

**ASHEBORO CITY SCHOOLS
BOARD OF EDUCATION
October 20, 2016
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. Approval of Agenda
- C. Moment of Silence
- D. Pledge of Allegiance – Kejuan Logan, 8th Grader at North Asheboro Middle School

II. Special Recognition and Presentations

- A. Community Partner Spotlight – Randolph Society for the Prevention of Cruelty to Animals – Ms. Carla Freemyer
- B. Board Spotlight – Woof Gang Service Club – North Asheboro Middle School – Ms. Candace Call, Principal, and Ms. Lee Williams, Teacher/Advisor

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

The following items are presented for Board approval:

- A. Approval of Minutes – September 8, 2016
- B. Comprehensive Continuous Improvement Plan (Title I, II, III, IV)
- C. Personnel

V. Information, Reports and Recommendations

- A. Asheboro High School Early College Academy – Dr. Terry Worrell and Dr. Robert Shackelford, Jr., President of Randolph Community College
- B. Continuous Improvement Plans for Secondary Education and ECDC
 - Early Childhood Development Center – Ms. Holly White, Pre-School Director
 - North Asheboro Middle School – Ms. Candace Call, Principal
 - South Asheboro Middle School – Mr. Ron Dixon, Principal
 - Asheboro High School – Mr. Brian Saunders, Principal
- C. Policies for 30-Day Review – Dr. Drew Maerz
 - Policy 2300 – Board Meetings
 - Policy 2302 – Remote Participation in Board Meetings
 - Policy 2320 – Compliance with the Open Meetings Law
 - Policy 6220 – Operation of School Nutrition Services

VI. Action Items

- *A. Policies Recommended for Approval – Dr. Drew Maerz
 - Policy 6400 - Goals of the Purchasing Function
 - Policy 6410 - Organization of the Purchasing Function
 - Policy 6420 - Contracts with the Board
 - Policy 6421 - Pre-Audit Certification
 - Policy 6430 - State Purchasing Requirements for Equipment, Materials, and Supplies
 - Policy 6440 - Local Purchasing Requirements for Equipment, Materials, and Supplies
 - Policy 6442 - Vendor Lists

- Policy 6450 - Purchase of Services
- Policy 6500 - Goals of Equipment, Materials and Supplies Services
- Policy 8000 - Fiscal Goals
- Policy 8510 - School Finance Officer
- Policy 9030 – Facility Construction

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

- A. Calendar of Events – Ms. Carla Freemyer
- B. Points of Pride – Ms. Carla Freemyer
- C. 2016-2017 Board Goals, October Update – Superintendent Terry Worrell

VIII. **Board Operations**

- A. Important Dates to Remember

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.

*Item(s) requires action/approval by the Board of Education

Mission

We are committed to providing rigorous, individualized, and engaging learning opportunities for all students in a safe and inviting environment to ensure our students can become successful lifelong learners, prepared for global citizenship.

**ASHEBORO CITY SCHOOLS
BOARD OF EDUCATION
October 20, 2016
7:30 p.m.
Asheboro High School
Professional Development Center**

Addendum

6:00 p.m. – Policy Committee

6:45 p.m. – Finance Committee Meeting

- I. **Opening**
- II. **Special Recognition and Presentations**
- III. **Public Comments**
- IV. **Consent Agenda**
 - C. Personnel Addendum
- V. **Action Items** (Moved from Section IV to Section V)
 - A. Asheboro High School Early College Academy – Dr. Terry Worrell, Dr. Robert Shackelford, Jr., President of Randolph Community College, Mr. Brian Saunders, and Dr. Julie Pack (moved from Information, Reports and Recommendations)
 - B. Continuous Improvement Plans for Secondary Education and ECDC (moved from Information, Reports and Recommendations)
 - Asheboro High School – Mr. Brian Saunders, Principal
 - Early Childhood Development Center – Ms. Holly White, Pre-School Director
 - North Asheboro Middle School – Ms. Candace Call, Principal
 - South Asheboro Middle School – Mr. Ron Dixon, Principal
 - C. Policies Recommended for Approval – Dr. Drew Maerz (moved from Item A to Item C)
- VI. **Information, Reports and Recommendations** (Moved from Section V to Section VI)
 - A. Policies for 30-Day Review – Dr. Drew Maerz (moved from Item C to Item A, Information, Reports and Recommendations)
- VII. **Superintendent’s Report/Calendar of Events**
 - A. Calendar of Events – Amended
- VIII. **Board Operations**
- IX. **Adjournment**

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October 20, 2016

Board Spotlight:

Tonight's Board Spotlight will be presented by Ms. Candace Call, principal at North Asheboro Middle School, and Mrs. Lee Williams, social studies teachers and club advisor for the NAMS Woof Gang service club. Ms. Call and Mrs. Williams are excited to share information about the Woof Gang at North Asheboro Middle School. Please join me in welcoming Ms. Call and Mrs. Williams.

Community Partner Spotlight:

Tonight's Community Partner Spotlight features the Randolph County Society for the Prevention of Cruelty to Animals, or RSPCA. The local chapter of the RSPCA was chartered in April 2013 as a group of dedicated volunteers with a mission of supporting a pet-friendly, compassionate community committed to ending euthanasia of adoptable dogs and cats. The group works throughout our community, North Asheboro Middle School, and several elementary schools in the county to provide educational programs focusing on responsible pet ownership. At North Asheboro Middle School, the group has attended Career Day and NAMS Jams. Tonight, NAMS would like recognize Linda Knott and Dr. Janet Williamson for their continued partnership and for all their work with adoptable animals in Asheboro and Randolph County.

**Policy Committee Meeting
September 8, 2016**

Staff members present: Superintendent Terry Worrell, Dr. Aaron Woody, Carla Freemyer, and Dr. Drew Maerz.

Board members present: Kyle Lamb, Gidget Kidd, Linda Cranford, Michael Smith, Baxter Hammer, and Beth Knott.

Ms. Cranford called the meeting to order at 6:00 p.m. and referred to Dr. Maerz who began review of the agenda.

- Policy 2300 – Board Meetings
 - Minor language, legal reference, and cross reference updates
 - Language added detailing specially-called meetings and updating public hearings
 - NCSBA recommends the section on remote participation be removed from this policy and a new policy created to cover this subject

- Policy 2302 – Remote Participation in Board Meetings
 - Reviewed recommended NCSBA policy
 - The NCSBA version of the policy allows remote participation during a closed session. Committee members discussed and decided against allowing remote participation during a closed session. Remote participation would continue to be allowed during regular open session meetings.

- Policy 2310 – Public Participation at Board Meetings
 - Updated language regarding agenda item requests
 - Committee members discussed consent and allowance of agenda item requests and decided to table policy for further discussion.
 - Policy will be revisited in the October Policy Committee Meeting.

- Policy 2320 – Compliance with the Open Meetings Law
 - Reviewed NCSBA recommendations covering audio/visual recordings of meetings. Committee members decided not to include section on audio/visual recordings at this time.

- Policy 6220 – Operation of School Nutrition Services
 - Updated legal references

All policies, with the exception of tabled Policy 2310, will go to the Board for 30-day review at the October Board meeting.

Dr. Worrell provided committee members Mr. Brian Shaw's response regarding policy on vacancies on the school Board. He provided a statement that could be added to our standing policy to clarify the process. Recommendations will be written into a draft policy and reviewed at the October Policy Committee Meeting.

With no further business, the meeting was adjourned at 6:40 p.m.

**Finance Committee Meeting
September 8, 2016**

The Finance Committee convened at 7:00 p.m. in the Professional Development Center conference room with the following board members present:

Gustavo Agudelo
Baxter Hammer
Joyce Harrington

Kyle Lamb
Jeni Martin
Archie Priest

Staff members present were: Superintendent Terry Worrell, Harold Blair, Kristen Wright, and Sandra Spivey.

Mr. Blair presented the Budget Resolution for the 2016-2017 school year. The Current Expense budget includes a 1% bonus for all employees. Mr. Blair explained that the 1% bonus would allow us to provide an increase for this year to all employees and review a supplement rate change for future years. In order to balance the Current Expense budget, we are appropriating \$302,741 from Fund Balance.

In order to balance the Capital Outlay budget, we have included an Appropriated Fund Balance of \$111,716 and deferred roofing projects totaling \$139,271. All other capital items included in year two of the 10-Year Capital Improvements Plan have been included in the Capital Outlay budget.

Dr. Worrell reviewed the ADM enrollment numbers and informed the board members of the retirement plans for Tom Quinn, Sodexo Child Nutrition Manager.

There being no further business, the meeting adjourned at 7:25 p.m.

Board of Education

The Asheboro City Schools Board of Education met in open session at 7:33 p.m. in the Professional Development Center with the following members present:

Kyle Lamb, Chairman
Linda Cranford
Michael Smith
Archie Priest, Jr.
Scott Eggleston, Attorney

Gustavo Agudelo
Baxter Hammer
Gidget Kidd
Jeni Martin

Phillip Cheek, Vice Chairman
Joyce Harrington
Dr. Beth Knott

Staff members present were: Superintendent Terry Worrell, Harold Blair, Dr. Aaron Woody, Carla Freemyer, Robin Harris, Dr. Cayce McCamish, Dr. Julie Pack, Dr. Drew Maerz, Leigh Anna Marbert, Anthony Woodyard, Dr. Sean McWherter, and Andrew Hurley.

Chairman Lamb called the meeting to order and welcomed all in attendance.

Upon motion made by Mr. Cheek, seconded by Mr. Agudelo, the Board unanimously approved the meeting agenda.

Following a moment of silence led by Chairman Lamb, Jose Salinas, a 5th grader from Balfour Elementary School, led the Pledge of Allegiance.

Special Recognition and Presentations

Community Partner Spotlight: Leigh Anna Marbert, Public Information Officer, recognized Mr. and Mrs. Perez of Tienda Mexicana Los Potrillos who allowed students, families, and the community to use their parking lot during the summer for the free book giveaway sponsored by the Randolph Public Library, First Baptist Church of Randleman, and Tienda Mexicana Los Potrillos. Over 150 Balfour students from Lakeview Apartments benefited from this partnership.

Board Spotlight: Ms. Jusmar Maness, Principal at Balfour Elementary School, along with Kindergarten teachers Ms. Alicia Jones and Ms. Natalia Tomayo, discussed the Dual Language Immersion Program which launched this school year. All 48 slots are filled and they have a waiting list of others wishing to join the program.

Public Comments

Chairman Lamb opened the floor to public comments. Ms. Lois Bohnsack, candidate for House District 7, announced that two candidate forums have been scheduled. The first forum will be on October 4, 2016, at the Sunset Theater in Asheboro at 7 p.m. The second forum will be on October 11, 2016, at the Archdale City Hall.

Consent Agenda

Upon motion made by Ms. Kidd, seconded by Mr. Agudelo, the Board unanimously approved the following items under the Consent Agenda:

- *Approval of Minutes – August 11, 2016*
- **Charter Bus Lines for School Use*
- **North Asheboro Middle School Overnight Field Trip in March 2017.*
- **Lindley Park Elementary Overnight Field Trip to Camp Hanes, King, NC, September 21-23, 2016 (5th grade)*
**Lindley Park Elementary Overnight Field Trip to Camp Hanes, King, NC, September 28-30, 2016 (4th grade)*
**A copy of this item is made a part of these minutes.*
- *Personnel*

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Hicks	Brittany	GBT	Kindergarten	8/8/2016
Staley	Jennifer	CO	Bus Driver	8/4/2016
Lassiter	Reginald	SAMS	Instructional Assistant/ISS	8/12/2016
Romero	Rhiannon	ECDC	Afterschool Daycare Assistant	8/17/2016
Bramos	Brittany	SAMS	Health Occupations	10/7/2016
Tonkin	Sarah	DLL	5 th Grade	9/2/2016

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Arnold	Lindsay	LP	Kindergarten	8/31/2016
Blakely	Erica	AHS	Health Occupations	9/6/2016
Cooper	Jason "Brett"	SAMS	Social Studies	8/18/2016
Gore	Chad	SAMS	Non-faculty Coach (football)	8/29/2016
Mondragon	Jose	SAMS	Exceptional Children	9/1/2016
Powell	Jimmy	NAMS	Non-faculty Coach (football)	8/18/2016
Ritch	Shirley	CO	Bus Driver	8/29/2016

Robinson	Leslie	GBT	Excep. Children (part-time)	8/29/2016 – 12/21/2016
Runyon	Martha "Renee"	CWM	Excep. Children	8/25/2016
O'Connor	Teresa	SAMS	Excep. Children	9/21/2016
Watson	Elizabeth	BAL	3rd grade	8/18/2016
Williams	Marie	CO	Bus Driver	8/29/2016
Zepp	Nikki	SAMS	Non-faculty Coach	8/18/2016
Clodfelter	Bryan	CO	Instructional Asst/ISS	9/6/2016
Bowman	Deborah	CO	Substitute/\$80/day	9/12/2016
Clinton	Melanie	CO	Substitute/\$80/day	9/12/2016
Frisby	Timothy	CO	Substitute/\$80/day	9/12/2016
Harper	Johnathon	CO	Substitute/\$80/day	9/12/2016
Ingold	Lauren	CO	Substitute/\$80/day	9/12/2016
Sugg	Amy	CO	Substitute/\$80/day	9/12/2016
Trantham	Andrea	CO	Substitute/\$80/day	9/12/2016
Wright	Elsie	CO	Substitute/\$80/day	9/12/2016

***C. ADMINISTRATIVE CONTRACTS**

<u>LAST</u>	<u>FIRST</u>	<u>SCHOOL</u>	<u>SUBJECT</u>	<u>EFFECTIVE</u>
Blair	Harold	CO	Assistant Superintendent Business & Finance	7/1/2016 - 6/30/2020

(A copy of the Assistant Superintendent of Business and Finance Contract is made a part of these minutes.)

***D. TRANSFERS**

<u>LAST</u>	<u>FIRST</u>	<u>SCHOOL</u>	<u>SUBJECT</u>	<u>EFFECTIVE</u>
Williams	April	CO	Bus Driver/part-time to full-time	8/29/2016

Information, Reports and Recommendations

- A. Mr. Jordi Roman, Principal of Donna Lee Loflin Elementary, and the Loflin Leadership Team presented their 2016-2017 Continuous Improvement Plan. The plan will be open for 30-day review.
- B. Dr. Drew Maerz presented the 2015-2016 NC READY Data Release testing information.
- C. Dr. Drew Maerz presented the following policies for 30-day review:
 - Policy 6400 - Goals of the Purchasing Function
 - Policy 6410 - Organization of the Purchasing Function
 - Policy 6420 - Contracts with the Board
 - Policy 6421 - Pre-Audit Certification
 - Policy 6430 - State Purchasing Requirements for Equipment, Materials, and Supplies
 - Policy 6440 - Local Purchasing Requirements for Equipment, Materials, and Supplies
 - Policy 6442 - Vendor Lists
 - Policy 6450 - Purchase of Services
 - Policy 6500 - Goals of Equipment, Materials and Supplies Services
 - Policy 8000 - Fiscal Goals
 - Policy 8510 - School Finance Officer
 - Policy 9030 - Facility Construction

Action Items

- A. Following a 30-day review and upon motion made by Ms. Kidd, seconded by Mr. Priest, the Board unanimously approved the following board policies:
 - Policy 2500 – Hearings Before the Board
 - Policy 3410 – Testing and Assessment Program
 - Policy 6525 – Instructional Materials Services
 - Policy 6530 – Resource Conservation

(A copy of these policies are made a part of these minutes.)

- B. Ms. Kristin Wright, Assistant Finance Officer, presented the recommended 2016-2017 Budget Resolution. Upon motion made by Mr. Hammer and seconded by Ms. Cranford, the Board unanimously approved the 2016-2017 Budget Resolution as presented. (A copy of the resolution is made a part of these minutes.)

Superintendent’s Report/Calendar of Events

Leigh Anna Marbert, Public Information Officer, shared the *Calendar of Events* noting the next Board of Education meeting will be on October 20, 2016. Ms. Marbert also reviewed the latest edition of *Points of Pride* highlighting the Back-to-School Bash, Convocation, first week of school, and New Employee Reception.

Superintendent Worrell reported the following:

- The current student enrollment is 4,638.
- Orientation for the Class of 2017 Student LIFT program, sponsored by the Asheboro / Randolph Chamber of Commerce, was held on September 7, 2016. The following Asheboro High School students are members of this year’s class:

Matthew Agudelo	Logan Brinkley	Will Britt	Andrew Cox
Caroline Hinesley	Madison Priest	Jenna Richardson	Badin Tyler
Wesley Williams			

Superintendent Worrell expressed appreciation to Board member, Baxter Hammer, for co-chairing this program.

- District Strategic Plan: Professional development for teachers was held during the summer and at the beginning of the school year focusing on literacy assessments and pacing guides to better understand and service students’ needs.

Board Operations

Chairman Lamb reviewed the Calendar of Upcoming Events noting the North Carolina School Board Association Region 5 meeting will be hosted by Asheboro City Schools on Wednesday, September 21, 2016.

Adjournment

There being no further business, a motion was made by Ms. Cranford, seconded by Mr. Smith, and unanimously approved by the Board to adjourn at 9:18 p.m.

Chairman

Secretary

COMPREHENSIVE CONTINUOUS IMPROVEMENT PLAN (CCIP)

Overview

The Comprehensive, Continuous Improvement Plan (CCIP) is a web-based planning and grants management tool, and connects district goals for improvement to budgeted activities. CCIP is used by local education agencies (LEAs), charter schools and non-LEAs to apply for federal and state funds:

- Entitlement/Formula
 - Title I, Part A
 - Title I, Part C (Migrant Education)
 - Title I, Part D, Subpart 1
 - Title II, Part A
 - Title III, Part A
 - Rural Education Achievement Program (RLIS and SRSA)
 - School Improvement Grant
- Competitive
 - McKinney-Vento
 - 21st Century Community Learning Centers
 - After-School Quality Improvement

The goals of CCIP are:

- To reduce the administrative burden placed on LEAs and charter schools when applying for grant funding;
- To increase transparency of grant activities to ensure funds are spent in accordance with federal and state guidelines; and
- To consolidate the planning and application process in order to reduce duplication of information across the state.

Comprehensive Continuous Improvement Plan (CCIP)
<http://www.ncpublicschools.org/program-monitoring/ccip/>

BACKGROUND INFORMATION

Description

The Every Student Succeeds Act (ESSA) that was approved in December 2015 provides most of the federal programs in support of K-12 education. The Federal Program Monitoring and Support Division of the North Carolina Department of Public Instruction (NCDPI) provides grants administration, program monitoring, data collection and reporting, and facilitates the necessary technical assistance to ensure not only compliance, but quality programs for students. Asheboro City Schools has an opportunity to apply for federal grants each year. The district is currently eligible for Entitlement Funding through four federal grants: Title I, Part A (PRC 050); Title II, Part A (PRC 103); Title III, Part A (PRC 104), and Title III, Part A (PRC 111). Our local education agency (LEA) has applied for a competitive grant, Title IV, Part B (PRC 110), to establish additional afterschool programs and maintain a 21st Century Community Learning Centers (CCLC) at McCrary Elementary School.

Comprehensive Continuous Improvement Plan
Federal Grants 2016-17
Executive Summary
October 20, 2016

PLAN OVERVIEW

- Goal 1. Each student in Asheboro City Schools graduates prepared for further education, work, and citizenship.
- Goal 2. Each student has a personalized education.
- Goal 3. Each student has excellent educators every day.
- Goal 4. Asheboro City Schools will have up-to-date business, technology, and communication systems to serve its students, families, and staff.
- Goal 5. Each student is healthy, safe, and responsible.
- Goal 6. A dual language immersion program will be established at Balfour Elementary School beginning with kindergarten.
- Goal 7. ESL teachers will provide direct “eyeball-to-eyeball” instruction through student-engaged co-teaching as a primary mode of instruction each day.

BUDGET(S)

Federal Program with Program Report Code	Adjusted Allocation
Title IA (PRC 050)	\$1,940,134.55
Title IIA (PRC 103)	\$193,104.21
Title IIIA – Language Acquisition (PRC 104)	\$183,448.40
Title IIIA- Significant Increase (PRC 111)	\$3,263.00
Title IV- 21 st CCLC (PRC 110)	\$141,198.00

Title I School	Building Eligibility	Total Allocations based on Per Pupil Allotment
McCrary Elementary	92.95%	\$213,370.56
Balfour Elementary	90.04%	\$282,181.12
North Asheboro Middle	85.57%	\$239,969.60
Loflin Elementary	78.08%	\$164,798.40
Lindley Park	68.72%	\$167,689.60
South Asheboro Middle	68.63%	\$222,622.40
Teachey Elementary	62.10%	\$201,798.78

**Asheboro City Schools
Personnel Transactions
October 20, 2016**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Bullins	Mary	DLL	School Nurse	12/31/2016
Carl	Mischale	CO	Bus Driver	9/29/2016
Harrison	Mary	BAL	Daycare Assistant (part-time)	9/28/2016
Lee	Mark	AHS	JROTC	11/10/2016
Nichols	Nancy	ECDC	Instructional Assistant	10/7/2016

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Day	Derek	CO	Substitute Bus Driver	9/26/2016
Lattimore	Joshua	CO	Transportation Coordinator	10/10/2016
Loflin	Veronica	GBT	School Nurse	10/10/2016
Oliver	Richard "Andrew"	SAMS	Non-Faculty Coach	2/1/2017

C. TRANSFERS

Covington	Selena	BAL	Custodian; part-time to full-time	9/14/2016
LeRoy	Laura	CWM to GBT	Globe-Trotter Coordinator to EC Teacher	10/18/2016
Marsh	Michelle	NAMS to DLL	ELA to 5th grade	9/13/2016
Robbins	Christin	CWM	Globe-Trotter PT assistant to Globe-Trotter Coordinator	10/17/2016

**Asheboro City Schools
Personnel Transactions - Addendum
October 20, 2016**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Whitaker	Kathleen	CO	Child Nutrition Accountant	10/14/2016

***B. APPOINTMENTS**

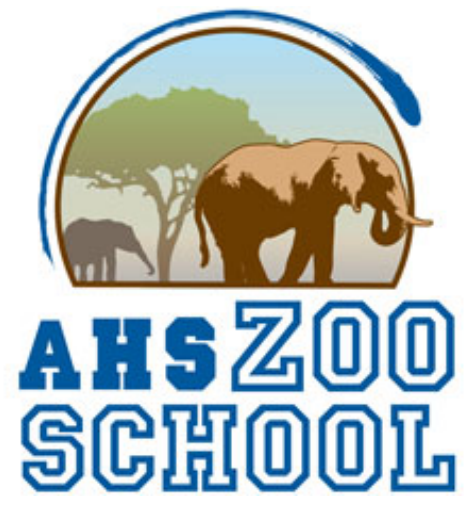
LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Amaro	Tanya	CO	Substitute/\$80 per day	10/21/2016
Belk	Sharon	CO	Substitute/\$80 per day	10/21/2016
Borman	Nicole	CO	Substitute/\$103 per day	10/21/2016
Briles	Heather	CO	Substitute/\$80 per day	10/21/2016
Coberley	Amanda	CO	Substitute/\$80 per day	10/21/2016
Courtney	Debra	CO	Substitute/\$80 per day	10/21/2016
Fernandez	Yasnai	CO	Substitute/\$80 per day	10/21/2016
Gil	Jose	BAL	Custodian (part-time)	10/24/2016
Hamm	Jennifer	CO	Substitute/\$80 per day	10/21/2016
Hicks	Stanley	AHS	Non-Faculty Coach (wrestling)	10/31/2016
Martinez	Emmanuel	CWM	Globe-Trotter Assistant (part-time)	10/28/2016
McCaskill	Lee	AHS	Non-Faculty Coach (softball)	10/31/2016
McNeill	Carrie	ECDC	Afterschool Assistant (part-time)	10/31/2016
Miller	Jennifer	CO	Substitute/\$80 per day	10/21/2016
Neilson	Doris	CO	Substitute/\$80 per day	10/21/2016
Ornelas	Vanessa	CO	Substitute/\$80 per day	10/21/2016
Palmer	Allen	CO	Substitute/\$80 per day	10/21/2016
Shearer	Karen	CO	Substitute/\$80 per day	10/21/2016
Siler	Sayoya	CO	Substitute/\$80 per day	10/21/2016
Sriram	Anjana	CO	Substitute/\$80 per day	10/21/2016
Voncannon, Jr.	Jimmy "Bryant"	CO	Substitute/\$103 per day	10/21/2016



**Creating New Opportunities and
Pathways for ACS Students**

Mr. Saunders & Dr. Pack
Thursday, October 20, 2016

CONTINUING TO EXPAND OPPORTUNITIES FOR OUR STUDENTS



OUR CHALLENGE:

Under the Career & College Promise (CCP) Act, students in Asheboro High School have been limited to take courses under the CCP pathways once they become a junior in high school. This option allows students to earn credits towards an Associate's Degree, but not to completion. However, students participating early college high schools are permitted to begin taking college courses as early as their ninth grade year.

OUR SOLUTION:

The creation of the Asheboro High School Early College Academy would allow students the opportunity to complete an Associate's Degree along with their high school diploma. We can achieve this by utilizing a creative approach to scheduling and enrollment in the AHS Early College Academy in the student's 8th grade year.



SMALL LEARNING COMMUNITY MODEL

- Students will “enroll” in the Early College Academy when they enter 8th grade.
- Students will be assigned to the College Liaison / Career Counselor to oversee and ensure that minimum standards are met, community college scheduling is accomplished, etc.
- Students will still be part of the Asheboro High School community, which will enable them to participate in the comprehensive school program including athletics, cultural arts, electives, and other extracurricular activities.



OVERVIEW OF PROPOSED STUDENT REQUIREMENTS

Year 1: Middle School

- Students will take high school courses in 8th grade
- Students will take 1-2 summer courses between middle and high school
- High school courses will be offered virtually and/or face-to-face

Year 2: High School Only

- Students will take initial high school courses including required English courses in order to be classified as a Junior
- Students will demonstrate college readiness on placement exam(s)
- Students will take desired electives
- Students will take 1-2 summer high school course if needed

Year 3-5: High School and Community College

- Students will take community college courses to complete both the College Transfer Program (first) and the remaining Associate's Degree requirements
- Students will take summer courses as needed/desired
- Students will continue to take high school electives
- Students will graduate with high school diploma and Associate's Degree

Post High School

- Students who do not finish all requirements of the AA/AS may finish their degree at our community college.



BENEFITS FOR ASHEBORO STUDENTS

- Access for completing an Associate's Degree while in high school (at no additional cost).
- Continued access to the comprehensive school program (electives, extracurricular activities, etc.).
- Dual credit allowances under the College & Career Promise Act allow students to take college courses and receive high school credit for the same courses.
- Students continue to be part of the Blue Comet Community while earning a high school diploma & earning credits towards an Associate's Degree.



**ASHEBORO CITY SCHOOLS:
A LEARNING COMMUNITY OF EXCELLENCE**

QUESTIONS?



Asheboro High School

2016-2017 Continuous Improvement Plan

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Staff Approval

Date of Secret Ballot 10/11/2016
 Results For 89
 Results Against 3

Approved by Superintendent of Schools: Dr. Terry Worrell

 Signature Date

Approved by School Principal: Mr. Brian Saunders

Approved by Board of Education: Mr. Kyle Lamb, Chairman

 Principal's Signature Date

 Signature Date

<p>Our School's Mission</p>	<p>We are committed to providing students with opportunities that will enable them to become confident, self-directed, lifelong learners and productive 21st century global citizens.</p>
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<p>Core Beliefs</p>	<p>To lead us toward our vision and mission, our school community shares the following core beliefs:</p> <ul style="list-style-type: none"> ● Student learning is the chief priority for the school. ● A safe and physically comfortable environment promotes student learning. ● Each student is a valued individual with unique physical, social, emotional, and intellectual needs. ● Exceptional students (e.g., special education, limited English proficiency, gifted and talented, etc.) require special services and resources. ● Positive relationships and mutual respect among and between students and staff enhance a student's self-esteem. ● Students learn in different ways and should be provided with a variety of instructional approaches to support their learning. ● Students need to apply their learning in meaningful contexts. ● Students need to not only demonstrate their understanding of essential knowledge and skills, but also need to be actively involved in solving problems and producing quality work. ● Teachers, administrators, parents, and the community share responsibility for advancing the school's mission. ● The commitment to continuous improvement is imperative if our school is to enable students to become confident, productive, self-directed, lifelong learners
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ACS Strategic Plan Goals:

- ✓ Prepared for further education, work, and citizenship.
- ✓ Personalized education
- ✓ Excellent Educators
- ✓ Up-to-date systems
- Healthy, safe and responsible

Strategic Plan Objective(s):

- ★ 1.1: Align instruction with a guaranteed and viable curriculum, so that students master grade/course for career and college readiness.
- ★ 2.1: Implement a multi-tiered system of support (MTSS), so that all students are ensured equitable access to rigorous instruction aligned to their educational needs.
- ★ 2.4: Expand opportunities for personalized learning and engagement during and beyond the regular school day, so that student needs are met and personal interests are encouraged.
- ★ 4.2: Utilize technology-based data collection systems for the analysis of data, so that data-based decisions are made about instruction, programs, and operations to ensure continuous

Current Level of Performance:

Biology: 41.1% proficient
 English II: 52.4% proficient
 Math I: 47% proficient

Annual Goal 1: Raise student performance Grade Level Proficiency in all subjects to 80% proficiency while reducing the achievement gap between subgroups.

