#### ASHEBORO CITY BOARD OF EDUCATION

### October 10, 2013 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. Moment of Silence
- C. Pledge of Allegiance Cameron Surratt, 7th Grade, North Asheboro Middle School
- \*D. Approval of Agenda

#### II. Special Recognition and Presentations

- A. Community Partner Spotlight Balfour Baptist Church
- **B.** Board Spotlight North Asheboro Middle School
- **C.** Principal of the Year Candace Call, North Asheboro Middle School

#### **III.** Public Comments

**A.** Citizens who signed up to address the Board will be called on to make comments. Each individual speaker will be allowed 3 – 5 minutes for remarks. Issues or concerns involving personnel matters are not appropriate for the public comment setting.

#### IV. \*Consent Agenda

- A. Approval of Minutes September 12, 2013
- **B.** Budget Amendments
- C. Asheboro High School Band Field Trip New York City, New York
- **D.** Personnel

#### V. Information, Reports and Recommendations

- A. SAT Release
- B. Calendar Process
- C. Senate Bill 402
- **D.** Policies
  - Policy 3220 Technology in the Educational Program
  - Policy 3225/4312/7320 Technology Responsible Use

#### VI. Action Items

- \*A. Continuous Improvement Plans for Secondary Education and ECDC
  - North Asheboro Middle School
  - South Asheboro Middle School
  - Asheboro High School
  - Early Childhood Development Center

#### \*B. Policies

- Policy 8100 Budget Planning and Adoption
- Policy 8110 Budget Resolution
- Policy 8300 Fiscal Management Standards
- Policy 8310 Annual Independent Audit

- Policy 9300 Naming Facilities
- \*C. North Carolina School Boards Action Center (NCSBAC)

#### VII. <u>Superintendent's Report/Calendar of Events</u>

- **A.** Calendar of Events
- **B.** Points of Pride
- C. 2013-2014 Board Goals, October Update

#### VIII. Board Operation

- **A.** Important Dates to Remember:
  - Fall Law Conference October 16-18, 2013, Asheville, NC
  - NCSBA Annual Conference November 18-20, 2013, Koury Convention Center
  - Winter Board Retreat February 1 or 8 (?), 2014
  - NSBA Annual Conference April 13-15, 2014, New Orleans, Louisiana (Registration opens on October 23, 2013)

#### IX. Adjournment

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

# ASHEBORO CITY BOARD OF EDUCATION October 10, 2013 7:30 p.m. Asheboro High School Professional Development Center

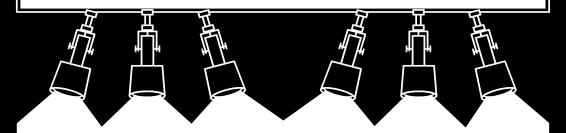
#### **Addendum**

- I. Opening
- IV. \*Consent Agenda
  - **D.** Personnel
- IX. Adjournment

#### **Mission Statement**

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

#### October 10, 2013



#### **Community Partner Spotlight:**

The Community Partner Spotlight is Balfour Baptist Church for their work and partnership with North Asheboro Middle School. The church provides funding for 36 backpacks of food that go home with students each weekend. Congregation members also serve as test proctors, provide staff appreciation meals and more. Thank you for your support Balfour Baptist Church!

#### **Board Spotlight:**

Tonight's BOE Spotlight is North Asheboro Middle School. NAMS administration and members of the staff will share highlights from the 2013 Summer Academies – 6<sup>th</sup> grade transition academy that focused on project-based learning and a 7<sup>th</sup>-8<sup>th</sup> grade leadership academy that focused on financial literacy. Welcome NAMS!

#### Other Recognitions:

Ms. Candace Call, North Asheboro Middle School, Asheboro City Schools' 2013-2014 Principal of the Year

#### Minutes of the Asheboro City Board of Education

#### **September 12, 2013**

#### **Policy Committee**

The Policy Committee convened at 6:15 PM in the Professional Development Center with the following members present:

Gidget Kidd Jane Redding
Chris Yow Archie Priest
Phillip Cheek

Committee member absent was Steve Jones.

Staff members present were: Dr. Diane Frost, Carla Freemyer, Jennifer Smith, Dr. Brad Rice, Dr. Drew Maerz, and Nathan Craver.

The meeting was called to order at 6:15 PM and Dr. Maerz began review of the agenda.

- Policy 3220 Technology in the Educational Program
  - o Major revisions to policy
  - o Aligned policy with State Board of Education policies
  - o Language clarified regarding submission of local technology plan
  - o Section added that covers "Bringing Your Own Technology Initiative" and the development of a plan for such use
  - o Section added covering "Electronic Communication and Other Collaborative Tools" Tools such as social networking, blogs, email, etc. are all mentioned in this section.
  - o Committee discussed process taken when requests to use these tools are made.
- Policy 3225/4312/7320 Technology Responsible Use
  - o Title revised to better reflect the contents of policy
  - o Major revisions to policy
  - o Statement added to expand what technology is covered in this policy
  - o User expectations are clearly defined, but a statement is included that notes these expectations are not to be construed as all-inclusive
  - o Rules for use of school-technology resources updated and clarified
  - o Section added covering parental consent
  - o Additional language included in personal website section and expectations for employee communications with students clearly defined

All policies will go to the full board in October for 30-day review.

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

#### **Finance Committee**

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

Linda Cranford Jane Redding
Gus Agudelo Archie Priest, Jr.
Kyle Lamb Dr. Kelly Harris

Committee member absent was Joyce Harrington.

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

Mr. Blair discussed the 2013-2014 Budget to be presented to the board including information on the State budget, local appropriations, and loss of federal funding.

There being no further business, the meeting adjourned at 7:20 p.m.

#### **Board of Education**

#### **Opening**

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

Jane Redding, ChairmanGustavo AgudeloPhillip CheekLinda CranfordJoyce HarringtonDr. Kelly HarrisSteve JonesGidget KiddKyle LambArchie Priest, Jr.

Chris Yow

Archie Smith, Jr., Attorney

Staff members present were Dr. Diane Frost, Jennifer Smith, Harold Blair, Nathan Craver, Carla Freemyer, Mike Mize, Pam Johnson, Dr. Brad Rice, Julie Pack, Dr. Drew Maerz, and Elizabeth Johnson.

Chairman Redding called the meeting to order and led the meeting with a moment of silence, followed by the Pledge of Allegiance.

Ms. Kidd made a motion to approve the agenda, seconded by Mr. Cheek, and the agenda was unanimously approved by the Board.

#### **Public Comments**

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

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

#### **Consent Agenda**

The following Consent Agenda items were approved:

Approval of Minutes – August 8, 2013

Randolph Community College Articulation Agreement with Asheboro City Schools (A copy of the agreement will become a part of these minutes.)

Personnel

#### RESIGNATIONS/RETIREMENTS/SEPARATIONS

<u>NAME</u>	SCHOOL/SUBJECT	<b>EFFECTIVE</b>	
Bowman, John	NAMS/Science	9/13/13	
LeRoy, Emily	AHS/NOVA Academy/IA	8/8/13	

#### $\underline{RESIGNATIONS/RETIREMENTS/SEPARATIONS}\ cont'd$

Myers, Cindy	SAMS/Mathematics	8/8/13
Poteat, Brandon	SAMS/ISS/IA	8/8/13
Saunders, Vivian	ECDC/Parent Educator	6/11/13
Smith, Allen	AHS/L-T Intervention	11/30/13
LaToya, Julius	CO/Bus Driver	9/6/13
*Matthews, Jesse	CO/Bus Driver	8/20/13
McDaniel, Tanya	CO/Bus Driver	6/6/13

<sup>\*</sup>previously listed as an appointment in original materials

#### **APPOINTMENTS**

<u>NAME</u>	SCHOOL/SUBJECT	<b>EFFECTIVE</b>
Alexander, Chris	NAMS/EC/IA	8/19/13
Burrows, Dustin	CO/Bus Driver	8/21/13
Dorion, Wendy	BAL/AIG (P-T)	8/19/13-1/17/14
Gallimore, Bryan	NAMS/Science	9/16/13
Hays, Dee	ECDC/Pre-K	8/26/13
Lassiter, Reggie	SAMS/ISS/IA	8/19/13
Luck, Mary	AHS/NOVA/IA	9/12/13
Matthews, Jesse	CO/Bus Driver	8/20/13
Salamone, Jennifer	SAMS/Math	9/9/13
Smith, Charlene	NAMS/AIG (P-T)	8/19/13 - 1/17/14
Strickland, Krystyna	CO/Technology Asst.	9/3/13
Dunn, Roy	CO/Bus Driver	9/11/13
Freeman, Glenda	SAMS/EC Prog. Fac.	10/14/13
Walden, Brett	NAMS/EC Inst. Asst.	9/16/13
Allen, Jeanne	Substitute (\$70)	9/9/13
Ball, Shaylon	Substitute (\$70)	9/9/13
Beal, Wanda	Substitute (\$70)	9/9/13
Burgess, Samuel	Substitute (\$70)	9/9/13
Catherwood, Nicole	Substitute (\$70)	9/9/13
Chilton, Zachary	Substitute (\$70)	9/9/13
Concutelli, Anthony	Substitute (\$70)	9/9/13
Hall, Steven	Substitute (\$70)	9/9/13
Henderson, Tammy	Substitute (\$70)	9/9/13
Hoffmire, Jessica	Substitute (\$70)	9/9/13
McEntire, Brenda	Substitute (\$70)	9/9/13
Mendoza Osorio, Ana	Substitute (\$70)	8/26/13
Morgan, Sharon	Substitute (\$70)	9/9/13
Scotton, Kelly	Substitute (\$70)	9/9/13
Steele, Florence	Substitute (\$70)	9/9/13
Wease, Joseph	Substitute (\$70)	9/9/13
Allgood, Timothy	Substitute (\$91)	9/22/13
Federhart, Stacey	Substitute (\$91)	9/9/13
Jarrett, Gary	Substitute (\$91)	9/9/13

#### APPOINTMENTS cont'd

Leach, Michelle	Substitute (\$91)	9/9/13
Morehead, L'anika	Substitute (\$91)	9/9/13
Williams, Sharon	Substitute (\$91)	9/9/13

Field Trip Approval – Washington, DC Trip, North Asheboro Middle School (A copy of the NAMS field trip request will become a part of these minutes.)

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

Dr. Brad Rice presented an overview of the 2012-2013 Reportable Offenses. There were a total of 29 reportable offenses, 13 less than the 2011-2012 school year. Dr. Rice also presented an update on Legislative Special Provisions for school safety.

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

- Policy 8100 Budget Planning and Adoption
- Policy 8110 Budget Resolution
- Policy 8300 Fiscal Management Standards
- Policy 8310 Annual Independent Audit
- Policy 9300 Naming Facilities

#### **Action Items**

Following a 30-day review, a motion was made by Mr. Jones and seconded by Ms. Cranford to approve the following policies:

- Policy 1200 Governing Principle Student Success
- Policy 1740/4010 Student and Parent Grievance Procedure
- Policy 1750/7220 Grievance Procedure for Employees
- Policy 7130 Licensure
- Policy 7430 Substitute Teachers
- Policy 7520 Family and Medical Leave
- Policy 7810 Evaluation of Licensed Employees

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

Harold Blair provided an overview of the 2013-2014 Budget Resolution totaling \$47,268,746.33. A motion was made by Ms. Harrington and seconded by Mr. Yow to approve the Budget Resolution as presented. Motion passed unanimously. (A copy of the 2013-2014 Budget Resolution will become a part of these minutes.)

Dr. Frost asked the board members for approval to participate in the 2013 Chinese Bridge Delegation which departs for China November 6, 2013. Sending school and district leaders to China in a cultural exchange is a part of the agreement with The Center for International Understanding to bring a Chinese language teacher to Asheboro High School. Ms. Cranford made a motion to approve the request and Mr. Agudelo seconded. Board members unanimously agreed for Dr. Frost, Julie Pack, and Dr. Brian Toth to travel to China November 6-14, 2013.

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

Carla Freemyer shared the Calendar of Events highlighting the following dates: District 5 School Board Association Meeting, September 18; ECDC Ribbon Cutting/Open House, September 22; the upcoming PTO presentations; Homecoming, October 18; and the fall musical, Beauty and the Beast, November 21-24.

Dr. Frost provided 10-day enrollment figures. Total enrollment after 10 days for Asheboro City Schools was 4,738, up 20 students from last year. She reported the average K-5 class size for the school district is 18.5, down from 18.8 a year ago.

Superintendent Frost presented an update on the 2013-2014 Asheboro City Schools' Strategic Plan goals.

#### **Board Operations**

Chairman Redding reported that the North Carolina School Boards Association has requested nominees for several awards. The Board unanimously approved participating in two awards. The Asheboro City Schools Board of Education will nominate the Randolph County Board of Commissioners for the County Commissioners of the Year award in recognition of their commitment to investing in Asheboro City Schools' pre-school children. The Board also selected Gidget Kidd as the Raleigh Dingman Award candidate. The Raleigh Dingman Award recognizes an individual who exemplifies leadership and board service.

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

- NCSBA District 5 Meeting Wednesday, September 18, 2013, 4:00 p.m., at Wheatmore High School, 3768 Finch Farm Rd., Trinity, NC
- Fall Law Conference October 16-18, 2013, Asheville, NC
- NCSBA Annual Conference November 18-20, 2013, Koury Convention Center
- NSBA Annual Conference April 5-7, 2014, New Orleans, Louisiana (Registration opens on October 23, 2013)

A motion was made by Mr. Lamb, seconded by Mr. Agudelo, and unanimously approved by the Board, to adjourn from open session and enter closed session at 8:35 p.m. to discuss the Superintendent's Annual Performance Evaluation.

#### **Executive Session**

Upon motion by Ms. Kidd, seconded by Mr. Yow, and unanimously approved by the board, to close executive session, the Board adjourned from executive session at 9:46 p.m.

#### **Open Session**

A motion was made by Ms. Kidd, seconded by Mr. Cheek to reconvene in open session, and unanimously approved by the board. Mr. Jones motioned and seconded by Dr. Harris to renew the superintendent's contract and to approve the compensation package per the superintendent's contract. Motion passed 9-2 with Mr. Lamb and Mr. Priest voting no.

#### Adjournment

There being no further business, a motion was made by Mr. Lamb, seconded by Mr. Cheek, and unanimously approved by the Board, to adjourn at 9:49 p.m.

Chairman		
Secretary		

# Budget Amendment Asheboro City Schools Administrative Unit Capital Outlay Fund

The Asheboro City Board of Education at a regular meeting on the 10th day of October, 2013 passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2014.

REVENUE			
4.4910.999	Fund Balance Appropriated	\$	2,503.92
		\$	2,503.92
		<b>*</b>	
EXPENDITURE		_	(-
4.9231.999.461.332 4.9233.999.461	Furniture-Lindley Park Furniture	\$	998.16 1,505.76
7.000.000.70 I	Tarmaro	\$	2,503.92
		And the second s	
Total Appropriation in Curre		\$	1,899,781.00
Total Increase/Decrease of	above amendment	£31212C0+41439C+40-40-	2,503.92
Total Appropriation in Current Amended Budget			1,902,284.92
Passed by majority vote of	the Board of Education of Asheboro City on the	ne 10th day of C	ctober, 2013.
	Chairman, Board of Education	engapaka cama akana makamata mendamin	
	,		

Secretary

# Budget Amendment Asheboro City Schools Administrative Unit Current Expense Fund

The Asheboro City Board of Education at a regular meeting on the 10th day of October, 2013, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2014.

REVENUE			
2.4910.000	Fund Balance Appropriated	\$	22,088.33
		\$	22,088.33
		and the second	
EXPENDITURE			
2.5210.306.418	Special Instruction-Software	\$	12,933.63
2.5350.069.411.321	Extended Day/Year Instructional Services-Supplies		334.70
2.6950.804.311	Public Relations-Contract Services	<u></u>	8,820.00
		\$	22,088.33
Total Appropriation in Current Budget \$			8,980,000.00
Total Increase/Decrease of above amendment			22,088.33
Total Appropriation in Current Amended Budget			9,002,088.33
		<del></del>	
	en militaria di casa di companya di della di casa di c	. ( () . 4 . 1	0040
Passed by majority vote of	f the Board of Education of Asheboro City on the 10th day	of Octor	er, 2013.
	Chairman, Board of Education	#31450-0019-0019-0019-0019-0019-0019-0019-00	
	Secretary	VXX200CH400D40X4VC********	
	OBCIBLAI V		

# ASHEBORO CITY SCHOOLS FIELD TRIP / TRANSPORTATION REQUEST SEND TO TRANSPORTATION SUPERVISOR — CENTRAL OFFICE

Group Making Request: <u>Band</u>	Sc	chool:	AHS
Destination: NY, NY (See Attached)	Date of Trip:	April 3-7, 2	014
Number of Students Involved: 177 TBA	Percent	t of Total Group	:TBD
Reasons for Students Not Attending: conflicts		·	
Charter Transportation Method: Activity Bus Bus XX	Private ]Automobile □	Other(	) ·
If using a Charter Bus service, state name of Vendor here:_	_Holiday Tours		
Number of Vehicles Needed (to be secured by the Central C	Office):		·
Number of Drivers Needed (to be secured by the Central O	ffice):		
Departure Time: TBA Return Time: TBA Round T	rip Miles (estimate	ed): <u>1400</u>	
Estimated Cost to the Student:\$0			
Purpose(s) of the Field Trip:Biennia	l Band Trip		
List below the names of adult chaperones who will be account who are licensed to drive school vehicles and who will be see			trip. Place an "*" by individuals
P. Homiller; Suzanne Benhart; Scott Benhart; Susan B	<u>utler</u>	•	
If approved, the following procedures must be followed; (permission should be acquired using the Asheboro City So serve as drivers; private vehicles are used as a last resort; to attend—means will provided for students to participate where the server is to be acquired to the server is to account to the server is to account to the server is to account the server is the server is to account the server is the s	chools Parental Fie and (3) All studen	eld Trip Permis	sion Form; (2) No students can
I certify that all those requirements, in addition to the general	al guidelines on the	e back of this fo	rm, will be fully met.
(52,00			9/25/13
Sponsor (Group Responsible for Paying for	tne I rip)		Date
Approved: Principal			Date
Approved: Knad Kui			10/1/18
Superintendent or Designo	ee		/ Date
Scheduled: Transportation Supervisor			Date
Special Comments/ Response:			

#### **POLICY: FIELD TRIPS**

When properly planned, supervised and evaluated, field trips can provide a valuable education experience. Indeed, it is often those events that are extraordinary, unique, or a departure from routine, which create the setting for significant retained learning.

All field trips require the prior approval of a school's principal. That Principal should know the reasons for the experience, the pre-trip work that has been done with the students and the specific objectives the sponsor hopes to accomplish and follow-up plans. It is the responsibility of the trip sponsor to review those matters with the school's principal. Because of the process we use for approval and because of the difficulty in scheduling of activity buses, sponsors need to seek approval as much in advance as possible.

Once trips are approved be the principal, requests will be sent to the central office where the superintendent or his designee will review them. Instructional merits of the trip will be considered and the transportation supervisor will determine whether vehicles/drivers are available on the desired date(s). Schools are encouraged to build a staff of building-level drivers, rather than rely on what might be available

Also keep the following regulations governing field trips in mind:

- 1. All over-night field trips must have prior written approval of the Superintendent.
- 2. All out-of-state field trips must have prior written approval of the Board of Education.
- 3. Field trips must have a legitimate educational value and request to take such trips should be made at least 10 working days in advance.
- 4. Out-of-state requests must be submitted in time to be reviewed for approval by the Board of Education at a regular scheduled board meeting prior to the date of the proposed field trip.
- 5. The cafeteria manager should be informed as much in advance as possible (two weeks or more) if a group will miss lunch.
- 6. The principal should assure that adequate adult supervision is provided for all field trips.
- 7. Field trip costs are assumed by the sponsoring group. That organization or the school must make provisions for students who are financially unable to attend.
- 8. A list of students participating in the trip must be compiled and maintained in the office during the course of the trip; teachers whose schedules might be altered by the trip must be informed of which students will miss their classes several days in advance of the departure date.
- 9. Parental permission forms should be filed in the principal's office and maintained for 3 months after the date of the field trip.
- 10. Under no circumstance will students be allowed to drive their personal automobiles on school sponsored field trips.

To:

Dr. Brian Toth, Principal, Asheboro High School

Cc:

Dr. Diane Frost, Superintendent, Asheboro City Schools

The Asheboro City Schools Board of Education

Dr. Brad Rice

From:

Phil Homiller, Band Director, Asheboro High School

Re:

AHS Band Trip, Spring 2014

The students and teachers of the Asheboro High School Band request permission to travel to New York, NY April 3-7, 2014.

#### Proposal:

The students will travel to New York via motor coach. Motor coaches will be arranged through a Board-approved company (Holiday Tours). The length of stay will be four nights and four days. Students will miss two school days, Friday and Monday. We will leave on Thursday afternoon and return on Monday evening.

The primary focus of this trip will be music education. Students will perform for and participate in a clinic/workshop with a renowned conductor (yet to be determined). The band will attend a performance by the New York Philharmonic Orchestra at Lincoln Center, attend Broadway performances of "Newsies" and the new production of "Les Miserables" and will have opportunities to visit museums and St. Patrick's Cathedral

The trip will be contracted through Triad Travel, based in Greensboro. Accommodations will be in the Meadowlands, New Jersey area. The cost for the program will be approximately \$725.00 per person (this includes four buffet breakfasts and dinners in New York, all activities and transportation). Rooms will be reserved with 4 students per room.

#### Included in this trip is the following:

Clinic with professional conductor (NY Philharmonic or similar)

4 nights accommodations in 3-star hotel in New Jersey

4 breakfast buffets at the hotel

Mezzanine seating to Newsies

Mezzanine seating to Les Miserables or Aladdin

Dinner TBA

Admission to New York Philharmonic concert

Dinner/Dance Cruise with DJ aboard Spirit Cruises

**Escort from Triad Travel Club** 

Metropolitan Museum of Art admission

Student safety will be the priority of the trip. Because of the anticipated size of the group, we plan to divide the group into four smaller "communities," each supervised by an ACS employee (Homiller, Benhart, Benhart and Butler). An administrator will also attend. We always have more than enough chaperones so that the adult to student ratio is usually 1 to 4 or 5. This will allow for more efficient and effective supervision. While in the City, students will never be without an adult chaperone. Students will be assigned to groups with at least one chaperone per group. No student may go sightseeing on his/her own. An evening curfew will be in place. No student may leave his/her room after curfew except with a chaperone. All chaperones are expected to follow the same guidelines as ACS employees.

#### Financial regards:

The total cost of the trip is expected to be approximately \$725.00 per person. Other expenses that a student might incur during the trip would include all lunches, meals on the bus trips, snacks, souvenirs, and incidentals. Students will participate in two fundraisers to help defray a portion of or the entire cost of the trip. A deposit of \$100.00 will be required of each person participating in the trip. The remaining trip cost will be paid in installments.

For students who have financial circumstances/hardship that would prevent them from participating in the trip because of cost, very limited monies in the AHS band fund will be available to help defray a portion of the cost for those students.

#### Asheboro City Schools Personnel Transactions October 10, 2013

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

NAME		SCHOOL	SUBJECT	<b>EFFECTIVE</b>
Brewer	Kevin	CO	Bus Driver	10/1/2013
Bulla	Dee	AHS	Athletic Director/PE	11/30/2013
Edwards	Matthew	NAMS	ESL	11/1/2013
Harsh	Douglas	BAL	5th grade	10/4/2013
Winslow	William	CO	Maintenance	TBD

#### \*B. APPOINTMENTS

NAME		SCHOOL	SUBJECT	<b>EFFECTIVE</b>
Foley	Jonathan		Substitute (\$70 per day)	10/1/2013
Headon, Jr.	Lavon		Substitute (\$70 per day)	10/1/2013
Lemons	Kim		Substitute Bus Driver	9/25/2013
Maness	Marrti		Substitute (\$70 per day)	10/1/2013
Melodia	Barbara		Substitute (\$91 per day)	10/1/2013
Needham	Linda		Substitute Bus Driver	10/2/2013
Parker	Judell		Substitute (\$70 per day)	10/1/2013
Saunders	Paula		Substitute (\$70 per day)	10/1/2013
Simmons	Charles		Substitute (\$70 per day)	10/1/2013

# Asheboro City Schools Personnel Transactions - ADDENDUM October 10, 2013

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

NAME		SCHOOL	SUBJECT	<b>EFFECTIVE</b>
Phillips	Edford	AHS	History	11/1/2013
White	Charity	LP	Art	11/11/2013
Hughes	Jamie	BAL	Instructional Assistant	10/7/2013

#### \*B. APPOINTMENTS

NAME		SCHOOL	SUBJECT	<b>EFFECTIVE</b>
Millner	Amy Lynn		Substitute Bus Driver	10/3/2013



#### **Asheboro City Schools**

...the subject is excellence!

#### **2012-2013 SAT Report**

Nearly sixty percent of Asheboro High Schools' graduating class of 2012-2013 participated in the Scholastic Aptitude Test (SAT) with an average Mathematics and Critical Reading composite score of 943. This marked a decrease in participation from the past three years and a decrease in the composite score from last year. This year's graduating class had 157 students taking the SAT and represented the first graduating class to have all students participate (308) in the competing ACT assessment during their junior year.

**Table 1: 5-Year SAT Performance and Participation** 

Group		2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
droup		2012-2013	2011-2012	2010-2011	2003-2010	2000-2005
Asheboro City Schools	Tests Taken	157	170	190	174	122
	Participation Rate	59.9%	67.5%	78.8%	65.2%	53.7%
	Math	479	494	479	494	498
	Critical Reading	464	479	461	494	481
	Writing	453	459	444	460	465
	M + CR	943	973	940	988	979
North Carolina	Tests Taken	58100	63271	62149	57841	57147
	Participation Rate	62.0%	68.0%	67.0%	63.0%	63.0%
	Math	506	506	508	511	511
	Critical Reading	495	491	493	497	495
	Writing	478	472	474	477	480
	M + CR	1001	997	1001	1008	1006
	Tests Taken	1660047	1664479	1647123	1547990	1530128
Tests Taken	52.0%	50.0%	47.0%	46.0%		
	Math	514	514	514	516	515
		496	496	497	501	501
	Writing	488	488	489	492	493
	M + CR	1010	1010	1011	1017	1016

The participation rate in Asheboro City Schools remains above the national and below the North Carolina rate. The 59.9% participation rate is the lowest since 2008-2009, when 122 or 53.7% of the Asheboro High School graduating class took the SAT (Table 1). Nationally, only half of graduating students (50.0%) elected to take the SAT last year, marking the first decrease in participation in over five years. North Carolina also experienced a decrease in the participation rate last year, falling from 68.0% in 2011-2012 to 62.0% in 2012-2013.

The traditional performance on the SAT is measured by a composite score calculated by adding the Critical Reading and Mathematics subtests. The 2012-2013 composite score of 943 for Asheboro City Schools marks a decrease from 973 in 2011-2012, but remains above the 2010-2011 score of 940. Over the past year, the national mean score did not change (1010) and the state mean rose modestly (997 to 1001).

Student performance on the SAT showed variance by gender and ethnicity (Table 2). Male students scored higher than female students on all three subtests: Mathematics (+41), Critical Reading (+13) and Writing (+3). Within reportable subgroups (more than five students participating), Asian students had the highest composite score (1076). The largest ethnic subgroup, white students (85) had an average composite score of 1009.

Table 2. SAT performance by subgroup

_ rable 2. SAT perior mance by subgroup					
Group	Students	Math	Critical Reading	Writing	Composite (CR + M)
All Students	157	479	464	453	943
Female	85	460	458	452	918
Male	72	501	471	455	982
Asian	9	563	513	508	1076
Black	22	391	398	385	789
Mexican	23	423	421	408	844
Hispanic	10	406	402	390	808
White	85	516	493	483	1009

<sup>\*</sup> Subgroups with 5 students or less are not reported, as data could be individually identifiable.

Of the 157 Asheboro High School seniors who took the SAT, 139 students requested their score reports be sent to post-secondary institutions (Table 3). The post-secondary institutions with the most requests were The University of North Carolina at Greensboro (51 requests, 36.7% of score senders), East Carolina University (48, 34.5%) and University of

North Carolina at Charlotte (47, 33.8%). High Point University received the most requests for a private post-secondary institution (24, 17.3%), followed by Campbell University and Catawba College (both with 17, 12.2%). Score requests were also sent to Community Colleges, with the most popular being Randolph (16, 11.5%) and Guilford Technical (5, 3.6%). Overall, 95 institutions received score reports from Asheboro High School students.

Table 3: 20 Most Popular Institutional Score Requests

Institution	Number of Students	Percent of Score Senders
University of North Carolina –Greensboro	51	36.7%
East Carolina University	48	34.5%
University of North Carolina – Charlotte	47	33.8%
North Carolina State University	46	33.1%
Appalachian State University	38	27.3%
University of North Carolina – Chapel Hill	30	21.6%
High Point University	24	17.3%
University of North Carolina – Wilmington	18	12.9%
Campbell University	17	12.2%
Catawba College	17	12.2%
Western Carolina University	17	12.2%
Randolph Community College	16	11.5%
University of North Carolina – Pembroke	12	8.6%
Wingate University	12	8.6%
Greensboro College	11	7.9%
Elon University	10	7.2%
Guilford College	10	7.2%
Duke University	9	6.5%
Pfeiffer University	9	6.5%
Winston-Salem State University	9	6.5%

# School Calendar 2015-2016 October 2013 Board of Education Meeting

#### Timeline

October	10	Charge from Board of Education
October	11	Committee established
November	5	Committee meeting – 6:00 pm
November	15-29	Period of Public Review
December	5	Public Feedback to BOE
December	12	BOE Adoption of Calendar

# Reminder of Changes to the Calendar Law effective July 21, 2013 (Senate Bill 795 – Excellent Public Schools Act)

- Minimum required instructional time
   Requires a minimum of 185 days or 1,025 hours of instruction
- Waiver on number of instructional days
   Eliminates the ability to request a waiver from the State Board for any
   instructional days
- Opening date
   First instructional day shall not be earlier than the Monday closest to August 26
- End date
   Last instructional day shall be no later than the Friday closest to June 11.
- Waiver from open and end date
   State Board may waiver the open and end date for showing of good cause and allow LEA to set an opening dates no earlier than the Monday closest to August 19
- Definition of "good cause"
   "Good cause" is limited to severe weather conditions and is defined as all schools being closed for 8 or more days during any four of the last 10 years.

