minutes – September 10, 2009

Personnel

Resignations/Retirements/Separations

<u>Name</u>	<u>School/Subject</u>	<u>Date</u>
Ontiveros, Nancy	North Asheboro Middle/Secretary	10/01/09
Card, Craig	North Asheboro Middle/Social Studies	10/2/09
Pleasants, Marie	Loflin/5th Grade	10/2/09
Bivens, Linda	McCrary/Teacher Assistant	11/30/09

Appointments

<u>Name</u>	<u>School/Subject</u>	<u>Date</u>
Clapp, Laura Gwyn	Lindley Park/Teacher Assistant	9/14/09
Elliott, Margaret	Lindley Park/Teacher Assistant/part-time	9/14/09
Warmack, Asheley	Central Office/Bus Driver	9/16/09
Nixon, Denise	Teachey/3rd Grade	9/17/09
Wells, Wanda	Teachey/Teacher Assistant	9/21/09
Cheek, Tammy	Teachey/Teacher Assistant/part-time	9/21/09
Loflin, Susan	Substitute/\$69.00 per day	9/30/09
Carr, Heather	Loflin/5th Grade	10/5/09

Leave of Absence

<u>Name</u>	<u>School/Subject</u>	<u>Date</u>
Henderson, Lisa	North Asheboro Middle/Teacher Assistant	9/21/09-10/2/09

Transfers

<u>Name</u>	<u>School/Subject</u>	<u>Date</u>
Dawson, Julia	Balfour/Teacher Assistant (part-time) to Balfour/Teacher Assistant (full-time)	9/09/09
Burian, Johanna	Balfour/Teacher Assistant to Teachey/ Translator/Interpreter	TBD

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

Approval of Discard Items (A copy of the discard list will become a part of these minutes.)

Information, Reports and Recommendations

Nancy Moody reported that former students who earned certificates from Asheboro City Schools can now receive a diploma due to a change in state law. Students who met all state and local graduation requirements except for passing the Computer Skills Test, starting with the graduating Class of 2001, or Competency Test in Reading and Math, starting with the Class of 1982, can petition the district for a diploma.

Janice Kite shared information on NC ACRE (North Carolina's Accountability and Curriculum Reform Effort). She reported on the progressive work Asheboro City Schools teachers have done to improve the elementary reading and writing program.

Action Items

Administrators, staff, and parents from the Early Childhood Development Center and the five elementary schools presented continuous improvement plans highlighting the schools' goals for the 2009-2010 school year. A motion was made by Mr. Jones, seconded by Mr. Robbins, and unanimously approved by the Board to accept all plans as presented. (A copy of the continuous improvement plans will become a part of these minutes.)

Carla Freemyer presented a Resolution for Strategic Planning for Asheboro City Schools as well as a projected timeline for adopting the next three-year plan. A motion was made by Ms. Cranford and seconded by Ms. Harrington to approve the Resolution and projected timeline as presented. Motion passed unanimously. (A copy of the Resolution and timeline will become a part of these minutes.)

Following a 30-day review, Dr. Hazel Frick presented Policy 7340, Employee Dress and Appearance, for board approval. A motion was made by Mr. Yow, seconded by Ms. Cranford, to approve the policy as presented. The motion passed 9 to 1 with Mr. Lamb voting against the motion. (A copy of Policy 7340 will become a part of these minutes.)

Superintendent's Report/Calendar of Events

Dr. Frost requested two board meetings be moved to other dates: February 11, 2010 to February 18, 2010 due to an out-of-state obligation of the superintendent; April 8, 2010 to April 15, 2010 due to the meeting falling during spring break. Upon motion by Ms. Harrington, seconded by Ms. Redding, both proposed meeting dates were approved as presented. Motion passed unanimously.

Dr. Frost shared information on the presentation to the Randolph County Commissioners regarding the Old Balfour School site. The Commissioners did not take action on Asheboro City Schools' request for funding a new building.

Ms. Freemyer shared *Points of Pride* as follows: Pinwheels for Peace (student artwork displayed) at Teachey and Loflin; Dr. Tim Allgood named Asheboro Association of Educational Office Professionals' District 7 Administrator of the Year; Claudia Marini, Guy B. Teachey teacher named Asheboro City Schools 2009 Exceptional Teacher of Excellence; and Asheboro High School's Hall of Fame Induction.

Ms. Freemyer shared the Calendar of Events highlighting the following: Board of Education presentation at Lindley Park, October 15; Asheboro High School Dinner Theatre (one act plays), October 24; Asheboro High School Park Street Players present *Les Miserables*, November 19-22; and FAN (Family Alliance Network) workshops on Cyberbullying and Social Media, November 30 and December 1.

Board Operations

Chairman Kidd reminded board members of upcoming strategic plan presentations: Lindley Park, October 15, 5:30 p.m. – Gidget Kidd and Kyle Lamb; Teachey Elementary, date to be determined – Steve Jones and Kyle Lamb; Loflin Elementary, October 29, 6:30 p.m. – Derek Robbins and Steve Jones; Balfour Elementary, November 9, 6:00 p.m. – Jane Redding and Joyce Harrington; and South Asheboro Middle School, November 6, 7:00 p.m. – Archie Priest and Joyce Harrington.

Chairman Kidd reported that Mitzi Cartwright with Communities in Schools has requested assistance with a project (Reality Store) for the Ninth Grade Academy at Asheboro High School for anyone wishing to participate. It will be held at the Professional Development Center, Tuesday, October 27th.

Adjournment

A motion was made by Mr. Lamb and seconded by Mr. Robbins, to adjourn the meeting at 9:00 p.m. Motion passed unanimously.

Chairman

Secretary

**Asheboro City Schools
Personnel Transactions
November 12, 2009**

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

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Kern, Ella	AHS/Teacher Assistant	10/23/09
Buckner, Taylor	AHS/Science	10/26/09
Taylor, Sarah	BAL/5 th Grade	10/30/09
Smith, LaBreeska	SAMS/Special Education	11/20/09

***B. APPOINTMENTS**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Joyce, Meghan	Substitute/\$90.00 per day	10/06/09
Paul, Debra	BAL/Teacher Assistant	10/29/09
Zepeda, Maricela	NAMS/Secretary	11/4/09
Hanson, Rebekah	BAL/5 th Grade	TBD

D. TRANSFERS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Burian, Johanna	BAL/Teacher Assistant to GBT/Translator/Interpreter	11/29/09
Loechle-Yuzzely, Lizbel	DLL/Teacher Assistant to TBD/Translator/Interpreter	TBD

**Asheboro City Schools
Certified Appointments
November 12, 2009**

NAME

Hanson, Rebekah

COLLEGE/DEGREE

UNC – Greensboro
B: Elementary Education

LICENSURE

Elementary Education
ESL

A graduate of Asheboro High School in 2004, Rebekah Hanson is recommended to teach fifth grade at Balfour School. This "Blue Comet" will graduate from UNC-Greensboro in December 2009 and begin her teaching career at Balfour. Her student teaching internship was completed in a first grade classroom at Level Cross Elementary and in various ESL classrooms at Siler City Elementary. Mrs. Hanson has worked as a substitute teacher in our district and looks forward to re-joining our school family.

SURPLUS PROPERTY BIDS 2009

The following bid was received for discarded items stored at PDC warehouse on October 29, 2009.

1. \$110.00 (**Winning Bid**)

Only one bid was received, and is submitted for board approval.

Budget Amendment
 Asheboro City Schools Administrative Unit
 Current Expense Fund

The Asheboro City Board of Education at a regular meeting on the 12th day of November, 2009, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2010.

REVENUE

2.3200.440.000.312	LSTA School Library Collection Development Grant	\$	10,000.00
2.4430.575.000.000	Donations	\$	<u>500.00</u>
		\$	<u><u>10,500.00</u></u>

EXPENDITURE

2.5110.440.414.312	LSTA Grant-Library Books	\$	10,000.00
2.5110.575.411.000	Donations-Supplies and Materials	\$	<u>500.00</u>
		\$	<u><u>10,500.00</u></u>

Total Appropriation in Current Budget	\$	9,341,000.00
Total Increase/Decrease of above amendment		<u>10,500.00</u>
Total Appropriation in Current Amended Budget	\$	<u><u>9,351,500.00</u></u>

Passed by majority vote of the Board of Education of Asheboro City on the 12th day of November, 2009.

Chairman, Board of Education

Secretary

Budget Amendment
 Asheboro City Schools Administrative Unit
 Current Expense Fund

The Asheboro City Board of Education at a regular meeting on the 12th day of November, 2009, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2010.

<u>REVENUE</u>		
2.4910.000	Fund Balance Appropriated	\$ <u>194,974.87</u>
		\$ <u><u>194,974.87</u></u>
 <u>EXPENDITURE</u>		
2.6200.306	Medicaid Direct Bill Reimbursement	\$ 79,424.18
2.5110.380	SIPS I Grant	2,664.24
2.5340.385	Emergent Literacy Grant	12,998.31
2.5340.413	More At Four Grant	99,888.14
		 <u>194,974.87</u>
		\$ <u><u>194,974.87</u></u>
 Total Appropriation in Current Budget		 \$ 9,351,500.00
Total Increase/Decrease of above amendment		<u>194,974.87</u>
Total Appropriation in Current Amended Budget		\$ <u><u>9,546,474.87</u></u>

Passed by majority vote of the Board of Education of Asheboro City on the 12th day of November, 2009.

Chairman, Board of Education

Secretary

Budget Amendment
Asheboro City Schools Administrative Unit
Federal Funds

The Asheboro City Board of Education at a regular meeting on the 12th day of November, 2009, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2010.

<u>Revenue</u>		
3.3600.108	Educational Technology - IMPACT Grant	\$ 628,292.25
3.3600.147	ARRA – Education Technology – IMPACT Grant	1,538,232.75
		<hr/>
		\$ <u><u>2,166,525.00</u></u>
 <u>Expenditure</u>		
3.5860.108	Instructional Technology Services	628,292.25
3.5860.147	Instructional Technology Services	1,538,232.75
		<hr/>
		\$ <u><u>2,166,525.00</u></u>
 Total Appropriation in Current Budget		
		\$ 7,451,869.72
Total Increase/Decrease of above amendment		
		\$ <u>2,166,525.00</u>
Total Appropriation in Current Amended Budget		
		\$ <u><u>9,618,394.72</u></u>

Passed by majority vote of the Board of Education of Asheboro City on the 12th day of November, 2009.

Chairman, Board of Education

Secretary

Budget Amendment
Asheboro City Schools Administrative Unit
Current Expense Fund

The Asheboro City Board of Education at a regular meeting on the 12th day of November, 2009, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2010.

REVENUE

2.4910.000	Fund Balance Appropriated	\$ <u>31,526.67</u>
		\$ <u><u>31,526.67</u></u>

EXPENDITURE

2.6910.801.411	Administrative Services	\$ 13,000.00
2.6932.801.311	Administrative Services	10,700.00
2.5870.028.311	Staff Development	<u>7,826.67</u>
		\$ <u><u>31,526.67</u></u>

Total Appropriation in Current Budget	\$ 9,546,474.87
Total Increase/Decrease of above amendment	<u>31,526.67</u>
Total Appropriation in Current Amended Budget	\$ <u><u>9,578,001.54</u></u>

Passed by majority vote of the Board of Education of Asheboro City on the 12th day of November, 2009.

Chairman, Board of Education

Secretary

Budget Amendment
Asheboro City Schools Administrative Unit
Capital Outlay Fund

The Asheboro City Board of Education at a regular meeting on the 12th day of November, 2009 passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2010.

REVENUE

4.4810.900.000	Certificate of Participation Proceeds	\$ 25,000.00
4.4910.999.000	Fund Balance Appropriated	<u>17,484.72</u>
		<u>\$ 42,484.72</u>

EXPENDITURE

4.9101.999.532.304	AHS - Site Improvement	\$ 4,200.00
4.9122.999.524.308	SAMS - Electrical	7,495.00
4.9124.900.529.328	GBT Construction	25,000.00
4.9235.999.461.000	Maintenance Equipment	(3,300.00)
4.9238.999.461.304	Band Equipment Carryover - AHS	588.56
4.9238.999.461.308	Band Equipment Carryover - SAMS	4,618.12
4.9238.999.461.336	Band Equipment Carryover - NAMS	583.04
4.9301.999.551.000	Vehicles	<u>3,300.00</u>
		<u>\$ 42,484.72</u>

Total Appropriation in Current Budget	\$ 1,000,243.00
Total Increase/Decrease of above amendment	<u>42,484.72</u>
Total Appropriation in Current Amended Budget	<u>\$ 1,042,727.72</u>

Passed by majority vote of the Board of Education of Asheboro City on the 12th day of November, 2009.

Chairman, Board of Education

Secretary

**Teacher Turnover Summary
Asheboro City Schools
November 2009**

(Reporting Period: March 2008 – 2009)

Number of Classroom Teachers Employed	324
Number of Classroom Teachers Leaving	59
Rate of Teacher Turnover	18.2

<u>Reasons for Leaving</u>	<u># Teachers</u>
Resigned – Teach in another NC LEA	22
Resigned – Family Relocation	9
Resigned – To Teach in another State	4
Resigned – To Teach in a NC Charter School	2
Resigned – To Continue Education	2
Resigned – Career Change	2
Retirement – Full Benefits	8
Retirement – Reduced Benefits	3
Retirement – Re-employed Retiree Resigned	5
Moved to Non-Teaching Position in ACS	1
Moved to Non-Teaching Position in another LEA	1

**Teacher Turnover
Asheboro City Schools
November 2009**

(Reporting Period: March 2008 – March 2009)

Resigned – Teach in another NC LEA (22)

1. Applegate, Tammy (Randolph)
2. Brower, James (Alamance-Burlington)
3. Colorossi, Stephanie (Randolph)
4. Davis, Julie (Randolph)
5. Dawkins, Angela (Montgomery)
6. Fahey, Laura (Charlotte-Mecklenburg)
7. Foscue, Tracey (Randolph)
8. Fuller, Sarah (Randolph)
9. Gray, Rebecca (Randolph)
10. Harris, Rebecca (Randolph)
11. Hodgins, Dee (Randolph)
12. Hopkins, Heather (Randolph)
13. LaPlant, Paula (Randolph)
14. Martzahl, Bryan (Cabarrus)
15. McAvinney, Angie (Randolph)
16. McDonald, Melissa (Randolph)
17. Rankin, Beth (Randolph)
18. Robertson, Wendy (Randolph)
19. Shoptaw, Shawn (Alamance-Burlington)
20. Skinner, Susan (Guilford)
21. Sloop, Linda (Guilford)
22. Wheeler, Ken (Davidson)

Randolph County – 14
Alamance-Burlington – 2
Guilford County – 2
Montgomery County – 1
Cabarrus County – 1
Davidson County – 1
Charlotte-Mecklenburg – 1

Resigned – Family Relocation (9)

1. Gantt, Fran (Greensboro)
2. Gignac, Melissa (Texas)
3. McConaughay, Lauren (Moore Co.)
4. Newson, Cassie (Catawba Co.)
5. Rachlin, Julie (Guilford/Alamance)
6. Stancil, Cori (Rowan Co.)
7. Underdonk, Josh (W. Virginia)
8. Whitley, Sam (Texas)
9. Whitley, Shanda (Texas)

Resigned – To Teach in another State (4)

