

ASHEBORO CITY BOARD OF EDUCATION

November 13, 2008

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 & Pledge of Allegiance – Linda Cranford
- *C. Approval of Agenda

II. Special Recognition and Presentations

- A. Community Partner Spotlight – Wal-Mart
- B. Board Spotlight – Teachey: Interactive Technology with Kindergarten
- C. Special Recognition, Principal of the Year (Janet Means, Balfour Elementary)

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, 2008
- B. Personnel

V. Information, Reports and Recommendations

- A. Sodexo Update
- B. Update on Adequate Yearly Progress Results
- C. Policy 3460 - Graduation Requirements
- D. Policy 4040/7310 – Staff-Student Relations
- E. Policy 4240 – Child Abuse Reports and Investigations
- F. Policy 4250/5075/7316 – North Carolina Address Confidentiality Program

VI. Action Items

- *A. Graduation Committee Recommendation
- *B. Continuous Improvement Plans for Balfour Elementary, McCrary Elementary, Loflin Elementary, Lindley Park Elementary, Teachey Elementary, and Early Childhood Development Center
- *C. Policy 1755/7237 – Sexual Harassment Complaint Procedure for Employees
- *D. Policy 5030 – Community Use of Facilities
- *E. 403B Plan
- *F. Surplus Bid Approval

VII. Superintendent's Report/Calendar of Events

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

VIII. Board Operations

A. Board Recognition

IX. 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 13, 2008

7:30 p.m.

Addendum

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

Mission Statement

We are committed to providing quality learning opportunities for all students in a safe and inviting environment so that our students can become successful lifelong learners and responsible productive citizens.

November 13, 2008



Community Partner Spotlight:

We are pleased to recognize our local Wal-Mart tonight as our Community Partner. Wal-Mart supports our schools in a variety of ways – Tools for Schools program, Teacher of the Year program, significant discounts on water for graduation, and contributions to the ACS Education Foundation.

Board Spotlight: Guy B. Teachey kindergarten teachers are in the spotlight tonight. Donna Menius and Jill Snotherly will share some of the ways they use interactive technology with their kindergarten students.

Special Recognition: Janet Means, Principal of the Year

**Minutes of the Asheboro City Board of Education
October 9, 2008**

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, Committee Chairman	Archie Priest, Jr.
Gidget Kidd	Joyce Harrington
Dr. Kelly Harris	

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

Chairman Robbins called the meeting to order and turned the meeting over to the administration for policy review.

Dr. Frost reviewed Policy 3460, Graduation Requirements, and noted a section has been added to include the possibility of students with special circumstances graduating with fewer than twenty-eight credits.

Dr. Frick reviewed Policy 4040/7310, Staff/Student Relations, and noted additional information added to bring the policy in compliance with State law.

Dr. Frick reviewed Policy 4240/7312, Child Abuse/Reports and Investigations. Wording to include “neglect, dependency or death as a result of maltreatment” to child abuse reporting has been added throughout the policy.

Dr. Frick reviewed Policy 2125/7315, Confidential Information. The policy is in compliance and needs no changes at this time.

Dr. Frick reviewed Policy 4250/5075/7316, North Carolina Address Confidentiality Program. The proposed new policy has been established to protect the address of anyone who is in the NC Address Confidentiality Program established pursuant to General Statutes.

The Committee agreed to take Policies 3460, 4040/7310, 4240/7312, and 4250/5075/7316 to the full Board for 30-day review at its November meeting.

Committee members reviewed the updated work plan which includes topics for future committee meetings.

There being no further business, the meeting adjourned at 6:40 p.m.

Following the Policy Committee meeting board members and administration received a tour of the new alternative learning program classrooms and the South Asheboro Middle School track.

Board of Education

Opening

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

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

Board member absent was Linda Cranford.

Staff members present were: Dr. Diane Frost, Harold Blair, Curt Lorimer, Brad Rice, Dr. Hazel Frick, Dr. Tim Allgood, Gail Hicks, Mike Mize, Jennifer Smith and Carla Freemyer.

Chairman Kidd called the meeting to order and Ms. Harrington gave the invocation and led the Pledge of Allegiance.

A motion to approve the agenda was made by Mr. Jones, seconded by Mr. Priest, and unanimously approved by the Board.

Special Recognition and Presentations

Ms. Freemyer recognized Ms. Nancy Landis and Ms. Mary Gardner with the Randolph County Job Link Career Center. She thanked them for the services they make available to students of Asheboro City Schools such as providing them the opportunity to take the Work Keys placement test to assess their job readiness skills and the Key Train tutorial.

Ms. April Thompson, GEAR UP Coordinator, along with several students, shared summer enrichment experiences at different colleges and their trip to Atlanta. GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

Public Comments

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

Kurt Sullivan, a parent of a senior, appeared before the Board to request that graduation for 2009 be moved to June 12, 2009 and graduation for 2010 be moved to June 11, 2010 with both graduations being held either early morning or evening.

Mr. Robbins made a motion to move graduation for 2009 to June 12, 2009 at 9:00 a.m. Mr. Lamb seconded the motion. Ms. Redding presented a motion, seconded by Mr. Cheek, to table the matter for a committee review until the November meeting. The motion passed 8 to 2 with Mr. Robbins and Mr. Lamb voting against the motion.

Chairman Kidd charged Superintendent Frost with the duty of selecting a committee of parents, students, staff and board members to gather further information and bring back to the Board at the November meeting. Ms. Redding and Mr. Priest will serve on the committee to represent the Board.

Upon motion by Ms. Harrington, seconded by Ms. Redding, the Consent Agenda was unanimously approved by the Board.

Consent Agenda

The following Consent Agenda items were approved:

Approval of Minutes – September 4 & 11, 2008

Personnel

Resignations/Retirements and Separations

<u>Name</u>	<u>School/Subject</u>	<u>Effective</u>
Hilario, Rocky	SAMS/Custodian/Part-time	8/15/08
Bonkowski, Amanda	Balfour/Grade 2	9/26/08
Van Dam, Julie	McCrary/Grade 5	10/22/08
Nahill, Stephanie	Loflin/Teacher Assistant	10/17/08
Derr, Jacqueline	NAMS/Gifted Education	1/30/09

Appointments

<u>Name</u>	<u>School/Subject</u>	<u>Effective Date</u>
Jones, Jasmin	SAMS/Teacher Assistant	9/16/08
Dehart, Jeremy	Teachey/Custodian	9/24/08
Harvey, Katie	Lindley Park/Grade 1	9/30/08
Tarver, Rosalind	Teachey/Kindergarten	9/30/08
Fenech, Iлона	Lindley Park/Teacher Assistant	9/30/08
Salabak, Cassandra	Lindley Park/Teachey/English as 2 nd Lang.	10/16/08
Gulcin, Rebecca	McCrary/Grade 5	12/8/08
Griffith, Sue	Substitute/\$69.00 per day	9/22/08
McNair-Price, Destria	Substitute/\$69.00 per day	9/22/08
Christian, Kimberly	Substitute/\$69.00 per day	9/25/08
Church, Leigh Ann	Asheboro HS/Family & Consumer Science	10/14/08
Wilson, Jared	Substitute/\$69.00 per day	9/26/08
Park, Lisa	Substitute/\$69.00 per day	9/26/08
Perdue, Karen	Substitute/\$69.00 per day	9/26/08
Gibson, Jr., James	Substitute/\$69.00 per day	9/26/08
Dowdy, Michael	Substitute/\$69.00 per day	9/26/08
Dayton, Emily	Substitute/\$69.00 per day	9/26/08
McClelland, James	Substitute/\$69.00 per day	9/26/08
McClelland, Karen	Substitute/\$69.00 per day	9/26/08
Knighen, Joyce	Substitute/\$69.00 per day	9/26/08

Transfers

<u>Name</u>	<u>School/Subject</u>	<u>Effective</u>
Holland, Laura	Asheboro HS/Family & Consumer Science to McCrary/Media	TBD

Out-of-State Overnight Field Trip Request – Asheboro High School Yearbook/Journalism to New York (A copy of the field trip request will become a part of these minutes.)

Budget Amendments CE-01, CE-02, CO-01, CO-02 & CO-03 – (A copy of the budget amendments will become a part of these minutes.)

Discards (A copy of the discards list will become a part of these minutes.)

Information, Reports and Recommendations

Mr. Mike Mize presented a report on summer facilities projects. Two of the major projects were renovations to make space available on the Asheboro High School campus for the Alternative Learning Program and restoration of the South Asheboro Middle School track.

Superintendent Frost reported on the new Principal Evaluation Process for North Carolina's Public School Principals. The process will serve as a guide for principals as they reflect upon and improve their effectiveness as school leaders.

Dr. Hazel Frick presented policies for 30-day board review: Policy 1755/7237, Sexual Harassment Complaint Procedure for Employees. The policy provides the procedure to be followed when an employee believes he/she has been the subject of sexual harassment. Policy 5030, Community Use of Facilities, contains detailed updates and clarifications to the use of school facilities by community groups based on the goals of the Community Schools Act and outlines who may use facilities and the fees that will be charged.

Action Items

South Asheboro Middle, North Asheboro Middle, and Asheboro High School presented their continuous improvement plans highlighting the schools' goals for the 2008-2009 school year. Upon motion by Mr. Jones and seconded by Mr. Yow, the Board unanimously approved the plans as presented. (A copy of the continuous improvement plans will become a part of these minutes.)

Ms. Harrington reported on a ruling by Judge Manning of Wake County Superior Court that various state agencies owe \$747 million to local school systems across North Carolina. Ms. Harrington made a motion to submit a letter of support to local legislators sharing the Board's expectations to receive the system's share of the fines and forfeitures ruling based on the Judge Manning ruling. Mr. Cheek seconded the motion. Motion passed unanimously.

Ms. Marty Williams presented a revised technology plan for 2008-2013. The plan will serve as a guide as Asheboro City Schools strive to create a 21st Century education system that prepares students to excel in global skills while being taught by 21st Century professionals in a technology-rich environment. A motion was made by Mr. Yow to approve the technology plan as submitted, seconded by Ms. Redding, and unanimously approved.

Chairman Kidd presented a City Schools Consortium Acknowledgement and Agreement to board members. The agreement would allow Asheboro City Schools to continue membership in the NC City Schools Consortium formed last year in which a lobbyist was hired, at a cost of \$4,000 per year per city school system, as a consultant to monitor and give support to the city schools during legislative proceedings on funding of one school system per county. A motion was made by Ms. Harrington, seconded by Dr. Harris, and unanimously approved by the Board to continue the membership for 2008-2009.

After a 30-day review Dr. Frick requested board members approve two new policies: Policy 1760/7280, Prohibition against Retaliation, and Policy 7265, Occupational Exposure to Hazardous Chemicals in Science Laboratories. Upon motion by Ms. Redding, seconded by Mr. Jones, both policies were unanimous approved by the Board.

Superintendent's Report/Calendar of Events

Superintendent Frost reminded members of the North Carolina School Boards Association's Annual Conference being held November 10 through 12, 2008 in Greensboro.

Ms. Carla Freemyer shared the Calendar of Events highlighting the following: Powder Puff football game, October 13, 2008; Asheboro High School homecoming game, October 17, 2008; Asheboro High School Theatre Class presentations of 2 one-act plays, October 18, 2008; FAN workshops – Preparing Your Child Academically for Success, November 14 & 17, 2008; and the Asheboro High School Park Street Players presentation of the musical, Aida, November 20-22, 2008 at 7:00 p.m and November 23, 2008 at 2:00 p.m.

Ms. Freemyer shared *Points of Pride* highlighting 64 Lindley Park students completing summer reading challenge; FAN workshops being launched for parents; and the Asheboro High School Hall of Fame induction.

Board Operations

Dr. Frost shared dates for all PTO/PTA presentations regarding the strategic plan updates and requested the Board's participation at the events.

Adjournment

Mr. Jones made a motion to adjourn at 9:25 p.m., seconded by Ms. Redding. The Board unanimously approved the motion.

Chairman

Secretary

**Asheboro City Schools
Personnel Transactions
November, 2008**

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

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Price, Elizabeth	AHS/English as a Second Language	10/8/08
Beaver, Freda	GBT/Reading Facilitator	1/31/09
Lorimer, Curt	CO/Director of Career/Technical Education	2/27/09

***B. APPOINTMENTS**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Thompson, Charlene	GBT/Teacher Assistant	10/13/08
Everett, Callie	DLL/Teacher Assistant (part-time)	10/20/08
Cox, Permelia	CO/Custodian	10/20/08
Woods, Randy	LP/Teacher Assistant	10/28/08
Taylor, Sarah	BAL/Grade 2	11/10/08
Phillips, John	AHS/Mathematics	1/20/09
Smith, Helen	LP/Grade 1	1/30/09
Webster, Jennifer	Substitute/\$90.00 per day	9/23/08
Covington, Ann	Substitute/\$90.00 per day	10/3/08
Danco, Teresa	Substitute/\$90.00 per day	10/7/08
Jones, Diane	Substitute/\$69.00 per day	10/14/08
Kearns, John	Substitute/\$69.00 per day	10/14/08
Bain, Deborah	Substitute/\$69.00 per day	10/14/08
Isley, Phillip	Substitute/\$69.00 per day	10/14/08
Goley, Rhianna	Substitute/\$69.00 per day	10/14/08
Chavis, Leslie	Substitute/\$69.00 per day	10/14/08
Lamonds, Sandy	Substitute/\$69.00 per day	10/14/08
Gentry, Frankie	Substitute/\$69.00 per day	10/14/08
Perdue, Kimberly	Substitute/\$69.00 per day	10/14/08
Nicely, Gordon	Substitute/\$69.00 per day	10/14/08
Shiple, Kelly	Substitute/\$69.00 per day	10/15/08
Harris, Centerra	Substitute/\$69.00 per day	10/17/08

**Asheboro City Schools
Personnel Transactions
November 13, 2008
Addendum**

***A. APPOINTMENTS**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Whigham, Johnnie	SAMS/Special Education	11/19/2008
Watkins, Donnie	AHS/Physical Education	12/1/2008

**Asheboro City Schools
Certified Appointments
November 13, 2008**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Taylor, Sarah	University of Scranton (PA) B: Elementary Education Syracuse University (NY) M: Literacy Education	Elementary Education Reading

Sarah Taylor, a native of Syracuse, New York, is recommended to teach second grade at Balfour School. Ms. Taylor graduated from Syracuse University in August, having completed a Master's degree in literacy education. While completing the degree, she worked as a teacher assistant in a classroom of children with learning and behavior disabilities. She specialized in the diagnosis of reading disabilities and planning differentiated instruction for struggling readers.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Phillips, John	N. C. State University B: Arts Applications	Mathematics

John Phillips is recommended to teach mathematics at Asheboro High School, beginning in January 2009. A graduate of Asheboro High School, Mr. Phillips is a "Blue Comet" who is excited about coming home to teach at AHS. He teaches math currently at Smith High School in Guilford County Schools. After graduation from N. C. State and working in business for a year, Mr. Phillips decided that he wanted to teach and began the process of completing a licensure program.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Smith, Helen	N. C. State University B: Communication	Elementary Education

Helen Smith is recommended to teach first grade at Lindley Park School. A "Blue Comet" graduate of Asheboro High School, Ms. Smith earned a degree from N. C. State in 2005 and then worked outside of education with Hospice of Randolph County and Community One bank. Last year she answered the call to teach and returned to school to complete a teacher education program. She will graduate in May 2009 with a Master's degree in Elementary Education.

**Asheboro City Schools
Certified Appointments
November 13, 2008
Addendum**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Watkins, Donnie	UNC-Wilmington B: Physical Education American Intercontinental University (GA) M: Leadership of Educational Organizations	Physical Education

Donnie Watkins is recommended to teach in the alternative program at Asheboro High School. A native of Rockingham County, Mr. Watkins moved recently to Asheboro. He has served as a probation parole officer and juvenile court counselor in High Point, working with at-risk juveniles involved in the court system. Most recently he has been employed by Guilford County Schools at Northeast Middle School.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Whigham, Johnnie	Florida A & M University B: Special Education Nova Southeastern (FL) University M: Varying Exceptionalities	Special Education

Recommended to teach special education at South Asheboro Middle School is Johnnie Whigham. Mr. Whigham is a native of Florida and a resident of the Trinity area of Randolph County. His twelve years of teaching experience includes work in a middle school and a high school in Fort Lauderdale, Florida. For the past two years he has worked as an exceptional student program facilitator in Durham County Schools.

November 13, 2009



**Asheboro City
Schools
District Update**



Discussion Points



- Revenues Comparison
- Expenses Comparison
- Participation Comparison
- Nutritional Standards Impact
- Questions



2008 Revenues



○ USDA Reimbursements	○ \$ 1,340,636	7.8%
○ Cash Breakfast Sales	○ \$ 15,747	32.3%
○ Cash Lunch Sales	○ \$ 285,132	4.0%
○ Supplemental Sales	○ \$ 364,787	(20.8%)



A Sodexo Initiative

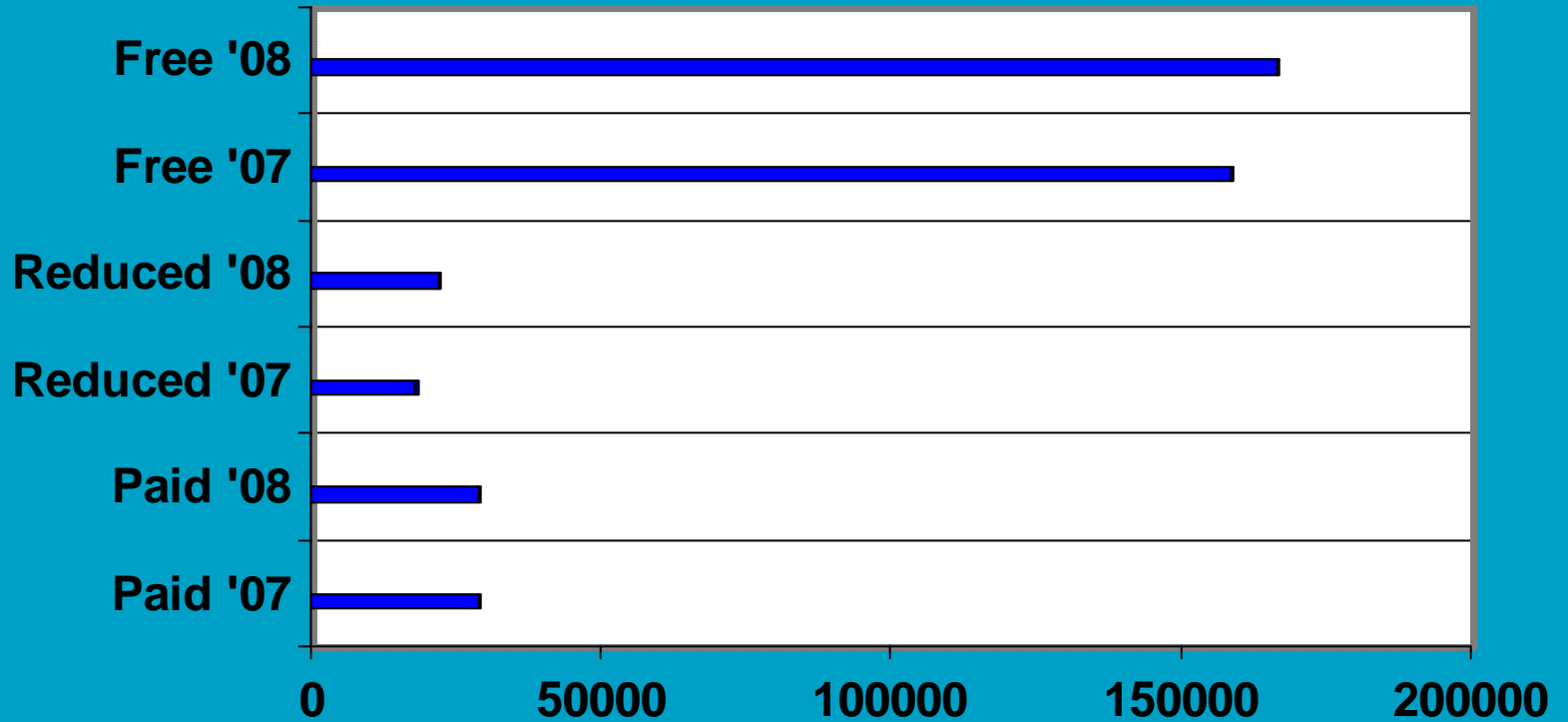
2008 Expenses



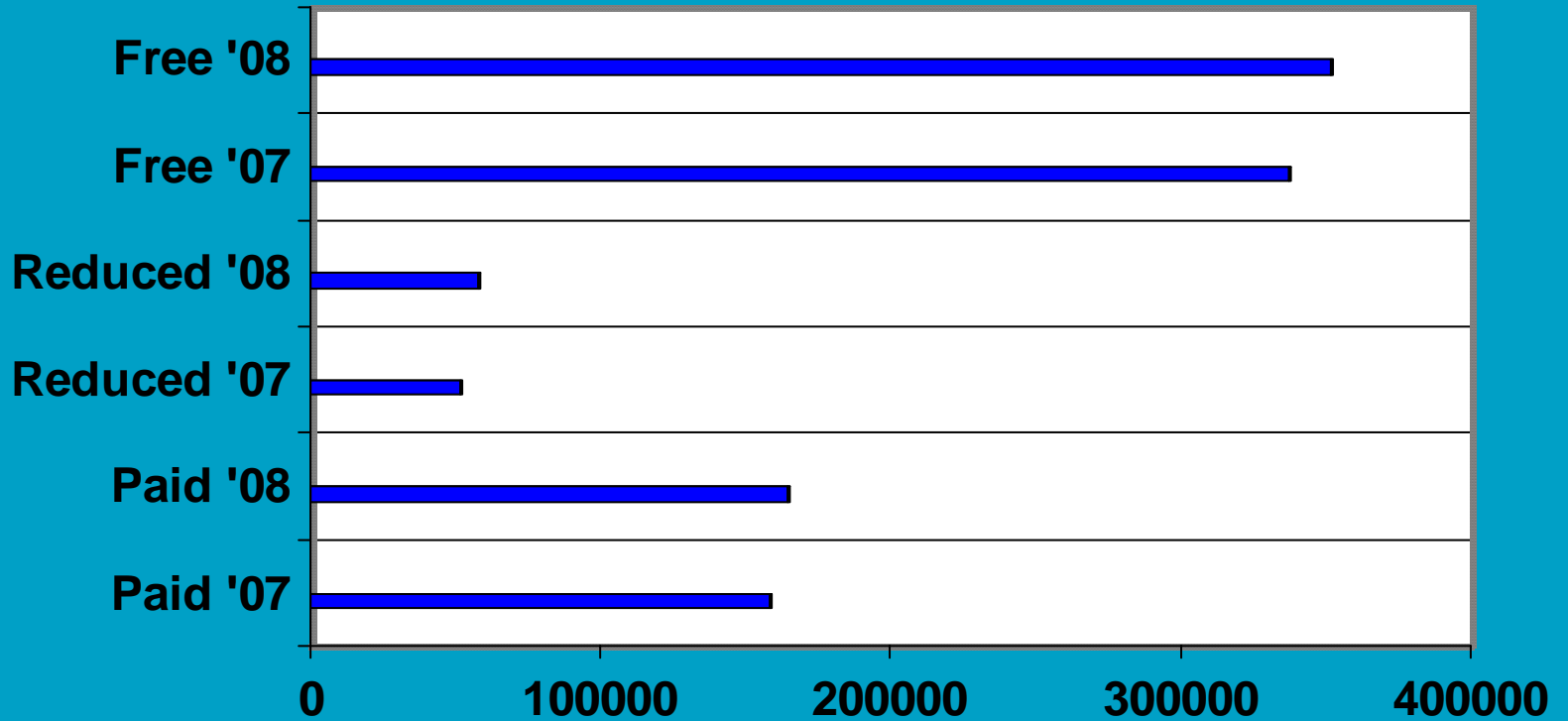
● Salaries & Wages	● \$ 1,069,581	5.3%
● Food Cost/Supplies	● \$ 951,630	13.2%
● Indirect Costs	● \$ 130,961	(14.5%)
● Depreciation	● \$ 45,081	(3.2%)
● All Other Expenses	● \$ 244,035	(1.6%)



Breakfast Participation 2007/2008



Lunch Participation 2007/2008



Nutritional Standards Impact



- **Healthy choices while acceptable; product size is not well received – more & more items purchased outside by students**
- **Costs are higher for “healthy” type foods**
- **Continued to experience limited choices from vendors**
- **NC Legislators have continued to push back implementation date; due to pressure from Child Nutrition leaders**
- **Less revenues generated from supplemental sales**



A Sodexo Initiative

Questions?



Sodexo School Services
Financial Proposal to
Asheboro City Schools
Board of Education

November 13, 2008

Overview

Sodexo School Services has been associated with Asheboro City Schools for the past fifteen (15) years. During this relationship our goal has remained consistent; to provide services that improves and enhance Asheboro's Child Nutrition program. We fully understand that the Board of Education's position on finances is to have a self-supporting Child Nutrition program.

Sodexo has embraced the Tenacity, Inc. Clients for Life® Client Retention Process into their operating culture. Retention requires an ongoing commitment to our clients. This philosophy is designed to initiate and encourage open and mutually beneficial communication between our company and our valued clients. We try hard to develop partnerships where we work to foster win/win relationships with those who we contract with.

Tonight, we ask you to consider an adjustment to the costs charged to the program as allowed by Section 7H of the contract. We did not come to this decision lightly; but as you are aware the past several years have been difficult ones for Child Nutrition programs in general and specifically for Sodexo at Asheboro City Schools. The contract is based on the assumption that **“vendor prices shall remain constant throughout the year.”** This past year we witnessed significant price increases from most vendors at some point in the school year; due to fuel charges and other causes that were out of our control. When developing our budget in the spring of 2007 most indices stated inflation would be in the 4% to 5% range; we use 4.75% in our budget. Actual inflation for the year was 13.23%; a significant portion of this increase can be contributed to the increase price of milk last year. We were not told until the end of June by Pet Dairy that they would not honor the last year of their five year price agreement with Asheboro City Schools. A new bid was sent out in July and approved in August resulting in a 67% increase in milk alone. Secondly, we would ask that Depreciation be waived from the formula used to determine whether Child Nutrition finished the year with an excess or deficit. This is a non-cash item and we request that it be considered as an adjustment.

We have made huge strides in the overall quality of the Child Nutrition program at Asheboro City Schools the past few years. We have met or exceeded the goals set forth by the school district in the area of wellness and have been a leader in working to implement the North Carolina Healthy Initiative Standards set forth by the state legislators, even though they have not been approved as of this date. This said these changes; along with economic challenges we all faced the past couple of years, have resulted in smaller strides being made on the financial side of the ledger.

The overall position of your Child Nutrition program is very strong as you can see from the list below:

- Continue to have strong student participation at all school levels
- Improved labor productivity year over year; since the 2006 school year our productivity has increased on average at all school by 21.4%.
- Continually reviewing of all products/services to ensure “best price” is received
- Implemented North Carolina’s recommended standards for foods served in schools ahead of scheduled dates
- Fully implemented Asheboro City Schools Wellness plan in the 2006-2007 school year
- As requested we improved starting hourly wages for Child Nutrition employees; along with offering three (3) Paid Time Off days
- Financially the department has a fund balance in excess of 2.4 months.

As you review the information below, you can see the past four (4) years have been difficult years for Sodexo from a financial prospective here at Asheboro City Schools, we have returned more fees back to the school district then we have retained, in addition to maintaining our commitment of offering a student scholarship each year and other incentives. Further, we know that the future of a long term relationship is dependent upon reaching financial stability for both organizations.

	2004-2005	2005-2006	2006-2007	2007-2008
Excess/Deficit	\$ 89,000	\$ (91,677)	\$ (20,931)	\$ (128,000) est
SDX Fees	\$ 82,819	\$ 89,801	\$ 91,229	\$ 94,626
Fees Retained SDX	\$ 82,819	\$ 0	\$ 28,675	\$ 0

We have had a long-term relationship with Asheboro City Schools and the investment we have made to your Child Nutrition program over the past fifteen years should warrant strong consideration and approval of this request. We thank you in advance and would be glad to answer any questions you may have at this time or provide any additional information you request to assist you in your decision.

Respectfully submitted:

Tony Buscemi, District Manager, Sodexo

Tom Quinn, Child Nutrition Director, Sodexo

Comparison: AYP and ABC

	ABC	AYP
1	<p>Measures student growth in the content areas over time.</p> <ul style="list-style-type: none"> This year, growth is measured in math at the elementary and middle school levels. New reading tests have been normed but reading is not figured into ABC growth this year due to late release of scores. 	<p>Measures target level proficiency in each content area for all subgroups; participation rate; attendance; graduation rate.</p> <ul style="list-style-type: none"> Number of targeted subgroups varies for each school (10 possible ethnic groups and participation rates per content area). The more diverse the school, the more targets. The same student may count in multiple target areas (e.g., SWD, F/R, Hispanic)
2.	<p>Results for 2007-08 – These did not change after the release of reading scores.</p> <p>ACS:</p> <ul style="list-style-type: none"> 75% of schools met high growth 16.6% met expected growth 16.6% did not meet expected growth ACS met expected growth <p>NC:</p> <ul style="list-style-type: none"> 55.2% met high growth 26.8% met expected growth 18% did not meet expected growth 	<p>Results for 2007-08 –</p> <ul style="list-style-type: none"> Balfour Elementary met math AYP but not reading – Balfour moves into Choice and SES for reading Loflin – moves into Choice for reading, watch list for math McCrary – remains in Choice for math, watch list for reading Lindley Park met AYP in reading, watch list for math NAMS – did not meet AYP in reading or math SAMS – did not meet AYP in reading or math AHS – met reading AYP, did not meet math ACS did not meet AYP NC did not meet AYP
3.	<p>Changing measures:</p> <ul style="list-style-type: none"> Performance composite will not be comparable to previous years due to new reading test norms 	<p>Changing targets:</p> <ul style="list-style-type: none"> See table below
4.	<p>Sanctions/Rewards:</p> <p>ABC incentive pay to staff members in school that meet expected and high growth</p>	<p>Sanctions/Rewards:</p> <ul style="list-style-type: none"> Watch list – first year AYP is not met Choice – 2nd year in same content area SES – 3rd year in same content area Exit sanctions after 2 years of making AYP in the same content area

Shifting AYP Targets

Year	Grades 3-8 (%)		Grades 10 (%)	
	Reading	Math	Rd/LA	Math
2002-03	68.9	74.6	52	54.9
2004-05	76.7	81.0	35.4	70.8
2005-06	76.7	65.8 (new test)	35.4	70.8
2007-08	43.2 (new test)	77.2	38.5	68.4
2010-11	71.6	88.6	69.3	84.2
2013-14	100	100	100	100

More information is available for the ACS and each individual school at:

<http://ayp.ncpublicschools.org/2008/>

No Child Left Behind Public School Choice Plan Procedures for Asheboro city Schools: An Update

2008-2009 School Year

GENERAL INFORMATION

Title I School Improvement is a status occurring when a Title I school does not meet Adequate Yearly Progress (AYP) in the same content area for two consecutive years. Title I schools in School Improvement exit that status only after they have made AYP in the targeted content area for two consecutive years. Schools in School Improvement must offer public school choice during their first year in School Improvement (unless they are part of a pilot program offering Supplemental Educational Services the first year). They must continue to offer Choice each year they remain in School Improvement. Beginning the second year of School Improvement in the targeted content area, schools must also offer the option of Supplementary Educational Services (SES) for students.

Current AYP Status – following the release of new reading test scores.

- Asheboro High School – did not make AYP in reading or math – 18 out of 21 target goals
- North Asheboro Middle School – did not make AYP in reading or math – 19 out of 29 target goals
- South Asheboro Middle School – did not make AYP in reading or math – 21 out of 29 target goals
- Balfour Elementary School – made AYP in math, did not meet AYP in reading – 17 out of 21 target goals
Balfour moves to the second level of sanctions in the area of reading and will offer School Choice and Supplemental Educational Services beginning with the second semester this school year. Students will be offered the option of applying for a ‘Choice Transfer’ to Lindley Park or Teachey Elementary Schools. SES (after school tutoring offered by State approved Providers) will be offered to qualifying students (i.e., those students who qualify for free/reduced meals).
- Charles W McCrary Elementary School – did not make AYP in reading or math – 16 out of 23 target goals
McCrary is in School Improvement in the area of math. McCrary students have been offered the option of applying for a ‘Choice Transfer’ to Lindley Park or Teachey Elementary Schools. McCrary will be on the Watch List for reading.

- Donna Lee Loflin Elementary School – did not make AYP in reading or math – 12 out of 17 target goals
Loflin is on the Watch List for math. Loflin will go into School Improvement for reading beginning with the second semester of this school year. Students will be offered the option of applying for a ‘Choice Transfer’ to Lindley Park or Teachey Elementary Schools.
- Guy B Teachey Elementary – did not make AYP in reading or math – 14 out of 17 target goals
Teachey is on the Watch List for math and reading.
- Lindley Park Elementary – did not make AYP in math, did make AYP in reading – 19 out of 21 target goals
Lindley Park is on the Watch List for math.

Eligibility for Choice

1. All students enrolled in Title I School Improvement schools are eligible for choice.
2. Under federal law, we must give transfer priority to the lowest-achieving, low-income students.
3. Any student reassigned to a public school of choice is eligible to remain at the choice school until he or she has completed the fifth grade. However, the school district is no longer obligated to provide transportation for the student after the student’s school of residence is no longer identified for School Improvement. If the choice school is placed in School Improvement, the student has the option of moving again to another school of choice in a subsequent year.
4. Parents have the option of declining a school choice option and continuing at the school of residence.

Eligibility for SES

1. Students enrolled in Title I School Improvement schools that are in the 2nd level of sanctions, who are eligible for free/reduced meals, are also eligible for choice.
2. Eligible students may attend SES sessions, regardless of their performance on EOG tests (i.e., students performing at Level I, II, III, or IV may participate in SES).
3. Eligible students may choose school choice OR supplemental services, but not both. Students selecting supplemental services must be enrolled in the school in School Improvement status.

Parent Notification of No Child Left Behind Public School Choice

1. Asheboro City Schools will notify parents of students at schools in School Improvement in a timely manner after AYP results are determined.
2. Notification will be made by mailing notices directly to parents/guardians and posting announcements on our school system website.
3. Notification will be provided in both English and Spanish.
4. Included with the notification letter will be school information about the school in School Improvement, school information about the school of choice, and a form to request a school transfer.

5. Parents of incoming kindergarten students will be notified of their school's Title I school Improvement status on the first day of school when students are officially enrolled in the school.
6. Students entering schools in School Improvement during the school year will be provided with the same information concerning school choice and given the choice options.

School Choice Procedures

1. Notification letters, school fact sheets, and transfer request forms mailed to parents/guardians of each student in School Improvement schools. Parents who wish to request a school choice transfer will have approximately two weeks to make their request. Requests must be submitted in writing using the form that parents receive with their notification letter.
2. Connect Ed messages will alert each parent by telephone that the letter has been mailed and will invite them to an information session at the school of residence.
3. A parent information session will be held at each school in School Improvement status.
4. Choice option request forms will be due to the school of residence by a specified deadline.
5. The district will respond to the requests for school choice with written notice regarding the student's school assignment within two weeks of the deadline.
6. If approved for the School Choice option, parents must submit a final confirmation accepting the choice school assignment.
7. Students who select the public school choice are required to remain at the school of choice for the entire academic year. In the case of schools that enter school improvement due to newly released reading scores, students must remain at their school of choice for the entire second semester. A child attending a School Choice school may continue to do so until completion of the 5th grade.
8. Sixth grade middle school assignments will be based on the parent domicile and established attendance zones.

Transportation

1. The district must set aside Title I funds to be used for public school choice transportation.
2. The district will provide transportation for eligible students as long as the original school is in Title I School Improvement status. If the School exits School Improvement status, the student may continue to attend the new school, but parents will be responsible for transportation.

Students with Disabilities

Students with disabilities will have the same school choice options if the choice school has appropriate programs available to the student.

Responsibilities of Receiving Schools

Receiving schools shall enroll students in classes and other activities in the same manner as all other children in the school.

Responsibilities of Schools in Title I School Improvement

1. Schools in Title 1 School Improvement Status are required to develop a two-year plan that addresses the academic issues that caused it to be identified for school improvement. The school may develop a new plan or revise an existing one, but in either case, it must be completed no later than three months after the school has been identified.
2. The plan's design must address the following components:
 - Core academic subjects and the strategies used to teach them
 - Professional development
 - Technical assistance
 - Parent involvement
 - Measurable goals
3. The School Improvement Plan must demonstrate that the school will implement policies and practices grounded in scientifically based research designed to increase student proficiency in reading and mathematics.
4. The school must spend not less than 10% of its Title I part A funds for providing high-quality professional development to the school's teachers, principal, and, as appropriate, other instructional staff. The School Improvement Plan must provide an assurance that this expenditure will take place.
5. The school must consult with parents, school staff, the LEA and outside experts in developing or revising the Plan.
6. The Plan will undergo a peer review process involving teachers and administrators from other schools or districts similar to the one in improvement.
7. The LEA may impose conditions on the School Improvement Plan that it deems necessary to ensure the Plan's successful implementation.
8. The LEA is responsible for providing technical assistance to the school in improvement.

65.50%
Asheboro City Schools
 2007-08

	NCLB Status			ABCs Status		Recognition Status
	AYP	Targets Met	% of Targets Met	Performance Composite	Growth	
Elementary Schools						
Balfour	Not Met	17 of 21	81.0%	49.0%	High	Priority School
Charles W McCrary	Not Met	16 of 23	69.6%	47.2%	High	Priority School
Donna L Loflin	Not Met	12 of 17	70.6%	56.8%	High	Priority School
Guy B Teachey	Not Met	14 of 17	82.4%	62.5%	High	School of Progress
Lindley Park	Not Met	19 of 21	90.5%	63.7%	High	School of Progress
Middle Schools						
North Asheboro	Not Met	19 of 29	65.5%	55.2%	High	Priority School
South Asheboro	Not Met	21 of 29	72.4%	68.7%	Expected	School of Progress
High School						
Asheboro High	Not Met	18 of 21	85.7%	64.8%	None	No Recognition
Asheboro City Schools	Not Met	41 of 54	75.9%	60.7%	Expected	

Policy 3460: Graduation Requirements

As recommended to the Board Policy Committee, October 9, 2008

This policy provides North Carolina requirements for high school graduation along with high school exit standards, local board requirements, and special circumstances that require approval by the superintendent. Revisions have been made that include replacing the words “senior project” with “graduation project.” A provision has also been added that allows students to graduate with fewer than 28 credits under criteria approved by the superintendent upon recommendation by the principal as long as the student meets all state graduation requirements and successfully completes a graduation project.

The board recognizes the importance of setting rigorous graduation requirements in order to help ensure that students are receiving an education that will prepare them to be productive members of society.

A. STATE REQUIREMENTS

In order to graduate from high school, students will be required to meet the following requirements:

1. the minimum requirements of the state competency examination or other state-mandated exam of essential skills;
2. the high school exit standards (effective for freshman entering in 2006-07 who are taking the Career Prep Course of Study, the College Tech Prep Course of Study, or the College/University Prep Course of Study);
3. the minimum requirements of the state computer skills test;
4. successful completion of 20 course credits in the chosen course of study and all other course requirements mandated by the State Board of Education; and
5. successful completion of all additional course and other requirements mandated by the board of education.