   Partial day closure not included
- Education Purpose waiver Eliminated

# School Calendar 2015-2016 October 2013 Board of Education Meeting Continued

The following remains unchanged:

The calendar must:

- ✓ Have instructional days covering at least 9 calendar months
- ✓ Have a minimum of 10 Annual/Vacation leave days
- ✓ Have a minimum of 10 Teacher Workdays
- ✓ Have a minimum of 2 workdays on which teachers may take accumulated vacation leave
- ✓ Have the same or equivalent number of legal holidays occurring within the school calendar as those designated for State employees by the State Personnel Commission

#### And:

- ✓ School shall not be held on Sunday
- ✓ Veterans Day shall be a holiday for all public school personnel and students

# New Teacher Contracts in North Carolina

Understanding the Implications of Section 9.6 from Senate Bill 402

SEPTEMBER 12, 2013

# **Context For This Presentation**

# Locally-Controlled Process

This process is entirely locally-controlled.

### NCDPI Support

NCDPI can only help explain the law - decisions are entirely at the discretion of the LEA within the confines of the law. We may surface questions today that we will not be able to answer and we will continue to study these issues.

### Teacher Effectiveness and Evaluation Work

Work being done state-wide and locally to evaluate and determine the effectiveness of teachers has implications for the contracts.

#### Time Line

From Law **SECTION 9.6.(g)** Beginning September 1, 2013, to June 30, 2014, all superintendents shall review the performance and evaluations of all teachers who have been employed by the local board for at least three consecutive years. Based on these reviews, the

### September 1, 2013 - May 1, 2014

Local decisions, planning and review of teacher performance and evaluation in preparation for issuance of contracts

August 2013
Career Status can

Career Status can no longer be awarded January 2014

SBE to provide a model contract to LEAs

June 30 2014

Deadline for all 4-year contracts to be made and accepted

June 30, 2018

Permanent
elimination of
career status for
all teachers

2013 - 2014 School Year

#### Time Line

From Law SECTION 9.6.(g) Beginning September 1, 2013, to June 30, 2014, all superintendents shall review the performance and evaluations of all teachers who have been employed by the local board for at least three consecutive years. Based on these reviews, the

### September 1, 2013 - May 1, 2014

Local decisions, planning and review of teacher performance and evaluation in preparation for issuance of contracts

# August 20 ne-Time Event Career Status Conno longe | December 1 | December 2 | Dece

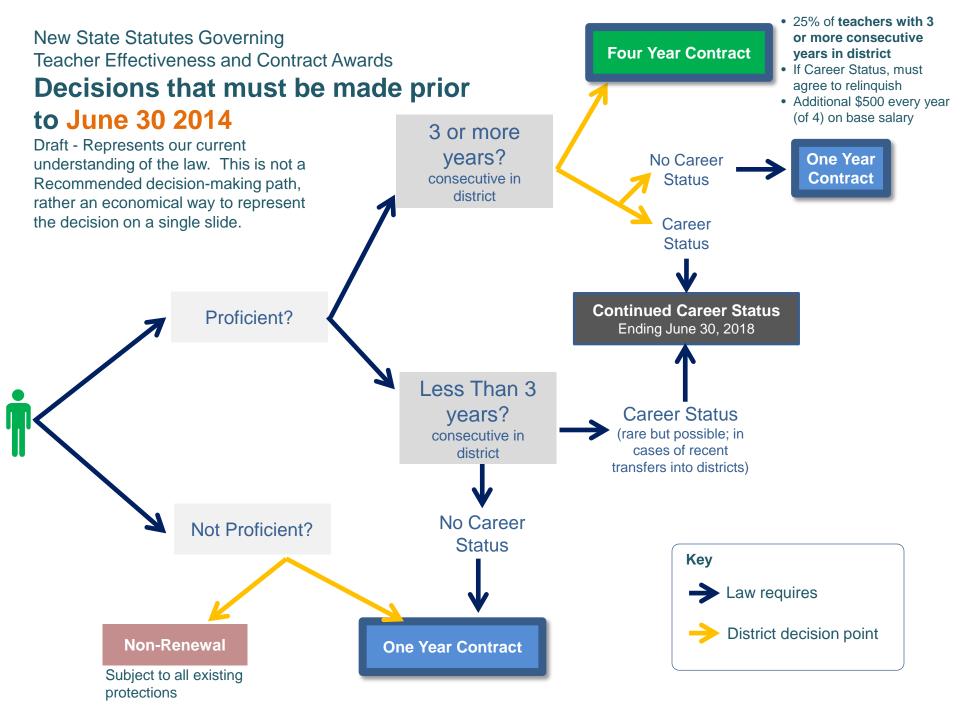
June 30 2014

Deadline for all 4-year contracts to be made and accepted

June 30,
2018

Permanent
elimination of
career status for
all teachers

2013 - 2014 School Year



#### Time Line 2014-15 to 2018-19



# **Understanding Teacher Contracts** in North Carolina

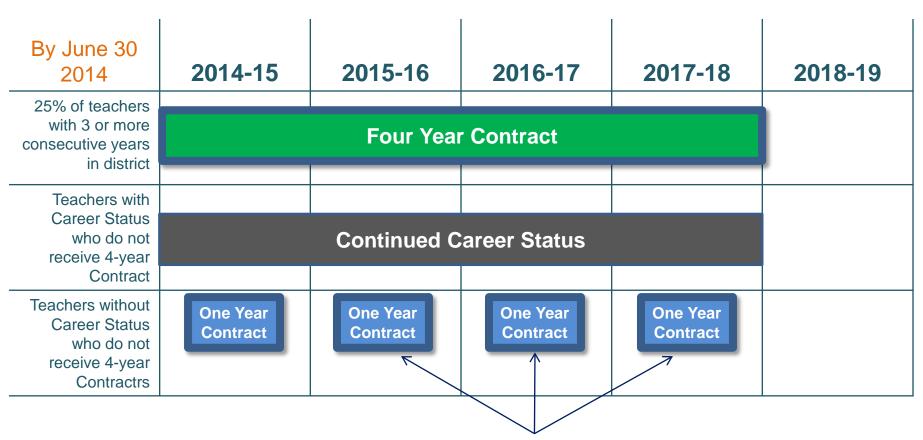
#### **Four Year Contract**

- 25% of which teachers? From 9.6(q) of SB 402:
  - "...the superintendent shall identify and recommend to the local board twenty-five percent (25%) of those teachers employed by the local board for at least three consecutive years to be awarded four-year contracts beginning with the 2014-2015 school year."
- The \$500 is added to the teacher's base salary every year. So a teacher whose base salary would be \$40,000 would earn the following over the four years:

2014-15	2015-16	2016-17	2017-18
\$40,500	\$41,000	\$41,500	\$42,000

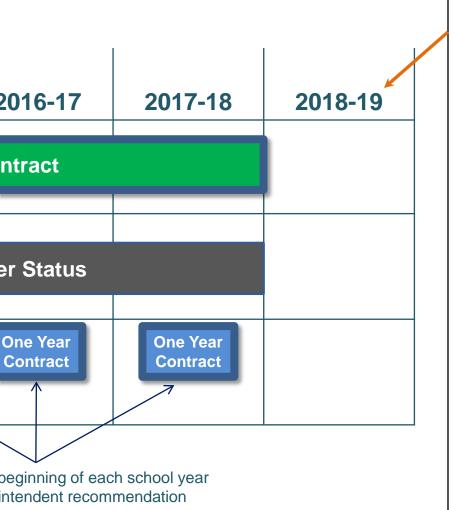
 Step increases or raises which might occur in state budgeting would change the above but our understanding is that the additional \$500 to base will be included yearly

#### Time Line 2014-15 to 2018-19



Issued Prior to the beginning of each school year based on Superintendent recommendation

#### Time Line 2014-15 to 2018-19



### **Things Change in 2018-2019!**

- 1. No Career Status for anyone
- 2. Starting in 2018-2019 there will be three types of contracts
  - 1-year
  - 2-year
  - 4-year
- 3. As of now, the salary implications of these contracts are not spelled out but the stated intent of the GA is to move to a pay for performance model built on robust measures of teacher effectiveness

# Understanding Teacher Contracts in North Carolina **Future Intention**

#### SECTION 9.5 of SB 402

"When a robust evaluation instrument and process that accurately assesses and evaluates the effectiveness of teachers. especially in the area of student growth, is wholly implemented in North Carolina, it is the intent of the General Assembly that the evaluation instrument and process be utilized in the implementation of a plan of performance pay for teachers in this State."

# **Tools From the State**

# NC Educator Evaluation System

2013-14 Evaluation Data can be used as part of contract decisions Remember:

- The ratings are criterion-based not relative
- Work is being done on inter-rater reliability
- Abbreviated vs. Full Evaluation

"In school years when a career-status teacher is not renewing his/her license, the principal may choose to conduct an abbreviated evaluation. As set forth in the above policy, the principal conducts at least two informal observations using the abbreviated rubric and the abbreviated Summary/End-of-Year Rating Form. The teacher may request a full evaluation. (See Appendix C.) p. 19, *North Carolina Teacher Evaluation Process.*"

# **Tools From the State**

### Where to Find Resources?

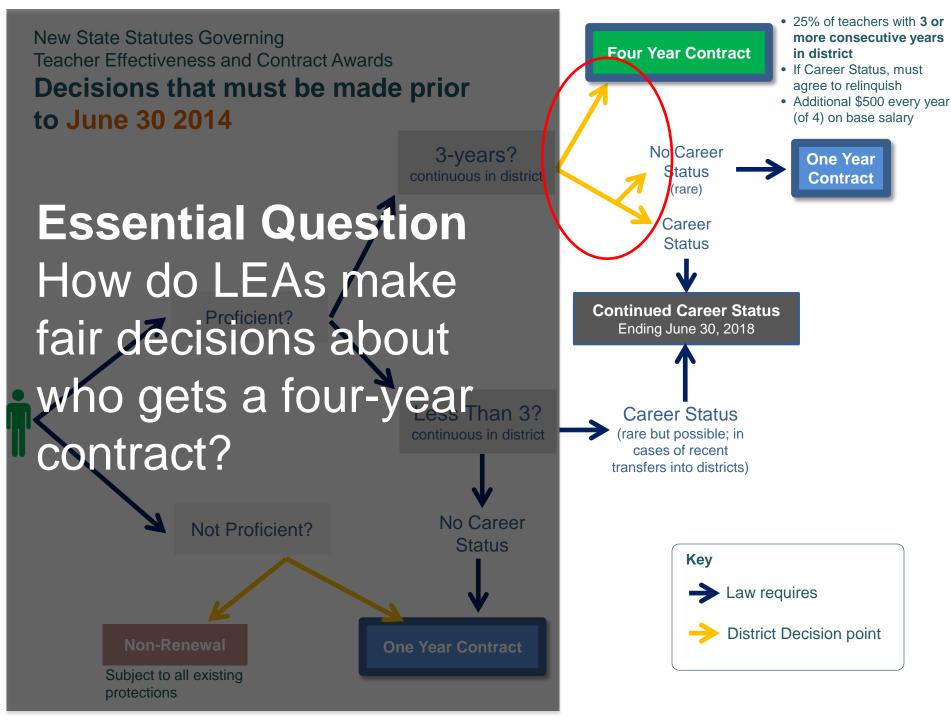
- NCEES Wiki <u>http://ncees.ncdpi.wikispaces.net/NCEES+Wiki</u>
- Online Modules <a href="http://www.rt3nc.org/">http://www.rt3nc.org/</a>
- Principal Councils
   Kim Simmons leads in all 8 regions; part of RESA calendar
   http://www.ncpublicschools.org/profdev/calendar/

# **Tools From the State**

- State Teacher Effectiveness Model
   NC's Teacher Effectiveness model requires 3 years of
   student growth data before an effectiveness status is
   determined
- Such state-level effectiveness statuses will not be available to make contract decisions in 2013-2014.

# **Understanding Teacher Contracts** in North Carolina

# Initial Guidance around Making Decisions



## Value of Effective Educators

Various Research Studies

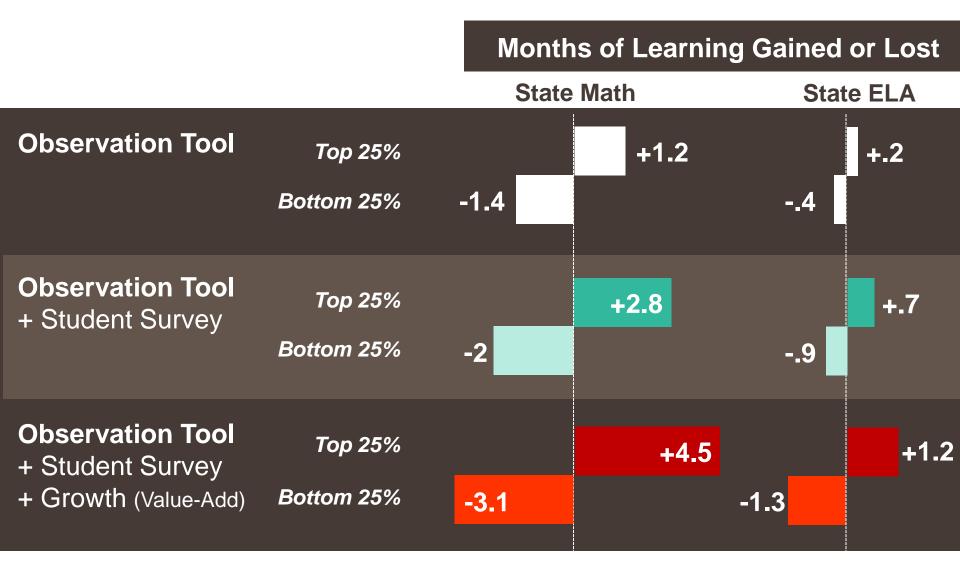
## **Measures of Effective Teaching Project**

 Multiple measures of effectiveness are required to identify teachers who have the most positive impact on student learning

## The Irreplaceables

- High-performing teachers (top 20%) generate 5 to 6 more months of student learning each year than poorperforming teachers, yet they are retained at the same rate as poor-performing teachers
- 40% of teachers with more than seven years of experience are less effective at advancing academic progress than the average first-year teacher

## Use of Multiple Measures Measures of Effective Teaching Project



- ➤ The statistics and charts on the following five slides do not take into account the fact that no teacher who has been in a district less than 3 years will be eligible for a 4 year contract recommendation from the superintendent. These numbers are illustrative only of the distribution of NCEES ratings state-wide.
- ➤ The purpose of the information in the following five slides is to illustrate the challenge of using only evaluation data to rank teachers according to effectiveness. We are not suggesting that only classroom teachers will be considered for four-year contracts. The state Attorney General will render an opinion on this matter.

#### **State-Wide Proficiency**

Are proficient or better on NCEES (1-5)

**89,288** teachers

96.41%

At least one score below proficient on NCEES (1-5)

**3,321** teachers

3.59%

## **State-Wide Proficiency**

Category (at or above)	# Teachers	%
Less than Proficient	3321	3.59%
Proficient (at or above)	45512	49.14%
Accomplished (at or above)	38174	41.22%
Distinguished	5602	6.05%

#### **State-Wide Proficiency**

## What does this mean?

- Using NCEES alone will not necessarily lead to an easy way to identify the 25% of teachers who could receive 4-year contracts
- Additionally, research suggests manager-rated observation/evaluation instruments alone are not ideal to make a high-stakes decision such as who should get a 4-year contract

#### **Performance and Evaluation Data Districts Might Consider**

with Pros and Cons when determining local strategies for contract decisions

State-Wide Measure/Data/Information that we anticipate districts might consider	Pros	Cons (no single measure should be used to make 4-year contract decision)
2013-2014 NCEES Evaluation Data	<ul><li>Required by law</li><li>Criterion-based</li><li>Established expectation</li></ul>	<ul><li>One-year</li><li>Does not have sufficient variation to rank teachers</li></ul>
Historical NCEES Evaluation Data	<ul><li>Required by law</li><li>Criterion-based</li><li>Established expectation</li></ul>	Performance may have changed
2012-2013 EVAAS Growth Data	Measure of teacher's influence on student outcomes	<ul><li>One-year</li><li>Not all teachers have this measure</li></ul>
Historical EVAAS Growth Data	<ul> <li>Measure of teacher's influence on student outcomes</li> <li>Trend over time reduces error in estimations</li> </ul>	<ul> <li>Performance may have changed</li> <li>Not all teachers have this measure</li> </ul>
Student Survey Pilot Data	<ul> <li>Correlates with student gains</li> <li>NOTE: State is considering administering student survey in 2013-2014</li> </ul>	Only a small portion of teachers have this data available from the pilot year

#### **Performance and Evaluation Data Districts Might Consider**

with Pros and Cons when determining local strategies for contract decisions

District Level  Measure/Data/Information that we anticipate districts might consider	Pros	Cons (no single measure should be used to make 25% decision)
Local Walk-Through or Other Observation Data	Additional data on performance	May have been done exclusively for feedback (think: peer observation)
Student Work or Other Student Work Artifacts	<ul><li>More student data</li><li>Authentic</li></ul>	<ul><li>Comparability may be challenging</li><li>Collection may be arduous</li></ul>
Teacher Work Artifacts	May indicate rigor and expectations	
Achievement Data (Local or State) (e.g. PLC Developed Unit Exams, Benchmarks, EOCs or EOGs)	More data may yield an increasing reliable picture of student learning	<ul> <li>Comparability may be challenging</li> <li>Growth may be hard to estimate</li> </ul>
Local Surveys (Student/Parent)	Additional data on performance	<ul> <li>Comparability may be challenging</li> <li>Collection may be arduous</li> </ul>
Master's Degree, National Board Certification	Easy to measure	Not performance or evaluation information
Other?		

# Makings Decisions Lecisions Gat must be made prior tGuidance for District Process

3-years?

☐ Think about it now

Consult with school board and attorneys being aware of avoiding potential legal claims

Determine a process with stakeholder input

Teacher groups explicitly as well as others

- Ensure that you use multiples Than 3? measures and have consistency across district
- ☐ Be transparent Bient?

No Career

Publicize the methodology your district will use as far in advance of **June 30 2014** as possible

Non-Renewal

Subject to all existing protections

**One Year Contract** 



25% of teachers with 3 or



## TECHNOLOGY IN THE EDUCATIONAL PROGRAM

Policy Code:

3220

<sup>1</sup>In alliance with state school technology goals, the board is committed to establishing and supporting 21<sup>st</sup> century information and communications technology systems to foster globally competitive, healthy and responsible students.<sup>2</sup> The board recognizes the benefits of digital and technology-enabled teaching and learning resources that provide the ability to easily customize curriculum, provide access to current information and enable access to quality materials at a lower cost than traditional materials. To that end, the board intends to move to classroom digital and technology-enabled teaching and learning resources that are aligned with the Common Core State and North Carolina Essential Standards as they become available.<sup>3</sup> In addition, to the extent funding permits, the board will endeavor to ensure that all students have access to personal digital and technology-enabled teaching and learning devices to foster the 21<sup>st</sup> century skills necessary for future-ready learners.<sup>4</sup>

The board strives to incorporate the use of technological resources into the educational program in order to enhance instructional opportunities, appeal to different learning styles and meet the educational goals of the board.

The board expects that information and communications technologies will be integrated across the curriculum and used to support student achievement. Such technologies will also be used to support programs and activities that promote safe schools and healthy and responsible students. The district shall provide suggestions in the curriculum guides referenced in policy 3115, Curriculum and Instructional Guides, for integrating technological resources (as defined in Section A below) into the educational program. Schools administrators and teachers are encouraged to develop additional strategies for integrating using technological resources across the curriculum to and utilizing the power of technology to improve learning outcomes while making more efficient use of resources student success.

The superintendent shall develop <u>and submit to the board for approval</u> a local school system technology plan that is aligned with <u>and meets</u> state <u>requirements</u> <u>guidelines and applicable</u>

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<sup>&</sup>lt;sup>1</sup> This policy may be modified to reflect local practices. The goals in this paragraph are derived from the NC State School Technology Plan, which is designed to reflect the State Board's goal of future-ready schools for the 21<sup>st</sup> century.

The state goals are established by the State Board of Education in the NC State School Technology Plan, which is mandated by G.S. 115C-102.6.

<sup>&</sup>lt;sup>3</sup> The NC State School Technology Plan identifies digital and technology-enabled teaching and learning resources as a critical part of 21<sup>st</sup> century skills to ensure future-ready graduates. Access to such resources, including digital textbooks, is a strategic priority in the Plan.

<sup>&</sup>lt;sup>4</sup> The State Board has identified universal access to personal teaching and learning devices as a strategic priority in the NC State School Technology Plan to ensure students receive a sound 21<sup>st</sup> century education.

<sup>&</sup>lt;sup>5</sup> This reference to the school improvement plan is optional.

federal rulesand submit the plan to the board for approval. The superintendent shall incorporate this plan into school system strategic planning efforts and shall-include various stakeholders such as curriculum leaders, teachers, administrators, and representatives from technology services, and instructional technology, finance and other departments as required. Once the board has approved the plan, the superintendent shall ensure expenditures on school information and communications technologies are made take all steps necessary to receive approval of the plan from the State Board of Education. No state funds may be spent on any aspect of school technology except in accordance with the technology plan.

The superintendent shall establish relationships with businesses and seek grants and other funding sources in an effort to acquire technological resources for the educational program.<sup>8</sup>

#### A. SELECTION OF TECHNOLOGICAL RESOURCES

All tTechnological resources,—includeing, but are not limited to, the following: (1) hardware, including both fixed and mobile technologies and devices such as desktop computers, laptops, netbooks, tablets, e-readers, PDAs, smartphones and gaming devices; (2) software; (3) network and telecommunications systems and services; (4) Internet access; eommunication lines, (5) multimedia equipped classrooms; (6) computer classrooms and laboratories; and (7) other existing or emerging mobile communications systems. All technological resources must be purchased and used in a manner consistent with applicable law and board policy, including laws and policies related to copyright, public records, bidding and other purchase requirements, accessibility for students with disabilities, staff duties and standards for student behavior.

Technological resources must meet or exceed the following standards before they may be considered for implementation. 9

- 1. Technological resources must relate to or <u>support help to implement</u> the <u>Common Core State and North Carolina Essential Standards Course of Study or the programs of the school system.</u>
- 2. Technological resources must <u>supportrelate to</u> the current use of learning and instructional management technologies in the school.
- 3. Technological resources must be compatible with the condition of the network

-

<sup>&</sup>lt;sup>6</sup> G.S. 115C-102.6C, which required requires a local school system technology plan to meet the requirements of the state school technology plan, outlined in G.S. 115C 102.6A was abolished by the General Assembly in 2011. State approval of the local technology plan, however, is still required of applicants for certain E-rate discounts. Approval by the State is not required to access state technology funds.

This provision is optional. G.S. 115C 102.6C as amended by the General Assembly in 2009 "encourages" the local board to incorporate the local school system technology plan into its strategic planning and to include input from various school system stakeholders as necessary.

<sup>&</sup>lt;sup>8</sup> This paragraph is optional. An alternative position, such as principal, may be listed.

<sup>&</sup>lt;sup>9</sup> These standards may be modified.

<u>and other infrastructure resources</u>. The technology director<sup>10</sup> shall set minimum standards for technological resources that are purchased or donated. Upgrading, hardware conditions and similar requirements must be maintained to the highest standards.

- 4. There must be sufficient staff to operate and maintain the technological equipment, programs and systems.
- 5. There must be adequate funds budgeted to implement and support the technological resources and to train instructional staff to use the resources to improve educational outcomes.

#### B. DEPLOYMENT OF TECHNOLOGY TO SCHOOLS

The superintendent shall oversee the development of the school system's technology deployment plan. The plan will be designed to ensure organized, effective and efficient means of deploying new <u>information and communications technologies</u>. <u>hardware and software</u>. The superintendent shall develop procedures that outline the strategy of the technology deployment plan.

#### C. Bring Your Own Technology (BYOT) Initiative 11

The superintendent is authorized to investigate and develop a plan to allow staff and students the option to use their personal electronic devices in place of or along with their school system assigned devices. The plan should address, at a minimum, the instructional use of personal devices, compatibility requirements, access limitations or requirements, content filtering, security and other issues as recommended by the technology director. The plan should assign personal responsibility to the user for repair and replacement of damaged or stolen devices and for any data or other charges arising from use of a personal device. The plan should require a written agreement for the use of personal technology devices from each student and staff member who wishes to participate in the BYOT initiative. The plan should ensure that students who are unable to bring in outside technology will be able to access and utilize school equipment so that no student is excluded from instruction due to lack of access to technology.

#### D. ELECTRONIC COMMUNICATION AND OTHER COLLABORATIVE TOOLS 12

The superintendent is authorized to permit instructional personnel to incorporate email, social networking sites, blogs, wikis, video sharing sites, podcasts, video conferencing,

<sup>&</sup>lt;sup>10</sup> Insert appropriate title or position.

This paragraph is optional. It may be omitted if the board does not anticipate moving to a BYOT initiative.

Alternatively, instead of authorizing the superintendent to take the action specified in this paragraph, the board could require the superintendent to do so.

<sup>12</sup> This paragraph is optional. The board could limit collaborative tools to those that have been specifically devised for schools but block the use of others.

online collaborations, PDAs, IMing, texting, virtual learning environments and/or other forms of direct electronic communications or Web 2.0 applications for educational purposes to the extent the superintendent deems appropriate and in accordance with policy 7335, Employee Use of Social Media. The superintendent shall establish parameters and rules for use of these tools and shall require instruction for students in how to use such tools in a safe, effective and appropriate way. Instructional personnel shall make all reasonable attempts to monitor student online activity and shall otherwise comply with the requirements of policy 3225/4312/7320, Technology Responsible Use, when using these tools.

## C.<u>E.</u> Training for Use of Technological Resources Technology-Related Professional Development

The superintendent shall plan a program of technology-enabled professional development that prepares the instructional staff for utilizing digital tools and resources. Professional development shall emphasize technology integration and continuous improvement, including the use of ongoing technology-integrated, online-learning activities throughout the course of study. Professional development shall also address the ethical, legal and practical issues related to social networking, and mobile devices in the classroom, technology integration Users should be trained as necessary in the effective use of technological resources. Such training should include information related to remote access, virus protection, NC WISE, network and information security, and topics deemed necessary by the superintendent or technology director.  $\frac{13}{2}$  School improvement teams should identify any staff development appropriations technological training technology-related professional development in their school improvement plans. 14 The superintendent and technology director should assist schools in coordinating staff development needs as provided in policy 1610/7800, Professional and Staff Development.

Legal References: G.S. 115C-102.6C, 522; 147-33.111; State Board of Education Policy TCS-C-018

Cross References: Professional and Staff Development (policy 1610/7800), <u>Curriculum and Instructional Guides (policy 3115)</u>, Technology <u>Acceptable Responsible Use</u> (policy 3225/4312/7320), <u>Internet Safety (policy 3226/4205)</u>, <u>Copyright Compliance</u> (policy 3230/7330), School Improvement Plan (policy 3430), Integrity and Civility (policy 4310), Public Records – Retention, Release and Disposition (policy 5070/7350), Network Security (policy 6524), Staff Responsibilities (policy 7300), <u>Employee Use of Social Media (policy 7335)</u>, Gifts and Bequests (policy 8220)

Other References: North Carolina State School Technology Plan (Division of Instructional Technology) (current version)

Issued: June 1997

<sup>13</sup> These standards reflect the priorities in the NC State School Technology Plan.

The reference to the school improvement plan is optional.

Revised: July 15, 2005; January 20, 2009; June 30, 2009; December 1, 2009; August 29, 2012

#### TECHNOLOGYACCEPTABLE RESPONSIBLE USE Policy Code: 3225/4312/7320

The board provides its students and staff access to a variety of Technological resources, including computers, other electronic devices, programs, networks and the Internet. These resources provide opportunities to enhance learning instruction and improve communication within the school community and with the larger global community, appeal to different learning styles and meet the educational goals of the board. Through the school system's technological resources, users can observe events as they occur around the world, interact with others on a variety of subjects, and acquire access to current and in-depth information.

The board intends that students and employees benefit from these resources while remaining within the bounds of safe, legal and responsible use. Accordingly, the board establishes this policy to govern student and employee use of school system technological resources. This policy applies regardless of whether such use occurs on or off school system property, and it applies to all school system technological resources, including but not limited to computer networks and connections, the resources, tools and learning environments made available by or on the networks, and all devices that connect to those networks. \( \frac{1}{2} \)

Use of technological resources should be integrated into the educational program. Technological resources should be used in teaching the North Carolina Standard Course of Study and in meeting the educational goals of the board. The curriculum committee should provide suggestions for using technological resources in the curriculum guides as provided in policy 3115, Curriculum and Instructional Guides. Teachers are encouraged to further incorporate the use of technological resources into their lesson plans.

The superintendent shall ensure that school system computers with Internet access comply with federal requirements regarding filtering software, Internet monitoring and Internet safety policies. The superintendent shall develop any regulations and submit any certifications necessary to meet such requirements.

## A. <u>Expectations</u>Requirements for Use of Technological Resources for Use of School Technological Resources<sup>3</sup>

NCSBA

A different definition may be used or the board may include a more explicit list of technologies covered, e.g., school-owned devices, mobile phones, email and instant messaging, Internet, Intranet, social networking sites, video and photo sharing websites, blogs, micro-blogs, forums, discussion boards and groups, wikis, podcasts, video conferences, etc. The board may want to include personal devices explicitly in this statement if it permits students or staff to access school networks using their personal devices.

The Children's Internet Protection Act (CIPA) was enacted in 2000 to address concerns about access to offensive content over the Internet on school and library computers. The requirements established by CIPA apply to school systems that either receive funding for Internet access or internal connections from the E-rate discount program [see 47 U.S.C. 254(h)(5)] or receive funding to purchase computers or Internet access under Title II of the No Child Left Behind Act of 2001 (see 20 U.S.C. 6777).

<sup>&</sup>lt;sup>3</sup> The board may include additional requirements, such as training students in the ethical use of technologies or requiring the fulfillment of minimal skills before Internet access is allowed.

