

ASHEBORO CITY BOARD OF EDUCATION
December 13, 2012
7:30 p.m.
Asheboro High School
Professional Development Center

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

- I. **Opening**
 - A. Call to Order
 - B. Moment of Silence
 - C. Pledge of Allegiance – Omar Aboutaleb, 6th Grade, South Asheboro Middle School
 - *D. Approval of Agenda

- II. **Special Recognition and Presentations**
 - A. Board Spotlight – South Asheboro Middle School
 - B. Holiday Card Recognition – Ana Bautista, 11th Grade Student, Asheboro High 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 – November 8, 2012
 - B. Personnel
 - C. City Schools Consortium Acknowledgement

- V. **Information, Reports and Recommendations**
 - A. ECDC Construction Update
 - B. Asheboro High School Concession/Restroom Update
 - C. Policies
 - Policy 2300 – Board Meetings
 - Policy 3200 – Instructional Materials
 - Policy 3210 – Parental Objection
 - Policy 6401 – Purchasing
 - Policy 6630 – Employee Conflict of Interest
 - Policy 8220 – Gifts and Bequests

- VI. **Action Items**
 - *A. ECDC Continuous Improvement Plan
 - *B. Policy 3410 – Testing and Assessment Program
 - *C. New High School Course Approval – Turning Points in American History
 - *D. 2013-2014 and 2014-2015 School Year Calendars

- VII. **Superintendent’s Report/Calendar of Events**
 - A. Calendar of Events
 - B. Points of Pride
 - C. 2012-2013 Board Goals, December Update

VIII. Board Operations

A. Important Dates to Remember:

- Legislative Committee – December 18, 2012, Professional Development Center, 7:30 a.m.
- Superintendent’s Holiday Luncheon – December 18, 2012, Professional Development Center, 11:30 a.m. to 1:00 p.m.
- Legislative Breakfast – January 16, 2013, Balfour Elementary, 8:15 a.m.
- Board of Education Appreciation Luncheon – January 25, 2013, North Asheboro Middle School, 12:00 noon
- Winter Board Retreat – February 2, 2013, Asheboro High School Media Center
- NSBA Annual Conference – April 13-15, 2013, San Diego, CA

B. Reorganization of the Board

IX. Adjournment

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

ASHEBORO CITY BOARD OF EDUCATION
December 13, 2012
7:30 p.m.
Asheboro High School
Professional Development Center

Addendum

I. **Opening**

IV. ***Consent Agenda**

B. Personnel

V. **Information, Reports and Recommendations**

A. ECDC Construction Update

B. Asheboro High School Concession/Restroom Update

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 21st century global citizenship.

December 13, 2012



Community Partner Spotlight:

Board Spotlight:

The Board Spotlight tonight will be from South Asheboro MS. SAMS administration and staff, along with Jerry Loflin, a representative from UNC-G, will share information about the *Science of Healthful Living* partnership with the Department of Kinesiology at UNC-G.

Other Recognitions:

Ana Bautista, Asheboro High School, 11th Grade – Asheboro City Schools Holiday Card Winner

Minutes of the Asheboro City Board of Education
November 8, 2012
7:30 p.m.

Policy Committee

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

Steve Jones
Chris Yow, Chair

Jane Redding
Gustavo Agudelo

Committee members absent were Phillip Cheek and Archie Priest, Jr.

Staff members present were: Dr. Diane Frost, Dr. Tim Allgood, Jennifer Smith, and Dr. Drew Maerz.

The meeting was called to order at 6:00 p.m. and Dr. Maerz began review of the agenda.

- Policy 2300 – Board Meetings
 - Reviewed the final version of this policy that includes the addition regarding remote participation in meetings
- Policy 3200 – Instructional Materials
 - Description added to define what instructional materials include (does not limit us to print materials)
 - Section added covering supplementary materials and gift materials
- Policy 3210 – Parental Objection
 - Minor language change and clarification
- Policy 6401 – Purchasing and Policy 7730 – Employee Conflict of Interest
 - Minor and technical changes to formatting
 - Added an E-rate statement based on federal communications law
- Policy 8220 – Gifts and Bequests
 - Clarification added regarding technology gifts
 - Language added to ensure gifts made at school level are reported up
 - Added detailed conditions for acceptance of gifts

All policies discussed tonight will go to full board in December for 30-day review.

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

Finance Committee

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

Kelly Harris, Chairman
Linda Cranford
Joyce Harrington

Gidget Kidd
Kyle Lamb
Jane Redding

Committee member absent was Archie Priest, Jr.

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

Mr. Blair presented the banking signature card changes for Donna Lee Loflin School. He then reviewed the unappropriated fund balance trends from 1998-2012.

There being no further business, the meeting adjourned at 7:10 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, Chairman	Gustavo Agudelo
Linda Cranford	Joyce Harrington
Dr. Kelly Harris	Steve Jones
Gidget Kidd	Kyle Lamb
Chris Yow	

Archie Smith, Jr., Attorney

Board members absent were Archie Priest, Jr. and Phillip Cheek. Mr. Yow left the meeting at 7:54 p.m. due to illness.

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

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

Following a moment of silence led by Chairman Redding, Sammy Roman, a fifth grade student at Donna Lee Loflin Elementary School, led the pledge of allegiance.

Chairman Redding requested moving VII, Action Item C—Edward M. Armfield, Sr. Foundation Grant Application to V, Action Item A to accommodate Board Member Yow. Mr. Lamb made a motion to approve the agenda, seconded by Mr. Jones, and the Board unanimously approved the meeting agenda with this change.

Special Recognition and Presentations

Volunteers from St. Joseph's Catholic Church were honored for their commitment to serve students from Donna Lee Loflin School. This partnership began in 2003 and continues to support English Language Learners to acquire the skills necessary to be successful in the classroom. Currently, 37 students in grades K-5 participate in this after-school program two days a week.

The Board of Education's spotlight featured Donna Lee Loflin's improved PBIS (Positive Behavioral Interventions and Supports) model and the integration with the school's FISH philosophy.

Public Comments

Chairman Redding opened the floor to public comments. Kristy Priest appeared before the Board as the local president of North Carolina Association of Educators. Ms. Priest spoke to the board members on NCAE's position on Career Status and the options under consideration by the North Carolina School Boards Association.

Upon motion by Mr. Lamb, seconded by Mr. Agudelo, the Consent Agenda was unanimously approved by the Board.

Consent Agenda

The following Consent Agenda items were approved:

**Approval of Minutes – October 11, 2012*

**Personnel*

RESIGNATIONS/RETIREMENTS/SEPARATIONS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Hayes, Christopher	NAMS/Custodian	10/29/12
Kidd, Patsy	CO/Receptionist	2/28/13
King, Susan	CO/Bus Driver	10/31/12
Southern, Alicia	CWM/5 th Grade	11/13/12
Vaughn, Linda	CWM/Child Nutrition	12/31/12
Rush, Mary Janice	NAMS/Counselor	1/1/13
Winters, Kenneth	CO/Maintenance	2/28/13

APPOINTMENTS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
McLeod, Matthew	NAMS/Custodian	10/30/12
Shales, Maria Soledad	CWM/Instructional Assistant	11/5/12
White, Jennifer	SAMS/EC Program Facilitator	TBD
Barnhouse, Melissa	SAMS/Special Education	11/7/12
Dawalt, Keisha	CWM/Kindergarten	11/5/12
Allred, Ashley	Substitute Teacher \$70 day	9/24/12
Blankenship, Ryan	Substitute Teacher \$70 day	9/24/12
Brown, John	Substitute Teacher \$91 day	9/24/12
Buffong, Faith	Substitute Teacher \$70 day	9/24/12
Bullin, Sandra	Substitute Teacher \$70 day	9/24/12
Cook, Julia	Substitute Teacher \$70 day	9/24/12
Corsbie, John	Substitute Teacher \$70 day	9/24/12
D'Agostino, Nicole	Substitute Teacher \$70 day	9/24/12
Dunn, Tina	Substitute Teacher \$70 day	9/24/12
Gallimore, Bryan	Substitute Teacher	10/22/12
Harrison, Mary	Substitute Teacher \$70 day	9/24/12
Joura, Brian	Substitute Teacher \$70 day	9/24/12
Mikeworth, Brian	Substitute Teacher \$70 day	9/24/12
Myers, Marsha	Substitute Teacher \$70 day	9/24/12
Pocock, Mary	Substitute Teacher \$70 day	9/24/12
Rankin, Margaret	Substitute Teacher \$70 day	9/24/12
Speering, Cydney	Substitute Teacher \$91 day	9/24/12
Sykes-Suber, Kendle	Substitute Teacher \$70 day	9/24/12
Gallimore, Bryan	Substitute Teacher \$70 day	10/22/12

**Surplus Property Bid Approval (A copy of the Surplus Property Bid Approval will become a part of these minutes.)*

**Signature Card, Donna L. Loflin (A copy of the Signature Card will become a part of these minutes.)*

Action Items

Chris Yow provided information on the grant with the Edward M. Armfield, Sr., Foundation to fund field turf for Lee J. Stone Stadium. Mr. Lamb motioned, Ms. Cranford seconded, and the Board unanimously approved to move forward with the grant request.

Administrators and members of the school leadership teams from Balfour Elementary, Lindley Park Elementary, Donna Lee Loflin Elementary, Charles W. McCrary Elementary, and Guy B. Teachey Elementary schools presented continuous improvement plans highlighting the schools' goals for the 2012-2013 school year. A motion was made by Ms. Kidd and seconded by Dr. Harris, to approve the plans as presented. Motion passed unanimously. Continuous Improvement Plans will be posted on Asheboro City Schools' website.