Goal 1: Increase GLP and Reducing Achievement Gap
Action Steps

Action Steps

1. *Core Instruction:* All content area teachers will create literacy-focused lessons based on district units, pacing guides, and/or Literacy Design Collaborative (LDC) modules/mini-tasks so that additional reading and writing instruction takes place during the regular and beyond the regular school day.
2. *Core Instruction:* Students will complete at least two peer-edited, teacher-assessed writing products per semester in English, Social Studies, Science, and Career & Technical Education (CTE) so that our students practice writing and grow academically from the experience.
3. *Core Instruction:* Each classroom teacher will ensure a Marzano-based pacing structure as outlined here so that focus on necessary standards and skills can be achieved:
 - Teacher refers to clear learning objective posted on the whiteboard for the duration of class.
 - Teacher provides quick review background relevant for students, key vocabulary, and/or direct instruction on the targeted standards or skills.
 - Content chunks delivered as teacher scans the room for eye engagement & understanding.
 - Students engage in guided practice as teacher circulates to check for understanding. Individual assistance does not take place at this time.
 - Teacher adjusts instruction and fields questions from the students that anyone in the classroom can answer.
 - Independent practice ensues and this becomes the time when individual assistance/tutoring or small group intervention takes place.
 - Class concludes with teacher quickly assessing the progress that was made with the pre-established learning target. This formative assessment could look a number of different ways.
4. *Core Instruction:* The Math Design Collaborative (MDC) lead teachers will disseminate the formative assessment activities to the entire Math department via professional development this year so that these best practices can be utilized in all math classes at AHS.
5. *Remediation and Intervention:* All teachers will administer CORE Reading Assessment diagnostics to 9th grade students so that specific reading interventions can be provided to students with identified literacy needs.
 - a. *Remediation and Intervention:* Students that score low on the Core Maze Assessment, but at grade level on subsequent assessments, will engage in remediation around reading comprehension in English, Social Studies, and Science classes.
 - b. *Remediation and Intervention:* Students that score low on the Core Vocabulary Screening, graded word lists, Core Phonics Survey, and/or Core Phoneme Segmentation Test will engage in intensive intervention/catch-up growth.
6. *Remediation and Intervention:* Teachers will create and analyze common assessments during weekly CASA's and adjust instruction appropriately so that all students are receiving differentiated core instruction.

Implementation		Monitoring			Completion
Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date
<u>Action Step #1</u> All English, Science, Social Studies, and CTE Teachers	<u>Action Step #1</u> PD on contextual vocabulary, text-based writing, and conversations around complex texts. Revise lesson plan template to support literacy focus. Literacy-focused walk-through form used for teacher feedback. Core Tools LDC Online Modules Tutoring program	<u>Action Step #1</u> Chandra Manning	<u>Action Step #1</u> PD Rosters Lesson Plans Walk-through logs EOC scores ACT Reading scores	<u>Action Step #1</u> SREB action plan for AHS will have one module complete by the end of each quarter (1-3) August 2016-April 2017	
Reflections on Progress/Outcomes:			Notes and Coaching:		
<u>Action Step #2</u> All English, Sci, SS, and CTE teachers	<u>Action Step #2</u> PD on LDC mini-tasks, modules, and CoreTools Accountability via the administrator who leads the department CASAs It should be noted that AHS is entering year 2 of our partnership agreement with SREB for LDC.	<u>Action Step #2</u> Department Chairs Administrative Team Chandra Manning	PD Rosters Lesson Plans Walk-through logs EOC scores ACT Reading scores	AHS will complete one module by the end of each quarter (1-3) August 2016-April 2017	
Reflections on Progress/Outcomes:			Notes and Coaching:		
<u>Action Step #3</u> All teachers	<u>Action Step #3</u> Formal observation	<u>Action Step #3</u> Administrative Team	<u>Action Step #3</u> Formal observation	Instructional teacher teams and	

Administrative Team Chandra Manning	Informal walkthrough data Feedback via post-observation and walkthrough emails Possible modeling by master teachers		reports	departments will meet weekly in CASA's to confirm planning and evidence-based instruction	
Reflections on Progress/Outcomes:			Notes and Coaching:		
<u>Action Step #4</u> Kathy Kelley All Math teachers	<u>Action Step #4</u> PD on MDC formative assessment lessons Accountability via the administrator who leads the department CASAs. It should be noted that AHS is entering year 2 of our partnership agreement with SREB for MDC	<u>Action Step #4</u> Kathy Kelley Adam Reeder (Dpmt. Chair) Brian Saunders Chandra Manning	PD Rosters Lesson Plans Walk-through logs EOC scores ACT Math scores	MDC Development and the completion of modules by the end of each quarter (1-3).	
Reflections on Progress/Outcomes:			Notes and Coaching:		
<u>Action Step #5</u> AHS Literacy Advisory Team All Teachers	<u>Action Step #5</u> The Literacy Advisory Team will learn how to administer and score the CORE Reading Assessment tests through training and practice. PD needed on intervention strategies Data from middle school (Lexile, EOG)	<u>Action Step #5</u> Dr. Crooks David Kirkland	<u>Action Step #5</u> Core Maze Assessment Core graded word lists Core Vocabulary screening Core Phonics survey Core Phoneme Segmentation Test	<u>Action Step #5</u> September 1, 2016-June 10, 2017	
Reflections on Progress/Outcomes:			Notes and Coaching:		
<u>Action Step #6</u> All Teachers	<u>Action Step #6</u> Student progress of all learners can be evaluated regularly and teachers can respond with strategic instructional practices. Professional Development on CASAs, data analysis, MTSS, and differentiated instruction strategies.	<u>Action Step #6</u> Department Chairs Brian Saunders Dr. Crooks David Kirkland James Popp	<u>Action Step #6</u> Data to be reported and reflected on during CASA meetings using the ACS CASA meeting	Teaching teams and departments will group, regroup, and support students bi-weekly	

	<p>Small group and self-study. Walk-through protocols. PD on providing quality remediation and re-teaching within the classroom.</p>	<p>Chandra Manning</p>	<p>agenda template Common Formative Assessments (CFAs) using SchoolNet and other technology-based systems Teacher and student-created data logs/spreadsheets Instructional Success Plans</p>	<p>through small group, differentiated, remediation and enrichment.</p>	
<p>Reflections on Progress/Outcomes:</p>			<p>Notes and Coaching:</p>		

ACS Strategic Plan Goals:

- ✓ Prepared for further education, work, and citizenship.
- Personalized education
- ✓ Excellent Educators
- Up-to-date systems
- ✓ Healthy, safe and responsible

Strategic Plan Objective(s):

- ★ 1.1: Align instruction with a guaranteed and viable curriculum, so that students master grade/course standards for career and college readiness.

Current Level of Performance:

Composite: 17.3
English: 15.5
Math: 17.3
Reading: 17.6
Science: 18.2

Annual Goal 2: Average student performance on the 2016-2017 ACT will increase to an 21 Composite mean score, with average performance also increasing by 25% or more in subtests of Math, English, Reading, and Science.

**Goal 2: Increase ACT Composite
 Action Steps**

Action Steps:

1. *Core Instruction:* Students will complete at least two peer-edited, teacher-assessed writing products completed per semester in English, Social Studies, Science, and CTE so that our students practice writing and grow academically from the experience.
2. *Core Instruction:* Juniors will engage in ACT prep activities weekly for thirty minutes so that they will perform better on the ACT.
3. *Core Instruction:* All content area teachers will create literacy-focused lessons based on district units, pacing guides, Multi-Tiered System of Support (MTSS) practices, and/or LDC modules/mini-tasks so that additional reading and writing instruction takes place during the regular and beyond the regular school day.
4. *Core Instruction:* The instructional facilitator will provide content-area teachers with ACT question stems so that they can properly integrate these into their lesson plans and their instruction.
5. *Remediation and Intervention:* School counselors will meet with assigned students who scored a 0 on the constructed response section of their English II EOC so that the student need is addressed and so that the student understands what he or she stands to gain from their strongest possible ACT score.
6. *Remediation and Intervention:* The school leadership team will choose an implement outside program (USA Test Prep, Study Island, March2Success, or PrepMe) that will be utilized with our students so that they receive ample access to practice ACT questions.

Implementation		Monitoring			Completion
Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date
<u>Action Step #1</u> All English, Sci, SS, and CTE teachers	<u>Action Step #1</u> PD on LDC mini-tasks, modules, and CORE tools Accountability via the administrator who leads the department CASAs.	<u>Action Step #1</u> Department Chairs Administrative Team Chandra Manning	<u>Action Step #1</u> CASA Notes and CORE assessment tools	<u>Action Step #1</u> Bi-weekly meeting notes and quarterly assessment data. Quarterly assessment dates. September 2016 - May 2017	
Reflections on Progress/Outcomes:			Notes and Coaching:		
<u>Action Step #2</u> All teachers: 1st block - 1st Nine Weeks 2nd block - 2nd Nine Weeks 3rd block - 3rd Nine Weeks 4th block - 4th Nine Weeks	<u>Action Step #2</u> -PD for the staff on the language of the ACT -A practice test to deconstruct into weekly passages/items.	<u>Action Step #2</u> Chandra Manning David Kirkland	<u>Action Step #2</u> PD Rosters Lesson Plans Walk-through logs EOC scores ACT Reading scores	<u>Action Step #2</u> Lesson Plans CASA Meeting notes Departmental meeting notes October 2016 - PreACT March 2017 ACT test	
Reflections on Progress/Outcomes:			Notes and Coaching:		
<u>Action Step #3</u> All Teachers	<u>Action Step #3</u> The Literacy Advisory Team will learn how to administer and score the CORE Reading Assessment tests through training and practice. PD will be provided for the CORE Success Plans, particularly the tracking of formative student data so that re-teaching can occur PD will be provided for writing instruction via SREB	<u>Action Step #3</u> David Kirkland	<u>Action Step #3</u> Core Maze Assessment Core graded word lists Core Vocabulary screening Core Phonics survey Core Phoneme	<u>Action Step #3</u> September 1, 2016-June 10, 2017	

	LDC CoreTools and Mini Tasks. Topics will include: -Incorporating Writing Anchor Standards in every discipline -Frayer Model for teaching vocabulary in context -Teaching constructed response writing -Creating and Using Writing Rubrics in every discipline -Using Graphic Organizers Data from middle school (Lexile, EOG)		Segmentation Test Lesson Plans via Canvas Writing Products turned in to admin responsible for CASA		
Reflections on Progress/Outcomes:			Notes and Coaching:		
<u>Action Step #4</u> All Teachers Dr. Crooks	<u>Action Step #4</u> ACT test prep materials PD on ACT Question Stems	<u>Action Step #4</u> Dr. Penny Crooks	<u>Action Step #4</u> Lesson Plans via Canvas Formal observations	<u>Action Step #4</u> Notes from CASA meetings Evidence of ACT test prep October Pre-ACT March ACT Testing	
Reflections on Progress/Outcomes:			Notes and Coaching:		
<u>Action Step #5</u> Dr. Crooks School counselors	<u>Action Step #5</u> Dr. Crooks to prepare assigned list for the counselors from the EOC disaggregated data	<u>Action Step #5</u> Dr. Penny Crooks	<u>Action Step #5</u> Feedback and notes from the School Counselors following their conferences	<u>Action Step #5</u> Development of EOG disaggregated data November 2016	
Reflections on Progress/Outcomes:			Notes and Coaching:		
<u>Action Step #6</u> Select members of the School Leadership Team	<u>Action Step #6</u> Trials for each program	<u>Action Step #6</u> Select members of the School Leadership Team	<u>Action Step #6</u> Evidence of a chosen program and full implementation by November 2016	<u>Action Step #6</u> Feedback provided to support the program	

Reflections on Progress/Outcomes:			Notes and Coaching:		

ACS Strategic Plan Goals:

- ✓ Prepared for further education, work, and citizenship.
- ☐ Personalized education
- ✓ Excellent Educators
- ✓ Up-to-date systems
- ✓ Healthy, safe and responsible

Strategic Plan Objective(s):

- ★ 1.4: Establish transition plans for the district and individual students, so that each student makes continual progress toward graduation.
- ★ 5.3: Design, implement, and evaluate a system-wide process to ensure students are connected to an adult advocate, so that each student collaborates regularly with a mentor or trusted adult.

Current Level of Performance:
92.6% Graduation Rate Class of 2016

Annual Goal 3:
Asheboro High School will raise the graduation rate from 92% in 2015-2016 to 95% in 2016-2017.

Goal 3: Increase Graduation Rate Action Steps
<p>Action Steps:</p> <ol style="list-style-type: none"> 1. <i>Core Instruction:</i> The school leadership team will develop additional Positive Behavior Intervention & Support (PBIS) strategies so that students feel valued and supported as Blue Comets and want to be at school. 2. <i>Remediation and Intervention:</i> School administration will increase the use of GradPoint online learning so that students in alternative learning settings and/or content support classes have access to high quality core instruction in various content areas. 3. <i>Remediation and Intervention:</i> School counselors and social workers will initiate a monthly Attendance Committee that will conference with students who exceed five absences in a semester so that a plan for improvement is in place and these students are well supported.

4. *Remediation and Intervention:* School counselors and administration will Identify students at the highest risk of dropping out at the start of each school year so that teachers and staff can provide appropriate interventions to keep them on track to graduate.
5. *Remediation and Intervention:* School administration will Increase NOVA Academy enrollment and completion rates so that 100% of Nova Academy students stay in school and graduate.

It should be noted that action steps in Annual Goals 1 and 2 above that address Core Instruction are 100% relevant to this goal regarding our graduation rate as well. While they are not restated in this third goal, our plans for improving Core Instruction throughout the school will also impact the graduation rate positively.

Implementation		Monitoring			Completion
Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date
<u>Action Step #1</u> James K. Popp PBIS team	<u>Action Step #1</u> -A monthly meeting established for each month of school year -Self-evaluation completed by Sept. 30th -Research into Exemplar PBIS High Schools -Creative incentives	<u>Action Step #1</u> James Popp	<u>Action Step #1</u> -Office Discipline Referral numbers -Teacher feedback -Student survey data	<u>Action Step #1</u> -Change the format of grade-level meetings -AHS screen cleaners for everyone as a unifying token of appreciation	
Reflections on Progress/Outcomes:			Notes and Coaching:		
<u>Action Step #2</u> Brian Saunders Dr. Julie Pack	<u>Action Step #2</u> Login capability for select teachers PD on Gradpoint for select teachers	<u>Action Step #2</u> Brian Saunders	<u>Action Step #2</u> Usage data Teacher feedback Student Outcome data increases		
Reflections on Progress/Outcomes:			Notes and Coaching:		
<u>Action Step #3</u> Brian Saunders Lisa Cheek Alpha School Counselor	<u>Action Step #3</u> Report via PowerSchool of students with greater than five absences. Student Services conf. Room	<u>Action Step #3</u> Lisa Cheek	<u>Action Step #3</u> Documentation of current rates and new trends in	<u>Action Step #3</u> Quarterly reports January 2017	

Scarlett Boling Lois Bagley	Lunch time meeting if feasible		attendance	June 2017	
Reflections on Progress/Outcomes:			Notes and Coaching:		
<u>Action Step #4</u> Lisa Cheek Jennifer Smith, D'Vera Tune, Gayle Higgs, and William Robbins Teachers Scarlett Boling Dr. Maerz Tena Lester	<u>Action Step #4</u> List of students of high absences and who have failed 2 + classes from 8th grade or who have historically failed 1+ classes in 6th, 7th, and 8th grade. List of students of high absences and/or retentions from 9th-12th grade Once students are identified "at-risk," alpha counselor will meet with him or her and map out a plan for future success. Teachers document when student progress toward learning plan goals. Report of high absences Advising program established matching each AHS student with a staff member.	<u>Action Step #4</u> Lisa Cheek Jennifer Smith, D'Vera Tune, Gayle Higgs, Williams Robbins	<u>Action Step #4</u> Documentation of at-risk students Copies of individualized learning plans and conferencing notes	<u>Action Step #4</u> Quarterly reports Counselor notes from CASA meetings October 14, 2016	
Reflections on Progress/Outcomes:			Notes and Coaching:		
<u>Action Step #5</u> Jonathan Dillion Marc Domally School Counselors Dr. Crooks Attendance Committee	<u>Action Step #5</u> Statistical data from quarterly reports NOVA teacher will meet with administrator, school counselors, and social worker about grades and attendance NOVA Academy revision	<u>Action Step #5</u> Jonathan Dillion	<u>Action Step #5</u> NOVA Academy student attendance and grade progress records GradPoint analytics	<u>Action Step #5</u> Quarterly reports Usage reporting from NOVA program December 2016 May 2017	
Reflections on Progress/Outcomes:			Notes and Coaching:		

ACS Strategic Plan Goals:

- ✓ Prepared for further education, work, and citizenship.
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- ✓ Healthy, safe and responsible

Family Engagement Strategy:

- Communication
- Parenting
- Student Learning
- Volunteering
- Advocacy & Decision-making
- Training
- Community Collaboration
- Student Health

Current Level of Performance:

(Based upon school self-assessment tool)

Annual Family/Community Engagement Goal:

80% of AHS parents will participate in parent engagement nights, parent surveys, or community led events across the district enhancing Connections, Cognition, Capabilities and Confidence.

Family/Community Engagement Goal

Action Steps

Action Steps:

1. *Capabilities:* Asheboro High School will host an on-site parent engagement night on three separate evenings so that parents have the opportunity to visit classrooms and participate in Student Centered Information Sessions.
2. *Connections and Capabilities:* Asheboro High School will host at least one off-site parent engagement night so that parents of at-risk populations have access to Student Centered Information Sessions.
3. *Confidence:* School staff will gather information of our parent population by administering a parent survey so that AHS can improve parent/community engagement.
4. *Cognition:* AHS teachers, administrators and staff will seek opportunities to attend and participate in community led events across the district so that parents and students can identify support systems available through the high school partnership.
5. *Connections:* A Community Engagement team here at Asheboro High School will be created and made up of staff and student leaders so that we promote community engagement actively and celebrate it via an evening presentation and special honors for the students.

Implementation		Monitoring			Completion
Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date
<u>Action Step #1</u> School Leadership Team Counselors Career Development Coordinator Vanessa Brooks Leigh Anna Marbert	<u>Action Step #1</u> Informational pamphlets Flyers Meal PD based on topic Child care Interpreter	<u>Action Step #1</u> Administrative Team	<u>Action Step #1</u> Participation numbers	<u>Action Step #1</u> September 1, 2016- June 9, 2017	
Reflections on Progress/Outcomes:			Notes and Coaching:		
<u>Action Step #2</u> School Leadership Team Counselors Career Development Coordinator Social Worker ESL Team Robin Harris Vanessa Brooks Leigh Anna Marbert	<u>Action Step #2</u> Informational pamphlets Flyers Refreshments PD based on topic Child care Interpreter	<u>Action Step #2</u> Administrative Team	<u>Action Step #2</u> Participation numbers	<u>Action Step #2</u> September 1, 2016- June 9, 2017	
Reflections on Progress/Outcomes:			Notes and Coaching:		
<u>Action Step #3</u> School Leadership Vanessa Brooks Leigh Anna Marbert	<u>Action Step #3</u> Parent Survey	<u>Action Step #3</u> Administrative Team	<u>Action Step #3</u> Participation numbers	<u>Action Step #3</u> September 1, 2016- June 9, 2017	

Reflections on Progress/Outcomes:			Notes and Coaching:		
<u>Action Step #4</u> School Leadership Team Counselors Career Development Coordinator Social Worker ESL Team Robin Harris Vanessa Brooks Leigh Anna Marbert	<u>Action Step #4</u> PD on Karen Mapp Model	<u>Action Step #4</u> Administrative Team	<u>Action Step #4</u> Artifacts: Agendas, Photos, Videos, Social Media, Newspaper, PR person	<u>Action Step #4</u> September 1, 2016- June 9, 2017	
Reflections on Progress/Outcomes:			Notes and Coaching:		
<u>Action Step #5</u> Penny Crooks Tentatively: Laura Holland Gayle Higgs Tina Webster Angela Dozier Student #1 Student #2	<u>Action Step #5</u> First meeting with Mr. Saunders to outline expectations of the Team	<u>Action Step #5</u> Administrative Team	<u>Action Step #5</u> Organization of a presentation night Determination of special honors for rising Seniors (in conjunction w/ Mr. Saunders)	<u>Action Step #5</u> November 1, 2016- June 9, 2017	
Reflections on Progress/Outcomes:			Notes and Coaching:		

PBIS School Action Plan

Task	Who	When	Completion Date
School PBIS team schedules monthly meetings, maintains a PBIS notebook or electronic folder with meeting agendas, minutes, and documentation of team activities.	In-School Coach/PBIS team leader, principal or assistant principal	November 1, 2016	
School team representative will attend District level bi-annual PBIS meetings.	In-School Coach/PBIS team leader, principal or assistant principal	September 2016 March 2017	
Each PBIS team at the school level will complete an Tiered-Fidelity Inventory and submit to the Central Office.	In-School Coach/PBIS team leader, principal or assistant principal	October 1, 2016	

Compliance Statements

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.	1. Physical activity will be used as a positive reinforcement for setting patterns for healthy living. It will not be withheld as a form of punishment.
Pledge of Allegiance	2. Time is scheduled for school-wide recitation of the Pledge of Allegiance.	2. The Pledge of Allegiance is recited every morning during the morning announcements.
	3. Flags of the United States and North Carolina are displayed in this school.	3. The United States flag is in each classroom. The United States Flag and the North Carolina are displayed near our front entrance.
Duty-free Lunch	4. Every teacher must be provided a duty-free lunch period on a daily basis or as otherwise approved by the school improvement team.	4. Teacher coverage is provided for every teacher to have a duty-free lunch period.
Duty-free Instructional Planning	5. Every full-time assigned classroom teacher must be provided duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week.	5. All teachers have protected instructional planning time as part of their daily schedule.
Redundant Reporting Requirements	6. If the continuous improvement team identifies a more expeditious manner of providing information to the board that will eliminate a redundant or unnecessary reporting requirement for teachers at its school, the team may make a written request to the superintendent to eliminate the redundant or unnecessary report.	6. The School Improvement Team will submit any redundant reporting requirements to the superintendent and document their submission in the monthly minutes.

Waiver Request	
The Waiver to be Requested	How the waiver will be used:
1. To increase the size of predominantly 9th grade classes to 32 whenever the need arises.	1. A waiver in class size will allow us to provide services to all students with the current teacher allotment.

Leadership Team Members

The following team members collaborated with school staff to develop this Continuous Improvement Plan for our school:

Name	Signature	Role
Adam Reeder		Math Teacher
Nicole Winsley		English Teacher
Katie Bunch		Social Studies Teacher
Nicole Peters		Science Teacher
Chris Kingston		PE/Health Teacher
Maj. Mark Lee		JROTC Instructor
Suzanne Benhart		Band Teacher
Laura Holland		Media Specialist
Emily Szabo		Exceptional Children Teacher
Gayle Higgs		School Counselor
Matt Edwards		ESL
Chandra Manning		Instructional Facilitator
Courtney McGowan		Career Development Coordinator
Lynda O'Briant		Career and Technical Education Teacher

Jonathan Dillion		NOVA Teacher
Brooke Davis		Zoo School Representative
Ben Heckethorn		Assistant Athletic Director
Lisa Cheek		Social Worker
Brian Saunders		Principal
Penny Crooks		Assistant Principal
David Kirkland		Assistant Principal
James Popp		Assistant Principal
Molly Wells (Student)		Student Body President
Crystal Jaimes (Student)		Student Body Vice-President
Gregory Tillman		Parent Representative
Cheryl Russell		Parent Representative

Appendix 1: Current State of the School

Asheboro High School's vision is that we will be a school of excellence where students are honored, learning is valued, and our community is dedicated to the success for all. We are committed to ensuring that our students are being challenged to successfully graduate. AHS saw significant growth (from 86.8%-92.4%) in its graduation rate. AHS also has a higher graduation rate than the state average (85.8%). Part of our work involves a plan to revamp and revise the Nova Academy, a program set to serve students in need of a more personalized learning plan and environment to stay on track for graduation. In addition to Nova Academy, a team of administrators, school counselors, and school social workers have worked collaboratively to identify, conference with, and monitor at-risk students. AHS will put in place systems and increased programs that ensure all students have a trusted adult serving as an advocate, coach, supporter, and encourager in their daily success.

Asheboro High School followed piloted a Foundations of Math class during the 2014-15 school year. Historical data proved students were entering high school without the prerequisite skills to be successful in math. Research has shown a strong link between success in mathematics classes and graduation rates. Our intention has been to provide as much math support as possible for our students, recognizing math as a chief barrier to success in school. Our Foundations of Math has grown from just a pilot class to five classes in both 2015-2016 and 2016-2017. We believe this support will equip the students with the skills necessary to be successful on Math I course assessments, building a foundation for a more successful high school career, ultimately leading to the decision to stay in school and graduate with a high school diploma.

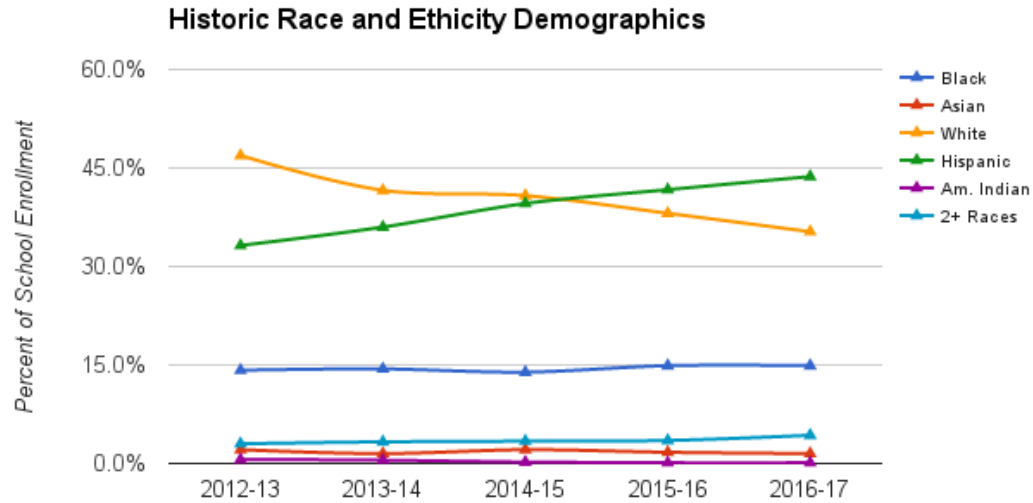
In our dedication to success for all, we diligently review a variety of data sources to help monitor student progress. READY statistics show that AHS exceeded expected growth status for the 2015-2016 school year, but there is still a need to increase proficiency levels on End-of-Course assessments. There was only minimal growth in proficiency numbers (from 45.4% to 46.8%). We are looking to raising performance proficiency to 65% through high quality instruction driven by the increased and intentional use and analysis of appropriate classroom formative assessments.

The ACT and ACT WorkKeys are also READY data components. Last year, incentives and test prep opportunities were provided to Juniors in preparation for The ACT and Seniors who were required to take the ACT WorkKeys exam. AHS will continue to provide students with testing strategies and preparation activities to help students understand the purpose and components of both The ACT and

WorkKeys tests through innovative and engaging opportunities in multiple grade levels. Additionally, academic departments will work on a variety of strategies within their subject areas to prepare students for the ACT and other standardized testing, in all grades.

In summary, Asheboro High School is making gains in many areas, but there is still room for growth. Our desire is to prepare our students to be successful productive citizens after high school, capable of succeeding and excelling in post secondary education, the military and the workplace.

