

**ASHEBORO CITY BOARD OF EDUCATION**  
**November 10, 2011**  
**7:30 p.m.**  
**Asheboro High School**  
**Professional Development Center**

**\*6:00 p.m. – Policy Committee**

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

**I. Opening**

- A. Call to Order
- B. Invocation – Steve Jones
- C. Pledge of Allegiance– Rachel Luna Sanchez, Student Council President, Loflin Elementary
- \*D. Approval of Agenda

**II. Special Recognition and Presentations**

- A. Community Partner Spotlight – Randolph Arts Guild
- B. Board Spotlight – Donna Lee Loflin Elementary School

**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 13, 2011
- B. Personnel
- C. Discard Bid Approval
- D. Budget Amendment
- E. Signature Card – Early Childhood Development Center

**V. Information, Reports and Recommendations**

- A. Policy 3610 – Counseling Program
- B. Policy 4270/6145 – Concussion and Head Injury
- C. Policy 6340 – Transportation Service/Vehicle Contracts
- D. Policy 6401 – Ethics and the Purchasing Function

**VI. Action Items**

- \*A. Continuous Improvement Plans for Elementary Education
- \*B. American Education Week Proclamation
- \*C. Policies
  - Policy 3430 – School Improvement Plan
  - Policy 4260 – Student Sex Offenders
  - Policy 4301 – Authority of School Personnel
  - Policy 4341 – Parent Involvement in Student Behavior Issues

Policy 4353 – Long-term Suspension, 365-Day Suspension, Expulsion  
Policy 4362 – Requests for Readmission of Students Suspended for 365 Days or Expelled  
Policy 4370 – School Discipline Hearing Procedures  
Policy 4400 – Attendance

- \*D. Beginning Teacher Support Plan
- \*E. Calendar 2012-13
- \*F. Board Vacancy Recommendation

**VII. Superintendent's Report/Calendar of Events**

- A. Calendar of Events
- B. Points of Pride
- C. 2011-12 Board Goals/Annual Milestones

**VIII. Board Operations**

- A. Important Dates to Remember:
  - American Education Week, November 13-19, 2011
  - NCSBA Annual Conference – November 14-16, 2011, Greensboro
  - Winter Board Retreat – February 4, 2012
  - NSBA Annual Conference – April 21-23, 2012, Boston, MA

**IX. Adjournment**

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

ASHEBORO CITY BOARD OF EDUCATION  
November 10, 2011  
7:30 p.m.  
Asheboro High School  
Professional Development Center

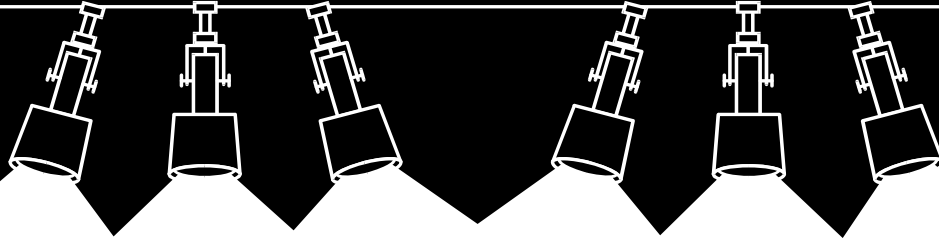
**Addendum**

- I. **Opening**
  
- III. **\*Consent Agenda**
  - B. Personnel
  
- VI. **\*Action Items**
  - E. Calendar 2012-13
  
- X. **Adjournment**

**Mission Statement**

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

**November 10, 2011**



**Community Spotlight:**

This evening we are pleased to recognize the Randolph Arts Guild for their support of Asheboro City Schools. Beyond the opportunities for student artists outside the classroom, the Randolph Arts Guild is an essential partner in bringing programs such as the Greensboro Symphony and cARTwheels performances to our elementary students. Additionally, they support Youth Art Month by displaying student work and throughout the month of March each year.

**Board Spotlight:**

This evening Donna Lee Loflin will highlight their implementation of the laptops in grades 4 and 5 along with examples of student work.

**Special Recognition:**

## **Minutes of the Asheboro City Board of Education October 13, 2011**

### **Policy Committee**

The Policy Committee convened at 6:00 PM in the Professional Development Center with the following members present:

Gidget Kidd	Jane Redding
Phillip Cheek	Dr. Kelly Harris

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

Ms. Kidd called the meeting to order at 6:00 PM and referred to Dr. Frick to begin review of the agenda.

- Policy 3610 – Counseling Program
  - Policy has some minor additions and changes as suggested by the NCSBA
- Policy 4270/6145 – Concussion and Head Injury
  - Dr. Allgood reviewed this new policy for ACS, as required by G.S. 115C-12(23)
  - Asheboro City Schools is currently in compliance with this policy (information sheets, required action plans, etc.)
- Policy 6340 – Transportation Service/Vehicle Contracts
  - Required addition to policy regarding the development of safety standards for contracted transportation services
  - ACS currently has a list that is used during inspections of contracted vehicles
- Policy 6401 – Ethics and the Purchasing Function
  - Additions made to specify additional items and services that are not to be accepted by district employees and board members.

All four policies will go to the Board in November for 30-day review.

Committee was informed of recent updates received from the NCSBA and future plans to review policies.

With no further business, the meeting was adjourned at 6:30 PM.

### **Finance Committee**

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

Kyle Lamb, Chairman	Joyce Harrington
Steve Jones	Jane Redding

Committee members absent were Chris Yow and Derek Robbins.

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

Chairman Lamb called the meeting to order and referred to Mr. Blair to begin the meeting. Mr. Blair presented information regarding Budget Amendments S-01, CE-01, F-01, CO-01, CO-02, and LG-01. Then information was presented on new funds expected from the state (Jobs Bill, Medicaid), the election process for the Board of Education's vacant seat, mobile units at Lindley Park Elementary, and a proposed charter school in our area. .

There being no further business, the meeting adjourned at 7:15 p.m.

### **Board of Education**

#### **Opening**

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

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

Archie Smith, Jr., Attorney

Board member absent was Archie Priest. Vice-Chair Redding officiated in Chairman Kidd's absence. Chairman Kidd arrived at 7:50 p.m.

Staff members present were Dr. Diane Frost, Jennifer Smith, Harold Blair, Carla Freemyer, Mike Mize, Dr. Brad Rice, Dr. Hazel Frick, Dr. Tim Allgood, Pam Johnson, Julie Pack, and Wendy Rich.

Vice-Chairman Redding called the meeting to order. Phillip Cheek gave the invocation and Mahamadou Diallo, student at South Asheboro Middle School, led the pledge of allegiance.

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

#### **Special Recognition and Presentations**

Dr. Tim Allgood announced that the Wells Fargo Cup is awarded to a school in each conference for overall athletic excellence. Asheboro High School was awarded the Cup for the Mid-Piedmont Conference for the 2010-2011 school year.

Dr. Allgood also announced that Asheboro High School was recognized by the NCHSAA as "Ejection Free" for the 2010-2011 school year and also recognized as one of 3 (out of 390) high schools in North Carolina to receive "Ejection Free" recognition for the past five years.

Kemper Fitch recognized Dr. Lance Sisco, Dr. Robert Dough, and Jana Staley, athletic trainer for their work with and support of all Asheboro High School athletic teams.

Jeff Moss, Martha Spoonamore, Helena Thomas, Sue Walker, Glenn Fleming, student Mahamadou Diallo, and Ann Carol Grant from South Asheboro Middle School shared information on their program "Blurring the Boundaries." This program incorporates home visits to fifty at-risk students'

homes, providing English instruction to parents and friends of their English Language Learners, and their report card pick up/mini-conference events.

**Public Comments**

Vice-Chairman Redding opened the floor to public comments; no one signed up to address the Board.

Upon motion by Mr. Jones, seconded by Mr. Cheek, the Consent Agenda was unanimously approved by the Board.

**Consent Agenda**

The following Consent Agenda items were approved:

*Approval of Minutes – September 8, 2011*

*Discard List (A copy of this list will become a part of these minutes.)*

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

*Overnight Out-of-State Field Trip Request for the Fifth grade at Lindley Park (A copy of the field trip will become a part of these minutes.)*

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

*Personnel*

**RESIGNATIONS/RETIREMENTS/SEPARATIONS**

<b><u>Name</u></b>	<b><u>School/Subject</u></b>	<b><u>Effective</u></b>
Baker, Steven	CO/Bus Driver	8/22/11
Rossi, Elizabeth	BAL/1 <sup>st</sup> Grade	10/14/11
Smith, Charlene	SAMS/Gifted Education	1/31/12
Vanderburg, Susan	ECDC/Pre-K Coordinator	10/14/11
Walker, Sue	SAMS/Special Education	12/30/11

**Appointments**

<b><u>Name</u></b>	<b><u>School/Subject</u></b>	<b><u>Date</u></b>
Brown, Tracey	DLL/Instructional Assistant	9/28/11
Dunker, Mary Kisha	GBT/Instructional Assistant	9/20/11
Hurley, Lori	AHS/Family and Consumer Science	8/17/11
Maness, Molly	BAL/1st Grade	10/17/11
Richau, Kim	NAMS/School Nurse	9/20/11
Brown, Lisa	Substitute - \$69.00 day	9/12/11
Griffith, Susan	Substitute - \$69.00 day	9/12/11
Little, Erica	Substitute - \$69.00 day	9/12/11
Osborne, Conrad	Substitute - \$69.00 day	9/12/11
Queen, Angela	Substitute - \$69.00 day	9/12/11
Reid, Amy	Substitute - \$90.00 day	9/12/11
Ridge, Donna	Substitute - \$69.00 day	9/12/11
Shumaker, William	Substitute - \$69.00 day	9/12/11
Sides, Sharon	Substitute - \$69.00 day	9/12/11
Simms, Jennifer	Substitute - \$69.00 day	9/12/11
Wilhelm, Michael	Substitute - \$69.00 day	9/12/11
Borden, Kimberly	ECDE/Pre-K Coordinator	11/7/11

Brown, Ashley	LP/First Grade	10/13/11
Flow, William	SAMS/Language Arts	11/9/11
Kearns, Beth	LP/Fifth Grade	10/31/11
Morales, Lydia	CWM/Instructional Assistant	10/11/11
Parson, Krystal	LP/Instructional Assistant	10/17/11

### **Transfers**

<b><u>Name</u></b>	<b><u>School/Subject</u></b>	<b><u>Date</u></b>
Salabak, Cassandra	LP/English as a Second Language to CWM/Media Coordinator	TBD

### **Information, Reports and Recommendations**

Dr. Frick presented, for 30-day review, the following policies:

- Policy 3430 – School Improvement Plan
- Policy 4260 – Student Sex Offenders
- Policy 4301 – Authority of School Personnel
- Policy 4341 – Parent Involvement in Student Behavior Issues
- Policy 4353 – Long-term Suspension, 365-Day Suspension, Expulsion
- Policy 4362 – Requests for Readmission of Students Suspended for 365 Days or Expelled
- Policy 4370 – School Discipline Hearing Procedures
- Policy 4400 – Attendance

Dr. Allgood presented two drafts of the 2012-13 calendar, one reflecting using the start and ending date waiver and one without the waiver. Both calendars incorporated the new requirement for 185 days of instruction. Public comments are encouraged over the next few weeks. The board will take action to adopt the 2012-13 calendar at their November meeting.

Dr. Brad Rice reported on the Annual Discipline Data for school year 2010-2011.

### **Action Items**

Administrators and members of the school leadership teams from North Asheboro Middle School, South Asheboro Middle School, and Asheboro High School presented continuous improvement plans highlighting the schools' goals for the 2011-2012 school year. A motion was made by Ms. Cranford and seconded by Mr. Yow, to approve the plans as presented. Motion passed unanimously. Continuous Improvement Plans will be posted on Asheboro City Schools' website.

Julie Pack submitted information on two new courses for Career Technical Education at Asheboro High School. A motion was made by Chairman Kidd and seconded by Ms. Cranford, to approve the CTE courses Computer Programming I and CTE Internship to be added to Asheboro High School curriculum for spring 2012. Motion passed unanimously. (A copy of these course will become a part of these minutes.)

Following a 30-day review, a motion was made by Mr. Lamb and seconded by Ms. Harrington to approve the policies listed below:

- Following a 30-day review, board members unanimously approved the following board policies: Policy 7920 – Professional Personnel Reduction in Force
- Policy 4300 – Student Behavior Policies
- Policy 3470/4305 – Alternative Learning Programs/Schools
- Policy 4315 – Disruptive Behavior



- Policy 4316 – Student Dress Code
- Policy 4320 – Tobacco Products – Students
- Policy 4325 – Drugs and Alcohol
- Policy 4330 – Theft, Trespass and Damage to Property
- Policy 4333 – Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety
- Policy 4340 – School Level Investigations
- Policy 4345 – Student Discipline Records
- Policy 4351 – Short-Term Suspension
- Policy 4352 – Removal of Student During the Day

The motion passed unanimously. (A copy of the policies will become a part of these minutes.)

### **Superintendent's Report/Calendar of Events**

Ms. Freemyer shared the Calendar of Events highlighting the following dates: Parent Meeting at Balfour, October 24; Parent Meeting at NAMS, November 3; Report card pick up at AHS, NAMS, and SAMS; Bandorama on October 26; PSP productions November 3-6.

Ms. Freemyer reported on *Points of Pride* across the district as follows: New employee reception held; David Burden voted favorite teacher at LP; Rebecca Kidd, Steve Luck, and Cheryl Perkins tied for second place in the Courier-Tribune's Reader's Choice; Julie Brady, McCrary, Principal of the year; Barry Barber's NC NOW interview on technology; Dr. Frost Regional Superintendent of the Year; Jennifer Miller, SAMS, inspiring student recognition by Elmer's Products; Dr. Allgood, UNC-G Distinguished Alumni Award and EOP District 7 Administrator of the Year; BOE Goal update meetings held for parents at Donna Lee Loflin, CW McCrary, Guy B. Teachey, and SAMS; Book Fair at CW McCrary; FAN Workshop; various curriculum nights held across the district; AHS Hall of Fame inductions; AHS Chorus Concert; Volunteer training held at McCrary.

Superintendent Frost presented an update on the 2011-2012 Asheboro City Schools' Strategic Plan goals. As an update on school class size, it was reported that two teachers have been added at Lindley Park and they are monitoring Balfour's enrollment.

### **Board Operations**

Vice-Chairman Redding reminded members of the Board of the following important dates:

- NCSBA Fall Law Conference, October 19-21
- NCSBA Annual Conference, November 14-16
- NSBA Annual Conference, April 21-23, 2012, Boston, MA

Vice-Chairman Redding reported the Superintendent's Evaluation Committee felt that the new process for evaluation worked smoothly this year and it was recommended to continue its use for 2011-12.

Chairman Kidd appointed a Nominating Committee to search for a candidate to replace Derek Robbins as he has resigned from the board due to job obligations. Board members appointed are:

Kyle Lamb, Chair  
 Steve Jones  
 Jane Redding  
 Gidget Kidd, ex officio

The application will be available at the Board of Education office as well as on the Asheboro City Schools' website. The committee is charged with bringing a recommendation for the Board's approval to the November meeting.

Vice-Chairman Redding recognized Derek Robbins for his dedicated service to the Board of Education, administrators, staff, and children of Asheboro City Schools. A plaque was presented to honor him for his 8 years of service from December 2003 to October 2011.

**Adjournment**

There being no further business, a motion was made by Mr. Lamb, seconded by Mr. Robbins, and unanimously approved by the Board, to adjourn at 9:45 p.m.

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Chairman

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Secretary

**Asheboro City Schools  
Personnel Transactions  
November 10, 2011**

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

<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Lemons, Mary	AHS/French	12/30/11

**\*B. APPOINTMENTS**

<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Bryant, Jessica	LP/Instructional Assistant (part-time)	10/18/11
Kearns, Beth	LP/Fifth Grade	11/1/11
Marinucci, Rachel	SAMS/Special Education	1/2/12
Toscano, Kristen	SAMS/Special Education	9/17/11

**C. TRANSFERS**

<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Salabak, Cassandra	LP/English as a Second Language to CWM/Media Coordinator	11/1/11

**Asheboro City Schools  
Certified Appointments  
November 10, 2011**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Kearns, Beth	UNC - Greensboro B: Elementary Education M: Elementary Education	Elementary Education

Beth Kearns is a resident of Asheboro who is recommended to teach fifth grade at Lindley Park School. Her children attend our schools with the youngest attending Lindley Park. A veteran teacher with thirteen years of experience, Mrs. Kearns has taught in Randolph County Schools and most recently at Sumner Elementary in Guilford County Schools. She is excited to join the ACS family.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Marinucci, Rachel	Baldwin-Wallace College (OH) B: Special Education: Mild/Moderate	Special Education

Rachel Marinucci is recommended to teach special education at South Asheboro Middle School. Miss Marinucci is a native of Brunswick, Ohio, south of Cleveland. She will graduate in December from Baldwin-Wallace College, having completed her student teaching internship in Asheboro City Schools. Miss Marinucci worked at SAMS earlier in the semester and is currently completing the internship at Loflin School. Welcome to ACS – Rachel Marinucci!

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Toscano, Kristen	St. John Fisher College (NY) B: Elementary and Special Education Le Moyne College (NY) M: Special Education	Special Education Birth to Kindergarten Social Studies

A native New Yorker, Kristen Toscano is recommended to teach special education at South Asheboro Middle School. Miss Toscano taught at Bishop Grimes School in East Syracuse for a year before moving to North Carolina. She taught last year at Kiser Middle School in Guilford County Schools. Licensed in elementary education and special education, Miss Toscano enjoys the co-teaching model of teaching students with disabilities.

**Asheboro City Schools  
Personnel Transactions  
November 10, 2011**

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

<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Brooks, Krista	NAMS/English as a Second Language	12/3/11
Brown, Mary Jane	BAL/English as a Second Language	12/30/11
Lamonds, Jimmy	GBT/Head Custodian	12/30/11

**\*B. APPOINTMENTS**

<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Kessler, Sarah	BAL/3 <sup>rd</sup> Grade	11/17/11

**Asheboro City Schools  
Certified Appointments  
November 10, 2011**

**NAME**

Kessler, Sarah

**COLLEGE/DEGREE**

B: Speech and Language Pathology  
SUNY College at Cortland (NY)  
M: UNC-Greensboro  
Elementary Education

**LICENSURE**

Elementary Education

Recommended to teach 3<sup>rd</sup> grade at Balfour School is Sarah Kessler. A native of upstate New York, Ms. Kessler completed her Master's program in Elementary Education in May at UNC-G. Her student teaching internship was completed at Kernersville Elementary in Winston-Salem/Forsyth schools and Jesse Wharton Elementary in Guilford County.

## **SURPLUS PROPERTY BIDS**

The following bids were received for discarded items on October 27, 2011.

Bid #1 Weight equipment located at AHS:

1. **\$191.18**

Bid #2 Assortment of student desks located at PDC room 144

1. \$10.10
2. **\$500.00** (Highest Bidder)

Bid #3 Assorted items located at PDC, AHS, and NAMS

1. **\$275.50**

High bid is in bold print, and is submitted for board approval.

**Budget Amendment  
Asheboro City Schools Administrative Unit  
Federal Funds**

The Asheboro City Board of Education at a regular meeting on the 10th day of November, 2011, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2012.

<u>Revenue</u>		
3.3600.050	Title I	\$ 253,528.75
		\$ 253,528.75
		\$ 253,528.75
 <u>Expenditure</u>		
3.5350.050.311	Remedial and Supplemental K-12 Services	\$ 253,528.75
		\$ 253,528.75
		\$ 253,528.75
Total Appropriation in Current Budget		\$ 7,000,408.78
Total Increase/Decrease of above amendment		253,528.75
Total Appropriation in Current Amended Budget		\$ 7,253,937.53

Passed by majority vote of the Board of Education of Asheboro City on the 10th day of November, 2011.

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Chairman, Board of Education

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Secretary



**RESOLUTION OF LODGE, ASSOCIATION OR OTHER SIMILAR ORGANIZATION**

CommunityOne Bank, N.A.  
 106 E. Taft St.  
 Asheboro, NC 27203

By: Asheboro City School  
 Annex  
 1738 N Fayetteville St  
 Asheboro NC 27203-3276

Referred to in this document as "Financial Institution"

Referred to in this document as "Association"

I, DIANE L FROST, certify that I am Secretary (clerk) of the above named association organized under the laws of NORTH CAROLINA, Federal Employer I.D. Number 56-6000989, and that the resolutions on this document are a correct copy of the resolutions adopted at a meeting of the Association duly and properly called and held on 10/31/11 (date). These resolutions appear in the minutes of this meeting and have not been rescinded or modified.

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

Name and Title or Position	Signature	Facsimile Signature (if used)
A. <u>B HAROLD BLAIR, JR DIR OF BUS &amp; FINANCE</u>	X _____	X _____
B. <u>KIMBERLY K BORDEN, PRE-SCHOOL COORD</u>	X _____	X _____
C. <u>TAMMY R DAVIDSON, SECRETARY/TREASURER</u>	X _____	X _____
D. _____	X _____	X _____
E. _____	X _____	X _____
F. _____	X _____	X _____

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

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

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

**EFFECT ON PREVIOUS RESOLUTIONS** This resolution supersedes resolution dated 07/01/11. If not completed, all resolutions remain in effect.

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

If checked, the Association is a non-profit lodge, association or similar organization.

X \_\_\_\_\_ (Secretary)  
 X \_\_\_\_\_ (Attest by Other Officer)  
 X \_\_\_\_\_ (Attest by Other Officer)

## Policy 3610: Counseling Program

**As recommended to the Board Policy Committee, October 13, 2011**

The purpose of the guidance and counseling program described in this policy is to implement strategies that support and maximize learning, to help students grow personally and socially, and to provide a foundation for ensuring a smooth transition from school to the world of work. Updates include additional clarification of counseling guidelines.

## COUNSELING PROGRAM

Policy Code: 3610

Guidance and counseling programs are provided by the school district with the ultimate aim of improving student performance by implementing strategies and activities that support and maximize learning ~~increasing skills~~; helping students to grow in their personal and social development; ~~make adjustments; addressing problems that interfere with learning or the classroom environment~~; and providing a foundation for acquiring the skills that enable students to make a successful transition from school to the world of work. ~~assisting in career and college planning.~~ The principal of each school is directed to develop a counseling program that meets the objectives of the State Board of Education's comprehensive school counseling program curriculum and that will meet the needs of the student population at that school ~~with the objective of improving student performance~~. School guidance counselors and other guiding adults in middle and high schools shall provide guidance and information to students about high school course selections and requirements prior to ninth grade, in order to inform them about the requirements for college entry, including accelerated preparation for college entry. Guidance counselors will encourage ninth grade students to complete these requirements in less than four years where feasible and appropriate.

The counseling program is the shared responsibility of teachers, counselors, parents and community members, and should operate in with the collaboration of all individuals ~~with teachers and others~~ involved in educating students, including those who assist children with special needs or students who are at risk of dropping out of school or not meeting performance expectations. Input from parents and students should be sought in accordance with the school's plan for involvement of the community in school programs. All schools must follow the Parental Involvement Plan (policy 1310/4002) in regard to parental notification and permission for counseling programs.

In addition, school personnel shall annually provide all students in Grades 9 through 12 with information on the manner in which a parent may lawfully abandon a newborn baby with a responsible person, in accordance with G.S. 7B-500.

Counseling may be provided on an individual basis or in small or large groups. School counselors may refer students who have extensive needs or needs that go beyond the purpose of the counseling program to community resources.

Students may seek counseling or be referred by staff or parents. Any staff member who is aware that a student is contemplating suicide or is otherwise suffering from an emotional or psychological crisis must immediately notify the school counselor in accordance with any rules established by the superintendent or principal. Any counselor or other staff member who knows or has cause to suspect child abuse, or neglect, dependency or death as a result of maltreatment must report the information as provided in policy 4240 (Child Abuse - Reports and Investigations) and as required by law.

Counseling programs are most effective when voluntarily entered into by a student. School

Policy Code: 3610

officials and teachers may recommend a counseling program to help a student meet standards of conduct and academic performance established by the board and school district. However, students will not be required to attend individual or small group counseling sessions to address identified significant personal issues unless agreement has been reached with the parent and student in a behavior contract, an intervention plan or, for special education students, in an individualized education plan. (See Student Behavior Policies (4300 series), Student Progression and Placement (policy 3420), Special Education Programs/Rights of Disabled Students (policy 3520).)

Information obtained in a session with a counselor will be privileged and protected from disclosure as provided by law. A counselor cannot be required to testify concerning privileged information unless, as provided by G.S. 8-53.4, the student waives the privilege or the court compels testimony as necessary to the proper administration of justice. The school counselor privilege does not, however, exempt the counselor from reporting child abuse as required by G.S. 7B-301. Any notation made by a counselor for his or her own use is a confidential document and is neither a public record nor a part of the student's record. Such confidential documents do not have to be shared with parents or others except as required by law, such as G.S. 7A-544. Any document prepared by a counselor that is shared or intended to be shared with other staff is considered an educational record of the student and is available to the parent or eligible student in accordance with board policy on student records, policy 4700, Student Records.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; G.S. 7B-301, -500; 8-53.4; 115C-12, -47, -401; State Board of Education Policies GCS-F-011, GCS-L-006

Cross References: Goals and Objectives of the Educational Program (policy 3000), Student Progression and Placement (policy 3420), Special Education Programs/Rights of Disabled Students (policy 3520), Parental Involvement (policy 1310/4002), Child Abuse - Reports and Investigations (policy 4240), Student Behavior Policies (4300 series), Student Records (policy 4700)

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

Revised: October 12, 2006, August 14, 2008

Policy 4270/6145

**As recommended to the Board Policy Committee, October 13, 2011**

This is a new policy that focuses on the commitment of Asheboro City Schools to follow practices that reduce the potential for short-term and long-term effects of concussions and other head injuries. The recommendation for review and adoption of this policy is to describe what these practices are and how they are implemented. The creation of this policy also ensures that Asheboro City Schools are in compliance with concussion safety requirements for interscholastic athletic competition established G.S. 115C-12(23) as amended in the Gfeller-Waller Concussion Awareness Act of 2011 and follow these same requirements set forth in State Board of Education rules and policies for middle and high schools.

The board recognizes that concussions and other head injuries may be serious and potentially life threatening and that such injuries may result in serious consequences later in life if managed improperly. The board is committed to practices that reduce the potential for short-term or long-term effects from such injuries. In support of this commitment, the board directs school employees to comply with the concussion safety requirements for interscholastic athletic competition established by G.S. 115C-12(23) as amended in the Gfeller-Waller Concussion Awareness Act of 2011, and to implement and follow all concussion safety requirements set forth in State Board of Education rules and policies for middle and high schools. The superintendent or designee shall develop a plan consistent with state requirements and shall implement and monitor compliance with this policy. The superintendent is authorized to investigate the use of baseline testing for student-athletes and require that student-athletes undergo such testing prior to their participation in any interscholastic athletic competition.

**A. DEFINITION OF CONCUSSION**

A concussion is a traumatic brain injury caused by a direct or indirect impact to the head that results in disruption of normal brain function, which may or may not result in a loss of consciousness.

**B. SCHOOL HEAD INJURY INFORMATION SHEET**

Each year, all coaches, school nurses, athletic directors, first responders, volunteers, student-athletes, and parents of student-athletes must be provided with a concussion and head injury information sheet that meets the requirements of the State Board. Before any student, school employee, volunteer or first responder will be allowed to participate in interscholastic athletic activities, including tryouts, practices or competitions, he or she must sign the head injury information sheet and return it to the coach. Parents also must sign the sheet and return it to the coach before their children may participate in any interscholastic athletic activity. The principal of each school shall ensure that a complete and accurate record of the returned signed sheets is maintained in accordance with law and State Board policy.

**C. REMOVAL FROM AND RETURN TO PLAY**

Any student-athlete who is exhibiting signs or symptoms consistent with a concussion must be removed from athletic activity immediately. Further, the student-athlete must not be allowed to return to play or practice that day or on any subsequent day until he or she has been evaluated and has received written clearance for participation that complies with the requirements of G.S. 115C-12(23) and any other applicable law or State Board policy.

**D. EMERGENCY ACTION PLANS**

Each principal or designee shall develop a venue-specific emergency action plan to

respond to serious medical injuries and acute medical conditions in which the condition of the injured student may deteriorate rapidly. All such plans must include a delineation of roles, methods of communication, available emergency equipment and a plan for emergency transport. The plans must be (1) in writing, (2) reviewed by an athletic trainer who is licensed in North Carolina, (3) approved by the principal if developed by a designee, (4) distributed, posted, reviewed and rehearsed in accordance with G.S. 115C-12(23), and (5) compliant with any other requirements of state law and State Board policy.

**E. RECORD KEEPING**

The superintendent shall require each principal to maintain complete and accurate records of actions taken in his or her school to comply with this policy and applicable legal authority. Records shall include accounts of any education or training as may be required by law or State Board of Education policy.

The superintendent's annual report to the board on compliance with laws and policies related to student wellness shall include a report on the system's compliance with laws and policies related to concussions and head injuries. (See Section G of policy 6140, Student Wellness.)

Legal References: G.S. 115C-12(23); S.L. 2011-147

Cross References: Student Wellness (policy 6140)

Other Resources: Matthew Gfeller Sport-Related TBI Research Center at UNC website [http://tbicenter.unc.edu/MAG\\_Center/Home.html](http://tbicenter.unc.edu/MAG_Center/Home.html); *Report to the North Carolina General Assembly: Study of Sports Injuries at Middle School and High School Levels*, N.C. Department of Public Instruction (2011)

Adopted:

Policy 6340: Transportation Service/Vehicle Contracts

**As recommended to the Board Policy Committee, October 13, 2011**

This policy has been amended to add a requirement for developing safety standards for contracted transportation services used to transport students to school-related activities. These standards must comply with the requirements established by the State Board. This includes not only buses but other vehicles transporting students as well.



## **TRANSPORTATION SERVICE/VEHICLE CONTRACTS**

Policy Code:

**6340**

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The board may enter into contracts with public or private carriers in accordance with G.S. 115C-253, State Board of Education policy, ~~and~~ any other applicable law, and this policy. Any contracts also must comply with board policy 6450, Purchase of Services.

The superintendent or designee shall develop safety standards for contracted transportation services used to transport students to school-related activities. The standards must comply with the requirements established by the State Board. The superintendent or designee shall develop a list of companies or individuals that meet these standards and are approved to provide student transportation services. If appropriate, the superintendent shall recommend that the board enter into interlocal cooperation agreements to assist in developing the standards and list of approved entities required under this paragraph.

The superintendent shall ensure that the school system contracts for student transportation services only with companies or individuals who are on the approved list.

The board may purchase or lease student transportation vehicles in accordance with law and board policy including State Purchasing Requirements for Equipment, Materials and Supplies (policy 6430), Local Purchasing Requirements for Equipment, Materials and Supplies (policy 6440) and Continuing Contracts (policy 6425). Any such vehicle must meet federal safety standards. All titles will be issued to the board of education. Sufficient liability coverage must be maintained in accordance with board policy 8340, Insurance.

Effective June 1, 2008, any public school bus purchased or transferred to the school system that is capable of using diesel fuel must be capable of using diesel fuel with a minimum biodiesel concentration of B-20.

The board will consider requests for providing transportation services to a charter school. Such consideration will take into account any factors required by law.

Legal References: 49 U.S.C. 30125, 30165; G.S. 115C-42, -47(25), -239, -240, -247, -249, -253, -255; *Preventive Maintenance and Vehicle Replacement Manual*, State Board of Education Policy TCS-H-005; State Board of Education Policies TCS-H-009, TCS-H-010, TCS-H-011; *School Charter Transportation Recommended Guidelines and Procedures*, available at <http://www.doe.in.gov/safety/docs/presentation/motorcoach.pdf>

Cross References: Continuing Contracts (policy 6425), State Purchasing Requirements for Equipment, Materials and Supplies (policy 6430), Local Purchasing Requirements for Equipment, Materials and Supplies (policy 6440), Purchase of Services (policy 6450), Insurance (policy 8340)

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

Updated: January 10, 2008

Policy 6401: Ethics and the Purchasing Function

**As recommended to the Board Policy Committee, October 13, 2011**

This policy has been updated to include additional legal standards from General Statute that further defines the requirement to conduct the purchasing function in an ethical manner. It adds that “any gifts, favor, reward, service or promise of reward, including a promise of future employment, in exchange for recommending, influencing, or attempting to influence the award of a contract of the board” are not allowed.

The board is committed to conducting the purchasing function in an ethical manner. The board's purchasing goals and principles will not be compromised by individuals motivated by personal gain.

The board of education and its officers, agents and employees are subject to the laws governing conflicts of interest in furnishing supplies to the board and the use of confidential information.