B. HIGH SCHOOL EXIT STANDARDS

Beginning with students entering the 9th grade in 2006-07 who are taking the Career Prep Course of Study, the College Tech Prep Course of Study, or the College/University Prep Course of Study, students must meet the high school exit standards in order to graduate. The exit standards consist of the following requirements:

1. Students must ~~receive a passing grade~~ demonstrate proficiency on all of the following end-of-course tests:
 - Algebra I
 - Biology
 - English I
 - Civics and Economics
 - U.S. History

Students who do not ~~receive a passing grade~~ demonstrate proficiency on any of the five end-of-course tests will be provided retest opportunities as provided in board policy 3420, Student Promotion and Accountability.

2. Students must satisfactorily complete a ~~senior~~ graduation project. The superintendent or the superintendent’s designee will develop, monitor and score the ~~senior~~ graduation projects, using state adopted rubrics. The superintendent or his/her designee may incorporate any ~~senior~~ graduation project requirements that are already in place in the district. In addition, requirements of the ~~senior~~ graduation project will include:

- a review process;
- an eight to ten page research paper written on an approved topic of student choice;
- a product related to the paper that requires significant hours of work;
- a portfolio that reflects the ~~Senior~~ Graduation Project process;
- a presentation to a panel of community and faculty members; and
- literature, service-based learning or work-based learning experiences as defined by state models.

The superintendent or the superintendent’s designee will give special consideration to transfer students arriving in the second semester of the senior year.

C. LOCAL BOARD REQUIREMENTS

Students also are required to meet all graduation requirements of this board. All students must successfully complete the maximum number of units a student could earn in grades 9 through 12 minus four units. A total of 28 units must be earned, with course units required in the following courses:

- | | |
|---|---|
| ▪ English | 4 |
| ▪ Social Studies
(including government/economics, U.S. History
and world studies) | 3 |
| ▪ Mathematics
(including high school algebra) | 4 |
| ▪ Science
(including a physical science and biology) | 3 |

▪ Health and Physical Education	1
▪ Electives	13
▪ Total	28

The principal is responsible for ensuring that parents and students are aware of all graduation requirements. The guidance program should assist students in planning their high school courses to help ensure that students are taking all of the required units and selecting electives consistent with their post-graduate plans. For students who have transferred to the school district during high school, or for other reasons have completed course work outside of the school district, the principal will determine what course work will be applied as credit for graduation.

The board also may require that students successfully complete additional graduation requirements, a research project or a community service project like that mentioned in board policy 3530, Citizenship. Students will be notified of any requirement at least by their junior year. Students who seek assistance or are identified as likely to need assistance in meeting an academic requirement must be provided opportunities for remedial or additional instruction in accordance with board policy 3420, Student Promotion and Accountability. Students whose academic projects do not meet the expected standard must be given additional opportunities to successfully complete the research project and additional opportunities for remedial instruction.

D. SPECIAL CIRCUMSTANCES

The board adopts the following policies to address special circumstances regarding graduation:

1. Honor graduates may be designated by the principal on the basis of criteria established by the superintendent. Recognition of honor graduates may be included in graduation programs.
2. Graduation prior to that of one’s class may be permitted under criteria to be approved by the superintendent, or designee, upon recommendation by the principal.

Students seeking to graduate with fewer than 28 credits may be permitted to do so under criteria approved by the superintendent, or designee, upon recommendation by the principal. These students shall meet all state graduation requirements and successfully complete a graduation project.

3. A graduation certificate will be awarded to students enrolled in programs for exceptional children who have not met the requirements on the state competency examinations if the students have successfully completed 20 course units by general subject area (four English, four math, three science, three social studies and one health and physical education) and their individualized education plan requirements. The certificates may be awarded at the regular graduation ceremony.
4. Special education students who are following the occupational course of study will not be required to pass the competency test or the high school exit standards in order to graduate and receive a diploma.
5. Students with Disabilities, other than students who are following the occupational course of study, may apply in writing to the board to be exempted from taking the competency test. Before it approves the request, the board will ensure that the parents or the child if aged 18 or older, understand that the student must pass the competency test to receive a high school diploma.
6. Other students who have met course requirements for graduation but have not passed the minimum competency test will receive a certificate of achievement and transcript and will be allowed to participate in graduation exercises. These students will be encouraged to continue to work toward satisfying the requirements of graduation and earning the diploma until the students reach maximum school age.

Legal References: G.S. 115C-47, -81, -276, -288; 16 NCAC 6D .0103

Cross References: Goals and Objectives of the Educational Program (policy 3000)

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

Revised: November 13, 2003, April 19, 2007, November 8, 2007

Administrative Procedure: None

Policy 4040/7310: Staff-Student Relations

As recommended to the Board Policy Committee, October 9, 2008

The only change made to the policy is the addition of a definition of the term, “employees,” that includes independent contractors and school safety officers with the exclusion of student employees.

The relationship between staff and students should be one of cooperation, understanding and mutual respect. The staff has the responsibility to provide an atmosphere conducive to learning and to motivate each student to perform to his or her capacity. The staff is expected to model the behavior expected of students in staff-student relationships.

All employees, except student employees, are prohibited from dating, courting or entering into a romantic or sexual relationship with any student enrolled in the school district regardless of the student's age. Employees engaging in such inappropriate conduct will be subject to disciplinary action, up to and including dismissal.

All employees are prohibited from sexual harassment (see policy 1736, Sexual Harassment Defined).

Any employee who has reason to believe that another employee is inappropriately involved with a student, as described above, will report this information to the superintendent. An employee who fails to inform the superintendent of a suspected inappropriate relationship between an employee and a student may be subject to disciplinary action, up to and including dismissal.

For the purposes of this policy, the term "employees" includes independent contractors and school safety officers but does not include student employees.

Legal References: Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 *et seq.*, 34 C.F.R. pt 106; G.S. 115C-47(18)

Cross References: Removal of Barriers (policy 1700), Prohibition Against Discrimination and Harassment (policy 1710), Harassment Defined (policy 1735), Sexual Harassment Defined (policy 1736), Student and Parent Grievance Procedure (policy 1740/4010), Discrimination Complaint Procedure for Students, (policy 1741), Sexual Harassment Complaint Procedure for Students (policy 1745), Staff Responsibilities (policy 7300)

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

Administrative Procedure: None

Policy 4240: Child Abuse – Reports and Investigations

As recommended to the Board Policy Committee, October 9, 2008

Additions have been made to this policy so that it is in compliance with North Carolina General Statute regarding reports and investigations of child abuse. Now included in the legal requirement for school employees to report suspected child abuse is the addition of “neglect, dependency or death as a result of maltreatment.” In such cases, reports must be made without delay. Additionally, a confidentiality statement has been added that clarifies the extent to which the school district may share information that is relevant to the report with other agencies.

CHILD ABUSE - REPORTS AND INVESTIGATIONS

Policy Code: 4240

The board of education supports all employees who make a report of child abuse, neglect, dependency or death as a result of maltreatment in good faith.

Any school employee who knows or has cause to suspect child abuse, neglect, dependency or death as a result of maltreatment is legally required to report the case of the child to the director of social services. The employee also ~~will~~ shall report the case immediately to the principal.

Any doubt about reporting a suspected situation ~~will~~ shall be resolved in favor of reporting and the report ~~will~~ shall be made immediately. A school employee is immune by statute from any civil and/or criminal liability when reporting in good faith suspected child abuse, neglect, dependency or death as a result of maltreatment. Failure on the part of any school employee to report may result in disciplinary action being brought against the employee by the school district or civil action under the law.

The principal may establish a contact person in the school to act as a liaison with social services; however if the liaison is not available when a report is necessary the immediacy is still in effect and the reporting must not be delayed. All employees ~~will~~ shall cooperate fully with the department of social services in their investigation of suspected child abuse, neglect, dependency or death as a result of maltreatment, including permitting the child to be interviewed by social services on school campuses during school hours and providing confidential information, so long as the disclosure does not violate state or federal law. Any confidential information disclosed by the department of social services to employees shall remain confidential and shall only be redisclosed for purposes directly connected with carrying out the responsibilities of the school or the employee.

Upon request and to the extent permitted by law, the school district shall share with other agencies designated in G.S. 7B-3100(a), information that is relevant (1) to any assessment of a report of child abuse, neglect, dependency or death as a result of maltreatment by the department of social services; (2) to the provision or arrangement of protective services in a child abuse, neglect, dependency or death as a result of maltreatment case by the department of social services; or (3) to any case in which a petition is filed alleging that a juvenile is abused, neglected, dependent, undisciplined or delinquent. The school district and designated agencies must continue to share such information until the protective services case is closed by the department of social services or, if a petition is filed, until the juvenile is no longer subject to the jurisdiction of juvenile court.

The superintendent ~~will~~ shall develop any necessary procedures for reporting suspected child abuse, neglect, dependency or death as a result of maltreatment and for cooperating with investigations by the department of social services. The board encourages staff development opportunities related to identifying and reporting child abuse, neglect, dependency or death as a result of maltreatment.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; G.S. 7B-101(1) and (15), -301, -302 -309, -3100; 8-53.4; 14-318.2; 115C-400, -402

Cross References: Student Records (policy 4700), Professional Development and Assistance (policy 1610/7800)

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

Administrative Procedure: None

Revised: November 14, 2002

Policy 4250/5075/7316: North Carolina Address Confidentiality Program

As recommended to the Board Policy Committee, October 9, 2008

This is a new policy that encourages eligible individuals to participate in the North Carolina Address Confidentiality Program established in Chapter 15C of the General Statutes. It states that this program helps to protect the location of victims of acts of violence. It also provides program details and outlines the handling of school personnel and student information of those included in the program.

**NORTH CAROLINA
ADDRESS CONFIDENTIALITY PROGRAM***Policy Code: 4250/5075/7316*

The board seeks to provide a work and school environment free from violence or the threat of violence against employees, students or other persons. The board encourages eligible individuals to participate in the North Carolina Address Confidentiality Program established pursuant to Chapter 15C of the General Statutes. This program protects the address of relocated victims of domestic violence, sexual offense, stalking or human trafficking to prevent a victim's assailants or potential assailants from finding the victim through public records. The program provides participants with the use of a substitute mailing address and denies public access to a participant's actual address.

A. PROGRAM DETAILS

The Address Confidentiality Program is administered by the State Attorney General. Information and assistance in applying to the program can be obtained by telephone from the Attorney General's Address Confidentiality Program Office at (919) 716-6785.

Program participants receive an authorization card with a substitute mailing address that can be presented whenever an address is required. Mail sent to the substitute address is forwarded cost-free by the program to the participant at his or her residential address.

B. SCHOOL PERSONNEL PARTICIPANTS

The name, actual address and telephone number of any school system personnel participating in the Address Confidentiality Program shall not be open to inspection as a public record, shall not be included as part of any employee directory published by the school system and shall be redacted from any record released pursuant to G.S. 115C-320. (See policies 5070, Public Records, and 7820, Personnel Files.)

C. STUDENT PARTICIPANTS

The school system shall use the actual address of a program participant, not the substitute address designated by the Attorney General, for any purpose related to admission or assignment but shall keep the actual address confidential from the public. Student records shall reflect only the substitute address and not the student's actual address. The student's telephone number also shall be kept confidential from the public. The parent or guardian of a student participant may request that a student's name be withheld from any release of directory information by the school, as provided in policy 1310/4002, Parental Involvement.

When transferring school records from one school to another, the transferring school may send the files to the participant (parent or guardian) via the substitute address provided by the Address Confidentiality Program to ensure confidentiality of the student's new location.

D. DISCLOSURE PROHIBITED

The knowing and intentional disclosure of a program participant's actual address or telephone number to unauthorized persons is prohibited. Failure to comply with this policy may result in disciplinary action, up to and including termination. In addition, violators may be subject to criminal prosecution.

Legal References: G.S. Ch. 15C; 115C-47, -320, -366(g), -402(f); 132-1.1(d)

Cross References: Domicile or Residence Requirements (policy 4120), School Assignment (policy 4150), Student Records (policy 4700), Public Records (policy 5070), Personnel Files (policy 7820)

Other Resources: *Address Confidentiality Program – Student Records* and *Address Confidentiality Program – Employee Records* (August 21, 2003) (Office of Attorney General Roy Cooper), available at <http://www.ncwise.org/generaldocs.html>

Adopted:



GRADUATION COMMITTEE REPORT

Monday, November 3, 2008

7:00pm



AHS GRADUATION TRADITIONS

- Last day of school
- Friday
- 12:00 noon
- Lee J. Stone Stadium (or gym in inclement weather)
- Approximately one hour in length



CHANGE: LAST DAY OF SCHOOL NOT ALWAYS ON FRIDAY

- Recent calendar legislation (2005) by General Assembly impacts last day of school
- School calendars may not start before August 25 and must end by June 10
- Last day of school in:
 - 2008 – Tuesday, June 10
 - 2009 – Wednesday, June 10
 - 2010 – Wednesday, June 9

HEAT/SUN ANOTHER FACTOR

- Graduation temperature
Friday, June 9, 2006—82 degrees
- Graduation temperature
Friday, June 8, 2007—90 degrees
- Graduation temperature
Tuesday, June 10, 2008—95 degrees





PARENTS REQUEST CHANGE

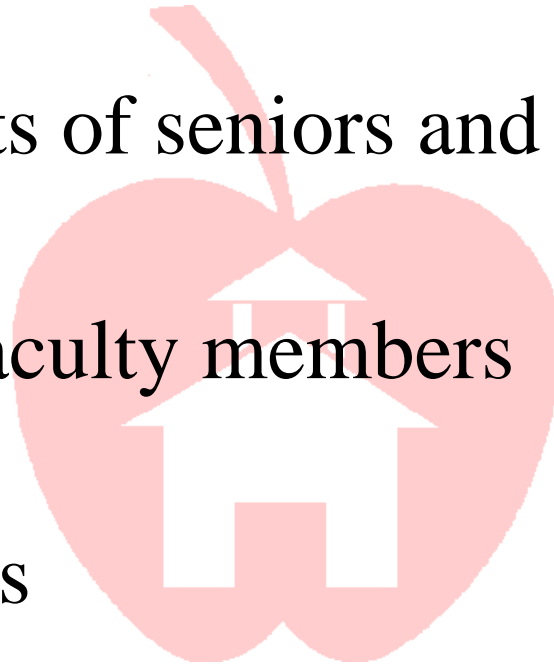
Reasons:

1. Possible inconvenience for families of holding graduation mid-week
2. Safety issues involved with holding graduation at noon in the heat of the day



GRADUATION STAKEHOLDER COMMITTEE

- 15 parents of seniors and juniors
- 2 AHS faculty members
- 2 students
- 2 school board members



COMMITTEE MEMBERS

Parents:

Susan Anderson
Rass Bagley
David Chilton
Tracy Foscue
Kathy Ingold
Reid Lawrence
Reynolds Lisk
Lakitia Lowery



Rosa Nunez
John Ogburn
Kurt Sullivan
Miriam Tellez
Krista Trotter
Juan Villa
Cindy Watson



COMMITTEE MEMBERS

Staff:

Jennifer Smith
Colonel Carle Hall

Board of Education:

Archie Priest
Jane Redding

Students:

Mark Haywood
Jamie Maness





COMMITTEE'S PURPOSE

- To help define the process for collecting stakeholder input
- To evaluate stakeholder feedback to form a recommendation for the Board of Education on the date and time for graduation

STAKEHOLDER INPUT

Surveyed

1. Senior students
2. Junior students
3. AHS faculty
4. Senior parents
5. Junior parents





SURVEY OPTIONS

1. Wednesday, June 10, 12 noon
2. Wednesday, June 10, 7:00pm
3. Thursday, June 11, 10:00am
4. Thursday, June 11, 7:00pm
5. Friday, June 12, 10:00am
6. Friday, June 12, 7:00pm
7. Saturday, June 13, 10:00am



OPTIONS NOT INCLUDED

- Wednesday, June 10, 10:00am—Last instructional day of school
- 9:00am—Challenge to be able to address inclement weather situations and have everything in place two hours before a 9:00am ceremony



SURVEY INPUT

Each respondent was asked to **SELECT TWO OPTIONS** suitable for your family for the date and time of graduation



SURVEY COMMUNICATION

- Note attached to junior and senior student report cards at end of first six weeks letting parents know that their input would be needed regarding graduation
- Connect-Ed phone call to all homes of seniors and juniors to let parents know survey was coming home; second reminder call 2 days later
- Survey sent home via students to return with student to first period teacher



SURVEY PARTICIPATION

Class of 2009

Class of 2010

Students

90%

91%

Staff

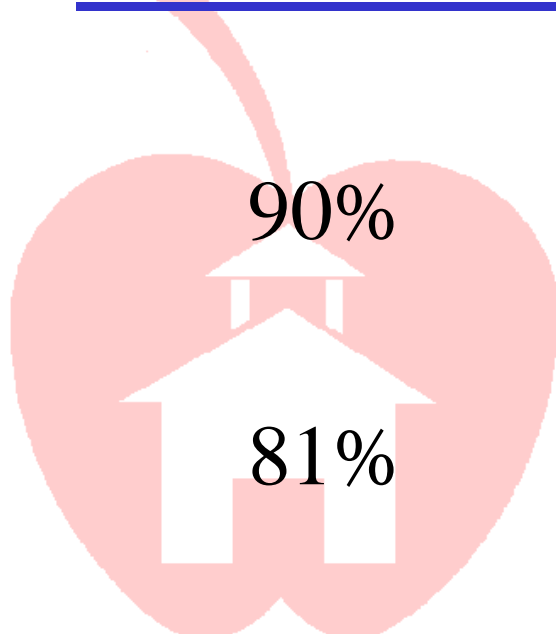
81%

85%

Parents

53%

37%



SURVEY RESULTS

CLASS OF 2009



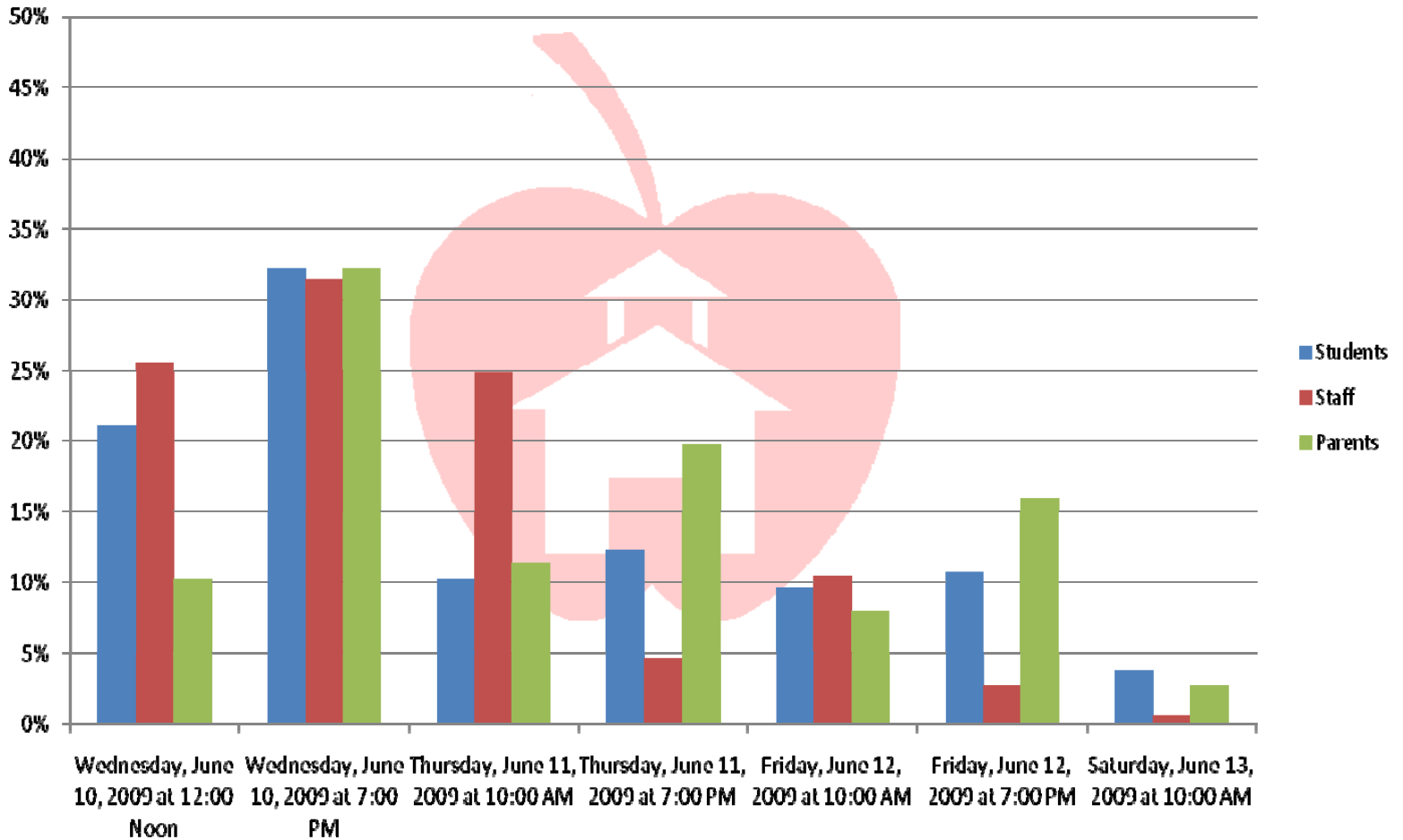
	Students		Staff		Parents	
Wednesday, 12:00	94	21%	39	25%	27	10%
Wednesday, 7:00 PM	144	32%	48	31%	85	32%
Thursday, 10:00 AM	46	10%	38	25%	30	11%
Thursday, 7:00 PM	55	12%	7	5%	52	20%
Friday, 10:00 AM	43	10%	16	10%	21	8%
Friday, 7:00 PM	48	11%	4	3%	42	16%
Saturday, 10:00 AM	17	4%	1	1%	7	3%

...the subject is excellence

SURVEY RESULTS

CLASS OF 2009

Asheboro City Schools



... the subject is excellence

SURVEY RESULTS

CLASS OF 2010

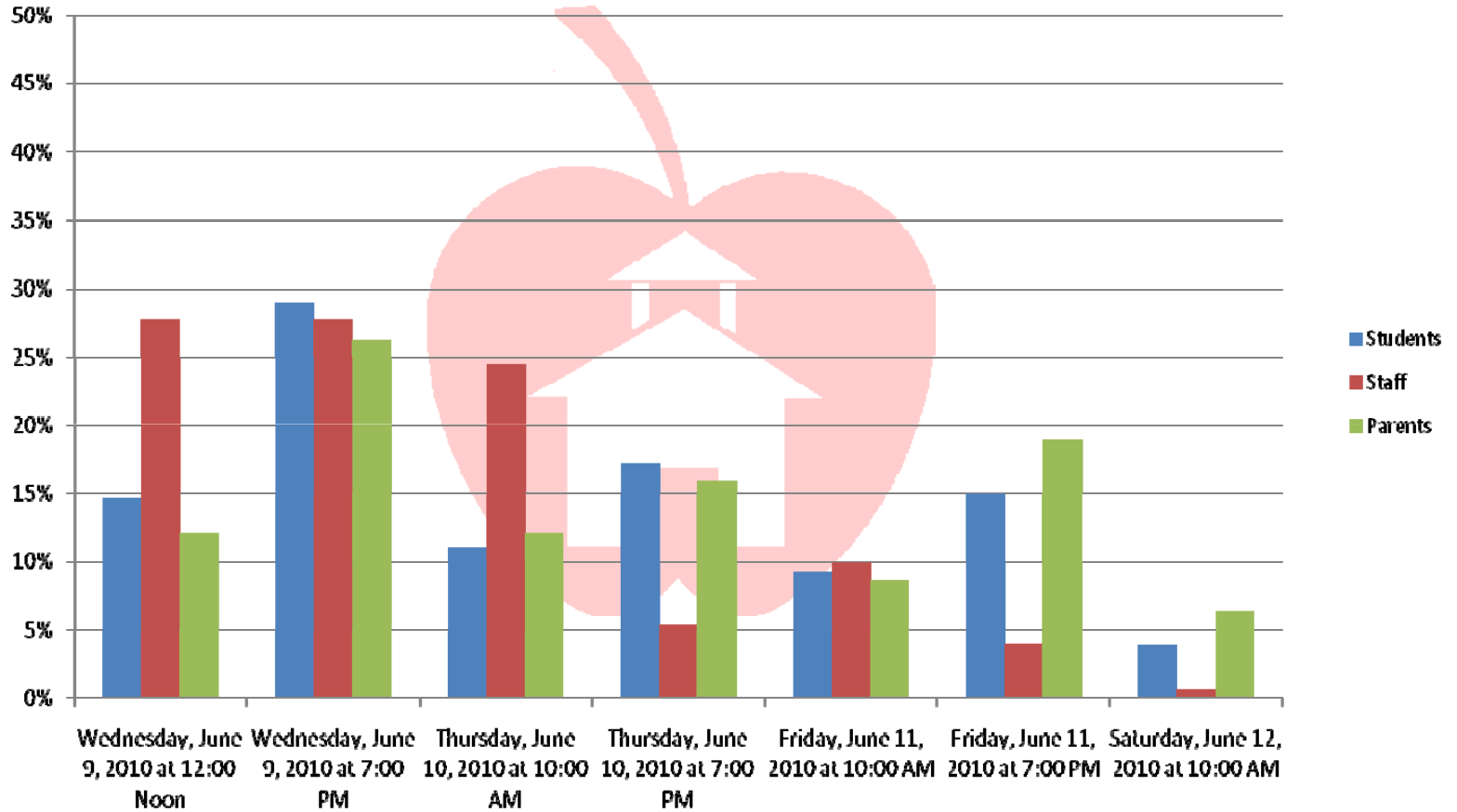


	Students		Staff		Parents	
Wednesday, 12:00	82	15%	42	28%	28	12%
Wednesday, 7:00 PM	163	29%	42	28%	61	26%
Thursday, 10:00 AM	62	11%	37	25%	28	12%
Thursday, 7:00 PM	96	17%	8	5%	37	16%
Friday, 10:00 AM	52	9%	15	10%	20	9%
Friday, 7:00 PM	84	15%	6	4%	44	19%
Saturday, 10:00 AM	22	4%	1	1%	15	6%

...the subject is excellence

SURVEY RESULTS

CLASS OF 2010



... the subject is excellence



MOST FREQUENT RESPONSES

STUDENTS

CLASS OF 2009

1. Wed., 7pm—32%
2. Wed., noon—21%
3. Thurs., 7pm—12%

CLASS OF 2010

- Wed., 7pm—29%
- Thurs., 7pm—17%
- Fri., 7pm—15%



MOST FREQUENT RESPONSES

STAFF

CLASS OF 2009

- Wed, 7pm—31%
- Wed, noon—25%
- Thurs, 10am—25%

CLASS OF 2010

- Wed, noon—28%
- Wed, 7pm—28%
- Thurs, 10am—15%



MOST FREQUENT RESPONSES

PARENTS

CLASS OF 2009

1. Wed., 7pm—32%
2. Thurs., 7pm—20%
3. Fri., 7pm—16%

CLASS OF 2010

- Wed., 7pm—26%
- Fri., 7pm—19%
- Thurs., 7pm—16%



MOST FREQUENT RESPONSES

STUDENTS and PARENTS

CLASS OF 2009

1. Wed., 7pm—32%
2. Wed., noon—17%
3. Thurs., 7pm—15%

CLASS OF 2010

- Wed., 7pm—28%
- Thurs., 7pm—17%
- Fri., 7pm—16%



MOST FREQUENT RESPONSES

ALL RESPONDENTS

CLASS OF 2009

1. Wed, 7pm—32%
2. Wed, noon—19%
3. Thurs, 10am—13%
4. Thurs, 7pm—13%

CLASS OF 2010

- Wed, 7pm—28%
- Wed, noon—16%
- Thurs, 7pm—15%



RESPONSES BASED ON DAY ONLY

STUDENTS

CLASS OF 2009

CLASS OF 2010

Wed.

53%

44%

Thurs.

22%

28%

Fri.

21%

24%

Sat.

4%

4%



RESPONSES BASED ON DAY ONLY

STAFF

CLASS OF 2009

CLASS OF 2010

Wed.	56%	56%
Thurs.	30%	30%
Fri.	13%	14%
Sat.	1%	1%



RESPONSES BASED ON DAY ONLY

PARENTS

CLASS OF 2009

CLASS OF 2010

Wed.	42%	38%
Thurs.	31%	28%
Fri.	24%	28%
Sat.	3%	6%

...the subject is excellence



RESPONSES BASED ON DAY ONLY

STUDENTS and PARENTS

CLASS OF 2009

CLASS OF 2010

Wed.	49%	42%
Thurs.	26%	28%
Fri.	22%	25%
Sat.	3%	5%



RESPONSES BASED ON DAY ONLY

ALL RESPONDENTS

CLASS OF 2009

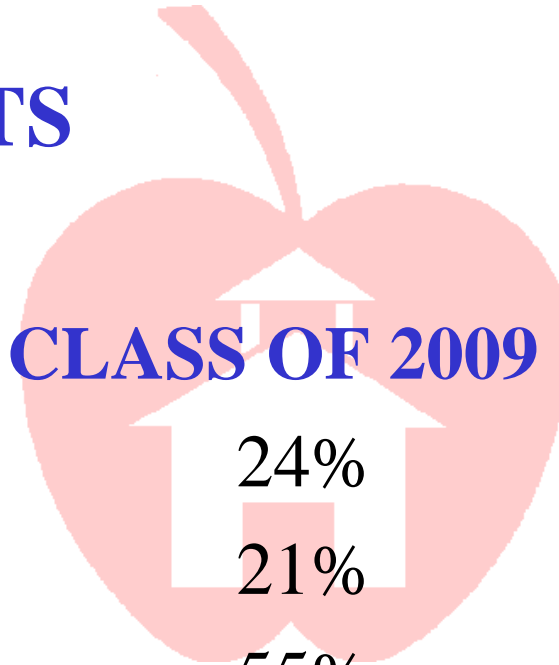
CLASS OF 2010

Wed.	51%	44%
Thurs.	26%	28%
Fri.	20%	23%
Sat.	3%	4%

RESPONSES BASED ON TIME ONLY

STUDENTS

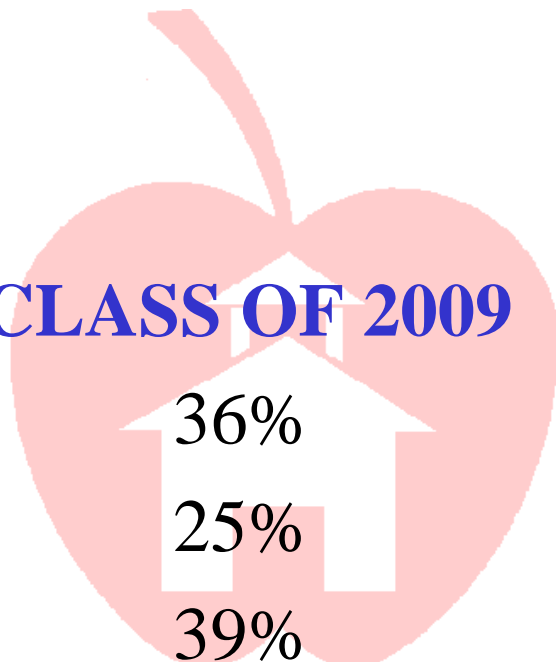
	CLASS OF 2009	CLASS OF 2010
10am	24%	24%
Noon	21%	15%
7pm	55%	61%



RESPONSES BASED ON TIME ONLY

STAFF

CLASS OF 2009 CLASS OF 2010



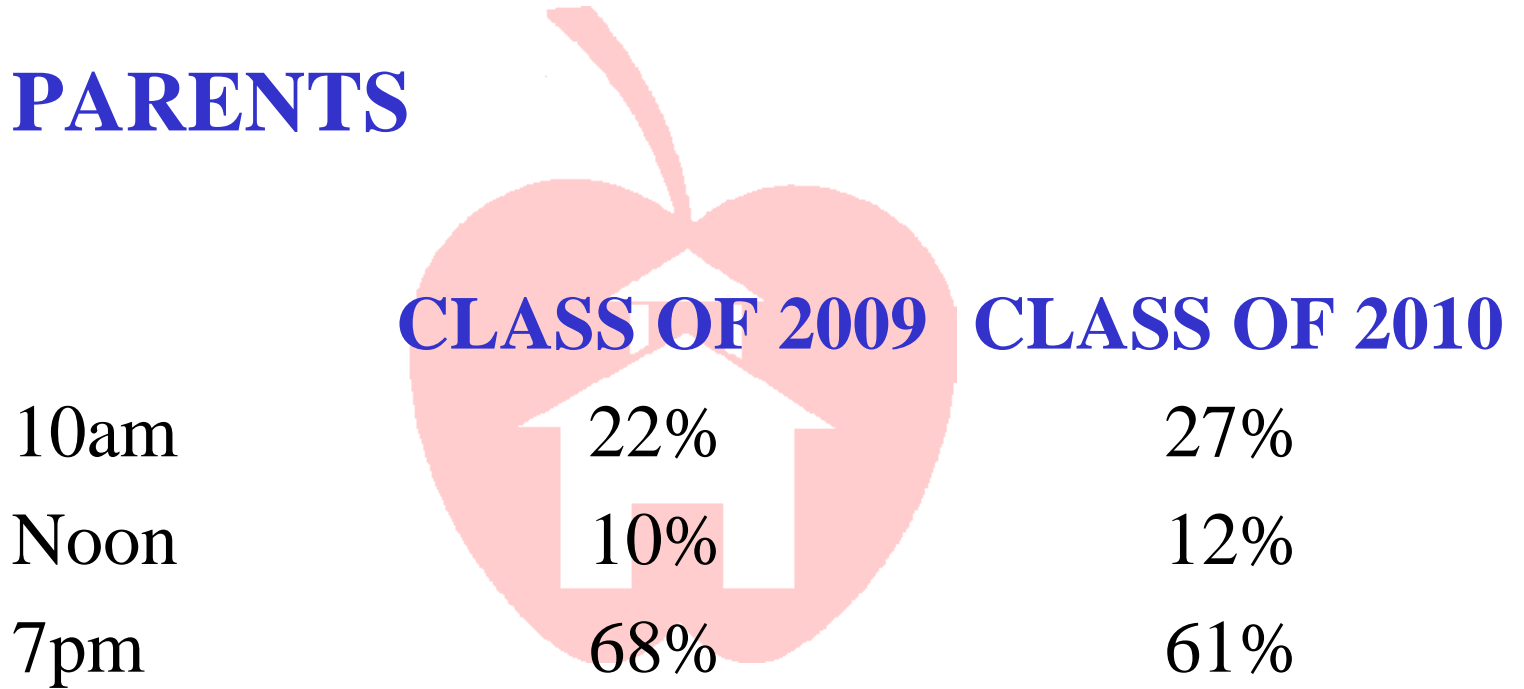
10am	36%	36%
Noon	25%	28%
7pm	39%	37%





RESPONSES BASED ON TIME ONLY

PARENTS





RESPONSES BASED ON TIME ONLY

STUDENTS and PARENTS

CLASS OF 2009

CLASS OF 2010

10am

23%

25%

Noon

17%

14%

7pm

60%

61%

RESPONSES BASED ON TIME ONLY

ALL RESPONDENTS

CLASS OF 2009

CLASS OF 2010

10am

25%

26%

Noon

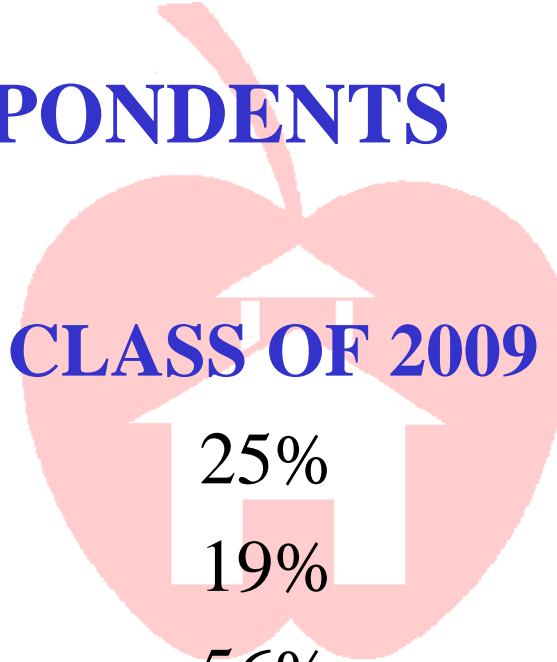
19%

16%

7pm

56%

57%



COMMITTEE'S RESULTS

CLASS OF 2009

Wednesday at noon--3

Wednesday at 7pm--14

Thursday at 10am--1

Thursday at 7pm--7

Friday at 10am--3

Friday at 7pm--2

Saturday at 10am--0



COMMITTEE'S RESULTS

CLASS OF 2010

Wednesday at noon--2

Wednesday at 7pm--14

Thursday at 10am--0

Thursday at 7pm--10

Friday at 10am--2

Friday at 7pm--2

Saturday at 10am--0





COMMITTEE'S CONSENSUS RECOMMENDATIONS

CLASS OF 2009

- Wednesday, June 10, 2009, at 7pm
- Thursday, June 11, 2009, at 7pm

CLASS OF 2010

- Wednesday, June 9, 2010, at 7pm
- Thursday, June 10, 2010, at 7pm



NEXT STEPS

- Board of Education will make final decision at their next regular meeting
- Thursday, November 13 at 7:30pm
- Professional Development Center



**Graduation Survey
Class of 2009 Parents/Students/Faculty**

There has been a request to review the date and time of graduation for the Class of 2009 for the following reasons:

1. The possible inconvenience for families of holding graduation mid-week.
2. The safety issues involved with holding graduation at noon in the heat of the day.

We need your input. **PLEASE SELECT TWO OPTIONS** from the list below suitable for your family for the date and time of graduation:

- _____ 1. Wednesday, June 10, 2009, at 12noon
(last instructional day of school, 10am ceremony not an option)
- _____ 2. Wednesday, June 10, 2009, at 7:00pm
- _____ 3. Thursday, June 11, 2009, at 10:00am
- _____ 4. Thursday, June 11, 2009, at 7:00pm
- _____ 5. Friday, June 12, 2009, at 10:00am
- _____ 6. Friday, June 12, 2009, at 7:00pm
- _____ 7. Saturday, June 13, 2009, at 10:00am

Please return this survey through your student and his/her first period teacher by Friday, October 24, 2008.

You will be notified as soon as a decision is made (no later than November 15) so that you can make family plans for this important occasion. Thank you for your input.

