

**ASHEBORO CITY SCHOOLS
BOARD OF EDUCATION
November 10, 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 – Alli Auman, 1st grade, Daniel Hamm, 2nd grade, and Bryan Flores, 3rd grade, from Guy B. Teachey Elementary School

II. Special Recognition and Presentations

- A. Community Partner Spotlight – Kiwanis Club of Asheboro and the Terrific Kids Program
- B. Board Spotlight - Reading Incentive Program at Guy B. Teachey Elementary – Amy Day, Principal
- C. Principal of the Year – Jusmar Maness

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 for October 20, 2016
- B. Discard Lists
- C. Asheboro High School Chorus Overnight Field Trip to New York City, April 7-10, 2017
- D. Personnel

V. Information, Reports, and Recommendations

- A. Policies for 30-Day Review – Dr. Drew Maerz
 - Policy 2010 - Board and Superintendent Relations
 - Policy 2115 - Unexpired Term Fulfillment
 - Policy 2220 - Official School Spokesperson
 - Policy 2310 - Public Participation at Board Meetings
 - Policy 3320 - School Trips
 - Policy 4003 - Translating Policies for Students and Parents
 - Policy 4135 - Tuition for Discretionary Admissions
 - Policy 5000 - Schools and the Community

VI. Action Items

- *A. Policies Recommended for Approval – 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 Service

***B. Continuous Improvement Plans for Elementary Schools:**

- Charles W. McCrary Elementary School
- Balfour Elementary School
- Guy B. Teachey Elementary School
- Lindley Park Elementary School

C. Asheboro High School Course Proposals for 2017-2018

VII. Superintendent's Report/Calendar of Events

- A. Calendar of Events – Leigh Anna Marbert**
- B. Points of Pride – Leigh Anna Marbert**
- C. 2016-2017 Board Goals, November 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
November 10, 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**
The following items are presented for Board approval:
 - E. Personnel Addendum
- V. **Information, Reports, and Recommendations**
- VI. **Action Items**
- VII. **Superintendent’s Report/Calendar of Events**
 - A. Calendar of Events (Updated to include 11-19-16 Booster Club Event)
- VIII. **Board Operations**
- IX. **Adjournment**

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November 10, 2016

Board Spotlight:

Tonight's Board Spotlight will be presented by Ms. Amy Day, Principal of Guy B. Teachey Elementary School. She and the team at Teachey will provide information about their Reading Incentive Program. The Reading Incentive Program is continuing to foster a culture of reading and literacy at Teachey. Please join me in welcoming Ms. Day!

Community Partner Spotlight:

Tonight's Community Partner Spotlight features the Kiwanis Club of Asheboro for their Terrific Kids program at Guy B. Teachey Elementary School. The Kiwanis Club is a global organization of volunteers dedicated to changing the world, one child and one community at a time. Guy B. Teachey Elementary School is the only school in the Asheboro City Schools district that has implemented the Terrific Kids program. Terrific Kids is a student-recognition program that promotes character development, self-esteem, and perseverance. "Terrific" is an acronym for *Thoughtful, Enthusiastic, Respectful, Responsible, Inclusive, Friendly, Inquisitive, and Capable*. Students work with their classroom teacher to establish goals to improve behavior, peer relationships, attendance, and/or school work. All students who achieve their goals within a specified time are recognized as Terrific Kids. Recognition includes being pinned as a Terrific Kid; a pizza, ice cream or other food-themed party; and presentation of certificates and other giveaways. Tonight, the staff and students from Teachey would like to recognize the Kiwanis Club of Asheboro. Please join me in welcoming Mrs. Jessica Coltrane, President for the Kiwanis Club of Asheboro.

**Policy Committee Meeting
October 20, 2016**

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

Board members present: Phillip Cheek, Gidget Kidd, Linda Cranford, Dr. Beth Knot, and Kyle Lamb

Ms. Cranford called the meeting to order at 6:08 p.m. and referred to Dr. Maerz who began review of the agenda.

- Policy 2010 - Board and Superintendent Relations
 - Committee discussed a recommended statement requiring notification to the board if the superintendent is called upon to speak to any governmental entities regarding legislation, policy, political issues, or pending or proposed legislation or policy.
 - Committee decided the current policy is sufficient and not to make any changes.
- Policy 2115 - Unexpired Term Fulfillment
 - Updates suggested by attorney Brian Shaw were reviewed with committee.
 - Committee members discussed and agreed upon the suggested updates.
- Policy 2220 - Official School Spokesperson
 - Minor adjustments made per NCSBA recommendations.
 - Statement regarding speaking in official capacities also added to this policy.
- Policy 2310 - Public Participation at Board Meetings
 - The Committee continued to discuss this policy from a previous meeting.
 - Committee discussed recommended updates made to Section A covering the process of handling denials of requests to place an item on the agenda.
 - Dr. Maerz referenced Roberts Rules of Order, Revised and the policy's alignment with that publication.
 - Committee members discussed current practice and decided to table this policy for further research.
- Policy 3320 - School Trips
 - Updated policy cross reference within policy.
- Policy 4003 - Translating Policies for Students and Parents
 - New policy recommended by the NCSBA.
- Policy 4135 - Tuition for Discretionary Admissions
 - Updated policy to define specific date of tuition rate determination (August 1).
- Policy 5000 - Schools and the Community
 - Title I Parent and Family Engagement policy was added to the list of policies in Section A.
 - Updated legal references and cross references.

Dr. Worrell shared the following with committee members:

- The Little Free Library Program participation for Asheboro City Schools:
 - Purchased six units and shared ideas for locations.
 - Plans are underway to paint the units (students, Boys & Girls Club, Globetrotters at McCrary Elementary) and Board members are invited.
 - Student service learning clubs at the high school have been asked to rotate and refresh books.
 - Friends of the Library have provided initial donation of books.

With no further business, the meeting was adjourned at 6:39 PM.

**Finance Committee Meeting
October 20, 2016**

The Finance Committee convened at 6:40 p.m. in the Professional Development Center conference room. The following board members were present:

Gustavo Agudelo	Kyle Lamb
Phillip Cheek	Jeni Martin
Baxter Hammer	Archie Priest
Joyce Harrington	

Staff members present were: Dr. Terry Worrell and Harold Blair

Mr. Blair discussed new Department of Labor regulations effective December 1, 2016. He also presented information about state and local bonuses to be paid in the 2016-2017 school year.

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

**Board of Education
October 20, 2016**

The Asheboro City Schools Board of Education met in open session at 7:32 p.m. in the Professional Development Center with the following members present:

Kyle Lamb, Chairman	Gustavo Agudelo	Phillip Cheek, Vice Chairman
Linda Cranford	Baxter Hammer	Joyce Harrington
Jeni Martin	Gidget Kidd	Dr. Beth Knott
Archie Priest, Jr.		Scott Eggleston, Attorney

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, 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. Priest, the Board unanimously approved the meeting agenda.

Following a moment of silence led by Chairman Lamb, Kejuan Logan, 8th grader from North Asheboro Middle School, led the Pledge of Allegiance.

Special Recognition and Presentations

Community Partner Spotlight: Carla Freemyer, Executive Director of Human Resources, recognized The Randolph Society for the Prevention of Cruelty to Animals (RSPCA). This organization works within our community and schools to promote responsible pet ownership. Dr. Jan Williams and Ms. Linda Knott were in attendance representing the RSPCA.

Board Spotlight: Student members of The Woof Gang Service Club from North Asheboro Middle School were recognized for their work with the RSPCA. The student service organization has made treats and toys and held fundraisers to benefit the animals serviced by the RSPCA.

Public Comments

Chairman Lamb opened the floor to public comments. There were no requests to address the Board.

Consent Agenda

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

- *Approval of Minutes – September 8, 2016*
- **Comprehensive Continuous Improvement Plan (Title I, II, III, and IV).*
- *Personnel*
**A copy of this item is made a part of these minutes.*

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

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

***B. APPOINTMENTS**

<u>LAST</u>	<u>FIRST</u>	<u>SCHOOL</u>	<u>SUBJECT</u>	<u>EFFECTIVE</u>
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
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

***D. TRANSFERS**

<u>LAST</u>	<u>FIRST</u>	<u>SCHOOL</u>	<u>SUBJECT</u>	<u>EFFECTIVE</u>
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 part-time assistant to Globe-Trotter Coordinator	10/17/2016

Action Items

- A. Dr. Julie Pack, Director of Secondary Education, Mr. Brian Saunders, Principal of Asheboro High School, Dr. Terry W. Worrell, Superintendent, and Dr. Robert Shackelford, President of Randolph Community College, presented information regarding the formation of the Asheboro High School Early College Academy in conjunction with Randolph Community College. Upon motion by Ms. Cranford and seconded by Mr. Hammer, the Board unanimously approved the creation of the Asheboro High School Early College Academy.
(A copy of the presentation will become a part of these minutes.)
- B. Continuous Improvement Plans for Asheboro High School, The Early Childhood Development Center, North Asheboro Middle School, and South Asheboro Middle School were presented by the site leadership teams. Upon motion by Mr. Agudelo and seconded by Ms. Harrington, the Board unanimously approved these plans as presented. The plan for Donna Lee Loflin Elementary School which was presented for 30-day review at the September 8, 2016, Board of Education meeting was also approved.
- C. Following a 30-day review and upon motion made by Ms. Kidd, seconded by Mr. Cheek, the Board unanimously approved the following board policies:
 - 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
 (A copy of these policies are made a part of these minutes.)

Information, Reports, and Recommendations

- A. Dr. Drew Maerz presented the following policies for 30-day review:
 - 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

Superintendent's Report/Calendar of Events

A. Carla Freemyer, Executive Director of Human Resources, shared the *Calendar of Events* noting the next Board of Education meeting will be on November 10, 2016. Ms. Freemyer also reviewed the latest edition of *Points of Pride* highlighting outstanding student achievement, reading celebrations, and student and club activities.

B. Superintendent Worrell presented an update on the 2016-2017 Board Goals.

Board Operations

Chairman Lamb reviewed the calendar of upcoming events.

Adjournment

There being no further business, the meeting was adjourned at 9:14 p.m.

Chairman

Secretary

Discard Items

School: ECDC

Date
Discarded

	Item Description	Make	Model	Serial#	FA#	
1	Yellow Kitchen Play Sink	Lakeshore				10/24/2016
2	Red Kitchen Play Stove	Lakeshore				10/24/2016
3	Plastic Kitchen Set	Little Tykes				10/24/2016
4	Yellow Kitchen Play Sink	Lakeshore				10/24/2016
5	Ink Cartridges	Epson				10/24/2016
6	CD Player With Radio	Spirit		1776	177601	10/24/2016
7	My First Leap Pad	Leap Froo				10/24/2016
8	Color Printer	Epson Stylus	P120A		BGL1062003	10/24/2016
9	Coll!Q utor Monitor	Dell	E197FPb			10/25/2016
10	Camera	Cannon	Elph SD 12001S			10/25/2016
11	Art Easel					10/26/2016
12	Keyboard	Gateway	KB-2961		56346032028	10/26/2016
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						

Asheboro City Schools Discard Items

Principal _____

Signature _____

School: Asheboro High School

Date _____


	Item Description	Make	Model	Serial #	FA#	Date Discarded
1	Hole Punch	Panasonic	KX-30P			10/18/2016
2	Prntr	HP	710C			10/18/2016
3	Laminator					10/18/2016
4	Lot of 59 Chargers (2 boxes)	Dell				10/18/2016
5	Laser Printer	HP	4100N			10/18/2016
6	CPU		Optiplex 754	H8RXVD1		10/20/2016
7	CPU		Optiplex 754	J897GM1		10/20/2016
8	CPU		Optiplex 754	H4XYZK1		10/20/2016
9	CPU		Optiplex 754	27TBSM1		10/20/2016
10	CPU		Optiplex 754	CTE001216		10/20/2016
11	CPU		Optiplex 754	CTE001215		10/20/2016
12	CPU		Optiplex 754	CTE001213		10/20/2016
13	CPU		Optiplex 754	CTE001212		10/20/2016
14	CPU		Optiplex 754	CTE001210		10/20/2016
15	CPU		Optiplex 754	CTE001211		10/20/2016
16	CPU		Optiplex 754	CTE001209		10/20/2016
17	CPU		Optiplex 754	CTE001205		10/20/2016
18	CPU		Optiplex 754	CTE001208		10/20/2016
19	CPU		Optiplex 754	CTE001207		10/20/2016
20	Monitor	HP		CNC115R737		10/20/2016
21	Monitor	HP		CNC115R736		10/20/2016
22	Monitor	HP		6e.0MU07011.1		10/20/2016
23	Monitor	HP		CNC115R7BY		10/20/2016
24	Monitor	HP		CNC115R733		10/20/2016
25	Monitor	HP		CNC115R7BL		10/20/2016
26	Monitor	HP		CNC115R734		10/20/2016
27	Monitor	HP		CNC115R73C		10/20/2016
28	Monitor	HP		CNC115R73D		10/20/2016
29	Monitor	HP		CNC149QFSQ		10/20/2016

30	Monitor	HP		CNC149QFPC		10/20/2016
31	Monitor	Dell		CN0H329N7287297T1NDL		10/20/2016
32	Monitor	Dell		6e.0MU07011.1		10/20/2016
33	Monitor	Dell		CN0G422H7287289F3D9H		10/20/2016
34	Monitor	Dell		6e.0MU07011.2		10/20/2016
35	Printer	HP		MY5BM4R0FM04FC		10/20/2016
36	CPU & Printer	HP		391868495		10/20/2016
37	Lasor Printer	HP		USBB083439		10/20/2016
38	Lasor Jet 4250 Printer	HP		JPGGL15398		10/20/2016
39	Laptop	Dell		CTE001008		10/20/2016
40	Laptop	Dell		CTE001025		10/20/2016
41	Laptop	Dell		CTE001048		10/20/2016
42	Laptop	Dell		CTE001009		10/20/2016
43	Laptop	Dell		CTE001057		10/20/2016
44	Laptop	Dell		CTE001049		10/20/2016
45	Laptop	Dell		CTE001016		10/20/2016
46	Laptop	Dell		CTE001001		10/20/2016
47	Laptop	Dell		CTE001012		10/20/2016
48	Laptop	Dell		CTE001000		10/20/2016
49	Laptop	Dell		CTE001027		10/20/2016
50	Laptop	Dell		CTE001054		10/20/2016
51	Laptop	Dell		CTE001004		10/20/2016
52	Laptop	Dell		CTE001097		10/20/2016
53	Laptop	Dell		CTE001055		10/20/2016
54	Laptop	Dell		CTE001033		10/20/2016
55	Laptop	Dell		CTE001005		10/20/2016
56	Laptop	Dell		CTE001036		10/20/2016
57	Laptop	Dell		CTE001034		10/20/2016
58	Laptop	Dell		CTE001026		10/20/2016
59	Laptop	Dell		CTE001003		10/20/2016
60	Laptop	Dell		CTE001029		10/20/2016
61	Laptop	Dell		CTE001006		10/20/2016
62	Laptop	Dell		CTE001030		10/20/2016
63	Laptop	Dell		CTE001032		10/20/2016
64	Laptop	Dell		CTE001028		10/20/2016
65	Laptop	Dell		CTE001011		10/20/2016


66	Laptop	Dell		CTE001015		10/20/2016
67	Laptop	Dell		CTE001017		10/20/2016
68	Laptop	Dell		CTE001023		10/20/2016
69	Laptop	Dell		CTE001031		10/20/2016
70	Laptop	Dell		CTE001020		10/20/2016
71	Laptop	Dell		CTE001007		10/20/2016
72	Laptop	Dell		CTE001037		10/20/2016
73	Laptop	Dell		CTE001058		10/20/2016
74	Laptop	Dell		CTE001286		10/20/2016
75	Laptop	Dell		CTE001018		10/20/2016
76	Laptop	Dell		CTE001021		10/20/2016
77	Laptop	Dell		CTE001046		10/20/2016
78	Laptop	Dell		CTE001019		10/20/2016
79	Laptop	Dell		B3PM1J1		10/20/2016
80	Laptop	Dell		1.44468E+11		10/20/2016
81	Laptop	Dell		CN0HN3414864387M0565		10/20/2016
82	Laptop	Dell		B6NR5H1		10/20/2016
83	Laptop	Dell		D6NR5H1		10/20/2016
84	Laptop	Dell		G6NR5H1		10/20/2016
85	Gateway CPU	Windows XP		AHS-D-0035712827		10/20/2016
86	Gateway CPU	Windows XP		AHS-D-0036661820		10/20/2016
87	Gateway CPU	Windows XP		Shell with no S/N		10/20/2016
88	Color TV	Toshiba		BAB615134055		10/24/2016
89	Server (White? Brand?)					10/24/2016
90	Server (White? Brand?)					10/24/2016
91	Gateway CPU			35712827		10/24/2016
92	Gateway CPU			36661820		10/24/2016
93	Optiplex 780	Dell		1.86045/E+11		10/24/2016
94	Optiplex 780	Dell		G897Gm1		10/24/2016
95	Dell Monitor					10/24/2016
96	Dell Monitor					10/24/2016
97	Dell Monitor					10/24/2016
98	Dell Monitor					10/24/2016
99	Dell Monitor					10/24/2016
100	Dell Monitor					10/24/2016
101	View Sonix Monitor			90S024303552		10/24/2016

102	Gateway Monitor			MSN62 50N 02904		10/24/2016
103	HP Monitor					10/24/2016
104	3 boxes of chargers from NAMS					10/24/2016
105	CPU	Dell		CTE001214		10/24/2016
106	Gateway CPU and Keyboard	Gateway		39186849		10/24/2016
107	Laptop	Dell		47NR5H1		10/24/2016
108	Laptop	Dell		HK3P5H1		10/24/2016
109	Dish Network Receiver			WBEGCQG4XLEC		10/26/2016
110	DVD Player/VCR	Toshiba		T19810		10/26/2016
111	Dell Monitor					10/26/2016
112	Document Camera	Aver Media		60798 8020		10/26/2016
113	2 Keyboards					10/26/2016
114	Dell Monitor					10/26/2016
115	HP Monitor					10/26/2016
116	Dell Monitor					10/26/2016
117	Television	JVC		AC120V 60Hz		10/26/2016
118	1 small upright refrigerator					10/26/2016
119	1 wooden teacher's desk					10/26/2016
120	3 metal student desks					10/26/2016
121	3 trapezoid tables					10/26/2016
122	1 wooden computer desk					10/26/2016
123	1 metal stool					10/26/2016
124	1 rolling computer cart					10/26/2016
125	1 rolling upholstery chair					10/26/2016
126	1 metal stand					10/26/2016
127	1 pull-down screen					10/26/2016
128	1 metal chair					10/26/2016
129	39 student desks					10/26/2016
130	1 Homelite Edger					10/26/2016
131	1 Pressure Washer					10/26/2016
132	2 Push mowers					10/26/2016

Location of Items:

 Behind Room 141

 Comet Corner

 Storage Area Under Front Steps

Asheboro City Schools Discard Items
Principal Jusmar R. Maness

Signature

School: Balfour Elementary

Date: 10/27/2016

	Item Description	Make	Model	Serial #	FA#	Date Discarded
1	Alpha 173	Alpha Smart 2000		ALF2000-0898-11133		
2	Alpha 128	Alpha Smart 2000		ALF2000-0998-02355		
3	Alpha 200	Alpha Smart 2000		ALF2000-0998-02476		
4	Alpha 134	Alpha Smart 2000		ALF2000-0998-03880		
5	Alpha 217	Alpha Smart 2000		ALF2000-1299-08747		
6	Alpha 61	Alpha Smart 2000		ALF2000-1097-04226		
7	Alpha 1	Alpha Smart 2000		ALF2000-1097-05006		
8	Alpha 86	Alpha Smart 2000		ALF2000-1097-05642		
9	Alpha 125	Alpha Smart 2000		ALF2000-0998-01364		
10	Alpha 224	Alpha Smart 2000		ALF2000-1299-08059		
11	Alpha 27	Alpha Smart 2000		ALF2000-1097-05895		
12	Alpha 183	Alpha Smart 2000		ALF2000-0898-11212		
13	Alpha 21	Alpha Smart 3000		ALF3000-0800-122268-GA		
14	Alpha 182	Alpha Smart 2000		ALF2000-0998-10064		
15	Califone Listening Center-tan	Califone		None provided		
16	Califone Listening Center-tan	Califone		None provided	988	
17	Califone Listening Center-tan	Califone		None provided	987	
18	Califone Listening Center-tan	Califone		None provided		
19	Califone Listening Center-tan	Califone		None provided		
20	Califone Listening Center-tan	Califone		None provided	538	

Asheboro City Schools Discard Items
Principal Jusmar R. Maness

Signature

School: Balfour Elementary

Date 10/27/2016

25	Califone Listening Center-tan	Califone		None provided	540	
26	3M Overhead Projector	3M	1800AJW	18110506		

	Item Description	Make	Model	Serial #	FA#	Date Discarded
27	Play Refrigerator	Kaplan	N/A	N/A		
28	Play Stove	Kaplan	N/A	N/A		
29	Play Sink	Kaplan	N/A	N/A		
30	Play Cabinet	Kaplan	N/A	N/A		
31	Doll Bed	Kaplan	N/A	N/A		
32	Blocks	N/A	N/A	N/A		
33	Sand Table	N/A	N/A	N/A		
34	Easel	N/A	N/A	N/A		
35	Computer Desk	Luxor	N/A			
36	CD Player	School Smart	BX-103A	N/A		
37	CD Player	Sharp	QT-CD111		80553449	
38	Overhead Projector	3M 1885				
39	Portable Stereo	School Smart	BX-103A			ACS sticker 2873
40	Black Storage Container	Califone				ACS sticker 0536
41	Beige Container with headphones	Califone				
42	Tables on Patio	Fisher Price				
43	Chalkboard	Little Tykes				
44	CD Player	Spirit				
45	Keyboard	Gateway	KB-0447	06E00607756D		

Asheboro City Schools Discard Items

Principal _____

Signature

School _____ McCrary _____

Date _____

	Serial Number	Item Description	Brand	Model	ACS#	Date Discarded
1		Plastic Ball goal				9/19/2016
2		blue chair				9/19/2016
3	38943692	CPU	Gateway			9/19/2016
4		Boom Pole	Smart			9/19/2016
5		Printer	HP			9/19/2016
6		Boom Pole	Smart			9/19/2016
7		metal blue chair				9/19/2016
8		map				9/19/2016
9		electric calculator				9/19/2016
10	J8245M0154	keyboard	Gateway			9/19/2016
11		Leap Frog				9/20/2016
12		Leap Frog				9/20/2016
13	*002390	Scanner	Umax			9/20/2016
14		AlphaSmart 2000			10631	9/20/2016
15		AlphaSmart 2000			13744	9/20/2016
16		AlphaSmart 2000			10630	9/20/2016
17		AlphaSmart 2000			10651	9/20/2016
18		AlphaSmart 2000			12066	9/20/2016
19		AlphaSmart 2000			12074	9/20/2016
20	*04585	AlphaSmart 2000				9/20/2016
21		AlphaSmart 2000			10638	9/20/2016
22		AlphaSmart 2000			12048	9/20/2016
23		AlphaSmart 2000			12053	9/20/2016
24		AlphaSmart 2000			10654	9/20/2016
25		AlphaSmart 2000			12050	9/20/2016
26		AlphaSmart 2000			10653	9/20/2016

Asheboro City Schools Discard Items

Principal _____

Signature

School _____ McCrary _____

Date _____ 9/30/2014

	Item Description	Make	Model	Serial #	ACS#	Date Discarded
	Serial Number	Item Description	Brand	Model	ACS#	Date Discarded
27		AlphaSmart 2000			10668	9/20/2016
28		AlphaSmart 2000			10664	9/20/2016
29		AlphaSmart 2000			12089	9/20/2016
30		AlphaSmart 2000			13758	9/20/2016
31		AlphaSmart 2000			12038	9/20/2016
32		Blue Chair				9/20/2016
33		Blue Chair				9/20/2016
34		Blue Chair				9/20/2016
35		Blue Chair				9/20/2016
36		Blue Chair				9/20/2016
37	5AU00039	Projection Panel	Sharp			9/20/2016
38		Blue Chair				9/20/2016
39		7045 Avermedia				9/20/2016
40		Blue Chair				9/20/2016
41		Blue Chair				9/20/2016
42		Blue Chair				9/20/2016
43		Leap Frog				9/20/2016
44		CD Player				9/20/2016
45		Cassette/CD Player				9/20/2016
46		Leap Frog				9/20/2016
47		Intelli Keys			8177	9/20/2016
48		Hand Held Computer				9/23/2016
49		Leap Frog				9/23/2016
50		Leap Frog				9/23/2016

51		Blue Chair				9/23/2016
52		Touch Window				9/23/2016

Asheboro City Schools Discard Items

Principal _____

Signature

School _____ McCrary _____

Date ____ 9/30/2014

	Serial Number	Item Description	Brand	Model #	ACS#	Date Discarded
53		Hand Held Computer			1979	9/23/2016
54		Hand Held Computer			1977	9/23/2016
55		Hand Held Computer				9/23/2016
56		Hand Held Computer				9/23/2016
57		Hand Held Computer			1975	9/23/2016
58		Hand Held Computer			1974	9/23/2016
59		Hand Held Computer			1978	9/23/2016
60		Hand Held Computer			1976	9/23/2016
61		Hand Held Computer			1973	9/23/2016
62		Hand Held Computer				9/23/2016
63		Hand Held Computer				9/23/2016
64		Hand Held Computer				9/23/2016
65		Hand Held Computer				9/23/2016
66		Hand Held Computer				9/23/2016
67		Hand Held Computer				9/23/2016
68		Hand Held Computer				9/23/2016
69		Hand Held Computer				9/23/2016
70		Hand Held Computer				9/23/2016
71		Hand Held Computer				9/23/2016
72		Hand Held Computer				9/23/2016
73		Hand Held Computer				9/23/2016
74		Hand Held Computer			1972	9/23/2016
75		Hand Held Computer				9/23/2016