1. Deguzman, Leigh (Ohio)
2. Lombardo, Jillian (Ohio)
3. Tesny, Nicole (Ohio)
4. Zimmerman, Staci (Ohio)

Resigned – To Teach in a NC Charter School (2)

1. Fischer, Beverly
2. Van Dam, Julie

Resigned – To Continue Education or Sabbatical (2)

1. Bonkowski, Amanda
2. Pickett, Allison

Resigned – Career Change (2)

1. Allred, Regina – Consultant, Texas Instruments
2. Brown, David – Real Estate

Retirement – Full Benefits (8)

1. Atkinson, Mickey
2. Beaver, Freda
3. Derr, Jackie
4. Derrick, Tricia
5. Ferguson, Donna
6. Hardin, Sandy
7. Horner, Janice
8. Peterson, Gary

Retirement – Reduced Benefits (3)

1. Armstrong, Gail
2. Jenkins, Nancy
3. Morton, Doryn

Retirement – Re-Employed Retiree Resigned (5)

1. Knapp, Fran
2. Ledwell, Vicky
3. Martin, Betty
4. McCain, Gayle
5. Smith, Rich

Moved to Non-Teaching Position in Asheboro City Schools (1)

1. Holland, Laura (teacher to Media)

Moved to Non-Teaching Position in Another NC LEA (1)

1. Essick, Patricia (C. O. position in Randolph Co.)

Turnover – By School

Balfour	22.5%	
McCrary	26.5%	
Loflin	11.1%	
Teachey	16.7%	
Lindley Park	6.4%	
NAMS	17.9%	
SAMS	21.9%	
AHS	18.3%	
ECDC	0.0%	(Not included in State report)

Turnover – By Experience Level

0 – 5 Years	23 teachers	39.0%
6 – 10 Years	6 teachers	12.5%
11 – 15 Years	6 teachers	12.5%
16 – 20 Years	8 teachers	13.6%
20 – 25 Years	1 teacher	1.7%
26 – 30 Years	2 teachers	3.4%
Retired	13 teachers	22.0%

Turnover – Historical

1999-2000	16.3%
2000-2001	15.6%
2001-2002	9.8%
2002-2003	12.7%
2003-2004	13.0%
2004-2005	10.0%
2005-2006	16.3%
2006-2007	13.0%
2007-2008	14.7%
2008-2009	18.2%
10-Year Average	14.0%
5-Year Average	14.4%

Teachers Leaving By School:

BAL

Bonkowski, Amanda
Colorossi, Stephanie
DeGuzman, Leigh
Fahey, Laura
Hopkins, Heather
Horner, Jan
Lombardo, Jillian
Pickett, Allison
Zimmerman, Stacey

DLL

Davis, Julie
Ferguson, Donna
Rankin, Beth

LP

Hardin, Sandy
Whitley, Shanda

SAMS

Armstrong, Gail
Brower, Jimmy
Jenkins, Nancy
Martin, Betty
Martzahl, Bryan
McCain, Gayle
Newson, Cassie
Robertson, Wendy
Shoptaw, Shawn

CWM

Fischer, Beverly
Fuller, Sarah
Knapp, Fran
McAvinney, Angie
McConaughay, Lauren
McDonald, Melissa
Rachlin, Julie
Tesny, Nicole
Van Dam, Julie

GBT

Beaver, Freda
Dawkins, Angela
Derrick, Patricia
Essick, Patricia
LaPlant, Paula

NAMS

Applegate, Tammy
Brown, David
Derr, Jackie
Foscue, Tracey
Gantt, Fran
Skinner, Susan
Sloop, Linda

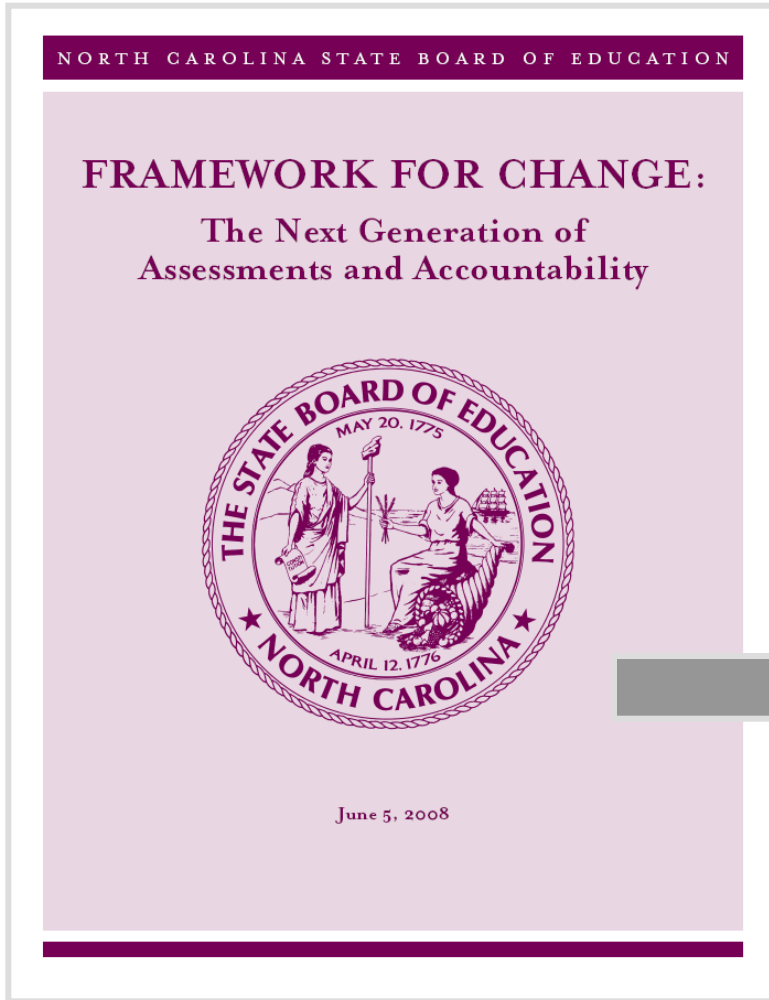
AHS

Allred, Gina
Atkinson, Mickey
Gignac, Melissa
Gray, Rebecca
Harris, Rebecca
Hodgin, Dee
Holland, Laura
Ledwell, Vicky
Morton, Doryn
Peterson, Gary
Smith, Rich
Stancil, Cori
Underdonk, Josh
Wheeler, Ken

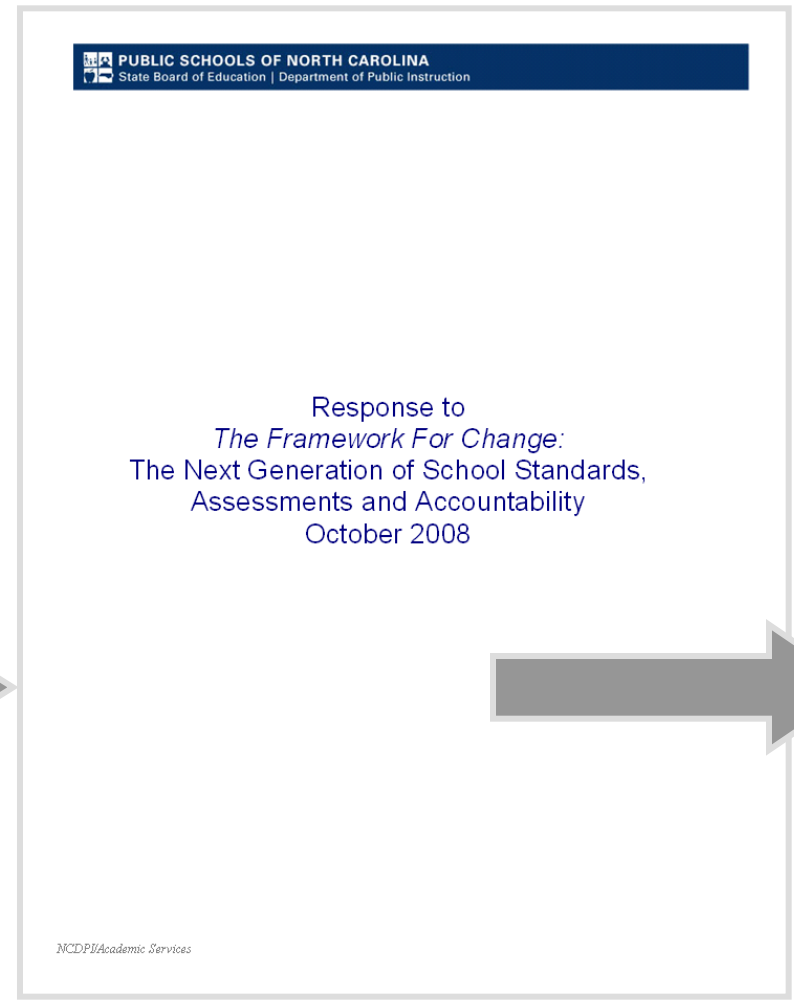
ACS Math Update

Fall 2009

Asheboro City Board of Education Meeting



SBE's Framework For Change



NCDPI's Response to Framework For Change



ACRE

Accountability and Curriculum Revision Effort

A Simple Vision

Essential Standards



Assessments

Accountability





Essential Standards Development will be a Strategic Process that

o Is Aligned to...

- National and International Standards
- The Graduation Project
- 21st century skills

o Requires Training

o Uses Revised Bloom's Taxonomy

o Involves Stakeholders

Timelines for Mathematics

	K-5	6-12
SCS Revision	2008	2009
Essential Standards and Objectives	2009	2009
Implementation Year	2010-2011	2010-2011
Testing	2011-2012	2011-2012
Textbooks	Trailblazers	?

ACRE: Accountability Curriculum Reform Effort

- <http://math.ncwiseowl.org/>

Next Steps

- ACS Math Committee
 - November 2, 9, 16
 - Math Consultant
- Researching Options

2009-2010 Innovative Teaching Grant Awards

Recipients	School	Title	Amount Requested	Amount Funded	Synopsis
Rhonda Dillingham	AHS Zoo School	The Human Family Tree and Me	\$1,000.00	\$1,000.00	The Human Family Tree and Me project will allow students to identify their family's ancestry and migratory patterns through the purchase of a kit from National Geographic. The results of this project will reveal students' deep ancestry along a single line of direct descent and show the migration paths followed thousands of years ago. The idea for this project evolved from an interdisciplinary discussion regarding the concepts of 'race' and 'ethnicity'.
Susan Jarrett	DLL	It Only Takes a Drum	\$1,000.00	\$1,000.00	This activity will improve students' visual, aural and language skills. Mental concentration will be strengthened as well as memory and physical coordination. It will enhance the level of cooperation and teamwork among participants. The drum circle activities will engage some of our at-risk students, assisting us in closing the achievement gaps.
Carol Fleming	CWM	McCrary Mustangs Make "Math"-terpieces	\$630.00	\$630.00	Students will learn of famous artists who used math in their art. Students will create "Math"terpieces on 6X6 ceramic tiles utilizing new math skills and creative problem solving as it relates to design. Upon completion of this project, to celebrate, several local potters will be invited to visit and view the student's artwork.
J. Eric Pledger	AHS	Blue Comets Robotics Team	\$1,000.00	\$500.00	The goal of this project is to provide an opportunity for AHS students to obtain and practice highly developed critical thinking skills such as brainstorming, independent learning and troubleshooting which will help them be more competitive in the 21 st Century job market. The program also seeks to equip AHS students with the skills needed to communicate effectively with the business community.
Christin Hogan, Melanie Mize, Denee Hinshaw, Rebecca Gulcin	CWM	Girls on the Run	\$655.00	\$400.00	This program is offered afterschool to girls in 3 rd -5 th grades. The curriculum emphasizes achieving one's best, standing up for one's self, contributing to the good of the whole, and learning life skills. There are pre- and post-assessments for all girls within the program. Based out of High Point YMCA, all of the CWM staff members who will be involved have received training through the YMCA.

Policy 4333: Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety

As recommended by the Board Policy Committee, October 8, 2009

This policy outlines the procedure to be followed in situations where the presence of weapons, bomb or terrorist threats, or actions creates a threat to student and/or employee safety. Any student violating this policy will be removed from the school environment for the length of time necessary to ensure a safe teaching and learning environment. This update adds a provision that the board may expel a student who is subject to policy 4260 - Student Sex Offenders after giving consideration to appropriate educational services. Further, the most current changes to legal and cross references have been made.

WEAPONS, BOMB THREATS, TERRORIST THREATS AND CLEAR THREATS TO SAFETY

Policy Code: 4333

The board will not tolerate the presence of weapons, bomb or terrorist threats or actions that constitute a clear threat to the safety of students and employees. Any student violating this policy will be removed from the classroom or school environment for as long as necessary to ensure a safe and orderly environment for learning. The superintendent is responsible for ensuring that consequences for prohibited behaviors are uniformly applied throughout the school district. Except where certain consequences for misbehavior are required by law, principals in the elementary grades are expected to use good judgment and reasonable discretion in determining the appropriate consequence for violation of board policies, school standards or rules.

A. WEAPONS AND WEAPON-LIKE ITEMS

1. Prohibited Behavior

Students are prohibited from possessing, handling, using or transmitting, whether concealed or open, any weapon, or any instrument that reasonably looks like a weapon or could be used as a weapon. Weapons include all of the following:

- a. loaded or unloaded firearm, including a gun, pistol or rifle;
- b. explosives, including a dynamite cartridge, bomb, grenade or mine;
- c. knife, including a pocket knife, bowie knife, switchblade, dirk or dagger;
- d. slingshot or slungshot;
- e. leaded cane;
- f. blackjack;
- g. metal knuckles;
- h. BB gun;
- i. air rifle or air pistol;
- j. stun gun or other electric shock weapon;
- k. icepick;
- l. razor or razor blade (except solely for personal shaving);
- m. fireworks; and
- n. any sharp pointed or edged instrument except unaltered nail files and clips and tools used solely for preparation of food, instruction and maintenance.

Examples of other objects that could be considered weapons are box cutters and other types of utility blades and blowguns.

No student may knowingly or willfully cause, encourage or aid any other student to possess, handle or use any of the weapons or weapon-like items listed above. A student who finds a weapon or weapon-like item, who witnesses another student or other persons with such items, or becomes aware that another student or other persons intends to possess, handle or use such items, must notify a teacher or the principal immediately.

This section does not apply to pupils who are members of the Reserve Officer Training Corps and who are required to carry arms or weapons in the discharge of their official class duties; nor does this section apply to weapons used in school-approved instruction or ceremonies.

2. Consequences

a. General Consequences

Violation of this section may result in short-term suspension up to ten days, long-term suspension, 365 days suspension or expulsion. The procedures for suspension or expulsion are provided in board policy 4353, Long-Term Suspension, 365 Days Suspension, Expulsion. A determination of the appropriate consequence for firearms/explosives violations will be made in accordance with the provisions of that policy and Subsection A.2.b, below. Placement in an alternative educational setting may be made instead of suspension in accordance with policy 3470/4305 Alternative Learning Programs/Schools.

b. Consequences for Firearms/Explosives Violations

As required by law, a student who brings or possesses a firearm or powerful explosive on school property or at a school-sponsored curricular or extracurricular activity must be suspended for 365 days, unless the superintendent recommends and the board approves a modification. A firearm includes any gun, rifle, pistol or other weapon used for firing a projectile by means of an explosive charge. A firearm does not include a BB gun, stun gun, air rifle or air pistol. A powerful explosive includes a dynamite cartridge, blasting cap, trinitrotoluene (TNT), nitroglycerin, grenade or mine. A student who ~~brings~~ possesses a firearm or powerful explosive ~~to~~ on school property also shall be referred to the criminal justice or juvenile justice system. For purposes of this subsection, "school property" includes any public school building, bus, public school campus, grounds, recreational area or athletic field in the charge of the principal. A student may not be suspended for 365 days for a weapons violation except in accordance with this ~~paragraph~~ subsection.