BALFOUR ELEMENTARY

2008-2009 Continuous Improvement and Title I Implementation 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
 - Title I Compliance
 - Compliance Statements
 - Focused Intervention / Remediation Plan
 - Waiver Requests
 - Provision for Distribution of ABC Incentive

Approved by Staff

Date of Secret Ballot Election: 10/1/08

Results For: 89%

Opposed: 11%

Principal's Signature

Date

Approved by Superintendent of Schools

Signature

Date

Approved by Board of Education

Signature

Date

Balfour Elementary
Continuous Improvement and Title I Implementation Plan
2008-2009

Leadership Team Members

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

Name	Signature	Role
Maxine Goldston	_____	Kindergarten Teacher
Angela Flowers	_____	2 nd Grade Teacher
Joel McClosky	_____	4 th Grade Teacher
Kathy Baughman	_____	Reading Facilitator
Johanna Burian	_____	Teacher Assistant
Cynthia Watson	_____	Music Teacher
Wendy Graham	_____	Technology Teacher
Elizabeth Bender	_____	ESL Teacher
Chris Johnson	_____	Parent
Rhonda McHenry	_____	Assistant Principal
Janet Means	_____	Principal

A. Vision, Mission, and Belief Statements

Our School's Vision

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

Our School's Mission

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

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

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

Balfour Elementary
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- B. School Community Profile

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

	2004-05	2005-2006	2006-2007	2007-2008	2008-2009
Black	10.3	10.5	10.17	7	6
Asian	1.7	2.3	2.4	1.8	1.6
White	36.8	34.0	29.57	30	30
Hispanic	47.6	50.3	54.53	56.6	60
American Indian	.35	0.17	0.74	.2	.2
Other/Multi-Cultural	3.3	2.8	2.59	4.2	2
Total Population	574	603	541	500	546

Historical Population Data (percentages)

	2004-05	2005-06	2006-07	2007-08	2008-09
Exceptional Children	10.8	10.95	6.5	7.9	7.9
AIG	4.18	2.82	.5	1.7	3.3
Limited English Proficient	28.4	37.15	38.3	45.9	47.1
Total F/R Lunch	71.95	78.22	75.82	79.2	

Student Attendance Data

	Percent
2003-2004	96.49
2004-2005	95.98
2005-2006	96.22
2006-2007	96.30
2007-2008	97.01

Balfour Elementary
 Continuous Improvement and Title I Implementation Plan
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Staffing Summary

	2004-05	2005-06	2006-07	2007-08
Teachers "highly qualified" (classes taught)	100%	94%	94%	100%
Teachers with advanced degrees (above bachelors)	22%	20%	23%	29%
Teachers with NBPTS certification	7%	8%	6%	7%
Teachers trained as Mentors	39%	24%	19%	18%

Teacher Turnover Rate

2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
3%	26%	24%	27.6%	11.4%	19%

Balfour Elementary
Continuous Improvement and Title I Implementation Plan
2008-2009

C. School Results

Promotion Percentages

	2003-04	2004-05	2005-2006	2006-2007	2007-2008
Kindergarten	91%	93%	96%	91%	98%
1 st grade	92%	92%	95%	96%	97%
2 nd grade	97%	97%	94%	98%	96%
3 rd grade	97%	96.9	94%	95%	98%
4 th grade	100%	97.9	100%	96%	100%
5 th grade	100%	100%	100%	99%	99%

K-2 Progress

K-2 Literacy Portfolio Summary

Percent at Standard (April/May assessment)

	Kindergarten				1 st Grade				2 nd Grade			
	04-05	05-06	06-07	07-08	04-05	05-06	06-07	07-08	04-05	05-06	06-07	07-08
Writing Sample	71	79	61	65	40	48	50	74	75	52	46	71
Alphabet Recognition/ Names	93	76	97	97	99	97	93	97				
Alphabet Recognition/ Sounds	94	85	87	97	99	91	86	97				
Concepts of Print	93	76	84	89	91	68	70	92				
High Frequency Words	99	56	84	76	90				99			
Reading Assessment		76	60	78	74	63	57	71	78	69	59	60
Phonemic Awareness		58	59	56		72	66	85				

Balfour Elementary
 Continuous Improvement and Title I Implementation Plan
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K-2 Mathematics Portfolio Summary

Percent of Students at Levels 3 and 4

Strand	K			1			2		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Numbers and Operations	91	83	84	82	83	80	78	72	70
Measurement	79	68	90	77	70	81	80	66	63
Geometry	67	78	60	66	65	80	82	81	82
Data and Probability	86	93	93	66	69	79	78	58	73
Algebra	92	89	93	77	75	89	74	65	68

Grade 1 Math Assessment

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	% LEVEL III and IV			
				2006	2007	2008	
5	10	39	42	60	61.5	84.3	

Grade 2 Math Assessment

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	% LEVEL III and IV			
				2006	2007	2008	
8	23	37	16	46%	76%	64%	

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EOG PT3-EOG Comparison % Proficient

Reading	PT3	EOG	Difference
2003-04	62.9	80.0	+17.1
2004-05	52.6	70.5	+17.9
2005-06	64	66.3	+2.3
2006-07	53.4	72.5	+19.1
2007-08			

Math	PT3	EOG	Difference
2003-04	79.8	86.7	+6.9
2004-05	80.4	77.9	-2.5
2005-06		48.3	
2006-07	55.4	66.7	+11.3
2007-08	44.1	59.4	+15.3

Total Performance Composite

	03-04	04-05	05-06	06-07	07-08
Performance Composite	85.1%	79%	57.9%	59.5%	

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

Grade	Reading					Math			
	04-05	05-06	06-07	07-08		04-05	05-06	06-07	07-08
3	70.5	66.3	72.5			77.9	47.5	66.7	61.1
4	76.1	69.1	78			79.3	45.7	46.3	73.1
5	84.0	87.9	75.9			89.3	51.6	44.8	60.0

Grade	Reading and Math			
	04-05	05-06	06-07	07-08
3	66.3	45.2	59.4	
4	68.8	43	45.1	
5	78.2	50.6	41.4	

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End of Grade Percent Proficient by Subgroup (Historical)

Reading

Grade	3			4			5		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
All	66.3	72.5		69.1	78.0		87.9	75.9	
Am Indian	*	0.0		*	100.0		*	0.0	
Asian	100	0.0		*	100.0		100	*	
Black	90	55.6		66.7	81.8		80	75.0	
Hispanic	51.3	75.9		63	71.4		85.1	67.4	
Multi Racial	50	100.0		25	100.0		50	100.0	
White	79.2	84.6		82.9	82.6		96.7	89.7	
Male	67.5	63.0		66	76.2		92.2	81.3	
Female	65	78.6		72.7	80.0		82.5	69.2	
Acad Gifted		*			100.0			100.0	
EC	16.7	42.9		18.2	14.3		80	33.3	
Non EC	70.3	74.2		100	82.2		87.1	81.9	
LEP		58.8			65.6			67.6	
Non LEP		76.9			86			100	
F/R Lunch		75.5			79.7			53.8	
Non F/R Lunch		65			72.2			85.2	

Math

Grade	3			4			5		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
All	47.5	66.7	61.1	45.3	46.3	73.1	51.1	44.8	60.0
Am Indian	*	100.0	*	*	0.0	*	*	0.0	*
Asian	*	0.0	0	*	66.7	100	*	33.3	100
Black	20.0	44.4	42.9	44.4	18.2	62.5	50.0	37.5	25
Hispanic	48.7	70.0	63.8	38.3	40.5	72.4	45.8	34.8	65
Multi Racial	*	100.0	100	*	100.0	100	*	33.3	25
White	58.3	70.4	64	60.0	65.2	78.6	60.0	65.5	71.2
Male	45.0	66.7	56.8	52.0	42.9	75	54.9	45.8	61.3
Female	50.0	66.7	68	37.8	50.0	75	46.3	53.7	60.5
Acad Gifted	>95	*		>95	100.0		>95	100.0	
EC	>5	42.9		>5	14.3		27.3	0.0	
Non EC	51.4	64.5		51.2	46.6		54.3	48.6	
LEP	38.7	64.7		21.4	25.0		22.2	19.2	
Non LEP	53.1	67.3		55.2	60.0		63.1	55.7	
F/R Lunch	44.6	67.3		37.7	43.8		45.5	33.9	
Non F/R Lunch	54.2	65.0		65.4	55.6		65.4	72.0	

Balfour Elementary
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Achievement Gap Data

Reading

White student scores compared to:	2003-04	2004-05	2005-06	2006-07	2007-08
Black	8	6.8	7.2	13.4	
Hispanic	5.7	12.4	19.1	14.5	

Mathematics

White student scores compared to:	2003-04	2004-05	2005-06	2006-07	2007-08
Black	9.2	8.9	21.7	35	27.7
Hispanic	-2.8	12.14	15.7	21.3	5.1

End of Grade Results
 Developmental Scale Score Mean

Grade	Reading					Math			
	04-05	05-06	06-07	07-08		04-05	05-06	06-07	07-08
3	245.1	243.4	245.4			250.8	337.2	340.9	341.6
4	250	248.4	250.2			253.5	343.4	345.1	349.1
5	255.2	254.4	253.5			260	350.4	350.1	352.4

Balfour Elementary
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Goal Summaries, Grades 3-5, Percent Correct

	Gr 3			Gr 4			Gr 5		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Goal 1: Cognition	63.5	69.7		61.4	56.9		68.6	67.6	
Goal 2: Interpretation	60.1	65.2		61.2	63.2		64.9	61.7	
Goal 3: Critical Stance	55	53.1		55.5	60.4		58.9	58.6	
Goal 4: Connections	55	66.3		57.5	64.1		71.8	61.8	
Calculator Inactive									
Calculator Active									
Goal 1: Numbers and Operations	51.1	56	51	47.3	47.9	58.2	47.8	47.9	55.8
Goal 2: Measurement	38.5	54.7	57.2	41.8	41.9	62.5	52	53.7	56.7
Goal 3: Patterns/Geometry	49.1	56.9	58.8	55	68.1	70.3	50.6	53.4	61.2
Goal 4: Data, Probability	46.1	49.6	59.9	48.1	54.9	65.3	54.5	49.2	50.8
Goal 5: Algebra (mathematical relationships)	48.3	56.8	59.1	49.3	49.7	54.8	58.2	54.2	57.9

Writing

NC Writing Assessment

	04-05	05-06	06-07	07-08
Grade 4	33.3	27.9	23.7	46.97 (CI)

Writing Sample Assessment (May % proficient)

Grade	2004-05	2005-2006	2006-2007	2007-2008
Kindergarten	75	82	51	63
1 st Grade	41	48	51	71
2 nd Grade	69	51	50	72
3 rd Grade	44	13	46	45
4 th Grade	43	14	24	36
5 th Grade	37	35	81	71

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Working Conditions Survey
Information for the following table can be found at:
<http://ncteachingconditions.org/reports/>

In the space below, comment on 3 or more areas of strength noted in the Working Conditions Survey for your site for 2008:

1. 80% of teachers indicate that they have sufficient access to instructional technology, including computers, printers, software and internet access.
2. 94% indicate that teachers work in a school environment that is safe.
3. 90% indicate that the faculty is committed to helping every student learn.
4. 88% feel that the school leadership makes a sustained effort to address teacher concerns about professional development.

In the space below, comment on 3 or more areas of possible improvement noted in the Working Conditions Survey for your site for 2008:

1. 80% of teachers indicate that they do not have sufficient non-instructional time
2. 93% of new teachers indicate that they have either never observed their mentor's teaching or have done so less than once per month.
3. Only 59% agree that the school leadership is effective.

What are 2 significant changes or trends in survey results from 2006 to 2008?

1. The percent of teachers who indicate a need for professional development in effectiveness with English Language Learners has decreased by 20%.
2. The percentage of teachers who believe their class sizes afford them time to meet the educational needs of all students increased from 35% to 76%.

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Student Survey Results - 2008

In the space below, comment on 3 or more areas of strength noted in the Student Survey for your site for 2008:

1. 95.8% of students indicate that their teachers expect them to do their best.
2. 92.5% of all students indicate that school is preparing them well for the future.
3. 96.7% of all students indicate that their parents care about their education.

In the space below, comment on 3 or more areas of possible improvement noted in the Student Survey for your site for 2008:

1. 36%, or 77 students say that they have been bullied at school.
2. 27.1% (58) students indicate that they have never been recognized for something positive at school.
3. 16.4% (35) students say they are afraid that their friends won't like them if they do well in school.

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 Continuous Improvement and Title I Implementation Plan
 2008-2009
 Adequate Yearly Progress

Percent of AYP Targets Met		
2003-2004	100%	21 of 21 targets met
2004-2005	81%	17 of 21 targets met
2005-2006	85.7%	18 of 21 targets met
2006-2007	81%	17 of 21 targets met
2007-2008	100%	16 of 16 targets met

Targets Not Met

	2005-06			2006-07			2007-08		
	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor
Reading 3-5	Hispanic, LEP	0	F/R		All	Hispanic F/R LEP			
Math 3-5	Hispanic, LEP	0	F/R	All;Hispanic F/R LEP					All, Hispanic, W, ED, LEP

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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 2008-09 school year along with our intervention plan (which follows) for 2008-09.

1. One of the Board's goals is for ACS to decrease the achievement gap. Balfour has made very good strides in closing the White to Hispanic gap, but the White to Black gap remains alarmingly high. There is also a male/female achievement gap at the 3rd grade. In addition, it is imperative that we closely monitor all our NCLB groups. Balfour achieved Safe Harbor in all groups, and to avoid School Choice, we must closely monitor our subgroups to achieve ongoing progress.
2. We have stated in Goal 1 that we want to increase proficiency in problem-solving strategies using multiple strategies. As educators, we know that such strategies often involve students in higher-level thinking. However, the results of walkthroughs for the 2007-08 school year reveal that approximately 90% of observed student activities were focused on the knowledge, comprehension and application levels. This leads to the conclusion that there is a need to design and implement lessons at different levels to encourage higher-order thinking.
3. We have stated in our goals that we will become more familiar with Marzano's nine instructional strategies. In analyzing the walkthrough data from last spring, it indicates that more than 80% of the observations revealed student involved in practice activities. While practice/homework is certainly necessary, we need to intentionally plan to involve students in a wide variety of activities based on Marzano's research.

D. Goals and Action Plans

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

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

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

In reading:

- All students in grades 3-5 will increase reading proficiency from 75.6% in 2006-07 to _____ in 2008-09.
- White students in grades 3-5 will increase reading proficiency from 85.9% in 2006-07 to ___% in 2008-09.
- Hispanic students in grades 3-5 will increase reading proficiency from 70.9% in 2006-07 to ___% in 2008-09.
- Limited English Proficient students in grades 3-5 will increase reading proficiency from 60% in 2006-07 to ___% in 2008-09.
- Economically disadvantaged students in grades 3-5 will increase their reading proficiency from 74.3% in 2006-07 to ___% in 2008-09.

In math:

- All students in grades 3-5 will increase math proficiency from 64.1% in 2007-08 to 70.5% in 2008-09.
- White students in grades 3-5 will increase math proficiency from 71.2% in 2007-08 to 78.4% in 2008-09.
- Hispanic students in grades 3-5 will increase math proficiency from 66.1% in 2007-08 to 72.8% in 2008-09.
- LEP students in grades 3-5 will increase math proficiency from 38.8% in 2006-07 to _____

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- Economically disadvantaged students in grades 3-5 will increase math proficiency from 47.1% in 2007-08 to % in 2008-09.

In writing:

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

Action Plan:

Strategy	Time Line	Person(s) Responsible	Resources	Evaluation
Reading Strategies	Time Line	Person(s) Responsible	Resources	Evaluation
1. Analyze NCLB goals in order to establish goals for the current year.	October 30, 2008	Testing Coordinators, Principal, Leadership Team, Teaching staff	Testing Coordinators, EOG databases	Documentation of meetings; increased differentiation through balanced literacy observed in classrooms for groups most in need of improvement
2. Train new teachers in grades 2-5 in the use of Lexiles and SRI data/reports; use SRI to determine lexile levels grades 3-5; during the second semester use SRI to determine lexile levels for 2 nd grade students who score 24 or above. Use formative data to help determine flexible grouping and access to remediation and tutoring.	August '08- June'09 at the end of each 6 weeks.	2-5 Teachers, media and technology teachers; testing coordinator	Scholastic reading Inventory, testing coordinator	Reading assessments documented through SRI and formative assessments.

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Reading Strategies	Time Line	Person(s) Responsible	Resources	Evaluation
3. Ensure that a minimum of ninety minutes daily is spent in balanced literacy using Reader's Workshop, incorporating science and social studies nonfiction texts.	<i>August '08- June '09</i>	Teaching staff, administration	DPI, literacy lead teacher, administration	Master schedule, lesson plans, class schedules, observation
4. Provide literature/training to become more familiar with Marzano's Nine Instructional Strategies	September '08-June '09	District and school administrators, teaching staff	Available research, district personnel, academic journals	Observations, presentations, discussion, student achievement
5. Provide literature/training as available to address White to Hispanic and White to Black gap	September '08-June '09	District and school administrators, all staff	Marzano's Nine Instructional Strategies	End of year assessments grades 3-5
6. Provide remediation to students not scoring at grade level, <i>grades 3-5</i>	November '08-April '09; November0'07 – April '08	Balfour staff, remediation teachers, specialty teachers	Teachers, assistants, running records, remediation teachers, volunteer tutors, accelerated reading, SRI, student tutors	Reports from accelerated reading, lexile reports, literacy portfolio, running records, ClassScapes, RTI assessment sheets.
7. Include reading facilitators, ESL and EC, technology and media teachers in grade level meetings on a <i>regular</i> basis as a means of integrating science and social studies into the curriculum	August '08- June '09	Teachers, administrators	Title I, ESL, EC, technology and media teachers	Grade level meeting summaries submitted on a continuing basis.

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Reading Strategies	Time Line	Person(s) Responsible	Resources	Evaluation
8. Provide after-school tutoring for students in grades 3-5 who are not on grade level in reading and/or math	Once weekly for reading and once weekly for math, September '06-May /09	Teachers, administrators	Results of EOG '08 testing, third grade pretest, second grade reading assessment, teacher recommendation	Ongoing documentation of attendance at tutoring, results of benchmark testing.
9. Use USTARS Harrison forms to identify potentially gifted students.	August '08-June '09	K-5 faculty	AIG Consultant USTARS materials	K-2 Assessments, EOG scores, lesson plans, classroom observations
10 Provide K-2 teachers and assistants with training in balanced literacy, to include supervision of workstations	August. 08	K-3 classroom teachers lead literacy teacher	Writers workshop training Balanced literacy training	Documentation of meeting/training
11. Contract with outside consultant to maintain effective balanced literacy strategies in working with Hispanic, LEP and economically disadvantaged students	August '08-May '09	LEA, school administrator	Outside consultant, balanced literacy materials	Documentation of visitations, classroom observation

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Math Strategies	Time Line	Person(s) Responsible	Resources	Evaluation
1. Adhere to a minimum of 75-90 minutes of daily instruction for math.	August '08- June '09	Classroom teachers	DPI recommendations for math instruction, Math Lead Teacher	Lesson Plans, Schedules
2. Conduct Family Math Nights	August '08 – Dec '08; Spring '08-09	K-5 teaching staff, Math Lead teacher, AIG instructor	Math curriculum, pacing guide, Math lead teacher, translators, parent Outreach Specialist	ITBS, EOG, Roster of participation, Parent evaluation/survey
3. Increase proficiency in problem-solving strategies using multiple resources	August '08	Classroom teachers	Daily problem solvers, CGI resources, math lead teacher (ex: Go Solve)	ClassScapes reports documenting student progress.
4. Comprehensively integrate math and science	August. 08- June '09	K-5 Teachers	Inquiry-based science kits	Math assessments, EOG
5. Use Accelerated Math In 3-5 classrooms on a weekly basis	August '08- June '09	Teachers grades 3-5, Media Specialist, Technology Teacher	Technical Support, Necessary equipment, training, provided at grade level in September	Accelerated math reports, EOG
6. Develop a plan for full implementation of ClassScapes Assessment program grades 3-5	Fall 2008	Grade Level Teachers, grades 2-5, Technology Teacher,	District Technology Specialists, technology teacher	Scheduled assessments; plans on file at grade levels and in office
7. Use USTARS Harrison forms to identify potentially gifted students.	August '08- June '09	K-5 teachers	AIG Consultant USTARS materials	K-2 Assessments, EOG scores, lesson plans, classroom observations

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8. Increase the use of calculators used in math instruction at grades 2-5	August '08- June '09	Classroom Teachers	Calculators, overhead teaching calculators	EOG results, classroom observations
Writing Strategies	Time Line	Person(s) Responsible	Resources	Evaluation
1. Intentional use of high frequency word list across the curriculum	August. '08- June '09	Classroom teachers	Grade-specific writing folders; pacing guides	Word walls displayed in all classrooms as a progressive tool Increased correct spelling and usage of high frequency words
2. Provide training in Handwriting Without Tears for all kindergarten teachers	August 2008	Administrators, lead literacy teacher, Assistant Superintendent for Curriculum and Instruction	Handwriting Without Tears materials	Documentation of attendance; observation of implementation
3. Analyze grade level writing portfolios	Spring '09	Teachers, School and district test coordinator	DPI and district guidelines	To be Determined
4 . Provide training in the use of digital voice recorders to plan writing as a verbal organizer	August '08- June '09	Teachers, School and district resources	Training, recorders	Attendance log, Student work

Professional Development for this Objective: ITBS/EOG data analysis training, Balanced Literacy, training with outside consultants, training in conducting after school programs, Calculator training, SIOP, Accelerated Math, Training with Math Lead teacher, EOG scoring and data analysis training, Writers Workshop training, ClassScapes training, RTI training, training in digital voice recording, Alphasmart training, Senteo training.

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D. Goals and Action Plans

Goal 2: Reduce the teacher turnover rate from 19% in 2007-08 to 15% by 2010

Evidence of Need: Balfour had a very high turnover rate in the past year.

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. Lead mentor/mentee mtgs.	As dictated by district guidelines.	Lead mentor/BT coordinator	NTC formative assessment forms	Teacher feedback
2. Include representative classroom teachers in interviews	August '08- August '09	Administrators	Assistant Superintendent for Human Resources	Documentation on interview forms
3. Introduce Teachers to the new NC Professional Teaching Standards	August '08- May '09	Administrators, Asst. Supt.	Copies of Standards, copies of evaluation instrument	Documentation of participation in awareness sessions
4. Conduct Classroom Walkthroughs on a regular basis	August '08- May-09	Administrators, select teachers	SAIL training materials, Palms, TeachScape	TeachScape Data.
5. Provide time for beginning/probationary teachers to observe exemplary teacher.	August '08- May -09	Administrators	Administrators, Mentors, classroom teachers	Records of observations.

Professional Development for this Objective: DPI training on Professional Teaching Standards, 6/08.

D. Goals and Action Plans

Goal 3: Promote a healthy, active lifestyle where all staff work together to maintain a safe and orderly environment

- Provide implementation training in Project Fit America to 100% of teachers in Fall 2008

Evidence of Need: Recent reports indicate that 30% of North Carolina’s children are obese

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
1. Train key personnel and teachers in Project Fit America.	August - October '08	Project Fit trainer, PE specialist	Project Fit resources/materials	Roster of teachers involved in training.
2. The <i>Student Code of Conduct</i> will be distributed and reviewed with all students and their families	First week of school/upon entry for new enrollees	Central Office; administrators; teachers	Printer materials	Documentation of grade level meetings; sign-in rosters
3. School personnel will review and understand their roles and responsibilities in maintaining a safe and orderly environment.	August '08	Administrators; faculty and staff	Flip chart; faculty handbook	Agendas; sign-in sheets of faculty meetings; faculty handbook

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4. Specific procedures for identifying and serving the needs of students at-risk of academic failure or of engaging in disorderly or disruptive behavior will be implemented and monitored.	August '08- June '09	Administrators; school nurse; faculty and staff	Student Success Team; Response To Intervention team; First Responder Team	Behavior plans; SST minutes; RTI documentation; agendas
5. Mechanisms for assessing the needs of disruptive and disorderly students, providing services to them and removing them from the classroom when necessary will be implemented.	August '08- June '09	Administration; teachers; faculty trained in Non-violent Crisis Intervention	SRO, district mental health liaison; guidance counselor	Disciplinary referrals, DDC report; behavior plans
6. The school will align practices to the measurable objectives for improving school safety and order derived from the LEA safe schools plan goals.	August '08- June '09	Administration; teachers; custodians	Safe School Plan; flip charts; crisis box; Safetynet	Schedule of drills and safety checklist; safety plan on file
7. The school will work with local law enforcement and court officials to ensure safety.	August '08- June '09	Administration; faculty	SRO; JDRC; Juvenile court officials; CARE; DARE	Surveillance video; disciplinary data report
8. The safe schools plan will be communicated with the internal and external school community.	August '08- June '09	Administration; faculty	Copy of plan in faculty handbook; Code of Conduct	Save Schools Survey; approved plan; agendas of meetings

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9. School staff and community will provide a safe physical environment.	August '08- June '09	Administration; faculty and staff; community liaisons	DARE & CARE officers, fire officials	Surveillance video; disciplinary data report
10. Parents will be involved in planning for school improvement and safety	August '08- June '09	Leadership Team	PTO; parents	Results of parent survey; participation in Leadership Team
11. School staff will participate in appropriate professional development for improving school safety and order.	August '08- June '09	District safety representative; school nurse; Nonviolent Crisis Intervention trainer, RTI team	Nonviolent Crisis Intervention training; professional library; Safety Net; district safety representative	Agenda; sign-in rosters; staff development rosters
12. Train/renew appropriate staff members in methods of Nonviolent Crisis Intervention	TBD	Administration, EC Director or designee	Trainer, books, training sessions	Sign-In rosters
13. Train all staff members in lockdown procedures outlined in " <i>A Critical Incident.</i> "	August '08	Administrators	Flip charts, video	Sign-in rosters

Professional Development for this Objective: Blood borne pathogen training; training in diabetes, asthma, medication administration, Critical Incident Training, Nonviolent Crisis Intervention, HazMat Training, OSHA training for key personnel.

Additional Information

Title 1 Compliance

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

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

1. A Comprehensive Needs Assessment of the Entire School

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

2. School wide Reform Strategies

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

3. Instruction by a Highly Qualified Professional Staff

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- Section D describes our plans to improve student performance in reading, writing, math and science. In math, there is a special focus on reducing the achievement gap. Section E describes our plan to provide intervention to students in grades 3-5 who need additional support to perform on grade level.
4. High Quality and Ongoing Professional Development
- In Section D, necessary professional development is listed for each goal area.
 - Each school administrator maintains a spreadsheet of professional development activities, which teacher has participated in these activities, and the goal to which it pertains.
5. Strategies to Attract Highly Qualified Teachers to High Need Schools
- Asheboro City Schools conducts ongoing recruitment in a number of states to attract highly qualified teachers.
 - Asheboro city schools partners with UNCG to provide easy access to a Master's Degree program
 - Asheboro City Schools is a member Of The Piedmont Triad Education Consortium, which provides ongoing, high quality professional development for teachers.
6. Including Teachers in Decisions Regarding the Use of Assessment
- Through the leadership team, teachers provide their peer representatives with suggestions for ongoing student assessment.
 - On a quarterly basis, teachers work as a grade level to assess student writing skills
 - On a weekly basis, grade level teams meet to plan, work with curriculum maps, and plan their assessment strategies.
 - On the basis of teacher recommendation, the media specialist provides the results of monthly assessments in accelerated reading and accelerated math.
 - EC, ESL and Title I teachers are included regularly in grade level meetings to discuss student assessment.
 - Administer the scholastic reading inventory to students in grades 3-5 every six weeks and to second grade students beginning the second semester
 - Every six weeks, each grade level meets with administrators and support teachers to participate in an RTI assessment wall, where the progress of all students is discussed and strategies are provided for students who are struggling.

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7. Strategies to Increase Parent Involvement

- A full-time parent outreach specialist is employed to help involve parents in their children's education. This person is bilingual.
- The parent outreach specialist works regularly with our part-time social worker to conduct home visits and parent support
- We conduct regular PTO nights, ESL nights, grade level nights and McDonald's nights to increase parent involvement.
- Teachers prepare and disseminate weekly parent newsletters.
- The principal prepares a parent newsletter on a regular basis.

8. Preschool Transition Strategies

- DIAL 3 screening is conducted each spring and fall. During the upcoming year, Balfour will conduct a multi-day spring screening to better facilitate the process.
- Kindergarten orientation is provided each spring. At Balfour, we conduct a separate kindergarten orientation in Spanish for our Hispanic population.
- Each spring, the preschool director coordinates with our kindergarten teachers to present our incoming kindergartners for the early childhood development center.
- Each fall, the kindergarten teachers conduct a parent meeting during the first month of school to provide parents with additional information.
- Each fall, the kindergarten teachers provide two days of staggered attendance to help ease students into the school routine.

9. Activities for Children Experiencing Difficulty

- The Student Success Team meets weekly to accept student referrals from teachers.
- In the late fall or early winter of each year, we hire additional certified teachers (part-time) to provide direct remedial services to students in grades 3-5 who are performing below grade level.
- We have on staff three full time Title I teachers (reading facilitators) who provide direct remedial services, both push-in and a limited number of pull-out, to students in grades 1-5 who are struggling in reading. These teachers are also available to teachers k-5 on a consultative basis.
- We have 3.5 ESL teachers to work directly with students who are English language learners

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- We have 2 full time exceptional children’s teachers who work directly with students who have been identified in need of services.
- All classroom teachers provide ongoing remediation to students based on results of regular benchmark assessments.
- All certified staff participate in after-school tutoring to provide tutoring for students grades 3-5 who have scored below grade level on the EOG or who have been identified by their classroom teacher as experiencing significant difficulty.

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

- Federal programs implemented in the school include Title I, Title II-a, Title II-d, and title iii.
- State programs implemented in the school include school improvement funds (PRC 072), English as a second language (PRC 054). In addition, Balfour is a recipient of a state grant through the positive behavior support program. We have also been identified as part of a 5-year grant from the state’s USTARS program to help us identify gifted students in under-represented populations. Although this grant has now ended, we continue implement the identification procedures.
- Coordination and integration of these programs are outlined in the school’s intervention plan and individual federal grant applications.

Compliance Statements

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

Healthy Active Children Policy:

1. Physical activity is not denied to any student as a means of discipline, nor is physical activity used as a form of punishment.

Each student participates in strenuous physical activity each day. If a student has lost his privilege to interact freely with his peers, he is required to walk laps around the playground, blacktop or soccer field.
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2. Each student in this school participates in an average of 150 minutes per week of physical activity and/or physical education.

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

Pledge of Allegiance

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

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

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

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

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Intervention Plan

- A. Overview:
Balfour School will employ two to three certified teachers to work with third, fourth and fifth grade students on reading and math. These students will be recommended for services based on EOG scores and teacher recommendations, with students who scored within one SE of passing receiving priority. In addition, all certified staff, with the exception of BT 1's will participate in after-school tutoring.
- B. Target Population:
We will target all current students and new arrivals in third, fourth and fifth who have not achieved level 3 on EOG testing.
- C. Measurable Intended Outcomes:
The students will have increased scores on North Carolina End of Grade testing.
- D. Description of Activities or Services To Be Provided:

Remediation teachers will start upon receipt of state remediation funds and will continue until two weeks before the EOGs. Balfour School will hire two to three certified teachers (based on funding) to work with grades three, four and five. Based on the needs of the students, teachers may be asked to work with more than one grade level.

Their day will be scheduled to best meet the needs of the students and teachers. Our remediation teachers will not have any other duties for Balfour School. The goal is to have the remediation and classroom teachers co-teach within the homeroom.

The students receiving these services may receive help in one or more of these areas: reading, math and writing. The amount of time received will depend on the student's individual needs and the amount of funding available. These students will not be locked into receiving services. If formative assessment results show marked improvement, services may be discontinued in that area. Other students may need to be pulled into the program depending on ongoing assessment. Parents of these students will be notified in advance that they are receiving special support services. In the notification, we will indicate that students may be removed from services if they are disrupting the learning process of other students.

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Classroom teachers will be expected to work closely with remediation teachers. The classroom teacher will need to report to the remediation teacher any test results as well as new students arriving that will need services.

Certified staff (with the exception of first year beginning teachers) will provide after-school tutoring to student scoring below grade level in reading. Tutoring will begin in October and occur twice a week, with each certified staff member tutoring once per week. Instruction will focus on reading strategies, critical thinking, vocabulary development and math. If the results of benchmark testing indicate that a student is no longer at risk, he/she may be removed, but will continue to be monitored in the classroom. If results of benchmark testing indicate that a student formerly on grade level is falling behind, he/she will be added to the tutoring group.

Any student scoring below grade level on the end of grade test will be given the opportunity to take a retest. After the second test administration, students who still have not met grade level expectations will receive focused remediation before their third opportunity to test.

E. Evaluation of Results:

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

Waiver Requests

The Waiver to be Requested:

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

How the waiver will be used:

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

The Waiver to be Requested:

To waive the grade placement of teacher assistants allowing them to serve all students in the school according to (G.S. 115c-105.25.1)

How the waiver will be used:

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

Provision for Distribution of ABC Incentives

Incentive Pay

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

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

Charles W. McCrary Elementary

**2008-2010 Continuous Improvement and
Title I Implementation Plan**

Asheboro City Schools

Contents

Leadership Team Members

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

Approved by Staff

Date of Secret Ballot Election: 9/30/08

Results For: 60

Opposed: 0

Principal's Signature

Date

Approved by Superintendent of Schools

Signature

Date

Approved by Board of Education

Signature

Date

Charles W. McCrary Elementary
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Leadership Team Members

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

Name	Signature	Role
Rebecca Kidd	_____	Kindergarten
Kelly Gardner	_____	1 st Grade Teacher
Mary Jean Seymour	_____	2 nd Grade Teacher
Jill Walker	_____	3 rd Grade Teacher
Jill Bryant	_____	4 th Grade Teacher
Missi Foster	_____	5 th Grade Teacher
Denee Hinshaw	_____	Reading Teacher
Anne Arrington	_____	Teacher Assistant
Cheryl Perkins	_____	Specialist Teacher
Brianne Crotts	_____	Guidance Counselor
Melanie Mize	_____	Parent Involvement
Martha Campos	_____	Parent
Mandy Davidson	_____	Parent
Julie Brady	_____	Assistant Principal
Nancy Moody	_____	Principal

A. Vision, Mission, and Belief Statements

**Our School's
Vision**

Charles W. McCrary Elementary will be a school of excellence where students are honored, learning is valued, and our McCrary parents are dedicated to the success of all.

**Our School's
Mission**

The mission of Charles W. McCrary Elementary, in partnership with the community, is to provide a safe and orderly learning environment where all students meet educational goals, appreciate the worth of each individual and become contributing members of society.

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

- High expectations of all students
- Every child can learn
- A safe, orderly and nurturing environment is essential for learning
- Community/parental involvement is essential to student achievement
- Staff is dedicated to student success
- Cultural diversity enhances the learning experience
- Nurturing families and positive role models are important for student success in school
- Learning is a life-long process
- A challenging curriculum and high expectations produce greater achievement and growth
- All children are unique and should have the opportunity to reach their highest potential

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- B. School Community Profile

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

	2004-05	2005-2006	2006-2007	2007-2008	2008-2009
Black	17.5%	21.1%	20.29%	17.0%	17.7%
Asian	2.2%	2.1%	2.09%	1.6%	.9%
White	40.1%	38.1%	38.28%	39.9%	37.9%
Hispanic	34.3%	30.2%	33.89%	36.4%	37%
American Indian	0.2%	0.2%	0.21%	.40%	0%
Other/Multi-Cultural	5.8%	12.3%	5.23%	4.3%	6%
Total Population	483	483	478	433	433

Historical Population Data (percentages)

	2004-05	2005-06	2006-07	2007-08	2008-09
Exceptional Children	15.2%	13.87%	15.7%	14 %	10%
AIG	3.5%	3.31%	3.6%	3.9 %	1.%
Limited English Proficient	25.8%	15.73%	29.2%	33 %	33.3%
Total F/R Lunch	62.2%	68.30%	65.64%	69%	TBD

Student Attendance Data

	Percent
2003-2004	95.9
2004-2005	96.30
2005-2006	96.25
2006-2007	95.73
2007-2008	95.69

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Staffing Summary

	2004-05	2005-06	2006-07	2007-08
Teachers "highly qualified" (classes taught)	100%	100%	100%	100%
Teachers with advanced degrees (above bachelors)	23%	23%	36%	32%
Teachers with NBPTS certification	13%	13%	10%	8%
Teachers trained as Mentors	26%	33%	36%	32%

Teacher Turnover Rate

2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
NA	17.6%	20.5%	20%	20.5%	22%

Charles W. McCrary Elementary
 Continuous Improvement and Title I Implementation Plan
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C. School Results

Promotion Percentages

	2003-04	2004-05	2005-2006	2006-2007	2007-2008
Kindergarten	86.3%	94%	89.9%	96.3%	98.6%
1 st grade	86.7%	97.5%	94.3%	100%	100%
2 nd grade	90%	94%	93.2%	100%	100%
3 rd grade	94.6%	95%	92.4%	95.3%	100%
4 th grade	98.6%	100%	100%	100%	100%
5 th grade	100%	99%	100%	100%	100%

K-2 Mathematics Portfolio Summary

Percent of Students at Levels 3 and 4

Strand	K			1			2		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Numbers and Operations	85.8	79.0	96.0	82.4	72.0	76.0	70.6	73.0	55.0
Measurement	83.5	78.0	94.0	82.7	64.0	66.0	69.0	71.0	64.0
Geometry	77.6	83.0	100.0	73.3	57.0	66.0	74.3	78.0	68.0
Data and Probability	88.3	83.0	99.0	75.1	63.0	70.0	65.5	72.0	62.0
Algebra	89.8	88.0	100.0	81.7	64.0	75.0	66.6	63.0	66.0

Grade 1 Math Assessment

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	% LEVEL III and IV			
				2006	2007	2008	
13%	17%	48%	22%	66.1	66.0	70%	

Grade 2 Math Assessment

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	% LEVEL III and IV			
				2006	2007	2008	
18%	27%	46%	9%	61.5 %	66.1	54%	

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EOG PT3-EOG Comparison % Proficient

Reading	PT3	EOG	Difference
2003-04	62.1	75.0	+12.9
2004-05	69.2	82.4	+13.2
2005-06	64.5	67.9	+3.4
2006-07	64.8	60.9	-3.9
2007-08	*	*	*

Math	PT3	EOG	Difference
2003-04	79.3	67.9	-11.4
2004-05	87.7	73.5	- 14.2
2005-06	NA	NA	NA
2006-07	55.7	51.7	-4.0
2007-08	40.5	50.0	+9.5

Total Performance Composite

	03-04	04-05	05-06	06-07	07-08
Performance Composite	79.8	80.3	62.7	63.7	*

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

Grade	Reading				Math			
	04-05	05-06	06-07	07-08	04-05	05-06	06-07	07-08
3	82.4	67.9	60.9	*	73.5	61.5	51.7	50.6
4	75.5	70.8	79.2	*	84.9	58.9	61.1	58.7
5	81.2	76.9	80.9	*	84.1	46.2	66.2	57.4

Grade	Reading and Math			
	04-05	05-06	06-07	07-08
3	69	55.4	43.2	*
4	71.7	53.5	55.6	*
5	75.4	46.2	61.8	*

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End of Grade Percent Proficient by Subgroup (Historical)

Reading

Grade	3			4			5		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
All	67.9	60.9	*	70.8	79.2	*	76.9	80.9	*
Am Indian	*	*	*	*	*	*	*	*	*
Asian	100.	100.	*	100	100.	*	100	100.	*
Black	43.8	33.3	*	73.3	66.7	*	76.9	60.0	*
Hispanic	56.5	65.4	*	57.1	72.0	*	30	73.9	*
Multi Racial	*	0.0	*	71.4	50.0	*	83.3	83.3	*
White	86.5	77.1	*	76.9	85.3	*	95.2	92.3	*
Male	72.5	44.7	*	65.7	74.4	*	70.8	71.9	*
Female	63.2	72.9	*	75.7	84.8	*	82.1	88.9	*
AIG	*	*	*	100	100.	*	100	100.	*
EC	45.5	44.4	*	44.4	50.0	*	50.0	25.0	*
Non EC	71.6	66.2	*	75.0	83.7	*	81.8	86.3	*
LEP	52.6	35.7	*	42.9	73.9	*	<5	66.7	*
Non LEP	72.9	67.1	*	77.6	81.6	*	88.9	84.9	*
F/R Lunch	52.8	54.7	*	58.1	68.9	*	61.3	72.5	*
Non F/R Lunch	>95	73.5	*	89.7	100.	*	>95	92.9	*

Math

Grade	3			4			5		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
All	61.5	51.7	50.6	58.9	61.1	58.7	46.2	66.2	57.4
Am Indian	*	*	*	*	*	*	*	*	0
Asian	*	0.0	100	*	66.7	0	*	100.	50
Black	37.5	29.2	35	40.0	33.3	38.5	23.1	40.0	33.3
Hispanic	60.9	50.0	56.7	50.0	60.0	56	10.0	52.2	58.3
Multi Racial	*	0.0	60	57.1	100.	100	*	83.3	100
White	73.0	68.6	50	73.1	64.7	70.6	71.4	80.8	65.5
Male	62.5	52.6	47.7	50.0	64.1	60	45.8	68.8	65.7
Female	60.5	47.9	52.5	67.6	57.6	57.8	46.4	63.9	48.5
AIG	*	*	*	>95	100.	100.	>95	100.	100
EC	27.3	33.3		11.0	0.0		12.5	25.0	
Non EC	67.2	56.8		64.6	71.4		52.3	66.7	
LEP	57.9	28.6		46.7	60.9		<5	46.7	
Non LEP	61.5	46.4		58.9	61.1		46.2	66.2	
F/R Lunch	*	*		*	*		*	*	
Non F/R Lunch	*	0.0		*	66.7		*	100.	