76		Hand Held Computer				9/23/2016
77		Hand Held Computer				9/23/2016
78		Hand Held Computer				9/23/2016

	Serial Number	Item Description	Brand	Model #	ACS#	Date Discarded
79		Hand Held Computer				9/23/2016
80		Hand Held Computer				9/23/2016
81		Hand Held Computer				9/23/2016
82	*04462D	Keyboard	Gateway			9/23/2016
83		Alpha Smart 2000				9/23/2016
84		Keyboard	Gateway 2000	5AAWW		9/23/2016
85		Leap Frog				9/23/2016
86		Power Shred	Fellowes			9/23/2016
87		Micro Media System	Boston			9/23/2016
88		Micro Media System	Boston			9/23/2016
89	2929	Keyboard	Gateway			9/23/2016
90		Alpha Smart 2000			12120	9/23/2016
91		Alpha Smart 2000			12116	9/23/2016
92		Alpha Smart 2000			13736	9/23/2016
93		Alpha Smart 2000			12059	9/23/2016
94		Alpha Smart 2000			12093	9/23/2016
95		Alpha Smart 2000			10646	9/23/2016
96		Alpha Smart 2000			10672	9/26/2016
97		Alpha Smart 2000			12055	9/26/2016
98		Alpha Smart 2000			12112	9/26/2016
99		Alpha Smart 2000			10669	9/26/2016
100		Alpha Smart 2000				9/26/2016
101		Digital Camer	Sony			9/26/2016
102		Cassette Recorder	Sharp		6358	9/26/2016
103		map	Bretford		11705	9/26/2016

104		Blue Chair				9/26/2016
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	Serial Number	Item Description	Brand	Model #	ACS#	Date Discarded
105		Blue Chair				9/26/2016
106		Leap Frog				9/26/2016
107		Leap Pad				9/26/2016
108	A0158	Keyboard	Gateway			9/26/2016
109	1067D	Keyboard	Gateway			9/26/2016
110	1169D	Keyboard	Gateway			9/26/2016
111		Keyboard	Gateway 2000			9/26/2016
112		Leap Pad				9/26/2016
113		8712758 VCR	Sharp			9/26/2016
114		28869395 laptop	Gateway			9/26/2016
115		Alpha Smart 2000			10663	9/26/2016
116		Alpha Smart 2000			12075	9/26/2016
117		Alpha Smart 2000			12036	9/26/2016
118		Alpha Smart 2000			12118	9/26/2016
119		Alpha Smart 2000				9/26/2016
120		Alpha Smart 2000			10635	9/26/2016
121		Alpha Smart 2000			13752	9/26/2016
122		Alpha Smart 2000			12067	9/26/2016
123		Alpha Smart 2000			12091	9/26/2016
124		Alpha Smart 2000			12108	9/26/2016
125		Alpha Smart 2000			10657	9/26/2016
126		Alpha Smart 2000			12039	9/26/2016
127		Alpha Smart 2000			10634	9/26/2016
128		Alpha Smart 2000			10661	9/26/2016
129		Alpha Smart 2000			11021	9/26/2016
130		Alpha Smart 2000			12101	9/26/2016

	Serial #	Item Description	Brand	Model #	ACS#	Date Discarded
131		Alpha Smart 2000			12086	9/26/2016
132		Walkie Talkie			11639	9/26/2016
133		Walkie Talkie			13209	9/26/2016
134		Walkie Talkie			13876	9/26/2016
135		Walkie Talkie			11638	9/26/2016
136		Walkie Talkie			13210	9/26/2016
137		Walkie Talkie			15526	9/26/2016
138		Walkie Talkie			15528	9/26/2016
139		Walkie Talkie			15527	9/26/2016
140		Alpha Smart 2000			12121	9/27/2016
141		Alpha Smart 2000			13757	9/27/2016
142		Alpha Smart 2000			12056	9/27/2016
143		Alpha Smart 2000			12117	9/27/2016
144		Alpha Smart 2000			14874	9/27/2016
145		Alpha Smart 2000			12110	9/27/2016
146		Alpha Smart 2000			12042	9/27/2016
147		Alpha Smart 2000			12082	9/27/2016
148		Alpha Smart 2000			12109	9/27/2016
149		Alpha Smart 2000				9/27/2016
150		Alpha Smart 2000			13741	9/27/2016
151		Alpha Smart 2000			12068	9/27/2016
152		Alpha Smart 2000			10645	9/27/2016
153		Alpha Smart 2000			12064	9/27/2016
154		Alpha Smart 2000			12083	9/27/2016
155		Alpha Smart 2000			10607	9/27/2016
156		Alpha Smart 2000			12104	9/27/2016

	Serial #	Item Description	Brand	Model #	ACS #	Date Discarded
157		Alpha Smart 2000			10609	9/27/2016
158		Alpha Smart 2000			12041	9/27/2016
159		Alpha Smart 2000			13747	9/27/2016
160		Alpha Smart 2000			12107	9/27/2016
161		Alpha Smart 2000			10610	9/27/2016
162		Alpha Smart 2000			10662	9/27/2016
163		Alpha Smart 2000			12073	9/27/2016
164		Alpha Smart 2000			13756	9/27/2016
165		Alpha Smart 2000			10640	9/27/2016
166		Alpha Smart 2000			13738	9/27/2016
167		Alpha Smart 2000			12114	9/27/2016
168		Alpha Smart 2000			13743	9/27/2016
169		Alpha Smart 2000				9/27/2016
170		Alpha Smart 2000			10647	9/27/2016
171		Alpha Smart 2000			10608	9/27/2016
172		Alpha Smart 2000			10611	9/27/2016
173		Alpha Smart 2000			12122	9/27/2016
174		Alpha Smart 2000			13749	9/27/2016
175		Alpha Smart 2000			12043	9/27/2016
176		Alpha Smart 2000			10623	9/27/2016
177		Alpha Smart 2000			10620	9/27/2016
178		Alpha Smart 2000			13742	9/27/2016
179		Alpha Smart 2000			13737	9/27/2016
180		Alpha Smart 2000			12103	9/27/2016
181		Alpha Smart 2000			10632	9/27/2016
182		Alpha Smart 2000			12066	9/27/2016

	Serial Number	Item Description	Brand	Model #	ACS#	Date Discarded
183		Alpha Smart 2000			12058	9/27/2016
184		Alpha Smart 2000			10648	9/27/2016
185		Alpha Smart 2000			10649	9/27/2016
186		Alpha Smart 2000			12081	9/27/2016
187		Alpha Smart 2000			13735	9/27/2016
188		Alpha Smart 3000			15502	9/27/2016
189	75C51M1	Laptop	Dell			9/27/2016
190		Leap Frog				9/27/2016
191	376747070	Black Light	Avermedia			9/27/2016
192		Cassette Recorder	Radio Shack			9/27/2016
193		CD Player	School Mate	SC-5050		9/27/2016
194		CD Player	Lenoxx Sound			9/27/2016
195		Audio Active Recorder	Coomber		12525	9/27/2016
196		Tape Recorder	Califone	1776		9/27/2016
197		Box with CD Player			1909	9/27/2016
198	07A25201073D	Keyboard	Gateway			9/27/2016
199		Computer Cart				9/27/2016
200		Easel			1393	9/27/2016
201		Blue Chair				10/5/2016
202		1300 Printer	HP			10/5/2016
203		Easel				10/5/2016
204		Blue Chair				10/5/2016
205		Blue Chair				10/6/2016
206		Green Chair				10/6/2016
207		Green Chair				10/6/2016
208		Blue Metal Chair				10/6/2016

	Serial #	Item Description	Brand	Model #	ACS#	Date Discarded
209		wood desk				10/6/2016
210		Audio Visual	Vew/ex		2852	10/6/2016
211		VHS reporter	Panasonic		14688	10/6/2016
212		Blue Chair				10/6/2016
213		Small white Board				10/6/2016
214	*05442584	27" Laminator	Laminex			10/6/2016
215		CD Player	Lakeshore			10/6/2016
216		Computer Table			14462	10/6/2016
217	36293589	computer	Gateway			10/6/2016
218		monitor	Gateway	700G		10/6/2016
219		Blue Chair				10/6/2016
220	5J00205399D	Keyboard	Gateway			10/6/2016
221		Orange Stretcher				10/6/2016
222		Wood Chair				10/6/2016
223		Wood desk				10/6/2016
224		wood desk				10/6/2016
225		pink desk				10/6/2016
226		black/green wheelchair				10/6/2016
227		document camera	avermedia			10/6/2016
228	34143994	laptop	Gateway			10/6/2016
229		Blue book shelf				10/6/2016
230		Play kitchen cabinet				10/6/2016
231		book shelf				10/6/2016
232		computer	dell		2001	10/6/2016
233		12 x 12 rug				10/6/2016
234		AlphaSmart 2000			13746	10/6/2016

	Serial #	Item Description	Brand	Model #	ACS#	Date Discarded
235		Alpha Smart 2000			12070	10/6/2016
236		Alpha Smart 2000			13734	10/6/2016
237		Alpha Smart 2000			10612	10/6/2016
238		Alpha Smart 2000			10652	10/6/2016
239		Alpha Smart 3000				10/6/2016
240		Alpha Smart 2000			10642	10/6/2016
241		Alpha Smart 2000			12057	10/6/2016
242		Alpha Smart 2000			10622	10/6/2016
243		Alpha Smart 2000			12063	10/6/2016
244		Alpha Smart 2000			12097	10/6/2016
245		Alpha Smart 2000			10659	10/6/2016
246		Alpha Smart 2000				10/6/2016
247		Alpha Smart 2000			12060	10/6/2016
248		Alpha Smart 2000			10626	10/6/2016
249		Alpha Smart 2000			12085	10/6/2016
250		Alpha Smart 2000			12078	10/6/2016
251		Alpha Smart 2000			12077	10/6/2016
252		Alpha Smart 2000			10658	10/6/2016
253		Alpha Smart 2000			12084	10/6/2016
254		Blue Chair				10/6/2016
255		12 x 12 rug				10/6/2016
256		Blue Chair				10/21/2016
257		Blue Chair				10/21/2016
258		Blue Chair				10/21/2016
259	357177E00ZV	Keyboard	Dell			10/21/2016
260	AK860310	Cassette Recorder	Califone			10/21/2016

	Serial #	Item Description	Brand	Model #	ACS#	Date Discarded
261		Walkie Talkie	Tekk			10/21/2016
262		Telephone				10/21/2016
263		vaccuum cleaner	Tennant		15481	10/26/2016
264		Printer	HP			10/26/2016
265	36562678	CPU	Gateway			10/26/2016
266	406708D	Keyboard	Gateway			10/26/2016
267	BON00288	Monitor	Gateway			10/26/2016
268		Brown Computer Cart				10/26/2016
269		TV	Panasonic		13582	10/26/2016
270		Rolling Cart				10/26/2016
271	33171514	TV	Zenith			10/26/2016
272		Rolling Cart				10/26/2016
273	A501888582	TV	Sharp			10/26/2016
274		Rolling Cart				10/26/2016
275		VCR	Phillips		15028	10/26/2016
276		Rolling Cart				10/26/2016
277		TV	JVC		15026	10/26/2016
278	Q9175A1856	Keyboard	Gateway			10/26/2016
279		Computer cart			3043	10/26/2016
280	Q9074A1231	Keyboard	Gateway			10/26/2016
281	Q9202A3085	Keyboard	Gateway			10/26/2016
282		Overhead Projector			14970	10/26/2016
283		Overhead Projector			14981	10/26/2016
284	A0AA27968	TV	Panasonic			10/26/2016
285		Trapezoid Table				10/26/2016
286		Computer cart			4150	10/26/2016

Asheboro City Schools Discard Items

Principal _____ Ronald Dixon _____

Signature

SAMS

Date_10//24/2016

	Item Description	Make	Model	Serial #	FA#	Date Discarded
1	1 lot Key Boards (upstairs server room)	Gate Way				24-Oct
2	1 lot speakers (upstairs server room)	Gate Way				24-Oct
3	1 lot misc. cables (upstairs server room)					24-Oct
4	Printer (upstairs server room)	Dell				24-Oct
5	1 lot Hard Drives (upstairs server room)	Gate Way				24-Oct
6	Server Battery (upstairs server room)	APC			12357	24-Oct
7	1 lot of 9 monitors (upstairs server room)	Gate Way				24-Oct
8	2 batteries (upstairs server room)					24-Oct
9	16 Student desk (Broken)					24-Oct
10	Metal Cabinet					24-Oct
11	Computer monitor	Envision				24-Oct
12	Old Desk top	Gate Way				24-Oct
13	Overhead Projector	3M			11909	24-Oct
14	Overhead Projector (lot of 6)	3M				24-Oct
15	1 lot laptop Cases					24-Oct
16	Intertainment Center	Durabrand	HT395			24-Oct
17	1 lot Dest Top Hard Drives	Gate Way				24-Oct
18	Desk Top Hard Drive	Gate Way			15556	24-Oct
19	1 lot Desk Top Hard Drives	Dell				24-Oct
20	2 Printers	Dell	1720dn			24-Oct
21	Printer	HP Deskjet	84C			24-Oct
22	2 DVD/VHS players	Emerson				24-Oct

23	2 VHS Players	Toshiba				24-Oct
24	VHS Player	Synphonic				24-Oct
25	VHS Player	Samsung				24-Oct
26	VHS Player	Zenith				24-Oct

Asheboro City Schools Discard Items

Principal _____ Ronald Dixon _____

Signature

School _____ SAMS _____

Date _____

	Item Description	Make	Model	Serial #	FA#	Date Discarded
27	2 Cassette Players	Callfone				24-Oct
28	1 lot of 15 Monitores	Gate Way				24-Oct
29	1 lot of 19 Laptops	Dell				24-Oct
30	Laptop	Gate Way			T33633	24-Oct
31	Laptop	Gate Way			T23632	24-Oct
32	Laptop	Gate Way			T23633	24-Oct
33	Laptop	Gate Way			T24148	24-Oct
34	1 Lot 48 Misc Key Boards					24-Oct
35	1 Lot Misc. Speakers					24-Oct
36	Digital Doc. Camera	AverVision			T34071	24-Oct
37	1 Lot 3 Digital Doc. Camera's	AverMedia				24-Oct
38	1 Box Misc. Computer Parts					24-Oct
39	1 Lot 8 Power Supplies					24-Oct
40	1 Box Misc. Computer Mouse					24-Oct
41	1 Box Misc. Computer Cables					24-Oct
42	1 Box Misc. Headphones					24-Oct
43	Rolling Computer Table					24-Oct
44	Book Shelf					24-Oct
45	1 lot of 3 teacher Desk					24-Oct
46	Vacuum Cleaner	Panasonic				24-Oct

47	Buffer (bad motor)	Honda				24-Oct
48	2 cork boards					24-Oct
49	TV	Magnavox			1354	24-Oct
50	TV	Philips Magnavox			T 11500 and 12661	24-Oct
51	Milk Cooler					24-Oct
52	30 broken Chairs					24-Oct

Asheboro City Schools Discard Items

Principal _____

Signature

School: North Asheboro Middle School

Date _____

	Item Description	Make	Model	Serial #	FA#	Date Discarded
1	Gray computer desk				T14140 (NAMS)	10/27/2016
2	Copier	Xerox		L3010863		10/27/2016
3	Projector Screen				T21590 (NAMS)	10/27/2016
4	Carpet Extractor	Castex	PowerEagle	PE2010003	7145 (ACS)	10/27/2016
5						
6						
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ASHEBORO CITY SCHOOLS
FIELD TRIP / TRANSPORTATION REQUEST
SEND TO TRANSPORTATION SUPERVISOR - CENTRAL OFFICE

Group Making Request: Choms (AHS) School: Asheboro High School

Destination: New York City Date of Trip: April 7-10, 2017

Number of Students Involved: 40 Percent of Total Group: 65%

Reasons for Students Not Attending: optional trip

Transportation Method: Activity Bus Charter Bus Private Automobile Other ()
Holiday Buses →

If using a Charter Bus service, state name of Vendor here: _____

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

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

Departure Time: 3:30am Return Time: 8pm Round Trip Miles (estimated): 1,118

Estimated Cost to the Student: \$515 plus ^{4/10} bus fare (~\$170)

Purpose(s) of the Field Trip: to explore NYC through viewing Broadway shows (Wicked, Cats), an opera at the Met (La Traviata), touring Radio City Music Hall, and independent touring

List below the names of adult chaperones who will be accompanying this group on the field trip. Place an "*" by individuals who are licensed to drive school vehicles and who will be serving in that capacity for you.

Jereditth Mommann, Jamie Baker, Brian Saunders, Kilani Berry, Maria Pincus, Camie Hawiss, Amber Blue, Audrey Luther, potentially Scarlett Boling/Lynn Fisher, Dewey Crooks, James Popp, David Kirkland

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

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

AHS Choms - M. Mommann 10/18/16
Sponsor (Group Responsible for Paying for the Trip) Date

Approved: [Signature] 10/24/16
Principal Date

Approved: [Signature] 10/24/16
Superintendent or Designee Date

Transportation Scheduled: _____ Transportation Supervisor Date

Special Comments/ Response: _____

**Asheboro City Schools
Personnel Transactions
November 10, 2016**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
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***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Boozer	Laura	DLL/NAMS	Speech Language Pathologist	11/8/2016
McNeill	Carrie	ECDC	After School Assistant (part-time)	10/31/2016
Somero	Rhiannon	ECDC	Instructional Assistant	10/31/2016

C. TRANSFERS

**Asheboro City Schools
Personnel Transactions - Addendum
November 10, 2016**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Holden	Sara	NAMS	English Language Arts	12/9/2016

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Allred	Melissa	CO	Substitute/\$103 per day	11/14/2016
Andrews	John	SAMS	Non-Faculty Coach (Baseball)	2/1/2017
Crutchfield	Delores	CO	Substitute/\$103 per day	11/14/2016
Glennon	Katie	CO	Substitute/\$80 per day	12/5/2016
Hughes	Jamie	CO	Substitute/\$80 per day	11/28/2016
Thompson	Kelly	SAMS	Health Occupations/Bio-Technology	11/29/2016
Woodle	Ralph	SAMS	Non-Faculty Coach (Basketball)	11/7/2016

**Asheboro City Schools
Certified Appointments
November 10, 2016**

NAME

Boozer, Laura

COLLEGE/DEGREE

The University of North Carolina
B: Public Health – Health Education
M: Speech Pathology

LICENSURE

Speech Language

Ms. Laura Boozer is recommended as a Speech Language Pathologist to serve students and families at Donna Lee Loflin Elementary and North Asheboro Middle Schools. Ms. Boozer is a veteran speech pathologist experienced in providing services in a variety of settings, including children and adults of all ages. She is currently employed at Legacy Healthcare Services at Friends Homes West, and is looking forward to working with our student population. We are pleased to welcome Ms. Boozer to Asheboro City Schools!

**Asheboro City Schools
Certified Appointments - Addendum
November 10, 2016**

NAME

Thompson, Kelly

COLLEGE/DEGREE

Guilford Technical Community College
Associates in Applied Science

LICENSURE

Health Occupations

Mrs. Kelly Thompson is recommended to teach Health Occupations/Bio-Technology at South Asheboro Middle School. Mrs. Thompson is excited to bring her experience as a Pharmacy Technician to the classroom and infuse relevance into the curriculum. She is currently employed at Randolph Hospital and is looking forward to transitioning to the teacher role. We are pleased to welcome Mrs. Thompson to the teaching profession and Asheboro City Schools.

**Asheboro City Schools
Certified Appointments - Addendum
November 10, 2016**

NAME

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COLLEGE/DEGREE

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Associates in Applied Science

LICENSURE

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Certified Appointments - Addendum
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Certified Appointments - Addendum
November 10, 2016**

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Policies
For
30-Day
Review

The board recognizes the importance of an effective working relationship between the board and superintendent. The board further recognizes the distinct and separate areas of responsibility of the board and superintendent of the school system. The superintendent is responsible for the administration of the system of schools consistent with the board's policies.

To maintain a cohesive relationship between the board and the school system, the superintendent shall serve as secretary of the board and assist all board committees. The superintendent shall keep the board informed of the operation of the system. The superintendent shall make recommendations to the board as required by law and board policy and as otherwise determined appropriate by the superintendent. The superintendent also will assist the board in making sound decisions and meeting the requirements of law by providing information and advice regarding all matters which require board action.

Legal References: G.S. 115C-36, -47, -276

Cross References: Board Authority and Duties (policy 1010), Duties of Officers (policy 2210)

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

Reviewed by Policy Committee on June 14, 2012

All vacancies in the membership of the board of education caused by death, resignation or otherwise, will be filled by a person appointed by the remaining members of the board to serve until the next election of board members, at which time the remaining unexpired term will be filled by election.

Immediately upon the occurrence of a vacancy in the membership of the board, an announcement of such vacancy shall be made at a board meeting. Arrangements will be made to notify all absent members of the vacancy. The board chairperson will appoint three board members to an ad hoc committee to make one or more nominations for the position at the next regular meeting of the board.

The ad hoc committee shall have full discretion in determining who to nominate for the vacant position. The board shall have full discretion to either accept the nomination of the ad hoc committee or elect some other person to fill the vacant position.

In the event an additional vacancy in the membership of the board arises before the ad hoc committee presents its nomination(s) for the first vacant position, the existing ad hoc committee will also consider and make one or more nominations for the other vacant position. The ad hoc committee will make its nomination(s) for the first vacant position at the next regular meeting of the board following its appointment, and may make its nomination(s) for the subsequently arising vacant position either at that same meeting or at the next following regular meeting of the board.

Legal References: G.S. 115C-37(f)

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

Updated: August 9, 2012

Reviewed by Policy Committee on June 14, 2012

The official spokespersons of the school district will be the chairperson of the board or designee and the superintendent and designees. Any person speaking in an official capacity shall conduct his or her assignment from the standpoint of the best interests of the board, the school system and the community, not as a representative of his or her own personal ideas or feelings. In addition, the superintendent and other school employees who are called on to speak in their official capacities as employees of the school system shall communicate the position of the school board when asked to comment on legislative, policy, or political issues.

Legal References: G.S. 115C-36, -276

Cross References: Board Authority and Duties (policy 1010), Board and Superintendent Relations (policy 2010), Code of Ethics for School Board Members (policy 2120)

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

Reviewed by Policy Committee on July 12, 2012

School trips designed to stimulate student interest and inquiry may be appropriate classroom extensions and may enhance learning in the classroom. School trips may help meet educational goals and objectives by connecting learning with experiences outside of the classroom environment.

All eligible students will be given an opportunity to participate in school trips. No student will be denied participation because of economic hardship or because the student has a disability.

A. AUTHORIZATION OF SCHOOL TRIPS

A school trip occurs when a student or group of students leaves a school campus under the sponsorship of the school and under the supervision of school employees to extend the educational experiences of that student or group. This includes such trips taken by extracurricular groups but does not include trips by athletic teams to participate in athletic events or competitions that are part of the team's regular season or playoffs. The principal must approve all school trips in advance. School trips that involve travel out of state and/or an overnight stay must also receive prior approval from the superintendent or designee and the board. School trips that require travel outside of the continental United States are prohibited.

To be approved, a school trip must:

- (1) provide an effective method for accomplishing curriculum objectives;
- (2) be consistent with the educational goals of the board; and
- (3) keep to a minimum any disruptions of other educational programs and/or loss of instructional time.

The superintendent shall develop procedures for the request and approval of school trips.

B. PARENTAL NOTICE AND CONSENT

All students who participate in a school trip must provide signed parental consent forms to participate, unless a student is officially emancipated, in which case the student can consent on his or her own behalf. A student who fails to provide a signed consent form may be denied participation in the trip. No student's grade may be lowered or raised based on parental consent to participate in the school trip. The superintendent or designee shall develop procedures to ensure parents are given proper notice of trip details and that parents provide signed authorization and consent regarding their child's participation and care during the trip.

C. COSTS

Pursuant to policy 4600, Student Fees, and any corresponding fee waiver or reduction procedures, any fees imposed for school trips will be waived or reduced for students who demonstrate real economic hardship. The superintendent shall establish procedures to review requests for fee waivers or reductions and to notify students and parents of the availability of and the process for requesting a waiver or reduction of fees.

D. STUDENT SAFETY AND DISCIPLINE

Policy 1510/4200/7270, School Safety, applies to all students, school employees, and volunteers while they are taking part in school trips. Students are also subject to the student behavior policies in the 4300 series, the Code of Student Conduct, and all school rules while participating in a school trip. The superintendent shall develop any additional regulations necessary to ensure student safety, provide adequate supervision, and clarify student behavior standards.

E. TRANSPORTATION AND OTHER ACCOMMODATIONS

Policy 6320, Use of Student Transportation Services, applies to the use of vehicles for all school trips. Policy 6315, Drivers, applies to all drivers of school buses and activity buses but does not apply to drivers of charter buses who are not subject to school board authority, aside from any agreed upon provisions in the contract with the charter company.

Any contracts with outside companies to provide transportation, lodging, or other accommodations related to a school trip must be approved in accordance with policy 6340, Transportation Service/Vehicle Contracts, and policy 6420, Contracts with the Board.

The superintendent or designee shall develop any necessary additional regulations governing transportation on school trips.

F. CHAPERONES AND VOLUNTEERS

All chaperones and volunteers accompanying students on school trips must meet the standards established by policy 5015, School Volunteers. The superintendent or designee shall develop any necessary additional regulations governing chaperones and volunteers on school trips.

G. NON-SCHOOL SPONSORED TRIPS

A non-school sponsored trip is a trip or tour organized and sponsored by (1) an individual teacher or group of teachers acting as private citizens and not as school employees, (2) a travel agency, or (3) any other individual or association not employed by, sponsored by, or under contract with the board. The board and the school system assume no responsibility or liability for non-school sponsored trips.

Non-school sponsored trips may be promoted or advertised in the schools only in accordance with policy 5240, Advertising in the Schools. Promotional materials may be displayed or distributed in the schools only in accordance with policy 5210, Distribution and Display of Non-School Material. All promotional materials for non-school sponsored trips must prominently state that the trip is not sponsored or endorsed by the school or school system. Moreover, any employee who sponsors or recruits students for a non-school sponsored trip shall notify the students and their parents or guardians that the trip is not sponsored or endorsed by the school or school system and shall obtain a signed acknowledgement from each parent that the trip is not school-sponsored.

School employees shall not engage in any planning or administrative tasks associated with a non-school sponsored trip during the employee workday. School employees who want to use school facilities to hold a meeting concerning a non-school sponsored trip must follow the process set forth in policy 5030, Community Use of Facilities, and any corresponding regulations. School employees must use eligible leave for any time missed from work during a non-school sponsored trip.

School employees are prohibited from participating in non-school sponsored trips that conflict with instructional school days or are scheduled fewer than 10 school days prior to final exams or other state-mandated assessments.