No board member or officer, agent or employee involved in the purchasing function shall accept any gifts, favor, reward, service or promise of reward, including a promise of future employment, in exchange for recommending, influencing, or attempting to influence the award of a contract with the board. Employees may not accept trips or meals from contractors, subcontractors or suppliers except gifts or favors of nominal value or meals furnished at banquets.

The school district's cost estimate for any public contract is confidential prior to bidding or other competitive purchasing processes. The identity of contractors who have obtained proposals for bid purposes for a public contract is confidential until the bids are opened in public and recorded in the board minutes. Any employee who divulges confidential information to any unauthorized person will be subject to disciplinary action.

The superintendent or his or her designee is responsible for ensuring that all affected personnel are aware of board policy requirements and applicable laws. Any individual aware of any violation of this policy or applicable laws should report such violation to the superintendent, or, if it involves the superintendent, to the board chairperson.

Legal References: 4 G.S. 14-234, -234.1; 133-32, -33; Attorney General Opinion requested by L.W. Lamar regarding G.S. 133-32, the Applicability to Attorneys and Law Firms Providing Professional Services to Local Boards of Education, dated May 13, 1993

Cross References: Board Member Conflict of Interest (policy 2121), Bidders' List (policy 6441/9121), Employee Conflict of Interest (policy 7730)

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

Administrative Procedure: None

***BALFOUR ELEMENTARY***

**2011-2012 Continuous Improvement and  
Title I Implementation Plan**

*Asheboro City Schools*

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Focused Intervention / Remediation Plan

Waiver Requests

Approved by Staff

Date of Secret Ballot Election: 10/27/11

Results For: 69

Opposed: 3

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

Approved by Superintendent of Schools

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Approved by Board of Education

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Balfour Elementary  
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**Leadership Team Members**

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

Name	Signature	Role
Lesha Daniel	_____	Instructional Assistant
Mary Lou Diener	_____	Guidance
Melanie Golding	_____	Grade 5
Wendy Graham	_____	Technology
Natalia Johns	_____	Reading Facilitator
Reagina Roberson	_____	Kindergarten
Kristen Smith	_____	Grade 3
Janet Means	_____	Principal
Holly White	_____	Assistant Principal
Maricela Zepeda	_____	Parent

**A. Vision, Mission, and Belief Statements**

<b>Our School's Vision</b>	<i>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.</i>
<b>Our School's Mission</b>	<i>The faculty and staff of Balfour School, working together with parents, students, and community members, will create a culture that empowers students to become active, global citizens and lifelong learners.</i>

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.
- Students need to be prepared to take their place in a globally competitive world.
- Faculty, staff and parents share the responsibility for the support of the school's mission.
- Full utilization of available technologies and resources increases a student's ability to take advantage of talents and potential.
- A safe, orderly and caring environment promotes student learning.
- The school's commitment to continuous improvement enables students to become confident, self-directed, lifelong learners.

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**B. School Community Profile**

Historical Ethnicity Information (% of population, 20<sup>th</sup> school day)

	2007-08	2008-09	2009-10	2010-11	2011-12
Black	7	6	6	6	5.4
Asian	1.8	1.6	1	1	1.6
White	30	30	28	27	23
Hispanic	56.6	60	62	62	65
American Indian	.2	.2	1	1	.7
Other/Multi-Cultural	4.2	2	2	2	2.7
<b>Total Population</b>	<b>500</b>	<b>546</b>	<b>523</b>	<b>528</b>	<b>540</b>

Historical Population Data (percentages)

	2007-08	2008-09	2009-10	2010-11	2011-12
Exceptional Children	7.9	7.9	9.75	12	10
AIG	1.7	3.3	3.25	3.8	3
Limited English Proficient	45.9	47.1	48.8	45	46.3
Total F/R Lunch	79.2		84.4	87.29	85.5

Student Attendance Data

	Percent
2006-2007	96.22
2007-2008	96.30
2008-2009	97.01
2009-2010	96.53
2010-2011	

Staffing Summary

	2008-09	2009-10	2010-11	2011-12
Teachers "highly qualified" (classes taught)	97.7%	97.7%	100%	100%
Teachers with advanced degrees (above bachelors)	34.1%	34.1%	32.6%	30%
Teachers with NBPTS certification	9%	14%	14%	14%
Teachers trained as Mentors	18%	17%	17%	16%

Teacher Turnover Rate

2005-2006	2006-2007	2007-2008	2008-09	2009-10	2010-11
27.6%	11.4%	19%	22.5%	11.9%	13.1%

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**C. School Results**

Promotion Percentages

	2006-07	2007-08	2008-09	2009-10	2010-11
Kindergarten	91%	98%	99%	100%	100%
1 <sup>st</sup> grade	96%	97%	99%	100%	100%
2 <sup>nd</sup> grade	98%	96%	98%	100%	99%
3 <sup>rd</sup> grade	95%	98%	100%	100%	100%
4 <sup>th</sup> grade	96%	100%	99%	100%	100%
5 <sup>th</sup> grade	99%	99%	100%	100%	100%

K-2 Progress 2010-2011

Reading						
<b>K</b>	<b>Mem</b>	<b>Level 0</b>	<b>Level A</b>	<b>Level B</b>	<b>C &amp; above</b>	
	84	1%	1%	19%	79%	
<b>Grade 1</b>	<b>Mem</b>	<b>Below D</b>	<b>D-E</b>	<b>F-G</b>	<b>H</b>	<b>I &amp; above</b>
	85	2%	18%	19%	19%	52%
<b>Grade 2</b>	<b>Mem</b>	<b>Below J</b>	<b>J</b>	<b>K</b>	<b>L</b>	<b>M &amp; above</b>
	90	12%	3%	3%	11%	70%

Writing - On-Demand					
	<b>Mem</b>	<b>Level I</b>	<b>Level II</b>	<b>Level III</b>	<b>Level IV</b>
<b>K</b>	84	1%	15%	71%	12%
<b>Grade 1</b>	85	11%	33%	49%	7%
<b>Grade 2</b>	90	8%	31%	52%	9%



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K-2 Mathematics Portfolio Summary 2010-2011

Percent of Students at Levels 3 and 4

Grade 1 Math Assessment

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	% LEVEL III and IV			
				2008	2009	2010	2011
1	7	51	26	84.3	88%	73%	90%

Grade 2 Math Assessment

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	% LEVEL III and IV			
				2008	2009	2010	2011
4	30	35	21	64%	57%	67%	62%

End of Grade Percent Proficient by Grade  
 Historical

Grade	Reading				Math			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
3	29.5	52.9	53.5	48.9	61.1	82.8	80.5	76.9
4	41.8	48.8	50	58.8	73.1	74.1	74.4	80.0
5	33.8	52.1	48.9	60.4	60.0	78.1	78.9	81.5

Grade	Reading and Math			
	07-08	08-09	09-10	10-11
3	26.9	51.7	53.6	46.6
4	31.1	47.1	54.2	54.1
5	31.1	47.9	48.9	57.1

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End of Grade Percent Proficient by Subgroup (Historical)  
Reading

Grade	3				4				5			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
All	29.5	52.9	53.5	48.9	41.8	48.2	50.0	58.8	33.8	52.1	48.9	56.1
Am Indian												
Asian		75	100	*		0	0.0	100		50.0	0.0	66.7
Black	28.6	66.7	40.0	50.0	>=5	57.1	0.0	20.0	5.0	50.0	25.0	44.4
Hispanic	33.9	52.0	46.2	44.2	25.0	38.8	49.0	51.9	25.0	50.0	46.2	57.1
Multi Racial		0	100	33.3		50.0	*	66.7		0	100.0	50.0
White	24.0	57.1	69.6	60.0	60.0	62.2	60.0	77.3	60.0	57.1	57.7	70.4
Male	33.3	55.3	50.9	48.7	25.8	44.7	43.8	58.0	25.8	36.7	34.0	60.9
Female	26.0	50.0	57.6	49.0	39.5	48.9	57.9	60.0	39.5	64.3	65.1	60.0
Acad Gifted												
EC	>=5	5	9.1	28.6	>=5	14.3	11.1	66.7	5.0	16.7	0.0	66.7
Non EC	31.1	59.0	60.0	50.6	36.2	51.3	54.5	60.0	36.2	55.2	54.3	60.0
LEP	11.0	45.9	45.1	44.0	18.5	20.0	25.9	30.4	18.5	20.0	13.8	30.4
Non LEP	40.7	58.9	65.7	55.3	42.6	63.6	61.0	70.6	42.6	63.6	65.6	70.6
F/R Lunch	27.8	50.9	49.3	45.8	25.9	46.5	47.0	54.8	25.9	46.5	47.2	57.3
Non F/R Lunch	37.5	55.0	73.3	62.5	62.5	57.1	60.0	83.3	62.5	57.1	55.6	75.0

Math

Grade	3			4			5		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
All	82.3	80.5	77.3	74.1	74.4	80.0	78.1	78.9	81.5
Am Indian									
Asian	100	100	*	0	66.7	100.0	100	0.0	100.0
Black	0	60.0	62.5	71.4	14.3	60.0	80	75.0	66.7
Hispanic	74.0	81.8	78.8	71.4	81.6	80.8	73.3	76.9	84.0
Multi Racial	*	100	33.3	100	*	66.7	100	100.0	50.0
White	85.7	78.3	84.0	79.2	76.0	81.8	82.1	88.5	81.5
Male	53.2	75.9	84.0	63.2	75.0	81.8	80.0	74.5	81.5
Female	68	87.9	81.6	68.9	73.7	82.9	78.6	83.7	82.2
Acad Gifted									
EC	55.6	36.4	42.9	42.9	22.2	46.2	66.7	33.3	50.0
Non EC	85.9	86.8	80.2	76.9	80.5	86.1	79.1	84.0	83.2
LEP	86.5	80.8	80.0	53.3	70.4	66.7	47.1	55.2	74.8
Non LEP	80.0	80.0	73.7	85.5	76.3	87.3	87.5	90.2	83.2
F/R Lunch	81.4	77.5	75.0	74.6	71.2	76.7	79.2	72.2	78.2
Non F/R Lunch	88.2	93.8	87	71.4	85.0	>95	75	83.3	88.6

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**Achievement Gap Data  
Reading**

White student scores compared to:	2006-07	2007-08	2008-09	2009-10	2010-11
Black	13.4	13.8	3.8	13.8	28.0
Hispanic	14.5	8.3	12.3	15.1	17.9

**Mathematics**

White student scores compared to:	2006-07	2007-08	2008-09	2009-10	2010-11
Black	35	27.7	17.5	31.1	18.8
Hispanic	21.3	5.1	9.6	1.0	.7

**End of Grade Results  
Developmental Scale Score Mean**

Grade	Reading			Math			
	08-09	09-10	10-11	07-08	08-09	09-10	10-11
3	334.5	335.1	333.6	341.6	342.9	343.6	345.5
4	340.4	340.3	343.0	349.1	347.8	347.5	350.7
5	347	346.9	348.3	352.4	354.6	354.8	355.9

**Total Performance Composite**

Performance Composite	06-07	07-08	08-09	09-10	10-11
		58.9	49.0	63.4	63.1

**Goal Summaries, Grades 3-5, Percent Correct**

	Gr 3			Gr 4			Gr 5		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
Goal 2: Apply strategies and skills to comprehend text that is read, heard, and viewed	58.6	59.7	57.1	55.9	57.6	63.7	55.6	57.6	59.8
Goal 3: Make connections through the use of oral language, written language, and media and technology	62.3	63.1	57.5	57.8	55.3	59.8	64.8	61.3	65.9
Literary Reading	61.6	60.8	57.6	59.9	56.7	61.2	60.5	60.1	63.6
Informational Reading	55.9	59.7	57.0	51.7	56.7	63.4	55	57.4	59.5
Calculator Active		61.4	64.6		56.8	65.1		63.1	66.0
Calculator Inactive		59.6	64		54.8	61.1		60.5	61.4
Goal 1: Numbers and Operations	59.2	59.2	62.2	57.6	57.3	64.7	56.5	56.5	58.7
Goal 2: Measurement	58.2	59.2	59.9	52.2	55.6	64.7	62	65.9	67.6
Goal 3: Patterns/Geometry	64.7	71.8	71.6	68.5	57.3	69.6	67.2	65.2	66.7
Goal 4: Data, Probability	54	58.9	61.8	56.8	60.7	67.9	62.5	68.3	71.2
Goal 5: Algebra (mathematical relationships)	58.1	59.1	64.3	54	51.6	57.8	59.7	60.3	63.7

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Writing

Writing Sample Assessment (May % proficient)

Grade	2007-08	2008-09	2009-10	2010-11
Kindergarten	63	79	72	98
1 <sup>st</sup> Grade	71	82	70	61
2 <sup>nd</sup> Grade	72	50	60	81
3 <sup>rd</sup> Grade	45		35	49
4 <sup>th</sup> Grade	36		28	50
5 <sup>th</sup> Grade	71		42	49

**2010 NC Teacher Working Conditions Survey**

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

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

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

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

What are 2 significant findings in survey results from 2010?

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

**Student Survey Results - 2011**

In the space below, comment on 3 or more areas of strength noted in the Student Survey for your site for 2011:

1. Students report (94%) that teachers respect them
2. Over 97% of students report they know the rules at school
3. Almost 96% of students report that safety is important at their school
4. 97% of students report that teachers expect them to do their best work.
5. Over 98% of students report 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 2011:

1. 31% of students report that they do not participate in after school activities, even though every teacher was involved in offering at least one activity.

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2. One third of students report that they have been bullied at school..
3. Almost 56% of students indicate that they are afraid of making a mistake.

**Parent Survey Results - 2010**

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

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

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

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

**Adequate Yearly Progress**

Percent of AYP Targets Met		
2005-2006	85.7%	18 of 21 targets met
2006-2007	81%	17 of 21 targets met
2007-2008	81%	17 of 21 targets met
2008-2009	100%	21 of 21 targets met
2009-2010	100%	21 of 21 targets met
2010-2011	95.2%	20 of 21 targets met

**Targets Not Met**

	2008-09			2009-10			2010-11		
	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor
Reading 3-5			LEP			LEP	Hispanic		All,White, ED, LEP
Math 3-5			LEP			LEP			White, Hispanic, White, ED, LEP

**GENERAL CONCLUSIONS**

1. One of the Board's goals is for ACS to increase the number of students reading on grade level by Grade 3 to 64%. When we look at the data from May 2011, student SRI scores at second grade indicate that only 32% of rising third graders are reading on grade level: only 48.9% of rising 4<sup>th</sup> graders are on grade level.
2. Reading proficiency levels are not consistent from grade to grade in K-2, leading us to question the application of the results.
3. Since we did not make Adequate Yearly Progress with our Hispanic subgroup there is an indicated need to conduct ongoing formative assessment to determine areas of need.
4. A majority of students indicate they are afraid to make a mistake. This points to a need to build confidence.

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<b>D. Goals and Action Plans</b>
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**Goal 1: Students will use summarizing strategies at least three times a week to improve reading skills**

**Evidence of Need:** Data reflect that students are not reading on grade level.

**Strategic Plan Objective:** 1.4 – Increase the number of students reading on grade level by Grade 3.  
1.1 – Every student graduates college and career ready.

**State Board of Education Goal:** NC Public Schools will produce globally competitive students.

**Action Plan: Summarizing Texts**

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
Students orally and in writing summarize a reading selection	Readers' notebooks on a weekly basis	Cook, Watson, McCann, Roberson, Kiser, Blalock, Bartlett, Perkins, Maness, Speer, Dillion, Race, Goldston, Ramon, Smith, Hynd, Howell, Langbeen, Roberts, Isley, Kilby, Hanson, Tonkin, Hyatt, Golding, Brown, Bender, Dietrick, Williams, Belpasso, Skoglund	Weekly lesson plans, data from walkthroughs and formal observations		
In K-5, teachers will use grade-appropriate text daily in read aloud, shared reading, guided reading and independent reading within the first two weeks of school. (This is a necessary element for students to be able to summarize)	Elements of balanced literacy checked regularly by walkthroughs  Monitored bi-weekly beginning on September 9, 2011	Cook, Watson, McCann, Roberson, Kiser, Blalock, Bartlett, Perkins, Maness, Speer, Dillion, Race, Goldston, Ramon, Smith, Hynd, Howell, Langbeen, Roberts, Isley, Kilby, Hanson, Tonkin, Hyatt, Golding.	Weekly lesson plans, data from walkthroughs and formal observations		

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Teacher models "I Do, we Do, You do" in every lesson	Every three weeks at grade level.	Cook, Watson, McCann, Roberson, Kiser, Blalock, Bartlett, Perkins, Maness, Speer, Dillion, Race, Goldston, Ramon, Smith, Hynd, Howell, Langbeen, Roberts, Isley, Kilby, Hanson, Tonkin, Hyatt, Golding.	Weekly lesson plans, data from walkthroughs, grade level minutes and formal observations.		
Utilize a database of exemplary question samples based on Bloom's Revised Taxonomy for a variety of texts	Monthly	Cook, Watson, McCann, Roberson, Kiser, Blalock, Bartlett, Perkins, Maness, Speer, Dillion, Race, Goldston, Ramon, Smith, Hynd, Howell, Langbeen, Roberts, Isley, Kilby, Hanson, Tonkin, Hyatt, Golding.	Weekly lesson plans, data from Walkthroughs, LiveBinder		
Teachers conduct a reflection period at the end of each lesson and day to summarize learning	Bi-weekly	Cook, Watson, McCann, Roberson, Kiser, Blalock, Bartlett, Perkins, Maness, Speer, Dillion, Race, Goldston, Ramon, Smith, Hynd, Howell, Langbeen, Roberts, Isley, Kilby, Hanson, Tonkin, Hyatt, Golding.	Weekly lesson plans, data from walkthroughs		
Identify a variety of grade-level appropriate texts from content areas and genres during shared and interactive reading	Monthly through minutes from grade level meeting	Cook, Watson, McCann, Roberson, Kiser, Blalock, Bartlett, Perkins, Maness, Speer, Dillion, Race, Goldston, Ramon, Smith, Hynd, Howell, Langbeen, Roberts, Isley, Kilby, Hanson, Tonkin, Hyatt, Golding.	Weekly lesson plans, data from walkthroughs		
Use a variety of grade-level appropriate texts from content areas and genres during shared and interactive reading	Biweekly	Cook, Watson, McCann, Roberson, Kiser, Blalock, Bartlett, Perkins, Maness, Speer, Dillion, Race, Goldston, Ramon, Smith, Hynd, Howell, Langbeen, Roberts, Isley, Kilby, Hanson, Tonkin, Hyatt, Golding.	Weekly lesson plans, data from walkthroughs		



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Book talks by each student shared through various media	Monthly beginning in September	Cook, Watson, McCann, Roberson, Kiser, Blalock, Bartlett, Perkins, Maness, Speer, Dillion, Race, Goldston, Ramon, Smith, Hynd, Howell, Langbeen, Roberts, Isley, Kilby, Hanson, Tonkin, Hyatt, Golding.	Weekly lesson plans, data from walkthroughs		
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**Professional Development for this Objective**

- PD on summarizing provided by grade level using PD360; PD includes support personnel.
- Use LiveBinder to access teaching strategies for summarizing.
- Use lead literacy teacher to provide professional development by grade level on summarizing.
- At monthly faculty meetings, schedule time for each grade level to share successful summarizing strategies.

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**Goal 2: Through consistent involvement with writing and presenting, students will increase their writing abilities.**

**Evidence of Need: A significant percentage of students K-5 scored below grade level in writing**

**Strategic Plan Objective: 1.1 – Every student graduates college and career ready.**

**State Board of Education Goal: NC Public Schools will produce globally competitive students.**

**Action Plan:**

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
As a school, develop a model or template for students to use to organize their thoughts on opinion-based writing, which can be modified by grade level.	September 15, 2011	Graham, Cook, Watson, McCann, Roberson, Kiser, Blalock, Bartlett, Perkins, Maness, Speer, Dillion, Race, Goldston, Ramon, Smith, Hynd, Howell, Langbeen, Roberts, Isley, Kilby, Hanson, Tonkin, Hyatt, Golding.	Completed template(s)		
Teachers meet at grade level to determine appropriate strategies for writing about opinions/different points of view using the template developed.	Biweekly beginning in September 2011	Cook, Watson, McCann, Roberson, Kiser, Blalock, Bartlett, Perkins, Maness, Speer, Dillion, Race, Goldston, Ramon, Smith, Hynd, Howell, Langbeen, Roberts, Isley, Kilby, Hanson, Tonkin, Hyatt, Golding.	Lesson plans submitted on a weekly basis		

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Teachers create a list of topics, signal words, transitional phrases and content specific vocabulary to assist students in the writing process at each grade level.	Beginning in September with monthly monitoring at grade level meetings. Results will be updated in a LiveBinder	Wendy Graham, Cook, Watson, McCann, Roberson, Kiser, Blalock, Bartlett, Perkins, Maness, Speer, Dillion, Race, Goldston, Ramon, Smith, Hynd, Howell, Langbeen, Roberts, Isley, Kilby, Hanson, Tonkin, Hyatt, Golding.	Lesson plans, LiveBinder		
Teachers model, design and implement writing activities that require opinions and/or different points of view at least 3 times per week.	Beginning in September with monthly monitoring at grade level meetings. Results will be updated in a LiveBinder	Wendy Graham, Cook, Watson, McCann, Roberson, Kiser, Blalock, Bartlett, Perkins, Maness, Speer, Dillion, Race, Goldston, Ramon, Smith, Hynd, Howell, Langbeen, Roberts, Isley, Kilby, Hanson, Tonkin, Hyatt, Golding.	Lesson Plans, walkthroughs, LiveBinder		
Students will complete at least 2 grade level appropriate works that included opinion-based writing every six weeks (including shared pen)	At the end of each third week and sixth week of each grading period beginning on October 6 <sup>th</sup> .	Wendy Graham, Cook, Watson, McCann, Roberson, Kiser, Blalock, Bartlett, Perkins, Maness, Speer, Dillion, Race, Goldston, Ramon, Smith, Hynd, Howell, Langbeen, Roberts, Isley, Kilby, Hanson, Tonkin, Hyatt, Golding.	Teachers will maintain evidences of student writing in writing folders.		
Evening writing celebrations.	Twice per year	Brown, Dietrick, Bender, Williams, Cook, Watson, McCann, Roberson, Kiser, Blalock, Bartlett, Perkins, Maness, Speer, Dillion, Race, Goldston, Ramon, Smith, Hynd, Howell, Langbeen, Roberts, Isley, Kilby, Hanson, Tonkin, Hyatt, Golding.	Agenda from meetings.		

**Professional Development for this Objective**

- Janice Kite will support teachers in matching strategies with writing pacing guide.
- Seek input from the Instructional Facilitators and Explore PD on elementary opinion-based writing.

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**Goal 3: All students will participate in structured speaking and listening activities on a daily basis**

**Evidence of Need:** Data reflect that, of the 42% of our population tested on WIDA, we have a significant need to develop listening and speaking skills.


**Strategic Plan Objective:** 1.1 – Every student graduates college and career ready.

**State Board of Education Goal:** NC Public Schools will produce globally competitive students.

**Action Plan:**

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
Teachers meet at grade level to determine appropriate strategies for turn and talk	Weekly beginning in September.	Wendy Graham, Cook, Watson, McCann, Roberson, Kiser, Blalock, Bartlett, Perkins, Maness, Speer, Dillion, Race, Goldston, Ramon, Smith, Hynd, Howell, Langbeen, Roberts, Isley, Kilby, Hanson, Tonkin, Hyatt, Golding.	Minutes from grade level meetings.		
Teachers design turn and talk activities on a daily basis with specific elements of the EQ to address higher order thinking.	Weekly beginning in September	Wendy Graham, Cook, Watson, McCann, Roberson, Kiser, Blalock, Bartlett, Perkins, Maness, Speer, Dillion, Race, Goldston, Ramon, Smith, Hynd, Howell, Langbeen, Roberts, Isley, Kilby, Hanson, Tonkin, Hyatt, Golding.	Weekly lesson plans, results of walkthroughs, Evidence of Standard IV, elements e and g of NC Teacher Evaluation Instrument.		

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Teachers establish expectations for student behavior during turn and talk.	During the first 20 days of school.	Wendy Graham, Cook, Watson, McCann, Roberson, Kiser, Blalock, Bartlett, Perkins, Maness, Speer, Dillion, Race, Goldston, Ramon, Smith, Hynd, Howell, Langbeen, Roberts, Isley, Kilby, Hanson, Tonkin, Hyatt, Golding.	Results of formal and informal teacher evaluations.		
Students turn and talk in all subject areas on a daily basis in an age-appropriate manner	Beginning in September	Wendy Graham, Cook, Watson, McCann, Roberson, Kiser, Blalock, Bartlett, Perkins, Maness, Speer, Dillion, Race, Goldston, Ramon, Smith, Hynd, Howell, Langbeen, Roberts, Isley, Kilby, Hanson, Tonkin, Hyatt, Golding.	Janet Means, Holly White, weekly lesson plans		
Create a video library of what turn and talk looks like at each grade level, to be created at grade level meetings each month	At monthly grade level meetings beginning in October.	Wendy Graham, Cook, Watson, McCann, Roberson, Kiser, Blalock, Bartlett, Perkins, Maness, Speer, Dillion, Race, Goldston, Ramon, Smith, Hynd, Howell, Langbeen, Roberts, Isley, Kilby, Hanson, Tonkin, Hyatt, Golding.	Video Libraries		
At faculty meetings share ongoing progress with the creation of the video library.	Third Tuesday of each month	Janet Means, Holly White	Agendas of meetings		
Conduct book clubs as appropriate with students in grades 2-5	Beginning in October	Speer, Dillion, Race, Goldston, Ramon, Smith, Hynd, Howell, Langbeen, Roberts, Isley, Kilby, Hanson, Tonkin, Hyatt, Golding.	Lesson Plans		

**Professional Development for this Objective**

- **Janice Kite provides staff development on turn and talk strategies**
- **Plan cross-grade level walkthroughs with the specific purpose of observing turn and talk strategies**

## E. Additional Information

### **Title 1 Compliance**

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

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

1. A Comprehensive Needs Assessment of the Entire School
  - Section B describes our community profile, including our ethnicity, student information regarding special needs and free/reduced, attendance data, and staffing summary.
  - Section C details our school results at all grade levels over several years. This section also includes information on the achievement gap and adequate yearly progress. Our k-5 students do not appear to be adequately able to apply literacy skills to writing or reading. Title I services are crucial in providing these students with the support of reading specialists. Title I funds are being used to purchase reading materials and leveled readers at all grade levels.
  - Section D outlines Balfour's goals and action plans, based on multiple data.
2. School wide Reform Strategies
  - Section D describes our plans to improve student performance in reading, writing, math and science. There is a special focus on reducing the achievement gap. Section E describes our plan to provide intervention to students in grades 3-5 who need additional support to perform on grade level.
3. Instruction by a Highly Qualified Professional Staff
  - Every teacher at Balfour is Highly Qualified.
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.

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6. Including Teachers in Decisions Regarding the Use of Assessment

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

7. Strategies to Increase Parent Involvement

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

8. Preschool Transition Strategies

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

9. Activities for Children Experiencing Difficulty

- The Student Success Team meets as needed to accept student referrals from teachers.
- At each grade level and with all support teachers, we meet once each six weeks to make recommendations for students experiencing difficulty. The teacher(s) then implement the recommended interventions and reports back at the next "assessment wall" meeting
- We have three Reading Facilitators who work with students who are below grade level in reading

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- We have 3.5 ESL teachers to work directly with students who are English language learners
  - We have 2 full time exceptional children's teachers who work directly with students who have been identified in need of services.
  - All classroom teachers provide ongoing remediation to students based on results of regular formative and benchmark assessments.
  - All certified staff participate in after-school tutoring to provide tutoring for students grades 3-5 who have scored below grade level on the EOG or who have been identified by their classroom teacher as experiencing significant difficulty.
10. Coordination and Integration of Federal, State, and Local Services
- Federal programs implemented in the school include Title I, Title II-a, Title II-d, and Title III.
  - State programs implemented in the school include DSSF funds (024), English as a second language (PRC 054). We had recently been identified as part of a 5-year grant from the state's USTARS program to help us identify gifted students in under-represented populations. Although this grant has now ended, we continue to implement the identification procedures.
  - Coordination and integration of these programs are outlined in the school's intervention plan and individual federal grant applications.



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**SAFE SCHOOL PLAN – Action Plan**

Annual	Date of Completion	Monthly	Date of Completion	Bi-Annual	Date of Completion	Ongoing
Register school-sex offender registry		Check Fire Extinguishers		CPR training for crisis response teams/coaches		Monitor sex offender registry/update database
Written supervision plan		Conduct fire drills		Conduct lockdown drill		Pair at-risk youth with mentors
Staff supervision training		Conduct sanitation inspections		Conduct safety inspection		Record incidents in eSIS
Distribute and explain code of conduct		Maintain Science Chemical Inventory on \\Central02		Drug dog search (secondary)		Attendance letters
Distribute and explain bus code of conduct		Maintain first aid kits		Alternate route fire drill		Utilize student success teams
Update crisis response plans		Review ISS and OSS incidents; apply interventions as needed				Visitor control plan
Fire extinguisher training						Volunteer background check
Customer satisfaction survey						
Seclusion & restraint training						
Train EC staff in non-violent crisis intervention						
Train crisis teams in crisis response						

Compliance Statements

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

**Healthy Active Children Policy**

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

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

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

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

**Pledge of Allegiance**

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

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

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

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

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Intervention Plan

A. Overview:

All certified staff will participate in after-school tutoring for students in grades K-5 who are below grade level and/or struggling in math. There is a thirty-minute time period within the instructional day for grades K-5 to conduct remediation/acceleration in reading. During this time, we will use the support teachers and teacher assistants to provide additional help within the classrooms.

For students in grades K-2, we will use RTI meetings and teacher recommendations to identify students who are struggling in reading. These students will be prioritized to participate in Leveled Literacy Intervention (LLI) provided by ESL teachers and reading facilitators. We will begin LLI in January for kindergarten students. Students who do not respond to LLI will be referred to the Student Success Team for further interventions.

B. Target Population:

We will target all current students and new arrivals in third, fourth and fifth who have not achieved level 3 on EOG testing. In addition, we will target students in K-2 who have been identified as struggling based on ongoing formative assessments.

C. Measurable Intended Outcomes:

The students will have increased scores on North Carolina End of Grade testing and end of year assessments.

D. Description of Activities or Services to Be Provided:

All certified staff will begin after school tutoring at the beginning of the second six weeks. Classroom teachers with the help of support teachers will provide after school tutoring in math one day per week. Thirty minutes per day have been scheduled for all support teachers and assistants to work with classroom teachers to provide additional remediation. If the results of benchmark testing indicate that a student is no longer at risk, he/she may be removed, but will continue to be monitored in the classroom. If results of benchmark testing indicate that a student formerly on grade level is falling behind, he/she will be added to the tutoring group.

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

E. Evaluation of Results:

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

## Waiver Requests

### **The Waiver to be Requested:**

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

### **How the waiver will be used:**

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

### **The Waiver to be Requested:**

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

### **How the waiver will be used:**

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

*Charles W. McCrary Elementary*

**2011-2013 Continuous Improvement and  
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*Asheboro City Schools*

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- B. School Community Profile
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- E. Additional Information

Title I Compliance

Compliance Statements

Focused Intervention / Remediation Plan

Waiver Requests

Approved by Staff

Date of Secret Ballot Election: 11/1/11

Results For 100%

Opposed:       

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

Approved by Superintendent of Schools

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Approved by Board of Education

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Charles W. McCrary Elementary School  
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**Leadership Team Members**

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

Name	Signature	Role
Rebecca Kidd	_____	K Teacher, Co-Chair
Kelly Gardner	_____	1 <sup>st</sup> Grade Teacher
Tyler Bidwell	_____	2 <sup>nd</sup> Grade Teacher
Emily Soto	_____	3 <sup>rd</sup> Grade Teacher
Marian Taylor	_____	4 <sup>th</sup> Grade Teacher
Tracey Foscue	_____	5 <sup>th</sup> Grade Teacher
Jennifer Judd	_____	ESL Teacher
Steve Watson	_____	PE Teacher
Brianne Crotts	_____	Counselor, Co-Chair
Melanie Mize	_____	Family Involvement Specialist
Julie Brady	_____	Principal
Rhonda McHenry	_____	Assistant Principal
Alex Kidd	_____	Parent

**A. Vision, Mission, and Belief Statements**

<b>Our School's Vision</b>	Charles W. McCrary Elementary will be a school of excellence where students are honored, learning is valued and our staff, students, families, and community are dedicated to the success of all.
<b>Our School's Mission</b>	Charles W. McCrary Elementary, in partnership with the community provides a nurturing, safe and inviting environment where all students grow academically, meet educational goals, appreciate the worth of each individual and continue to be contributing members of society.