Appendix 2: School Profile



Historical Ethnicity Information (% of population on 20 th day)	2012-13	2013-14	2014-15	2015-16	2016-17
Black	14.2	14.4	13.9	14.9	14.9
Asian	2.1	1.5	2.1	1.7	1.5
White	46.9	41.6	40.8	38.1	35.3
Hispanic	33.2	36.0	39.6	41.7	43.7
American Indian	0.6	0.5	0.2	0.1	0.1
2+ Races	3.0	3.3	3.4	3.5	4.3

Total Population	1271	1256	1311	1361	1371
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Historical Population (% of Population)	2012-13	2013-14	2014-15	2015-16	2016-17
Exceptional Children	8.7	8.7	9.7	9.2	
Limited English Proficient	8.3	8.8	9.8	11.8	
Total Free/Reduced Lunch	46.12	58.5	63.7	64.6	

Student Attendance Data	2011-12	2012-13	2013-14	2014-15	2015-16
Average Daily Attendance	94.88	95.6	95.05	95.01	95.20
Mobility (starting 2012-13)		13.9	18.4	11.1	14.8

Dropout Data	2011-12	2012-13	2013-14	2014-15	2015-16
Dropouts Count	56	30	28	26	
ACS Dropout Rate	2.65	1.45	1.36	2.06	
NC Dropout Rate	2.02	1.64	1.52	1.61	

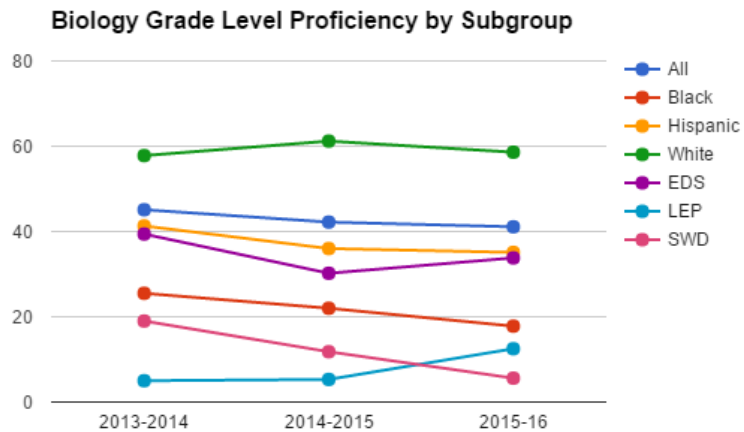
Staffing Summary	2011-12	2012-13	2013-14	2014-15	2015-16
Teachers "highly qualified" (classes taught)	100%	98%	n/a	100%	n/a
Teachers with advanced degrees	28%	26%	24%	26.3%	35.7%
Teachers with NBPTS Certification	20	19	14	13	14

Teacher Turnover Rate	13%	22%	18%	16%	n/a
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Appendix 3: Student Performance Results

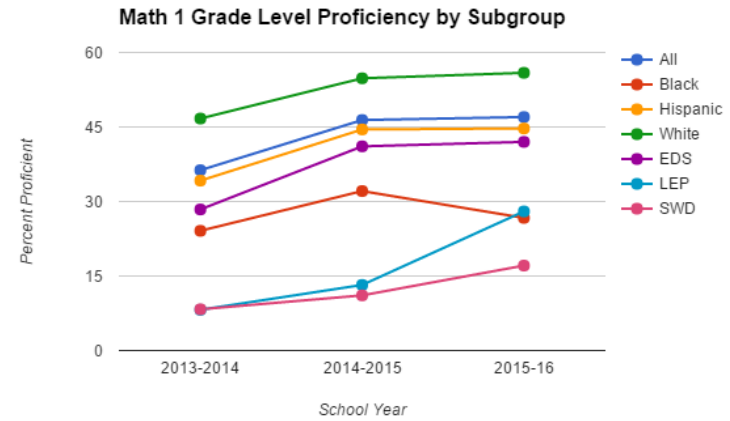
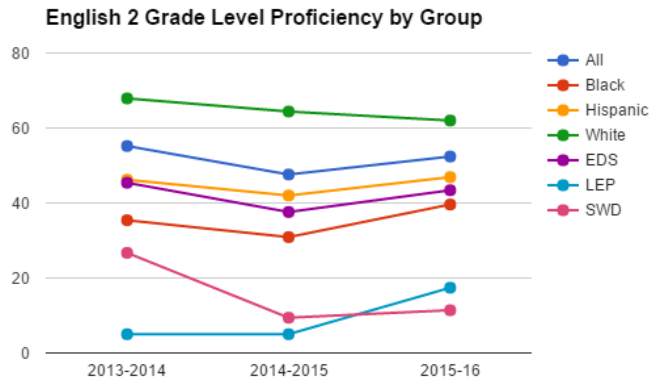
Promotion Rates	2011-12	2012-13	2013-14	2014-15	2015-16
Grade 9	91	94.1	93.9	93.4	91.4
Grade 10	93.5	93.8	96.5	95.7	94.9
Grade 11	92.3	96.2	95	97.1	94.8
Grade 12	100	94.8	99.6	100	100

Subject Proficiency in Biology	2013-14	2014-15	2015-16
Biology (EOC)	45.1	42.2	41.1



Subject Proficiency in English	2013-14	2014-15	2015-16
English 2 (EOC)	55.2	47.6	52.4

Subject Proficiency in Math 1	2013-14	2014-2015	2015-16
Math 1 (EOC)	36.3	46.4	47.0



EOC GLP Proficiency by Subgroup	Biology			English 2			Math 1		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
All	42.2	45.1	41.1	47.6	55.2	52.4	46.4	36.3	47.0
American Indian	*	*	*	*	*	*	*	*	*
Asian	33.3	40.0	*	*	60.0	*	62.5	*	*
Black	22.0	25.5	17.8	30.9	35.4	39.6	32.1	24.1	26.7
Hispanic	36.0	41.3	35.1	42.0	46.2	46.9	44.5	34.2	44.7
2+ Races	21.4	42.9	26.7	40.0	77.8	54.5	23.1	25.0	66.7
White	61.2	57.8	58.6	64.4	67.9	62.0	54.8	46.7	55.9
Male	39.9	43.2	39.6	38.8	42.4	43.1	44.3	29.9	45.1
Female	44.3	46.9	43.1	55.7	66.7	64.5	49.1	41.6	49.2
AIG	93.1	93.6	88.9	95.0	95.0	95.0	95.0	87.5	95.0
EC	11.8	19.0	5.6	9	26.7	11.4	11.1	8.3	17.1
Non-EC	45.4	47.2	45.0	51.6	58.2	57.0	51.0	39.6	49.8
LEP	5.3	5.0	12.5	5.0	5.0	17.4	13.2	8.2	28.0
Non-LEP	46.6	48.1	43.8	52.6	59.1	54.9	51.7	42.4	49.7
F/R Lunch	30.2	39.4	33.8	37.6	45.4	43.4	41.1	28.4	42.0
Non-F/R Lunch	67.2	56.9	63.4	72.0	73.3	73.3	59.3	57.8	60.0
EOC Achievement Gaps	Biology			English 2			Math 1		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Black (to White)	-39.2	-32.3	-40.8	-33.5	-32.5	-22.4	-22.7	-22.6	-29.2
Hispanic (to White)	-25.2	-16.5	-23.5	-22.4	-21.7	-15.1	-10.3	-12.5	-11.2
EC (to non-EC)	-33.6	-28.2	-39.4	-42.2	-31.5	-45.6	-39.9	-31.3	-32.7
LEP (to non-LEP)	41.3	43.1	31.3	47.6	54.1	37.5	38.5	34.2	21.7
FRL (to non-FRL)	-37	-17.5	-29.6	-34.4	-27.9	-29.9	-18.2	-29.4	-18
EOC EVAAS Growth	Biology			English 2			Math 1		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
	1.6	0.4	-0.2	0.9	0.9	1.0	-0.5	0.0	0.4

Graduation Rates

4-Yr. Graduation Rate	2011-12	2012-13	2013-14	2014-15	2015-16
All Students	85.1	86.3	86.4	86.8	92.6
Male	83.3	83.7	80.7	87.0	93.6
Female	87.2	88.9	9.2	86.5	91.7
Asian	*	>95	*	>95	>95
Black	77.4	78.4	83.0	76.5	>95
Hispanic	83.7	86.4	82.7	87.6	93.4
2+ Races	84.6	87.5	*	>95	88.9
White	88.9	88.0	88.1	87.7	91.6
F/R Lunch	78.1	85.5	87.1	84.6	95.0
Limited English Proficient	69.2	60.0	66.7	62.5	60
Students with Disabilities	60.9	75.0	70.6	78.3	82.6
AIG		>95	>95	>95	>95
5-Yr. Graduation Rate	2011-12	2012-13	2013-14	2014-15	2015-16
All Students	84.7	86.0	86.4	86.4	87.1
Male	84.0	84.4	84.3	90.8	87.2
Female	85.4	87.9	88.9	80.7	87.0
Asian	77.8	*	95.0	*	*
Black	82.5	77.4	78.4	84.8	76.5
Hispanic	75.4	85.7	87.3	82.7	87.6
2+ Races	>95	84.6	87.5	>95	*
White	87.8	89.5	88.0	88.1	88.4
F/R Lunch	85.0	79.3	86.0	87.6	84.6
Limited English Proficient	57.1	73.1	60.0	66.7	62.5
Students with Disabilities	81.0	65.2	75.0	70.6	78.3
AIG			>95	>95	>95

North Carolina Final Exams

YEAR	Subject	English 1	English 3	English 4	World History	Civics & Econ.	US History	Amer. Hist. 11	Amer. Hist. 2	Math 2	Math 3	AFM	Pre-Calc.	Chem.	Earth Env.	Physic	Phys. Sci.
15-16	Max	40	41	40	36	38		36	36	33	33	33	30	40	40	40	40
	High	39	38.00	38.00	34.00	36.00		36.00	34.00	32.00	30.00	28.00	30.00	37.00	39.00	32.00	33.00
	Low	6	5.00	6.00	4.00	4.00		4.00	5.00	3.00	3.00	5.00	3.00	8.00	7.00	10.00	8.00
	Mean	24.59	21.55	23.20	18.82	21.39		20.34	22.38	14.74	13.56	15.81	12.92	21.52	23.53	17.94	24.50
	N	373	261	246	371	338		293	228	319	313	115	127	195	435	148	10
	EVAAS	1.3	0.7	0.8	0.4	0.7		2.5	1.9	0.6	-0.4	3.2	-0.8	-1.2	1.5	0.8	-0.0
14-15	Max	40	41	40	36	38		36	36	33	33	33	30	40	40	40	40
	High	40.00	34.00	39.00	32.00	36.00		34.00	35.00	32.00	30.00	27.00	28.00	37.00	38.00	38.00	32.00
	Low	7.00	1.00	7.00	5.00	6.00		6.00	12.00	3.00	5.00	4.00	4.00	7.00	5.00	12.00	6.00
	Mean	26.67	21.18	25.44	18.11	20.87		22.16	25.71	13.73	13.92	13.88	14.28	20.16	23.05	24.66	17.28
	N	367	220	249	383	151		230	51	339	246	156	133	124	360	29	145
	EVAAS	1.8	1.3	0.8	1.0	1.1		1.8	3.1	-1.0	1.0	1.6	-0.7	-4.0	2.2	0.8	-1.7
13-14	Max Score	40	39	40	31	37	44			30	30	30	30	40	40	40	40
	High	38.00	33.00	37.00	30.00	35.00	42.00			25.00	28.00	21.00	28.00	38.00	38.00	35.00	35.00
	Low	5.00	5.00	9.00	3.00	5.00	8.00			3.00	3.00	3.00	6.00	5.00	5.00	11.00	8.00
	Mean	24.87	19.22	24.41	17.37	20.70	25.47			11.16	12.65	10.34	15.52	19.96	21.37	20.65	16.61
	N	330.00	249.00	219.00	325.00	322.00	282.00			284.00	317.00	142.00	173.00	203.00	290.00	17.00	100.00
	EVAAS	0.9	n/a	1.0	1.5	0.8	2.3			n/a	n/a	n/a	n/a	-2.5	0.9	-2.1	-1.1

Career Technical Education Post Assessments								
Course Title	Proficient AHS 2012-13	2012-13 EVAAS Growth	Proficient AHS 2013-14	2013-14 EVAAS Growth	Proficient AHS 2014-15	2014-15 EVAAS Growth	Proficient AHS 2015-16	2015-16 EVAAS Growth
Agriscience Applications								3.6
Adv Game Art Design	NA		NA		Pilot			
Apparel & Textile Production I	68%	4.7	81%	5.9	Field Test			6.6
Apparel & Textile Production II	98%	2.6	100%		Field Test			3.3
Career Management	NA		NA		Field Test			1.1
Computer Programming I	NA		68%	0.5	84%	5.7		5.2
Early Childhood Education I	90%	1.2	86%	2.2	94%	0.4		1.6
Early Childhood Education II	100%		100%		100%	0.8		3.2
Entrepreneurship I	FT		90%	4.6	100%	3.4		9.7
Environmental and Natural Resources 1								2.1
Foods I	94%	3.8	93%	4.0	85%	4.0		6.7
Foods II - Enterprise	NA (FT)		75%	4.6	86%	6.6		4.6
Foods II-Technology	NA		92%		79%			
Foundations of Information Technology	NA		FT		75%	0.8		
Game Art Design	NA		NA		Field Test			
Hon Biomedical Technology I	96%		95%		Pilot			2.9
Hon Drafting II - Architectural	75%	0.2	60%	1.4	15%	-8.7		
Health Sciences I	NA		75%	2.8	77%	3.2		3.7
Health Sciences II	97%	3.6	86%	1.2	89%	2.2		2.4
Health Team Relations	87%	3.4	61%	-3.4	66%	4.6		

Horticulture 1						-0.1		5.7
Hospitality & Tourism	95%	3.8	93%	3.3	Field Test	3.3		3.5
Interior Design I	75%	1.8	73%	2.1	70%	3.0		
Marketing	64%	1.8	69%	2.1	67%	-0.4		0.7

Course Title	Proficient AHS 2012-13	2012-13 EVAAS Growth	Proficient AHS 2013-14	2013-14 EVAAS Growth	Proficient AHS 2014-15	2014-15 EVAAS Growth	Proficient AHS 2015-16	2015-16 EVAAS Growth
Multimedia & Webpage Design	65%	2.3	88%	7.5	Field Test	7.5		7.5
Microsoft Word & PowerPoint	91%	5.1	FT		78%	5.4		4.4
Microsoft Excel & Access	83%	2.0	FT		91%	10.0		3.5
Nursing Fundamentals	NA		100%		100%			
Parenting & Child Development	95%	5.2	96%	3.9	89%	1.9		4.5
Personal Finance	83%	2.0	86%		Field Test			2.7
PLTW-Human Body Systems	NA		100%		86%			
PLTW-Intro to Engineering Design	NA		87%		100%			
PLTW-Principles of Biomedical Sci	NA		100%		100%			
PLTW-Principles of Engineering	NAA		NA		68%			
Principles of Business	88%	3.7	85%	3.5	90%	3.5		4.4
Robotics I (Local Course Option)	FT		6%		60%			
Robotics II (Local Course Option)	FT		0%		38%			
Sports & Entertainment Mktg I	NA		71%		57%	-2.7		-1.5
Sports & Entertainment Mktg II	NA		FT		69%	2.1		5.1
Science and Technical Visualization I	90%	3.7	90%	4.1	87%	3.7		5.4
Science and Technical Visualization II	92%		87%	2.3	100%	2.8		2.8
Technology Engineering & Design	FT		72%	1.4	Field Test			1.2

ACT Results (All Students)	Subtests					
	Composite Mean	Met English	Met Math	Met Read	Met Science	Met All Four
2012-13	17.7	44%	23%	33%	9%	7%
2013-14	17.5	38%	23%	25%	16%	10%
2014-15	16.9	33%	19%	22%	15%	9%
2015-16	17.3	32%	14%	20%	16%	7%

ACT Composite Means	2012-13		2013-14		2014-15		2015-16	
	Mean	Count	Mean	Count	Mean	Count	Mean	Count
All Students	17.7	257	17.5	279	16.9	291	17.3	285
Am. Indian	10	1	15	1	*	0	*	0
Asian	15.3	3	18.1	7	17.3	3	19.0	4
Black	15.3	30	15.1	27	13.6	40	15.8	44
Hispanic	16.2	76	15.8	96	15.1	102	16.4	123
2+ Races	20.2	12	17.2	17	15.8	3	17.8	10
White	19.2	114	19.9	118	19.8	123	19.1	94
No Response	17.7	21	13.8	13	13.8	4	16.3	10
EVAAS Growth	0.12		-0.1		-0.3		0.7	

SAT Results	2011-12	2012-13	2013-14	2014-15	2015-16
Math	494	479	473	478	471
Verbal	479	464	469	465	457
Writing	459	453	449	443	435
M+V	973	943	942	943	928
Composite	1432	1396	1391	1386	1363
Percent Tested	68%	60%	50%	63%	61.5%
EVAAS SAT Composite Growth	-2.6	-4.9	-3.8	9.3	n/a

Advanced Placement Examinations	2011-12		2012-13		2013-14		2014-15		2015-16	
	Tests Taken	% scoring 3 or higher	Tests Taken	% scoring 3 or higher	Tests Taken	% scoring 3 or higher	Tests Taken	% scoring 3 or higher	Tests Taken	% scoring 3 or higher
Calculus AB	40	48%	31	48%	17	59%	53	60%	18	33%
Calculus BC	3	100%	1	100%	4	50%	2	100%	26	73%
Statistics	2	0%	23	30%	13	53%	13	31%		
Computer Science A			13	8%					1	100%
Biology	23	26%	28	43%	15	53%	15	53%	15	53%
Chemistry	14	43%	6	17%	9	11%	23	48%		
Physics B	1	100%							3	100%
Environmental Sci.	73	25%	70	33%	68	32%	37	22%	20	40%
Human Geography			1	0%						
US History	20	45%	26	38%	19	53%	39	51%	32	31%
Psychology	7	29%	4	50%	1	100%	13	54%	5	40%
World History	3	100%								
Spanish	10	70%	8	50%			9	100%	1	100%
Spanish Lit.										
Art History*										
English Language	1	100%	43	63%	69	39%	70	41%	48	46%
English Literature	22	77%	13	54%	43	51%	37	41%	34	29%
European History*	1	100%			1	0%				
US Gov. & Politics*			1	100%	3	33%	4	75%	3	67%
Economics – Micro*	1	100%								
Economics – Macro*	1	100%								
Music Theory	9	56%	1	100%	3	100%			4	75%
Total Exams	231	43%	269	42%	263	43%	316	47%	211	45%
Total Students	154	44.2%	165	46.1%	183	41.5%	199	49.2%	153	47.1%

AYP Targets/ AMOs Met	Met	Total	Percent Met	Targets Missed
2009-10	15	21	71.4%	Grad Rate & Math – ED, Black (% tested & Proficiency)
2010-11	19	21	90.5%	English – All & ED
2011-12*	21	23	91.3%	Math – Hispanic & ED
2012-13*	24	25	96.0%	Grad Rate - Black
2013-14*	56	79	70.9%	Reading proficiency – All, Black, Hispanic & EDS
				Math proficiency – All, Black, Hispanic, EDS & SWD
				Science Participation – Black
				Science proficiency – All, Black, Hispanic, White & EDS
				The ACT Participation – All, Black, Hispanic & EDS
				The ACT proficiency – All & Hispanic
				ACT WorkKeys participation – All & White
2014-15	55	79	69.6%	Reading proficiency – All, Black, Hispanic, White, EDS & LEP
				Math proficiency – All, Black, Hispanic, White, EDS & AIG
				Science proficiency – All, Black, Hispanic, White, EDS & AIG
				The ACT proficiency – All, Black, Hispanic, White & EDS
				ACT WorkKeys participation – White
2015-16				No AMOs reported due to the transition to the Every Student Succeeds Act (ESSA)

Appendix 4: Other Data Sources

Teacher Survey

Three or more areas of strength	<ol style="list-style-type: none"> 1. Teachers are allowed to focus on educating students with minimal interruptions. 2. Teachers have sufficient access to instructional technology, including computers, devices, printers, software and internet access. 3. Teachers are recognized as educational experts. 4. Teachers have an appropriate level of influence on decision making in this school. 5. Teachers feel comfortable raising issues and concerns that are important to them.
Three or more areas of possible improvement	<ol style="list-style-type: none"> 1. Class sizes are reasonable such that teachers have the time available to meet the needs of all students. 2. Teachers have adequate space to work. 3. This school does a good job of encouraging parent/guardian involvement. 4. Teachers have knowledge of the content covered and instructional methods used by other teachers at this school.
Two significant findings	<ol style="list-style-type: none"> 1. Overall, the data from the 2016 NC TWC was significantly more favorable than the 2014 results. There were several responses within the “Teacher Leadership” section that represented an upswing change in how teachers viewed their roles as leaders within the building. 2. The most significant drop from 2014 to 2016 was in response to the prompt about reasonable class sizes. Large class sizes in a building that has not had significant structural updates in several years may have also impacted how teachers viewed the adequacy of their workspace in the facilities and resources portion of the survey.

Student Survey (2015)

Three or more areas of strength	<ol style="list-style-type: none"> 1. All of my teachers use tests, projects, presentation, and portfolios to check my understanding of what was taught. 2. In my school, a variety of resources are available to help me succeed (e.g., teaching staff, technology, media center). 3. In my school, programs and services are available to help me succeed. 4. In my school, I have access to counseling, career planning, and other programs to help me in school.
Three or more areas of possible	<ol style="list-style-type: none"> 1. In my school, students respect the property of others.

improvement	<ol style="list-style-type: none"> 2. In my school, students treat adults with respect. 3. In my school, all students are treated with respect.
Two significant findings	<ol style="list-style-type: none"> 1. Students feel confident that they have a lot of resources for goal setting and career planning. Students also feel confident that they use a wide variety of ways to demonstrate learning. 2. Students feel that there is an opportunity at Asheboro High School to educate the whole school on what respect is and what it looks like.
Parent Survey (2015)	
Three or more areas of strength	<ol style="list-style-type: none"> 1. My child has up to date computers and other technology to learn. 2. My child knows the expectations for learning in all classes. 3. Our school provides an adequate supply of learning resources that are current and in good condition. 4. Our school provides a safe learning environment. 5. Our school provides opportunities for students to participate in activities that interest them. 6. Our school ensures that the facilities support student learning.
Three or more areas of possible improvement	<ol style="list-style-type: none"> 1. All of my child's teachers work as a team to help my child learn. 2. All of my child's teachers keep me informed regularly of how my child is being graded. 3. All of my child's teachers meet his/her learning needs by individualizing instruction.
Two significant findings	<ol style="list-style-type: none"> 1. Parents feel confident that their sons and daughters are safe and that the resources and support systems available are sufficient. 2. Even the areas of greatest concern are above a level 4 on the likert scale. But these opportunities for growth include greater collaboration and differentiation opportunities.

Early Childhood Development Center

2016-2017 Continuous Improvement

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Staff Approval

Date of Secret Ballot _____

Results For _____

Results Against _____

Signature

Date

Approved by Superintendent of Schools:

Signature

Date

Approved by Board of Education:

Signature

Date

<p>Our School's Vision</p>	<p>The Early Childhood Development Center will be a place where students are nurtured, encouraged, and empowered to learn in a developmentally appropriate environment that provides the experience necessary for them to become lifelong learners. Collaborative relationships with families and the community will provide a forum in which to share ideas and create an ongoing cooperative experience.</p>
<p>Our School's Mission</p>	<p>The mission of the Early Child Development Center is to provide an inviting and inclusive school environment that encourages interactive learning between parents and children at home and at school, and that provides the foundation for a successful future.</p>
<p>Core Beliefs</p>	<p>To lead us toward our vision and mission, our school community shares the following core beliefs:</p> <ul style="list-style-type: none"> ● Every individual is a person of value and deserves to be treated with respect and dignity. ● The family is the child's first and most important teacher. ● Positive early interactions between home and school help develop a meaningful relationship between parents and professionals. ● Children learn through active exploration of their environment. ● Positive interactions with adults and peers support children's development and learning. ● An inclusive setting is beneficial to children with disabilities as well as children who are typically developing.

ACS Strategic Plan Goals

- ✓ Prepared for further education, work, and citizenship.
- Personalized education
- Excellent Educators
- Up-to-date systems
- Healthy, safe and responsible

Strategic Plan Objective(s):

- ★ Each student in Asheboro City Schools graduates prepared for further education, work, and citizenship.
- ★ 21st Century skills(4C's- communication, collaboration, critical Thinking and problem solving, creativity)

Current Level of Performance:

92% of students met or exceeded growth expectations in literacy using the Teaching Strategies Gold assessment for 2015-2016. (met = 1 level of growth, exceeded = 2 levels of growth)

Annual Goal 1: Literacy

Teachers will intentionally plan, implement and assess core literacy strategies so that 85% of students will demonstrate 2 levels of growth as measured on the Teaching Strategies Gold Assessment.

Implementation Summary - Literacy

ECDC will increase the contextual use of foundational literacy skills, focusing on phonemic awareness and vocabulary. Intensify core instruction using evidence based program to increase phonemic awareness.

Action Steps:

1. Teachers will determine literacy power standards and ECDC will use Teaching Strategies Gold assessment to collect data on these standards.
2. ECDC will use Preschool CASA meetings to analyze instruction and progress on each of these power standards. Teachers will share strategies with each other to enhance the instruction in each classroom.
3. Each classroom will implement Letterland daily following the plan that each classroom teacher develops in weekly CASA meetings.
4. Two times per month teachers will receive professional development on Letterland.

Implementation		Monitoring			Completion
Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date
Holly White Shari Funkhouser Joy Ivan Kimberly Borden Amy Slate Erica Rosencrans Marie Peele Amber Watts Venise Lawrence-Smith	<ol style="list-style-type: none"> As a team we will work with the local CASA form to make changes to meet the needs of the Preschool, Teachers will use the Creative Curriculum, along with the Teaching Strategies Gold to determine the Literacy power standards Letterland pre-k curriculum has been purchased for each classroom Formally trained on-site teachers will lead professional development to all staff two times each month. 	<ol style="list-style-type: none"> CASA team Preschool teachers Holly White Joy Ivan/Erica Rosencrans 	<ol style="list-style-type: none"> Minutes from weekly meetings Minutes from meetings and finalized list of power standards. Purchase order / Curriculum in each classroom Minutes from the bi-weekly meetings 	Leadership Team meets the first Thursday of each month On-going data collection and review will take place at each leadership team meeting. November Data check point March Data check point	
Reflections on Progress/Outcomes:			Notes and Coaching:		

ACS Strategic Plan Goals

- ✓ Prepared for further education, work, and citizenship.
- Personalized education
- Excellent Educators
- Up-to-date systems
- Healthy, safe and responsible

Strategic Plan Objective(s):

- ★ Academic Proficiency
- ★ Assessment

Current Level of Performance:

85% of students met or exceeded growth expectations in mathematics using the Teaching Strategies Gold assessment for 2015-2016 (met = 1 level of growth, exceeded = 2 levels of growth)

Annual Goal 2: Math

Teachers will intentionally plan, implement and assess core math strategies so that 85% of students will demonstrate 2 levels of growth as measured on the Teaching Strategies Gold Assessment.

Implementation Summary - Math

ECDC will increase fundamental math awareness skills, focusing on meaningful or rational counting as it relates to counting, quantifying and connecting numerals to their quantities. Also, to increase math related teaching practices using intentionally planned and naturally occurring activities to promote children's mathematical understanding and competence in meaningful counting.

Action Steps:

1. Teachers will use Teaching Strategies Gold Assessment to determine each student's level of mathematical knowledge.
2. Teachers will use number talks in each classroom 3-5 days per week.
3. Professional development will be provided to support all teachers on number talks and number concepts.
4. Teachers will use questioning strategies and math vocabulary daily during math instruction.

Implementation		Monitoring			Completion
Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date
Holly White Shari Funkhouser Joy Ivan Kimberly Borden Amy Slate Erica Rosencrans Marie Peele Amber Watts Venise Lawrence-Smith	<ol style="list-style-type: none"> Teaching Strategies Gold data analysis Planning meetings, Professional Development on Number Talks 	<ol style="list-style-type: none"> Holly White, preschool Teachers Preschool Teachers Erica Rosencrans 	<ol style="list-style-type: none"> Teaching Strategies Gold 3 check points As evidenced by Lesson Plans Minutes from meetings Teacher questioning strategies and math vocabulary will be assessed during daily walk-through observations. 	<p>Leadership Team meets the first Thursday of each month</p> <p>Weekly progress monitoring with November and March Data checkpoints will take place.</p>	
Reflections on Progress/Outcomes:			Notes and Coaching:		

ACS Strategic Plan Goals

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- Personalized education
- Excellent Educators
- Up-to-date systems
- Healthy, safe and responsible

Strategic Plan Objective(s):

- ★ Goal 2 Objective 3: Increase number of STEAM (science, technology, engineering, arts, and math) and global education experiences for all students, so that students are globally competitive.

Current Level of Performance:

Assessment tool will be developed and baseline data will be collected.

Annual Goal 3: Science

Provide high quality science instruction based on Teaching Strategies Gold science standards and develop and implement assessment system to collect data about core instruction in order to support differentiate and remediation based on TS Gold.

Implementation Summary - Science

1. Classroom teachers will use problem based learning to encourage “Active Exploration and Scientific Discovery”.
2. Classroom teachers will Intentionally plan and implement at least 2 hands-on learning science activities/experiments each week.
3. Classroom teachers will develop an assessment tool in order to gauge student learning, and align instruction to the TSGold science objectives.
4. Teachers will conduct progress monitoring by writing observation notes and collecting samples of student work to support and drive instruction. Teachers will develop a system to collect and analyze TS Gold Science Data.

Implementation		Monitoring			Completion
Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date
Holly White Shari Funkhouser Joy Ivan Kimberly Borden Amy Slate Erica Rosencrans Marie Peele Amber Watts Venise Lawrence-Smith	TS Gold Lesson Plans Professional development will be provided to support teachers in their approach to Science instruction.	Preschool teachers Holly White	Lesson plans Walkthroughs Assessment data Check sheets	Leadership Team meets the first Thursday of each month On-going data collection and review will take place at each leadership team meeting. November Data check point March Data check point	
Reflections on Progress/Outcomes:			Notes and Coaching:		

ACS Strategic Plan Goals

- Prepared for further education, work, and citizenship.
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Strategic Plan Objective(s):

- ★ Goal 2 Objective 5: Cultivate partnerships with families and the community, so that student learning experiences are enhanced.

Current Level of Performance:

Parent Involvement: 67%
(based on Parent Night sign-in sheets)

Annual Goal 4: Family Engagement

Increase parent involvement from 67% to 80% at 4 family literacy activities/family nights.

Implementation Summary - Family Engagement

All ECDC staff members will promote family engagement.

1. All staff will implement Karen Mapps model of linking family engagement to learning.
2. Staff will conduct home visits for each family prior to the beginning of the school year.
3. ECDC will collaborate with Randolph Community College to provide “ESOL” classes for our parents/families who are learning English
4. Each teacher will conduct parent/student data talks in every classroom.

Implementation		Monitoring			Completion
Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date
1. Each classroom teacher 2. Each classroom teacher 3. Holly White / RCC staff 4. Each classroom teacher	1. Staff development about the Mapps model 2. Information about each family 3. Contact with RCC 4. Planning and determining the protocol for these meetings	1. Holly White 2. Preschool teachers 3. Holly White 4. Preschool teachers	1. Sign in sheets from staff meetings , 2. Home Visit logs 3. Class schedule 4. Sign-in sheets	Oct 25 (first meeting)	
Reflections on Progress/Outcomes:			Notes and Coaching:		

PBIS School Action Plan			
Task	Who	When	Completion Date
Social Emotional Foundations for Early Learners (SEFEL) leadership team schedules monthly meetings, maintains a Social Emotional Foundations for Early Learners (SEFEL) notebook or electronic folder with meeting agendas, minutes, and documentation of team activities.	Social Emotional Foundations for Early Learners (SEFEL) Leadership Team	3rd Thursday of the month	
Completion of annual School-Wide Social Emotional Foundations for Early Learners (SEFEL) Implementation Plan	Social Emotional Foundations for Early Learners (SEFEL) Leadership Team	Completed in August	
Social Emotional Foundations for Early Learners (SEFEL) Professional Learning Community meetings	All preschool staff	Meets monthly	
ECDC will maintain fidelity of Social Emotional Foundations for Early Learners (SEFEL) in 3 classroom while also increasing by 2 additional classes reach fidelity.	All preschool staff	Throughout year	

Compliance Statements		
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.	1. Teachers use other positive behavior supports to achieve desired school norms. Social Emotional Foundations for Early Learners (SEFEL) strategies (an early childhood positive behavior support program) are used.
	2. Each student in this school participates in an average of 150 minutes per week of physical activity and/or physical education.	2. Every classroom has a daily scheduled hour of gross motor time outside or in the multi-purpose room in inclement weather.
Pledge of Allegiance	3. Time is scheduled for school-wide recitation of the Pledge of Allegiance.	3. The Pledge of Allegiance is recited daily in individual classrooms.
	4. Flags of the United States and North Carolina are displayed in this school.	4. The United States flag is raised each day on the flag pole. There is a United States flag in each classroom.
Duty-free Lunch	5. Every teacher must be provided a duty-free lunch period on a daily basis or as otherwise approved by the school improvement team.	5. Teachers have coverage during student nap time where they can take their duty free lunch.
Duty-free Instructional Planning	6. Every full-time assigned classroom teacher must be provided duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week.	6. Teachers have duty free planning time when children are napping and after students leave at 2:30.
Redundant Reporting Requirements	7. If the continuous improvement team identifies a more expeditious manner of providing information to the board that will eliminate a redundant or unnecessary reporting requirement for teachers at its school, the team may make a written request to the superintendent to eliminate the redundant or unnecessary report.	7. The School Improvement Team will submit any redundant reporting requirements to the superintendent and document their submission in the monthly minutes.