The use of school system technological resources, including such as computers and other electronic devices, networks, and access to the Internet, is a privilege, not a right. Individual users of the school system's technological resources are responsible for their behavior and communications when using those resources. Responsible use of school system technological resources is use that is ethical, respectful, academically honest and supportive of student learning. Each user has the responsibility to respect others in the school community and on the Internet. Users are expected to abide by the generally accepted rules of network etiquette. General student and employee behavior standards, including those prescribed in applicable board policies, the Code of Student Conduct and other regulations and school rules, apply to use of the Internet and other school technological resources.

Before using the Internet, all students must be trained about appropriate on-line behavior. Such training must cover topics such as eyberbullying and interacting with others on social networking websites and in chat rooms.

<u>In addition, Aanyone</u> who uses school system computers or electronic devices or who accesses the school network or the Internet <u>using school system resources</u> at an educational <u>site</u> must comply with the <u>additional rules for responsible use requirements</u> listed <u>in Section B, below. These rules are intended to clarify expectations for conduct but should not be construed as all-inclusive.</u>

Before using the Internet, all students must be trained about appropriate online behavior as provided in policy 3226/4205, Internet Safety.

All students and employees must <u>be informed annually of the requirements of receive a copy of</u> this policy annually and the methods by which they may obtain a copy of this policy. Before using school system technological resources, students and employees must sign a statement indicating that they understand and will strictly comply with these requirements. Failure to adhere to these requirements will result in disciplinary action, including revocation of user privileges. Willful misuses may result in disciplinary action and/or criminal prosecution under applicable state and federal law.

#### B. RULES FOR USE OF SCHOOL TECHNOLOGICAL RESOURCES

- 1. School system technological resources are provided for school-related purposes only. Acceptable uses of such technological resources are limited to responsible, efficient and legal activities that support learning and teaching. Use of school system technological resources for commercial gain or profit is prohibited. Student personal use of school system technological resources for amusement or entertainment during instructional time is also prohibited. Because some incidental and occasional personal use by employees is inevitable, the board permits infrequent and brief personal use by employees so long as it occurs on personal time, does not interfere with school system business and is not otherwise prohibited by board policy or procedure.
- 2. Under no circumstance may software purchased by the school system be copied for

personal use.

- 3. Students and employees must comply with all applicable board policies, administrative regulations, and school standards and rules in using technological resources. All applicable laws, including those relating to copyrights and trademarks, confidential information, and public records, apply to technological resource use. Any use that violates state or federal law is strictly prohibited. Plagiarism of Internet resources will be treated in the same manner as any other incidents of plagiarism, as stated in the Code of Student Conduct.
- 4. No user of technological resources, including a person sending or receiving electronic communications, may engage in creating, intentionally <u>viewing</u>, accessing, downloading, storing, printing or transmitting images, graphics (including still or moving pictures), sound files, text files, documents, messages or other material that is obscene, defamatory, profane, pornographic, harassing, <u>abusive</u> or considered to be harmful to minors.
- 5. The use of anonymous proxies to circumvent content filtering is prohibited.
- 4.6. Users may not install or use any Internet-based file sharing program designed to facilitate sharing of copyrighted material.
- 5.7. Users of technological resources may not send electronic communications fraudulently (i.e., by misrepresenting the identity of the sender).
- other forms of electronic communication, students must not reveal personally identifyingiable information, or information that is private or confidential information, such as the home address or telephone number, credit or checking account information or social security number of themselves or fellow students. For further information regarding what constitutes personal identifying information, see policy 4705/7825, Confidentiality of Personal Identifying Information. In addition, school employees must not disclose on the Internet or on school system websites or web pages or elsewhere on the Internet any personally identifiable, private or confidential information concerning students (including names, addresses or pictures) without the written permission of a parent or guardian or an eligible student, except as otherwise permitted by the Family Educational Rights and Privacy Act (FERPA) or policy 4700, Student Records. Users also may not forward or post personal communications without the author's prior consent.
- 7.9. Users may not intentionally or negligently damage computers, computer systems, electronic devices, software, or computer networks or data of any user connected to school system technological resources. Users may not knowingly or negligently transmit computer viruses or self-replicating messages or deliberately try to degrade or disrupt system performance. Users must scan any downloaded files for viruses.

- 8.10. Users may not create or introduce games, network communications programs or any foreign program or software onto any school system computer, electronic device or network without the express permission of the technology director designee.
- 9.11. Users are prohibited from engaging in unauthorized or unlawful activities, such as "hacking" or using the computer network to gain or attempt to gain unauthorized or unlawful access to other computers, computer systems or accounts.
- 12. Users are prohibited from using another individual's <u>ID or password for any</u> technological resource without permission from the individual. Students must also have computer account permission from the teacher or other school official.
- <u>13.</u> Users may not read, alter, change, <u>block</u>, execute or delete files <u>or communications</u> belonging to another user without the owner's express prior permission.
- 10.14. Employees shall not use passwords or user IDs for any data system (e.g., Student Information System, CECAS, time-keeping software, etc.) for an unauthorized or improper purpose.
- 11.15. If a user identifies a security problem on a technological resource, he or she must immediately notify a system administrator. Users must not demonstrate the problem to other users. Any user identified as a security risk will be denied access.
- 12.16. Teachers shall make reasonable efforts to supervise a-student's use of the Internet during instructional time.
- 13.17. Views may be expressed on the Internet or other technological resources as representing the view of the school system or part of the school system only with prior approval by the superintendent or designee.<sup>5</sup>

#### **B.C.** RESTRICTED MATERIAL ON THE INTERNET

Before a student may use the Internet for any purpose, the student's parent must be made aware of the possibility that the student could obtain access to inappropriate material. The parent and student must sign a consent form acknowledging that the student user is responsible for appropriate use of the Internet and consenting to monitoring by school system personnel of the student's e mail communication and use of the Internet.<sup>6</sup>

The Internet and electronic communications offer fluid environments in which students may access or be exposed to materials and information from diverse and rapidly changing sources,

<sup>&</sup>lt;sup>6</sup>Parent consent is strongly advised and may be necessary to take advantage of the exceptions to liability for



<sup>&</sup>lt;sup>4</sup> The appropriate position should be referenced here.

<sup>&</sup>lt;sup>5</sup> Administrative procedures could identify an approval process and specify who has approval authority.

including some that may be harmful to students. The board recognizes is aware that it there is impossible to predict with certainty what information on the Internet students may access or obtain. that is not related to the educational program. The board also is aware that the Internet may provide information and opportunities to communicate on subjects that are not suitable for school-age children and that many parents would find objectionable. Nevertheless Sschool system personnel shall take reasonable precautions to prevent students from having accessing to inappropriate materials and information that is, obscene, pornographic or otherwise harmful to minors, including such as violence, nudity, obscenity or graphic language that does not serve a legitimate pedagogical purpose.<sup>7</sup> superintendent shall ensure that the Internet service provider or technology personnel have installed a technology protection measures are used as provided in policy 3226/4205, Internet Safety, and are disabled or minimized only when permitted by law and board policy. The board is not responsible for the content accessed by users who connect to the Internet via their personal mobile telephone technology (e.g., 3G, 4G service), that blocks or filters Internet access to audio or visual depictions that are obscene, that are considered pornography or that are harmful to minors. School officials may disable such filters for an adult who uses a school-owned computer for bona fide research or another lawful educational purpose.8 School system personnel may not restrict Internet access to ideas, perspectives or viewpoints if the restriction is motivated solely by disapproval of the ideas involved.

#### D. PARENTAL CONSENT

The board recognizes that parents of minors are responsible for setting and conveying the standards their children should follow when using media and information sources. Accordingly, before a student may independently access the Internet, the student's parent must be made aware of the possibility that the student could obtain access to inappropriate material while engaged in independent use of the Internet. The parent and student must consent to the student's independent access to the Internet and to monitoring of the student's e-mail communication by school personnel.<sup>2</sup>

In addition, in accordance with the board's goals and visions for technology, students may require accounts in third party systems for school related projects designed to assist students in mastering effective and proper online communications or to meet other educational goals. Parental permission will be obtained when necessary to create and manage such third party accounts. <sup>10</sup>

Parent consent is strongly advised and may be necessary to take advantage of the exceptions to liability for intercepting electronic communications and for access to certain third party web sites. *See* Electronic Communications Privacy Act, 18 U.S.C. 2511(2)(d) and the Children's Online Privacy Protection Act of 1998, 15 U.S.C. 6501 *et seq.* The board could specify that written permission will be obtained before first independent use of the Internet and thereafter at the start of middle school and high school, with the written permission being kept on file while the student remains enrolled at that school.



<sup>&</sup>lt;sup>7</sup> The board could add additional precautionary measures such as educating parents, students and school personnel about the dangers of obscenity and indecency on the Internet or denying use of the Internet until a student reaches an appropriate age. In addition, the board could create more specific guidelines to regulate Internet use.

<sup>&</sup>lt;sup>8</sup> School systems that receive Title II funding may choose to disable the filters for minors as well as adults.

#### C.E. PRIVACY

No right of privacy exists in the use of technological resources. <u>Users should not assume that files or communications created or transmitted using school system technological resources or stored on services or hard drives of individual computers will be private.</u> School system administrators or individuals designated by the superintendent may review files, monitor all communication, and intercept e-mail messages to maintain system integrity and to ensure compliance with board policy and applicable laws and regulations. School system personnel shall monitor on-line activities of individuals who access the Internet via a school-owned computer.<sup>11</sup>

#### **D.F.** PERSONAL WEBSITES

The superintendent may use any means available to request the removal of personal websites that substantially disrupt the school environment or that utilize school system or individual school names, logos or trademarks without permission.

#### 1. Students

Though school personnel generally do not monitor students' Internet activity conducted on non-school system <u>devicescomputers</u> during non-school hours, when the student's on-line behavior has a direct and immediate effect on school safety or maintaining order and discipline in the schools, the student may be disciplined in accordance with board policy (see the student behavior policies in the 4300 series).

#### 2. Employees

All employees must use the school system network when communicating with students about any school related matters. Thus, employees may not use personal websites or on-line networking profiles to post information in an attempt to communicate with students about school-related matters.

Employees are to maintain professional relationships with students at all times in accordance with policies 4040/7310, Staff-Student Relations, and 7300, Staff Responsibilities. All electronic communications with students who are currently enrolled in the school system must be school-related and within the scope of the employees' professional responsibilities, unless otherwise authorized by this policy. School personnel may use only school-controlled technological resources and social media tools to communicate directly with students or to comment on student matters through use of the Internet. An employee seeking to utilize and/or establish a non-school-controlled social networking media website for instructional or other school-related purposes must have prior written approval from the superintendent or designee and principal and meet the any applicable requirements of policies 3220, Technology in the Educational Program, 3225/4312/7320, Technology Responsible Use, and 3227/7322, Web Page Development. Employees' personal websites are subject to policy 7335, Employee Use of Social Media,

The use of electronic media for communicating with students and parents is an extension of the employee's workplace responsibilities. Accordingly, the board expects employees to use professional judgment when using social media or other electronic communications.

Employees are prohibited from knowingly communicating with current students through a personal social network page. An Internet posting on a personal social media website intended for a particular student will be considered a form of direct communication with that student in violation of this policy. However, an employee may communicate with a student using personal social media networks to the extent the employee and student have a family relationship or other type of appropriate relationship which originated outside of the school setting. For example, an employee may have a relationship with a niece or nephew, a student who is the child of an adult friend, a student who is a friend of the employee's child, or a member or participant in the same civic, social, recreational, sport or religious organization.

#### 3. Volunteers

**NCSBA** 

All employees must use the school system network when communicating with students about any school related matters. Thus, employees may not use personal websites or on-line networking profiles to post information in an attempt to

The Children's Online Privacy Protection Act of 1998, 15 U.S.C. 6501 et seq., ("COPPA") requires web site operators to obtain verifiable parental permission to collect personal information from children under the age of 13. When a school grants a web site permission to collect personal information by permitting students to participate in online projects or activities in which they provide personal information, as through Google Apps Education Edition, for example, the website operator may assume that the school has obtained the necessary parental permission.

Permission simply to use the Internet is not sufficient; the parental consent must specify that it includes permission for students to provide personal information to the website.

<sup>&</sup>lt;sup>11</sup> This is required for school systems that receive funding for Internet access or internal connections from the E-rate program.

#### communicate with students about school-related matters.

Employees Volunteers are to maintain an appropriate relationship with students at all times. Volunteers Employees—are encouraged to block students from viewing personal information on volunteer employee personal websites or on-line networking profiles in order to prevent the possibility that students could view materials that are not age-appropriate. An individual volunteer's relationship with the school system may be terminated if the volunteer engages in inappropriate online interaction with students.

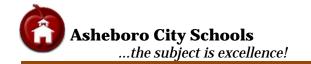
If an employee creates and/or posts inappropriate content on a website or profile and it has a negative impact on the employee's ability to perform his or her job as it relates to working with students, the employee will be subject to discipline up to and including dismissal. This section applies to all employees, volunteers and student teachers working in the school system.

Legal References: U.S. Const. amend. I; Children's Internet Protection Act, 47 U.S.C. 254(h)(5); Electronic Communications Privacy Act, 18 U.S.C. 2510-2522; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; 17 U.S.C. 101 *et seq.*; 20 U.S.C. 6777; G.S. 115C-325(e)

Cross References: Curriculum and Instructional Guides (policy 3115), Technology in the Educational Program (policy 3220), <u>Internet Safety (policy 3226/4205)</u>, Copyright Compliance (policy 3230/7330), Web Page Development (<u>policy 3227/7322</u>), Student Behavior Policies (all policies in the 4300 series), <u>Student Records (policy 4700)</u>, <u>Confidentiality of Personal Identifying Information (policy 4705/7825)</u>, Public Records – Retention, Release and Disposition (policy 5070/7350), Use of Equipment, Materials and Supplies (policy 6520), Network Security (policy 6524), Staff Responsibilities (policy 7300), <u>Employee Use of Social Media (policy 7335)</u>

#### Issued:

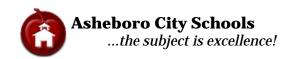
Revised: July 15, 2005; January 20, 2009; August 29, 2012



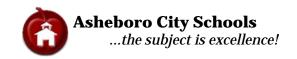
#### North Asheboro Middle School

#### 2013-2014 Continuous Improvement Plan

#### **Contents** School Vision, Mission and Beliefs.....page 2 Annual Goals and Action Steps .....page 3 Safe School Action Plan .....page 9 PBIS School Action Plan .....page 10 Compliance Statements.....page 11 Parent Involvement .....page 12 Intervention Plan .....page 14 Waiver Requests .....page 15 Leadership Team Members.....page 16 **Appendixes** 1: Current State of the School.....page 17 2: School Profile ......page 18 3: Student Performance Results ......page 19 4: Other Data Sources ......page 23 Date of Secret Ballot Results For Results Against Approved by Superintendent of Schools: Staff 44 9/25-26/2013 **Approval** Signature Date Principal's Signature Date Approved by Board of Education: Signature Date



Our School's Vision	North Asheboro Middle School, in partnership with parents and the community, will empower our 21st century learners to embrace high standards for academic achievement, integrity, leadership, and responsible citizenship in a diverse global society.
Our School's Mission	Learning TodayLeading Tomorrow
Core Beliefs	<ul> <li>To lead us toward our vision and mission, our school community shares the following core beliefs:</li> <li>We believe staff, students, parents, and the community share responsibility of supporting the school's vision and mission.</li> <li>We believe all students can learn, achieve, and be successful academically and behaviorally.</li> <li>We believe that we must create a safe learning environment in order to ensure student academic, behavior, and social success.</li> <li>We believe students learn best when they have the appropriate and multiple opportunities for success.</li> <li>We believe students learn in different ways, and it is our responsibility to meet the needs of all our students.</li> <li>We believe that by creating and maintaining positive relationships with students and modeling mutual respect among staff, our students will become a more confident learner and this will enhance their self-esteem.</li> <li>We believe students learn best when they are actively engaged in the teaching and learning process.</li> <li>We believe that our staff values each student, as an individual, with unique physical, social, emotional and intellectual needs.</li> <li>We believe that our staff collaborates and plans so that curriculum and instruction becomes rigorous and relevant and our teaching and learning strategies which are based upon the developmentally appropriate learning activities.</li> <li>We believe cultural diversity provides opportunities for understanding different people and their cultures.</li> <li>We believe that by holding students to high expectations, we will see a significant and relevant increase in both individual student achievement and positive behavior decisions.</li> <li>We believe that exceptional students require unique services and extended resources.</li> </ul>



Strategic Ob	ojectives:
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- Engage Each Student
- Assessment for Learning
- ☐ Improved Achievement
- Create Opportunities
- Capacity Building

#### Strategic Focus/Foci:

- ★ Engage each student (5)
- ★ Assess for learning (1)
- ★ Improve achievement (5), (6)
- ★ Build capacity (1)

#### **Current Level of Performance:**

Historical EOG Reading data supports the need for an intentional focus on closing the Black/White Achievement Gap.

2008-2009 33.3

2009-2010 35.5

2010-2011 36.2

2011-2012 23.9

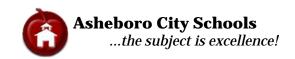
Discipline Numbers 2012-2013

- -While 15% of our student population is black, 36% of office referrals were for black students.
- -63% of our office referrals were for misbehavior in the classroom.

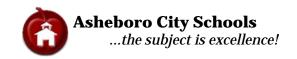
#### **Annual Goal 1:**

By the end of the 2013-2014 school year, 90% of Black students will show at least one year's growth in reading achievement as evidenced by summative data such as EVAAS and EOG as well as formative data such as SRI and Common Assessments.

Action Steps	Implementation		Monitoring			Completion	
Action Steps	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Next Steps
Teachers and students will track SRI data so that students will have access to reading materials they can read and comprehend.	Meredith Wolfe Vanessa Olson	<ul> <li>SRI License</li> <li>PD for teachers</li> <li>Engaging texts for all reading levels</li> <li>Student Planners</li> </ul>	Meredith Wolfe Vanessa Olson Melissa Allred	• SRI Data (Three times per year)	Quarterly 1 <sup>st</sup> -9/13 2 <sup>nd</sup> 3rd	June 14, 2014	



Teachers will participate in peer observations of colleagues who implement best practices for engaging black students so that we will have a data base of what works for our students.	Candace Call Scott Benhart	<ul> <li>Identified Teachers</li> <li>Research Based Best Practices</li> <li>Information from previous PD sessions such as Rita Pierson's</li> <li>Carol Ann Tomlinson's Differentiated Instruction in a Mixed Ability Classroom</li> </ul>	Candace Call Helene McQueen	<ul> <li>Documentation of observations</li> <li>Documentation of best practices</li> <li>Student Surveys</li> <li>Parent Surveys</li> <li>Discipline Data</li> </ul>	Bi-Monthly Beginning September, 19th	Bi-Monthly Beginning September, 19 <sup>th</sup>
Teachers will incorporate observed strategies in lessons so that students will be engaged in the classroom.	Candace Call Scott Benhart	<ul> <li>Identified Teachers</li> <li>Research Based Best Practices</li> <li>Walk Through App to Monitor and Track Implementation</li> </ul>	Candace Call Jordi Roman Melissa Allred Meredith Wolfe	<ul> <li>Data from walk-throughs</li> <li>Documentation in weekly Content and Team Notes</li> <li>Discipline Data</li> <li>Student Surveys</li> <li>Parent Surveys</li> </ul>	Weekly Beginning September 23rd	Weekly beginning September 23
Establish after school, lunch, and morning reading enrichment focus groups that target, but are not limited to, black students so that literacy growth is achieved.	Tori Mazur Jennifer Gold	<ul> <li>Engaging Reading texts</li> <li>Teachers</li> <li>Selection Process</li> </ul>	Sharon Williams Linda Hollingswor th	<ul><li>EVASS Data</li><li>Referrals</li><li>Attendance</li></ul>	Monthly	December 2013



Strategic Objectives:
<ul> <li>☑ Engage Each Student</li> <li>☐ Assessment for Learning</li> <li>☑ Improved Achievement</li> <li>☐ Create Opportunities</li> <li>☐ Capacity Building</li> </ul>

#### Strategic Focus/Foci:

- ★ Engage each student (1)
- ★ Improve achievement (3), (6)

#### **Current Level of Performance:**

Student Survey Data

- 55% of students indicated that classroom activities are exciting and keep their attention
- 54% of student indicated that they enjoyed being at school
- 74% of students indicated that they could use what they learned at school in their everyday life.

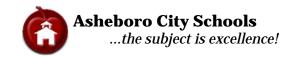
Free and Reduced Lunch Rates

• 89% of NAMS students receive Free and Reduced Lunch

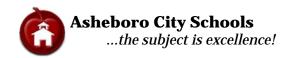
#### **Annual Goal 2:**

In the 2013-2014 school year, students will demonstrate global competence in career and financial readiness. Ninety percent or more of our students will indicate that school is preparing them well for their future on the end of year student survey.

Action Steps	Implementation		Monitoring			Completion	
Action Steps	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Next Steps
Develop and implement a framework for financial literacy to be taught at all grade levels so that our students become financially responsible citizens.	Jay Williams Jordi Roman	<ul> <li>Financial literacy curriculums</li> <li>Schedules</li> <li>Social Studies Curriculum</li> <li>CFNC</li> <li>Practical Money Skills for Life</li> </ul>	Jay Williams Chris Burian Chandra Collins	<ul> <li>Student surveys</li> <li>Lesson plans and class schedules</li> <li>Pre and Post Tests</li> <li>Team Notes</li> </ul>	Monthly	October	



Develop and begin implementation of a 7 <sup>th</sup> grade career plan which identifies and supports student interests as well as development of individual goals so that students have a pathway to achieving their future goals.	Angie Berrier Jennifer Gold	<ul> <li>CFNC Curriculum</li> <li>Miranda Lane</li> <li>7<sup>th</sup> academic plan</li> </ul>	Angie Berrier Miranda Lane Karen Frank	<ul> <li>Documentation of plan</li> <li>Implementation of plan</li> <li>Pre and post student surveys</li> <li>Feedback from 7<sup>th</sup> Grade teachers</li> <li>CFNC reports</li> </ul>	Monthly	October	
As an organizational strategy, all students will use the AVID strategies, including taking Cornell notes and using a 3-ring binder so that they develop the skills needed to be college and career ready.	Lee Williams Ryan Gibbs Faye McLeod	<ul> <li>Continue to train staff members on the use of binders and Cornell notes</li> <li>Binders</li> </ul>	Josie Roman Claudia Rodriquez Graham Groseclose	<ul> <li>Notes from PD</li> <li>Samples of student Cornell notes</li> <li>Samples of students binders</li> </ul>	Monthly	September	



Strategic Objectives:	
Engage Each Student	
Assessment for Learning	
Create Opportunities	
Capacity Building	

#### Strategic Focus/Foci:

- ★ Engage each student (1)
- ★ Assess for learning (1), (2)
- ★ Improved achievement (6)

## **Current Level of Performance: 2011-2012 EOG Scores**

52.1% of all students were proficient in Reading 83.2% of white students met the target goal

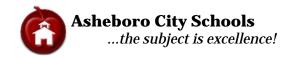
80.8% of Asian students met the target goal

75.5% of students with two or more races met the target goal

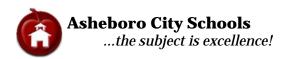
#### **Annual Goal 3:**

By the end of the 2013-2014 school year, 80% of students will demonstrate literacy proficiency according to EOG scores.

Action Steps	Ir	nplementation	Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Next Steps
Create learning opportunities within and outside of the school day so that students at or above grade level will make a year or more academic growth with accelerated learning.	Candace Call Angie Berrier	<ul> <li>Acceleration strategies</li> <li>Resources geared toward upper level students</li> <li>AIG Co-teacher</li> <li>Development of Student Independent Study programs</li> <li>Student Selection process</li> </ul>	AIG Lead Teacher Sue Shumaker	<ul> <li>Completion of student surveys to determine if students feel challenged</li> <li>Documentation of students involved</li> <li>Final products of problem based projects</li> </ul>	Monthly	October	
Provide professional development to all PLCs on common assessments so that our school will have a common language and common understanding of the purpose of common assessments.	Jordi Roman Melissa Allred	<ul><li>PD during PLC meetings</li><li>Peer modeling</li></ul>	Jordi Roman  Carlie Abercrombie	Documentation of use through weekly content area notes	Weekly	October	



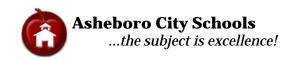
Develop and implement two school-wide rubrics (common discussion and summarizing) by the end of the second six-week grading period so that students have consistency in expectations across grade levels.	Meredith Wolfe Tori Mazur	Exemplars	Meredith Wolfe Chandra Manning	Documentation of progress and use through weekly content notes	Monthly	2 <sup>nd</sup> six- week grading period
By the end of the second six-week grading period, all PLCs will design, administer, and evaluate common assessments every two weeks so that we will be able to evaluate student learning and address student needs through differentiation, re-teaching, and future instruction to increase our literacy proficiency.	Jordi Roman Melissa Allred	Guidance from ACS Lead Teachers	Jordi Roman Chris Burian Carlie Abercrombie Jennifer Phillips	<ul> <li>Documentation in Content Area Notes</li> <li>Evidence of use in peer, formal and informal observations</li> </ul>	Weekly	2 <sup>nd</sup> six- week week grading period



SAFE SCHOOL ACTION PLAN						
Annual	Completion Date	Monthly	Completion Dates	Bi-Annual	Completion Dates	Ongoing
Register school-sex offender registry	8/9/13 C. Call F. McLeod J. Roman M. Zepeda	Check fire extinguishers	First week of the Month: Junior Goldston	CPR training for crisis response teams/coaches	TBA/Coaches Training	Monitor sex offender registry/update database
Written Supervision Plan	8/15/13 Candace Call Jordi Roman	Conduct fire drills	First Tuesday of each month Candace Call Jordi Roman Faye McLeod	Conduct lockdown drills	By October 31 <sup>st</sup> ,2013/April 5 <sup>th</sup> 2013 Candace Call Jordi Roman	Pair at-risk youth with mentors
Staff Supervision training	8/15/13 Candace Call Jordi Roman	Conduct sanitation inspections	Junior Goldston	Conduct safety inspection	Weekly Jordi Roman Candace Call Junior Goldston	Record incidents in PowerSchool
Distribute and explain the Code of Conduct	All teachers during first day of school	Maintain Science Chemical Inventory on \\Central 02	Karen Cooper/ Jordi Roman	Drug dog search (Secondary)	Spring and Fall Officer Maness Candace Call Jordi Roman	Attendance letters
Distribute and explain Bus Code of Conduct	All teachers during first day of school	Maintain first aid kits	School Nurse	Alternate route fire drill	November 2013 February 2014	Utilize student success teams
Update Crisis Response Plans	Ongoing Jordi Roman	Review ISS and OSS Incidents and apply interventions as needed	Candace Call/ Jordi Roman/Bryan Gallimore			Visitor Control Plan
Fire extinguisher training	OSHA Training J. Williams					Volunteer background checks
Customer satisfaction survey	End of School Year					
Seclusion & Restraint training	EC Department (Aug., Jan. and June).					
Train EC Staff in non-violent crises intervention response (refresher and initial trainings)	EC department August, January and June					
Train teams in crises response	Dr. Rice or designee					

PBIS School Action Plan				
Task	Who	When	<b>Completion Date</b>	
PBIS team at each school schedules monthly meetings,	In-School Coach/PBIS team	Monthly through the 2013-		
maintains a PBIS notebook or electronic folder with	leader, principal or assistant	2014 school year.		
meeting agendas, minutes, and documentation of team	principal			
activities.				
School team representative will attend District level bi-	In-School Coach/PBIS team	One meeting in the fall and		
annual PBIS meetings.	leader, principal or assistant	one meeting in the spring		
aimuai i Di3 meetings.	principal	one meeting in the spring		
Each PBIS team at the school level will complete an	In-School Coach/PBIS team	By October 31, 2013		
Implementation Inventory and submit to the central	leader, principal or assistant			
office.	principal			
Each PBIS team at the school level will complete the	In-School Coach/PBIS team	By June 1, 2014		
School Evaluation Tool and score 90% or higher.	leader, principal or assistant			
	principal			

Compliance Statements					
Healthy Active Children Policy	Physical activity is not denied to any student as a means of discipline, nor is physical activity used as a form of punishment.	Physical activity will be used as a positive reinforcement for setting patterns for healthy living. It will not be withheld as a form of punishment.			
	Each student in this school participates in an average of 150 minutes per week of physical activity and/or physical education.	Students are engaged in physical activity through physical education classes, scheduled intramurals, and open gym opportunities.			
Pledge of Allegiance	Time is scheduled for school-wide recitation of the Pledge of Allegiance.  Flags of the United States and North Carolina are displayed in this school.	The Pledge is recited daily at the beginning of morning announcements.  Flags of the United States and North Carolina are displayed outside of the building, as well as other locations inside the school.			
Duty-free Lunch	Every teacher must be provided a duty-free lunch period on a daily basis or as otherwise approved by the school improvement team.	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	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.	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.			



#### **Parent Involvement**

**Overview:** Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- That parents play an integral role in assisting their child's learning;
- That parents are encouraged to be actively involved in their child's education at school; and
- That parents are full partners in their child's education and are included, as appropriate in decision making and on advisory committees to assist in the education of their child.