Students will not be required to participate in any non-school sponsored trip. Students are discouraged from participating in non-school sponsored trips that conflict with instructional school days or are scheduled fewer than 10 school days prior to final exams or other state-mandated assessments. Absences for non-school sponsored trips will be designated as excused or unexcused in accordance with policy 4400, Attendance.

Legal References: G.S. 115C-47, -288, -307, State Board of Education Policy TCS-H-009

Cross References: School Safety (policy 1510/4200/7270), Goals and Objectives of the Educational Program (policy 3000), Student Behavior Policies (4300 series), Attendance (policy 4400), Student Fees (policy 4600), School Volunteers (policy 5015), Community Use of Facilities (policy 5030), Distribution and Display of Non-School Material (policy 5210), Advertising in the Schools (policy 5240), Drivers (policy 6315), Use of Student Transportation Services (policy 6320), Transportation Service/Vehicle Contracts (policy 6340), Contracts with the Board (policy 6420)

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

Updated: September 12, 2002, February 10, 2005, October 9, 2014, July 9, 2015, July 14, 2016

Administrative Procedure: Yes

TRANSLATING POLICIES FOR STUDENTS AND PARENTS

Policy Code:

4003

The board recognizes that there are many students and parents in the school system whose primary language is not English. The board further recognizes the importance of communicating the policies of the school system to all students and parents. As funds permit, to the extent practicable, and as otherwise required by law, the school system will provide translations of pertinent school system information and policies to those students and parents whose primary language is not English. During non-instructional times, staff in the English Learners Services Department may assist schools in providing such translations. The superintendent may explore additional options for providing translations or interpretations of student and parent policies.

Legal References: Elementary and Secondary Education Act, 20 U.S.C. 6318; G.S. 115C-36, -47

Cross References: Parental Involvement (policy 1310/4002)

Adopted:

Unless provided otherwise in this policy, tuition will be charged to students admitted under policy 4130, Discretionary Admission, if the students (1) are not domiciled in the State or (2) are domiciled in the State and residing outside of the school system boundaries. Tuition may not exceed the local per pupil allocation for current expense as provided by the board of commissioners. The tuition rate will be determined annually by the board no later than August 1.

Tuition may be prorated or waived if a student meets one of the following criteria:

1. the student is admitted to the school system pursuant to an agreement between this board and another board of education, and the agreement specifies that the payment of tuition by the student will not be required;-
2. the student resides on a military base within North Carolina;
3. the student demonstrates extraordinary financial hardship;
4. the student is a nonresident whose parents will move into the school administrative unit on or before December 1, and the student is approved for assignment at the beginning of the school year to the school serving the student's future domicile. Payment of tuition will be pro-rated according to the number of days these students are assigned to the school district's schools prior to the domicile change;
5. the student was domiciled within the school administrative unit at the beginning of the school year and remains enrolled in the school system for the duration of the school year after moving into another school administrative unit during the school year will be eligible for continued enrollment during the school year with the payment of tuition being pro-rated after the change in domicile; and
6. the student's parent(s) are employed by the school system.

In addition, no tuition will be charged to:

1. students residing on military bases within North Carolina where federal funds designed to compensate for the impact on public schools of military dependent students are provided to the school system in an amount not less than 50 percent of the total per capita cost for education, exclusive of capital outlay and debt service;; or
2. students who are domiciliaries of the State and who reside within the school administrative unit. However, the board may enter an agreement with the board of education of the student's domicile for payment of tuition by that board.

Legal References: G.S. 115C-366, -366.1

Cross References: Discretionary Admission (policy 4130)

Adopted: July 11, 2013

Updated: July 14, 2016

The board recognizes that the public schools are an integral part of the community and that the public has a vested interest in having students develop into productive members of the workforce and of society. The board encourages the community to be involved in the school system and to assist the school system in the goal of providing every student with the opportunity to receive a sound basic education.

Each year the board will ensure that the report card issued for the school system by the State Board of Education receives widespread distribution to the local press or to other local channels of news and information. In addition, the school system shall publish on its website all information required by law, including assessment and performance information and information on how state funds have been used to address local educational priorities.

A. POLICIES

In making policy decisions, the board will keep in mind its commitment to providing all students in our community the opportunity to obtain a sound basic education.

The board's commitment to the wider community is expressed in various policies that address the relationship between the school system and the community, such as:

1. Parental Involvement (policy 1310/4002);
2. Title I Parent and Family Engagement (policy 1320/3560);
3. Public Records – Retention, Release, and Disposition (policy 5070/7350);
4. School Volunteers (policy 5015);
5. Compliance with the Open Meetings Law (policy 2320);
6. Registered Sex Offenders (policy 5022);
7. Distribution and Display of Non-School Material (policy 5210);
8. Community Use of Facilities (policy 5030); and
9. Visitors to the Schools (policy 5020).

B. SCHOOL ADMINISTRATORS

School administrators shall:

1. demonstrate a commitment to working with the community;

2. identify appropriate opportunities for community input;
3. communicate to the public the goals and objectives of the school system and the progress of the school system in meeting those goals and objectives; and
4. provide the public with school progress and performance reports as required by state and federal law.

Legal References: Elementary and Secondary Education Act, 20 U.S.C. 6301; G.S. 115C-12(9)c3, -36, -47, -83.1J, -105.25(c); Leandro v. State, 346 N.C. 336 (1997)

Cross References: Board Authority and Duties (policy 1010), Parental Involvement (policy 1310/4002), Title I Parent and Family Engagement (policy 1320/3560), Compliance with the Open Meetings Law (policy 2320), School Volunteers (policy 5015), Visitors to the Schools (policy 5020), Registered Sex Offenders (policy 5022), Community Use of Facilities (policy 5030), Public Records – Retention, Release, and Disposition (policy 5070/7350), Distribution and Display of Non-School Material (policy 5210)

Adopted: April 11, 2013

Revised: March 13, 2014, August 11, 2016

Policies
For
Approval

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

Charles W. McCrary Elementary School
2016-2017 Continuous Improvement and Title I Implementation Plan

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Staff Approval

Date of Secret Ballot
 Results For

 Results Against
 Date

 Signature

Approved by Superintendent of Schools:

 Signature

Approved by Board of Education:

 Date



Signature

Date

<p>Our School's Vision</p>	<p>Charles W. McCrary Elementary will be a school of excellence where students are honored, learning is valued and our staff, students, families and community are dedicated to the success of all.</p>
<p>Our School's Mission</p>	<p>Charles W. McCrary Elementary, in partnership with the community provides a nurturing, safe and inviting environment where all students grow academically, meet educational goals, appreciate the worth of each individual and continue to be contributing members of society.</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 are responsible for each student's continual success—academic growth, proficiency and civic success. ● Students' safety and a welcoming environment help us to create a positive experience for all stakeholders. ● We will model a love of learning to instill a love of learning in our students so that they are and continue to be productive citizens. ● We respect each stakeholder's unique role; our students' families and our professional colleagues are our partners in educating every student. ● All students, regardless of race, ethnicity or economic background will be expected to achieve and have continual success. ● We will demonstrate our expectations, use a variety of assessments, analyze data and reflect upon our students and our own work to ensure every child's continuous success. ● Student assessment will be closely monitored to ensure every student's continual success. ● When our students do not reach their goals, new strategies including—small group work, one-on-one, utilization of community resources—will be examined, both horizontally and vertically, and put into practice. ● The NCSCOS (Common Core Standards and NC Essential Standards) are the basis for what we teach our students. ● Parents will be kept up-to-date of their children's progress, given clear expectations for their children and expected to follow through with our guidance.

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):

- ★ Goal 1 Objective 1: Align instruction with a guaranteed and viable curriculum, so that students master standards for career and college readiness.
- ★ Goal 2 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.
- ★ Goal 3 Objective 2: Foster a culture of professional growth, so that all employees are supported in achieving high standards and increased student performance.

Current Level of Performance: 2015-2016 Reading Proficiency

Grade	Assessment	Proficiency
K	DIBELS /TRC	95% / 81%
1	DIBELS /TRC	52% / 37%
2	DIBELS /TRC	82% / 69%
3	DIBELS /TRC/EOG	61% / 60% / 37.7%
4	EOG	49.1%
5	EOG	36.4%

Annual Goal 1:

We will increase our K-3 DIBELS Composite average proficiency from 72% to 85%; we will increase our K-3 TRC average proficiency from 61% to 80% and increase our 3-5 reading EOG proficiency from 40.5% to 80%. We will increase academic

vocabulary, strengthen our students' ability to decode and comprehend complex text with fluency and accuracy.

Implementation Summary - Reading Part I

McCrary Elementary will ensure that students receive a minimum of 120 minutes of evidence-based balanced literacy instruction that aligns to the North Carolina Standard Course of Study (including 60 minutes of small group reading, 30 minutes of direct instruction and 30 minutes of word study).

Action Steps:

1. Integrate rigorous curriculum, instruction and assessments so that students regularly engage in productive struggle and students are prepared for the demands of the standards.
2. Grade level power standards will be woven into the guided reading block so that students practice grade level standards on their individual reading levels.
3. Teachers will implement Core Success Plans so that core instruction is regularly analyzed and adapted to meet needs of students.
4. Utilize intervention block to address skill deficits as measured by DIBELS so that students' reading readiness increases.
5. Vertical Learning Teams will regularly analyze the foundational standards in North Carolina's Standard Course of Study (NCSCS) so that teachers are deepening their understanding of the depth and breadth of student standards as they progress from K-5.
6. K-2 teachers will utilize a systematic methodology (Letterland) that allows an evidence -based scope and sequence for word study.
7. K-2 teachers will ensure each word study lesson (Letterland) is followed up by small group phonics lessons.
8. 3rd-5th grade teachers will provide daily word study including domain specific and academic vocabulary, word origins, word problem solving strategies, and word application opportunities with direct fluency instruction based on the students' needs.
9. Certified staff will meet weekly to analyze NCSCS standards and create assessments that reach the depth and breadth of the standards.
10. Grade level CASAs will meet weekly to analyze instruction based on common assessments and/or progress monitoring so that student deficits are addressed.
11. Coaching support will be provided for teachers to personalize instruction so that levels of student proficiency and mastery increase.

Implementation			Monitoring			Completion
Team Members	Resources	Professional Development	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date
Grade Level Teams Instructional Facilitator	1. NCSCS and unpacking documents, pacing guides, curriculum	3. Instruction Success Plans PD after school, CSP updates in CASA 4. Intervention Materials	Grade Level Teams Instructional Facilitator	RI.4, RL.4, Ls on Benchmark, common assessments	Weekly in CASA and grade level math planning 3 times a year during	

Administration	resources including: EngageNY units, Massachusetts units, ReadWorks 2.ACS pacing guides, Jan Richardson guided reading model 3. ACS district templates 4. Florida Center for Reading Research (FCRR resources), Journeys Intervention toolkit, mCLASS Now What resources, Letterland small group resources 5. North Carolina Department of Public Instruction (NCDPI) standards progression documents, NCSCS 6. Letterland teacher guides, Letterland newsletters 7. Letterland small group resources 8. CWM Reading Strategies chart, AbraVocabra, Words Their Way, Reading With Strategies from Celebration Press 9. SchoolNet EngageNY CFAs	and CORE diagnostic assessments reviewed during grade level CASAs 6. Letterland training 7. Letterland training 8. Words Their Way training 9. Scholarly article reviews at staff meetings 10. CASA training, Scholarly article reviews at staff meetings	Administration	DAZE progress	benchmark review	
Reflections on Progress/Outcomes:				Notes and Coaching:		

Implementation Summary - Reading Part 2

Charles W. McCrary Elementary will ensure students are provided with targeted intervention to include enrichment and remediation during 30 minutes of targeted instruction daily.

Action Steps:

1. All teachers will administer and analyze universal screeners as well as DIBELS and TRC progress monitoring probes so that intervention instruction is designed to address skill deficits.
2. Instructional teams will set realistic and measurable growth and proficiency goals for each student using DIBELS and TRC data so that students and teachers have measurable goals.
3. Staff will provide coaching support to student skill deficits so that support directly aligns to needed interventions.
4. Certified staff and instructional assistants will provide targeted, intensive, and evidence-based interventions to supplement small group and whole group instruction so that student skill deficits are addressed.

Implementation			Monitoring			Completion
Team Members	Resources	Professional Development	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date
Grade Level Teams Instructional Facilitator Administration	1. Assessment resources to include: LNF, FSF, PSF, NWF, DAZE, DORF, and CORE assessments 2. mCLASS 3. CWM growth tracking chart 4. FCRR resources, Journeys Intervention toolkit, mclass Now What resources, Letterland small group resources	1. mCLASS progress monitoring and fidelity training. 2. Collaboration during grade level team meetings. 3. Mandatory workday sessions on matching intervention to student needs.	Grade Level Teams Instructional Facilitator Administration	Progress Monitoring Benchmarks Intervention Plans CASA Minutes	Weekly in CASA and grade level math planning 3 times a year during benchmark review	
Reflections on Progress/Outcomes:			Notes and Coaching:			

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

Strategic Plan Objective(s):
<ul style="list-style-type: none"> ★ Goal 1 Objective 1: Align instruction with a guaranteed and viable curriculum, so that students master standards for career and college readiness. ★ Goal 2 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.

Current Level of Performance: Math 2015-2016 Proficiency		
Grade	Assessment	Proficiency
3	EOG	50.6%
4	EOG	50.9%
5	EOG	52.7%

Annual Goal 2:
 We will increase our 3-5 Math EOG proficiency from 51.4% to 80% by strengthening students' number sense, computational fluency and conceptual understanding through student-centered instruction.

**Implementation Summary
 Mathematics Part I**

McCrary Elementary will ensure that students receive a minimum of 90 minutes of evidence-based math instruction that aligns to the North Carolina Standard Course of Study.

Action Steps:

1. Teachers will Integrate rigorous curriculum, instruction and assessments so that students regularly engage in productive struggle and students are prepared for the demands of the standards.
2. Certified staff will meet weekly and during extended planning to analyze NCSCS standards and create assessments so that the depth and breadth of the standards are addressed.
3. Vertical Learning Teams will regularly analyze the NCSCS so that teachers deepen their understanding of the depth and breadth of the standards as they progress from K-5.
4. Grade level CASA teams will meet weekly to analyze instruction based on common assessment and/or progress monitoring data so that

- levels of student proficiency and mastery increase.
5. Classroom and CASA coaching will be provided to support teachers to ensure teacher growth so that student proficiency/mastery is increased.
 6. Teachers will model and emphasize strategies to unpack math word problems so that students can demonstrate their understanding of multi-step word problems.
 7. Teachers will provide opportunities for fluency drills in order to increase student computational fluency.

Implementation			Monitoring			Completion
Team Members	Resources	Professional Development	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date
Grade Level Teams Instructional Facilitator Administration	1. NCDPI Wiki, Math Tasks, EngageNY 2. District CASA Documents, Extended Planning (2.5 hours) every 16 school days with Instructional Facilitator and Elementary Director 4. District CASA documents 5. CWM walkthrough forms 6. CWM Problem Solving Model, See Plan Do Answer student sheet 7. Xtra Math, mathsmulti	1. New teacher coaching on Number Talks and student-centered math instruction 4. Training of how to analyze data in Schoolnet, mclass, or classroom common assessments	Grade Level Teams Instructional Facilitator Administration	1. lesson plans, CASA agenda and notes 2. lesson plans, K-5 formative and summative common assessments, CASA agenda and notes 3. Vertical Learning Teams' minutes Walkthrough data 4. assessment data (classroom, school, district) 5. assessment data (classroom, school, district) 7. student fact fluency assessment scores	Weekly in CASA and grade level math planning 3 times a year during benchmark review	
Reflections on Progress/Outcomes:				Notes and Coaching:		

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

Strategic Plan Objective(s):
<ul style="list-style-type: none"> ★ Goal 1 Objective 1: Align instruction with a guaranteed and viable curriculum, so that students master standards for career and college readiness. ★ 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:		
5th Grade Science EOG Data		
Year	Assessment	Proficiency
2015-2016	EOG	69.1%
2014-2015	EOG	64.9%
2013-2014	EOG	46.8%

Annual Goal 3:
 We will increase our EOG science proficiency from 69.1% to 80% by utilizing evidence-based best practices into K-5 science instruction.

**Implementation Summary
 Science Part I**

McCrary Elementary will ensure science instruction that includes relevant and rigorous instruction to support an inquiry based learning approach.

Action Steps:

1. Teachers will utilize digital resources including Discovery Techbook and Discovery Streaming so that students “see” relevant examples to support their understanding of the NCSCS.
2. 5th grade students will receive small group instruction(10-12) for students based on assessments so that students receive targeted instruction in areas of need.
3. Teachers will integrate tier 2 and tier 3 science vocabulary into daily, direct instruction following evidence-based vocabulary instruction methods so that students increase their understanding of academic vocabulary.

Implementation	Monitoring	Completion
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Team Members	Resources	Professional Development	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date
Grade Level teams Instructional Facilitator Administration	1. Discovery subscription 2. SchoolNet and other assessment resources 3. Tier 2 and Tier 3 science vocabulary lists for each grade level	1. New Teacher training on Discovery Techbook, 2. Collaboration during grade level team meetings.	Fourth and Fifth Classroom Teachers Grade Level Teams Instructional Facilitator All Certified Staff and Academic Support	Common Formative Assessments Benchmarks CASA meetings documentation	Weekly in CASA and grade level math planning 3 times a year during benchmark review	
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):

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

Current Level of Performance:

Annual Goal 4:

80% of students will be represented by their families at our Academic Family Teacher Team meetings.

**Implementation Summary
Family Engagement**

McCrary Elementary will promote and increase parent involvement with students' academic achievement.

Action Steps:

1. McCrary Elementary will implement Karen Mapp's model of family engagement so that parents learn specific strategies to ensure their child's academic progress.
2. McCrary Staff will create an environment through displays, informational documents/flyers and positive communication with parents so that academic achievement is promoted.
3. Randolph Community College will provide free English classes to parents learning English so that their communication capacity is increased.
4. Dr. Julia Mendez-Smith (UNCG Department of Psychology) will continue to provide family sessions to parents of Globe-Trotter students so that parents are even more equipped to support their children.

Implementation			Monitoring			Completion
Team Members	Resources	Professional Development	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date
Instructional Staff	1. CWM CASA powerpoint, AFTT training (using Karen Mapp's model) 2. Bulletin boards, handouts, Facebook, data shared at AFTT meetings 3. Randolph Community College--Compensatory Education and ESOL 4. UNCG Professor and students	1. Karen Mapp training in CASA meeting, feedback presentations	Instructional Staff	1. CASA mtg agendas, AFTT meeting agendas, AFTT sign in sheets 2. Bulletin boards, facebook page, website, family communication 3. Class attendance 4. Sign-in sheets	3 times per year	
Reflections on Progress/Outcomes: Our first AFTT attendance: <ul style="list-style-type: none"> ● K--39/77...51% ● 1st--29/65...45% ● 2nd--36/72...50% ● 3rd--32/73...44% ● 4th--21/69...30% ● 5th--24/54...44% ● Total--181/410...44% 				Notes and Coaching:		

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	<ul style="list-style-type: none"> • Continued use of surveys that seek opinions of students, staff, and parents • Fluid CIP that is revised throughout the year to meet student needs • Leadership Team meets monthly, or more often as needed, to have input into guidance of school • Monitoring attendance reports • Monitoring disciplinary logs • Retentions • mCLASS / Reading 3D data • EVAAS • EOG results • PLC meeting agendas/minutes • EC student referrals • Poverty percentages • Scholastic Reading Inventory • North Carolina Teacher Working Condition Survey • Master schedule, reflecting increased inclusion model for EC, ESL, AIG, and reading schedule, reflecting inclusion (EC and ESL)
2. School-Wide Reform Strategies	<ul style="list-style-type: none"> • Participation in professional development around Literacy and ELL strategies provided by school and district staff • Participation in professional development around ACS Literacy plan provided by school staff • Instructional assistants will participate in school professional development tailored to our specific student needs • Effective collaborative planning for instruction and intervention. • Extended planning days to unpack standards and address rigor of instruction. • Common assessments developed at each grade level and analyzed for student needs • Response To Instruction; Student Support Team • School-wide attendance incentive program • School-wide discipline policy: PBIS • LLI Reading program implemented targeting first and second grade students reading below grade level • Benchmark Assessments for Literacy, Math, and Science • Instructional assistants to assist with small group and individualized instruction for students; all lower-grade IAs partner with upper-grade classes
3. Instruction by a Highly Qualified Professional Staff	<ul style="list-style-type: none"> • Current staff is 100% "highly qualified" per the definition of No Child Left Behind • 30% of our staff has an advanced degree • Staff members assist in selection of new staff members

4. High Quality and Ongoing Professional Development	<ul style="list-style-type: none"> Professional development will be provided by central office personnel on the local level Professional development will be provided at PLCs and CWM faculty meetings
5. Strategies to Attract Highly Qualified Teachers to High Need Schools	<ul style="list-style-type: none"> District retirement plan Provide an engaging and collaborative environment Provide mentors for new certified staff and buddies for new classified staff Provide new teachers with additional funds to help secure materials for their rooms. Continue to work with the Chamber of Commerce to provide incentives for new teachers. Provide all teachers with materials for their classroom. Provide additional orientations for first year teachers beyond that which is arranged for staff Assessment data is used to place highly-qualified teachers in areas of need, allowing for reduced class sizes to meet the developmentally appropriate needs of students. Placing highly-qualified teachers in areas of need
6. Including Teachers in Decisions Regarding the Use of Assessment	<ul style="list-style-type: none"> Decision making with goals for Continuous Improvement Plan Teachers collaborate in weekly PLCs Teacher participation in North Carolina Standard Course of Study curriculum training Teacher involvement through RtI/MTSS process, SST meetings, and PEP development and implementation Teacher involvement in the development, implementation, and analysis of common, formative assessments
7. Strategies to Increase Parent Involvement	<ul style="list-style-type: none"> PTA meetings and grade-level curriculum nights School-wide fundraisers Parent volunteers – field trips, PTA, in classrooms Family Reading Nights / Book Fair School / Parent Compacts Read to Achieve parent meeting DARE (5th grade) and CARE (2nd grade) graduation (Drug Awareness Resistance Education and Child Abuse Reduction Effort) Grandparents breakfast Classroom presentations Summer reading program with project menu presentation Leadership meetings on the first Tuesday of each month after school Calendar of monthly events sent home/available in school office and on school website School website linked to other informational sites Daily planner grades 3 – 5; Tuesday folders for all written communication Parents can come and eat lunch with students Interim reports in addition to 9-week report cards Information sent home is provided in English and Spanish Spanish interpreter is available Parent volunteers as mentors and lunch buddies
8. Preschool Transition	<ul style="list-style-type: none"> DIAL 4 screening in the spring for entering Kindergartners (fall for Pre-K students)

<p>Strategies</p>	<ul style="list-style-type: none"> • Transition forms filled out on pre-school child coming to kindergarten from ECDC • Meetings between pre-school and kindergarten teachers at McCrary • McCrary kindergarten teachers visit ECDC to observe incoming class • Special needs of ECDC students are shared with kindergarten teachers
<p>9. Activities for Children Experiencing Difficulty</p>	<ul style="list-style-type: none"> • Daily intervention block • District use of Instructional Success Plans (ISPs) • Implementation of strategies developed at Student Support Team • Individual teachers tutoring (after school) • Targeting specific needs through small group instruction in the classroom • EC program (exceptional children) • Title I/Reading Teachers/LLI targeting students not proficient in reading • ESL program (English as Second Language) • Speech services • Occupational Therapy • Mental Health and Social Services help is sought when needed • Resources are sought for children needing shoes and glasses • High school students are utilized in classrooms • Mentoring program with parent volunteers
<p>10. Coordination and integration of Federal, State, and Local Services</p>	<ul style="list-style-type: none"> • Federal programs implemented in this school include: Title I, Title II-A, Title II-D, Title III • State programs implemented in this school include: School Improvement funds (PRC 072), English as a Second Language (PRC 054) • Coordination and integration of these programs are outlined in the school's intervention plan and individual federal grant applications

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.	PBIS team leader, assistant principal	•3rd Tuesday, every month	
School team representative will attend District level bi-annual PBIS meetings.	PBIS team leader, assistant principal	•based on CO meeting schedule	
Each PBIS team at the school level will complete an Implementation Inventory and submit to the Central Office.	PBIS team leader, assistant principal	•April/May 2017	

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. Students are not denied recess. Physical activity is promoted for healthy living.
	2. Each student in this school participates in an average of 150 minutes per week of physical activity and/or physical education.	2. Each student receives a minimum of 165 minutes of physical activity and/or physical education per week. The fitness club meets every Friday afternoon for one hour with targeted students.
Pledge of Allegiance	3. Time is scheduled for school-wide recitation of the Pledge of Allegiance.	3. Students recite the Pledge of Allegiance each day during morning announcements.
	4. Flags of the United States and North Carolina are displayed in this school.	4. The US and NC flags are flown daily outside our school. US flags are on display in every 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 eat lunch in the cafeteria but work with one another when a duty-free lunch is needed.
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. A minimum of 225 minutes of duty free planning time is provided to every classroom teacher each week.
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. A written request will be made if a method is determined.

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 McCrary Elementary to purchase materials supportive of school goals and to better meet student individual needs toward closing the Achievement Gap.
2. To waive the grade placement of teacher assistants allowing them to serve all students in the school according to (G.S. 115c-105.25.1)	2. To allow administration and staff at the school to determine placement of teacher assistants according to student needs.