B. BOMB THREATS

1. Prohibited Behavior

Students are prohibited from making, aiding and/or abetting in making a bomb threat or perpetrating a bomb hoax against school district property by making a false report that a device designed to cause damage or destruction by explosion, blasting or burning is located on school property.

No student may knowingly or willfully cause, encourage or aid another student to make a bomb threat or perpetrate a bomb hoax. Any student who becomes aware that another student or other person intends to use a bomb, make a bomb threat or perpetrate a bomb hoax must notify a teacher or the principal immediately.

2. Consequences

As required by law, the board shall suspend for 365 days any student who:

- a. makes a false report that there is a bomb or bomb-like device located on school property or at a school-related or school-sponsored activity; or
- b. conceals, places or displays a device on school property or at a school-related or school-sponsored activity with the intent to cause others to believe the device is a bomb.

Upon the superintendent's recommendation, the board may modify the suspension. A student who violates this section also will be referred to the criminal justice and/or juvenile justice system.

C. TERRORIST THREATS

1. Prohibited Behavior

Students are prohibited from making, aiding, conspiring and/or abetting in making a terrorist threat or perpetrating a terrorist hoax against school district property by making a false report that a device, substance or material designed to cause harmful or life-threatening injury to another person is located on school property.

No student may knowingly or willfully cause, encourage or aid another student to make a terrorist threat or perpetrate a terrorist hoax. Any student who becomes aware that another student or other person intends to use a device, substance or material designed to cause harmful or life-threatening illness or injury to another person, make a terrorist threat or perpetrate a terrorist hoax must notify a teacher or the principal immediately.

2. Consequences

As required by law, the board or superintendent shall suspend for 365 days any student who:

- a. makes a false report that there is a device, substance or material designed to cause harmful or life-threatening illness or injury to another person located on school property or at a school-related or school-sponsored activity;

- b. conceals, places, disseminates or displays a device, machine, instrument, artifact, letter, package material or substance on school property or at a school-related or school-sponsored activity with the intent to cause others to believe the device is a substance or material capable of causing harmful or life-threatening illness or injury to another person;
- c. threatens to commit on school property or at a school-related or school-sponsored activity an act of terror that is likely to cause death, with the intent to cause a significant disruption to the instructional day or school-sponsored activity or which actually causes such disruption;
- d. makes a false report that there is about to occur or is occurring on school property or at a school-related or school-sponsored activity an act of terror that is likely to cause serious injury or death, with the intent to cause a significant disruption to the instructional day or school-sponsored activity or which actually causes such disruption; or
- e. conspires to commit any of the above-described acts.

Upon the superintendent's recommendation, the board may modify the suspension. A student who violates this section also will be referred to the criminal justice and/or juvenile justice system.

D. CLEAR THREATS TO SAFETY OF STUDENTS AND EMPLOYEES

1. Prohibited Behavior

Students are prohibited from engaging in behavior that constitutes a clear threat to the safety of other students or employees. Behavior constituting a clear threat to the safety of others includes, but is not limited to:

- a. theft or attempted theft by a student from another person by using, or threatening to use, a weapon;
- b. the intentional and malicious burning of any structure or personal property, including vehicles;
- c. an attack, or threatened attack, by a student against another person wherein the student uses a weapon or displays it in a manner found threatening to that person;
- d. an attack by a student on any employee, adult volunteer, or another student which does not result in serious injury but which is intended to cause or reasonably could cause serious injury;
- e. an attack by a student upon another person whereby the victim suffers

obvious severe or aggravated bodily injury such as broken bones, loss of teeth, possible internal injuries, laceration requiring stitches, loss of consciousness, significant bruising or pain, or the victim requires hospitalization or treatment at a hospital emergency room as a result of the attack;

- f. any intentional, highly reckless or negligent act that results in the death of another person;
- g. confining, restraining, or removing another person from one place to another, without the victim's consent, or the consent of the victim's parents, for the purpose of committing a felony, or for the purpose of holding the victim as a hostage or for ransom or for use as a shield;
- h. possession of a weapon on any school property, including in vehicles;
- i. the taking or attempting to take anything of value from the care, custody or control of another person or persons, by force, threat of force, or violence, or by putting the victim in fear;
- j. any unauthorized and unwanted intentional touching, or attempt to touch, by one person of the sex organ of another, including the breasts of the female and the genital areas of the male and female;
- k. the possession, manufacture, sale, or delivery, or any attempted sale or delivery, of a controlled substance in violation of Chapter 90 of the General Statutes;
- l. any behavior resulting in a felony conviction on a weapons, drug, assault or other charge that implicates the safety of other persons; and
- m. any other behavior that demonstrates a clear threat to the safety of others in the school environment.

2. Consequences

a. General Consequences

Violation of this section may result in long-term suspension, or expulsion. In addition, violations that otherwise constitute bomb or terrorist threats under Sections B. or C. of this policy or firearms/explosives violations under Section A.2.b of this policy may result in 365 days suspension. The procedures for long-term suspension or expulsion are provided in board policy 4353, Long-Term Suspension, 365 Days Suspension, Expulsion. A determination of the appropriate consequence will be made in accordance with the provisions of that policy. Placement in an alternative educational

setting may be made instead of suspension in accordance with policy 3470/4305 Alternative Learning Programs/Schools.

b. Expulsion

Upon the recommendation of the superintendent, the board may expel a student who is fourteen years of age or older if the student's behavior indicates that his or her continued presence in school constitutes a clear threat to the safety of other students or employees. In determining whether expulsion is appropriate, the board will consider the culpability of the student, the dangerousness of the student and the harm caused by the student, in accordance with policy 4353, Long-Term Suspension, 365 Days Suspension, Expulsion.

The board also may expel a student who is subject to and in accordance with policy 4260, Student Sex Offenders.

Legal Reference: Gun-Free Schools Act, 20 U.S.C. 7151; G.S. 14-17, -18, -27.2 to -27.5, -32, -33, -34 to -34.2, -41, -60, -69.1, -69.2, -87, -87.1, -132, -132.2, -202.1, -208.18, -269.2, 277.5; ch. 90 art. 5; 115C-47, -207, -276(r), -288, -390, -391; State Board of Education Policy HRS-A-002

Cross Reference: Alternative Learning Programs/Schools (policy 3470/4305), Integrity and Civility (policy 4310), Disruptive Behavior (policy 4315), Theft, Trespass and Damage to Property (policy 4330), Assaults, Threats and Harassment (policy 4331), Criminal Behavior (policy 4335), Long-Term Suspension, 365 Days Suspension, Expulsion (policy 4353), Student Sex Offenders (policy 4260)

Adopted: May 11, 2000

Updated: April 8, 2004, November 8, 2007

Administrative Procedure: None

Policy 4353: Long-Term Suspension, 365 Day Suspension, Expulsion

As recommended to the Board Policy Committee, October 8, 2009

This policy contains definitions of long-term suspension, 365 Day Suspension, and expulsion and their use as consequences for violations of the student code of conduct. It also outlines factors that should be considered when determining these discipline penalties. Two additional provisions have been added that include the following: 1. A provision that a student subject to policy 4260 – Student Sex Offenders may be expelled as provided in Policy 4333 – Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety, and 2. A provision that in assessing the dangerousness of a student, the principal may consider whether the student is subject to Policy 4260 – Student Sex Offenders. Final changes provide textual clarifications of the policy and update legal and cross references.

A. DEFINITIONS

1. Long-Term Suspension

A long-term suspension is a denial to a student of the right to attend school and to take part in any school function for any period in excess of 10 school days, up to the remainder of the school year. A long-term suspension may be imposed by the principal upon a student who willfully violates policies of conduct established by the board of education. The principal has the authority to long-term suspend a student if he or she has received prior approval from the superintendent.

2. 365 Day Suspension

A 365 day suspension is a denial to a student of the right to attend school and to take part in any school function for 365 days. The superintendent may impose a 365 day suspension only for ~~weapons and bomb threat violations,~~ certain weapons and bomb or terrorist threat violations, as defined in policy 4333, Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety, or for certain types of assaults, described in policy 4331, Assaults, Threats and Harassment, ~~and 4333~~. Modifications to the 365 day suspension may be made by the board upon the recommendation of the superintendent.

3. Expulsion

An expulsion is the permanent removal of a student from school and all the rights and privileges related to school attendance. A student who is 14 years of age or older may be expelled for misbehavior as provided in policies 4331, 4333 and 4335, Criminal Behavior. A student subject to policy 4260, Student Sex Offenders, may be expelled as provided in policy 4333. An expulsion may only be imposed by the board.

B. DETERMINATION OF APPROPRIATE CONSEQUENCE

1. Principal's Recommendation

The principal may impose a short-term suspension or any other consequence consistent with policies 4351, Short-Term Suspension, and 4302, School Plan for Management of Student Behavior. If the principal determines that a suspension ~~beyond~~ of more than 10 days (long-term or 365 day) or expulsion is an appropriate consequence, the principal shall propose the discipline penalty based upon a review of the student's culpability and dangerousness and the harm caused by the student.

- a. Culpability of Student – In assessing the culpability of the student for his or her behavior, the principal may consider criteria such as:
 - 1) the student’s age;
 - 2) the student’s ability to form the intent to cause the harm that occurred or could have occurred; and
 - 3) evidence of the student’s intent when engaging in the conduct.

- b. Dangerousness of the Student – In assessing the dangerousness of the student, the principal may consider criteria such as:
 - 1) the student’s disciplinary record or criminal record related to anti-social behavior or drugs and alcohol;
 - 2) whether weapons were involved in the incident and whether the student had the ability to inflict serious injury or death with the weapon(s);
 - 3) evidence of the student’s ability to cause the harm that was intended or that occurred; and
 - 4) whether the student is subject to policy 4260, Student Sex Offenders.

- c. Harm Caused by the Student – In assessing the severity of harm caused by the student, the principal may consider criteria such as whether any of the following occurred:
 - 1) ~~anyone~~ someone was physically injured or killed;
 - 2) ~~anyone~~ someone was directly threatened or property was extorted by the use of a weapon;
 - 3) ~~anyone~~ someone was directly harmed, emotionally or psychologically;
 - 4) school property or personal property of others was damaged; or
 - 5) students, school employees or parents were aware of the presence of a weapon or other dangerous behavior.

After considering the above factors, the principal shall make a recommendation to the superintendent within two working days of completing the investigation, stating the nature of the offense, the substance of the evidence involved and the length of suspension recommended.

If a 365 day suspension for firearms and explosives is recommended, the principal must identify the type of ~~weapons~~ firearm or explosive involved and the evidence that substantiates that the student brought the weapon to school grounds or a school activity or possessed the weapon ~~on campus~~ on school grounds or at a school activity.

If expulsion is recommended, the principal shall identify the basis for determining that there is clear and convincing evidence that the student's continued presence in school constitutes a clear threat to the safety of other students or employees.

The principal also must consider and make a recommendation about any alternative education, counseling or other program that should be a part of the consequence for violation of the board policy, school standards or school rules.

The principal must send a copy of the report by certified mail or in person to the parent or guardian provide a written copy of his or her report and the recommended disciplinary penalty to the student and his or her parent or guardian by certified mail.

~~2. Superintendent~~

~~The superintendent or designee must notify the parent or guardian of their right to request a hearing before the superintendent or his/her designee within 5 days of receipt of the notification. The parent or guardian's request for an appeal must be received within five days of the parent's receipt of the notice of their right to appeal.~~

~~If the parent or guardian appeals, the superintendent will, within three working days, appoint a three member hearing panel, the chair of which will be a member of the central office staff. One of the remaining two panel members will be a principal.~~

~~Within five working days of appointment, the chair will convene a hearing. The parent(s)/guardian of the student involved will be notified at least two days in advance in writing of the time and place of that hearing. Any hearing held will follow the hearing procedures outlined in board policy 4370, Student Discipline Hearing Procedure. If the student and/or his parent(s)/guardian waive rights to the hearing, it will not be held and the recommendation of the principal or his/her designee will, after review by the superintendent, prevail.~~

~~If a hearing is held, based upon relevant documents and any findings from the hearing, the superintendent will determine whether to approve the long term suspension. The superintendent or designee will immediately inform the principal of his or her decision and a long term suspension may be imposed immediately. The superintendent or designee will send a copy of the decision to the parent or guardian.~~

~~If the superintendent/designee also determines that any consequences mandated by law are applicable or a 365 days suspension is appropriate, the superintendent/designee shall submit a recommendation to the board with any proposed modification in the suspension, including the provision of alternative education services or reduction in the suspension. If the superintendent/designee determines that expulsion is appropriate, the superintendent/designee shall submit a recommendation and the basis of the recommendation to the board with any proposal for alternative education. The superintendent shall send a copy of the recommendation to the parent or guardian in person or by certified and first class mail.~~

2. Superintendent's Decision

The superintendent or designee must notify the student and his or her parent or guardian of their right to request a hearing before the superintendent or designee. The student may request a hearing within three days of receipt of notice from the superintendent. A hearing will be scheduled within five days of the superintendent's receipt of the hearing request. The superintendent or designee shall inform the student and his or her parents of the possible consequences that are to be considered, including a long-term or 365 day suspension or a recommendation to the board that the student be expelled, if appropriate. Any hearing held will follow the hearing procedures outlined in policy 4370, Student Discipline Hearing Procedures.

Based upon relevant documents and any findings from a hearing, the superintendent shall determine whether to approve the long-term or 365 day suspension. The superintendent may modify the principal's recommended suspension on a case-by-case basis that includes but is not limited to consideration of whether the student has a disability. The superintendent may also provide for the student to receive alternative educational services that the superintendent deems appropriate.

The superintendent or designee shall immediately inform the principal of his or her decision with regard to the recommended disciplinary penalty of a long-term or 365 day suspension and, when applicable, of any modifications to the penalty recommended by the principal. All disciplinary penalties may be imposed immediately. The superintendent or designee shall send via certified mail to the student's parent or guardian a copy of the decision, notification about what information will be included in the student's official record, and the procedure for expungement of this information under G.S. 115C-402.

If the superintendent or designee determines that expulsion is appropriate, the superintendent or designee shall submit a recommendation and the basis of the recommendation to the board with any proposal for alternative education. The superintendent shall provide a written copy of the recommendation to the parent or guardian in person or by certified mail.

3. Hearings Before the Board

a. Long-Term or 365 Day Suspensions

The long-term or 365 day suspension of a student may be appealed to the board as provided in policy 4361, Appeals of Long-Term or 365 Day Suspensions.

b. Expulsions

~~The student and his or her parent~~ ~~The parent~~ may request a hearing within five days of receiving notice that the superintendent is recommending that the student be expelled. The hearing will be scheduled with the board within five days of the superintendent's receipt of the hearing request. The superintendent or designee shall notify the parent or guardian of the date, time and place of the hearing. Any appeal of a long-term suspension will be addressed in the same hearing. Hearing procedures as provided in policy 4370, Student Discipline Hearing Procedures, will be followed, except that the board may review the record from the administrative hearing in addition to or instead of presentations of evidence by individuals other than the superintendent or designee or the parent, student or student's counsel.