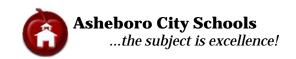
ESEA Provision (Sec. 9191(23))

#### **6 Types of Parent Involvement**

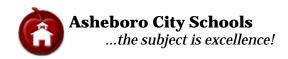
1.	<b>Parenting:</b> Assist families in understanding child and adolescent development, and in setting home conditions that support children as student at each age and grade level. Assist schools in understanding families.	<ul> <li>Continue home visits by classroom teachers, administration, counselor and social worker.</li> <li>AVID parent meetings 4 times a year addressing college readiness skills for parents and students.</li> <li>In school parent conferences with teachers, administration, school counselor with the use of the interpreter (Ms. Lochele) when needed.</li> <li>Continue and expand Student Led Conferences.</li> </ul>
2.	<b>Communicating:</b> Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.	<ul> <li>Continue Connect 5 phone messages—recorded in Spanish and English</li> <li>Continue written information sent home in two languages: Spanish and English</li> <li>Provide information on school's website in English and in Spanish.</li> </ul>
3.	Volunteering: Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.	<ul> <li>PTA bilingual member Ms. Zepeda will be a liaison between home and school—recruiting parent volunteer base, specifically proctors.</li> <li>Recruit parents for the Heritage Language Academy program.</li> <li>Recruit parents for the Balfour Baptist/NAMS partnership adult ESL program.</li> </ul>
4.	<b>Learning at Home:</b> Involve families with their children in learning activities at home, including homework, other curriculum-related activities, and individual course and program decisions.	<ul> <li>AVID Nights to include make-and-take strategies/tools for parents.</li> <li>ESL nights to include make-and-take strategies/tools for parents.</li> </ul>

<b>5. Decision-Making:</b> Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.	<ul> <li>PTA Board meets once monthly with staff representation and administrative representation to discuss projects to support students and overall success of school programs.</li> <li>Mrs. Lopez, Mrs. Lowery and Ms. Jones are our parent representatives on the School Leadership Team.</li> </ul>
<b>6. Collaborating with Community:</b> Coordinate resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.	<ul> <li>Continue partnership with UNCG's TESOL for All program through the Heritage Language Academy for parents and students.</li> <li>Extend partnership with Balfour Baptist Church to include volunteers going to the church to assist parents in English Language Acquisition.</li> <li>Continue and expand community service projects for NAMS student groups (Student Council) and NAMS Staff (Relay for Life).</li> </ul>

Taken from School Family and Community Partnerships: Your Handbook for Action (2<sup>nd</sup> Edition)

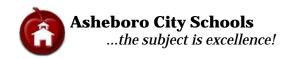


	Intervention Plan
A. Overview	While we do not have data from last year's EOG tests, we do have historical data that supports academic interventions for our ESL and Black students.
B. Target Population	<ul> <li>8<sup>th</sup> grade ESL students who fail to demonstrate proficiency in ELA and Math,</li> <li>7<sup>th</sup> and 8<sup>th</sup> grade Black students who are not identified EC who fail to demonstrate proficiency in ELA and Math</li> </ul>
C. Measureable Intended Outcome	8th grade LEP students will demonstrate proficiency on the WIDA test and be exited from the program. 8th grade ESL students not receiving LEP services will be monitored and may receive support through an ESL Coteaching environment.
D. Description of activities or services to be provided	<ul> <li>A .75 ESL teacher will be hired to provide co-teaching in ELA and Math classes focusing on ExC+ELL strategies in addition to the ESL teacher who will provide direct instruction.</li> <li>After school remediation specialist will be hired to provide small group instruction after school</li> </ul>
E. Evaluation of Results	Common Assessments, SRI, Pre and Posttests, WIDA test, EOG test



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

The following team members collect	Leadership Team Members borated with school staff to develop this Continuou.	s Improvement Plan for our school
Name	Signature	Role
Candace Call		Principal
Jordi Roman		Assistant Principal
Scott Benhart		Elective Team Representative
Meredith Wolfe		Literacy Coach
Jay William		Technology Facilitator
Vanessa Olson		Media Specialist
Lee Williams		6 <sup>th</sup> grade Representative
Jennifer Gold		7 <sup>th</sup> grade Representative
Ryan Gibbs		8 <sup>th</sup> grade Representative
Tori Mazur		ESL Representative
Angie Berrier		Guidance
Junior Goldston		Head Custodian
Faye McLeod		Data Manager/Treasurer



# **Appendix 1: Current State of the School**

The following data was obtained from a survey administered September 20<sup>th</sup>-September 24th by the Leadership Team Co-chairs. The questions were taken from the Teacher Working Condition Survey sections focusing on Teacher Leadership and Administrative Leadership.

97% of teachers indicate that our school is a school that fosters teachers as leaders. In this category, we had 100% of teachers indicate: teachers are relied upon to make decisions about educational issues, teachers are encouraged to participate in school leadership roles, at NAMS we take steps to solve problems, and teachers are effective leaders in this school. Two areas we can continue to grow in are: recognizing teachers as educational experts [8% of teachers (3 surveyed) think we can improve on this] and having an effective process to make group decisions to solve problems [8% of teachers (3 surveyed) think we can improve on this]. (37 total surveyed)

97% of teachers indicate positive feelings towards our school's leadership. 100% of teachers indicating: having a shared vision, being held to high professional standards for delivering instruction, performance being assessed objectively, receiving feedback that can help improve teaching, and teacher evaluation procedures being consistent. Two areas we can continue to grow in are: making teachers feel comfortable raising issues and concerns that are important to them [14% of teachers (5 surveyed) think we can improve on this] and consistently supporting teachers [8% of teachers (3 surveyed) think we can improve on this]. (37 total surveyed)

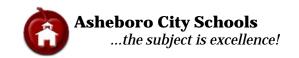
97% of teachers indicate that our school leadership makes sustained efforts to address teacher concerns, especially in the areas of: leadership issues, facilities and resources, professional development, teacher leadership, and instructional practices/support (with 100%). Two areas we can continue to grow in are: using teacher's time in an effective manner [9% of teachers (3 surveyed) think we can improve on this] and managing student conduct [9% of teachers (3 surveyed) think we can improve on this]. (32 total surveyed)

Finally, 100% of teachers that participated in the survey feel NAMS is a good place to work and learn. [37 total surveyed)

The PBIS team reviewed school discipline data on September 24<sup>th</sup>. To date, there have been 18 office referrals. Two students have received OSS and five students have received ISS. The racial breakdown for discipline referrals is as follows. 7 White Students, 6 Black Students, 5 Hispanic Students
The gender breakdown for discipline referrals is 12 males and 6 females. Three students have had two referrals.

We are not pleased with the proficiency rates of our students on the 2011-2012 EOG tests. We made many adjustments with teaching strategies during the 2012-2013 school year to better meet the academic needs of our students and are hopeful that test results will show student growth based on these adjustments. North Asheboro Middle School currently has a cohesive staff focused on providing rigorous and relevant lessons to keep students engaged in the academic process. Staff members are committed to developing supportive relationships with students and their families. We are committed to preparing our students to be 21<sup>st</sup> Century learners and become the next "Greatest Generation."

Learners Today, Leaders Tomorrow, Blue Comets Forever!

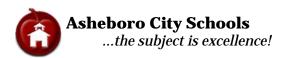


Appendix 2: School Profile									
<b>Historical Ethnicity Information</b> (% of population on 20 <sup>th</sup> day)	2008-09	2009-10	2010-11	2011-12	2012-13				
Black	14.7	14.0	12.4	15.6	15.5				
Asian	2.3	2.1	1.8	1.6	1.8				
White	35.4	36.4	36.1	32.9	27.7				
Hispanic	42.6	42.7	45.5	45.9	51.9				
American Indian	0.7	1.1	.4	.6	0.2				
2+ Races	4.3	3.7	3.8	3.4	3.5				
Total Population	443	464	501	532	509				

Historical Population (% of Population)	2008-09	2009-10	2010-11	2011-12	2012-13
Exceptional Children	8.6	8.2	13.6	11.0	12.0
AIG	11.5	13	16.0	13.9	15.9
Limited English Proficient	25	21	23.0	20.0	15.7
Total Free/Reduced Lunch	55.3	68	79	80	78.8

Student Attendance Data (%)	2008-09	2009-10	2010-11	2011-12	2012-13
Average Daily Attendance	96.1	95.7	96.4	96.7	96.4
Mobility (starting 2012-13)					15.6

Staffing Summary (%)	2008-09	2009-10	2010-11	2011-12	2012-13
Teachers "highly qualified" (classes taught)	100	100	100	100	
Teachers with advanced degrees	24	24	19	20	
Teachers with NBPTS Certification	5	5	17	0.5	
Teachers trained as mentors	24	24	1	4	
Teacher Turnover Rate	17.9	10.5	13.9	13.9	



Appe	endix 3: Studer	nt Performanc	e Results		
Promotion Rates (%)	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 6	100	100	100	100	100
Grade 7	100	100	100	100	100
Grade 8	100	100	100	100	99.4
Grade Level Proficiency in Mathematics	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 6 (EOG)	60.4	76.7	68.9	71.2	
Grade 7 (EOG)	56.8	70.3	73.6	58.7	
Grade 8 (EOG)	66.9	69.3	80.2	72.6	
Grade Level Proficiency in Reading	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 6 (EOG)	55.3	60.1	57.2	60.5	
Grade 7 (EOG)	48.9	58.1	49.1	44.4	
Grade 8 (EOG)	48.3	51.4	57.5	51.8	
Grade Level Proficiency in Science	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 8 (EOG)	58.8	49.3	67.1	62.2	
Course Proficiency	2008-09	2009-10	2010-11	2011-12	2012-13

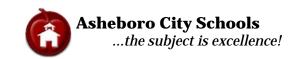
100

100

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100

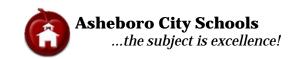
Integrated Math I



EOG Math Proficiency		Grade 6			Grade 7			Grade 8	
by Subgroup	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
All	68.9	71.2		73.6	58.7		80.2	72.6	
American Indian									
Asian		*		50.0			75.0		
Black	64.0	61.3		55.6	50.0		73.7	42.9	
Hispanic	70.0	63.3		75.0	61.7		81.3	72.9	
2+ Races	71.4	*		100.0	66.7		75.0	80.0	
White	69.6	86.2		78.5	57.4		82.5	82.5	
Male	63.8	71.4		72.4	51.0		76.7	64.8	
Female	74.4	71.0		74.7	67.0		84.0	78.5	
AIG	100			100			100		
EC	20.0	48.0		43.8	16.7		8.3	50.0	
Non-EC	75.0	75.0		76.9	63.2		85.8	74.7	
LEP	49.0	43.8		46.7	29.5		66.7	48.3	
Non-LEP	76.7	77.2		79.7	67.6		83.6	77.8	
F/R Lunch	66.0	66.0		69.0	56.3		76.4	68.0	
Non-F/R Lunch	83.3	93.9		84.0	71.0		92.5	85.7	

Math Achievement Gaps		Grade 6			Grade 7			Grade 8	
Wath Achievement Gaps	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Black (to White)	-5.6	-24.9		-22.9	-7.4		-8.8	-39.6	
Hispanic (to White)	+0.4	-22.9		-3.5	+4.3		-1.2	-9.6	
EC (to non-EC)	-55.0	-27.0		-33.1	-46.5		-77.5	-24.7	
LEP (to non-LEP)	-27.7	-33.4		-33.0	-38.1		-16.9	-29.5	
FRL (to non-FRL)	-17.3	-27.9		-15.0	-14.7		-16.1	-27.7	

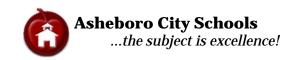
Math Scale Scores Means		Grade 6			Grade 7			Grade 8	
Wath Scale Scores Means	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Math		342.4			347.7			360.5	



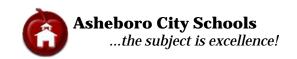
<b>EOG Reading Proficiency</b>		Grade 6			Grade 7			Grade 8	
by Subgroup	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
All	57.2	60.5		49.1	44.4		57.5	51.8	
American Indian	*	*		*	*		*	*	
Asian	*	*		50.0	*		75.0	*	
Black	44.0	41.9		11.1	40.0		36.8	33.3	
Hispanic	54.4	54.4		43.1	45.7		48.8	45.7	
2+ Races	85.7	*		66.7	44.4		75.0	60.0	
White	64.3	75.9		66.2	46.3		75.4	65.1	
Male	47.9	62.3		44.7	39.8		52.3	46.5	
Female	67.4	59.0		52.9	49.5		63.0	55.9	
AIG	100	*		100	*		100	*	
EC	20.0	32.0		37.5	11.1		8.3	42.9	
Non-EC	61.9	65.1		50.3	48.0		61.3	52.7	
LEP	23.5	25.0		10.0	15.9		15.2	17.2	
Non-LEP	70.5	68.3		57.9	53.1		67.9	59.3	
F/R Lunch	53.3	53.5	_	42.5	39.9		46.5	44.3	
Non-F/R Lunch	76.7	90.9		64.0	67.7		92.5	77.4	

Reading Achievement Gaps		Grade 6	-		Grade 7			Grade 8	
Reading Achievement Gaps	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Black (to White)	-20.3	-34.0		-55.1	-6.3		-38.6	-31.8	
Hispanic (to White)	-9.9	-21.5		-23.1	-0.6		-27.4	-19.4	
EC (to non-EC)	-41.9	-33.1		-12.8	-36.9		-53.0	-9.8	
LEP (to non-LEP)	-47.0	-43.3		-47.9	-37.2		52.7	-42.1	
FRL (to non-FRL)	-23.4	-37.4		-21.5	-27.8		-46.0	-33.1	

Scale Score Means	Grade 6		Grade 7			Grade 8			
Scale Score Weans	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Reading		344.7			348.8			356.8	



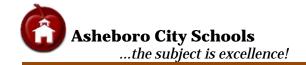
AYP Targets/*AMOs Met	Met	Total	Percent Met	Targets Missed
2008-09	27	27	100%	
2009-10	26	27	96.3%	Reading - LEP
2010-11	20	29	69.0%	Reading – All, Black, ED, SWD Math – All, Black, White, SWD
2011-12*	16	29	55.2%	Reading – All, Hispanic, White, ED, LEP, SWD Math – All, Black, Hispanic, White, ED, LEP
2012-13*				



	Appendix 4: Other Data Sources							
	Teacher Survey-Based on Marilyn and Bill Katzenmeyer Survey							
Three or more areas of strength  1. There is a general satisfaction with work environment at my school.								
	2. The principal, faculty, and staff at my school work as a team.							
	3. Faculty and staff at my school talk about ways to better serve our students and their families.							
Three or more areas of possible	1. At my school administrators and teachers try hard to help new teachers be successful.							
improvement	2. Teachers at my school observe one another's work with students.							
	3. Faculty meetings time is issued for discussions and problem solving.							
Two significant findings	<b>Two significant findings</b> 1. 40 staff members responded. 95% of staff members choose an indicator of 3 or higher on a scale of 1							
	to 5 for all statements.							

	Student Survey
Three or more areas of strength	1. 92% of students indicate that they know the school rules.
	2. 95% of students indicate that high school graduation is a goal.
	3. 95% of students indicate that their parents care about their education.
Three or more areas of possible	1. 49% of students indicate that they participate in after school activities.
improvement	2. 51% of students indicate that they faculty listens to their ideas about how to improve the school.
	3. 48% of students indicate that their school provides them with leadership opportunities.
Two significant findings	1. We need to provide leadership opportunities for students.
	2. Students and parents do believe that their education is important

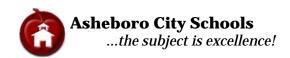
## Parent Survey – Insufficient Data



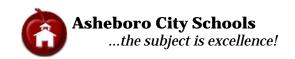
# South Asheboro Middle School

# 2013-2014 Continuous Improvement Plan

## **Contents** School Vision, Mission and Beliefs.....page 2 Annual Goals and Action Steps .....page 3 Safe School Action Plan .....page 9 PBIS School Action Plan .....page 10 Compliance Statements.....page 11 Parent Involvement ......page 12 Intervention Plan .....page 14 Waiver Requests .....page 15 Leadership Team Members.....page 16 **Appendixes** 1: Current State of the School.....page 17 2: School Profile ......page 18 3: Student Performance Results ......page 19 4: Other Data Sources ......page 23 Date of Secret Ballot Results For Results Against Approved by Superintendent of Schools: Staff 54 10/01/2013 0 **Approval** Signature Date Principal's Signature Date Approved by Board of Education: Signature Date



Our School's	South Asheboro Middle school will be school of excellence where each student is prepared to be globally
Vision	competitive for college, careers and citizenship.
Our School's	South Asheboro Middle School's mission is to provide a caring, collaborative, and challenging learning environment
Mission	with high expectations for all.
	To lead us toward our vision and mission, our school community shares the following core beliefs:
	<ul> <li>We believe in the unique intellectual, physical, social, and emotional needs of each student and the development of a healthy self-concept.</li> <li>We believe that with the support of parents and the community we provide our students with a rigorous 21st Century learning experience.</li> </ul>
Core Beliefs	<ul> <li>We believe in providing students with a variety of activities both in and outside the classroom that complement the Common Core and Essential State Standards.</li> </ul>
	<ul> <li>We believe that students should be provided with a variety of assessment opportunities to demonstrate their achievement.</li> </ul>
	<ul> <li>We believe that high expectations and positive discipline provide a supportive learning environment within our school.</li> </ul>
	We believe that with guidance students can make positive and responsible choices.



Strategic Objectives:
☐ Engage Each Student
Assessment for Learning
☐ Create Opportunities
Capacity Building

- ★ Implement a consistent plan for literacy instruction and assessment across the curriculum (reading, writing, speaking, listening, presenting)
- ★ Expand learning opportunities before and after school and summer while removing barriers for student participation

#### **Current Level of Performance:**

7<sup>th</sup> and 8<sup>th</sup> grade students have maintained EOG scores of less than 70% in the area of reading over the last 3 years.

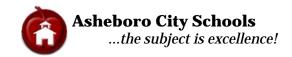
Our most current data show a significant achievement gap (>25 points across grade levels) for black students in the area of reading.

EVAAS showed -1.4 points in growth in grade 7; however, black students in grade 7 showed -7.7.

## **Annual Goal 1:**

By the end of the school year, 90% of students will achieve growth in reading as evidenced by whole school EVAAS scores and the EVAAS scores of black students.

Action Steps	Implementation			Monitoring	Completion		
retion steps	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Next Steps
Provide professional development on meeting the literacy needs of black students for all PLC's during collaborative conversations so that teachers deliver culturally responsive instruction.	Barry Julia Nikki Adrianne	<ul> <li>Learn NC         Presentation     </li> <li>The Dream Keepers:         Successful Teachers         of African American         Children     </li> </ul>	Glen Fleming	<ul> <li>PLC minutes</li> <li>Presentations and/or presentation notes. measures of</li> <li>Teacher Evaluations/Feedback</li> </ul>	11/5 2/4 4/1	6/3/14	



Promote a culture of reading by creating print rich environments, organizing reading challenges, and celebrating students and staff for their successes in literacy so that students improve their achievement in reading.	Keri Matt Kelly Melissa	<ul> <li>40 Book Challenge</li> <li>Student survey information</li> <li>Enabling Text List</li> </ul>	Keri Hill	<ul> <li>Circulation Statistics</li> <li>SRI data</li> <li>40 Challenge         <ul> <li>Participation</li> <li>Statistics</li> </ul> </li> <li>Materials/Resources         order list</li> <li>Walk-throughs/             Observations</li> <li>Intercom, Video, and             Scrolling             Announcements, and             Newsletter</li> </ul>	11/5 2/4 4/1	6/3	
Continue to employ AVID and ExC-ELL strategies, while building the capacity of new and beginning teachers in those areas, so that instruction is rooted in researched-based best practices.	Donna Catherine	<ul><li>AVID Notebooks</li><li>PD led by Donna Beck</li></ul>	Catherine	<ul> <li>Walk-throughs/         Observations</li> <li>Lesson Plans</li> <li>Student Work         Samples</li> </ul>	11/5 2/4	5/6	
Through at least two community events, Engage communities and families by hosting school-sponsored, educational events off campus so that we foster stronger relationships and partnerships with all of our stakeholders.	TLA participants, Mrs. Domally, Reggie Lassiter	<ul> <li>David Bare (Randolph Public Library)</li> <li>List of Community organizations and Churches</li> </ul>	Julia & Barry	<ul> <li>Parent Survey         Responses (school         designed)</li> <li>Main events in         October and March</li> </ul>	11/5	4/1	

Strategic Objectives:  ⊠ Engage Each Student
Assessment for Learning
Improved Achievement
Create Opportunities
Capacity Building

- ★ Improve the use of the 21st Century skills: 4 Cs Communication, Collaboration, Critical thinking and problem solving, and Creativity.
- ★ Provide academic enrichment opportunities for targeted students in middle school
- ★ Explore strategies to increase the availability of high school course for middle school students.

#### **Current Level of Performance:**

#### Information pulled from 2011-2012 State Data

- 126 students identified in math 6th-8<sup>th</sup> grade 49 students did not make growth 39% of AIG students identified in math did not make growth only 61% made growth
- 90 students identified in reading  $6^{th} 8^{th}$  grade -31 students did not make growth -34% of AIG students identified in reading did not make growth only 66% made growth

#### Information pulled from 2011-2012 EVAAS Data

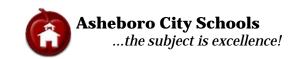
- 6<sup>th</sup> Math total growth for AIG identified students (-17)
- 6<sup>th</sup> Reading total growth for AIG identified students (-0.4)
- 7<sup>th</sup> Math total growth for AIG identified students (+10.6)
- 7<sup>th</sup> Reading total growth for AIG identified students (-3.7)
- 8<sup>th</sup> Math total growth for AIG identified students (-6.4)
- 8<sup>th</sup> Reading total growth for AIG identified students (-14.9)

Total Reading Mean Gain for identified AIG students at SAMS (-19)

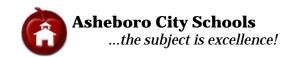
Total Math Mean Gain for identified AIG students at SAMS (-12.8)

## **Annual Goal 2:**

Improve achievement by increasing opportunities for acceleration and development of 21<sup>st</sup> Century skills for all students as evidenced by 80% of our AIG students showing growth in math & reading.



Action Steps	Implementation			Monitoring			Completion	
Action Steps	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Next Steps	
Teacher  All teachers will use the Curriculum Unit Plan Rubric to plan and assess the inclusion of 21st century skills so that every student thinks critically; problem solves, creates, and collaborates in every classroom at SAMS.	Betsy Hammond & Chandra Manning All Teachers	<ul> <li>Curriculum Unit Plan Rubric</li> <li>Professional development on the implementation of the CUP Rubric in collaborative conversations</li> </ul>	Cory Masterson, Tommy Snyder & Adriane Clarett	<ul> <li>CUP Rubric assessment of lesson plans/unit plans</li> <li>Synergy Plan</li> <li>Collaborative Conversation notes</li> <li>PD agendas</li> <li>Interactive Notebooks</li> <li>Digital Portfolios</li> <li>Student performance tasks</li> </ul>	11/5 12/3	12/3	Reflection on quality of 21st century skills implemented in classrooms in relation to growth of learners. Adjust instruction accordingly	
Team  Create an interdisciplinary unit based on a performance task to increase rigor and relevance so that each student will be engaged in real-world learning.	All Teachers	<ul> <li>Professional development on the creation and implementation of performance task-based units</li> <li>Collaborative planning time</li> <li>5<sup>th</sup> Core class time</li> </ul>	Rob Altadonna, Lee Wright, & Jenny Miller	<ul> <li>PLC minutes</li> <li>PD agendas</li> <li>Completed projects and project rubrics</li> </ul>	12/3 4/1	One Implemen ted and assessed performan ce task by 5/6	Plan another performance task-based unit to implement at the beginning of the 2014-2015. Collected by 6/3	
SAMS will explore the option of piloting advanced classes through NCVPS so that appropriate accelerated learning opportunities are made available for all students.		<ul> <li>Schedule</li> <li>Listing/posting/ advertisements for school activities</li> </ul>	C. Lyons B. Fravel Seibold N. Domally Leadership Team	<ul> <li>Calendar of events</li> <li>Rosters</li> <li>Meeting Minutes</li> <li>Survey Data</li> </ul>	12/3 3/4	6/3	Provide summary of findings and recommendation of next steps to ACS Cabinet	
Promote interest-based school activities so that students have increased opportunities for acceleration and enrichment in middle school.	Activity/clu b sponsors & Class teachers	Renzulli Learning	B. Fravel Seibold Kathy Landis	<ul> <li>Progress in classes/activities</li> <li>Survey Data</li> <li>Assess participation in school-based activities to determine needs</li> </ul>	11/5 1/7 4/1	5/6		



Strategic Objectives:
☐ Engage Each Student ☐ Assessment for Learning
Improved Achievement
☐ Create Opportunities ☐ Capacity Building

- ★ Update and implement a support program for beginning teachers
- ★ Provide district support for teacher-led professional development

#### **Current Level of Performance:**

There was a 23.53% turn-over rate from March 2012-February 2013.

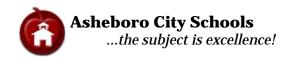
We have 15 new staff members who need to be acclimated to the SAMS and Asheboro City Schools

Nine staff members are BTs and in need of instructional support.

## **Annual Goal 3:**

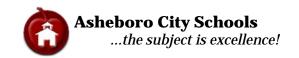
We will create a connected school of instructional and emotional support for all staff at SAMS as evidenced by survey results.

Action Steps	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Next Steps
SAMS will provide professional development and mentorship to BTs so that BTs feel more connected to the learning environment of the school for the instructional benefit of the students.	Susan Butler Tommy Snyder, Adriane Clarett, Jennifer Nulty- Brown, Susan Butler, Kristen Runnfeldt, Catherine Byrd	• AVID, Mentors	Susan Butler	PD logs, survey results, Mentor logs	10/1 1/7 3/4	5/3	Analysis of end of year surveys



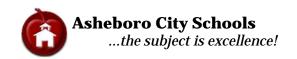
SAMS will provide PD for staff directed towards 21 <sup>st</sup> century project-based learning and curriculum unit planning so that students benefit from relevant, rigorous, and engaging instruction.	Chandra Manning, Betsy Hammond, Barry Barber, Julia	Curriculum plan rubrics, Chandra Manning, Betsy Hammond, Barry Barber, Julia Dawson, Kathy Peters	All teachers	<ul> <li>Lesson Plans, unit plans, observations</li> </ul>	10/1 1/7	6/3	
SAMS will foster and create positive staff relationships through Connected Schools Activities and strategies and the Sunshine Committee so that students can benefit from a cohesive and connected learning environment.	Dawson, Kathy Peters Mere, Snyder, Lackey, Marinucci, Hoffman	Connected Schools, Sunshine committee	Leslie Smith- Moore, Barry Barber, Julia Dawson	• Survey 3 times a year regarding school climate, end-of year teacher survey (9/15, 1/15, 4/10)	10/1 2/4	5/3	Analysis of Surveys

SAFE SCHOOL ACTION PLAN								
Annual	Completion Date	Monthly	Completion Dates	Bi-Annual	Completion Dates	Ongoing		
Register school-sex offender registry	8/12	Check fire extinguishers	8/13	CPR training for crisis response teams/coaches		Monitor sex offender registry/update database		
Written Supervision Plan	7/22/13	Conduct fire drills	9/5/13	Conduct lockdown drills		Pair at-risk youth with mentors		
Staff Supervision training	8/19/13	Conduct sanitation inspections	8/13	Conduct safety inspection		Record incidents in PowerSchool		
Distribute and explain the Code of Conduct	8/27/13	Maintain Science Chemical Inventory on \(\scrt{Central 02}\)	8/30/12	Drug dog search (Secondary)		Attendance letters		
Distribute and explain Bus Code of Conduct	8/27/13	Maintain first aid kits	8/30/12	Alternate route fire drill		Utilize student success teams		
Update Crisis Response Plans	5/13	Review ISS and OSS Incidents and apply interventions as needed				Visitor Control Plan		
Fire extinguisher training						Volunteer background checks		
Customer satisfaction survey								
Seclusion & Restraint training	8/27/13							
Train EC Staff in non-violent crises intervention response	8/21/13							
Train teams in crises response								



PBIS School Action Plan						
Task	Who	When	<b>Completion Date</b>			
PBIS team at each school schedules monthly meetings and maintains a PBIS notebook or electronic folder with meeting agendas, minutes, and documentation of team activities.	In-School Coach/PBIS team leader, principal or assistant principal, State PBIS Consultant, Connected Schools Consultant	Monthly through the 2013-2014 school year.	June 15th, 2013			
School team representatives will attend District level bi- annual PBIS meetings. Team will attend Connected Schools PD as needed	In-School Coach/PBIS team leader, principal or assistant principal, State PBIS Consultant, Connected Schools Consultant	One training session in the fall and one meeting in the spring. Consultant visits at least twice a semester	June 15th, 2014			
Each PBIS team at the school level will complete an Implementation Inventory and submit to the central office.	In-School Coach/PBIS team leader, principal or assistant principal, State PBIS Consultant, Connected Schools Consultant	By October 31, 2013	October 13, 2013			
Each PBIS team at the school level will complete the School Evaluation Tool and score 90% or higher.	In-School Coach/PBIS team leader, principal or assistant principal, State PBIS Consultant, Connected Schools Consultant	By June 1, 2014	June 15th, 2014			
Utilize PBIS Data instrument to target discipline disproportionality amongst various demographic groups	In-School Coach/PBIS team leader, principal or assistant principal, State PBIS Consultant, Connected Schools Consultant	September 25 at 7:30am October 24 at 7:30am November 25 at 7:30 am January 23 at 7:30am February 27 at 7:30am March 27 at 7:30 am April 24 at 7:30 am May 22 at 7:30am	July 1, 2014			

Compliance Statements						
Healthy Active Children Policy	Physical activity is not denied to any student as a means of discipline, nor is physical activity used as a form of punishment.	Physical activity will be used as a positive reinforcement for setting patterns for healthy living. It will not be withheld as a form of punishment.				
	Each student in this school participates in an average of 150 minutes per week of physical activity and/or physical education.	Students are engaged in physical activity through physical education classes, scheduled intramurals, and open gym opportunities.				
Pledge of Allegiance	Time is scheduled for school-wide recitation of the Pledge of Allegiance.  Flags of the United States and North Carolina are displayed in this school.	The Pledge is recited daily at the beginning of morning announcements.  Flags of the United States and North Carolina are displayed outside of the building, as well as other locations inside the school.				
Duty-free Lunch	Every teacher must be provided a duty-free lunch period on a daily basis or as otherwise approved by the school improvement team.	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	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.	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.				



## **Parent Involvement**

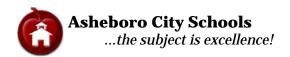
**Overview:** Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- That parents play an integral role in assisting their child's learning;
- That parents are encouraged to be actively involved in their child's education at school; and
- That parents are full partners in their child's education and are included, as appropriate in decision making and on advisory committees to assist in the education of their child.