Leadership Team Members

The following team members collaborated with school staff to develop this Continuous Improvement Plan for our school:

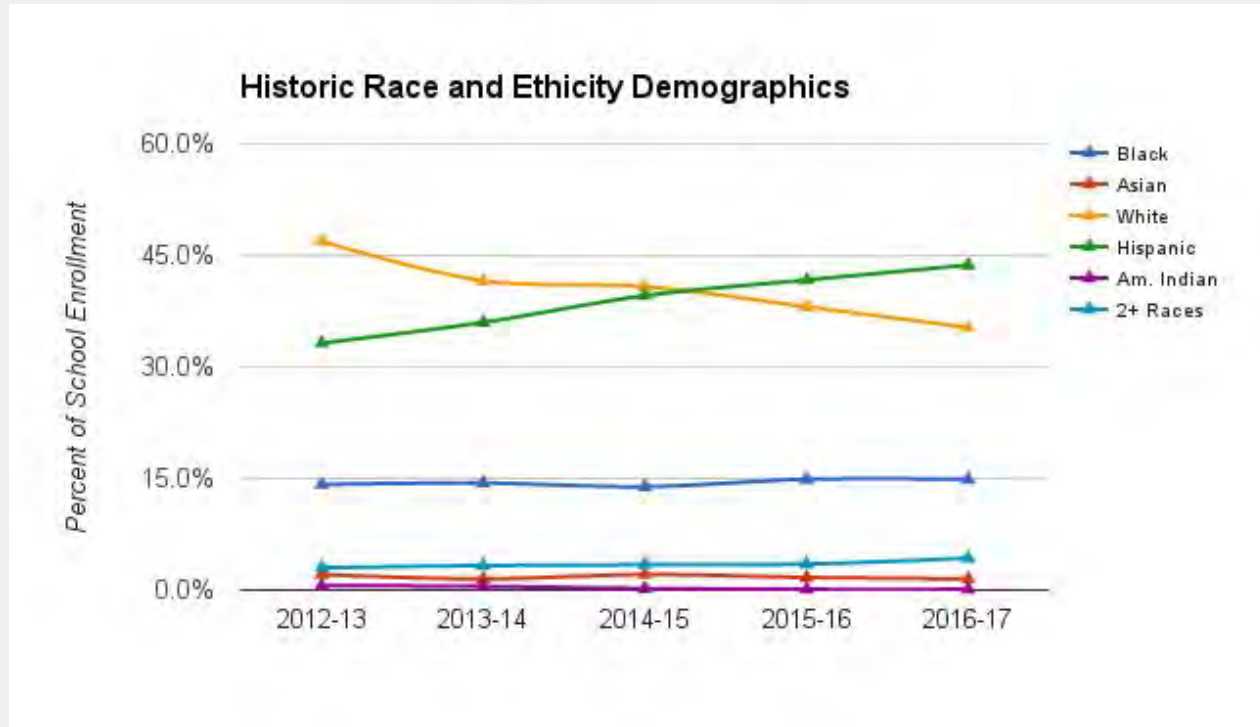
Name	Signature	Role
Shari Funkhouser		Teacher
Holly White		Preschool Coordinator
Tammy Carson		Instructional Assistant
Missy Smith		Instructional Assistant
Joy Ivan		Teacher

Appendix 1: Current State of the School

The Early Childhood Development Center (ECDC) School Improvement Team has carefully examined the 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 2016-2017 school year along with our intervention plan (which follows) for 2016-2017.

1. ECDC successfully completed re-accreditation with our 5 star license during the 2015/16 school year. Our program received exemplary scores on the ECERS (Early Childhood Environment Rating Scale) assessment.
2. The school attendance average continues to be a big focus for ECDC. The attendance rate during the 15/16 school year was 88%.
3. ECDC provided one open house and 4 parent nights during 2015-16. We had 67% average attendance at these meetings.

Appendix 2: School Profile



Historical Ethnicity Information (% of population on 20 th day)	2012-13	2013-14	2014-15	2015-16	2016-17
Black	17	10	14	18	19
Asian	1	2	1	0	0
White	24	23	22	23	34
Hispanic	47	52	56	49	56
American Indian	0	0	1	0	0
2+ Races	10	12	6	9	9
Total Population	78	134	131	136	120

Historical Population (% of Population)	2011-12	2012-13	2013-14	2014-15	2016-17
Even Start	3	0	0	0	0
Smart Start	18	18	18	9	9
Title 1	16	16	16	0	0
Developmental Day	29	29	29	29	29
NCPK	43	43	97	97	101
Exceptional Children	29	29	29	29	29
Free Lunch	93	93		109	
Reduced Lunch	13	12		17	

Student Attendance Data	2011-12	2012-13	2013-14	2014-15	2015-16
Average Daily Attendance	91	92	90.5	90	91

Staffing Summary	2011-12	2012-13	2013-14	2014-15	2015-16
Teachers "highly qualified" (classes taught)	6	8	7	7	7
Teachers with advanced degrees	3	3	3	2	2
Teachers with NBPTS Certification	1	1	1	1	2
Teacher Turnover Rate	0	2	1	1	1

Appendix 3: Student Data						
Parent Meeting Attendance	2013-2014		2014-2015		2015-2016	
	Attendees	Percentage	Attendees	Percentage	Attendees	Percentage
August	49	61%	117	76%	123	90%
November	41	51%	104	68%	63	47%
February	52	61%	48	35%	54	40%
May	35	41%	67	44%		
June	67	78%	125	82%	121	89%

Dial 4 Data					
	Area Scores	3 Year Olds		4 Year Olds	
		Pre-Screening %	Post-Screening %	Pre-Screening %	Post-Screening %
2015-16	Motor	12.3	29.3	15.8	26.3
	Concepts	14.1	24.1	13.3	24.6
	Language	9.6	29	11.2	23.9
	TOTAL	19	43	20	39
2014-15	Motor	29.50	44.26	34.62	56.47
	Concepts	18.45	35.11	25.93	44.11
	Language	15.95	27.74	27.37	43.97
	TOTAL	14.73	37.86	26.36	50.67

Teaching Strategies GOLD								
3 Year Old Students								
Year	Measure	Number of Children	# Children Below FALL	# Children Below SPRING	# Children Above/Meeting Annual Growth	Average Annual Growth	Expected Growth Range	Type of Growth
2015-16	Social-Emotional	9	5	1	8 (88%)	11	6 – 23	Meeting
	Physical	9	4	2	7 (78%)	5	2 – 12	Meeting
	Language	9	6	2	7 (78%)	8	4 – 18	Meeting
	Cognitive	9	2	1	8 (88%)	9	6 - 23	Meeting
	Literacy	9	5	3	6 (67%)	12	8 – 28	Meeting
	Mathematics	9	7	2	7 (78%)	8	5 – 17	Meeting
2014-15	Social-Emotional	10	6	4	8 (80%)	10.5	6 – 23	Meeting
	Physical	10	5	3	9 (90%)	6.5	2 – 12	Meeting
	Language	10	7	4	7 (70%)	8.3	4 – 18	Meeting
	Cognitive	10	7	3	7 (70%)	13.2	6 - 23	Meeting
	Literacy	7	5	2	5 (71%)	22	8 – 28	Meeting
	Mathematics	10	7	3	6 (60%)	8.4	5 – 17	Meeting
4 Year Old Students								
2015-16	Social-Emotional	121	42	8	113 (93%)	15.6	6 – 24	Meeting
	Physical	121	24	5	116 (96%)	5.1	2 – 12	Meeting
	Language	122	37	5	117 (96%)	13.9	5 - 19	Meeting
	Cognitive	122	41	8	114 (93%)	17.9	7 – 25	Meeting
	Literacy	106	35	9	97 (92%)	24.4	11 – 35	Meeting
	Mathematics	106	32	16	90(85%)	14.2	6 – 20	Meeting
2014-15	Social-Emotional	86	30	4	81 (94%)	15.4	6 – 24	Meeting
	Physical	87	24	5	86 (99%)	6.9	2 – 12	Meeting
	Language	85	27	8	77 (91%)	11.6	5 - 19	Meeting
	Cognitive	87	36	8	75 (86%)	16.6	7 – 25	Meeting
	Literacy	57	21	2	53 (93%)	26.3	11 – 35	Meeting
	Mathematics	69	49	9	66 (96%)	13.4	6 – 20	Meeting

Enrollment by Age			
Year	Age	Day 20	Day 160
2015-2016	3 Year Olds	23	25
	4 Year Olds	119	114
2016-2017	3 Year Olds		
	4 Year Olds		

North Asheboro Middle School
2016-2017 Continuous Improvement and Title I Implementation Plan

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Staff Approval

Date of Secret Ballot 10/17/2016
 Results For 44
 Results Against 0

 Signature Date

Approved by Superintendent of Schools: Dr. Terry Worrell

 Signature Date

Approved by Board of Education: Mr. Kyle Lamb, Chairman

 Signature Date

<p>Our School's Vision</p>	<p>North Asheboro Middle School, in partnership with parents and the community, will empower our 21st century learners to embrace high standards for academic achievement, integrity, leadership, and responsible citizenship in a diverse global society.</p>
<p>Our School's Mission</p>	<p>Learning Today.....Leading Tomorrow</p>
<p>Core Beliefs</p>	<p>To lead us toward our vision and mission, our school community shares the following core beliefs:</p> <ul style="list-style-type: none"> ● We believe staff, students, parents, and the community share responsibility of supporting the school's vision and mission. ● We believe all students can learn, achieve, and be successful academically and behaviorally. ● We believe that we must create a safe learning environment in order to ensure student academic, behavior, and social success. ● We believe students learn best when they have the appropriate and multiple opportunities for success. ● We believe students learn in different ways, and it is our responsibility to meet the needs of all our students. ● We believe that by creating and maintaining positive relationships with students and modeling mutual respect among staff, our students will become a more confident learner and this will enhance their self-esteem. ● We believe students learn best when they are actively engaged in the teaching and learning process. ● We believe that our staff values each student, as an individual, with unique physical, social, emotional and intellectual needs. ● We believe that our staff collaborates and plans so that curriculum and instruction becomes rigorous and relevant and our teaching and learning strategies which are based upon the developmentally appropriate learning activities. ● We believe cultural diversity provides opportunities for understanding different people and their cultures. ● We believe that by holding students to high expectations, we will see a significant and relevant increase in both individual student achievement and positive behavior decisions. ● We believe that exceptional students require unique services and extended resources.

ACS Strategic Plan Goals

- ✓ Prepared for further education, work, and citizenship.
- ✓ Personalized education
- ✓ Excellent Educators
- Up-to-date systems
- Healthy, safe and responsible

Strategic Plan Objective(s):

- ★ Literacy implemented across all content areas
- ★ Use of NAMS 2.0 common assessment forms to enrich, reteach and remediate after every common assessment, then give a chance to do over
- ★ Accelerated Reading time used as a school wide intervention time

Current Level of Performance:

ELA Score at the end of the 2015-2016 school year are as follows:

- 6th Grade - 47.9% proficient
- 7th Grade - 50.6% proficient
- 8th Grade - 51.9% proficient

Annual Goal 1:

North Asheboro Middle School student reading proficiency will increase to 80% in all grade levels by the end of the 2016-2017 school year.

Implementation Summary

Action Steps

1. Over fifty percent of the NAMS staff will implement the Literacy Design Collaborative (LDC) model of instruction this school year. The 50+ percent of teachers will complete 3 modules in core tools by the end of the third quarter of school. These modules will be completed so that core instruction will be enhanced by implementing more reading, writing, and higher order thinking strategies across content areas to increase reading comprehension.
2. The Accelerated Reader program (AR) and protected time (in class and huddle times) will be structured across the school so that interventions are administered by teachers to target students (based on diagnostic reading data) at their level of need.
3. North Asheboro Middle School will employ "NAMS 2.0 Common Assessment forms" and student data analysis (across all content areas) within Collaboration Around Student Achievement Teams (CASAs) to enrich, remediate and intervene based on common assessment results. The follow up remediation, enrichments, and interventions will be used in order to promote needed reading strategies that enhance student mastery of concepts and skills.

Implementation			Monitoring			Completion
Team Members	Resources	Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date
-LDC Site Coach -LDC Year 1 cohort Content area Teachers	-According to NAMS LDC action plan, the teachers participating this year will complete a module per quarter. -Training will be provided to support all teachers in this process. Modules will be utilized to help guide teachers in their planning. -The modules will also be discussed at grade level meetings to communicate an increase in literacy across content areas. -Ten one-hour trainings will be done on module creation in LDC CoreTools by the end of the school year to connect to more than 50% of staff -LDC Mini-tasks will be included for all teachers in their PDPs	-Training in the LDC model of core tools -Mini tasks being tied to PDP goals for the year -Ten one hour trainings on module creation and the LDC model.	-Chris Burian -Michelle Marsh -Vince Dave -Karen Cooper -Tresa Hatchett	-The new 50+% cohort will complete 3 modules -Student work samples/writing products from LDC modules -Rise in common assessment results -Rise in benchmark ELA scores throughout the year -Rise in students SRI scores throughout the year -Rise in AR reading goals to attain	Q1: by Oct 29 Q2: by Jan 20 Q3: by March 29	
Reflections on Progress/Outcomes:				Notes and Coaching:		
AR TEAM -Chris Burian -Michelle Marsh -Jen Gold	- Accelerated Reader (AR) program will be employed to provide motivational strategies to students.	-Results of reading diagnostics to guide specific interventions -Roll out of AR plan for the 2016-2017 school year	-Chris Burian -Michelle Marsh -Jen Gold -Leighann Patrick	-Content CASAs -Grade Level Teams -Intervention Team 2.0	Q1: by Oct 29 Q2: by Jan 20 Q3: by March 29	

-Leighann Patrick		<ul style="list-style-type: none"> -Target students well communicated through and at CASAs so that all grade level members are well aware to intervene to the best of their ability -Training on in-class interventions that evolve through the year 	<ul style="list-style-type: none"> -Grade Level Teams -Content CASAs 	<ul style="list-style-type: none"> -AR Team - Increase of benchmark scores - Increase in student Scholastic Reading Inventory scores (SRI) 		
Reflections on Progress/Outcomes:				Notes and Coaching:		
<ul style="list-style-type: none"> -All content area teachers -Grade level teams -Instructional Facilitator 	<p>Based on content CASA discussions, common assessment results, and areas of need with literacy probes, we will revisit student needs by content and grade level areas to change or continue interventions. The outcomes of these interventions will increase the growth of our students in Lexile scores, district benchmark scores, and common assessment results.</p> <p>The NAMS 2.0 common assessment forms will truly grow students by using assessment results and grouping students in enrichment groups, re-teaching groups, and remediation groups. After this follow up, we give students the chance to test over to gauge growth.</p>	<ul style="list-style-type: none"> -NAMS 2.0 rollout of "The Right Data" 8/18 -NAMS 2.0 follow up on 8/25 -Content CASAs throughout the year -Grade level CASAs throughout the year -Administration and Instructional facilitator will lead meetings guiding teachers through this process. 	<ul style="list-style-type: none"> -Chris Burian -Content CASA Teachers -Grade level CASA teachers 	<ul style="list-style-type: none"> -Students are making growth from first common assessment to the second (less target students after second assessment) -growth in Lexile levels through year -Growth in district benchmarks through year -Growth in number of AR points to be required 	<ul style="list-style-type: none"> -Common assessment forms being done 3-5 times per month and discussed at grade level CASAs 	
Reflections on Progress/Outcomes:				Notes and Coaching:		

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Strategic Plan Objective(s):

- ★ Students take ownership of data
- ★ Instill a growth mindset in students and staff when reaching goals
- ★ Lessons and units are created with purpose based on diagnostic data and common assessment data

Current Level of Performance:

As a school, NAMS is currently at the following proficiencies:

- 6th Grade - 48.6%
- 7th Grade - 54%
- 8th Grade - 48.8%

On each grade level our subgroups that we want to focus on (13%) are our black students and E.C. students due to the lack of growth.

Annual Goal 2:

North Asheboro Middle School student Math proficiency will increase to 80% by the end of the 2016-2017 school year.

Implementation Summary

Action Steps

1. North Asheboro Math teachers will be using NAMS 2.0 standardized lesson plans that align with objectives, differentiated practices, co-teacher responsibilities, and daily assessment of accomplished tasks. Math students will be using data trackers throughout the year to gain ownership of their data, as well as create goals that lead to specific mastery of content.
2. North Asheboro Math teachers will leverage remediation and enrichment groups to support all students in meeting individual math goals. Teachers will use the NAMS 2.0 Common Assessment forms in order to ensure students have a specific personal plan on working toward content mastery.
3. Teachers will use the NAMS 2.0 / ACS diagnostic probes in math to reveal the gaps in students skills that ultimately lead to a lack of mastery of objectives. Interventions for these lacking skillsets will be delivered with number talks, use of manipulatives on concrete skills, math olympics, small group work with co-teachers, and student conferences with the tone of a growth mindset.
4. At least 50% of North Asheboro Middle School Math teachers will implement the Mathematics Design Collaborative (MDC) model of instruction this school year.

Implementation			Monitoring			Completion
Team Members	Resources	Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date
C. Ward, A. Smith, J. Roman, and C. Burian	<p>-NAMS 2.0 Standardized Lesson Plan form</p> <p>-Student Data tracker and goal setting forms</p> <p>- Collaboration Around Student Achievement teams, professional development, and meeting notes will be used to grow our teamwork.</p> <p>-Outcomes will be determined by student's mastery and quarterly data checks, as well as discussion in CASAs that drive the pace of instruction. (10/24, 1/9, and 3/27, with check ins along the way).</p>	<p>8/18, 8/24 and 8/25 CASA meetings that will deliver an overview, as well as modeling of how the lesson plans will be filled out, as well as why they are documented the way that they are</p> <p>- reflections of data, colleague discussion that determines "where/when" do we move forward</p> <p>-coaching on successful interventions and grouping activities (students and co-teachers) by other teachers</p> <p>-areas of need have modeling of activities that are working well in other areas.</p>	Math content teachers, co-teachers (EC,ESL), IF, Administration	The differentiation and pace of lesson plans are being determined by probe and common assessment results. (not too fast, not too slow)	<p>-Roll out 8/18</p> <p>-turned in weekly to IF as well as constructed for weekly content meeting and modified by colleagues</p> <p>Weekly at NAMS, hard copies turned in by Friday for the following week.</p>	
Reflections on Progress/Outcomes:				Notes and Coaching:		
C. Ward, A. Smith, J. Roman, and C. Burian	-NAMS 2.0 Common Assessment Forms	8/18 and 8/22 CASA meetings that will deliver an overview, as well as modeling of how the Common Assessment will be filled out. This will determine pace and duration of lessons and units	Math content teachers, co-teachers (EC,ESL), IF, Administration	Are target students showing growth the second time around on assessments after reteaching and remediation	3-5 common assessments a month to be discussed at CASAs. Target dates will take place on	

		-Modeling and co-teaching with number talks, student goal conferencing, and use of manipulatives.		in small groups?	(10/24. 1/9, and 3/27).	
Reflections on Progress/Outcomes:				Notes and Coaching:		
LT: C. Ward, A. Smith, J. Roman, and C. Burian	-Training will be given on these on August 22, 2016 to grade level teams (CASAs) -Mastery of these skills will determine the differentiation and interventions needed	8/18 and 8/22 CASA meetings that will deliver an overview, as well as modeling of how the probes will be administered and documented in Google Sheets.	Math content teachers, co-teachers (EC,ESL), IF, Administration	The results of the probes will be documented in the Google Sheet and the results will be used to identify specific interventions for the class and students.	The first ten days of school to be administered and documented in Google Sheets September 15, 2016	
Reflections on Progress/Outcomes:				Notes and Coaching:		
MDC District Coach MDC School Team	-Formative Assessment Lessons (FALs) Online Bank	CASA meetings to deliver practices and support.	Tiffany Conville Claudia Rodriguez	Formative Assessment Results Benchmark Results	December 2016 May 2017	
Reflections on Progress/Outcomes:				Notes and Coaching:		

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Strategic Plan Objective(s):

- ★ Incorporate more literacy strategies, as well as literacy interventions into 8th grade science

Current Level of Performance:

While overall proficiency in science for NAMS was 81.71%, examination of subgroups revealed the following discrepancies:

- Black to White (-16.4)
- Hispanic to White (-16.3)
- EC to (non-EC) (-25.4)
- LEP to (non-LEP) (-60.8)
- FRL to (non-FRL) (-19.6)

Annual Goal 3:

The staff at North Asheboro Middle school will work strategically to decrease the achievement gaps for all subgroups in science by 50% for the 2016-2017 academic year.

Implementation Summary

Action Steps

1. North Asheboro Middle School teachers will utilize word walls and ExC-ELL lessons/strategies so that students will have increased exposure to content vocabulary used in relevant context.
2. The school leadership will work collaboratively with ELA teachers to increase the incorporation of science text so that students are provided repeated/remediated practice on how to navigate comprehension and problem solving centered around science.

3. Classroom teachers will incorporate strategies focusing on vocabulary development utilizing closed readings so students are being provided embedded intervention of needed comprehension skills while learning and applying content knowledge.

Implementation			Monitoring			Completion
Team Members	Resources	Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date
Groseclose Gallimore ESL Teachers	Academic Vocabulary PD on close reading Word Walls	ExC-ELL Training Developed ExC-ELL Lessons	Burian Watkins Call Groseclose Gallimore	Lesson Plans Observations Common Assessments	October 24, 2016 Jan 9, 2017 March 27, 2017	
Reflections on Progress/Outcomes:				Notes and Coaching:		
Groseclose Gallimore ESL Teachers ELA Teachers	Teachers will implement new vocabulary prior to teaching using the activities and strategies from ExC-ELL	Grade Level CASA meetings Support with Co-teaching strategies	8th Grade Teachers Administration	Lesson Plans Observations Common Assessments	October 24, 2016 Jan 9, 2017 March 27, 2017	
Reflections on Progress/Outcomes:				Notes and Coaching:		
Groseclose Gallimore ESL Teachers ELA Teachers	Common Assessment results though the year will show an increased mastery of key vocabulary before moving into more abstract content of 8th	Closed Reading Activities Leveled Science Text Common Assessment results though the year will show an increased mastery of key	Call Burian Watkins	Observations Lesson Plans Data Tracker	October 24, 2016 Jan 9, 2017 March 27, 2017	

	<p>grade science.</p> <p>Science teachers will reference diagnostic reading data to differentiate their core instruction. The results of these diagnostics will be the reason behind the way core instruction is implemented.</p>	<p>vocabulary before moving into more abstract content of 8th grade science.</p> <p>Training on interventions and reading strategies in science based on reading diagnostic data.</p>				
Reflections on Progress/Outcomes:				Notes and Coaching:		

<p>ACS Strategic Plan Goals</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Prepared for further education, work, and citizenship. <input checked="" type="checkbox"/> Personalized education <input type="checkbox"/> Excellent Educators <input type="checkbox"/> Up-to-date systems <input type="checkbox"/> Healthy, safe and responsible

<p>Strategic Plan Objective(s):</p> <ul style="list-style-type: none"> ★ Incorporate Literacy Strategies ★ Build Supportive Relationships with Parents

<p>Current Level of Performance:</p> <p>20.6% of parents replied to AdvancEd Survey 90% of our families came to Open House Nights on 8/24 and 8/25</p>
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<p>Annual Goal 4:</p> <p>North Asheboro Middle Schools will enhance engagement activities for all families seeking to raise proficiency to 80% in all subject areas. The school will utilize AFTT meetings following the Karen Mapp Model of Family Engagement and will hold at least 3 quarterly meetings this school year.</p>

Implementation Summary

Action Steps

1. All school staff will utilize our Title 1 nights to provide parents with a reading inventory / training to establish a protocol and expectation of parent involvement so that students understand teachers and parents are a team
2. Teachers will employ ELA probes to differentiate parent help packets in order to support students at home. This strategy will provide structure for targeted areas of intervention to maximize catch-up growth.
3. Integrate monthly diagnostic progress monitoring in between AFTT meetings so that students are consistently receiving relevant support/help from parents and support in consistently differentiated to match student needs and rate of growth.
4. In addition to AFTT nights of 11/3/16, 1/26/17, and 3/30/17, parents will be invited to the 3rd Annual NAMS Family Picnic in October and to the Banquet of Excellence in May.

Implementation			Monitoring			Completion
Team Members	Resources	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date
ELA Teachers (6th-8th)	The focus and needs to build buy in and excitement related to upcoming parent involvement nights.	Translator English/ Spanish Copies of reading inventory Food	Berrier Burian Call Watkins	Completed Inventories	September 14th-21st	
Reflections on Progress/Outcomes:				Notes and Coaching:		
All teachers	Reading Inventory/ Survey Advertisement to maximize parent participation	Fluency Drills Phonics packets Comprehension phrases/question stems Translator Food Folders Pencils	Burian Call Watkins	AR Data Student Lexiles ELA Probe Results (comprehension, fluency, vocabulary) CASA Meetings	November 3, 2016 January 26, 2017 March 30, 2017	
Reflections on Progress/Outcomes:				Notes and Coaching:		

All teachers	All staff will develop a way to monitor materials being provided to monitor the effectiveness of our strategies.	Assessment/ Probe data Student /Parent Survey (tracking) Parent packet materials: <ul style="list-style-type: none"> Running records Pencils folders 	Burian Call Watkins Tufts Brooks Patrick	Common Assessments (all subjects) Benchmarks AR Data Student Lexiles CASA Meetings	10/14/16 11/14/16 12/14/16 2/17/17 3/24/17 4/21/17	
Reflections on Progress/Outcomes:				Notes and Coaching:		
All Staff		Advertisement Food Funding Student Data	Call Watkins Berrier McLeod Zepeda	Parent Participation Increased attendance of AFTT meetings Increased PTO involvement	10/8/16 TBD (Banquet of Excellence)	
Reflections on Progress/Outcomes:				Notes and Coaching:		

<h2 style="margin: 0;">Title I Compliance</h2> <h3 style="margin: 0;">Actions taken to meet the ten essential components of a School-Wide Title I Program</h3>	
1. A Comprehensive Needs Assessment of the entire school	<ul style="list-style-type: none"> All sections of the Continuous Improvement Plan with particular emphasis on the following Appendices Appendix 2 describes our community profile, including our ethnicity, student information regarding special needs and free/reduced, attendance data, and staffing summary. This information impacts strategies selected to meet our goals. Appendix 3 details our school results at all grade levels over several years. This section also includes information on the achievement gap and adequate yearly progress. Title I funding supports teacher salaries and strategies such as our Literacy Specialist to address achievement gaps by providing additional support during the day. Appendix 4 provides other data sources such as parent, student and teacher survey results. A separate Comprehensive Needs Assessment signed by the principal, Title I director and SLT
2. School-Wide Reform Strategies	<ul style="list-style-type: none"> See Annual Goals 1, 2, 3, and 4 and Intervention Strategies.
3. Instruction by a Highly Qualified Professional Staff	<ul style="list-style-type: none"> 100% of NAMS teachers are Highly Qualified, state licensed, fully certified and able to demonstrate competence in teaching. Parent may request information regarding teacher credentials.
4. High Quality and Ongoing	<ul style="list-style-type: none"> We have professional development listed for each CIP goal. Our staff participates in site-based professional

Professional Development	development provided by our Instructional Facilitator, teacher leaders, and highly qualified district personnel. Examples of professional development are Reading Foundations training and SREB training for MDC and LDC.
5. Strategies to Attract Highly Qualified Teachers to High Need Schools	<ul style="list-style-type: none"> ● District Recruitment Plan ● Teachers are ambassadors for our school and are often the most effective recruiters. ● Digital media such as our website and Facebook page highlight the many successes of our school.
6. Including Teachers in Decisions Regarding the Use of Assessment	<ul style="list-style-type: none"> ● Participation in weekly CASAs ● Participation in Leadership Team Meetings ● Participation in PBIS and MTSS Meetings ● Participation in Data Wall ● Participation in Monthly Vertical CASAs
7. Strategies to Increase Parent Involvement	<ul style="list-style-type: none"> ● Monthly newsletter from Principal ● Karen Mapp Parent Involvement Meetings ● Annual Family Picnics ● Banquet of Excellence ● Connect 5 Messages ● PTO Meetings ● ESL Meetings ● Heritage Language Academy ● Bring your parent to lunch competitions ● Teacher websites ● Surveys ● Home visits ● Career Fair ● AIG Fair
8. Transition Strategies	<ul style="list-style-type: none"> ● Rising 6th grade students visit NAMS during the Spring for a tour and information session ● Participation in ACS district Family Alliance Nights for rising 6th and 9th grade students and families ● NAMS staff visits elementary schools to assist students with registering for middle school ● Rising 8th grade students visit ACS in the Spring to learn about high school opportunities ● High School teachers visit NAMS to assist with high school registration ● Elementary and Secondary counselors collaborate to ensure successful transition for students ● EC teachers participate in transition meetings and development of IEP meetings for rising 6th and 9th graders
9. Activities for Children Experiencing Difficulty	<ul style="list-style-type: none"> ● Student Success Plans ● Can DO's chart for ELL students ● And One Mentor Program

	<ul style="list-style-type: none"> • Attendance Support Committee • Comet Zone morning tutoring • Parent Conferences • PBIS Program • Partnership with contracted mental health agencies • Honors Assemblies each grading period to celebrate student growth and success • Communities In Schools Partnership • After school tutoring • Comprehensive School Counseling Program • Multiple Club Opportunities • Insight Specialist Catherine Davis meets with students to provide extra support
10. Coordination and integration of Federal, State, and Local Services	<ul style="list-style-type: none"> • Annual Title 1 Parent Night • Federal Programs-Title 1, Title II-A, Title IID, Title III • State Programs implemented in this school include English as a Second Language (PRC 054) and DSSF (PRC 024) • Coordination and integration of these programs are outlined in the individual federal grant applications.