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

- ▶ We are responsible for each student's continual success—academic growth, proficiency and civic success.
- ▶ Student safety and a welcoming environment help us to create a positive experience for all stakeholders.
- ▶ We will model a love of learning to instill in our students a love of learning so that they are and continue to be productive citizens.
- ▶ We respect each stakeholder's unique role; our students' parents and our professional colleagues are our partners in educating every student.
- ▶ All students, regardless of race, ethnicity or economic background will be expected to achieve and have continual success.
- ▶ We will demonstrate and model our expectations, use a variety of assessments, analyze data and reflect upon our students and our own work to ensure every child's continuous success.
- ▶ Student assessment will be closely monitored to ensure every student's continual success.
- ▶ When our students do not reach their goals, new strategies including—small group work, one-on-one, utilization of community resources—will be examined, both horizontally and vertically, and put into practice.
- ▶ The NCSCOS/CCES is the basis for what we teach our students.
- ▶ Parents will be kept up-to-date of their children's progress, given clear expectations for their children and expected to follow through with our guidance.

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<b>B. School Community Profile</b>
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Historical Ethnicity Information (% of population, 20<sup>th</sup> school day)

	2007-08	2008-09	2009-10	2010-11	2011-12
Black	17.0%	17.7%	17%	16.96%	19.95%
Asian	1.6%	.9%	1%	.76%	1.04%
White	39.9%	37.9%	31%	31.65%	30.83%
Hispanic	36.4%	37%	42%	42.53%	44.04%
American Indian	.40%	0%	.2%	.51%	0%
Other/Multi-Cultural	4.3%	6%	9%	7.59%	4.15%
<b>Total Population</b>	<b>433</b>	<b>433</b>	<b>393</b>	<b>395</b>	<b>386</b>

Historical Population Data (percentages)

	2007-08	2008-09	2009-10	2010-11	2011-12
Exceptional Children	14 %	10%	8%	9%	10%
AIG	3.9 %	1%	4%	1%	2%
Limited English Proficient	33 %	33.3%	39%	31%	34%
Total F/R Lunch	69%	69%	72.45%	77%	81%

Student Attendance Data

	Percent
2005-2006	96.25
2006-2007	95.73
2007-2008	95.69
2008-2009	96.12
2009-2010	95.66
2010-11	95.87



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Staffing Summary

	2007-08	2008-09	2009-10	2010-11	2011-12
Teachers "highly qualified" (classes taught)	100%	100%	100%	100%	100%
Teachers with advanced degrees (above bachelors)	36%	32%	42%	41%	42%
Teachers with NBPTS certification	10%	8%	9%	7%	7%
Teachers trained as Mentors	36%	32%	32%	32%	32%

Teacher Turnover Rate

2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-11
20%	20.5%	22%	26.5%	5.8%	10.8%

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<b>C. School Results</b>
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Promotion Percentages

	2006-07	2007-08	2008-09	2009-10	2010-11
Kindergarten	96.3%	98.6%	100%	100%	97%
1 <sup>st</sup> grade	100%	100%	100%	100%	100%
2 <sup>nd</sup> grade	100%	100%	100%	100%	100%
3 <sup>rd</sup> grade	95.3%	100%	100%	100%	100%
4 <sup>th</sup> grade	100%	100%	100%	100%	100%
5 <sup>th</sup> grade	100%	100%	100%	100%	100%

K-2 Progress

Grade 1 Math Assessment

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	% LEVEL III and IV			
				2008	2009	2010	2011
				70%	83%	77%	74%

Grade 2 Math Assessment

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	% LEVEL III and IV			
				2008	2009	2010	2011
				54%	64%	34%	52%

Total Performance Composite

Performance Composite	06-07	07-08	08-09	09-10	10-11
		63.6%	47.2%	52.7%	49.8%

End of Grade Percent Proficient by Grade

Historical

Grade	Reading				Math			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
3	29.3	35.2%	28.4%	42.5%	51.2%	46.5%	54.2%	66.1%
4	45.3	39%	39.4%	48.1%	58.7%	54.5%	60.6%	72.2%
5	41.8	56.3%	39.1%	44.3%	58.2%	78.1%	68.8%	61.4%

Grade	Reading and Math			
	07-08	08-09	09-10	10-11
3	22	31	32.1	35.5
4	38.7	36.4	41.3	48.1
5	36.8	53.1	36.5	41.4

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End of Grade Percent Proficient by Subgroup (Historical)

Reading

Grade	3			4			5		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
All	35.2	28.8	42.5	39	39.4	48.1	56.3	39.1	44.3
Am Indian									
Asian		0			*			100	
Black	33.3	30	53.8	25	35.7	25	*	45.5	28.6
Hispanic	24.1	20.8	39.3	31.3	29.6	39.1	39.1	25	33.3
Multi Racial		33	20	42.9	*	33.3		42.9	0
White	54.2	40	53.5	52	59.1	72.2	77.4	52.9	69.6
Male	27.6	27	40.7	40.5	33.3	39.3	54.2	42.9	41.4
Female	40.5	31.8	48.6	37.1	43.6	57.7	57.5	34.5	46.3
Acad Gifted			>95	>95	>95	>95	>95	>95	>95
EC	14.3	8.3	14.3	22.2	0	44.4	40	*	15.4
Non EC	37.5	34	49.1	41.2	44.8	48.9	59.3	41.7	50.9
LEP	21.4	20.8	35.7	27.3	10.5	31.6	33.3	9.5	30.8
Non LEP	44.2	34.3	52.9	43.6	51.1	57.1	62.3	53.5	53.7
F/R Lunch	22.8	28.6	42.9	30	33.3	41.3	42.9	64.7	40.3
Non F/R Lunch	85.7	29.4	53.8	70.6	52.4	87.5	72.4	29.8	71.9

Math

Grade	3			4			5		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
All	46.5	55.9	66.1%	58.4	65.2	72.2%	78.1	70.3	61.4
Am Indian									
Asian		100	*		*	100%		100	*
Black	40	40	30.8	66.7	42.9	75	50	72.7	42.9
Hispanic	27.6	58.3	71.4	53.1	63	73.9	73.9	67.9	56.7
Multi Racial	*	66.7	60	71.4	66.7	66.7	*	>95	33.3
White	75	55	86.7	56	81.8	77.8	90.3	52.9	87
Male	48.3	59.5	63	57.1	70.4	53.6	79.2	80	65.5
Female	45.2	50	68.6	60	61.5	73.1	77.5	58.6	61
Acad Gifted	>95	>95	>95	>95	>95	>95	>95	>95	>95
EC	28.6	25	71.4	22.2	62.5	77.8	50	*	53.8
Non EC	48.4	63.8	65.5	63.2	65.5	75.6	83.3	73.3	64.9
LEP	25	58.3	71.4	40.9	57.9	73.7	66.7	61.9	38.9
Non LEP	60.5	54.3	61.8	65.5	68.1	77.1	81.6	74.4	71.2
F/R Lunch	35.1	54.8	63.3	50	62.2	73.9	74.3	66	57.6
Non F/R Lunch	92.9	58.8	76.9	88.2	71.4	87.5	82.8	82.4	90.9

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Achievement Gap Data

Reading

White student scores compared to:	2006-07	2007-08	2008-09	2009-10	2010-11
Black	37.7	34.6	31.2	13.7	29
Hispanic	13.9	29.1	9.4	25.5	29.1

Mathematics

White student scores compared to:	2006-07	2007-08	2008-09	2009-10	2010-11
Black	26.9	21.9	17.8	13	38.2
Hispanic	5.6	24.4	18.7	-.2	17.2

End of Grade Results  
 Developmental Scale Score Mean

Grade	Reading				Math			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
3	331.1	330.8	330.6	334	339	335.3	338.4	340.7
4	340.6	338.8	339	342.2	347	345.8	346.8	349.3
5	346.2	347.3	345.6	345.5	353.3	355.6	354.1	351.6

Goal Summaries, Grades 3-5, Percent Correct

	Gr 3			Gr 4			Gr 5		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
Goal 1: Cognition									
Goal 2: Interpretation		51.8	57.3	52.5	54.8	62.7	57.6	54.9	53.7
Goal 3: Critical Stance		51.8	56.6	54.2	52.6	54.8	63.8	59.8	60.3
Goal 4: Connections									
Calculator Inactive		49.7	53.9		52.6	63.3		60.5	55.3
Calculator Active		49.6	55.2		55.6	55.5		60.6	53.8
Goal 1: Numbers and Operations		49.2	54.9	51	52.8	59.4	54.9	53.4	48.5
Goal 2: Measurement		44.1	52.7	51.1	53.4	65.6	61.7	62.2	54.4
Goal 3: Patterns/Geometry		60.1	61.1	66.9	60.8	64.6	69.2	63.7	57.4
Goal 4: Data, Probability		43.7	45.7	55.6	64.1	66.3	69.3	65.9	58.2
Goal 5: Algebra (mathematical relationships)		50.7	55	47.7	49.2	56.1	64.2	60.6	56.9

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Writing

NC Writing Assessment—Content Specific

Grade 4	07-08	08-09	09-10	10-11
	39.5		62%	

Writing Sample Assessment (May % proficient)

Grade	07-08	08-09	09-10	10-11
Kindergarten	80	85	86	89
1 <sup>st</sup> Grade	43	34	73	70
2 <sup>nd</sup> Grade	48	46	60	45
3 <sup>rd</sup> Grade	60		46	32
4 <sup>th</sup> Grade	NA		45	29
5 <sup>th</sup> Grade	58		55	42

Science

North Carolina Science End-of-Grade Test

Grade	08-09	09-10	10-11
5 <sup>th</sup> Grade	59.4%	46.9%	41.4%

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Teacher Survey 2009-2010

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

Managing Student Conduct

- 95% (29% increase) believe administrators consistently enforce rules for student conduct.
- 92.3% (26.3% increase) believe administrators support teachers' efforts to maintain discipline in the classroom.
- 97.5% (6% increase) believe the school environment is safe.

All of these are increases from the previous NC Teacher Working Conditions

Survey. We feel our reimplementation of PBIS helped set consistent standards at CWM.

Teacher Leadership

- 95% (20.5% increase) believe teachers are trusted to make sound professional decisions about instruction
- 95% (32.3% increase) believe teachers are relied upon to make decisions about educational issues.
- 89.5% (23.5% increase) believe the faculty has an effective process for making group decisions to solve problems.
- 87.5% (19.4% increase) believe in this school we take steps to solve problems.

Teachers are empowered to make decisions in their classrooms. This year the school will provide more structure (lesson plan turn-in with feedback, walk-through feedback, etc.) to ensure sound decisions.

School Leadership

- 95% (21.1% increase) believe the faculty and staff have a shared vision.
- 100% (14.9% increase) believe teachers are held to high professional standards for delivering instruction.
- 92.5% (13.8% increase) believe teachers receive feedback that can help them improve teaching.
- 94.9% (14.5% increase) believe the procedures for teacher evaluation are consistent.

These increases illustrate that mutual trust and respect has grown.

In the space below, comment on areas of possible improvement noted in the Teacher Survey for your site for 2010-11:

School Leadership

- 74.4% (12.7% increase) believe there is a trust and mutual respect in this school.  
After much discussion based upon the other school leadership percentages, the SIT feels that this question was misunderstood by the staff. It is our thought that this score reflects more about teachers trusting one another. This is an area we will continue to work on.

Time

- 65% (24.6% increase) agree non-instructional time is sufficient for teachers.  
Last year, our planning time was concentrated on one day. This may be the reason for teachers feeling non-instructional time is an issue.

Facilities and Resources

72.5% believe teachers have sufficient access to office equipment and supplies.

We are determining a way to make office supplies more accessible. Some of the score may be a result of making teachers more aware of what our school budget is and what our priorities are.

What are 2 significant findings in survey results from 2010-11?

From the survey results,

- There has been a significant increase in the number of teachers agreeing with the statements.
- Teachers understand they are professionals and are held to high standards.

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Student Survey Results - 2011

In the space below, comment on 3 or more areas of strength noted in the Student Survey for your site for 2010-2011:

- I know the rules at my school—97.2% of respondents agreed or strongly agreed—Our schools has worked diligently to create common rules and behaviors utilizing PBIS strategies. We believe our efforts have educated most students and they understand our school-wide expectations.
- *I know that learning is important for my future*—98.1% of respondents agreed or strongly agreed—This is an increase of 6.8 points from last year and is evidence that teachers and parents have made students aware of the importance of education and therefore, students should have a desire to do well. Closely linked to this question are the questions, *Graduation from high school is one of my goals*—95.4% of respondents agreed or strongly agreed and *I put forth my best effort at school*—95.4% of respondents agreed or strongly agreed.

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

- *Teachers care if I am absent from school*—68.5% of respondents agreed or strongly agreed—We want students to know that it is very important for them to be at school. We will continue to make parent contacts, and this year, we will announce our daily school attendance and district rank.
- *Students at my school respect each other*—50% of respondents agreed or strongly agreed and *Students at my school respect teachers*—54.7% of respondents agreed or strongly agreed —This continues to be an area we are working on. If there is no respect among students and teachers there is going to be trouble setting up learning communities.

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Parent Survey Results - 2010

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

- *Teachers hold high expectations for students' learning.*--91.3% of parents agreed with this statement. *Teachers challenge my student to do his/her best work.*—90.1% of parents agreed with this statement. These responses demonstrate parents trust that teachers are teaching their children at high levels.
- *School rules are clearly communicated to parents.*—96.8% of parents agreed with this statement. *Our school provides a safe and orderly learning environment for learning.*—94.8% of parents agreed with this statement. These responses indicate our parents are informed of the school expectations and believe that the rules are enforced, thus creating a safe and orderly learning environment.
- *In our school, students have access to a variety of resources to help them succeed in their learning, such as technology, media centers and libraries.*—92.7% of parents agreed with this statement. This indicates that they are aware of the technology we have available to students and that their children are using the technology as well as sharing their use of technology with their parents.

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

- *Our school ranks well academically when compared to other schools.*—42% of parents disagreed with this statement. Our school does not rank well when compared to other schools. We have set goals, several in this plan, that demonstrate our eagerness to change our school's "rank" when compared to other schools.
- *Citizenship is effectively taught in our schools.*—20.9% of our parents were neutral in response to this statement. We know from other statements (see above) that our parents believe our school is safe and orderly, which demonstrates our students are good citizens. We believe we can do a better job of publicly recognizing the acts of great citizenship.
- *Parent opinions are considered when important school decisions are made.*—21.9% of our parents were neutral in response to this statement. We want our parents to feel more a part of our school and know they have a voice.



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 Adequate Yearly Progress

Percent of AYP Targets Met		
2006-2007	22/23	95.7
2007-2008	16/23	69.6
2008-2009	16/21	76.2
2009-2010	17/21	81
2010-2011	21/21	100

Targets Not Met

	2008-2009			2009-10			2010-11		
	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor
Reading 3-5	Hispanic, LEP	-	ED	Hispanic, ED, LEP					All, White, Hispanic, ED, LEP
Math 3-5	Hispanic, ED, LEP	-	All	All	White	ED, Hispanic, LEP			All, White, Hispanic, ED, LEP

**GENERAL CONCLUSIONS**

- 3<sup>rd</sup> and 4<sup>th</sup> grade increases in every subgroup—This indicates many of our efforts last year and close monitoring of our student data were successful. We will continue to closely monitor our student achievement and implement our new learning from on-going professional development.
- Composite score increase—Our composite score increased. We are pleased that this happened and are committed to raising our composite above 60%. Our students must leave our school proficient in reading and math and we will do our part to ensure this.
- Gap increases—Our achievement gap has increased. We will utilize our new learning to ensure every child is an active part of their education and believe they can achieve.

**D. Goals and Action Plans**

**Goal 1: All students will be able to summarize a grade-level appropriate text by taking notes and writing a summary one time per week.**

**Evidence of Need:** Data reflect that students are not reading on grade level.

**Strategic Plan Objective:** 1.4 – Increase the number of students reading on grade level by Grade 3.  
 1.1 – Every student graduates college and career ready.

**State Board of Education Goal:** NC Public Schools will produce globally competitive students.

**Action Plan:**

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Strategy Met? Yes/No
Summarizing (determining importance) focus during guided, shared, independent reading	October 7, 2011, November 22, 2011, January 13, 2012, March 1, 2012, April 20, 2012	Certified teachers, Instructional Assistants, Julie Brady, Rhonda McHenry, Missi Foster, DPI Instructional Coach	Formative assessment data; Conferencing data; peer walkthroughs		
Summarizing Professional Development led by DPI coach	September 23, 30 and October 14, 2011	Certified teachers, Instructional Assistants, Julie Brady, Rhonda McHenry, Missi Foster, DPI Instructional Coach	PD rosters, lesson plans, walk-throughs/observations noting strategies		

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Adopt two school-wide summarizing/determining importance strategies *The Important Book Innovation & Powerful Think-alouds*	October 13, 2011	Julie Brady, Rhonda McHenry, Missi Foster, DPI Instructional Coach	Lesson plans, collection of walk-through data		
Develop classroom look-fors based on summarizing, retelling and theme professional development	October 20, 2011	Julie Brady, Rhonda McHenry, Missi Foster, DPI Instructional Coach & School Transformation Coach	Collection of walk-through data		
Create exemplar summaries for each grade level	October 27, 2011	Summarizing Team - Foscue, Hinshaw, Hartong, Trogdon, Gardner, Espada Missi Foster	Grade-level exemplars		
Staff presents exemplars/rubrics	November 8, 2011	Summarizing Team - Foscue, Hinshaw, Hartong, Trogdon, Gardner, Espada Missi Foster	Exemplars		
Share exemplars/rubric with students	November 8-15, 2011	Classroom Teachers, Support Teachers, IA's	Exemplars		
Parents Presented the Exemplars	Reading Night November 17, 2011	Certified Teachers, Summarizing Team	Exemplars		
Expert book/curriculum fair Nights – summarizing gallery	3 times -Math Night (TBD), Literacy Night (November 17, 2011), ESL Night	Classroom Teachers	*Student Exemplars *Student work demonstrating note-taking process		

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	(TBD)				
Develop Grade Level Appropriate Text Lists	June 8, 2011	Entire Staff, Summarizing Team	List of texts by grade level and special features		

**Professional Development for this Objective:**

- See above

<b>D. Goals and Action Plans</b>
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**Goal 2:** All classrooms will discuss appropriate grade level texts and students will be able to defend a point of view.

**Evidence of Need:** Data reflect that students are not reading on grade level.

**Strategic Plan Objective:** 1.4 – Increase the number of students reading on grade level by Grade 3.  
 1.1 – Every student graduates college and career ready.

**State Board of Education Goal:** NC Public Schools will produce globally competitive students.

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**Action Plan:**

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Strategy Met? Yes/No
School-wide professional development on the effective use of discussions.	October 29, 2011 & November 4, 2011. Collaborative Conversation (discussion practice)	Julie Brady, Rhonda McHenry, Missi Foster, DPI Instructional Coach & School Transformation Coach	Walk-through data, formative assessment data, lesson plans		
Develop a McCrary Discussion Rubric Framework and differentiated look-fors for each grade level.	November 4, 2011	Discussion Team (Pat Buck, Christin Robbins, Kristin Johnson, Tyler Bidwell, Julie Brady, Rhonda McHenry), Missi Foster, DPI Instructional Coach & School Transformation Coach	Discussion Rubric Framework		
Develop classroom look-fors based on summarizing, discussion and argumentative writing professional development	November 11, 2011	Julie Brady, Rhonda McHenry, Missi Foster, DPI Instructional Coach & School Transformation Coach	Collection of walk-through data		
Develop a list of appropriate grade level texts.	ACS PD Summer 2011; Collaborative Conversations; June 8, 2012	Classroom teachers	List for teachers		

**Professional Development for this Objective:**

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- See above

<b>D. Goals and Action Plans</b>
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Goal 3: All students will participate in weekly point of view conversations and will provide written evidence confirming their opinion using grade level text. In addition, students will publish two opinion pieces on content specific, grade-level topics, expressing a point of view with supporting evidence.

**Evidence of Need:** Data reflect that students are not reading on grade level.

**Strategic Plan Objective:** 1.4 – Increase the number of students reading on grade level by Grade 3.  
 1.1 – Every student graduates college and career ready.

**State Board of Education Goal:** NC Public Schools will produce globally competitive students.

**Action Plan:**

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Strategy Met? Yes/No
Weekly planning meetings on how to incorporate point of view discussions and follow up writing	October 7, 2011, November 22, 2011, January 13, 2012, March 1, 2012, April 20, 2012	Classroom teachers, Julie Brady, Rhonda McHenry, Missi Foster, DPI Instructional Coach,	Lesson plans, collaborative conversation minutes		
Professional development for content writing	December 9, 16, 2011	Julie Brady, Rhonda McHenry, Missi Foster, DPI Instructional Coach,	Walk-through data, lesson plans, PD roster		

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		Classroom teachers			
Develop exemplar writing pieces	January 19	Julie Brady, Rhonda McHenry, Missi Foster, DPI Instructional Coach, Classroom teachers	Exemplar writing available		
Develop 1st content specific topic for each grade level	January 19	Julie Brady, Rhonda McHenry, Missi Foster, DPI Instructional Coach, Classroom teachers	Topics available		
Create 1 <sup>st</sup> published content specific writing piece	March 1, 2012	Classroom teachers, Students	Student writing		
Collaborate about 1 <sup>st</sup> piece and develop 2 <sup>nd</sup> content specific topic	March 16, 2012	Julie Brady, Rhonda McHenry, Missi Foster, DPI Instructional Coach, Classroom teachers	Collaborative conversation minutes, 2 <sup>nd</sup> topic		
Create 2 <sup>nd</sup> published content specific writing piece	May 11, 2012	Classroom teachers, students	Student writing		
Collaborate about 2 <sup>nd</sup> piece and develop next steps for 2012-2013 school year	June 8, 2012	Julie Brady, Rhonda McHenry, Missi Foster, DPI Instructional Coach, Classroom teachers	Collaborative conversation minutes, 2012-2013 CIP		



## E. Additional Information

### **Title 1 Compliance**

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

1. A Comprehensive Needs Assessment of the Entire School  
-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 their collaborative planning sessions as a forum to develop and guide the assessment of our students. Teachers will plan objectives, common 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 grade level collaborative planning, teachers will analyze reading and math data during assessment wall conversations. 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 as well as ensure the continued success of all students.

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7. Strategies to Increase Parent Involvement

PTO will involve parents in activities such as movie night, spring fling and quarterly PTO meetings. The McCrary Staff will offer parent nights that include student and 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. Our parent involvement specialist will teach a parenting course, *Love and Logic* in the community. This will be open to all parents of McCrary students.

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. Teachers will also assess each child's alphabet and number recognition. After the test is administered, kindergarten teachers, reading specialists and ESL teachers will analyze this data and prepare to "present" these children at the sixth assessment wall conference during this school year. Data noted from this conference will be used to aid in early intervention strategies and the building of classes for the 2010-2011 school year. Furthermore, kindergarten teachers will make home visits to all rising kindergarten students during the summer of 2011.

9. Activities for Children Experiencing Difficulty

For 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, 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. Students will also have the opportunity to participate in after school intervention opportunities.

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

- Federal programs implemented in this school include: Title I, Title II-A, Title II-D, Title III
- State programs implemented in this school include: English as a Second Language (PRC 054); DSSF (PRC 024)
- Coordination and integration of these programs are outlined in the School's intervention plan and individual federal grant applications

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**SAFE SCHOOL PLAN – Action Plan**

Annual	Date of Completion	Monthly	Date of Completion	Bi-Annual	Date of Completion	Ongoing
Register school-sex offender registry	2008-2009 school year	Check Fire Extinguishers		CPR training for crisis response teams/coaches		Monitor sex offender registry/update database
Written supervision plan		Conduct fire drills		Conduct lockdown drill		Pair at-risk youth with mentors
Staff supervision training		Conduct sanitation inspections		Conduct safety inspection		Record incidents in eSIS
Distribute and explain code of conduct	8/25/11	Maintain Science Chemical Inventory on \\Central02		Drug dog search (secondary)		Attendance letters
Distribute and explain bus code of conduct		Maintain first aid kits		Alternate route fire drill		Utilize student success teams
Update crisis response plans		Review ISS and OSS incidents; apply interventions as needed				Visitor control plan
Fire extinguisher training						Volunteer background check
Customer satisfaction survey						
Seclusion & restraint training						
Train EC staff in non-violent crisis intervention						
Train crisis teams in crisis response	8/24/11					

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Compliance Statements

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

**Healthy Active Children Policy**

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

This policy is part of the staff handbook.

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

Each grade level is assigned a daily 30 minute recess time. Students also participate in a 45 minute Physical Education class which is taught by a licensed physical education specialist (45 minutes every week; additional 45 minutes every 3<sup>rd</sup> week).

**Pledge of Allegiance**

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

The Pledge of Allegiance is recited every morning during the morning announcements.

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

The United States flag is in each classroom. The United States Flag and the North Carolina are displayed near our front entrance.

Charles W. McCrary Elementary School  
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Intervention Plan

A. Overview:

Before school (7:25-7:55), students who are falling behind are targeted for intervention. This includes working in the computer lab, working in a small group with an academic specialist or working in the classroom. Beginning the 3<sup>rd</sup> week of school, targeted intervention will begin school-wide from 8:00-8:30.

Our reading specialists will also work with students struggling in reading. They will pull students of like levels and work with them in small groups. Our ESL, EC and Reading teachers will also use Leveled Literacy Intervention (LLI) to work with first grade students below grade level and our tier 3 students.

The Rtl process will be used to guide all decisions regarding our intervention initiatives.

B. Target Population – Students failing to meet proficiency standards on assessments in math and reading will be identified. Progress monitoring will be on-going throughout the year in both reading and math.

C. Measurable Intended Outcomes: Students will perform with proficiency as measured by the North Carolina End of Grade Test and other common assessments.

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 other certified staff members.

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.

# Donna Lee Loflin Elementary School

## 2011-2013 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
  - E. Additional Information
    - Title I Compliance
    - Compliance Statements
    - Focused Intervention / Remediation Plan
    - Waiver Requests
  - F. Appendix A
  - G. Appendix B

Approved by Staff

Date of Secret Ballot Election: 10/27/11

Results For: 49

Opposed: 0

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Principal's Signature

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Date

Approved by Superintendent of Schools

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Signature

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Date

Approved by Board of Education

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Signature

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Date

Donna Lee Loflin Elementary School  
Continuous Improvement and Title I Implementation Plan  
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**Leadership Team Members**

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

Name	Signature	Role
Vicki Morgan		Kindergarten
Nicholl Hicks		First Grade
Danielle Mattiuz		Second Grade
Elisabeth Bernhardt		Third Grade
Sharon Williams		Fourth Grade
Deanna Wiles		Fifth Grade
Roberta Gavin		Media Specialist
Donna Cabiness		School Counselor
Pamela Clinard		ESL Teacher
Laurie Johnson		Reading Teacher
Ashley Hunt		Instructional Assistant
Tari Johnson		Data Manager (office)
Brandy Allred		Parent Rep
Paula Owens		Principal



**A. Vision, Mission, and Belief Statements**

<b>Our School's Vision</b>	Donna Lee Loflin Elementary will be a school of excellence dedicated to the learning and success of all.
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<b>Our School's Mission</b>	To demonstrate respect, invite participation and empower all learners to reach their full potential
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To lead us toward our vision and mission, our school community shares the following beliefs:

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

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**B. School Community Profile**

Historical Ethnicity Information (% of population, 20<sup>th</sup> school day)

	2007-2008	2008-2009	2009-2010	2010-2011	2011-12
Black	17.75	16.80	13.43	13.60	11.30
Asian	2.34	1.06	1.55	1.06	.56
White	40.48	38.90	38.24	37.33	38.42
Hispanic	35.25	39.20	43.66	42.70	44.35
American Indian	0	0	0	0	0
Other/Multi-Cultural	4.18	4.04	3.12	5.30	5.08
<b>Total Population</b>	<b>383</b>	<b>375</b>	<b>387</b>	<b>356</b>	<b>354</b>

Historical Population Data (percentages)

	2007-08	2008-09	2009-10	2010-11	2011-12
Exceptional Children	11.06	12.80	10.07	13.3	38
AIG	3.72	2.13	3.61	3.5	1.9
Limited English Proficient	33.16	27.30	26.09	21.3	19.2
Total F/R Lunch	69.52	70.90	73.47	68.89	77.1

Student Attendance Data

	Percent
2006-2007	96.29
2007-2008	96.60
2008-2009	96.24
2009-2010	96.36
2010-2011	96.80

Staffing Summary

	2007-08	2008-09	2009-10	2010-11
Teachers "highly qualified" (classes taught)	100%	100%	100%	100%
50% Teachers with advanced degrees (above bachelors)	35%	50%	50%	34%
Teachers with NBPTS certification	6%	10%	10%	14%
Teachers trained as Mentors	38%	35%	35%	31%

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Teacher Turnover Rate

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

**C. School Results**

Promotion Percentages

	2006-2007	2007-2008	2008-2009	2009-2010	2010-11
Kindergarten	95	95	100	100	100
1 <sup>st</sup> grade	99	99	100	100	97.1
2 <sup>nd</sup> grade	100	100	100	100	100
3 <sup>rd</sup> grade	94	94	100	100	100
4 <sup>th</sup> grade	100	100	100	100	100
5 <sup>th</sup> grade	100	100	100	100	100

K-2 Progress

Grade 1 Math Assessment

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	% LEVEL III and IV			
				2008	2009	2010	2011
				85	77	68	94.0

Grade 2 Math Assessment

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	% LEVEL III and IV			
				2008	2009	2010	2011
				45	84	58	71.0

EOG PT3-EOG Comparison % Proficient

Reading	PT3	EOG	Difference
2006-07	63.5	71.0	+ 7.5
2007-08	Field test	34.4	
2008-09	15.1	52.6	+37.5
2009-10	N/A		
2010-11	N/A		

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Math	PT3	EOG	Difference
2005-06	58.7	59.3	+ .6
2006-07	58.7	69.4	+10.7
2007-08	53.2	54.7	+ 1.5
2008-09	53.4	71.1	+17.7
2009-2010	N/A		
2010-2011	N/A		

Total Performance Composite

	06-07	07-08	08-09	09-10	10-11
Performance Composite	67.3	59.8	55.3	65.0	68.7

End of Grade Percent Proficient by Grade  
 Historical

Grade	Reading				Math			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
3	34.4	52.6	55.3	48.1	54.5	71.1	85.1	75.5
4	49.2	55.2	53.5	64.2	75.4	67.2	74.6	86.8
5	42.4	42.9	55.4	61.9	67.8	64.3	78.5	77.8

Reading and Math				
Grade	07-08	08-09	09-10	10-11
3	32.8	48.7	58.7	46.2
4	49.2	47.8	52.2	62.3
5	39.0	44.4	57.1	58.7

End of Grade Percent Proficient by Subgroup (Historical)  
 Reading

Grade	3			4			5		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
All	51.3	55.3	58.3	51.3	53.5	64.2	51.1	55.4	61.9
Am Indian	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian	100	100	NA	100	100	100	*	NA	NA
Black	40	22.2	71.4	40	12.5	50	25.7	41.7	16.7
Hispanic	31	47.6	29.2	31	42.3	47.8	25	25	59.1
Multi Racial	50	*	100	50	50	100	46.2	*	50
White	73.5	84.6	63.2	73.5	70.6	93.3	72.7	80	75.0
Male	50	53.8	33.3	50	50	73.1	44.2	63.6	48.5
Female	55.9	57.1	58.1	55.9	58.1	55.6	57.9	46.9	76.7

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Acad Gifted			NA			100			100
EC		*	<5		<5%	60.0		50	25.0
Non EC		56.8	55.6		55.9	64.6		55.9	67.3
LEP		50	27.3		<5%	<5		<5%	16.7
Non LEP		58.6	63.3		61.0	75.6		61.0	66.7
F/R Lunch		41.2	39.5		44.2	55.8	38.3	44.2	55.1
Non F/R Lunch		92.3	88.9		77.3	>95		77.3	85.7

Math

Grade	3			4			5		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
All	67.7	85.1	75.5	67.2	74.6	86.8	68.3	78.5	77.8
Am Indian	NA	NA	NA	N/A	N/A	NA	NA	N/A	NA
Asian	100	100	NA	N/A	100	100		*N/A	100
Black	30	55.6	85.7	46.7	62.5	66.7	45.7	83.3	50.0
Hispanic	75.9	85.7	72.0	57.9	73.1	87.0	60.7	65	68.2
Multi Racial	50	100	100	66.7	50	100	62.5	*	100
White	79.4	>95	78.9	83.3	79.4	100	83.1	86.7	87.5
Male	71.4	84.6	77.3		65	88.5	65.4	81.8	75.8
Female	70.6	85.7	74.2		87.1	85.2	70.5	71.9	80.0
Acad Gifted	N/A	N/A	NA	N/A	N/A	100	N/A	N/A	100
EC	*	*	42.9	*	22.2	40.0	*	66.7	25.0
Non EC	*	86.4	80.0	*	82.3	91.7	*	79.7	85.5
LEP	*	83.3	68.2	*	40.0	75.0	*	50.0	33.3
Non LEP	*	86.2	80.0	*	80.3	88.9	*	81.4	82.5
F/R Lunch	*	82.4	74.4	*	71.9	83.7	59.4	69.8	75.5
Non F/R Lunch	*	92.3	77.8	*	85.7	>95	*	>95	85.7

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Achievement Gap Data

Reading

White student scores compared to:	2006-07	2007-08	2008-09	2009-10	2010-11
Black	12.5	39.2	45.4	49	27.8
Hispanic	20.4	40.5	35	37.8	30.9

Math

White student scores compared to:	2006-07	2007-08	2008-09	2009-2010	2010-11
Black	29.1	20.6	35	16.7	19.9
Hispanic	15.2	12.3	18.2	11.1	12.2

End of Grade Results  
 Developmental Scale Score Mean

Grade	Reading				Math			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
3	334.0	333.6	337.4	333.9	339.2	341.4	345.6	342.9
4	341.8	341.7	341.8	343.5	350.3	347.4	350.9	352.5
5	347.7	344.7	348.3	349.1	354.2	351.9	356	356.7

Goal Summaries, Grades 3-5, Percent Correct

	Gr 3			Gr 4			Gr 5		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
Goal 1: Cognition				NA					
Goal 2: Interpretation	56.5	63.4	56.8	59.2	60.1	63.8	52.6	60.9	61.4
Goal 3: Critical Stance	56.3	67.7	58.6	59.6	57.4	61.8	56.3	65.0	68.5
Goal 4: Connections				NA					
Calculator Inactive		65.6	59.4		64.4	69.8		65.1	66.8
Calculator Active		63.4	58		61.5	62		64.3	65.4
Goal 1: Numbers and Operations	56.8	64.2	60.6	63.9	63.4	64.7	50.6	58.6	61.9
Goal 2: Measurement	53.1	60.3	60.6	64.5	67.1	66.7	57.7	61.7	68.5
Goal 3: Patterns/ Geometry	58.1	73.6	62.1	58	68.1	77.4	57.5	68.6	69.3
Goal 4: Data, Probability	53.4	58.7		62.8	65.7	76.7	52.4	66.9	73.8
Goal 5: Algebra (mathematical relationships)	58.3	67.5	48.1	71.3	58.5	61.6	60.6	67.4	62.7

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Writing

NC Writing Assessment

Grade 4	07-08	08-09	09-10	10-11
	66.1	NA	N/A	64%

Science

North Carolina Science End-of-Grade Test

5 <sup>th</sup> Grade	08-09	09-10	10-11
	26.8	55.4	66.7

Writing Sample Assessment (May % proficient)

Grade	07-08	08-09	09-10	10-11
Kindergarten	89	72	96.6	91.0
1 <sup>st</sup> Grade	41	48	73.9	60.0
2 <sup>nd</sup> Grade	45	32	58.5	67.0
3 <sup>rd</sup> Grade	45	*	53.2	58.0
4 <sup>th</sup> Grade	66	*	45.1	64.0
5 <sup>th</sup> Grade	67	*	47.6	72.0

Teacher Survey 2009-2010

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

100% of teachers indicated that they are held to high professional standards for delivering instruction.  
 90.9% of teachers indicate that they have time to collaborate with colleagues. A 40.9% increase from the previous survey results.  
 93.9% of teachers indicate that they have sufficient access to instructional technology. An 18.9% increase from the previous survey results.  
 96.8% of teachers indicate that the administrator consistently enforces rules for student conduct. A 49.6% increase from the previous survey results.  
 96.9% of teachers indicate that the administrator supports teachers' efforts to maintain discipline in the classroom. A 45.5% increase from the previous survey.