Information, Reports and Recommendations

Julie Pack presented the recent Career Technical Education Monitoring Report. The Monitoring for Compliance visit took place on September 17 and 18, 2012, and monitored compliance with the Career and Technical Education Assurances as outlined in Asheboro City Schools Career and Technical Education Local Plan. There were minimal issues of compliance and many commendations.

The Asheboro High School Zoo School team presented an update on current projects. Students and staff spoke to the Board on various projects that are being implemented at the Zoo School.

Dr. Drew Maerz reported on the annual report released by the University of North Carolina system on Freshmen Measures. The last reporting year was 2011, with data on the freshman class of 2010 compiling data on applications, enrollment, performance, and retention measures. Asheboro High School graduates perform very well in relation to other North Carolina Public High School graduates.

Dr. Drew Maerz presented, for 30-day review, Policy 3410 – Testing and Assessment Program. There are no changes, only minor and technical formatting adjustments.

Action Items

Julie Pack presented information on a partnership with the UNC-CH Center for International Understanding to support a Chinese language (Mandarin) class taught by a native Chinese teacher for fall 2013. Ms. Cranford motioned, with Mr. Agudelo seconding, to approve the partnership with the UNC-CH Center for International Understanding. The Board approved the partnership unanimously. (A copy of the partnership proposal will become a part of these minutes.)

Julie Pack presented the following classes for approval for 2013-2014 classes at Asheboro High School:

- Introduction to Game Art and Design
- Advanced Game Art and Design
- Foods II—Technology
- Foundations of Information Technology
- Project Lead the Way—Civil Engineering and Architecture
- Project Lead the Way Human Body Systems
- Business Financial Planning
- Chinese Language (Mandarin) Program

Mr. Jones motioned for the proposed classes to be added to the Asheboro High School curriculum for school year 2013-2014. Mr. Agudelo seconded and the Board unanimously approved the addition of the proposed classes to AHS's course selection.

Carla Freemyer presented a Proclamation declaring November 11-17, 2012, as American Education Week. A motion to approve the proclamation was made by Mr. Lamb, seconded by Ms. Kidd, and unanimously approved by the Board.

Superintendent's Report/Calendar of Events

Carla Freemyer shared the Calendar of Events highlighting the following dates: November 15-18, Park Street Players production of *Life with Mother Superior*; November 19, 2013-2016 Future Planning Team meeting; several winter concerts; December 10, 2013-2016 Future Planning Team meeting; December 12, Senior Holiday Lunch; December 18, Superintendent's Holiday Lunch; January 9, Senior Board Night; and January 25, Board of Education Appreciation Luncheon.

Ms. Freemyer reviewed the latest edition of *Points of Pride* highlighting several student and staff recognitions.

Superintendent Frost thanked the board members for their attendance and support during the visit from Governor Perdue on Monday, November 5. The governor presented Asheboro High School with the 2012 North Carolina Innovator in Digital Learning award.

Superintendent Frost announced that there will be a retirement reception for Dr. Tim Allgood on Thursday, December 13, 2012, in the media center at South Asheboro Middle School, 4:00 to 6:00 p.m.

Superintendent Frost presented an update on the 2012-2013 Asheboro City Schools' Strategic Plan goals.

Board Operations

Chairman Redding led a discussion among the board members regarding possible legislation that could eliminate teacher tenure. Gidget Kidd will represent the Asheboro City Board of Education at the Delegate Assembly on November 13 at the annual NCSBA Conference held November 12-14, 2013, where a recommendation will be proposed to the NCSBA Legislative Committee.

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

- NCSBA Annual Conference – November 12-14, 2012, Koury Center, Greensboro
- 2013-2016 Future Plan-Planning Team Meeting – November 19, 2012, Professional Development Center, 5:30-8:00 p.m.
- 2013-2016 Future Plan-Planning Team Meeting – December 10, 2012, Professional Development Center, 5:30-8:00 p.m.
- Senior Holiday Luncheon, Loflin Elementary – December 12, 2012, 12:00 noon
- Retirement Reception, Dr. Timothy Allgood – December 13, 2012, South Asheboro Middle School Media Center, 4:00-6:00 p.m.
- Superintendent's Holiday Luncheon – December 18, 2012, Professional Development Center, 11:30 a.m. to 1:00 p.m.
- Winter Board Retreat – February 2, 2013, Asheboro High School
- NSBA Annual Conference – April 13-15, 2013, San Diego, CA

Adjournment

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

Chairman

Secretary

**Asheboro City Schools
Personnel Transactions
December 13, 2012**

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

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Butler, Michael	AHS/Assistant Principal	1/11/13
Chavez, Rodrigo	SAMS/Custodian (part-time)	11/23/12
Loflin, Susan	NAMS/Instructional Assistant	11/30/12
Marsh, Michelle	DLL/Instructional Assistant	11/23/12
Needham, Kathryn	ECDC/Occupational Therapist	1/1/13
Presson, Rebekah	AHS/Health Occupations	11/16/12
Stark, DiAnn	AHS/Business Education	1/16/13
Van Kirk, Yvonne	NAMS/English as a Second Language	12/10/12
Wilkie, Dana	CWM/Special Education	1/1/13

***B. APPOINTMENTS**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Braswell, Kaitlin	Substitute Teacher \$70/day	11/12/12
Collishaw, Kenneth	Substitute Teacher \$70/day	11/13/12
Isley, Carolyn	Substitute Teacher \$70/day	11/13/12
Freeman, Susan	CO/Transportation Safety Assistant	11/26/12
Loflin, Susan	NAMS/Instructional Assistant	11/27/12
McKee, Tony	CO/Maintenance	3/1/13
Staley, Debbie	Substitute Bus Driver	11/13/12
Wilhelm, Michael	Substitute Teacher \$70/day	11/26/12
Young, Shatara	Substitute Bus Driver	11/16/12

***C. ADMINISTRATIVE
CONTRACTS**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Rich, Wendy	CO/Director of Elementary Curriculum	1/1/13 to 6/30/16

D. TRANSFERS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Dorrity, Carrie	DLL/Instructional Assistant to DLL/Secretary	12/3/12
Purvis, Pamela	DLL/Secretary to DLL/Data Manager/Treasurer	12/3/12

**Asheboro City Schools
Personnel Transactions
December 13, 2012**

***B. APPOINTMENTS**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Berrier, Nancy	NAMS/Guidance	1/2/13
Davis, Brandin	CO/Maintenance	1/1/13
Gallimore, Bryan	NAMS/Instructional Assistant	12/3/12
Groseclose, Graham	NAMS/Science	12/3/12
Holland, Christopher	CO/Maintenance	1/1/13
Johnson, Elizabeth	CO/Public Relations Coordinator	TBD
McKee, Tony	CO/Maintenance	3/1/13
Wilhelm, Michael	DLL/4 th Grade	2/1/13

C. TRANSFERS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
McClosky, Joel	GBT/Instructional Facilitator to CWM/5 th Grade	1/2/13

**Asheboro City Schools
Certified Appointments
December 13, 2012**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Rich, Wendy	University of North Carolina – Greensboro B: Intermediate Education M: Elementary Education	Elementary Education MG Language Arts

Wendy Rich is recommended to be Director of Elementary Curriculum. Ms. Rich is a veteran educator with more than twenty years of experience as a classroom teacher and instructional leader. She taught and served as a Lead Teacher in the Randolph County Schools, where she was honored as the district's Teacher of the Year in 1998. Since 2005 she has been a member of the ACS leadership team, serving as Lead Teacher for Mathematics and Coordinator of Elementary Curriculum. Highly active in NCCTM (The North Carolina Council of Teachers of Mathematics), Ms. Rich served as the organization's President from 2009 to 2011. She has trained teachers throughout North Carolina and has authored lesson plans for the Department of Public Instruction. She is truly an instructional leader in Asheboro and across North Carolina.

**Asheboro City Schools
Certified Appointments
December 13, 2012**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Berrier, Nancy	High Point University B: History	Counselor

A Randolph County native and graduate of Trinity High School, Nancy "Angie" Berrier is recommended to be guidance counselor at North Asheboro Middle School. Ms. Berrier has been working in our district through the Communities in Schools program and will complete a Master's level licensure program in School Counseling in 2013.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Groseclose, Graham	North Carolina State University B: Sports Management	MG Science

Graham Groseclose, a "Blue Comet" graduate of Asheboro High School, is recommended to teach science at North Asheboro Middle School. Mr. Groseclose graduated in May 2012 from NC State and began the process of earning teacher licensure. Since August he has worked at NAMS as an Instructional Assistant in In-School Suspension and is eager to begin his teaching career.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Wilhelm, Michael	Guilford College B: Elementary Education	Elementary Education

A resident of Randolph County and graduate of Randleman High School, Michael Wilhelm is recommended to teach fourth grade at Donna Lee Loflin School. Mr. Wilhelm completed recently his degree and licensure requirements at Guilford College and his student teaching internship was at Guilford Elementary School. Previously he taught for five years at Level Cross Christian School.

STATE OF NORTH CAROLINA

COUNTY OF BUNCOMBE

PROFESSIONAL BUSINESS & GOVERNMENT
CONSULTING SERVICES AGREEMENT

THIS AGREEMENT, is made and entered into this the 1 day of December 2012 effective January 1, 2013, by and between **NORTH CAROLINA CITY SCHOOLS CONSORTIUM**, an Association of Municipal Boards of Education (hereinafter "NCCSC"), and **THE POLICY GROUP, INC.**, a North Carolina Corporation (hereinafter "Group"), pursuant to which Group will perform certain services for NCCSC in general governmental relations with the various branches and agencies of the North Carolina State Government and to develop and implement the attached strategic plan, which shall include, but not be limited to research, consultation, advice and assistance, as well developing relationships with political leadership.