PBIS School Action Plan			
Task	Who	When	Completion Date
School PBIS team schedules monthly meetings, maintains a PBIS notebook or electronic folder with meeting agendas, minutes, and documentation of team activities.	In-School Coach/PBIS team leader, principal or assistant principal	The team meets at least monthly on the second Tuesday of each month and for additional meetings as needed.	
School team representative will attend District level bi-annual PBIS meetings.	In-School Coach/PBIS team leader, principal or assistant principal	One meeting in the fall and one meeting in the spring	
Each PBIS team at the school level will complete an Implementation Inventory and submit to the Central Office.	In-School Coach/PBIS team leader, principal or assistant principal	Monthly during scheduled PBIS meetings	

Compliance Statements

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.	1. Physical activity will be used as a positive reinforcement for setting patterns for healthy living. It will not be withheld as a form of punishment.
	2. Each student in this school participates in an average of 150 minutes per week of physical activity and/or physical education.	2. Students are engaged in physical activity through physical education classes, scheduled intramurals, and open gym opportunities.
Pledge of Allegiance	3. Time is scheduled for school-wide recitation of the Pledge of Allegiance.	3. The Pledge is recited daily at the beginning of morning announcements.
	4. Flags of the United States and North Carolina are displayed in this school.	4. Flags of the United States and North Carolina are displayed outside of the building, as well as other locations inside the school.
Duty-free Lunch	5. Every teacher must be provided a duty-free lunch period on a daily basis or as otherwise approved by the school improvement team.	5. A duty-free lunch period for every teacher must be provided on a daily basis or as otherwise approved by the school improvement team.
Duty-free Instructional Planning	6. Every full-time assigned classroom teacher must be provided duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week.	6. Duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week, must be provided for every full-time assigned classroom teacher.
Redundant Reporting Requirements	7. If the continuous improvement team identifies a more expeditious manner of providing information to the board that will eliminate a redundant or unnecessary reporting requirement for teachers at its school, the team may make a written request to the superintendent to eliminate the redundant or unnecessary report.	7. The continuous improvement team monitors on a regular basis redundant and unnecessary reporting requirement for teachers to identify more expeditious manners of providing information to the board.



Waiver Request	
The Waiver to be Requested	How the waiver will be used:
1. To use state funds allocated for textbooks to purchase textbooks which are not on the state-approved textbook list, should the need present itself.	1. The textbook waiver would allow North Asheboro Middle School to purchase materials supportive of school goals and to better meet student individual needs toward closing the Achievement Gap.
2. To increase the class size above 29 whenever the need arises. (G.S. 115c-301)	2. A waiver in class size will allow us to provide services to all students with the current teacher allotment.

Leadership Team Members

The following team members collaborated with school staff to develop this Continuous Improvement Plan for our school:

Name	Signature	Role
Candace Call		Principal
Herschelle Watkins		Assistant Principal
Chris Burian		Instructional Facilitator
Angie Berrier		School Counselor
Jen Gold		Media Specialist
Amy Smith		6th grade representative
Claudia Rodriguez		7th grade representative
Jennifer Phillips		8th grade representative
Josie Roman		Elective Representative
Faye McLeod		Classified Representative
Maricela Zepeda		Classified Representative
Kim Britt		Parent Representative
Clyde Ward		Parent Representative

Appendix 1: Current State of the School

NAMS exceeded expected growth for the third year in a row with 5.42. This score is in the top 20% for the state. NAMS had the highest overall composite score for secondary schools in ACS. Grade 8 Science scores exceeded 80% for the first time with 81.5%. Math I scores led the district with 97.62%. Student attendance continued to increase reaching a school history best at 98.37%. Office Discipline Referrals decreased for the 5th year in a row decreasing by 90 to 307. For the first time in the school's history NAMS was named an Exemplary PBIS school with a PBIS Set score of 100. NAMS was recommended as a school to visit at the state PBIS conference. The number of clubs and opportunities for students to learn before and after the school day continues to grow with programs like And One, New Girls Club, Mustache Fraternity, Woof Gang, Math K'nextions, Science Olympiad, Battle of the Books, Comet Conversations to name just a few. The NAMS Family picnic is now a tradition and the Banquet of Excellence was initiated with great success.

NAMS teachers continued the tradition of presenting at the UNCG Aspiring Principal's conference with their administrator. Mr. Groseclose and Mr. Ward presented at State School Board Association Conference in Greensboro. NAMS received a score of 100% on 37 categories for the 2015 Teacher Working Conditions Survey. The scores on the NAMS survey were higher than other middle schools in the state with the exception of four questions.

With all of our successes, the data shows that we need to develop strategies to support black students in accessing the curriculum by decreasing discipline referrals for black students. We have developed a more proactive behavior support program for all students by having administrators and teachers push in the class to provide support as opposed to removing the student. We also are trying looping and hiring and ESL remediation specialist to help close the gap for our ELL learners. We have developed a NAMS 2.0 plan that incorporates early diagnostic testing to determine academic gaps in math and literacy. The data gained from these diagnostic tests will drive the selection of instructional strategies utilized with our students.

Appendix 2: School Profile

Historical Ethnicity Information (% of population on 20 th day)	2012-13	2013-14	2014-15	2015-16	2016-17
Black	15.6	15.5	12.9	12.9	13.9
Asian	1.6	1.8	1.1	0.8	0.7
White	32.9	27.7	26.3	26.4	21.5
Hispanic	45.9	51.9	56.6	57.9	60.2
American Indian	.6	0.2	0	0	0.2
2+ Races	3.4	3.5	3.1	4.3	3.6
Total Population	532	509	518	492	447

Historical Population (% of Population)	2011-12	2012-13	2013-14	2014-15	2015-16
Exceptional Children	13.6	11.0	12.0	12.0	13.0
AIG	16.0	13.9	15.9	15.3	13.5
Limited English Proficient	23.0	20.0	15.7	15.7	16.7
Total Free/Reduced Lunch	79	80	78.8	85.7	85.4

Student Attendance Data	2011-12	2012-13	2013-14	2014-15	2015-16
Average Daily Attendance	96.7	96.4	95.7	98.09	98.37
Mobility (starting 2012-13)		15.6	12.9	15.5	16.1

Staffing Summary	2011-12	2012-13	2013-14	2014-15	2015-16
Teachers "highly qualified" (classes taught)	96	100	n/a	100	n/a
Teachers with advanced degrees	8%	7%	14%	27%	n/a
Teachers with NBPTS Certification	1	1	n/a	2	n/a
Teacher Turnover Rate	14%	32%	17%	16%	n/a

Appendix 3: Student Performance Results					
Promotion Rates	2011-12	2012-13	2013-14	2014-15	2015-16
Grade 6	100	100	100	100	100
Grade 7	100	100	100	100	100
Grade 8	99.83	100	100	100	100

Grade Level Proficiency in Mathematics	2011-12	2012-13*	2013-14	2014-2015	2015-16
Grade 6 (EOG)	70.6	29.5	39.2	47.1	48.6
Grade 7 (EOG)	58.7	21.7	33.5	41.7	54.0
Grade 8 (EOG)	72.6	18.5	34.9	47.0	48.8
MATH 1 (EOC)		64.3	94.9	100.0	>95

Grade Level Proficiency in Reading	2011-12	2012-13*	2013-14**	2014-15	2015-16
Grade 6 (EOG)	59.9	26.6	40.4	47.6	47.9
Grade 7 (EOG)	44.4	27.2	36.5	54.8	50.6
Grade 8 (EOG)	51.8	17.4	34.3	43.4	51.9

Grade Level Proficiency in Science	2011-12	2012-13*	2013-14	2014-15	2015-16
Grade 8 (EOG)	67	35.4	62.1	79.6	81.5

Math GLP Proficiency by Subgroup	Grade 6			Grade 7			Grade 8		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
All	39.2	47.1	48.6	33.5	41.7	54.0	34.9	47.0	48.8
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black	25.0	31.8	31.3	14.3	42.9	20.0	21.7	18.2	23.5
Hispanic	36.8	47.2	52.2	37.6	37.8	56.9	33.2	53.8	46.8
2+ Races	25.0	50.0	*	33.3	28.6	*	40.0	40.0	*
White	51.9	52.0	46.7	37.5	50.0	64.1	44.9	46.5	61.9
Male	37.2	46.2	48.7	33.3	44.0	56.6	31.4	43.4	50.0
Female	41.2	47.9	48.5	33.8	39.3	51.6	38.6	52.2	47.6
AIG	95.0	95.0	95.0	95.0	95.0	95.0	95.0	95.0	95.0
EC	26.3	9.5	8.3	5	25.0	9.1	5.0	5.0	17.6
Non-EC	40.8	51.8	56.7	38.2	43.5	60.4	38.8	52.7	52.5
LEP	19.0	16.1	15.4	15.4	9.1	23.1	12.1	32.1	14.3
Non-LEP	42.0	53.2	55.9	35.9	46.6	59.4	40.4	50.0	53.9
F/R Lunch	34.7	43.9	48.0	37.5	36.0	51.3	29.9	45.2	41.9
Non-F/R Lunch	63.2	68.1	53.1	59.8	69.0	72.9	63.7	60.1	75.8

Math Achievement Gaps	Grade 6			Grade 7			Grade 8		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Black (to White)	-26.9	-20.2	-15.4	-23.2	-7.1	-44.1	-23.2	-28.3	-38.4
Hispanic (to White)	-15.1	-4.8	5.5	0.1	-12.2	-7.2	-11.7	7.3	-15.1
EC (to non-EC)	-14.5	-42.3	-48.4	-33.2	-18.5	-51.3	-33.8	-47.7	-34.9
LEP (to non-LEP)	-23	-37.1	-40.5	-20.5	-37.5	-36.3	-28.3	-17.9	-39.6
FRL (to non-FRL)	-28.5	-24.2	-5.1	-22.3	-33	-21.6	-33.8	-14.9	-33.9

Math EVAAS Growth	Grade 6			Grade 7			Grade 8		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
	2.0	5.7	-2.0	0.0	1.1	2.8	5.3	6.5	2.8

Reading GLP Proficiency by Subgroup	Grade 6			Grade 7			Grade 8		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
All	40.4	47.6	47.9	36.5	54.8	50.6	34.3	43.4	51.9
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black	37.5	36.4	43.8	7.1	57.1	28.0	30.4	18.2	52.9
Hispanic	33.3	44.4	46.7	30.1	48.9	51.0	29.9	41.9	46.7
2+ Races	37.5	33.3	*	83.3	57.1	*	20.0	60.0	*
White	53.8	60.0	53.3	62.5	64.0	61.5	44.9	55.8	64.3
Male	37.2	49.5	39.7	34.3	53.6	55.4	30.2	40.4	51.9
Female	43.5	45.8	57.6	39.7	56.0	46.2	38.6	47.8	51.8
AIG	84.0	95.0	95.0	76.0	92.3	95.0	88.0	92.9	92.6
EC	5.0	14.3	16.7	9.5	31.3	18.2	5.0	11.1	17.6
Non-EC	44.4	51.8	54.1	40.3	57.3	55.2	38.1	47.3	56.0
LEP	5.0	5.0	5.0	5.0	5.0	11.5	5.0	10.7	5.0
Non-LEP	46.1	56.0	57.4	42.2	79.0	57.4	41.4	50.0	58.9
F/R Lunch	36.1	42.7	47.2	32.0	51.1	47.4	29.2	43.2	43.3
Non-F/R Lunch	63.3	79.7	53.1	70.3	72.5	73.0	63.7	44.9	85.0

Reading Achievement Gaps	Grade 6			Grade 7			Grade 8		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Black (to White)	-16.3	-23.6	-9.5	-55.4	-6.9	-33.5	-14.5	-37.6	-11.4
Hispanic (to White)	-20.5	-15.6	-6.6	-32.4	-15.1	-10.5	-15.0	-13.9	-17.6
EC (to non-EC)	-39.4	-37.5	-37.4	-30.8	-26.0	-37.0	-33.1	-36.2	-38.4
LEP (to non-LEP)	-41.1	-51.0	-52.4	-37.2	-74.0	-45.9	-36.4	-39.3	-53.9
FRL (to non-FRL)	-27.2	-37.0	-5.9	-38.3	-21.4	-25.6	-34.5	-1.7	-41.7

Reading EVAAS Growth	Grade 6			Grade 7			Grade 8		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
	-0.1	3.7	1.8	1.4	4.8	-0.4	-0.3	5.1	0.0

Science GLP Proficiency by Subgroup	Grade 8		
	2013-14	2014-15	2015-16
All	62.1	79.6	81.5
American Indian	*	*	*
Asian	*	*	*
Black	43.5	52.2	76.5
Hispanic	57.5	86.0	76.6
2+ Races	60.0	60.0	*
White	79.6	81.4	92.9
Male	61.6	81.0	84.6
Female	62.7	77.6	78.6
AIG	95.0	95.0	95.0
EC	29.4	42.1	58.8
Non-EC	65.8	84.4	84.2
LEP	27.3	75.0	28.6
Non-LEP	70.5	80.5	89.4
F/R Lunch	27.3	78.2	77.5
Non-F/R Lunch	88.0	89.9	97.1

Science Achievement Gaps	Grade 8		
	2013-14	2014-15	2015-16
Black (to White)	-36.1	-29.2	-16.4
Hispanic (to White)	-22.1	4.6	-16.3
EC (to non-EC)	-36.4	-42.3	-25.4
LEP (to non-LEP)	-43.2	-5.5	-60.8
FRL (to non-FRL)	-60.7	-11.7	-19.6

Science EVAAS Growth	Grade 8		
	2013-14	2014-15	2015-16
	0.7	4.8	4.3

Math 1 GLP Proficiency by Subgroup	Math 1		
	2013-14	2014-15	2015-16
All	94.9	95.0	95.0
American Indian	*	*	*
Asian	*	*	*
Black	*	*	*
Hispanic	93.3	95.0	95.0
2+ Races	*	*	*
White	95.0	95.0	95.0
Male	95.0	95.0	95.0
Female	94.4	95.0	95.0
AIG	95.0	95.0	95.0
EC	*	*	*
Non-EC	*	*	*
LEP	*	*	*
Non-LEP	*	*	*
F/R Lunch	91.3	95.0	95.0
Non-F/R Lunch	100.0	95.0	95.0

Math 1 Achievement Gaps	Math 1		
	2013-14	2014-15	2015-16
Black (to White)	*	*	*
Hispanic (to White)	-1.7	0	0
EC (to non-EC)	*	*	*
LEP (to non-LEP)	*	*	*
FRL (to non-FRL)	-8.7	0	0

Math 1 EVAAS Growth	Math 1		
	2013-14	2014-15	2015-16
	2.4	4.1	3.9

North Carolina Final Exams							
YEAR	Subject	Social Studies 6	Social Studies 7	Social Studies 8	Science 6	Science 7	EE Science
2015-16	Maximum Score	37	37	36	35	35	40
	High	36	35	33	35	34	36
	Low	5	2	5	7	4	26
	Mean	20.32	18.68	18.63	20.44	19.18	31.69
	N	144	177	163	144	176	26
	EVAAS	0.9	0.6	0.8	2.6	-0.8	1.9
2014-2015	Maximum Score	37	37	36	35	35	40
	High	37	34	32	35	33	36
	Low	8	5	2	6	4	22
	Mean	23.34	19.02	16.37	21.83	17.75	29.4
	N	185	160	160	186	164	21
	EVAAS	2.3	-0.3	-0.2	4.1	-1.5	-0.4
2013-2014	Maximum Score	38	38	31	35	34	
	High	37	34	26	35	33	
	Low	4	5	3	7	7	
	Mean	22.69	17.38	13.79	21.30	17.66	
	N	171	170	170	171	170	
	EVAAS	2.2	-0.2	-1.1	3.7	1.3	

AYP Targets/*AMOs Met	Met	Total	Percent Met	Targets Missed
2009-10	26	27	96.3%	Reading - LEP
2010-11	20	29	69.0%	Reading – All, Black, ED, SWD Math – All, Black, White, SWD
2011-12*	16	29	55.2%	Reading – All, Hispanic, White, ED, LEP, SWD Math – All, Black, Hispanic, White, ED, LEP
2012-13*	16	29	55.2%	Reading – All, Black, Hispanic, White, ED, LEP Math – All, Black, Hispanic, White, ED, LEP, SWD
2013-14*	29	43	67.40%	Reading – All, Black, Hispanic, White, EDS, LEP, SWD, & AIG Math – All, Black, Hispanic, White, EDS & LEP
2014-15*	30	44	68.20%	Reading – All, Black, Hispanic, White, EDS, LEP & SWD Math – All, Black, Hispanic, White, EDS, LEP & SWD
2015-16				No AMOs reported due to the transition to the Every Student Succeeds Act (ESSA)

Appendix 4: Other Data Sources

Teacher Survey

Three or more areas of strength	<p>The NAMS score for the Teacher Working Conditions Survey was 100% in agreement for 37 questions. The NAMS scores were higher than all other middle schools in the state with the exception of 3 for reliable technology and 1 on community support. We were less than 1% lower on those 4 questions.</p> <p>The AdvancEd survey indicated that three strongest areas of the school were purpose/direction, Governance, and Resources/Support. Staff rated all areas above a level 4.</p>
Three or more areas of possible improvement	<p>From the Advanced Ed Survey</p> <ul style="list-style-type: none"> -More direct instruction for student behaviors and manners -Increased communication about what we are doing in our classrooms to help each other grow -Continue working to strengthen the Rtl program
Two significant findings	<ul style="list-style-type: none"> -The request for more access to updated and reliable technology -More opportunities in meetings for staff questions by adding as an agenda item <p>The AdvancEd surveys showed that knowing purpose/direction was the strongest point for NAMS.</p>

Student Survey

Three or more areas of strength	The AdvancEd Survey showed many positive comments about the school culture, school work, and relationships with teachers.
Three or more areas of possible improvement	Students indicated a desire to have upgraded technology, to continue growing our PBIS program, and having social time with their friends.
Two significant findings	Two significant findings were that students realize the importance of the school purpose

	and direction and that they want us to continue growing our school PBIS program.
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Parent Survey	
Three or more areas of strength	<ul style="list-style-type: none"> -Parents are supportive of NAMS. -On a scale of 1 to 5, parents rated NAMS 4.43 or above on all AdvancED survey areas (Purpose/Direction 4.49, Governance/Leadership 4.43, Teaching/Assessing 4.45, Resources/Support 4.53 Overall average score 4.47 -We have already implemented the 9 week grading period requested by parents. -We continue to implement a recess time after lunch as requested by parents and students.
Three or more areas of possible improvement	<ul style="list-style-type: none"> -More parents involved in PTO -Update computer systems -Bigger facilities and better lunches for students
Two significant findings	<ul style="list-style-type: none"> -Parents are concerned about the amount of testing for students. -Parents want more hands on learning.

South Asheboro Middle School
2016-2017 Continuous Improvement and Title I Implementation Plan

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Staff Approval

Date of Secret Ballot
 Results For
 Results Against

 Signature

 Date

Approved by Superintendent of Schools: Dr. Terry Worrell

 Signature

 Date

Approved by Board of Education: Mr. Kyle Lamb, Chairman

 Signature

 Date

<p>Our School's Vision</p>	<p>South Asheboro Middle school will be school of excellence where each student is prepared to be globally competitive for college, careers and citizenship.</p>
<p>Our School's Mission</p>	<p>South Asheboro Middle School's mission is to provide a caring, collaborative, and challenging learning environment with high expectations for all.</p>
<p>Core Beliefs</p>	<p>To lead us toward our vision and mission, our school community shares the following core beliefs:</p> <ul style="list-style-type: none"> ● We believe in the unique intellectual, physical, social, and emotional needs of each student and the development of a healthy self-concept. ● We believe that with the support of parents and the community we provide our students with a rigorous 21st Century learning experience. ● We believe in providing students with a variety of activities both in and outside the classroom that complement the North Carolina Standard Course of Study. ● We believe that students should be provided with a variety of assessment opportunities to demonstrate their achievement. ● We believe that high expectations and positive discipline provide a supportive learning environment within our school. ● We believe that with guidance students can make positive and responsible choices.

ACS Strategic Plan Goals

- ✓ Prepared for further education, work, and citizenship.
- ✓ Personalized education
- ☐ Excellent Educators
- ✓ Up-to-date systems
- ☐ Healthy, safe and responsible

Strategic Plan Objective(s):

- ★ 1.1: Align instruction with a guaranteed and viable curriculum, so that students master grade/course for career and college readiness.
- ★ 2.1: Implement a multi-tiered system of support (MTSS), so that all students are ensured equitable access to rigorous instruction aligned to their educational needs.
- ★ 2.4: Expand opportunities for personalized learning and engagement during and beyond the regular school day, so that student needs are met and personal interests are encouraged.
- ★ 4.2: Utilize technology-based data collection systems for the analysis of data, so that data-based decisions are made about instruction, programs, and operations to ensure continuous improvement throughout the district.

Current Level of Performance:

Grade Level	EOG Reading/ELA Proficiency
6	57.1
7	51.4
8	49

Annual Goal 1:

South Asheboro Middle School student reading proficiency will increase to 80% in all grade levels as measured by the 2017 NC Reading End-of-Grade assessments.

Implementation Summary

Action Steps

Address Core Instruction:

1. Teachers will participate in grade level benchmark data discussions led by support staff (IF, AIG consultant, Media specialist) that focus on current assessment data (SRI, benchmarks, etc.) so that instruction is addressing each student's' needs.
2. The Academic Team will conduct weekly instructional walk-throughs to monitor instructional alignment, student engagement, and rigor in all classrooms.
3. Teachers will promote a culture of reading by organizing a school-wide reading incentive program (40 Book Challenge, Accelerated Reader, DEAR, and Superintendent's Reading Challenge) SRI data will be used to note student successes.
4. ELA teachers will complete bi-monthly common formative assessments and analyze data during weekly CASA sessions in order to drive instruction.
5. Select teachers will participate in the Literacy Design Collaborative (LDC) PD to design modules so that students will engage in reading rich texts and writing. Select teachers will help to train other staff members in LDC strategies.
6. All teachers will create lesson plans that reflect evidence based practices and are based on district unit and pacing guides.

Address Targeted Remediation:

7. Teachers will provide before and after school tutoring opportunities so that students have multiple exposures to content for filling in gaps and mastering grade level standards.

Address Targeted Intensive Intervention/Catch Up Growth:

8. The Reading Goal Team will identify and develop literacy strategies quarterly that will promote reading growth and proficiency for each student. The Reading Goal Team will be responsible for school wide implementation.
9. Teachers will provide intervention and enrichment support in reading during 7th period. Diagnostic assessments (CORE Reading Assessment for Effective Instruction materials) and progress monitoring will be used to identify the reading needs of each student.

Implementation		Monitoring			Completion
Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date
Action Step 1 Ronald Dixon Yajaira Owens Betsy Hammond Megan Smith Julia Dawson Core Teachers	SchoolNet Data Spreadsheet Formative Assessment Data Analysis (FADA) Document	Ronald Dixon Yajaira Owens Betsy Hammond Megan Smith Julia Dawson Core Teachers	Benchmark reflection sheets Student remediation and enrichment lists and rosters Student data tracking sheets FADA Documents CASA meeting minutes	Sep. 2016 Feb. 2016 April, 2016	
Action Step 2 Ronald Dixon Yajaira Owens Betsy Hammond	Schedule for instructional walkthroughs	Ronald Dixon Yajaira Owens Betsy Hammond	Schedule for instructional walkthroughs Walkthrough Notes Documentation of feedback to teachers	Nov. 2016 Feb. 2017 May 2017	
Action Step 3 ELA Teachers Reading Goal Team Julia Dawson Kim Hoffman	Accelerated Reader program 40 book challenge resources Student Incentives	ELA Teachers Reading Goal Team Julia Dawson Kim Hoffman 7th period teachers	SRI data will be used to measure the progress of these efforts Media Center circulation statistics AR reports/ statistics Progress charts/logs	Oct. 2016 Jan. 2017 April 2017	
Action Step 4 EOG/EOC Teachers	Formative Assessment Data Analysis (FADA) School Net	Keri Hill Bethany Adams Kerri Lamb Anthony Ross Kristen Trichtinger Kelly Hagood	Formative Assessment Data Analysis (FADA) Common formative assessments aligned to standards	Nov. 2016 March 2017 May 2017	

<p>Action Step 5 LDC participants</p>	<p><u>LDC Professional Development</u> Sept. 22, 2016 Nov. 2016 Feb. 2017 March 2017</p>	<p><u>Year 1 Participants</u> Fleming Herrin Cope <u>Year 2 Participants</u> Hagood Trichenger Masterson S. Smith Murray Ross Lamb Clarett</p>	<p>Formative assessments that are aligned to standards LDC designed lessons</p>	<p>Oct. 2016 Feb. 2017 March 2017 May 2017</p>	
<p>Action Step 6 All teachers</p>	<p>Revised lesson plan template Canvas Evidence based teaching strategies</p>	<p>Ron Dixon Yajaira Owens Hammond</p>	<p>Lesson plans Lesson plan feedback Walkthrough documentation</p>	<p>Sept. 2016 Dec. 2016 March 2017 May 2017</p>	
<p>Action Step 7 SAMS staff</p>	<p>AHS National Honors Society After school bus route Teacher tutoring rotation</p>	<p>SAMS staff</p>	<p>Tutoring rosters Bus routes</p>	<p>Jan 2017 May 2017</p>	
<p>Action Step 8 Reading Goal Team</p>	<p>Professional Development in reading Opportunities to present and share strategies</p>	<p>Reading Goal Team All classroom teachers</p>	<p>Reading Goal Team meeting notes Walkthrough documentation Lesson Plans EOG/EOC/EVAAS Data</p>	<p>Oct. 3, 2016 Feb. 6, 2016 April 28, 2016</p>	
<p>Action Step 9 7th period teachers CORE Literacy Training Team</p>	<p>CORE Literacy Training Corrective Reading Materials Corrective Reading Training Early Literacy Professional Development</p>	<p>7th period teachers CORE Literacy Training Team B. Councilman McDonald/ Rich</p>	<p>CORE Literacy Assessment Data 7th Period Plans Universal Annotating Text Chart Professional Development Sign In Sheets Achievement/EVAAS Data</p>	<p>Nov. 2016 Feb. 2017 April 2017 May 2017</p>	

ACS Strategic Plan Goals

- ✓ Prepared for further education, work, and citizenship.
- ✓ Personalized education
- ☐ Excellent Educators
- ✓ Up-to-date systems
- ☐ Healthy, safe and responsible

Strategic Plan Objective(s):

- ★ 1.1: Align instruction with a guaranteed and viable curriculum, so that students master grade/course for career and college readiness.
- ★ 2.1: Implement a multi-tiered system of support (MTSS), so that all students are ensured equitable access to rigorous instruction aligned to their educational needs.
- ★ 2.4: Expand opportunities for personalized learning and engagement during and beyond the regular school day, so that student needs are met and personal interests are encouraged.
- ★ 4.2: Utilize technology-based data collection systems for the analysis of data, so that data-based decisions are made about instruction, programs, and operations to ensure continuous improvement throughout the district.

Current Level of Performance:

Grade/Course	EOG/EOC Math Proficiency
6	59.1
7	44.8
8	44.3
Math 1	>95

Annual Goal 2:
 South Asheboro Middle School student math proficiency will increase to 80% in all grade levels as measured by the 2017 NC Math End-of-Grade assessments.

Implementation Summary

Action Steps:

Address Core Instruction:

1. The Academic Team will participate in weekly instructional walk-throughs to monitor instructional alignment, student engagement, and rigor in all classrooms.
2. Teachers will participate in collaborative grade level data discussions led by support staff (Instructional Facilitator, AIG specialist, Media specialist) that focus on current benchmark assessment data to appropriately address instruction to meet students' needs.
3. Math teachers will complete bi-monthly common formative assessments and analyze. data during weekly CASA sessions in order to drive instruction.
4. Select math teachers will participate in the Math Design Collaborative (MDC) PD to implement modules so that students will gain a deeper understanding of mathematical concepts. Select teachers will help to train other math teachers on the MDC strategies.
5. All teachers will create lesson plans that reflect evidence based practices and are based on district unit and pacing guides.

Address Targeted Remediation:

6. Teachers will provide before and after school tutoring opportunities so that students have multiple exposures to content for filling in gaps and mastering grade level standards.
7. Teachers will participate in weekly CASA meetings to increase math investigations, word problems and critical thinking skills in classroom instruction.
8. Teachers will utilize math words walls, number talks, anchor charts, and the 8 Mathematical Practices in math classrooms to build mathematical vocabulary and number sense.

Address Targeted Intensive Intervention/Catch Up Growth

9. Students will increase math fact fluency through continued implementation of engaging activities, parent involvement, and daily practice, so that students' math problem solving skills will be efficient.