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

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

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

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

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

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

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

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



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Student Survey Results - 2011

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

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

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

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

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

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Adequate Yearly Progress

Percent of AYP Targets Met		
2005-2006	100	10 of 10
2006-2007	88.2	15 of 17
2007-2008	70.6	12 of 17
2008-2009	82.4	14 of 17
2009-2010	100	17 of 17
2010-2011	82.4	14 of 17

Targets Not Met

	2008-09			2009-10			2010-11		
	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor
Reading 3-5			Hispanic ED	0	Hispanic		ED		ALL, Hisp
Math 3-5	All Hisp ED			0		Econ. Disadv.	Hisp ALL		White, ED

## 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 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 2011-2012 and 2012-2013 school years.

1. The School Improvement Team recognizes the need to implement to fidelity all of the strategies herein to narrow the achievement gap between our Hispanic and white students and between our Economically Disadvantaged and white students.
2. Collaborative planning has played a critical role in the academic success of our students. We must continue building upon the effectiveness of grade level planning in meeting the needs of all of our students.
3. The Rtl process (Response to Instruction) has been implemented to fidelity at Donna Lee Loflin. Our emphasis has been on formative assessments, benchmarks, and differentiated instruction. Our Student Services Team (SST) functions well to provide and support interventions when students have not been successful with core instruction. We are committed to this process and will continue to work to ensure interventions are targeted and measurable and that progress is carefully monitored.
4. Based on the historical data of our district and at Donna Lee Loflin, literacy has been identified as a targeted area for improvement. We will implement the strategies outlined in our goals to increase the proficiency of all of our students.
5. The PBIS and FISH philosophies and practices will continue to be implemented as we continue to grow and maintain a culture of mutual respect between teachers, students and administrator.

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<b>D. Goals and Action Plans</b>
----------------------------------

**Goal 1: Students will participate in collaborative conversations about grade level texts with diverse partners and groups, both adult and peer.**

**Evidence of Need:** Data reflect that students are not reading on grade level.

**Strategic Plan Objective:** 1.4 – Increase the number of students reading on grade level by Grade 3.  
 1.1 – Every student graduates college and career ready.

**State Board of Education Goal:** NC Public Schools will produce globally competitive students.

**Action Plan:**

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
Professional development for all staff. <i>I do</i>	Written reflections (rubric) shared on school blog site; Vertical group PLC's to model/practice and reflect on progress/will meet every 4 <sup>th</sup> Tuesday with whole group sharing every 12 weeks.	Principal, Literacy team All certified and classified instructional staff	Jigsaw sharing in whole-group sessions Implementation in classrooms	Lesson plans reflect implementation of ideas learned in professional development.	

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Direct, explicit instruction Modeling by teachers/students <i>We do</i>	Demonstrations in classroom lab settings: (Videotaped/Skype) Lesson Plans Weekly classroom walkthroughs Oct-Dec Monthly Peer Observations	Each vertical group as posted on school blog site Vang	Videotapes, Skyped demonstrations	Highlighted best practices shared at staff meetings	
Students participate in verbal exchange of ideas using appropriate vocabulary and thoughts about a variety of texts incorporating the FISH philosophy. <i>You do</i>	Use of rubrics to monitor student progress/October	Students All instructional staff as facilitators	Student reflection	Students will begin to lead these discussions around texts	

**Professional Development for this Objective**

- Teachers receive professional development on PBIS and the FISH philosophy to establish a culture of respect, trust and acceptance so that students will feel comfortable sharing and discussing their ideas.
- Reflections on a school established blog site
- PD 360 video segments
- Develop grade level norms and a common grade-level rubric
- Strategies That Work text
- ACS literacy *Livebinder*
- Professional development provided by District Lead Teacher for Literacy (J. Kite)

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**Goal 2: Students will summarize grade level texts using content specific vocabulary.**

**Evidence of Need:** Data reflect that students are not reading on grade level.

**Strategic Plan Objective:** 1.4– Increase the number of students reading on grade level by Grade 3.  
 1.1– Every student graduates college and career ready.

**State Board of Education Goal:** NC Public Schools will produce globally competitive students.

**Action Plan:**

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
Each instructional area will have content vocabulary displayed.	Beginning no later than Sept 2 and added to as new content vocabulary are introduced.	All certified staff Instructional facilitator: M. Foster	Visual/pictorial representations of words displayed	Student-chosen words Interactive writing and/or discussion Student representations of vocabulary Differentiated word lists	
Professional development for all staff on summarizing grade level texts.	Vertical group PLC's to model/practice and reflect on progress. Vertical groups will meet every 4 <sup>th</sup> Tuesday with whole group sharing every 12 weeks. Written reflections shared on school blog site;	Principal, Literacy team All certified and classified instructional staff M. Foster	Jigsaw sharing in small and whole group sessions Participation in discussions: verbal and digital	Implementation with students in classroom.	

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	October, February				
Teachers will use direct, explicit instruction to model summarizing strategies. Students will use summarizing strategies with guided practice.	Demonstrations in classroom lab settings: videotaped/Skype Lesson Plans Weekly classroom walkthroughs October, February Monthly Peer Observations	Each vertical group as posted on school blog site Vang	Videotapes, Skyped demonstrations, or written observational notes from walkthroughs Blogs	Buddy classes share their learning together	
Students summarize a variety of grade level texts using content specific vocabulary.	Use of rubrics to monitor student progress  October, February	Students All instructional staff as facilitators Literacy Committee	Book Talks, Written Summaries in response to reading		

**Professional Development for this Objective**

- Reflections on a school established blog site
- PD 360 video segments
- Develop grade level norms and a common grade-level rubric
- Strategies That Work
- *ACS literacy Livebinder*
- Next Steps to Guided Reading (Jan Richardson)

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**Goal 3: Write arguments to support/defend opinions, using valid reasoning, relevant and sufficient evidence.**

**Evidence of Need: Data reflect that students are not reading on grade level.**

**Strategic Plan Objective:** 1.4 – Increase the number of students reading on grade level by Grade 3.  
 1.1 – Every student graduates college and career ready.

**State Board of Education Goal:** NC Public Schools will produce globally competitive students.

**Action Plan:**

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
Professional Development:	Literacy Team All certified staff: self monitoring PD log November, March	Instructional Facilitators M. Foster, S. Frost); Lead Literacy Teachers (K. Lamb, J. Kite), D. Wiles, E. Bernhardt, M. Singleton	Model lessons Strategies Notebook Teacher writing samples	Vertical team meetings to share lessons, writing samples to gain feedback	
Direct instruction in opinion/persuasive writing	PLCs December, April	All instructional staff	Videotaped lessons using EduVision, Skyped lessons, observation, teacher work samples	Implementation with students; identifying student exemplars	
Students will write opinion/persuasive pieces according to established criteria.	Rubric Self-assessment December, April	Students Teachers	Student work samples Rubrics	Use opinion samples to form basis for debate Teachers and students analyze rubrics to reflect on their own practices.	



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**Professional Development for this Objective**

- **Reflections on a school established blog site**
- **PD 360 video segments**
- **Develop grade level norms and a common grade-level rubric**
- **ACS Literacy Livebinder**

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**Goal 4: Students will demonstrate and defend mathematical reasoning using grade level vocabulary.**

**Evidence of Need: Data reflect that students are not proficient in their ability to reason mathematically.  
 Donna Lee Loflin did not meet AYP goals in Math for the All and Hispanic subgroups and in Reading for the Economically Disadvantaged subgroup.**

**Strategic Plan Objective:.** 1.1 – Every student graduates college and career ready.  
 1.5 -- All students in grades 3-8 demonstrate yearly academic growth in reading and mathematics.

**State Board of Education Goal:** NC Public Schools will produce globally competitive students.

**Action Plan:**

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
Professional Development: Observation of exemplary teaching both in and outside our building	Observational notes Blog on school blog site	All Instructional Staff. District staff	Livebinder Collaborative planning discussions Videotaped exemplars	Adding exemplars for parent involvement to website	
Direct, explicit instruction with students and parents, including parent math nights.	Attendance records for parent night participation	All staff E. Kern District staff-M. Williams	Parent survey Hits on website page	Include curricular component in parent conferences and home visits. (Video on CD or DVD, work samples, games) Incentive system for parents	

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**Professional Development for this Objective**

- **Reflections on a school established blog site**
- **PD 360 video segments**
- **Develop grade level norms and a common grade-level rubric**
- **TAP grant professional development (Elisabeth Bernhardt, Paula Owens)**
- **PD based upon Graduate study: Deanna Wiles, E. Bernhardt**

## E. Additional Information

### **Title 1 Compliance**

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

1. A Comprehensive Needs Assessment of the Entire School
  - Continued use of surveys that seek opinions of students, staff and parents.
  - Fluid CIP that is revised throughout the year to meet student needs
  - Leadership Team meets monthly or more often as needed to have input into guidance of school
  
2. School wide Reform Strategies
  - Participation in Common Core training
  - Instructional Assistants will participate in district professional development as well as attend professional development provided by PTEC
  - Effective collaborative planning and assessment
  - Response To Instruction
  - Increased Co-teaching in the areas of EC, ESL, Reading, and AIG services
  - School wide attendance incentive program
  - School wide discipline policy
  - FISH practices implemented
  - LLI Reading program implemented, targeting first grade and second grade students reading below grade level
  - Benchmark Assessments for Literacy
  - All classrooms will have Interactive Boards to provide 21st Century Instruction for all students
  - Teacher assistants will continue to evolve into instructional assistants to assist with small group and individualized instruction for students. Instructional assistants will receive professional development to support them in their instructional roles.

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3. Instruction by a Highly Qualified Professional Staff

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

4. High Quality and Ongoing Professional Development

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

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

- District recruitment plan
- Provide mentors for new certified staff and buddies for new classified staff.
- Provide new teachers with additional funds to help secure materials for their rooms.
- Continue to work with the Chamber of Commerce to provide incentives for new teachers.
- Provide all teachers with materials for their classroom.
- Provide additional orientations for first year teachers beyond that which is arranged for staff.

6. Including Teachers in Decisions Regarding the Use of Assessment

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

7. Strategies to Increase Parent Involvement

- PTA meetings and grade level curriculum nights
- School wide fund raisers
- Parent volunteers – Field trips, PTA, in classrooms
- Family Reading Nights/Book Fair

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- Relay for Life
- Talent show
- DARE and CARE graduation
  - (Drug Awareness Resistance Education and Child Abuse Reduction Effort)
- Grandparents breakfast
- Classroom presentations
- Honors Chorus Festival
- Summer Reading Program with Splash Pad Celebration
- ESL night: include specific curricular information and strategies for use at home
- Leadership meetings 1st Tuesday after school
- Calendar of monthly events sent home/available in school office and on school website
- School web site linked to other informational sites
- Daily planner grades 2 – 5
- Paw packs sent home weekly
- Parents can come and eat lunch with students
- Interim reports in addition to 6 week report cards
- Information sent home is provided in English and Spanish
- Spanish interpreter is available

8. Preschool Transition Strategies

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

9. Activities for Children Experiencing Difficulty

- Morning Intervention Block
- District use of Personal Education Plans (PEPs)
- Implementation of strategies developed at SST

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- District use of PEPs (Personal Education Plans)
- Remediation (gr. 3-5) for students performing below grade level as funds are available
- Individual teachers tutoring (after school)
- Targeting specific needs through small groups instruction in the classroom
- Motivating students through science integration (USTARS) using science talent abilities to reach students
- EC program (exceptional children)
- Title I/Reading Lab/LLI
- ESL program (English as Second Language)
- St. Joseph's tutoring program (ESL students)
- Speech services
- Occupational Therapy
- Mental Health and Social Services help is sought when needed
- Resources are sought for children needing shoes and glasses
- High school students are utilized in classrooms (Teacher cadet program)

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

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

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SAFE SCHOOL PLAN – Action Plan

Annual	Date of Completion	Monthly	Date of Completion	Bi-Annual	Date of Completion	Ongoing
Register school-sex offender registry		Check Fire Extinguishers		CPR training for crisis response teams/coaches		Monitor sex offender registry/update database
Written supervision plan		Conduct fire drills		Conduct lockdown drill		Pair at-risk youth with mentors
Staff supervision training		Conduct sanitation inspections		Conduct safety inspection		Record incidents in eSIS
Distribute and explain code of conduct		Maintain Science Chemical Inventory on \\Central02		Drug dog search (secondary)		Attendance letters
Distribute and explain bus code of conduct		Maintain first aid kits		Alternate route fire drill		Utilize student success teams
Update crisis response plans		Review ISS and OSS incidents; apply interventions as needed				Visitor control plan: Ident-a-kid system
Fire extinguisher training						Volunteer background check
Customer satisfaction survey						
Train EC staff/principal in non-violent crisis intervention (CPI)						
Train crisis teams in crisis response						



## Compliance Statements

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

### Healthy Active Children Policy

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

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

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

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

### Pledge of Allegiance

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

Teachers lead their class in the Pledge of Allegiance daily.

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

US and NC flags are displayed in each classroom.

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<h2>Intervention Plan</h2>
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- A. Overview: To enhance the instruction provided for all students at DLL School, teachers will participate in collaborative planning and assessment. Collaborative planning will be used to discuss individual student needs and strategies to meet those needs. Teachers will actively seek assistance from resources available such as the Instructional Facilitators, Lead Teachers, and Principal. Using information gained from ongoing formative assessments, teachers will identify students who need instruction and support in addition to the daily classroom instruction provided by the classroom teacher. Assessment Wall meetings, SST meetings and implementation of the RTI process will all play a key role in the intervention provided to students. The Principal, Instructional Facilitator and teachers will all work in tandem to secure the personnel and resources needed for struggling students to succeed academically.
- B. Target Population:
- Math-Black, EC, Hispanic, and ED subgroups
  - Reading-Black, EC, Hispanic and ED subgroups
  - We are targeting our Hispanic population particularly in Math, a category in which our AYP goals were not met. We are intentionally focusing on closing our 30% achievement gap between Hispanic and White students.
  - We are also focusing on our K-2 instructional program with the focus of increasing the percentage of students entering 3rd grade on grade level and have added 6-week benchmarks (see Appendix A) to monitor our progress
  - We do not have an EC subgroup, but less than 10% of our EC students passed the EOG for the 2009-2010 school year.
  - Parents-We are focusing on building supportive and meaningful relationships with our parents to ensure the academic success of our students. The first step in this process is developing avenues where parents feel comfortable to share concerns and ask questions. The end goal being to create a school culture that models parents and teachers working together with mutual respect for the crucial role they play in our children's' lives.
- C. Measurable Intended Outcomes:
- The B/W achievement gap in Math will decrease to 15%.
  - The B/W achievement gap in Reading will decrease to 20%
  - The H/W achievement gap in Reading will decrease to 20%.
  - The H/W achievement gap in Math will decrease to 8%
  - Reading scores will increase by 10% in all subgroups.
  - Donna Lee Loflin School will make AYP in all subgroups and all subjects.

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D. Description of Activities or Services To Be Provided:

- A morning remediation/enrichment intervention block has been added to the schedule. All students in grades K-5 will begin participating in the program on September 26<sup>nd</sup>.
- District Instructional Facilitators are available to the faculty as resource to enhance instruction for all teachers.
- Collaboration among grade levels with the focus on maximizing each teacher's individual strengths to ensure that planning, assessment and instruction meet individual students' needs.
- Literacy and Math Lead Teachers will do monthly walkthroughs to observe patterns of excellence and contribute to collaborative grade level meetings as well as provide relevant staff development to address needs of targeted students.
- The faculty will continue training in the RTI model during the 2011-2012 school year.
- Qualified volunteers will be sought through Communities In Schools and PTA.
- Remediation specialists will be hired to work with students in grades 3-5 during the regular school day as funding is available
- Teachers will provide before and after school tutoring for students.
- Enrichment and Remediation programs will be available for students. (St. Joseph's after-school ESL Program, SMARTS (Students Building Character thru Martial Arts), Science Club
- A school wide incentive program to promote excellent attendance will be enacted.
- A school wide discipline program will be enacted that compliments the Positive Behavior Intervention and Support (PBIS) System and FISH practices to eliminate missed instructional time due to inappropriate behavior.
- Provide training in Module 1 for PBIS team and Module 2 training for selected staff

E. Evaluation of Results:

- NC End-of-Grade Results
- School progress monitoring results
- Discipline Data
- Attendance Data
- Parent and Teacher Surveys

## Waiver Request

### **The Waiver to be requested:**

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

### **How the waiver will be used:**

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

### **The Waiver to be Requested:**

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

### **How the waiver will be used:**

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

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### Appendix A School Progress Monitoring Chart

			Target		Target		Target	
	End of 2010- 2011 <i>(Where We Were)</i>	<b>BOY</b> <i>(Where We Are)</i>	1st 6 wks <b>10/7</b>	<b>10/7</b> Actual	2nd 6 wks <b>11/22</b>	<b>11/22</b> Actual	3 <sup>rd</sup> 6 wks <b>Jan. 13</b>	<b>Jan. 13</b> Actual
Kindergarten	87.7%	49%*	75%**	75%**	85% ***		<b>60%</b> <b>*GR level</b>	
First Grade	72.7%	61%	65%	65%	68%		70%	
Second Grade	82.8%	70%	71.5%	71.5%	74%		77%	
Third Grade	67.9%	69%	71%	66%	69%		72%	

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Fourth Grade	60.4%	56%	61%	61%	64%		67%	
Fifth Grade	73.8%	47%	50%	50%	53%		56%	

Based on Fountas and Pinnell guided reading levels

\*Knows at least 15/54 letters

\*\*Knows 54/54 all letters

\*\*\*Knows 54/54 letters and 26/26 sounds

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	<b>Target</b>		<b>Target</b>		<b>Target</b>	
	<b>4<sup>th</sup> 6 wks March 1</b>	<b>March 1 Actual</b>	<b>5th 6 wks April 20</b>	<b>April 20 Actual</b>	<b>6th 6 wks June 8</b>	<b>June 8 Actual</b>
Kindergarten	80%		85%		85%	
First Grade	75%		79%		80%	
Second Grade	80%		83%		85%	
Third Grade	76%		79%		80%	
Fourth Grade	70%		73%		75%	
Fifth Grade	59%		62%		64%	

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## Appendix B

### Timeline for Professional Development

September	October	November	December	January	February	March	April
Staff Development: Discussions around text	Teachers implement discussing text, demo lessons	Teachers implement summarization	Staff Development: Argumentative writing	Revisit Discussions around text	Revisit Summarization	Teachers Implement Summaries	Revisit Argumentative Writing
	Staff development: Summarization			Implement Argumentative writing			

Green: Staff development and PLCs on the 4<sup>th</sup> Tuesday of each month

Black: Indicates direct instruction. Team will seek out exemplar teaching and learning to observe through Eduvision.



*Guy B. Teachey Elementary School*

**2011-2013 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
- E. Additional Information

Title I Compliance

Compliance Statements

Focused Intervention / Remediation Plan

Waiver Requests

Approved by Staff

Date of Secret Ballot Election: 10/31/11

Results For: 72

Opposed: 0

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

Approved by Superintendent of Schools

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Approved by Board of Education

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Guy B. Teachey**

Continuous Improvement and Title I Implementation Plan  
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**Leadership Team Members**

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

Name	Signature	Role
Brian Saunders		Principal
Sherry Ficquette		Assistant Principal
Kim Clodfelter		Guidance Counselor
Kellie Garcia		Media Specialist
Jill Snotherly		Technology Facilitator
Emily Dreyer		Fifth Grade Teacher
Jennie Bray		Third Grade Teacher
Michelle Hinson		First Grade Teacher
Vicki Durham		Reading Specialist
Beverly Moore		EC Teacher
Randy Woods		Instructional Assistant
Todd Trotter		Parent/PTO President
Gus Agudelo		Parent

## Guy B. Teachey

Continuous Improvement and Title I Implementation Plan  
2011-2013

### A. Vision, Mission, and Belief Statements

<b>Our School's Vision</b>	Guy B. Teachey Elementary will be a nurturing, collaborative school working together to prepare global learners for 21 <sup>st</sup> century citizenship.
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<b>Our School's Mission</b>	Guy B. Teachey Elementary will be a welcoming school of life-long learners who demonstrate ownership for their academic and personal goals.
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To lead us toward our vision and mission, our school community shares the following beliefs:

1. Our staff and school community believe that a quality education for all children can best be provided through communication, cooperation, and teamwork.
2. Our staff and school community believe in creating a safe, secure, nurturing environment which fosters life-long learning, high standards of achievement, and character development through flexible, creative, and interactive experiences.
3. Our staff and school community believe 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 and school community believe that discipline is best achieved by setting clear expectations, modeling appropriate behavior, promoting positive behaviors, and teaching social and academic skills needed for success.
5. Our staff and school community believe 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 and school community believe in utilizing all available technology in order to highly engage all students and aid their progress in becoming global, 21<sup>st</sup> century learners.

**Guy B. Teachey**

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7. **B. School Community Profile**

Historical Ethnicity Information (% of population, 20<sup>th</sup> school day)

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Black	11.1	12	12.90	13.48	14.31
Asian	1.3	1	1.09	1.7	1.81
White	58.6	57	57.45	57.50	55.62
Hispanic	25.27	23	19.45	19.28	23.01
American Indian	0.21	0	.18	.17	0
Other/Multi-Cultural	4.35	7	8.91	7.84	5.25
<b>Total Population</b>	<b>459</b>	<b>531</b>	<b>550</b>	<b>586</b>	<b>552</b>

Historical Population Data (percentages)

	2007-08	2008-09	2009-10	2010-11	2011-12
Exceptional Children	10.45	11	12.80	9.89	10.69
AIG	6.53	4	4	4.77	5.07
Limited English Proficient	18.73	19	17.27	11.62	12.86
Total F/R Lunch	46.60	49	52.45	63	59.24

Student Attendance Data

	Percent
2005-2006	95.84
2006-2007	96.53
2007-2008	95.97
2008-2009	96.19
2009-2010	96.2
2010-2011	95.52

Staffing Summary

	2007-08	2008-09	2009-10	2010-11
Teachers "highly qualified" (classes taught)	100%	100%	100%	97%
Teachers with advanced degrees (above bachelors)	33.3%	26.0%	31.3%	23%
Teachers with NBPTS certification	16.6%	14%	12%	13%
Teachers trained as Mentors	13.3%	18.6%	18%	19.6%

Teacher Turnover Rate

2005-2006	2006-2007	2007-2008	2008-2009	2009-10	2010-11
3.7%	3.6%	8.6%	13.3%	5.0%	11.9%

**Guy B. Teachey**

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**C. School Results**

**Promotion Percentages**

	2006-2007	2007-2008	2008-2009	2009-10	2010-11
Kindergarten	97%	98.9%	100%	100%	100%
1 <sup>st</sup> grade	97%	97.8%	98.75%	100%	98.44%
2 <sup>nd</sup> grade	98%	100%	100%	100%	100%
3 <sup>rd</sup> grade	98%	98.5%	100%	100%	100%
4 <sup>th</sup> grade	100%	100%	98%	100%	100%
5 <sup>th</sup> grade	100%	100%	100%	100%	100%

**K-2 Progress**

**Grade 1 Math Assessment**

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	% LEVEL III and IV			
				2008	2009	2010	2011
4%	8%	34%	55%	71%	83%	85%	89%

**Grade 2 Math Assessment**

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	% LEVEL III and IV			
				2008	2009	2010	2011
7%	25%	34%	34%	66%	62%	52%	68%

Reading						
K	Mem	Level 0	Level A	Level B	C & above	
	87	1%	0%	7%	92%	
Grade 1	Mem	Below D	D-E	F-G	H	I & above
	77	3%	5%	8%	4%	81%
Grade 2	Mem	Below J	J	K	L	M & above
	110	11%	1%	8%	5%	75%
Grade 3	Mem	Below N	N	O	P	Q & above
	95	19%	8%	12%	12%	49%
Grade 4	Mem	Below Q	Q	R	S	T & above
	99	16%	10%	13%	12%	48%
Grade 5	Mem	Below T	T	U	V	W & above
	96	24%	9%	13%	15%	40%

**Guy B. Teachey**

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Reading SRI (Scholastic Reading Inventory)													
	Mem	BR	0-100	101-200	201-300	301-400	401-500	500-600	600-700	700-800	800-900	900-1000	1000+
<b>Grade 2</b>	110	10%	2%	10%	18%	11%	15%	13%	7%	7%	5%	2%	0%
<b>Grade 3</b>	79	10%	0%	6%	5%	19%	18%	15%	18%	11%	8%	6%	4%
<b>Grade 4</b>	99	1%	0%	0%	0%	3%	6%	8%	12%	16%	16%	16%	21%
<b>Grade 5</b>	96	0%	0%	0%	3%	5%	7%	4%	5%	10%	18%	20%	28%

End of Grade Percent Proficient by Grade  
Historical

Grade	Reading				Math			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
3	48.4	56.6	55.1	50.5	76.6	78.3	71.4	77.3
4	53.7	65.8	72.2	67.0	68.3	83.6	78.9	78.6
5	52.1	63.6	68.8	69.7	68.5	74	83.8	85.9

Grade	Reading and Math			
	07-08	08-09	09-10	10-11
3	46.9	56.6	53.1	48.5
4	50	63.6	71.6	64.1
5	49.3	59	68.4	65.7

Total Performance Composite

	06-07	07-08	08-09	09-10	10-11
Performance Composite	75.4	62.5	68.0	69.7	71.4

## Guy B. Teachey

### Continuous Improvement and Title I Implementation Plan 2011-2013

#### Proficient by End of Grade Percent Subgroup (Historical) Reading

Grade	3			4			5		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
All	56.6	55.1	50.5	63.6	72.2	67.0	61.4	68.8	69.7
Am Indian	N/A	N/A	N/A	N/A	100	N/A	N/A	N/A	N/A
Asian	N/A	100	0	N/A	N/A	100	N/A	N/A	100
Black	27.3	15.4	30.8	37.5	60	46.7	27.3	50	50.0
Hispanic	21.1	27.8	36.4	54.2	52.9	50.0	61.1	63.6	54.5
Multi Racial	40.0	42.9	60	N/A	N/A	60.0	N/A	N/A	50.0
White	78.3	72.9	60.7	78.6	78.9	79.3	69.2	78.3	79.7
Male	53.5	56.5	51.0	64.7	60.9	69.4	62.7	61.1	57.7
Female	60.0	53.8	50.0	62.8	84.1	64.8	59.4	75	83.0
Acad Gifted	N/A	N/A	N/A	95	>95	>95	95	>95	>95
EC	36.4	30.8	33.3	33.3	26.7	61.5	29.4	7.7	25.0
Non EC	59.7	58.8	52.3	69.2	81.3	67.8	69.7	80.6	81.0
LEP	18.8	29.4	36.4	36.4	46.2	35.7	36.4	41.7	35.7
Non LEP	65.7	60.5	54.7	68.2	76.6	71.9	65.3	73.5	75.3
F/R Lunch	33.3	43.1	40.0	44.4	64.4	51.6	51.4	65.1	60.7
Non F/R Lunch	80.5	68.1	67.6	80.5	80	90.2	69.6	73	81.4

#### Math

Grade	3			4			5		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
All	81.9	71.4	77.3	83.1	77.8	78.6	78.3	83.8	91.9
Am Indian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	100	0	N/A	100	100	N/A	N/A	100
Black	63.6	38.5	38.5	75	60	46.7	54.5	60	66.7
Hispanic	68.4	77.8	72.7	83.3	64.7	75.0	72.2	77.3	72.7
Multi Racial	60.0	42.9	80.0	N/A	N/A	60.0		N/A	100
White	93.5	79.7	89.3	88.1	86	89.7	84.6	93.5	89.8
Male	81.4	69.6	81.6	91.2	69.6	79.6	82.4	83.3	80.8
Female	82.4	73.1	72.9	76.7	88.6	74.1	71.9	84.1	91.5
Acad Gifted		N/A	N/A	95	>95	>95	95	>95	>95
EC	54.5	30.8	55.6	66.7	26.7	53.8	58.8	53.8	60.0
Non EC	86.1	77.6	79.5	86.2	89.3	82.2	83.3	89.6	92.4
LEP	62.5	76.5	72.7	72.7	53.8	78.6	54.5	50	64.3
Non LEP	86.6	70.4	78.7	84.8	83.1	78.7	81.9	89.7	89.4
F/R Lunch	69	83	66.7	75	71.1	66.1	67.6	76.7	78.6
Non F/R									

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Lunch	95	60.8	94.6	90.2	86.7	>95	87.0	91.9	>95
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**Achievement Gap Data**

Reading

White student scores compared to:	2006-07	2007-08	2008-09	2009-2010	2010-2011
Black	32.5	42.1	40.6	37.1	30.3
Hispanic	20.4	31.5	32.3	27.4	25.7

Reading 2010-2011

White student scores compared to:	3 <sup>rd</sup> grade	4 <sup>th</sup> grade	5 <sup>th</sup> grade
Black	29.9	32.6	29.7
Hispanic	24.3	29.3	25.2

Mathematics

White student scores compared to:	2006-07	2007-08	2008-09	2009-10	2010-11
Black	51.4	38.5	34.2	34.3	39.6
Hispanic	21.0	22.4	14.2	12.1	16.1

Math 2010-2011

White student scores compared to:	3 <sup>rd</sup> grade	4 <sup>th</sup> grade	5 <sup>th</sup> grade
Black	50.8	43	24.8
Hispanic	16.6	14.7	14.2

**End of Grade Results  
Developmental Scale Score Mean**

Grade	Reading				Math			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
3	336.7	337.7	336.1	335.4	345.3	346.3	343.5	343.3
4	343	343.7	346.1	344.7	349.6	353.5	352.6	351
5	348.3	348.8	350.5	351.6	354.7	355.4	357.4	360.9



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#### Goal Summaries, Grades 3-5, Percent Correct

	Gr 3			Gr 4			Gr 5		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
Literary Reading	64.6	61.7	62.8	64.6	68.1	66.4	61.6	68.1	68.9
Goal 2: Interpretation	67.2	61.3	59.3	59.7	70	66.9	64.9	64.4	66.9
Goal 3: Critical Stance	66.1	64.4	61.8	65.9	65.7	63.2	63.2	71.4	71.7
Informational Reading	63.5	62.1	56.1	59.3	68.5	64.3	60	64.1	68.0
Calculator Inactive	--	58.7	57.8	--	65.8	60	--	67.9	75.3
Calculator Active	--	60.8	61.1	--	69	65.5	--	68	75.3
Goal 1: Numbers and Operations	64.4	58.9	59.1	67.4	64.7	61.7	55.4	62.2	72.8
Goal 2: Measurement	60.2	56.9	53.6	65.1	65.7	63.2	61.3	67.5	71.0
Goal 3: Patterns/Geometry	72.6	67.4	67.4	78.5	77.9	71.5	68.2	72.9	77.2
Goal 4: Data, Probability	62.0	59.7	56.5	77.7	74.6	71.0	67.7	69.3	79.0
Goal 5: Algebra (mathematical relationships)	69.9	59.8	63.4	64.5	65.3	59.4	64.8	67.4	75.8

## Writing

### NC Writing Assessment

	06-07	07-08	08-09	09-10
Grade 4	56.4	61.3	N/A	N/A

Writing - Content-Specific					
10-11	Mem	Level I	Level II	Level III	Level IV
Grade 4	N/A	N/A	N/A	N/A	N/A

### Writing Sample Assessment (May % proficient)

Grade	06-07	07-08	08-09	09-10
Kindergarten	71	86%	86%	86%
1 <sup>st</sup> Grade	32	47%	70%	73%
2 <sup>nd</sup> Grade	75	59%	60%	66%
3 <sup>rd</sup> Grade	66	51%	Not available	53%
4 <sup>th</sup> Grade	56.4	61.3%	Not available	66%
5 <sup>th</sup> Grade	71	79%	Not available	74%

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Writing - On-Demand 10-11					
	Mem	Level I	Level II	Level III	Level IV
<b>K</b>	87	6%	8%	77%	9%
<b>Grade 1</b>	77	12%	16%	57%	16%
<b>Grade 2</b>	110	13%	21%	58%	8%
<b>Grade 3</b>	92	21%	26%	42%	11%
<b>Grade 4</b>	98	13%	20%	57%	9%
<b>Grade 5</b>	95	5%	20%	62%	12%

**Science**

North Carolina Science End-of-Grade Test

Grade	08-09	09-10	10-11
5 <sup>th</sup> Grade	51.8	65.4	70.7

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### Teacher Working Conditions Survey 2010

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

Question 3.1 c: The faculty works in a school environment that is safe. 100%

Question 1.1 b: Teachers have time available to collaborate with colleagues. 83.3%

Question 5.1 f: The school improvement team provides leadership at the school 95.5%

Question 4.1 a: Teachers are trusted to make sound professional decisions about instruction. 93.8%

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

Question 9.1 g: Teachers are assigned classes that maximize their likelihood of success with students 62.8%

Question 2.1 e: Efforts are made to minimize the amount of routine paperwork teachers are required to do 21.3%

Question 8.1 In this school, follow up is provided from professional development 66.7%

Question 7.1 c: Teachers feel comfortable raising issues and concerns that are important to them 68.1%

What are 2 significant findings in survey results from 2010 teacher survey?