Leadership Team Members

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

Name	Signature	Role
Rebecca Kidd		K Teacher
Pat Buck		1st Grade Teacher
Kelly Gardner		2nd Grade Teacher
Denise Trogdon		2nd Grade Teacher
Mary Jean Seymour		3rd Grade Teacher
Tyler Bidwell		4th Grade Teacher
Katie Henderson		5th Grade Teacher
Laura King		5th Grade Teacher
Cassie Lassiter		Media Specialist
Emmy Biaggi		ESL Teacher
Kelly Swaney		Instructional Assistant
Brianna Crotts		School Counselor
Deanna Wiles		Instructional Facilitator
Desiree Trogdon		Parent
Ann Evans		Assistant Principal
Julie Brady		Principal

Appendix 1: Current State of the School

- 93% of our student population is economically disadvantaged. We know improving our student data in this area will improve our overall student data.
- We are beginning our 4th year of our 21st Century Learning Community Grant. The grant allows targeted students extended learning opportunities throughout the school year and the summer. This year, Globe-Trotters continues its focus on STEM and improving reading strategies and skills.
- For the past two years, our 4th graders have made significant improvements in reading from 3rd grade to 4th grade. (2015-16-- $+17.4$ points and 2014-15-- $+7.3$ points).
- For the past two years, our 5th graders have made improvements in math from 4th to 5th grade (2015-16-- $+3.6$ points and 2014-15-- $+10.9$ points)
- Our 5th graders have made continuous improvement in science from 20.9% proficiency in 2012-13 to 69.1% proficiency in 2015-16.
- ELA EOG scores improved in both 3rd and 4th grades; however, there is a disconnect between our TRC proficiency scores and EOG scores. Furthermore, both 1st and 5th grades declined in reading proficiency during the 2015-16 school year. We recognize the need to build reading skills and strategies and the need for our students to make intense catch up growth quickly.

Appendix 2: School Profile

Historical Ethnicity Information (% of population on 20 th day)	2012-13	2013-14	2014-15	2015-16	2016-17
Black	22	17.1	15.6	15.5	15.6
Asian	0	0.7	1.5	1.9	2.3
White	27	28.6	22.9	22.4	18.5
Hispanic	46	49.4	54.8	55.2	59.5
American Indian	0	0.2	0.3	0.2	0.2
2+ Races	5	4.0	5.0	4.6	2.8
Total Population	429	409	398	411	417

Historical Population (% of Population)	2011-12	2012-13	2013-14	2014-15	2015-16
Exceptional Children	10	10	11	13.2	14.3
AIG	2	2	3	3.2	1.52
Limited English Proficient	34	35	31	31.6	36.7
Total Free/Reduced Lunch	82.3	87.1	88.6	90.55	93.58

Student Attendance Data	2011-12	2012-13	2013-14	2014-15	2015-16
Average Daily Attendance	96.38	95.81	95.92	96.26	96.58
Mobility (starting 2012-13)		31.2	24.5	26.2	23.1

Staffing Summary	2011-12	2012-13	2013-14	2014-15	2015-16
Teachers "highly qualified" (classes taught)	100%	100%	n/a	100%	n/a
Teachers with advanced degrees	32%	39%	43%	38%	n/a
Teachers with NBPTS Certification	4	5	6	7	n/a
Teacher Turnover Rate	10%	15%	8%	16%	n/a

Appendix 3: Student Performance Results

Promotion Rates	2011-12	2012-13	2013-14	2014-15	2015-16
Kindergarten	100	100	100	100	98.5
Grade 1	100	100	97	100	100
Grade 2	100	100	100	100	100
Grade 3	100	100	87	100	100
Grade 4	100	100	100	100	100
Grade 5	100	100	100	100	98.2

Grade Level Proficiency in Mathematics	2011-12	2012-13*	2013-14	2014-2015	2015-16
Grade 3 (EOG)	57.3	36.7	40.3	60.0	50.6
Grade 4 (EOG)	76.2	29.4	36.5	49.1	50.9
Grade 5 (EOG)	64.1	23.9	39.7	47.4	52.7

Grade Level Proficiency in Reading	2011-12	2012-13*	2013-14**	2014-15	2015-16
Kindergarten (TRC)		71	64	61	81
Grade 1 (TRC)		34	56	59	37
Grade 2 (TRC)		60	56	67	69
Grade 3 (EOG)	36.6	43.3	32.3	31.7	37.7
Grade 4 (EOG)	54.0	28.2	44.2	39.6	49.1
Grade 5 (EOG)	37.5	19.4	34.6	50.9	36.4

Grade Level Proficiency in Science	2011-12	2012-13*	2013-14	2014-15	2015-16
Grade 5 (EOG)	39.1	20.9	46.2	66.7	69.1

Math GLP Proficiency by Subgroup	Grade 3			Grade 4			Grade 5		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
All	40.3	60.0	50.6	36.5	49.1	50.9	39.7	47.4	52.7
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black	20.0	12.5	31.3	42.9	14.3	*	35.7	40.0	20.0
Hispanic	34.6	62.1	55.8	40.0	54.5	46.4	31.6	54.8	59.1
2+ Races	*	*	*	*	*	*	*	*	*
White	56.5	71.4	45.5	25.0	57.1	71.4	52.2	38.5	68.4
Male	32.3	50.0	55.6	37.5	36.4	48.0	45.7	51.5	44.0
Female	48.4	70.0	46.3	35.0	58.1	53.6	34.9	41.7	60.0
AIG	*	*	*	95.0	*	*	95.0	95.0	*
EC	5.0	11.1	*	10	5.0	*	5.0	5.0	*
Non-EC	47.1	68.6	*	42.8	60.5	*	43.6	60.0	*
LEP	36.4	55.0	47.8	8.3	20.0	25.0	11.1	11.1	36.4
Non-LEP	42.4	62.5	51.8	45.0	55.9	58.5	48.1	54.2	56.8
F/R Lunch	34.5	57.4	49.3	36.4	43.8	46.8	34.8	44.0	49.0
Non-F/R Lunch	85.9	83.4	100.0	37.1	100.0	83.0	73.5	71.7	82.9

Math Achievement Gaps	Grade 3			Grade 4			Grade 5		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Black (to White)	-36.5	-58.9	-14.2	17.9	-42.8	*	-16.5	1.5	-48.4
Hispanic (to White)	-21.9	-9.3	10.3	15	-2.6	-25	-20.6	16.3	-9.3
EC (to non-EC)	-42.1	-57.5	*	-32.8	-55.5	*	-38.6	-55	*
LEP (to non-LEP)	6	7.5	4	36.7	35.9	33.5	37	43.1	20.4
FRL (to non-FRL)	-51.4	-26	-50.7	-0.7	-56.2	-36.2	-38.7	-27.7	-33.9

Math EVAAS Growth	Grade 3			Grade 4			Grade 5		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
				-2.4	10.7	-2.0	1.7	7.3	-2.6

Reading GLP Proficiency by Subgroup	Grade 3			Grade 4			Grade 5		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
All	32.3	31.7	24.7	44.2	39.6	30.2	34.6	50.9	23.6
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black	10.0	12.5	18.8	14.3	28.6	*	28.6	40.0	5.0
Hispanic	30.8	31.0	23.3	43.3	36.4	17.9	28.9	48.4	13.6
2+ Races	*	*	*	*	*	*	*	*	*
White	43.5	42.9	18.2	58.3	47.6	71.4	47.8	61.5	52.6
Male	22.6	23.3	16.7	37.5	22.7	28.0	45.7	48.5	12.0
Female	41.9	40.0	31.7	55.0	51.6	32.1	25.6	54.2	33.3
AIG	*	*	*	95.0	*	*	95.0	95.0	*
EC	5.0	5.0	*	10.0	10.0	*	5.0	8.3	*
Non-EC	37.8	37.3	*	52.3	46.5	*	38.0	62.3	*
LEP	22.7	15.0	13.0	8.3	30.0	5.0	5.0	5.0	9.1
Non-LEP	37.6	40.1	29.7	55.0	41.8	39.0	45.0	60.4	27.2
F/R Lunch	29.1	27.8	25.3	40.9	35.4	23.4	30.4	46.0	18.4
Non-F/R Lunch	57.4	66.8	0.0	62.4	79.9	83.5	66.8	85.9	66.1

Reading Achievement Gaps	Grade 3			Grade 4			Grade 5		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Black (to White)	-33.5	-30.4	0.6	-44.0	-19.0	*	-19.2	-21.5	-47.6
Hispanic (to White)	-12.7	-11.9	5.1	-15.0	-11.2	-53.5	-18.9	-13.1	-39.0
EC (to non-EC)	-32.8	-32.3	*	-42.3	-36.5	*	-33.0	-54.0	*
LEP (to non-LEP)	14.9	25.1	16.7	46.7	11.8	34.0	40.0	55.4	18.1
FRL (to non-FRL)	-28.3	-39.0	25.3	-21.5	-44.5	-60.1	-36.4	-39.9	-47.7

Reading EVAAS Growth	Grade 3			Grade 4			Grade 5		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
	-5.2	-0.7	-0.9	-0.7	4.2	1.5	0.4	2.9	1.4

Science GLP Proficiency by Subgroup	Grade 5		
	2013-14	2014-15	2015-16
All	46.2	66.7	49.1
American Indian	*	*	*
Asian	*	*	*
Black	28.6	50.0	30.0
Hispanic	44.7	74.2	31.8
2+ Races	*	*	*
White	60.9	69.2	78.9
Male	60.0	72.7	48.0
Female	34.9	58.3	50.0
AIG	95.0	95.0	*
EC	5.0	25.0	*
Non-EC	50.7	77.8	*
LEP	16.7	33.3	5.0
Non-LEP	54.9	73.0	61.4
F/R Lunch	40.6	64.0	42.9
Non-F/R Lunch	84.8	86.0	100.0

Science Achievement Gaps	Grade 5		
	2013-14	2014-15	2015-16
Black (to White)	-32.3	-19.2	-48.9
Hispanic (to White)	-16.2	5	-47.1
EC (to non-EC)	-45.7	-52.8	*
LEP (to non-LEP)	38.2	39.7	56.4
FRL (to non-FRL)	-44.2	-22	-57.1

Science EVAAS Growth	Grade 5		
	2013-14	2014-15	2015-16
	-0.0	2.3	-0.0

mCLASS EVAAS Growth	Kindergarten			Grade 1			Grade 2		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
	-7.3	6.2	6.7	6.5	4.6	2.4	4.9	9.9	3.6

AYP Targets/*AMOs Met	Met	Total	Percent Met	Targets Missed
2009-10	17	21	81.0%	Reading – Hispanic, ED, LEP Math - All
2010-11	21	21	100.0%	
2011-12*	11	21	52.4%	Reading – All, Hispanic, White, ED, LEP Math – All, Hispanic, White, ED, LEP
2012-13*	22	25	88.0%	Reading – All, ED Math - All
2013-14*	18	29	62.1%	Reading – All, Hispanic, White & EDS Math – All, Hispanic, White & EDS
2014-15*	24	29	82.8%	Reading - All, Hispanic, White & EDS Math - All
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>Based on the 2016 NC Teacher Working conditions Survey, three domains stand out as areas of strength:</p> <ul style="list-style-type: none"> ● Facilities and Resources ● Teacher Leadership ● School Leadership <p>All of the indicators (with the exception of one) within these three areas is improved or the same score as 2014. This indicates a school community that works together to solve problems and make ongoing progress.</p>
Three or more areas of possible improvement	<p>Based on the 2016 NC Teacher Working Conditions Survey, one domain stands out with scores lower than the other--professional development. Within the domain, all scores stayed the same or were higher than the 2014 survey. However, these three areas stand out as areas to improve:</p> <ul style="list-style-type: none"> ● Follow-up from professional development ● Communicate results from professional development evaluation with teachers ● Sufficient training to fully utilize technology <p>This year, we will communicate the evaluations of our professional development at staff meetings, changes made to future professional development. This year, we are implementing a creativity lab--another way for students to utilize technology. Training will be given on how to best use the lab, as well as other technology resources, to align with curriculum. As walk-throughs are completed, administration will praise and encourage the use of new learning from professional development.</p>
Two significant findings	<p>Based on the 2016 NC Teacher Working Conditions Survey, two areas that we are proud of are Managing Student Conduct and Teacher Leadership. There is mutual respect between teachers and administrators. Our students work diligently to know and follow our rules for student conduct.</p>

Student Survey

<p>Three or more areas of strength</p>	<p>These findings are from the 2015-2016 AdvancEd Survey. The Purpose and Direction section of the survey represent the highest level of satisfaction or approval among students, both in grades K-2 and 3-5. Students agree that their principal and teachers want every student to learn, and that they are learning new things at school that will help them in the future.</p> <p>Two other specific areas in which students at all grade levels agreed strongly were that Charles W. McCrary a) has adequate resources, such as library books and accessible computers and b) teachers want students to do their best work.</p> <p>Standard 4, Resources and Support seems to be an area that shows a trend toward increasing stakeholder satisfaction. All questions in this area scored relatively high. This was also a standard that was relatively high among staff and parents. This indicates that we provide a clean environment, and adequate resources, such as learning materials and access to technology.</p>
<p>Three or more areas of possible improvement</p>	<p>Among students in grades 3-5, there were two responses that were notably lower than others. Only 47.3% of the student population (grades 3-5) agreed with the statement “In my school students treat adults with respect”. Also, only 60.1% agreed with the statement “My principal and teachers ask me what I think about school”.</p> <p>A response that was low among both sets of grade levels was in regard to families feeling welcome at school. For K-2 students, 71% of the students said that their family likes to come to school. In a similar question among 3-5 students, 66% of students agree that teachers ask family to attend school activities. Yet, both groups of students agree more strongly that their family does know how they are doing in school.</p> <p>The implication for the response regarding students treating adults with respect implies that perhaps students are witnessing a lack of respect for adults among peers. As a result, our Positive Behavior Intervention and Support team, along with the administration, has put supports in place to uphold expectations for student behavior. The staff was provided a flow chart at the beginning of year which suggests possible ways to handle disrespect and minor classroom infractions in the classroom (before becoming an office referral). In addition, classroom teachers have other designated classrooms that they partner with to provide a time-out setting for students who may need time away from their classroom. We also have a quarterly celebration for students who have demonstrated at least 80% positive behavior throughout the quarter and do not have any office or bus referrals. With these structures in place, the goal is that students will see that their behaviors have consequences and expectations will be upheld.</p> <p>In regard to families feeling welcome at school, several steps have been taken to provide communication to</p>

	<p>families. We have weekly updates via phone to all families, reminding them of the events taking place in the upcoming week. We have also implemented a school Facebook page to provide updates for families. Each quarter we hold an award ceremony, which parents are invited to. Since 55% of our student population is Hispanic, we held a Hispanic Heritage Festival earlier in the year. We invited all students and their families, but celebrated primarily Hispanic music, traditions and food in order to honor the culture of our many families. We had an astounding turnout and received positive feedback from all who attended.</p>
<p>Two significant findings</p>	<p>Communication between school and parents/families is an area that is not as strong as others. In both the student and parent surveys there was indication that communication could be strengthened between school and family, whether referring to our vision, activities and events that welcome families to our school, and also communication regarding grading of students.</p>

Parent Survey	
<p>Three or more areas of strength</p>	<p>These findings are from the 2015-2016 AdvancEd Parent Survey. The Using Results for Improvement section of the survey represent the highest level of satisfaction or approval among parents. Approximately 90% of the parents agreed that “My child has administrators and teachers that monitor and inform me of his/her learning progress”.</p> <p>Another area representing a high level of satisfaction or approval is Resources and Support. Two responses that scored particularly high were “Our school provides an adequate supply of learning resources that are current and in good condition” and “Our school provides a safe learning environment”.</p> <p>In the area of Teaching and Assessing for Learning, every question that began with “my child’s teachers...” was rated with a 4.3 or higher. This indicates that parents are satisfied with the care and learning opportunities that teachers provide for their children.</p>
<p>Three or more areas of possible improvement</p>	<p>There were not any particular standards that were consistently low throughout, but there were two specific questions that scored lower than others. The first question that was rated the lowest level of satisfaction is that “Our school’s governing body does not interfere with the operation or leadership of our school”, and the second is “Our school’s purpose statement is formally reviewed and revised with involvement from parents”.</p> <p>In the area Teaching and Assessing for Learning, two responses that were lower than others in this category were “All of my child’s teachers keep me informed regularly of how my child is being graded” and “My child sees a relationship between what is being taught in his/her everyday life”.</p>

	<p>These results imply that the communication between school and families could be strengthened. As we look ahead to modifying or creating a new vision statement, we will seek input from parents and families in this matter. Also, in our grade level meetings we are aiming to develop more consistent grading strategies across grade levels and creating opportunities to convey this information to parents.</p> <p>In lesson planning, teachers have made an intentional effort to relate the curriculum to students' lives and prior knowledge. We have had extended planning (last year in math and this year in reading) in order to create more engaging lessons for our students, and in turn understand how the content is applicable to students' everyday lives.</p>
<p>Two significant findings</p>	<p>Communication between school and parents/families is an area that is not as strong as others. In both the student and parent surveys there was indication that communication could be strengthened between school and family, whether referring to our vision, activities and events that welcome families to our school, and also communication regarding grading of students.</p>

Balfour Elementary School
2016-2017 Continuous Improvement and Title I Implementation Plan

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Staff Approval

Date of Secret Ballot
 Results For

 Results Against
 Date

Approved by Superintendent of Schools:

10/11/2016
56

0

 Signature

Approved by Board of Education:

Signature

Date

 Signature

 Date

**Our School's
 Vision**

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

**Our School's
 Mission**

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

Core Beliefs

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

- Student learning is the chief priority for the school.
- Each student is a valued individual with unique physical, social, emotional and intellectual needs.
- Fostering the appreciation of diversity increases students' understanding of different people and cultures, leading to global awareness.
- A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.
- Students learn in different ways and should be provided with a variety of instructional methods in order to learn and achieve success at their ability level.
- Daily attendance at school increases learning opportunities for students
- Teachers must prepare students to take their place in a globally competitive world.
- Faculty, staff, students, parents and the greater community share the responsibility for the support of the school's mission.
- A student's learning and talent is enhanced through the utilization of available technology.
- A safe, orderly and caring environment promotes student learning
- The school's commitment to continuous improvement enables students to become confident, self-directed, lifelong learners.

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):

★ Goal 1

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

★ Goal 2

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.

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.

★ Goal 3

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

**Current Level of Performance:
15-16 Reading Proficiency Levels**

G r a d e	D I B E L S	T R C	E O G
K	7 2 %	6 5 %	
1	5 6 %	4 6 %	
2	7 1 %	8 1 %	
3	5 7 %	5 7 %	2 4. 1 %
4	4 0 %	3 8 %	3 1. 4 %

5	56%	38%	37.7%
School Composite	59%	55%	31.06%

Annual Goal 1:

Based on end of year data, K-5 reading proficiency as measured by DIBELS was 59% for the school, K-5 TRC proficiency was 55% and overall EOG proficiency was 30.1%. By June 2017, through modification of instruction, curriculum and environment, 80% of students will be proficient in reading as measured by DIBELS (K-5), TRC proficiency (K-5) and EOG (3-5).

**Implementation Summary
 Reading**

Balfour Elementary will ensure that students receive a minimum of 150 minutes of evidence--based balanced literacy instruction that aligns to the North Carolina Standard Course of Study (including 60 minutes of guided reading, 30 minutes of direct instruction, 30 minutes of word study and 30 minutes of writing).

Action Steps:

1. Teachers will administer CORE Reading Surveys to students who score in the “Well Below Grade Level” range on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Beginning-of-Year(BOY) assessments, so that students receive appropriate interventions based on identified needs.
2. The Administrative Team will implement differentiated professional development and coaching for teachers focused on reading, so that student skills and standards-based needs are effectively met through small group instruction.
3. Grade level teams will regularly analyze the foundational standards in North Carolina’s Standard Course of Study (NCSCS) to ensure teachers understand the depth and breadth of the skills required in each standard.
4. K--5 teachers will utilize a systematic phonics--based methodology that follows an evidence--based scope and sequence during word study. (K-1- Letterland, 2-5 Words Their Way)
5. 5th grade teachers will provide daily direct word study lessons focused on Latin stems in order to assist with vocabulary understanding across content areas.
6. Certified staff will meet weekly to analyze NCSCS standards and create assessments that reach the depth and breadth of the standards.
7. Grade Level Collaboration Around Student Achievement (CASA) teams will meet weekly to analyze data from common assessments, instruction, and/or progress monitoring.
8. Grade Level CASA teams, in collaboration with EC and ESL staff, will meet weekly to discuss student needs and develop interventions to address learning gaps.
9. The Administrative Team will provide coaching support to teachers to personalize instruction in order to ensure student proficiency and mastery.
10. EC/ESL teachers and the Reading Facilitator will provide push-in services during guided reading block to ensure direct, eyeball-to-eyeball instruction for all students.
11. Teachers will utilize a daily 30 min. intervention block to address student skill deficits through evidence--based interventions.
12. Teachers will administer frequent DIBELS progress monitoring probes to monitor intervention success using realistic and aggressive “rate of growth” goals.
13. Teachers will participate in ½ day extended planning sessions with Instructional Facilitator and Director of Elementary Curriculum.

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

<ul style="list-style-type: none"> • Administrators • Instructional Facilitator • Reading Facilitator • Grade Level Teachers • Instructional Assistants • Specialists • EC Teachers • ESL Teachers • Director of Elementary Curriculum 	<ul style="list-style-type: none"> • Pacing Guides • NCSCS • ESL/EC Teacher schedule • Co-teaching planning weekly • Differentiated professional development for core instruction and guided reading • Differentiated professional development • CORE Reading - Assessing Reading Multiple Measures • CORE Reading - The Teaching Reading Sourcebook • Designated Intervention Time • Jan Richardson's <u>The Next Step in Guided Reading</u> • Jan Richardson's website • Scheduled monthly professional development meeting • Reading Facilitator • Instructional Facilitator 	<ul style="list-style-type: none"> • Grade Level Leadership Rep. • ESL/EC Teachers • IF • Reading Facilitator • Administration 	<ul style="list-style-type: none"> • DIBELS Progress Monitoring • BOY, MOY and EOY TRC assessment data • 3-5 BOY, MOY and EOY Reading Benchmark Assessment data • CORE phonics assessments • Walkthrough summary data • Lesson plans • CASA Meeting agendas and notes • Formative and Summative Assessment Data • Lesson Plan Review • CASA Agenda and Minutes 	<ul style="list-style-type: none"> • Monthly during Leadership Team Meeting. 	<ul style="list-style-type: none"> • June 2017 • CORE Professional Development - October 2016 • First CORE Assessments given by the end of first quarter • CORE Assessment CASA by grade level - November 15, 2016 • CORE data based interventions begin November 16, 2016 • Differentiated PD sessions on the third Tuesday of each month.
<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):

★ Goal 1

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

★ Goal 2

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.
 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.

**Current Level of Performance:
 15-16 Math EOG Proficiency**

Grade Level	EOG Proficiency
3rd	52.3%
4th	43%
5th	55.8%
School Composite	50.36%

Annual Goal 2:

Based on end of year data, 3-5 math proficiency as measured by EOG was 50% for the school. By June 2017, through modification of instruction, curriculum and environment, 80% of students will be proficient in math as measured by Math EOG (3-5), NCDPI Math Summative (K-2).

Implementation Summary

Mathematics

Balfour Elementary will ensure that students receive a minimum of 90 minutes of evidence-based math instruction per day that aligns to the NCSCS (10 min. number talk, 10 min. mastery lesson, 30 min. core instruction and 40 min. small group instruction)

Action Steps:

1. Classroom teachers will meet weekly to analyze NCSCS standards and create assessments that reach the depth and breadth of the standards.
2. Grade Level CASA teams will meet bi-weekly to analyze data from common assessments, instruction, and/or progress monitoring.
3. The Administrative Team will provide coaching support to teachers to assist them with personalizing their instruction in order to ensure student proficiency and mastery.
4. Teachers will participate in professional development sessions focused on the understanding and implementation of mathematical practices within core instruction and creation of common assessments.
5. Teachers will provide direct instruction on problem -solving skills.
6. Teachers will utilize number talks to strengthen mental math and computation strategies.
7. Teachers will administer frequent common assessments and math universal screeners to all students to determine needs and provide targeted instruction based on strengths and skill deficits.
8. Teachers and support staff will analyze common formative assessments to determine the needed enrichment, maintenance, and/ or remediation.
9. Teachers will utilize a daily 30 min. intervention block to address student skill deficits through evidence--based interventions.
10. Teachers and students will interpret and use student assessment data to set goals and track growth in student data notebooks.
11. Teachers will participate in ½ day extended planning sessions with Instructional Facilitator and Director of Elementary Curriculum.

Implementation

Monitoring

Completion

Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date
<ul style="list-style-type: none"> Administrators Instructional Facilitator Grade Level Teachers Director of Elementary Curriculum 	<ul style="list-style-type: none"> Pacing Guides NCSCS SchoolNet NCDPI Math Wiki Data Notebooks with prepared data tracking sheets for K-2 and 3-5. Released EOG Items Biweekly Math CASA meetings Number Talks: Helping Children Build Mental Math PD on creation of common assessments Model Lessons Preplanned number talks Instructional Facilitator Mathematical Practices Book 	<ul style="list-style-type: none"> Administration Grade Level Leadership Representatives Instructional Facilitator 	<ul style="list-style-type: none"> K-5 Math Probes K-2 BOY, MOY and EOY Math Summative Assessments 3-5 BOY, MOY and EOY Math Benchmark assessments Data Notebooks Common Assessment Data Completed Number Talks Universal Screeners Benchmarks Walkthrough summary data Lesson plans 	<ul style="list-style-type: none"> Monthly during Leadership Team Meeting. 	<ul style="list-style-type: none"> Data notebooks in place by October 3, 2016 June 2017
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):

★ Goal 1

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

★ 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

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.

**Current Level of Performance:
15-16 Science EOG**

Grade Level	EOG Proficiency
5th Grade	64.9%

Annual Goal 3:

Based on end of year data, 5th grade science proficiency as measured by EOG was 65% for the school. By June 2017, through modification of instruction, curriculum and environment, 80% of students will be proficient in science as measured by the Science EOG (5).

**Implementation Summary
Science**

Balfour Elementary will ensure that students receive a minimum of 45 minutes of daily science instruction in fifth grade and 30-40 minutes of science instruction in K-4th grades that aligns with the NCSCS.

Action Steps:

1. Teachers and students will interpret and use student assessment data to set goals and track growth through student data notebooks.
2. Teachers will utilize Discovery Techbook and digital print media aligned with the NCSCS to integrate technology through the use of interactive whiteboards, ipads, and laptops in order to increase engagement in science instruction.
3. Teachers and support staff will participate in science professional development so that all staff improve instruction and incorporate science standards across disciplines.
4. Teachers will create and analyze common assessment data.
5. Teachers and support staff will participate in vertical professional development to identify common science vocabulary to be taught across grade levels and curriculums.