Charles W. McCrary Elementary
 Continuous Improvement and Title I Implementation Plan
 2008-2010

Achievement Gap Data

Reading

White student scores compared to:	2003-04	2004-05	2005-06	2006-07	2007-08
Black	29.1	29.4	22.1	37.7	*
Hispanic	25.9	20.8	33.8	13.9	*

Mathematics

White student scores compared to:	2003-04	2004-05	2005-06	2006-07	2007-08
Black	21.3	17.8	38.5	37.9	26.9
Hispanic	18.6	18.7	24.5	16.4	5.6

End of Grade Results
 Developmental Scale Score Mean

Grade	Reading					Math			
	04-05	05-06	06-07	07-08		04-05	05-06	06-07	07-08
3	246.8	244.5	243.9	*		250.6	340.1	338.2	339
4	250.8	250.3	250.2	*		257.0	347.5	347.9	347
5	253.8	254.3	255.0	*		259.4	352.1	354.4	353.3

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 Continuous Improvement and Title I Implementation Plan
 2008-2010

Goal Summaries, Grades 3-5, Percent Correct

Reading	Gr 3			Gr 4			Gr 5		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Goal 1: Cognition	65.2	63.8	*	64.4	67.5	*	64.6	68.3	*
Goal 2: Interpretation	61.9	60.2	*	66	62.8	*	65.9	64.0	*
Goal 3: Critical Stance	55.7	55.5	*	59.6	62.6	*	59	64.3	*
Goal 4: Connections	65.4	64.9	*	66.7	60.6	*	66	65.0	*
Math									
Calculator Inactive									
Calculator Active									
Goal 1: Numbers and Operations	52.8	48.3	53.6	53.0	55.6	51	54.5	55.8	57.4
Goal 2: Measurement	53.8	45.5	50.8	50.0	50.7	52.4	52.9	62.0	51.9
Goal 3: Patterns/Geometry	62.3	54.5	48.2	65.3	72.1	50.7	58.5	64.8	60.4
Goal 4: Data, Probability	50.5	48.1	55.6	66.3	60.6	66.9	60.9	57.1	60.6
Goal 5: Algebra (mathematical relationships)	52.2	52.3	43.6	54.6	54.5	64.3	55.4	63.6	62.9

Writing

NC Writing Assessment

	04-05	05-06	06-07	07-08
Grade 4	45.5	44.1	38.9	39.5

Writing Sample Assessment (May % proficient)

Grade	2007-2008			
Kindergarten	80%			
1 st Grade	43%			
2 nd Grade	48%			
3 rd Grade	60%			
4 th Grade	N/A			
5 th Grade	58%			

Charles W. McCrary Elementary
Continuous Improvement and Title I Implementation Plan
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Working Conditions Survey
Information for the following table can be found at:
<http://ncteachingconditions.org/reports/>

In the space below, comment on 3 or more areas of strength noted in the Working Conditions Survey for your site for 2008:

- Resources and Technology Q.3.1b,c,d,e – 78%
- Collaborative Planning (Grade Level) Q.2.3b – 86%
- Educational Leadership(Teachers involved in decision making)Q.5.1i,4.1a,b,c, -69%
- Mentor/Mentee Relationship Sec.8 – 90%

In the space below, comment on 3 or more areas of possible improvement noted in the Working Conditions Survey for your site for 2008:

- Collaborative Planning (Vertical) Q.2.1b – 76%
- Mentee(s) need more time to observe peers teaching Q.9.5b – 80% less than 1X/m
- Mentors need more time to observe mentee(s) using collaborative log Q.10.5b 73% of mentors observed their mentee teaching less than 1x/m

What are 2 significant changes or trends in survey results from 2006 to 2008?

- Involvement in decision making Q.5 69% - 33% - 2006 data
- Time for collaborative planning Q.2.3b 86% - 37% - 2006 data

Charles W. McCrary Elementary
 Continuous Improvement and Title I Implementation Plan
 2008-2010

Student Survey Results - 2008

In the space below, comment on 3 or more areas of strength noted in the Student Survey for your site for 2008:

- Teacher expectations - Q12. - 93.4%
- Safety is important - Q25. – 91.8%
- School is preparing me well for my future – Q15 – 81.5%

In the space below, comment on 3 or more areas of possible improvement noted in the Student Survey for your site for 2008:

- Students respect teachers - Q23. - 68.2%
- Students respect each other - Q24. - 62.1%
- I know the goals my school is working on - Q6. – 55.9%

Adequate Yearly Progress

Percent of AYP Targets Met		
2003-2004	21 of 21 targets	100%
2004-2005	19 of 19 targets	100%
2005-2006	9 of 11 targets	81.8%
2006-2007	22 of 23 targets	95.7%
2007-2008	14 of 18 targets	77.2%

Targets Not Met

	2005-06			2006-07			2007-08		
	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor
Reading 3-5	0	F/R	0	0	All; LEP	Hispanic; F/R	*	*	*
Math 3-5	0	Hispanic; F/R	0	F/R	All; LEP	Hispanic	All, Hispanic, ED, LEP	0	0

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 2008-09 school year along with our intervention plan (which follows) for 2008-09.

1. Careful examination of cohort data reveals the need to focus on continued improvement with the current fifth grade. The 2005-2006 cohort (5th) graders have made steady progress. Third to fourth grade data from 2007-2008 also shows improvement. Continued improvement in all subgroups continues to be a critical focus for the positive direction of McCrary along with the overall performance composite at each grade level.
2. Achievement Gap Data continues to be an area of concern and focus for continuous improvement efforts. There were positive gains with Hispanic students and slight gains with Black students; however the White students' composite score in math dropped. Math Performance Composite for grades 3-5 decreased from 59.0% proficient in 2006-2007 to 55.3% in 2007-2008. The White subgroup has dropped from an overall composite of 70.5% to 62.6%. The achievement gap between Black and White has decreased from 37.9% to 26.9%. The achievement gap between Hispanic and White has closed from 16.4% to 5.6%. The performance composite for White students reduced from 70.5% in 06-07 to 62.6%. The performance composite for Black students increased from 32.6% in 06-07 to 35.7%. The performance composite for Hispanic students increased from 54.1% in 06-07 to 57%.
3. Cohort data shows significant improvement in Grade 4. A concerted effort to sustain and increase the gains needs to be made.

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D. Goals and Action Plans

Goal 1: By June 2009,

- **the total performance composite will increase by no less than 10%.**
- **the math performance composite will increase from 55.3% to 65.3%.**
- **the achievement gap between Black and White students will be reduced from 26.9% to 25% while increasing the performance composite in both subgroups.**

Evidence of Need: Unacceptable student proficiency levels at all grades and all subgroups.

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. Afterschool Intervention	Oct.-May	Administration/Staff	EOG Moments – Lead Teachers ClassScapes – SRI - Volunteers	EOG Scores, Progress Monitoring
2. Progress Monitoring	Sept. - June	Administration/Staff	ClassScapes – SRI – Teacher Assessments – Formal & Informal	Student Achievement Data, walk-thru reflections
3. Implement Response to Instruction	Sept. - June	Administration - Assistant Principal, Counselor, Staff, District Support	RTI Training Guidelines	Student Achievement Data, Other Student Data, walk-thru reflections
4. High Standards Academic Club (50's Club)	Sept. - June	Administration/Staff	SIT Leadership	Student Response
5. Use of Pacing Guides	Sept. - June	Teachers/ Administration//District Support	District developed Pacing Guides - SCOS	Goal Summaries, Student Achievement Data, walk-thru reflections
6. Collaborative Planning	Aug. - June	Administration/Staff	Strategies gathered from Data Wise, Boudett, City, Murnane Administrative designed template for planning time	Grade Level Minutes, Execution of SCOS, Assessment Results to drive instruction, walk-thru reflections
7. Inclusion—ESL and EC	Aug. - June	Staff / Lead Teacher	PD – Focus Group – PD 360	Subgroup Data, Observations, Student Surveys, walk-thru reflections
8. Professional Development	July - June	Administration/District	PD 360 – Lead Teachers – Focus Group Plan	Completion of IGP aligned with goals, Student Achievement, Surveys (Staff & Student)
9. K-5 Balanced Literacy	July - June	Teachers/Staff/Administration/District Support	Lead Teachers – Materials and Training	Student Achievement Data, Student work samples, walk-thru reflections

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 Continuous Improvement and Title I Implementation Plan
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10. Protected Math Time	Aug. - June	Administration	Scheduling Matrix	Monitoring
11. Before school intervention	Aug. - June	Staff/Administration	Teacher Selected	Progress Monitoring
12. Infuse classroom content curriculum into the information skills (media) curriculum	Aug. - June	Media and Technology Specialists/ Administration/Classroom Teachers	Impact Model –Focus Group – Pacing Guides – SCOS Community Volunteers	Grade Level Planning and Collaborative Logs, Student work samples, walk-thru reflections
13. Project USTARS K-3	Aug - June	AIG Teacher	Parental Involvement Packets	Participation

Professional Development for this Objective: Focus Groups using PD360 – Intentional and focused instructional decisions aligned with SCOS, training and implementation of Response to Instruction.

Charles W. McCrary Elementary
 Continuous Improvement and Title I Implementation Plan
 2008-2010

D. Goals and Action Plans

Goal 2: 2.1 - The two year Title One Continuous Improvement plan will focus on teacher retention. By 2010 the teacher turnover rate will decrease from 22% to 15%.

Evidence of Need: 22% teacher turnover rate

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. Collaboration	July - June	All Staff and Administration	Administrator designed template for grade level meetings, Focus Groups, District Human Resources	Teacher turn over rate, Student achievement data, Staff Working Conditions Survey
2. ILT/BT Program	August – June	New teachers, mentors, District support, Administration	Mentors, District support, school administration	Teacher turn over rate, Student achievement data, Staff Working Conditions Survey
3. Mentor Program	August-June	New teachers, mentors, District support, Administration	Mentors, District support, school administration	Teacher turn over rate, Student achievement data, Staff Working Conditions Survey
4. Team Interviewing & Teacher Ownership	July-July	All Staff	District Human Resources, School Administration	Quality of new hires

Professional Development for this Objective: Focus Group of Culture and Climate PD360

D. Goals and Action Plans

Goal 3: *During the 2008-2010 school years we will increase parent, student, and staff knowledge of healthy/safe living habits by offering a minimum of 3 healthy/safe choice activities in order to provide parents, students and staff with skills needed for a healthy and safe lifestyle in a culture and climate that is nurturing and demonstrates care for all.*

Evidence of Need: State data surveys

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
1. School-Wide Fitness Program	Sept. - June	Administration, Teachers. School Nurse	Physical Education Teachers Community Volunteers	Surveys , Participation
2. Health Fair	TBD	Nurse. Parent Involvement, Counselor	On-line and community	Surveys , Participation
3. Internet Safety Class	TBD	Technology Facilitator	Developed guidelines	Surveys , Participation
4. Parenting Classes	Sept-June	Parent Involvement Specialist	Parenting Series: Love and Logic, Community resources and volunteers	Surveys , Participation
5. Family Activity Night	TBD	All Staff Members	Information from other schools, School Improvement Team	Surveys , Participation
6. Wise and efficient use of technology	August-June	All Staff Members	Technology facilitator, district technology specialists	Surveys , Participation, Products

Professional Development for this Objective: Parenting Series: PD360 Parenting

D. Goals and Action Plans

Goal 4:

Evidence of Need:

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

Professional Development for this Objective:

D. Goals and Action Plans

Goal 5:

Evidence of Need:

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

Professional Development for this Objective:

Additional Information

Title 1 Compliance

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

1. A Comprehensive Needs Assessment of the Entire School
-Sections B, C, and D of Continuous Improvement Plan
2. School wide Reform Strategies
-Section D of Continuous Improvement Plan
3. Instruction by a Highly Qualified Professional Staff
-Section B, Staffing Summary, Continuous Improvement Plan
4. High Quality and Ongoing Professional Development
-Professional development plan listed for each goal area
5. Strategies to Attract Highly Qualified Teachers to High Need Schools
-District recruitment plan
-Section B, Staffing Summary, Continuous Improvement Plan
6. Including Teachers in Decisions Regarding the Use of Assessment
Teachers will use assessment to guide their classroom instruction. Specifically, teachers will use the collaborative cycle we have created. Teachers will plan objectives, common assessments, explore rigor through work samples and other informal assessments and breakdown all answers (correct and

incorrect) to explore student mastery. Furthermore, teachers will use this data to guide enrichment, acceleration and the teaching of weak areas / “holes” in the curriculum.

In addition to this collaborative cycle of planning, teachers will analyze student reading data during assessment wall conferences. Throughout this time, all teachers working with particular students will determine research-based strategies to best help students who are below grade-level reach grade-level proficiency in their learning.

7. Strategies to Increase Parent Involvement

PTO will involve parents in activities such as fall festival, spring fling and quarterly PTO meetings. The McCrary Staff are planning to offer a minimum of 3 parent nights for activities that will invite student/parent participation. Report card pick up followed by curriculum conversations will address strategies for parents to use to increase student achievement and improve study habits. The parents will be invited to support their student in reaching the grade level goals for the academic achievement club (50's Club) established this school year and provide resources to assist students in reaching their goals.

8. Preschool Transition Strategies

In order to develop an appropriate plan of action for our incoming kindergartners, all students attending kindergarten screening as preschoolers will be given the Dial-3 Assessment. The Dial-3 Assessment will be given in the spring and a follow-up screening will be given for any new enrollees not previously screened. After the test is administered, our reading specialists and ESL teachers will analyze this data and prepare to “present” these children at the sixth assessment wall conference. Data noted from this conference will be used to aid in early intervention strategies and the building of classes for the 2009-2010 school year.

9. Activities for Children Experiencing Difficulty

For students experiencing academic and/or behavior difficulties, students will formally enter the RtI Tier One/PEP process. Parents will be informed when it is noted there is a problem and remain an active part of the intervention process. Many intervention strategies will be used including: specific classroom strategies, small group work with daytime tutors, afterschool tutoring with certified staff members, before school tutoring, and parent involvement (strategies, given by the teacher, for parents to work on at home). If a student continues to experience difficulty, the intensity and frequency of interventions will increase utilizing as many resources as we possibly can. Personal Education Plans will be used district wide which will assist in students that transfer from one school to another in the district.

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

- Federal programs implemented in this school include: Title I, Title II-A, Title II-D, Title III
- State programs implemented in this school include: School Improvement funds (PRC 072), English as a Second Language (PRC 054)
- Coordination and integration of these programs are outlined in the School's intervention plan and individual federal grant applications

Charles W. McCrary Elementary
Continuous Improvement and Title I Implementation Plan
2008-2010

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.

During the 2007-2008 school year the staff was trained by NCDPI on the use of the Be Active NC program. Staff was trained on procedures addressing the requirements for physical education as well as restrictions on using physical activity as a form of punishment. Staff development addressed the use of Be Active NC program as well as physical education guidelines with all staff at the beginning of the 2008-2009 school year. Positive support for a healthy active lifestyle is ongoing with students and staff to reinforce desired outcomes targeted at physical activity.

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

The schedule accommodates an average of 150 minutes of physical activity and/or physical education this includes scheduled time for recess as well as a 30 minute PE class with a certified physical education teacher

Pledge of Allegiance

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

The school-wide pledge is part of the announcements each day and is recited in each classroom.

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

Flags of the United States are in the classrooms. The United States Flag and the North Carolina are displayed on our flagpole.

Charles W. McCrary Elementary
Continuous Improvement and Title I Implementation Plan
2008-2010

Intervention Plan

- A. Overview: Overview – The focused intervention plan that begins during the 2nd six week grading period is designed to work with identified students for 30 minutes before school each day and one hour afterschool twice a week. Certified staff works with students each morning as the students arrive at school for thirty minutes. Grades K-3 have access to technology based intervention programs targeted at individual needs utilizing Waterford in grades K-2 and Success Maker in reading and math for grade 3. The students arrive at 7:25 on the bus, eat breakfast and report directly to their classrooms. Students not riding the bus have been contacted to make arrangements for early arrival to allow time for the teacher to work with them in a smaller setting prior to the beginning of the school day. Twice a week students from the target population are served afterschool in groups of 5-6 for one hour. Tutors will be used for small group instruction working to accelerate students in the classroom environment. Title One Reading Intervention Specialists have collected data on all students using reading assessments. Specialists are working with the identified students using both inclusion and pull out model to serve their individual needs. Specialists are also involved in the before and afterschool intervention. On going progress monitoring is taking place. Response to Instruction will be used to assist in identification of students experiencing academic and/or behavior difficulties, students will formally enter the Rtl Tier One/PEP process. Parents will be informed when it is noted there is a problem and remain an active part of the intervention process. Many intervention strategies will be used including: specific classroom strategies, small group work with daytime tutors, afterschool tutoring with certified staff members, before school tutoring, and parent involvement (strategies, given by the teacher, for parents to work on at home) as well as technology assisted acceleration programs. If a student continues to experience difficulty, the intensity and frequency of interventions will increase utilizing as many resources as we possibly can. Personal Education Plans will be used district wide which will assist in students that transfer from one school to another in the district and continue with a personal plan for intervention.
- B. Target Population – Students failing to meet proficiency standards on EOY assessments in math and reading have been identified and placed in small learning groups working with certified staff. Additional assessments reveal other students in need of intervention and services. EVASS provides data for intervention groups as well as other sources of data such as: Class Scapes in math and SRI in reading. Progress monitoring will be on going throughout the year in both reading and math.

Charles W. McCrary Elementary
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- C. Measurable Intended Outcomes: Students will perform with proficiency as measured by the North Carolina End of Grade Test.
- D. Description of Activities or Services to be provided – Pacing guides with weekly intervention strategies to scaffold instruction will be used as a guide for instructional strategies each week. Weekly activities using research based instructional practices developed by curriculum specialists in the district along with classroom teachers will be used by licensed personnel to accelerate student achievement. Grade level teachers will serve students from their grade level with the assistance of another certified staff member.
- E. Evaluation of Results: Data collection on each individual student will be used for progress monitoring. Collection of data from End of Grade test will be analyzed both individually, by subgroups and grade levels.

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 Charles. W. McCrary to purchase materials supportive of school goals and to better meet student individual needs toward closing the Achievement Gap.

The Waiver to be Requested:

To waive the grade placement of teacher assistants allowing them to serve all students in the school according to (G.S. 115c-105.25.1)

How the waiver will be used:

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

Provision for Distribution of ABC Incentives

Incentive Pay

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

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

Donna Lee Loflin School

**2008-2009 Continuous Improvement and
Title I Implementation Plan**

Asheboro City Schools

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 - 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

Donna Lee Loflin
Continuous Improvement and Title I Implementation Plan
2008-2009

Leadership Team Members

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

Name	Signature	Role
Vicki Morgan	_____	Kindergarten Teacher
Sarah Beth Campbell	_____	1 st Grade Teacher
Pepper Staggs	_____	2 nd Grade Teacher
Elisabeth Bernhardt	_____	3 rd Grade Teacher
Deanna Ferree	_____	4 th Grade Teacher
Anita Lahr	_____	5 th Grade Teacher
Darlene Player	_____	Specialist Teacher
Carrie Dorrity	_____	Teacher Assistant
Kay Schimanski	_____	Data Manager
Beth Slack	_____	Parent/PTA President
Vanessa Stubbs	_____	Parent
Theresa Thornton	_____	Parent
David Poe	_____	Principal

A. Vision, Mission, and Belief Statements

Our School's Vision

Donna Lee Loflin Elementary will strive to be a school of excellence where students are respected, learning is valued, and our community is dedicated to the success of all.

Our School's Mission

The mission of the Donna Lee Loflin Elementary School Community is to provide a learning environment which enables all students to reach their full potential in life.

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

- **Students must develop the skills and positive attitudes which promote learning.**
- **Students learn best when actively engaged in the learning process.**
- **Students must acquire, at their own rate, a mastery of developmental and academic skills.**
- **Students must have opportunities to develop and practice skills in higher-order thinking, decision-making, and problem-solving.**
- **Students must feel positive about themselves and experience success.**
- **Students develop self-esteem through positive relationships and mutual respect within the school environment.**
- **Students should explore and express their individual creativity.**
- **Students need freedom within clearly defined limits provided by consistent, caring adult role models.**
- **Students should develop an understanding and appreciation of their cultural, political, economic, and social heritage.**
- **Students learn best in a safe and physically comfortable environment.**
- **Students share with teachers, parents, and community members the responsibility for supporting the school's mission.**

Donna Lee Loflin
 Continuous Improvement and Title I Implementation Plan
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- B. School Community Profile

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

	2004-05	2005-2006	2006-2007	2007-2008	2008-2009
Black	9	12.2	16.32	17.75	16.80
Asian	3	2.2	2.37	2.34	1.06
White	49	43.6	42.63	40.48	38.90
Hispanic	35	42.9	34.47	35.25	39.20
American Indian	0	0	0	0	0
Other/Multi-Cultural	4	5.9	4.21	4.18	4.04
Total Population	353	369	380	383	375

Historical Population Data (percentages)

	2004-05	2005-06	2006-07	2007-08	2008-09
Exceptional Children	9.92	11.11.	12.11	11.06	12.80
AIG	6.23	4.07	4.45	3.72	2.13
Limited English Proficient	25.50	25.47	30.79	33.16	27.30
Total F/R Lunch	51.56	66.30	63.54	69.52	70.90

Student Attendance Data

	Percent
2003-2004	96.48
2004-2005	95.60
2005-2006	96.25
2006-2007	96.29
2007-2008	96.38

Donna Lee Loflin
 Continuous Improvement and Title I Implementation Plan
 2008-2009

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)	29%	33%	35%	50%
Teachers with NBPTS certification	4%	3%	6%	1%
Teachers trained as Mentors	23%	33%	38%	35%

Teacher Turnover Rate

2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
14%	18%	11%	15%	6%	8%

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 Continuous Improvement and Title I Implementation Plan
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C. School Results

Promotion Percentages

	2003-04	2004-05	2005-2006	2006-2007	2007-2008
Kindergarten	93	96	97	95	100
1 st grade	90	93	94	99	100
2 nd grade	96	100	100	100	97
3 rd grade	95	100	98	94	94
4 th grade	100	100	100	100	100
5 th grade	100	100	100	100	98

K-2 Progress

K-2 Literacy Portfolio Summary

Percent at Standard (April/May assessment)

	Kindergarten				1 st Grade				2 nd Grade			
	04-05	05-06	06-07	07-08	04-05	05-06	06-07	07-08	04-05	05-06	06-07	07-08
Writing Sample	76	67	81	89	32	29	41	41	68	47	39	45
Alphabet Recognition/ Names	94	97	60	100	96	93	96	98				
Alphabet Recognition/ Sounds	94	94	100	100	93	67	95	98				
Concepts of Print	86	96	98	99	72	48	66	94				88
High Frequency Words	87	94	98	99	79				96			
Reading Assessment	68	92	95	98	60	68	67	77	80	70	78	64
Phonemic Awareness		91	93	85		72	91	89				

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K-2 Mathematics Portfolio Summary

Percent of Students at Levels 3 and 4

Strand	K			1			2		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Numbers and Operations	91	93	92	82	80	83	79	70	60
Measurement	94	97	83	80	80	85	85	69	60
Geometry	86	95	92	68	61	71	73	72	49
Data and Probability	96	100	90	71	70	71	73	76	56
Algebra	95	97	89	61	86	88	82	67	59

Grade 1 Math Assessment

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	% LEVEL III and IV		
				2006	2007	2008
5	10	52	33	59	68	85

Grade 2 Math Assessment

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	% LEVEL III and IV		
				2006	2007	2008
13	42	37	8	55	59	45

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EOG PT3-EOG Comparison % Proficient

Reading	PT3	EOG	Difference
2003-04	57.1	79	+ 21.9
2004-05	62.2	73.9	+ 11.7
2005-06	60.4	62.7	+ 2.3
2006-07	63.5	71.0	+ 7.5
2007-08			

Math	PT3	EOG	Difference
2003-04	92.1	87	- 5.1
2004-05	77.8	84.8	+ 7.0
2005-06	58.7	59.3	+ .6
2006-07	58.7	69.4	+ 10.7
2007-08	53.2	54.5	+ 1.3

Total Performance Composite

	03-04	04-05	05-06	06-07	07-08
Performance Composite	84.6	84.4	67.4	67.3	

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

Grade	Reading					Math			
	04-05	05-06	06-07	07-08		04-05	05-06	06-07	07-08
3	73.9	62.7	71.0			84.8	59.3	69.4	54.5
4	81.0	87.8	71.4			96.8	65.9	57.1	74.6
5	84.5	85.1	86.7			84.5	52.2	68.9	68.9

Grade	Reading and Math			
	04-05	05-06	06-07	07-08
3	73.9	50.9	58.1	
4	79.4	63.4	50.8	
5	74.1	49.3	66.7	

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End of Grade Percent Proficient by Subgroup (Historical)

Reading

Grade	3			4			5		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
All	62.7	71.0		87.8	71.4		85.1	86.7	
Am Indian	NA	NA		NA	NA		NA	NA	
Asian	66.7	100		100	66.7		100	100	
Black	55.0	60.0		75.0	52.9		83.3	87.5	
Hispanic	33.3	50.0		93.3	52.9		81.5	91.7	
Multi Racial	100	33.3		100	100		100	100	
White	74.1	85.3		85.7	79.3		87.5	81.0	
Male	55.2	60.6		83.3	63.6		83.3	90.0	
Female	70.0	82.8		91.4	77.4		86.6	84.00	
Acad Gifted	NA	NA		100	100		100	88.9	
EC	40.0	66.7		33.3	42.9		37.5	25.0	
Non EC	66.7	74.0		90.0	70.8		90.4	93.8	
LEP		41.7			38.5		NA		
Non LEP		79.6			80.0		85.4		
F/R Lunch		65.7			56.8		80.0		
Non F/R Lunch		80.8			92.3		100		

Math

Grade	3			4			5		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
All	59.3	69.4	54.5	65.9	57.1	74.6	52.2	68.9	68.9
Am Indian	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	100	NA	NA	66.7	NA	NA	100	100
Black	37.5	60.0	46.1	50.0	30.0	70.0	50.0	50.0	33.3
Hispanic	46.7	66.7	38.9	60.0	47.1	65.2	48.1	58.3	68.4
Multi Racial	NA	0	0	NA	80.0	100	NA	100	NA
White	59.3	76.5	68.8	71.4	65.6	84.6	56.3	76.2	65.6
Male	55.2	63.6	58.3	72.2	57.6	53.3	53.3	75.0	68.8
Female	63.3	75.9	50.0	60.9	54.8	93.9	51.4	64.0	69.0
Acad Gifted	NA	NA	NA	NA	100	NA	NA	88.9	NA
EC	NA	77.8	NA	NA	0	NA	22.2	25.0	NA
Non EC	59.6	70.0	NA	67.5	58.3	NA	56.9	90.6	NA
LEP	45.5	73.1	NA	20.0	80.8	NA	22.2	90.0	NA
Non LEP	62.5	71.4	NA	72.2	64.0	NA	56.9	70.7	NA
F/R Lunch	48.6	68.6	NA	51.9	37.8	NA	39.0	52.0	NA
Non F/R Lunch	77.3	73.1	NA	92.9	80.8	NA	73.1	90.0	NA

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Achievement Gap Data

Reading

White student scores compared to:	2003-04	2004-05	2005-06	2006-07	2007-08
Black	22.4	29.2	14	12.5	
Hispanic	10.6	23.3	10.3	20.4	

Mathematics

White student scores compared to:	2003-04	2004-05	2005-06	2006-07	2007-08
Black	17.1	10.4	14.8	29.1	20.6
Hispanic	- .5	3.8	9.4	15.2	12.3

End of Grade Results
 Developmental Scale Score Mean

Grade	Reading					Math			
	04-05	05-06	06-07	07-08		04-05	05-06	06-07	07-08
3	248.3	244.7	245.9			253.6	341.7	343.8	339.2
4	251.6	253.0	250.1			257.6	349.8	347.3	350.3
5	256.7	254.7	255.8			260.6	351.7	354.5	354.2

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Goal Summaries, Grades 3-5, Percent Correct

	Gr 3			Gr 4			Gr 5		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Goal 1: Cognition	66.1	68.0		71	65.5		70.1	71.2	
Goal 2: Interpretation	61.2	67.0		74.6	65.5		65.9	67.2	
Goal 3: Critical Stance	55	57.8		65.4	57.8		57.8	65.6	
Goal 4: Connections	59.7	69.6		65.9	54.3		70.4	66.7	
Calculator Inactive									
Calculator Active									
Goal 1: Numbers and Operations	59	62.0	50.5	54.3	52.9	64.5	53	57.8	54.2
Goal 2: Measurement	52.8	62.5	50.3	52.4	53.2	56.8	54.	61.0	61.6
Goal 3: Patterns/Geometry	56.4	66.4	56.3	76.4	66.4	62.8	55.3	61.0	63.3
Goal 4: Data, Probability	54.5	53.3	51.6	67.4	59.7	71.3	62.9	61.5	65.3
Goal 5: Algebra (mathematical relationships)		61.8	51.8	67.3	56.7	57.9		66.5	62.3

Writing

NC Writing Assessment

	04-05	05-06	06-07	07-08
Grade 4	33.3	50	45.9	66.1

Writing Sample Assessment (May % proficient)

Grade	2004-05	2005-2006	2006-2007	2007-2008
Kindergarten	61	65	78	89
1 st Grade	23	31	41	41
2 nd Grade	59	49	39	45
3 rd Grade	52	24	56	45
4 th Grade	14	39	52.5 WCI	66
5 th Grade	17	64	85	67

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Working Conditions Survey
Information for the following table can be found at:
<http://ncteachingconditions.org/reports/>

In the space below, comment on 3 or more areas of strength noted in the Working Conditions Survey for your site for 2008:

Professional Development resources and opportunities available for teachers to participate is excellent.

Resources available for technology and office equipment are sufficient.

School environment is safe.

In the space below, comment on 3 or more areas of possible improvement noted in the Working Conditions Survey for your site for 2008:

Teachers have time available to collaborate with their colleagues.
Hours available for structured collaborative planning are not adequate.

Teachers are protected from duties that interfere with their essential role of educating students. This can be improved by having duties covered by assistants while teachers work with students after school.

The school leadership shields teachers from disruptions, allowing teachers to focus on educating students. PBS (Positive Behavior Support) will continue to encourage positive behavior to keep disruptions at a minimum.

The school leadership consistently enforces rules for student conduct. Develop a school wide set of rules and consequences that are consistently enforced.

What are 2 significant changes or trends in survey results from 2006 to 2008?

Teachers are protected from duties that interfere with their essential role of educating students.

2006 - 5% - strongly disagree
2008 - 31% - strongly disagree

The faculty is committed to helping every student learn.

2006 - 35% - strongly agree
2008 - 69% - strongly agree

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Student Survey Results - 2008

In the space below, comment on 3 or more areas of strength noted in the Student Survey for your site for 2008:

My teacher expects me to do my best.	98.6%
My parents care about my education.	96.5%
I put forth my best effort at school.	94.5%

In the space below, comment on 3 or more areas of possible improvement noted in the Student Survey for your site for 2008:

I am afraid my friends won't like me if I do well in school.	15.9%
I have difficulty fitting in at school.	24.3%
I have been bullied at school.	32.6%

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Adequate Yearly Progress

Percent of AYP Targets Met		
2003-2004	100	17 of 17
2004-2005	100	17 of 17
2005-2006	100	10 of 10
2006-2007	88.2	15 of 17
2007-2008	84.6	11 of 13

Targets Not Met

	2005-06			2006-07			2007-08		
	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor
Reading 3-5	0	Hispanic F/R	0	Hisp .F/R	All students	0			
Math 3-5	0	0	0	0	0	Hisp. F/R	All students F/R	White	0

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 2008-09 school year along with our intervention plan (which follows) for 2008-09.

1. Second and third grade math performance needs to improve. The percent of second graders scoring at or above grade level went down from 59% in 2007 to 45% in 2008. The percent of third graders scoring at a proficient level went down from 69% to 55%.

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2. We need to close the math achievement gap between black and white students. Over the last five years the average math score for whites has been 18.4 points higher than for blacks.

3. We need to have no more than a difference of 8 in achievement results between male and female in reading and math. In 2008 in math we had a difference of 8 at third grade, a difference of 41 at fourth grade, and a difference of 0 at fifth grade. Our reading results will not arrive until November, 2008.

D. Goals and Action Plans

Goal 1: Loflin will improve math achievement in second grade from 45% at level 3 & 4 to 60%.

Evidence of Need: Second grade math achievement was at a three year low in 2008.

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. Use progress monitoring	Aug.-June	Classroom teachers	- 2 nd grade pre-assessment - 2 nd grade math resource notebooks - Six weeks math assessments	- Six week assessments - Teacher observation - Year-end math assessment
2. Increase teacher knowledge in content area	Aug.-June	Wendy Rich	- Observe model math lessons - Attend math professional development	- Six weeks math assessments - Teacher made assessments - Year-end math assessment
3. Provide Lift-Off tutoring in math	Oct.- June	Classroom teachers	-Teacher created material - Weekly assessments	- Teacher observation - Year-end math assessment
4. Use differentiated math instruction	Aug. - June	Classroom teachers, Pam Clinard and Summer Taylor	- EC teacher - ESL teacher	- Six weeks math assessment - Year-end math assessment
5. Use Cognitively Guided Instruction (CGI) problem solving	Aug. - June	Classroom teachers	- 2 nd grade resource notebook - CGI materials from Wendy Rich	- Six weeks math assessment - Year-end math assessment

Professional Development for this Objective:

- Will attend workshops by Wendy Rich

D. Goals and Action Plans

Goal 2: Loflin will improve third grade math achievement from 55% to 71% proficient.

Evidence of Need: Third grade math achievement was at a five year low in 2008.

Strategic Plan Goal 1: High Student Achievement

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

Action Plan:

Strategy	Time Line	Person(s) Responsible	Resources	Evaluation
1. Monitor student progress	Sept. – June	Classroom teachers, EC & ESL teachers	<ul style="list-style-type: none"> - 3rd grade math pre-assessment - 3rd grade math EOG pre-test scores - ClassScapes score reports - Teacher created formative assessments - Documentation of interventions used 	<ul style="list-style-type: none"> - NC End of Grade Math Test Scores - ClassScapes Scores - Teacher assessments - Teacher observation
2. Implement differentiated math instruction	Sept. – June	Classroom teachers, EC and ESL teachers	<ul style="list-style-type: none"> - EC teachers coming into classroom - ESL teacher coming into classroom - Parent volunteers working with small groups 	<ul style="list-style-type: none"> - NC End of Grade Math Test Scores - ClassScapes Scores - Teacher assessments - Teacher observations
3. Focus on problem solving	Sept. – June	Classroom teachers	<ul style="list-style-type: none"> - Use Cognitively Guided Instruction 	

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			(CGI) - Math textbooks - Third Grade Math Resource book	
4. Increase teacher knowledge in content area	Sept. – June	Classroom teachers	- Attend math related professional development - Observe model lessons by Wendy Rich - Observe other classroom teachers	- NC End of Grade Math Test Scores - ClassScapes scores

Professional Development for this Objective:

- **Attend Greg Tang workshop in December**
- **Attend math staff development with Wendy Rich**
- **Attend the NCCTM math conference**

D. Goals and Action Plans

Goal 3: Loflin will close the math achievement gap between black and white students from 20.6 to 15.

Evidence of Need: The achievement gap between black and white is too high.

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. Continue use of hands-on activities	Aug. – May	K – 5 Staff	- Standard Course of Study - Math Pacing Guides	- Math Portfolios - EOG results
2. Provide movement breaks throughout the school day	Aug. – May	K – 5 Staff	Energizers	- Math Portfolios - EOG results
3. Use ClassScapes to monitor student progress in grades 3-5	Aug. – May	Classroom teachers	Computer Lab time	Improving EOG scores and decreasing gap
4. Provide Lift-Off Tutoring	Oct. – May	Classroom teachers	Time	Improving EOG scores and decreasing gap
5. Use remediation tutors in grades 3-5	March- May	Tutors	Remediation budget	Improving EOG scores and decreasing gap
6. Utilize co-teaching to provide more small group teaching	Aug. – May	Classroom teachers and specialists	Planning time	Improving EOG scores and decreasing gap
7. Involve parents in students' math instruction	Sept.-May	Classroom teachers	- Parent Math Night - Add math resources to "Parent Smart Cart"	Improving EOG scores, K-2 math levels and decreasing achievement gap.

Professional Development for this Objective:

- Some teachers will attend Larry Bell's Closing the Gap workshop.

D. Goals and Action Plans

Goal 4: Loflin will close the math achievement gap between Latino and white students from 12.3 to 5.

Evidence of Need: The achievement gap between Latino and white is too high.

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
ESL teachers will assist (co-teach) with classroom teachers during math instruction to build students' math vocabulary	Sept. – June	Pam Clinard, 3 rd and 5 th grade teachers	Math Standard Course of Study	EOG Math scores
ESL teacher will teach math vocabulary and strategies to ELLs (English Language Learners) during pull-out classes.	Sept. – June	Pam Clinard Lizbel Lochelle	- Math Standard Course of Study - Wendy Rich Workshops	EOG Math scores
ELLs will receive math tutoring at St. Joseph's After School Program	Sept. – May	St. Joseph's Volunteers Pam Clinard	Math textbook and math assignments	Math grades on homework EOG math scores
Build student vocabulary	Aug. – May	Class teachers	Vocabulary cards	EOG scores
Slow our speech	Aug. – May	Class teachers	None	EOG scores
Highlight important words	Aug. – May	Class teachers	Markers	EOG scores

Professional Development for this Objective:

- ESL teacher will receive professional development from Wendy Rich at ESL meetings and at a Math workshop during the 2008-09 school year.
- Some of our staff will attend Impacting English Language Learners.