ESEA Provision (Sec. 9191(23))

# **6 Types of Parent Involvement**

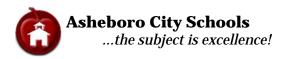
- J F - S	
1. Parenting: Assist families in understanding child and adolescent development, and in setting home conditions that support children as student at each age and grade level. Assist schools in understanding families.	<ul> <li>Staff training on family issues such as poverty, homelessness, language barriers, and social/emotional development for gifted students for teachers to better understand student's needs.</li> <li>FAN Nights, Explore, AVID, ELL parent nights</li> <li>Initiate student-led conferences</li> <li>UNCG Partnership targeting Latino families</li> </ul>
<ol> <li>Communicating: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.</li> </ol>	<ul> <li>Alert Now Weekly and Bi-weekly Newsletter</li> <li>EduVision Podcast and videos</li> <li>Report Card Pick-Up Nights</li> <li>Progress Reports</li> <li>HomeBase parent modules</li> <li>Open Houses</li> <li>Parent/Student/Teacher Conferences</li> <li>Homevisits</li> </ul>
3. Volunteering: Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.	<ul> <li>PTO – dances, fundraiser, book fair, tutors, picture day volunteers.</li> <li>Office volunteers</li> <li>Volunteer Forms</li> <li>Field Trip Chaperones</li> <li>Athlete concession volunteers</li> <li>Parent Audiences for academic competitions</li> </ul>



4. Learning at Home: Involve families with their children in learning activities at home, including homework, other curriculum-related activities, and individual course and program decisions.	<ul> <li>Destiny – e-books</li> <li>NCWise Owl databases</li> <li>World Book on-line</li> <li>ELL parent community resources</li> <li>ELL Parent Academy – weekly</li> <li>Disseminating newspapers donated from Courier Tribune to every student on Thursday</li> <li>Connect Math On-Line</li> <li>Edmodo</li> <li>Read 180 at-home access</li> <li>Enrichment through virtual resources</li> </ul>
5. Decision-Making: Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.	<ul> <li>PTO</li> <li>Leadership Parent member</li> <li>Annual Parent Survey</li> </ul>
6. Parenting: Assist families in understanding child and adolescent development, and in setting home conditions that support children as student at each age and grade level. Assist schools in understanding families.	<ul> <li>Staff training on family issues such as poverty, homelessness, language barriers, and social/emotional development for gifted students for teachers to better understand student's needs.</li> <li>FAN Nights, Explore, AVID, ELL parent nights</li> <li>Initiate student-led conferences</li> <li>UNCG Partnership targeting Latino families</li> </ul>

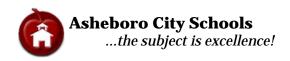
Taken from School Family and Community Partnerships: Your Handbook for Action (2" Edicition)

Intervention Plan				
A. Overview	SAMS' teachers, guidance counselor, and other support staff work collaboratively to address the varied needs of students. On a weekly basis, teachers meet in team and grade level meetings to make recommendations for students who are not exhibiting mastery of given standards.			
B. Target Population	Students who are performing below grade level or who are making Ds or Fs in their core courses.			
C. Measureable Intended Outcome	High Growth			
D. Description of activities or services to be provided	Focus sessions via collaborative conversations resulting in adjusted instructional approaches to address the learning needs of individual students in core classes, use of AVID strategies throughout campus; inclusion of target area students in classes using the co-teaching model; tutoring; community outreach, family involvement via discussions of specific student needs as addressed in PEP conferences; and district data. ESL students will focus on ExC-ELL strategies, continue Parent English Academy, and UNCG partnership.			
E. Evaluation of Results	Student achievement data (EOGs, MSLs, Common Assessment, SRI/Lexile, EVAAS growth data)			



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

Leadership Team Members  The following team members collaborated with school staff to develop this Continuous Improvement Plan for our school:						
Name	Signature	Role				
Charlie P. Lyons		Principal				
Nikki Domally		Assistant Principal				
Donna Patton		Parent Representative				
Katherine McSwain		Parent Representative				
Angela McLelland		Office Support Representative				
Kathleen Lackey		Exploratory Representative				
Tamara Myers		EC Representative				
Kristen Runnfeldt		6 <sup>th</sup> Grade Representative				
Tommy Snyder		7 <sup>th</sup> Grade Representative				
Kathy Peters		8 <sup>th</sup> Grade Representative				
Leslie Smith Moore		Counselor				
Barry Barber		Technology Representative				
Julia Dawson		Media and Literacy Representative				
Bethann Fravel-Siebold		AIG Representative				



# **Appendix 1: Current State of the School**

Achievement gap between black and white students has not decreased as much as that of white to Hispanics and remains at 30.5 %. The overall achievement gap has been decreasing. The significant decrease in our math achievement gap correlates with the Connected Math initiative.

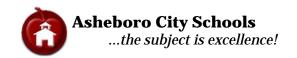
Within our Black subgroup, we had a higher percentage of students make expected growth who had made level 1's (66.7% made growth) and 2's (60% made growth) on the previous year's Reading EOG than those students who had made level 3's (26.1% made growth) and 4's (14.3% made growth).

The percentage of ALL students making expected growth in math was significantly lower for those students who had been proficient on the previous year's Math EOG as compared to those who were not proficient.

There is a clear need to continue with our literacy strategies as we expand the influence of AVID and PBIS school-wide programs/practices that will help foster improvements in writing, inquiry, organizational skills, reading, and positive behaviors/character (34% of ALL students did not demonstrate proficiency and 48.7% did not make adequate annual growth in reading).

SAMS discipline data shows a decrease in the number of office referrals from 2011-2012 to 2012-2013. However, our African Americans students are being referred at rates disproportionate to their Caucasian counterparts. As we work to close the achievement gap, our School Leadership and PBIS teams will work to address these issues with the assistance of our DPI consultant, Cayce McCamish.

SAMS is working to maintain a positive working environment as we welcome several new employees to the building. We understand that acclimating our new and beginning teachers to the student-centered culture of the school is a priority for reaching our collective goals and focusing our efforts to achieve the school's mission and vision.

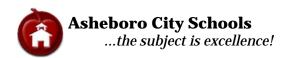


Appendix 2: School Profile						
Historical Ethnicity Information (% of population on 20 <sup>th</sup> day)	2008-09	2009-10	2010-11	2011-12	2012-13	
Black	14.0	17.0	17.4	16.8	15.7	
Asian	2.0	1.6	1.4	0.7	1.1	
White	56.0	52.1	51.9	52.1	48.4	
Hispanic	24.0	23.8	23.0	25.3	29.1	
American Indian	0.0	0.0	0.0	0.2	0.6	
2+ Races	6.0	5.6	6.27	5.0	3.9	
Total Population	533	572	574	601	642	

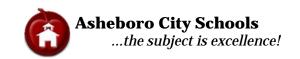
Historical Population (% of Population)	2008-09	2009-10	2010-11	2011-12	2012-13
Exceptional Children	13	14.0		14.5	12.1
AIG	22	18.4		22.1	16.5
Limited English Proficient	18	6.1		10	8.4
Total Free/Reduced Lunch	50.8	50.7		58.9	59.5

Student Attendance Data (%)	2008-09	2009-10	2010-11	2011-12	2012-13
Average Daily Attendance	95.8	96.0	95.6	96.2	95.9
Mobility (starting 2012-13)					12.5

Staffing Summary (%)	2008-09	2009-10	2010-11	2011-12	2012-13
Teachers "highly qualified" (classes taught)	100	100	100	100	
Teachers with advanced degrees	31	25	20	28	
Teachers with NBPTS Certification	10	9	14	10	
Teachers trained as mentors	21	18	16	14	
Teacher Turnover Rate	22	24	10	12	



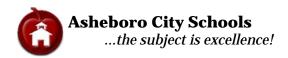
Appen	dix 3: Studer	nt Performanc	e Results		
Promotion Rates (%)	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 6	100	100	100	100	100
Grade 7	100	100	99.46	100	100
Grade 8	100	100	100	99.83	100
Grade Level Proficiency in Mathematics (%)	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 6 (EOG)	75.1	77.7	84.5	80.8	
Grade 7 (EOG)	73.9	70.7	76.9	72.8	
Grade 8 (EOG)	72.6	81.8	80.5	85.3	
Grade Level Proficiency in Reading (%)	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 6 (EOG)	70.4	65.66	73.8	74.5	
Grade 7 (EOG)	65.5	61.5	63.8	57.5	
Grade 8 (EOG)	65.6	68.6	62.4	62.8	
Grade Level Proficiency in Science (%)	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 8 (EOG)	60.9	71.1	63	67.4	
Course Proficiency (%)	2008-09	2009-10	2010-11	2011-12	2012-13
Integrated Math I	93.2	95.0			



<b>EOG Math Proficiency</b>		Grade 6			Grade 7			Grade 8	
by Subgroup	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
All	84.5	80.8		76.9	72.8		80.5	85.3	
American Indian	*	*							
Asian	100.0	*		100.0	*		80.0	*	
Black	79.5	65.4		63.6	58.3		60.0	80.0	
Hispanic	78.0	82.4		69.6	75.9		77.1	84.4	
2+ Races	76.9	72.7		100.0	61.5		75.0	>95	
White	91.6	86.3		82.8	81.8		87.6	90.9	
Male	84.4	77.7		75.3	70.7		77.6	88.2	
Female	84.7	87.5		79.5	78.1		83.5	86.8	
AIG	>95	>95		>95	>95		>95	>95	
EC	65.5	60.7		62.9	51.9		66.7	88.9	
Non-EC	88.1	85.6		80	78.2		82.3	87.3	
LEP	70	72.2		52.2	47.6		66.7	66.7	
Non-LEP	86.6	83.2		80.2	77.8		82.6	90.2	
F/R Lunch	79.3	76.9		73.6	64.9		70.3	85.2	
Non-F/R Lunch	>95	91.0		81.3	93.1		92.7	90.8	

Math Achievement Gaps Grade 6			Grade 7			Grade 8			
Math Achievement Gaps	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Black (to White)	-12.1	-20.9		-19.2	-23.5		-27.6	-10.9	
Hispanic (to White)	-13.6	-3.9		-13.2	-5.9		-10.5	-6.5	
EC (to non-EC)	-22.6	-24.9		-17.1	-26.3		-15.6	+1.6	
LEP (to non-LEP)	-16.6	-11.0		-18.0	-30.2		-15.9	-23.5	
FRL (to non-FRL)	-15.7	-24.1		-7.7	-28.2		-22.4	-5.6	

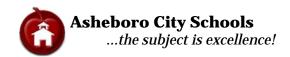
Scale Seems Meens	Grade 6			Grade 7			Grade 8		
Scale Scores Means	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Math		346.2			345.8			348.1	



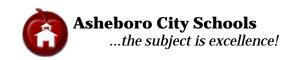
<b>EOG Reading Proficiency</b>		Grade 6			Grade 7			Grade 8	
by Subgroup	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
All	73.8	80.8		63.8	57.5		62.4	62.8	
American Indian	*	*		*	*		*	*	
Asian	100.0	*		100.0	*		100.0	*	
Black	61.5	61.5		39.4	38.9		36.0	43.3	
Hispanic	62.1	66.7		52.2	53.4		37.1	51.1	
2+ Races	61.5	54.5		57.1	53.8		58.3	57.1	
White	87.4	73.0		77.8	73.0		80.4	75.8	
Male	72.9	67.0		66.0	53.8		60.5	63.4	
Female	74.5	83.3		61.4	65.8		67.0	62.2	
AIG	>95	>95		>95	>95		>95	>95	
EC	55.2	39.3		48.6	44.4		20	33.3	
Non-EC	76.8	80.0		67.3	62.8		68.4	67.9	
LEP	45	50.0		21.7	19.0		22.2	14.3	
Non-LEP	76.9	76.8		69.8	65.1		69	69.1	
F/R Lunch	65.2	66.9		53.6	48.5		42.9	53.3	
Non-F/R Lunch	90.1	87.2		78.7	82.2		87.8	76.3	

<b>Reading Achievement Gaps</b>	Grade 6			Grade 7			Grade 8		
Reading Achievement Gaps	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Black (to White)	-25.9	-11.5		-38.4	-34.1		-44.4	-32.5	
Hispanic (to White)	-25.3	-6.3		-25.6	-19.6		-43.5	-24.7	
EC (to non-EC)	-21.6	-40.7		-18.7	-18.4		-48.4	-34.6	
LEP (to non-LEP)	-31.9	-26.8		-48.1	-46.1		-46.2	-54.8	
FRL (to non-FRL)	-34.9	-20.3		-25.1	-33.7		-44.9	-23.0	

Scale Score Means	Grade 6			Grade 7			Grade 8		
Scale Score Wealis	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Reading		344.9			345.3			347.4	



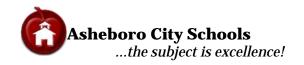
AYP Targets/*AMOs Met	Met	Total	Percent Met	Targets Missed
2008-09	29	29	100%	
2009-10	29	29	100%	
2010-11	23	29	79.3%	Reading – Black, Hispanic, LEP Math – All, Hispanic, LEP
2011-12*	22	29	75.9%	Reading – All, Black, White, ED, SWD Math – All, White
2012-13*				



	Appendix 4: Other Data Sources							
	Teacher Survey							
Three or more areas of strength	"Teachers participating in decision making and expressing concerns" has improved from the previous school							
	year. (Q7.1 C-D: Q 7.3)							
	Technology Resources. (Q3.1, A-C)							
Three or more areas of possible Differentiated Professional Development. Q8.1 E)								
improvement	Protected Time. (Q2.1)							
	Teachers Use Data to Inform Instruction. (Q9.1 A-C)							
Two significant findings	Consistent increase in collaborative leadership between teachers and administration.							
	Hope to continue to see Positive growth trends in "Managing Student Conduct."							

	Student Survey						
Three or more areas of strength	Graduation from high school is important to them—95%						
	School prepares them for their future— 83%						
	Teachers expect me to do my best—84%						
Three or more areas of possible	7% report that they push themselves to do their best academically, but only 58% report that adults at school						
improvement	recognize them when they do something positive.						
	49% report participation in afterschool activities						
	26% agree that students respect teachers and 29% agree that students respect each other, 67% agree that teachers respect students.						
Two significant findings	Overall, the data was showing a trend of students seeming to want to have more ownership and leadership over their learning. They want more challenging and creative curriculum.						
	Students believe their parents support education and want them to have goals for their future.						

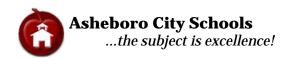
# Parent Survey – Insufficient Data



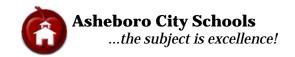
# **Asheboro High School**

# 2013-2014 Continuous Improvement Plan

## **Contents** School Vision, Mission and Beliefs.....page 2 Annual Goals and Action Steps .....page 3 Safe School Action Plan .....page 9 PBIS School Action Plan .....page 10 Compliance Statements.....page 11 Parent Involvement ......page 12 Intervention Plan .....page 14 Waiver Requests .....page 15 Leadership Team Members.....page 16 **Appendixes** 1: Current State of the School.....page 18 2: School Profile .....page 19 3: Student Performance Results .....page 21 4: Other Data Sources ......page 26 Staff Date of Secret Ballot Results For Results Against Approved by Superintendent of Schools: 91% 10/1/2013 9% **Approval** Signature Date Principal's Signature Date Approved by Board of Education: Signature Date



Our School's Vision	We will be a school of excellence where students are honored, learning is valued, and our partnership with the entire community is dedicated to the success for all.
Our School's Mission	We are committed to providing students with opportunities that will enable them to become confident, self-directed, life-long learners and productive 21 <sup>st</sup> century global citizens.
Core Beliefs	<ul> <li>To lead us toward our vision and mission, our school community shares the following core beliefs:</li> <li>Student learning is the chief priority for the school.</li> <li>A safe and physically comfortable environment promotes student learning.</li> <li>Each student is a valued individual with unique physical, social, emotional, and intellectual needs.</li> <li>Exceptional students (e. g., special education, limited English proficiency, gifted and talented, etc.) require special services and resources.</li> <li>Positive relationships and mutual respect among and between students and staff enhance a student's self-esteem.</li> <li>Students learn in different ways and should be provided with a variety of instructional approaches to support their learning.</li> <li>Students need to apply their learning in meaningful contexts.</li> <li>Students need to not only demonstrate their understanding of essential knowledge and skills, but also need to be actively involved in solving problems and producing quality work.</li> <li>Teachers, administrators, parents, and the community share responsibility for advancing the school's mission.</li> <li>The commitment to continuous improvement is imperative if our school is to enable students to become confident, productive, self-directed, lifelong learners</li> </ul>



Strategic Objectives:					
☐ Engage Each Student					
Assessment for Learning					
Improved Achievement					
Create Opportunities					
Capacity Building					

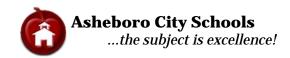
- ★ Engage Each Student
- ★ Assessment: Student Interest Survey
- **★** Improve Achievement
- **★** Improve Attendance

Graduation Rate 86.3% Attendance Rate 94.5%

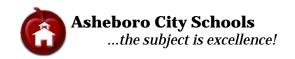
# **Annual Goal 1:**

To facilitate raising the graduation rate at Asheboro High School from 86.3% in 2012-2013 to 90% in 2015-2016, there will be an incremental increase in the graduation rate to 87.5% in 2013-2014.

	Implementation		Monitoring			Completion	
Action Steps	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Next Steps
Administer Student Interest Survey so that the School Improvement Team can gather data and make informed strategic decisions on increasing the extracurricular and co-curricular involvement by our students.	Cecil Mock John Eggleston Phil Homiller Chris Watson Lisa Cheek Laura Holland	Dr. Maerz Google Survey Time in Homeroom	Laura Holland	<ul> <li>Survey Results</li> <li>Extracurricular Involvement</li> <li>Extracurricular Interest</li> </ul>	9/9/2013	10/2/2013	



Increase the extracurricular and co-	Cecil Mock	Transportation	Laura	Based on survey	10/2013	6/2014	
curricular opportunities in order to	John	Student Interest Survey	Holland	results, develop more			
increase student involvement so that 10%	Eggleston	(Materials as needed)		extracurricular			
more of our students are involved in some	Chris	List of Clubs/#s		activities that students			
form of extra-curricular or co-curricular	Watson	PowerSchool Activities		are interested in.			
activity at Asheboro High School during	Lisa Cheek			<ul> <li>Advertise</li> </ul>			
the 2013-2014 school year.	Laura			extracurricular			
	Holland			activities through			
				club fairs			
				Gather extracurricular			
				activity participation			
				data at beginning of			
				year and end of year.			



Strategic Objectives:
Engage Each Student
Assessment for Learning
☐ Improved Achievement
Create Opportunities
Capacity Building

- ★ 21<sup>st</sup> century skills
- **★** Implement RTI

#### **Current Level of Performance:**

EOC: Black 48.4%, Hispanic 69.8%, All 73.3%

ACT: 17.7 avg. score (n=257)

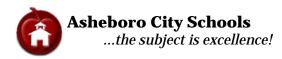
SAT: 973 avg. score (63% students tested)

AP: 44.6% proficient (n=269)

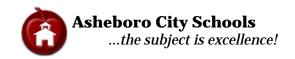
### **Annual Goal 2:**

Due to historical gaps in achievement as indicated by levels of performance, we will reduce achievement gap on EOC tests by accelerating growth in Black and Hispanic subgroups (from 48.4% proficient to 53.24% and from 69. 8% to 76.78%, respectively) while continuing to show growth in all subgroups by 8% (from 73.3 to 79.16%) by June 10, 2014.

Action Steps	Implementation			Monitoring	Completion		
recton Steps	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Next Steps
PLC's will analyze performance data, disaggregating subgroups, so that a list is generated of non-proficient students within each subgroup.	All teachers.	<ul> <li>Performance Data</li> <li>PD to disaggregate data</li> <li>EVAAS</li> </ul>	Department Chairs report to Scott Walker person responsible.	Data template to be completed by PLC	Oct 2 <sup>nd</sup> , Nov 6 <sup>th</sup> , Dec 4 <sup>th</sup> , Jan 2 <sup>nd</sup> , Feb 5 <sup>th</sup> , Mar 5 <sup>th</sup> , Apr 9 <sup>th</sup> , May 7 <sup>th</sup> .	First Report by September 30, 2013.	
PLCs will identify best practices for serving non-proficient students, so that students are provided quality remediation and re-teaching within the classroom.	All Teachers	District Professional     Development with CO     personnel	Department Chairs	<ul> <li>Data to be reported during PLC time and reflected in the notes</li> <li>Common assessments</li> <li>Common Assessment Documentation Form</li> </ul>	Oct 2 <sup>nd</sup> , Nov 6 <sup>th</sup> , Dec 4 <sup>th</sup> , Jan 2 <sup>nd</sup> , Feb 5 <sup>th</sup> , Mar 5 <sup>th</sup> , Apr 9 <sup>th</sup> , May 7 <sup>th</sup> .	January 22 <sup>nd</sup> , 2014 and June 13 <sup>th</sup> , 2014	



PLC's will create and utilize common assessments and analyze common assessment data so that student progress of identified at-risk students can be evaluated regularly and teachers can respond with re-teaching and strategic instructional interventions.  PLCs will analyze evidence of student learning generated through common assessment data so that students will participate in interventions or enrichment, as appropriate.	Teachers  • District Professional Development with CO personnel	Department Chairs  On-going Unit Plans and lesson plans Differentiation of plans Data to be reported during PLC time and reflected in the notes Common assessments Common Assessment Documentation Form	Oct 2 <sup>nd</sup> , Nov 6 <sup>th</sup> , Dec 4 <sup>th</sup> , Jan 2 <sup>nd</sup> , Feb 5 <sup>th</sup> , Mar 5 <sup>th</sup> , Apr 9 <sup>th</sup> , May 7 <sup>th</sup> .  January 22 <sup>nd</sup> , 2014 and June 13 <sup>th</sup> , 2014
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Strategic Objectives:
<ul> <li>☑ Engage Each Student</li> <li>☑ Assessment for Learning</li> <li>☑ Improved Achievement</li> <li>☐ Create Opportunities</li> <li>☐ Capacity Building</li> </ul>

- **★** Engage Each Student
  - Using 21<sup>st</sup> Century skills
  - Problem-based learning

#### **★** Assessment For Learning

- Academic Proficiency in core curriculum
- Consistent use of performance rubrics

#### **★** Improve Achievement

- Implement a consistent plan for literacy instruction and assessment across the curriculum
- Expand learning opportunities before and after school and summer while removing barriers for student participation

### **Current Level of Performance:**

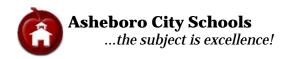
AP: 44.6% Proficient (n=269) ACT: 17.7 avg. score (n=257)

SAT: 973 avg. score (63% students tested [2011-12 data])

### **Annual Goal 3:**

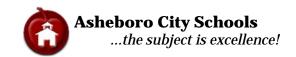
Teachers will use content specific reading material once per week and focus instruction on close reading strategies. New Strategies will result in improved student achievement on standardized assessments (EOCs, ACT, SAT, AP exams, and MSLs). Students will display increases in the following areas: AP Data increases from 44.6% to 48%, ACT Data increase from 17.7 to 18.5, and SAT Data from 973 to 985 by the end of the 2013-2014 school year (EOC, MSL, and Benchmark data to be revisited).

Action Steps	Implementation			Monitoring	Completion		
retion steps	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Next Steps
Teachers will be provided professional development on strategies related to close reading (point of view, diction, symbolism, vocabulary, characterization and discerning patterns) so that close reading strategies are integrated into teaching practices.	All PLCs	Central Office coaches and staff	Dept. chairs	Lesson plans and unit plans	October 8, 2013	November 6, 2013	

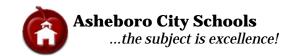


Teachers will implement, revise and adapt	All Teachers	Peer Coaching	Dept. Chairs	•	Peer Observation	November	May 30,	
close reading strategies in classroom		_			Form	15	2014	1
instruction, so that students read with a					One per Semester	December		
purpose to improve comprehension.				•	Lesson/unit plans	20*		
					•	February 28		
						April 18*		
						May 30		

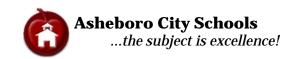
	SAFE SCHOOL ACTION PLAN						
Annual	Completion Date	Monthly	Completion Dates	Bi-Annual	Completion Dates	Ongoing	
Register school-sex offender registry		Check fire extinguishers		CPR training for crisis response teams/coaches		Monitor sex offender registry/update database	
Written Supervision Plan		Conduct fire drills		Conduct lockdown drills		Pair at-risk youth with mentors	
Staff Supervision training		Conduct sanitation inspections		Conduct safety inspection		Record incidents in PowerSchool	
Distribute and explain the Code of Conduct		Maintain Science Chemical Inventory on \(\lambda \)Central 02		Drug dog search (Secondary)		Attendance letters	
Distribute and explain Bus Code of Conduct		Maintain first aid kits		Alternate route fire drill		Utilize student success teams	
Update Crisis Response Plans		Review ISS and OSS Incidents and apply interventions as needed				Visitor Control Plan	
Fire extinguisher training						Volunteer background checks	
Customer satisfaction survey							
Seclusion & Restraint training							
Train EC Staff in non-violent crises intervention response							
Train teams in crises response							



I	PBIS School Action Plan						
Task	Who	When	<b>Completion Date</b>				
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 2013-2014 school year.					
School team representative will attend District level biannual PBIS meetings.	In-School Coach/PBIS team leader, principal or assistant principal	One meeting in the fall and one meeting in the spring					
Each PBIS team at the school level will complete an Implementation Inventory and submit to the central office.	In-School Coach/PBIS team leader, principal or assistant principal	By October 31, 2013					
Each PBIS team at the school level will complete the School Evaluation Tool and score 90% or higher.	In-School Coach/PBIS team leader, principal or assistant principal	By June 1, 2014					



Compliance Statements					
Healthy Active Children Policy	Physical activity is not denied to any student as a means of discipline, nor is physical activity used as a form of punishment.	This policy is part of the staff handbook.			
	Time is scheduled for school-wide recitation of the Pledge of Allegiance.	The Pledge of Allegiance is recited every morning during the morning announcements.			
Pledge of Allegiance	Flags of the United States and North Carolina are displayed in this school.	The United States flag is in each classroom. The United States Flag and the North Carolina are displayed near our front entrance.			
Duty-free Lunch	Every teacher must be provided a duty-free lunch period on a daily basis or as otherwise approved by the school improvement team.	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	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.	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.			



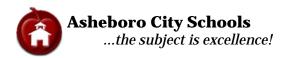
# **Parent Involvement**

**Overview:** Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- That parents play an integral role in assisting their child's learning;
- That parents are encouraged to be actively involved in their child's education at school; and
- That parents are full partners in their child's education and are included, as appropriate in decision making and on advisory committees to assist in the education of their child.

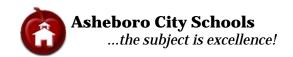
ESEA Provision (Sec. 9191(23))

	6 Types of Parent Involvement						
1.	Parenting: Assist families in understanding child and adolescent	•	Encourage increased attendance at Open House				
	development, and in setting home conditions that support children as	•	Actively engage parents and students in PEP process				
	student at each age and grade level. Assist schools in understanding	•	Faculty tour of the community to gain an understanding and				
	families.		appreciation of the diversity of our student demographics				
		•	Blackboard Connect 5				
		•	EduVision				
2.	<b>Communicating:</b> Communicate with families about school programs	•	PowerSchool Parent Portal				
	and student progress through effective school-to-home and home-to-school communications.	•	AHS Website				
		•	MOODLE				
		•	Open Houses				
		•	FAN for rising Freshmen				
		•	Office Volunteers				
3.	<b>Volunteering:</b> Improve recruitment, training, work, and schedules to	•	Graduation Project Mentors				
	involve families as volunteers and audiences at school or in other	•	CTE Job Shadowing and Internship				
	locations to support students and school programs.	•	Field trips				
		•	Class speakers				
4.	<b>Learning at Home:</b> Involve families with their children in learning	•	MOODLE				
	activities at home, including homework, other curriculum-related	•	Involvement in PEP process				
	activities, and individual course and program decisions.	•	FAN for rising Freshmen				
	activities, and individual course and program decisions.		AVID Parent Night				

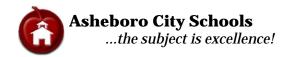


<b>5. Decision-Making:</b> Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.	<ul><li>School Leadership Team</li><li>Parent Survey</li></ul>
<b>6. Collaborating with Community:</b> Coordinate resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.	<ul> <li>CTE Job Shadowing</li> <li>CTE Internship</li> <li>Graduation Project Mentorship</li> <li>Community in Schools</li> </ul>

Taken from School Family and Community Partnerships: Your Handbook for Action (2<sup>nd</sup> Edicition)



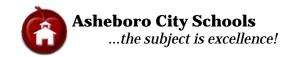
	Intervention Plan								
Overview	• To decrease the Achievement Gap for Hispanics and African Americans for the 2013-2014 school year.								
Target Population	African American and Hispanic								
Measureable Intended     Outcome	• AP Data increases from 44.6% to 48%, ACT Data increase from 17.7 to 18.5, and SAT Data from 973 to 985 by the end of the 2013-2014 school year (EOC, MSL, and Benchmark data to be revisited).								
Description of activities or services to be provided	<ul> <li>Culturally Relevant Literature List</li> <li>Club Interest Survey</li> <li>Mentor Program for at risk African American and Hispanic students</li> <li>English I and English II At risk Hispanic and African American students will receive interventions</li> <li>Integrated Math I and Biology at risk Hispanic and African American students will receive interventions</li> <li>Sheltered English I and II</li> <li>Co-teaching in English II, Integrated Math I, and Biology</li> <li>One on One interventions for at risk ESL learners</li> </ul>								
Evaluation of Results	Student performance on benchmarks and EOC								



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

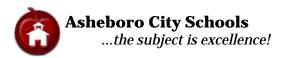
Leadership Team Members  The following team members collaborated with school staff to develop this Continuous Improvement Plan for our school:								
Name	Signature	Role						
Jen Hoover		Chair/English Dept.						
Shekinah Fonville		Student Representative						
Ashley Webster		Student Representative						
Janet Smith		Parent Representative						
Michael Fleming		Career & Technical Ed. Dept.						
Phil Homiller		Cultural Arts Dept.						
Carlos Gomez		English as a Second Language Dept.						
Scott Walker		Math Dept.						
Laura Holland		Media Dept.						
Brian Nance		Physical Education Dept.						
Zach Seabrease		Science Dept.						
Jen LaClair		EC Dept.						