Implementation		Monitoring			Completion
Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date
<ul style="list-style-type: none"> • Classroom teachers • Administration • IF 	<ul style="list-style-type: none"> • SchoolNet • NCSCS • Foss/Delta Science Kits • Discovery Science Techbook • Released EOG items • Science Essential Vocabulary 	<ul style="list-style-type: none"> • Administration • Grade Level Leadership Representatives • Instructional Facilitator 	<ul style="list-style-type: none"> • 3-5 BOY, MOY and EOY Science Benchmark assessments • Data Notebooks • Common Assessment Data • PD log • Lesson Plans 	<ul style="list-style-type: none"> • Monthly during Leadership Team Meeting. 	<ul style="list-style-type: none"> • June 2017
Reflections on Progress/Outcomes:			Notes and Coaching:		

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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):

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

Current Level of Performance:

- NC TWCS Results
 - Parents/guardians support teachers, contributing to their success with students. 87.8%
 - Parents/guardians know what is going on in this school. 95.1%
- 2015-16 Parent Engagement Initiatives 60% Attendance

Annual Goal 4: Family Engagement

Based on attendance sign in sheets from parent events, about 60% of families attended all parent engagement activities. We will increase parent engagement to 80% in all parent activities and parent engagement nights.

**Implementation Summary
Family Engagement**

Balfour Elementary will promote, enhance and ensure parental engagement in all parent nights and events to build capacity among our families and increase their involvement in students' academics.

1. All staff will inform parents on family events happening at Balfour in both English and Spanish.
2. All staff will maintain a positive school environment that promotes academic achievement through flyers, parent sessions, displays and meaningful two-way communication with parents.
3. Teachers will send home weekly newsletters in both English and Spanish with information on happenings in the classroom and educational tips of the week.
4. Connect 5 messages will be sent weekly by administration to keep families abreast of events and information at Balfour.
5. All staff will inform parents on research and benefits of the Karen Mapps model for parental involvement.
6. Teachers will provide at least 3 Karen Mapps model sessions for data talks around students' performance and tools to help students at home.
7. All staff will organize and participate in a World Heritage Cultural Night to collaborate with parents and celebrate the diversity in our school.

8. Administration in partnership with Randolph Community College will provide English classes (twice/week) and citizenship classes (once a week) for parents.
9. All classroom teachers will conduct home visits and parent-teacher conferences twice a year to help parents support achievement and understand grade level standards.

Implementation		Monitoring			Completion
Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date
<ul style="list-style-type: none"> • Administration • All staff • Parent outreach personnel • Classroom teachers • Instructional Facilitator • District Translators 	<ul style="list-style-type: none"> • Karen Mapps staff training documents and district materials • 45 minute PD session on introduction of the Karen Mapps model • Ongoing support and coaching f • 15-min. Session on parent communication, newsletter • weekly grade- level newsletters • Connect 5 phone calls • updated website • Randolph Community College 	<ul style="list-style-type: none"> • Parent Outreach personnel • Administration • Teachers 	<ul style="list-style-type: none"> • Title I Parent Nights sign in sheets • Home visits/Parent conference logs • Parent surveys 	<ul style="list-style-type: none"> • Quarterly 	June 2017 Karen Mapps Nights October 3rd, 5th and 7th January 17th, 18th and 19th March 27th, 28th and 29th
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"> ● Appendix 2 describes our community profile, including our ethnicity, student information regarding special needs and free/reduced, attendance data, and staffing summary. ● 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. Our k-5 students do not appear to be adequately able to apply literacy skills to writing or reading. EC, ESL and Reading Specialist services are crucial in providing these students with the instructional support needed. Title I funds are being used to purchase reading materials and leveled readers at all grade levels.
2. School-Wide Reform Strategies	<ul style="list-style-type: none"> ● Annual Goals and Action Steps are found beginning on page 3
3. Instruction by a Highly Qualified Professional Staff	<ul style="list-style-type: none"> ● Every teacher at Balfour is Highly Qualified.
4. High Quality and Ongoing Professional Development	<ul style="list-style-type: none"> ● The staff participates in high quality professional development provided through Asheboro City Schools, the Piedmont Triad Educational Consortium and School Instructional Team (Principal, Assistant principal, Instructional Facilitator and Reading Facilitator) ● Professional development is also provided to teachers during PLCs and faculty meetings. ● The principal maintains a spreadsheet of professional development detailing the activities in which teachers have participated.
5. Strategies to Attract Highly Qualified Teachers to High Need Schools	<ul style="list-style-type: none"> ● Asheboro City Schools conducts ongoing recruitment to attract highly qualified teachers. ● Asheboro City Schools partners with UNCG and HPU to provide easy access to a Master's Degree program ● Asheboro City Schools is a member of The Piedmont Triad Education Consortium, which provides ongoing, high quality professional development for teachers. ● Assessment data is used to place highly qualified teachers in areas of need, allowing for reduced class sizes to meet the developmentally appropriate needs of students. ● Mentors are provided for all BTs and buddy teachers for new certified staff. ● Bi-monthly professional development sessions are provided for all BTs. ● Monthly incentive programs such as coke and compliment and shout outs are implemented to build a positive school culture.
6. Including Teachers in Decisions Regarding the Use	<ul style="list-style-type: none"> ● Through the leadership team, teachers provide their peer representatives with suggestions for ongoing student assessment.

<p>of Assessment</p>	<ul style="list-style-type: none"> • Three times per year, teachers work as a grade level to assess student writing and reading skills. • On a quarterly basis, grade level teams meet with Director of Elementary Curriculum, IF and administration of develop ELA/Math 9 week plans to pace NCSCOS and common assessments. • On a weekly basis, grade level teams collaborate to plan,work with curriculum maps, and determine their assessment strategies. • EC, ESL and Title I teachers are included regularly in grade level meetings to discuss student assessment. • Administer the Scholastic Reading Inventory to students in grades 3-5 every nine weeks and to second grade students beginning the second semester • Every nine weeks, each grade level meets with administrators and support teachers to participate in an RTI assessment wall, where the progress of all students is discussed and strategies are provided for students who are struggling.
<p>7. Strategies to Increase Parent Involvement</p>	<ul style="list-style-type: none"> • A full-time parent outreach specialist is employed to help involve parents in their children’s education. This person is bilingual. • The parent outreach specialist works regularly with our part-time social worker and teachers to conduct home visits and parent support • We conduct regular PTO nights, Parent Education nights through the Karen Mapps model , home visits and parent teacher conferences. • Watch D.O.G.S. dad initiative has been implemented at Balfour to increase participation from fathers and other significant male figures in daily academic activities. • Teachers prepare and disseminate weekly parent newsletters with instructional tip of the week, which are sent home in both English and Spanish. • The principal keeps parents informed by sending Blackboard Connect messages in English and Spanish on a weekly basis.
<p>8. Preschool Transition Strategies</p>	<ul style="list-style-type: none"> • Kindergarten orientation is provided each spring and again in the fall before school starts. At Balfour, we conduct a separate kindergarten orientation in Spanish for our Hispanic population. In addition, a separate/additional Open House is conducted for only rising Kindergarten students prior to the regular Open House. • Each spring, the preschool director coordinates with our kindergarten teachers to present our incoming kindergartners from the Early Childhood Development Center. • During the first nine weeks of school, kindergarten teachers will be conducting a home visit to each kindergartener’s parents. • Each fall, the kindergarten teachers provide two days of staggered attendance to help ease students into the school routine.
<p>9. Activities for Children Experiencing Difficulty</p>	<ul style="list-style-type: none"> • The Student Success Team meets as needed to accept student referrals from teachers. • At each grade level and with all support teachers, we meet at least once each nine weeks to make

	<p>recommendations for students experiencing difficulty. The teacher(s) then implement the recommended interventions and reports back at the next “assessment wall” meeting</p> <ul style="list-style-type: none"> ● We have 1 Reading Facilitator who work with students who are below grade level in reading. ● We have 4 ESL teachers to work directly with students who are English language learners ● We have 3 full time exceptional children’s teachers who work directly with students who have been identified in need of services. ● All classroom teachers provide ongoing remediation to students based on results of regular formative and benchmark assessments. ● We have made adjustments to master schedule to provide uninterrupted math and literacy instruction to all students. During these times, ESL teachers, EC teachers and Reading Specialists provide push in support with co-teaching practices and small group instruction to address learning gaps. ● An/intervention block has been provided in the master schedule to provide additional support/intervention to students experiencing difficulties. ● A separate block of 30 minutes for writing and words study has been provided in the master schedule to ensure protected time of instruction in those two areas of need. ● Jr. Mustache fraternity and Ladies of Value and Excellence clubs have been created to provide mentoring program to students in 3rd, 4th and 5th grade.
<p>10. Coordination and integration of Federal, State, and Local Services</p>	<ul style="list-style-type: none"> ● Federal programs implemented in the school include Title I, Title II-a, Title II-d, and Title III. ● State programs implemented in the school include DSSF funds (024), English as a second language (PRC 054). ● Coordination and integration of these programs are outlined in the school’s intervention plan and 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	Monthly through the 2017-17 school year.	
School team representative will attend District level bi-annual PBIS meetings.	In-School Coach/PBIS team leader, principal or assistant principal	Fall 2016 and Spring 2017	
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	June 2017	

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 is used to promote health, not to punish. No child will be denied recess.
	2. Each student in this school participates in an average of 150 minutes per week of physical activity and/or physical education.	2. Each grade level has a scheduled physical activity time of of thirty minutes 4 days a week. Each child also receives 40 minutes of physical education instruction weekly from a certified PE teacher.
Pledge of Allegiance	3. Time is scheduled for school-wide recitation of the Pledge of Allegiance.	3. The principal leads the school in the recitation of the Pledge of Allegiance daily during morning announcements.
	4. Flags of the United States and North Carolina are displayed in this school.	4. US flags are displayed in each classroom and in the auditorium. The U.S. flag and NC flag are flown daily outside of 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. Each grade level will determine how duty free lunch will be implemented for the team members.
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 40 minutes of duty free grade level common planning time three times per week, plus 40 minutes of duty free time two days a week.
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	7. The Leadership Team will be receptive to any identified manner for providing information to the board in a more expeditious manner that will eliminate a redundant or unnecessary reporting requirement. Upon identification, they will share this manner with the principal, who will

	redundant or unnecessary report.	share it with the superintendent.
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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 Balfour Elementary to purchase materials supportive of school goals and to better meet student individual needs toward closing the Achievement Gap.
2. To waive the grade placement of teacher assistants allowing them to serve all students in the school according to (G.S. 115c-105.25.1)	2. To allow administration and staff at the school to determine placement of teacher assistants according to student needs.

Leadership Team Members

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

Name	Signature	Role
Stacie Bruchon		
Marleana Walker		
Mary Jo Przybylowski		
Amanda Hinshaw		
Molita Kidd		
Kristen Smith		
Emily Ramon		
Melissa Skoglund		
Billie Coleman		
Emily Cappello		
Keisha Dawalt		
Christopher Tuft		
Jusmar Maness		

Appendix 1: Current State of the School

1. Balfour exceeded expected growth on the 2015-2016 EOG Results.
2. Balfour's grade level went from a C in 2014-2015 to a D in 2015-2016.
3. EOG scores for 15-16 school year indicate the following levels of proficiency: Math= 3rd grade- 52.3%, 4th grade- 43% and 5th Grade 55.8%. Reading= 3rd grade-24.1%, 4th grade- 31.4% and 5th grade-37.7%. Science- 5th grade-64.9%.
4. There was significant growth in Science scores from the previous year. (16.8% growth)
5. Our teacher turnover rate decreased significantly going from 20.2% in 2014-2015 to 9.76% in 2015-2016.
6. 98.43% of our staff agrees that our school's purpose statement is clearly focused on student success.
7. Achievement gap from LEP students to non LEP students on Reading and Math EOG results have increased.
8. TRC data indicates some growth on reading proficiency levels. TRC composite increased from 47% students reading proficiently in 2014-2015 to 55% in 2015-2016.
9. TWCS information
10. Only 59% of second graders, 48.6% of third graders, 53.6% of fourth graders were on grade level in reading on the spring benchmark. This indicates a significant need to focus on getting more students on grade level in reading.

Appendix 2: School Profile

Historical Ethnicity Information (% of population on 20 th day)	2012-13	2013-14	2014-15	2015-16	2016-17
Black	6.4	5	5.5	6.2	
Asian	1	1.3	1.3	1.8	
White	24	23	22.8	21.8	
Hispanic	66	68	67.3	66.3	
American Indian	0.5	0.3	0.4	0.4	
2+ Races	1.9	2	2.8	3.5	
Total Population	566	571	544	546	

Historical Population (% of Population)	2011-12	2012-13	2013-14	2014-15	2015-16
Exceptional Children	10	10	11	11	12.2
AIG	3	4	4	2	3.0
Limited English Proficient	46.3	44	44	43	36.6
Total Free/Reduced Lunch	85.5	89.4	87.9	91.6	

Student Attendance Data	2011-12	2012-13	2013-14	2014-15	2015-16
Average Daily Attendance	96.56	96.14	95.54	98.52	98.56
Mobility (starting 2012-13)		24.5	17.7	14.8	20.1

Staffing Summary	2011-12	2012-13	2013-14	2014-15	2015-16
Teachers "highly qualified" (classes taught)	100%	100%	100%	100%	100%
Teachers with advanced degrees	33%	30%	22.7%	25%	36.95%
Teachers with NBPTS Certification	7	7	5	4	5

Teacher Turnover Rate	20%	15%	33.3%	20.2%	9.76%
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Appendix 3: Student Performance Results					
Promotion Rates	2011-12	2012-13	2013-14	2014-15	2015-16
Kindergarten	100	100	100	98.8	
Grade 1	100	100	100	99	
Grade 2	100	100	100	100	
Grade 3	100	100	93	98.9	
Grade 4	100	100	100	98.9	
Grade 5	100	100	100	100	

Grade Level Proficiency in Mathematics	2011-12	2012-13*	2013-14	2014-2015	2015-16
Grade 3 (EOG)	76.8	23.6	45.6	51.1	52.3
Grade 4 (EOG)	83.3	30.7	31.3	54.0	43.0
Grade 5 (EOG)	85.1	36.8	48.0	61.0	55.8

Grade Level Proficiency in Reading	2011-12	2012-13*	2013-14**	2014-15	2015-16
Kindergarten	61.0	65.0	76.0	74.0	
Grade 1	62.0	51.0	48.0	47.0	
Grade 2	44.0	48.0	47.0	46.0	
Grade 3 (EOG)	52.6	24.7	43.0	35.6	24.1
Grade 4 (EOG)	58.9	26.7	33.7	49.4	31.4
Grade 5 (EOG)	64.4	18.6	38.0	35.1	37.7

Grade Level Proficiency in Science	2011-12	2012-13*	2013-14	2014-15	2015-16
Grade 5 (EOG)	62.1	10.3	54.0	48.1	64.9



Math GLP Proficiency by Subgroup	Grade 3			Grade 4			Grade 5		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
All	45.6	51.1	52.3	31.3	54.0	43.0	48.0	61.0	55.8
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black	5.0	*	36.4	*	5.0	*	*	*	*
Hispanic	47.2	51.5	50.7	30.5	52.7	44.4	52.9	61.8	60.0
2+ Races	*	*	*	20.0	*	*	*	*	*
White	58.8	50.0	54.2	46.7	69.6	40.0	38.5	62.5	70.6
Male	47.6	46.8	50.8	32.6	53.2	41.7	49.1	90.0	58.7
Female	43.2	55.8	54.0	30.0	55.0	44.7	46.8	92.2	51.6
AIG	*	*	*	95.0	95.0	*	95.0	*	95.0
EC	8.3	5.0	17.6	5	5.0	7.7	15.4	8.3	15.4
Non-EC	51.3	57.5	58.7	35.6	62.6	49.3	52.9	70.7	64.0
LEP	36.1	46.7	42.9	5.9	38.7	5.9	31.6	44.0	16.7
Non-LEP	53.5	55.5	60.0	48.9	62.5	52.1	49.8	69.2	63.0
F/R Lunch	41.7	49.4	50.5	30.4	51.3	42.0	47.2	61.1	53.0
Non-F/R Lunch	85.7	80.0	83.2	49.1	77.4	59.2	54.5	59.6	72.6

Math Achievement Gaps	Grade 3			Grade 4			Grade 5		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Black (to White)	-53.8	*	-17.8	*	-64.6	*	*	*	*
Hispanic (to White)	-11.6	1.5	-3.5	-16.2	-16.9	4.4	14.4	-0.7	-10.6
EC (to non-EC)	-43	-52.5	-41.1	-30.6	-57.6	-41.6	-37.5	-62.4	-48.6
LEP (to non-LEP)	17.4	8.8	17.1	43	23.8	46.2	18.2	25.2	46.3
FRL (to non-FRL)	-44	-30.6	-32.7	-18.7	-26.1	-17.2	-7.3	1.5	-19.6

Math EVAAS Growth	Grade 3			Grade 4			Grade 5		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
	-3.9	2.2		1.7	11.4		-1.1	6.8	

Reading GLP Proficiency by Subgroup	Grade 3			Grade 4			Grade 5		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
All	43.0	35.6	24.1	33.7	49.4	31.4	38.0	35.1	37.7
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black	16.7	*	18.2	*	40.0	*	*	*	*
Hispanic	43.4	32.4	21.7	28.8	41.8	30.2	32.4	32.7	36.0
2+ Races	*	*	*	40.0	*	*	*	*	*
White	52.9	50.0	33.3	46.7	69.6	26.7	53.8	43.8	58.8
Male	42.9	31.9	24.1	27.9	44.7	33.3	35.8	30.0	39.1
Female	43.2	39.5	24.0	40.0	55.0	28.9	40.4	40.5	35.5
AIG	*	*	*	95.0	85.7	*	95.0	*	95.0
EC	5.0	5.0	5.0	10.0	8.3	5.0	23.1	5.0	5.0
Non-EC	50.7	40.1	28.6	36.9	56.0	37.0	40.2	41.6	45.4
LEP	30.6	22.2	14.6	8.8	22.6	5.0	5.0	8.0	5.0
Non-LEP	53.4	49.0	31.7	51.0	64.2	39.1	46.9	48.1	44.7
F/R Lunch	38.9	31.8	23.5	34.2	46.2	30.9	34.8	33.3	33.3
Non-F/R Lunch	85.2	100.0	34.3	23.8	77.1	39.5	63.9	61.0	64.1

Reading Achievement Gaps	Grade 3			Grade 4			Grade 5		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Black (to White)	-36.2	*	-15.1	*	-29.6	*	*	*	*
Hispanic (to White)	-9.5	-17.6	-11.6	-17.9	-27.8	3.5	-21.4	-11.1	-22.8
EC (to non-EC)	-45.7	-35.1	-23.6	-26.9	-47.7	-32.0	-17.1	-36.6	-40.4
LEP (to non-LEP)	22.8	26.8	17.1	42.2	41.6	34.1	41.9	40.1	39.7
FRL (to non-FRL)	-46.3	-68.2	-10.8	10.4	-30.9	-8.6	-29.1	-27.7	-30.8

Reading EVAAS Growth	Grade 3			Grade 4			Grade 5		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
	2.4	-0.3		0.4	1.2		-0.8	0.7	

Science GLP Proficiency by Subgroup	Grade 5		
	2013-14	2014-15	2015-16
All	54.0	48.1	64.9
American Indian	*	*	*
Asian	*	*	*
Black	*	*	*
Hispanic	55.9	47.3	66.0
2+ Races	*	*	*
White	50.0	56.3	76.5
Male	58.5	42.5	67.4
Female	48.9	54.1	61.3
AIG	95.0	*	95.0
EC	30.8	16.7	30.8
Non-EC	57.5	53.9	71.8
LEP	26.3	12.0	25.0
Non-LEP	60.5	65.5	72.3
F/R Lunch	52.8	47.2	60.6
Non-F/R Lunch	63.7	61.1	90.7

Science Achievement Gaps	Grade 5		
	2013-14	2014-15	2015-16
Black (to White)	*	*	*
Hispanic (to White)	5.9	-9	-10.5
EC (to non-EC)	-26.7	-37.2	-41
LEP (to non-LEP)	34.2	53.5	47.3
FRL (to non-FRL)	-10.9	-13.9	-30.1

Science EVAAS Growth	Grade 5		
	2013-14	2014-15	2015-16
	-0.6	-0.2	

mCLASS EVAAS Growth	Kindergarten			Grade 1			Grade 2		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
	-1.8	1.1		-4.8	3.9		-3.3	13.1	

AYP Targets/*AMOs Met	Met	Total	Percent Met	Targets Missed
2009-10	21	21	100%	
2010-11	20	21	95.2%	Reading - Hispanic
2011-12*	16	21	76.2%	Reading – All, Hispanic, White, ED Math - White
2012-13*	15	21	71.4%	Reading—All, Hispanic, White, ED Math—All, White
2013-14*	21	31	67.7%	Reading – all, Hispanic, White, EDS, LEP & SWD Math – All, Hispanic, White & EDS Science - All
2014-15*	18	31	58.1%	Reading – all, Hispanic, White, EDS & SWD Math – All, Hispanic, EDS & SWD Science - All, Hispanic & EDS
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 have a very positive view of the school facilities and resources. The average for that section of the NC Teacher Working Conditions Survey (NCTWCS) was 90.35%. 2. The “Community Support and Involvement” section of the 2016 NCTWCS showed significant growth from the 2014, from an average of 77.45% to 93.28%. 3. Teacher views on the managing of student conduct have improved from 2014 to 2016. The average on the “Managing Student Conduct” section of the NCTWCS grew from 74.6% in 2014 to 94.98% in 2016.
Three or more areas of possible improvement	<ol style="list-style-type: none"> 1. The percentage of teachers who agree with the statement “Teachers are recognized as educational experts” dropped from 86.7% in 2014 to 79.1% in 2016 2. The percentage of teachers who agree with the statement “Professional development is differentiated to meet the individual needs of teacher” dropped from 69% in 2014 to 59.5% in 2016. 3. Only 21.4% of teachers agree with the statement “State assessments accurately gauge students’ understanding of standards. 4. While there was growth in the “Time” section of the NCTWCS from 2014-2016, most responses remain below 80%.
Two significant findings	<ol style="list-style-type: none"> 1. Overall, teacher satisfaction with school facilities and resources, community involvement and support, and school leadership has grown significantly in the past two years. 2. Teachers feel the need for more differentiated professional development, as well as more time to complete the tasks to which they are assigned.

Student Survey

Three or more areas of strength	<ol style="list-style-type: none"> 1. My teacher wants me to do my best (Early Elementary) = 98.61% Yes (Avg: 2.98) 2. In my school my teachers want me to do my best work (Elementary) = 95.74% Agree (Avg: 2.95) 3. My teachers care about students (Elementary) = 92.97% Agree (Avg: 2.91) 4. My teacher tells me when I do good work (Early Elementary) = 95.14% (Avg: 2.94)
Three or more areas of possible improvement	<ol style="list-style-type: none"> 1. Teachers ask my family to come to school activities. (Elementary) = 71.09% Agree, 25.39% Not Sure 3.52% Don’t Agree (Avg: 2.68) 2. In my school students treat adults with respect. (Elementary) 59.69% Agree, 34.11% Not Sure, 6.2% Don’t Agree (Avg: 2.53) 3. My principal and teachers ask me what I think about school. (Elementary) = 47.66% Agree

	37.5% Not Sure 14.84% Don't Agree (Avg: 2.33)
Two significant findings	<ol style="list-style-type: none"> 1. Statements indicating concerns with supervision appeared in comments. 2. Students agreed that teachers care and want them to do well in school, however, a low number agreed that principal and teachers ask them what they think about school.

Parent Survey	
Three or more areas of strength	<ol style="list-style-type: none"> 1. All of my child's teachers report on my child's progress in easy to understand language. (avg 4.3) 2. Our school ensures that instructional time is protected and interruptions minimized. (avg 4.31) 3. Our school provides opportunities for students to participate in activities that interest them. 87.64% Strongly Agree/Agree(avg 4.35) 5. Our school ensures that the facilities support student learning. 89.88% Strongly Agree/Agree (avg 4.35) 6. Our school provides a safe learning environment. 87.64% Strongly Agree/Agree (avg 4.33)
Three or more areas of possible improvement	<ol style="list-style-type: none"> 1. Our school shares responsibility for student learning with stakeholders. (avg 4.08) 2. Our school's purpose statement is formally reviewed and revised with involvement from parents. 80% Strongly Agree/Agree (avg 4.07) 3. All of my child's teachers meet his or her learning needs by individualizing instruction. (avg 4.1) 4. Our school's governing body does not interfere with the operation or leadership of our school. 72.09% Strongly Agree/Agree (avg 4.01) 5. My child has at least one adult advocate in the school. 79.77% Strongly Agree/Agree (avg 4.04)
Two significant findings	<ol style="list-style-type: none"> 1. Statements about the school facilities and resources had high averages, indicating that respondents were overall pleased with those things. 2. Statements about the involvement of parents/stakeholders in the governance and direction of the school had lower scores.

Guy B. Teachey Elementary School
2016-2017 Continuous Improvement and Title I Implementation Plan

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Staff Approval

Date of Secret Ballot
 Results For

 Results Against
 Date

Approved by Superintendent of Schools:

 Signature

Approved by Board of Education:

Signature

Date

 Signature

 Date

**Our School's
 Vision**

Guy B. Teachey Elementary will be a safe, nurturing school that works collaboratively with all stakeholders; preparing students to be productive 21st century citizens.

**Our School's
 Mission**

Guy B. Teachey Elementary will be an inviting school where high expectations, respect for one another, and lifelong learning are valued and promoted.

Core Beliefs

- To lead us toward our vision and mission, our school community shares the following core beliefs:
- Our school community believes that a quality education for all children can best be provided through communication, cooperation, responsibility, and teamwork.
 - Our school community believes in creating a safe, secure, nurturing environment which fosters lifelong learning, high standards of achievement, and character development through flexible, creative, and interactive experiences.
 - Our school community believes that high standards for both faculty and students ensure quality teaching and learning while encouraging all students to reach their highest potential.
 - Our school community believes that discipline is best achieved by setting clear expectations, modeling appropriate behavior, promoting positive behaviors, and teaching social and academic skills needed for success.
 - Our school community believes that respect of self and others is a key factor in learning; therefore, a true school community is built upon a foundation of mutual respect and support.
 - Our school community believes in utilizing all available technology in order to highly engage all students and aid their progress in becoming global, 21st century learners.