D. Goals and Action Plans

Goal 5: Loflin will reduce the percentage of students who say they have been bullied at school from 32.6% to less than 20%.

Evidence of Need: One in three students feeling bullied is too high.

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
Have more anti-bullying lessons	Aug. - May	Classroom teachers and guidance	Guidance lessons	Percentage on student survey will decrease
PBS will perform bullying skit	Fall	PBS Committee	Preparation time	Percentage on student survey will decrease
School-wide bullying consequences	Aug. – May	Principal	None	Percentage on student survey will decrease
Special guidance sessions for bullies	Aug. - May	Teachers and Counselor	Time	Percentage on student survey will decrease.
Invite speaker to speak on bullying	Fall	Leadership Team	Willing person	Percentage on student survey will decrease
Conduct seminar with 3-5 students using anti-bullying books	Fall	3-5 Teachers	Books such as <u>The Recess Queen</u> or <u>Snot Stew</u>	Percentage on student survey will decrease

Professional Development for this Objective:

. Additional Information

Title 1 Compliance

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

1. A Comprehensive Needs Assessment of the Entire School
 - **Plan to continue use of surveys that seek opinions of students, staff and parents.**
 - **Update school improvement plan and use as summary of what we are doing and what needs to be done.**
 - **Staff is invited to offer suggestions for upcoming year each spring.**
 - **Leadership Team meets monthly or more often to have input into guidance of school**

2. School wide Reform Strategies
 - **Continue to follow school improvement plan.**
 - **Staff is invited to offer suggestions for upcoming year each spring.**
 - **Leadership Team meets monthly or more often to have input into guidance of school**
 - **We will purchase the Class Scape program, Education City and United Streaming.**
 - **Horizontal and vertical grade level planning are utilized throughout school year to promote communication and serve students.**
 - **Include technology in daily teaching.**

3. Instruction by a Highly Qualified Professional Staff
 - **Current staff meets the definition of “highly qualified” per the definition of No Child Left Behind.**
 - **Fifty percent of our staff has an advanced degree.**
 - **Staff members assist in selection of new staff members.**

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4. High Quality and Ongoing Professional Development

- **Continue to follow the school and our school system's professional development plan.**
- **School has a staff development budget and staff utilize funds to improve their capabilities.**
- **Staff who attend staff development activities are expected to return and share what they learned with other staff members.**
- **Encourage more staff to attend NCCAT and Teacher Academy.**

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

- **Seek Staff from all available sources**
- **Provide mentors for new certified staff and buddies for new classified staff.**
- **Provide new teachers with additional funds to help them secure materials for their rooms.**
- **Continue to work with the Chamber of Commerce to provide incentives for new teachers.**
- **Provide all teachers with materials for their classroom.**
- **Provide additional orientations for first year teachers beyond that which is arranged for rest of staff.**
- **Provide new employees from outside area with a tour of area, help in relocating and settling into a new area.**

6. Including Teachers in Decisions Regarding the Use of Assessment
(provide site-based examples)

- decision making with goals for continuous improvement plan
- teachers make up own tests for informal tests
- teachers decide when to give informal tests – like Scholastic Reading Inventory and formative reading assessments
- teachers decide when to move students up a level in reading
- teachers decide what will be taught using tutors for remediation
- teachers decide what to do for Lift Off

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7. Strategies to Increase Parent Involvement

(provide site-based examples)

- PTA once a month and grade level performances
- school wide fund raiser
- grade level meeting with parents
- parent volunteers – field trips, PTA, in classroom
- family reading nights/book fair
- Relay for Life
- Talent show
- DARE and CARE graduation
(Drug Awareness Resistance Education and Child Abuse
Reduction Effort)
- Grandparents breakfast
- Classroom presentations
 - biography tea
 - poetry tea
- Honors Chorus Festival
- Summer Reading Program
- Parent Smart Cart
- ESL night
- leadership meetings 1st Monday evenings of each month during
school year
- calendar of monthly events sent home/available in home office
- school web site linked to other informational sites
- daily planner grades 2 – 5
- paw packs sent home
- parents can come and eat lunch with students

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- interim reports in addition to 6 week report cards
- information sent home is provided in English and Spanish
- Spanish interpreter is available

8. Preschool Transition Strategies

-DIAL 3 screening, spring and fall

(provide additional site-based strategies)

- Dial 3 Screening
- transition forms filled out on pre-school child coming to kindergarten from ECDC
- Loflin pre-school class visiting kindergarten classroom
- meetings between pre-school teachers and kindergarten teachers at Loflin
- ECDC teachers observe kindergarten classrooms
- special needs of ECDC students are shared with kindergarten teachers
- kindergarten teachers and pre-school teachers meet for vertical planning
- * ECDC – Early Childhood Developmental Center

9. Activities for Children Experiencing Difficulty

-District use of Personal Education Plans (PEPs)

(provide additional site-based examples)

- district use of PEPs (Personal Education Plans)
- Lift Off (after school tutoring program for low performing students
 - Monday)
- Wednesday Wonders (after school enrichment program – Wednesday)
- remediation (gr. 3-5) for students performing below grade level

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- individual teachers tutoring (after school)
- targeting specific needs through small groups in the classroom
- motivating students through science integration (USTARS) using science talent abilities to reach students
- EC program (exceptional children)
- Title I/Reading Lab
- ESL program (English as Second Language)
- St. Joseph's tutoring program (ESL students)
- Speech services
- Occupational Therapy
- Mental Health and Social Services help is sought when needed
- resources are sought for children needing shoes and glasses
- high school students are utilized in classrooms

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

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

-State programs implemented in this school include: School Improvement funds (PRC 072), English as a Second Language (PRC 054)

-Coordination and integration of these programs are outlined in the School's intervention plan and individual federal grant applications

Compliance Statements

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

Healthy Active Children Policy:

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1. Physical activity is not denied to any student as a means of discipline, nor is physical activity used as a form of punishment.

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

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

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

Pledge of Allegiance

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

The Pledge of Allegiance is recited during the morning announcements on a daily basis.

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

US and NC flags are displayed in each classroom.

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Intervention Plan

- A. Overview: We hope to assist students in grades 3-5 struggling in reading, writing and/or math to achieve at standard or better performance on the NC End of Grade Tests. With this help we hope to reduce the performance gap between students of different gender, ethnic and economic groups. When students can perform as expected and they know they are achieving as expected their self-concept is enhanced, their future efforts are improved, they have increased on-task behavior, and less misbehavior.
- B. Target Population: Our focus will center on assisting students in grades 3-5 not achieving level 3 or 4 performance or are barely performing at level 3 reading, writing and/or math.
- C. Measurable Intended Outcomes: In grades 3-5 the objective will be to move level one performers to level two, to move level two performers to level three, and to move low level three performers upward in the level three range on the NC End of Grade Tests. Doing this will reduce the gap between different groups on the NC End of Grade Tests.
- D. Description of Activities or Services To Be Provided: Parent, community volunteers and high school students will continue to be sought to work with students one-on-one or in small groups. Remediation funds mostly will be used to hire personnel to help provide assistance to students achieving below grade level in reading, writing and/or math in grades 3-5 on the NC End of Grade Tests. Teachers may provide students with tutoring beginning early in the school year.
- E. Evaluation of Results: NC End of Grade Test results for the 3rd – 5th grade students who regularly attended the after-school remediation will be viewed to determine how many scored at each performance level and how much gain or loss each student had in their scale score. This will help show the degree of success of the remediation program.
- F. Budget: Our allocation of funds is \$17,215. We shall set aside about 20% (\$3,443) for materials that may be needed. An example of materials that might be needed are high interest lower reading level books. The remainder 80% (\$13,772) will be used to hire personnel to work with students in grades 3-5 that are performing below grade level in reading, writing and/or math. Contracts would be written for the individuals who agree to work with our students.

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 waive the grade placement of teacher assistants allowing them to serve all students in the school according to (G.S. 115c-105.25.1)

How the waiver will be used:

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

Provision for Distribution of ABC Incentives

Incentive Pay

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

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

Lindley Park School

**2008-2009 Continuous Improvement and
Title I Implementation 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
 - Title I Compliance
 - Compliance Statements
 - Focused Intervention / Remediation Plan
 - Waiver Requests
 - Provision for Distribution of ABC Incentive

Approved by Staff

Date of Secret Ballot Election: _____

Results For: _____

Opposed: _____

Principal's Signature

Date

Approved by Superintendent of Schools

Signature

Date

Approved by Board of Education

Signature

Date

Lindley Park School
Continuous Improvement and Title I Implementation Plan
2008-2009

Leadership Team Members

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

Name	Signature	Role
Tiffany Cooper	_____	Second Grade Teacher
Sarah Cox	_____	Kindergarten Teacher
Jane Eddy	_____	First Grade Teacher
Gail Meyer	_____	Third Grade Teacher
Chris Burian	_____	Fourth Grade Teacher
Stephanie Wood	_____	Fifth Grade Teacher
Donna Hall	_____	Media Specialist
Karen Moss	_____	Reading Teacher
Martha Spoonamore	_____	ESL Teacher
Colleen Stanley	_____	EC Teacher
Kathy Malpass	_____	Technology Specialist
Holly White	_____	Parent
Cyndy Hornback	_____	Teacher Assistant
Robin Harris	_____	Principal

Lindley Park School
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A. Vision, Mission, and Belief Statements

**Our School's
Vision**

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

**Our School's
Mission**

Our mission is to teach students to be lifelong learners and productive citizens who will exhibit pride in themselves and their community.

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

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

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 Continuous Improvement and Title I Implementation Plan
 2008-2009

B. School Community Profile

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

	2004-05	2005-2006	2006-2007	2007-2008	2008-2009
Black	27.4	21.5	20.66	23.27	26.5
Asian	1.5	0.8	0.26	1.3	1.5
White	48.5	51.2	51.05	47.31	41.4
Hispanic	18.2	19.9	22.77	22.25	23.4
American Indian	0	0	0	.5	.5
Other/Multi-Cultural	4.6	5.7	5.24	5.37	6.7
Total Population	369	372	382	391	415

Historical Population Data (percentages)

	2004-05	2005-06	2006-07	2007-08	2008-09
Exceptional Children	15.4	11.29	15.0	10.49	11.08
AIG	4.3	4.3	4.3	6.39	6.26
Limited English Proficient	13.3	16.4	20.4	25.0	20.72
Total F/R Lunch	57.2	58.17	58.9	53.71	61.25

Student Attendance Data

	Percent
2003-2004	96.43
2004-2005	95.76
2005-2006	96.02
2006-2007	96.03
2007-2008	96.52

Lindley Park School
 Continuous Improvement and Title I Implementation Plan
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Staffing Summary

	2004-05	2005-06	2006-07	2007-08
Teachers "highly qualified" (classes taught)	100%	100%	100%	100%
Teachers with advanced degrees (above bachelors)	23%	33%	33%	33%
Teachers with NBPTS certification	4%	4%	4%	9%
Teachers trained as Mentors	25%	25%	25%	28%

Teacher Turnover Rate

2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
4%	8%	7%	18 %	9.1%	10.7

Lindley Park School
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C. School Results

Promotion Percentages

	2003-04	2004-05	2005-2006	2006-2007	2007-2008
Kindergarten	98.2%	92.7%	98%	91%	98.4
1 st grade	98.2%	98.6%	96%	96%	95
2 nd grade	98.1%	100%	98%	98%	98.5
3 rd grade	98%	96.4%	100%	97%	98.7
4 th grade	100%	100%	100%	100%	100
5 th grade	100%	100%	100%	98%	100

K-2 Progress

K-2 Literacy Portfolio Summary

Percent at Standard (April/May assessment)

	Kindergarten				1 st Grade				2 nd Grade			
	04-05	05-06	06-07	07-08	04-05	05-06	06-07	07-08	04-05	05-06	06-07	07-08
Writing Sample	88	74	38	67	64	63	75	65	48	78	68	
Alphabet Recognition/ Names	94	92	95	97	98	97	99	98				
Alphabet Recognition/ Sounds	86	88	93	95	98	94	91	98				
Concepts of Print	87	85	87	80	98	87	75	89				100
High Frequency Words	86	74	69	82	84				98			
Reading Assessment	37	68	67	75	94	76	63	74	90	87	88	85
Phonemic Awareness		71	60	50		93	90	933 3				

Lindley Park School
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K-2 Mathematics Portfolio Summary

Percent of Students at Levels 3 and 4

Strand	K			1			2		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Numbers and Operations	88	80	90	78	85	81	81	84	81
Measurement	88	84	90	84	89	75	68	75	79
Geometry	83	80	85	73	76	79	84	81	87
Data and Probability	62	84	90	77	81	75	73	84	79
Algebra	56	82	87	78	85	77	76	72	73

Grade 1 Math Assessment

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	% LEVEL III and IV		
				2006	2007	2008
3	7	24	23	59%	80%	82%

Grade 2 Math Assessment

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	% LEVEL III and IV		
				2006	2007	2008
8	11	29	19	69%	62%	71%

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EOG PT3-EOG Comparison % Proficient

Reading	PT3	EOG	Difference
2003-04	63.3	87.5	+24.2
2004-05	67.4	77.8	+10.4
2005-06	53.4	69.6	+16.2
2006-07	66.7	85.1	+18.4
2007-08			

Math	PT3	EOG	Difference
2003-04	80.4	86.7	+6.3
2004-05	77.6	82.1	+4.5
2005-06	NA	NA	NA
2006-07	65.1	75	+9.9
2007-08	52.5	77.3	+24.8

Total Performance Composite

	03-04	04-05	05-06	06-07	07-08
Performance Composite	86.1	86.7	69.8	75.8	76.5

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

Grade	Reading				Math			
	04-05	05-06	06-07	07-08	04-05	05-06	06-07	07-08
3	69.6	85.1	72.1		82.1	77.9	75.0	77.3
4	84.3	79.3	85.2		96.1	55.2	70.5	71.8
5	84.8	86.0	91.4		92.4	58.0	72.4	80.6

Grade	Reading and Math			
	04-05	05-06	06-07	07-08
3	66.1	74.6	70.6	
4	82.4	49.1	74.1	
5	80.3	57.1	74.1	

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End of Grade Percent Proficient by Subgroup (Historical)

Reading

Grade	3			4			5		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
All	85.1	76.5		81.0	85.2		86.0	93.1	
Am Indian									
Asian	100						100		
Black	72.7	64.3		64.3	90.9		83.3	93.3	
Hispanic	75.0	66.7		68.8	81.8		75.0	86.7	
Multi Racial	50.0	50.0		100	25.0		100	100	
White	97.3	86.1		96	88.6		95.2	96.2	
Male	93.1	65.8		66.7	82.8		81.0	83.3	
Female	78.9	90.0		91.2	87.5		89.7	100	
Acad Gifted				100	100		100	100	
EC	57.1	27.3		50	83.3		55.6	50.0	
Non EC	88.3	82.1		75	84.4		93.8	95.3	
LEP	71.4	58.3		72.7	83.3		90.5	80.0	
Non LEP	88.7	80.4		83.0	85.7		75.0	100	
F/R Lunch	72.7	68.2		75.0	78.6		80.6	87.5	
Non F/R Lunch	>=95	91.7		90.9	90.9		>=95	100	

Math

Grade	3			4			5		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
All	79.1	79.4	77.3	55.2	70.5	71.8	58.0	74.1	80.6
Am Indian		100			100				
Asian			*		100	100			100
Black	72.7	64.3	62.5	14.3	54.5	47.4	33.3	46.7	55.6
Hispanic	58.3	66.7	76.5	56.3	54.5	90	50.0	86.7	73.3
Multi Racial	66.7	100	75		25.0	*		28	28
White	89.2	88.9	85.3	80.0	82.9	77.5	77.3	84.6	91.7
Male	86.2	71.1	72.3	37.5	75.9	70.7	57.1	66.7	77.4
Female	73.7	90.0	85.7	67.6	68.8	73.3	58.6	79.4	83.3
Acad Gifted				100	100		100	100	
EC	28.6	0		44.4	16.7		11.1	25	
Non EC	85.0	87.5		57.1	80		68.3	74.4	
LEP	57.1	58.3		45.5	58.3		50.0	80.0	
Non LEP	84.9	83.9		57.4	73.5		59.5	72.9	
F/R Lunch	66.7	70.5		44.4	53.6		38.7	65.6	
Non F/R Lunch	91.2	100		72.7	84.8		89.5	84.6	

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Achievement Gap Data

Reading

White student scores compared to:	2003-04	2004-05	2005-06	2006-07	2007-08
Black	18	25.9	22	7.6	
Hispanic	15.5	28.2	27	12	

Mathematics

White student scores compared to:	2003-04	2004-05	2005-06	2006-07	2007-08
Black	19.5	10.6	45.9	31	30
Hispanic	-6.0	11.5	30.3	15.2	5.9

End of Grade Results
 Developmental Scale Score Mean

Grade	Reading					Math			
	04-05	05-06	06-07	07-08		04-05	05-06	06-07	07-08
3	246.6	247.5	246.8			252.2	345.4	345.7	345.1
4	252.7	251.4	252.9			259.4	347.3	350	350.1
5	258.3	256.7	258.2			263.4	352.9	356.5	358.5

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Goal Summaries, Grades 3-5, Percent Correct

	Gr 3			Gr 4			Gr 5		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Goal 1: Cognition	72.3	70.3		66.7	72.9		73.2	76.7	
Goal 2: Interpretation	65.3	67.1		68.8	69.9		70.5	72.1	
Goal 3: Critical Stance	66.2	59.5		61.3	63.2		63.1	70.7	
Goal 4: Connections	66.8	73.8		67	70.7		75.9	68.1	
Calculator Inactive									
Calculator Active									
Goal 1: Numbers and Operations	65.4	63.5	63.6	55.3	59.7	62.5	57.3	65.4	73.8
Goal 2: Measurement	63.7	69.1	60.7	50.9	60	63.3	50.7	63.2	69.8
Goal 3: Patterns/Geometry	67.2	68.7	62.4	65.2	69.2	56.5	58.6	66.9	68.2
Goal 4: Data, Probability	55.9	56.5	72.2	56.8	70.6	70.1	60.9	61.7	71.3
Goal 5: Algebra (mathematical relationships)	64.2	67.1	56.8	55.3	57.9	60.1	61.7	67.7	65.4

Writing

NC Writing Assessment

	04-05	05-06	06-07	07-08
Grade 4	32.0	32.8	41.7	51.5

Writing Sample Assessment (May % proficient)

Grade	2004-05	2005-2006	2006-2007	2007-2008
Kindergarten	76	72	22	45
1 st Grade	64	62	76	61
2 nd Grade	44	79	69	70
3 rd Grade	42	61	34	
4 th Grade	18	31	41.7	
5 th Grade	51	55	78	

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Working Conditions Survey
Information for the following table can be found at:
<http://ncteachingconditions.org/reports/>

In the space below, comment on 3 or more areas of strength noted in the Working Conditions Survey for your site for 2008:

1. The faculty is committed to helping every student learn.
2. The faculty and staff have a shared vision.
3. Teachers are held to high professional standards for delivering instruction.

In the space below, comment on 3 or more areas of possible improvement noted in the Working Conditions Survey for your site for 2008:

1. Hiring New Teachers (more inclusive of staff members)
2. Hours for non-instructional time during the regular school day. (examine ways to increase)
3. Overall, the school leadership in my school is effective.

What are 2 significant changes or trends in survey results from 2006 to 2008?

1. Opportunities are available for members of the community to actively contribute to this school's success. (2006-94%: 2008-96% Agree to Strongly Agree)
2. In an average week of teaching, how many hours do you spend on school related activities outside the regular school work day (before or after school, and on the weekend?) (2006 -28%: 2008-41%responded more than 10 hours)

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Student Survey Results - 2008

In the space below, comment on 3 or more areas of strength noted in the Student Survey for your site for 2008:

1. 99.3% of the student population agree or strongly agree that their teacher expects them to do their best while at school.
2. 98.7% of the student population agree or strongly agree that their parents care about their education. This statistic suggests that we are communicating our goals to the parents and hopefully positively impacting the message that they are sending their children.
3. 96.8 percent of the student population agree or strongly agree that safety is important at their school.

In the space below, comment on 3 or more areas of possible improvement noted in the Student Survey for your site for 2008:

1. 59% of the student population disagreed or strongly disagreed with the statement that school is boring. We hope to increase this percentage by using small group instruction and intervention in both the reading and math areas to meet individual student need and to decrease the "one size fits all" mentality with whole group instruction.
2. 42% of the student population agree or strongly agree that they have been bullied while at school. With the continued implementation and use of the Positive Behavior Support system we hope to decrease that number.
4. 64.8% of the student population agrees or strongly agrees that they use technology in their classes to help them to learn. We hope to increase the number of classes with SMART boards and to continue to use technology throughout the school day in various setting to increase this number.

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Adequate Yearly Progress

Percent of AYP Targets Met		
2003-2004	17 of 17 targets	100
2004-2005	16 of 17 targets	94.1
2005-2006	17 of 17 targets	100
2006-2007	17 of 17 targets	100
2007-2008	14 of 16 targets	87.5

Targets Not Met

	2005-06			2006-07			2007-08		
	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor
Reading 3-5									
Math 3-5	0	0	0	0	0	0	ED, Black	0	0

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 2008-09 school year along with our intervention plan (which follows) for 2008-09.

1. Based on the 2007-2008 NC writing assessment scores, our students demonstrated a 10 percentage point gain from 41.7% proficient in 2006-2007 to 51.5% proficient in 2007-2008.

2. Because there was a minimal decrease in the Black to White achievement gap, this has been determined an area of great concern. Data will be examined for each student within the specified subgroup to determine an appropriate plan of action.

3. Based on 2007-2008 NC End-of Grade Mathematics results, fifth grade gained approximately six percentage points while third and fourth grades did not demonstrate similar successes. Through additional planning and implementation of effective teaming best practices, fifth grade may be of benefit to the other tested grades through a vertical planning approach.

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D. Goals and Action Plans

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

- Increase mathematics from 76.5% proficient to 80% proficient in grades 3-5 as assessed by the NC End-of Grade test for the 2008-2009 academic year.
- Increase 21st century interactive technology in classrooms through Smart Board installation ranging from 3 to at least 8 while training all staff on innovative instructional technologies that will enhance student learning.
- Decrease the Black to White achievement gap from 30% to 20% as assessed by the NC End-of-Grade test in mathematics by the end of the 2008-2009 academic year.

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. Utilize resources through total instructional alignment and pre-assessments to plan instruction and intervention	August 2008- June 2009	Teachers, Principal	Curriculum maps, pacing guides, NC SCOS, DPI Materials, math mastery lists, ACS literacy link on website	Lesson Plans, Assessments
2. Conduct formative assessments regularly to identify areas of needs for individual students	August 2008- June 2009	Teachers, Principal	Formative and Summative Assessments	ClassScape, trainers, Literacy Formative Assessments, Math Mastery Checklist, Assessment Wall, DRA, SRI, Data Form, Lexiles
3. Enlist the support of the district lead math teacher through systemic staff development	August 2008- June 2009	Teachers, Principal	Lead Math teacher, handouts, materials, common grade level planning time	Participation Roster
4. Integrate technology to	August 2008-	Teachers, Principal	K-5 Teachers, Lead	ClassScape, web links

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supplement math instruction	June 2009		Technology Teacher, Tech. Specialist	
5. Examine and implement research-based strategies to decrease the achievement gap	August 2008-June 2009	All Staff	Professional Literature, In-service, Study Groups	Q & A, Conferences, Participation roster, Presentations
6. Collect and analyze relevant data from K-2 portfolios to appropriately identify students for flexible small group instruction	August 2008-June 2009	K-2 teachers, Support staff, Principal	Student Data, Formative and summative assessments	Lesson plans, observations
7. Use the assessment wall for progress monitoring and early intervention	August 2008-June 2009	K-5 teachers, Support staff, Principal	Title 1 teachers, Lead Literacy teacher, Student Data	Collaboration meetings
8. Research the supplemental materials used for instruction while piloting a new textbook	August 2008-June 2009	2 nd & 4 th Grade teachers, District Lead Math teacher, Principal	Textbooks, vendors, CTE Coordinator, Lead Math teacher	Assessment results, student mastery demonstration
9. Provide opportunities for EC and ESL co-teaching/inclusion in the regular education classroom	August 2008-June 2009	K-5 teachers, Support staff, Principal	Lead ESL Teacher, ESL teacher, Director of EC	Attendance, lesson plans, instruction
10. Encourage greater use of hands-on materials for math instruction	August 2008-June 2009	K-5 teachers, Support Staff, Principal	Lead Math Teacher, manipulatives, kits, Learn NC	Observations, lesson plans, instruction
11. Implement transitional planning between Pre-K and Kindergarten	August 2008-June 2009	Pre-K & Kindergarten teachers, Pre-K Director and Principal	Mastery Lists, Pre-K & Kindergarten teachers, Pre-K Director and Principal	Collaboration meetings
12. Examine usage of student-led conferences in	August 2008-June 2009	Examine usage of student-led	Assistant Superintendent of C &	Participation roster, surveys

Lindley Park School
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grades 3-5		conferences	I, grade level colleagues, student, parents	
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Professional Development for this Objective:

On-going math, literacy, EC and ESL sessions with ACS Lead Teachers
Piedmont Triad Education Consortium
School Study Groups
Grade Level Planning Opportunities

Lindley Park School
 Continuous Improvement and Title I Implementation Plan
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D. Goals and Action Plans

Goal 2: To recruit and retain the highest quality professionals in all areas.

- Reduce the teacher turnover rate from 10.7% to 5%
- Increase the number of teachers and teacher assistants pursuing degrees from 3 to 6.
- Increase the percentage of teachers with National Board certification from 9% to 15%.

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. Implement a specials block schedule to strengthen instructional time efficiency and provide common planning among grade level colleagues and support staff	August 2008- June 2009	All staff	ACS Support Staff, Colleagues	Student Achievement Data
2. Ensure shared decision-making through grade level representatives and the School Improvement Team	August 2008- June 2009	All staff	SIT members, grade level representation	In-house Teacher Surveys
3. Maintain beginning teacher support by colleagues	August 2008- June 2009	All staff	BT support staff	Survey, Retention Data
4. Encourage pursuit of Master's Degrees and	August 2008- June 2009	K-5 teachers, Principal	District Funds, Support Groups	Completion, Enrollment in Courses

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National Board Certification				
5. Implement a School-wide book study on best practices in high performing schools	August 2008-June 2009	K-5 Teachers, Support Staff, Principal	<i>Failure is Not An Option</i>	Student Achievement Data, Staff Survey
6. Implement vertical planning to strengthen content knowledge and expectations at each grade level	August 2008-June 2009	K-5 Teachers, Support Staff, Principal	Pacing Guides , Mastery Checklists, Observation Opportunities	Student Achievement Data
7. Strengthen peer and administrative classroom walkthroughs to provide immediate feedback to the teaching professionals	August 2008-June 2009	K-5 Teachers, Support Staff, Principal	Observation Opportunities	Classroom Walkthrough Data, Instruction

Professional Development for this Objective:

Book Study

Literacy and Math Training with Lead teachers

Observations at other locations

Lindley Park School
 Continuous Improvement and Title I Implementation Plan
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Goal 3: To develop a learning community that collaborates with parents and community for the purpose of improving student achievement

- Increase the number of regular volunteers from 20 to 35.
- Establish 3 community/business partnerships.

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. Establish business and community partnerships	August 2008- June 2009	All Staff, PTO	Churches, community members	Visitor/Volunteer Logs
2. Plan and conduct evening programs and curriculum nights	August 2008- June 2009	All Staff, PTO	PTO, curricular materials	Participation rosters
3. Provide parental education opportunities (Lunch and Learn, Pastries with the Principal, etc.)	August 2008- June 2009	K-5 Teachers, Support Staff, Principal, PTO	Food, presenters, materials	Participation rosters
4. Enhance communication through various methods	August 2008- June 2009	All Staff, PTO	ConnectEd, Newsletters, website, Parent Folders	ConnectEd data report
5. Strengthen volunteer opportunities	August 2008- June 2009	All Staff, PTO	Volunteer Coordinator	Volunteer Logs
6. Frequent , accessible parent-teacher conferences	August 2008- June 2009	K-5 Teachers, Support Staff, Principal	Report card Pick-up, extended hours, PTO nights	Participation Rosters

Professional Development for this Objective:

Additional Information

Title 1 Compliance

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

1. A Comprehensive Needs Assessment of the Entire School
-Sections B, C, and D of Continuous Improvement Plan
2. School wide Reform Strategies
-Section D of Continuous Improvement Plan
3. Instruction by a Highly Qualified Professional Staff
-Section B, Staffing Summary, Continuous Improvement Plan
4. High Quality and Ongoing Professional Development
-Professional development plan listed for each goal area
5. Strategies to Attract Highly Qualified Teachers to High Need Schools
-District recruitment plan
-Section B, Staffing Summary, Continuous Improvement Plan
6. Including Teachers in Decisions Regarding the Use of Assessment
(provide site-based examples)
7. Strategies to Increase Parent Involvement

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(provide site-based examples)

8. Preschool Transition Strategies

- DIAL 3 screening, spring and fall
(provide additional site-based strategies)

9. Activities for Children Experiencing Difficulty

- District use of Personal Education Plans (PEPs)
(provide additional site-based examples)

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

- Federal programs implemented in this school include: Title I, Title II-A, Title II-D, Title III
- State programs implemented in this school include: School Improvement funds (PRC 072), English as a Second Language (PRC 054)
- Coordination and integration of these programs are outlined in the School's intervention plan and individual federal grant applications

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.

Every student at Lindley Park School receives required number of minutes in physical activity daily. All teachers have received and implement Energizers as directed by Be Active Be Healthy NC.
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2. Each student in this school participates in an average of 150 minutes per week of physical activity and/or physical education.

Students receive at a minimum of 30 minutes of physical activity daily either in a PE class or with their regular classroom teacher.

Pledge of Allegiance

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

The Pledge of Allegiance is recited each morning on the WLPS News Show and is televised in all classrooms where all students participate.

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

Flags are located in classrooms while a large flag is flown outside the school building.

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Intervention Plan

A. Overview:

Lindley Park's focus continues to be on teaching and learning in order to help all students experience high levels of success. To accomplish this task and to insure that students show progress in the North Carolina Accountability Program, our plan is to implement intervention strategies for at-risk students that have not met grade level goals for academic success. Focused intervention includes programs to address the needs of all students including not only those scoring below grade level but also those that are already achieving at or above grade level. The use of volunteers and tutors provides additional personnel to work with small groups and individual students based on student needs.

B. Target Population:

The target population is identified by analysis of the following data:

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

Grade	Math		
	05-06	06-07	07-08
3	77.9	75.0	77.3
4	55.2	70.5	71.8
5	58.0	72.4	80.6

Mathematics

White student scores compared to:	2005-06	2006-07	2007-08
Black	45.9	31	30
Hispanic	30.3	15.2	5.9

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Because math seems to be an area of need in third and fourth grade when compared to fifth grade it may be concluded that students should receive similar instructional strategies at each of the tested grade levels. It is advisable to provide intervention for all students in grades K-5. Formative assessments will be conducted periodically for all students. Those needing additional assistance will be provided remediation while those progressing satisfactorily will be given enhancement/enrichment opportunities in mathematics.

For students in grades 3 and 5, there is a substantial ethnic achievement gap with regard to Black and White students in performance on state math assessments; therefore, all students will be given on-going, formative evaluation to determine individual levels of progress. Those needing additional assistance will be provided remediation as recorded on their Personal Education Plan while those progressing satisfactorily will be given enhancement/enrichment opportunities in reading and math.

C. Measurable Intended Outcomes:

Student achievement will increase in mathematics from 76.5% proficient to 80% proficient in grades 3-5 as assessed by the NC End-of-Grade test for the 2008-2009 academic year. The Black to White achievement gap will decrease from 30% to 20% as assessed by the NC End-of-Grade test in mathematics by the end of the 2008-2009 academic year.

D. Description of Activities or Services To Be Provided:

Based on information gathered from numerous research studies, early intervention is an important area of focus. Academic progress will be closely monitored using various formative and summative assessments including the K-2 Literacy Portfolio and Math Assessment as well as methods such as observation and teacher-created tests. Students will benefit from the implementation of the following strategies/best practices:

- Small group instruction
- Parent and community volunteers
- Grade level buddies (peer tutors)
- Flexible groups based on learning needs of individual students
- Differentiation of instruction
- Involvement of reading facilitators, ESL staff, and EC staff

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In grades 3-5, state funds will be utilized to hire remediation teachers to serve identified students. School-based teacher assistants and volunteers will also help tutor students in reading, writing, and/or math. Every attempt will be made to provide these services within the regular classroom setting to avoid excessive “pull-outs” from instruction.

E. Evaluation of Results:

The success of intervention efforts will be measured by mathematics Developmental Scale Score testing results in grades 3-5, math portfolio assessments in grades K-2, observation and regular progress monitoring.

Waiver Requests

The Waiver to be Requested:

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

How the waiver will be used:

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

The Waiver to be Requested:

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

How the waiver will be used:

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

The Waiver to be Requested:

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

How the waiver will be used:

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

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The Waiver to be Requested:

To waive the grade placement of teacher assistants allowing them to serve all students in the school according to (G.S. 115c-105.25.1)

How the waiver will be used:

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

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

Provision for Distribution of ABC Incentives

Incentive Pay

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

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

Guy B. Teachey Elementary School

**2008-2009 Continuous Improvement and
Title I Implementation 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
 - Title I Compliance
 - Compliance Statements
 - Focused Intervention / Remediation Plan
 - Waiver Requests
 - Provision for Distribution of ABC Incentive

Approved by Staff

Date of Secret Ballot Election: 9-23-08

Results For: 98%

Opposed: 2%

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
Patricia Derrick	_____	Kindergarten Teacher
Joanne Corsbie	_____	1 st Grade Teacher
Stephanie Ward	_____	2 nd Grade Teacher
Sharon Caviness	_____	3 rd Grade Teacher
Sharon Andrews	_____	4 th Grade Teacher
Kathryn Escobar	_____	5 th Grade Teacher
Freda Beaver	_____	Reading Teacher
Lisa Rankin	_____	Teacher Assistant
Wendy Doiron	_____	Specialist Teacher
Kellie Garcia	_____	Media Specialist
Renie Smith	_____	Secretary
Dawn Morgan	_____	Parent
Kim Hoffman	_____	PTO President
Sherry Ficquette	_____	Assistant Principal
Karen Kiser-Kling	_____	Principal

A. Vision, Mission, and Belief Statements

**Our School's
Vision**

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

**Our School's
Mission**

The mission of our school is to ensure that the members of the Guy B. Teachey School family join hands and hearts to educate and to equip all students for success in life.

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

1. Our staff believes that parents, students, staff, and the community can best provide a quality education for all children through communication, cooperation, and teamwork.
2. Our staff believes in creating a safe, secure, nurturing environment, which fosters lifelong learning, high standards of achievement, and character development through flexible, creative, and interactive experiences.
3. Our staff believes that high standards for both faculty and students ensure quality teaching and learning while encouraging all students to reach their highest potential.
4. Our staff believes that discipline is best achieved by setting clear expectations, modeling appropriate behavior, and teaching social and academic skills needed for success.
5. Our staff believes that respect of self and others is a key factor in learning; therefore, a true school community is built upon a foundation of mutual respect and support.
6. Our staff believes that children learn in different ways and that they learn best when they are actively involved in developmentally appropriate physical and academic activities.