1. SERVICES:

- A. Group shall undertake efforts to develop general governmental relations for NCCSC to include research, consultation, advice and assistance, as well as developing relationships with political leadership, as relates to various branches and agencies of the North Carolina State Government. Group shall also assist NCCSC in developing and implementing the attached strategic plan.
- B. Group and its employees shall not be required to devote full-time to performance of Group's duties pursuant to this agreement, but shall perform such duties at such times and in such manner as chosen by Group, in its sole discretion, as an independent contractor.

2. CONSIDERATION: As payment for the services, consultation and advice rendered by Group during the term of this agreement, NCCSC shall pay Group the sum of THREE THOUSAND DOLLARS (\$3,000.00) per member for each member system, which shall be paid on an agreed schedule.

3. TERM: This agreement shall be effective the first day of January 2013, and shall be in full force and effect for one year thereafter; provided, however, either party may cancel this agreement upon thirty (60) days written notice to the other.

4. PROGRESS REPORTS: Group shall furnish NCCSC regular progress reports on the efforts made by Group pursuant to this agreement and status of such efforts as requested by NCCSC.

5. RESEARCH. Any work product, research, reports, summaries and analyses prepared by Group on behalf of NCCSC will become the property of NCCSC.

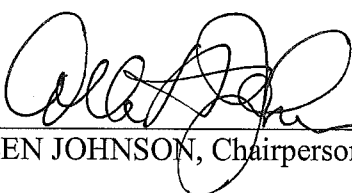
6. MISCELLANEOUS:

- A. Group shall comply with all applicable laws, regulations and ordinances relating to Group's performance of this agreement.
- B. It is agreed that services to be provided by Group hereunder are those of an independent contractor with NCCSC and that Group, its agents, servants and employees are not officers or employees of NCCSC and that Group shall be responsible for the payment of any and all taxes that might be due upon the funds paid by NCCSC to Group.
- C. In the event that Group should determine the existence of a conflict of interest, a potential conflict of interest, or the appearance of a conflict of interest, Group will immediately notify NCCSC in writing.

THIS AGREEMENT IS THE COMPLETE AGREEMENT BETWEEN THE PARTIES AND SUPERSEDES ANY PRIOR ORAL AGREEMENT CONCERNING THE SUBJECT MATTER HEREOF.

IN WITNESS WHEREOF, the parties to this agreement have executed the same the day and year first above written.

NORTH CAROLINA CITY SCHOOLS CONSORTIUM,
an Association of Municipal Boards of Education

BY: 
ALLEN JOHNSON, Chairperson

THE POLICY GROUP, INC.