<p>ACS Strategic Plan Goals</p> <ul style="list-style-type: none"> ✓ Prepared for further education, work, and citizenship. ✓ Personalized education ✓ Excellent Educators ☐ Up-to-date systems ☐ Healthy, safe and responsible 	<p>Strategic Plan Objective(s):</p> <ul style="list-style-type: none"> ★ Goal 1--Prepared graduates <ul style="list-style-type: none"> Obj. 1--Align instruction for student mastery of standards Obj. 5--21st Century Skills ★ Goal 2--Personalized education <ul style="list-style-type: none"> Obj. 1--MTSS ★ Goal 3--Excellent Educators <ul style="list-style-type: none"> Obj. 2--Culture of professional growth 	<p>Current Level of Performance: 2015-2016 Results:</p> <p>Kindergarten TRC: 52% MOY--78% EOY (non-cohort*) First Grade TRC: 77% EOY in K-->60% EOY in 1st Second Grade TRC: 58% EOY in 1st-->70% EOY in 2nd Third Grade BOG to EOG: 34%-->54.5% (non-cohort*) Fourth Grade EOG: 60.5% EOY in 3rd-->54.4% EOY in 4th Fifth Grade EOG: 59.6% EOY in 4th→ 56.1% EOY in 5th</p> <p><small>*K and 3rd do not reflect cohort data because there is no like data prior to the entrance of Kindergarten just as there is no EOG data coming up from second grade--BOG is the start point for this type of data</small></p>
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Annual Goal 1:
 Increase grade level literacy career and college readiness by 15% and reach 80% composite proficiency for the 2016-2017 school year as measured by mCLASS, NC Standard Course of Study, and State Assessments.

Implementation Summary
Literacy

Guy B. Teachey Elementary School will ensure that students receive a minimum of 120 minutes of evidence-based balanced literacy instruction that aligns to North Carolina Course of Study (including 60 minutes of guided reading, 30 minutes of direct instruction, and 30 minutes of writing, word and vocabulary work).

ACTION STEPS:

Core Instruction:

- Teachers will deeply analyze and interpret mCLASS data (DIBELS and TRC) to develop next steps that accelerate literacy growth

for K-3 students (and RtA students in 4th grade).

- MTSS--Implementation of Core Success Plan so that 80% of students are successful without additional support.
- Grade Levels will meet weekly to analyze the NCSCS standards and create assessments that reach the depth and breadth of the standards.
- Grade Level “**Collaboration Around Student Achievement**” meetings will be held weekly in order to analyze instruction based on common assessment, instruction and/or progress monitoring.
- Coaching support will be provided for teachers to personalize instruction in order to ensure student proficiency and mastery.

Targeted Remediation:

- Reading Specialists push in for Guided Reading in Grades 1, 2, and 3, so that students at and somewhat below grade level (yellow) receive supplemental instruction at least 3 times per week for 20-30 minutes.
- Intervention groups will meet during Tiger Time, in grades 2-4, with IA/Encore/Core teachers based on student deficits identified in CASA discussions so that skill gaps are targeted with additional instruction at least three days per week. Grade 5 will begin second semester.
- Interventions for students in Kindergarten and First Grade are implemented based on data from CASA meetings by classroom teacher and instructional assistant.

Intensive Intervention/Catch-up Growth:

- Reading specialists push in for Guided Reading in Grades 1, 2, and 3, so that students significantly below grade level (red) receive supplemental instruction five days a week for 20-30 minutes.
- Implementation of classroom Small Group Success Plans or Personalized Education Plans for targeted students.
- Implementation of Individual Success Plans or Personalized Education Plans for targeted students.

Motivation to Read:

- Students will participate in **Accelerated Reader** so that they receive automatic feedback on their independent reading and motivational incentives based on their accuracy rates.
- **Reading is a Chain Reaction**--every book read is recognized with a link in a paper chain that follows the perimeter of the school hallways so that time spent reading is increased.

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

		Needed							
Day McHenry Classroom teachers J. Brumley Dunn Andrews Garcia	<ol style="list-style-type: none"> 1. <i>The Next Step Forward in Guided Reading</i> (2016), by Dr. Jan Richardson 2. ACS Balanced Literacy Plan 3. <i>Annual Growth: Catch Up Growth for All Students</i> by L. Fielding 4. Core Success Plan (a component of the ACS Instructional Success Plan for MTSS) 5. District Collaboration Around Student Achievement (CASA) forms that outline instructional strategies needed to reach 80% proficiency in literacy for each classroom. 	<ol style="list-style-type: none"> 1. CASA training for grade level teams 2. AR training for staff 3. Core Success Plan training 4. Weekly CASA Meetings and planning meetings focused on standards unpacking aligned to ACS pacing guides 	<p>Reporting: Administration K-5 Leadership Team Representatives</p> <p>Implementation: Core teachers Encore teachers Instructional Assistants</p>	Master Schedule Common Assessments (pre-post) BOY-->EOY 3-5 benchmarks BOY--MOY--EOY mCLASS benchmarks and progress monitoring data Grade Level intervention plans and delivery to targeted students CASA minutes AR reports 2x/month Link count each month Reading specialists' schedules CORE Lesson Plans	<p>CASA UPDATES/Grade Level Proficiency</p> <p>November:</p> <p>December:</p> <p>January:</p> <p>February:</p> <p>March:</p> <p>April:</p> <p>May:</p>	Date completed.			
<p>Reflections on Progress/Outcomes: Wall of Fame/Stars of AR displays student pictures when 80% correct is maintained by the student in AR (2 books every 2 weeks).</p> <table border="1" data-bbox="140 1279 289 1458"> <tr> <td></td> <td>N u m b e r o f</td> <td>R e a d i n g</td> </tr> </table>					N u m b e r o f	R e a d i n g	<p>Notes and Coaching: School Notes/<i>Coaching comments</i></p>		
	N u m b e r o f	R e a d i n g							

	Student Sons STAR S of Accelerated Reader	is a Chain Reaction /Super intende nt's Reading Challenge
September	n/a	n/a
October	102	

b er		
N o v e m b er		
D e c e m b er		
J a n u a r y		
F e b r u a r y		
M a r c h		
A p r i l		
M a y		

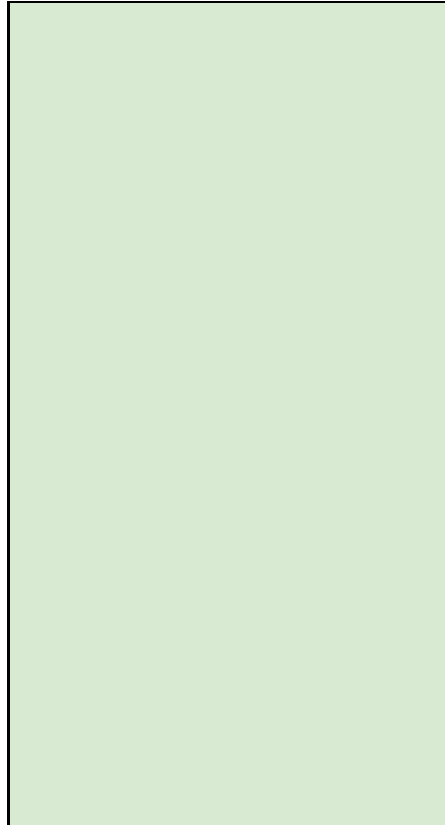
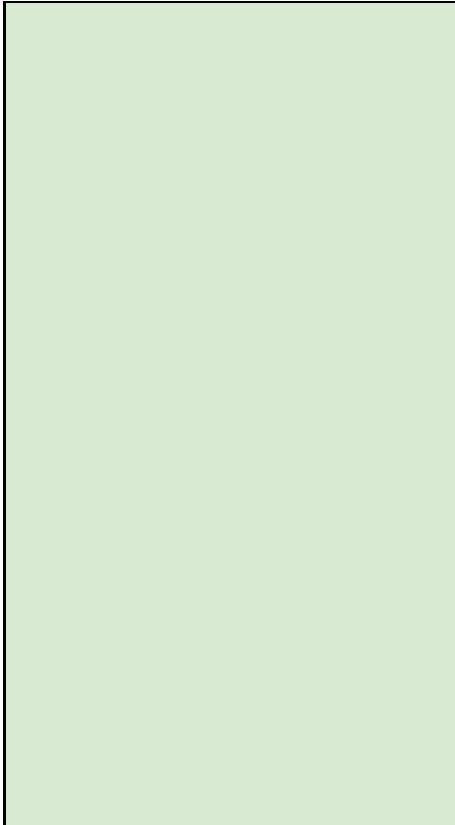
Reflections on Progress/Outcomes:
 Updates and reflection on current data



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

Strategic Plan Objective(s):
<ul style="list-style-type: none"> ★ Goal 1--Prepared graduates <ul style="list-style-type: none"> Obj. 1--Align instruction for student mastery of standards Obj. 5--21st Century Skills ★ Goal 2--Personalized education <ul style="list-style-type: none"> Obj. 3--STEAM ★ Goal 3--Excellent Educators <ul style="list-style-type: none"> Obj. 2--Culture of professional growth

Current Level of Performance:		
2015-2016 Math EOG		
	Colle ge/C areer Read y (level s 4-5)	P r o f i c i e n t (i n c l u d e s l e v e l 3)



Thi rd Gra de	58.5 %	7 5 .2 %
Fo urt h Gra de	51.9 %	5 4 .4 %
Fift h Gra de	63.6 %	6 9 .2 %
Co mp osit e	58.5 %	6 7 .2 %

Annual Goal 2:
 Increase grade level math college and career readiness by 15% and reach 80% composite proficiency for the 2016-2017 school year as measured by NC Mathematics EOG.

Implementation Summary
Math

Action Steps:

Core Instruction:

Master Schedule with protected blocks so that students receive 90 uninterrupted minutes of math each day including 15 minutes of spiraled mastery lessons, 10 minutes of number talks, and 65 minutes of core math instruction.

- Teachers will utilize *Mastery Lessons* to conduct a brief spiral review of skills and *Number Talks* to strengthen mental math computation strategies.
- Grade Level CASAs will analyze student proficiencies on standards based on common assessment, benchmark, and /or progress monitoring data.
- Certified staff will meet weekly to analyze NCSCS standards and create lesson plans with assessments that reach the depth and breadth of the standards.

Targeted/Intervention Catch Up Growth:

- Differentiated intervention groups will meet during Tiger Time, in grades 2-5, so that skill gaps are targeted with additional instruction at least two days per week.
- Groups will be instructed by IA/Encore/Core teachers based on student needs identified in CASA discussions.

Motivation:

- Grade levels will develop methods to recognize student's number ID/math fact fluency so that students develop automaticity.
- Grades 3-5 will participate in a Study Island competition so that students practice multi-step problems within grade level standards.
- Grades K-1 implement First in Math so that students in grades K-3 increase practice grade level math skills and develop fact fluencies.

Implementation- Core Instruction Action Steps			Monitoring			Completion
Team Members	Resources	Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date
Day Garcia Andrews Grade level leadership representatives	1. Look-for check list shared with teachers 2. Math Fact Fluency plans by grade level 3. NCDPI Wiki, ACS Wiki 4. Ms. Rich - Director of Elementary Education	Study Island PD--using data to monitor practice First in Math PD for K-1 staff Number Talks for new hires	Reporting: K-5 Leadership Team Representatives Implementation: Core K-5 teachers Encore teachers	Master Schedule Assessment Data--probes, common assessments, ACS benchmarks	Three times a year	FIM for K-1 completed 10/25/16

			Instructional Assistants	Fluency data Study Island data First in Math data		
Reflections on Progress/Outcomes:				Notes and Coaching:		

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

Strategic Plan Objective(s):
<ul style="list-style-type: none"> ★ Goal 1--Prepared graduates Obj. 1--Align instruction for student mastery of standards Obj. 5--21st Century Skills ★ Goal 2--Personalized education Obj. 3--STEAM ★ Goal 3--Excellent Educators Obj. 2--Culture of professional growth

Current Level of Performance:
Science EOG 2015-16: 72.9% CCR; 83.2% Proficient

Annual Goal 3: Increase science college and career readiness to 80% for the 2016-2017 school year as measured by the NC Science EOG.
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Implementation Summary Science
Guy B. Teachey Elementary will ensure 30-40 minutes of daily science instruction that includes integrating technology, close reading, and vocabulary instruction using a variety of nonfiction complex text to support an inquiry-based learning approach.

ACTION STEPS:

1. Implement a Maker Space so that students engage in exploration of STEAM related interests.
2. Students will utilize Discovery Education Techbook to access interactive experiments, text, and glossary.
3. Continue implementation of school-wide STEM DAY so that students understand the relevance between scientific study and society.
4. Fifth grade intervention groups will meet during Tiger Time with Encore/Core teachers so that essential concepts can be front loaded to provide background knowledge and prepare students for regular instruction in the power standards for grade 5. Topics are a result of analysis of benchmark data during CASA meetings. This additional instruction is provided for 30 minutes, at least two days per week, during the first semester.
5. Teachers in kindergarten through fifth grade will integrate Tier 3 vocabulary (academic science words) within instruction so that students are able to access and master K-5 science standards.

Implementation - Tier 3 Vocabulary			Monitoring			Completion
Team Members	Resources	Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date
Grade level teams Administration Instructional facilitator	<ol style="list-style-type: none"> 1. Discovery Education Science Techbook 2. Information eBooks from Big Universe 3. Makerspace materials 4. Study Jams through Scholastic 5. COACH resources 	<ol style="list-style-type: none"> 1. Mini PD for Makerspace 2. Mini PD planning session for STEM Day 3. New teacher training for Discovery Techbook 	Grade Level Teams Instructional Facilitator	<ol style="list-style-type: none"> 1. Classroom word walls 2. Lesson plans 3. Benchmark data 4. Common assessment data 5. STEM Day Reflections 	Monthly	
Reflections on Progress/Outcomes:				Notes and Coaching:		

<p>ACS Strategic Plan Goals</p> <ul style="list-style-type: none"> ✓ Prepared for further education, work, and citizenship. ✓ 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"> ★ Goal 1--Prepared graduates Obj. 2--Families understand student performance Obj. 5--21st Century Skills ★ Goal 2--Personalized education Obj. 5--Cultivate partnerships with families 	<p>Current Level of Performance:</p> <p>Based on attendance sign in sheets from parent events, about 60% of families attended all parent engagement activities.</p>
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Annual Goal 4:
 In the 2016-2017 school year, Guy B. Teachey Elementary will increase parent engagement to 80% in all parent activities and parent engagement nights.

**Implementation Summary
 Family Engagement**

- Action Steps:**
1. Family Reading Night to launch PTO's Book Fair where families can shop and participate in engaging activities so that a culture of reading in the home is promoted.
 2. Implement Four Academic Family Teacher Team Meetings (AFTT, based on Mapp's model) so that partnerships between families and staff ensure learning continues outside of school. Encore and speciality area teachers will provide child-care during these sessions.
 3. Conduct student-led conferences (student-guardian) using student data folders with intentionality so that students develop a **Growth Mindset** and gain ownership of their learning.

Implementation- Student-led conferences			Monitoring			Completion			
Team Members	Resources	Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date			
Grade Level teams Administration Instructional Facilitator	Data folders Ask Me! Stickers Ask Me! Sticker cards	Growth Mind-Set for new staff Use of Data Folders in PLCs Karen Mapp's model for AFTTs	Grade level teams	Grade level plans for use of Ask Me! Stickers Student cards with earned stickers Grade level presentations for AFTT meetings					
Reflections on Progress/Outcomes: <table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="text-align: center;">A F T T M e e t i n g D a t e s</td> <td style="text-align: center;">F o c u s o f M e e t i n g</td> <td style="text-align: center;">P a r e n t A t t e n d a n c e % p e r G r</td> </tr> </table>				A F T T M e e t i n g D a t e s	F o c u s o f M e e t i n g	P a r e n t A t t e n d a n c e % p e r G r			
A F T T M e e t i n g D a t e s	F o c u s o f M e e t i n g	P a r e n t A t t e n d a n c e % p e r G r							

		a d e L e v e l
S e p t e m b e r 8, 2 0 1 6	“ L o o k i n g a t t h e B i g P i c t u r e ”	
D e c e m b e r 1, 2 0 1 6	“ W h e r e I s M y C h i l d ? ”	
F e b r u a r y	“ O n T a r g e t ”	

2017	et for Success			
April 2017	“ Finishing Ahead ”			

<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 this Continuous Improvement Plan ● A separate Comprehensive Needs Assessment signed by principal, Title I director, and School Leadership Team chair
2. School-Wide Reform Strategies	<ul style="list-style-type: none"> ● Goals indicated above (pages 3-12) and intervention strategies indicated (pages 13-15) in this Continuous Improvement Plan
3. Instruction by a Highly Qualified Professional Staff	<ul style="list-style-type: none"> ● Staffing Summary indicated below (page 20)
4. High Quality and Ongoing Professional Development	<ul style="list-style-type: none"> ● Professional development plan listed for each goal (pages 3-12)
5. Strategies to Attract Highly Qualified Teachers to High Need Schools	<ul style="list-style-type: none"> ● District recruitment plan ● Staffing Summary indicated below (page 20) ● Assessment data is used to place highly qualified teachers in areas of need, allowing for reduced class sizes to meet the developmentally appropriate needs of students
6. Including Teachers in Decisions Regarding the Use of Assessment	<ul style="list-style-type: none"> ● Evaluation strategies for continuous improvement plan ● Participation in school leadership team ● Participation in district leadership planning ● Participation in 5x/year (more as needed) Response to Instruction (Rtl) data and support discussion ● Participation in weekly Collaboration Around Student Achievement (CASA) discussions
7. Strategies to Increase Parent Involvement	<ul style="list-style-type: none"> ● Family Appreciation/Title I Night ● Four AFTT/Family Engagement Nights ● Parent Surveys ● Family Reading Night ● Home Visits or Quality Outside Visits ● Student-led conference ● PTO Special Events ● Parent Contact Logs ● Volunteer Logs ● School Calendar on Website ● Blackboard Connect phone & email messages

	<ul style="list-style-type: none"> ● PTO Communication in Monday folders ● PTO Communication via Email ● Regularly Updated Teacher Websites ● Parent Education opportunities ● Watch D.O.G.S. program ● Class DOJO Parent Communication
<p>8. Preschool Transition Strategies</p>	<ul style="list-style-type: none"> ● DIAL4 screening ● Kindergarten teachers visit pre-school classes ● 5th graders visit South Asheboro Middle School ● Kindergarten Info Night for parents here at Teachey (multipurpose room) ● Family Alliance Network parent meeting to discuss 5th grade transition to 6th grade ● Representative from South Asheboro Middle School provides overview of 6th grade ● Transition plan for rising Kindergarten and 6th grade students
<p>9. Activities for Children Experiencing Difficulty</p>	<ul style="list-style-type: none"> ● District use of Personal Education Plans (PEPs) ● Core Success Plans/Small Group Success Plans/ Individual Success Plans ● Tiger Time: Daily Intervention Participation ● Parent Conferences ● Response to Instruction: Data Conversations and ISP Team ● Partnership with Carter's Circle of Care ● Partnership with Communities In Schools ● Backpack Pals ● Academic Celebrations each grading period ● Administration review of all report cards and monitoring of Core Success Plans
<p>10. Coordination and integration of Federal, State, and Local Services</p>	<p>Federal programs implemented in this school include:</p> <ul style="list-style-type: none"> ● Title I, Title II-A, Title II-D, Title III ● State programs implemented in this school include: English as a Second Language (PRC 054); DSSF (PRC 024) ● Coordination and integration of these programs are outlined in the school's intervention plan and individual federal grant applications

PBIS School Action Plan			
Task	Who	When	Completion Date
PBIS team at each school 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	Monthly through the 2016-2017 school year.	
School team representative will attend District level PBIS meetings.	In-School Coach/PBIS team leader, principal or assistant principal	One meeting in the fall and one meeting in the spring	
PBIS team at the school level will complete the School Evaluation Tool (SET) and score 90% or higher.	In-School Coach/PBIS team leader, principal or assistant principal	By June 1, 2017	
The bus drivers will continue to give pink and blue tickets for positive behavior. They will give 2 boys and 2 girls the special tiger tickets each week. The tickets will be turned into the office every Thursday for a drawing. One boy and girl will be chosen to receive the principal's homework pass. They will also give regular tiger tickets to any student on any day. These tickets will be used for the tiger store.	Teachey PBIS Team	By September 2016	
Our major focus this year will be on our new "PAWS" check-in and check-out program. Teachers will receive training on this new program. Any teacher or staff member may fill out a student referral form. We should only have around 5-6 students at a time and rotate after a 9 week period.	Teachey PBIS Team	Every 9 weeks	
The PBIS team will review and discuss school wide discipline data each month. This allows the team to create monthly reports to help identify "problem spots" within the school.	Teachey PBIS Team	Monthly throughout the 2016-2017 school year	

We will share discipline data with staff during each monthly staff meeting.	Teachey PBIS Team	Monthly throughout the 2016-2017 school year	
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Compliance Statements		
Healthy Active Children Policy	<ul style="list-style-type: none"> Physical activity is not denied to any student as a means of discipline, nor is physical activity used as a form of punishment. 	<ul style="list-style-type: none"> Physical activity is part of each student's daily educational plan.
	<ul style="list-style-type: none"> Each student in this school participates in an average of 150 minutes per week of physical activity and/or physical education. 	<ul style="list-style-type: none"> Students receive 40 minutes of physical activity with a physical education teacher once a week. Students receive 30 minutes of physical activity daily, four times a week, with the classroom teacher. Energizers/Brain breaks are also used during instruction in the classrooms.
Pledge of Allegiance	<ul style="list-style-type: none"> Time is scheduled for school-wide recitation of the Pledge of Allegiance. 	<ul style="list-style-type: none"> 2-3 students each morning, beginning the year with 5th grade and working our way down the line, lead the entire school over the intercom in the recitation of the Pledge of Allegiance.
	<ul style="list-style-type: none"> Flags of the United States and North Carolina are displayed in this school. 	<ul style="list-style-type: none"> US flags are displayed in classrooms, in the cafeteria, and on the flagpole outside. NC flags are displayed on the flagpole outside and in the media center consistently. Both flags may be located in additional places throughout the building as well.
Duty-free Instructional Planning	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 all full-time, assigned teachers.
Redundant	<ul style="list-style-type: none"> If the continuous improvement team identifies a more 	<ul style="list-style-type: none"> The School Improvement Team will submit any

<p>Reporting Requirements</p>	<p>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.</p>	<p>redundant reporting requirements to the superintendent and document their submission in the monthly minutes.</p>
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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 Guy B. Teachey Elementary to purchase materials supportive of school goals and to better meet student individual needs toward closing the Achievement Gap.
2. To waive the grade placement of teacher assistants allowing them to serve all students in the school according to (G.S. 115c-105.25.1)	2. To allow administration and staff at the school to determine placement of teacher assistants according to student needs.

Leadership Team Members

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

Name	Signature	Role
Amy Day		Principal
Rhonda McHenry		Assistant Principal
Kim Clodfelter		Guidance Counselor
Sharon Andrews		Instructional Facilitator
Kellie Garcia		Media Specialist
Dorothy Cooper		Instructional Assistant
Wendy Falkowski		Speech Therapist
Jonas Hancock		Music Teacher
Jennifer Brumley		Reading Specialist
Rebekah Day		Parent
Heather Gilmer		Kindergarten
Michele Hinson		First Grade
Katie Hill		Second Grade
Brandi Johnson		Third Grade
Hannah Lawton		Fourth Grade
Brittany Roth		Fifth Grade

Rebekah Day		Parent Representative
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Appendix 1: Current State of the School

Our School Leadership/Improvement Team has carefully examined the preceding data along with other pertinent information about our school. Together, the members of our team have reached the following significant conclusions about our school and/or our school community. These conclusions may reflect areas of celebration or areas requiring further development/improvement. These conclusions (and the data they are based upon) are a driving force behind our goals for the 2016-2017 school year, along with our *Intervention Plan* (above) for 2016-2017. General conclusions are largely based upon End-of-Grade and Text Reading and Comprehension (TRC) student assessment data from the 2015-2016 school year.

Guy B. Teachey Elementary met 100% of the Annual Measurable Objectives (AMO's) for 2015-2016 school year. Meaningful, purposeful work must continue this school year in order to see academic proficiency increases with ALL students, but particularly with our *Black Students, White Males, English Language Learners* and *Students with Disabilities* subgroups in reading.

Celebrations:

- Guy B. Teachey Elementary met 100% of the Annual Measurable Objectives (AMO's) for 2015-2016 school year.
- Student Attendance Data resulted in 98.58% for 2015-2016. Student achievement is directly correlated to attendance.
- Fifth Grade Science proficiency grew based on End-of-Grade test results in 2015-2016.
- Students read 24,000 books in 2015-2016 as a result of the implementation of a school-wide reading incentive.
- Implemented first therapeutic classroom in ACS with 5 of 8 students participating in the regular academic setting for partial days.

Areas requiring attention and improvement:

- Teachey's Teacher Turnover Rate was 19.44% for 2015-2016.
- Guy B. Teachey Elementary changed from a "B" rating to a "C" rating as our overall composite proficiency dropped from 70% to 67% in 2015-2016.
- According to EVAAS results, Guy B. Teachey Elementary *Met Expected Growth* in Math, Science and in Reading for 2015-2016. We are striving for *Exceeds Expected Growth* in one or more areas.
- Reading proficiency is a major priority for any student, K-5, and not just an issue to be addressed during (or after) third grade. Early literacy intervention in grades K-3 is paramount as Reading Specialists and ESL Specialists provide supplemental instruction for struggling students.
- As a staff, we are on a mission to develop and create a sustaining culture of readers among our students and their families. We feel that through increased independent reading, aside from classroom reading instruction, students will flourish and make significant gains in literacy skills which will ultimately result in continued overall growth in reading proficiency.