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B. School Community Profile

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

	2004-05	2005-2006	2006-2007	2007-2008	2008-2009
Black	10.5	8.6	10.11	11.1	12
Asian	1.3	1.3	1.37	1.3	1
White	60.6	60.1	60.66	58.6	57
Hispanic	26.5	26.0	22.68	25.27	23
American Indian	0	0	0.27	0.21	0
Other/Multi-Cultural	2.1	2.9	3.83	4.35	7
Total Population	381	373	366	459	531

Historical Population Data (percentages)

	2004-05	2005-06	2006-07	2007-08	2008-09
Exceptional Children	12.07	12.6	10.3	10.45	11
AIG	4.72	6.43	6.33	6.53	4
Limited English Proficient	14.17	16.09		18.73	19
Total F/R Lunch	42.77	47.41	45.36	46.60	49

Student Attendance Data

	Percent
2003-2004	96.60
2004-2005	95.84
2005-2006	96.53
2006-2007	95.97
2007-2008	96.19

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Staffing Summary

	2004-05	2005-06	2006-07	2007-08
Teachers "highly qualified" (classes taught)	100%	100%	100%	100%
Teachers with advanced degrees (above bachelors)	33.3%	33.3%	33.3%	33.3%
Teachers with NBPTS certification	16.6%	16.6%	16.6%	16.6%
Teachers trained as Mentors	13.3%	13.3%	20.0%	13.3%

Teacher Turnover Rate

2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
8%	13.7%	6.6%	3.7%	3.6%	8.6%

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C. School Results

Promotion Percentages

	2003-04	2004-05	2005-2006	2006-2007	2007-2008
Kindergarten	93.0%	91.3%	98.4%	97%	98.9%
1 st grade	97.0%	96.5%	100%	97%	97.8%
2 nd grade	100%	94.0%	100%	98%	100%
3 rd grade	97.6%	100%	100%	98%	98.5%
4 th grade	98.6%	100%	100%	100%	100%
5 th grade	100%	100%	100%	100%	100%

K-2 Progress

K-2 Literacy Portfolio Summary

Percent at Standard (April/May assessment)

	Kindergarten				1 st Grade				2 nd Grade			
	04-05	05-06	06-07	07-08	04-05	05-06	06-07	07-08	04-05	05-06	06-07	07-08
Writing Sample	90%	87%	72%	88%	77%	74%	95%	47%	86%	74%	59%	42%
Alphabet Recognition/ Names	100%	100%	98%	99%	100%	100%	98%	100%				
Alphabet Recognition/ Sounds	95%	95%	97%	97%	100%	91%	93%	98%				
Concepts of Print	91%	94%	92%	96%	100%	87%	82%	85%		89%	92%	92%
High Frequency Words	93%	90%	88%	89%	86%				95%			
Reading Assessment	83%	87%	88%	93%	93%	89%	90%	88%	94%	86%	78%	82%
Phonemic Awareness	86%			77%	98%			98%	89%			

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K-2 Mathematics Portfolio Summary

Percent of Students at Levels 3 and 4

Strand	K			1			2		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Numbers and Operations	87%	84%	88%	89%	90%	80%	72%	84%	73%
Measurement	84%	91%	82%	92%	88%	90%	74%	86%	72%
Geometry	81%	86%	88%	87%	82%	79%	68%	84%	77%
Data and Probability	94%	86%	98%	89%	87%	80%	58%	94%	85%
Algebra	90%	92%	89%	85%	93%	91%	69%	82%	72%

Grade 1 Math Assessment

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	% LEVEL III and IV		
				2006	2007	2008
5	22	36	29	83%	88%	71%

Grade 2 Math Assessment

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	% LEVEL III and IV		
				2006	2007	2008
9	19	38	17	61%	67%	66%

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EOG PT3-EOG Comparison % Proficient

Reading	PT3	EOG	Difference
2003-04	73.1	75.0	+1.9
2004-05	71.7	80.0	+8.3
2005-06	68.3	82.5	+14.2
2006-07	80.3	75.4	- 4.9
2007-08			

Math	PT3	EOG	Difference
2003-04	89.7	90.5	+0.8
2004-05	88.3	85.0	-3.3
2005-06	63.6	79.0	+15.4
2006-07	63.6	55.4	- 8.2
2007-08	58.8	76.6	+17.8

Total Performance Composite

	03-04	04-05	05-06	06-07	07-08
Performance Composite	87.4	90.0	78.7	75.4	71

End of Grade Percent Proficient by Grade

Historical

Grade	Reading					Math			
	04-05	05-06	06-07	07-08		04-05	05-06	06-07	07-08
3	80	82.5	76.6			85	78.9	57.8	76.6
4	90.5	84.7	81.8			95.9	74.6	78.2	68.3
5	93	94.9	90.9			93	68.4	78.2	68.5

Grade	Reading and Math			
	04-05	05-06	06-07	07-08
3	73.3	71.9	50.8	
4	89.2	69.5	75.0	
5	91.5	68.4	75.0	

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End of Grade Percent Proficient by Subgroup (Historical)

Reading

Grade	3			4			5		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
All	82.5	75.4		84.7	80.4		94.9	91.1	
Am Indian									
Asian	100	100.0		100	100.0		100	100.0	
Black	40.0	71.4		66.7	40.0		71.4	50.0	
Hispanic	70.6	64.3		83.3	68.8		94.7	77.8	
Multi Racial		100.0		50.0	100.0			100.0	
White	93.5	78.0		95.0	93.8		98.0	97.6	
Male	81.5	75.0		77.8	80.8		93.8	89.7	
Female	83.3	72.4		90.6	80.0		96.8	92.6	
Acad Gifted				100	100.0		100	100.0	
EC	40.0	36.4		20.0	0		57.1	20.0	
Non EC	86.5	84.9		88.9	78.4		98.3	97.5	
LEP	64.3	44.4		66.7	54.5		87.5	60.0	
Non LEP	88.4	81.8		86.8	88.6		95.0	94.0	
F/R Lunch	61.5	68.8		74.1	61.5		87.9	81.8	
Non F/R Lunch	95.0	84.4		93.8	100.0		95.0	100.0	

Math

Grade	3			4			5		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
All	78.9	55.4	76.6	74.6	78.6	68.3	68.4	78.6	68.5
Am Indian									
Asian		100.0			0	100.0		100.0	0.0
Black	40.0	14.3	40.0	33.3	60.0	50.0	28.6	0	33.3
Hispanic	64.7	50.0	72.7	50.0	62.5	61.1	52.6	66.7	42.9
Multi Racial		0	100.0		100.0	100.0		100.0	33.3
White	93.5	63.4	83.3	85.0	93.8	72.5	78.0	85.7	90.5
Male	85.2	47.2	59.0	70.4	80.8	72.9	66.7	72.4	62.5
Female	73.3	62.1	68.6	78.1	76.7	61.8	71.0	85.2	73.2
Acad Gifted					100.0			100.0	
EC	40.0	45.5		20.0	33.3			0	
Non EC	82.7	58.5		79.6	73.0		72.2	87.5	
LEP	64.3	33.3		33.3	45.5		12.5	60.0	
Non LEP	83.7	61.8		79.2	86.4		74.6	80.0	
F/R Lunch	53.8	43.8		55.6	57.7		39.4	63.6	
Non F/R Lunch	95.0	71.9		90.6	100.0		89.1	87.9	

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Achievement Gap Data

Reading

White student scores compared to:	2003-04	2004-05	2005-06	2006-07	2007-08
Black	31.2	31.6	35.9	32.5	
Hispanic	30.2	8	12.6	20.4	

Mathematics

White student scores compared to:	2003-04	2004-05	2005-06	2006-07	2007-08
Black	15.9	32.4	51	51.4	38.5
Hispanic	15.4	0.3	28	21.0	22.4

End of Grade Results
 Developmental Scale Score Mean

Grade	Reading					Math			
	04-05	05-06	06-07	07-08		04-05	05-06	06-07	07-08
3	248.3	248.4	245.3			253.3	346.3	340.7	345.3
4	254.3	253.2	253.2			261.2	350.8	352.8	349.6
5	258.7	256.9	257.9			264.1	355.2	356.8	354.7

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Goal Summaries, Grades 3-5, Percent Correct

	Gr 3			Gr 4			Gr 5		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Goal 1: Cognition	73.9	67.7		72.6	72.7		75.5	76.7	
Goal 2: Interpretation	69.2	61.6		72.1	71.4		70.9	71.7	
Goal 3: Critical Stance	65	56.4		66.5	64.7		63.8	69.3	
Goal 4: Connections	70.6	65.2		73.4	72.9		71.7	69.6	
Calculator Inactive									
Calculator Active									
Goal 1: Numbers and Operations	63.8	53.1	59.5	60.8	63.7	59.1	62.6	63.1	57.3
Goal 2: Measurement	70.5	56.5	61.7	54.0	59.2	56.7	61.8	68.5	58.7
Goal 3: Patterns/Geometry	70.9	60.3	75.2	78.8	81.0	68.1	60.2	68.8	64.1
Goal 4: Data, Probability	63.7	47.1	61.4	72.7	77.5	71.3	68.6	65.8	61.6
Goal 5: Algebra (mathematical relationships)	63.0	58.7	66.2	60.7	66.7	56.9	65.5	68.0	64.3

Writing

NC Writing Assessment

	04-05	05-06	06-07	07-08
Grade 4	52.8	54.4	56.4	61.3

Writing Sample Assessment (May % proficient)

Grade	2004-05	2005-2006	2006-2007	2007-2008
Kindergarten	89	89	71	86%
1 st Grade	77	75	32	47%
2 nd Grade	86	72	75	59%
3 rd Grade	42	33	66	51%
4 th Grade	23	42	56.4	61.3%
5 th Grade	89	89	71	79%

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Working Conditions Survey
Information for the following table can be found at:
<http://ncteachingconditions.org/reports/>

In the space below, comment on three or more areas of strength noted in the Working Conditions Survey for your site for 2008:

The following three sections on the Teacher Working Conditions Survey were rated highly at our school:

Q3.1a Teachers have sufficient access to appropriate instructional materials and resources. (76% strongly or somewhat agree)

Q3.1b Teachers have sufficient access to instructional technology including computers, printers, software and internet access. (70% strongly or somewhat agree)

Q3.1h Teachers and staff work in a school environment that is safe. (92% strongly or somewhat agree)

In the space below, comment on three or more areas of possible improvement noted in the Working Conditions Survey for your site for 2008:

The following areas are included in our plan to improve teacher working conditions:

Q2.1e The non-instructional time provided for teachers in my school is sufficient. (73% strongly and somewhat disagree)

Q2.1b Teachers have time available to collaborate with their colleagues. (55% strongly and somewhat disagree)

Q9.5d On average, how often did you engage in planning instruction with your mentor? (40% of our mentees answered once per week)

Q10.5d On average, how often did you engage in planning instruction with your mentee? (71% of our mentors answered once per week)

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What are two significant changes or trends in survey results from 2006 to 2008?

Two significant changes noted when comparing the 2006 and 2008 survey data are:

In 2006, teachers felt that class sizes were of a reasonable size; they had more protected time from duties; with less paper work.

An improvement in the 2008 data is in the areas of technology and mentor/mentees. Teachers feel that they have better access to technology; they felt that the school was safer than in 2006; and our results have improved in Sections 8 and 9 (the mentor and mentee questions). Perhaps this improvement is a result of our increasing numbers of beginning teachers and our addition of the Lead Mentor program and monthly meetings.

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Student Survey Results - 2008

In the space below, comment on three or more areas of strength noted in the Student Survey for your site for 2008:

The following three questions on the student survey had an 85% or above rating and we felt these ratings indicated a positive school climate.

Q1: I feel accepted for who I am at school.

Q12: My teacher expects me to do my best.

Q25: Safety is important at my school.

In the space below, comment on three or more areas of possible improvement noted in the Student Survey for your site for 2008:

We plan to address the following areas of the student survey to improve student climate:

Q5: I have been bullied at school. 27.9% of students indicated that they had been bullied at school.

Q8: I have never been recognized for something positive at school. 30.4% of students indicated that they had never been recognized for something positive at school.

Q24: Students respect each other. 64.5% of students indicated that they think that students respect each other.

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Adequate Yearly Progress

Percent of AYP Targets Met		
2003-2004	100%	15 of 15
2004-2005	100%	17 of 17
2005-2006	100%	17 of 17
2006-2007	100%	13 of 13
2007-2008	84.6%	11 of 13

Targets Not Met

	2005-06			2006-07			2007-08		
	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor
Reading 3-5	0	F/R	0	0	F/R	0			
Math 3-5	0	0	F/R HISP	0	0	F/R	F/R HISP	ALL	0

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 2008-09 school year along with our intervention plan (which follows) for 2008-09.

1. The fourth grade writing test scores are a celebration for our school. Teachey fourth graders have made consistent incremental progress in writing. Our scores have not gone up and down. Our fourth graders have consistently improved from 52.8% proficient in 2004-2005 to 61.3% proficient in 2007-2008. As these scores have risen, our school population has increased in numbers and in ethnic and free and reduced populations. Using the Writer's Workshop framework consistently across K-5 grade levels has resulted in increased writing achievement for all students.
2. Another area of celebration and challenge is our mathematics scores. Third grade math test scores increased from 58.8% proficient on the pre-test to 76.6% proficient. This is a 17.8 point increase. Our fourth graders increased from 57.8 % proficient in third grade to 68.3% in fourth grade. This is a 10.5 point increase. Our white to black student achievement gap decreased from 51.4% to 38.5%. This is with a slight increase in our black population.

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3. Our mathematics scores are also an area of challenge. Our white to Hispanic achievement gap increased from 21.0% to 22.4%. This is with an increase in our Hispanic population. Our ethnic and free and reduced populations are increasing, thus increase our student needs. We are in need of additional support and instructional resources in helping our Hispanic population be successful. We are committed to a school-wide focus on student climate, implementing the Response to Instruction process, monthly parent math nights, implementing co-teaching models in selected classrooms, and intentionally teaching math vocabulary to improve student achievement in these areas.

D. Goals and Action Plans

Goal 1: To improve student climate

Student survey data will decrease from 30.4% on the 2007-2008 survey to 20.4% on the 2008-2009 survey on question number 8: I have never been recognized for something positive at school.

Student survey data will decrease from 27.9% on the 2007-2008 survey to 17.9% on the 2008-2009 survey on question number 5: I have been bullied at school.

Student survey data will increase from 64.5% on the 2007-2008 survey to 75% on the 2008-2009 survey on question number 24: Students respect each other.

Evidence of Need: Student survey data

Strategic Plan Goal 1: Healthy Students in Safe, Orderly and Caring Schools
State Board of Education: North Carolina Public School will be Healthy and Responsible

Action Plan:

Strategy	Time Line	Person(s) Responsible	Resources	Evaluation
1. Implement monthly guidance schedule focusing on character traits	Aug. – June	Administration School Counselor	Asheboro City Schools Character Traits	Improvement in student survey data Decrease in number of discipline referrals
2. Implement Positive Behavior Bus recognition program, Models on the Bus	Aug.-June	Administration Bus Drivers Students	School bulletin board, digital camera, announcements Calls to parents	Decrease in student bus referrals Increase in student recognition

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3. Conduct monthly Positive Behavior Support (PBS) meetings to focus on student recognition and social skills	Aug. – June	Administration Grade level representatives PBS Team	Pam Johnson	Increase in student recognition Reduction in discipline referrals
4. Continue professional development to raise awareness of student needs and strategies to meet these needs	Sept. – June	Pam Wiggins, Kim Bullins, Judy Ebanks	Behavioral Health Care School Counselor School Social Worker	Decrease in office referrals Increase student achievement
5. Teachey Teammates	Sept. –June	Community Volunteers Administration Teachers Students	Personal Education Plans (PEP) Formative assessment data Discipline referrals Teacher Observation	Increase student success and recognition Decrease bullying Increase student respect for self and others

Professional Development for this Objective: Professional development provided by Behavioral Health Care, School Counselor, and Social Worker

D. Goals and Action Plans

Goal 2: To improve teacher working conditions by using collaboration in the following areas:

Planning time: Q2.1e The non-instructional time provided for teachers in my school is sufficient. 73% strongly and somewhat disagree (Decrease from 73% to 68%)

Collaboration time: Q2.1b Teachers have time available to collaborate with their colleagues. 55% strongly and somewhat disagree (Decrease from 55% to 50%)

Mentors/Mentees: Q9.5.d On average, how often did you engage in planning instruction with your mentor? 40% answered once per week (increase to 85%)

Q10.5.d On average, how often did you engage in planning instruction with your mentee? 71% answered once per week (increase to 85%)

Evidence of Need: 2007-2008 Teacher Working Conditions 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

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Action Plan:

Strategy	Time Line	Person(s) Responsible	Resources	Evaluation
1. Review and discuss the Teacher Working Conditions Survey questions with teachers monthly	Sept. - June	Administration Teacher	2007-2008 Teacher Working Conditions Survey Staff meetings	Readminister survey questions Q2.1e, Q2.1b, and Section 8 and Section 9 in May
2. Implement new master schedule which includes time for planning and collaboration at the grade level and with specialists	Aug. – June	Administration Staff	Schedule	Common planning agenda or minute, per grade level
3. Schedule monthly mentor/mentee meetings with focus on various topics and collaboration	Aug. – June	Kellie Garcia (lead mentor) Mentor and mentee teachers Administration	Jennifer Smith Collaborative log Kellie Garcia	Improvement in survey data on Section 8 and Section 9 of Teacher Working Conditions Survey Walk Throughs
4. Schedule peer observations for mentors and mentees)	Oct. – June	Kellie Garcia (lead mentor) Mentor and mentee teachers Administration	Jennifer Smith Janice Kite Wendy Rich Planning calendar Jordi Roman	Teacher feedback Improved instruction

Professional Development for this Objective: Monthly staff meetings focused on a section of the Teacher Working Conditions Survey
Monthly Beginning Teacher meetings conducted by Jennifer Smith
Monthly Beginning Teacher meetings conducted by Kellie Garcia

D. Goals and Action Plans

Goal 3: To increase student achievement in mathematics by cohort group using K-2 Assessment and 3-5 EOG data

- K : 89% to 94% (2007-2008 and 2008-2009 Kindergarten Math Portfolio Data)**
- 1st grade: 89% to 94% (Kindergarten and Grade 1 Math Portfolio Assessments)**
- 2nd grade: 71% to 76% (Grade 1 and 2 Math Assessments)**
- 3rd grade: 66% to 77.2% (Grade 2 Math Assessment and Grade 3 EOG)**
- 4th grade: 76.6% to 81.6 % (EOG Scores)**
- 5th grade: 68.3% to 77.2% (EOG Scores)**

Evidence of Need: K-2 Assessment data and 3-5 EOG Math scores

Strategic Plan Goal 3: High Student Achievement
State Board of Education: North Carolina Public Schools will Produce Globally Competitive Students

Action Plan:

Strategy	Time Line	Person(s) Responsible	Resources	Evaluation
1. Implement Response to Instruction Process (RTI)	Aug. – June	Administration, School Counselor, Student Success Team, PBS Team	DPI training, central office staff, Program Facilitator, Balfour and Lindley Park Administration	3-5 EOG scores, Class Scapes, Formative and Summative Assessments, K-2 Math Assessments
2. Implement Assessment Wall using mathematics data the 2 nd , 4 th , and 6 th grading periods	Aug. – June	Administration, Program Facilitator, staff PBS Team	DPI training, central office staff, Leslie Robinson, Janice Kite, Wendy Rich, Jordi Roman	3-5 EOG scores, Class Scapes Assessments, K-2 Math Assessments, Formative and Summative Assessment data, PEPs

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3. Monthly Math Nights for parents	Oct. – June	All instructional staff	Wendy Rich, Instructional Staff, Tiger Truths Jordi Roman	Increased parent awareness of student mathematics achievement goals
4. Implement co-teaching models in selected classrooms	Aug. – June	ELL teacher and EC teachers	Jordi Roman, Leslie Robinson, Instructional Staff, Administration	3-5 EOG scores, K-2 Math Assessments, First and Second Grade Math booklets, Formative and Summative Assessment data
5. Intentionally teach math vocabulary	Aug. – June	All instructional staff	Wendy Rich, Parent Math Glossary, Administration , Instructional Staff	Math vocabulary teaching logs, Formative and Summative Assessment data
6. Blocked/protected time for mathematics instruction	Aug. – June	Administration Staff	Wendy Rich, Class schedules	Improved mathematics achievement in grades K-5 Formative Assessments and Class Scapes
7. Conduct book study: <u>Classroom Instruction That Works</u>	Oct. – June	All teaching staff Administration	<u>Classroom Instruction That Works</u> by Robert Marzano	Teacher implementation of the nine instructional strategies Walk Throughs

**Professional Development for this Objective: Monthly teacher led sessions using the nine instructional strategies from Classroom Instruction That Works .
 Professional development led by School Counselor on RTI process**

F. Additional Information

Title 1 Compliance

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

1. A Comprehensive Needs Assessment of the Entire School
-Sections B, C, and D of Continuous Improvement Plan
2. School wide Reform Strategies
-Section D of Continuous Improvement Plan
3. Instruction by a Highly Qualified Professional Staff
-Section B, Staffing Summary, Continuous Improvement Plan
4. High Quality and Ongoing Professional Development
-Professional development plan listed for each goal area
5. Strategies to Attract Highly Qualified Teachers to High Need Schools
-District recruitment plan
-Section B, Staffing Summary, Continuous Improvement Plan
6. Including Teachers in Decisions Regarding the Use of Assessment
-Evaluation strategies for continuous improvement plan
-Participation in school leadership team
-Participation in district leadership planning
-Participation in district strategic planning

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7. Strategies to Increase Parent Involvement

- ESL /Title I Parent Nights
- Monthly Parent Math Nights
- Parent contact logs
- Volunteers in school
- School calendar on school website
- Asheboro City Schools' website
- Connect Ed System
- PTO information in school newsletter

8. Preschool Transition Strategies

- DIAL 3 screening, spring and fall
- Kindergarten teachers visit pre-school classes
- Pre-school teachers participate in Literacy Council and grade level meetings
- 6th grade teachers observe in 5th grade classes
- Representative from the middle school provides overview for 5th graders

9. Activities for Children Experiencing Difficulty

- District use of Personal Education Plans (PEPs)
- Student Success Team (SST)
- Remediation/Intervention Program
- Summer Academy
- Parent conferences
- Community volunteers
- Reading Buddies

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10. Coordination and Integration of Federal, State, and Local Services
- Federal programs implemented in this school include: Title I, Title II-A, Title II-D, Title III
 - State programs implemented in this school include: School Improvement funds (PRC 072), English as a Second Language (PRC 054)
 - Coordination and integration of these programs are outlined in the School's intervention plan and individual federal grant applications

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 a part of each student's daily educational plan.

Evidence: teacher class schedule, lesson plans

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

Students receive 30 mins. of physical instruction with a physical education teacher, once a week. Students receive 30 mins. of physical activity daily, four times a week, with classroom teacher. Energizers are also used during instruction in the classrooms.

Pledge of Allegiance:

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

School wide recitation of the Pledge of Allegiance occurs each morning during morning announcements.

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

U. S. flags are displayed in each classroom, on the stage and throughout the building. NC flags are displayed on the stage, media center, and in various classrooms.

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Intervention Plan

A. **Overview:**

Our school mission speaks of a school community united in its efforts to educate and to prepare students for success in life. To accomplish this mission and to ensure that students are successful in the North Carolina Student Accountability Program, our school has a plan that will provide strategies for intervention for at-risk students and will provide remediation for those students who have not achieved grade level academic skills.

Focused intervention utilizes programs that challenge students achieving at or above grade level. Strategies also enable those students on the borderline and below grade level to be successful. A variety of strategies and activities have been proposed to meet these goals, mostly dealing with use of volunteers and tutors to provide small group and individual instruction based on student need.

For students at or above grade level, strategies include:

- Accelerated Reader
- Ability grouping for guided reading and word work (Balanced Literacy)
- BOB's Writing Clinic
- Biography Tea – 4th Grade
- Geography Bee – 4th and 5th Grades
- Gifted education activities
- Math Stars and Math Superstars
- Poetry Tea – 5th Grade
- Use of technology
- Parent Contact Log
- Leveled Readers
- Co-teaching
- Differentiated lessons
- Modified assignments
- Formative Assessments

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For students below grade level or on the borderline, strategies include:

- Ability grouping for guided reading and word work (Balanced Literacy)
- Accelerated Reader
- BOB's Writing Clinic
- Personal Education Plans (PEPs)
- Math Stars and Math Superstars
- Remediation program
- Use of technology
- Leveled Readers
- Parent Contact Log
- Co-teaching
- Title I Reading Teacher
- Differentiated lessons
- SST process
- Modified Assignments
- Formative assessments
- NC Mentor

Although PRC 072 allotments cannot be used to provide remediation funds for students in grades K-2, we strongly believe that early intervention is critical to the academic success of children. Therefore, our plan includes strategies that will be used with at-risk students prior to the state testing years.

The following information outlines the remediation plan designed for those students who are below grade level and are, therefore, at risk.

B. Target Population:

Students in grades K-5 will participate in the remediation program. Student recommendations will be made by grade level teams to ensure that those students who can benefit most are included. Students may participate in reading and/or math remediation, depending on their individual needs.

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The target populations for the Teachey Intervention Plan are as follows:

- Students in grades 3-5 who scored levels 1 or 2 in reading and/or mathematics on the 2007-2008 EOG will participate.
- Students in grades K-2 who show insufficient progress on the K-2 Literacy Portfolio will be included.
- Based on teacher recommendation, students who have previously been exempt from the state testing program, but are now required to participate, may be included in the remediation program.

C. Measurable Intended Outcomes:

Actual growth of students in the program measured in scale scores will be compared with actual growth of students not in the program. It is predicted that those students in the remediation program will show greater growth than those not in the program. Intended outcomes are:

- Students participating in the remediation program will score a minimum of level 3 on the May EOG in each area remediated.
- Students in grades K-2 will demonstrate improvement on reading level and number of high frequency words as compared with students not in the program.

Again growth of student receiving remediation is anticipated to be greater than growth of students not in the program.

D. Description of Activities or Services to be Provided:

GRADES K-2

Children in grades K-2 receive much support to ensure their early school success. Academic progress is closely monitored formally using the K-2 Math Assessment and Literacy Portfolio, and informally through observation, in-class feedback, and teacher-made assessment and formative assessments. Progress is communicated to parents on a regular basis.

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Strategies that are consistently used to provide intervention and remediation for the primary grades include:

- Enriched and integrated curriculum
- Small group instruction
- Parent tutors and volunteers
- Peer tutors
- Heterogeneous and homogeneous grouping based on need
- Differentiation of instruction
- Positive, language rich classroom environment
- Title 1 Reading Teacher and Resources
- Balanced Literacy
- Writer's Workshop
- Personal Education Plans (PEPs)
- Reading Buddies, (Grades 3-5)

GRADES 3-5

The Guy B. Teachey remediation program for grades 3-5 will utilize an in-school tutoring model. The model provides extended learning opportunities that reinforce and enhance core academic skills. Time will be allocated during class periods or at specified times during the school day.

The in-school tutoring model will be characterized by:

- High expectations for student learning
- Clear and focused instruction
- Close monitoring of academic progress
- Formative Assessment Data

Remediation and Title I funds will be used to hire a tutor for 3.5 hours per day, five days a week to work with small groups of selected students on a pull-out basis. Teaching strategies will offer a variety of techniques to address

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diverse learning styles of the students. A Personal Education Plan will be developed for each student participating in the program.

In addition to providing academic services prior to 2008 end-of-grade testing, the tutor will be used immediately after May 2008 EOG testing to assist with focused intervention for students who need to be retested. This program will provide a total of 423.5 hours of remediation.

Reading Intervention Programs

A variety of strategies are used to target K-2 students who demonstrate difficulties in their reading skills. The Title I reading teacher, and the Title I reading library will be used to supplement classroom instruction. Classroom teachers will organize an individualized or small group reading instruction program with the use of instructional assistants and parent volunteers. Peer Partner reading and leveled readers are also used in this program in addition to Accelerated Reader Tests.

Soar to Success, Study Island, leveled readers, and Options will be used with grade 3 – 5 to further enhance instruction received in the classroom. Scores from the May EOG test and formative assessments will determine the targeted population. Teachers and instructional assistants will be used to implement this program.

BOB's Writing Clinic

BOB's writing clinic is a strategy to improve writing skills with visiting writers. BOB, the tiger is Teachey's mascot. BOB stands for "Being Our Best". During a week in February, Teachey K -5 students will have the opportunity to share a piece of narrative writing with another adult. The adult will make suggestions to improve student writing. During this week, our media specialist, media assistant, and school counselor will supervise the event hosted in our media center.

PEPs – Personal Education Plans

Each teacher will identify students needing intervention and write a PEP for each child. Each PEP will indicate specific strategies used to target that child. Notification of at risk students will be submitted to the principal.

E. Evaluation of Results:

The success of the intervention plan will be assessed using the following measures:

- Students in grades 3-5: Actual growth in reading and/or math using scale scores on the EOG.

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- Observation, monitoring, and Walk Throughs
- Running records and reading assessments, guided reading
- Students in grades K-2: Sufficient progress based on the Math Matrix and/or the K-2 Literacy Portfolio
- Formative assessment data
- Assessment Wall data/results

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

How the waiver will be used:

State textbook funds will be used to purchase classroom libraries when approved by the district. These multi-level books will provide a wide reading level range for students providing access to independent reading level materials, resulting in increased student reading achievement.

The Waiver to be Requested:

To waive the *grade placement* of instructional assistants allowing them to serve all students in the school according to (G.S. 115c-105.25.1)

How the waiver will be used:

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

Provision for Distribution of ABC Incentives

Incentive Pay

- Incentive awards can only be distributed to certified personnel and instructional assistants. (Legislative mandate)
- All excess funds must revert to the State and cannot be used to purchase equipment or for professional 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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Early Childhood Development Center

**2008-2009 Continuous Improvement and
Title I Implementation Plan**

Asheboro City Schools

Contents

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- D. Goals and Action Plans (including Safe Schools and Professional Development)
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 - Title I Compliance
 - Compliance Statements
 - Focused Intervention / Remediation Plan
 - Waiver Requests
 - Provision for Distribution of ABC Incentive

Approved by Staff

Date of Secret Ballot Election: 10/06/08

Results For: 26

Opposed: 0

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
Holly White	_____	Preschool Coordinator
Tracy Sims	_____	Preschool Teacher
Shari Funkhouser	_____	Preschool Teacher
Stacey Federhart	_____	Preschool Teacher
Susie Davidson	_____	Preschool Teacher Assistant
Deb York	_____	Preschool Secretary
Ann Marie Caulder	_____	Parent

A. Vision, Mission, and Belief Statements

Our School's Vision

The Early Childhood Development Center will be a place where students are nurtured, encouraged, and empowered to learn in a developmentally appropriate environment that provides the experience necessary for them to become life-long learners. Collaborative relationships with families and the community will provide a forum in which to share ideas and create an ongoing cooperative experience.

Our School's Mission

The mission of the Early Childhood Development Center is to provide an inviting and inclusive school environment that encourages interactive learning between parents and children at home and at school, and that provides the foundation for a successful future.

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

- Every individual is a person of value and deserves to be treated with respect and dignity.
- The family is the child's first and most important teacher.
- Positive early interactions between home and school help develop a meaningful relationship between parents and professionals.
- Children learn through active exploration of their environment.
- Interactions with adults and peers support children's development and learning.
- An inclusive setting is beneficial to children with disabilities as well as children who are typically developing.

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- B. School Community Profile

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

	2004-05	2005-2006	2006-2007	2007-2008	2008-2009
Black	14%	9%	7%	9%	9%
Asian	1%	0	0	0	0
White	16%	17%	16%	21%	16%
Hispanic	65%	61%	64%	65%	67%
American Indian	0	0	0	0	0
Other/Multi-Cultural	4%	7%	13%	6%	8%
Total Population	100	112	102	102	102

Number of Students Served in Program Areas

Program Area	2004-05	2005-06	2006-07	2007-08	2008-09
Even Start	49	36	36	37	37
Smart Start	19	22	22	22	22
Title 1	16	15	15	16	16
Developmental Day	19	19	19	19	23
More at Four	30	30	30	30	30

Parent Participation

Program Area	2004-05	2005-06	2006-07	2007-08	2008-09
Basic Adult Education	16	14	15	14	12
English as a Second Language	21	12	13	16	14

Other Student Data

	04-05	05-06	06-07	07-08	08-09
Exceptional Children	20	19	20	21	24
Free Lunch (adults and children)	127	102	102	104	98
Reduced Lunch (includes children)	4	0	4	6	5

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Staffing Summary

	2004-05	2005-06	2006-07	2007-08
Teachers "highly qualified" (classes taught)	6	6	7	7
Teachers with advanced degrees (above bachelors)	3	2	4	3
Teachers with NBPTS certification	1	0	0	0
Teachers trained as Mentors	3	3	3	2

Teacher Turnover Rate

2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
0	17%	17%	17%	0	34%

Even Start External Evaluation Results

An in depth external evaluation completed by Evaluation Resources, LLC, with regards to the Even Start Family Literacy program. The findings were overwhelmingly positive. It was found that the staff works well collaboratively, the parents felt confident in what they learn as well as what their children learn, and all four components of family literacy are carried out daily. The only area for continued growth was playground supervision and curriculum in the outdoor environment.

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NAEYC Accreditation Decision Report

Percentage of Met Criteria by Program Standard:

Relationships	100%
Curriculum	100%
Teaching	95%
Assessment of Child Progress	100%
Health	100%
Teachers	80%
Families	100%
Community Relationships	100%
Physical Environment	86%
Leadership and Management	100%

Percentage of Met Criteria for each Classroom Observed:

Toddler Classroom	98%
Preschool Classroom 1	98%
Preschool Classroom 2	100%
Infant Classroom	95%

Note: To achieve NAEYC Accreditation, a program must meet at least 80% of the criteria on which it is assessed for each program standard, and each classroom within the same of observed classrooms must meet at least 70% of the criteria on which it is assessed.

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Evaluation of Smart Start Funded Activities at ECDC

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Expected Outcomes/Results	Actual Outcome	Outcome Status
By June 2008, 85% of children transitioning to kindergarten will be prepared to enter kindergarten as evidenced by results on the kindergarten screenings.	31 of the 34 children who transitioned to kindergarten were prepared to enter kindergarten 91% of students were prepared for Kindergarten based on our kindergarten screening	Exceeded
By June 2008, 85% of children with and without IEP's will show progress on appropriate developmental progress in each of the 4 areas of the Developmental Continuum as defined in the <i>Creative Curriculum Developmental Continuum Assessment System</i> .	95% of students with and without IEP's will show progress on the Creative Curriculum Developmental Continuum. Of the 3 students who did not make progress in the 4 areas 2 have IEP's.	Exceeded
By June 2008, 85% of the parents of students enrolled at the Loflin, Lindley, ECDC, and Teachey will be more knowledgeable of developmentally appropriate practices and parenting skills as evidenced by participation at parent meetings and in their child's education.	73 (66%)parents who have students enrolled at Loflin, Lindley, Teachey and ECDC attended 4 or more parent meetings. 17(16%) parents attended 3 parent meetings, 19 (17%) parents attended 2 meetings and one (1%) parent attended 1 meeting. 100% of our families attended at least 1 parent meeting.	Partially Achieved
By June 2008, 80% of enrolled families in both the Pre-K and Parents as Teachers will report an increase in the number (4 times a week) and amount (1.5 hours) they read to their child.	Of the 56 families who completed the Pre-K parent survey, 5 (9%) indicated no change in the number of times or amount they read to their child (of these 4 began at the highest level only 1 began at a lower level). 36 (64%) indicated that they increased both the frequency and duration they read to their child. 6 (11%) reported that they increased the duration of time they read to their child each week. Of the parents who completed the survey, 55 out of 68 (81%) reported that they read a minimum of 4 times per week/1.5 hours a week.	Achieved
By June 2008, 80% of enrolled families will report increased competence and confidence in parenting skills after participating in Parents as Teachers.	96% of enrolled families reported an increased competence and confidence in parenting skills after participating in Parents as teachers.	Exceeded

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<p>By June 2008, Parents as Teachers coordinator will refer 100% of children indicating possible developmental problems at pre screening on the Dial R or ASQ for early intervention.</p>	<p>We collaborate with other agencies. Many of our PAT families have been referred to us because they are in the process of being evaluated for services as a collaborative effort. During the 2007-2008 school year there have not been any children who indicated on the prescreening on the Dial III or ASQ that there was a need for a referral to other agencies.</p>	<p>Achieved</p>
<p>By June 2008, 75% of the enrolled children (PAT) will demonstrate increased skills in language, motor concepts, and behaviors necessary to succeed in school.</p>	<p>94% of children enrolled in the PAT program demonstrated increased skills in language, motor, and concepts</p>	<p>Achieved</p>

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 2008-09 school year along with our intervention plan (which follows) for 2008-09.

1. The NAEYC Accreditation decision report indicates that 96% of program standard criteria and 98% of the classroom observation criteria were met. A minimum of 80% of the criteria must be met to be considered for Accreditation. ECDC well exceeded the minimum criteria. According to NAEYC's findings the high scores were due to positive community relationships, strong leadership and management, appropriate use of assessments, an awareness of the importance of family, an in-depth understanding of early childhood as well as many other contributing factors.
2. The Ready Schools Committee has determined areas of need within our community that will increase the positive outcome of students as they transition from preschool to Kindergarten. The Early Childhood Development Center is working closely with the Ready Schools Committee to make the transition to Kindergarten positive for all children, families and schools.
3. The Even Start external evaluation and the NAP-SACC self-evaluation both found areas of need related to the outdoor environment. The external evaluation found that playground supervision needed to be examined as well as curriculum related to physical activity. The NAP-SACC self-evaluation discovered that there is a need for increased teacher-directed activities on the playground and in the gym.

D. Goals and Action Plans

Goal 1: Increase student achievement:

- Using the project approach
- Using Handwriting Without Tears
- Through the use of Kindergarten transition activities

Evidence of Need: According to on-going assessment gathered from children entering the program, many students exhibit difficulties with foundational content knowledge.

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 Implement the project approach with a specific focus on literacy. Each teacher will implement a minimum of 5 projects.	Throughout the year	Preschool Coordinator Preschool Teachers	<u>Young Investigators: The Project Approach in the Early Years</u> Foundations NC Learning Standards The Creative Curriculum	Lesson Plans Creative Curriculum Developmental Continuum
2 Through the intentional in-depth study of predetermined vocabulary words.	Throughout the year	Preschool Staff Kindergarten teachers Preschool Coordinator	<u>Young Investigators: The Project Approach in the Early Years</u> Foundations NC Learning Standards The Creative Curriculum	Lesson Plans Creative Curriculum Developmental Continuum
3 Complete Hand Writing without Tears training.	January	Preschool Staff Preschool Coordinator	Hand Writing without Tears	Lesson Plans Creative Curriculum

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		Randolph County Partnership for Children	Janice Kite	Developmental Continuum Attendance at the workshop	
4	Purchase materials to use with Hand Writing without Tears.	September - December	Preschool Coordinator	Janice Kite Hand Writing without Tears	Purchase Order Materials
5	Implement the Hand Writing without Tears curriculum.	January - June	Preschool Staff Preschool Coordinator	Janice Kite Randolph County Partnership for Children Curriculum Guide	Classroom Observation Anecdotal records Writing samples
6	Participate in the Ready Schools Committee meetings.	Throughout the year	Selected Preschool Teachers Preschool Coordinator	Randolph County Partnership for Children	Meeting Agendas Minutes from the meetings
7	Purchase Flip-it Cameras to create Kindergarten transition videos for each child.	September	Preschool Coordinator	Marty Williams Preschool Demonstration Grant	Purchase Order Materials
8	Create short videos of children transitioning to Kindergarten.	Throughout the year	Preschool Staff	Marty Williams Ready Schools Committee	Completed Videos Sharing the videos with Kindergarten teachers

Professional Development for this Objective:

Staff Book Study Young Investigators: The Project Approach in the Early Years
 NC Zoo Play Leader Workshop
 Handwriting without Tears Workshop
 Ready Schools Committee

D. Goals and Action Plans

Goal 3: Implement the NAP-SACC program.

Evidence of Need: NAP-SACC is an intervention in early childhood settings aimed at improving the environments, policies and practices of nutrition and physical activity through self-assessment and technical assistance targeting young children ages two to five. A pre-assessment prior to beginning the NAP-SACC program indicated several areas of improvement needed.

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
1. Implement daily planned outdoor/indoor physical activities.	Throughout the year	Preschool Staff	NAP-SACC training Health Curriculum materials Audrey Boone (Child Care Nurse)	NAP SACC Post test Lesson Plans
2. Develop a committee to investigate family style lunches.	Throughout the year	Preschool Staff	NAP-SACC training Health Curriculum materials Audrey Boone (Child Care Nurse)	NAP SACC Post test Minutes from the meetings
3. Implement a health curriculum as a part of the NAPSACC program.	Throughout the year	Preschool Staff	NAP-SACC training Health Curriculum materials Audrey Boone (Child Care Nurse)	NAP SACC Post test Classroom Observation and outcomes
4. Provide water on the	Throughout	Preschool Staff	NAP-SACC training	NAP SACC Post test

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playground	the year		Health Curriculum materials Audrey Boone (Child Care Nurse)	Water Containers and Cups Availability of Water Observations of children drinking water
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Professional Development for this Objective:

- Staff Book Study Young Investigators: The Project Approach in the Early Years
- NC Zoo Play Leader Workshop
- NAP-SACC training

. Additional Information

Title 1 Compliance

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

1. A Comprehensive Needs Assessment of the Entire School
-Sections B, C, and D of Continuous Improvement Plan
2. School wide Reform Strategies
-Section D of Continuous Improvement Plan
3. Instruction by a Highly Qualified Professional Staff
-Section B, Staffing Summary, Continuous Improvement Plan
4. High Quality and Ongoing Professional Development
-Professional development plan listed for each goal area
5. Strategies to Attract Highly Qualified Teachers to High Need Schools
-District recruitment plan
-Section B, Staffing Summary, Continuous Improvement Plan
6. Including Teachers in Decisions Regarding the Use of Assessment
(provide site-based examples)
7. Strategies to Increase Parent Involvement

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(provide site-based examples)

8. Preschool Transition Strategies

- DIAL 3 screening, spring and fall
(provide additional site-based strategies)

9. Activities for Children Experiencing Difficulty

- District use of Personal Education Plans (PEPs)
(provide additional site-based examples)

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

- Federal programs implemented in this school include: Title I, Title II-A, Title II-D, Title III
- State programs implemented in this school include: School Improvement funds (PRC 072), English as a Second Language (PRC 054)
- Coordination and integration of these programs are outlined in the School's intervention plan and individual federal grant applications

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 not be denied.

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

According to childcare regulations, children must participate in 60 minutes of gross motor activity per day.

Pledge of Allegiance

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

The pledge will be held in individual classrooms daily before lunch and as appropriate for the ages and developmental needs of the students.

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

The United States and North Carolina flags are displayed in the gymnasium. The US flag is also displayed in the cafeteria and each classroom.