~~If the parent/guardian and student wish to have a hearing on the recommendation for expulsion, the parent/guardian or student must give notice within two days of the scheduled hearing.~~ If a hearing is not desired by the parent or guardian or student, the superintendent may then submit written evidence to support the recommendation to the board, provided that the board may elect to request a hearing or request additional records and documents.

When the board decides to expel a student, the board will document the basis for the board's determination that there is clear and convincing evidence that the student's behavior indicates that the student's continued presence in school constitutes a clear threat to the safety of other students or employees. The board also will consider and make a written determination of whether alternative educational services are to be provided for any expelled student. Regardless of whether alternative educational services are provided by the school system, the board expects the school system to work with other agencies to help the student and parent identify other types of services that may be of assistance to the student. The board will send via certified mail to the student's parent or guardian a copy of the decision, notification about what information will be included in the student's official record, and the procedure for expungement of this information under G.S. 115C-402.

C. EDUCATIONAL SERVICES FOR STUDENTS WITH DISABILITIES DURING LONG-TERM SUSPENSION, 365 DAY SUSPENSION OR EXPULSION

Students with disabilities recognized by the Individuals with Disabilities Education Act will receive educational services during periods of suspension or expulsion to the extent required by ~~law~~ *Policies Governing Services for Children with Disabilities* and state and federal law.

Legal References: U.S. Const. amend. XIV, § 1; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; N.C. Const. art. I, § 19; G.S. 14-208.18; 115C, art. 9;

115C-47, -276(r), -288, -391, -402; *Policies Governing Services for Children with Disabilities*, State Board of Education Policy GCS-D-000

Cross References: Student Sex Offenders (policy 4260); School Plan for Management of Student Behavior (policy 4302), Drugs and Alcohol (policy 4325), Theft, Trespass and Damage To Property (policy 4330), Assaults, Threats and Harassment (policy 4331), Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety (policy 4333), School-Level Investigations (policy 4340), Student Discipline Records (policy 4345), Short-Term Suspension (policy 4351), Appeals of Long-Term or 365 Day Suspensions (policy 4361), Student Discipline Hearing Procedures (policy 4370)

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

Updated: May 11, 2000

North Asheboro Middle School

2009-2010 Continuous Improvement Plan

Asheboro City Schools

Contents

Leadership Team Members

- A. 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
- Compliance Statements
Focused Intervention / Remediation Plan
Waiver Requests
Provision for Distribution of ABC Incentive

Approved by Staff:

Date of Secret Ballot Election: Oct. 6, 2009

Results For: 50

Opposed: 1

Principal's Signature

Date

Approved by Superintendent of Schools

Signature

Date

Approved by Board of Education

Signature

Date

North Asheboro Middle School
 Continuous Improvement and Title I Implementation Plan
 2009-2010

Leadership Team Members

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

NAME	SIGNATURE	ROLE
Leigh Jones		Principal
Shervawn Sockwell		Assistant Principal
Kerri Lamb		Co-Chairperson, 7 th grade ELA
Julia Bynum		Co-Chairperson, 8 th grade Math
Makenzie Lore		6 th ELA
Shannon Rivers		6 th Math
Melanie Richey		7 th Math
Lee Williams		6 th Social Studies
Connie Stone		8 th Science
Cheryl McIntosh		8 th Exceptional Children
Scott Benhart		Middle Grades Band Teacher
Georgia Stephens		Music/Drama Teacher
Amy Roth		Middle School Lead Teacher ELA
Jay Williams		ITS
Vanessa Olson		Media Coordinator
Junior Goldston		Head Custodian
Faye McLeod		Lead Secretary
Doris Neilson		ISS Coordinator
April Thompson		GEAR UP Coordinator
Peggy West		Parent

North Asheboro Middle School
Continuous Improvement and Title I Implementation Plan
2009-2010

A. Vision, Mission, and Belief Statements

Our School's Vision/Mission	We believe all students can learn. We believe that by creating a safe learning environment for unique and diverse learners through a relevant and challenging curriculum, providing diverse learning opportunities with high expectations and fostering caring relationships, North Asheboro Middle School students will become productive life-long learners who will contribute positively to our global community using 21 st century skills.
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Our School's Motto	Learning Today.....Leading Tomorrow
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To lead us toward our vision and mission, our school community shares the following beliefs:

1. We believe all students can learn, achieve, and succeed.
2. We believe that we must create a safe learning environment in order to ensure student academic, behavior, and social success.
3. We believe students learn best when they have appropriate and multiple opportunities for success.
4. We believe students learn in different ways, and it is our responsibility to meet the needs of all our students.
5. We believe that by creating and maintaining positive relationships with students and modeling mutual respect among staff, our students will become more confident learners and this will enhance their self-esteem.
6. We believe students learn best when they are actively engaged in the teaching and learning process.
7. We believe that our staff values each student, as an individual, with unique physical, social, emotional and intellectual needs.
8. We believe that our staff collaborates and plans so that curriculum and instruction becomes rigorous and relevant and our teaching and learning strategies are based on developmentally appropriate learning activities.
9. We believe teachers, parents, and the community should share the responsibility for the support of the school's vision and mission.
10. We believe cultural diversity provides opportunities for understanding different people and their cultures, and we value cultural diversity in our school.
11. We believe that by holding students to high expectations both academically and socially, we will see a significant and relevant increase in both individual student achievement and positive behavior decisions.
12. We believe that exceptional students require unique services and extended resources.

North Asheboro Middle School
 Continuous Improvement and Title I Implementation Plan
 2009-2010

B. School Community Profile

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

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Black	17.5 (88)	17.11 (78)	14.2 (65)	14.7 (65)	14.0 (65)
Asian	2.8 (18)	2.85 (13)	1.5 (7)	2.3 (10)	2.1 (10)
White	41.9 (211)	39.47 (179)	37.1 (169)	35.4 (157)	36.4 (169)
Hispanic	33.9 (170)	35.96 (163)	41.9 (191)	42.6 (189)	42.7 (198)
American Indian	0.6 (3)	0.66 (3)	0.8 (4)	0.7 (3)	1.1 (5)
Other/Multi-Cultural	3.4 (17)	3.95 (18)	4.1 (19)	4.3 (19)	3.7 (17)
Total Population	504	456	455	443	464

Historical Population Data (percentages)

	2005-06	2006-07	2007-08	2008-2009	2009-2010
Exceptional Children	13.69 (69)	17.8 (81)	10.3 (47)	8.6 (38)	
AIG	14.48 (73)	15.8 (72)	9.4 (43)	11.5 (51)	
Limited English Proficient	15.08 (76)	17.3 (88)	24.2 (110)	25 (111)	
Total F/R Lunch	63.58 (320)	60.35 (275)	67.7 (308)	55.3 (245)	

Student Attendance Data

	Percent
2004-2005	95.33
2005-2006	95.2
2006-2007	95.8
2007-2008	95
2008-2009	96.1

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Staffing Summary

	2005-06	2006-07	2007-08	2008-09
Teachers “highly qualified” (classes taught)	100%	100%	100%	100 %
Teachers with advanced degrees (above bachelors)	24%	24%	24%	24%
Teachers with NBPTS certification	5%	5%	5%	5%
Teachers trained as Mentors	24%	24%	24%	24%

Teacher Turnover Rate

2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
6%	13%	15.4%	6%	14%	17.9%

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C. School Results

Promotion Percentages

	2004-05	2005-2006	2006-2007	2007-2008	2008-2009
6 th grade	100%	100%	100%	100%	100%
7 th grade	99%	100%	100%	100%	100%
8 th grade	98%	100%	100%	100%	100%

Total Performance Composite

	04-05	05-06	06-07	07-08	08-09
Performance Composite	84.6	68.2	71.2	55.2	58.6

End of Grade Percent Proficient by Grade

Historical

Grade	Reading					Math			
	05-06	06-07	07-08	08-09		05-06	06-07	07-08	08-09
6	74.1	78.1	45.1	55.3		60.6	61.6	54.9	60.4
7	88.0	75.5	40.3	48.9		60.6	55.8	54.8	56.8
8	80.1	84.4	41.0	49.0		53.9	69.2	57.1	67.1

Grade	Reading and Math			
	05-06	06-07	07-08	08-09
6	60	58.2	39.6	57.9
7	61.7	52.1	37.4	52.9
8	55.7	64.6	36.6	58.1

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End of Grade Percent Proficient by Subgroup (Historical)

Reading

Grade	6			7			8		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
All	78.1	43.3	55.3	74.8	40.0	48.9	84.4	40.5	49.0
Am Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black	65.4	41.2	33.3	61.5	40.0	38.9	69.2	26.1	31.0
Hispanic	70.2	32.8	52.9	63.06	23.6	37.3	75	24.3	37.3
Multi Racial	71.4	37.5	62.5	83.3	5.0	28.6	100	66.7	*
White	92.2	58.0	63.2	90.3	58.0	67.3	92.6	63.9	71.2
Male	72	45.7	55.6	72.4	36.8	44.6	82.7	40.2	45.6
Female	84.5	40.6	55.1	79.2	43.8	53.8	86.4	40.8	52.9
Acad Gifted	100	95.0	95.0	100	95.0	95.0	100	95.0	95.0
EC	66.7	5.6	9.1	38.5	5.0	12.5	41.2	5.0	5.0
Non EC	76.8	48.5	58.8	82.5	44.1	53.7	87.9	44.9	53.7
LEP	52.9	21.1	42.0	33.3	14.7	15.6	43.8	5.0	20.0
Non LEP	85.7	50.9	61.5	85.0	48.1	58.9	90.0	49.3	57.9
F/R Lunch	69.8	33.3	48.6	68.2	28.9	33.3	75.7	28.3	40.0
Non F/R Lunch	94.0	62.7	70.8	89.3	65.1	70.7	94.4	63.2	67.3

Math

Grade	6			7			8		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
All	61.6	53.3	60.4	55.8	55.3	56.8	69.2	57.1	67.1
Am Indian	*	*	*	*	*	*	*	50	*
Asian	100	100	*	100	100	*	100	*	*
Black	46.2	58.8	38.9	26.9	52.0	61.1	50	34.8	65.5
Hispanic	57.9	46.9	61.4	47	64.3	42.4	55	48.6	59.3
Multi Racial	28.6	60	62.5	66.7	*	57.1	60.0	66.7	*
White	74.5	58.6	63.2	79.0	70	71.2	80.9	77	78.8
Male	70.7	51.9	61.7	55.2	57.1	51.4	66.7	66.7	58.2
Female		55.1	59.0		53.1	63.1		51.3	77.1
Acad Gifted	100	100	100	100	100	100	100	100	100
EC	20	22.2	9.1	38.5	7.7	18.8	11.8	18.8	23.1
Non EC	61.6	57.6	64.2	54.9	60.9	61.8	71.0	61.2	71.3
LEP	47.1	31.6	52.0	26.7	32.4	25.0	18.8	31.0	42.9
Non LEP	66.1	60.7	64.2	62.4	63.6	66.4	75.4	62.7	74.9
F/R Lunch	51.0	44.4	56.8	46.7	48.0	45.7	54.2	46.2	63.0
Non F/R Lunch	82.0	70.6	68.8	73.2	74.4	72.4	84.7	77.2	75.5

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Achievement Gap Data

Reading

White student scores compared to:	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Black	23.3	11.21	20.4	24.9	24.4	30.3
Hispanic	20.1	20.2	15.7	21.6	32.8	23.8

Mathematics

White student scores compared to:	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Black	9.0	2.3	35.4	38	20.9	13.9
Hispanic	8.5	13.1	24.9	26.2	16	14.6

End of Grade Results
 Developmental Scale Score Mean

Grade	Reading				Math			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
6	257.4	257.7	351.8	351.2	353.6	354.3	355.8	354.2
7	261.2	259.3	355.3	356.1	357.3	356.1	358.0	357.1
8	262.2	263.9	356.9	357.6	357.9	360.3	360.3	360.7

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Goal Summaries, Grades 6-8, Percent Correct

	Gr 6			Gr 7			Gr 8		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Reading									
Goal 1: Cognition	71.8	52.1	56.2	66.8	64.4	66.6	70.5	58.4	58.1
Goal 2: Interpretation	67.4	61.3	62.1	59.6	54.7	56	64.6	57.2	58.0
Goal 3: Critical Stance	62.2	58.5	57.5	62	63.3	63.6	65.3	60.4	61.2
Goal 4: Connections	70.3			60.5			64.4		
Mathematics									
Calculator Inactive									
Calculator Active									
Goal 1: Number Sense	53	50.8	50.3	49.9	53.6	50.7	68.2	61.1	64.0
Goal 2: Geometry and Measurement	51.8	46.3	44.2	49.3	52.1	50.2	52.9	50.9	56
Goal 3: Patterns	32.3	51.5	46.8	55.9	54	48	53.5	46.9	49.7
Goal 4: Data, Probability, Statistics	52.6	50.8	52	57.4	60.7	54.2	59.7	58.7	61.5
Goal 5: Algebra	54.6	56.1	45	52.5	54.2	53.5	52.4	59.7	52.6

Writing

NC Writing Assessment

	05-06	06-07	07-08	08-09
Grade 7	57.0	52.9	53.6	N/A

Percent Passing, Additional Testing

	2004-05	2005-06	2006-07	2007-08	2008-09
Alg. 1 EOC	100	100	88.1	100	100
Computer Skills	84.1	85.0	82.4	73.6	78.3

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Teacher Survey Results: 2008-09:

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

1. Our teachers feel that academic expectations are clear to students and parents and that we do a good job of consistently encouraging students to participate in accelerated/advanced courses and with discussing preparations for college with our students.
2. Our teachers feel safe at school, feel that they maintain a safe environment in the classroom and overwhelmingly feel supported by administrators with classroom discipline.
3. Our teachers indicate that they are extremely happy with the professional development opportunities they have been offered.
4. Our teachers feel that the atmosphere at North Asheboro Middle School encourages mutual respect among teachers, students, parents, and administrators.
5. Our teachers feel that our school is a clean and orderly place to work and offers a welcoming environment.

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

1. 20.5% of our staff indicates they do not feel safe in our school parking lot. Upon further investigation, we have concluded that teacher do not feel safe in our parking lot in the back because there are no lights in the back parking lot. Another cause for concern is that there are also no lights in the back of the school. Some of our teachers stay at school and work until 7-8pm each night and feel uncomfortable at that time leaving the school. The daylight issue is most prevalent when we move back from daylight savings time and night falls earlier.
2. The staff indicates that there are three major problems at North Asheboro Middle School: Gang Activity, Bullying, and Stealing/Theft.

What are 2 significant changes or trends in survey results?

1. A significant trend in this survey results is that the vast majority of our teachers feel that North Asheboro Middle School is a welcoming and inviting place to work and that the staff challenges students, provides sufficient help either before or after school for students that are not successful, and encourages students to participate in advanced courses.
2. Another trend we noticed is that our staff consistently indicated that they feel safe at work, that they think the students feel safe at school, and they feel like our staff has created a safe learning environment for our students; however, 48.7% of the staff indicated Gang Activity was a major problem, 51.3% indicated that Bullying was a major problem, and 46.2% indicated Stealing/Theft was a major problem. Our staff recognizes that these are areas that need continual monitoring.