Steve Luck	Social Studies Dept.
Brooke Davis	Zoo School Representative
Tina Webster	Technology Facilitator
Lisa Cheek	Social Worker
Dee Bulla	Athletic Director
Penny Crooks	Assistant Principal
John Eggleston	Assistant Principal
Cecil Mock	Assistant Principal
Brian Toth	Principal

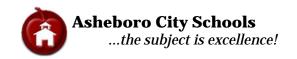


# **Appendix 1: Current State of the School**

- While EOC proficiency in Math, English and Biology indicate that we are closing the Achievement Gap, a gap still exists. To continue to adapt instruction to student needs and monitor student progress, there continues to be a need for intentional formative assessments and common assessments that align with standards and objectives. Furthermore, to decrease the Achievement Gap and accelerate growth for African Americans and Hispanics, classroom level data needs to be better disaggregated to ensure appropriate curriculum pacing and differentiation.
- Parent, teacher, and student survey results continue to indicate that students are surrounded with caring adults invested in their education, but there are still needs for strategies reinforcing respect between students, celebrating positive behaviors and academic progress, and addressing bullying concerns.
- Student survey data indicates that only 54% students are engaged in school related extra-curricular activities. Research indicates that increased involvement in school related extra-curricular activities is correlated with increased student achievement and decreased drop out. There is a need at AHS to engage a greater number of students in school related extra-curricular activities.
- While the school's focus on literacy has had gains, with 33% of 2012-2013 Juniors meeting college ready benchmarks and verbal scores of 2012-2013 graduates decreasing, there is a need to continue to increase the literacy skills of all students.

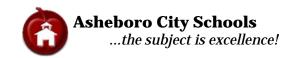


Appendix 2: School Profile									
Historical Ethnicity Information (% of population on 20 <sup>th</sup> day)	2009-10	2010-11	2011-12	2012-13	2013-14				
Black	14.8	14.9	15	14.2	14.4				
Asian	2.7	2.1	2	2.1	1.5				
White	51.6	50.1	50	46.9	41.6				
Hispanic	26.2	28.3	29.1	33.2	36.0				
American Indian	0	0	0	0.6	0.5				
2+ Races	3.7	4.3	3.9	3.0	3.3				
<b>Total Population (Count)</b>	1280	1261	1312	1271	1256				
Historical Population (% of Population)	2009-10	2010-11	2011-12	2012-13	2013-14				
Exceptional Children	9.01	8.8	8.9	8.7	8.7				
Limited English Proficient	10.2	8.6	9.1	8.3	8.8				
Total Free/Reduced Lunch	47.6	45.3	43.9	46.12	58.5				
Student Attendance Data	2008-09	2009-10	2010-11	2011-12	2012-13				
Average Daily Attendance	94.99	95.51	5.11	94.88	95.6				
Mobility (starting 2012-13)					13.9				
Dropout Data	2008-09	2009-10	2010-11	2011-12	2012-13				
Dropouts Count	74	69	37	56					
ACS Dropout Rate	3.69	3.44	1.93	2.65					
NC Dropout Rate	2.93	2.55	2.33	2.02					
Staffing Summary (%)	2008-09	2009-10	2010-11	2011-12	2012-13				
Teachers "highly qualified" (classes taught)	100	100	100	100					
Teachers with advanced degrees	39	46.7	48	28					
Teachers with NBPTS Certification	16.3	19.35	19.35	20					
Teachers trained as mentors	29	29	29						
Teacher Turnover Rate	17	10.2	8.4	13					



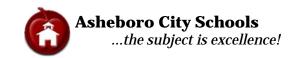
4-Yr. Graduation Rate (%)	2008-09	2009-10	2010-11	2011-12	2012-13
All Students	75.9	76.1	83.7	85.1	86.3
Male	69.0	75.1	82.8	83.3	83.7
Female	83.2	77.0	84.7	87.2	88.9
American Indian	*	*	*	*	*
Asian	*	88.9	77.8	*	>95.0
Black	77.5	74.6	80.0	77.4	78.4
Hispanic	76.4	68.3	73.8	83.7	86.4
2+ Races	37.2	90.9	100	84.6	87.5
White	76.5	78.1	87.2	88.9	88.0
F/R Lunch	64.8	68.8	83.5	78.1	85.5
Limited English Proficient	71.0	44.4	52.4	69.2	60.0
Students with Disabilities	55.6	55.2	71.4	60.9	75.0

5-Yr. Graduation Rate	2008-09	2009-10	2010-11	2011-12	2012-13
All Students	79.1	76.9	77.7	84.7	86.0
Male	75.9	70.9	7878.0	84.0	84.4
Female	82.1	83.2	77.5	85.4	87.9
American Indian	*	*	*	*	*
Asian	100	*	88.9	77.8	*
Black	77.8	80.0	76.3	82.5	77.4
Hispanic	72.5	77.8	72.0	75.4	85.7
2+ Races	60.0	37.5	90.9	100	84.6
White	81.8	77.0	79.1	87.8	89.5
F/R Lunch	73.6	66.7	70.8	85.0	79.3
Limited English Proficient	71.9	74.2	51.9	57.1	73.1
Students with Disabilities	64.3	59.2	65.5	81.0	65.2



Appendix 3: Student Performance Results									
Promotion Rates (%)	2008-09	2009-10	2010-11	2011-12	2012-13				
Grade 9	89.7	94.7	93.7	91.0	94.1				
Grade 10	94.2	92.7	94.7	93.5	93.8				
Grade 11	95.3	92.2	93.2	92.3	96.2				
Grade 12	99.2	99	99.6	100.0	94.8				

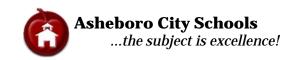
Course Proficiency	2008-09	2009-10	2010-11	2011-12	2012-13
Biology	57.5	69.3	64.0	71.2	
English I	74.2	80.2	74.2	74.8	
English II					
Integrated Math I	45.1	56.0	36.0	73.9	



EOC Math Proficiency	Biology			English I (II*)			Int	egrated Mat	h I
by Subgroup	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13*	2010-11	2011-12	2012-13
All	65.7	71.2		73.9	74.8		36.0	73.9	
Female	72.9	73.1		83.6	81.0		39.4	77.9	
Male	58.0	69.2		64.0	68.3		34.0	69.8	
American Indian	*	*		*	*		*	*	
Asian	*	87.5		*	87.5		*	100	
Black	32.3	40.4		59.6	61.7		30.4	44.9	
Hispanic	59.0	69.2		69.0	68.4		33.3	71.5	
2+ Races	77.8	55.6		55.6	81.8		*	80.0	
White	81.3	85.3		85.1	82.6		46.4	85.1	
AIG	100	100		100	100		*	100	
EC	24.2	13.0		20.6	17.2		4.5	16.0	
Non-EC	69.8	75.4		80.0	80.1		46.9	78.5	
LEP	33.3	29.2		41.2	41.2		22.2	39.5	
Non-LEP	68.2	74.4		79.9	80.7		39.7	78.2	
F/R Lunch	53.2	57.2		63.2	63.6		34.8	65.6	
Non-F/R Lunch	84.7	87.9		89.0	92.4		40.0	84.9	

Achievement Gaps	Biology			English I (II)			Integrated Math I		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Black (to White)	-49.0	-44.9		-25.5	-20.9		-16.0	-40.2	
Hispanic (to White)	-22.3	-16.1		-16.1	-14.2		-13.1	-13.6	
EC (to non-EC)	-45.6	62.4		-39.4	-42.9		-41.4	-52.5	
LEP (to non-LEP)	-34.9	-45.2		-38.7	-39.5		-17.5	-38.7	
FRL (to non-FRL)	-31.5	-30.7		-25.8	-28.8		-5.2	-29.3	

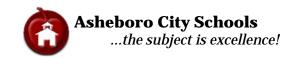
Scale Scores Means	Biology			English I (II)			Integrated Math I		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
EOC		151.7			153.0			155.8	



ACT		2011-12						2012-13						
Results	Composite Mean	Met English	Met Math	Met Read	Met Science	Met All Four	Met Writing	Composite Mean	Met English	Met Math	Met Read	Met Science	Met All Four	Met Writing
All	17.2	34%	25%	28%	12%	10%	35%	17.7	44%	23%	33%	9%	7%	

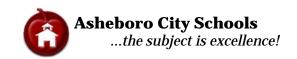
ACT	201	1-12	2012-13		
Composite Means	Mean	Count	Mean	Count	
All Students	17.2	306	17.7	257	
Am. Indian	11.5	2	10	1	
Asian	21.8	5	15.3	3	
Black	14.2	44	15.3	30	
Hispanic	15.7	93	16.2	76	
2+ Races	18.2	12	20.2	12	
White	19.2	128	19.2	114	
No Response	16.5	22	17.7	21	

SAT Results	2008-09	2009-10	2010-11	2011-12	2012-13
Math	498	493	479	494	479
Verbal	481	494	461	479	464
Writing	465	459	444	459	453
M+V	979	987	940	973	943
M+V+W	1444	1446	1384	1432	1396
Percent Tested	50%	65%	79%	68%	60%
NC Avg. $(M+V)$	1006	1004	1001	997	1001
US Avg. (M+V)	1016	1015	1011	1010	1010

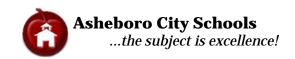


Advanced	200	8-09	200	9-10	201	0-11	201	1-12	201	2-13
Placement	Tests	% scoring								
Examinations	Taken	3 or higher								
Calculus AB	22	59%	20	30%	26	23%	40	47.5%	31	48.4%
Calculus BC	4	25%					3	100%	1	100%
Computer Science									13	7.7%
Biology	50	24%			64	19%	23	26%	28	42.9%
Chemistry			24	8%	1	0%	14	42.9%	6	16.7%
Environmental Sci.			14	25%	31	26%	73	24.7%	70	32.9%
Physics B	3	100%					1	100%		
US History	62	39%	39	44%	33	52%	20	45%	26	38.5%
Spanish	10	30%	11	55%			10	70%	8	50.0%
Spanish Lit.			1	100%						
Art History*			1	0%						
English Language*			1	0%			1	100%	43	62.8%
English Literature	12	33%	25	56%	23	30%	22	77%	13	53.8%
European History*	1	100%	1	100%			1	100%		
Government/Politics*	2	50%	5	50%					1	100%
Human Geography									1	0%
Economics – Micro*							1	100%		
Economics – Macro*							1	100%		
Music Theory	7	71%	4	100%	6	67%	9	55.6%	1	100%
Music Th. Aural Sub							9	66.7%		
Music Th. Nonaural							9	55.7%		
Psychology	11	18%	3	33%	9	33%	7	28.6%	4	50.0%
World History	1	0%	5	40%			3	100%		
Statistics			1	100%	8	25%	2	0%	23	30.4%
Total	186	43.1%	282	35.9%	202	31.9%	231	44.2%	269	41.6%

<sup>\*</sup>Course taken online

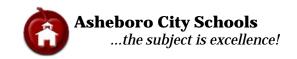


AYP Targets/*AMOs Met	Met	Total	Percent Met	Targets Missed
2008-09	17	19	89.5%	Grad Rate & Math - ED
2009-10	15	21	71.4%	Grad Rate & Math – ED, Black
	13	21	/1.4%	(% tested & Proficiency)
2010-11	19	21	90.5%	English – All & ED
2011-12*	21	23	91.3%	Math – Hispanic & ED
2012-13*				



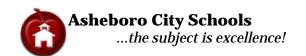
Appendix 4: Other Data Sources							
Teacher Survey							
Three or more areas of strength	1. 99% agreed "I care about my students as individuals."						
	2. 99% agreed "I have made myself available to talk with students who have a problem."						
	3. 98% agreed "I give students opportunities to use technology to show what they have learned."						
	4. 98% agreed "Safety is important at my school."						
Three or more areas of possible	1. 44% disagreed "Students put forth their best effort at school."						
improvement	2. 37% disagreed "Students push themselves to do their best academically"						
	3. 36% agreed "Bullying is a problem at my school."						
4. 28% disagreed "Students at my school respect each other."							
Two significant findings	1. Teachers feel that they are invested in their students and their learning.						
	2. Teachers feel that students are not as invested in their education as they would like them to be.						

	Student Survey							
Three or more areas of strength	1. 91% agreed "My parents care about my education."							
	2. 91% agreed "My parents think going to college is important."							
	3. 86% agreed "I know that learning is important for my future."							
Three or more areas of possible 1. 57% disagreed "Students at my school respect each other."								
improvement	2. 46% disagreed "I participate in afterschool activities."							
	3. 43% disagreed "Classroom activities are exciting and keep my attention."							
Two significant findings	1. Students feel they are not engaged in during school and after school activities.							
	2. Students feel there is a lack of peer respect.							



Parent Survey								
Three or more areas of strength	1. 97% agreed "Graduation from high school is one of my child's goals."							
	2. 97% agreed "I care about my child's education."							
	3. 97% agreed "I think going to college is important."							
	4. 97% agreed "My child knows that learning is important for their future."							
Three or more areas of possible 1. 29% disagreed "Students at my child's school respect teachers."								
improvement	2. 29% disagreed "Students at my child's school respect each other."							
	3. 36% agreed "Bullying is a problem at my school."							
<b>Two significant findings</b> 1. Parents believe that their child's education is important and that they are doing their best as s								
	2. Parents do have safety concerns and feel that there is a lack of respect within the school.							

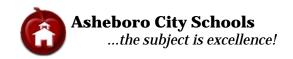
Other findings						
Significant findings	1. Parents, students and teachers are all invested in students learning for the future.					
	2. The lack of respect between students is a concern to parents, students, and teachers.					



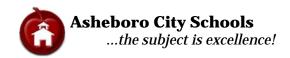
# **Early Child Development Center**

# 2013-2014 Continuous Improvement and Title I Implementation Plan

## **Contents** School Vision, Mission and Beliefs.....page 2 Annual Goals and Action Steps .....page 3 Title I Compliance .....page 8 Safe School Action Plan .....page 9 PBIS School Action Plan .....page 10 Compliance Statements.....page 11 Parent Involvement .....page 12 Intervention Plan .....page 14 Leadership Team Members.....page 15 **Appendixes** 1: Current State of the School.....page 16 2: School Profile .....page 17 3: Parent Participation.....page 18 4: Other Data Sources ......page 19 Staff Date of Secret Ballot Results For Results Against Approved by Superintendent of Schools: 10/21/2013 28 0 **Approval** Signature Date Principal's Signature Date Approved by Board of Education: Signature Date



Our School's Vision	The Early Childhood Development Center will be a place where students are nurtured, encouraged, and empowered to learn in a developmentally appropriate environment that provides the experience necessary for them to become life-long learners. Collaborative relationships with families and the community will provide a forum in which to share ideas and create an ongoing cooperative experience.
Our School's Mission	The mission of the Early Child Development Center is to provide an inviting and inclusive school environment that encourages interactive learning between parents and children at home and at school, and that provides the foundation for a successful future.
Core Beliefs	<ul> <li>To lead us toward our vision and mission, our school community shares the following core beliefs:</li> <li>Every individual is a person of value and deserves to be treated with respect and dignity.</li> <li>The family is the child's first and most important teacher.</li> <li>Positive early interactions between home and school help develop a meaningful relationship between parents and professionals.</li> <li>Children learn through active exploration of their environment.</li> <li>Positive interactions with adults and peers support children's development and learning.</li> <li>An inclusive setting is beneficial to children with disabilities as well as children who are typically developing.</li> </ul>



Strategic Objectives:
Engage Each Student
Assessment for Learning
☐ Create Opportunities
☐ Capacity Building

- ★ Academic Proficiency
- ★ Consistent use of Rubric

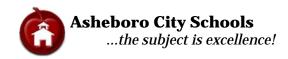
#### **Current Level of Performance:**

- All students receive pre and post screenings using the DIAL 4
- All students are assessed using Teaching Strategies Gold
- This data has not been used as a part of our Continuous Improvement Plan

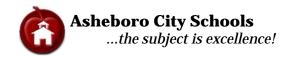
# **Annual Goal 1:**

All preschool teachers will use Teaching Strategies Gold Assessment data three times a year to monitor student progress, adapt instruction, and improve student achievement.

Action Steps	Implementation			Monitoring	Completion		
recton Steps	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Next Steps
All teachers will develop a list of key skills from Teaching Strategies Gold that would be appropriate to track student progress so that data drives instruction and shows areas for improvement.	All Teachers	Teaching Strategies     Gold	Venise Lawrence- Smith	• List of 12 key skills	October 3, 2013	October 1, 2013	
Provide professional development to all teachers on common assessments so that our teachers have common language and implementation strategies for use of assessment data.	All Teachers Kimberly Borden	<ul> <li>List of 12 key         Teaching Gold         strategies</li> <li>Professional         development on         Common Assessment</li> </ul>	Kimberly Borden	<ul> <li>Professional         Development Roster     </li> <li>Copies of common         assessment developed         in training     </li> </ul>	November 7, 2013	October 2013	



Teachers will develop, implement and analyze common assessments to create lessons that differentiate instruction so that every child is successful.	All teachers	<ul> <li>List of 12 key         Teaching Gold         strategies</li> <li>Copies of common         assessment developed         in training</li> </ul>	Tracy Sims	<ul> <li>Completed spreadsheet of all children tested</li> <li>Common Assessment Report Form</li> <li>Common Assessment Rubric</li> <li>PLC minutes</li> </ul>	December 2013	November 2013	
Teachers will meet weekly to analyze evidence of student learning and achievement generated through common assessments so differentiated instruction is provided for all students.	All Teachers	<ul> <li>Common Assessment Rubric</li> <li>Completed spreadsheet with data information</li> <li>PLC generated common assessments</li> </ul>	Tracy Sims	<ul> <li>Completed Common Assessment Report Form</li> <li>PLC minutes</li> </ul>	November 2013 March 2014 May 2014	November 2013	
To develop a spreadsheet or other reporting strategy of student data so that assessment data are utilized and drive continuous improvement.	Kimberly Borden Dr. Maerz	<ul> <li>List of 12 key         Teaching Gold         strategies</li> <li>Common Assessment         Rubrics</li> <li>Completed spreadsheet         with data information</li> <li>Assessment data from         Teaching Strategies         Gold and Dial 4 pre         and post screening         scores</li> </ul>	Virginia Wells	<ul> <li>Spreadsheet of assessment data from 2013-2014</li> <li>Summary of results from data</li> </ul>	November 2013 March 2014 May 2014	November 2013	



Strategic Objectives:							
Engage Each Student							
Assessment for Learning							
Create Opportunities							
Capacity Building							

- ★ 21<sup>st</sup> century skills (4 C's communication, collaboration, critical thinking, and problem solving, creativity)
- **★** Problem-based learning

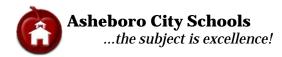
#### **Current Level of Performance:**

- All students receive pre and post screenings using the DIAL 4
- All students are assessed using Teaching Strategies Gold
- This data has not been used as a part of our Continuous Improvement Plan

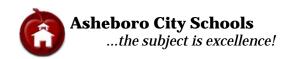
# **Annual Goal 2:**

All Classrooms will implement at least one project during the 2013-2014 school year in order for students to become critical and creative thinkers.

Action Steps	]	Implementation Monitoring		Monitoring	Completion		ompletion
recton Steps	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Next Steps
Provide professional development on the upgraded Creative Curriculum to include studies/projects so that teachers implement studies/projects as part of their lessons.	All staff	<ul> <li>Professional         Development provided         by Joan Moran     </li> <li>5<sup>th</sup> Edition of the         Creative Curriculum     </li> </ul>	Kimberly Borden	<ul> <li>PD Roster</li> <li>Copy of new lesson plan form to be used</li> </ul>	September 2013	August 20, 2013	
Based on student interest, each teacher will develop and implement at least one project so that students use critical thinking skills in learning.	All Teachers	<ul> <li>Creative Curriculum         Teaching Guides and         Study Starters</li> <li>Notes from Spring         2013 training on The         Project Approach</li> </ul>	Linda Roberts	<ul> <li>Lesson plans</li> <li>Work Samples</li> <li>Pictures from end of project celebration with parents</li> <li>Student interest results</li> </ul>	May 2014	January 2014	



Each classroom will host an "end of	All Teachers	Creative Curriculum	Linda	Pictures from end of	February	February	
project" celebration with parents and		Teaching Guides and	Roberts	project celebration	2014	2014	
other community members so that		Study Starters		with parents	May 2014		
students can report the results of the		<ul> <li>Notes from Spring</li> </ul>		<ul> <li>Parent night sign in</li> </ul>			
project and parents will understand the		2013 training on The		sheet			
process of developing and implementing		Project Approach					
a project.							



Strategic Objectives:						
Engage Each Student						
Assessment for Learning						
☐ Create Opportunities						
Capacity Building						

- **★** Academic Proficiency
- ★ Consistent use of Rubric

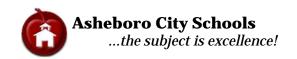
#### **Current Level of Performance:**

- All students receive pre and post screenings using the DIAL 4
- All students are assessed using Teaching Strategies Gold objective 19-Demonstrated Emergent Writing Skills
- This data has not been used as a part of our Continuous Improvement Plan

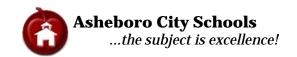
## **Annual Goal 3:**

Teachers will consistently use Handwriting Without Tears to intentionally plan, implement, and assess developmentally appropriate learning experiences to enhance children's readiness and handwriting skills as evidenced by 75% of students demonstrating an increase of at least two steps on objective 19 - Demonstrates emergent writing skills a. writes name and b. writes to convey meaning on Teaching Strategies Gold.

Action Steps	I	Implementation		Monitoring			Completion	
izedon Seeps	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Next Steps	
All staff will participate in Handwriting Without Tears refresher training so that teachers consistently provide updated strategies.	All Teachers	Handwriting Without Tears curriculum	Amy Slate	Completed Roster	11/2013	10/2013		
Teachers will write specific Handwriting Without Tears strategies that will be used on their weekly lesson plan so that implementation is consistent for all students.	All Teachers	<ul> <li>Professional Learning Communities</li> <li>Collection of lesson plans</li> </ul>	Venise Lawrence Smith	<ul> <li>Work samples</li> <li>Photos of children's work</li> <li>Lesson plans</li> <li>Walkthrough's</li> </ul>	12/2013 6/2014	12/2013		
Teachers will use Handwriting Without Tears Check Readiness and Teaching Strategies Gold Assessment to assess student performance so that student growth in readiness and handwriting skills is measured.	All teachers	<ul> <li>Check Readiness Form</li> <li>Observation Checklist (items 7-12)</li> </ul>	Virginia Wells	Completed     Assessment forms	11/2013 3/2014 5/2014	11/2013		



	Title I Compliance						
	Actions taken to meet the ten essential components of a School-Wide Title I Program						
1.	A Comprehensive Needs Assessment of	School Results, School Community Profile, Goals and Action Plans of CIP.					
	the entire school						
2.	School-Wide Reform Strategies	Goals and action plan of the CIP					
3.	Instruction by a Highly Qualified	School Community Profile and Staffing Summary of the CIP.					
	Professional Staff						
4.	High Quality and Ongoing Professional	Professional Development list in each area of the CIP.					
	Development						
5.	Strategies to Attract Highly Qualifies	District Recruitment plan and staffing summary on the CIP.					
	Teachers to High Need Schools						
6.	Including Teachers in Decisions	Participation in weekly teacher meetings, school leadership team, district leadership planning, and					
	Regarding the Use of Assessment	district strategic planning.					
7.	Strategies to Increase Parent	Bi- monthly parent meetings, parent contact logs, volunteer and participation activities, newsletters,					
	Involvement	website, phone communication system.					
8.	Preschool Transition Strategies	Home visits, Dial-4 screening, and open house at the beginning of the school year. Collaboration					
		between pre-kindergarten and kindergarten teachers, Kindergarten orientation and screening, parent					
		night to discuss smooth transitions to kindergarten.					
9.	Activities for Children Experiencing	Review of student progress on a regular basis, parent-teacher conferences, Jump Start					
	Difficulty						
10	. Coordination and integration of Federal,	Federal programs implemented in this school include: Title I					
	State, and Local Services	Coordination and integration of these programs are outlined in the School's intervention plan and					
		individual federal grant applications					



SAFE SCHOOL ACTION PLAN							
Annual	Completion Date	Monthly	Completion Dates	Bi-Annual	Completion Dates	Ongoing	
Register school-sex offender registry	8/2012	Check fire extinguishers		CPR training for crisis response teams/coaches	10/2012	Monitor sex offender registry/update database	
Written Supervision Plan		Conduct fire drills	9/4/13	Conduct lockdown drills		Pair at-risk youth with mentors	
Staff Supervision training		Conduct sanitation inspections	8/19/13	Conduct safety inspection		Record incidents in PowerSchool	
Distribute and explain the Code of Conduct	8/26/13	Maintain Science Chemical Inventory on \(\text{\Central 02}\)		Drug dog search (Secondary)		Attendance letters	
Distribute and explain Bus Code of Conduct	8/26/13	Maintain first aid kits		Alternate route fire drill		Utilize student success teams	
Update Crisis Response Plans		Review ISS and OSS Incidents and apply interventions as needed				Visitor Control Plan	
Fire extinguisher training	8/20/13					Volunteer background checks	
Customer satisfaction survey							
Seclusion & Restraint training							
Train EC Staff in non-violent crises intervention response							
Train teams in crises response							



PBIS School Action Plan							
Task	Who	When	<b>Completion Date</b>				
SEFEL leadership team schedules monthly meetings, maintains a SEFEL notebook or electronic folder with meeting agendas, minutes, and documentation of team activities.	SEFEL Leadership Team	Monthly through the 2013-2014 school year.					
Completion of annual School-Wide SEFEL Implementation Plan	SEFEL Leadership Team	June 2013					
SEFEL Professional Learning Community meetings	All preschool staff	Quarterly					
Three pre-K classes receiving coaching support	Ms. Lawrence-Smith, Ms. Leonard, Ms. Funkhouser and instructional assistants in each classroom	Monthly					

Compliance Statements						
Healthy Active Children Policy	Physical activity is not denied to any student as a means of discipline, nor is physical activity used as a form of punishment.	Teacher used other positive behavior supports to achieve desired school norms. SEFEL strategies (an early childhood positive behavior support program) are used.				
	Each student in this school participates in an average of 150 minutes per week of physical activity and/or physical education.	Every classroom has a daily scheduled hour of gross motor time outside or in the multi- purpose room in inclement weather				
	Time is scheduled for school-wide recitation of the Pledge of Allegiance.	The Pledge of Allegiance is recited daily in individual classrooms				
Pledge of Allegiance	Flags of the United States and North Carolina are displayed in this school.	The United States flag is raised each day on the flag pole. There is a United States flag in each classroom. We need to locate the North Carolina flag that was in our old building Gym before demolition of that building.				
Duty-free Lunch	Every teacher must be provided a duty-free lunch period on a daily basis or as otherwise approved by the school improvement team.	Teachers have a scheduled time during nap when they can take their duty free lunch.				
Duty-free Instructional Planning	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.	Teachers have duty free planning time when children are napping and after students leave at 2:30.				

# **Parent Involvement**

**Overview:** Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- That parents play an integral role in assisting their child's learning;
- That parents are encouraged to be actively involved in their child's education at school; and
- That parents are full partners in their child's education and are included, as appropriate in decision making and on advisory committees to assist in the education of their child.

ESEA Provision (Sec. 9191(23))

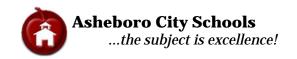
# **6 Types of Parent Involvement**

1.	<b>Parenting:</b> Assist families in understanding child and adolescent development, and in setting home conditions that support children as student at each age and grade level. Assist schools in understanding families.	<ul> <li>Family nights will be held 4 times during the school year. There will be an educational component at each family night covering topics related to child development and helping families support their children's learning.</li> <li>Staff will participate in discussions and trainings related to working with families during staff development days.</li> </ul>
2.	<b>Communicating:</b> Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.	<ul> <li>Each classroom sends home a monthly newsletter to inform families about what is going on in their classroom and at school.</li> <li>Staff will call families using the phone system to remind parents of family nights. Notes will be sent home informing families of family activities and a sticker will be put on their jacket the day of a family activity to remind parents.</li> <li>When appropriate, a communication notebook will be used for communication between parents and teacher.</li> </ul>
3.	<b>Volunteering:</b> Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.	ECDC has an open-door policy with parents. They are invited and encouraged to volunteer in their child's classroom, share a talent, and chaperone on field trips. There are at least four family nights scheduled when parents that are not available during the day can be involved.

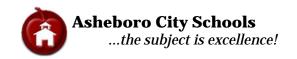
4.	<b>Learning at Home:</b> Involve families with their children in learning activities at home, including homework, other curriculum-related activities, and individual course and program decisions.	<ul> <li>Teachers share learning activities and information to support our curriculum with parents through family nights, activity cards sent home with a book borrowing program, and through our monthly newsletters sent home from each classroom. A school wide newsletter will also be sent home quarterly sharing SEFEL (Social Emotional Foundations for Early Learners) techniques that can be used at home.</li> </ul>
5.	<b>Decision-Making:</b> Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.	A parent is a member of our SEFEL leadership team.
6.	Collaborating with Community: Coordinate resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.	ECDC collaborates with the Asheboro Library, Cooperative Extension, Health Department, police and fire department Latino Coalition, YMCA, Social Services, NC Mentor, CDSA, and Randolph Community College, and UNCG. Many of these agencies provide parent education through our parenting classes. RCC and UNCG send students to observe, do coop classes, and student teaching at our school.  The Asia Cond Extension

Taken from School Family and Community Partnerships: Your Handbook for Action (2<sup>nd</sup> Edition)

	Intervention Plan
A. Overview	ECDC uses Social-Emotional Foundations of Early Learning (SEFEL), as an early childhood positive behavior support program. This program follows the Response to Intervention pyramid for social emotional issues.  ECDC's classrooms are inclusive. Teachers assess student's academic performance on a daily basis using The Creative Curriculum Teaching Strategies Gold assessment system. All students' progress is monitored on a regular basis and strategies for struggling students are naturally embedded within the educational schedule. Teachers communicate regularly with our EC PK Itinerant Teachers and therapists and try suggested strategies. Once strategies have been implemented, if there continues to be a concern the child is referred for further testing and possible placement for exceptional children's services.
B. Target Population	<ul> <li>SEFEL – students on the top of the pyramid that need a behavior support plan to be developed.</li> <li>Academic perforce – Students with an IEP and those that show red flags for developmental delays.</li> </ul>
C. Measureable Intended Outcome	• By the end of the school year, 75% of students will demonstrate an increase in 12 key learning objectives on the Teaching Strategies Gold Assessment by at least 2 levels.
D. Description of activities or services to be provided	<ul> <li>Implementation of a behavior plan if appropriate.</li> <li>Testing for developmental delays and development of IEP.</li> <li>Embedded Learning Opportunities of areas of need for children showing signs of struggling.</li> <li>Conference with parents to share concerns and strategies to be used.</li> </ul>
E. Evaluation of Results	Teaching Strategies Gold



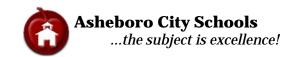
Leadership Team Members  The following team members collaborated with school staff to develop this Continuous Improvement Plan for our school:						
Name	Signature	Role				
Kimberly Borden		Preschool Coordinator				
Tracy Sims		Preschool Teacher				
Amy Slate		Preschool Itinerate Teacher				
Venise Lawrence-Smith		Preschool Teacher				
Linda Roberts		Instructional Assistant				



# **Appendix 1: Current State of the School**

Our School Improvement Team has carefully examined the preceding data along with other pertinent information about our school. Together, the members of our Team have reached the following three (or more) significant conclusions about our school and/or our school community. These conclusions may reflect areas of celebration or areas requiring further development/improvement. These conclusions (and the data they are based upon) are a driving force behind our goals for the 2013-2014 school year along with our intervention plan (which follows) for 2013-2014...