Strengths according to the 2010 Teacher Survey are:

1. The school improvement team providing leadership gained 41.4 % from 2008 survey from 54.1% to 95.5%. The leadership team has taken on a more active role at Guy B. Teachey this year.
2. Teachers have more time available to work with colleagues and in professional learning communities increasing from 44.4% to 83.3%

Areas for improvement according to the 2008-2009 Survey include:

1. Need to continue to look for various ways to minimize amount of paperwork for staff. Percentage dropped from 32.4% to 21.3%
2. Continue to provide support to staff following professional development. Percentage dropped from 72.7% to 66.7%.

**Student Survey Results – 2011**

In the space below, comment on 3 or more areas of strength noted in the Student Survey for 2011:

Question 11: School is preparing students well for their futures.  
95.3% (an increase from 93.1%)

Question 18: Teachers respect students.  
93.9% (an increase from 91.0%)

Question 25: My parents care about my education.  
99.2% (an increase from 97.3%)

In the space below, comment on 3 or more areas of possible improvement noted in the Student Survey for 2011:

Question 13: Teachers care if I am absent from school.  
81.5% (a decrease from 87.5%)

Question 17: Teachers make school an exciting place to learn.  
75.4% (a decrease from 84.8%)

Question 19: Students respect each other.  
50.0% (a decrease from 68.3%)

What are 2 significant findings in survey results from the 2011 student survey?

1. While respect that teachers have for students is perceived as being very good, students are not as sure that their teachers care whether they are at school or not (18.5% of students surveyed). Teachey's attendance mark for 2010-2011 reinforces this survey result as it too was lower.
2. Only half of the students surveyed at Teachey felt that fellow students respect each other. This survey result will receive quite a bit of intentional focus this school year. 50% for this particular question is unacceptable.

**Parent Survey Results – 2010**

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

Strengths:

Q1 The education offered to students at our school is of high quality.

Strongly Agree 50.4% Agree 41.5% total : 91.9%

Q14 In our school, students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.

Strongly Agree 67.1% Agree 30.7% total: 97.8%

Q18 Our school provides a safe and orderly environment for learning.

Strongly Agree 55.7% Agree 41.4% total: 97.1%

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

Q8 Citizenship is effectively taught in our schools.

Neutral 17.8% Disagree 2.2% Strongly Disagree .7%

Total : 20.7%

Q17 All students and staff at our school are treated with respect.

Neutral 8.6% Disagree 2.9% Strongly Disagree 0.7% total : 12.2%

Q19 Parent opinions are considered when important school decisions are made.

Neutral 20.0% Disagree 2.1% Strongly Disagree 1.4% total : 23.5%

What are 2 significant findings in the survey results?

Areas of improvement according to the Survey include:

1. Citizenship and respect are areas that improvement is needed.
2. Communication and input from parents is an area that the school needs to continue to work on for the 2011-2012 school year.

**Adequate Yearly Progress**

Percent of AYP Targets Met		
2005-2006	100%	17 of 17
2006-2007	100%	13 of 13
2007-2008	84.6%	11 of 13
2008-2009	100%	21 of 21
2009-2010	91.3%	21 of 23
2010-2011	74.1%	20 of 27

**Targets Not Met**

	2008-09			2009-10			2010-11		
	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor
<b>Reading 3-5</b>			<b>Hispanic</b>		<b>LEP</b>		<b>All, Hisp, ED, LEP, SWD</b>		
<b>Math 3-5</b>			<b>Hispanic ED</b>	<b>LEP, ED</b>	<b>All, Hisp</b>		<b>Hisp, SWD</b>		<b>All, ED, LEP</b>

<b>GENERAL CONCLUSIONS</b>
----------------------------

**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 2011-2012 school year along with our intervention plan (which follows) for 2011-12.**

- As a school, Guy B. Teachey did not meet Annual Yearly Progress (AYP) goals for the 2010-2011 school year. Only 20 of 27 goals were met. Meaningful, purposeful work must be done this school year in order to see academic proficiency in the *Black, Hispanic, Limited English Proficient, Economically Disadvantaged, and Students with Disabilities* subgroups.
- Third grade reading proficiency in 2010-2011 dropped to 50.5%. This score must be viewed by our staff as a K-3 score versus the sole responsibility of third grade teachers. Very intentional efforts with a sense of urgency must be employed if Teachey School is to see this figure improve.
- While the overall performance composite continued an upward trend here at Teachey, moving from 69.7 to 71.4, reading proficiency is still below 70% for the tested grade-levels, third to fifth.
- While third and fourth grade math proficiency rebounded slightly in 2010-2011, and fifth grade math rose to 91.9%, there are still significant achievement gaps present. The white student to black student achievement gap in math rose from 34.3 to 39.6 points. The white to Hispanic gap rose from 12.1 to 16.1 points. Delving deeper, the white to black gap in third grade was 50.8 and the same gap in fourth grade was 43 points.
- Only having 50% of students surveyed indicate that fellow students respect each other is unacceptable. This issue that is of a social climate nature will be addressed this school year.

D. Goals and Action Plans


**Goal 1: Each student will produce evidence of a summarizing strategy or graphic organizer at least once a week.**

**Evidence of Need:** *Data reflect that students are not reading on grade level.*

**Strategic Plan Objectives:** 1.4 – Increase the number of students reading on grade level by Grade 3.  
1.1 – Every student graduates college and career ready.



**State Board of Education Goal:** NC Public Schools will produce globally competitive students.

**Action Plan:**

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/ Evidence	Next Steps?	Goal Met? Yes/No
Create the Literacy Team	September 6 <sup>th</sup>	<input type="checkbox"/> <u>SLT members:</u> <ul style="list-style-type: none"> <li>• K-1<sup>st</sup>: Hinson</li> <li>• 2-3<sup>rd</sup>: Bray</li> <li>• 4<sup>th</sup>-5<sup>th</sup>: Dreyer</li> <li>• Encores: Snotherly</li> <li>• EC/ELL: Moore</li> <li>• Reading: Durham</li> <li>• IAs: Woods</li> </ul>	<input type="checkbox"/> SLT Meeting minutes <input type="checkbox"/> <u>Literacy Team Members:</u> <ul style="list-style-type: none"> <li>• All SLT members</li> <li>• M. Allred</li> <li>• S. Frost</li> <li>• J. McClosky</li> </ul>	<ul style="list-style-type: none"> <li>➤ Begin planning the Literacy Trainings for the staff</li> <li>➤</li> </ul>	 September 6 <sup>th</sup>
School-wide Professional Development	Instructional Staff trainings monthly; every 3 <sup>rd</sup> Tuesday	<input type="checkbox"/> <u>Literacy Team Members:</u> <ul style="list-style-type: none"> <li>• All SLT members</li> <li>• M. Allred</li> <li>• S. Frost</li> <li>• J. McClosky</li> </ul> <input type="checkbox"/> <u>Instructional Facilitators during grade-level</u>	<input type="checkbox"/> Attendance rosters <input type="checkbox"/> Monthly PD agendas <input type="checkbox"/> GBT's Balanced Literacy wiki space	<ul style="list-style-type: none"> <li>➤ Schedule PD every 3<sup>rd</sup> Tuesday</li> <li>➤</li> </ul>	



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		<u>collaborative meetings</u> <input type="checkbox"/> <u>Teacher Leadership Academy (TLA) participants:</u> <ul style="list-style-type: none"> <li>• J. Corsbie</li> <li>• A. Scott</li> </ul>			
Daily modeling of summarizing strategies and/or graphic organizers while implementing “I do, We do, You do”	Monthly; EDModo reflections	<input type="checkbox"/> Instructional staff	<input type="checkbox"/> EdModo reflections <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Summarizing strategies	➤ Schedule time during December literacy training (3 <sup>rd</sup> Tuesday) for analysis of grade-level specific summarizing evidence	
Grade-level and department-level specific plan for maintaining summarizing evidence	September 30 <sup>th</sup>	<input type="checkbox"/> <u>Chairpersons:</u> <ul style="list-style-type: none"> <li>• K-Beck</li> <li>• 1<sup>st</sup> -Hinson</li> <li>• 2<sup>nd</sup> -Buckner</li> <li>• 3<sup>rd</sup> -Nixon</li> <li>• 4<sup>th</sup> -Andrews</li> <li>• 5<sup>th</sup> -Dreyer</li> <li>• EC-Moore</li> <li>• Encores-Wells</li> </ul>	<input type="checkbox"/> Chairpersons will have a plan prepared by September 30 <sup>th</sup> <input type="checkbox"/> Share plan with Administration	➤	 September 30 <sup>h</sup>
In grades K-5, complete student assessments and form student groups for Guided Reading within the first 25 days	September 16 <sup>th</sup>	<input type="checkbox"/> K-5 <sup>th</sup> CORE Teachers <input type="checkbox"/> Reading, EC, and ELL Teachers	<input type="checkbox"/> Rtl spreadsheets <input type="checkbox"/> Guided Reading lesson plans	➤	 September 16 <sup>th</sup>
SRI assessments will be completed in Grades 2-5 four times within the year	September 20 <sup>th</sup> November 10 <sup>th</sup> February 3 <sup>rd</sup> April 5 <sup>th</sup>	<input type="checkbox"/> 2 <sup>nd</sup> -5 <sup>th</sup> CORE Teachers <input type="checkbox"/> J. Snotherly	<input type="checkbox"/> SRI online reports	➤	✓ Sept. 20 <sup>th</sup> Nov. 10 <sup>th</sup> Feb. 3 <sup>rd</sup> Apr. 5 <sup>th</sup>

**Professional Development for this Goal or Objectives:**

- Creation of school **Literacy Team**; September 6<sup>th</sup>
- Creation of school-wide **EDModo Forum** and corresponding professional development; October 18<sup>th</sup>

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- Use the Literacy Team to provide PD to assist **implementation of summarizing strategies**; November 28<sup>th</sup> and as needed, per grades and departments
- **SRI Training Sessions** will be facilitated by Mrs. Snoterly within the first 30 days of school
- **Instructional Facilitators** will provide weekly training at grade-level collaborative meetings regarding best summarizing practices
- **Teacher Leadership Academy participants** facilitating professional development around *The Next Step to Guided Reading* by Jan Richardson




**Goal 2: All Classrooms will use a discussion rubric one time per week around grade level appropriate text.**

**Evidence of Need:** *Data reflect that students are not reading on grade level.*

**Strategic Plan Objectives:** 1.4 – Increase the number of students reading on grade level by Grade 3.  
1.1 – Every student graduates college and career ready.

**State Board of Education Goal:** NC Public Schools will produce globally competitive students.


**Action Plan:**

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/ Evidence	Next Steps?	Goal Met? Yes/No
Present the <a href="http://www.readwritethink.org">www.readwritethink.org</a> website for the staff during the grade level trainings with SLT representatives	August 23 <sup>rd</sup>	<input type="checkbox"/> <u>SLT members:</u> <ul style="list-style-type: none"> <li>• K-1<sup>st</sup>: Hinson</li> <li>• 2-3<sup>rd</sup>: Bray</li> <li>• 4<sup>th</sup>-5<sup>th</sup>: Dreyer</li> <li>• Encores: Snotherly</li> <li>• EC/ELL: Moore</li> <li>• Reading: Durham</li> <li>• IAs: Woods</li> </ul>	<input type="checkbox"/> Grade-level Team Meeting minutes	➤	 August 23 <sup>rd</sup>
Share the <i>Discussion Etiquette</i> elements ( <a href="http://www.litcircles.org/Discussion/teaching.html">www.litcircles.org/Discussion/teaching.html</a> )	August 23 <sup>rd</sup>	<input type="checkbox"/> <u>SLT members:</u> <ul style="list-style-type: none"> <li>• K-1<sup>st</sup>: Hinson</li> <li>• 2-3<sup>rd</sup>: Bray</li> <li>• 4<sup>th</sup>-5<sup>th</sup>: Dreyer</li> <li>• Encores: Snotherly</li> <li>• EC/ELL: Moore</li> <li>• Reading: Durham</li> <li>• IAs: Woods</li> </ul>	<input type="checkbox"/> Grade and Department Team Meeting minutes	➤	 August 23 <sup>rd</sup>
Grade Levels will develop a child-friendly discussion rubric based upon the CORE content and the <i>Discussion Etiquette</i>	K-1 <sup>st</sup> Grade: September 20 <sup>th</sup> ; 2 <sup>nd</sup> -5 <sup>th</sup> Grades: September 30 <sup>th</sup>	<input type="checkbox"/> <u>Chairpersons:</u> <ul style="list-style-type: none"> <li>• K-Beck</li> <li>• 1<sup>st</sup> -Hinson</li> <li>• 2<sup>nd</sup> -Buckner</li> <li>• 3<sup>rd</sup> -Nixon</li> </ul>	<input type="checkbox"/> Grade-level Team Meeting minutes <input type="checkbox"/> Correspondence with administration <input type="checkbox"/> Discussion rubric	➤	 Weeks of

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<p>elements (<a href="http://www.litcircles.org/Discussion/teaching.html">www.litcircles.org/Discussion/teaching.html</a>)</p>		<ul style="list-style-type: none"> <li>• 4<sup>th</sup> -Andrews</li> <li>• 5<sup>th</sup> -Dreyer</li> <li>• EC-Moore</li> <li>• Encores-Wells</li> </ul>			<p>Sept. 20<sup>th</sup> &amp; 30<sup>th</sup></p>
<p>School-wide Professional Development</p>	<p>Instructional Staff trainings monthly; every 3<sup>rd</sup> Tuesday</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Literacy Team Members:</u> <ul style="list-style-type: none"> <li>• All SLT members</li> <li>• M. Allred</li> <li>• S. Frost</li> <li>• J. McClosky</li> </ul> </li> <li><input type="checkbox"/> <u>Instructional Facilitators during grade-level collaborative meetings</u></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Attendance rosters</li> <li><input type="checkbox"/> Monthly PD agendas</li> <li><input type="checkbox"/> GBT's Balanced Literacy wiki space</li> </ul>	<ul style="list-style-type: none"> <li>➤ Schedule PD every 3<sup>rd</sup> Tuesday</li> <li>➤</li> </ul>	
<p>Choose the CORE specific grade level/department level text during <i>Collaborative Planning</i> for the discussion each week</p> <ul style="list-style-type: none"> <li>• The developed rubric will be used each week</li> </ul>	<p>Begins the Week of September 26<sup>th</sup> and then each week of the school year</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> K-5<sup>th</sup> CORE Teachers</li> <li><input type="checkbox"/> ENCORE Teachers</li> <li><input type="checkbox"/> EC, ELL, and Reading Teachers</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Grade and Department Team Meeting minutes</li> <li><input type="checkbox"/> Specific lesson plans</li> <li><input type="checkbox"/> Student-specific evidence</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>	
<p>Teachers will model how to use the Classroom Resources from <a href="http://readwritethink.org">readwritethink.org</a> website and apply the Discussion Etiquette elements</p> <ul style="list-style-type: none"> <li>• <i>Seed Discussion Organizer</i></li> <li>• <i>Anticipation Guide</i></li> <li>• <i>Compare &amp; Contrast Chart</i></li> <li>• <i>QAR</i> (nonfiction)</li> <li>• <i>Character Trading</i></li> </ul>	<p>SLT members modeling with colleagues the Week of August 29<sup>th</sup> and then each week of the school year</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <u>SLT members:</u> <ul style="list-style-type: none"> <li>• K-1<sup>st</sup>: Hinson</li> <li>• 2-3<sup>rd</sup>: Bray</li> <li>• 4<sup>th</sup>-5<sup>th</sup>: Dreyer</li> <li>• Encores: Snotherly</li> <li>• EC/ELL: Moore</li> <li>• Reading: Durham</li> </ul> </li> <li><input type="checkbox"/> IAs: Woods</li> <li><input type="checkbox"/> K-5<sup>th</sup> CORE Teachers</li> <li><input type="checkbox"/> ENCORE Teachers</li> <li><input type="checkbox"/> EC, ELL, and Reading Teachers</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Grade-level Team Meeting minutes</li> <li><input type="checkbox"/> Specific lesson plans</li> <li><input type="checkbox"/> Student-specific evidence</li> <li><input type="checkbox"/> Edmodo reflections</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>	

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<p><i>Cards</i></p> <ul style="list-style-type: none"> <li>• <i>Etc.</i></li> </ul>					
<p>Make sure each child has access to the Classroom Resources from the <a href="http://www.readwritethink.org">www.readwritethink.org</a> website and grade level text</p> <ul style="list-style-type: none"> <li>• <i>Text</i></li> <li>• <i>Online article</i></li> <li>• <i>Magazines</i></li> <li>• <i>Etc.</i></li> </ul>	<p>Begins the Week of September 26<sup>th</sup> and then each week during the school year</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> K-5<sup>th</sup> CORE Teachers</li> <li><input type="checkbox"/> ENCORE Teachers</li> <li><input type="checkbox"/> EC, ELL, and Reading Teachers</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student work samples</li> </ul>	➤	 <p>Week of Sept. 26<sup>th</sup></p>
<p>Implement discussions using a variety of delivery methods</p> <ul style="list-style-type: none"> <li>• Turn and talk</li> <li>• Small group</li> <li>• Whole group</li> <li>• Interactive Read Aloud (Big Books)</li> <li>• Etc.</li> </ul>	<p>Begins the Week of September 26<sup>th</sup> and then each week during the school year</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> K-5<sup>th</sup> CORE Teachers</li> <li><input type="checkbox"/> ENCORE Teachers</li> <li><input type="checkbox"/> EC, ELL, and Reading Teachers</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Specific lesson plans</li> <li><input type="checkbox"/> Discussion rubric</li> </ul>		

**Professional Development for this Goal or Objectives:**

- PD through **grade-level collaborative conversations**, led by Literacy team member
- PD provided through collaboration with ACS **Instructional Facilitators** (Frost & McClosky)
- Creation of school-wide **EDModo Forum** and corresponding professional development; October 18<sup>th</sup>
- Use the Literacy Team to provide PD to assist **implementation of discussion strategies**; *Spring semester* and as needed, per grades and departments

**Goal 3: Each student will produce two grade level appropriate argumentative or persuasive writing products during a six week grading period.**

**Evidence of Need:** *Data reflect that students are not reading on grade level.*

**Strategic Plan Objective:** 1.4 – Increase the number of students reading on grade level by Grade 3.  
1.1 – Every student graduates college and career ready.

**State Board of Education Goal:** NC Public Schools will produce globally competitive students.

**Action Plan:**

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/ Evidence	Next Steps?	Goal Met? Yes/No
Define product terminology <ul style="list-style-type: none"> <li>• K-1: opinion</li> <li>• 2<sup>nd</sup>-5<sup>th</sup>: argumentative &amp; persuasive appropriate for each grade level's comprehension</li> </ul>	Week of October 17 <sup>th</sup>	<input type="checkbox"/> K-5 <sup>th</sup> CORE Teachers <input type="checkbox"/> ENCORE Teachers	<input type="checkbox"/> Grade and Department Team Meeting minutes	➤	
Through use of a grade-level appropriate rubric, determine grade-level and department appropriate writing products for students	Weeks of: October 17 <sup>th</sup> November 28 <sup>th</sup> January 23 <sup>rd</sup> March 5 <sup>th</sup> April 24 <sup>th</sup>	<input type="checkbox"/> K-5 <sup>th</sup> CORE Teachers <input type="checkbox"/> ENCORE Teachers (with the exception of PE) <input type="checkbox"/> EC, ELL, and Reading Teachers	<input type="checkbox"/> Writing rubric(s) <input type="checkbox"/> Specific lesson plans <input type="checkbox"/> Grade and Department Team Meeting minutes <input type="checkbox"/> Writing products	➤	Oct. 17 <sup>th</sup> Nov. 28 <sup>th</sup> Jan. 23 <sup>rd</sup> Mar. 5 <sup>th</sup> Apr. 24 <sup>th</sup>
Model how to argue, persuade, and state an opinion using a variety of media <ul style="list-style-type: none"> <li>• <i>Advertisements</i></li> <li>• <i>Trading cards</i></li> <li>• <i>Letters</i></li> <li>• <i>Etc.</i></li> </ul>	At least twice each grading period	<input type="checkbox"/> K-5 <sup>th</sup> CORE Teachers <input type="checkbox"/> ENCORE Teachers <input type="checkbox"/> EC, ELL, and Reading Teachers	<input type="checkbox"/> Specific lesson plans <input type="checkbox"/> Grade and Department Team Meeting minutes <input type="checkbox"/> Media: products <input type="checkbox"/> Edmodo reflections	➤	

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Utilizing NC FALCON training, teachers will provide descriptive feedback to students regarding their writing products	At least twice each grading period	<input type="checkbox"/> K-5th CORE Teachers <input type="checkbox"/> ENCORE Teachers <input type="checkbox"/> EC, ELL, and Reading Teachers	<input type="checkbox"/> Writing products <input type="checkbox"/> Writing progress of students during academic year	➤	
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**Professional Development for this Goal or Objectives:**

- PD through **grade-level collaborative conversations**, led by Literacy team member
- PD provided through collaboration with ACS **Instructional Facilitators** (Frost & McClosky)
- Creation of school-wide **EDModo Forum** and corresponding professional development; October 18<sup>th</sup>
- Web 2.0 Tools with Mrs. Snotherly, Mrs. Garcia, Literacy Team, Instructional Facilitators, and Administration
- NC FALCON access for instructional staff as needed

E. Additional Information
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**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
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 Assessment Wall collaborative conversations
7. Strategies to Increase Parent Involvement
  - ESL/ EC/Title I/ Curriculum Parent Nights
  - Report Card Pickup Nights
  - Home Visits
  - PTO Special Events
  - School-sponsored Special Events (Skate nights, etc)
  - Parent Contact Logs



- Volunteer Logs
  - Accurate and Ongoing School Website Maintenance
  - School Calendar on Website
  - Alert Now messages
  - PTO Communication in Monday folders
  - Parent Education opportunities
  - Home Visits
8. Preschool and 5<sup>th</sup> grade Transition Strategies
- DIAL 3 screening, spring and fall
  - Kindergarten teachers visit pre-school classes
  - Pre-school teachers participate in Literacy Council
  - 5<sup>th</sup> graders visit South Asheboro Middle School
  - Representative from South Asheboro Middle School provides overview of 6<sup>th</sup> grade
  - Transition plan for rising Kindergarten and 6<sup>th</sup> grade students for visiting new schools
9. Activities for Children Experiencing Difficulty
- District use of Personal Education Plans (PEPs)
  - Tiger Time: Daily Intervention Participation
  - Parent Conferences
  - Response to Instruction: Assessment Wall and Student Success Team
  - Partnership with MHMA
  - Partnership with Communities In Schools
  - Celebrate student accomplishments each grading period
10. Coordination and Integration of Federal, State, and Local Services
- Federal programs implemented in this school include: Title I, Title II-A, Title II-D, Title III
  - State programs implemented in this school include: English as a Second Language (PRC 054); DSSF (PRC 024)
  - Coordination and integration of these programs are outlined in the school's intervention plan and individual federal grant applications

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**SAFE SCHOOL PLAN – Action Plan**

Annual	Date of Completion	Monthly	Date of Completion	Bi-Annual	Date of Completion	Ongoing
Register school-sex offender registry	July 2011	Check Fire Extinguishers	Monthly; head custodian	CPR training for crisis response teams/coaches	1 <sup>st</sup> : August 2011 2 <sup>nd</sup> : January 2012	Monitor sex offender registry/update database
Written supervision plan	August 2011	Conduct fire drills	Monthly; Ms. Ficquette	Conduct lockdown drill	1 <sup>st</sup> : September 2011	Pair at-risk youth with mentors
Staff supervision training	August 2011	Conduct sanitation inspections	Monthly; head custodian provides to Ms. Ficquette	Conduct safety inspection		Record incidents in eSIS
Distribute and explain code of conduct	August 2011	Maintain Science Chemical Inventory on \\Central02	N/A	Drug dog search (secondary)	N/A	Attendance letters
Distribute and explain bus code of conduct	August 2011	Maintain first aid kits	Monthly; Nurse	Alternate route fire drill		Utilize student success teams
Update crisis response plans	October 2011	Review ISS and OSS incidents; apply interventions as needed	Each semester; Ms. Ficquette			Visitor control plan
Fire extinguisher training	November 2011					Volunteer background check
Customer satisfaction survey						
Seclusion & restraint training	August 2011					
Train EC staff in non-violent crisis intervention	September 2011					
Train crisis teams in crisis response	November 2011					

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 part of each student's daily educational plan.  
Evidence: master schedule, teacher schedules, and lesson plans

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

Students receive 45 minutes of physical activity with a physical education teacher once a week. Students receive 30 minutes of physical activity daily, five times a week, with the 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.

Two fifth or fourth grade students lead the Pledge of Allegiance daily during the morning announcements. Every Monday morning, an individual or group of students sings a patriotic song over the intercom.

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

US Flags are displayed in classrooms, on the stage and throughout the building. NC flags are displayed on the stage, media center and various classrooms.

Intervention Plan

A. **Overview:**

Our school mission speaks of a school community united in its efforts to educate and to prepare global learners for 21<sup>st</sup> citizenship. 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 research base strategies 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:

- Study Island
- 3-5 Enrichment/Intervention Time 8:00-8:45
- K-2 Enrichment/Intervention Time 8:45-9:30
- Flexible grouping for guided reading and word work (Balanced Literacy)
- Geography Bee – 4<sup>th</sup> and 5<sup>th</sup> Grades
- Gifted education activities (K. McClosky)
- Math Stars and Math Superstars
- First In Math
- Leveled Readers
- Differentiated lessons
- Modified assignments
- Formative Assessments
- Fountas and Pinnelle Reading Benchmark Assessments

For students **below grade level**, strategies include:

- Flexible grouping for guided reading and word work (Balanced Literacy)
- 3-5 Enrichment/Intervention Time 8:00-8:45
- K-2 Enrichment/Intervention Time 8:45-9:30
- Personal Education Plans (PEP)
- Math Stars and Math Superstars
- Study Island
- Leveled Readers
- Reading Facilitators
- Differentiated lessons
- Rtl process
- Modified Assignments
- Formative assessments
- Mental Health Agencies
- Assessment Wall Conversations (Rtl)
- Afterschool Tutoring
- Partnership activities with Communities In Schools
- First In Math

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 enrichment/intervention time. 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 enrichment/intervention, depending on their individual needs.

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 2010-2011 EOG, or those with a PEP, or those who are not showing proficiency in individual standards on benchmark assessments.
- Students in grades K-2 who show insufficient progress on the K-2 Literacy and/or Math assessment/portfolio.

C. Measurable Intended Outcomes:

Actual growth of students in the program measured in scale scores will be compared with actual growth of students' scores from previous years. It is predicted that those students in the intervention process will show growth in the areas that were targeted.

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.

D. Description of Activities or Services To Be Provided:

GRADES K-2

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

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

- Enriched and integrated curriculum
- Small group instruction
- Parent tutors and volunteers (Teachey Teammates)
- 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 (PEP)
- EC/ESL services as needed

GRADES 3-5

## Guy B. Teachey

### Continuous Improvement and Title I Implementation Plan 2011-2013

The Guy B. Teachey intervention plan for grades 3-5 will utilize an in-school progress monitoring model. The model provides extended learning opportunities that reinforce and enhance core academic skills. Time will be allocated from 8:00-8:45 daily.

The model will be characterized by:

- High expectations for student learning
- Clear and focused instruction
- Close monitoring of academic progress
- Benchmark Assessment data
- A focus on PEP goals
- Formative Assessment data

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.
- 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
- Rtl process

## **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 Guy B. Teachey 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.



*Lindley Park School*

**2011-2012 Continuous Improvement and  
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*Asheboro City Schools*

**Contents**

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- 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: 11/1/11

Results For: 40

Opposed: 7

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

Approved by Superintendent of Schools

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

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Approved by Board of Education

Signature \_\_\_\_\_

Date \_\_\_\_\_

<b>Leadership Team Members</b>
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The following team members collaborated with school staff to develop the School Improvement Plan for our school:

Name	Signature	Role
Katie Harvey	_____	Kindergarten Teacher
Helen Smith	_____	1 <sup>st</sup> Grade Teacher
Donna Hobson	_____	2 <sup>nd</sup> Grade Teacher
Heather Pervier	_____	3 <sup>rd</sup> Grade Teacher
David Burden	_____	4 <sup>th</sup> Grade Teacher
Caroline Rush	_____	5 <sup>th</sup> Grade Teacher
Karen Moss	_____	Reading Teacher
Rebecca Jones	_____	EC Resource Teacher
Cassie Salabak	_____	ELL Teacher
Donna Hall	_____	Media Specialist
Susan Jarrett	_____	Music Teacher
Donna Craven	_____	Teacher Assistant
Molly Adams	_____	Parent

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Robin Harris

Principal

<b>A. Vision, Mission, and Belief Statements</b>
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<b>Our School's Vision</b>	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.
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<b>Our School's Mission</b>	Our mission is to teach students to be lifelong learners and productive citizens who will exhibit pride in themselves and their community.
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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.