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Student Survey Results: 2008-09:

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

1. 95.4% of our students indicate that they feel like our teachers have high academic expectations for them.
2. 74% of our students indicate that they have been recognized for doing something positive at school.
3. 80% of our students indicate that their teachers provide them with challenging assignments.
4. 87% of our students indicate that they feel the education they are receiving is preparing them well for their future.
5. 73% of our students indicate that they believe teachers respect students at NAMS.

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

1. Only 51.8% of our students feel their teacher care about whether they are absent from school.
2. 39% of our students indicate they do not feel they have a teacher they can talk to if they have a problem.
3. 66% of our students indicate they believe that students do NOT respect teachers at NAMS.
4. 84% of our students believe that safety is important at NAMS but only 30% of our students indicate they feel safe at school. Below are places where our students do not feel safe:
 - 28.3% of students do not feel safe in our RESTROOMS
 - 14.1% of students do not feel safe on our BUSES
 - 18.2% of students do not feel safe in our HALLWAYS

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Adequate Yearly Progress

Percent of AYP Targets Met		
2004-2005	23 of 29	79.3%
2005-2006	12 of 15	80%
2006-2007	20 of 29	69%
2007-2008	16 of 22	73%
2008-2009	27 of 27	100%

Targets Not Met

	2006-07			2007-08			2008-09		
	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor
Reading 6-8	Black Hisp LEP SWD F/R							Black	ED LEP
Math 6-8	Black Hisp F/R	All	LEP	All Hisp White ED LEP SWD		Black			All Black Hisp White ED 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 2009-10 school year along with our intervention plan (which follows) for 2009-10.

1. During the 2008-2009 school year North Asheboro Middle School made tremendous growth in the areas of 8th grade Math and Algebra I. The growth rate for 8th grade math was 30.263 and Algebra I was 15.428 points. Both 8th

grade math and Algebra I students met high growth status. During the 2008-2009 school year, 93 out of the 125 8th grade students made growth in math.

2. During the 2008-2009, school year the gap between Black and White students in reading grew by 4.9 points while the gap between White and Hispanic students decreased by 6.4 points. However, during the 2008-2009 school year, the achievement in math between White students and our minority population decreased. The achievement gap in math decreased by 5.1 points between White and Black students and decreased by 1.3 points between White and Hispanic students. This decrease in the achievement gap in math for our minority students resulted in North Asheboro Middle exceeding the district's goal for decreasing the achievement gap.
3. During the 2008-2009 school year, North Asheboro Middle School set a goal to seek out, develop, and nurture family, business, and community partnerships within our neighborhood. It is our belief that partnership between business and the community improved as a result of these efforts. This year we will place a greater focus on parent involvement and gathering sufficient data to support our efforts and provide accurate data on the success or lack of success in reaching our goal.

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D. Goals and Action Plans

Goal 1: North Asheboro Middle School will decrease the 6-8 Reading Achievement Gap between black and white students from 30.3 to 27.3 points and between Hispanic and white students from 23.8 to 20.8 points while increasing the performance composite in grades 6-8 from 59.2% to 63%.

Evidence of Need: According to our historical data, the achievement gap for our minority population of students is significantly higher in reading than in math.

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

Action Plan:

Strategy	Time Line	Person(s) Responsible	Resources	Evaluation
1. Higher population of minority students participating in AVID	Aug. 2009-June 2010	Administrators, AVID site team	AVID parent nights, AVID weekly readers, promoting AVID among parent, students, and community	Higher enrollment of minority population in AVID, higher representation of minority students in advanced courses such as Pre-Algebra and Algebra 1
2. Implementing AVID school-wide and using reading strategies with all students	Aug. 2009-June 2010	Administrators, All Staff, AVID site team, Amy Roth, Middle School Lead Teacher for Literacy	AVID weekly reader complete with lesson plans and targeted reading strategies; AVID teaching strategy during staff meetings	Increase in EOG scale scores among Black and Hispanic students; evidence of significant growth in reading among Black and Hispanic students; increase in reading scores for WIDA for ESL students
3. Sheltered class for Novice-Low ESL students	Aug. 2009-June 2010	Administrators, ESL staff	ESL Standard Course of Study, ELA Standard Course of Study, additional assessments such as QRI and SRI, lesson plans, unit plans	Student move into regular ELA classroom quickly; Assessment data shows improvement in reading skills; lesson plans and unit plans indicated clearly strategies that will improve reading skills among ESL population; evidence of growth in EOG reading in individual students and cohorts of ESL students; evidence of growth in reading comprehension in WIDA data

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4. Kick Back And Read	Sept. 2009-June 2010	Administrators, all staff, Middle School Lead Teacher (Amy Roth), media coordinator	Media center Lexile levels, monitor assessment data as students complete books, model reading by teachers, target individual students using QRI data, SRI data	Increase in books being checked out in the media center; reading comprehension increases according to the assessment tool in KBAR packet; increase growth in EOG reading data; increase in reading growth in WIDA data
5. C.O.M.E.T (Connecting Our Minds with Enrichment Time)	Aug. 2009-June 2010	Administrators; all staff; Middle School Lead Teacher (Amy Roth); media coordinator; ITS	Assessment data (QRI, SRI); EOG data; teacher input; lesson plans; unit plans; common assessment data	Grade levels plan and implement, using multiple data sources, how they will re-group and re-teach students according to mastery and how they will provide enrichment to those students who are achieving; lesson plans; unit plans
6. Data-Driven decision making	Oct. 2009-June 2010	Administrators; Middle School Lead Teachers for Math and Literacy (Linda Dunn and Amy Roth); ITS	Multiple assessments (QRI, SRI, common assessments); lesson plans; unit plans; data spreadsheets per teacher per grade level, ClassScape	Data spreadsheets; common assessments; lesson plans

Professional Development for this Objective:

- **On-going professional development in Kick Back And Read assessment data and reading strategies**
- **Piedmont Triad Consortium professional development concerning ESL students (teachers will return from this professional development and lead a school-wide professional development for entire staff teaching strategies learned)**
- **Local professional development about using the Co-Teaching model for ESL students (ESL teachers and teachers of ESL students will attend and bring back the information to share with staff)**
- **On-going professional development concerning reading strategies during planning period of teachers and during staff meetings**
- **On-going staff development about Revised Bloom's Taxonomy**
- **Sharing of AVID literacy strategies during staff meetings**
- **Focused conferences with students around reading in Kick Back And Read**
- **On-going staff development centered around informal and formal assessments**
- **On-going staff development about Common Assessments**
- **On-going staff development about integrating more student-centered technology during classroom instruction**
- **Staff development concerning data-driven decision making**
- **Targeted and specific vocabulary instruction and professional development**

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D. Goals and Action Plans

Goal 2: Teachers will begin to create common assessments, collaboratively create content-area student learning maps, and use multiple sources of data to drive their decisions about instruction.

Administrators will increase classroom walkthroughs and provide sustaining feedback for teachers in a timely manner while protecting instructional time and collaborative planning sessions.

Evidence of Need: ACS ACRE project; EOG data; staff interviews; teacher survey

Strategic Plan Goal 2: Quality Teachers, Administrators and Staff
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. Learning Focused Model	Sept. 2009-June 2010	Administrators; all staff; Middle School Lead Teacher for Literacy; CO Staff	Student Learning Map format; lesson plan format	Teachers turn in student learning maps and lesson plans; instructional decisions are collaborative; team minutes indicate collaboration; classroom walkthroughs indicate collaboration; staff evaluations
2. Classroom Walkthrough form	Oct. 2009-June 2010	Administrators	Forms for classroom walkthroughs; data collection	Teachers receive feedback from administrators on weekly basis; walkthrough forms utilized and documented collaborative conversations between administrators and teachers around classroom instruction; teacher survey
3. Create content-area common assessments	Jan. 2010-June 2010	Administrators; all staff; Middle School Lead Teachers for Math and Literacy (Linda Dunn and Amy Roth)	Grade level professional development; DPI moodle about creating common assessments; model common assessments; lesson plans; unit plans	All staff completes DPI common assessment moodle; staff created common assessments in content areas; lesson plans; student learning maps

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4. Collaborative Planning for all staff	Aug. 2009-June 2010	Administrators; all staff	School-wide schedule; weekly team meeting times	School-wide schedule; teacher survey data; team minutes format; weekly schedule of team meeting times/places
5. High Quality Professional Development	Sept. 2009-June 2010	Administrators; Middle School Lead Teacher for Literacy; CO staff	IMPACT grant; CO staff; administrators; School Leadership Team; Piedmont Triad Education Consortium	Teacher-led professional development; teacher survey; summarizers at end of professional development; lesson plans; student learning maps; common assessments
6. ACS Curriculum Guides	Aug. 2009-June 2010	Administrators; all staff; CO Staff; Middle School Lead Teachers for Math and Literacy (Linda Dunn and Amy Roth)	ACS curriculum wiki-spaces; ACS curriculum guides in all classrooms; lesson plans; student learning maps	Continue evaluating ACS curriculum guides; collaborative conversations around ACS curriculum guides with SAMS teachers; evidence of use in lesson plans and student learning maps; EQs visible in all classrooms daily
7. Begin utilizing informal and formal assessments using 21 st Century Technology (SmartBoards/Smart Response systems)	Nov. 2009-June 2009	Administrators; all staff; CO Staff (Marty Williams); ITS (Jay Williams); Media Coordinator (Vanessa Olson); Linda Dunn, Middle School Lead Teacher for Math; Amy Roth, Middle School Lead Teacher for Literacy	IMPACT Grant; SmartBoard professional development concerning assessment strategies	Informal and formal observations; documentation in lesson plans and student learning maps; modeled in staff meetings by Principal
8. Analyzing Data to improve instruction	Nov. 2009-June 2010	Administrators; all staff; ITS, Jay Williams; Vanessa Olson, Media Coordinator; Amy Roth, Middle School Literacy Lead Teacher; Linda Dunn, Middle School Math Lead Teacher	Informal and formal assessments; EOG data; Lexile scores; ClassScapes; Common assessment data; QRI data; SRI data	Grade level plans indicated how and why students are re-grouped and re-taught, documentation in lesson plans; QRI data; SRI data

Professional Development for this Objective:

- On-going professional development during grade level planning and staff meetings on: ACS curriculum guides, lesson planning including what we want our students to Know Understand and Do (KUD), writing Essential Questions, student learning maps, creating common assessments, and using data-driven decision making to alter instruction

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- IMPACT Grant professional development: select staff attends national conferences that directly relate to technology and how to improve instruction.
- Piedmont Triad Education Consortium professional development: select Leadership Team members will attend these sessions and plan and lead school-wide professional development for all staff
- Professional development for how to give QRI and how to use SRI
- On-going professional development and collaborative conversations about ClassScapes data and how to use ClassScapes to create content area common assessments

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D. Goals and Action Plans

Goal 3: *We will increase parent involvement in the academic achievement of their children.*

Evidence of Need: EOG data, parent survey, teacher survey

Strategic Plan Goal 4: **Strong Family, Business and Community Support**
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. School-Wide Parent Newsletter	Oct. 2009-June 2010	Principal; teachers	Online and mailed parent newsletter; newsletter will include: Academic information such as progress report dates; report card dates; and academic recognition dates Athletic Event Schedules Specific strategies and information for academic support; strategies will include ELA, Math, vocabulary, Science, SS, and writing	Monthly parent newsletter in English and Spanish; parent newsletter on school website; grade levels will contribute to each newsletter with grade level events and academic strategies; parent survey data
2. Parent nights including AVID parent nights	Oct. 2009-June 2010	Administrators; all staff; AVID site team	Academic Learning Sessions to include the following: student display of academic work in content areas by grade level; recognition of academic excellence by students by grade level and/or content area; sessions for parents by grade level that will provide strategies for academic success in content	Parent sign-in sheets; parent survey data; student survey data

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			areas.	
3. Parent University	Nov. 2009-June 2010	Administrators; ITS; media coordinator; select staff	Informative academic learning sessions designed to bridge the gap between parental involvement and student achievement; establish a forum that is meaningful and informative to parents and community members through academic sessions focused on student achievement, financial success, college readiness, literacy strategies, math strategies, computer literacy	Monthly newsletter, Parent University brochures, Parent University Registration, Parent survey data, student survey data, teacher survey data
4. Positive Postcards	Oct. 2009-June 2010	Administrators; all staff	Positive post cards	Positive post cards sent to at least 4 students in each grade level each month; administrators will also pick 2 students to send positive post cards to; parent survey data; student survey data

Professional Development for this Objective:

- **Targeted professional development through Webinars that offer specific strategies about how increase parent involvement in the school setting**
- **Professional development about student-led parent conferences**

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Additional Information

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 will be used as a positive reinforcement for setting patterns for healthy living. It will not be withheld as a form of punishment.

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

Yes.

Pledge of Allegiance

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

The Pledge is recited daily at the beginning of morning announcements.

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

Flags of the United States and North Carolina are displayed outside of the building as well as in other locations inside the school.

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Intervention/Remediation Plan:

Overview:

What do we do when students are not being successful academically and/or behaviorally at North Asheboro Middle School? We have created a comprehensive plan that addresses these questions and provides measurable outcomes for parent, students, and teachers. Our plan includes a remediation/enrichment plan that occurs during our regular school day. We have also included an action plan for students that are struggling academically and those that are not making positive behavior choices.

- A. Target Population: All Students; students that struggle academically and behaviorally
- B. Measurable Intended Outcomes:
- Increase in overall student achievement as seen in the composite score
 - Increase in growth in individual EOG reading and math scale scores
 - Decrease in office referrals
 - Decrease in ISS/OSS consequences
 - Increase in parent academic involvement
 - Increase in positive and informative communication between the home and the school
 - Provide teachers with academic and behavior intervention strategies in order to help support the teacher and the student
- D. Description of Activities or Services To Be Provided:
Please see attached for description of:
- AVID weekly
 - Kick Back And Read
 - C.O.M.E.T (Connecting Our Minds with Enrichment Time)
 - Academic Interventions
 - Behavior Interventions

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Continuous Improvement and Title I Implementation Plan
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- E. Evaluation of Results:
- EOG scores
 - Assessment Data (common assessments, QRI, SRI)
 - Parent Survey
 - Student Survey
 - Teacher Survey
 - Discipline Data
 - Attendance Data
- F. Budget: none needed

North Asheboro Middle School
Continuous Improvement and Title I Implementation Plan
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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 NAMS 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 increase the class size above 29 whenever the need arises. (G.S. 115c-301)

How the waiver will be used:

A waiver in class size will allow us to provide services to all students with the current teacher allotment.

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.