Appendix 2: School Profile

Historical Ethnicity Information (% of population on 20 th day)	2012-13	2013-14	2014-15	2015-16	2016-17
Black	12.9	12.1	13.2	11.3	12.7
Asian	2.	3.1	3.1	2.4	2.7
White	56.2	56.4	52.5	53.4	49.3
Hispanic	23.9	24.1	27.24	29.1	31.9
American Indian	0	0	0	0	0
2+ Races	4.8	4.2	3.9	3.8	3.4
Total Population	498	486	514	549	527

Historical Population (% of Population)	2011-12	2012-13	2013-14	2014-15	2015-16
Exceptional Children	10.7	11.2	9.5	9.9	13.5
AIG	5.1	6.8	7.2	5.8	5.9
Limited English Proficient	12.9	12.7	10.5	15.8	14.4
Total Free/Reduced Lunch	60.8	62.6	60.4	61.5	63.3

Student Attendance Data	2011-12	2012-13	2013-14	2014-15	2015-16
Average Daily Attendance	96.68	95.95	96.05	98.64	98.58
Mobility (starting 2012-13)		21.7	17.8	17.6	12.8

Staffing Summary	2011-12	2012-13	2013-14	2014-15	2015-16
Teachers "highly qualified" (classes taught)	100%	100%	n/a	100%	97.7%
Teachers with advanced degrees	28%	24%	35%	41%	55%
Teachers with NBPTS Certification	8	8	6	6	6
Teacher Turnover Rate	6%	18%	10%	3%	19.44%



Appendix 3: Student Performance Results					
Promotion Rates	2011-12	2012-13	2013-14	2014-15	2015-16
Kindergarten	100	100	95.3	93.7	97.8
Grade 1	100	100	96.4	98.7	100
Grade 2	100	100	100	100	100
Grade 3	100	100	86.1	100	100
Grade 4	100	100	100	100	100
Grade 5	100	100	95.9	100	99.1

Grade Level Proficiency in Mathematics	2011-12	2012-13*	2013-14	2014-2015	2015-16
Grade 3 (EOG)	82.4	46.0	71.3	73.7	75.2
Grade 4 (EOG)	85.4	44.3	60.9	66.7	54.4
Grade 5 (EOG)	77.1	38.1	58.8	65.7	69.2

Grade Level Proficiency in Reading	2011-12	2012-13*	2013-14**	2014-15	2015-16
Kindergarten (TRC)	86.0	88	71	77	78
Grade 1 (TRC)	74.0	51	47	58	59
Grade 2 (TRC)	84.0	72	57	64	69
Grade 3 (EOG)	65.7	41.3	60.9	60.5	54.5
Grade 4 (EOG)	58.3	36.1	50.0	59.6	54.4
Grade 5 (EOG)	66.7	29.9	49.5	55.2	56.1

Grade Level Proficiency in Science	2011-12	2012-13*	2013-14	2014-15	2015-16
Grade 5 (EOG)	61.9	36.1	63.9	79.1	83.2

Math GLP Proficiency by Subgroup	Grade 3			Grade 4			Grade 5		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
All	71.3	73.7	75.2	60.9	66.7	54.4	58.8	65.7	69.2
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black	25.0	16.7	56.3	50.0	20.0	*	27.3	55.6	*
Hispanic	77.8	65.4	80.6	66.7	66.7	50.0	50.0	66.7	68.8
2+ Races	*	*	*	*	*	*	50.0	*	*
White	79.6	85.4	75.0	65.8	74.6	66.7	66.1	67.5	73.0
Male	60.4	62.1	75.4	59.5	64.3	41.9	60.8	64.3	64.4
Female	84.6	80.9	75.0	63.6	69.8	62.5	56.5	68.0	75.0
AIG	*	*	*	95.0	95.0	95.0	95.0	95.0	95.0
EC	28.6	44.4	25.0	25	30.0	30.8	13.3	33.3	23.1
Non-EC	75.0	77.6	82.0	66.0	70.8	59.0	67.1	70.7	75.6
LEP	72.7	75.0	71.4	*	41.7	33.3	*	*	45.5
Non-LEP	71.1	73.4	76.2	*	70.1	58.2	*	*	71.9
F/R Lunch	64.3	69.4	67.2	53.7	57.6	47.3	50.9	56.1	61.0
Non-F/R Lunch	77.8	81.5	89.0	73.7	80.1	70.7	70.1	80.8	79.3

Math Achievement Gaps	Grade 3			Grade 4			Grade 5		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Black (to White)	-54.6	-68.7	-18.7	-15.8	-54.6	*	-38.8	-11.9	*
Hispanic (to White)	-1.8	-20	5.6	0.9	-7.9	-16.7	-16.1	-0.8	-4.2
EC (to non-EC)	-46.4	-33.2	-57	-41	-40.8	-28.2	-53.8	-37.4	-52.5
LEP (to non-LEP)	-1.6	-1.6	4.8	*	28.4	24.9	*	*	26.4
FRL (to non-FRL)	-13.5	-12.1	-21.8	-20	-22.5	-23.4	-19.2	-24.7	-18.3

Math EVAAS Growth	Grade 3			Grade 4			Grade 5		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
				0.8	3.7	-4.0	7.3	0.2	-0.6

Reading GLP Proficiency by Subgroup	Grade 3			Grade 4			Grade 5		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
All	44.8	60.5	54.5	40.6	59.6	54.4	40.2	55.2	56.1
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black	33.3	5.0	25.0	25.0	40.0	*	9.1	33.3	*
Hispanic	27.8	53.8	48.4	33.3	51.9	56.3	25.0	58.3	46.9
2+ Races	*	*	*	*	*	*	50.0	*	*
White	51.9	70.7	68.8	47.4	67.8	59.0	48.2	60.0	63.5
Male	35.4	48.3	43.9	40.5	55.4	35.5	45.1	59.5	50.8
Female	56.4	68.1	68.2	40.9	65.1	66.7	34.8	48.0	62.5
AIG	*	*	*	95.0	95.0	90.0	87.5	95.0	85.0
EC	5.0	33.3	33.3	5.0	30.0	53.8	20.0	22.2	23.1
Non-EC	48.7	64.2	57.4	46.4	62.9	54.5	43.9	60.3	60.7
LEP	27.3	68.8	33.3	*	25.0	41.7	*	*	18.2
Non-LEP	47.3	58.3	60.1	*	64.4	56.7	*	*	60.4
F/R Lunch	28.6	51.0	42.2	34.1	52.5	43.6	26.3	48.8	63.5
Non-F/R Lunch	60.6	77.7	75.8	52.2	70.1	79.2	60.0	65.3	68.8

Reading Achievement Gaps	Grade 3			Grade 4			Grade 5		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Black (to White)	-18.6	-65.7	-43.8	-22.4	-27.8	*	-39.1	-26.7	*
Hispanic (to White)	-24.1	-16.9	-20.4	-14.1	-15.9	-2.7	-23.2	-1.7	-16.6
EC (to non-EC)	-43.7	-30.9	-24.1	-41.4	-32.9	-0.7	-23.9	-38.1	-37.6
LEP (to non-LEP)	20.0	-10.5	26.8	*	39.4	15.0	*	*	42.2
FRL (to non-FRL)	-32.0	-26.7	-33.6	-18.1	-17.6	-35.6	-33.7	-16.5	-5.3

Reading EVAAS Growth	Grade 3			Grade 4			Grade 5		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
	01.0	4.2	2.8	3.4	2.4	-1.9	0.5	-2.1	-2.4

Science GLP Proficiency by Subgroup	Grade 5		
	2013-14	2014-15	2015-16
All	63.9	79.1	83.2
American Indian	*	*	*
Asian	*	*	*
Black	9.1	55.6	*
Hispanic	50.0	83.3	78.1
2+ Races	66.7	*	*
White	76.8	85.0	87.3
Male	70.6	83.3	81.4
Female	56.5	72.0	85.4
AIG	91.7	95.0	95.0
EC	26.7	33.3	46.2
Non-EC	70.7	86.2	88.3
LEP	*	*	54.5
Non-LEP	*	*	86.5
F/R Lunch	52.6	68.3	76.3
Non-F/R Lunch	80.0	96.1	91.7

Science Achievement Gaps	Grade 5		
	2013-14	2014-15	2015-16
Black (to White)	-67.7	-29.4	*
Hispanic (to White)	-26.8	-1.7	-9.2
EC (to non-EC)	-44	-52.9	-42.1
LEP (to non-LEP)	*	*	32
FRL (to non-FRL)	-27.4	-27.8	-15.4

Science EVAAS Growth	Grade 5		
	2013-14	2014-15	2015-16
	0.6	3.8	2.0

mCLASS EVAAS Growth	Kindergarten			Grade 1			Grade 2		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
	-3.6	2.6	-2.2	-5.2	4.2	2.4	4.0	2.9	0.1

AYP Targets/*AMOs Met	Met	Total	Percent Met	Targets Missed
2009-10	21	23	91.30%	Math – ED, LEP
2010-11	20	27	74.10%	Reading – All, Hispanic, ED, LEP, SWD Math – Hispanic, SWD
2011-12*	15	17	88.20%	Reading – All, White
2012-13*	23	25	92.00%	Reading – All, White
2013-14*	29	31	93.50%	Reading – All & White
2014-15*	27	29	93.1%	Reading – All & White
2015-16	20	20	100%	

Appendix 4: Other Data Sources

Teacher Survey--AdvancED survey with 62.1% of staff responding

Three or more areas of strength	100% of agree that our school's purpose statement is clearly focused on student success. 97.5% agree that our school has a continuous improvement process based on data, goals, actions, and measures of growth. 92.1% agree that our school provides qualified staff members to support student learning.
Three or more areas of possible improvement	60.5% agree that our school provides a plan for the acquisition and support of technology to support student learning. 68.4% agree that our school provides a plan for the acquisition and support of technology to support the school's operational needs. 71.8% agree that all teachers have been trained to implement a formal process that promotes discussion about student learning.
Two significant findings	Open-ended responses indicate staff concerns regarding communication and the amount of testing.

Student Survey--AdvancED survey with 87.6% of students responding

Three or more areas of strength	99% agree that teachers want students to do their best work. 98.1% agree that the school has computers to help students learn. 96.3% agree that the principal and teachers want every student to learn.
Three or more areas of possible improvement	44.8% agree that the principal and teachers ask what students think about school. 60.4% agree that students treat adults with respect. 71% agree that students are treated fairly.
Two significant findings	Open ended responses indicate concerns about testing and respect.

Parent Survey--AdvancED survey with 24.9% of parents responding

Three or more areas of strength	97.6% agree that our school provides a safe learning environment. 96.9% agree that our school's purpose statement is clearly focused on student success. 93.7% agree that our school communicates effectively about the school's goals and activities.
Three or more areas of possible improvement	77.5% agree that our school's purpose statement is formally reviewed and revised with involvement from parents. 78.7% agree that our school's governing body does not interfere with the operation or leadership of our school. 84.1% agree that our school shares responsibility for student learning with its stakeholders.

Two significant findings	Open-ended responses indicate concerns about the amount of testing, technology needs, and communication.
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Teacher Working Conditions Survey with 95.45% of teachers responding	
Three or more areas of strength	100% of teachers agree that the school does a good job of encouraging parent/guardian involvement. 100% of teachers agree that the school leadership facilitates using data to improve student learning. 100% of teachers believe almost every student has the potential to do well on assignments.
Three or more areas of possible improvement	46.3% of teachers agree that state assessments accurately gauge students' understanding of standards. 58.5% of teachers agree that efforts are made to minimize the amount of routine paperwork teachers are required to do. 50.0% of teachers agree that class sizes are reasonable such that teachers have the time available to meet the needs of all students.

Lindley Park Elementary School

2016-2017 Continuous Improvement and Title I Implementation Plan

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Staff Approval

Date of Secret Ballot
 Results For

 Results Against
 Date

Approved by Superintendent of Schools:

 Signature

Approved by Board of Education:

Signature

Date

 Signature

 Date

**Our School's
 Vision**

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

**Our School's
 Mission**

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

Core Beliefs

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

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

- Exceptional children require special services and resources.

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):

- ★ Goal 1: Objective 1: Align instruction with a guaranteed and viable curriculum so that students master grade/course standards for career and college readiness.
- ★ Goal 2 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.

Current Level of Performance:

In 2015-2016, 52.5% of students scored at grade-level proficiency on the reading EOG

mClass Composite Scores:

Kindergarten:53%
 1st grade: 35%
 2nd grade: 45%

EOG Reading/ELA Proficiency:

3rd grade: 58.9%
 4th grade: 54.2%
 5th grade: 44.4%

Annual Goal 1:

In the 2016-2017 school year our reading proficiency average will increase to 80% on mClass composite in grades K-2 and the Reading/ELA EOG in grades 3-5.

Implementation Summary - Reading/ELA

1. All students will engage in instruction during a protected, extended core literacy block so that each student is instructed on the grade level standard course of study.
2. Hold weekly Collaboration Around Student Achievement (CASA) meetings at each grade level so that instruction is designed and implemented to meet the identified needs of each student.
3. Academic vocabulary words (tier 2 and 3) will be taught explicitly so that students will be able to recognize and apply them in a variety of context, specifically with regard to responding to comprehension and analysis questions.
4. Students will engage in small group, targeted literacy instruction with trained reading staff so that identified skill deficits will be addressed.
5. Intervention block will be implemented with flexible groups served by an intervention team of certified teachers so that each student requiring

intensive support will exceed annual growth.

6. K--3 teachers will utilize a systematic phonics -based methodology that follows an evidence- based scope and sequence during word study.
7. Teams will ensure direct vocabulary instruction using a gradual release of responsibility model.
8. Coaching support will be provided for teachers to personalize instruction in order to ensure student proficiency and mastery.

Implementation		Monitoring			Completion
Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date
Instructional Staff Support Staff Administrators	Flexible schedule that allows all staff allotted time to work with students during the literacy block. (1) Staff will be trained at weekly CASA meetings to understand and analyze student data. (2) 12 Powerful Words (3) List of Tiered Words (3) mClass Vocabulary (3) Identifying best practices for vocabulary instruction (3) Recorded lessons (3) TRC Data (2, 4, 5) DIBELs Data (2, 4, 5) MClass Data (2, 4, 5) Guided Reading Plus PD (4) Multi-tiered System of Support (MTSS) documents, District CASA documents, and District Problem Solving Document. (4, 5) Leveled literacy intervention materials (5) Bank of Activities / Lessons (5) <u>The Education Revolution</u> (4, 5) <u>A Brain-Based Approach to Closing the Achievement</u> (5)	School Administrators (1) Instructional Facilitator (1, 2) Grade Level Teams (2) Support Staff (2) Grade Level Representative (3, 4) Karen Moss (5)	Lesson Plans (1, 3, 4) Master Schedule (1) Assessment Data (1, 3) Walk-through Data (1, 3) CASA Agenda and Meeting Notes (2, 4) Student Work Samples (3, 4) Student Writing Samples (3) MClass Data (5) Progress Monitoring (5) Intervention Groups (5)	Monthly (1) November 15th, February 14th & May 16th (2-5)	June 10, 2017

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):

- ★ Goal 1: Objective 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:

In 2015-2016 school year, 68% of students in grades 3-5 were proficient on the End of Grade assessment in mathematics.

EOG Math Grade Level Proficiency:

3rd grade: 74%
 4th grade: 69.4%
 5th grade: 61.1%

Annual Goal 2:

In the 2016-2017 school year, 85% of the students in each grade level will demonstrate proficiency in math on the EOG in grades 3-5.

Implementation Summary- Math

1. Teachers will integrate the use of manipulatives during a protected math block so that students develop a concrete understanding of math standards through hands-on, conceptual learning.
2. Teachers will use flexible, small groups during math instruction so that each student becomes proficient and confident in using a variety of math strategies to solve problems.
3. Teachers will analyze math concepts and standards during planning and CASA meetings so that core instruction will assure each student demonstrates proficiency on grade level standards.
4. Students will receive standards-based math instruction during breakfast meetings and designated intervention blocks so that individual student deficits can be targeted.
5. All teachers will administer universal screeners and frequent evidence--based assessments to all students to determine targeted needs based on strengths and skill deficits.
6. All teachers and staff will analyze common formative assessments to determine the given enrichment, maintenance, and/ or remediation.



Implementation		Monitoring			Completion
Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date
Classroom Teachers and Support Staff	Math Manipulatives (1) PD on Math Manipulatives (1) PD on Small Group Math Instruction (2) Recorded Lessons (2) NCSCOS, ACS Pacing Guides (3, 4) Standards Based, Spiraled Math Problems for Each Grade Level (4)	All Classroom Teachers and Support Staff (1, 2, 4) Grade Level Chairs (3)	Walk-through data (1, 2, 4) Observation Data (1, 2, 4) Lesson Plans (1, 2, 4) Recorded Lessons (1, 2) Student Work (1 - 4) Student Observations (1 - 4) CASA Minutes (3)	After Each Benchmark (1, 2) Monthly (3, 4)	June 10, 2017 (1 - 4)
Reflections on Progress/Outcomes:			Notes and Coaching:		

ACS Strategic Plan Goals

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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:

In 2015-2016 school year, 71% of students were proficient on the End of Grade Science assessment.

Annual Goal 3:

In the 2016-2017 school year we will increase our science proficiency to 80% on the Grade 5 EOG Science assessment.

Implementation Summary - Science

1. Teachers will plan hands-on science experiences quarterly through the Makerspace program to compliment skill and vocabulary development so that each student will build collaborative, creative and critical thinking skills in a scientific context.
2. Teacher grade level teams will hold monthly CASA meetings in collaboration with school administrators, and the instructional facilitator so that instruction is aligned with the ACS pacing guide and designed and implemented to meet the identified needs of each student.
3. Student teams in grades 3-5 will solve a real world problem and present their findings to other students, parents, and/or the greater school community so that students learn to apply the scientific method and engage in science in meaningful, relevant ways.

Implementation		Monitoring			Completion
Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date
Classroom Teachers (1, 2) Media Specialist (1, 3) Administrators(1, 2, Instructional Facilitator (2) 3-5 Classroom Teachers (3)	PD on MakerSpace for the Media Specialist (1) Materials for Makerspace and Projects (1, 3) Volunteers (1) Time to Present Projects Across Grade Levels(1, 3) Students Enter STEAM Competition in Spring (1, 3) School Wide Schedule (2) Vertical Conversations About Science (2) Class Time to Teach Projects (3) Staff Development on Creating Projects (3)	Kathy Malpass (1, 3) Administration and School Leadership Team (2) 3-5 Teachers (3)	Student Work Samples (1, 3) STEAM competition Team Products and Reflections (1, 3) Activity Plans (1) Photos (1, 3) Classroom Teachers K-4 Will Videotape One Science Lesson per Quarter (2) School Wide Schedule (2)	November (1, 2) February (1) March (2) April (1) December (3)	March 2017 (3) May 2017 (1) June 10, 2017 (2)
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):

- ★ GOAL 2 - Each student has a personalized education
- ★ Objective 5: Cultivate partnerships with families and the community, so that student learning experiences are enhanced.

Current Level of Performance:

163 of 400 families attended our Reading Title 1 Night.
 36 of 400 families attended our Math Title I Night.
 In 2015-2016, Lindley Park offered ___ parent/curriculum nights.

Annual Goal 4:

Lindley Park Elementary will host a minimum of 5 family-involvement activities engaging at least 80% of our families in school sponsored events.

Implementation Summary - Family Involvement

1. Utilize the Karen Mapp model of family engagement activities three times during the school year so that families learn to be active partners in supporting student success.
2. Analyze family feedback through a survey/interest inventory concerning engagement opportunities in order to build stronger family and community support for student learning.
3. Effectively communicate involvement opportunities through bilingual newsletters, connect-ed phone calls, emails, and social media so that all families are aware and are encouraged to participate in engagement activities.

Implementation		Monitoring			Completion
Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date
Certified Staff (1) School Improvement Team (2) School Administration (3) Classroom Teachers (3)	Karen Mapp Training Video (1) Interpreters (1, 3) PowerPoints for Teachers (1) Surveys/Interest Inventories(2) Google Doc (K-2 and 3-5 Monthly Bilingual Information) Facebook Page	Donna Hall (1) Heather Neal (2) Kathy Malpass (3) Cindy Mullins (3)	Sign-in Sheets (1) Meeting Agendas (1) Videotape (1) Completed Surveys (2) Newsletters (3) Emails (3) Connect-Ed Phone Calls (3)	September (2) October (1) February (1) March (2) April (1) Monthly (3)	March 2017 (2) June 2017 (1, 3)
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"> ● See Appendix 2: School Profile ● See Appendix 3: Student Performance Results ● See Appendix 4 Other Data Sources
2. School-Wide Reform Strategies	<ul style="list-style-type: none"> ● Annual Goals 1, 2, 3 and 4
3. Instruction by a Highly Qualified Professional Staff	<ul style="list-style-type: none"> ● All of our teachers are state- licensed, fully certified and able to demonstrate great competence in teaching. ● 100% of our teaching staff is highly qualified and parents may request information about the professional qualifications about their child’s teachers at any time.
4. High Quality and Ongoing Professional Development	<ul style="list-style-type: none"> ● Our staff participates in site -based professional development provided by expert colleagues in the field on a regular basis through professional learning communities. Asheboro City Schools provides in-service opportunities to teachers throughout the year on designated workdays. The Piedmont Triad Education Consortium engages educators in free learning experiences that can often further meet their Professional Development Plan needs.
5. Strategies to Attract Highly Qualified Teachers to High Need Schools	<ul style="list-style-type: none"> ● Our district’s Human Resource Department has an on-going relationship with several universities and colleges. Our principal has been on recruiting trips to assist with the process of finding great matches for our local schools. Interview teams are convened to determine the right fit for vacancies that arise in our facility. The questions that are developed to screen candidates are very thorough in nature. Our district has a required Recruitment Plan. Assessment data is used to place highly qualified teachers in areas of need allowing for reduced class sizes to meet the developmentally appropriate needs of students.
6. Including Teachers in Decisions Regarding the Use of Assessment	<ul style="list-style-type: none"> ● The teachers participate in weekly CASA (Collaboration Around Student Achievement) meetings with grade level and support staff present to discuss common, formative, and summative assessment data, as needed.
7. Strategies to Increase Parent Involvement	<p>Our school understands that parents and the community are partners in the development and learning needs of all children. We plan activities and cultural events to engage further participation in the education process. Some of the events that we host are listed below:</p> <ul style="list-style-type: none"> ● Goodies for Grandparents ● Cultural Nights ● Family Reading Night ● Book Fairs

	<ul style="list-style-type: none"> • Winter and Spring Performances • Career Fair/Future Fair • Author/Illustrator Visit • Meal of Moms • Lunch of Love • Popsicles in the Park • Grade Level Writing Celebrations • Home Visits • Blackboard Connect 5 Messaging System • School Website School Facebook Page
<p>8. Preschool Transition Strategies</p>	<ul style="list-style-type: none"> • Annual Title Parent I Night • DIAL 4 screening, spring • Kindergarten Orientation in the spring • Kindergarten Parent Night before school begins • Staggered Entry for students • Pre-Kindergarten students visit the Kindergarten classes • Intentional collaboration between Pre-Kindergarten and Kindergarten teacher
<p>9. Activities for Children Experiencing Difficulty</p>	<ul style="list-style-type: none"> • Optional after school tutoring (volunteer teachers) • Leveled Literacy Intervention with Reading Specialist • Intervention Team • District and School use of Instructional Success Plans (ISP) • Multi-tiered Systems of Support • 2 ESL Teachers • 2 EC Teachers with 1 EC Assistant • 1 Reading Teacher • Summer Academy • Parent conferences • Community volunteers • Reading Buddies
<p>10. Coordination and integration of Federal, State, and Local Services</p>	<ul style="list-style-type: none"> • Annual Title I Parent Night • Federal programs implemented in this school include: Title I, Title II-A, Title II-D, Title III • State programs implemented in this school include: English as a Second Language (PRC 054) • Coordination and integration of these programs are outlined in the • School's intervention plan and individual federal grant applications

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	Monthly through the 2016--2017 school year	June 2017
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	June 2017
Each PBIS team at the school level will complete a TFI Inventory and submit to the Central Office.	In-School Coach/PBIS team leader, principal or assistant principal	By December 2016	December 14, 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. Teachers use other positive behavior supports to achieve desired school norms.
	2. Each student in this school participates in an average of 150 minutes per week of physical activity and/or physical education.	2. Every classroom has a daily scheduled thirty minute recess time. Each class has 40 minutes of weekly physical education taught by a trained specialist.
Pledge of Allegiance	3. Time is scheduled for school-wide recitation of the Pledge of Allegiance.	3. Every morning selected students lead the Pledge of Allegiance while students and staff voluntarily recite it in unison.
	4. Flags of the United States and North Carolina are displayed in this school.	4. Every classroom displays the United States flag and it is displayed outside the front of the school building. The North Carolina flag is displayed in the multipurpose room.
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	7. The School Improvement Team will submit any redundant reporting requirements to the superintendent and document their submission in the monthly minutes.

	redundant or unnecessary report.	
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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 Lindley Park Elementary to purchase materials supportive of school goals and to better meet student individual needs toward closing the Achievement Gap.
2. To waive the grade placement of teacher assistants allowing them to serve all students in the school according to (G.S. 115c-105.25.1)	2. To allow administration and staff at the school to determine placement of teacher assistants according to student needs.

Leadership Team Members

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

Name	Signature	Role
Nikki Domally		Principal
Jaime Noack		Assistant Principal
Caroline Rush		Instructional Facilitator
Leah Chase		Kindergarten Teacher
Jessica Brown		First Grade Teacher
Heather Hopkins		Second Grade Teacher
Heather Cheek		Third Grade Teacher
Rebecca Scotton		Fourth Grade Teacher
Jessica Hoffmire		Fifth Grade
Rebecca Jones		EC Teacher
Karen Moss		Reading Facilitator
Heather Neal		ESL Teacher

Jetara Price		Parent
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Appendix 1: Current State of the School

Celebrations

According to 2015-2016 school achievement and growth data:

- Our school's composite EVAAS scores show that we met expected growth for the 2015-2016; however, we exceeded growth in the following areas 4th grade math.
- Grades 3, 4, and 5 all saw increases in math proficiency in 2016 as compared to 2015.
- Grades 3 and 5 also made gains in reading proficiency in 2016 as compared to 2015. Highlights are as follows:
 - Scores rose 3 percentage points for proficiency in literacy across grades 3, 4, and 5.
 - Scores rose 8 percentage points for proficiency in math across grades 3, 4, and 5.
 - 5th grade science proficiency increased 26.3 percentage points.

Areas Needing Improvement

- Our school has significant achievement gaps (15 points or more) in both reading and math across all grade levels.
- 2015-2016 EVAAS data shows that our 5th grade did not meet growth in reading or math.
- A critical area for improvement is increasing family and community involvement. In the 2015-2016 school year, 36 out of 400 families attended our math night. Additionally, fewer than 20 parents responded to our AdvancEd survey.