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- Cultural diversity increases student understanding of different people and cultures.
- Challenging expectations increase individual student performance.
- Heterogeneity enriches the learning and teaching environment.
- Exceptional children require special services and resources.

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**B. School Community Profile**

Historical Ethnicity Information (% of population, 20<sup>th</sup> school day)

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Black	23.27	26.5	27.3	23.0	26.1
Asian	1.3	1.5	.7	.5	1.1
White	47.31	41.4	39.9	42.2	41.5
Hispanic	22.25	23.4	23.2	25.5	25.6
American Indian	0.5	0.5	.2	.2	6.2
Other/Multi-Cultural	5.37	6.7	8.7	8.6	5.5
<b>Total Population</b>	<b>391</b>	<b>415</b>	<b>457</b>	<b>443</b>	<b>472</b>

Historical Population Data (percentages)

	2007-08	2008-09	2009-10	2010-11	2011-12
Exceptional Children	10.49	11.08	9.3	10.11	7.4
AIG (Grades 3-5)	6.39	6.26	12	3.8	6.8
Limited English Proficient	25.0	20.72	22	18.9	21.8
Total F/R Lunch	53.71	61.25	64.36	70.34	68.00

Student Attendance Data

	Percent
2007-2008	96.52
2008-2009	96.10
2009-2010	96.36
2010-2011	95.97

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Staffing Summary

	2007-08	2008-09	2009-10	2010-11
Teachers "highly qualified" (classes taught)	100.0	100.0	100.0	100.0
Teachers with advanced degrees (above bachelors)	33.0	17.0	33.0	40.5
Teachers with NBPTS certification	9.0	6.0	8.0	10.8
Teachers trained as Mentors	28.0	13.0	22.0	21.6

Teacher Turnover Rate

2007-2008	2008-2009	2009-2010	2010-2011
10.7	11.75	6.3	3.0

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<b>C. School Results</b>
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**Promotion Percentages**

	2007-2008	2008-2009	2009-2010	2010-2011
Kindergarten	98.4	100.0	100.0	98.1
1 <sup>st</sup> grade	95.0	98.7	100.0	100.0
2 <sup>nd</sup> grade	98.5	100.0	100.0	100.0
3 <sup>rd</sup> grade	98.7	98.7	100.0	100.0
4 <sup>th</sup> grade	100.0	100.0	100.0	100.0
5 <sup>th</sup> grade	100.0	100.0	100.0	100.0

**K-5 Literacy Summary**

May 2011

Reading	Mem	Level 0	Level A	Level B	C & above	
<b>K</b>	53	6%	0%	23%	72%	
		<b>Below D</b>	<b>D-E</b>	<b>F-G</b>	<b>H</b>	<b>I &amp; above</b>
<b>Grade 1</b>	67	0%	1%	9%	7%	82%
		<b>Below J</b>	<b>J</b>	<b>K</b>	<b>L</b>	<b>M &amp; above</b>
<b>Grade 2</b>	72	8%	6%	4%	3%	79%
		<b>Below N</b>	<b>N</b>	<b>O</b>	<b>P</b>	<b>Q &amp; above</b>
<b>Grade 3</b>	72	14%	10%	10%	10%	57%
		<b>Below Q</b>	<b>Q</b>	<b>R</b>	<b>S</b>	<b>T &amp; above</b>
<b>Grade 4</b>	78	19%	13%	14%	6%	47%
		<b>Below T</b>	<b>T</b>	<b>U</b>	<b>V</b>	<b>W &amp; above</b>
<b>Grade 5</b>	77	32%	18%	17%	12%	19%

Writing	Mem	Level I	Level II	Level III	Level IV
<b>K</b>	52	2%	10%	67%	21%
<b>Grade 1</b>	67	1%	12%	70%	16%
<b>Grade 2</b>	71	6%	23%	58%	14%
<b>Grade 3</b>	71	14%	28%	44%	14%
<b>Grade 4</b>	76	11%	20%	55%	14%
<b>Grade 5</b>	77	6%	25%	45%	23%

Read SRI	Mem	BR	0-100	101-200	201-300	301-400	401-500	500-600	600-700	700-800	800-900	900-1000	1000+
<b>Grade 2</b>	72	14%	3%	14%	13%	15%	14%	10%	4%	8%	1%	4%	0%
<b>Grade 3</b>	71	1%	3%	6%	3%	10%	21%	10%	15%	8%	7%	11%	4%
<b>Grade 4</b>	77	1%	0%	1%	1%	8%	14%	12%	6%	19%	22%	6%	8%
<b>Grade 5</b>	77	3%	0%	0%	0%	0%	0%	3%	6%	10%	17%	17%	44%

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**Grade 1 Math Assessment**

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	% LEVEL III and IV			
				2008	2009	2010	2011
0%	0%	16%	84%	82	83	100	100

**Grade 2 Math Assessment**

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	% LEVEL III and IV			
				2008	2009	2010	2011
6%	22%	39%	31%	71	70	63	70

**Total Performance Composite**

	07-08	08-09	09-10	10-11
Performance Composite	76.5	69.9	74.2	81.4

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

Grade	Reading				Math			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
3	48.6	69.2	59.4	71.2	78.4	85.9	87.1	90.4
4	46.3	65.2	72.2	67.1	76.1	76.8	88.6	91.1
5	58.2	62.7	64.0	79.2	80.6	84.0	78.7	89.9

Grade	Reading and Math			
	07-08	08-09	09-10	10-11
3	45.9	66.7	60.9	72.6
4	41.8	63.8	71.4	67.1
5	56.7	60.0	62.7	75.3



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End of Grade Percent Proficient by Subgroup (Historical)

Reading

Grade	3			4			5		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
All	69.2	59.4	71.2	65.2	72.2	67.1	62.7	64.0	79.2
Am Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	100.0	-	100.0
Black	37.5	47.4	52.6	47.4	38.9	35.3	30.4	47.6	61.1
Hispanic	76.5	62.5	80.0	53.3	76.5	60.9	61.5	58.8	75.0
Multi Racial	50.0	40.0	100.0	62.5	71.4	80.0	0.0	57.1	100.0
White	86.1	66.7	78.1	85.2	88.9	85.3	83.3	80.0	86.8
Male	72.5	68.8	60.6	65.1	71.8	85.7	69.0	60.9	71.1
Female	55.3	51.4	80.0	65.4	72.5	56.8	54.5	69.0	87.2
Acad. Gifted	-	-	-	>95.0	-	>95.0	>95.0	-	>95.0
EC	<5.0	33.3	16.7	27.3	9.1	28.6	36.4	18.2	28.6
Non EC	77.1	62.5	76.1	72.4	82.4	70.8	67.2	71.9	84.3
LEP	62.5	64.7	73.3	36.4	68.8	33.3	37.5	45.5	66.7
Non LEP	71.0	58.5	70.7	70.7	73.0	73.1	65.7	67.2	80.3
F/R Lunch	58.3	58.0	63.8	52.3	66.7	58.9	50.0	52.1	74.5
Non F/R Lunch	86.7	65.0	84.6	88.0	86.4	87.0	80.6	85.2	90.9

Math

Grade	3			4			5		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
All	85.9	87.1	90.4	76.8	88.6	91.1	84.0	78.7	89.9
Am Indian	-	-	-	-	-	-	-	-	-
Asian	100.0	-	-	100.0	100.0	-	100.0	-	100.0
Black	62.4	73.7	78.9	63.2	66.7	70.6	60.9	61.9	75.9
Hispanic	94.1	100.0	95.0	80.0	94.1	100.0	84.6	82.4	90.2
Multi Racial	62.5	60.0	100.0	75.0	100.0	80.0	100.0	85.7	90.0
White	94.4	93.3	93.8	85.2	94.4	97.1	97.2	86.7	96.2
Male	85.0	100.0	90.9	72.1	87.2	97.1	83.3	71.7	92.5
Female	84.2	76.3	90.0	84.6	90.0	84.1	84.8	89.7	88.0
Acad. Gifted	-	-	-	>95.0	>95.0	>95.0	>95.0	>95.0	-
EC	50.0	83.3	66.7	27.3	54.5	71.4	45.5	27.3	71.4
Non EC	90.0	89.1	92.5	86.2	94.1	93.1	90.6	87.5	93.0
LEP	93.8	>95.0	93.3	72.7	93.8	>95.0	87.5	81.8	85.7

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Non LEP	83.9	84.9	89.7	77.6	87.3	89.6	83.6	78.1	91.5
F/R Lunch	79.2	88.0	87.2	68.2	86.0	87.5	77.3	72.9	87.5
Non F/R Lunch	>95.0	90.0	>95.0	92.0	>95.0	>95.0	93.5	88.9	>95.0

Achievement Gap Data

Reading

White student scores compared to:	2007-08	2008-09	2009-10	2010-11
Black	37.8	52.9	35.4	33.7
Hispanic	29.2	21.2	14.2	12.5

Mathematics

White student scores compared to:	2007-08	2008-09	2009-10	2010-11
Black	30.0	30.8	25.5	20.3
Hispanic	5.9	6.2	0.7	6.0

End of Grade Results  
 Developmental Scale Score Mean

Grade	Reading					Math			
	07-08	08-09	09-10	10-11		07-08	08-09	09-10	10-11
3	336.5	340.2	335.3	335.5		345.1	346.8	344.1	344.4
4	342.6	344.4	342.7	343.7		350.1	351.3	350.4	351.6
5	350.4	350.4	348.2	349.4		358.5	357.9	356.0	357.2

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Goal Summaries, Grades 3-5, Percent Correct

	Gr 3			Gr 4			Gr 5		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
Goal 1: Cognition									
Goal 2: Interpretation	67.2	63.3	68.0	62.8	67.2	65.5	59.9	62.8	68.6
Goal 3: Critical Stance	66.9	65.6	69.3	61.4	66.0	62.7	69.0	66.6	70.9
Goal 4: Connections									
Goal 1: Numbers and Operations	67.0	73.8	72.1	64.5	67.2	70.8	67.4	67.1	68.3
Goal 2: Measurement	63.7	65.0	68.3	64.7	70.1	72.1	64.0	66.0	69.1
Goal 3: Patterns/Geometry	72.3	81.4	75.5	72.2	79.9	74.8	68.5	70.6	75.2
Goal 4: Data, Probability	55.5	66.9	65.6	61.2	78.1	76.5	68.2	71.6	80.9
Goal 5: Algebra (mathematical relationships)	68.1	70.8	72.3	62.2	62.1	64.5	68.4	67.3	70.0

Science

	07-08	08-09	09-10	10-11
Grade 5	41.8	45.3	66.7	79.5

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Student Survey Results (Grades 3-5) - 2011

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

- ✓ **99.4%** of our students feel their parents care about their education.
- ✓ **98.0%** of our students know learning is important for their future
- ✓ **98.0%** of our students know their teachers expect them to do their best.
- ✓ **97.4%** of our students have graduation from high school as one of their goals.
- ✓ **97.3%** of our students feel safety is important in our school.

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

- ⇒ 3.3% of our students indicate being a member of a gang.
- ⇒ 13.8% of our students indicate they are afraid their friends won't like them if they do well in school.
- ⇒ 27.6% of our students indicate they have been bullied at school.
- ⇒ 44.0% of our students indicate they are afraid to make a mistake.
- ⇒ 76.3% of our students indicate students at our school respect each other.
- ⇒ 79.0% of our students indicate participation in after-school activities.

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Adequate Yearly Progress

Percent of AYP Targets Met		
2007-2008	19 of 21 targets	90.5
2008-2009	21 of 21 targets	100.0
2009-2010	25 of 25 targets	100.0
2010-2011	21 of 21 targets	100.0

Targets Not Met

	2008-09			2009-10			2010-2011		
	Confid Interval	Safe Harbor	Confid Interval	Safe Harbor	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor
Reading 3-5	Black, Hisp., Econ. Disad.	0	Black, Hisp., Econ. Disad.	0	Black, Hisp., Econ. Disad.	0	0	0	Black, Econ. Disad.
Math 3-5	0	Black, Econ. Disad.	0	Black, Econ. Disad.	0	Black, Econ. Disad.	0	0	Black

## General Conclusions

**Our School Improvement Team has carefully examined the preceding data along with other pertinent information about our school. Together, the members of our Team have reached the following three (or more) significant conclusions about our school and/or our school community. These conclusions may reflect areas of celebration or areas requiring further development/improvement. These conclusions (and the data they are based upon) are a driving force behind our goals for the 2010-11 school year along with our intervention plan (which follows) for 2010-11.**

- The Black/White achievement gap decreased 1.8% in reading and decreased 5.2% in math.
- The Hispanic/White achievement gap decreased 1.7% in reading.
- 5<sup>th</sup> grade science annual growth increased 12.8% from 2009-2010.
- 2008-2009 3<sup>rd</sup> grade cohort had consistent growth through 5<sup>th</sup> grade in 2010-2011.
- 1<sup>st</sup> grade continued 100% proficient in math summative assessment.
- 2<sup>nd</sup> grade math summative assessment increased by 7% from the previous year.
- Total performance composite increased by 7.2%.
- Math performance overall in all grades increased.
- Reading increased in 3<sup>rd</sup> and 5<sup>th</sup> grade.

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<b>D. Goals and Action Plans</b>
----------------------------------

**Goal 1a:** To ensure that all students gain adequate mastery in the skill and application of summarizing.

**Evidence of Need:** NC End-of Grade Test Data

**Strategic Plan Objective:** 1.4 – Increase the number of students reading on grade level by Grade 3.  
 1.1 – Every student graduates college and career ready.

**State Board of Education Goal:** NC Public Schools will produce globally competitive students.

**Action Plan:**

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
Shared Reading with Planned Questioning that focuses on Bloom’s Revised Taxonomy higher levels (remembering, understanding, applying, <b>analyzing, evaluating, and creating</b> )	Every three weeks (10/24-28; 11/14-18; 12/12-16; 1/23-27; 2/13-17; 3/5-9; 4/2-6; & 5/7-11)	Classroom teachers, Instructional Assistants, Co-teacher, CIA Committee, and SIT	Lesson Plans , Formative Assessment Results		
Create a database of exemplary question samples for shared reading texts and guided reading lesson plans	Weekly (by Friday)	Classroom teachers, Media Specialist	Database on Wikispace		
Teacher Modeling (“I Do, We Do, You Do” Model, Think-Alouds, etc.) in every lesson	Every three weeks (10/24-28; 11/14-18; 12/12-16; 1/23-27; 2/13-17; 3/5-9; 4/2-6; & 5/7-11)	All certified staff	Lesson plans, Classroom walk-throughs, peer observations		

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Reflection period after each lesson and at the end of each day (Think- Pair-Share [oral or written], etc.)	Every three weeks (10/24-28; 11/14-18; 12/12-16; 1/23-27; 2/13-17; 3/5-9; 4/2-6; & 5/7-11)	All certified staff	Lesson plans, Classroom walk-throughs, peer observations		
Usage of "I Can" Statements by students	Daily (during each lesson)	All certified staff	Lesson plans, Classroom walk-throughs, peer observations, Student work		
Identify grade- level appropriate texts from various genres	Every three weeks (10/24-28; 11/14-18; 12/12-16; 1/23-27; 2/13-17; 3/5-9; 4/2-6; & 5/7-11)	Classroom teachers, Media Specialist, Technology Specialist	Lesson plans, Classroom walk-throughs, peer observations		
Usage of Various Genres and subject integration	Every three weeks (10/24-28; 11/14-18; 12/12-16; 1/23-27; 2/13-17; 3/5-9; 4/2-6; & 5/7-11)	All certified staff	Lesson plans, Classroom walk-throughs, peer observations		
Focus on Marzano's high yield strategy of identifying summarizing and note-taking	Every three weeks (10/24-28; 11/14-18; 12/12-16; 1/23-27; 2/13-17; 3/5-9; 4/2-6; & 5/7-11)	Classroom teachers, CIA team	Lesson plans, Classroom walk-throughs, peer observations, Student work		
Book talks by students shared through various media	Monthly (Beginning November 2011 at the end of each month)	Classroom teachers, Media Specialist, Technology Specialist	Student digital media		
Pop-a-Book program	Monthly (Beginning	Classroom teachers, Media Specialist	Lesson plans		



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	September 2011)				
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**Professional Development for this Objective:**

- Site-based Professional Development from Janice Kite and Instructional Facilitators for teachers and Instructional Assistants
- On-grade level and vertical peer observations of colleagues within the school and at other schools with reflection time available
- Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement review
- Readicide and Reversing Readicide by Kelly Gallagher studies
- PD 360°
- CIA-led work sessions

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<b>D. Goals and Action Plans</b>
----------------------------------

**Goal 1b:** To ensure that all students gain adequate mastery in the skill and application of argumentative writing.

**Evidence of Need:** NC End-of Grade Test Data

**Strategic Plan Objective:** 1.4 – Increase the number of students reading on grade level by Grade 3.  
 1.1 – Every student graduates college and career ready.

**State Board of Education Goal:** NC Public Schools will produce globally competitive students.

**Action Plan:**

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
Usage of advanced organizers to plan and develop argumentative writing	Monthly (minimum of once per month)	Classroom teachers, Media Specialist	Lesson plans, Classroom walk-throughs, Student work		
Usage of “I Can” Statements by students	Daily (during each lesson)	All certified staff	Lesson plans, Classroom walk-throughs, Student work		
Usage of relevant current events	Every three weeks (10/24-28; 11/14-18; 12/12-16; 1/23-27; 2/13-17; 3/5-9; 4/2-6; & 5/7-11)	Classroom teachers, Specialist teachers	Lesson plans, Classroom walk-throughs, Student work		
Focus on Marzano’s high yield strategy of identifying	Every three weeks (10/24-28;	Classroom teachers CIA team	Lesson plans, Classroom walk-		

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similarities and differences	11/14-18; 12/12-16; 1/23-27; 2/13-17; 3/5-9; 4/2-6; & 5/7-11)		throughs, Student work		
Use technology to produce and publish writing	Monthly (minimum of once per month)	Classroom teachers, Technology Specialist	Lesson plans, Classroom walk-throughs, Student work		

**Professional Development for this Objective:**

- Grading and Rubric Development for Assessing Writing
- PD 360°
- Site-based Professional Development from Janice Kite and Instructional Facilitators for teachers and Instructional Assistants
- CIA-led work sessions

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<b>D. Goals and Action Plans</b>
----------------------------------

**Goal 1c:** To ensure that all students gain adequate mastery in the skill and application of discussion about grade-level appropriate text through listening and speaking.

**Evidence of Need:** NC End-of Grade Test Data

**Strategic Plan Objective:** 1.4 – Increase the number of students reading on grade level by Grade 3.  
 1.1 – Every student graduates college and career ready.

**State Board of Education Goal:** NC Public Schools will produce globally competitive students.

**Action Plan:**

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
Usage of relevant current events (articles) as prompts for presentation	October 2011-May 2012 (K-2 <sup>nd</sup> once every six weeks; 3 <sup>rd</sup> -5 <sup>th</sup> grade at least once every two weeks)	Classroom teachers, specialists	Lesson plans, collaborative planning		
Usage of “I Can” Statements by students	September 2011-May 2012	Classroom teachers, specialists, students, instructional assistants	Lesson plans, formative assessment,		
Utilize the public speaking method with classroom peers and visitors	October 2011-May 2012 (K-2 minimum of three times per year)	Classroom teachers, specialists	Writing Celebrations, project presentations		
Whole class novel studies	January 2012-	3 <sup>rd</sup> – 5 <sup>th</sup> classroom	Lesson plans		

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through shared reading for exposure to grade level text	May 2012 (minimum of one every six weeks)	teachers			
Implementation of Literature Circles and Jr. Great Books	October 2011- May 2012 (once per six weeks)	3 <sup>rd</sup> -5 <sup>th</sup> grade teachers	Lesson plans, seminars (informal assessment)		
Book talks by students shared through various media	November 2011- May 2012 (at the end of each month)	Classroom teachers, Media and Technology Specialists	Eduvision, news show, classroom presentations		
Skyped discussions between schools at the same grade level	January 2012- May 2012 (minimum of once per six weeks)	Classroom teachers, Media and Technology Specialists	Lesson plans, collaborative planning with partner classroom.		

**Professional Development for this Objective:**

- Technology integration for production
- PD 360°
- Site-based Professional Development from Janice Kite and Instructional Facilitators for teachers and Instructional Assistants
- CIA-led work sessions

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**D. Goals and Action Plans**

**Goal 2:** To increase science proficiency in grade 5 from 79.5% to 85.0% by the end of the 2011-2012 academic year as assessed by the NC Science End-of-Grade Test.

**Evidence of Need:** NC End-of Grade Test Data

**Strategic Plan Objective:** 1.1 Every student graduates college and career ready.

**State Board of Education Goal:** NC Public Schools will produce globally competitive students.

**Action Plan:**

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
Implement science labs to provide opportunities for students to experience how landforms are formed.	January-May (once per week)	<ul style="list-style-type: none"> <li>• 5<sup>th</sup> grade teachers</li> <li>• Media/Technology specialists</li> <li>• Gwen Williams + 4H</li> </ul>	<ul style="list-style-type: none"> <li>• The second benchmark</li> <li>• Formative Assessments</li> <li>• STEM/ 4-H afterschool club</li> </ul>		
Provide students virtual field trip experiences.	October 10- November 21 (once per month)	<ul style="list-style-type: none"> <li>• 5<sup>th</sup> grade Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• The second benchmark</li> <li>• Informational writing</li> </ul>		
Students will create expert projects on landforms.	October 10- November 22 (once per month)	<ul style="list-style-type: none"> <li>• 5<sup>th</sup> grade Teachers</li> <li>• AIG specialists</li> <li>• Media/Technology Specialists</li> </ul>	<ul style="list-style-type: none"> <li>• The second benchmark</li> <li>• Digital Media Presentation to peers</li> <li>• Display of clay landforms</li> </ul>		

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Utilize technology in the classroom to learn about landforms and create presentations.	October 10- November 22 (minimum of one time each day)	<ul style="list-style-type: none"> <li>• 5<sup>th</sup> grade teachers and technology specialists</li> </ul>	<ul style="list-style-type: none"> <li>• The second benchmark</li> <li>• Digital Media Presentations</li> </ul>		
Integrate landform trade books into literacy block.	October 10- November 22 (Daily Instruction)	<ul style="list-style-type: none"> <li>• 5<sup>th</sup> grade teachers</li> </ul>	<ul style="list-style-type: none"> <li>• The second benchmark</li> </ul>		

**Professional Development for this Objective:**

- Science, Technology, Engineering, and Mathematics (STEM) training for 4<sup>th</sup> and 5<sup>th</sup> grade level
- Teacher Tube/ You Tube PD for grade level based on science objectives
- Peer observations with reflections

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**D. Goals and Action Plans**

**Goal 3:** To maintain and exceed our school-wide level of mathematics proficiency on the NC End-of-Grade Test and district assessments.

**Evidence of Need:** NC End-of-Grade Test and District Assessments

**Strategic Plan Objective:** 1.4 – Increase the number of students reading on grade level by Grade 3.  
 1.1 – Every student graduates college and career ready.

**State Board of Education Goal:** NC Public Schools will produce globally competitive students.

**Action Plan:**

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
Grades 1-5 will utilize First in Math to provide students with additional practice with math concepts.	Monthly (1 <sup>st</sup> - 2 <sup>nd</sup> grades once per six weeks; 3 <sup>rd</sup> -5 <sup>th</sup> beginning in November once every two weeks)	Grades 1-5 classroom teachers, Technology Specialist	<ul style="list-style-type: none"> <li>• Benchmark assessment scores</li> <li>• EOG scores</li> <li>• Student performance data</li> </ul>		
Grades 2-5 will utilize Study Island to practice math skills and provide motivation for students.	Monthly (2 <sup>nd</sup> grade home access; 3 <sup>rd</sup> -5 <sup>th</sup> beginning in November once every two weeks)	Grades 2-5 classroom teachers, Technology Specialist	<ul style="list-style-type: none"> <li>• Benchmark assessment scores</li> <li>• EOG scores</li> <li>• Student performance data</li> </ul>		
Continue to implement the math mastery lessons during the math block. Utilize lessons from previous	Weekly (four days per week)	Classroom teachers	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Classroom walk-throughs</li> <li>• Student</li> </ul>		



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grades when appropriate.			performance data		
Implement small math groups during the math block.	Weekly (ranging one to four days per week depending on setting)	Classroom teachers, Reading facilitators, ESL teachers, EC Teachers, Instructional Assistants	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Classroom walk-throughs</li> <li>• Student performance data</li> </ul>		
Continue flexible grouping during the intervention block.	Weekly (once per week during collaborative planning)	All certified staff, Instructional Assistants	<ul style="list-style-type: none"> <li>• Intervention plans</li> <li>• Skills tracking sheets</li> <li>• Student assessments</li> </ul>		

**Professional Development for this Objective:**

- TAP Math training presented by TAP participants
- PD 360°

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<b>D. Goals and Action Plans</b>
----------------------------------

**Goal 4:** To enhance our current systems and practices of Positive Behavior Intervention and Support implementation.

**Evidence of Need:** NC DPI School-wide Evaluation Tool (SET) Data

**Strategic Plan Objective:** 3.1 Every learning environment will be safe, inviting, respectful, supportive, inclusive and flexible for student success.

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

**State Board of Education Goal:** NC Public Schools will be healthy and responsible.

**Action Plan:**

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
Implement student incentives.	January 11, March 7, April 18, and End of Year Awards Days	PBIS Team— C.Hartman, D. Burden, K. Allred, A. Ellis, S. Tolbert, S. Harris, K. Moss, R. Jones	<ul style="list-style-type: none"> <li>• Assemblies</li> <li>• Distribution of classroom and Individual awards.</li> </ul>		
Ensure that students understand the matrix and the goals of being a PBIS school.	November 2011- June 2012 (once per week through classroom guidance)	Ken Hill, Cayce McCamesh, PBIS Team and LP Staff	End of year SET evaluation, Guidance Lessons, Staff development at LP staff meetings.		
PBIS Pep Rallies (every 6 weeks)	January 11, March 7, April 18, and End of Year	PBIS Team LP Staff	PBIS professional development for staff—Dec. 14		

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	Awards Days		Student rewards		
Implement school-wide program for student incentives.	January 11, March 7, April 18, and End of Year Awards Days	All LP staff members	Decrease in office referrals from classrooms and bus, supportive academic environment.		

**Professional Development for this Objective:**

- PBIS team will receive training in Modules 1 & 2.
- The co-chairs will attend district wide PBIS meetings.
- PBIS-led staff development on December 14, 2011 and March 7, 2012

## E. Additional Information

### Title 1 Compliance

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

1. A Comprehensive Needs Assessment of the Entire School  
Section B- School Community Profile  
Section C- School Results  
Section D- Goals and Action Plans
2. School wide Reform Strategies  
Section D- Goals and Action Plans
3. Instruction by a Highly Qualified Professional Staff  
Section B, Staffing Summary, Continuous Improvement Plan
4. High Quality and Ongoing Professional Development  
Professional development plan listed for each goal area
5. Strategies to Attract Highly Qualified Teachers to High Need Schools  
District recruitment plan  
Section B, Staffing Summary, Continuous Improvement Plan
6. Including Teachers in Decisions Regarding the Use of Assessment  
Participation in grade level planning  
Participation in assessment wall meetings  
Participation in school leadership team  
Participation in CIA team meetings  
Participation in district leadership planning  
Participation in district strategic planning
7. Strategies to Increase Parent Involvement  
Parent Outreach Specialist  
ESL /Title I Parent Nights  
Quarterly Curriculum Nights  
Parent contact logs  
Volunteers in school  
Teacher Newsletters  
School Newsletters  
Lindley Park website  
Alert Now System  
PTO Events
8. Preschool Transition Strategies  
DIAL 3 screening, spring and fall

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Kindergarten Orientation in the spring  
Kindergarten Parent Night before school begins  
Staggered Entry for students  
Pre-Kindergarten students visit the Kindergarten classes  
Intentional collaboration between Pre-Kindergarten and Kindergarten teacher

9. Activities for Children Experiencing Difficulty

Intervention Block  
District use of Personal Education Plans (PEPs)  
Response to Instruction (RtI)  
Student Success Team (SST)  
Leveled Literacy Instruction (LLI)  
Remediation/Intervention Program  
Reading Facilitators  
1 ½ ESL Teachers  
2 EC Teachers with 1 EC Assistant  
Parent Outreach Specialist  
Summer Academy  
Parent conferences  
Community volunteers  
Reading Buddies

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

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

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## Compliance Statements

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

### Healthy Active Children Policy:

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

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

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

Every classroom has a daily scheduled thirty minute recess time. Each class has 35-45 minutes of weekly physical education taught by a trained specialist.

### Pledge of Allegiance:

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

Every morning the student news show leads the Pledge of Allegiance while students and staff voluntarily recite it in unison.

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

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

### Duty-free Instructional Planning and Lunch Time:

5. Teachers at our school have flexibility in determining duty-free lunch schedules. Teachers have a minimum of two hours of collaborative planning each week

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The School Improvement Team conducted a proposal and selection process among all classroom teachers, specialists, and Instructional Assistants to determine ways to provide duty-free lunch and instructional planning time. The staff supported Options 1 and 5 from the gathered School Improvement Team proposals. Option 1 is to allow students to come directly to their classrooms each morning instead of using that time for individual planning. Option 5 is to allow grade level teams to flexibly share supervision and coverage of recess and lunch within their teams to provide optimal opportunities for additional planning.

**Safe School Plan:**

6. Annual Activities

Register school-sex offender registry, Written supervision plan, Staff supervision training, Distribute and explain code of conduct, Distribute and explain bus code of conduct, Update crisis response plans, First 20 minutes video, Fire extinguisher training, Customer satisfaction survey, Seclusion & restraint training, Train EC staff in non-violent crisis intervention, and Train crisis teams in crisis response (by October 31)

7. Monthly Activities

Check Fire Extinguishers, Conduct fire drills, Conduct sanitation inspections, Maintain Science Chemical Inventory on [\\Central02](#), Maintain first aid kits, and Review ISS and OSS incidents; apply interventions as needed

8. Bi-annual Activities

CPR training for crisis response teams/coaches, Conduct lockdown drill (by October 31 & February 28), Conduct safety inspection, Drug dog search (secondary), and Alternate route fire drill

9. On-going activities

Monitor sex offender registry/update database, Pair at-risk youth with mentors, Record incidents in eSIS, Attendance letters, Utilize student success teams, Visitor control plan, and Volunteer background check

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**Intervention Plan**

- A. **Overview:** In a daily 20-30 minute block, we will provide short-term instructional interventions, practice reinforcement, re-teaching, special services, and various forms of enrichment. No new basic instruction will be conducted during this period except for pre-teaching to individual students and small groups with special needs. All instructional staff will be involved in this single school-wide Intervention/Enrichment period initiative.
- B. **Target Population:** All students will receive interventions or enrichment at the same time. We are targeting all students equally to ensure that all students show growth regardless of their ability levels.
- C. **Measurable Intended Outcomes:** After receiving intervention services on a daily basis, each student will show significant growth on the NC End-Of-Grade Reading, Math and Science tests as well as formative assessments throughout the year and the summative assessments contained in their reading and math portfolios.
- D. **Description of Activities or Services To Be Provided:** Each day, each student will be provided a 20-30 minute time period to receive instruction in areas of need. Students will be placed in leveled intervention groups with a skill-deficit focus to receive instruction to master their gaps in knowledge and application. The students that will receive enrichment services will take part in such activities as Jr. Great Books, math and science projects, presentations, interviews and other learning challenges and extension activities.

Our part-time Parent Outreach Specialist will provide individualized support to students in third, fourth, and fifth grade classes to further decrease the achievement gaps in reading and mathematics. Additionally, intensive support will be given to teacher-identified Level II students who can make significant improvement on summative assessment. She will also work with community-school partners (e.g. Central Boys and Girls Club, local churches, etc.) to focus on the needs of low income families. The Parent Outreach Specialist will host eight off-campus parent mini-workshops throughout the school year to engage families that lack transportation to our many school-based events.

Leveled Literacy Intervention (LLI) is an intense intervention being used to help struggling readers. Each group consists of three students that meet daily for 30 minutes. Lessons consist of phonics/word work, reading instructional level text, writing and letter/word work. Reading facilitators, ESL and EC teachers are all trained to teach this intervention. LLI teachers meet bi-monthly to discuss student's progress.

Our Instructional Assistants who primarily (50% or more of the school day) serve kindergarten through third grade students will be assigned to serve the whole school



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2011-2012

program. The duties of instructional assistants may include: providing one-on-one tutoring for students, providing instructional assistance in the computer lab or with laptop computers, and providing instructional assistance to a small group of students. In addition to their primary assignments, the instructional assistants will be working with students in third through fifth grade on pre-planned learning activities to enhance student achievement in reading and mathematics.