South Asheboro Middle School

2009-2010 Continuous Improvement Plan

Asheboro City Schools

Contents

Leadership Team Members

- A. 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
- Compliance Statements
Focused Intervention / Remediation Plan
Waiver Requests
Provision for Distribution of ABC Incentive

Approved by Staff

Date of Secret Ballot Election: October 14, 2009 Results For: 100%
Opposed: 0%

Principal's Signature

Date

Approved by Superintendent of Schools

Signature

Date

Approved by Board of Education

Signature

Date

South Asheboro Middle 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
Kathy Landis-Mullins	_____	6 th grade teacher
Bethann Fravel	_____	7 th grade teacher
Jennifer Miller	_____	8 th grade teacher
Susan Butler	_____	Exploratory teacher
Sue Walker	_____	EC teacher
Leslie Smith-Moore	_____	Support Staff
Nichole Smith	_____	Media Specialist
Barry Barber	_____	Tech Facilitator
Terri White	_____	Parent
Brian Saunders	_____	Assistant Principal
Ann Carol Grant	_____	Principal

A. Vision, Mission, and Belief Statements
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Our School's Vision	
--------------------------------	--

South Asheboro Middle School will be student centered, where we maximize the potential of all as life-long learners through communication, collaboration, high expectations and dedication.

Our School's Mission	
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The mission of South Asheboro Middle School is to provide a safe and inviting climate in which high expectations empower all students with the wisdom to face challenges, make positive, responsible choices, and function successfully in society.

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

- We believe in the unique intellectual, physical, social, and emotional needs of each student and the development of a healthy self-concept.
- We believe that with the support of parents and the community we provide the best learning experience for our students.
- We believe in providing students with a variety of activities both in and outside the classroom that complement the NC Standard Course of Study.
- We believe that students should be provided with a variety of assessment opportunities to demonstrate their achievement.
- We believe that high expectations and positive discipline provide a supportive learning environment within our school.
- We believe that with guidance students can make positive and responsible choices.

South Asheboro Middle School
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- B. School Community Profile

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

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Black	12.0	15.08	15.6	13.58	14
Asian	1.8	1.97	2.0	1.89	2
White	62.0	57.81	54.9	54.53	56
Hispanic	20.7	21.72	24.0	24.53	24
American Indian	0.2	0.18	0.0	0.0	0
Other/Multi-Cultural	3.2	3.23	3.7	5.47	6
Total Population	598	557	555	530	533

Historical Population Data (percentages)

	2005-06	2006-07	2007-08	2008-2009	2009-2010
Exceptional Children	8.86	9.69	8.8	9.8	13
AIG	23.58	23.0	22.9	18.11	22
Limited English Proficient	8.19	12.56	9.5	14.71	18
Total F/R Lunch	42.54	44.83	49.4	48.18	50.84

Student Attendance Data

	Percent
2004-2005	95.96
2005-2006	95.58
2006-2007	95.86
2007-2008	95.45
2008-2009	95.79

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 Continuous Improvement and Title I Implementation Plan
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Staffing Summary

	2005-06	2006-07	2007-08	2008-09
Teachers "highly qualified" (classes taught)	95%	98%	100%	100%
Teachers with advanced degrees (above bachelors)	20%	25%	32%	31%
Teachers with NBPTS certification	7%	2%	7%	10%
Teachers trained as Mentors	25%	20%	25%	21%

Teacher Turnover Rate

2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
9%	7%	19%	22.7%	20%	22%

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C. School Results

Promotion Percentages

	2004-05	2005-2006	2006-2007	2007-2008	2008-2009
6 th grade	99.4%	100%	98.9%	100%	100%
7 th grade	98.5%	99%	99.5%	98.8%	100%
8 th grade	100%	99%	100%	99%	100%

Total Performance Composite

	04-05	05-06	06-07	07-08	08-09
Performance Composite	86.2	72.0	75.6	73.7	71.2

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

Grade	Reading				Math			
	07-08	08-09			05-06	06-07	07-08	08-09
6	65.8	71.6			70	63.4	78.9	78.1
7	59.1	66.3			63.7	67.3	65.4	74.8
8	58.5	67.4			57.5	68.9	65.4	75

Grade	Reading and Math			
	05-06	06-07	07-08	08-09
6	71.9	61.9	62.9	74.9
7	64.8	66.3	55.2	70.6
8	58.4	69.4	52.1	71.2

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End of Grade Percent Proficient by Subgroup (Historical)

Reading

Grade	6			7			8		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
All	85.1	64.5	71.6	84.2	57.8	66.3	86.3	56.9	67.4
Asian	85.7	n/a	n/a	100	95.0	n/a	100	n/a	n/a
Black	67.7	36.4	60	69.4	20.0	36.4	56.3	16.1	37.5
Hispanic	78.0	51.4	50	70.7	42.0	52.8	82.8	27.5	57.8
Multi Racial	100	83.3	60	85.7	80.0	83.3	100	40.	77.8
White	93.0	76.4	85.6	93.0	70.8	79.8	90.3	77.1	80.6
Male	84.2	59.7	66.2	81.0	55.6	66.7	83.5	57.3	71
Female	86.0	68.2	78.7	88.9	60.2	68.1	87.5	56.3	66.3
Acad Gifted	100	95.0	>95	100	95.0	>95	100	95.0	>95
EC	45.5	5.0	40	46.7	15.0	7.7	41.2	15.8	28.6
Non EC	87.4	69.9	74.7	84.8	62.9	71.3	91.5	61.2	72.4
LEP	50.0	42.1	4303	38.9	21.1	38.9	50.0	5.9	26.3
Non LEP	89.1	67.6	77.7	89.1	61.9	69.7	88.7	61.7	72.1
F/R Lunch	72.3	43.2	50	73.6	38.4	48.7	73.3	25.3	51
Non F/R Lunch	100	84.	90.1	93.6	79.5	81.6	94.9	84.0	85.2

Math

Grade	6			7			8		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
All	63.9	77.4	78.1	68.2	65.2	74.8	70.4	63.5	75
Asian	71.4	n/a	n/a	100	95.0	n/a	85.7	n/a	n/a
Black	35.5	63.6	63.6	41.7	44.0	34.8	37.5	29	41.7
Hispanic	52.0	68.6	69.4	48.8	48.0	75.0	75.0	45.0	71.1
Multi Racial	100	66.7	80	42.9	90.0	66.7	66.7	60.0	100
White	74.0	85.4	84.4	84.2	75.0	85.3	73.5	78.0	83.9
Male	61.4	79.1	79.1	68.3	63.6	75	68.8	64.1	77.4
Female	66.7	76.1	82	69.7	67.0	75.5	72.0	62.5	74.7
Acad Gifted	100	95.0	>95	100	95.0	>95	100	95.0	>95
EC	13.6	16.7	60	20.0	25.0	15.4	17.6	26.3	33.3
Non EC	61.5	82.5	79.9	64.9	70.1	80	70.9	67.4	80.4
LEP	30.0	57.9	70	22.2	31.6	66.7	50.0	23.5	47.4
Non LEP	67.8	80.1	79.9	72.7	69.0	75.9	71.5	67.2	78.2
F/R Lunch	44.6	62.2	69.2	41.8	49.5	63.2	50.0	34.1	64.6
Non F/R Lunch	84.9	91.4	85.7	90.0	83.0	85.1	82.8	88.7	86.4

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 Achievement Gap Data

Reading

White student scores compared to:	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Black	26.3	18.8	23.3	25.2	51.8	38
Hispanic	18.1	11.3	16.4	15.7	34.9	28.1

Mathematics

White student scores compared to:	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Black	14.5	20.6	36.7	39.7	36.7	38.1
Hispanic	1.2	9.7	28.2	22	23.6	12.7

End of Grade Results
 Developmental Scale Score Mean

Grade	Reading					Math			
	05-06	06-07	07-08	08-09		05-06	06-07	07-08	08-09
6	259.8	260.4	354	354.5		357	355.3	358.5	357.1
7	262.4	262.1	357	358.2		359.2	360.3	358.5	358.5
8	264.6	264.0	358.3	359.2		359.1	361.2	361.4	361.2

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Goal Summaries, Grades 6-8, Percent Correct

	Gr 6			Gr 7			Gr 8		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Reading									
Goal 2: Cognition	77.3	63.7	65.5	72.2	72.2	74.9	69.7	64.9	68.3
Goal 4: Interpretation	72.2	70.7	72.2	65.1	65.7	68.5	65.9	64.3	67.2
Goal 5: Critical Stance	68.9	66.9	67.5	67.1	70.1	72.5	65.7	65.7	68.1
Literary Reading	79.3	67.5	67.4	68.7	68.6	71.6	66	65.5	67.4
Informational Reading	79.3	66.9	69.4	68.7	1.6	73.2	66	63.7	66.1
Mathematics									
Goal 1: Number Sense	56.0	61.1	58.7	62.1	56.5	59.4	67.9	67.7	67.6
Goal 2: Geometry and Measurement	54.3	59.6	53.8	63.1	52	57.8	56	57.7	53.1
Goal 3: Geometric Properties	61.9	63.5	64.8	60.6	58.4	54.4	50.5	51.5	48.7
Goal 4: Data, Probability, Statistics	56.9	67.7	61.3	65.1	64.6	62.1	65.7	63.5	64.5
Goal 5: Algebra	55.4	65.5	61.6	61.8	58.6	58.4	55.7	55.5	55.2

Writing

NC Writing Assessment

	05-06	06-07	07-08	08-09
Grade 7	47.9%	60.8	68.2	N/A

Percent Passing, Additional Testing

	2004-05	2005-06	2006-07	2007-08	2008-09
Alg. 1 EOC	100	100	94.9	97.5	93.2
Computer Skills	87.1	64.1	74.7	77.3	67.4

South Asheboro Middle School
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Teacher Survey
Rate of Teacher Participation-76%

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

- SAMS has high expectations for students
- Students understand expectations and are well prepared for the future
- Students feel they are recognized for positive accomplishments

These conclusions were drawn based on the data gathered from the following questions on page 1 and page 2 Teacher Survey results collectively.

My school has high expectations for student performance. 90.6%
Students at this school know what they are expected to learn. 81.3%
Students gain skills and knowledge to prepare them for the future. 87.6%
Students at this school are recognized for doing good work. 78.2%

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

- Teachers feel there is a general lack of respect between teachers and students.
The atmosphere at this school encourages mutual respect among teachers, students, parents, and administrators. 50% with an additional 21.9% voicing no opinion.
- Teachers see inconsistencies in discipline and safety procedures within different classrooms and the school overall
Discipline problems are handled promptly and effectively by teachers and administrators. 50.1%
Teachers' efforts to maintain discipline are supported by the administrators at this school. 59.4%
- Teachers are unaware of opportunities for community/parent involvement and do not seem to participate in this outreach
This school promotes partnerships with businesses and organizations for improvement. 68.7%
This school promotes the use of parent and community volunteers. 65.7%

What are 2 significant changes or trends in the survey results?

- There is an overarching belief in the value of academic achievement, setting high expectations and college preparedness among teachers
- Many teachers still believe respect and discipline (safety) is a major problem at SAMS

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Student Survey Results - 2009
Rate of Student Participation-72.9%

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

- Students know that learning is important and critical to success in life
I know that learning is important for my future. 93.4%
- Students feel that their teachers give them challenging assignments
Teachers provide me with challenging assignments. (things that really make me think) 84.9%
- Students feel that their parents push them to succeed academically.
My parents care about my education. 94.7%
My parents think going to college is important. 95.5%

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

- Students feel there are places on our campus that are unsafe.
Are there particular places where you do not feel safe at this school?
Restrooms-29.3%, Gym/locker rooms-23.2%, Parking lot-21.6%, and Other-45.1%. (Through our review of this data we recognized that many selected other even if there is nowhere participants feel unsafe because the survey would not let them proceed without marking at least one response-"I feel safe all the time" was not an option.)
- Students are unsure whether they have a teacher or other person they can go to if they need help
If I have a problem, I have a teacher with whom I can talk. 66.5%
- Students do not feel that other students respect their teachers or fellow students
Students at my school respect teachers. 40.9%
Students at my school respect each other. 34%

What are 2 significant changes or trends in the survey results?

- As we prioritize Essential Standards and Clarifying Objectives of the NCSCOS, it is imperative that our teachers instruct students using higher thinking level questions and approaches.
- It is important that our faculty and staff understand the importance of supervision and monitoring of student behavior at ALL times and in ALL places to the extent of their ability.
- Our faculty and staff must be positive role models and, in doing so, exhibit respect for our students. In turn, our students need to be taught the skills necessary to truly understand what respect for another human being looks like.

South Asheboro Middle School
 Continuous Improvement and Title I Implementation Plan
 2009-2010
 Adequate Yearly Progress

Percent of AYP Targets Met		
2004-2005	24 of 27	88.9%
2005-2006	14 of 15	93.3%
2006-2007	25 of 29	86.2%
2007-2008	21 of 29	72.4%
2008-2009	29 of 29	100%

Targets Not Met

	2006-07			2007-08			2008-09		
	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor
Reading 6-8	SWD	Black F/R	LEP	Black, F/R, SWD	Hisp.	LEP			LEP, SWD,
Math 6-8	Black F/R SWD		LEP	All Black Hispa nic SWD F/R Lunch		LEP			Black, Hispanic, F/R, LEP, SWD,

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 2009-10 school year along with our intervention plan (which follows) for 2009-10.

1. The achievement gap continues to be a critical concern. While school wide achievement is improving these gaps are not narrowing. Survey data reflects that students and parents recognize that we have high expectations and that students are willing to work at a rigorous level.

Similar concerns exist in our reading program. Although we acknowledge that growth has been made, far too many of our students lack proficiency in this basic life skill. Despite concentrated efforts to improve math proficiency, we are still experiencing inconsistent results there.

2. We experienced significant improvement in our computer skills proficiency rating. As we build on our use of our technology resources through IMPACT, there is a need to expand the focus to student integration of these technology skills and the further development of meaningful communication with parents via these resources.
3. We are growing together as a faculty and our culture is shifting. As we develop a culture that is truly student centered we must recognize that there will be a transition period as we develop both students and teachers who are globally competitive and committed to a rigorous student centered climate.

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D. Goals and Action Plans

Goal 1: We will reduce the black/white and Hispanic/white achievement gap as follows:

White student scores compared to:	Reading	Math
Black	38 to 25	38.1 to 25
Hispanic	28.1 to 20	12.7 to 10

Evidence of Need: The achievement gap continues to be a critical concern. While school wide achievement is improving these gaps are not narrowing.

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

Action Plan:

Strategy	Time Line	Person(s) Responsible	Resources	Evaluation
1. AVID strategies	Aug-June	Site team and faculty	Site team	Gap data
2. REACT programming	Aug-June	Guidance, teachers	Staff and volunteers	Lesson plans, group data, student survey, discipline data
3. Co-teaching model	Aug-June	Faculty	ESL and EC teachers	Co-teaching plans and gap data
4. Tutoring (peer and college)	Sept-June	Faculty and tutors	Students and community members	Tutoring logs, gap data
5. Community Outreach	Sept & April	Leadership team	Full faculty, interpreters	Implementation plan
6. Student Clubs	Sept-June	Faculty sponsors	Faculty & community	Schedule and student rosters
7. Parent involvement	Sept-June	Instructional staff	Staff, PEPs	Parent Contact Logs

REACT=a class period that focuses on Relationships, Enrichment And Character Traits.

Professional Development for this Objective:
 PD360 and campus/community experts

D. Goals and Action Plans

Goal 2: We will increase the total performance composite from 71.8% to 82%.

Evidence of Need: Our total performance composite has decreased over the last three years; we recognize the need to infuse a sense of urgency for the further implementation of a rigorous curriculum.