Policy 1755/7237: Sexual Harassment Complaint Procedure for Employees

As recommended to the Board Policy Committee, September 11, 2008

This policy provides the procedure to be followed when an employee believes he/she has been the subject of discrimination or harassment other than sexual harassment. It clarifies that school officials must be notified by the employee in order to seek an informal resolution or to submit a grievance in accordance with policy 1750/7220, Grievance Procedure for Employees. Changes have been made to the policy to clarify terms and definitions. Also included in the policy are the following:

- Timeline for handling complaints
- Description of the “Process for Complaint” including reporting the complaint, investigation, investigator’s report, and appeal process.

SEXUAL HARASSMENT COMPLAINT PROCEDURE FOR EMPLOYEES

Policy Code: **1755/7237**

The board takes seriously all complaints of discrimination. Any employee with a complaint of discrimination or harassment, other than sexual harassment, is encouraged to notify school officials and seek either an informal resolution or submit a grievance in accordance with policy 1750/7220, Grievance Procedure for Employees.

A. INFORMAL RESOLUTION

The board acknowledges that reports of harassment, including sexual harassment, may be addressed informally through such methods as conferences or mediation, and the board encourages the use of such procedures to the extent possible. If an informal process is used, the school official responding to the complaint must notify the complainant of his or her option to request formal procedures at any time and must make a copy of this policy and other relevant policies available. In addition, the school official must notify the assistant superintendent of human resources immediately. In those circumstances where informal procedures fail or are inappropriate or where the complainant requests formal procedures, the complaints will be investigated promptly, impartially and thoroughly according to the following procedure.

B. DEFINITIONS

Alleged harasser: the employee, student or visitor alleged to have harassed the complainant.

Complainant: the employee complaining of being sexually harassed.

Days: the working days, exclusive of Saturdays, Sundays, vacation days or holidays, as set forth in the aggrieved employee's employment calendar. In counting days, the first day will be the first full working day following receipt of the complaint. When a complaint is submitted on or after May 1, time limits will consist of all weekdays (Monday - Friday) so that the matter may be resolved before the close of the school term or as soon thereafter as possible.

Investigator: the school official responsible for investigating and responding to the complaint (which may be the director of human resources or other designated school official).

C. TIMELINESS OF PROCESS

The number of days indicated at each level should be considered a maximum. Every effort should be made to expedite the process.

Failure by the official at any step to communicate a decision within the specified time limit will permit the complainant to appeal the complaint to the next step unless the official has notified the complainant of the delay and the reason for the delay, such as the complexity of the investigation or report. The official will make reasonable efforts to keep the complainant apprised of progress being made during any period of delay. Delays may not impermissibly interfere with the exercise of any legal rights.

Failure by the complainant at any step to appeal a complaint to the next step within the specified time limit will be considered acceptance of the decision at that step, unless the complainant has notified the official of a delay, the reason for the delay and the official has consented in writing to the delay.

D. GENERAL REQUIREMENTS

1. No reprisals or disciplinary action of any kind will be taken by the board or by an employee of the school district against any party in interest or other employee on account of his or her filing of a complaint or participation in an investigation of a complaint filed and decided pursuant to this policy, unless the employee reporting the harassment or a participating employee knows or has reason to believe the report is false or knowingly provides false information.
2. All meetings and hearings conducted pursuant to this policy will be private.
3. The board and school district will consider requests to hear complaints from a group of complainants, but the board and officials have the discretion to respond to individual complainants.
4. The complainant may have a representative, including an attorney, at any stage of the complaint.
5. Should, in the judgment of the superintendent or designee, the investigation or processing of any complaint require the absence of the complainant and/or representative from regular work assignments, such absences will be excused without loss of pay or benefits.

E. PROCESS FOR COMPLAINT

1. Reporting Complaint

- a. An employee or job applicant who believes he or she has been sexually harassed may make a complaint orally or in writing with any of the following:
 - a. immediate supervisor; or
 - b. the assistant superintendent of human resources.
- b. A complaint must be filed as soon as possible but no longer than 30 days after disclosure or discovery of the facts giving rise to the complaint. For a grievance submitted after 30 days which claims a violation, misapplication or misinterpretation of state or federal law, including discrimination, the superintendent or designee will determine whether the complaint will be investigated after considering factors such as the reason for the delay; the extent of the delay; the effect of the delay on the ability of the school district to investigate and respond to the complaint; and whether the investigation of the complaint is necessary to meet any legal obligations. However, employees should recognize that delays in reporting may significantly impair the ability of the school district to investigate and respond effectively to such complaints.
- c. Any supervisor who receives a sexual harassment complaint, or has reason to believe an employee is being sexually harassed shall notify the assistant superintendent of human resources immediately. Any supervisor who fails to report promptly allegations or claims of sexual harassment may be subject to disciplinary action.

2. Investigation

- a. Upon receiving notification of a harassment complaint, the assistant superintendent of human resources will authorize and supervise the investigation of the complaint and/or investigate the complaint (hereinafter referred to as the investigator).
- b. The investigator will impartially, promptly and thoroughly investigate the complaint. Failure to investigate and/or address claims of sexual harassment will result in disciplinary action. The investigator will interview

(1) the complainant; (2) the alleged harasser; and (3) any other persons the investigator has reason to believe may have relevant knowledge concerning the complaint.

- c. Information will be shared only with individuals who need the information in order to investigate and address the complaint appropriately.
- d. The investigation will review the factual information gathered through the investigation to determine whether the alleged conduct constitutes harassment giving consideration to all factual information, the totality of the circumstances, including the nature of the verbal, physical, visual or sexual conduct, and the context in which the alleged incidents occurred.

3. Investigator's Report

- a. The investigator will make a written report of the findings of the investigation. The investigator will notify the complainant of the results of the investigation within 15 days of receiving the complaint unless additional time is necessary to conduct an impartial, thorough investigation. The report to the complainant will specify:
 - (1) whether the complaint was substantiated;
 - (2) whether the alleged harasser violated relevant law or board policy by his or her actions (regardless of whether the complaint as submitted is substantiated); and
 - (3) if the investigator determines that sexual harassment has occurred, the investigator also will specify:
 - a. reasonable, timely, effective corrective action intended to end the harassment;
 - b. if needed, reasonable steps to address the effects of the harassment on the complainant; and
 - c. if needed, reasonable steps to protect the complainant from retaliation as a result of communicating the complaint.

Information regarding disciplinary action imposed on the alleged harasser will not be given to the complainant unless the information relates directly to the complainant (e.g., an order requiring the alleged harasser not to have contact with the complainant).

- b. The investigator will submit the full report and investigative findings to the Title IX coordinator.
- c. If the corrective steps involve actions outside the scope of the investigator's responsibilities, the superintendent also will be notified so that responsibility for the corrective steps can be delegated to the appropriate individual.
- d. The alleged harasser will be informed of the results of the investigation in regard to whether the complaint was substantiated, whether the alleged harasser violated board policy or law (regardless of whether the complaint was substantiated), and what, if any, disciplinary actions or consequences will be imposed upon the alleged harasser in accordance with board policy. The alleged harasser may appeal any disciplinary action or consequences in accordance with board policy and law.

4. Appeal

- a. If the complainant is dissatisfied with the investigator's report, the complainant may appeal the report to the superintendent. The appeal must be in writing within five days of receiving the investigator's report. The superintendent may review the documents, conduct any further investigation necessary or take any other steps the superintendent determines to be appropriate in order to respond to the complaint. The superintendent will provide a written response within 10 days after receiving the complaint, unless further investigation is necessary.
- b. If the complainant is dissatisfied with the superintendent's response, the complainant may appeal the decision to the board within five calendar days of receiving the superintendent's response. The board may review the documents, direct any further investigation be conducted before making a determination or take any other steps the board determines to be appropriate in order to respond to the complaint. The board will hold a hearing in accordance with board policy 2500 upon the request of the complainant or at the board's discretion. The board will provide a written response within 30 days after receiving the complaint, unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

F. RECORDS

Records will be maintained as required by policy 1710/4021/7230, Prohibition Against Discrimination Harassment and Bullying.

Legal References: Title VII of the Civil Rights Act of 1964, 42 U.S.C. 2000e et seq.; Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq., 34 C.F.R. pt. 106; Equal Employment Opportunity Commission’s “Final Amendment Guidelines on Discrimination Because of Sex”; *Burlington v. Ellerth*, 524 U.S. 742 (1998); *Faragher v. City of Boca Raton*, 524 U.S. 775 (1998); G.S. 115C-335

Cross References: Prohibition Against Discrimination and Harassment (policy 1710/4021/7230), Sexual Harassment Defined (policy 1736/4026/7236), Grievance Procedure for Employees (policy 1750/7220), Hearings Before the Board (policy 2500)

Adopted: March 12, 1998 to become effective July 1, 1998

Updated: May 11, 1998

Administrative Procedure: None

Policy 5030: Community Use of Facilities

As recommended to the Board Policy Committee, September 11, 2008

This policy contains detailed updates and clarifications to the use of school facilities by community groups based on the goals of the Community Schools Act. It outlines and explains who may use facilities and the fees that will be charged. Additionally, it includes the process for making a request, a description of facilities available for use, a list of rules that apply, and an explanation of the responsibility of users of school facilities.

A. GENERAL PRINCIPLES

The board endorses ~~community use of facilities for purposes that contribute to the school program, community affairs, or~~ the goals of the Community Schools Act. The use of school facilities by community groups should be consistent with the goals and objectives of the board and school district and must not conflict with the educational program.

Priority for facility use will be given to community groups whose mission is similar or complimentary to that of the school district. For-profit groups are not permitted to use school facilities.

Use of school facilities will not be approved for activities that do any of the following:

- violate federal, state or local laws;
- violate board of education policies or regulations;
- advocate imminent violence;
- damage or have the potential to damage school buildings, grounds or equipment; or
- conflict with school activities

The district may sponsor non-profit community groups that serve the essential mission of the school district and help it meet its goals. Sponsorship decisions will be made on a case-by-case basis. The district shall not sponsor community groups that discriminate on the basis of the proscribed criteria in Policy 1710, Prohibition against Discrimination and Harassment, including Bullying and Hazing. A decision to sponsor a community group is in the sole discretion of the superintendent.

B. PRIORITY IN USE/FEE STRUCTURE

School-sponsored groups (such as school athletic events, school drama and choral productions) and meetings of student organizations, including organizations permitted to meet under the Equal Access Act, shall have first priority in the use of school facilities.

Priority in the use of school facilities and the fee structure for such groups will be in accordance with the following user categories:—Fees shall be applied uniformly to all groups within a particular user category. Upon approval of the facility use, all users will be required to submit the fees in advance.

1. School sponsored groups, including student organizations; and one-time meetings for local governmental agencies supported by tax funds of the community (Asheboro City Council, Randolph Board of County Commissioners).
Fees: None

2. School related groups (organizations formed to support the school in some manner, such as the PTA, PTO, teachers' and principals' organizations and booster clubs)
Fees: Fees for providing use of ~~cafeteria~~ kitchens will be charged to cover costs. ~~The principal may require custodial or other supervisory services at a fee.~~ Custodial or other supervisory services may be charged.
3. Local government and youth organizations (includes but is not limited to scouts, 4-H)
Fees: ~~Utility~~ Rental fees for the use of facilities may be charged. Custodial, kitchen, and ~~or~~ supervisory fees will be charged.
4. All other non-profit groups (all groups not included in the other categories)
Fees: Rental, utility, custodial, kitchen and supervisory fees will be charged.

The superintendent ~~annually~~ will submit changes in the amount or method of calculating fees to be charged in accordance with this fee structure to the board for approval. The fee schedule will be made available for inspection at the superintendent's office as well as the office at each school or other facility.

C. REQUESTS FOR USE OF FACILITIES

Any eligible individual or group that wishes to use a school facility must submit a request to the principal of the school that contains the desired facility. The request must be submitted using a written application, which will be available in the principal's office. An application for use of a school facility shall be filed at least two (2) weeks prior to the date of intended use.

D. FACILITIES AVAILABLE FOR USE

The board permits eligible individuals or groups to use certain facilities in schools.

The following types of facilities are available for use at schools: auditoriums, theaters, and multi-purpose rooms; dining areas and kitchens; designated classrooms; designated gymnasiums; media centers; and playgrounds. Costs for using designated facilities will be calculated in accordance with the fee structure adopted by the board.

Other school facilities may be used only in exceptional circumstances based on a justified need and as approved by the superintendent or his/her designee. The superintendent is authorized to determine the fees for the use of facilities in such circumstances.

E. RULES GOVERNING USE OF SCHOOL FACILITIES

The superintendent will develop regulations consistent with this policy. Such regulations will address the application process, supervision of groups using facilities, care of facilities, prohibited conduct and other issues deemed appropriate by the superintendent. A copy of such regulations will be furnished to all applicants at the time they receive the facilities use application form. In addition to any regulations established by the superintendent, users of school facilities must comply with the following rules:

1. Groups and individuals that use school facilities must comply with all federal, state and local laws and any additional rules required by the board, superintendent or his/her designee, or the principal.
2. Users must comply with the requirements of the Americans with Disabilities Act (ADA) (particularly Subchapter III pertaining to Public Accommodations and Services Operated by Private Entities) and the federal regulations that have been adopted for the implementation of the ADA.
3. Users must comply with board policy and legal requirements regarding the use of tobacco products in school facilities and on school grounds (see policy 5026/7250), Smoking and Tobacco Products.
4. Users shall not consume or possess alcohol or drugs on school grounds (see policy 5025) Prohibition of Alcoholic Beverages.
5. Users shall not possess weapons or explosives while on school grounds (see policy 5027/7275, Weapons and Explosives Prohibited).
6. Users are responsible for the supervision of the activity they sponsor including the maintenance of order and the safety and supervision of all people present.
7. Any violation by a user of the provisions of this policy or any applicable regulations will be grounds for the suspension of the user's privilege to use school facilities for such period of time deemed appropriate by the principal, subject to the review of the superintendent and board of education.

F. DAMAGES AND LIABILITY INSURANCE

Users of school facilities are responsible for all damages to school facilities, property or equipment that occurs while the facility is being used by the group regardless of who causes the damage. Users also are responsible for the conduct of all persons involved in the users; activities while on school property.

All users groups except school-sponsored groups must furnish a certificate of insurance for general liability coverage with a total limit coverage of \$1,000,000 per occurrence. ~~for each claim made with the Asheboro City Schools named as additional insured. Alternatively, the superintendent or designee may require the user group to execute a waiver of liability which states that no liability will attach to the board of education, individually or collectively, for personal injury or personal property damage by reason of use of the school property.~~

D.G. TERM AND ACCEPTANCE OF LEASE

The superintendent is authorized to enter into agreements with community groups for the lease of school property for terms of one year or less. All such leases must be reviewed and approved in advance by the board attorney. The superintendent will inform the board of the execution of any lease at its next regularly scheduled meeting. Leases may be renewed following the same process.

Absent unusual circumstances, leases will not be granted for a term longer than one year. A lease for more than one year must be approved in advance by the board. ~~In no event will leases for longer than one year be entered into with "local government and youth organizations" or "other non-profit groups" as defined above.~~

H. REVIEW OF DECISIONS CONCERNING USE OF SCHOOL FACILITIES

Any person or organization may request a review of any decision made by staff pursuant to this policy in accordance with policy 1740/4010, Parent and Student Grievance Procedure.

Legal References: Equal Access Act, 20 U.S.C.A. §§ 4071-4074; Americans with Disabilities Act, 42 U.S.C. 12101 et seq. and 1281, et seq., 28 C.F.R. part 36; Community Schools Act, G.S. 115C, art. 13; 115C-524(b)

Cross References: Prohibition Against Discrimination and Harassment including Bullying and Hazing (1710/4021/7230), Parent and Student Grievance Procedure (1740/4010), Prohibition of

Alcoholic Beverages (5025), Smoking and Tobacco Products (policy 5026/7250), Weapons and Explosives Prohibited (5027/7275)

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

Revised:

Administrative Procedure: ~~None~~

Section 403(b) Retirement Plan

Ashebor City Public Schools

(the "Employer"), of Asheboro (city or county),
NC (state), hereby adopts this Plan Document, to be effective as of date (effective date) to govern its Section 403(b) Retirement Plan. This Plan Document supersedes any other plan document previously adopted by the Employer with respect to a section 403(b) plan for elective deferrals.

SECTION 1: DEFINITIONS

- 1.1 "Account": The account or accumulation maintained for the benefit of any Participant or Beneficiary under an Annuity Contract or a Custodial Account.
- 1.2 "Account Balance": The bookkeeping account maintained for each Participant which reflects the aggregate amount credited to the Participant's Account under all Accounts, including the Participant's Elective Deferrals, the earnings or loss of each Annuity Contract or a Custodial Account (net of expenses) allocable to the Participant, any transfers for the Participant's benefit, and any distribution made to the Participant or the Participant's Beneficiary. If a Participant has more than one Beneficiary at the time of the Participant's death, then a separate Account Balance shall be maintained for each Beneficiary. The Account Balance includes any account established under Section 6 for rollover contributions and plan-to-plan transfers made for a Participant, the account established for a Beneficiary after a Participant's death, and any account or accounts established for an alternate payee (as defined in section 414(p)(8) of the Code).
- 1.3 "Administrator": The plan administrator of the Plan. The Administrator is the Employer, or any person or committee who may be appointed as Administrator by the Employer from time to time. A person or committee serving as the Administrator shall serve at the pleasure of the Employer. In addition, the Employer may from time to time appoint a third party administrator to perform ministerial functions for the Administrator, within the framework of policies, interpretations, rules, and practices, and procedures established by the Administrator, which may include applying rules determining eligibility for participation or benefits, (2) calculating services and compensation, (3) preparing employee communications, (4) maintaining Participants' service and employment records, (5) calculating benefits, (5) orienting new participants and advising them of rights and options, (6) collecting and applying contributions, (7) preparing reports, (8) processing claims, and (9) making recommendations to the Administrator with respect to plan administration.
- 1.4 "Annuity Contract": A nontransferable contract as defined in section 403 (b)(1) of the Code, established for each Participant by the Employer, or by each Participant individually, that is issued by an insurance company qualified to issue annuities in the State in which the Employer has its principal place of business and that includes payment in the form of an annuity.
- 1.5 "Beneficiary": The designated person who is entitled to receive benefits under the Plan after the death of a Participant, subject to such additional rules as may be set forth in the Individual Agreements.
- 1.6 "Custodial Account": The group or individual custodial account or accounts, as defined in section 403(b)(7) of the Code, established for each Participant by the Employer, or by each Participant individually, to hold assets of the Plan.
- 1.7 "Code": The Internal Revenue Code of 1986, as now in effect or as hereafter amended. All citations to sections of the Code are to such sections as they may from time to time be amended or renumbered.
- 1.8 "Compensation": All cash compensation for services to the Employer, including salary, wages, fees, commissions, bonuses, and overtime pay, that is includible in the Employee's gross income for the calendar year, plus amounts that would be cash compensation for services to the Employer includible in the Employee's gross income for the calendar year but for a compensation reduction election under section 125, 132(f), 401(k), 403(b), or 457(b) of the Code (including an election under Section 2 made to reduce compensation in order to have Elective Deferrals under the Plan).
- 1.9 "Disabled": The definition of disability provided in the applicable Individual Agreement.
- 1.10 "Elective Deferral": The Employer contributions made to the Plan at the election of the Participant in lieu of receiving cash compensation.
- 1.11 "Employee": Each individual, whether appointed or elected, who is a common law employee of the Employer performing services for a public school as an employee of the Employer. This definition is not applicable unless the employee's compensation for performing services for a public school is paid by the Employer. Further, a person occupying an elective or appointive public office is not an employee performing services for a public school unless such office is one to which an individual is elected or appointed only if the individual has received training, or is experienced, in the field of education. A public office includes any elective or appointive office of a state or local government.
- 1.12 "Employer": The Employer adopting this Plan Document.
- 1.13 "Funding Vehicles": The Annuity Contracts or Custodial Accounts issued for funding amounts held under the Plan and specifically approved by Employer for use under the Plan.
- 1.14 "Includible Compensation": An Employee's actual wages in box 1 of Form W-2 for a year for services to the Employer, but subject to a maximum of \$200,000 (or such higher maximum as may apply under section 401(a)(17) of the Code) and increased (up to the dollar maximum) by any compensation reduction election under section 125, 132(f), 401(k), 403(b), or 457(b) of the Code

(including any Elective Deferral under the Plan). The amount of Includible Compensation is determined without regard to any community property laws.

- 1.15 "Individual Agreement": The agreements between a Vendor and the Employer or a Participant that constitutes or governs a Custodial Account or an Annuity Contract.
- 1.16 "Participant": An individual for whom Elective Deferrals are currently being made, or for whom Elective Deferrals have previously been made, under the Plan and who has not received a distribution of his or her entire benefit under the Plan.
- 1.17 "Plan": This Section 403(b) Retirement Plan maintained by the Employer.
- 1.18 "Plan Year": The calendar year.
- 1.19 "Related Employer": Any other entity which is under common control with the Employer under section 414(b) or (c) of the Code. For this purpose, the Employer shall determine which entities are Related Employers based on a reasonable, good faith standard and taking into account the special rules applicable under Notice 89-23, 1989-1 C.B. 654.
- 1.20 "Roth Account": The account or accumulation maintained for the benefit of any Participant or Beneficiary under a separate Annuity Contract or a Custodial Account that represents only Roth Elective Deferrals.
- 1.21 "Roth Elective Deferral": An Elective Deferral that is:
- (1) designated irrevocably by the Participant, at the time of the Compensation reduction election made under Section 2.1(a) or 2.5, as a Roth Elective Deferral that is being made in lieu of all or a portion of the pre-tax Elective Deferrals that the Participant is otherwise eligible to make under the Plan, and
 - (2) treated by the Employer as includible in the Participant's income at the time the Participant would have received that amount in cash if the Participant had not made a Compensation reduction election.
- 1.22 "Severance from Employment": For purpose of the Plan, Severance from Employment means Severance from Employment with the Employer and any Related Employer. However, a Severance from Employment also occurs on any date on which an Employee ceases to be an employee of a public school, even though the Employee may continue to be employed by a Related Employer that is another unit of the state or local government that is not a public school or in a capacity that is not employment with a public school (e.g., ceasing to be an employee performing services for a public school but continuing to work for the same state or local government employer).
- 1.23 "Vendor": The provider of an Annuity Contract or Custodial Account.

1.24 "Valuation Date": (Choose one)

- Each business day
- The last day of the calendar month
- The last day of the calendar quarter
- Each December 31

SECTION 2: PARTICIPATION AND CONTRIBUTIONS

- 2.1 Eligibility. Except as provided in this Section 2.1, each Employee shall be eligible to participate in the Plan and elect to have Elective Deferrals made on his or her behalf hereunder immediately upon becoming employed by the Employer. (Choose one or more as applicable)
- No Exclusions. There are no exceptions from this general eligibility rule.
 - Student Teachers Excluded. An Employee who is a student-teacher (i.e., a person providing service as a teacher's aid on a temporary basis while attending a school, college or university) is not eligible to participate in the Plan
 - Certain Part-time Employees Excluded. An Employee who normally works fewer than 20 hours per week is not eligible to participate in the Plan. An Employee normally works fewer than 20 hours per week if, for the 12-month period beginning on the date the employee's employment commenced, the Employer reasonably expects the Employee to work fewer than 1,000 hours of service (as defined under section 410(a)(3)(C) of the Code) and, for each plan year ending after the close of that 12-month period, the Employee has worked fewer than 1,000 hours of service.
- 2.2 Compensation Reduction Election.
- (a) General Rule. An Employee elects to become a Participant by executing an election to reduce his or her Compensation (and have that amount contributed as an Elective Deferral on his or her behalf) and filing it with the Administrator. This Compensation reduction election shall be made on the agreement provided by the Administrator under which the Employee agrees to be bound by all the terms and conditions of the Plan. The Administrator may establish an annual minimum deferral amount no higher than \$200, and may change such minimum to a lower amount from time to time. The participation election shall also include designation of the Funding Vehicles and Accounts therein to which Elective Deferrals are to be made and a designation of Beneficiary. Any such election shall remain in effect until a new election is filed. Only an individual who performs services for the Employer as an Employee may reduce his or her Compensation under the Plan. Each Employee will become a Participant in accordance with the terms and conditions of the Individual Agreements. An Employee shall become

a Participant as soon as administratively practicable following the date applicable under the employee's election.

(b) *(Choose one)*

- No Automatic Enrollment. A new Employee will not be automatically enrolled in the Plan. A participation election under Section 2.1(a) is required to become a Participant.
- Automatic Enrollment for New Employees.
 - (1) For purposes of applying this Section 2.2, a new Employee is deemed to have elected to become a Participant and to have his or her Compensation reduced by ____% (and have that amount contributed as an Elective Deferral on his or her behalf), at the time the Employee is hired, and to have agreed to be bound by all the terms and conditions of the Plan. Contributions made under this automatic participation provision shall be made to the Funding Vehicle or Vehicles selected for this purpose for all new Employees by the Administrator. Any Employee who automatically becomes a Participant under this Section 2.2 (b) shall file a designation of Beneficiary with the Funding Vehicle or Vehicles to which contributions are made.
 - (2) This Section 2.2(b) shall not apply to the extent an Employee files an election for a different percentage reduction or elects to have no Compensation reduction, or designates a different Funding Vehicle to receive contributions made on his or her behalf.
 - (3) Any new Employee shall receive a statement at the time he or she is hired that describes the Employee's rights and obligations under this Section 2.2 (b) (including the information in this Section 2.2(b) and identification of how the Employee can file an election or make a designation as described in the preceding sentence, and the refund right under Section 2.2(b)(4), including the specific name and location of the person to whom any such election or designation may be filed), and how the contributions under this Section 2.2(b) will be invested.
 - (4) An Employee for whom contributions have been automatically made under Section 2.2(b) may elect to withdraw all of the contributions made on his or her behalf under Section 2.2(b), including earnings thereon to the date of the withdrawal. This withdrawal right is available only if the withdrawal election is made within 90 days after the date of the first contribution made under Section 2.2(b).

2.3 *(Choose one)*

- No Roth Contributions or Rollovers Permitted. No Roth Elective Deferrals are permitted. All Elective Deferrals shall be made on a pre-tax basis. Notwithstanding Section 6.1, the Plan will not accept a rollover contribution from a Roth elective deferral account under an applicable retirement plan described in section 402A(e)(1) of the Code or from a Roth IRA described in section 408A of the Code.
- Designated Roth Contributions and Rollovers.
 - (a) The Plan will accept Roth Elective Deferrals made on behalf of Participants. A Participant's Roth Elective Deferrals will be allocated to a separate Roth Account maintained by the Vendor for such deferrals as described in Section 2.3(b). Unless specifically stated otherwise, Roth Elective Deferrals will be treated as Elective Deferrals for all purposes under this Plan.
 - (b) Contributions and withdrawals of Roth Elective Deferrals will be credited and debited to the Roth Account maintained for each Participant. The Plan will maintain a record of the amount of Roth Elective Deferrals in each Participant's Roth Account. Gains, losses, and other credits, or charges must be separately allocated on a reasonable and consistent basis to each Participant's Roth Account and the Participant's other Accounts under the Plan. No contributions other than Roth Elective Deferrals and properly attributable earnings will be credited to each Participant's Roth Account.
 - (c) Notwithstanding Section 6.1, the Plan will accept a rollover contribution to a Roth Account only if it is a direct rollover from another Roth account under an applicable retirement plan described in Section 402A(e)(1) of the Code, and only to the extent the rollover is permitted under the rules of Section 402(c) of the Code. The Vendor shall establish and maintain for the Participant a separate Roth account for any eligible rollover distribution paid to the Plan from another Roth account.
 - (d) The Plan will not provide for a direct rollover (including an automatic rollover) for distributions from a Participant's Roth Account if the amount of the distributions that are eligible rollover distributions are reasonably expected to total less than \$200 during a year. In addition, any distribution from a Participant's Roth Account is not taken into account in determining whether distributions from the Participant's other Accounts are reasonably expected to total less than \$200 during a year. However, eligible rollover distributions from a Participant's Roth Account are taken into account in determining whether the total amount of the Participant's Account balances under the Plan exceed \$1,000 for purposes of mandatory distributions from the Plan under Section 5.2.

The provisions of the Plan that allow a participant to elect a direct rollover of only a portion of an eligible rollover distribution but only if the amount rolled over is at least \$500 is applied by treating any amount distributed from the Participant's Roth Account as a separate distribution from any amount distributed from the Participant's other Accounts in the Plan, even if the amounts are distributed at the same time.

- (e) In the case of a distribution of excess contributions under Section 3.6, a Participant may designate the extent to which the excess amount is composed of pre-tax Elective Deferrals and Roth Elective Deferrals, but only to the extent that such types of deferrals were made for the year. If the Participant does not designate which type of Elective Deferrals are to be distributed, the Plan will distribute pre-tax Elective Deferrals first.

2.4 **Information Provided by the Employee.** Each Employee enrolling in the Plan should provide to the Administrator at the time of initial enrollment, and later if there are any changes, any information necessary or advisable for the Administrator to administer the Plan, including any information required under the Individual Agreements.

2.5 **Change in Elective Deferrals Election.** Subject to the provisions of the applicable Individual Agreements, an Employee may at any time revise his or her participation election, including a change of the amount of his or her Elective Deferrals, his or her investment direction, and his or her designated Beneficiary. A change in the investment direction shall take effect as of the date provided by the Administrator on a uniform basis for all Employees. A change in the Beneficiary designation shall take effect when the election is accepted by the Vendor.

2.6 **Contributions Made Promptly.** Elective Deferrals under the Plan shall be transferred to the applicable Funding Vehicle within 15 business days following the end of the month in which the amount would otherwise have been paid to the Participant.

2.7 **Leave of Absence.** Unless an election is otherwise revised, if an Employee is absent from work by leave of absence, Elective Deferrals under the Plan shall continue to the extent that Compensation continues.

SECTION 3: LIMITATIONS ON AMOUNTS DEFERRED

3.1 **Basic Annual Limitation.** Except as provided in Sections 3.2 and 3.3, the maximum amount of the Elective Deferral under the Plan for any calendar year shall not exceed the lesser of (a) the applicable dollar amount or (b) the Participant's Includible Compensation for the calendar year. The applicable dollar amount is the amount established under section 402(g)(1)(B) of the Code, which is \$15,500

for 2007, and is adjusted for cost-of-living after 2007 to the extent provided under section 415(d) of the Code.

3.2 **Special Section 403(b) Catch-up Limitation for Employees With 15 Years of Service.** Because the Employer is a qualified organization (within the meaning of § 1.403(b)-4(c)(3)(ii) of the Income Tax Regulations), the applicable dollar amount under Section 3.1(a) for any "qualified employee" is increased (to the extent provided in the Individual Agreements) by the least of:

- (a) \$3,000;
- (b) The excess of:
- (1) \$15,000, over
 - (2) The total special 403(b) catch-up elective deferrals made for the qualified employee by the qualified organization for prior years; or

(c) The excess of:

- (1) \$5,000 multiplied by the number of years of service of the employee with the qualified organization, over
- (2) The total Elective Deferrals made for the employee by the qualified organization for prior years.

For purposes of this Section 3.2, a "qualified employee" means an employee who has completed at least 15 years of service taking into account only employment with the Employer.

3.3 **Age 50 Catch-up Elective Deferral Contributions.** An Employee who is a Participant who will attain age 50 or more by the end of the calendar year is permitted to elect an additional amount of Elective Deferrals, up to the maximum age 50 catch-up Elective Deferrals for the year. The maximum dollar amount of the age 50 catch-up Elective Deferrals for a year is \$5,000 for 2007, and is adjusted for cost-of-living after 2007 to the extent provided under the Code.

3.4 **Coordination.** Amounts in excess of the limitation set forth in Section 3.1 shall be allocated first to the special 403(b) catch-up under Section 3.2 and next as an age 50 catch-up contribution under Section 3.3. However, in no event can the amount of the Elective Deferrals for a year be more than the Participant's Compensation for the year.

3.5 **Special Rule for a Participant Covered by Another 403(b) Plan.** For purposes of this Section 3, if the Participant is or has been a participant in one or more other plans under section 403(b) of the Code (and any other plan that permits elective deferrals under section 402(g) of the Code), then this Plan and all such other plans shall be considered as one plan for purposes of applying the foregoing limitations of this Section 3. For this purpose, the Administrator shall take into account any other such plan maintained by any Related Employer and shall also take into account any other such plan for which the Administrator receives from the Participant

sufficient information concerning his or her participation in such other plan. Notwithstanding the foregoing, another plan maintained by a Related Entity shall be taken into account for purposes of Section 3.2 only if the other plan is a § 403(b) plan.

3.6 **Correction of Excess Elective Deferrals.** If the Elective Deferral on behalf of a Participant for any calendar year exceeds the limitations described above, or the Elective Deferral on behalf of a Participant for any calendar year exceeds the limitations described above when combined with other amounts deferred by the Participant under another plan of the employer under section 403 (b) of the Code (and any other plan that permits elective deferrals under section 402(g) of the Code for which the Participant provides information that is accepted by the Administrator), then the Elective Deferral, to the extent in excess of the applicable limitation (adjusted for any income or loss in value, if any, allocable thereto), shall be distributed to the Participant.

3.7 **Protection of Persons Who Serve in a Uniformed Service.** An Employee whose employment is interrupted by qualified military service under section 414(u) of the Code or who is on a leave of absence for qualified military service under section 414(u) of the Code may elect to make additional Elective Deferrals upon resumption of employment with the Employer equal to the maximum Elective Deferrals that the Employee could have elected during that period if the Employee's employment with the Employer had continued (at the same level of Compensation) without the interruption or leave, reduced by the Elective Deferrals, if any, actually made for the Employee during the period of the interruption or leave. Except to the extent provided under section 414 (u) of the Code, this right applies for five years following the resumption of employment (or, if sooner, for a period equal to three times the period of the interruption or leave).

SECTION 4: LOANS

4.1 *(Choose one)*

No Loans Permitted. Notwithstanding the terms of any Individual Agreement, no new loans are permitted after the effective date of this Plan.

Loans Permitted.

(a) Loans shall be permitted under the Plan to the extent permitted by the Individual Agreements controlling the Account assets from which the loan is made and by which the loan will be secured.

(b) Each Vendor is responsible for all information reporting and tax withholding required by applicable federal and state law in connection with distributions and loans. To minimize the instances in which Participants have taxable income as a result of loans from the Plan, the Administrator shall take such steps as may be appropriate to coordinate the

limitations on loans set forth in Section 4.1(c), including the collection of information from Vendors, and transmission of information requested by any Vendor, concerning the outstanding balance of any loans made to a Participant under the Plan or any other plan of the Employer. The Administrator shall also take such steps as may be appropriate to collect information from Vendors, and transmission of information to any Vendor, concerning any failure by a Participant to repay timely any loans made to a Participant under the Plan or any other plan of the Employer.

(c) No loan to a Participant under the Plan may exceed the lesser of:

(1) \$50,000, reduced by the greater of

(i) the outstanding balance on any loan from the Plan to the Participant on the date the loan is made or

(ii) the highest outstanding balance on loans from the Plan to the Participant during the one-year period ending on the day before the date the loan is approved by the Administrator (not taking into account any payments made during such one-year period); or

(2) one half of the value of the Participant's vested Account Balance (as of the valuation date immediately preceding the date on which such loan is approved by the Administrator).

For purposes of this Section 4.1(c), any loan from any other plan maintained by the Employer and any Related Employer shall be treated as if it were a loan made from the Plan, and the Participant's vested interest under any such other plan shall be considered a vested interest under this Plan; provided, however, that the provisions of this paragraph shall not be applied so as to allow the amount of a loan to exceed the amount that would otherwise be permitted in the absence of this paragraph.

SECTION 5: BENEFIT DISTRIBUTIONS

5.1 **Benefit Distributions At Severance from Employment or Other Distribution Event.** Except as permitted under Section 3.6 (relating to excess Elective Deferrals), Section 5.4 (relating to withdrawals of amounts rolled over into the Plan), Section 5.5 (relating to hardship), or Section 8.3 (relating to termination of the Plan), distributions from a Participant's Account may not be made earlier than the earliest of the date on which the Participant has a Severance from Employment, dies, becomes Disabled, or attains age 59½. Distributions shall otherwise be made in accordance with the terms of the Individual Agreements.

5.2 **Small Account Balances.** The terms of the Individual Agreement may permit distributions to be made in the form of a lump-sum payment, without the consent of the Participant or Beneficiary,

but no such payment may be made without the consent of the Participant or Beneficiary unless the Account Balance does not exceed \$5,000 (determined without regard to any separate account that holds rollover contributions under Section 6.1) and any such distribution shall comply with the requirements of section 401(a)(31) (B) of the Code (relating to automatic distribution as a direct rollover to an individual retirement plan for distributions in excess of \$1,000).

5.3 **Minimum Distributions.** Each Individual Agreement shall comply with the minimum distribution requirements of section 401(a)(9) of the Code and the regulations thereunder. For purposes of applying the distribution rules of section 401(a)(9) of the Code, each Individual Agreement is treated as an individual retirement account (IRA) and distributions shall be made in accordance with the provisions of § 1.408-8 of the Income Tax Regulations, except as provided in § 1.403(b)-6(e) of the Income Tax Regulations.

5.4 **In-Service Distributions From Rollover Account.** If a Participant has a separate account attributable to rollover contributions to the Plan, to the extent permitted by the applicable Individual Agreement, the Participant may at any time elect to receive a distribution of all or any portion of the amount held in the rollover account.

5.5 *(Choose one)*

No Hardship Withdrawals Permitted. Notwithstanding the terms of any Investment Agreement, no distribution otherwise prohibited under the Plan shall be made on account of a hardship.

Hardship Withdrawals Permitted.

(a) Hardship withdrawals shall be permitted under the Plan to the extent permitted by the Individual Agreements controlling the Account assets to be withdrawn to satisfy the hardship. If applicable under an Individual Agreement, no Elective Deferrals shall be allowed under the Plan during the 6-month period beginning on the date the Participant receives a distribution on account of hardship.

(b) The Individual Agreements shall provide for the exchange of information among the Employer and the Vendors to the extent necessary to implement the Individual Agreements, including, in the case of a hardship withdrawal that is automatically deemed to be necessary to satisfy the Participant's financial need (pursuant to § 1.401(k)-1 (d)(3) (iv)(E) of the Income Tax Regulations), the Vendor notifying the Employer of the withdrawal in order for the Employer to implement the resulting 6-month suspension of the Participant's right to make Elective Deferrals under the Plan. In addition, in the case of a hardship withdrawal that is not automatically deemed to be necessary to satisfy the financial need (pursuant to § 1.401(k)-1(d)(3)(iii)(B) of the Income Tax Regulations), the Vendor shall obtain information from the

Employer or other Vendors to determine the amount of any plan loans and rollover accounts that are available to the Participant under the Plan to satisfy the financial need.

5.6 **Eligible Rollover Distributions.**

- (a) A Participant or the Beneficiary of a deceased Participant (or a Participant's spouse or former spouse who is an alternate payee under a domestic relations order, as defined in section 414(p) of the Code) who is entitled to an eligible rollover distribution may elect to have any portion of an eligible rollover distribution (as defined in section 402(c)(4) of the Code) from the Plan paid directly to an eligible retirement plan (as defined in section 402 (c)(8)(B) of the Code) specified by the Participant in a direct rollover. In the case of a distribution to a Beneficiary who at the time of the Participant's death was neither the spouse of the Participant nor the spouse or former spouse of the participant who is an alternate payee under a domestic relations order, a direct rollover is payable only to an individual retirement account or individual retirement annuity (IRA) that has been established on behalf of the Beneficiary as an inherited IRA (within the meaning of section 408(d)(3)(C) of the Code). A direct rollover of a distribution from an Roth Account under the Plan will only be made to another Roth account under an applicable retirement plan described in Section 402A(e)(1) of the Code or to a Roth IRA described in Section 408A of the Code, and only to the extent the rollover is permitted under the rules of Section 402(c) of the Code.
- (b) Each Vendor shall be separately responsible for providing, within a reasonable time period before making an initial eligible rollover distribution, an explanation to the Participant of his or her right to elect a direct rollover and the income tax withholding consequences of not electing a direct rollover.