Implementation		Monitoring			Completion
Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date

<p><u>Action Step 1</u> Academic Team Ronald Dixon Yajaira Owens Betsy Hammond</p>	<p>Schedule for instructional rounds Instructional Rounds in Education</p>	<p>Ronald Dixon Yajaira Owens Betsy Hammond</p>	<p>Schedule Instructional Rounds narratives Leadership team minutes</p>	<p>Nov. 2016 Feb. 2017 May 2017</p>	
<p><u>Action Step 2</u> Math Teachers Ronald Dixon Yajaira Owens Betsy Hammond Megan Smith</p>	<p>SchoolNet Data Spreadsheet Formative Assessment Data Analysis (FADA) Document</p>	<p>Math teachers Ronald Dixon Yajaira Owens Betsy Hammond Megan Smith</p>	<p>Benchmark reflection sheets Student remediation and enrichment lists and rosters Student data tracking sheets FADA Documents CASA meeting minutes</p>	<p>Sep. 20, 20016 Feb. 6, 2016 April 28, 2016</p>	
<p><u>Action Step 3</u> EOG/EOC Teachers</p>	<p>Google Doc template for formative assessment data (FADA) School Net</p>	<p>Callie Everett/ Kristin Runnfeldt Sarah Trollinger/ Rachel McElroy Brent Hoogkamp/ Dave McElroy</p>	<p>Google Doc template for formative assessment data Formative assessments aligned to standards FADA</p>	<p>Nov. 2016 March 2017 May 2017</p>	
<p><u>Action Step 4</u> MDC trained participants</p>	<p>Sept 2016 Oct. 2016 Nov. 2016 Feb. 2017 March 2017 April 2017</p>	<p><u>Year 1 Participant</u> Sarah Trollinger Year 2 Participants Callie Everett Kristin Runnfeldt Rachel McElroy Brent Hoogkamp Dave McElroy</p>	<p>ASD Sheets for each FAL completed Formative assessments aligned to standards</p>	<p>Dec.. 2016 Feb. 2017 April 2017</p>	
<p><u>Action Step 5</u> All teachers</p>	<p>Revised lesson plan template Canvas Evidence based</p>	<p>Ron Dixon Yajaira Owens Betsy Hammond</p>	<p>Lesson plans Lesson plan feedback Walkthrough documentation</p>	<p>Sept. 2016 Dec. 2016 March 2017 May 2017</p>	

	teaching strategies				
<u>Action Step 6</u> SAMS staff	AHS National Honors Society After school bus route Teacher tutoring rotation	SAMS staff	Tutoring rosters Bus routes	Jan. 20017 May 2017	
<u>Action Step 7</u> Math teachers Ronald Dixon Yajaira Owens Betsy Hammond Megan Smith EC Support Staff	MDC FALS/Task School based professional development for math Schoolnet/ Powerschool lessons	Math teachers	CASA meeting notes FADA's Lesson plans Common formative assessments Walk through documentation video exemplars	Jan. 2017 May 2016	
<u>Action Step 8</u> Math teachers Math Goal Team	<u>Making Number</u> <u>Talks Matter</u>	Math teachers Math Goal Team	CASA meeting notes Lesson plans Walk through documentation video and photo exemplars Goal Team Meeting Notes	Oct. 2016 Feb. 2017	
<u>Action Step 9</u> Math teachers Math Goal Team	ACS Math Diagnostic Assessments Vertical Team Meetings Fluency Flashcards	Math teachers	Assessment Data Vertical Team Meeting Notes Math Probe Data	Dec. 2016 April 2017	

ACS Strategic Plan Goals

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Strategic Plan Objective(s):

- ★ 1.1: Align instruction with a guaranteed and viable curriculum, so that students master grade/course for career and college readiness.
- ★ 2.1: Implement a multi-tiered system of support (MTSS), so that all students are ensured equitable access to rigorous instruction aligned to their educational needs.
- ★ 2.4: Expand opportunities for personalized learning and engagement during and beyond the regular school day, so that student needs are met and personal interests are encouraged.
- ★ 4.2: Utilize technology-based data collection systems for the analysis of data, so that data-based decisions are made about instruction, programs, and operations to ensure continuous improvement throughout the district.

Current Level of Performance:

Reading Proficiency			
	Black	Hispanic	White
6	50.0	50.0	64.7
7	23.7	47.4	65.9
8	31.4	41.4	62.4
Math Proficiency			
	Black	Hispanic	White
6	40.9	55.6	63.2
7	21.1	38.5	61.0
8	20.0	44.8	55.3
Math 1	*<10	>95	>95
Science Proficiency			
	Black	Hispanic	White
8	54.3	65.5	81.2

Annual Goal 3:

South Asheboro Middle School subgroup achievement gaps will decrease by 25% as measured by proficiency levels on 2016 & 2017 North Carolina EOG/EOC assessments.

Implementation Summary

Action Steps:

Address Core Instruction:

1. The Instructional Gap Goal Team will identify trends and patterns in achievement and discipline data in order to develop and implement strategies to close instructional gaps.
2. The Instructional Gap Team and the PBIS team will plan and implement professional development so that solutions can be identified to maximize instructional time of minority students.
3. Teachers will integrate culturally responsive reading strategies into their daily reading instruction so that all students develop high quality reading strategies.
4. Teachers will integrate culturally responsive strategies in order to close instructional gaps.

Address Targeted Remediation:

5. Teachers will provide before and after school tutoring opportunities so that students have multiple exposures to content for filling in gaps and mastering grade level standards.

Address Targeted Intensive Intervention/Catch Up Growth:

6. Teachers will provide intervention and enrichment support during 7th period in reading. Diagnostic assessments and progress monitoring will be used to identify the reading needs of each student.

Implementation		Monitoring			Completion
Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date
Action Step 1 Instructional Gap	Disaggregated achievement data by	Instructional Gap Goal Team	Instructional Gap Goal Team meeting notes	Oct. 3, 2016 Feb. 6, 2016 April 28, 2016	

Goal Team	subgroup Professional Development in Culturally Responsive Teaching	Ron Dixon	Walkthrough documentation Lesson Plans EOG/EOC/EVAAS Data Professional Development survey data		
Action Step 2 Instructional Gap Team Ron Dixon	PD on culturally responsive reading strategies Grade Level ELA Teachers Reading for <u>Their Life-</u> <u>Building the Textual</u> <u>Lineages of African</u> <u>American Adolescent</u> <u>Males</u>	Instructional Gap Team Ron Dixon All teachers	PD Rosters Lesson Plans Student exemplars of strategy	Nov. 2016 Feb. 2017 April 2017	
Action Step 3 PBIS Team Ron Dixon Yajaira Owens	Professional literature Discipline data	All staff Dr. McCamish PBIS Team Ron Dixon Yajaira Owens	Staff Meeting Agendas PD rosters Discipline data	Sep. 2016 Dec. 2016	
Action Step 4 SAMS staff	AHS National Honors Society After school bus route Teacher tutoring rotation	SAMS staff	Tutoring rosters Bus routes	Jan. 2017 May 2017	
Action Step 5 Instructional Gap Team Peters Miller	Professional Development in Culturally Responsive Teaching	Instructional Gap Team Peters Miller Ron Dixon Yajaira Owens	Instructional Gap Goal Team meeting notes Walkthrough documentation Lesson Plans EOG/EOC/EVAAS Data	Dec. 2016 Feb. 2017 April 2017	
Action Step 6 7th period teachers CORE Literacy Training Team	CORE Literacy Training Corrective Reading Materials Corrective Reading Training Early Literacy Professional	7th period teachers CORE Literacy Training Team B. Councilman	CORE Literacy Assessment Data 7th Period Plans Universal Annotating Text Chart Professional Development Sign In	Nov. 2016 Feb. 2017 April 2017 May 2017	

	Development	McDonald/ Rich	Sheets Achievement/EVAAS Data		
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ACS Strategic Plan Goals

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Family Engagement Strategy:

- Communication
- Parenting
- Student Learning
- Volunteering
- Advocacy & Decision-making
- Training
- Community Collaboration
- Student Health

Current Level of Performance:

Annual Goal 4:
 We will increase our parent and community involvement to at least 60% with specific focus on partnering for student academic support.

Implementation Summary

1. The Parent Engagement Goal Team will identify resources and coordinate efforts in order to maximize parent engagement.
2. SAMS staff will implement three parent nights and a Title One Parent Information session focusing on growing each student's literacy skills.
3. Administrators will make weekly parental contact. Each message will be delivered in both English and Spanish.
4. SAMS staff will increase community involvement with a specific focus on partnering for student academic support and mentoring.

Implementation		Monitoring				Completion
Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
Action Step 1 Parent Engagement Team All Staff	Professional Development in Parent Engagement	Ron Dixon Yajaira Owens Betsy Hammond Parent Engagement Team	Family Event Invitations and Sign-In sheets Professional Development Meeting Notes	Quarterly		
Action Step 2 Parent Engagement Goal Team Ron Dixon Yajaira Owens	Professional development for teachers on literacy strategies	Parent Engagement Goal Team Ron Dixon Yajaira Owens All staff	Parent Sign in Sheets Resources Shared with Parents Invitations to each event Parent survey results for each event	November 2016 Feb. 2017 April 2017		
Action Step 3 Ron Dixon Yajaira Owens	Connect Ed	Ron Dixon Yajaira Owens Interpreter	Call messages	Dec. 2016 Feb. 2017		
Action Step 4 SAMS Leadership	Partnership with community churches and other non-	SAMS Leadership	Additional Volunteers for	Jan. 2017 April 2017		

<p>Team Ron Dixon Yajaira Owens</p>	<p>profit groups A needs assessment outlining the areas we need community involvement</p>	<p>Team Ron Dixon Yajaira Owens</p>	<p>after School Tutoring Completion of the Career Exposure Program Comprehensive Plan for Summer Enrichment Opportunities Sign-in sheets from parent events hosted on campus and/or at community hubs.</p>			
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Title I Compliance

Actions taken to meet the ten essential components of a School-Wide Title I Program

1. A Comprehensive Needs Assessment of the entire school	A Comprehensive Needs Assessment was conducted by the School Leadership Team, led by the principal. This Continuous Improvement Plan provides all of the data utilized to conduct this needs assessment with respect to achievement, attendance, staffing, demographics, and programming over the past five years.
2. School-Wide Reform Strategies	See Annual Goals 1, 2, 3, and 4.
3. Instruction by a Highly Qualified Professional Staff	100% of SAMS teachers are Highly Qualified to teach in their respective content areas, according to NC guidelines.
4. High Quality and Ongoing Professional Development	All SAMS teachers are required to participate in site-based professional development opportunities and as offered otherwise within the school district and beyond. Professional development is facilitated by administrators, Instructional Facilitator, teachers, district personnel, and other experts in the education field.
5. Strategies to Attract Highly Qualified Teachers to High Need Schools	Attendance at college career fairs, advertising through social media, and district website posts.
6. Including Teachers in Decisions Regarding the Use of Assessment	Teachers will participate in weekly CASA meetings, monthly Goal Team (vertical) meetings, and Leadership Team meetings.
7. Strategies to Increase Parent Involvement	<ul style="list-style-type: none"> Family Literacy Nights ESL/Curriculum/Cultural parent nights Report card pick-up nights Home visits at the outset of each school year and as needed throughout the school year PTO special events Parent contact logs Volunteer logs School calendar on website Connect5 phone & email messages each Sunday evening from Mr. Dixon SAMS newsletter sent biweekly (created by teachers for the consumption of all SAMS stakeholders) Regularly updated teacher websites Parent education opportunities (i.e. English class with Donna Beck)
8. Transition Strategies	5th-6th

	<ul style="list-style-type: none"> • 6th grade students write letters to 5th graders about middle school. The 5th grade students have an opportunity to write back with questions. • 5th grade students take a tour of SAMS in the spring. • Parent Open House for rising 6th graders • SAMS school counselor visits the elementary school for exploratory classes <p>8th-9th</p> <ul style="list-style-type: none"> • 8th grade students will utilize the Career Cruising program in order to create 4-year plans. • The SAMS school counselor will meet with each individual 8th grade student to discuss their 4 year plan. • The high school counselors, administration, and select students will visit SAMS in order to promote high school programs and opportunities. • 8th grade students will participate in the high school Curriculum Fair in order to learn about their course options . •
<p>9. Activities for Children Experiencing Difficulty</p>	<p>School FADA documents Daily intervention participation (7th period- grouped by CORE Literacy Data) Parent conferences Data conversations between IF and teacher Student Success Team Partnership with contracted mental health agencies Partnership with Communities In Schools</p>
<p>10. Coordination and integration of Federal, State, and Local Services</p>	<p>Annual Title 1 Parent Night Implementation of English as a Second Language and Exceptional Children's Program Details of all federal programs are outlined in the individual federal grant applications.</p>

PBIS School Action Plan

Task	Who	When	Completion Date
PBIS team at each school schedules monthly meetings and maintains a PBIS notebook or electronic folder with meeting agendas, minutes, and documentation of team activities.	In-School Coach/PBIS team leader, principal or assistant principal, State PBIS Consultant, Connected Schools Consultant	Monthly	
School team representatives will attend District level bi-annual PBIS meetings. Team will attend Connected Schools PD as needed	In-School Coach/PBIS team leader, principal or assistant principal, State PBIS Consultant, Connected Schools Consultant	Bi-Annual	
Each PBIS team at the school level will complete an Implementation Inventory and submit to the central office.	In-School Coach/PBIS team leader, principal or assistant principal, State PBIS Consultant, Connected Schools Consultant	Annually	
Each PBIS team at the school level will complete the School Evaluation Tool and score 90% or higher. Will reach Exemplar Status according to NC PBIS criteria	In-School Coach/PBIS team leader, principal or assistant principal, State PBIS Consultant, Connected Schools Consultant	Annually	
Utilize PBIS Data instrument to target discipline disproportionality amongst various demographic groups	In-School Coach/PBIS team leader, principal or assistant principal, State PBIS Consultant, Connected Schools Consultant	Ongoing throughout the school year	

Compliance Statements

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.	1. Physical activity will be used as a positive reinforcement for setting patterns for healthy living. It will not be withheld as a form of punishment.
	2. Each student in this school participates in an average of 150 minutes per week of physical activity and/or physical education.	2. Students are engaged in physical activity through physical education classes, scheduled intramurals, and open gym opportunities.
Pledge of Allegiance	3. Time is scheduled for school-wide recitation of the Pledge of Allegiance.	3. The Pledge is recited daily at the beginning of morning announcements.
	4. Flags of the United States and North Carolina are displayed in this school.	4. Flags of the United States and North Carolina are displayed outside of the building, as well as other locations inside the school.
Duty-free Lunch	5. Every teacher must be provided a duty-free lunch period on a daily basis or as otherwise approved by the school improvement team.	5. A duty-free lunch period for every teacher is provided on a daily basis or as otherwise approved by the school improvement team.
Duty-free Instructional Planning	6. Every full-time assigned classroom teacher must be provided duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week.	6. Duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week, is provided for every full-time assigned classroom teacher.
Redundant Reporting Requirements	7. If the continuous improvement team identifies a more expeditious manner of providing information to the board that will eliminate a redundant or unnecessary reporting requirement for teachers at its school, the team may make a written request to the superintendent to eliminate the redundant or unnecessary report.	7. The continuous improvement team monitors on a regular basis redundant and unnecessary reporting requirement for teachers to identify more expeditious manners of providing information to the board.



Waiver Request

The Waiver to be Requested	How the waiver will be used:
1. To use state funds allocated for textbooks to purchase textbooks which are not on the state-approved textbook list, should the need present itself.	1. The textbook waiver would allow South Asheboro Middle School to purchase materials supportive of school goals and to better meet student individual needs toward closing the Achievement Gap.
2. To increase the class size above 29 whenever the need arises. (G.S. 115c-301)	2. A waiver in class size will allow us to provide services to all students with the current teacher allotment.

Leadership Team Members

The following team members collaborated with school staff to develop this Continuous Improvement Plan for our school:

Name	Signature	Role
Ronald Dixon		Principal
Yajaira Owens		Assistant Principal
Bethany Adams		6th Grade Teacher
Julia Dawson		Media Specialist
Kelly Hagood		8th Grade Teacher
Betsy Hammond		Instructional Facilitator
Rachel McElroy		7th Grade Teacher
Jeff Melberger		Social Worker
Anthony Ross		7th Grade Teacher
Megan Smith		AIG Specialist

Appendix 1: Current State of the School

SAMS Met Expected Growth with a growth index of 0.31 in 2016. This was a decline from the 2015 growth index of 8.56. The overall performance composite in 2016 was 55.1% which was a slight decrease from 55.4% in 2015. The School Performance Grade has been a C since 2015. The overall reading proficiency declined from 56% to 52% from 2015 to 2016. The overall math proficiency slightly increased from 47% to 49% from 2015 to 2016. A strength would be the steady increasing science proficiency which was 71% in 2016. Another strength would be an increase in Math 1 proficiency from 83% to >95% from 2015 to 2016. Although SAMS had 477 recorded office discipline referrals in 2016; the school was named an Exemplary PBIS School in 2016. SAMS offers some dynamic program and club opportunities for students such as: AVID, Science Olympiad, Battle of the Books, Dynamic Life, Plus 1, and Intramurals. The 2016 NC Teacher Working Conditions Survey shows that 97.8% of the staff considers SAMS to, “Overall, be a good place to work and learn.”

The data shows that the priority must be to continue increasing proficiency and growth in all core areas; while closing the achievement gaps in reading, math, and science proficiency. In 2016 Reading proficiency showed -29.3% and -18% gaps from the Black and Hispanic subgroups to the White subgroup, respectively. The 2016 Math proficiency showed -32.5% and -13.5% gaps from the Black and Hispanic subgroups to the White subgroup, respectively. The 2016 Science proficiency showed -26.9% and -15.7% gaps from the Black and Hispanic subgroups to the White subgroup, respectively. This critical area of concern will be addressed by providing intensive professional development for all teachers in ‘culturally responsive instruction’. An “Instructional Gap” Goal team has also been formed in order to monitor the progress of each subgroup and implement efforts to move all students forward, with a focus on Black and Hispanic male students. SAMS has also developed a school-wide multi-tiered Intervention/Enrichment daily block of instruction that will pinpoint early literacy gaps for all students using diagnostic assessments and frequent progress monitoring.

Appendix 2: Demographics

Historical Ethnicity Information (% of population on 20 th day)	2012-13	2013-14	2014-15	2015-16	2016-17
Black	16.8	15.7	15.8	17.1	15.4
Asian	0.7	1.1	1.4	2.2	1.8
White	52.1	48.4	47.1	41.8	42.9
Hispanic	25.3	29.1	30.7	35.1	35.3
American Indian	0.2	0.6	0.2	0.2	0.0
2+ Races	5.0	3.9	5.0	4.7	4.7
Total Population	601	642	665	556	553

Historical Population (% of Population)	2012-13	2013-14	2014-15	2015-16	2016-17
Exceptional Children	14.5	12.1		14.2	14.4
AIG	22.1	16.5	17.9	16.4	16.2
Limited English Proficient	10	8.4		9.7	9.6
Total Free/Reduced Lunch	58.9	59.5	63.6	67.9	

Student Attendance Data	2011-12	2012-13	2013-14	2014-15	2015-16
Average Daily Attendance	96.2	95.9	95.8	97.61	97.97
Mobility (starting 2012-13)		12.5	12.2	11.1	10.1

Staffing Summary	2011-12	2012-13	2013-14	2014-15	2015-16
Teachers "highly qualified" (classes taught)	96	100	n/a	100	n/a
Teachers with advanced degrees	28%	27%	29%	31%	n/a
Teachers with NBPTS Certification	10	6	7	9	n/a
Teacher Turnover Rate	12%	24%	37%	18%	n/a

Appendix 3: Student Performance Results

Promotion Rates	2011-12	2012-13	2013-14	2014-15	2015-16
Grade 6	100	100	100	100	100
Grade 7	100	100	100	100	100
Grade 8	99.83	100	99.5	100	100

Grade Level Proficiency in Mathematics	2011-12	2012-13*	2013-14	2014-2015	2015-16
Grade 6 (EOG)	80.8	20.6	38.7	55.5	59.1
Grade 7 (EOG)	72.8	30.5	25.3	42.0	44.8
Grade 8 (EOG)	85.3	20.5	38.2	42.3	44.3
MATH 1 (EOC)		42.9	76.6	82.7	>95

Grade Level Proficiency in Reading	2011-12	2012-13*	2013-14**	2014-15	2015-16
Grade 6 (EOG)	74.5	37.7	44.6	62.9	57.1
Grade 7 (EOG)	57.5	41.0	45.2	50.7	51.4
Grade 8 (EOG)	62.8	31.0	40.1	53.6	49.0

Grade Level Proficiency in Science	2011-12	2012-13*	2013-14	2014-15	2015-16
Grade 8 (EOG)	67.4	39.0	55.8	69.8	70.6

Math GLP Proficiency by Subgroup	Grade 6			Grade 7			Grade 8		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
All	38.7	55.5	59.1	25.3	42.0	44.8	38.2	42.3	44.3
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black	11.8	27.0	40.9	9.7	18.4	21.1	15.2	20.6	20.0
Hispanic	30.5	43.8	55.6	20.9	36.1	38.5	37.7	39.7	44.8
2+ Races	18.2	54.5	*	22.2	36.4	*	16.7	25.0	41.7
White	55.7	72.1	63.2	32.1	56.5	61.0	46.9	51.4	55.3
Male	33.7	52.5	59.5	32.4	37.0	41.7	35.0	45.3	35.1
Female	42.9	58.9	58.6	19.1	46.0	48.4	42.6	39.7	53.0
AIG	94.1	95.0	95.0	87.5	95.0	95.0	95.0	88.9	95.0
EC	10.7	12.1	15.0	7	6.9	5.0	5.0	7.1	5.0
Non-EC	43.2	62.8	65.7	27.8	47.8	52.8	42.7	47.4	49.6
LEP	5.0	11.8	21.4	10.5	5.0	9.5	10.5	5.0	5.9
Non-LEP	42.6	59.0	62.9	26.7	46.5	48.7	40.9	46.0	48.0
F/R Lunch	28.4	47.1	50.5	16.8	26.7	35.5	27.8	34.4	31.5
Non-F/R Lunch	61.8	73.8	77.5	36.0	71.5	69.2	54.7	53.7	68.6

Math Achievement Gaps	Grade 6			Grade 7			Grade 8		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Black (to White)	-43.9	-45.1	-22.3	-22.4	-38.1	-39.9	-31.7	-30.8	-35.3
Hispanic (to White)	-25.2	-28.3	-7.6	-11.2	-20.4	-22.5	-9.2	-11.7	-10.5
EC (to non-EC)	-32.5	-50.7	-50.7	-20.4	-40.9	-47.8	-37.7	-40.3	-44.6
LEP (to non-LEP)	-37.6	-47.2	-41.5	-16.2	-41.5	-39.2	-30.4	-41	-42.1
FRL (to non-FRL)	-33.4	-26.7	-27	-19.2	-44.8	-33.7	-26.9	-19.3	-37.1

Math EVAAS Growth	Grade 6			Grade 7			Grade 8		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
	-2.3	2.7	1.2	-0.3	-0.5	-1.0	5.8	6.8	4.6



Reading GLP Proficiency by Subgroup	Grade 6			Grade 7			Grade 8		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
All	44.6	62.9	57.1	45.2	50.7	51.4	40.1	53.6	49.0
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black	32.4	37.8	50.0	19.4	34.2	23.7	30.3	35.3	31.4
Hispanic	27.1	49.3	50.0	34.3	45.9	47.4	24.6	42.6	41.4
2+ Races	45.5	8.8	*	22.2	36.4	*	33.3	62.5	50.0
White	59.8	77.9	64.7	60.4	63.0	65.9	49.6	64.2	62.4
Male	40.2	64.8	53.6	48.0	50.0	49.6	33.3	50.0	43.6
Female	48.2	60.7	61.4	42.6	51.3	53.7	48.9	56.9	54.0
AIG	91.2	95.0	95.0	90.6	95.0	93.9	92.9	88.9	95.0
EC	14.3	12.1	10.0	7.4	13.8	8.6	5.0	14.3	8.7
Non-EC	49.4	71.5	64.1	50.6	56.8	60.0	44.9	59.3	54.4
LEP	9.5	11.8	5.0	10.5	15.0	19.0	5.3	5.3	5.9
Non-LEP	48.6	67.0	62.8	48.5	54.6	55.0	43.4	57.8	53.1
F/R Lunch	34.0	54.1	47.6	33.6	37.8	42.1	26.3	42.0	33.9
Non-F/R Lunch	68.3	82.1	77.5	62.9	75.6	75.8	62.0	70.3	77.6

Reading Achievement Gaps	Grade 6			Grade 7			Grade 8		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Black (to White)	-27.4	-40.1	-14.7	-41.0	-28.8	-42.2	-19.3	-28.9	-31.0
Hispanic (to White)	-32.7	-28.6	-14.7	-26.1	-17.1	-18.5	-25.0	-21.6	-21.0
EC (to non-EC)	-35.1	-59.4	-54.1	-43.2	-43.0	-51.4	-39.9	-45.0	-45.7
LEP (to non-LEP)	-39.1	-55.2	-57.8	-38.0	-39.6	-36.0	-38.1	-52.5	-47.2
FRL (to non-FRL)	-34.3	-28.0	-29.9	-29.3	-37.8	-33.7	-35.7	-28.3	-43.7

Reading EVAAS Growth	Grade 6			Grade 7			Grade 8		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
	-0.4	3.4	-0.9	-0.8	2.7	-2.4	-0.5	3.4	-1.0

Science GLP Proficiency by Subgroup	Grade 8		
	2013-14	2014-15	2015-16
All	55.8	69.8	70.6
American Indian	*	*	*
Asian	*	*	*
Black	33.3	47.1	54.3
Hispanic	41.0	57.4	65.5
2+ Races	33.3	75.0	75.0
White	69.9	83.5	81.2
Male	55.3	78.3	70.2
Female	56.4	62.1	71.0
AIG	95.0	95.0	95.0
EC	15.4	28.6	8.7
Non-EC	61.3	75.7	78.9
LEP	21.1	22.2	23.5
Non-LEP	59.1	74.0	75.1
F/R Lunch	47.4	60.3	59.8
Non-F/R Lunch	69.1	83.5	91.1

Science Achievement Gaps	Grade 8		
	2013-14	2014-15	2015-16
Black (to White)	-36.6	-36.4	-26.9
Hispanic (to White)	-28.9	-26.1	-15.7
EC (to non-EC)	-45.9	-47.1	-70.2
LEP (to non-LEP)	-38.0	-51.8	-51.6
FRL (to non-FRL)	-21.7	-23.2	-31.3

Science EVAAS Growth	Grade 8		
	2013-14	2014-15	2015-16
	-2.6	0.9	-0.2

Math 1 GLP Proficiency by Subgroup	Math 1		
	2013-14	2014-15	2015-16
All	76.6	82.7	95.0
American Indian	*	*	*
Asian	*	*	*
Black	63.6	60.0	95.0
Hispanic	73.1	83.3	*
2+ Races	*	*	95.0
White	81.3	84.8	95.0
Male	79.2	81.8	95.0
Female	74.1	83.9	95.0
AIG	95.0	91.4	95.0
EC	*	*	*
Non-EC	*	*	*
LEP	*	*	*
Non-LEP	*	*	*
F/R Lunch	74.5	69.7	91.3
Non-F/R Lunch	78.5	92.9	97.7

Math 1 Achievement Gaps	Math 1		
	2013-14	2014-15	2015-16
Black (to White)	-17.7	-24.8	0
Hispanic (to White)	-8.2	-1.5	*
EC (to non-EC)	*	*	*
LEP (to non-LEP)	*	*	*
FRL (to non-FRL)	-4	-23.2	-6.4

Math 1 EVAAS Growth	Math 1		
	2013-14	2014-15	2015-16
	-0.2	0.1	0.5

North Carolina Final Exams							
YEAR	Subject	Social Studies 6	Social Studies 7	Social Studies 8	Science 6	Science 7	EE Science
2015-16	Maximum Score	37	37	36	35	35	40
	High	37	36	35	35	34	39
	Low	6	4	6	6	4	19
	Mean	22.48	19.75	18.79	22.08	18.77	30.76
	N	155	201	195	155	202	29
	EVAAS	2.3	0.4	0.6	3.4	-1.7	-2.3
2014-15	Maximum Score	37	37	36	35	35	40
	High	37	37	34	35	35	40
	Low	5	2	5	3	3	16
	Mean	25.72	19.65	18.13	20.65	18.43	28.5
	N	224	202	219	224	202	30
	EVAAS	2.3	-0.4	0.9	-0.4	-0.6	-0.8
2013-14	Maximum Score	38	38	31	35	34	
	High	38	35	27	35	32	
	Low	5	5	5	5	5	
	Mean	23.26	19.64	15.15	18.98	18.21	
	N	201	212	214	201	212	
	EVAAS	1.8	1.9	-0.1	-1.1	0.4	

AYP Targets/*AMOs Met	Met	Total	Percent Met	Targets Missed
2009-10	29	29	100.0%	No Targets Missed
2010-11	23	29	79.3%	Reading – Black, Hispanic, LEP Math – All, Hispanic, LEP
2011-12*	22	29	75.9%	Reading – All, Black, White, ED, SWD Math – All, White
2012-13*	21	29	72.4%	Reading – All, Black, Hispanic Math – All, Black, Hispanic, White, ED
2013-14*	30	48	62.5%	Reading – All, Black, Hispanic, White, EDS, SWD, & AIG Math – All, Black, Hispanic, White, EDS, LEP & SWD Science – All, Hispanic, White & EDS
2014-15*	34	51	66.7%	Reading - All, Black, Hispanic, White, EDS, LEP, SWD & AIG Math - All, Black, Hispanic, White, EDS, LEP, SWD & AIG Science - Black
2015-16				No AMOs reported due to the transition to the Every Student Succeeds Act (ESSA)

Appendix 4: Other Data Sources

Teacher Survey

Three or more areas of strength	Based on the 2016 NC Teacher Working Conditions Survey: 100%- "The physical environment of classrooms in this school supports teaching and learning." 97.8%- "The community we serve is supportive of this school." 97.8%- "Teachers are trusted to make sound professional decisions about instruction."
Three or more areas of possible improvement	Based on the 2016 NC Teacher Working Conditions Survey: 51.2%- "State assessments accurately gauge students' understanding of standards." 68.9%- "Teachers have sufficient instructional time to meet the needs of all students."
Two significant findings	Based on the 2016 NC Teacher Working Conditions Survey: 97.8%- "Overall, my school is a good place to work and learn." 95%- "At this school we utilize the results from the 2014 NC Teacher Working Conditions Survey as a tool for school improvement."