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

Action Plan:

Strategy	Time Line	Person(s) Responsible	Resources	Evaluation
1. AVID Strategies	Sept-June	Site team, faculty	AVID curriculum, trained staff members	Walkthroughs, team collaboration records, faculty meeting agendas
2. Use of ClassScapes	Sept-June	Faculty, tech facilitator	ClassScapes	Documentation
3. Focused collaborative conversations	Sept-June	Faculty and administration	Instructional facilitators, various data sources,	Collaborative conversation records including common assessment data & interventions
4. REACT programming	Sept-June	Faculty	Faculty	Course descriptions, student survey
5. Art of Collaboration	Sept-June	Jaimie Cope, seventh grade faculty	NC Museum of Art, faculty	Lesson plans, interdisciplinary unit plans
6. Recommitment to PBS model	Sept-June	PBS team, faculty	PBS trainers, Pam Johnson	Comparison of discipline data
7. Development and utilization of common academic vocabulary	Sept-June	Curriculum Maps	Curriculum Teams	Posted list of essential vocabulary
8. Text awareness skills	Sept-June	Faculty, guidance	AofC, Amy Roth	Faculty mtg agendas, walkthroughs
9. Connected Math	Aug-June	Math teachers	Math coach	Lesson plans
10. Writing Across the Curriculum	Aug-June	All teachers	Instructional coaches	Lesson plans

Professional Development for this Objective:
 PD 360, instructional coaches, campus experts

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D. Goals and Action Plans

Goal 3: By March 2011 the teacher turnover rate at SAMS will decrease from 22% to 15%.

Evidence of Need: Our teacher turnover rate is significantly higher than that of the district. As we develop a culture that is truly student centered, we must recognize that there will be a transition period as we develop both students and teachers who are globally competitive and committed to a rigorous student centered climate.

Strategic Plan Goal 2: Quality Teachers, Administrators and Staff
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. Empowerment of teachers	Aug-June	Administrators, leadership team	Teacher-led PD	Teacher survey
2. Greater ownership/buy-in	Aug-June	all	Teacher-led PD by an increased number of teacher-leaders	Staff meeting agenda Comparison between who lead PD last year and this year
3. Clearly stated professional expectations	Aug-June	Administrators, leadership team	Teacher handbook	Observations and enforcement by administrators
4. Sense of community	Aug-June	Administrators, leadership team	Involvement in after-hour student activities	Observations by administrators

Professional Development for this Objective:
 PD 360, instructional coaches, campus experts

D. Goals and Action Plans

Goal 4: Ninety percent of SAMS students will complete three project based assessments involving word processing, spreadsheet, and database application.

Evidence of Need: We experienced significant improvement in our computer skills proficiency rating. As we build on our use of our technology resources through IMPACT, there is a need to expand the focus to student integration of these technology skills via these resources in order to become globally competitive.

Strategic Plan Goal 5: Effective and Efficient Operations
State Board of Education: North Carolina Public Schools Students will be Governed and Supported by 21st Century Systems

Action Plan:

Strategy	Time Line	Person(s) Responsible	Resources	Evaluation
1. Projects for math and science fair	Sept-April	Faculty, instructional coaches	Instructional coaches, content experts	Projects
2. Focused collaborative conversations	Sept-June	Grade level teams	Content experts, instructional coaches	Minutes of CC meetings.
3. Infusion of technology	Aug-June	Tech facilitator, faculty	Technology resources	Lesson plans
4. Art of Collaboration	Aug-June	AoC team	NC Museum of Art, faculty	Lesson plans Collaboration team minutes

Professional Development for this Objective:
 Technology pd to support greater student use of these utilities

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Additional Information

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 encouraged and used appropriately at South Asheboro Middle School.

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

Students are engaged in physical activity through physical education classes, scheduled intramurals, and open gym opportunities.

Pledge of Allegiance

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

The Pledge of Allegiance is recited school-wide each morning.

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

The flags of the United States and North Carolina are displayed appropriately at South Asheboro Middle School.

South Asheboro Middle School
Continuous Improvement and Title I Implementation Plan
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Intervention/Remediation Plan

- A. Overview: Close the Achievement Gap

- B. Target Population: Black and Hispanic Students

- C. Measurable Intended Outcomes: Decrease the reading and math achievement gaps (black-white) by thirteen percent. Decrease the reading achievement gap (Hispanic-white) by eight percent and the math achievement gap by three percent.

- D. Description of Activities or Services To Be Provided: Focus sessions via collaborative conversations resulting in adjusted instructional approaches to address the learning needs of individual students in core classes, use of AVID strategies throughout campus; development and implementation of intentional REACT classes with classes populated based on formative and summative assessment data; inclusion of target area students in classes using the co-teaching model; tutoring; community outreach, family involvement via discussions of specific student needs as addressed in PEP conferences, and ClassScape.

- E. Evaluation of Results: student achievement data (EOGs, EOCs, district benchmarks, AYP data, ClassScape data)

- F. Budget: Professional development is being supported through the expenditure for PD360
ClassScape
Incidentals related to community outreach

The expenses will be covered by instructional supply and IMPACT funds.

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2009-2010

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 (School Name) 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 increase the class size above 29 whenever the need arises. (G.S. 115c-301)

How the waiver will be used:

The waiver will be used to meet the needs of individual students and to manage student enrollment throughout the school year.

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.

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2009-2010 Continuous Improvement Plan

Asheboro City Schools

Contents

Leadership Team Members

- A. 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
- 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

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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
Bulla, Dee		Teacher
Cheek, Lisa		Social Worker
Crooks, Penny		Administrator
Dillingham, Rhonda		Teacher
Eggleston, John		Administrator
Farlow, Sue		Teacher
Fitch, Kemper		Administrator
George, Owen		Teacher
Helsabeck, Graham		Teacher
Laclair, Jennifer		Teacher
Lisk, Mary		Parent
Lowery, Faith		Teacher
Luck, Steve		Teacher
Moody, Lucia		Teacher
Pack, Julie		Administrator
Palma, Melisa		Teacher
Robbins, Sarah Beth		Teacher
Robertson, Lisa		Teacher
Shinn, Carla		Media Specialist

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A: Vision, Mission, and Belief Statements
--

Our School's Vision	
--------------------------------	--

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

Our School's Mission	
---------------------------------	--

We are committed to providing students with opportunities that will enable them to become confident, self-directed, lifelong learners and productive citizens.

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

- ◆ Student learning is the chief priority for the school.
- ◆ A safe and physically comfortable environment promotes student learning.
- ◆ Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- ◆ Exceptional students (e.g. special education, limited English proficiency, gifted and talented, etc.) require special services and resources.
- ◆ Positive relationships and mutual respect among and between students and staff enhance a student's self-esteem.
- ◆ Students learn in different ways and should be provided with a variety of instructional approaches to support their learning.
- ◆ Students need to apply their learning in meaningful contexts.
- ◆ Students need to not only demonstrate their understanding of essential knowledge and skills, but also need to be actively involved in solving problems and producing quality work.
- ◆ Teachers, administrators, parents, and the community share responsibility for advancing the school's mission.
- ◆ The commitment to continuous improvement is imperative if our school is to enable students to become confident, productive, self-directed, lifelong learners.

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B. School Community Profile

Student Population Data

Historical Ethnicity Information (% of population)

	2005-2006	2006-2007	2007-2008	2008-2009	2009-10
Black	13.2	14.3	14.1	15.3	14.8
Asian	2.5	2.1	2.06	2.2	2.7
White	62.2	58.8	57.06	54.9	51.6
Hispanic	19.9	22.2	22.90	24.3	26.2
American Indian	0.2	.3	0	.03	0
Other/Multi-Cultural	1.9	2.4	3.2	3	3.7
Total Population	1288	1309	1288	1322	1280

Historical Population Data (percentages)

	2005-06	2006-07	2007-08	2008-09	2009-10
Exceptional Children	10.17%	8.7%	9.5%	6.7%	9.01%
AIG	22.67%	21.7%	19%	19.3%	16.3%
Limited English Proficient	8.54	11.4%	15.1%	8.3%	10.2%
Total F/R Lunch	37.42	39.71	40.2%	38.54%	47.6%

Attendance Data

	Percent
2003-04	95.82
2004-05	95.55
2005-06	96.43
2006-07	95.81
2007-08	94.74
2008-09	94.99

Dropout Data

	ACS dropout number	ACS 9-12 dropout rate	NC 9-12 dropout rate
2000-01	84	7.3	5.7
2001-02	72	5.9	5.2
2002-03	93	7.1	4.8
2003-04	71	5.5	4.7
2004-05	68	5.3	4.7
2005-06	51	3.9	5.04
2006-07	71	5.1	5.24
2007-08	73	5.3	4.97
2008-09			

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Staffing Summary

	2005-06	2006-07	2007-08	2008-09
Teachers "highly qualified" (classes taught)	100%	100%	100%	100%
Teachers with advanced degrees (above bachelors)	37%	35.8%	31%	
Teachers with NBPTS certification	5%	5%	13%	16.3%
Teachers trained as Mentors	28%	28%	29%	29%

Teacher Turnover Rate

2004-2005	2005-2006	2006-2007	2007-2008	2008-09
11%	11.9%	8.2%	10.2%	17%

4-Yr. Graduation Cohort Rate

Students entered 9 th grade in 04/05	320	Students entered 9 th grade in 05/06	321
Students graduated in 07/08	247	Students graduated in 08/09	244
Graduation Cohort Rate	77.2%	Graduation Cohort Rate	75.9%

C. School Results

Promotion Percentages

	2004-05	2005-06	2006-07	2007-08	2008-09
9 th Grade	93%	93%	93%	89%	89.7%
10 th Grade	96%	95%	95%	88%	94.2%
11 th Grade	98%	97%	99%	90%	95.3%
12 th Grade	100%	100%	100%	100%	99.2%

Total Performance Composite

	04-05	05-06	06-07	07-08	08-09
Performance Composite	75.2	66.8	59.14	64.8%	62.2%

End of Course Tests, Percent Proficient

	2004-05	2005-06	2006-07	2007-08	2008-09
Algebra I	83.8	74.1	46.5 *	50.6	45.1
Algebra II	73.8	74.2	62.09	52.7*	58.8
Biology	56.0	59.3	55.3	62.6	57.5

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Chemistry	80.0	73.4	NA	56.8	58.3
Civics & Econ	NA	NA	54.6*	64.1	65.5
English I	81.7	79.9	73.9	75.8	74.2
Geometry	66.7	73.1	56.1*	68.6	60.3
Physical Science	63.0	54.9	NA	51.7	50
Physics	96.0	90	NA	88.9	87.5
US History	NA	52.7*	66.1	61.3	73.2

* New state test

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**End of Course Percent Proficient by Subgroup
Historical**

	Year	Alg I	Alg II	Bio	Chem	Eng I	Geo m	PhSci	Physcs	US History	C & EC
All	03-04	89.4	70	60.1	79.3	77.6	75.1	63.7	87.5		
	04-05	83.8	73.8	56.0	80.0	81.7	66.7	63.0	96.0		
	05-06	74.1	74.2	59.3	73.4	80	73.1	54.9	90		
	06-07	46.5	62.9	55.3	NA	73.9	56.1	NA	NA	66.1	54.6
	07-08	50.6	52.7	62.6	56.8	75.8	68.6	51.7	88.9	61.3	64.1
	08-09	45.1	58.8	57.5	58.3	74.2	60.3	50	87.5	73.2	65.5
Am Indian	04-05										
	05-06	100		100		100					
	06-07					100					
	07-08										
	08-09										
Asian	03-04	85.7	83.3	100	*	62.5	72.7	16.7	100		
	04-05	100	75.0	57.1	100	90.0		72.7			
	05-06	75	87.5	40	75	100	62.5	100	100		
	06-07	100	75	100	NA	100	83.3	NA	NA	62.5	100
	07-08	71.4	66.7	68.8	*	100	76.5	*	*	*	100
	08-09		83.3	83.3	83.3		70			90	75
Black	03-04	77.5	53.8	41.9	50	55.3	56.5	35.4	100		
	04-05	79.5	40.0	21.7	90.9	72.9	40.7	53.2			
	05-06	72	48.1	41	75	71.7	42	43.1	0		
	06-07	27.7	40	21.4	NA	50.8	23.3	NA	NA	32.4	28.3
	07-08	39.5	24.2	456.4	40	48	47.2	50	*	37.1	38.5
	08-09	37	45	26.1	18.2	45.1	30.3	36.4		48.1	31.8
Hispanic	03-04	89.3	73.7	29.7	100	54	68.2	60.3	100		
	04-05	72.5	58.6	41.8	71.4	60.0	41.0	47.8			
	05-06	65.4	78.4	43.1	77.8	63	69.2	34.2	100		
	06-07	43	61.4	32.9	NA	66.3	38.1	NA	NA	40.3	40.3
	07-08	44.6	39.3	50	33.3	78	62.9	41.7	*	44.8	44.6
	08-09	36.3	43.9	39.2	61.5	58.3	37.9	44.4	33.3	64.5	47.4
Multi- Racial	03-04	85.7	50	67	81.3	91.4	79	77.5	80		
	04-05	100	*	33.3	*	81.8	*	50.0	*		
	05-06	57.1	25	37.5		75	100	57.1	0		
	06-07	37.5	75	37.5	NA	63.6	44.4	NA	NA	28.6	25
	07-08	53.8	*	50	*	100	*	*	*	*	46.2
	08-09	57.1	66.7	62.5	33.3	80	83.3	60		80	69.2
White	03-04	92.7	73	67	81.3	91.4	79	77.5	80		
	04-05	91.3	81.4	68.1	78.4	90.9	76.3	77.5	95.6		
	05-06	84.8	77.1	72	72.9	89.9	80.3	69.6	100		
	06-07	59.1	67.2	72.4	NA	686.2	70.5	NA	NA	82.1	66.9
	07-08	54.6	60.8	73.2	61.6	89.7	76.8	58.3	84.6	72.2	78
	08-09	59	65.4	72.7	60.3	93.1	71.2	61.5	100	82.8	80.3
Male	03-04	86.1	69	61	76	74.7	81	73	80		
	04-05	85.9	78.9	60.7	91.4	80.1	76.2	69.8	94.4		
	05-06	73.3	80.3	65.5	82.5	74.3	80	57.8	100		
	06-07	47.4	65.3	54.6	NA	71	56.1	NA	NA	69.9	57.7
	07-08	47.7	54.6	65.4	61.1	79.8	73.3	52.9	92.9	70.8	62.4
	08-09	41.3	54.4	57	58.3	71.4	62.7	50	90	77.4	64.2

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Female	03-04	92.7	71.1	59.7	81.8	81.2	70	55.4	100		
	04-05	91.6	68.5	51.2	70.1	82.6	58.2	57.7	100		
	05-06	74.8	69	53.4	65.8	86.2	67.9	51.8	66.7		
	06-07	48.5	61	55.8	NA	79.3	56.1	NA	NA	61.3	50.7
	07-08	53.5	51	60.2	54.3	86.4	64	46.2	*	53.1	65.4
	08-09	49	63.2	58.4	58.4	79.2	57	50	83.3	69.1	67.1

NC Writing Assessment

	05-06	06-07	07-08	08-09
Grade 10	64.9	39.8	65.6	62.1%

Advanced Placement Exams

	2004-05		2005-06		2006-07		2007-08		2008-09	
	No. Taking Exam	% 3 or Higher	No. Taking Exam	% 3 or Higher	No. Taking Exam	% 3 or Higher	No. Taking Exam	% 3 or Higher	No. Taking Exam	% 3 or Higher
English	13	77%	19	58%	14	57%	12	58%	12	33%
Calculus AB	24	67%	21	71%	19	42%	42	50%	22	59.1%
Calculus BC									4	25%
Computer Science									1	100%
Biology	44	61%	NA	Na	65	46%	NA	NA	50	24%
Environmental Science	NA	NA	60	65%	NA	NA	107	33%	NA	NA
US History	38	39%	28	36%	36	50%	33	24%	62	38.7%
Spanish	8	13%	8	63%	11	64%	15	40%	10	30%
*Art History			1	100%	NA	NA	NA	NA		
*English Language			2	100%	NA	NA	NA	NA		
*European History			1	100%	NA	NA	NA	NA	1	100%
*Government/Politics			1	100%	3	33%	1	100%	2	50%
*Econ-Micro			1	0	NA	NA	NA	NA		
*Econ-Macro			1	0	NA	NA1	NA	NA		
Chemistry			1	0	1	100%	5	20%		
Physics			1	100%	NA		2	100%	3	100%
Music Theory									7	71%
Psychology									11	18%
World History									1	0%

Environment Science alternates with Biology

* Courses taken online

Year	Number Taking Exam	% 3 or higher
2003	78	64
2004	130	62
2005	132	55

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2006	142	60
2007	153	50%
2008	225	40%
2009	186	37.6%

Average SAT Scores

	2004-05	2005-06	2006-07	2007-08	2008-09
Math	511	515	491	517	498
Verbal	505	508	466	492	481
Total	1016	1023	957	1009	979
Percent Tested	65%	59%	60%	62.3%	50%

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Student Survey Results - 2009

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

My teachers expect me to do my best (Q-8). 87.9% Agree. The majority of our students recognizes and responds positively to our high expectations.