SECTION 6: ROLLOVERS TO THE PLAN AND TRANSFERS

6.1 **Eligible Rollover Contributions to the Plan.**

- (a) To the extent provided in the Individual Agreements, and subject to Section 2.3, an Employee who is a Participant who is entitled to receive an eligible rollover distribution from another eligible retirement plan may request to have all or a portion of the eligible rollover distribution paid to the Plan. Such rollover contributions shall be made in the form of cash only. The Vendor may require such documentation from the distributing plan as it deems necessary to effectuate the rollover in accordance with section 402 of the Code and to confirm that such plan is an eligible retirement plan within the meaning of section 402(c)(8)(B) of the Code.
- (b) For purposes of Section 6.1(a), an eligible rollover distribution means any distribution of all or any portion of a Participant's benefit under another eligible retirement plan, except that an

eligible rollover distribution does not include (1) any installment payment for a period of 10 years or more, (2) any distribution made as a result of an unforeseeable emergency or other distribution which is made upon hardship of the employee, or (3) for any other distribution, the portion, if any, of the distribution that is a required minimum distribution under section 401(a)(9) of the Code. In addition, an eligible retirement plan means an individual retirement account described in section 408(a) of the Code, an individual retirement annuity described in section 408(b) of the Code, a qualified trust described in section 401(a) of the Code, an annuity plan described in section 403(a) or 403 (b) of the Code, or an eligible governmental plan described in section 457(b) of the Code, that accepts the eligible rollover distribution.

- (c) The Vendor shall establish and maintain for the Participant a separate account for any eligible rollover distribution paid to the Plan.

6.2 Plan-to-Plan Transfers to the Plan.

- (a) At the direction of the Employer, for a class of Employees who are participants or beneficiaries in another plan under section 403(b) of the Code, the Administrator may permit a transfer of assets to the Plan as provided in this Section 6.2. Such a transfer is permitted only if the other plan provides for the direct transfer of each person's entire interest therein to the Plan and the participant is an employee or former employee of the Employer. The Administrator and any Vendor accepting such transferred amounts may require that the transfer be in cash or other property acceptable to it. The Administrator or any Vendor accepting such transferred amounts may require such documentation from the other plan as it deems necessary to effectuate the transfer in accordance with § 1.403 (b)-10(b)(3) of the Income Tax Regulations and to confirm that the other plan is a plan that satisfies section 403(b) of the Code.
- (b) The amount so transferred shall be credited to the Participant's Account Balance, so that the Participant or Beneficiary whose assets are being transferred has an accumulated benefit immediately after the transfer at least equal to the accumulated benefit with respect to that Participant or Beneficiary immediately before the transfer.
- (c) To the extent provided in the Individual Agreements holding such transferred amounts, the amount transferred shall be held, accounted for, administered and otherwise treated in the same manner as an Elective Deferral by the Participant under the Plan, except that (1) the Individual Agreement which holds any amount transferred to the Plan must provide that, to the extent any amount transferred is subject to any distribution restrictions required under section 403(b) of the Code, the Individual Agreement must impose restrictions on distributions to the

Participant or Beneficiary whose assets are being transferred that are not less stringent than those imposed on the transferor plan and (2) the transferred amount shall not be considered an Elective Deferral under the Plan in determining the maximum deferral under Section 3.

6.3 Plan-to-Plan Transfers From the Plan

- (a) At the direction of the Employer, the Administrator may permit a class of Participants and Beneficiaries to elect to have all or any portion of their Account Balance transferred to another plan that satisfies section 403(b) of the Code in accordance with § 1.403 (b)-10 (b)(3) of the Income Tax Regulations. A transfer is permitted under this Section 6.3(a) only if the Participants or Beneficiaries are employees or former employees of the employer (or the business of the employer) under the receiving plan and the other plan provides for the acceptance of plan-to-plan transfers with respect to the Participants and Beneficiaries and for each Participant and Beneficiary to have an amount deferred under the other plan immediately after the transfer at least equal to the amount transferred.
- (b) The other plan must provide that, to the extent any amount transferred is subject to any distribution restrictions required under section 403(b) of the Code, the other plan shall impose restrictions on distributions to the Participant or Beneficiary whose assets are transferred that are not less stringent than those imposed under the Plan. In addition, if the transfer does not constitute a complete transfer of the Participant's or Beneficiary's interest in the Plan, the other plan shall treat the amount transferred as a continuation of a pro rata portion of the Participant's or Beneficiary's interest in the transferor plan (e.g., a pro rata portion of the Participant's or Beneficiary's interest in any after-tax employee contributions).
- (c) Upon the transfer of assets under this Section 6.3, the Plan's liability to pay benefits to the Participant or Beneficiary under this Plan shall be discharged to the extent of the amount so transferred for the Participant or Beneficiary. The Administrator may require such documentation from the receiving plan as it deems appropriate or necessary to comply with this Section 6.3 (for example, to confirm that the receiving plan satisfies section 403(b) of the Code and to assure that the transfer is permitted under the receiving plan) or to effectuate the transfer pursuant to § 1.403(b)-10(b)(3) of the Income Tax Regulations.

6.4 Contract and Custodial Account Changes.

- (a) A Participant or Beneficiary is permitted to change the investment of his or her Account Balance among the Vendors under the Plan, subject to the terms of the Individual Agreements. However, an investment change that includes an investment with a Vendor that is not eligible to receive contributions under Section 2 (referred to below as an exchange) is not permitted unless the

conditions in paragraphs (b) through (d) of this Section 6.4 are satisfied.

- (b) The Participant or Beneficiary must have an Account Balance immediately after the exchange that is at least equal to the Account Balance of that Participant or Beneficiary immediately before the exchange (taking into account the Account Balance of that Participant or Beneficiary under both section 403(b) contracts or custodial accounts immediately before the exchange).
- (c) The Individual Agreement with the receiving Vendor has distribution restrictions with respect to the Participant that are not less stringent than those imposed on the investment being exchanged.
- (d) The Employer enters into an agreement with the receiving Vendor for the other contract or custodial account under which the Employer and the Vendor will from time to time in the future provide each other with the following information:
 - (1) Information necessary for the resulting contract or custodial account, or any other contract or custodial accounts to which contributions have been made by the Employer, to satisfy section 403(b) of the Code, including the following:
 - (i) the Employer providing information as to whether the Participant's employment with the Employer is continuing, and notifying the Vendor when the Participant has had a Severance from Employment (for purposes of the distribution restrictions in Section 5.1);
 - (ii) the Vendor notifying the Employer of any hardship withdrawal under Section 5.5 if the withdrawal results in a 6-month suspension of the Participant's right to make Elective Deferrals under the Plan; and
 - (iii) the Vendor providing information to the Employer or other Vendors concerning the Participant's or Beneficiary's section 403(b) contracts or custodial accounts or qualified employer plan benefits (to enable a Vendor to determine the amount of any plan loans and any rollover accounts that are available to the Participant under the Plan in order to satisfy the financial need under the hardship withdrawal rules of Section 5.5); and
 - (2) Information necessary in order for the resulting contract or custodial account and any other contract or custodial account to which contributions have been made for the Participant by the Employer to satisfy other tax requirements, including the following:
 - (i) the amount of any plan loan that is outstanding to the Participant in order for a Vendor to determine whether an additional plan loan satisfies the loan limitations of

Section 4.3, so that any such additional loan is not a deemed distribution under section 72 (p)(1); and

- (ii) information concerning the Participant's or Beneficiary's after-tax employee contributions in order for a Vendor to determine the extent to which a distribution is includible in gross income.

- (e) If any Vendor ceases to be eligible to receive Elective Deferrals under the Plan, the Employer will enter into an information sharing agreement as described in Section 6.4(d) to the extent the Employer's contract with the Vendor does not provide for the exchange of information described in Section 6.4(d)(1) and (2).

6.5 Permissive Service Credit Transfers.

- (a) If a Participant is also a participant in a tax-qualified defined benefit governmental plan (as defined in section 414(d) of the Code) that provides for the acceptance of plan-to-plan transfers with respect to the Participant, then the Participant may elect to have any portion of the Participant's Account Balance transferred to the defined benefit governmental plan. A transfer under this Section 6.5(a) may be made before the Participant has had a Severance from Employment.
- (b) A transfer may be made under Section 6.5(a) only if the transfer is either for the purchase of permissive service credit (as defined in section 415(n) (3)(A) of the Code) under the receiving defined benefit governmental plan or a repayment to which section 415 of the Code does not apply by reason of section 415(k)(3) of the Code.
- (c) In addition, if a plan-to-plan transfer does not constitute a complete transfer of the Participant's or Beneficiary's interest in the transferor plan, the Plan shall treat the amount transferred as a continuation of a pro rata portion of the Participant's or Beneficiary's interest in the transferor plan (e.g., a pro rata portion of the Participant's or Beneficiary's interest in any after-tax employee contributions).

SECTION 7: INVESTMENT OF CONTRIBUTIONS

- 7.1 **Manner of Investment.** All Elective Deferrals or other amounts contributed to the Plan, all property and rights purchased with such amounts under the Funding Vehicles, and all income attributable to such amounts, property, or rights shall be held and invested in one or more Annuity Contracts or Custodial Accounts. Each Custodial Account shall provide for it to be impossible, prior to the satisfaction of all liabilities with respect to Participants and their Beneficiaries, for any part of the assets and income of the Custodial Account to be used for, or diverted to, purposes other than for the exclusive benefit of Participants and their Beneficiaries.
- 7.2 **Investment of Contributions.** Each Participant or Beneficiary shall direct the investment of his or her Account among the investment

options available under the Annuity Contract or Custodial Account in accordance with the terms of the Individual Agreements. Transfers among Annuity Contracts and Custodial Accounts may be made to the extent provided in the Individual Agreements and permitted under applicable Income Tax Regulations.

- 7.3 **Current and Former Vendors.** The Administrator shall maintain a list of all Vendors under the Plan. Such list is hereby incorporated as part of the Plan. Each Vendor and the Administrator shall exchange such information as may be necessary to satisfy section 403(b) of the Code or other requirements of applicable law. In the case of a Vendor which is not eligible to receive Elective Deferrals under the Plan (including a Vendor which has ceased to be a Vendor eligible to receive Elective Deferrals under the Plan and a Vendor holding assets under the Plan in accordance with Section 6.2 or 6.4), the Employer shall keep the Vendor informed of the name and contact information of the Administrator in order to coordinate information necessary to satisfy section 403(b) of the Code or other requirements of applicable law.

SECTION 8: PLAN ADMINISTRATION

- 8.1 **Claims Procedures.** Claims related to eligibility to participate in the Plan or related to the application of a Compensation reduction election shall be filed with the Administrator. Claims related to benefits under the Account of a Participant shall be filed with the Vendor on such forms as the Vendor may designate. The Administrator or Vendor shall furnish the claimant with written notice of the disposition of his or her claim within ninety (90) days. If special circumstances require and timely notice is given by the Administrator or Vendor to the claimant, the period for response may be extended for an additional ninety (90) days. If the claim is denied, such notice shall set forth the reasons for the denial, cite pertinent provisions of this Plan or Individual Agreement, describe the claim review procedures, and, where appropriate, provide an explanation of how the claim may be perfected.
- 8.2 **Appeal Procedures.** If a claim has been denied in whole or in part under Section 8.1, the claimant or his or her authorized representative may request that the Administrator give review the decision by filing a written request for review within sixty (60) days of receipt of the notice of denial. Such request shall include a written statement of the reasons why the claimant believes the denial to have been in error, and shall include any and all evidence in support of the claim. The Administrator shall notify the claimant of the final decision on his or her claim in writing within sixty (60) days of the receipt of the request for review. If special circumstances require and timely notice is given by the Administrator to the claimant, the period for a final decision may be extended for an additional sixty (60) days. The notice shall set forth the reasons for the final decision and cite pertinent provisions of this Plan.

- 8.3 **Decisions of the Administrator.** Except as expressly provided herein, every action taken by the Administrator shall be final and binding on all parties, and shall be presumed to be fair and reasonable exercise of the authority vested in or the duties imposed upon the Administrator. The Administrator shall be deemed to have exercised reasonable care, diligence and prudence, and to have acted impartially as to all persons interested, unless the contrary is proven by affirmative evidence. The Administrator shall not have the authority to construe the terms of an Individual Agreement, except to the extent that such a construction is necessary for the terms of the Individual Agreement to comply with Section 403(b) of the Code.

SECTION 9: AMENDMENT AND PLAN TERMINATION

- 9.1 **Termination of Contributions.** The Employer has adopted the Plan with the intention and expectation that contributions will be continued indefinitely. However, the Employer has no obligation or liability whatsoever to maintain the Plan for any length of time and may discontinue contributions under the Plan at any time without any liability hereunder for any such discontinuance.
- 9.2 **Amendment and Termination.** The Employer reserves the authority to amend or terminate this Plan at any time.
- 9.3 **Distribution upon Termination of the Plan.** The Employer may provide that, in connection with a termination of the Plan and subject to any restrictions contained in the Individual Agreements, all Accounts will be distributed, provided that the Employer and any Related Employer on the date of termination do not make contributions to an alternative section 403(b) contract that is not part of the Plan during the period beginning on the date of plan termination and ending 12 months after the distribution of all assets from the Plan, except as permitted by the Income Tax Regulations.

SECTION 10: MISCELLANEOUS

- 10.1 **Non-Assignability.** Except as provided in Section 10.2 and 10.3, the interests of each Participant or Beneficiary under the Plan are not subject to the claims of the Participant's or Beneficiary's creditors; and neither the Participant nor any Beneficiary shall have any right to sell, assign, transfer, or otherwise convey the right to receive any payments hereunder or any interest under the Plan, which payments and interest are expressly declared to be non-assignable and non-transferable.
- 10.2 **Domestic Relations Orders.** Notwithstanding Section 10.1, if a judgment, decree or order (including approval of a property settlement agreement) that relates to the provision of child support, alimony payments, or the marital property rights of a spouse or former spouse, child, or other dependent of a Participant is made pursuant to the domestic relations law of any state ("domestic relations order"), then the amount of the Participant's Account Balance shall be paid in the manner and to the person or persons so directed in the domestic relations order. Such payment shall be made without regard to whether the Participant is eligible for a distribution

of benefits under the Plan. The Administrator shall establish reasonable procedures for determining the status of any such decree or order and for effectuating distribution pursuant to the domestic relations order.

- 10.3 **IRS Levy.** Notwithstanding Section 10.1, the Administrator may pay from a Participant's or Beneficiary's Account Balance the amount that the Administrator finds is lawfully demanded under a levy issued by the Internal Revenue Service with respect to that Participant or Beneficiary or is sought to be collected by the United States Government under a judgment resulting from an unpaid tax assessment against the Participant or Beneficiary.
- 10.4 **Tax Withholding.** Contributions to the Plan are subject to applicable employment taxes (including, if applicable, Federal Insurance Contributions Act (FICA) taxes with respect to Elective Deferrals, which constitute wages under section 3121 of the Code). Any benefit payment made under the Plan is subject to applicable income tax withholding requirements (including section 3401 of the Code and the Employment Tax Regulations thereunder). A payee shall provide such information as the Administrator may need to satisfy income tax withholding obligations, and any other information that may be required by guidance issued under the Code.
- 10.5 **Payments to Minors and Incompetents.** If a Participant or Beneficiary entitled to receive any benefits hereunder is a minor or is adjudged to be legally incapable of giving valid receipt and discharge for such benefits, or is deemed so by the Administrator, benefits will be paid to such person as the Administrator may designate for the benefit of such Participant or Beneficiary. Such payments shall be considered a payment to such Participant or Beneficiary and shall, to the extent made, be deemed a complete discharge of any liability for such payments under the Plan.
- 10.6 **Mistaken Contributions.** If any contribution (or any portion of a contribution) is made to the Plan by a good faith mistake of fact, then within one year after the payment of the contribution, and upon receipt in good order of a proper request approved by the Administrator, the amount of the mistaken contribution (adjusted for any income or loss in value, if any, allocable thereto) shall be returned directly to the Participant or, to the extent required or permitted by the Administrator, to the Employer.

10.7 **Procedure When Distributee Cannot Be Located.**

The Administrator shall make all reasonable attempts to determine the identity and address of a Participant or a Participant's Beneficiary entitled to benefits under the Plan. For this purpose, a reasonable attempt means (a) the mailing by certified mail of a notice to the last known address shown on Employer's or the Administrator's records, (b) notification sent to the Social Security Administration or the Pension Benefit Guaranty Corporation (under their program to identify payees under retirement plans), and (c) the payee has not responded within 6 months. If the Administrator is unable to locate such a person entitled to benefits hereunder, or if there has been no claim made for such benefits, the funding vehicle shall continue to hold the benefits due such person.

10.8 **Incorporation of Individual Agreements.** The Plan, together with the Individual Agreements, is intended to satisfy the requirements of section 403(b) of the Code and the Income Tax Regulations thereunder. Terms and conditions of the Individual Agreements are hereby incorporated by reference into the Plan, excluding those terms that are inconsistent with the Plan or section 403(b) of the Code.

10.9 **Governing Law.** The Plan will be construed, administered and enforced according to the Code and the laws of the State in which the Employer has its principal place of business.

10.10 **Headings.** Headings of the Plan have been inserted for convenience of reference only and are to be ignored in any construction of the provisions hereof.

10.11 **Gender.** Pronouns used in the Plan in the masculine or feminine gender include both genders unless the context clearly indicates otherwise.

IN WITNESS WHEREOF, the Employer has caused this Plan Document to be executed by its duly authorized officer or official this ____ day of _____, _____.

Employer: _____

By: _____

Title: _____

Addendum A: Vendors approved to submit business after 1-1-2009.

Horace Mann
ING
Great American Life Insurance Company
Lincoln Investment Planning

Addendum B: Vendors that are Grandfathered. These are vendors that have active contributions as of 12-31-2009, but are not approved for new product sales after 1-1-2009.

General American Life
John Alden
Jefferson National
Metropolitan Life
Minnesota Mutual
National Health
Pacific Life
Paul Revere
VALIC
Western National Life

GREAT AMERICAN PLAN ADMINISTRATORS, INC. SERVICE AGREEMENT

This **SERVICES AGREEMENT** (“Agreement”) is made and entered by and between GREAT AMERICAN PLAN ADMINISTRATORS, INC. an Ohio Corporation (“GAPA”), and Asheboro City Schools (the “Employer”).

Whereas, GAPA will provide the following plan administration services for the retirement plan(s) identified in Exhibit B (each referred to as the “Plan”) (select one or both):

Common Remitting Services, as defined in section 2.1 below

403 (b) 457 401K

General Plan Administration Service, as defined in section 2.2 below

403 (b) 457

I. EMPLOYER RESPONSIBILITIES AND AGREEMENTS

1.1 Employer

- (a) The Employer certifies that it is eligible to sponsor the Plan.
- (b) The Employer agrees to notify GAPA of all other entities that are considered to be part of a controlled group with the Employer for purposes of administering the plan, and of the existence of all other qualified retirement plans sponsored by the Employer that must be taken into account when determining contribution and loan limits.
- (c) The Employer shall determine which providers of annuity contracts, custodial accounts, mutual funds, or other investments (“Vendors”) may receive funds that are held under the Plan.
- (d) The Employer shall provide GAPA with a list of such approved Vendors, or shall notify GAPA that all legally Vendors may be used, and shall promptly update such list or notice in the event of any change.
- (e) The Employer shall use its best efforts to ensure that each Vendor under the Plan will cooperate with GAPA to the extent necessary for GAPA to fulfill its obligations under Article II. To the extent permitted by the law of the Employer’s state, the Employer will require such cooperation as a condition for being a Vendor under the Plan.

1.2 Plan Documents:

- (a) The Employer shall provide GAPA with a copy of the current Plan document (to be attached as Exhibit C), if any and any other plan descriptions, policies, procedures, standardized salary reduction agreements, or other documents under which the Plan is maintained and administered.

- (b) The Employer shall promptly notify GAPA of any changes in the Plan document or other documents under which the Plan is maintained or administered.

1.3 Plan Participants

- (a) The Employer shall determine which of its employees are eligible to participate in the Plan, and the effective date of participation, and the date on which such employee ceases to be an active participant in the Plan.
- (b) The Employer shall notify each employee of the availability of the Plan when such employee first becomes eligible to participate in the Plan, and provide the employee with a written description of the Plan and its benefits.
- (c) The Employer shall forward to GAPA information on existing Plan participants, including each participant's name, Social Security number, date of birth, date of hire, deferral amount, and allocations.
- (d) The Employer shall promptly forward such information for each new Plan participant to GAPA, and will promptly notify GAPA of any change in information for an existing Plan participant, including the termination of an employee or former employee's active participation in the Plan.

1.4 Contributions:

The Employer shall forward participant deferrals within the time limitations imposed by applicable Federal and/or state law.

1.5 Other Information

- (a) The Employer shall ensure that GAPA has access to information it needs to perform the services indicated in Article II of this Service Agreement. If the Employer or a Plan trustee is not the owner of the annuity contracts or custodial accounts that receive funds under the Plan, then the Employer shall include in all salary reduction agreements made under the Plan a provision under which the participant gives permission to the Employer and its agents to access information on such annuity contracts or custodial accounts of the participant. The Employer hereby appoints GAPA or its affiliates as its agent for purposes of accessing such information.
- (b) The Employer shall provide a copy to GAPA of any notices or other written communications to the Employer from the IRS or other governmental agency, or any opinion from the Employer's legal counsel, related to the maintenance and administration of the Plan.
- (c) The Employer shall provide a copy to GAPA of any election or other written communications to the Employer from any employee, participant, or beneficiary that affects the services performed by GAPA under Article II of this Service Agreement.

- (d) The Employer shall provide a copy to GAPA of any legal complaint or other pleading in any court or administrative proceeding related to the maintenance or administration of the Plan.

1.6 Fees

For services under this Agreement, the Employer shall pay GAPA the fees set forth in Appendix A. GAPA may amend Appendix A from time to time upon a 90-day written notice to the Employer.

II. GAPA RESPONSIBILITIES AND AGREEMENTS

2.1 Common Remitter Services

GAPA shall provide common remitting services directly or through an affiliate, Great American Advisors, Inc. (“GAA”), a registered broker-dealer and Member National Association of Securities Dealers (NASD). GAPA and/or GAA will serve as a common remitter for Plan contributions, receiving funds directly from the Employer and disbursing such funds in accordance with the participant’s allocation to the Vendor in the manner that such Vendor may designate.

2.2 General Plan Administration Services

(a) Plan Document Services

Upon request, GAPA shall make available a draft plan document (Document) that may be adopted by the Plan. GAPA shall notify the Employer of changes in the law or regulations that may require the Plan document to be revised.

(b) Contribution Limit Monitoring Services

GAPA shall monitor contribution limits under the Plan. GAPA shall monitor the limits under IRC Sections 402(g), 402(g) (7), 414(v), 415(c), and 457(b) as applicable to the Plan. GAPA shall notify the Employer of any contributions in excess of these limitations. During each calendar year, GAPA shall provide the Employer with a report showing actual contributions received for each participant for the year to date, and a projection of total contributions for each participant through the end of the year based on their current contribution rates, and indicating those participants who may exceed the applicable limits. Following each calendar year, GAPA shall provide the Employer with a report showing actual contributions received for each participant for that year, and indicating those participants who have exceeded the applicable limits.

(c) Excess Contribution Services

Whenever GAPA determines under Section 2.b that an excess contribution has been made, or whenever the Employer informs GAPA that such an excess contribution has been made, then GAPA shall direct the affected Vendors to distribute such excess contribution to the participant as permitted by law. Such refund of excess contributions shall be taken from

the last contributions received for the year, and proportionally from the Vendors receiving such last contributions.

(d) Rollover Contributions to the Plan

To the extent that the Plan document limits or restricts the acceptance of rollovers or direct transfers, GAPA shall review each request to roll over funds into the Plan, or to make a plan-to-plan direct transfer to the Plan of funds from another plan of the same tax qualification. GAPA shall approve or deny such requests based on the Plan document and the documentation provided by the transferor.

(e) Loan Services

To the extent that the Plan document provides for loans, GAPA shall review each request for a loan from the Plan, gather information from the Vendors regarding the participant's balances and other loans under the Plan, and consent to a request for a loan only to the extent that the loan is permitted by the Plan document and will not exceed the limits of IRC Section 72(p) based on such information. If there are other plans of the Employer, then GAPA shall request information from the Employer regarding the participant's balances and loans under such other plan(s), and consent to a request for a loan only to the extent that the loan is permitted by the Plan document and will not exceed the limits of IRC Section 72(p) based on such additional information. GAPA shall be entitled to rely on statements from the participant regarding the existence and balances of loans from qualified plans and arrangements other than those of the Employer.

(f) Transfers within the Plan

To the extent that the Plan document limits or restricts the movement of Plan funds to other investments under the Plan, GAPA shall review each request to move funds from one annuity contract, custodial account, mutual fund, or other investment under the Plan to another approved annuity contract, custodial account, mutual fund, or other investment within the Plan. GAPA shall approve or deny such requests based upon the Plan document and the information provided by the Employer.

(g) Hardship Distribution Services

To the extent that the Plan document restricts distributions but allows for distributions in the event of hardship, GAPA shall review each request for a hardship distribution. If the Plan is a 403(b) plan, GAPA shall approve or deny such requests based on the deemed hardship rules of Treasury Regulations Section 1.401(k)-1(d)(3)(iii)(B) and (iv)(E), and shall notify the Employer that elective deferrals for the participant should be suspended for 6 months. If the Plan is a 457 plan, GAPA shall approve or deny such requests based on the safe harbor rules for unforeseeable emergencies of Treasury Regulations Section 1.457-6(c).

(h) QDRO Services

To the extent that the Plan document governs the effectiveness of domestic relations orders, GAPA shall review each domestic relations order regarding Plan benefits. GAPA shall establish procedures for handling such orders. GAPA shall determine whether or not the order is a qualified domestic relations order as defined in IRC Section 414(p). For orders that GAPA determines are qualified, GAPA shall provide directions to each Vendor regarding the division or transfer of funds. If an alternate payee requests a plan-to-plan direct transfer of funds to another plan of the same tax qualification, then GAPA shall approve or deny such request based on the Plan document and the documentation provided by the transferee plan.

(i) Other Distributions

To the extent that the Plan document restricts distributions, GAPA shall review each other request for a distribution that is not a hardship distribution or distribution to a QDRO alternate payee. GAPA shall approve or deny such requests based on the Plan document and on the separation from service and age information provided by the Employer under Section 1.3 of this Agreement. If a participant requests a plan-to-plan direct transfer of funds to another plan of the same tax qualification, then GAPA shall approve or deny such request based on the Plan document and the documentation provided by the transferee plan.

(j) Forms Services

GAPA shall provide administrative forms for use by the Plan, including salary reduction agreements, allocation forms, and, if not provided by the approved Vendor, loan request forms and distribution request forms. GAPA shall provide updates to the forms as required by changes in the law or regulations governing the plan.

(k) Tax and Benefit Information

GAPA shall assemble and provide to the Employer any tax information related to the Plan as the Employer may need to file an informational return for the Plan, or to respond to an audit request from the IRS or U.S. Department of Labor, within a reasonable time of the written request from the Employer that specifies the exact information needed. GAPA is not responsible for preparing or filing any such informational returns. GAPA is not responsible for preparing, filing, or reviewing tax information returns filed by the Employer with respect to elective deferrals into the Plan. GAPA is not responsible for preparing, filing, or reviewing tax information returns filed by the Vendors with respect to distributions from the Plan.

(l) Appeals

In the event that a participant files an appeal with GAPA over any determination made by GAPA with respect to the Plan, GAPA shall

promptly refer such appeal to the Employer for a final determination, together with background information on such determination. GAPA shall not be responsible for ruling on appeals.

(m) Confidentiality

GAPA shall treat as confidential all business information obtained or generated in the performance of services under this Agreement. GAPA shall not disclose such information without the Employer's prior written consent except to the extent that (a) disclosure is required by applicable law, rule, regulation, ordinance, code, standard, or court order and, if so, advance notice of intent to disclose is given to the Employer; or (b) the information is or becomes available to the public in general where such dissemination does not arise or indirectly from GAPA's breach of its obligation of confidentiality or (c) disclosure of information related to an individual participant is provided to such participant or to a third party upon such participant's request or consent, or is required by law, rule, regulations, ordinance, code, standard, or court order.

(n) Advertising

GAPA shall not use any type of advertising material without the prior written consent of the Employer.

III. GENERAL PROVISIONS

3.1 GAPA is not the Plan Administrator

The services to be provided by GAPA under this Agreement are intended to be ministerial in nature, and GAPA shall have no discretion regarding the administration of the Plan. GAPA is not the administrator of the Plan, an investment manager of the Plan, or other discretionary fiduciary of the Plan. Its role is limited to the performance of the administrative duties described in this Agreement. The Employer or its designate shall be the administrator of the Plan, and shall rule on appeals and make any discretionary decisions.

3.2 Plan Document

This Agreement is contingent upon GAPA's review of the Plan document (Exhibit C). GAPA may rescind this Agreement within thirty (30) days of the date a Plan document is provided to it if GAPA determines, in its sole discretion, that the Plan document will be too difficult for it to administer properly.

For purposes of this Agreement, all references to the Plan document are restricted to those documents that govern the Plan as a whole, and not to any individual annuity contracts, custodial accounts, mutual fund documents, or other investment documentation maintained by a Vendor.

GAPA is not responsible for compliance with the terms of any Plan document that has not been provided to GAPA in advance of the date that GAPA is to act.

3.3 Reliance

GAPA shall be entitled to rely on information provided to it by the Employer and by any Vendors of annuity contracts, custodial accounts, mutual funds, or other investments under the Plan.

3.4 Indemnification

GAPA shall indemnify, defend and hold harmless the Employer from and against all claims, damages, losses, judgments and expenses, including but not limited to reasonable attorney fees, to the extent caused by GAPA's negligent performance of services under this Agreement. The extent that the claims, damages, losses, judgments, and expenses, including but not limited to reasonable attorney fees, are caused by the Employer's negligence, the Employer shall fully indemnify, defend and hold harmless GAPA. If the claims, damages, losses, judgments and expenses, including but not limited to reasonable attorney fees, are the result of the negligence of both the Employer and GAPA, the Employer and GAPA shall be liable to the extent of degree of their respective negligence, as determined by mutual agreement of the Employer and GAPA or, in the absence thereof, by adjudication of comparative negligence.

3.5 Force Majeure

Except for the obligation to make payment for services performed pursuant to this Agreement, any delay in or failure of performance by either party shall not constitute a default under this Agreement nor give rise to any claim for damage, cost or expense if and to the extent such delay or failure is caused by an occurrence beyond the control of the delayed or non-performing party. Notwithstanding the foregoing, a party which is delayed in or prevented from performing for any reason shall promptly notify the other party in writing of the reason for the nonperformance, and shall take reasonable steps to minimize the adverse impact of the delay or nonperformance.

3.6 Assignment

Neither GAPA nor the Employer shall assign any interest in this Agreement without the prior written consent of the other, which consent shall not be unreasonably withheld, delayed or conditioned.

3.7 Termination

Either party may terminate this Agreement at any time so long as the other party receives a minimum of 30 days written notice prior to the termination date. The amount due and payable to GAPA under this Agreement for services rendered up to the effective date of termination shall represent the complete and final payment, which is due.

3.8 Employer's Duty to Notify Departments of Insurance

If required by applicable laws, rules or regulations, the Employer shall provide the Director of the Department of Insurance or such other appropriate regulatory official with at least 15 days written notice of termination, cancellation or any other change in this Agreement.

3.9 Notices

All notices required or permitted under this Agreement shall be in writing and served either personally or by certified mail, return receipt requested. All notices shall be effective upon receipt. Notices for the Employer shall be sent to the address in Exhibit B. Notices for GAPA should be sent to Great American Plan Administrators, 525 Vine Street, 7th Floor, Cincinnati OH 45202.

3.10 Miscellaneous

- (a) The parties agree and intend that this Agreement shall be for the sole and exclusive benefit of the parties to this Agreement, and that no rights, benefits or causes of action in favor of, obligations to, or contractual relationship with, any entity or person not a party to this Agreement, arise in connection with the execution of this Agreement or the performance of the obligations provided herein. The rights and remedies contained herein are in addition to any other rights or remedies the parties may have at law or in equity. The failure of, or delay on the part of, either party to insist upon strict performance of any term of this Agreement shall not be deemed a waiver of any rights or remedies that such party may have for any subsequent breach, default or non-performance. Either party's rights and remedies shall not be affected by any previous waiver or course of dealing.
- (b) This Agreement constitutes the entire agreement of the parties pertaining to the subject matter contained herein and supersedes all prior agreements and negotiations, whether written or oral. No supplement, modification or amendment to, or waiver of, this Agreement shall be binding unless set forth in a writing, which expressly refers to this Agreement and is signed by all parties hereto.
- (c) This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and permitted assigns.
- (d) This Agreement may be executed in several counterparts, each of which shall be deemed an original but all of which together shall constitute one and the same instrument.
- (e) This Agreement shall be construed and enforced in accordance with the laws of the State of OHIO

IV. EFFECTIVE DATE

Subject to Section 3.2, this Agreement shall take effect (choose one):

On the date of execution

On _____ (insert date)

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed by their respective officers, thereunto duly authorized, on the date first above written.

**Great American Plan
Administrators, Inc.**

The Employer

By: _____ By: _____

Title: _____ Title: Finance Officer

Date: _____ Date: _____

EXHIBIT A

**STANDARD FEE SCHEDULE
GREAT AMERICAN PLAN ADMINISTRATORS, INC.**

Until notified otherwise, GAPA shall provide services as described in Articles II and III of the Agreement to the Employer in exchange for the payment of \$0.00 per participant per month, receipt of which is hereby acknowledged.

Fee Waived

EXHIBIT B

**EMPLOYER AND PLAN INFORMATION
GREAT AMERICAN PLAN ADMINISTRATORS, INC.**

Contact Name Harold Blair Telephone (336) 625-5104

Mailing Address PO BOX 1103

City Asheboro State NC Zip 27204

Fax (336) 625-9238 E-Mail Address hblair@asheboro.k12.nc.us

Employer: (Check one) Tax Exempt 501(c)(3) Organization State or Local Government Agency
 Public School or College Other _____

Number of Participants (700 employees) 38 403b and 56 401K

Under this Services Agreement, GAPA will provide plan administrations services for:

Non-ERISA 403(b) Plan and/or 457 Plan of the Employer

Indicate the billing address and contact information (if different than address and contact shown above):

Contact _____ Telephone (_____) _____

Mailing Address _____

City _____ State _____ Zip _____

Fax (_____) _____ E-Mail Address _____

Indicate the desired billing frequency:

(Check one) Billing statements are not requested at this time Twice monthly (24 per year)
mid month hourly employees
end month all others
 Weekly (52 per year) Monthly (12 per year)
 Bi-weekly (26 per year) Other _____

Indicate the method of submitting remittances:

Check Wire

Educational institutions requesting to suspend their summer billing:

Suspend billing effective _____ (Month/Day) Resume billing effective _____ (Month/Day)

SURPLUS PROPERTY BIDS 2008

Bid #1

The following bids were received on October 29, 2008 for items stored in the Central Office warehouse.

Warehouse Items:

1. \$125.00
2. \$545.28 (**Highest Bidder**)

Bid #2

The following bids were received October 29, 2008 for items stored at AHS.

AHS Items:

1. \$56.99
2. \$125.00
3. \$125.00 (**Highest Bidder**)

Winner of tied bid was determined by coin toss.

School/Location	Date	Event	Time
Lee J. Stone Stadium	Friday, November 07, 2008	AHS vs. Ragsdale (Senior Night)	7:30pm
Koury Convention Center	November 10-12, 2008	NCSBA Annual Conference	
PDC	Friday, November 14, 2008	FAN workshop - Preparing your child academically for success	12noon-1:30pm
	November 16-22, 2008	American Education Week	
PDC	Monday, November 17, 2008	FAN workshop - Preparing your child academically for success	6:30pm - 8:00pm
GBT	Monday, November 17, 2008	K-2 Math Night	6:30pm - 8:00pm
SAMS	Tuesday, November 18, 2008	BOE strategic plan update	7:00pm
Loflin	Thursday, November 20, 2008	BOE strategic plan update	6:30pm
AHS/PAC	November 20-22, 2008	AHS Park Street Players present the musical <i>Aida</i>	7:00pm
AHS/PAC	Sunday, November 23, 2008	AHS Park Street Players present the musical <i>Aida</i>	2:00pm
	Monday, December 01, 2008	Report Cards go home	
CWM	Thursday, December 04, 2008	BOE strategic plan update	6:30pm
DLL	Thursday, December 11, 2008	Senior Holiday Luncheon	12noon-2:00pm
Theatre	December 11, 2008	NAMS Chorus Concert	7:30pm
AHS/PAC	December 11, 2008	AHS Jazz and Percussion Concert	7:30pm
GBT	Monday, December 15, 2008	BOE strategic plan update	7:00pm
AHS/PAC	Tuesday, December 16, 2008	SAMS and NAMS joint band concert	7:30pm
PDC	Wednesday, December 17, 2008	Superintendent's Holiday Luncheon	11:30am-1:00pm
Lindley Park	Thursday, December 18, 2008	BOE strategic plan update	5:30pm
AHS/PAC	Thursday, December 18, 2008	AHS Winter Band Concert	7:30pm
Theatre	Thursday, December 18, 2008	SAMS Chorus Concert	7:30pm
AHS	Wednesday, January 07, 2009	Senior Project Night	5:30pm
NAMS	Wednesday, January 28, 2009	Middle School Science Fair	12:30pm
Pinehurst	February 6-8, 2009	BOE winter retreat	
PDC	Tuesday, February 17, 2009	District Spelling Bee	7:00pm
*reflects date change			



Points of Pride

November 13, 2008



Student Achievements:

- 8 students selected to all-state Honors Chorus (1 HS, 7 elementary)
- AVID/GEAR UP students attended Opt Ed Conference
- Blue Comet Academy Vision Ceremony
- National Honor Society induction ceremony
- AFJROTC Drill Competition awards
- 4 AHS students selected for the Scholars' Latino Initiative through Chapel Hill
- SAMS middle school football champs
- AHS theatre class - numerous North Carolina Theatre Conference competition awards

Staff Recognitions:

- Owen George, AHS, Wal-Mart Teacher of the Year
- Melanie Richey, NAMS, Bright Ideas Grant recipient
- Betsy Cagle, SAMS, Bright Ideas Grant recipient
- Five teachers earned ACS innovative teaching grants

Parent Involvement:

- PTO President's Roundtable
- Book Fair held at Balfour and Teachey
- Family Reading Night at Loflin

Events bringing community into our schools:

- PowderPuff football game
- AHS Choral Concert
- Homecoming
- BAND-O-RAMA
- ProjectFit kickoff at Balfour
- Middle School Super Tuesday football
- BOE presentations at NAMS and Balfour

- AHS theatre class One-Act Plays