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

Lindley Park School  
Continuous Improvement and Title I Implementation Plan  
2011-2012

## **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.

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.

### **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.

# Proclamation

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

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

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

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

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

**Now, therefore,**

I, \_\_\_\_\_  
serving as Chairperson  
of the Asheboro City Board of Education

**Do hereby proclaim November 13-19, 2011 as**

## American Education Week

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

Signed this 10th day of November, 2011

**Policy Summaries**  
**Student Behavior Policy Revisions**

**As recommended to the Board Policy Committee, September 8, 2011**

Updates have been made to the following policies in order to comply with the school discipline section of General Statute 115C Article 27 per House Bill 736:

**Policy 3430: School Improvement Plan**

Adds the use of positive behavioral interventions as one of the principles of managing student behavior.

**Policy 4260: Student Sex Offenders**

- Specifies that the board hearing to expel a student subject to this policy will be held in accordance with Policy 4353, Long-Term Suspension, 365-day Suspension, Expulsion
- Makes changes regarding offering alternative education services to students prior to expulsion

**Policy 4301: Authority of School Personnel**

Adds that G.S. 115C-390.3 allows reasonable force to be used when necessary to correct students

**Policy 4341: Parental Involvement in Student Behavior Issues**

Changes the parental notice information to reference the short-term suspension policy

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

- Changes the definition of long-term suspension, 365-day suspension and expulsion to comply with new student discipline statutes
- Limits the circumstances in which long-term suspension, 365-day suspension and expulsion, respectively, may be imposed, to conform to the new statutory limitations
- Authorizes long-term suspensions to extend into a new school year under certain circumstances, as allowed by the new statute
- Authorizes the principal to consider relevant mitigating or aggravating factors when determining an appropriate disciplinary penalty
- Changes the procedures for discipline hearing requests to conform to the new statutory requirements
- Adds the “substantial evidence” standard underlying the superintendent’s decision to uphold, modify, or reject the principals’ recommendation
- Adds information regarding alternative education services as provided in the new law

Policy 4362: Request for Readmission of Students Suspended for 365 Days or Expelled

Changes the procedure for requesting readmission to conform to the requirements of the new state law

Policy 4370: Student Discipline Hearing Procedures

Changes the hearing procedures to conform to the requirements of the new state law

Policy 4400: Attendance

- Adds job shadows and Career and Technical Education student organization activities to the list of school-related activities that will not be counted as absences from class or school
- Adds optional discretionary consequences for truancy and excessive tardiness

**A. PRINCIPLES**

Principals, assistant principals, teachers and other instructional staff should lead in designing and implementing strategies to reach the educational goals of the board at each school. Input from the school community, including parents, students and representatives from businesses and other agencies, is critical in developing an educational program that will meet the needs of the students and the community.

The board affirms the General Assembly's belief that all children can learn and that the mission of public schools is to challenge, with high expectations, each child to learn, achieve and fulfill his or her potential.

Accordingly, the board has established its vision, standards and means of accountability for the educational program in its policies. The superintendent is expected to provide guidance and establish any other standards necessary for effective implementation of the policies. Principals are responsible for leading each school in implementing the policies. One tool to be used by schools for drawing upon the creativity and innovation of the staff and the community is the school improvement plan. This plan should identify the efforts by the school to improve student performance and reach the educational goals of the board.

**B. PART ONE OF THE SCHOOL IMPROVEMENT PLAN: STATE PROGRAM FOR SCHOOL-BASED MANAGEMENT AND ACCOUNTABILITY**

The board endorses the principles set forth by the State Board that all children need to master basic skills and knowledge and build upon this foundation for lifelong learning. Therefore, in developing their school improvement plans, to the extent possible, all schools should ensure that sufficient resources and curriculum are directed towards meeting the goal of having all students performing at grade level or higher in the basic subject and skill areas identified by the State Board.

In addition to the basics emphasized in the state testing programs, the board expects schools to be guided by the educational goals of the board. The board encourages schools to consider innovative means of educating students to meet these educational goals.

**1. School Improvement Team**

Each school shall have a school improvement team that will develop the school improvement plan. The school improvement team shall be composed of the principal, representatives of the assistant principals, instructional personnel, instructional support personnel, teacher assistants and parents of students attending the school. Representatives of each group of school personnel shall be elected by their respective groups by secret ballot. Parents are to be elected in

accordance with G.S. 115C-105.27. The school improvement team is encouraged to involve and seek assistance from central office personnel. The school improvement team is encouraged, especially at the middle and high schools, to seek input from students. The superintendent is to provide guidance to principals to ensure that the principals establish and work together with school improvement teams to develop, review and amend school improvement plans.

The school improvement team shall follow all legal requirements in developing the plan and in obtaining school approval of the school improvement plan. As a public body, the school improvement team must comply with the Open Meetings Law in regard to its meetings.

2. Mandatory Components of the Plan

- a. The plan must specify the effective instructional practices and methods to be used to improve the academic performance of students identified as at-risk of academic failure or at-risk of dropping out of school.
- b. The plan must take into consideration the minimum annual performance goal established by the State Board of Education.
- c. The plan must include strategies for meeting the educational objectives of the local board.
- d. The plan must identify how staff development funds allocated to the school will be used.
- e. The plan must identify how professional development is clearly matched to the goals and objectives of the safe school plan.
- f. In accordance with board policy 1310/4002, Parental Involvement, the plan must identify the goals and strategies for parents to be involved in their child's education and the educational program of the school.
- g. As part of the school district's efforts to maintain safe and orderly schools, the school improvement plan must address safety and discipline concerns including any special conditions at the school and any requirements in the local level safe schools plan for school level objectives or strategies. The safe school plan should be integrated into the school improvement plan.
- h. The plan must provide at least an annual process for review of the school improvement plan by the school improvement team. The annual process

must include a review of student scores from all state and local board mandated tests. The annual review process also must include a means for the school improvement team to modify the plan, if necessary, when the school has not met the expected growth score established by the state.

- i. The plan must provide that the principal will notify the superintendent if the school improvement team has modified a board accepted school improvement plan.

### 3. Optional Components of the Plan

The school improvement plan may include any or all of the following components:

- a. A request for waivers of state or local laws, rules or policies. Any waiver request must (1) identify the school making the request, (2) identify the particular law, rule or policy that inhibits the school's ability to improve student performance, (3) set out with specificity the circumstances under which the waiver may be used; and (4) explain how the requested waiver will permit the school to improve student performance.
- b. A request to transfer state funds from one allotment category to another, as permitted by state law. The request must identify the funding allotment categories involved in the transfer and identify how the transfer will facilitate improving student performance.
- c. A comprehensive conflict resolution plan as provided in G.S. 115C-81(a4), in order to help create a safe school.
- d. The use of textbooks that have not been adopted by the State Board.

### 4. Process

School improvement teams should review student performance data and other relevant information from the preceding school year in developing the school improvement plan. Based upon availability of data and when specific school standards are established by the State Board, the superintendent will establish the date by which school improvement plans must be submitted.

The superintendent, or designee, shall review the plans and seek legal review as necessary prior to presenting the plans with recommendations to the board. If the superintendent intends to recommend rejection of a plan, the superintendent



is to notify the principal and explain the reasons. The school improvement team may submit a modified plan to the superintendent. Plans should be submitted by the superintendent to the board at the earliest possible date.

The board will accept or reject the plan after review. If rejected, the board will explain the reason(s) for its rejection. Any plan modified by the school improvement team after being rejected by the board must be submitted to the superintendent for review. The superintendent shall re-submit the modified plan to the board with recommendations as soon as practical. The board will review the modifications along with any recommendations from the superintendent and accept or reject the plan.

If the board and the school improvement team cannot reach agreement on the plan within 60 days after its initial submission, the board or school may request to use the dispute resolution process developed by the State Board under G.S. 115C-105.20(b)(5) or, if the dispute process is not utilized, the board may develop a school improvement plan for the school.

A school improvement plan may be in effect for up to three years. The plan must be reviewed at least annually by the school improvement team in accordance with the established review process.

Legal References: G.S. 115C-47(38), -81, -84.2, -98, -105.20, -105.21, -105.25, -105.26, -105.27, -105.32, -105.35, -105.47, -301.1; 143 art. 33C

Cross References: Parental Involvement (policy 1310/4002), Compliance with the Open Meetings Law (policy 2320), Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), Innovation in Curriculum and Instruction (policy 3110), Lesson Planning (policy 3120), Evaluation of Instructional Programs (policy 3140), School Calendar and Time for Learning (policy 3300), Student Promotion and Accountability (policy 3420)

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

Updated: May 11, 2000

The board is committed to the safety of students, employees and other persons on school property. In order to create and maintain a safe school environment and comply with G.S. 14-208.18, the board establishes the following policy provisions.

**A. STUDENT SEX OFFENDER ON SCHOOL PROPERTY**

Except to the extent the student is permitted to be on school property to receive educational services, a student who is enrolled in the school system and is a registered sex offender subject to policy 5022, Registered Sex Offenders, is expressly forbidden (1) to knowingly be present on any property owned or operated by the school system, including school buildings, athletic fields, playgrounds, parking lots, buses or other property, and (2) to attend school-sponsored or school-related activities.

A student subject to policy 5022, Registered Sex Offenders, who is receiving educational services on school grounds must comply with the requirement that he or she be supervised by school personnel at all times.

**B. EDUCATIONAL SERVICES FOR STUDENT SEX OFFENDERS**

1. If permitted by the board, a student who is subject to Section A of this policy and is eligible to attend public school under G.S. 115C-378 may be present on school property subject to any conditions and restrictions imposed by the board.
2. The board will hold a hearing to determine whether to expel the student or provide the student with educational services in accordance with subsection B.4.b. of policy 4353, Long-Term Suspension, 365-Day Suspension, Expulsion. ~~The decision to expel the student will be based on the standard established by G.S. 115C-391(d)(2).~~
3. Prior to expelling a student pursuant to G.S. ~~115C-391(d)(2)~~ 115C-390.11(a)(2), the board will consider whether there ~~is an~~ are alternative educational services that may be program offered to the student. ~~by the school system that may provide educational services to the student.~~
4. If the board of education determines that a student will be provided educational services on school property, the student must be under the supervision of school personnel at all times.
5. If a student subject to this policy violates the conditions and restrictions placed upon the student by the board, school officials will impose disciplinary consequences consistent with the terms of the conditions and restrictions placed on the student's admission or as otherwise provided in Section D of policy 4300, Student Behavior Policies, and any applicable provisions of the Code of Student

~~Conduct. administrators and the board will follow established student discipline procedures and impose an appropriate disciplinary measure, up to and including expulsion.~~

6. If a student subject to this policy is a child with disabilities, he or she will be provided educational services in compliance with federal and state law.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12131 *et seq.*, 28 C.F.R. pt. 35; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; G.S. 14-208.18, -208.19; 115C art. 9; 115C-378, -390.2, -390.11(a)(2)

Cross References: School Safety (policy 1510/4200/7270), Alternative Learning Programs/Schools (policy 3470/4305), Student Behavior Policies (policy 4300), Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety (policy 4333), Long-Term Suspension, 365-Day Suspension, Expulsion (policy 4353), Registered Sex Offenders (policy 5022)

Adopted: January 8, 2009

The principal has the authority and responsibility to investigate and take appropriate action regarding any prohibited or criminal student behavior and any other behavior appropriately referred to him or her. The principal is responsible for informing students and parents of any standards or rules that if violated could result in short-term or long-term suspension or expulsion.

The teacher has the authority and responsibility to manage student behavior in the classroom and while students are under his or her supervision. The teacher is expected to implement the student behavior management plan and any other school standards or rules. The teacher may develop other standards or rules consistent with the direction provided by the board, superintendent and the school principal. Every teacher, student teacher, substitute teacher, voluntary teacher or teacher assistant is required to report to the principal all acts of violence occurring in school, on school grounds, or at any school-sponsored activity.

Teachers and other school personnel have the authority to manage or remove disruptive or dangerous students from the classroom and other locations within the school building. School personnel may use reasonable force to control behavior or to remove a person from the scene in those situations when necessary:

1. to correct students;
2. to quell a disturbance threatening injury to others;
3. to obtain possession of a weapon or other dangerous object on the person, or within the control, of a student;
4. for self-defense;
5. for the protection of persons or property; or
6. to maintain order on school property, in the classroom, or at a school-related activity whether on or off school property.

Except as restricted by G.S. 115C-391.1, school personnel may use appropriate seclusion and restraint techniques reasonably needed in the circumstances described above as long as such use is consistent with state law and applicable board policies and procedures. (See policy 4302, School Plan for Management of Student Behavior.)

Students must comply with all directions of principals, teachers, substitute teachers, student teachers, teacher assistants, bus drivers and all other school personnel who are authorized to give such directions, during any period of time when they are subject to the authority of such personnel.

Legal References: G.S. 115C-47, -288, -307, -390.3, -391.1

Cross References: School Safety (policy 1510/4200/7270), School Plan for Management of Student Behavior (policy 4302), Rules for Use of Seclusion and Restraint in Schools (regulation 4302-R)

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

Updated: May 11, 2000, April 9, 2009

## **PARENTAL INVOLVEMENT IN STUDENT BEHAVIOR ISSUES**

*Policy Code:* **4341**

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The board recognizes the need for parents and guardians to work with the ~~schools~~ school employees in helping students to learn and practice acceptable standards of behavior. School employees are to encourage parents to participate in discussions on effective strategies for correcting misbehavior and appropriate consequences for violations of board ~~policy~~ policies, the Code of Student Conduct, and other ~~of~~ school standards ~~of~~ and rules.

Schools are expected, as a part of their student behavior management plan, to identify strategies that involve parents. At a minimum, the plan must provide for inviting parents to conferences whenever there are repeated violations of board ~~policy~~ policies, the Code of Student Conduct, school standards or rules or whenever there is a serious violation that may result in removing the student from his or her regular educational environment for any extended period of time. Parents also have the right to inspect or obtain copies of student records as provided in board policy 4700, Student Records.

If the principal is considering imposing a short-term suspension or recommending long-term suspension or expulsion, the principal is required to make the following efforts to notify and involve the parent:

1. notify the parent in accordance with Section C of policy 4351, Short-Term Suspension; before or as soon as reasonably feasible after imposing any suspension, notify the parent of (1) the nature of the misbehavior, (2) the board policy, school standard or rule that was violated, and (3) the consequence that may be or has been imposed;
2. maintain documents and relevant information received about the misbehavior for review with the parent, taking into account the rights of other students or staff that may be involved;
3. make reasonable efforts to meet with the parent before or at the time the student returns to school after any suspension;
4. make available a copy of this policy, the Student Code of Conduct and all other applicable board policies, school standards and rules; and
5. advise the parent of the right to appeal the action of the principal as provided in board policy 4360 (Appeals of Consequences No Greater Than Short-Term Suspension), and policy 4361 (Appeals of Long-Term Suspensions).

When a short-term suspension has been imposed, the principal shall inform the parent of the

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student's rights under policy 4351, Short-Term Suspension.

When the principal decides to recommend a long-term suspension, a 365-day suspension or an expulsion, the principal shall inform the parent of the student's rights, as outlined in policy 4353, Long-Term Suspension, 365-Day Suspension, Expulsion. If English is the second language of the parent or guardian, the principal shall provide the notice in English and also in the parent's or guardian's first language when the appropriate foreign language resources are available.

All records of parental contact should be maintained in the student's records and will be retained at least through the school year.

Legal References: G.S. 115C-47, -391

Cross References: Parental Involvement (policy 1310/4002), Appeals of Consequences No Greater Than Short-Term Suspension (policy 4360), Appeals of Long-Term Suspensions (policy 4361)

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

Updated: May 11, 2000

## LONG-TERM SUSPENSION, 365-DAY SUSPENSION, EXPULSION

Policy Code:

4353

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### A. DEFINITIONS

1. Superintendent

For purposes of this policy, superintendent includes the superintendent and the superintendent's designee.

2. Principal

For purposes of this policy, principal includes the principal and the principal's designee.

3. Long-Term Suspension

A long-term suspension is the disciplinary exclusion of a student from attending his or her assigned school for more than 10 school days. Disciplinary reassignment of a student to a full-time educational program that meets the academic requirements of the standard course of study established by the State Board of Education and that provides the student with the opportunity to make timely progress toward graduation and grade promotion is not a long-term suspension requiring the due process procedures set out in this policy.

Upon the recommendation of the principal, the superintendent may impose a long-term suspension on a student who willfully engages in a serious violation of the Code of Student Conduct and the violation either (1) threatens the safety of students, staff or school visitors, or (2) threatens to substantially disrupt the educational environment. The principal may recommend long-term suspension for a minor violation if aggravating circumstances justify treating the student's behavior as a serious violation.

If the offense leading to the long-term suspension occurred before the final quarter of the school year, the exclusion must be no longer than the remainder of the school year in which the offense was committed. If the offense leading to the long-term suspension occurred during the final quarter of the school year, the exclusion may include a period up to the remainder of the school year in which the offense was committed and the first semester of the following school year.

4. 365-Day Suspension

A 365-day suspension is the disciplinary exclusion of a student from attending his or her assigned school for 365 calendar days. The superintendent may impose a 365-day suspension only for certain firearm and destructive device violations, as

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identified in policy 4333, Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety.

5. Expulsion

An expulsion is the indefinite exclusion of a student from school enrollment for disciplinary purposes. Upon the recommendation of the superintendent, the board may expel a student who is 14 years of age or older for certain types of misbehavior as provided in policy 4325, Drugs and Alcohol, policy 4330, Theft, Trespass and Damage to Property, policy 4331, Assaults, Threats and Harassment, and policy 4333, Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety, if the student's continued presence in school constitutes a clear threat to the safety of other students or employees. Additionally, a student who is subject to policy 4260, Student Sex Offenders, may be expelled if the student's continued presence in school constitutes a clear threat to the safety of other students or employees. During the expulsion, the student is not entitled to be present on educational property and is not considered a student of the school system.

**B. DETERMINATION OF APPROPRIATE CONSEQUENCE**

1. Principal's Recommendation

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

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



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- behavior or drugs and alcohol;
- 2) whether a weapon was involved in the incident and if a weapon was involved, whether the student had the ability to inflict serious injury or death with the weapon;
  - 3) evidence of the student's ability to cause the harm that was intended or that occurred; and
  - 4) whether the student is subject to policy 4260, Student Sex Offenders.
- c. Harm Caused by the Student – In assessing the severity of the harm caused by the student, the principal may consider criteria such as whether any of the following occurred:
- 1) someone was physically injured or killed;
  - 2) someone was directly threatened or property was extorted through the use of a weapon;
  - 3) someone was directly harmed, either emotionally or psychologically;
  - 4) educational property or others' personal property was damaged; or
  - 5) students, school employees or parents were aware of the presence of a weapon or of dangerous behavior on the part of the perpetrator.

After considering the above factors, the principal shall make a recommendation to the superintendent, stating the nature of the offense, the substance of the evidence involved and the length of suspension recommended. The principal also must consider and make a recommendation as to whether any alternative education services, counseling or other programs should be part of the consequence for violating board policy, the Code of Student Conduct, school standards or school rules.

If the principal recommends a 365-day suspension, he or she must identify the type of firearm or destructive device involved and the evidence substantiating that the student brought it to school grounds or to a school activity or possessed it on school grounds or at a school activity.

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

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students or employees.

2. Notice to the Student's Parent

The principal must provide to the student's parent written notice of the recommendation for long-term suspension, 365-day suspension or expulsion by the end of the workday during which the long-term suspension or expulsion is recommended when reasonably possible or as soon thereafter as practicable. The notice must be written in plain English and, when appropriate language resources are readily available, also in the parent's native language. The notice must contain the following ten elements:

- a. the notice type, i.e., notice of long-term suspension, 365-day suspension or expulsion;\*
- b. a description of the incident and the student's conduct that led to the recommendation;
- c. the specific provision(s) of the Code of Student Conduct that the student allegedly violated;
- d. the specific process by which the parent may request a hearing to contest the decision and the deadline for making the request;\*
- e. the process by which the hearing will be held, including all due process rights to be accorded the student during the hearing;
- f. notice of the right to retain an attorney to represent the student in the hearing process;
- g. notice that an advocate, instead of an attorney, may accompany the student to assist in the presentation of the appeal;
- h. notice of the right to review and obtain copies of the student's educational records prior to the hearing;
- i. a reference to policy 4345, Student Discipline Records, regarding the expungement of disciplinary records; and
- j. the identity and phone number of a school employee whom the parent may call to obtain assistance in receiving a Spanish translation of the English language information included in the document.\*

\*This information must be provided on the notice in both English and Spanish.

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3. Superintendent's Decision

The student or student's parent may request a hearing before the superintendent within ~~three~~ five days of receiving notice from the principal of the recommendation for long-term suspension, 365-day suspension or expulsion. Any hearing held will follow the hearing procedures outlined in Section A of policy 4370, Student Discipline Hearing Procedures. A decision will be rendered before the long-term suspension is imposed.

If the student or parent makes a timely request for a hearing, the superintendent shall confirm that the charges against the student, if substantiated, could warrant the recommended disciplinary action and shall give the student and parent reasonable notice of the time and place of the hearing.

If neither the student nor the parent appears for a scheduled hearing after being given reasonable notice of the time and place of the hearing, the student and parent are deemed to have waived the right to a hearing.

If the student and parent fail to make a timely request for a hearing or if they waive the right to a hearing by failing to appear for a duly scheduled hearing, the superintendent shall review the circumstances of the recommended long-term suspension. Following this review, the superintendent (1) may impose the long-term or 365-day suspension if it is consistent with board policies and appropriate under the circumstances, (2) may impose another appropriate penalty authorized by board policy or (3) may decline to impose any penalty.

If the student or parent requests a postponement of the hearing, or if the request for the hearing is untimely, the hearing will be scheduled, but the student does not have the right to return to school pending the hearing.

Based on substantial evidence presented at the hearing, the superintendent shall decide whether to uphold, modify or reject the principal's recommendation. The superintendent shall immediately inform the principal of the decision regarding the recommended disciplinary penalty of a long-term or 365-day suspension and, when applicable, of any modifications to the penalty recommended by the principal.

The superintendent shall send notice of the decision via certified mail to the student and parent. The notice must include:

- a. the basis of the decision, with reference to any policies or rules that the student violated;
- b. notice of what information will be included in the student's official record pursuant to G.S. 115C-402;

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- c. notice of the student's right to appeal the decision and the procedures for such appeal;
  - d. if the decision is to suspend the student for 365 days, notice of the student's right to petition the board for readmission under G.S. 115C-390.12;
  - e. if applicable, notice that the superintendent or designee is recommending to the board that the student be expelled and any required notifications related to the expulsion if the student did not already receive such notice from the principal or designee; and
  - f. if the student is to be suspended, notice of the superintendent's or designee's decision on whether to offer alternative education services to the student during the period of suspension, and, as applicable, a description of the services to be offered or the reason justifying the superintendent's or designee's decision to deny such services.

Following issuance of the decision, the superintendent shall implement the decision by authorizing the student's return to school upon the completion of any short-term suspension or by imposing the suspension reflected in the decision.

The superintendent shall offer alternative education services to any student who receives a long-term or 365-day suspension unless the superintendent provides a significant or important reason for declining to offer such services. Alternative education services are part-time or full-time programs that provide direct or computer-based instruction to allow the student to progress in one or more core academic courses. Such services may include programs described in policy 3470/4305, Alternative Learning Programs/Schools.

The student may appeal to the board the superintendent's decision not to provide alternative education services, as permitted by G.S. 115C-45(c)(1). Any appeal to the board must be made in writing within five days of receiving the superintendent's decision. The superintendent shall inform the board chairperson of the request for an appeal and arrange in a timely manner a hearing before the board. In advance of the hearing, the superintendent shall provide to the student and parent and to the board a written explanation for the denial of services along with any documents or other information supporting the decision. The hearing will be conducted pursuant to policy 2500, Hearings Before the Board. The board will provide to the student and parent and to the superintendent written notice of its decision within 30 days of receiving the appeal.

If the superintendent determines that expulsion is appropriate, the superintendent shall submit to the board a recommendation and the basis for the recommendation along with any proposal for alternative education services.

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4. Hearings Before the Board
    - a. Long-Term or 365-Day Suspensions

A student or his or her parent may appeal an imposed long-term or 365-day suspension. The student or parent must appeal to the board in writing within three days of receiving the superintendent's decision. The superintendent shall inform the board chairperson of the request for an appeal and shall arrange in a timely manner a hearing before the board. The suspension need not be postponed pending the outcome of the appeal. The hearing will be conducted pursuant to Section B of policy 4370, Student Discipline Hearing Procedures. The board will provide to the student and parent and to the superintendent written notice of its decision not more than 30 calendar days after receiving the appeal.

- b. Expulsions

The student or parent may request a hearing within five days of receiving notice of the superintendent's recommendation that the student be expelled. The hearing will be scheduled with the board within five days of the superintendent's receipt of the hearing request. The superintendent shall notify the student and parent of the date, time and place of the hearing. Any appeal of a long-term or 365-day suspension will be addressed in the same hearing. The hearing will be conducted pursuant to Section B of policy 4370.

If a hearing is not requested by the student or parent, the superintendent shall submit written evidence to support his or her recommendation to the board. The board may elect to request a hearing or to request additional records and documents.

When the board decides to expel a student, the board will document the basis for its determination that there is clear and convincing evidence that the student's behavior indicates that the student's continued presence in school constitutes a clear threat to the safety of other students or employees. The board also will consider and make a written determination of whether alternative education services are to be provided to the expelled student. Regardless of whether the school system provides alternative education services, the board expects school system administrators to work with other agencies to help the student and parent identify other types of services that may be of assistance to the student. The board will send via certified mail to the student's parent a copy of the decision, notification of what information will be included in the student's official record, the procedure for expungement of this information under G.S. 115C-402, and notice of the right to petition for readmission pursuant to G.S. 115C-390.12.

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

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

**D. REDUCING SUSPENSION AND EXPULSION RATES**

Though the board believes that suspension or expulsion may be an appropriate and necessary consequence in certain situations, the board also recognizes that excessive use of suspension and expulsion may have a negative impact on academic achievement and graduation rates. Thus, the board encourages school administrators to find ways to reduce suspension and expulsion rates in the schools.

Legal References: U.S. Const. amend. XIV, § 1; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; N.C. Const. art. I, § 19; G.S. 14-208.18; 115C art. 9; 115C-45(c)(2), -47(55), -276(r), -288, -390.1, -390.2, -390.7, -390.8, -390.9, -390.10, -390.11, -390.12, -402; State Board of Education Policy GCS-D-000; *Policies Governing Services for Children with Disabilities*

Cross References: Hearings Before the Board (policy 2500), Alternative Learning Programs/Schools (policy 3470/4305), Student Sex Offenders (policy 4260), School Plan for Management of Student Behavior (policy 4302), Drugs and Alcohol (policy 4325), Theft, Trespass and Damage to Property (policy 4330), Assaults, Threats and Harassment (policy 4331), Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety (policy 4333), Criminal Behavior (policy 4335), School-Level Investigations (policy 4340), Student Discipline Records (policy 4345), Short-Term Suspension (policy 4351), Student Discipline Hearing Procedures (policy 4370)

Adopted:

## **REQUESTS FOR READMISSION OF STUDENTS SUSPENDED FOR 365 DAYS OR EXPELLED**

*Policy Code:*

**4362**

All requests for readmission of students who have been suspended for 365 days or expelled will be considered in accordance with the procedures set out below.

### **A. REQUESTS BY STUDENTS SUSPENDED FOR 365 DAYS**

A student who is serving a 365-day suspension may submit a request to the superintendent for readmission any time after the 180th calendar day of his or her suspension. Upon receipt of the request, the superintendent or designee shall offer the student an opportunity for an in-person meeting to be held within five days. The student may provide documents in support of the request, such as signed statements from individuals knowledgeable about the student or documents verifying that the student is participating in or has completed counseling or rehabilitation programs. If the student demonstrates to the satisfaction of the superintendent or designee that the student's presence in school no longer constitutes a threat to the safety of other students or employees, the superintendent must readmit the student.

Within 30 days of the student's request, the superintendent or designee shall provide written notice of his or her decision to the student, the student's parents and the board. If the superintendent or designee decides to readmit the student, the notice will include the date of readmission, the school or program to which the student will be assigned and any reasonable restrictions placed on the readmission. If the superintendent or designee rejects the request for readmission, the notice will advise the parents of the right to appeal the decision to the board. Any appeal to the board must be made in writing within five days of receipt of the superintendent's or designee's decision. The superintendent or designee shall inform the board chairperson of the request for an appeal and arrange in a timely manner a hearing before the board. The hearing will be conducted in accordance with policy 2500, Hearings Before the Board. The board will provide to the student, the student's parent and the superintendent or designee written notice of its decision within 30 days of receiving the appeal of the superintendent's or designee's decision.

If the request for readmission is denied, no subsequent requests from that student will be considered during that 365-day suspension.

### **B. REQUESTS BY EXPELLED STUDENTS**

A student who has been expelled may submit a request to the board for readmission any time after 180 calendar days from the start date of the student's expulsion. The board chairperson immediately will forward the request to the superintendent, who shall arrange in a timely manner a hearing before the board. The hearing will be conducted in accordance with policy 2500. After considering the student's request and the superintendent's or designee's recommendation regarding readmission, if the board determines that the student has satisfactorily demonstrated that his or her presence in

school no longer constitutes a clear threat to the safety of other students or employees, the board will readmit the student. The board will notify the student, the student's parents and the superintendent in writing of its decision within 30 days of the submission of the request for readmission.

If the board decides to readmit the student, the notice will include the date of readmission, the school or program to which the student will be assigned and any reasonable restrictions placed on the readmission. If the student was expelled as a result of assaulting or injuring a teacher, the student will not be returned to that teacher's classroom following readmission without the teacher's consent.

If the expelled student's request for readmission is denied, the board will not consider a subsequent request for readmission of that student until six months after the submission of the previous request.

Legal References: G.S. 115C-47, -390.1, -390.12

Cross References: Hearings Before the Board (policy 2500), Long-Term Suspension, 365-Day Suspension, Expulsion (policy 4353)

Adopted:



### A. ADMINISTRATIVE HEARINGS

The rules set out below will govern hearings held by the superintendent in assessing misbehavior and appropriate consequences. The purpose of the hearing will be to determine the facts relevant to the alleged misbehavior and the credibility of witnesses, based on the evidence presented at the hearing.

1. The hearing will be informal and conducted in private.
2. Prior to the hearing, the student and his or her parents and representative will have an opportunity to review any audio or video recordings of the incident and, consistent with federal and state student records laws and regulations, the information that may be presented as evidence against the student, including statements made by witnesses whose names are withheld in accordance with number 5, below.
3. ~~The hearing must be attended by the superintendent, the principal and/or assistant administrators and any persons the superintendent deems necessary.~~ The hearing may be attended by the superintendent, a hearing officer and panel, the principal and administrative assistants, along with the student, the student's parents and, if desired, a representative and any persons the superintendent or designee deems necessary. The student has the right to be present at the hearing, to be accompanied by his or her parents and to be represented by an attorney or non-attorney advocate. Witnesses should be present only when providing information.
4. The school representatives have the burden of proving the misbehavior; the violation of board policy, the Code of Student Conduct, school standards or school rules; and the appropriateness of the recommended consequence for the violation.
5. The school representatives will present the witnesses and documentary evidence against the student first. School officials may withhold witness names or other identifying information if identification of a witness could threaten the witness's safety.
6. After the school representatives have presented their evidence, the student or his or her representative may present evidence relating to the alleged disciplinary infraction, the student's intent at the time of the incident, any mitigating or aggravating factors involved, the disciplinary and academic history of the student and the potential benefits to the student of alternatives to suspension. Such evidence may include oral testimony by the student or witnesses, written statements and other documents.

7. Both the school representatives and the student or his or her parent or representative may examine the witnesses presented by the other side. The superintendent has the authority to limit questioning by any person if the questioning is unproductive, unnecessarily lengthy, repetitive or irrelevant.
8. In reaching a determination in the matter, the superintendent shall consider the documents produced in the hearing, the testimony of the witnesses and other evidence presented at the hearing. If the superintendent determines that a violation occurred, the superintendent also shall determine the appropriateness of the recommended consequences for the violation. Formal rules of evidence do not apply, and the superintendent may rely on evidence that a reasonably prudent person would consider in the conduct of serious affairs.
9. Following the hearing, the superintendent shall render a written decision based on substantial evidence presented at the hearing and shall notify the student and parent of that decision in accordance with the requirements of policy 4353, Long-Term Suspension, 365-Day Suspension, Expulsion.
10. The superintendent or designee shall provide for making a record of the hearing, including any findings or conclusions made by the superintendent. The student will have the right to make his or her own audio recording of the hearing.