BY _____
STEPHEN M. METCALF, President

Asheboro City Schools

Early Childhood Development Center

December 13, 2012

Building Demolition





Building Pad / Electrical, Plumbing
And HVAC Rough-In Complete

Concrete Pad Poured





Finished Concrete Pad



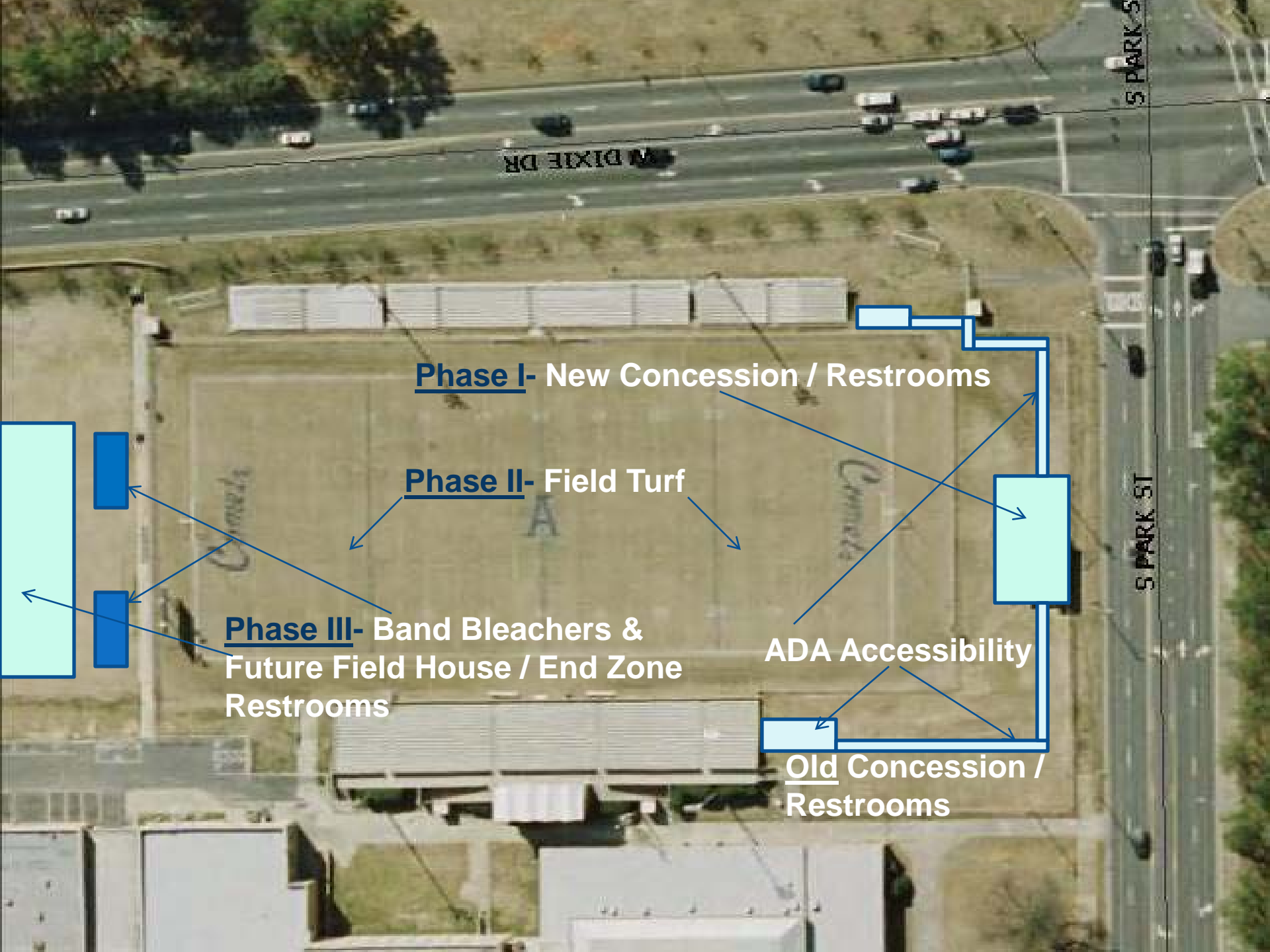
Masonry Block Started

Asheboro City Schools

Asheboro High School
Concession / Restrooms
December 13, 2012



Upgrade AHS Stadium Restrooms /
Concession Stand / Storage



Phase I - New Concession / Restrooms

Phase II - Field Turf

Phase III - Band Bleachers & Future Field House / End Zone Restrooms

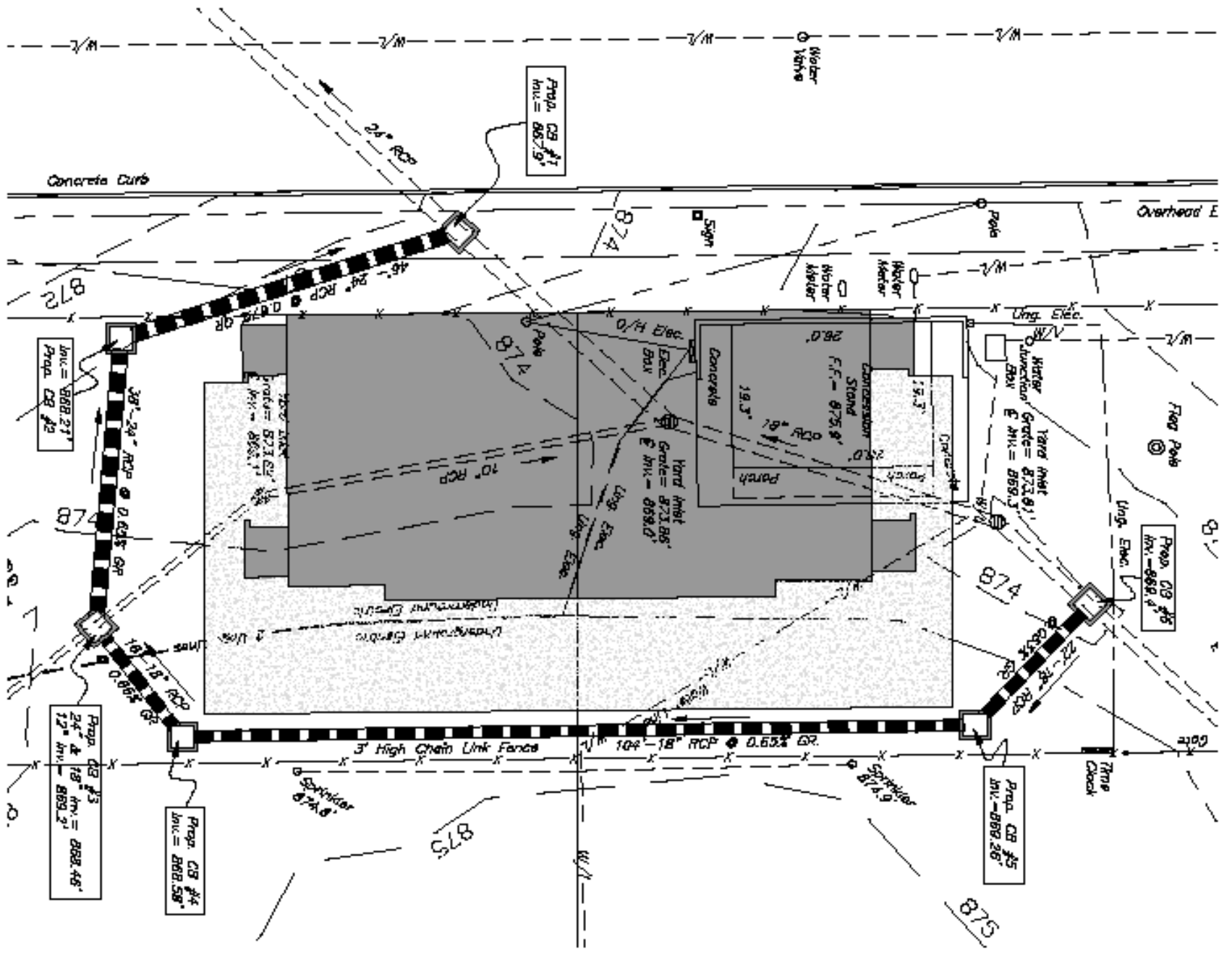
ADA Accessibility

Old Concession / Restrooms

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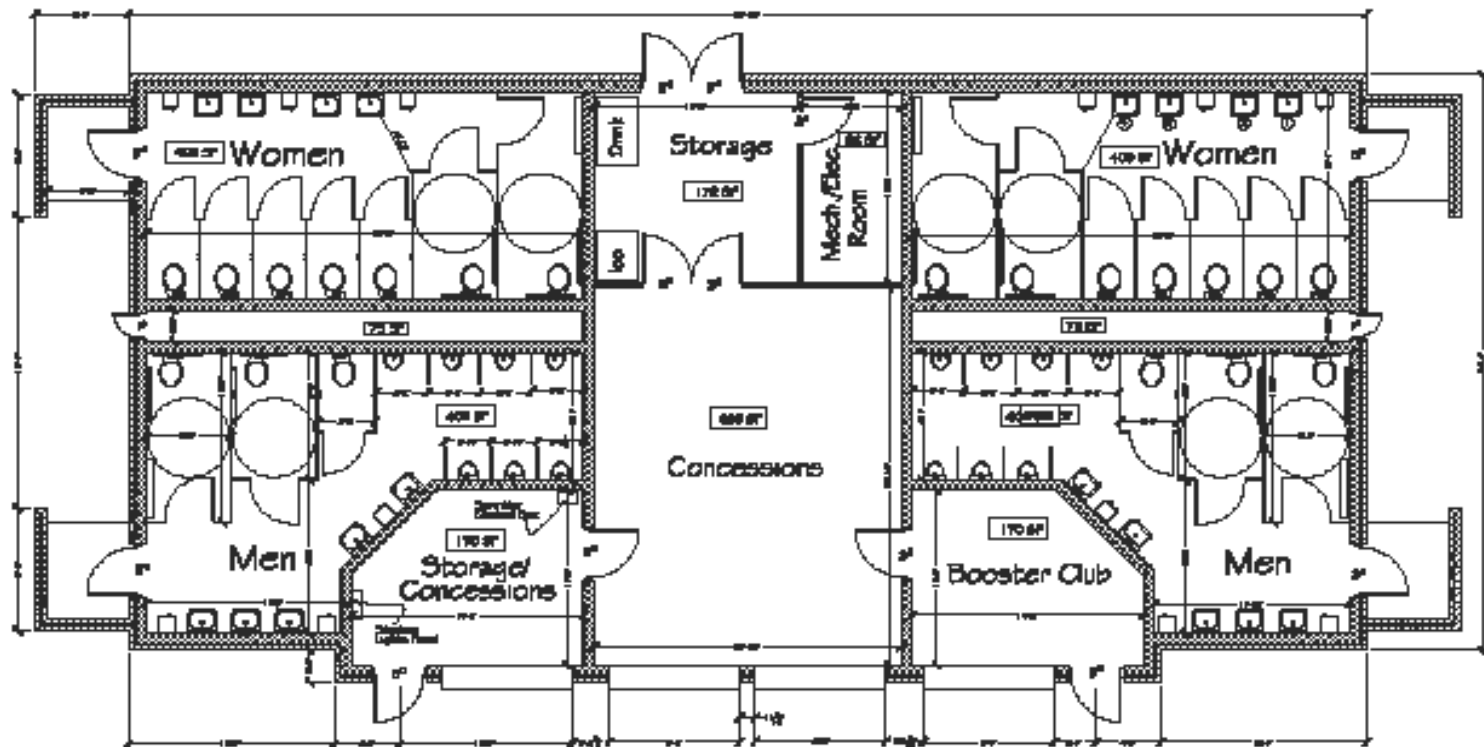
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FRONT ELEVATION

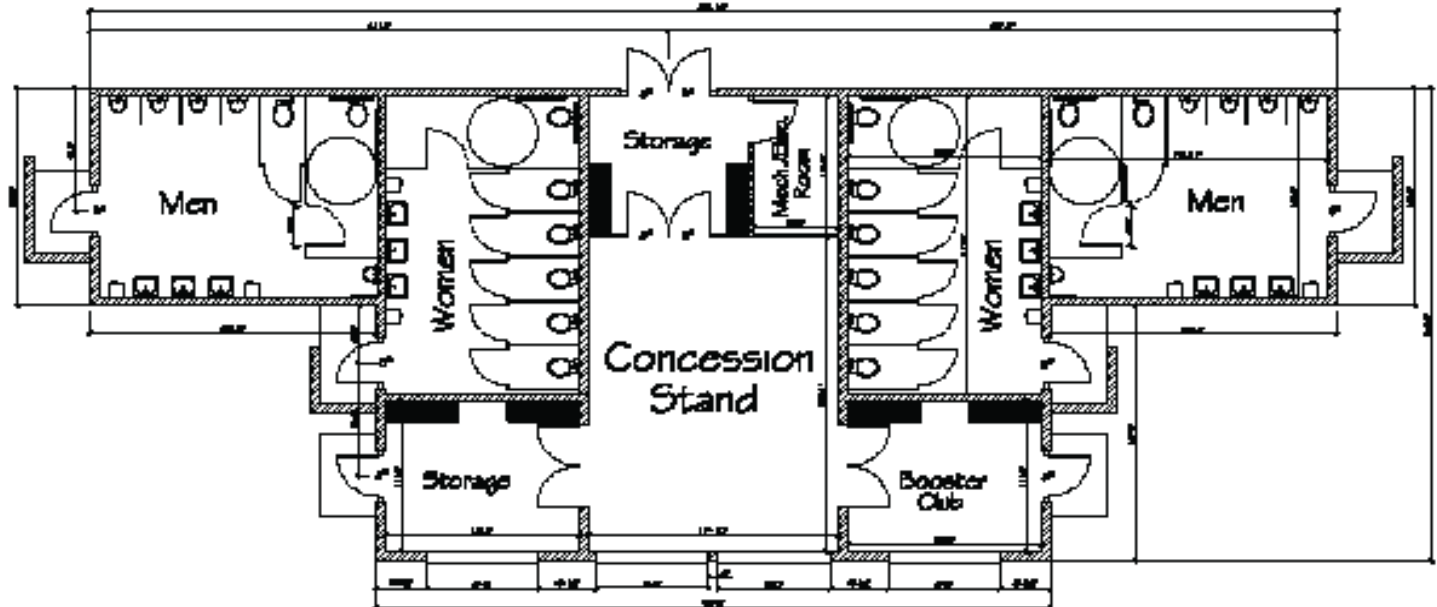
2860 SF





FRONT ELEVATION

2115 SF



OPTION 2



Asheboro City Schools

...the subject is excellence

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

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

A. TYPES OF MEETINGS

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

B. REGULAR MEETINGS

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

C. EMERGENCY MEETINGS

An emergency meeting may be called in order to address generally unexpected circumstances that require immediate consideration by the board. The chairperson, or the vice-chairperson, if the chairperson is unable or unwilling to act, will call an emergency meeting when (a) two members so request; or (b) the chairperson determines the meeting is necessary.

D. SPECIAL MEETINGS

1. Retreats and Workshops

Retreats and workshops are special meetings that may be scheduled in order to

give the board more time to deliberate or evaluate issues. The chairperson, or the vice-chairperson, if the chairperson is unable or unwilling, will call a retreat or workshop upon a majority vote of the board.

2. Public Hearings

Public hearings required by law or deemed advisable by the board will be organized by a special order, adopted by a majority vote, setting forth the subject, date, place and time of the hearing as well as any rules regarding participation, such as the length of time for each speaker. The purpose of the meeting is to gather information and hear opinions from the community. Generally, board members will respond only to seek clarification. At the appointed time, the chairperson or designee will call the hearing to order and preside over it. When the allotted time expires or when no one wishes to speak, the chairperson or designee will declare the hearing ended.

3. Other Special Meetings

Other special meetings may be scheduled in between regular meetings. The chairperson, or the vice-chairperson, if the chairperson is unable or unwilling to act, will call a special meeting to address a particular item or topic when (a) two members so request; or (b) the chairperson determines one is necessary.