Appendix 2: School Profile

Historical Ethnicity Information (% of population on 20 th day)	2012-13	2013-14	2014-15	2015-16	2016-17
Black	25.5	24.0	18.8	22.4	21.5
Asian	1.3	1.3	1.2	1.4	1.8
White	61.0	41.0	42.2	40.3	37.8
Hispanic	28.6	28.7	33.7	30.1	32.8
American Indian	7.2	0	0.2	0	0
2+ Races	5.0	4.9	3.9	5.8	6.3
Total Population	444	446	410	429	400

Historical Population (% of Population)	2011-12	2012-13	2013-14	2014-15	2015-16
Exceptional Children	7.4	9.6	8.5	8.0	13.5
AIG	6.8	6.9	6.1	6.3	7.47
Limited English Proficient	21.8	21.6	21.1	23.8	20.7
Total Free/Reduced Lunch	72.4	70.9	71.0	67.1	69.0

Student Attendance Data	2011-12	2012-13	2013-14	2014-15	2015-16
Average Daily Attendance	96.41	95.91	96.0	98.12	98.21
Mobility (starting 2012-13)		28.7	18.7	20.1	25.7

Staffing Summary	2011-12	2012-13	2013-14	2014-15	2015-16
Teachers "highly qualified" (classes taught)	100%	100%	n/a	100%	n/a
Teachers with advanced degrees	27%	38%	30%	20%	n/a
Teachers with NBPTS Certification	5	6	6	4	n/a
Teacher Turnover Rate	10%	9%	19%	9%	n/a



Appendix 3: Student Performance Results

Promotion Rates	2011-12	2012-13	2013-14	2014-15	2015-16
Kindergarten	100	98.5	100	95.2	100
Grade 1	100	100	98.9	100	100
Grade 2	100	100	100	98.6	100
Grade 3	100	100	93.5	100	100
Grade 4	100	100	100	100	100
Grade 5	100	100	100	100	100

Grade Level Proficiency in Mathematics	2011-12	2012-13*	2013-14	2014-2015	2015-16
Grade 3 (EOG)	86.9	48.6	64.4	64.6	74.0
Grade 4 (EOG)	94.2	42.2	47.8	65.3	69.4
Grade 5 (EOG)	92.6	58.3	54.3	52.2	61.1

Grade Level Proficiency in Reading	2011-12	2012-13*	2013-14**	2014-15	2015-16
Kindergarten (TRC)	79.0	56	61	40	53
Grade 1 (TRC)	71.0	54	50	47	35
Grade 2 (TRC)	34.0	81	68	52	45
Grade 3 (EOG)	71.4	40.0	49.3	50.6	58.9
Grade 4 (EOG)	69.8	39.8	43.3	60.0	54.2
Grade 5 (EOG)	75.3	39.3	44.6	39.1	44.4

Grade Level Proficiency in Science	2011-12	2012-13*	2013-14	2014-15	2015-16
Grade 5 (EOG)	82.7	51.2	66.3	44.9	71.2

Math GLP Proficiency by Subgroup	Grade 3			Grade 4			Grade 5		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
All	64.4	64.6	74.0	47.8	65.3	69.4	54.3	52.2	61.1
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black	47.1	57.1	62.5	33.3	47.6	50.0	37.0	50.0	31.6
Hispanic	70.6	50.0	69.6	27.8	66.7	60.9	40.7	26.3	75.0
2+ Races	5.0	*	*	*	*	*	80.0	*	*
White	78.8	76.7	86.7	67.7	78.8	79.3	78.1	65.6	78.8
Male	76.5	60.5	77.5	46.9	77.1	71.8	50.0	47.2	57.6
Female	53.8	69.4	69.7	48.6	55.0	66.7	59.1	57.6	64.1
AIG	*	*	*	95.0	94.4	95.0	95.0	95.0	95.0
EC	12.5	11.1	25.0	*	27.3	16.7	7.7	5.0	71.7
Non-EC	70.8	71.5	78.7	*	71.8	79.9	62.0	58.1	65.0
LEP	80.0	50.0	64.7	7.7	40.0	30.0	28.6	5.0	*
Non-LEP	61.9	71.0	76.8	57.5	67.1	75.8	58.9	62.1	*
F/R Lunch	54.0	56.0	69.1	36.2	51.1	60.5	47.1	39.6	43.6
Non-F/R Lunch	87.0	79.4	89.0	75.1	89.1	82.6	77.2	81.0	81.8

Math Achievement Gaps	Grade 3			Grade 4			Grade 5		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Black (to White)	-31.7	-19.6	-24.2	-34.4	-31.2	-29.3	-41.1	-15.6	-47.2
Hispanic (to White)	-8.2	-26.7	-17.1	-39.9	-12.1	-18.4	-37.4	-39.3	-3.8
EC (to non-EC)	-58.3	-60.4	-53.7	*	-44.5	-63.2	-54.3	-53.1	6.7
LEP (to non-LEP)	-18.1	21	12.1	49.8	27.1	45.8	30.3	57.1	*
FRL (to non-FRL)	-33	-23.4	-19.9	-38.9	-38	-22.1	-30.1	-41.4	-38.2

Math EVAAS Growth	Grade 3			Grade 4			Grade 5		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
				-2.6	2.0	7.6	1.6	-2.9	-6.1

Reading GLP Proficiency by Subgroup	Grade 3			Grade 4			Grade 5		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
All	49.3	50.6	58.9	43.3	60.0	54.2	44.6	39.1	44.4
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black	23.5	42.9	50.0	40.0	38.1	50.0	29.6	42.9	15.8
Hispanic	41.2	25.0	39.1	16.7	61.1	34.8	11.1	15.8	50.0
2+ Races	40.0	*	*	*	*	*	80.0	*	*
White	66.7	76.7	76.7	61.3	78.8	65.5	81.3	56.3	63.6
Male	58.8	53.5	67.5	34.4	57.1	51.3	41.7	30.6	42.4
Female	41.0	47.2	48.5	51.4	62.5	57.6	47.7	48.5	46.2
AIG	*	*	*	95.0	95.0	90.9	94.4	95.0	95.0
EC	5.0	22.2	25.0	*	5.0	8.3	7.7	5.0	8.3
Non-EC	52.9	54.3	65.6	*	70.3	63.4	50.7	43.5	51.6
LEP	50.0	33.3	23.5	5.0	20.0	10.0	7.1	5.0	*
Non-LEP	49.2	58.1	69.6	53.7	62.9	61.3	51.3	46.5	*
F/R Lunch	36.0	34.0	50.9	31.9	46.8	48.8	34.3	25.0	17.9
Non-F/R Lunch	78.2	79.2	83.3	70.1	82.2	62.2	77.4	71.3	75.7

Reading Achievement Gaps	Grade 3			Grade 4			Grade 5		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Black (to White)	-43.2	-33.8	-26.7	-21.3	-40.7	-15.5	-51.7	-13.4	-47.8
Hispanic (to White)	-25.5	-51.7	-37.6	-44.6	-17.7	-30.7	-70.2	-40.5	-13.6
EC (to non-EC)	-47.9	-32.1	-40.6	*	-65.3	-55.1	-43.0	-38.5	-43.3
LEP (to non-LEP)	-0.8	24.8	46.1	48.7	42.9	51.3	44.2	41.5	*
FRL (to non-FRL)	-42.2	-45.2	-32.4	-38.2	-35.4	-13.4	-43.1	-46.3	-57.8

Reading EVAAS Growth	Grade 3			Grade 4			Grade 5		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
	0.8	-1.0	2.3	-3.1	4.6	1.2	-1.1	-0.1	-5.0

Science GLP Proficiency by Subgroup	Grade 5		
	2013-14	2014-15	2015-16
All	66.3	44.9	71.2
American Indian	*	*	*
Asian	*	*	*
Black	48.1	42.9	47.4
Hispanic	44.4	36.8	70.6
2+ Races	95.0	*	*
White	93.8	56.3	87.9
Male	60.4	41.7	73.5
Female	72.7	48.5	69.2
AIG	95.0	95.0	95.0
EC	23.1	5.0	38.5
Non-EC	73.4	50.0	78.3
LEP	35.7	18.2	*
Non-LEP	71.8	50.0	*
F/R Lunch	60.0	35.4	55.0
Non-F/R Lunch	86.3	66.6	90.8

Science Achievement Gaps	Grade 5		
	2013-14	2014-15	2015-16
Black (to White)	-45.7	-13.4	-40.5
Hispanic (to White)	-49.4	-19.5	-17.3
EC (to non-EC)	-50.3	-45	-39.8
LEP (to non-LEP)	36.1	31.8	*
FRL (to non-FRL)	-26.3	-31.2	-35.8

Science EVAAS Growth	Grade 5		
	2013-14	2014-15	2015-16
	1.2	-2.9	-1.1

mCLASS EVAAS Growth	Kindergarten			Grade 1			Grade 2		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
	-3.5	-3.9	-0.0	0.9	-0.1	-1.5	4.5	14.9	1.3

AYP Targets/* AMOs Met	Met	Total	Percent Met	Targets Missed
2009-10	25	25	100.0%	0
2010-11	21	21	100.0%	0
2011-12*	23	23	100.0%	0
2012-13*	25	25	100.0%	0
2013-14*	26	30	86.7%	Reading – All, Black, Hispanic & EDS
2014-15*	24	30	80.0%	Reading - All, Black, Hispanic & EDS Science - All & EDS
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>According to the Teacher's Working Conditions Survey:</p> <ul style="list-style-type: none"> 85% of staff believe teachers provide parents/guardians with useful information about student learning. 89% of staff believe that the community we serve is supportive of this school. 89% of staff believe teachers are effective leaders in this school. <p>According to the AdvancEd Staff Survey:</p> <ul style="list-style-type: none"> 90% of staff believe our school has a continuous improvement process based on data, goals, actions, and measures for growth. 95% of staff believe our school uses multiple assessment measures to determine student learning and school performance.
Three or more areas of possible improvement	<p>According to the Teacher's Working Conditions Survey:</p> <ul style="list-style-type: none"> 58% of staff believe that the policies and procedures about student conduct are clearly understood by the faculty. 40% of staff believe teachers are trusted to make sound professional decisions about instruction. <p>According to the AdvancEd Staff Survey:</p> <ul style="list-style-type: none"> 29% of our staff believes our school does not provide a plan for the acquisition and support of technology to support the school's operational needs. <p>These finding suggest that as a school, we need to improve our communication about student discipline procedures and review the expectations of how to successfully implement, at all levels, PBIS (Positive Behavior Intervention & Support)</p>
Two significant findings	<p>According to the Teacher's Working Conditions Survey:</p> <ul style="list-style-type: none"> 91% of staff believe professional development offerings are data driven. 92% of staff believe professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.

	This tells us that professional development is beneficial and should continue to be provided for our staff.
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Student Survey	
Three or more areas of strength	<p>According to the AdvancEd Student Surveys:</p> <ul style="list-style-type: none"> ● 98% of K-2 students agree teachers at Lindley Park want them to learn. ● 95% of 3-5 students agree the principal and teachers at Lindley Park want every student to learn ● 99% of K-2 students agree that Lindley Park has books for them to read. <p>These findings suggest that students believe our school is a place where learning is valued and that their success is important to their teachers and administrators.</p>
Three or more areas of possible improvement	<p>According to the AdvancEd Student Surveys:</p> <ul style="list-style-type: none"> ● 44% of 3-5 students agree students at Lindley Park treat adults with respect. ● 60% of 3-5 students agree their principal and teachers ask them what they think about school. ● 66% of 3-5 students agree they are treated fairly at Lindley Park. <p>These findings represent a great opportunity for raising student voice and participation in our school. Our team will work to empower students through our PBIS program and provide more frequent opportunities for students to give feedback regarding their school experience.</p>
Two significant findings	<p>According to the AdvancEd Student Surveys:</p> <ul style="list-style-type: none"> ● 97% of 3-5 students and 96% of K-2 students believe Lindley Park teachers want them to do their best work. ● 93% of students believe their teachers help them learn things they will need in the future.

	These findings suggest that students believe teachers hold high expectations for their learning and understand how it will impact their future endeavours inside and outside of the classroom.
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Parent Survey	
Three or more areas of strength	<p>According to the AdvancEd Parent Survey:</p> <ul style="list-style-type: none"> ● 87% percent of parents feel that their teachers provide support to help them understand their child's progress. ● 90% of parents agree that their student has at least one adult advocate in the school. ● 94% of parents agree that their children are given multiple assessments to measure understanding of what has been taught.
Three or more areas of possible improvement	<p>According to the AdvancEd Parent Survey:</p> <ul style="list-style-type: none"> ● 76% of parents agree that the school's purpose is reviewed with them. ● 71% of parents agree that our school ensures the effective use of financial resources. ● 70% of parents agree that our school's governing body does not interfere with the operation or leadership of our school. <p>These findings suggest there is room to grow in terms of communication between the school and families concerning Lindley Park's purpose and its use of financial resources. Through our AFTT nights and commitment to involving more families in our PTO we hope to see parents and families gain an increased understanding of school happenings.</p>
Two significant findings	<p>According to the AdvancEd Parent Survey:</p> <ul style="list-style-type: none"> ● 93% of parents believe Lindley Park provides a safe learning environment. ● 93% of parents believe their child knows the expectations for learning in all classes.

**Asheboro High School
Course Proposals
for the
2017-2018 School Year**

Course Descriptions:

Course Title: Principles of Education & Training
Course Code: FL022XO
Credit: 1
Type: Regular
Grade: 10-11
Prerequisite: **Must complete an application and be recommended by the Career Development Counselor**

Principles of Education and Training is designed to introduce learners to various careers available within the education and training career cluster. Students will use educational and career information resources such as Career Cruising and CFNC to identify individual career interests and personal strengths and weaknesses related to a career in education. Students will also gain an understanding of the basic knowledge and skills essential to careers within the education and training career cluster. Students will develop a graduation plan that leads to a specific career choice in the students' interest area. Work-based learning strategies appropriate for this course include guest speakers, business/industry field trips, job shadowing, and service learning.

Course Title: Human Growth & Development
Course Code: FL035XO
Credit: 1
Type: Honors
Grade: 11-12
Prerequisite: **FL02 Principles of Education & Training; Must complete an application and be recommended by the Career Development Counselor**

Human Growth and Development is an examination of human development across the lifespan with emphasis upon research, theoretical perspectives, and common physical, cognitive, emotional, and social development milestones. This course is recommended for students interested in pursuing a career in teaching and is a completer course in the Education & Training Career Cluster. This honors level course is rigorous and covers material that is generally taught in a post-secondary, introductory course in developmental psychology or human development. Work-based learning strategies appropriate for this course include business/industry field trips, internships, job shadowing, and service learning.

Course Title: **Advanced Manufacturing I**
Course Number: **IM11**
Type: **Regular**
Recommended
Maximum Enrollment: **25**
Grade: **9-12**
Prerequisite: **None**

This course is the first part of a two-part sequence on the basic functional knowledge and skills needed in the advanced manufacturing environment. This course covers introduction to manufacturing, safety, and quality and is based upon the Manufacturing Skills Standards Council's (MSSC) Certified Production Technicians certification (CPT). CPT is recognized by manufacturers in NC and the USA as a fundamental certification needed by advanced manufacturing production workers. Topics included in this course include 21st century skills, working in manufacturing, understanding customers' needs, communication strategies, how to develop and deliver training, manufacturing safety, personal protective equipment, fire and electrical safety, blueprint reading, basic measurements, precision tools, quality systems, corrective action process, and verification processes. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are possible for this course (age limits may apply). SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Course Title: **Advanced Manufacturing II**
Course Number: **IM12**
Type: **Honors**
Recommended
Maximum Enrollment: **25**
Grades: **9-12**
Prerequisite: **IM11 Advanced Manufacturing I**

This course is the second part of a two-part sequence on the basic functional knowledge and skills needed in the advanced manufacturing environment. This course covers manufacturing processes, production, and maintenance and is based upon the Manufacturing Skills Standards Council's (MSSC) Certified Production Technicians certification (CPT). CPT is recognized by manufacturers all over NC and the USA as a fundamental certification needed by advanced manufacturing production workers. Topics included in this course are identifying customer needs, determining resources available for production process, equipment setup, setting team production goals, perform and monitor the process to make a product, document the process and determine product shipping or distribution, and performing routine maintenance of electrical, pneumatic, hydraulic, and machine automation. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are possible for this course (age limits may apply). SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

CALENDAR OF EVENTS

Thursday, November 10, 2016	Board of Education Meeting	7:30 p.m.	Professional Development Center
Friday, November 11, 2016	Field of Honor Opening Ceremony	12 p.m.	SAMS baseball field
Sunday, November 13, 2016	Field of Honor Closing Ceremony	3 p.m.	SAMS baseball field
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 - You Can't Take it With You	7 p.m.	AHS Performing Arts Center
Saturday, November 19, 2016	AHS Booster Club Golf Tournament	9 a.m.	Pine Wood Country Club
Wednesday, November 23, 2016	Teacher Workday	All Day	All
Thursday, November 24, 2016	Thanksgiving Holiday	All Day	All
Friday, November 25, 2016	Thanksgiving Holiday	All Day	All
Friday, December 02, 2016	Christmas Parade (AHS Band performing)	7 p.m.	Downtown Asheboro
Monday, December 05, 2016	Hour of Code Event	5-7 p.m.	Professional Development Center
Monday, December 05, 2016	SAMS Choral Concert	7:30 p.m.	AHS Performing Arts Center
Tuesday, December 06, 2016	AHS Winter Choral Concert	7:30 p.m.	AHS Performing Arts Center
Wednesday, December 07, 2016	Senior Holiday Lunch	11:45 a.m. - 1:30 p.m.	DLL
Thursday, December 08, 2016	Board of Education Meeting	7:30 p.m.	Professional Development Center
Friday, December 09, 2016	Christmas on Sunset (AHS Band)	5 p.m.	Downtown Asheboro
Monday, December 12, 2016	NAMS Winter Band Concert	7:30 p.m.	AHS Performing Arts Center
Tuesday, December 13, 2016	NAMS Winter Choral Concert	6 p.m.	NAMS Theatre
Tuesday, December 13, 2016	SAMS Winter Band Concert	7:30 p.m.	AHS Performing Arts Center
Thursday, December 15, 2016	Superintendent's Holiday Luncheon	11:30 a.m. - 1 p.m.	Professional Development Center
Thursday, December 15, 2016	AHS Winter Band Concert	7:30 p.m.	AHS Performing Arts Center
Tuesday, December 20, 2016	Advanced Placement Reception	3:45 p.m.	AHS Media Center
Tuesday, December 20, 2016	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, 2017	District Science Fair	9 a.m. - 12 p.m.	SAMS
Wednesday, January 11, 2017	NAMS Play - The Phantom Strikes Again	6 p.m.	NAMS Theatre
Tuesday, January 12, 2016	Board of Education Appreciation Reception	5:30 p.m.	Professional Development Center
Tuesday, January 12, 2016	Board of Education Meeting	7:30 p.m.	Professional Development Center
Wednesday, January 13, 2016	NAMS Play - The Phantom Strikes Again	6 p.m.	NAMS Theatre
Saturday, January 28, 2017	Winter Board Retreat	8 a.m. - 5 p.m.	AHS Zoo School
Thursday, February 09, 2017	Board of Education Meeting	7:30 p.m.	Professional Development Center
February 16-18	AHS Musical Theatre Production - Phantom of the Opera	7 p.m.	AHS Performing Arts Center
Sunday, February 19, 2017	AHS Musical Theatre Production - Phantom of the Opera	2 p.m.	AHS Performing Arts Center
Tuesday, February 21, 2017	District Spelling Bee	5- 7 p.m.	Professional Development Center



Points of Pride Update

November 10, 2016

Student Celebrations

- **Ms. Castorena Receives Golden Door Scholarship**
Sanjuana Castorena is her name and drum majoring is her game. Ms. Castorena applied for and has received the Golden Door Scholarship. This scholarship is for Latino students and it provides a full ride to a school of their choice.
- **NAMS Woof Gang President Receives Letter from President Obama and Family**
In June, members of the Woof Gang at North Asheboro Middle School wrote letters to a few famous dog and cat lovers asking for a picture that could be raffled to raise money for Randolph SPCA Spay and Neuter program. On Monday, October 31st, Club President Fatima Galvin-Ruiz received a picture of Bo and Sunny Obama and their family: The President, First Lady and their daughters.

District Celebrations

- **ACS Receives Bright Ideas Grants**
Randolph Electric Membership Corporation extended Bright Ideas Grants to several Asheboro City Schools teachers!

School Celebrations

- **2016 BANDORAMA**
The annual BANDORAMA event took place on Tuesday, October 25, to benefit the Fields and Harrington Scholarships. The show highlighted performances from the 2016 season, including all of the music played in the stands, drum-line cadences, and halftime shows.
- **AHS Partners with Balfour on Flag Etiquette**
Asheboro High School JROTC cadets and Master Sergeant Worstell visited Balfour Elementary School to instruct Balfour's Flag Team on how to properly raise and respect the American flag.
- **AHS VIP for a VIP Program**
On Tuesday, October 25, juniors and seniors at Asheboro High School participated in Vehicle Injury Prevention for a Very Important Person (VIP for a VIP). The program is presented every two years and is a somber experience as local First Responders share personal stories of tragedy they've experienced and show students firsthand what can happen if they fail to take driving on the roads seriously.
- **Red Ribbon Week Celebrations at NAMS and Teachey**
Students at NAMS and Teachey celebrated Red Ribbon Week, a pledge drive in which students pledge to remain free from drugs, during the last week in October. It's been reported that 66% of students who talk with parents about alcohol and other substances remain drug-free. The purpose of the event was to help spark conversations that will continue at home about alcohol and drugs.
- **AHS Students Recognized at Randolph Sports Council Fall Banquet**
At the Randolph Sports Council Fall Banquet, hosted Monday, October 24, two seniors from Asheboro High School were recognized for their athletic accomplishments. Way to go Ben Clauser and Allison Kauffman!

- **NAMS 8th Grade Students Visit NC Zoo**

NAMS 8th grade students visited the NC Zoo to tour the AHS Zoo School. Students were able to hear firsthand from current students about their experience at the Zoo School. The visit helped generate student interest in the Zoo School.

- **AHS Hosts College Fair**

Asheboro High School hosted the annual College Fair on Wednesday, October 26. The event was sponsored by the Carolina Association of Collegiate Registrars and Admissions Officers (CACRAO). Seniors and juniors had the opportunity to speak with admissions counselors from over 50 community colleges, four-year colleges, and trade/technical schools. AHS students truly demonstrated Blue Comet Pride! Several admissions counselors made positive comments about student engagement and their thoughtful questions and genuine interest in preparing for post-secondary education. Many of the visitors also said the AHS College Fair was the best one they had attended.

- **3rd Grade Science Days**

All 3rd grade students in Asheboro City Schools attended a field trip to the NC Zoo for Science and Nature Days during the week of October 10. This was facilitated by the AIG district team. Science and Nature Day is an opportunity for all 3rd grade students to explore hands-on science and nature activities led by volunteers and teachers. Students were able to visit new parts of the NC Zoo during their visit.

- **SAMS 7th Graders Celebrate PBIS**

SAMS 7th graders who met their PBIS goals for the first nine weeks participated in a celebration complete with pumpkin decorating, face-painting, and a pie-eating contest.

PTA Involvement

- **Donna Lee Loflin Family Fun Day!**

The PTA at Donna Lee Loflin Elementary School hosted a Fall Family Fun Day! It was a wonderful event for Donna Lee Loflin families and staff.



BOARD OF EDUCATION GOALS 2016-2017

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, walkthrough 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.
 - November 8 Professional Development workday: Secondary teachers participated in Literacy Design Collaborative (LDC) and Math Design Collaborative (MDC) professional development to incorporate rigorous tasks into core content. Elementary teachers participated in "Engaging Literacy and Core pt. 2" professional development to continue their work from the August professional development (PD) day. All instructional staff began a discussion

about addressing unconscious bias through a Canvas PD assignment which included a video message from Dr. Worrell.

- 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).
 - Canvas was used as a medium to deliver district-wide professional development on November 8, 2016.
- 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.
 - Asheboro City Schools, Randolph Community College, and Randolph County Schools received a grant through NC Works to fund two Career Coaches in Randolph County. Asheboro High School shares a Career Coach with Southwest Randolph High School. The Career Coach focuses on raising dual community college enrollment, supporting students enrolled at the community college, and assisting in developing career plans for students.
 - The Asheboro High School Early College Academy was officially launched at the October 20, 2016, Board of Education meeting by Dr. Worrell and Dr. Shackelford. Students in 8th grade will have the opportunity to enroll in the Academy and graduate with both a high school diploma and an Associate's Degree from Randolph Community College.

- Beginning in the Spring of 2017, AHS Freshmen and Sophomores will have the opportunity to participate in two automotive Career & College Promise pathways at RCC.

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.

- 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.
- 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 4 of the 5 elementary schools. 213 students attended the RtA camp. We also had an ELL camp for Kindergarten through third grade students. 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.
- 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.

- Integrate character education, service learning, and civic engagement into our educational / instructional standards.
- 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/ and 10/19/2016.
 - 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.

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.
 - The Asheboro High School Early College Academy was officially launched at the October 20, 2016, Board of Education meeting by Dr. Worrell and Dr. Shackelford. Students in 8th grade will have the opportunity to enroll in the Academy and graduate with

both a high school diploma and an Associate's Degree from Randolph Community College.

- 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 and elementary students 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 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.
 - All schools hosted their first Academic Family Teacher Teams (AFTT) engagement nights during the first quarter based on the Karen Mapp model of family engagement.

Objective 6. Expand opportunities for each student to experience the cultural arts, so that all students

strengthen and develop their creativity and collaboration.

- a) 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.

- a) Research and evaluate the feasibility of hosting a local career fair.
- b) Implement TeacherMatch and the North Carolina new online application process.
 - Planning to transition to this new applicant tracking system by December 2016.
- c) Evaluate the impact of attending specific college career fairs.
- d) 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.

- a) Develop a school administrator leadership program.
- b) Complete a professional development needs assessment, which will result in a comprehensive professional development plan.
- c) 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.

- a) Research employee recognition programs and recommend new ways to celebrate and recognize staff.
- b) 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.
 - Professional development was provided to administrators and instructional facilitators in October 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. 20+ teachers were in attendance. Future sessions are planned as well.
 - New users to Canvas are encouraged to participate in a self-paced Canvas course on how to use Canvas.

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 15.
- 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.