- 1. ECDC successfully completed the National Association for the Education of Young Children (NAEYC) Accreditation renewal process in 2012-2013. Our program received a score of 100% in 9 out of 10 standards and 95% in standard 9 physical environment. Of the 3 classroom observations 2 got 100% and 1 got 99%.
- 2. The school attendance average continues to be a big focus for ECDC. The attendance rate during the 10-11 school year was 80% and during the 11-12 school year 91%. The attendance rate during 2012-2013 was 92%.
- 3. A Family Support Program Parent Survey was conducted in the Spring of 2013. 132 families from the Parents as Teachers and preschool programs. Parents were asked questions related to their participation in parent nights. 89 of families (67%) reported an increase in the number times they read to their child (an increase from 0-3 times to 4 times per week). 73 families (55%) report an increase in the amount of time they read to their child (increase from 0-45 minutes to 60 minutes per week)
- 4. The Early Childhood Development Center provided one open house and 4 parent nights during 2012-2013. 61% of parents attended the August open house, 51% attended the November parent night, 61% attended the February parent night, 41% attended in May, and 78% attended the end of year program in June. Staff continues to look for strategies to use to increase attendance at parents nights. Staff will poll parents for suggestions to help increase attendance and will attempt to provide parent nights on varying nights and times to accommodate more families.
- 5. Performance Goals and Benchmark Targets from the 2012-2013 CIP were reached. The reading goal that 75% of students would show an increase in letter recognition by at least one level on the Creative Curriculum Gold Assessment System was reached. 80% of students showed an increase by at least 1 level. The math goal that 75% of students would show an increase in understanding of spatial relationships by at least one level on the Creative Curriculum Gold Assessment System was reached. 80% of students showed an increase by at least 1 level. The science goal that 70% of students would show an increase in problem solving & investigation skills by at least one level on the Creative Curriculum Gold Assessment System was reached. 79% of students showed an increase by at least 1 level.

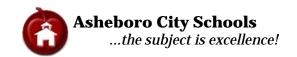


	Appendix 2	: School Profil	le		
Historical Ethnicity Information (% of population on 20 <sup>th</sup> day)	2009-10	2010-11	2011-12	2012-13	2013-2014
Black	14	11.5	10	17	10
Asian	0	2.4	0	1	2
White	18	25.8	31	24	23
Hispanic	64	55.6	51	47	52
American Indian	0	1.5	0	0	0
2+ Races	4	3.1	8	10	12
Total Population (Count)	104	100	91	78	134

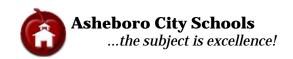
Historical Population (Students Served)	2008-09	2009-10	2010-11	2011-12	2012-13
Even Start	37	37	3	0	0
Smart Start	22	22	18	18	18
Title 1	16	16	16	16	16
Developmental Day	23	23	29	29	29
NCPK	30	30	43	43	97
Exceptional Children	24	24	29	29	29
Free Lunch	100	106	93	93	
Reduced Lunch	6	12	13	12	

Student Attendance Data (%)	2008-09	2009-10	2010-11	2011-12	2012-13
Average Daily Attendance		79	80	91	92

Staffing Summary (Count)	2008-09	2009-10	2010-11	2011-12	2012-13
Teachers "highly qualified" (classes taught)		6	6	6	8
Teachers with advanced degrees		3	3	3	3
Teachers with NBPTS Certification		0	1	1	1
Teachers trained as mentors		3	3	3	2
Teacher Turnover Rate		0	0	0	2



Appendix 3: Parent Participation					
Month	201	1-12	2012-13		
Month	Attendees	Percentage	Attendees	Percentage	
August	41	25%	49	61%	
September	46	28%			
October	46	24%			
November	46	15%	41	51%	
December	25	22%			
January	36	17%			
February	40	24%	52	61%	
March	41	25%			
April	30	18%			
May			35	41%	
June	60	36%	67	78%	



# **Appendix 4: Other Data Sources**

**Preschool Assessment - Teaching Strategies Gold** 

Teaching Strategies Gold is an authentic, observational assessment system for children from birth through kindergarten. The Teaching Strategies Gold assessment system blends ongoing, authentic, observational assessment for all areas of development and learning with intentional, focused, performance-assessment tasks for selected predictors of school success in the areas of literacy and numeracy. It is inclusive of children with disabilities and children who demonstrate competencies beyond typical developmental expectations. It can also be used to assess the knowledge, skills, and behaviors of children who are English-language or dual-language learners. Teaching Strategies Gold recognizes that young children's development is uneven, that it changes rapidly, and that development and learning are interrelated and overlapping. The primary purposes of the Teaching Strategies Gold assessment are to help teachers observe and document children's development and learning over time; support, guide and inform planning and instruction; identify children who might benefit from special help, screening, or further evaluation; and report and communicate with family members and other.

The Teaching Strategies Gold rating scale (numbered from 1 – 9) is used to assign a value to the child's level on a particular progression. Colors are used to indicate the age or class/grade ranges for these expectations. Red (levels 1 and 2) indicates development for birth to 1 year, Orange (levels 2, 3, and 4) indicates development for 1 to 2 years, Yellow (levels 3, 4, and 5) indicates development for 2 to 3 years, Green (levels 3, 4, 5, and 6) indicates development for preschool 3 class, Blue (levels 5, 6, 7, and 8) indicates development for Pre-K 4 class, and Purple (levels 6, 7, 8, and 9) indicates development for Kindergarten. Color bands overlap each other because development and learning are uneven and overlapping.

Cate Heroman; Diane C. Burts, EdD; Kai-lee Berke; Toni S. Brickart – Teaching Strategies Gold; Objectives for Development & Learning

Budget planning and preparation is critical to the development of a budget likely to further the educational goals of the board and the state and to provide for the smooth operations of the school district.

# I. Elements of Budget Planning

In recognition of the importance of the budget planning process, the budget planning for the board and administration will include:

- establishing the priorities of the school district, recognizing that improving student success will always be of paramount concern;
- considering long-range facilities plans, goals and objectives as established by the board and school district when assessing the needs of the school district;
- integrating budget planning into program planning so that the budget may effectively express and implement all programs and activities of the school district;
- seeking opportunities to communicate budget needs with the county commissioners on a regular basis, especially in regard to capital outlay;
- seeking broad participation by administrators, teachers, other school district personnel and citizens;
- exploring all practical and legal sources of income;
- continually assessing the needs of the school district and the revenues and expenses; and
- identifying the most cost effective means of meeting the school districts' needs.

### **PROCESS**

The superintendent will submit a calendar outlining the annual budget development process by January 31–February 15. The superintendent will prepare an annual budget and submit it with his or her budget message to the board no later than May 15.

On the same day that the budget is submitted to the board, the superintendent will file a copy of it in his or her office, where it will remain available for public inspection until the budget resolution is adopted.

The board will consider the budget, make such changes therein as it deems advisable, and submit the entire budget as approved by the board to the board of county commissioners no later than May 15, or such later date as may be fixed by the board of county commissioners.

Legal References: G.S. 115C-426.2, -427, -428, -429

Cross References:

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

Through the budget resolution, the board appropriates sums it determines are sufficient and proper for the budget year. The board will provide maximum flexibility to schools in the use of funds to enable the schools to accomplish their student performance goals. The school district will not expend any monies, regardless of their source, except in accordance with the budget resolution adopted by the board.

#### ADOPTION OF RESOLUTION

Once the board of county commissioners has appropriated money to the local current expense fund and capital outlay fund, the board may determine whether such funds are sufficient. If the board determines that the appropriation is insufficient, the board may utilize the procedure provided by law for resolution of disputes between a board of education and a board of county commissioners.

After the board of county commissioners has appropriated funds and after the conclusion of any dispute regarding the appropriation, the board of education will adopt a budget resolution in conformance with all legal requirements. The budget resolution will be entered in the minutes of the board. Within five days after adoption, copies will be filed with the superintendent, the school finance officer and the county finance officer.

Legal References: G.S. 115C-105.25, -425, -431, -432

Cross References:

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

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In recognition of the trust and responsibility placed with the board to manage financial resources for the local educational program, the board establishes the following standards:

- The board and all employees of the school district will manage and use available funds efficiently and effectively to meet the goals of the local board and State;
- Accounting, financial reporting and management control systems will be designed and maintained to enable the board and school district to have access to accurate, reliable and relevant data, and to permit audits and periodic reports adequate to show that those in charge have handled funds within legal requirements and in accordance with board policy;
- The superintendent and finance officer will keep the board sufficiently informed regarding the budget through periodic reports and any other appropriate means so that the board can deliberate and evaluate the budget;
- No moneys will be expended, regardless of the source (including moneys derived from federal, state, local or private sources), except in accordance with the board's budget resolution or amendments to the budget resolution; and
- Principals and school improvement teams will be familiar with state and local board requirements related to managing and using fiscal resources and will comply with these requirements in developing and implementing school improvement plans.

Legal References: G.S. 115C-105.25, -425, -433

**Cross References:** 

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

The accounts of the school district and the individual schools will be audited as soon as possible after the close of each fiscal year by an independent, qualified auditor. The auditor will be selected by the board and the terms and conditions will be specified in a written contract. The auditor will report directly to the board.

The superintendent will assist the board in providing for an annual independent audit which meets all requirements as provided by G.S. 115C-447 and any other relevant statute. All employees and agents of the school district having custody of public money or responsibility for keeping records of public financial or fiscal affairs will produce all books and records requested by the auditor and provide any information relating to fiscal affairs requested by the auditor. Any employee who fails to cooperate may be subject to disciplinary action, up to and including dismissal and also may be found guilty of criminal conduct.

Legal References: G.S. 115C-447

Cross References: Career Employees: Demotion and Dismissal (policy 7930), Classified

Personnel: Suspension and Dismissal (policy 7940)

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

The board considers naming facilities to be a significant endeavor since the name of a facility can reflect upon the students, staff, school district and community.

The superintendent will involve the staff and students assigned to the facility and the students' parents in the process of identifying possible names for a new school facility or facility being renamed. The superintendent will consider the following criteria as well as other factors the superintendent determines to be relevant in identifying potential names for the facility:

- the name should not be so similar to the names of existing facilities as to cause confusion;
- the name should include a designation of the type of school, such as elementary, middle, high or brief description of a school of a specialized kind;
- the name may be in honor or memory of an individual who has helped students in this school district succeed through financial contributions or educational leadership;
- the name may be that of an educational leader of prominence and reputation beyond the school district; however, priority will be given to the names of educational leaders who have directly or indirectly helped students in this school district to succeed;
- the name may specify the geographic locality of the school.

The superintendent will submit a recommended name or limited list of recommended names to the board for approval.

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

Cross References:

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



## Public Education: North Carolina's Best Investment

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Kathy Farren

Moore

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Durham Karen Hart Mooresville

Carr Ipock Craven

Tim Morgan

Charlotte-Mecklenburg

Gordon Powell

Person

Mary Ann Sharpe

Onslow

Mark Upchurch

Gaston

Russell Wilkins

Washington

PAST PRESIDENTS'

COUNCIL

Wendell Hall, 2009-10

Kenneth Lanier, 2007-08

Linda Cranford, 2004-05 Larry Lancaster, 2002-03

Leonard Peace, 2000-01

Dr. Christine Fitch, 1996-97

### MEMORANDUM

To:

Superintendents

**Board Chairs** 

From:

Evelyn Bulluck, NCSBA President

Tim Morgan, NCSBAC President

Date:

August 7, 2013

Re:

North Carolina School Boards Action Center (NCSBAC)

Public education and local school boards operate today in a climate unlike anything we have ever witnessed. Local school board authority is coming under attack by a growing chorus of political and business leaders who believe that school boards are not doing what is needed to effectively educate our children and that school boards are, in fact, one of the biggest impediments to educational progress and reform.

At a specially-called meeting on April 26, 2013, the NCSBA Board of Directors voted unanimously to authorize the creation of the North Carolina School Boards Action Center (NCSBAC), a new 501(c)(4) organization designed to strengthen local school board advocacy efforts.

With the dramatic transformation in how public education and those who are elected to govern local school systems are perceived, the broad philosophical assumptions around which we have fashioned our actions and advocacy efforts over the 75 year history of NCSBA can no longer be relied upon. What we face today is a battle for survival, both of public education as we know it and of the model of locally elected board governance of public school system operations. Our ability to endure in the face of these extraordinary challenges requires that we recognize and accept the changed environment in which we operate and embrace new ideas and concepts in how we advocate.

NCSBAC Action Center August 7, 2013 Page 2

As we look ahead, we need the public at large on our side in this battle for the future of public education. Many citizens and taxpayers are unaware of what is really at stake for public education and we need to be able to effectively communicate these issues, inspiring and rallying the public behind us in an effort to reaffirm the importance of strong local school boards and a thriving public education system. We have a strong governmental relations team at NCSBA, but as a 501(c)(3) organization, we are limited in the amount of funds we can invest in advocacy and grassroots engagement. Accordingly, we have reexamined our current structure and considered all available options to generate the kind of resources necessary to expand our advocacy efforts in response to the current climate.

In this spirit, the Board of Directors voted to establish a 501(c)(4) organization to enhance our advocacy efforts. A 501(c)(4) organization is not subject to the same restrictions on advocacy and grassroots activity as a 501(c)(3) organization and will allow us to generate additional resources for expanded advocacy efforts. The National School Boards Association created such an organization last year for the same reasons.

The North Carolina School Boards Action Center (NCSBAC) will be a separate organization from NCSBA. NCSBAC will be governed by a Board of Directors. The composition of the initial board will be as follows: four school board members who currently serve on the NCSBA Board of Directors (Tim Morgan, Charlotte/Mecklenburg; Charles Brown, Scotland; Jackie Cole, Alamance/Burlington; and Mary Ann Sharpe, Onslow) and five school board members who do not serve on the NCSBA Board of Directors (Dottie Darsie, Caldwell; Richard Hooker, Cleveland; Moses Matthews, Martin; Marilyn Parker, Winston-Salem/Forsyth; and Bob Rhinehart, Buncombe). The first meeting of the NCSBAC board of directors occurred on July 19, 2013. The board elected officers, approved a budget, and set contribution requests for local boards of education based on school district enrollment. We hope that each local board of education in North Carolina will participate in helping to support and fund NCSBAC. An invoice is included with this memo for your district's annual contribution to NCSBAC.

NCSBAC will not be empowered to do anything that is not congruent and consistent with the NCSBA legislative agenda. NCSBAC will *not* endorse political candidates or establish a political action committee. Rather, it will provide the type of vehicle we need to raise additional revenue to engage in social networking efforts, expand our messaging, interact with the media, and advocate for the NCSBA legislative agenda.

We are confident that this new initiative will allow us to deploy the kind of resources we need to protect, promote, and defend school board governance and the NCSBA legislative agenda.

We look forward to discussing this during the fall district meetings. As always, if you have questions or concerns, please let us know.

cc: Finance Officers

School/Location	Date	Event	Time
AHS	Friday, October 4	AHS Football vs. Southwestern Randolph	7:30pm
AHS/PDC	Wednesday, October 9	Superintendent's Student Advisory Council	7:30am
AHS/PDC	Thursday, October 10	Board of Education Meeting	7:30pm
AHS/PAC	Thursday, October 10	SAMS 6th Grade Band Concert	7:30pm
NAMS	Tuesday, October 15	PTO Presentation	TBA
AHS	Friday, October 18	AHS Football vs. Southern Guilford - homecoming	7:30pm
Bicentennial Park	Saturday, October 19	ACS participating in JDRF walk	9:00am
CO Board Room	Monday, October 21	Superintendent's PTO President's Round Table	6:30pm - 8:00pm
AHS/PAC	Thursday, October 24	AHS Choral Concert	7:30pm
CWM	Monday, October 28	PTO Presentation	6:30pm
LP	Tuesday, October 29	PTO Presentation	5:30pm
AHS	Friday, November 1	AHS Football vs. Western Guilford - senior night	7:30pm
Koury Conv. Center	Mon Wed., November 18-20	NCSBA Annual Conference	8:00am - 3:00pm
AHS/PAC	Thurs Sat., November 21-23	Park Street Players Fall Musical	7:00pm
AHS/PAC	Sunday, November 24	Park Street Players Fall Musical	2:00pm
AHS/PAC	Tuesday, December 3	AHS Jazz and Percussion Concert	7:30pm
AHS/PDC	Wednesday, December 4	Superintendent's Student Advisory Council	7:30am
AHS/PAC	Thursday, December 5	NAMS Band Concert	7:30pm
AHS/PAC	Tuesday, December 10	SAMS Band Concert	7:30pm
DLL	Tuesday, December 11	Senior Holiday Luncheon	12:00pm
AHS/PAC	Thursday, December 12	AHS Winter Band Concert	7:30pm
PDC	Tuesday, December 17	Superintendent's Holiday Luncheon	11:30am - 1:00pm
AHS/PAC	Tuesday, December 17	SAMS Chorus Concert	7:30pm
AHS/PAC	Thursday, December 19	AHS Choral Concert	7:30pm
AHS/PAC	Sunday, November 24	Park Street Players Fall Musical	2:00pm



# Points of Pride

October 10, 2013



#### Student achievements:

- DECA Chapter members at AHS are collecting food items for other students at their school
- Students in the biotechnology class at NAMS participated in science experiments through Morehead Planetarium's DESTINY program
- SAMS celebrated International Dot Day with cross curricular activities that culminated in a school wide reflective guidance lesson

### Staff recognition:

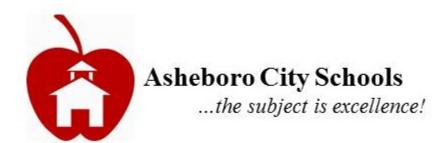
- Mike Mize and the maintenance department completed ECDC and the concession stands at AHS
- Candace Call, NAMS, is the 2013-2014 ACS Principal of the Year

#### Parent involvement:

- Lindley Park held a Title I and PTO Back-to-School night for parents
- Balfour, Teachey, Loflin and SAMS have each held PTO meetings where board members and Dr. Frost shared strategic plan information with parents
- Parents attended an A+ performance at Loflin

### Events bringing community into our schools:

- Teachey's Watch D.O.G.S. program is bringing male volunteers into the school building each week
- AHS held a ribbon-cutting ceremony for new concession stand facility at Lee J. Stone Stadium
- ECDC held a ribbon-cutting and open house event honoring new facility



### **BOARD OF EDUCATION GOALS 2013-2014**

**Update: October, 2013** 

### **STRATEGIC GOAL:**

By 2016, **90 percent** or more of Asheboro City Schools students will graduate with the skills needed as 21<sup>st</sup> century learners, workers, and citizens.

### STRATEGIC OBJECTIVES:

### 1. Engage each student

1. Teach the standards through the lens of critical thinking and collaboration so that students will be critical thinkers and problem solvers (4 C's).

The EdLeader21 critical thinking rubric was locally revised for use in middle and high schools. The middle school rubric is included at the end of this update. Elementary teachers who developed units of instruction this summer incorporated critical thinking into the unit design. School Leadership Teams participated in professional development on 21<sup>st</sup> century skills and the 4 C's in August.

- 2. Identify and nurture **problem-based learning** partnerships with the community and beyond for planning and evaluating real world solutions.
- 3. Complete professional development book study on **global awareness** and explore Spanish immersion or global programming at the elementary level.
- 4. Implement Positive Behavior Instructional Support program at each school.

Five schools were recently honored with the PBIS Model School Award from the Department of Public Instruction: Balfour, Lindley Park, Guy B. Teachey, NAMS, and SAMS! Also, SAMS is collaborating with staff from DPI and Connected Schools to pilot an enhanced framework for PBIS that could become a statewide model.

- 5. Implement strategies to reduce number of office referrals and out of school suspensions for black students.
- 6. Develop a district-wide program to prevent bullying.
- 7. Review and update crisis plans.

## 2. Assess for learning

1. Establish **core curriculum proficiency indicators and performance rubrics** for monitoring academic progress in K-12 **reading and mathematics.** 

Local benchmarks in the core curriculum have been developed for use in late October (high school) and early November (elementary and middle). These benchmark assessments were developed using items in the new statewide Instructional Information System database that is part of HomeBase as well as locally constructed items. Teachers will use the assessment data to determine student mastery of curriculum standards at the halfway point of the first semester and adjust instruction accordingly.

Also, pacing guides are completed for elementary in all core areas. The third grade pacing guide is included as a separate document for you to see as an example of the amount of curriculum work that has been done by our teachers and instructional team to implement the new standards. At the secondary level, the pacing guides are complete for mathematics and science. The team is working on updating pacing guides for English Language Arts aligned with identified power standards for learning.

2. Improve design and use of **performance rubrics** to guide students in demonstrating learning.

## 3. Improve achievement

1. Develop K-12 instruction and assessment plan for the writing process.

Our instructional team has reached out to UNCG faculty and the Dean of the School of Education, Dr. Karen Wixson, to get assistance in developing a research-based K-12 writing plan. After initial exploratory conversations, UNCG has committed to partner with us to develop and implement a plan. The Asheboro City Schools and UNCG team met on Tuesday, October 1, to outline next steps and work out the details of the partnership.

- 2. Implement **transition plans** for at-risk students in order to facilitate their educational transitions between elementary, middle, and high school.
- 3. Develop an **academic plan with each 7<sup>th</sup> grade student** that supports their vocational interests, is aligned with their individual goals, includes course selection, and culminates in graduation.

NAMS is piloting a CFNC curriculum for 7<sup>th</sup> graders that will assist students in developing their personal academic plan. The school counselor, Angie Berrier, and our graduation coach, Amanda Lane, are collaborating on this project.

4. Implement strategies to prevent summer reading loss.

We are in the process of identifying elementary students who participated in summer experiences, as well as those who were invited but elected NOT to participate. Reading data from end-of-year 2012-13, summer of 2013, and beginning of year 2013-14 will be analyzed to determine effective strategies for preventing summer reading loss. The new Reading 3D Test of Reading Comprehension (TRC) provides a valuable resource in assessing students' reading comprehension levels.

5. Using 2012-13 data, implement early intervention system for struggling readers.

Two strategic priorities have been identified: (1) Teacher professional development in Reading Foundations training, and (2) Classroom instructional resources to support stronger instruction in phonics, word work, and vocabulary development. Many teachers participated in Reading Foundations training this summer. Our goal is for all K-2 teachers to participate by the end of summer 2014. Instructional team members are reviewing various resources for literacy development in pre-K and kindergarten.

Also, we are getting very positive feedback from the 16 teachers who are participating in the High Point University master's degree program in literacy. They meet each Tuesday at AHS and are very excited about what they are learning and applying it in their classrooms with their students.

- 6. Provide academic enrichment opportunities for targeted students in middle school.
- 7. Explore strategies to increase availability of high school courses for middle school students.

### 4. Create opportunities

1. Increase **parent outreach** through workshops or classes on targeted topics related to academic achievement priorities.

Parents will be invited to participate in a survey in their child's first six weeks report card inquiring about their needs and interests for future workshops.

- 2. Partner with UNCG and community stakeholders to assess and evaluate the needs for a Parent Academy.
- 3. Implement **communication strategy** to increase community awareness and involvement in our schools.
- 4. **Formalize community partnerships and volunteer services** and establish protocols for data collection.

5. Increase student internship and job shadowing opportunities, including paid student internships.

One AHS student is participating in an early childhood internship at a local daycare this semester. Several internships are scheduled for the spring semester in a variety of areas.

### 5. Build capacity

- 1. Provide district support for **teacher-led professional development** and continue Teacher Leadership Academy cohort #4.
- 2. Implement State Board of Education process for **evaluating teacher performance tied to student outcomes (Standard 6).**
- 3. **Explore performance pay options** for future.
- 4. Implement strategies to **improve inter-rater reliability** in performance evaluations.
- 5. Improve application review, interview preparation, and reference-checking protocols.
- 6. Update and implement support program for beginning teachers.

District-wide and school level meetings are held regularly for beginning teachers. The focus is primarily on classroom management as well as topics of high interest to our beginning teachers such as formative assessment and their professional teaching standards. Each building has a lead mentor who works collaboratively with their instructional facilitator or other instructional team members to plan and facilitate school level meetings. Our goal is for our beginning teachers to feel like they have a network of support and assistance both in their school and in our district.

### How does this rubric define critical thinking?

### Critical thinkers:

- Collect, assess and analyze relevant information.
- Reason effectively.
- Use systems thinking.
- Make sound judgments and decisions.
- Identify, define and solve authentic problems and essential questions.
- Reflect critically on learning experiences, processes and solutions.

#### What do Levels 1-4 mean in the rubrics?

- Level 1: describes student performance that requires significant support in reaching basic proficiency.
- Level 2: describes student performance that is approaching proficiency.
- Level 3: describes a "proficient" level of student performance.
- Level 4: describes student performance that is exemplary and exceeds proficiency.

#### How can I use this rubric?

- Use this rubric as a strategic choice in grading student work. It will **NOT** apply to all assignments or assessments.
- 2. Allow students to use these as "I CAN"-statement rubrics to engage in self/peer assessment or reflection.
- 3. Use of rubrics can be evidence for proving your level of proficiency in the Teacher Evaluation process.

Ex. STANDARD IV: TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS

Teachers help students develop critical thinking and problem solving skills.

Teachers use a variety of methods to assess what each student has learned.

STANDARD V: TEACHERS REFLECT ON THEIR PRACTICE

Teachers analyze student learning.