E. REMOTE PARTICIPATION IN MEETINGS

The board recognizes that factors such as illness, travel, schedule conflicts and weather conditions can make impossible the physical presence of a board member at all board meetings, and that electronic communications can enable a board member to participate in a meeting from a remote location.

A board member may attend a board meeting, and participate in board deliberations and actions, through electronic communications, if the member does not physically attend the meeting. Board members who desire to participate in a meeting by means of electronic communications shall notify the board chairperson and the superintendent a minimum of two hours in advance of the meeting in question. The superintendent, or designee, will call the board member prior to the start of the meeting to secure participation. Participation by electronic communication shall be noted in the official board minutes.

Members of the board participating by remote access shall be considered present at all

or part of the meeting, and shall be entitled to participate in the meeting, if:

- a. Such member is able to hear other members of the board and members of the public who are recognized by the board during public comment.
- b. The public and other members of the board are able to hear the member who is not physically present at the meeting.
- c. The session is not closed for purposes consistent with policy 2321, Closed Sessions.

If for any reason the electronic communications, in full or in part, with the Board member is terminated or malfunctions before the adjournment of the meeting, the meeting shall continue unless the resultant nonparticipation by the absent member results in the loss of a quorum, in which case the meeting shall be adjourned. Such adjournment shall not affect the validity of such actions taken by the board prior to adjournment.

When any member of the board participates by electronic communication, all votes shall be by roll call.

The board authorizes the superintendent to provide the equipment and facilities required to implement this board procedure.

F. OPEN MEETINGS LAW COMPLIANCE

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

Legal References: G.S. 143-318.9, -318.14

Cross References: Compliance with the Open Meetings Law (policy 2320), Closed Sessions (policy 2321)

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

Updated: February 12, 2009, December 13, 2012,

Administrative Procedure: None

In order to help fulfill the educational goals and objectives of the school system, the board strives to provide ~~media~~ instructional materials that will enrich and support the curriculum ~~while improving literacy and technological skills~~ and enhance student learning. Instructional materials should be representative of the rich diversity of our nation and appropriate for the maturity levels and abilities of the students.

Instructional materials constitute all materials, whether print, non-print, digital or any combination thereof, used in the instructional program. For purposes of this policy, instructional materials will be divided into two categories: textbooks and supplementary materials.

A. SELECTION OF TEXTBOOKS

State-approved textbooks will be used as a means to help students meet the goals and objectives of the Common Core State and North Carolina Essential standards, unless the superintendent, or designee, approves alternative materials recommended by the appropriate textbook selection committee. Textbooks ~~and/or alternative materials~~ will be recommended for selection for district-wide use by a committee under the chairmanship of the superintendent, or designee, with input from all affected personnel. The committee should include teachers and other professional staff representing various grade levels. Textbook committee members will ensure that textbooks ~~and/or alternative materials~~ are aligned with the Standard Course of Study, support articulation from grade to grade, and meet the educational goals of the board of education.

B. SELECTION OF SUPPLEMENTARY MATERIALS

Supplementary materials are instructional and learning resources which are selected to complement, enrich or extend the curriculum.

1. Objectives for Selection of Supplementary Materials

The procurement of materials must be accomplished in accordance with law. The objectives for the selection of supplementary materials are as follows:

- a. to provide a wide range of materials that will enrich and support the curriculum, taking into consideration the individual needs and varied interests, abilities, socio-economic backgrounds, learning styles and developmental levels of the students served;
- b. to provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
- c. to provide a background of information that will enable students to

become successful lifelong learners, prepared for 21st century global citizenship and to make intelligent judgments in their daily lives;

- d. to provide resources representing various points of view on controversial issues so that students as young citizens may develop, under guidance, the skills of critical thinking and critical analysis; and
- e. to provide resources representative of the many religious, ethnic and cultural groups in our nation and the contributions of these groups to our American heritage.

2. Process and Criteria for Selecting Supplementary Materials

The selection of supplemental ~~learning~~ instructional materials for school use will be made primarily at the school level with the involvement of an advisory committee. The committee should include media specialists, teachers and instructional support personnel representing various subject areas and grade levels, as well as parents. Principals will be responsible for establishing rules concerning what materials may be brought in by teachers without review. Principals are encouraged to involve teachers in establishing these rules.

C. ACCEPTANCE OF GIFT MATERIALS

Supplementary materials offered as a gift will be reviewed pursuant to the criteria outlined in this policy; policy 8220, Gifts and Bequests; and any regulations established by the superintendent. Gift material may be accepted or rejected by the board based upon such criteria.

D. CHALLENGES TO TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

Challenges to materials will be addressed pursuant to policy 3210, Parental Inspection of and Objection to Instructional Materials.

Legal References: N.C. Const. art. I, § 14; G.S. 115C-45, -47, -81, -98, -101

Cross References: Goals and Objectives of the Educational Program (policy 3000), Parental Inspection of and Objection to Instruction Materials (policy 3210), School Improvement Plan (policy 3430), Gifts and Bequests (policy 8220)

Adopted:

PARENTAL INSPECTION OF AND OBJECTION TO INSTRUCTIONAL MATERIALS

Policy Code:

3210

In board policy 3200, Selection of ~~Textbooks and Supplementary~~ Instructional Materials, the board established a process for the selection of instructional materials. The board recognizes that despite the care taken in the selection process, occasional objections to some instructional materials may be voiced. Thus, to further involve parents in the education of their children, the board provides opportunities for parents to review instructional materials and to object to the use of materials.

A. PARENTAL RIGHT TO INSPECT MATERIALS

Parents have a right under federal law to inspect all instructional ~~and supplementary~~ materials used in connection with any survey, analysis or evaluation as part of any applicable federally funded programs. Parents also may ordinarily review all other instructional materials following procedures provided by the school or superintendent. Some materials available through the Internet and used in individual classes to provide up-to-date information or information on current events may not be available for review; however, all materials used in reproductive health and safety education shall be available for review as provided in policy 3540, Comprehensive Health Education Program.

B. PARENTAL OBJECTION TO MATERIALS

Parents may submit ~~written~~ an objections in writing to the principal regarding the use of particular instructional materials. The building media advisory committee will review the objection. While input from the community may be sought, the board believes professional educators are in the best position to determine whether a particular instructional material is appropriate for the age and maturity of the students and for the subject matter being taught.

If the committee determines that any material violates constitutional or other legal rights of the parent or student, the principal will either remove the material from instructional use or accommodate the particular student and parent. Before any material is removed, the principal and the committee will ensure that the curriculum is still aligned with the Standard Course of Study and articulated from grade to grade. If an objection made by a parent or student is not based upon constitutional or legal rights, the principal or the committee may accommodate such objections after considering the effect on curriculum, any burden on the school, teacher or other students that the accommodation would create, and any other relevant factors. Books and other instructional materials may be removed from the school media collection only for legitimate educational reasons and subject to the limitations of the First Amendment.

The decision of the committee may be appealed to the superintendent. The decision of the superintendent may be appealed to the board.

The superintendent will develop the necessary administrative procedures to implement this policy.

Legal References: U.S. Const. amend. I; 20 U.S.C. 1232h; N.C. Const. art. I, § 14; *Board of Educ. v. Pico*, 457 U.S. 853 (1982); G.S. 115C-45, -47, -81, -98, -101

Cross References: Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), Selection of Instructional Materials (policy 3200), Comprehensive Health Education Program (policy 3540)

Adopted:

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

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

No board member or officer, agent or employee involved in the purchasing function may do any of the following: ~~shall~~

1. accept any gifts, favor, reward, service or promise of reward, including a promise of future employment, in exchange for recommending, influencing, or attempting to influence the award of a contract with the board.
2. ~~Employees may not~~ accept trips or meals from contractors, subcontractors or suppliers except gifts or favors of nominal value or meals furnished at banquets.
3. solicit or accept any gift or donation from an E-rate service provider in violation of federal gifting rules.

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

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

Legal References: G.S. 14-234, -234.1; 133-32, -33; Attorney General Opinion requested by L.W. Lamar regarding G.S. 133-32, the Applicability to Attorneys and Law Firms Providing Professional Services to Local Boards of Education, dated May 13, 1993; 47 C.F.R. 54.503; FCC Sixth Report and Order 10-175

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

Adopted:

Employees are expected to avoid engaging in any conduct that creates or gives the appearance to the public of creating a conflict of interest with their job responsibilities with the school system. Although there may be other conflicts of interests, employees must follow board directives in the following areas.

A. FINANCIAL INTERESTS

An employee shall not engage in selling goods or services to the board and shall not engage in or have a financial interest, directly or indirectly, in any activity that conflicts with duties and responsibilities in the school system.

1. Contracts with the Board

An employee shall not do any of the following:

- a. obtain a direct benefit from a contract that he or she is involved in making or administering on behalf of the board, unless an exception is allowed pursuant to G.S. 14-234 or other law;
- b. influence or attempt to influence anyone who is involved in making or administering a contract on behalf of the board; or
- c. solicit or receive any gift, favor, reward, service or promise of reward, including a promise of future employment, in exchange for recommending, influencing or attempting to influence the award of a contract by the board.

An employee is involved in administering a contract if he or she oversees the performance of the contract or has authority to interpret or make decisions regarding the contract. An employee is involved in making a contract if he or she participates in the development of specifications or terms of the contract or participates in the preparation or award of the contract. An employee derives a direct benefit from a contract if the employee or his or her spouse does any of the following: (1) has more than a 10 percent ownership or other interest in an entity that is a party to the contract; (2) derives any income or commission directly from the contract; or (3) acquires property under the contract.