Students use technology in classes to help them learn (Q-9). 81.7% Agree.

We are pleased and excited to have so much technology to engage our students and to enrich their lessons. Teachers have worked hard to master new technology skills to share with their classes.

School is preparing students well for their futures (Q-11). 83.2% Agree.

High expectations of dedicated teachers, an increased use of technology in labs and classrooms, and a solid curriculum with career path choices are all factors that contribute to the perception that we are making our students future-ready.

My parents care about my education Q-25). 92.5% Agree.

Concerned and dedicated parents contribute to the level of success our students achieve.

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

Teachers care about students as individuals (Q-12). 16.2% No Opinion 13.4% Disagree

Teachers care if I'm absent from school (Q-13). 19.8% No Opinion 19.8% Disagree

If I have a problem, I have a teacher with whom I can talk (Q-14). 13.8% No Opinion 18.8% Disagree

I have a teacher who is a positive role model to me (Q-15). 15.3%No Opinion 14.1% Disagree

Teachers respect students (Q-18).14.4% No Opinion 14.6% Disagree

It is a matter of great concern to us that a significant number of our students have no opinion or a negative opinion about their teachers' concern for them. Because we are genuinely concerned about them and we believe that a positive perception of their teachers will increase students' achievement and rate of success, we intend to focus this year on finding new ways to connect with our students, and their parents and families.

What are 2 significant changes or trends in survey results?

There was a more than 16% increase in the number of students who agreed that school is exciting which we can attribute, in large part, to the addition of so much technology in the classrooms. Similarly, there was a more than 14% increase in the number of students who agreed that they can use what they learn in everyday life. These upward trends make us feel that we are on the right track toward increased student achievement across the curriculum.

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Teacher Survey

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

Teachers provide students with challenging assignments (Q 7). T-90.8%
Students use technology to help them learn (Q9). T-91%
Teachers care about students as individuals (Q12). T-97%

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

This school has effective strategies to detect problems and influence change (Q45). T-66.3%
Communication between staff and school administration is effective (Q46). T-68%
Teachers care about students as individuals (Q12). T-97%; S-70.4%

What are 2 significant changes or trends in survey results?

Of greatest concern is the discrepancy between teacher perception and student perceptions regarding question 12: Teachers care about students as individuals. This indicates a greater need in building understanding and relationships between teachers and students.

A second trend can be summed up in teachers' perception of their ability to enact change on the building level. This indicates a need for teachers to feel more empowered and valued.

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Adequate Yearly Progress

Percent of AYP Targets Met		
2003-2004	15 of 17	88.2%
2004-2005	19 of 19	100%
2005-2006	19 of 19	100%
2006-2007	18 of 20	90%
2007-2008	18 of 21	85.7
2008-2009	17-19	89.5

Targets Not Met

	2005-06			2006-07			2007-08			2008-2009		
	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor
Reading	0	0	3	Hispanic F/R lunch	1	1		1	1		1	1
Math	0	1	0	0	3	0	Black Hisp. F/R Lunch	1	1	Econom ically Disad. & Grad cohort rate		2

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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 2009-10 school year along with our intervention plan (which follows) for 2009-10.

1. While we have seen significant gains in US History and Algebra 2, and modest gains in Civics and Economics and Chemistry, we have been virtually flat in Physical Science and English 1, and we have had negative gains in Alg. 1, Biology, and Geometry. An identified area of need is a stronger collaboration and consensus of 1.) what it is we expect students to know, understand, and be able to do, 2) how will we teach what we want students to know, understand, and be able to do, 3) how will we assess what we want students to know, understand, and be able to do, and 4) what will we do when students are struggling with meeting expectations. To address this need the staff will engage in professional learning communities that collaborate on essential standards, clarifying objectives, and common assessments. Furthermore, these professional learning communities will frequently engage in data driven decision making by examining student artifacts and progress monitoring
2. As evidenced by our student survey, student engagement with technology was a strength in 08/09. We will build upon the foundation of technology we have established. With continuing IMPACT support, we can extend professional development to continue training and incorporate technology into lessons. Using Revised Bloom's Taxonomy, PD 360, and building on our summer work, teachers will challenge students to use higher order thinking skills and 21st Century skills. Project based learning and problem based learning will also be promoted to better provide authentic learning opportunities that reflect 21st Century learning.
3. An area of concern is the disconnect some students have at home and at school. Many students indicate a lack of adult relationships in their own life. In many areas, 30% of students had no opinion or disagreed when asked about adults that cared about them. One of our objectives is to establish a culture of caring and serving others. Home visits by teachers is one strategic area to get this effort started. The leadership team will lead in this area by making home visits in the first semester.

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D. Goals and Action Plans

Goal 1: By the end of the 2009-2010 school year, the percent proficient of all EOC student scores will increase from 45.1% to 55% in Alg I, from 58.8 to 63.8% in Alg II, from 57.5% to 65% in Biology, from 74.2% to 80% in English I, from 60.3% to 68.6% in Geometry, from 50% to 55% in Physical Science, and from 73.2% to 76.2% in U.S. History.

Evidence of Need: Decline in composite scores in Biology, English I, Geometry, Physical Science, and Physics

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

Action Plan:

Strategy	Time Line	Person(s) Responsible	Resources	Evaluation
Revised curriculum based on Essential Standards workshop	July-Aug 09	Administration Core teachers	Research Collaboration SCOS Expert Knowledge	EOC scores Ongoing Common Assessments Benchmark Assessments
Subject area meetings	Weekly Aug-May 10	Department heads Subject area teachers Administration	Essential Standards Documents Feedback from assessments Media Coordinators Technology facilitator Blue Diamond	Common Assessments Revise Curriculum Guides Attainment of SMART Goals
Cross Curricular meetings	monthly	Administration Teachers (all subject areas)	PD 360 Professional Journals Professional Texts	Implementation of Strategic Instructional Practices (Essential vocabulary, Project

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			Training in Essential vocabulary, Project Based Learning, Challenging AIG learners, HOTS and Questioning, Closing the Achievement Gap, and Content Area Literacy	Based Learning, Challenging AIG learners, HOTS and Questioning, Closing the Achievement Gap, Content Area Literacy) PD360- user participation reports Participation in Community Forums Completion of reflection activities
Internet based professional development	Aug 09-July 10	Administration Teachers	PD 360	Logs of completed PD 360 modules Completed Guided Reflection Questions Power Walkthroughs to monitor changes Classroom observations (formal and informal) Perception data from collaborative groups
Ongoing, focused professional development with Math Coach	Aug 09-July 10	Administration Teachers	Randy Harter Collaborative Groups	Classroom observations (formal and informal) of changes reflecting problem centered learning Power Walkthroughs to monitor student learning and reasoning

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D. Goals and Action Plans

Goal 2: Emphasis will be placed on encouraging students' higher order thinking skills and 21st century skills.

Evidence of Need: Student survey. Student engagement. Drop-out interview/report

Strategic Plan Goal 2: Quality Teachers, Administrators and Staff
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
Weekly collaboration by subject area: Ongoing development and refinement of curriculum guides with emphasis on alignment of essential standards with instructional strategies (reflecting RBT and 21 st Century Skills) and assessment prototypes	Aug – June	Core subject area teachers Administration	Summer Workshop Essential standards Revised Bloom's Taxonomy Bloom's Digital Taxonomy PD 360 Project Based Learning workshop	Development and implementation of project based assessment prototypes (incorporating RBT and 21 st Century Learning Skills) Classroom observations (formal and informal) of student learning for the cross-sections of the cognitive domains with the levels of RBT Perception data from collaborative groups

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Ongoing technology training	Aug-June	Tina Webster Marty Williams	Senteo, SmartBoard, Atomic Learning	Completion of modules Teacher participation in IMPACT Day
Monthly collaboration across subject areas: ongoing development and refinement of lesson plans utilizing instructional strategies that work (reflecting RBT and 21 st Century Skills) and assessment prototypes	Aug-June	Teachers Administration Media Center Staff	PD360 Blue Prints Revised Bloom's Taxonomy Review Digital Bloom's Workshop 21 st Century Workshop Project Based Learning Workshop	Development and implementation of project based assessment prototypes (incorporating RBT and 21 st Century Learning Skills) Classroom observations (formal and informal) of student learning for the cross-sections of the cognitive domains with the levels of RBT Perception data from collaborative groups

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D. Goals and Action Plans

Goal 3: Every student will have at least 1 adult who builds a relationship with him/her in order to facilitate every student knowing they have a caring adult at school.

Evidence of Need: Student survey

Strategic Plan Goal 3: Healthy Students in Safe, Orderly and Caring Schools
State Board of Education: North Carolina Public School Students will be Healthy and Responsible

Action Plan:

Strategy	Time Line	Person(s) Responsible	Resources	Evaluation
Professional development on building relationships (to include cultural, socioeconomic and generational awareness)	Aug-June	Administration	Roman PD 360 Professional Journals	Attendance Change in student/parent survey
Meet with subject areas and make relationships part of the conversation	Aug-June	Faculty	Collaborative Tool Kit	Collaborative Meeting Minutes
Each member of leadership team will visit at least two families during the year	Aug-June	Leadership Team	Each other School social worker	Logs of visits
Recognize staff for innovative teaching; attainment of Smart Goals attainment of CIP goals; building relationships	Aug-June	Faculty	Meetings Monday Musings School website Newsletter to parents Forum for	Archive documents Faculty highlight Filling the bucket Change in Teacher Survey Change in Student/Parent

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with students, parents and community			communication	Survey regarding relationships
Faculty to begin to visit homes of disadvantaged students	Oct.-June	Faculty Administration	Faculty teams	Logs of visits

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E. Additional Information

Compliance Statements

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

Pledge of Allegiance

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

We do the Pledge each day at the beginning of school.

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

Flags are displayed on the T.V. monitors with the Pledge. They are also in many classrooms and in the PAC.

Waiver Requests

We are requesting a waiver to purchase supplies, equipment and materials off state contract when these items can be purchased cheaper than state contract prices. This will allow us to spend our instructional equipment dollars as efficiently and effectively as possible.

To use state funds allocated for textbooks to purchase textbooks which are not on the state-approved textbook list, should the need present itself. The textbook waiver would allow Asheboro High School to purchase materials supportive of school goals and to better meet student individual needs toward closing the Achievement Gap.

Provisions 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.

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 15-21, 2009 as

American Education Week

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

Signed this 12th day of November, 2009



Points of Pride

November 12, 2009



Student Achievements:

- Four AHS students attended the Central District Student Council meeting
- Five students selected to the NC Elementary Honors Chorus
- NAMS Jamz debut
- Two earn Wendy's High School Heisman honors
- Blue Comet Academy students participated in Reality Store

Staff Recognitions:

- Ann Carol Grant, Asheboro City Schools Principal of the Year
- Wendy Rich, NCCTM state president
- Angie Kern, article published in the Delta Kappa Gamma Bulletin - International Journal for Professional Educators
- Brad Rice, successfully defended dissertation

Parent Involvement:

- Strategic Plan and Goals update meetings held for parents at Lindley Park and Donna Lee Loflin
- Various PTO nights and Book Fairs held across the district
- AVID parent meetings held

Events bringing community into our schools:

- AHS Homecoming
- CIS Reality Store

School/Location	Date	Event	Time
BAL	Monday, November 09, 2009	PTO Meeting/BOE presentation	6:00pm
PDC	Tuesday, November 10, 2009	Strategic Plan Steering Committee	7:30am
GBT	Tuesday, November 10, 2009	PTO Meeting/BOE presentation	6:00pm
PDC	Thursday, November 12, 2009	Board of Education Meeting	7:30pm
SAMS	Monday, November 16, 2009	PTO Meeting/BOE presentation	7:00pm
Koury Center	November 16-18, 2009	NCSBA 40th Annual Conference	
	Tuesday, November 17, 2009	College T-shirt/Sweatshirt Day	
AHS/PAC	November 19-21, 2009	AHS Park Street Players present Les Miserables	7:00pm
AHS/PAC	Sunday, November 22, 2009	AHS Park Street Players present Les Miserables	2:00pm
PDC	Monday, November 30, 2009	FAN Workshop - Cyberbullying and Social Media	6:30pm
PDC	Tuesday, December 01, 2009	FAN Workshop - Cyberbullying and Social Media	12noon
	Wednesday, December 02, 2009	Report Cards go home	
AHS/PAC	Tuesday, December 08, 2009	AHS Chorus Concert	7:30pm
PDC	Wednesday, December 09, 2009	Superintendent's Student Advisory Council	7:30am
DLL	Wednesday, December 09, 2009	Senior Holiday Lunch	12noon
AHS/PAC	Thursday, December 10, 2009	AHS Jazz Band and Percussion Concert	7:30pm
NAMS	Thursday, December 10, 2009	Chorus Concert	7:30pm
PDC	Thursday, December 10, 2009	Board of Education Meeting	7:30pm
AHS/PAC	Tuesday, December 15, 2009	Middle School Band Concert (NAMS and SAMS)	7:30pm
SAMS	Thursday, December 17, 2009	Chorus Concert	7:30pm
AHS/PAC	Thursday, December 17, 2009	AHS Band Concert	7:30pm
PDC	Monday, December 21, 2009	Superintendent's Holiday Lunch	11:30am - 1:00pm
SAMS	Thursday, January 14, 2010	Middle School Science Fair	12noon open to public; 12:30pm awards
PDC	Thursday, January 14, 2010	Board of Education Meeting	7:30pm
	Friday, January 15, 2010	End of the Six Weeks Grading Period	
	Wednesday, January 27, 2010	Report Cards go home	