Perfo	rmance Area: Info	ormation and Dis	covery
1		3	4
□ Unable to grasp the problem □ Rarely seeks clarity and understanding □ Creates a small number of questions connected to the problem, but questions are unclear □ Attempts to gather information from sources, but information is very limited or is not relevant	□ Defines the problem, but lacks clarity □ Seeks clarity and understanding at times, but needs to more effectively evaluate understanding, process, or focus □ Begins to create clear questions, but lacks focus □ Gathers evidence from a limited number of sources □ Needs additional guidance in selecting trustworthy sources	☐ Clearly describes the problem ☐ Seeks additional information in understanding the problem ☐ Creates additional questions related to the problem ☐ Refines and improves questions and focuses investigation ☐ Conducts efficient research and gathers relevant information from multiple sources that is credible and accurate	<ul> <li>□ Describes the problem thoroughly</li> <li>□ Explains why evaluating the problem is important</li> <li>□ Creates additional questions related to the main idea that are openended and thoughtful</li> <li>□ Gathers evidence effectively: relevant, varied, and from trustworthy sources</li> </ul>

Perfori	Performance Area: Interpretation and Analysis					
1	2	3	4			

☐ Builds ☐ With help, ☐ Includes ☐ Includes background builds information information knowledge background from multiple from a large from one or knowledge number of sources only a few independently sources to using a limited to build build sources background number of background ☐ Shows an knowledge knowledge sources understandin g of the ☐ Able to ☐ Accurately ☐ Thoroughly concept of identify a determines evaluates sources' points sources' points point of view source's point of view and of view, but of view, ☐ Explains point cannot analyzes detects bias, of view and addresses analyze conflicting differing viewpoints conflicting ☐ Shows points of view viewpoints understandin ☐ Clearly explains g of the the difference ☐ Explains the ☐ Able to components difference between analyze a of an between their his/her point of viewpoint that argument point of view view and that challenges and that of of sources his/her own sources, but ☐ Accurately ☐ Thoroughly explanation is assesses the and accurately somewhat argument and assesses the unclear claims argument and ☐ Provides a claims presented by basic presented by sources, and

and claims presented by sources, but cannot determine: -if the reasoning	can determine: -if the reasoning makes sense -if the evidence is appropriate, -if the evidence is sufficient	sources, and can determine: -if the reasoning makes sense -if the evidence is appropriate,
and claims presented by sources, but cannot determine: -if the reasoning	makes sense  -if the evidence is appropriate, -if the evidence is	determine: -if the reasoning makes sense -if the evidence is
presented by sources, but cannot determine:	-if the evidence is appropriate, -if the evidence is	-if the reasoning makes sense -if the evidence is
sources, but cannot determine: -if the reasoning	appropriate, -if the evidence is	makes sense -if the evidence is
makes sense  -if the evidence is appropriate,  -if the evidence is sufficient  □ Begins to recognize when unimportant evidence is	☐ Consistently recognizes when unimportant evidence is introduced	-if the evidence is sufficient -false statements

Performance Area: Reasoning				
	2	-	3	4
		-		
☐ Can define what an "assumptio n" is but cannot create and communica te an	☐ Attempts to explain assumptions , but explanation is unclear and does not include		<ul><li>□ Clearly explains and supports assumptions</li><li>□ Consistently makes clear inferences</li></ul>	<ul> <li>□ Explains and supports assumptions with sensible evidence</li> <li>□ Communicates deep inferences learned from the</li> </ul>

example	details		task
		_	
☐ Can define	☐ Shows an	Ш	When
what an	ability to		appropriate,
"inference"	describe		demonstrates
is but	inferences,		ethical reasoning
cannot	but		and judgment by
create and	inferences		using evidence
communica	are		
te an	insignificant		
example			

Performance Area: Problem Solving/Solution Finding			
1	2	3	4

☐ Hesitates to ☐ Shares ideas ☐ Shares ☐ Clearly explains ideas share ideas about how to convincing about how to best solve the about how to ideas about best solve the problem but best solve the how to best problem the solve the problem, and describes why explanation is problem ☐ Begins to think unclear their ideas about the "big ☐ Makes sense make sense. picture", is ☐ Able to think of the "big picture", by ☐ Able to think able to about the "big picture", is about the "big identify the identifying the parts and able to picture", is condition of functions, but identify the able to the system cannot make parts and identify the and how it predictions if a interacts with functions, able parts and part is missing to predict functions, able other systems what happens to predict ☐ Cannot test ☐ Patiently, when a part is what happens ideas, precisely and missing, but is when a part is evaluate accurately unable to missing, and is results or tests ideas, describe how able to evaluates approach the describe how systems problem in a results and interact systems new way draws logical interact within ☐ With conclusions the "big about next assistance, picture" tests ideas, steps evaluates the ☐ With LITTLE

results, and

assistance,

begins to	tests ideas,	
show the	evaluates the	
ability to	results, shows	
assess results	the ability to	
and approach	assess results	
the problem in	and approach	
a new way	the problem in	
	a new way	

Performance Area: Constructing Arguments			
1	2	3	4
			<del></del>

☐ Restates ☐ States ☐ Clearly states ☐ States opinion facts rather opinion opinion about the than stating about the about the problem in a very problem, but problem actual articulate, is unclear opinion convincing way ☐ With little about the ☐ With ☐ Independently assistance, problem assistance, gathers gathers evidence ☐ Defines evidence to to support gathers "proof" evidence to support opinion; evidence is support opinion; ☐ Begins to opinion, but evidence is accurate, correct, explain the evidence is accurate, credible, opinion of weak correct, trustworthy and sources credible and supports opinion (inaccurate or not trustworthy ☐ Defines □ Very persuasively, trustworthy) "reason," ☐ Clearly articulately, and "evidence," ☐ Compares compares clearly compares and and contrasts and contrasts and contrasts "opposing personal personal personal opinion claim" opinion from opinion from from differing differing differing opinions opinions, but opinions ☐ Organizes reasons is unclear ☐ With minimal and evidence in a ☐ With support, very wellclearly shows organized, logical support, shows ability order ability to to organize organize

reasons and	reasons and	
evidence and	evidence and	
recognize	recognize	
opposing	opposing	
claims	claims	

Performance Area: Self-Regulation/Reflection			
1	2	3	4

☐ Understands ☐ Explains the ☐ Consistently ☐ Clearly explains existence of critical the critical monitors critical thinking thinking skills thinking skills his/her thought skills and can assessed in assessed in the process and define each skill the unit in unit in his/her clearly explains in his/her own his/her own own words strengths and words words, but is weaknesses in ☐ Monitors somewhat thinking ☐ Unable to his/her own unclear monitor his/her thought ☐ Recognizes and ☐ With thought process process and explains his/her or to describe guidance, able describe self-centered thinking, as own strengths to monitor strengths and and weaknesses his/her weaknesses in well as selfthinking, and is in thinking thought centered process and able to thinking on the ☐ Describes describe describe how part of others personal point strengths and their opinions of view and the influence the weaknesses in points of view outcome thinking, but is explored while unable to ☐ Describes how engaged in describe how probleminferences their opinions solving, but were helpful in influence the cannot compare the outcome and contrast investigation with other ☐ Describes how ☐ Describes how inferences points of view his/her points were helpful, ☐ Unable to show of view

how the shility	but	compare and	$\overline{}$
how the ability to recognize	explanation is	compare and contrast with	
_	somewhat		
and analyze		other points of	
points of view	unclear	view explored	
impacted the critical thinking process	☐ Describes how his/her points of view compare and	during the inquiry experience	
☐ Does not accurately evaluate his/her own problemsolving skills	contrast with other points of view explored, but explanation is somewhat unclear	☐ Consistently Shows awareness of how the ability to recognize and analyze	
	□ Shows awareness of how the ability to recognize and analyze points of view impacted critical thinking, but description is somewhat unclear □ Sometimes accurately	points of view impacted critical thinking  Often accurately evaluates his/her own problem-solving skills	
	evaluates his/her own problem- solving skills		

First Six-Week Grading Period			
ELA	Science/Social Studies	Math	
Teach:	Teach:	Teach:	
RL.3.1 Ask and answer questions to demonstrate	SCIENCE:	3.NBT.1 Use place value understanding	
understanding of a text, referring explicitly to the text as the	3.L.1 Understand human body	to round whole numbers to the nearest 10	
basis for the answers.	systems and how they are	or 100.	
<u>RL.3.3</u> Describe characters in a story (e.g., their traits,	essential for life: protection,	3.NBT.2 Fluently add and subtract within	
motivations, or feelings) and explain how their actions	movement and support.	1000 using strategies and algorithms	
contribute to the sequence of events	3.L.1.1 Compare the different	based on place value, properties of	
<u>RL.3.4</u> Determine the meaning of words and phrases as they	functions of the skeletal and	operations, and/or the relationship	
are used in a text, distinguishing literal from nonliteral	muscular system.	between addition and subtraction.	
language.	3.L.1.2 Explain why skin is	3.MD.3 Draw a scaled picture graph and	
RL.3.10 By the end of the year, read and comprehend	necessary for protection and for the	a scaled bar graph to represent a data set	
literature, including stories, dramas, and poetry, at the high	body to remain healthy.	with several categories. Solve one- and	
end of the grades 2–3 text complexity band independently		two-step "how many more" and "how	
and proficiently.		many less" problems using information	
<u>RI.3.1</u> Ask and answer questions to demonstrate	SOCIAL STUDIES:	presented in scaled bar graphs. For	
understanding of a text, referring explicitly to the text as the	3.C&G.2 Understand how	example, draw a bar graph in which each	
basis for the answers.	citizens participate in their	square in the bar graph might represent	
RI.3.4 Determine the meaning of general academic and	communities.	5 pets.	
domain-specific words and phrases in a text relevant to a	3.C&G.2.1 Exemplify how citizens	3.OA.8 Solve two-step word problems	
grade 3 topic or subject area.	contribute politically, socially and	using ADDITION AND	
RI.3.10 By the end of the year, read and comprehend	economically to their community.	SUBTRACTION. Represent these	
informational texts, including history/social studies, science,	3.C&G.2.2Exemplify how citizens	problems using equations with a letter	
and technical texts, at the high end of the grades 2–3 text	contribute to the well-being of the	standing for the unknown quantity.	
complexity band independently and proficiently.	community's natural environment.	Assess the reasonableness of answers	
W.3.3 Write narratives to develop real or imagined	3.C&G.2.3 Apply skills in civic	using mental computation and estimation	
experiences or events using effective technique, descriptive	engagement and public discourse	strategies including rounding.	
details, and clear event sequences.	(school, community)	3.OA.9 Identify arithmetic patterns	
W.3.4 With guidance and support from adults, produce		(including patterns in the addition table),	
writing in which the development and organization are		and explain them using properties of	
appropriate to task and purpose. (Grade-specific expectations		operations (ADDITION AND	
for writing types are defined in standards 1–3 above.)		SUBTRACTION ONLY)	

<sup>\*</sup>Standards appear in the grading period in which they are first introduced. Continue to review these standards based on the needs of your students.

<u>W.3.5</u> With guidance and support from peers and adults,	Assess:	Assess:
develop and strengthen writing as needed by planning,	Science:	3.NBT.1
revising, and editing. (Editing for conventions should	L.1 (L.1.1 – 1.2)	3.NBT.2
demonstrate command of Language standards 1-3)	Social Studies:	3.MD.3
<u>W.3.10</u> Write routinely over extended time frames (time for	3.C&G.2 (C&G.2.1 – 2.3)	3.OA.8 (addition/subtraction only)
research, reflection, and revision) and shorter time frames (a		3.OA.9 (addition/subtraction only)
single sitting or a day or two) for a range of discipline-		
specific tasks, purposes, and audiences.		
<u>SL.3.1</u> Engage effectively in a range of collaborative		
discussions (one-on-one, in groups, and teacher-led) with		
diverse partners on grade 3 topics and texts, building on		
others' ideas and expressing their own clearly.		
<u>SL.3.3</u> Ask and answer questions about information from a		
speaker, offering appropriate elaboration and detail.		
RF.3.3 Know and apply grade-level phonics and word		
analysis skills in decoding words.		
<u>RF.3.4</u> Read with sufficient accuracy and fluency to support		
comprehension.		
<u>L.3.2</u> Demonstrate command of the conventions of standard		
English capitalization, punctuation, and spelling when		
writing.		
• <u>L.3.2a</u> Capitalize appropriate words in titles.		
• <u>L.3.2b</u> Use commas in addresses.		
• <u>L.3.2c</u> Use commas and quotation marks in dialogue.		
• <u>L.3.2d</u> Form and use possessives.		
• <u>L.3.2e</u> Use conventional spelling for high-frequency		
and other studied words and for adding suffixes to		
base words (e.g., sitting, smiled, cries, happiness).		
• <u>L.3.2f</u> Use spelling patterns and generalizations		
(e.g., word families, position-based spellings, syllable		
patterns, ending rules, meaningful word parts) in		
writing words.		
• <u>L.3.2g</u> Consult reference materials, including		

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beginning dictionaries, as needed to check and	
correct spellings.	
L.3.4a Use sentence-level context as a clue to the meaning of	
a word or phrase.	
L.3.5b Identify real-life connections between words and their	
use (e.g., describe people who are <i>friendly</i> or <i>helpful</i> ).	
L.3.6 Acquire and use accurately grade-appropriate	
conversational, general academic and domain-specific words	
and phrases, including those that signal spatial and temporal	
relationships (e.g., After dinner that night we went looking	
for them).	
Assess:	
RF3 (Spelling Inventory)	
RI4 (DAZE)	
RL4 (DAZE)	
RF4 (DORF)	
RL10 (TRC)	
RI10 (TRC)	
RL1	
RI1	
SL1	
W3	
W4	
W5	

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Second Six-Week Grading Period			
ELA	Science/Social Studies	Math	
Teach:	Teach:	Teach:	
RI.3.2 Determine the main idea of a text; recount the key details	SCIENCE:	3.OA.1 Interpret products of whole	
and explain how they support the main idea.	<b>3.E.2</b> Compare the structures of	numbers, e.g., interpret $5 \times 7$ as the	
W.3.2 Write informative/explanatory texts to examine a topic	the Earth's surface using models	total number of objects in 5 groups of	
and convey ideas and information clearly.	or three-dimensional diagrams.	7 objects each. For example, describe	
SL.3.2 Determine the main ideas and supporting details of a	3.E.2.1 Compare Earth's saltwater	a context in which a total number of	
text read aloud or information presented in diverse media and	and freshwater features (including	objects can be expressed as $5 \times 7$ .	
formats, including visually, quantitatively, and orally.	oceans, seas, rivers, lakes, ponds,	3.OA.2 Interpret whole-number	
SL.3.4 Report on a topic or text, tell a story, or recount an	streams, and glaciers).	quotients of whole numbers, e.g.,	
experience with appropriate facts and relevant, descriptive	3.E.2.2 Compare Earth's land	interpret $56 \div 8$ as the number of	
details, speaking clearly at an understandable pace.	features (including volcanoes,	objects in each share when 56 objects	
<u>SL.3.5</u> Create engaging audio recordings of stories or poems	mountains, valleys, canyons,	are partitioned equally into 8 shares,	
that demonstrate fluid reading at an understandable pace; add	caverns, and islands) by using	or as a number of shares when 56	
visual displays when appropriate to emphasize or enhance	models, pictures, diagrams, and	objects are partitioned into equal	
certain facts or details.	maps.	shares of 8 objects each. For	
<u>L.3.1a</u> Explain the function of nouns, pronouns, verbs,		example, describe a context in which	
adjectives, and adverbs in general and their functions in		a number of shares or a number of	
particular sentences.	SOCIAL STUDIES:	groups can be expressed as $56 \div 8$ .	
<u>L.3.1b</u> Form and use regular and irregular plural nouns.	3.C&G.1 Understand the	3.OA.3 Use multiplication and	
<u>L.3.3</u> Use knowledge of language and its conventions when	development, structure and	division within 100 to solve word	
writing, speaking, reading, or listening.	function of local government.	problems in situations involving	
• <u>L.3.3a</u> Choose words and phrases for effect.	3.C&G.1.1 Summarize the historical	equal groups, arrays, and	
• <u>L.3.3b</u> Recognize and observe differences between the	development of local governments.	measurement quantities, e.g., by	
conventions of spoken and written standard English.	3.C&G.1.2 Describe the structure of	using drawings and equations with a	
<u>L.3.4d</u> Use glossaries or beginning dictionaries, both print and	local government and how it	symbol for the unknown number to	
digital, to determine or clarify the precise meaning of key	functions to serve citizens.	represent the problem. <sup>1</sup>	
words and phrases.	3.C&G.1.3 Understand the three	3.OA.4 Determine the unknown	
	branches of government, with an	whole number in a multiplication or	
	emphasis on local government.	division equation relating three whole	

<sup>\*</sup>Standards appear in the grading period in which they are first introduced. Continue to review these standards based on the needs of your students.

### Review all the "big ideas" from Unit 1 using fiction and nonfiction:

- ~Textual Evidence (using the text as a basis for answers)
- ~Characters (how their words/actions provide insight)
- ~Questioning before, during, and after reading)

### Assess:

RI2

RL2

RL3

SL1

SL2

SL4

W2

W3

W4

W5

## 3.E.2 Understand entrepreneurship in a market economy.

- 3.E.2.1 Explain why people become entrepreneurs.
- 3.E.2.2 Give examples of entrepreneurship in various regions of our state.
- **3.E.1** Understand how the location of regions affects activity in a market economy
- 3.E.1.1 Explain how location impacts supply and demand. 3.E.1.2 Explain how locations of regions and natural resources influence economic development (industries developed around natural resources, rivers and coastal towns).

#### Assess:

Science:

E.2 (E.2.1 - 2.2)

**Social Studies:** 

3.C&G.1 (C&G.1.1 - 1.3)

E.2 (E.2.1 - 2.2)

E.1 (E.1.1 - 1.2)

numbers. For example, determine the unknown number that makes the eauation true in each of the eauations  $8 \times ? = 48, 5 = \div 3, 6 \times 6 = ?$ 3.OA.5 Apply properties of operations as strategies to multiply and divide. Examples: If  $6 \times 4 = 24$ is known, then  $4 \times 6 = 24$  is also known. (Commutative property of *multiplication.*)  $3 \times 5 \times 2$  *can be* found by  $3 \times 5 = 15$ , then  $15 \times 2 =$ 30, or by  $5 \times 2 = 10$ , then  $3 \times 10 =$ 30. (Associative property of *multiplication.*) *Knowing that*  $8 \times 5 =$ 40 and  $8 \times 2 = 16$ , one can find  $8 \times 7$  $as 8 \times (5 + 2) = (8 \times 5) + (8 \times 2) =$ 40 + 16 = 56. (Distributive property.) 3.OA.6 Understand division as an unknown-factor problem. For example, find  $32 \div 8$  by finding the number that makes 32 when multiplied by 8.

#### Assess:

3.OA.1 3.OA.2 3.OA.3

3.OA.4 3.OA.5

3.OA.6

<sup>\*</sup>Standards appear in the grading period in which they are first introduced. Continue to review these standards based on the needs of your students.

Third Six-Week Grading Period			
ELA	Science/Social Studies	Math	
Teach:	Teach:	Teach:	
RL.3.2 Recount stories, including fables, folktales, and myths	SCIENCE:	3.OA.7 Fluently multiply and divide	
from diverse cultures; determine the central message, lesson, or	3.E.1 Recognize the major	within 100, using strategies such as	
moral and explain how it is conveyed through key details in the	components and patterns	the relationship between	
text.	observed in the earth/moon/sun	multiplication and division (e.g.,	
RL.3.5 Refer to parts of stories, dramas, and poems when	system.	knowing that $8 \times 5 = 40$ , one knows	
writing or speaking about a text, using terms such as chapter,	3.E.1.1 Recognize that the earth is	$40 \div 5 = 8$ ) or properties of	
scene, and stanza; describe how each successive part builds on	part of a system called the solar	operations. By the end of Grade 3,	
earlier sections.	system that includes the sun (a star),	know from memory all products of	
<u>RI.3.5</u> Use text features and search tools (e.g., key words,	planets, and many moons and the	two one-digit numbers.	
sidebars, hyperlinks) to locate information relevant to a given	earth is the third planet from the sun	3.OA.8 Solve two-step word	
topic efficiently.	in our solar system.	problems using MULTIPLICATION	
RI.3.8 Describe the logical connection between particular	3.E.1.2 Recognize that changes in	and DIVISION. Represent these	
sentences and paragraphs in a text (e.g., comparison,	the length and direction of an	problems using equations with a letter	
cause/effect, first/second/third in a sequence).	object's shadow indicate the	standing for the unknown quantity.	
<u>W.3.3</u> Write narratives to develop real or imagined experiences	apparent changing position of the	Assess the reasonableness of answers	
or events using effective technique, descriptive details, and	Sun during the day although the		
clear event sequences.	patterns of the stars in the sky, to		
<u>W.3.6</u> With guidance and support from adults, use technology	include the Sun, stay the same.	rounding. <sup>3</sup>	
to produce and publish writing (using keyboarding skills) as		3.OA.9 Identify arithmetic patterns	
well as to interact and collaborate with others.		(including patterns in the	
<u>W.3.8</u> Recall information from experiences or gather	SOCIAL STUDIES:	multiplication table), and explain	
information from print and digital sources; take brief notes on	<b>3.C.1</b> Understand how diverse	them using properties of	
sources and sort evidence into provided categories.	cultures are visible in local and	operations. (MULTIPLICATION	
<u>L.3.1c</u> Use abstract nouns (e.g., <i>childhood</i> ).	regional communities.	AND DIVISION ONLY)	
<u>L.3.1d</u> Form and use regular and irregular verbs.	3.C.1.1 Compare languages, foods	3.NBT.3 Multiply one-digit whole	
<u>L.3.1e</u> Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will</i>	and traditions of various groups	numbers by multiples of 10 in the	
walk) verb tenses.	living in local and regional	range 10–90 (e.g., $9 \times 80$ , $5 \times 60$ )	
	communities.	using strategies based on place value	
Review all the "big ideas" previous units using fiction and	3.C.1.2 Exemplify how various	and properties of operations.	
nonfiction:	groups show artistic expression	3.MD.1 Tell and write time to the	

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~Textual Evidence (using the text as a basis for answers) within the local and regional nearest minute and measure time ~Characters (how their words/actions provide insight) communities. intervals in minutes. Solve word ~Questioning before, during, and after reading) 3.C.1.3Use non-fiction texts to problems involving addition and ~Main Idea & Supporting Details explore how cultures borrow and subtraction of time intervals in share from each other. minutes, e.g., by representing the **3.C.1** Understand how diverse problem on a number line diagram. Assess: RF3 (Spelling Inventory) cultures are visible in local and Assess: regional communities. RI4 (DAZE) 3.OA.7 3.C.1.1 Compare languages, foods RL4 (DAZE) 3.OA.8 (multiplication/division only) RF4 (DORF) and traditions of various groups 3.OA.9 (multiplication/division only) RL10 (TRC) living in local and regional 3.NBT.3 RI10 (TRC) communities. 3.MD.1 3.C.1.2 Exemplify how various RL5 groups show artistic expression RI5 within the local and regional RI3 communities. **RI8** SL1 3.C.1.3Use non-fiction texts to W4 explore how cultures borrow and W5 share from each other. W6 **Assess:** Science: E.1 (E.1.1 - 1.2)Social Studies: C.1 (C.1.1 - 1.3)

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Fourth Six-Week Grading Period		
ELA	Science/Social Studies	Math
Teach:	Teach:	Teach:
RL.3.6 Distinguish their own point of view from that of the	SCIENCE:	3.NF.1 Understand a fraction $1/b$ as
narrator or those of the characters.	Force and Motion	the quantity formed by 1 part when a
RL.3.7 Explain how specific aspects of a text's illustrations	3.P.1 Understand motion and factors	whole is partitioned into <i>b</i> equal
contribute to what is conveyed by the words in a story (e.g.,	that affect motion.	parts; understand a fraction $a/b$ as the
create mood, emphasize aspects of a character or setting)	3.P.1.1 Infer changes in speed or	quantity formed by a parts of size 1/b.
RI.3.6 Distinguish their own point of view from that of the	direction resulting from forces acting	3.NF.2 Understand a fraction as a
author of a text.	on an object.	number on the number line; represent
<u>RI.3.3</u> Describe the relationship between a series of historical	3.P.1.2 Compare the relative speeds	fractions on a number line diagram.
events, scientific ideas or concepts, or steps in technical	(faster or slower) of objects that travel	3.NF.2a Represent a fraction 1/b on a
procedures in a text, using language that pertains to time,	the same distance in different amounts	number line diagram by defining the
sequence, and cause/effect.	of time.	interval from 0 to 1 as the whole and
<u>RI.3.7</u> Use information gained from illustrations (e.g., maps,	3.P.1.3 Explain the effects of earth's	partitioning it into <i>b</i> equal parts.
photographs) and the words in a text to demonstrate	gravity on the motion of any object on	Recognize that each part has size
understanding of the text (e.g., where, when, why, and how	or near the earth.	1/b and that the endpoint of the part
key events occur).		based at 0 locates the number $1/b$ on
<u>W.3.1</u> Write opinion pieces on topics or texts, supporting a		the number line.
point of view with reasons.	SOCIAL STUDIES:	3.NF.2b Represent a fraction $a/b$ on a
<u>L.3.1f</u> Ensure subject-verb and pronoun-antecedent	3.H.1 Understand how events,	number line diagram by marking off
agreement.	individuals and ideas have	a lengths $1/b$ from 0. Recognize that
<u>L.3.1g</u> Form and use comparative and superlative adjectives	influenced the history of local and	the resulting interval has size $a/b$ and
and adverbs, and choose between them depending on what is	regional communities.	that its endpoint locates the
to be modified.	3.H.1.1 Explain key historical events	number $a/b$ on the number line.
<u>L.3.1h</u> Use coordinating and subordinating conjunctions.	that occurred in the local community	3.NF.3 Explain equivalence of
<u>L.3.1i</u> Produce simple, compound, and complex sentences.	and regions over time.	fractions in special cases, and
	3.H.1.2 Analyze the impact of	compare fractions by reasoning about
Review all the "big ideas" previous units using fiction and	contributions made by diverse	their size.
nonfiction:	historical figures in local communities	3.NF.3a Understand two fractions as
~Textual Evidence (using the text as a basis for answers)	and regions over	equivalent (equal) if they are the
~Characters (how their words/actions provide insight)	time.	same size, or the same point on a
~Questioning before, during, and after reading)	3.H.1.3 Exemplify the ideas that were	number line.

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- ~Main Idea & Supporting Details
- ~Text Features
- ~ Author's Purpose (determining the central message, lesson, or moral and explaining how it is conveyed through key details in the text)

### Assess:

RL6

RI6

RL7

RI7

SL1

W1

W4

W5

W6 W8

W9

significant in the development of local communities and regions.

**3.H.2** Use historical thinking skills to understand the context of events, people and places.

3.H.2.1 Explain change over time through historical narratives. (events, people and places)
3.H.2.2 Explain how multiple perspectives are portrayed through historical narratives.

#### **Assess:**

Science:

P.1 (P.1.1-1.3)

Social Studies:

H.1 (H.1.1 - 1.3)

H.2 (H.2.1 - 2.2)

3.NF.3b Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3. Explain why the fractions are equivalent.

3.NF.3c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
3.NF.3d Compare two fractions with

the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

#### Assess:

3.MD.4

3.NF.1

3.NF.2

3.NF.3

3.G.2

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Fifth Six-Week Grading Period		
ELA	Science/Social Studies	Math
Teach:	Teach:	Teach:
RL.3.9 Compare and contrast the themes, settings, and plots of	SCIENCE:	3.G.1 Understand that shapes in
stories written by the same author about the same or similar	3.L.2 Understand how plants	different categories (e.g., rhombuses,
characters (e.g., in books from a series)	survive in their environments.	rectangles, and others) may share
RI.3.9 Compare and contrast the most important points and	3.L.2.1 Remember the function of the	attributes (e.g., having four sides),
key details presented in two texts on the same topic.	following structures as it relates to	and that the shared attributes can
W.3.2 Write informative/explanatory texts to examine a topic	the survival of plants in their	define a larger category (e.g.,
and convey ideas and information clearly.	environments:	quadrilaterals). Recognize
W.3.7 Conduct short research projects that build knowledge	• Roots – absorb nutrients	rhombuses, rectangles, and squares as
about a topic.	• Stems – provide support	examples of quadrilaterals, and draw
<u>L.3.4b</u> Determine the meaning of the new word formed when a	• Leaves – synthesize food	examples of quadrilaterals that do not
known affix is added to a known word	• Flowers – attract pollinators and	belong to any of these subcategories.
(e.g., agreeable/disagreeable, comfortable/uncomfortable,	produce seeds for reproduction	3.MD.5 Recognize area as an
care/careless, heat/preheat).	3.L.2.2 Explain how environmental	attribute of plane figures and
L.3.4c Use a known root word as a clue to the meaning of an	conditions determine how well plants	understand concepts of area
unknown word with the same root (e.g., company,	survive and grow.	measurement.
companion).	3.L.2.3 Summarize the distinct stages	3.MD.5a A square with side length 1
L.3.5 a Distinguish the literal and nonliteral meanings of	of the life cycle of seed plants.	unit, called "a unit square," is said to
words and phrases in context (e.g., take steps).	3.L.2.4 Explain how the basic	have "one square unit" of area, and
<u>L.3.5c</u> Distinguish shades of meaning among related words	properties (texture and capacity to	can be used to measure area.
that describe states of mind or degrees of certainty (e.g., knew,	hold water) and components sand,	3.MD.5b A plane figure which can be
believed, suspected, heard, wondered).	clay and humus) of soil determine the	covered without gaps or overlaps
	ability of soil to support the growth	by <i>n</i> unit squares is said to have an
Review all the "big ideas" from earlier units using fiction	and survival of many plants.	area of <i>n</i> square units.
and nonfiction:		3.MD.6 Measure areas by counting
~Textual Evidence (using the text as a basis for answers)	SOCIAL STUDIES:	unit squares (square cm, square m,
~Characters (how their words/actions provide insight)		square in, square ft, and improvised
~Questioning before, during, and after reading)	Assess:	units).
~Main Idea & Supporting Details	Science:	3.MD.7 Relate area to the operations
~Point of View	L.2 (L.2.1 - 2.4)	of multiplication and addition.
~Text Features		3.MD.7a Find the area of a rectangle

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~ Author's Purpose (determining the central message, lesson,	with whole-number side lengths by
or moral and explaining how it is conveyed through key details	tiling it, and show that the area is the
in the text)	same as would be found by
	multiplying the side lengths.
Assess:	3.MD.7b Multiply side lengths to find
RL9	areas of rectangles with whole-
SL1	number side lengths in the context of
W2	solving real world and mathematical
W4	problems, and represent whole-
W5	number products as rectangular areas
W6	in mathematical reasoning.
W8	3.MD.7c Use tiling to show in a
W9	concrete case that the area of a
	rectangle with whole-number side
	lengths a and $b + c$ is the sum
	of $a \times b$ and $a \times c$ . Use area models to
	represent the distributive property in
	mathematical reasoning.
	3.MD.7d Recognize area as additive.
	Find areas of rectilinear figures by
	decomposing them into non-
	overlapping rectangles and adding the
	areas of the non-overlapping parts,
	applying this technique to solve real
	world problems.
	Assess:
	3.MD.5
	3.MD.6
	3.MD.7
	3.G.1

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Sixth Six-Week Grading Period		
ELA	Science/Social Studies	Math
Teach:	Teach:	Teach:
<u>W.3.1</u> Write opinion pieces on topics or texts, supporting a	SCIENCE:	3.OA.8 Solve two-step word
point of view with reasons.	3.P.3 Recognize how energy can be	problems using the four operations.
Review all the "big ideas" from ELA using fiction and	transferred from one object to	Represent these problems using
nonfiction:	another.	equations with a letter standing for
~Textual Evidence (using the text as a basis for answers)	3.P.3.1 Recognize that energy can be	the unknown quantity. Assess the
~Characters (how their words/actions provide insight)	transferred from one object to another	reasonableness of answers using
~Questioning before, during, and after reading)	by rubbing them against each other.	mental computation and estimation
~Main Idea & Supporting Details	3.P.3.2 Recognize that energy can be	strategies including rounding
~Point of View	transferred from a warmer object to a	3.MD.2 Measure and estimate liquid
~Compare and Contrast	cooler one by contact or at a distance	volumes and masses of objects using
~Text Features	and the cooler object gets warmer.	standard units of grams (g),
~ Author's Purpose (determining the central message, lesson,	<b>3.P.2</b> Understand the structure and	kilograms (kg), and liters (l). Add,
or moral and explaining how it is conveyed through key	properties of matter before and after	subtract, multiply, or divide to solve
details in the text)	they undergo a change.	one-step word problems involving
~Roots & Affixes	3.P.2.1 Recognize that air is a	masses or volumes that are given in
	substance that surrounds us, takes up	the same units, e.g., by using
Continue to work on ALL Language objectives	space and has mass.	drawings (such as a beaker with a
	3.P.2.2 Compare solids, liquids, and	measurement scale) to represent the
	gases based on their basic properties.	problem.
Assess:	3.P.2.3 Summarize changes that occur	Assess:
RF3 (Spelling Inventory)	to the observable properties of	3.MD.2
RI4 (DAZE)	materials when different degrees of	3.OA.8 (all operations)
RL4 (DAZE)	heat are applied to them, such as	3.OA.8 (all operations)
RF4 (DORF)	melting ice or ice cream, boiling water	
RL10 (TRC)	or an egg, or freezing water.	
RI10 (TRC)	~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~	
W1	SOCIAL SUDIES:	
W4	3.G.1 Understand the earth's	
W5	patterns by using the 5 themes of	
W6	geography: (location, place, human	

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environment interaction, movement	
and regions).	
3.G.1.1 Find absolute and relative	
locations of places within the local	
community and region.	
3.G.1.2 Compare the human and	
physical characteristics of places.	
3.G.1.3 Exemplify how people adapt	
to, change and protect the environment	
to meet their needs.	
3.G.1.4 Explain how the movement of	
goods, people and ideas impact the	
community.	
3.G.1.5 Summarize the elements	
(cultural, demographic, economic and	
geographic) that define regions	
(community, state, nation and world).	
3.G.1.6 Compare various regions	
according to their characteristics	
Assess:	
Science:	
P.2 (P.2.1 – 2.3)	
P.3 (P.3.1 – 3.2)	
Social Studies:	
G.1 (G.1.1 – 1.6)	

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