Student Survey

Three or more areas of strength	
Three or more areas of possible improvement	
Two significant findings	

Parent Survey

Parent Survey	
Three or more areas of strength	
Three or more areas of possible improvement	
Two significant findings	

Policies
For
Approval

The board is committed to using its authority to purchase goods and services in a manner most likely to help students succeed. The board, superintendent and any other employees authorized to participate in purchasing decisions or the purchasing process will strive to meet the following goals:

1. obtaining the maximum benefits from all school district monies and furthering the educational goals of the board;
2. conducting all purchasing activities according to applicable laws, rules and regulations, good purchasing practices and ethical principles;
3. providing a climate of fair and open competition for all qualified vendors;
4. requiring satisfactory and proper performance of all contractual obligations of vendors; and
5. providing prompt and courteous service to other school system personnel, other governmental entities and vendors.

Legal References: G.S. 14-234, -234.1; 115C-36

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

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

Administrative Procedure: None

The superintendent shall organize the purchasing function in a manner intended to meet the purchasing goals of the board. The purchasing function includes the following responsibilities:

1. making purchases for all departments in accordance with applicable laws and regulations, including the requirements of the State Division of Purchase and Contract when applicable, board policy, the superintendent's directives, good purchasing practices, and ethical principles;
2. establishing and enforcing a system for approving and accounting for purchases;
3. maintaining appropriate records on price quotations of supplies most frequently purchased;
4. maintaining other supplemental data to assist in making purchases at the most economical prices possible;
5. maintaining NC E-Procurement compliance and making purchases through the E-Procurement Service to the extent appropriate to maximize savings and efficiency in the purchasing function;
6. establishing a practical degree of standardization of equipment, supplies, and materials with sufficient flexibility to meet unique needs of schools and departments;
7. operating a central inventory warehouse;
8. supervising the receiving of all materials, including establishing procedures to ensure received goods are properly inspected, counted, and documented;
9. maintaining lists of potential bidders for various types of materials, equipment, and supplies;
10. providing information regarding bidding opportunities to vendors;
11. providing information and service to schools and departments that wish to make purchases; and
12. maintaining current information on all applicable laws, regulations, board policies, and administrative procedures.

Legal References: G.S. 143-49, -52, -52.3; 115C-522; 143, art. 6A; N.C. Session Law 2003-147; N.C. Procurement Manual, Department of Administration, Division of Purchase and Contract, available at <http://www.pandc.nc.gov/Default.aspx>

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

Updated: August 13, 2015

The board is the sole agency authorized to execute formal contracts between the school district and any firm or person offering to provide materials, equipment or services to the school district. Creditors are on notice that the board may choose not to honor contracts made without proper authorization by designated school or school district officials.

A. AUTHORIZATION TO ENTER INTO CONTRACTS

No contract requiring the expenditure of funds may be agreed upon unless the budget resolution adopted pursuant to board policy 8110, Budget Resolution, authorizes the expense and there is a sufficient unencumbered balance to pay the amount to be disbursed. (See policy 6421, Pre-Audit Certification.) No contract may be entered into with a person or entity that is on the state treasurer's Final Divestment List or Iran Parent and Subsidiary Guidance list, except as permitted by G.S. 147, art. 6E.

Unless otherwise prohibited by statute or regulation, the Superintendent or Finance Officer is authorized to enter into contracts or approve change orders.

To provide greater flexibility at the school level, the superintendent also may establish circumstances in which principals may enter contracts involving amounts up to \$500.00. The superintendent, with appropriate involvement of the finance officer, will establish any procedures necessary to ensure fiscal accountability and reporting by principals who enter into contracts.

B. CONTRACT FORMS

The board attorney shall review any contract forms developed for use by a school or the school system.

C. LEASE PURCHASE CONTRACTS

The finance officer must approve any request to enter lease purchase contracts as authorized by G.S. 115C-528, regardless of dollar amount. After considering the principal and amount of interest, the superintendent must determine that the lease purchase is a fiscally prudent choice that is consistent with board policy.

The finance officer shall provide the board with periodic reports on lease purchase contracts, including the amount of the principal, interest paid and the amount of the outstanding obligation.

D. OTHER APPLICABLE POLICIES AND LAWS

Purchases may be made through the State Division of Purchase and Contract in accordance with the Division's rules and regulations, as authorized by G.S. 115C-522.

All contracts involving construction or repair work or purchase of apparatus, supplies, materials or equipment must be undertaken in compliance with Chapter 143 of the North Carolina General Statutes, except as provided elsewhere by state law. Contracts must also comply with applicable board policies.

All contracts subject to the E-Verify requirement will contain a provision stating that the contractor and the contractor's subcontractors must comply with the requirements of Article 2 of Chapter 64 of the General Statutes.

Legal References: G.S. 64, art. 2; 115C-36, -47, -264, -440, -441, -522, -528; 143-49 and art. 8

Cross References: Pre-Audit Certification (policy 6421), Budget Resolution (policy 8110)

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

Administrative Procedure: None

Revised: January 11, 2007, May 9, 2013

Except as otherwise provided by law, no obligation may be incurred by the school district unless the budget resolution includes an appropriation authorizing the obligation and an unencumbered balance remains in the appropriation sufficient to pay in the current fiscal year the sums obligated by the transaction for the current fiscal year.

If an obligation is reduced to a written contract or written agreement requiring the payment of money or is evidenced by a purchase order; for supplies and materials, the written contract, agreement, or purchase order will include on its face a certificate stating that the instrument has been preaudited to assure compliance with state law. The finance officer shall sign the certificate, which will take substantially the following form:

This instrument has been preaudited in the manner required by the School Budget and Fiscal Control Act.

(signature of finance officer) _____ *(date)*_____.

No pre-audit certificate is required for (1) an obligation, or a document related to the obligation, that has been approved by the Local Government Commission; (2) payroll expenditures, including employee benefits; or (3) electronic payments, upon adoption of and in compliance with rules adopted by the Local Government Commission.

An obligation incurred in violation of the requirements of state law as specified in this policy is invalid and may not be enforced. The finance officer will establish procedures in accordance with any rules adopted by the Local Government Commission to assure compliance with statutory requirements and this policy.

Legal References: G.S. 115C-441

Cross References:

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

Administrative Procedure: None

STATE PURCHASING REQUIREMENTS FOR EQUIPMENT, MATERIALS, AND SUPPLIES

Policy Code:

6430

All purchases of apparatus, supplies, materials, and equipment will be made in accordance with all applicable laws and regulations, including Chapter 143, Article 8, of the North Carolina General Statutes, board policy, and school system purchasing procedures. Purchasing contracts subject to the E-Verify requirement will contain a provision stating that the contractor and contractor's subcontractors must comply with the requirements of G.S. Chapter 64, Article 2. For purchases and contracts valued at \$1,000 or more, the board will require each bidder or vendor to certify that it is not listed on the state treasurer's Final Divestment List or Iran Parent and Subsidiary Guidance list, as required by G.S. 143C, Article 6A, and that it will not engage subcontractors who are on either list. All employees involved in purchasing must be familiar with applicable requirements.

The finance officer or designee shall ensure that written specifications for desired products are descriptive and clear and incorporate the quality requirements and service needs of the school system. There is no minimum number of bids, proposals, or quotes required for the purchase of apparatus, supplies, materials, and equipment (whether formally or informally bid); however, the board encourages the finance officer or designee to obtain at least two (2) bids, proposals, or quotes when feasible.

Except as otherwise required by law or specified by the board, the board delegates to the superintendent or finance officer the authority to award contracts for the purchase of apparatus, equipment, materials, and supplied. The finance officer or designee and any additional staff deemed appropriate by the superintendent shall review submissions of bids, proposals, or quotes to determine if they are responsive to the system's specifications and will make recommendations to the superintendent or finance officer. The superintendent or finance officer may award the contract based upon such recommendations or will make a recommendation to the board for award of the contract by the board.

Apparatus, equipment, materials, and supplies must be purchased in accordance with the following requirements.

A. FORMAL BIDS (EQUAL TO OR MORE THAN \$90,000)

The purchase of apparatus, supplies, materials, or equipment for expenditures equal to or more than \$90,000 must be secured through the competitive bid process governed by G.S. 143-129. The superintendent or finance officer is authorized to determine the best method for formally bidding a product or, as appropriate, utilizing one of the exceptions to formal bidding as provided below in Section E. The finance officer or designee shall oversee the use of any purchasing method and ensure that all state requirements are met, including advertisement, sealed bids, maintaining records, and public opening of bids. The board authorizes the use of newspaper advertisement, electronic advertisement, or both for formal bids; however, the superintendent has the authority to determine which method will be used for a specific purchase or categories of purchases.

Awards will be made to the lowest responsible bidder(s) whose bid or proposal meets the requirements and criteria set forth by the school system, taking into consideration quality, performance, and the time specified in the proposal for the performance of the contract. To be eligible for an award of a contract subject to G.S. 143-129, the contractor and its subcontractors, if any, must demonstrate compliance with all applicable provisions of G.S. Chapter 64, Article 2, including the responsibility to use E-Verify. All contracts awarded must be in writing.

The board permits the use of the following processes for contracts that require formal bidding.

1. Competitive Sealed Bids

A competitive sealed bid (or invitation to bid) may be used to request the cost of particular goods by providing detailed specifications in advance.

2. Reverse Auction

Pursuant to G.S. 143-129.9(a)(1), the school system may use reverse auctions as an alternative to sealed bid procedures. For purposes of this policy, “reverse auction” means a real-time purchasing process in which bidders compete to provide goods at the lowest selling price in an open and interactive environment. The superintendent or finance officer shall determine whether reverse auctions are appropriate for a specific purchase or category of purchases. To conduct a reverse auction, the finance officer may use a third party, may use the state’s electronic procurement system, or, if appropriate equipment is available, may conduct the auction using school system equipment.

3. Exceptions to Formal Bids

Any of the processes outlined below in Section E may be used in lieu of formal bidding, so long as all requirements of state law are met.

B. INFORMAL BIDS (\$30,000 TO \$90,000)

The purchase of apparatus, supplies, materials, or equipment for expenditures of at least \$30,000 but less than \$90,000 must be secured through the informal bidding process governed by G.S. 143-131. The superintendent or finance officer is authorized to determine the best method for securing informal bids on a product. The finance officer or designee shall oversee the use of any purchasing method and ensure that all state requirements are met, including maintaining records of all bids submitted. Awards will be made to the lowest responsible, responsive bidder(s) whose bid or proposal meets the requirements and criteria set forth by the school system, taking into consideration quality, performance, and the time specified in the proposal for the performance of the contract.

1. Competitive Sealed Bids

Informal bid requirements may be met by the use of sealed bids. The finance officer or designee may utilize the methods for formal competitive bids provided in section A or may determine other appropriate methods for soliciting sealed bids. The bid specifications must include the time, date, and place for opening bids. No advertisement for bids is necessary (unless the formal bid process is used); however, the finance officer or designee may advertise for bids as he or she deems appropriate.

2. Quotations

Informal bid requirements may be met by the solicitation of quotes from prospective vendors. Quotations may be solicited and submitted via telephone, fax, e-mail, or the North Carolina E-Procurement system. Telephone quotes must be placed in writing before a final contract will be awarded. Written quotations must be on the vendor's letterhead or an official quotation form.

3. Reverse Auction

A reverse auction may be used to solicit informal bids, consistent with the process provided in section A.2.

4. Exceptions to Informal Bids

Any of the processes outlined below in Section E may be used in lieu of informal bidding, so long as all requirements of state law are met.

C. PURCHASES FOR LESS THAN \$30,000

Purchases for apparatus, supplies, materials, and equipment costing less than \$30,000 will be awarded pursuant to the standards provided in policy 6440, Local Purchasing Requirements for Equipment, Materials, and Supplies.

D. ELECTRONIC BIDDING

Pursuant to G.S. 143-129.9(a)(2), the school system may receive bids electronically in addition to or instead of paper bids. If electronic bids are used for purchases that must be formally bid, procedures for receipt of electronic bids must be designed to ensure the security, authenticity, and confidentiality of the bids to at least the same extent as provided with paper bids. The superintendent or finance officer shall determine whether electronic bidding is appropriate for a specific purchase or category of purchases.

E. EXCEPTIONS TO THE FORMAL AND INFORMAL BIDDING REQUIREMENTS

The school system may utilize the following purchasing options instead of pursuing competitive bidding. Formal or informal bidding is not required if any of these processes are used. The finance officer or designee shall gather information to document the basis for the use of any exceptions to the competitive bidding requirements. The superintendent or finance officer will determine that using one of the following exceptions is appropriate for a specific purchase or group of purchases.

1. Purchases from Other Governmental Agencies

Pursuant to G.S. 143-129(e)(1), the school system may contract for the purchase, lease, or other acquisition of apparatus, supplies, materials, or equipment from any other federal, state, or local governmental agency.

2. Special Emergencies

Pursuant to G.S. 143-129(e)(2), competitive bidding is not required in cases of special emergencies involving the health and safety of people or their property. For an emergency to exist under the statute, the following factors must exist: (1) the emergency is present, immediate, and existing; (2) the harm cannot be averted through temporary measures; and (3) the emergency was not self-created by the school system.

3. Competitive Group Purchasing

Pursuant to G.S. 143-129(e)(3), the school system may make purchases through a competitive bidding group purchasing program, through which another entity uses a competitive process to establish contracts on behalf of multiple entities at discount prices.

4. State Term Contract

Pursuant to G.S. 143-129(e)(9), the school system may purchase products included in state term contracts with the state vendor for the price stipulated in the state contract, if the vendor is willing to extend to the school system the same or more favorable prices, terms, and conditions as established in the state contract.

5. Sole Source Items

Pursuant to G.S. 143-129(e)(6), upon approval of the board of education, the school system may purchase an item through a single or sole source contract under the following circumstances: (1) when performance or price competition is not available; (2) when a needed product is available from only one source of supply; or (3) when standardization or compatibility is the overriding consideration. When requesting a purchase under the sole source exception, the

finance officer or designee shall provide the board with documentation that justifies the use of the exception.

6. “Piggybacking” or Previously Bid Contracts

Pursuant to G.S. 143-129(g), upon approval of the board of education, the school system may purchase from any supplier that, within the previous 12 months, has contracted to furnish the needed item to the federal government, to any state government, or to any agency or political subdivision of the federal government or any state government. Before recommending a purchase using the piggybacking exception, the finance officer or designee shall ensure that the following requirements are met: (1) the price and other terms and conditions of the contract are at least as favorable as the prior contract; (2) the contract was entered into following a public, formal bidding process substantially similar to that required by North Carolina General Statutes; (3) the same vendor is used; and (4) notice of intent to award the contract without bidding is publicly advertised at least 10 days prior to the regularly-scheduled board meeting at which the contract will be approved. Before approving the contract, the board must determine that using the contract is in the best interest of the school system.

7. Purchases of Information Technology Goods and Services

Pursuant to G.S. 143-129(e)(7) and 143B-1324(b), the school system may purchase or lease information technology through contracts established by the Department of Information Technology. The finance officer or designee shall work with the information technology department to ensure that any such purchases meet the needs of the school system.

In addition, the school system also may purchase information technology goods and services by using a request for proposal (RFP) pursuant to G.S. 143-129.8, provided that the following requirements are met: (1) notice of the request is provided consistent with the formal bidding notice requirements and (2) contracts are awarded to the person or entity that submits the best overall proposal as determined by the superintendent and finance officer. The RFP should describe the scope of work, general terms and conditions, specifications of the product needed by the school system, and the application process. The information technology supervisor shall assist the finance officer or designee in reviewing the responsiveness of any RFP submitted pursuant to this subsection. RFPs will be evaluated using the “best value” method as defined in G.S. 143-135.9(a)(1) so that the system may select the most appropriate technological solution to meet the school system’s objectives. However, if the finance officer or designee considers the purchase to be highly complex or is unable to clearly determine what the optimal solution for the school system is, the “solution-based solicitation” or “government-vendor partnership” method may be used. The finance officer or designee may negotiate with the proposer to obtain a final contract that meets the best needs of the school system, so long as the alterations based on such

negotiations do not deprive proposers or potential proposers of the opportunity to compete for the contract and do not result in the award of the contract to a different person or entity than would have received it if the alterations had been included in the RFP.

8. Gasoline, Fuel, and Oil Purchases

Pursuant to G.S. 143-129(e)(5), the school system may purchase gasoline, fuel, and oil products without using formal competitive bidding. However, such purchases are subject to the informal bidding requirements provided above.

9. Used Products

Pursuant to G.S. 143-129(e)(10), the school system may purchase previously used apparatus, supplies, materials, or equipment without using formal competitive bidding. Before purchasing used products, the finance officer or designee shall ensure that the products are in good, usable condition and will be sufficient to meet the school system's needs for a reasonable period of time.

10. Published Materials

Pursuant to G.S. 115C-522(a), compliance with Article 8 of Chapter 143 of the General Statutes is not mandatory for the purchase of published books, manuscripts, maps, pamphlets, and periodicals. Such purchase shall be made in accordance with policy 6440, Local Purchasing Requirements for Equipment, Materials, and Supplies.

F. LEASE PURCHASE CONTRACTS AND OTHER CONTRACTS FINANCED OVER TIME

Lease purchase contracts, contracts that include options to purchase, and leases for the life of equipment all must be bid consistent with the requirements of G.S. 143-129 and 143-131. The finance officer shall ensure that such contracts meet the legal requirements and the provisions of policy 6420, Contracts with the Board.

G. USE OF SCHOOL SYSTEM TERM CONTRACTS

The school system may create and use term contracts for items that are routinely purchased by the school system. If the estimated expenditure for a routine item under the term contract is equal to or exceeds \$90,000, the contract must be formally bid. If the estimated expenditure is at least \$30,000 but less than \$90,000, the contract must be informally bid. The finance officer or his designee may incorporate the use of a term contract in the bidding specifications. If term contracts are used, the contracts will be created and/or reviewed by the board attorney, in consultation with the finance officer or designee.

H. HISTORICALLY UNDERUTILIZED BUSINESSES

The board affirms the state's commitment to encouraging the participation of historically underutilized businesses in purchasing functions. The board will comply with all legal requirements and the standards in policy 6402, Participation by Historically Underutilized Businesses.

Legal References: G.S. 64. Art. 2; 115C-522; 143, art. 8; 143B, art. 14; 143C, art. 6A; Sess. Law 2013-128

Cross References: Participation by Historically Underutilized Businesses (policy 6402), Organization of the Purchasing Function (policy 6410), Contracts with the Board (policy 6420), Local Purchasing Requirements for Equipment, Materials and Supplies (policy 6440)

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

Updated: August 13, 2015

LOCAL PURCHASING REQUIREMENTS FOR EQUIPMENT, MATERIALS AND SUPPLIES

Policy Code:

6440

All purchases of equipment, materials and supplies will be made in accordance with laws and regulations, including Chapter 143, Article 8, of the North Carolina General Statutes, board policy, and any school system purchasing procedures. For purchases and contracts valued at \$1,000 or more, the board will obtain certification from each bidder or vendor affirming that it is not listed on the state treasurer's "Final Divestment List," as required by G.S. 143C, Article 6A. All employees involved in purchasing must be familiar with these requirements.

When competitive bidding is not required, purchases should be made under conditions which foster competition among potential vendors. Purchase decisions should be made after considering price, quality, suitability for specified need, and timeliness of delivery and performance. The board will not enter into a contract with any supplier or contractor when performance on any previous contract has been found to be unsatisfactory by the superintendent or the board.

Records of all informal bids will be kept but will not be available for public inspection until the contract has been awarded. Such records should include the date the bid is received, from whom it is received, and for what item it is made.

Legal References: G.S. 115C-36, -522; 143, art. 8; 143-129, -129.9, -131, -135.9; 143C, art. 6A

Cross References: Contracts with the Board (policy 6420), State Purchasing Requirements for Equipment, Materials and Supplies (policy 6430)

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

Administrative Procedure: None

The board desires to provide opportunities to responsible suppliers to do business with the school system. To this end, the superintendent or designee is directed to develop and maintain lists of potential vendors for the various types of materials, equipment and supplies. Such lists will be used in the development of a mailing list for distribution of specifications, invitations to bid, and notice of other competitive purchasing processes.

The superintendent or designee has the discretion to determine which vendors are included on the list and may establish standards for being placed on the list or for remaining on the list. The standards shall comply with the requirements of G.S. 143C, art. 6A. The superintendent is encouraged to include vendors listed as historically underutilized businesses with the Division of Purchase and Contracts at the State Department of Administration.

Legal References: G.S. 115C-522; 143C, art. 6A

Cross References: Local Purchasing Requirements for Equipment, Materials and Supplies (policy 6440), Participation by Women and Minority-Owned Businesses (policy 9125)

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

Administrative Procedure: None

Services will be purchased in a manner consistent with the board's purchasing goals. Competitive bidding is not required for the purchase of services; however, contracts for services will be made under conditions which foster competition among potential providers when feasible and after careful pricing.

For all purchases and contracts valued at \$1,000 or more, the board will require the service provider to certify that it is not listed on the state treasurer's "Final Divestment List" or "Iran Parent and Subsidiary Guidance," as required by G.S. 143C, Article 6A, and that it will not engage subcontractors who are on either list.

Legal References: G.S. 115C-36; 143C, art. 6A

Cross References: Goals of the Purchasing Function (policy 6400)

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

Administrative Procedure: None

GOALS OF EQUIPMENT, MATERIALS AND SUPPLIES SERVICES

Policy Code: **6500**

Services for managing the school district's equipment, materials and supplies will be organized by the superintendent or designee and operated in a manner consistent with the following goals:

1. enhancing students' opportunity to learn;
2. utilizing technological advances and other improvement in equipment, materials and supplies to increase the effectiveness and efficiency of personnel;
3. obtaining uniformity in the equipment, materials and supplies used throughout the system to the extent that such uniformity promotes efficiency;
4. efficiently storing, maintaining and retrieving equipment, materials and supplies;
5. maximizing the useful life of equipment, materials and supplies;
6. extending the usefulness of equipment, materials and supplies through reuse;
7. using and disposing of property in an environmentally sound manner; and
8. providing prompt and courteous service to vendors, school system personnel and others who have a need to interact with the school system in regard to equipment, materials and supplies.

Legal References: G.S. 115C-36

Cross References:

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

Administrative Procedure: None

FISCAL GOALS

Policy Code:

8000

The board is committed to obtaining, managing and using financial resources to further the goals of supporting a system of free public schools and to further the educational goals of the board and the State. All decisions regarding the use of financial resources will be consistent with the board's objective of providing all students with a sound basic education, as required by law.

Legal References: G.S. 115C-36, -47, -427, -431, -432; Leandro v. State, 346 N.C. 336 (1997)

Cross References: Board Authority and Duties (policy 1010), Goals and Objectives of the Educational Program (policy 3000)

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

Updated: June 14, 2012

A. SELECTION AND EVALUATION

The superintendent will select and the board will approve a school finance officer. The finance officer serves at the pleasure of the superintendent. The superintendent shall evaluate the finance officer to help ensure that all duties as required by law, board policy and/or the superintendent are met.

B. DUTIES

The school finance officer provides critical services for the effective planning and use of fiscal resources. The school finance officer shall be responsible to the superintendent for:

1. keeping the accounts of the school system in accordance with generally accepted principles of governmental accounting, board policy, the rules and regulations of the State Board of Education, and the rules and regulations of the Local Government Commission;
2. giving the preaudit and disbursements certificates required by G.S. 115C-441(a1) and (d1), respectively, and establishing procedures to assure compliance with the preaudit requirements;
3. approving or disapproving a disbursement, in accordance with G.S. 115C-441(b), when a bill, invoice, or other claim is presented and establishing procedures to assure compliance with all applicable legal requirements for disbursements;
4. signing and issuing all checks, drafts and state warrants by the school system;
5. investing the cash balance of any funds, subject to board policy 8110, Budget Resolution;
6. receiving and depositing all moneys accruing to the school system;
7. preparing and filing a statement of the financial condition of the school system as often as requested by the superintendent;
8. preparing and filing a statement of the financial condition of the school system when requested by the board of education or the board of county commissioners, but only if such requests are in writing and copied to the superintendent;
9. performing such other duties as may be assigned by law, by the superintendent, or by rules and regulations of the State Board of Education and the Local Government Commission;

10. submitting reports to the Secretary of the Local Government Commission as required by law;
11. receiving and accounting for all clear proceeds of fines, penalties and forfeitures and notifying the superintendent and board of such funds;
12. reviewing school improvement plans as they relate to the transfer of funds between funding allotments or lease purchase contracts;
13. evaluating all continuing contracts, including the principal and interest to be paid, and making recommendations to the superintendent and reports to the superintendent and board as provided in board policy 6425, Continuing Contracts;
14. assisting the superintendent in the development of the budget;
15. prescribing the form and detail of records maintained by the school treasurer;
16. making salary deductions as provided in policy 7620, Payroll Deductions;
17. maintaining custody of the facsimile signature device as provided in policy 8330, Facsimile Signatures; and
18. maintaining custody of insurance policy and programs as provided in policy 8340, Insurance.

C. FIDELITY BOND

The finance officer will carry a true accounting and faithful performance bond as provided in board policy 8530, Fidelity Bonds.

Legal References: G.S. 115C-105.25, -435, -436, -441, -442, -443, -445, -446, -448, -452, -528

Cross References: Continuing Contracts (policy 6425), Payroll Deductions (policy 7620), Budget Resolution (policy 8110), Facsimile Signatures (policy 8330), Insurance (policy 8340), Fidelity Bonds (policy 8530)

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

Revised: May 8, 2014, August 13, 2015

Facility construction will be undertaken in accordance with the long range plan adopted by the board of education and the facility design approved by the board. Any repairs or renovations of school facilities should be undertaken in such a way as to minimize disruption of instructional time and the educational environment.

A. QUALITY OF CONSTRUCTION

Buildings should be constructed with durable materials that, when possible, permit space to be adapted to various purposes and to be adjusted to changes in technology or the educational program.

The board will not be involved in substandard construction. In the event of insufficient funding for a project, the board will defer parts of the long range plan.

B. CHANGE ORDERS

After a contract for construction or repair work has been awarded, the need may arise to amend the terms, conditions, or specifications of the contract. The contract may be amended by a change order, but change orders may not be used to evade bidding requirements.

When amendments to a contract are necessary, the contractor shall submit a proposed change order in writing to the superintendent or designee. Any request for expedited review must also be in writing and accompany the proposed change order.

Unless otherwise prohibited by statute or regulation, the superintendent or designee is authorized to approve or deny change orders. The superintendent shall report all such change order requests and whether they were approved or denied to the board at the next regular board meeting.

Legal References: G.S. 115C-521, -524

Cross References: Planning for Facility Needs (policy 9000), Facility Design (policy 9020)

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

Updated: July 10, 2014

Policies
For
30-Day
Review

The board, as a corporate body, may transact business only at official meetings of the board. An individual board member has no authority to act absent the delegation of authority by the board at an official meeting.

As defined by law, an official meeting of the board includes any meeting, assembly or gathering together at any time or place or the simultaneous communication by conference telephone or other electronic means of a majority of the members of a public body for the purpose of conducting hearings, participating in deliberations, or voting upon or otherwise transacting the public business of the public body. However, a social meeting or other informal assembly or gathering together of the members of a public body does not constitute an official meeting unless called or held to evade the spirit and purposes of the open meetings law.

A. TYPES OF MEETINGS

While the board is determined to operate efficiently, it also is mindful of the importance of thoughtful planning and discussion prior to taking formal action. Regular meetings will be held at a predetermined time and place to conduct the business of the board. In addition, the board may hold specially-called meetings and emergency meetings as it deems necessary to act in a timely manner and provide its members and executive staff with the opportunity to have an exchange of ideas and receive input from other staff, parents, students and the community.

B. REGULAR MEETINGS

The superintendent will keep on file the schedule of regular meetings with the predetermined time and place. The schedule will be revised only in accordance with legal requirements for notice.

C. EMERGENCY MEETINGS

An emergency meeting may be called in order to address generally unexpected circumstances that require immediate consideration by the board. The chairperson, or the vice-chairperson, if the chairperson is unable or unwilling to act, or superintendent shall call an emergency meeting when it is determined the meeting is necessary.

D. SPECIALLY-CALLED MEETINGS

1. Specially-Called Meetings Generally

Specially-called meetings may be scheduled in between regular meetings of the board. Work sessions, retreats, and public hearings are specific types of specially-called meetings. The board chairperson (or the vice-chairperson, if the chairperson is not available) or the superintendent may call special meetings when necessary to conduct business that cannot reasonably be handled at regular

meetings. The board chairperson or superintendent shall call a special meeting if a majority of the members of the board so requests.

2. Retreats and Workshops

Retreats and workshops are specially-called meetings that may be scheduled in order to give the board more time to deliberate or evaluate issues.

3. Public Hearings

Public hearings are official proceedings during which members of the public are given an opportunity to be heard. Public hearings may be required by law or deemed advisable by the board. Public hearings that are not required by law may be scheduled when the chairperson or superintendent determines that the public hearing is advisable or when a majority of the members of the board so requests. Notice of all public hearings will be provided as required by law and will include the subject, date, place and time of the hearing as well as any rules regarding participation, such as the length of time for each speaker. The purpose of a public hearing is to gather information and hear opinions from the community. Generally, board members will respond only to seek clarification. At the appointed time, the chairperson or designee shall call the hearing to order and preside over it in accordance with any rules regarding participation adopted by the board. When the allotted time expires or when no one wishes to speak, the chairperson or designee shall declare the hearing ended.

E. OPEN MEETINGS LAW COMPLIANCE

The board will comply with the open meeting law, including notice of meetings.