2. Non-School Employment

The board recognizes that some employees may pursue additional compensation on their own time. Any such employee shall not engage in the following:

- a. non-school employment that adversely affects the employee's availability

or effectiveness in fulfilling job responsibilities;

- b. work of any type in which the sources of information concerning customer, client or employer originate from any information obtained through the school system;
- c. work of any type that materially and negatively affects the educational program of the school system;
- d. any type of private business using system facilities, equipment or materials, unless prior approval is provided by the superintendent; or
- e. any type of private business during school time or on school property.

The superintendent may grant prior approval for work performed under subsections d and e above if such work enhances the employee's professional ability or professional growth for school-related work. The superintendent may establish reporting procedures that require employees to notify the school system of any non-school employment.

B. RECEIPT OF GIFTS

No school employee may accept gifts from any person or group desiring to do or doing business with the school system, unless such gifts are instructional products or advertising items of nominal value that are widely distributed. No school employee may solicit or accept any gifts from any potential provider of E-rate services or products in violation of federal gifting rules.

Legal References: G.S. 14-234, -234.1; 115C-47(18); 133-32; 47 C.F.R. 54.503; FCC Sixth Report and Order 10-175

Cross References: Board Member Conflict of Interest (policy 2121)

Adopted:

The board encourages individuals and organizations to consider making a gift or bequest to the school system. Such gifts foster community support for the schools and improve the school system for the benefit of students and others.

The superintendent, or designee, shall evaluate any offers of gifts or bequests that are not revenues or gifts of nominal value. The superintendent, or designee, will must consider the gift's suitability, any safety hazards, and the cost of maintaining the gift ~~and then make a recommendation to the board~~ before accepting or declining a gift. For computer equipment or other technological resources, the superintendent, or designee, shall ensure that such items are compatible with minimum hardware and software standards set by the technology director. The ~~board~~ superintendent, or designee, will decide whether to accept the gift on behalf of the school system.

Upon receiving notification of a donor's intent to offer a gift to a school, a principal shall give written notification to the superintendent, or designee, that states the nature of the gift and the purpose for which it is donated. The superintendent, or designee, shall ensure that any offered gift imposes no undue financial burden or obligation on the school system.

The board establishes the following conditions for the acceptance of gifts. Other conditions may be set as the board deems appropriate.

1. Gifts of real or personal property will be accepted only if the donor can demonstrate that he or she has clear and free title to the property.
2. The donor may request that a gift or bequest be designated for use in a particular area. However, the superintendent, or designee, reserves the right to utilize the funds as deemed appropriate.
3. The specific manner in which funds are expended within a designated area will be determined under the direction of the superintendent.
4. All supplies and equipment purchased with funds from any donor become the property of the board, and the title to such property vests in the board.
5. The board has no responsibility and makes no promises to continue any program initiated with donor contributions once the donated funds are expended.
6. Any gift or donation from an E-rate service provider must comply with gift rules applicable to federal agencies.
7. Before installation, the superintendent, or designee, must approve the design, location and construction material of major gifts that will become a permanent part of the school

facility or grounds, such as playground equipment, bleachers, scoreboards, outdoor lights or fences, etc. Any such gift also must meet any required safety standards.

Any gift or bequest constituting revenues ~~that is accepted by the board~~ will be deposited in the proper fund.

The superintendent shall provide for the appropriate recognition of contributors.

Unless otherwise specified in a written agreement approved by the board, any gift or bequest becomes the permanent property of the school district. If the board at any time determines that such property is unnecessary or undesirable for public school purposes, the board may sell such property in accordance with state law.

Legal References: G.S. 115C-36, -47, -518; G.S. 115C, art. 35; 47 C.F.R. 54.503; FCC Sixth Report and Order 10-175

Cross References: Technology in the Educational Program (policy 3220), Advertising in the Schools (policy 5240)

Adopted:

Early Childhood Development Center
2012-2013 Continuous Improvement and Title I
Implementation Plan

Asheboro City Schools

Contents

- Leadership Team Members
- A. Vision, Mission and Belief Statements
- B. School Community Profile
- C. School Results
- D(1). Performance Goals and Benchmark Targets
- D(2). Goals and Action Plans
- E. Additional Information
 - Title I Compliance
 - Safe Schools Plan
 - Positive Behavior Support (PBIS)
 - Compliance Statements
 - Parent Involvement Plan
 - Intervention Plan
 - Waiver Requests

Approved by Staff
Date of Secret Ballot Election:

Results For:
Opposed:

Principal's Signature

Date

Approved by Superintendent of Schools

Signature

Date

Approved by Board of Education

Signature

Date

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Leadership Team Members

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

Name	Signature	Role
Kimberly Borden	_____	Preschool Coordinator
Virginia Wells	_____	Teacher
Shari Funkhouser	_____	Teacher
Diana Morgan	_____	Assistant Teacher
Karen Smith	_____	PK Itinerant Teacher PKEC Chair

A. Vision, Mission, and Belief Statements
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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.
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Our School's Mission	The mission of the Early Childhood Development Center is to provide an inviting and inclusive school environment that encourages interactive learning between parents and children at home and at school, and that provides the foundation for a successful future.
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To lead us toward our vision and mission, our school community shares the following beliefs:

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

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B. School Community Profile

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

	2008-09	2009-10	2010-11	2011-12	2012-13
Black	9%	14%	11.5%	10%	17%
Asian	0	0	2.4%	0	1%
White	16%	18%	25.8%	31%	24%
Hispanic	67%	64%	55.6%	51%	47%
American Indian	0	0	1.5%	0	0
Other/Multi-Cultural	8%	4%	3.1%	8%	10%
Total Population	102	104	100	91	78

Number of Students Served in Program Areas

Program Area	2008-09	2010-11	2011-12	2012-13
Even Start	37	37	3	0
Smart Start	22	22	18	18
Title 1	16	16	16	16
Developmental Day	23	23	29	29
NCPK	30	30	43	43

Parent Participation

Program Area	2008-09	2009-10	2010-11	2011-12	2012-13
Basic Adult Education	12	12	13	4	0
English as a Second Language	14	16	16	6	0

Historical Population Data (percentages)

	2008-09	2009-10	2009-10	2010-11	2011-12	2012-13
Exceptional Children	24	24	24	24	29	29
Free Lunch (adults and children)	98	100	100	106	93	93
Reduced Lunch (includes children)	5	6	6	12	13	12

Student Attendance Data

	Percent
2009-2010	79%
2010-2011	80%
2011-2012	91%

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Monthly Parent Attendance at ECDC Parent Meetings:

Month	Number of Parents Attending	Percentage of Parents Attending *
August	41	25%
September	46	28%
October	46	24%
November	46	15%
December	25	22%
January	36	17%
February	40	24%
March	41	25%
April	30	18%
May	---	---
June	60	36%

*Numbers exceeding 100% include families that had two parents in attendance at a meeting or one parent that attended more than one meeting during the month.

Staffing Summary

	2009-10	2010-11	2011-12
Teachers “highly qualified” (classes taught)	6	6	6
Teachers with advanced degrees (above bachelors)	3	3	3
Teachers with NBPTS certification	0	1	1
Teachers trained as Mentors	3	3	3

Teacher Turnover Rate

2008-2009	2010-2011	2011-2012
0	0	0

GENERAL CONCLUSIONS

Our School Improvement Team has carefully examined the preceding data along with other pertinent information about our school. Together, the members of our Team have reached the following three (or more) significant conclusions about our school and/or our school community. These conclusions may reflect areas of celebration or areas requiring further development/improvement. These conclusions (and the data they are based upon) are a driving force behind our goals for the 2012-2013 school year along with our intervention plan (which follows) for 2012-2013.

1. The NAEYC Accreditation decision report indicates that ECDC exceeded the percentage required for meeting program and classroom observation criteria for 2011-2012. A minimum of 80% of the criteria must be met to be considered for Accreditation. ECDC will be renewing NAEYC accreditation during 2012-2013.
2. The school attendance average during the 10-11 school year was 80% and during the 11-12 school year 91%. Attendance has been a big focus for ECDC over the past several years and will continue to be a priority.
3. The Randolph County Partnership for Children End-of-Year report indicated that 57% of parents attended at least four parent meetings during the school year. The Randolph County Partnership for Children requirement 85%. In an effort to increase attendance at parent meetings we are planning to hold 4 parent nights this year instead of doing monthly parent meetings. The structure of the parent nights will be different from the monthly meetings in an effort to motivate more parents to participate.

D(1). Performance Goals and Benchmark Targets
--

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

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

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

K-8 Reading, Math, Science

Goal 1: (Reading) – By June 2013, 75% of students will show an increase in letter recognition by at least one level on the Creative Curriculum Gold Assessment System.

Creative Curriculum Benchmark 1	Benchmark 2	Benchmark 3	Performance Target
Nov 26	March 7	May 20	75%

Goal 2: (Math) – By June 2013, 75% of students will show an increase in understanding of spatial relationships by at least one level on the Creative Curriculum Gold Assessment System.

Benchmark 1	Benchmark 2	Benchmark 3	Performance Target
Nov 26	March 7	May 20	75%

Goal 3: (Science) – By June 2013, 70% of students will show an increase in problem solving & investigation skills by at least one level on the Creative Curriculum Gold Assessment System.