## **B. BOARD HEARINGS**

### **1. Appeal of a Long-Term or 365-Day Suspension**

The board will provide the opportunity for a hearing that follows the procedures established for administrative hearings, except that (1) the superintendent or designee will represent the school system and the board or a panel of the board will be the decision maker, and (2) unless the board requests otherwise or doing so would create a substantial threat of unfairness, the board will limit presentations of testimony to the student, the student's parent and representative, and the school system's representative and will limit documentation to the records and evidence presented at the administrative hearing. The board, at its discretion, may request additional information or evidence.

The board will review any records created by the superintendent's decision and the record created from any administrative hearing held. The board will review the superintendent's decision to be sure that: (1) there was a reasonable basis for determining that the student engaged in the specified misbehavior; (2) a board policy, the Code of Student Conduct, a school standard or a school rule was violated; (3) the consequence for the violation was reasonable; and (4) procedures established by board policy were followed.

2. Board Decision on Expulsion

The board will provide an opportunity for a hearing to review the superintendent's recommendation for expulsion. The rules established for administrative hearings will be followed, except that the superintendent or designee will represent the school system and the board will be the decision maker. The board may request additional records or witnesses. A decision will be made on the superintendent's recommendation following the standards for expulsion established in policy 4353, Long-Term Suspension, 365-Day Suspension, Expulsion.

Legal References: G.S. 115C-45, -47, -276, -288, -390.1, -390.2, -390.7, -390.8

Cross References: Long-Term Suspension, 365-Day Suspension, Expulsion (policy 4353)

Adopted:

Attendance in school and participation in class are an integral part of academic achievement and the teaching-learning process. Regular attendance develops patterns of behavior essential to professional and personal success in life. Regular attendance by every student is mandatory: the State of North Carolina requires that every child in the State between the ages of seven (or younger if enrolled) and 16 years attend school. Parents or legal guardians have the responsibility for ensuring that students attend and remain at school daily.

**A. ATTENDANCE RECORDS**

School officials will keep an accurate record of attendance, including accurate attendance records in each class. Attendance records will be used to enforce the Compulsory Attendance Law of North Carolina.

**B. EXCUSED ABSENCES**

When a student must miss school, a written excuse signed by a parent or guardian must be presented to the teacher or principal designee within 2 days after returning from an absence. An absence may be excused for the following reasons:

1. Personal illness or Injury: when the absence results from student illness or injury which prevents the student from being physically able to attend school.
2. Quarantine: when isolation of a student is ordered by the local health officer or by the State Board of Health.
3. Death in the Immediate Family: when the absence results from the death of a member of the immediate family of the student: For the purpose of this regulation, the immediate family of a student includes, but is not necessarily limited to grandparents, parents, brothers, and sisters.
4. Emergency Medical or Dental Appointments: when the absence results from a medical or dental appointment of a student or such an appointment that has been approved in advance by the principal that causes the student to be unable to attend for the entire school day.
5. Court or Administrative Proceedings: when the absence results from the attendance of a student at the proceedings of a court or an administrative tribunal if the student is a party to the action or under subpoena as a witness.
6. Religious Observance: when the student is absent due to a religious observance and the principal has been notified in advance of the absence. ~~has been approved in advance by the principal.~~
7. Educational Opportunity: when it is demonstrated that the purpose of the absence is to take advantage of a valid educational opportunity, such as travel or service as a legislative or Governor's page, and the absence has been approved in advance by the principal;

8. Absence due to pregnancy and related condition or parenting, when medically necessary;
9. Absence related to a deployment of a parent or legal guardian when the parent or legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has just returned from deployment to a combat zone or combat support post for the purpose of visiting said student.

Extended illnesses generally require a statement from a physician. Once a student has accumulated more than 15 absences in a school year (or more than five consecutive absences), a doctor's note or other documentation approved by the principal will be needed to excuse further absences. This standard does not apply to medically fragile students as defined in the NC School Attendance and Student Accounting Manual and approved by the principal.

Whether absences are excused, unexcused or because of short-term, out-of-school suspensions, the student will be permitted to make up his or her school work. The teacher will determine when work is to be made up. The student is responsible for finding out what assignments are due and completing them within the specified time period.

### C. SCHOOL-RELATED ACTIVITIES

All classroom activities are important and difficult, if not impossible, to replace if missed. It is the intention of the board of education that classes missed be kept to an absolute minimum through close scrutiny and a monitoring system on the part of the principal. The following school-related activities will not be counted as absences from either class or school:

1. field trips sponsored by the school;
2. job shadows and other work-based learning opportunities, as described in G.S. 115C-47(34a);
3. school-initiated and scheduled activities;
4. athletic events requiring early dismissal from school;
5. Career and Technical Education student organization activities approved in advance by the principal; and
6. in-school suspension.

Assignments missed for these reasons will be completed by students. The teacher will determine when work is to be made up. The student is responsible for finding out what assignments are due and completing them within the specified time period.

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**D. EXCESSIVE ABSENCES**

Class attendance and participation are critical elements of the educational process and may be taken into account in assessing academic achievement.

**Elementary, Middle, and High Schools**

The principal will notify parents and take all other steps required by G.S. 115C-378 for excessive absences. Students may be suspended for up to two days for truancy.

**High School only**

Students who miss more than a total of 4 days (excused and/or unexcused) per course during a semester will not receive credit toward graduation except when one of the following conditions are met:

1. Students make-up absences: The high school will provide opportunities for students to make-up time missed from classes. The maximum number of days which a student can make-up per semester is 4; the maximum number of class periods which a student can make-up per semester is 16. All make-up time must be completed in the same semester as the absences.
2. The principal grants a waiver: Students whose academic standing is adversely affected by this standard have the right to appeal for a waiver. The appeal must be submitted to the principal in writing along with any appropriate and/or required documentation. Waivers of absences may be granted by the principal only when extenuating circumstances exist.

This standard does not apply to medically fragile students as defined in the NC School Attendance and Student Accounting Manual and approved by the principal.

**E. TARDIES**

The principal is responsible for handling tardies and for establishing relevant school procedures that are in compliance with the NC School Attendance and Student Accounting Manual. Students are expected to be at school on time and to be present at the scheduled starting time for each class and be present for the entire school day. Students who are excessively tardy to school or class may be suspended for up to two days for such offenses.

Legal References: G.S. 115C-47, -84.2, -288(a), -378 to -383, -407.5; 16 N.C.A.C. 6E.0102-.0103; State Board of Education Policies EEO-L-002, -003

Cross References: Education for Pregnant and Parenting Students (policy 4023), Children of Military Families (policy 4050)

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

Administrative Procedure: None

Revised: April 10, 2008, May 14, 2009, September 10, 2009

**Beginning Teacher  
Support Program**

**Asheboro City Schools  
Post Office Box 1103  
Asheboro, NC 27204-1103  
LEA: 761**

**Timothy R. Allgood, Ed.D.  
Assistant Superintendent for Human Resources**

**Plan approved by Asheboro City  
Board of Education  
November 10, 2011**

*Diane L. Frost, Ph.D.*  
**Superintendent**

*Gidget Kidd*  
**Board of Education Chair**



## **Background**

In order to improve the quality of education in North Carolina, the State Board of Education instituted in 1985 the Initial Licensure Program (ILP), a formal system of support for beginning teachers. In 1997, the General Assembly enacted the Excellent Schools Act, a plan for improving academic achievement, reducing teacher attrition, and rewarding teacher knowledge and skills. The ILP extended the Probationary period for initially licensed teachers, added a requirement for New Teacher Orientation (NTO) prior to the beginning of the school year, and mandated four formal classroom observations and a summary evaluation per school year.

The program of support for beginning teachers continued to evolve. During the 2005-2006 school year, the program became known as the Beginning Teacher Support Program (BTSP), with teachers in their first three years being referred to as Beginning Teachers (BT's) and no longer ILT's (Initially Licensed Teachers). Accompanying this change was a change in teacher licensure. A Beginning Teacher is issued a Standard Professional I (SP I) Professional Educator's License and becomes eligible for a Standard Professional II (SP II) license upon completion of the BTSP.

Based on new Teacher Standards adopted by the State, the North Carolina Teacher Evaluation System was implemented in the 2010-2011 school year and full use of the system's online component is required in 2011-2012. Reporting of teacher summary ratings are part of the Federal requirements related to *Race to the Top* funding.

In review, the BTSP is a program to support, train, mentor, and supervise Beginning Teachers during their first three years in the profession. The goal of the program is to provide the assistance needed to ensure success in teaching.

## **Requirements**

### A. Program Administration

The Beginning Teacher Coordinator is the person charged with the responsibility for developing and administering the BTSP. The Coordinator for the 2011-2012 school year is Dr. Tim Allgood, Assistant Superintendent of Human Resources. Principals and assistant principals, district lead teachers, instructional facilitators, and mentors are directly involved in the program.

### B. Formal Orientation

A three-day New Teacher Orientation (NTO) is held in August prior to the beginning of teacher workdays. Beginning Teachers in their first year (BT-1's) are introduced to the following:

## **Page 2**

- Code of Ethics for North Carolina Educators
- Asheboro City Schools (ACS) vision/mission/core beliefs;
- ACS Board of Education policies
- ACS Strategic Plan
- ACS Webpage, staff links, and curriculum resources
- North Carolina Professional Teaching Standards
- North Carolina Teacher Evaluation Process
- School Law Update (Exceptional Children, seclusion and restraint, bullying)
- ACS district-level leadership

In addition, Beginning Teachers participate in a panel discussion with veteran teachers, who share their teaching philosophy and experiences in Asheboro City Schools. Finally, BT-1's spend one day in their schools, meeting with administrators and lead mentors to review school-level policies and procedures.

### C. Optimum Working Conditions for Beginning Teachers

Asheboro City Schools supports the recommendations following, ensuring that Beginning Teachers have the opportunity to develop into master teachers:

- Teaching assignment in the area of licensure;
- Mentor assigned prior to teacher workdays, in the same area of licensure as the BT, and in close proximity (same school) with the BT;
- Orientation that includes State, ACS, and school expectations;
- Limited preparations;
- Limited non-instructional duties;
- Limited number of exceptional or difficult students; and,
- No extracurricular assignments unless requested in writing by the BT.

"Non-instructional duties" is defined as those not directly involved with the instructional program or the implementation of curriculum, but that is expected of all teachers (supervising and monitoring children in the lunch room, during class change, in the cafeteria, etc.). "Extracurricular activities" is defined as those performed by a teacher outside the regular school day and not directly related to the instructional program (coaching or advising).

### D. Mentor Teacher Selection Criteria

Criteria for selecting mentors are outlined in the Standards for Beginning Teacher Support Programs: Standard 2 – Mentor Selection, Development, and Support. Mentors shall:

### Page 3

- Support New Teacher Orientation (NTO) and provide logistical and emotional support;
- Focus their primary support on improving instruction and learning; and,
- Provide ongoing support and encouragement for Beginning Teachers.

#### E. Mentor Training

Mentor training and support is the responsibility of the local school district. A Lead Mentor is employed at each ACS school except Asheboro High where two lead mentors support Beginning Teachers. Lead mentors participate in NTO and facilitate meetings and support at the building level. Individual mentors are assigned by the Beginning Teacher Coordinator in conjunction with the principal. Selected mentors demonstrate the ability to support, nurture, and, and encourage a Beginning Teacher.

New Mentor Standards were adopted by the State Board of Education during the 2010-2011 school year. The training manual is *North Carolina Mentor Program: Beginning Teacher Guidelines for the 21<sup>st</sup> Century Professional*.

The new Mentor Standards are:

- Standard 1: Mentors Support BT's to Demonstrate Leadership
- Standard 2: Mentors Support BT's to Establish a Respectful Environment for a Diverse Population of Students
- Standard 3: Mentors Support BT's to Know the Content they Teach
- Standard 4: Mentors Support BT's to Facilitate Learning for their Students
- Standard 5: Mentors Support BT's to Reflect on their Practice.

#### F. Beginning Teacher Professional Development Plan

A Professional Development Plan (PDP) must be developed by each Beginning Teacher annually in conjunction with his/her principal and mentor. The basis for the plan is the North Carolina Professional Teaching Standards. The PDP must include: goals; strategies; and assessment of the BT's progress in professional improvement. The PDP shall be reviewed at mid-year and near the end of the school year.

#### G. Principal Support

Principal support is an essential piece of the BTSP. Principals encourage skilled teachers to complete mentor training and to share their expertise with Beginning Teachers. Principals work closely with the Beginning Teacher Coordinator to pair mentors with Beginning Teachers. Principals offer insight throughout the year regarding the progress made by Beginning Teachers.

#### **Page 4**

The most important role of the principal in support of Beginning Teachers is as evaluator. Principals work with BT's to create their Professional Development Plan and formally observe the BT a minimum of three times during the school year. As outlined in State policy, a fourth formal observation is conducted by a peer observer. Within ten school days of the formal observation, the principal at BT meet to review the lesson observed and discuss strengths and areas for improvement.

In addition to formal observation and feedback, principals conduct informal classroom walkthroughs, offering feedback on observations made in these brief visits. At year's end, the principal completes a Summary Rating form on each Beginning Teacher, providing feedback directly related to the North Carolina Teaching Standards and assessing the overall performance for the year.

#### H. Observations/Evaluation

As prescribed in North Carolina General Statute 115C, Beginning Teachers will be observed three times annually by a school administrator and at least once by a peer observer. A Summary Evaluation by the principal or his/her designee will be conducted annually on each BT. Formal observations must be for a full instructional period and a post-observation conference is required. Observations must be appropriately spaced during the school year and all persons who observe BT's must be appropriately trained in the use of the NC Teacher Evaluation System.

#### I. Licensure Conversion Process

When the Beginning Teacher has achieved a minimum rating of "Proficient" on all of the NC Professional Teaching Standards and has completed the requirements of BTSP, he/she is eligible for conversion from a Standard Professional I license to a Standard Professional II license. The official designated by the district to make licensure recommendations is responsible for doing so through an automated process in May of each year.

The LEA would not recommend conversion from a SP I to a SP II for failure to meet "Proficient" on all teaching standards, for failure to complete the requirements of BTSP, or if the licensure official has knowledge of any reason related to conduct or character to deny the conversion. The Licensure Section of the Department of Public Instruction

(DPI) is responsible for issuing SP II licenses based on the recommendation of the school district. Decisions related to licensure are legally separate from employment decisions. Licensure is a responsibility of the State Board of Education, while employment is a responsibility of the local Board of Education.

## **Page 5**

### **J. Due Process**

A Beginning Teacher not recommended for conversion from a SP I to a SP II license, may ask for review in accordance with Article 3 of Chapter 150B of North Carolina General Statutes. There is no appeal at the local level, as licensing is a decision of the State, not the local Board. Local Boards are responsible for explaining appeal rights to teachers not qualifying for SP II licenses.

Except when the denial is based on reasons of conduct or character, the teacher may, as an alternative, affiliate with an Institution of Higher Education (IHE) with an approved teacher education program and complete a program of study to address identified deficiencies. Upon successful completion of the prescribed program, the IHE must recommend the person for another SP I license. If employed, the teacher must complete another Beginning Teacher Support Program.

### **K. Beginning Teacher Support Plans**

A plan for providing a comprehensive program of support for Beginning Teachers is required annually. The plan must meet the Beginning Teacher Support Program Standards. Plans must demonstrate that the BTSP is "Proficient" on each standard and element. The plan must be approved by the local Board of Education and kept on file at the LEA for review.

### **L. Beginning Teacher Support Program Annual Reports, Annual Peer Review and Process, and Five-Year Formal Review Reports**

Each LEA with an approved BTSP must submit an annual report to the Department of Public Instruction that includes evidence of demonstrated proficiency on the BTSP Standards and in meeting Mentor Standards. In addition, LEA's will participate in a regionally-based annual peer review of BTSP plans and practices.

Every fifth year, DPI will formally review the BTSP to review evidence and verify that program proficiency is demonstrated on all BTSP Standards. The monitoring should report to DPI, any standards or elements where programs are not deemed at least "Proficient." Programs rated "Developing" on the standards should be put on an improvement plan and reviewed more frequently to ensure that all Beginning Teachers are supported.

# Asheboro City Schools Calendar 2012 - 2013

**DRAFT 9/20/11**

**(With Waiver)**

**DRAFT 9/20/11**

July 2012						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2012						
S	M	T	W	T	F	S
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26	27	28	29	30	31	

September 2012						
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30						

October 2012						
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28	29	30	31			

November 2012						
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December 2012						
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

July	
4	Holiday

August	
15	Staff Reports
15-17; 20-21	Workdays
22	First day for students

September	
3	Holiday

November	
12	Holiday
21	Vacation/Annual Leave
22-23	Holiday

December	
24-26	Holiday
27, 28, 31	Vacation/Annual Leave

January	
1, 21	Holiday
14	Workday

February	
18	Vacation/Annual Leave

March	
8	Workday
29	Holiday

April	
1-5	Vacation/Annual Leave

May	
27	Holiday

June	
7	Last Day for Students
10-11	Workdays

Holidays
Teacher Workdays
Required Workdays
Vacation/Annual Leave

January 2013						
S	M	T	W	T	F	S
		1	2	3	4	5
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February 2013						
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March 2013						
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31						

April 2013						
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2013						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2013						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

# Asheboro City Schools Calendar 2012 - 2013

**DRAFT 9/20/11**

**(WITHOUT WAIVER)**

**DRAFT 9/20/11**

July 2012						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2012						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2012						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2012						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2012						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2012						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

4 Holiday

August  
20 Staff Reports  
20-23 Workdays  
24 Vacation/Annual Leave  
27 First Day for Students

September  
3 Holiday

November  
12 Holiday  
22-23 Holiday

December  
24-26 Holiday  
27, 28, 31 Vacation/Annual Leave

January  
1, 21 Holidays  
18 Workday

March  
29 Holiday

April  
1-5 Vacation/Annual Leave

May  
27 Holiday

June  
7 Last Day for Students  
10-13 Workdays  
14 Vacation/Annual Leave

Holidays

Teacher Workdays

Required Workdays

Vacation/Annual Leave

January 2013						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2013						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2013						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2013						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2013						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2013						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

## School Calendar 2012-13 Feedback

My vote is with the waiver.

*Doris Neilson, NAMS*

I vote for the calendar with the waiver.

*Robin Lucas, AHS Zoo School*

I prefer the calendar with the waiver. Students and teachers need breaks throughout the year. the calendar with the waiver is a nice balance of days off throughout the year while maximizing instructional time.

*Leslie Smith-Moore, SAMS*

While I applaud the efforts to revisit the calendar and its possibilities, I must admit that I was extremely disappointed to see that there are no workdays in the fall in the waiver calendar nor the original calendar. Following the beginning of school there is a great deal of time consuming paperwork that teachers must complete. In addition to completing report cards, PEP's must be completed, intervention groups organized, as well as scheduling parent conferences. Although all of these items are crucial, so is the time necessary to prepare and complete them. Thank you so much for taking the time to listen.

*Cindy Myers – Lindley Park*

I have just looked at the proposed calendars for next year. I prefer the one with the waiver. I like having the kids starting on a Wednesday rather than on a Monday. I would like to see a workday taken from the beginning and put into October, but I see that is not on either calendar. I like having an extra day for Thanksgiving break for those who go out of town to celebrate. I am not thrilled with not having a long weekend in January, but we just had a break in December! I like having a day February and March. I also don't see the need to have extra days required at the end of the year. If teachers want to work more to break down their classrooms, then that is their choice. My vote is for the calendar with the waiver. I just wish we could get a workday added in October. This has been a long haul and November is still a ways away.

*Amy Slate – ECDC*

I just wanted to weigh in on the calendar options... I am definitely for the calendar with the waiver – the one that has us starting school a little earlier. I noticed on that one we have some workdays, whereas the other one doesn't have many/any! It's been a bit rough this fall not having a workday, so the calendar that gives us workdays would be appreciated. Thanks!

*Jennifer McInnis – AHS*

I am disappointed to see that there are not workdays in October on either calendar. As elementary teachers, the October workday was a crucial one – assessments are done and need filing, conferences (Many used that day as a conference day). I would like to see us get that day back and was hoping that would happen with the waiver. On the calendar (without waiver), there are too many workdays at the end of the year. Two maybe three are enough for that time of year.

*Donna Hobson – LP*



I like the school calendar with the waiver.

*Brooke Davis, AHS*

Start on 8/22.

*Dee Bulla, AHS*

I am in favor of the calendar "with the waiver." It would be extremely hard for Kindergarten students to attend school for 2 whole days after staggering and then have Monday off for Labor Day. It would be like completely starting over on the Tuesday after Labor Day.

*Cindy Watson, BAL*

I prefer the calendar WITHOUT the waiver.

*Martha Spoonamore, SAMS*

I like the waiver calendar better since it includes the Wednesday before Thanksgiving. Many people travel and need that extra day.

*Rosemary Dietrick, BAL*

I was reviewing the calendar proposals for the 2012-2013 school year. My biggest concern is the absence of workdays after school has started until January. I noticed several more workdays in June on the calendar without a waiver. Could two of those workdays be used earlier in the school year? It would be nice to have a workday at the end of the first and second grading periods.

*Amy Smith, LP*

I like the one with the waiver. Please don't take my Wednesday before Thanksgiving.

*Steve Watson, CWM*

I have viewed both calendars and my preference is for the one without the waiver. I prefer/vote for the school calendar where teacher workdays begin on August 20, 2012.

*Cheryl Perkins, CWM*

Thank you for asking our opinion of the calendars. I prefer the calendar with the waiver that re-instates our workdays.

*Vickie Essick, NAMS*

I prefer the calendar with the waiver.

*Natasha Chandler, NAMS*

Go for the waiver.

*Devan Ward, AHS*

I prefer the calendar with the waiver.

*Darlene Player, LP*

I would like to make a suggestion for the calendar next year. Moore County, where I live, decided to add their five days this year. They are using five half days for students and using the rest of the time on those days for staff development. Not sure if this would work for us but just wanted to share the idea.

*Stephanie Wells, GBT*

I will happily adhere to either calendar; however, I just had a thought to consider. I was wondering if the absentee rate for staff and students during the months of September to November as compared to the last two school years could be investigated? As an itinerant personnel, it appears to me, at least at the preschool and elementary levels, that the workday around the six-week mark was sorely missed and greatly needed. I have no data to support this observation; however, I wanted to share this concern with you.

A suggestion to help create this could be:

With Waiver: Give up one of the workdays in August, or the sacred one before Thanksgiving, or perhaps one during spring break;

Without Waiver: Give up one of the workdays in August, one at the end of the year in June, or perhaps one during spring break.

*Barb Skelly, ECDC*

Both the new calendar drafts do not include a workday in October at the end of the first six weeks. I realize that many things are considered when making the district calendar. It is a district expectation kindergarten teachers conduct a parent conference for each student at the end of the first six weeks. We (the kindergarten teachers) explain the report card and how each student is doing at the individual conferences. In the past we have used the October workday to do as many conferences as we can schedule (especially with translators). If it would be possible, an October workday would be extremely helpful in scheduling and completing these individual conferences.

*Reagina Roberson, BAL*

I think that the calendar without the waiver looks best.

*Amber Watts, CWM*

I think the calendar without the waiver looks best. I wish ACS and Randolph shared the same calendar. It is close but not the same.

*Lori English, CWM*

I vote to go with the waiver.

*Sara Ralph, BAL*

### **185 Day Calendar Waiver Requests**

Session Law 2011-145 increased the number of instructional days from 180 to 185. As part of this law, if the State Board of Education finds that it will enhance student performance to do so, the State Board may grant a local board of education a waiver to use up to five of the instructional days required by subdivision (1) of G.S, 115C-84.2 as teacher workdays. For each instructional day waived, the State Board shall waive an equivalent number of instructional hours.

### **Process**

The LEA must submit a letter to the Chairman of the State Board of Education, indicating they would like to request a waiver. Upon receipt of the letter, the Department of Public Instruction will provide a waiver request form to be completed by the LEA. After receipt of the waiver request form, the waiver will be presented to the State Board of Education for consideration. Waivers requests for the 2012-13 year must be submitted by November 15, for consideration during the December State Board of Education meeting. For all subsequent school years, waiver requests must be submitted by October 1 for the following school year. For example, if you are requesting a waiver for the 2013-14 school year, we must receive your waiver request form by October 1, 2012.

School/Location	Date	Event	Time
AHS/PAC	November 3-6, 2011	PSP- One act versions of <i>Of Mice and Men</i> and <i>Steel Magnolias</i>	7:30pm/2:30pm
BAL	Tuesday, November 08, 2011	Reading Night	5:30-7:00pm
LP	Thursday, November 10, 2011	Grandparent's Day Breakfast	7:30am
PDC	Thursday, November 10, 2011	Board of Education Meeting	7:30pm
	November 13-19, 2011	American Education Week	
PDC	Monday, November 14, 2011	FAN workshop for 6-12 parents	6:30pm
Koury Center	November 14-16, 2011	NCSBA Annual Conference	
NAMS	Thursday, November 17, 2011	7th grade Drama presentation	7:00pm
NAMS	Friday, November 18, 2011	8th grade Drama presentation	7:00pm
	Monday, December 05, 2011	2nd six week Report Cards goes home	
PDC	Wednesday, December 07, 2011	Student Advisory Council Breakfast	7:30am
DLL	Wednesday, December 07, 2011	Senior Holiday Lunch	12noon
BAL	Thursday, December 08, 2011	Math Night	5:30-7:00pm
AHS/PAC	Thursday, December 08, 2011	AHS Chorus Concert	7:30pm
AHS/PAC	Thursday, December 08, 2011	Board of Education Meeting	7:30pm
AHS/PAC	Tuesday, December 13, 2011	Middle School Band Concert	7:30pm
LP	Thursday, December 15, 2011	PTO Meeting and 3rd grade Holiday Performance	5:30-7:00pm
NAMS	Thursday, December 15, 2011	Chorus Concert	7:00pm
AHS/PAC	Thursday, December 15, 2011	High School Band Concert	7:30pm
NAMS	Monday, December 19, 2011	Science Fair	
AHS/PAC	Tuesday, December 20, 2011	AHS Jazz and Percussion Concert	7:30pm
PDC	Wednesday, December 21, 2011	Superintendent's Holiday Luncheon	11:30am to 1:00pm
AHS	Thursday, January 05, 2012	Senior Project Night	5:30pm
SAMS	Tuesday, January 10, 2012	Science Fair	
PDC	Thursday, January 12, 2012	Board of Education Meeting	7:30pm
AHS/PDC	Friday, January 20, 2012	Board Appreciation Luncheon	12noon

	Tuesday, January 25, 2011	3rd six week Report Cards goes home	
PDC	Friday, January 27, 2012	Legislative Breakfast	8:00am
CO	Monday, January 30, 2012	PTO President's Round Table	6:30pm
SAMS	Tuesday, January 31, 2012	District Science Fair	12noon - 1:00pm



# Points of Pride

November 10, 2011



## Student Achievements:

- Students selected the state NC Honors Chorus (7 elementary; 1 high school)
- Eleven students participated in the NC Math Competition
- Julie Hodgins, AHS Zoo School - Manitoba, Canada with Polar Bears International
- AHS Student Council hosted the Central District Conference
- AVID students from NAMS attended the Opt-ED Alliance Day at NCSU
- AHS National Honor Society Induction

## Staff Recognitions:

- Teacher presentations at the NCCTM conference

## Parent Involvement:

- PTO/PTA President's Round Table
- Lunch and Learn activities at Lindley Park
- Report Card pick up events held at several schools
- Parent Assistant implemented at AHS
- SES Provider Fair

## Events bringing community into our schools:

- Volunteers restored sign at Teachey
- AHS Chorus Concert
- BAND-O-RAMA
- AHS Homecoming
- Park Street Players presented one-act versions of - *Of Mice and Men* and *Steel Magnolias*

# Asheboro City Schools Strategic Plan Milestones

## 2011-2012

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

1. Every student graduates college and career ready.

- Graduation rate for 5-year cohort at 82% or better.
- 75% or more of students demonstrate proficiency on Algebra I and Biology EOC exams.

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

- Implement “Technology in Learning Fair” to showcase student and faculty projects.  
Plans are coming together for our first “Digital Learning Expo” to be held April 3, 2012, at the PDC. Student projects will be showcased in three categories: Creativity and Innovation; Communication and Collaboration; Critical Thinking, Problem Solving, and Decision Making. Marty Williams and Cheryl Perkins are leading this endeavor.

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

- Prepare for implementation of Health Sciences Small Learning Community in partnership with Randolph Community College.

As a result of legislation this summer, the State Board of Community Colleges and the State Board of Education have revamped the college transfer and Huskins programs for high school students. The new program is called the Career and College Promise program. We met with RCC administrators this week to learn the specifics of the program. Basically, North Carolina community colleges may now offer three Career and College Promise pathways: (1) A College Transfer Pathway leading to a minimum of 30 hours of college transfer credit; (2) a CTE Pathway leading to a certificate, diploma, or degree; and (3) a Cooperative Innovative High School Pathway approved by General Statutes (basically an Early College High School program). We are in the process of studying the new program along with its operating procedures and costs. We anticipate an in-depth report to the Board of Education on the new Career and College Promise program in January or February.

At first blush, it appears that our small learning community concept may not fit within the guidelines of the new program. However, this program may be more promising in that it will provide excellent educational opportunities for students who wish to accelerate their completion of college certificates, diplomas, and associate degrees.

4. Increase the number of students reading on grade level by Grade 3 to 64%.

5. All students in grades 3-8 demonstrate yearly academic growth in reading and mathematics.
  - Use DPI individual growth model to determine percent of students demonstrating academic growth in reading and mathematics in grades 3-8.
  - Implement CASE21 benchmark assessments.  
Benchmark assessments were completed last week in our elementary and middle schools. Results are being analyzed to guide instructional planning for students.
6. Implement innovative after school enrichment and intervention programs.
  - Continue before and after school enrichment programs.
7. Establish a rigorous and relevant CTE program.
  - Implement CTE strategic plan.

GOAL 2: Asheboro City Schools will be led by 21<sup>st</sup> century professionals.

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

- Professional development focus areas: Literacy across the curriculum; Common Core state standards

The school improvement plans demonstrate the intensive work that our teachers have done in pursuing our literacy focus across the curriculum this year. We have made exceptional progress in this area, and I am especially pleased with the magnitude of teacher leadership in this endeavor.

All teachers are currently participating in three online modules prepared by the State Board of Education staff in preparation for implementing the Common Core/Essential Standards curriculum in 2012-13. The topics include "A Call for Change," "Understanding the Standards," and "Revised Bloom's Taxonomy." Our Common Core team is preparing to lead three days of professional development for teachers in January, March, and April to gain a deep knowledge of the standards and begin developing units of study.

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

- Continue to use and refine formative assessments (NC FALCON), including performance assessments.



- Encourage student-led conferences.
- Implement and refine RTI (Response to Instruction) in grades 6-12.
- Continue to develop and expand standards-based grading practices.

Middle school mathematics teachers continue to refine their standards-based grading practices. Melanie Richey, Julia Bynum, and Linda Hollingsworth of NAMS led a session at the state mathematics teacher conference (NCCTM) last week on standards-based grading practices. The session was well-received by participants.

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

- Continue Teacher Leadership Academy for cohort #2.
- Implement new teacher evaluation system with appropriate refinements and state requirements.
- Teachers will participate, plan, and lead professional learning communities (collaborative conversations).

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

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

- All schools will complete Level 2 Positive Behavior Support Training and score > 80 on the school inventory.

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

- Pursue GEAR UP grant.
- Every student has a caring adult among the staff and every student's passion is known by the caring adult.

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

- Each school certified by Healthier U.S. School Challenge at Bronze, Silver, or Gold level.

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

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

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

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

- Implement parent portal.

The parent portal went “live” at Asheboro High School in mid-October. Initial parent response was positive.

2. Increase communication and outreach to parents.

- Expand use of social media to school sites.
- Increase number of home visits.

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

- Continue partnership with High Point University for Masters in School Administration cohort.
- Continue partnerships with UNCG, including new Core Math project with McCrary School.

The UNCG Core Math project with McCrary School will be highlighted in UNCG’s alumni publication this month!

- Continue and expand RCC partnerships for Huskins, College Transfer, and Learn and Earn courses for AHS students.
- Collaborate with new STEM partners to enhance teacher and administrator capacity to prepare students for STEM careers (e.g., Golden Leaf Foundation project “STEM Stars” and new TAP grant with Jeane Joyner).

Middle and elementary school teachers are collaborating to implement common science laboratory investigations across the district. Teachers report that student engagement in these investigations has been high.

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

- Encourage expansion of wireless access in Asheboro.
- Hold at least 3 community FAN workshops.

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

1. Implement long range facilities plan.

- Continue to implement long range facility plans as funds permit.