Legal References: G.S. 115C-41, 143-318.9, -318.10, -318.12, -318.14

Cross References: Compliance with the Open Meetings Law (policy 2320)

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

Updated: February 12, 2009, December 13, 2012, January 10, 2013

Administrative Procedure: None

REMOTE PARTICIPATION IN BOARD MEETINGS

Policy Code:

2302

The board acknowledges that attendance at board meetings is essential for its members to perform their official duties and to add to the diversity of thought and opinion in the board's deliberations. The board strongly encourages its members to be physically present for all board meetings. The board recognizes, however, that extenuating circumstances may occasionally prevent a member from being physically present at a meeting. It further recognizes that advances in technology, such as audio and video conferencing, have made it possible for members to communicate and deliberate with each other from remote locations. Therefore, to promote full participation of board members while ensuring access and transparency for the public as required by the Open Meetings Law, G.S. 143-318.9 *et seq.*, the board authorizes remote participation in board meetings subject to the following procedures and requirements.

A. AUTHORIZED CIRCUMSTANCES FOR REMOTE PARTICIPATION

1. The board authorizes remote participation consistent with the requirements of this policy in any meeting of the board that is not a hearing as described in policy 2500, Hearings Before the Board, or other quasi-judicial proceeding, nor is closed for purposes consistent with policy 2321, Closed Sessions.
2. A member may attend a meeting and participate in board deliberations and decisions by remote participation if the member is prevented from physically attending the meeting due to:
 - a. personal illness or disability;
 - b. out-of-town travel;
 - c. unexpected lack of child-care;
 - d. family member illness or emergency;
 - e. weather conditions;
 - f. military service;
 - g. employment obligations; or
 - h. a scheduling conflict.

Remote participation is not to be used solely for a board member's convenience or to avoid attending a particular meeting in person.

3. Acceptable means of remote participation include telephone-, Internet-, or satellite-enabled audio or video conferencing, or any other technology that enables the remote participant and all persons present at the meeting location to be clearly audible to one another. Text messaging, instant messaging, email, and web chat without audio are not acceptable means of remote participation.
4. No board member may participate remotely more than three times during a calendar year; however, in justifiable circumstances, the board may, by two-thirds vote, agree to waive this limitation.

B. CONDITIONS AND REQUIREMENTS FOR REMOTE PARTICIPATION

1. A board member participating in a meeting remotely shall use his or her best efforts to participate in all or as much of the meeting as circumstances permit and not merely for the closed session portion of the meeting or a limited number of agenda items.
2. A board member participating remotely will be considered present at the meeting for purposes of establishing a meeting quorum and will be entitled to participate in open session deliberations at the meeting if:
 - a. the member is able to hear other members of the board and any members of the public present at the meeting who are recognized by the board during public comment;
 - b. all persons present at the meeting location are able to hear the board member who is participating remotely; and
 - c. when video technology is used, the remote participant is visible to all persons present at the meeting location.
3. A board member considered present through remote participation will be permitted to vote on any action item at the meeting except:
 - a. any item for which the member was not participating remotely during the entire discussion and deliberation of the matter preceding the vote; and
 - b. any item that was being discussed when an interruption to the electronic communication occurred, if the board's discussion was not suspended during the interruption. A brief loss of simultaneous communication, such as a few seconds, will not disqualify the member from voting on the matter under discussion.

C. PROCEDURE FOR REMOTE PARTICIPATION

1. A member of the board who desires to participate in a meeting remotely shall notify the board chair and the superintendent at least four hours in advance of the meeting so that necessary arrangements can be made.
2. The chair or designee at the meeting location shall initiate contact with the member prior to the start of the meeting to secure participation.
3. The chair shall announce the remote participant and the means of remote participation at the beginning of the meeting.
4. The meeting chair may decide how to address technical difficulties that arise when utilizing remote participation, but whenever possible, the chair should suspend discussion while reasonable efforts are made to correct any problem that interferes with a remote participant's ability to hear or be heard clearly by all persons present at the meeting location. If, however, the technical difficulties distract from or impede the orderly progress of the meeting, a majority of the members physically present may vote to end the remote participation.
5. A member participating remotely shall notify the chair if leaving the meeting before it is adjourned or rejoining the meeting after a period of absence.
6. All votes taken will be by voice vote.
7. Participation by electronic communication will be noted in the official board minutes. Any interruption to or discontinuation of the member's participation will also be noted in the minutes.
8. Any costs associated with remote participation other than normal telephone or Internet connection shall be borne by the remote participant.

The superintendent is directed to provide the technology sufficient to implement this policy in accordance with all applicable laws.

Legal References: G.S. ch. 143, art. 33C

Cross References: Board Meetings (policy 2300), Compliance with the Open Meetings Law (policy 2320), Closed Sessions (policy 2321), Board Meeting News Coverage (policy 2325), Quorum (policy 2341), Hearings Before the Board (policy 2500)

Adopted:

COMPLIANCE WITH THE OPEN MEETINGS LAW *Policy Code:* **2320**

The board affirms the public policy of this State that hearings, deliberations and actions of public bodies be conducted openly.

A. APPLICABILITY

All "public bodies" holding "official meetings" must comply with the requirements of the open meetings law in Article 33C of Chapter 143 of the General Statutes. The term "public bodies" includes the board, any committees of the board, school improvement teams and, as defined by law, any other committee of two or more members that exercises or is authorized to exercise a legislative, policy-making, quasi-judicial, administrative or advisory function, unless the committee or group is solely comprised of professional staff.

B. COMPLIANCE

As secretary to the board, the superintendent will provide required notice and record and maintain minutes of all official meetings of the board, board committees or committee appointed by the board. The principal or the principal's designee will be responsible for compliance with the open meetings law by school improvement teams or any other public bodies at the school level. The superintendent or designee will make copies of the open meetings law available to any public bodies associated with the school district. The board and other public bodies of the school district are encouraged to consult the local board attorney in accordance with policy 2610, Board Attorney, to obtain advice on complying with the legal requirements of the open meetings law.

1. Notice

Notice will be given in accordance with law for all regularly scheduled meetings, emergency meetings, and any other meetings, such as public hearings, work sessions, electronic meetings or retreats.

2. Minutes

For all official meetings, whether held in open or closed session, minutes will be recorded and maintained in accordance with all legal requirements.

3. Closed Sessions

Closed sessions will be held only when required to permit the board to act in the public interest and as permitted by law. A motion to go into closed session must be made and adopted in open session in accordance with the requirements of G.S. 43-318.11(c) and policy 2321, Closed Sessions.

Legal References: G.S. 143-318.9, -318.10, -318.11, -318.12

Cross References: Closed Sessions (policy 2321), Board Attorney (policy 2610)

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

Updated: February 12, 2009, September 13, 2012

Reviewed by Policy Committee on July 12, 2012

All schools will participate in federal National Child Nutrition Programs and will receive commodities donated by the United States Department of Agriculture. All federal and state revenues will be accepted and applied to maximize the use of such funds for the purposes of providing nutritional meals to students at the lowest possible price.

A. OPERATIONAL STANDARDS

The school nutrition services program will be operated in a manner consistent with board goals and board policy. The program also will be operated in compliance with all applicable state and federal law, including requirements of the National School Lunch Program and all federal guidelines established by the Child Nutrition Division of the United States Department of Agriculture. Specific legal requirements that must be met include, but are not limited to, the following.

1. No child will be discriminated against because of race, sex, color, national origin, disability, age, or eligibility status for free and reduced price meals.
2. The school nutrition services program will meet safety and sanitation requirements established in local, state, and federal rules and guidelines for school nutrition services programs.
3. The school nutrition services program will have a written food safety program that includes a hazard analysis critical control point plan for each school.
4. Menu preparation, purchasing, and related record keeping will be consistent with applicable state and federal rules and guidelines.
5. Banking, financial record keeping, budgeting, and accounting will be conducted in accordance with generally accepted practices and procedures, as dictated by the School Budget and Fiscal Control Act and in accordance with state and federal guidelines.
6. Commodity foods donated by the United States Department of Agriculture will be used and accounted for in accordance with federal regulations.
7. Preference will be given in purchasing contracts to high-calcium foods and beverages, as defined in G.S. 115C-264.1.
8. Child Nutrition Program (CNP) funds will be used only for the purposes authorized by law. Indirect costs, as defined by law, will not be assessed to the CNP unless the program has a minimum of one month's operating balance.
9. The price for meals will be determined in accordance with federal law.

10. Nonprogram foods will be priced to generate sufficient revenues to cover the cost of those items. A nonprogram food is defined as a food or beverage, other than a reimbursable meal or snack, that is sold at the school and is purchased using funds from the child nutrition account.
11. All school nutrition services will be operated on a non-profit basis for the benefit of the CNP. School nutrition services are those that are operated from 12:01 a.m. until the end of the last lunch period.
12. All income from the sale of food and beverages that is required by law or regulation to be retained by the CNP will be deposited to the CNP account and will be used only for the purposes of the school's non-profit lunch and breakfast programs. All funds from food and beverage sales not otherwise required by law to be deposited to the CNP account will be deposited into the proper school account in accordance with guidelines developed by the superintendent or designee.
13. All competitive foods sold on school campuses will meet federal and state standards for nutrient content.

B. MEAL CHARGES

Students who are required to pay for meals are expected to provide payment in a timely manner. The board recognizes, however, that students occasionally may forget or lose their meal money. The board therefore directs the superintendent to develop a procedure to manage situations in which students are unable to pay for a meal on a particular day. The superintendent shall ensure that federal child nutrition funds are not used to offset the cost of unpaid meals and that the CNP is reimbursed for uncollected student meal charges prior to the end of the year.

The superintendent or designee shall establish other procedures as appropriate to help ensure compliance with board policy and legal requirements.

Legal References: Child Nutrition Act of 1966, 42 U.S.C. 1771 *et seq.*; National School Lunch Act, 42 U.S.C. 1751 *et seq.*, 7 C.F.R. pt. 210; 2 C.F.R. pt. 225, App. B; G.S. 115C-47(7), -47(22), -263, -264, -264.1, -426, -450, -522; 143C, art. 6A; 16 N.C.A.C. 6H .0104; State Board of Education Policy TCS-S-000

Cross References: Goals of School Nutrition Services (policy 6200), School Meal and Competitive Foods Standards (policy 6230), Goals of the Purchasing Function (policy 6400)

Adopted: January 9, 2014

Revised: June 11, 2015

Calendar of Upcoming Events - Amended

Thursday, October 20	AHS Homecoming Bonfire	7:30 p.m.	AHS	
Thursday, October 21	AHS Homecoming Football Game	7:30 p.m.	AHS	
Tuesday, October 25	AHS Bandarama	7:30 p.m.	AHS Performing Arts Center	
Wednesday, November 2	Little Free Libraries Painting Party!	4:45 - 5:30 p.m.	Boys & Girls Club and CWM	
Friday, November 4	AHS Senior Night at Football Game	7:30 p.m.	AHS	
Thursday, November 10	Board of Education Meeting	7:30 p.m.	PDC	
November 14- 18	American Education Week	All Week	All	
November 16-18	NCSBA Annual Conference	All Day	Greensboro	
November 17-19	AHS Park Street Players Fall Play	7 p.m.	AHS Performing Arts Center	
Wednesday, November 23	Teacher Workday	All Day	All	
Thursday, November 24	Thanksgiving Holiday	All Day	All	
Friday, November 25	Thanksgiving Holiday	All Day	All	
Wednesday, December 7	Senior Holiday Lunch	11:45 a.m. - 1:30 p.m.	DLL	
Thursday, December 8	Board of Education Meeting	7:30 p.m.	PDC	
Monday, December 12	NAMS Winter Band Concert	7:30 p.m.	AHS Performing Arts Center	
Tuesday, December 13	NAMS Winter Choral Concert	6 p.m.	NAMS Theatre	
Tuesday, December 13	SAMS Winter Band Concert	7:30 p.m.	AHS Performing Arts Center	
Thursday, December 15	Superintendent's Holiday Luncheon	11:30 a.m. - 1 p.m.	PDC	
Thursday, December 15	AHS Winter Band Concert	7:30 p.m.	AHS Performing Arts Center	
Tuesday, December 20	Advanced Placement Reception	3:45 p.m.	AHS Media Center	
Tuesday, December 20	AHS Jazz and Percussion Concert	7:30 p.m.	AHS Performing Arts Center	
December 23-27	Christmas Holiday	All Day	All	
December 28-30	Teacher Annual Leave Days	All Day	All	
Wednesday, January 11	District Science Fair	9 a.m. - 12 p.m.	SAMS	
Wednesday, January 11	The Phantom Strikes Again - NAMS Play	6 p.m.	NAMS Theatre	
Thursday, January 12	Board of Education Appreciation Reception	5:15 p.m.	PDC	
Thursday, January 12	Board of Education Meeting	7:30 p.m.	PDC	
Friday, January 13	The Phantom Strikes Again - NAMS Play	6 p.m.	NAMS Theatre	
Saturday, January 28	BOE Winter Retreat	8 a.m. - 5 p.m.	TBA	

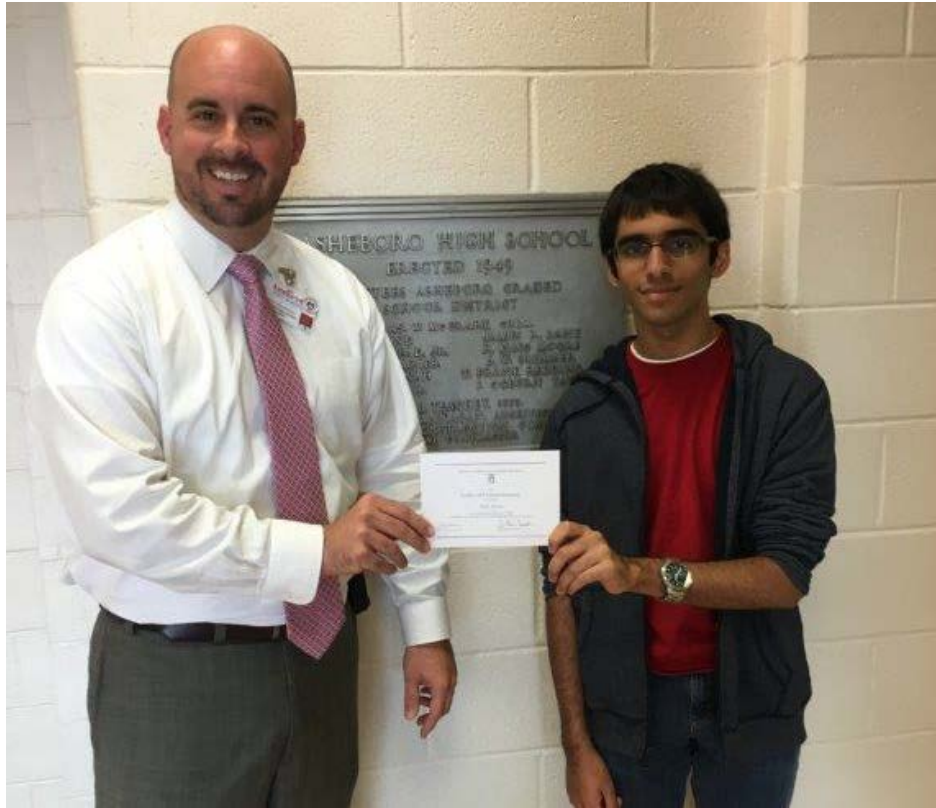
Welcome to the



Points of Pride Update

Asheboro City Board of Education Meeting
Thursday, October 20

STUDENT RECOGNITIONS

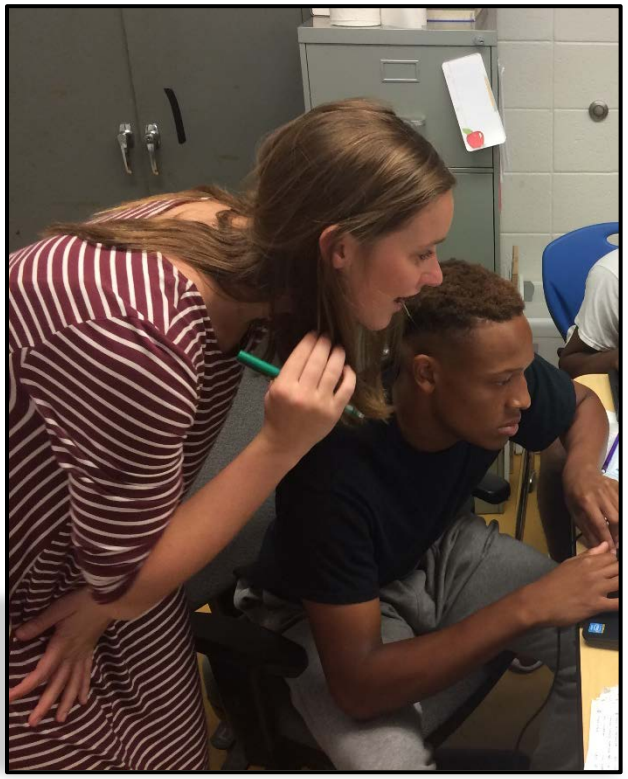


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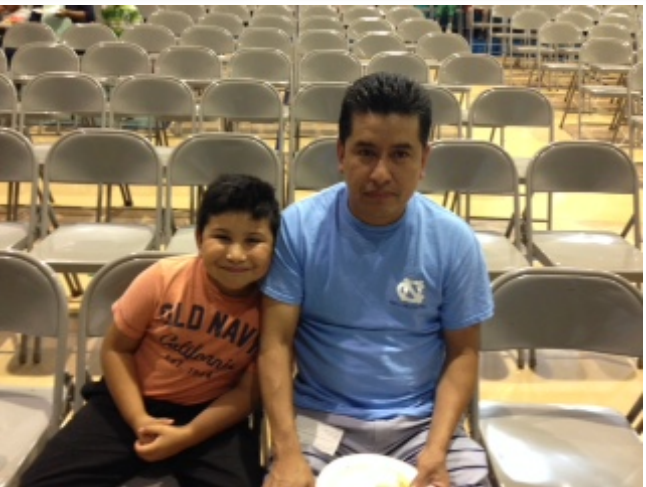


**Edwin Garcia and
Carlee Cagle**

SCHOOL CELEBRATIONS



SCHOOL CELEBRATIONS



STAFF RECOGNITIONS



PTO INVOLVEMENT





BOARD OF EDUCATION GOALS 2016-2017

October 2016 Update

STRATEGIC GOAL:

Recognizing that the long range goal of Asheboro City Schools is the successful preparation and graduation of each student, the goal for this plan is: **By 2021, 100 percent of Asheboro City Schools' students will graduate globally competitive for college, careers, and citizenship.**

Goal 1. Each student in Asheboro City Schools graduates prepared for further education, work and citizenship.

Objective 1. Align instruction with a guaranteed and viable curriculum, so that students master grade /course standards for career and college readiness.

- a) Develop a plan to ensure a consistent and connected pacing guide, K-12.
 - Elementary pacing guides revised and completed for all content areas.
 - Secondary pacing guides revised and completed for all content areas.
- b) Provide a Collaboration Around Student Achievement (CASA) toolkit for principals.
- c) Create a district scorecard to reflect up-to-date data.
- d) Enhance monitoring of core instruction through professional development, walk-through data, and administrative leadership team meetings.
 - August 19 and 22, core content teachers and support teachers participated in professional development to unpack standards, align pacing and unit plans, increase rigor, and delve into strategies for identifying and addressing literacy deficits.

Objective 2. Define and implement consistent grading practices, so that students and families have a clear understanding of performance.

- a) Develop a plan to reinforce consistency in grading practices across all schools.

Objective 3. Enhance the integration of technology with instruction, so that students use digital

resources as tools for learning.

- a) Develop and present a digital framework that reflects the multiple aspects of instruction in ACS.
- b) Use technology as a tool to provide access to resources and support student achievement.
 - The Canvas Learning Management System and Accelerated Reader have been refreshed with current students and course rosters for 2016-17.
 - Computer-Based SRI (Scholastic Reading Inventory) tests are being administered for each K-8 student. The Scholastic Reading Inventory (SRI) is a criterion-referenced test intended to measure reading comprehension and match students to text so they can read with confidence and control. Results from SRI are reported as scale scores (Lexile® measures).

Objective 4. Establish transition plans for the district and individual students, so that each student makes continual progress towards graduation.

- a) Develop a process to design measurable transition plans for all students.
- b) Expand opportunities for students to earn college credits.

Objective 5. Expand opportunities for each student to utilize critical thinking, collaboration, communication, and creativity so that students develop skills necessary for further education and careers.

- a) Provide literacy opportunities for primary grade students to improve reading skills and meet grade level expectations by the end of third grade.
 - Each school is designing a school schedule for the 2016-17 school year that provides a minimum of 90 minutes for Core Literacy Instruction and a structured intervention time to support remediation of reading skill deficits.
- b) Expand summer literacy camps and after-school opportunities to provide the extra support students need to read on grade level.
 - Summer camps have been extended for students in grades K-3 in literacy. Read to Achieve (RtA) served first and second grade students this year. Camps were located in four of the five elementary schools. Two hundred and thirteen (213) students attended the RtA camp. We also had an ELL camp for Kindergarten through third grade students. Fifty three (53) students attend the ELL camp.
 - Students had multiple opportunities to check out books from the public library and school media centers this summer and take AR tests and receive incentives for reading.
- c) Provide high quality, evidenced-based interventions for students. Develop interventions based on assessment data, teacher observations, and other tools.
 - Professional development for supporting diagnostic literacy assessments was provided to secondary staff on 8/22/16.

- Professional development for utilizing literacy diagnostic data to plan instruction and intervention was provided to all elementary teachers on 8/22/16.
- Select teachers will participate in evidence-based literacy program trainings focusing on phonemic awareness and multi-sensory literacy instruction between August 15 and October 30, 2016, to strengthen teacher instructional and intervention practices.

- Objective 6.** Provide each student service learning opportunities, so that all students will further develop their citizenship and contribute to their community.
- a) Integrate character education, service learning, and civic engagement into our educational / instructional standards.
 - b) Promote the use of service learning as an instructional tool and structure opportunities for teachers to create and evaluate integrated units of study through community service learning projects.

Goal 2. Each student has a personalized education.

- Objective 1.** Implement a multi-tiered system of support (MTSS), so that all students are ensured equitable access to rigorous instruction aligned to their educational needs.
- a) District Multi-Tiered System of Support (MTSS) team module training and identify pilot schools for cohort one.
 - The District MTSS Implementation Team participated in the first session of MTSS Module training with Cohort 3 on 9/21/16.
 - Meeting dates have been scheduled for the District MTSS Problem-Solving Team, MTSS Implementation Team, and the Instructional Facilitators/Coaches teams to continue developing the district-wide implementation plan for MTSS.
 - b) Provide Instructional Success Plan (ISP) training and support to begin implementation for all schools and grade levels, focusing on literacy.
 - Administrators and elementary teams from each school received training on Instructional Success Plans on August 22nd and will implement plans focusing on literacy in the fall of 2016.
 - Data from Core Success Plans from all schools will be reviewed with Instructional Facilitators to engage in problem-solving at the school and district level regarding core instruction on 10/18/2016.
 - Procedures have been clarified for implementing the Instructional Success Plans within the context of the pre-referral team, and will be shared with stakeholders on 10/18/2016 and 10/19/2016.

- Objective 2.** Increase the number of students who graduate with postsecondary credit, portable industry credentials, and work-based learning experiences, so that students are prepared for further education and/or employment.

- a) All students grades 7-8 will interact with Career Cruising to conduct an interest inventory to begin career exploration and individual career & course plans.
- b) Implement Early College Academy for ACS Students in collaboration with Randolph Community College.
 - Teams from each elementary school will receive training on Instructional Success Plans on 8/22/16 to support implementation.
 - Teams will provide recommended forms and proposed timelines for initial implementation to the Curriculum and Instruction Department.
- c) Launch third Pathways to Prosperity Process with Randolph Community College and Randolph County Schools. Conduct Asset Mapping to determine high need area.

Objective 3. Increase number of STEAM (science, technology, engineering, arts, and math) and global education experiences for all students, so that students are globally competitive.

- a) Provide a variety of STEAM events at the district and school level.
 - Students attended STEM camps this summer through the following opportunities: Secondary students attended the STEM Camp at the AHS Zoo School and elementary students attended at Saint Luke's Church.
- b) Provide technology training as part of parent education offerings.

Objective 4. Expand opportunities for personalized learning and engagement during and beyond the regular school day, so that student needs are met and personal interests are encouraged.

- a) Explore and implement additional after-school, summer opportunities that align with student interest and improve proficiency.
 - Students had opportunities to attend camps this summer that were aligned to their interests; some camps were the City Camp at Balfour Elementary, STEM camps, literacy camps, health sciences camps... the Read to Achieve camps added a new component this year that allowed students to research and study topics that were of high interest to the students.
- b) Provide opportunities for Asheboro City Schools' students to participate in cultural exchange activities.
- c) Pilot dual language program at Balfour Elementary School.
- d) Create and evaluate integrated units of study that personalize student learning.

Objective 5. Cultivate partnerships with families and the community so that student learning *experiences are enhanced*.

- a) Develop and implement Family Engagement initiatives that are connected to student learning and build strong relationships with parents.

- All schools trained in the Karen Mapp model of family engagement and are currently planning the first or three Academic Family Teacher Team meetings.

Objective 6. Expand opportunities for each student to experience the cultural arts, so that all students strengthen and develop their creativity and collaboration.

- Expand opportunities for students to experience cultural/ performing arts.

Goal 3. Each student has excellent educators every day.

Objective 1. Recruit, develop, and retain high quality professionals, so that students continue to learn and grow.

- Research and evaluate the feasibility of hosting a local career fair.
- Implement TeacherMatch and the North Carolina new online application process.
 - Planning to transition to this new applicant tracking system by December 2016.
- Evaluate the impact of attending specific college career fairs.
- Work with Asheboro High School administration to determine steps to re-launch a teacher cadet program.

Objective 2. Foster a culture of professional growth, so that all employees are supported in achieving high standards and increased student performance.

- Develop a school administrator leadership program.
- Complete a professional development needs assessment, which will result in a comprehensive professional development plan.
- Evaluate and summarize Collaboration Around Student Achievement team data to determine professional development needs.

Objective 3. Celebrate, recognize, and cultivate excellence in the profession, so that faculty and staff feel supported, valued, and successful in order to maximize their full potential.

- Research employee recognition programs and recommend new ways to celebrate and recognize staff.
- Communicate regularly regarding the services provided through Asheboro City Schools Employee Assistance Program provider.

Goal 4. Asheboro City Schools will have up-to-date business, technology, and communication systems to serve its students, families, and staff.

Objective 1: Provide access and up-to-date training on the use of technology and communication systems, so that students, families, and/or staff can effectively use these resources to support student progress.

- a) Participate in Department of Public Instruction's Enterprise Resource Planning Systems software study.
- b) Document current telecommunication capabilities and needs.
- c) Develop implementation plan and budget for updated communications system.
- d) Conduct a needs assessment survey of students and families on home internet access.
- e) Communicate with city and local government to assess plans for community internet access.

Objective 2: Utilize technology-based collection systems for data analysis, so that data-based decisions are made about instruction, programs, and operations to ensure continuous improvement throughout the district.

- a) Deliver professional development for the Administrative Leadership Team and each school on the disaggregation and analysis of SchoolNet data generated through formative and benchmark assessments.
 - SchoolNet data from the final benchmark of the 2015-2016 school year was disaggregated by standard for each school and shared with administrators in July and school leadership teams in August to support the EOG and EOC summative data analysis.
- b) Deliver professional development for administrators and each school on the effective use of EVAAS to support instruction.
- c) Update benchmark assessments and monitor alignment with the NC Standard Course of Study and state assessments.
- d) Provide additional professional development on the implementation of the Baldrige Performance Excellence Program.
- e) Implement district Long Range Facilities Plan and work with County Commissioners to secure funding to support the plan.
- f) Deliver professional development on the use of Canvas to support integration into instruction.
 - "Coffee & Canvas" Professional Development was presented to new and veteran teachers at AHS on August 24. Twenty plus (20+) teachers were in attendance. Future sessions are planned as well.

Objective 3: Develop and execute a comprehensive marketing plan, so that our community is informed about student outcomes, opportunities, quality educators, and the benefit of the district to the community.

- a) Continue to distribute a monthly community newsletter.
 - Newsletter is being sent on a monthly basis. The August newsletter is set to be sent the week of August 15th.
- b) Develop a team and begin researching strategies for district marketing.

- Members of the Marketing Team include: Maira Cortes, Carla Freemyer, Leigh Anna Marbert, and Andrew Hurley. No meeting with all members has occurred yet.
- c) Update the district website to better communicate with all stakeholders.
 - Facebook feed has been added to the front of the Asheboro City Schools website. The new logo should be added to the site within the next week.
 - d) Develop materials featuring diverse programs throughout Asheboro City Schools for potential employee candidates.
 - e) Integrate the new Asheboro City Schools logo across all mediums and platforms.
 - New logo has been added to ID badges, website, letterhead, presentations, presentation folders, and admin apparel.

Goal 5. Each student is healthy, safe and responsible.

Objective 1. Design, implement, and evaluate a system-wide process to ensure students are connected to an adult advocate, so that each student collaborates regularly with a mentor or trusted adult.

- a) Research evidence-based practices in student mentor programs to develop an implementation plan.

Objective 2. Provide a system of support to ensure access to effective health and safety programs so that the physical, social, and emotional needs of students are met.

- a) Coordinate professional development related to mental health to best serve student needs.
- b) Review and update crisis response and threat assessment protocols to provide appropriate professional development.

Objective 3. Design, implement, and evaluate a comprehensive continuum of behavioral supports, so that students, families, and staff have clear expectations for appropriate behavior and resources are available to meet student needs.

- a) Collect and summarize policy documentation and disciplinary data.
- b) Present an annual summary to school and district stakeholders for review and utilization for planning.
- c) Utilize school and district problem-solving teams.
- d) Assess current needs and lead professional development on classroom management.

Objective 4. Expand community partnerships that promote a healthy lifestyle, so that the wellness of our students, families, and staff is improved.

- a) Work with community partners and agencies to increase common health and wellness activities.