Benchmark 1	Benchmark 2	Benchmark 3	Performance Target
Nov 26	March 7	May 20	70%

Process for Analyzing Data: Plan-Do-Study-Act Model

Step 1: Administrators/Teachers analyze data for trends by student, subject, grade, and teacher and share within PLCs.

Step 2: Teachers conduct item analysis to identify areas of strength and obstacles.

Step 3: PLCs establish short term goals (targets, timelines). (Grade level/subject)

Step 4: PLCs select instructional strategies to be implemented to address identified areas of need.

Step 5: Teachers bring data (formative assessments, common assessments, student work samples) to PLCs to determine progress.

(Repeat Steps 1-5)

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D(2). Goals and Action Plans

Goal 1: Teachers will consistently implement Handwriting Without Tears Strategies to improve student prewriting behaviors.

Evidence of Need: Data reflects that students are not writing on grade level.

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

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

Action Plan:

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
As a result of teachers consistently using Handwriting Without Tears, students will successfully demonstrate how to form letters using letter lines.	To be monitored November 2012 March 2013 May 2013	All preschool teachers	Walkthrough form Lesson Plan Student work samples		
All classrooms will consistently implement designated Handwriting Without Tears strategies in centers.	To be monitored November 2012 March 2013 May 2013	All preschool teachers	Walkthrough form Lesson Plan		

Professional Development for this Objective:

- Handwriting without Tears training for assistant teachers.
- Professional Learning Community to decide what practices will be appropriate to be used in centers and what consistent use of Handwriting without Tears strategies will look like.

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Goal 2: Teachers will use strategies to expand student vocabulary to support increased success in reading.

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

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

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

Action Plan:

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
As a result of teachers using a selected book of the week with a focus on 5 - 10 new words identified, students will show an increase in vocabulary.	To be monitored November 2012 March 2013 May 2013	All preschool teachers	Lesson Plans Results on PPVT Results on Creative Curriculum – objective 9a		

Professional Development for this Objective:

- Full staff training – Making the Literacy Connection – focus on vocabulary development

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Goal 3: Consistent use of a take home book program will promote parents reading to their children at home.

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

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

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

Action Plan:

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
As a result of teachers implementing a take home book program that includes reading strategies for parents to use while reading to their child, parents will report increase reading to their children at home.	To be monitored mid-year and end-of-year	All preschool teachers Preschool Coordinator Parent Educators	Take home book program sign out sheets. Samples of activity ideas sent to parents End of year parent survey		

Professional Development for this Objective:

- Professional Learning Community meeting to create take-home reading strategies for parents.

E. Additional Information

Title 1 Compliance

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

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

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7. Strategies to Increase Parent Involvement

- Parent Meetings
- Parent contact logs
- Volunteers in school
- Teacher Newsletters
- ECDC website
- Alert Now System

8. Preschool Transition Strategies

- DIAL 4 screening, Fall, Winter, and Spring
- Kindergarten Parent Night before school begins
- Pre-Kindergarten students visit the Kindergarten classes
- Collaboration between Pre-Kindergarten and Kindergarten teacher

9. Activities for Children Experiencing Difficulty

- Jump Start
- Parent conferences

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

- Federal programs implemented in this school include: Title I
- Coordination and integration of these programs are outlined in the School's intervention plan and individual federal grant applications

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SAFE SCHOOL PLAN – Action Plan

Annual	Date of Completion	Monthly	Date of Completion	Bi-Annual	Date of Completion	Ongoing
Register school-sex offender registry	8/2012	Check Fire Extinguishers	9/24,	CPR training for crisis response teams/coaches	11/15/2012 12/4/2012	Monitor sex offender registry/update database
Written supervision plan		Conduct fire drills	9/27/12	Conduct lockdown drill	10/11/12	Pair at-risk youth with mentors
Staff supervision training		Conduct sanitation inspections	9/27/12	Conduct safety inspection		Record incidents in eSIS
Distribute and explain code of conduct	8/22/12	Maintain Science Chemical Inventory on \\Central02		Drug dog search (secondary)	NA	Attendance letters
Distribute and explain bus code of conduct	8/22/12	Maintain first aid kits	9/27/12	Alternate route fire drill		Utilize student success teams
Update crisis response plans		Review ISS and OSS incidents; apply interventions as needed	NA			Visitor control plan
Fire extinguisher training	9/18/12					Volunteer background check
Customer satisfaction survey						
Seclusion & restraint training						
Train EC staff in non-violent crisis intervention						
Train crisis teams in crisis response						

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Social Emotional Foundations of Early Learning (SEFEL) SCHOOL ACTION PLAN

Updated by: SEFEL Leadership Team

Date: November 15, 2012

TASK	WHO	WHEN	DATE OF COMPLETION
SEFEL team at ECDC 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 2012-2013 school year.	9/6/12, 10/11/12,
SEFEL Professional Learning Community meetings	All preschool staff	Monthly	
Three pre-K classes receiving coaching support	GBT, CWM, ECDC	Monthly	

Compliance Statements

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

Healthy Active Children Policy

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

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

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

Every classroom has a daily scheduled hour of gross motor time outside or in the their classroom in inclement weather.

Pledge of Allegiance

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

The Pledge of Allegiance is recited daily in individual classrooms.

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

Due to demolition and construction going on at this school, the flags are not currently displayed.

Duty-free Lunch

5. Every teacher must be provided a duty-free lunch period on a daily basis or as otherwise approved by the school improvement team.

Teachers have a scheduled time during nap when they can take their duty free lunch.

Duty-free Instructional Planning:

6. Every full-time assigned classroom teacher must be provided duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week.

Teachers have duty free planning time when children are napping and after they 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:

<p>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.</p>	<p>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.</p>
<p>2. Communicating: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.</p>	<ul style="list-style-type: none"> • Each classroom sends home a monthly newsletter to inform families about what is going on in their classroom and at school. • Parent educators will call families using the phone system to remind parents of family nights.
<p>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.</p>	<ul style="list-style-type: none"> • 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.
<p>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.</p>	<ul style="list-style-type: none"> • Parent educators and teachers share learning activities and information to support our curriculum with parents through family nights and activity cards sent home with a book borrowing program.

*Early Childhood Development Center
Continuous Improvement and Title I Implementation Plan
2012-2013*

<p>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.</p>	<p>A parent is being invited to be on our SEFEL leadership team.</p>
<p>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.</p>	<p>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. Our parent educators have a close relationship with these agencies in order to refer parents when help is needed. RCC and UNCG send students to observe, do coop classes, and student teaching at our school.</p>

*Taken from School, Family, and Community Partnerships:
Your Handbook for Action (2nd 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.

Waiver Requests

The Waiver to be Requested:

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

How the waiver will be used:

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

The Waiver to be Requested:

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

How the waiver will be used:

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

The board believes that an effective testing and assessment program evaluates the progress of individual students and helps ensure that educational goals and objectives are being met for every child. A testing program also assists in the continued refinement of the instructional program.

Every effort will be made to ensure that the testing program contributes to the learning process rather than detracts from it. Efforts also will be made to use only culture-free or culture-fair tests in order to ensure that measurements are reasonably accurate.

A. NORTH CAROLINA AND LOCAL TESTING PROGRAM

The board directs the superintendent to administer all state-required tests. Students not meeting testing standards must be provided remedial instruction and retesting in accordance with legal requirements.

B. TEST ADMINISTRATION

The instructional staff is responsible for the development and administration of the testing program. All testing personnel, teachers and school administrators are required to be familiar with and adhere to the Testing Code of Ethics for state tests and individual school tests. Failure to follow the Code may result in disciplinary sanctions, including termination or revocation of administrative and/or teaching licenses.

C. PARTICIPATION IN FIELD TESTING

The superintendent or designee shall ensure that the time students spend taking standardized state and local tests and the frequency of field testing at a particular school are minimized. Specifically, the superintendent shall ensure the following.

1. Schools will devote no more than two days of instructional time per year to the taking of practice tests that do not have the primary purpose of assessing current student learning.
2. Students will not be subject to field tests or national tests during the two-week period preceding their school's administration of end-of-grade tests, end-of-course tests or regularly scheduled final exams.
3. No school will participate in more than two field tests at any one grade level during a school year unless that school volunteers, through a vote of its school improvement team, to participate in an expanded number of field tests.

Legal References: G.S. 115C, art. 10A; 115C-47, -81, -174.11, -174.12(a), -276, -288, -307;

State Board of Education Policies GCS-A series; GCS-C series; GCS-N series;16 N.C.A.C. 6D .0301 – .0306

Cross References: Professional and Staff Development (policy 1610/7800), Goals and Objectives of the Educational Program (policy 3000), Student Promotion and Accountability (policy 3420)

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

Updated: May 11, 2000, November 9, 2006, April 9, 2009₂

Administrative Procedure: Yes

Proposal to add the following course to Asheboro High School for 2013-2014:

North Carolina Essential Standards

Social Studies Elective

Turning Points in American History

(This course would replace the current American Government elective)

This course would emphasize, in greater depth, 10-15 key turning points in American History. These turning points would be “hinge” events in our nation’s history, caused by, and subsequently contributing to, major social, cultural, political, and/or economic events. Turning points chosen for this course do not need to be events that have been popularly discussed in the standard United States History survey course. They should be “off-centered” to allow students an opportunity to study, in depth, a potentially fresh topic in United States History. Thus, the Mexican War could be a turning point of emphasis, instead of a better known war, such as the Civil War.

More importantly, how are the two wars interrelated? The continuum of the turning point timeline should have “ripple effects” between each point. So, students when studying the effects of the Mexican War should see a relationship between subsequent events and the next turning point studied. Thus, how did events surrounding the Mexican war help create the beginning of the Civil War? Conversely, the Mexican War should also be studied as an effect of the previous turning point.

These turning points when considered chronologically should ultimately provide a narrative of United States history. A major element of each turning point should be an understanding of historical methods and the use of historical inquiry. Students should essentially become historians to better understand and appreciate the narrative of a people, a nation, and a world. .

(Possible Turning Points: 9/11, Roanoke Island/Jamestown Settlement, Salem Witch Trials, Proclamation of 1763, Election of 1800, Invention of the Cotton Gin, The Liberator/Nat Turner's Rebellion, The Mexican War, The Compromise of 1877, Chicago's World Fair, McKinley's Assassination, The 19th Amendment, The Scopes-Monkey Trial, The New Deal Coalition, The Little Rock 9, 1968, The Fall of the Berlin Wall)

Turning Points in American History

Note on Numbering: **H**–History

History			
Essential Standard		Clarifying Objectives	
12.H.1	Analyze various turning points in American history in terms of their development and implications.	12.H.1.1	Analyze specific turning points in terms of multiple causation.
		12.H.1.2	Analyze specific turning points in terms of the interaction between people, places, and time.
		12.H.1.3	Analyze specific turning points in terms of motives, beliefs, interests, hopes, fears and their consequences.
		12.H.1.4	Analyze turning points using multiple perspectives of various individuals and groups.
		12.H.1.5	Evaluate the extent to which economic, social, cultural and political factors of specific turning points impact the historical narrative of the United States.
		12.H.1.6	Analyze the historical narrative of various turning points using the ideas of "historical contingency" and "historical inevitability".
		12.H.1.7	Use the antecedent circumstances of specific turning points to interpret contemporary problems and infer solutions.
12.H.2	Analyze historical interpretations and methods used by historians to study	12.H.2.1	Analyze historical interpretations, debates, and narratives surrounding various turning points in terms of perspective, logic and possible bias.

North Carolina Essential Standards
 Social Studies Elective
 Turning Points in American History

	turning points in American history.	12.H.2.2	Analyze historical methods of research and analysis in terms of valid data collection and use of evidence.
12.H.3	Apply historical inquiry and methods to understand turning points in American history.	12.H.3.1	Analyze primary sources using the social, cultural, political and economic context in which each source was produced.
		12.H.3.2	Evaluate primary and secondary sources in terms of the creator's perspective, bias, credibility, and authority.
		12.H.3.3	Evaluate primary and secondary sources in terms of their internal consistency and completeness.
		12.H.3.4	Evaluate primary and secondary sources in terms of their authenticity and manipulation through the omission, suppression, or invention of facts.
		12.H.3.5	Use historical data collected from multiple sources (including but not limited to library and museum collections, historic sites, historical photos, journals, diaries, eyewitness accounts, newspapers, documentary films and monographs) to generate questions about specific turning points.
		12.H.3.6	Use historical data collected from multiple sources to interpret and to draw conclusions about specific turning points.
		12.H.3.7	Use historical data collected from multiple sources to produce historical narratives.

Asheboro City Schools Calendar 2013 - 2014

Draft

Draft

July 2013						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

July	
4	Holiday
August	
19	Staff Reports
19-23	Workdays
26	Students Report

January 2014						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2013						
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September	
2	Holiday
October	
7-8	Workdays
November	
11	Holiday
27	Workday
28-29	Holiday

February 2014						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

September 2013						
S	M	T	W	T	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December	
23	Vacation/Annual Leave
24-26	Holiday
27, 30-31	Vacation/Annual Leave
January	
1, 20	Holiday
21-22	Workdays

March 2014						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

October 2013						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February	
17	Vacation/Annual Leave
March	
7	Teacher Workdays

April 2014						
S	M	T	W	T	F	S
		1	2	3	4	5
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

November 2013						
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17	18	19	20	21	22	23
24	25	26	27	28	29	30

April	
14-17	Vacation/Annual Leave
18	Holiday
21	Vacation/Annual Leave
May	
26	Holiday
June	
10	Last Day for Students
11-13	Teacher Workdays

May 2014						
S	M	T	W	T	F	S
				1	2	3
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11	12	13	14	15	16	17
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December 2013						
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22	23	24	25	26	27	28
29	30	31				

Holidays
Teacher Workdays
Required Workdays
Vacation/Annual Leave
Mandatory Prof. Develop.

June 2014						
S	M	T	W	T	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Asheboro City Schools Calendar 2014 - 2015

Draft

Draft

July 2014						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

July	
4	Holiday
August	
18	Staff Reports
18-22	Teacher Workdays
25	Students Report

January 2015						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
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August 2014						
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September	
1	Holiday
October	
6	Teacher Workday
November	
11	Holiday
26	Teacher Workday
27-28	Holiday

February 2015						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
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September 2014						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December	
22-23	Vacation/Annual Leave
24-26	Holiday
29-31	Vacation/Annual Leave

March 2015						
S	M	T	W	T	F	S
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29	30	31				

October 2014						
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January	
1, 19	Holiday
2, 20, 21	Teacher Workdays

April 2015						
S	M	T	W	T	F	S
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November 2014						
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

February	
16	Vacation/Annual Leave

May 2015						
S	M	T	W	T	F	S
					1	2
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

December 2014						
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21	22	23	24	25	26	27
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March	
6	Teacher Workday

June 2015						
S	M	T	W	T	F	S
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Holidays
Teacher Workdays
Required Workdays
Vacation/Annual Leave
Mandatory Prof. Develop.

School/Location	Date	Event	Time
PDC	Monday, December 10, 2012	2013-2016 Future Plan - Planning Team	5:30pm - 8:00pm
AHS/PAC	Monday, December 10, 2012	SAMS Choral Concert	7:30pm
AHS/PAC	Tuesday, December 11, 2012	SAMS Winter Band Concert	7:30pm
DLL	Wednesday, December 12, 2012	Senior Holiday Lunch	12noon
SAMS	Thursday, December 13, 2012	Retirement Reception for Dr. Allgood	4:00 - 6:00pm
PDC	Thursday, December 13, 2012	Board of Education Meeting	7:30pm
AHS/PAC	Thursday, December 13, 2012	AHS Winter Band Concert	7:30pm
PDC	Tuesday, December 18, 2012	Superintendent's Holiday Lunch	11:30am to 1:00pm (floating)
AHS/PAC	Tuesday, December 18, 2012	AHS Jazz & Percussion Concert	7:30pm
AHS	Wednesday, January 09, 2013	Senior Board Night	5:30pm
PDC	Thursday, January 10, 2013	Board of Education Meeting	7:30pm
BAL	Wednesday, January 16, 2013	Legislative Breakfast	8:15am
SAMS	Wednesday, January 16, 2013	District MS Science Fair	12noon open to public; 12:30pm awards
NAMS	Friday, January 25, 2013	Board Of Education Appreciation Luncheon	12noon
COBR	Monday, January 28, 2013	PTO/PTA President's Round Table	6:30pm
AHS Media Ctr.	Saturday, February 02, 2013	Winter Board Retreat	8:00am
PDC	Monday, February 11, 2013	FAN Workshop - 8th grade parents	6:30pm
PDC	Thursday, February 14, 2013	Board of Education Meeting	7:30pm
PDC	Tuesday, February 19, 2013	District Spelling Bee	7:00pm
AHS/PAC	Friday, February 22, 2013	Randolph/Asheboro All County Band Concert	7:30pm
PDC	Wednesday, February 27, 2013	Superintendent's Student Advisory Council	7:30am
AHS/PAC	Thursday, March 07, 2013	AHS Chorus Concert	7:30pm
AHS/PAC	Tuesday, March 12, 2013	MS Band Concert (pre-MPA)	7:30pm
PDC	Thursday, March 14, 2013	Board of Education Meeting	7:30pm
AHS/PAC	Thursday, March 14, 2013	AHS Band MPA Showcase Concert	7:30pm
AHS Gym	Friday, March 22, 2013	ACS Digital Learning Expo	TBA
PDC	Monday, March 25, 2013	FAN Workshop - 5th grade parents	6:30pm



Student Achievements:

- Writing celebration held at Lindley Park
- AHS cast of "SEND" earned Excellence in Ensemble Acting Award at the NC Regional Theatre Competition
- 10 elementary students selected to NC Elementary Honors Chorus
- AHS earned NC Innovator in Digital Learning Award
- "Have a Heart" benefit held at CWM to benefit hurricane victims
- Support for Troops holiday collection held at Lindley Park

Staff Recognitions:

- Ken Winters honored by AHS for service to athletic program

Board of Education Recognitions:

- Jane Redding, Certificate of Advanced Achievement for 201-300 hours of professional development
- Gidget Kidd, Award of Distinction for 401-500 hours of professional development
- Linda Cranford, Scholars' Circle for 901+ hours of professional development
- Asheboro City Board of Education, Special Achievement Award for Exemplary Boards for all members earning 12 hours of training during the 2011-12 academic year (45 boards of education in North Carolina earned this distinction.)

Parent Involvement:

- FAN Workshop held for 6-12 parents
- Family Literacy Night held at Lindley Park and Loflin
- Math Carnival held at McCrary

Events bringing community into our schools:

- PSP "Life with Mother Superior"
- Future Planning Team meeting
- HOSA Blood Drive
- CIS Reality Store
- Colonial Days, McCrary
- Chorus and Band Concerts



Asheboro City Schools

...the subject is excellence!

Asheboro City Schools Strategic Plan Milestones

Board of Education Goals

2012-2013

December, 2012

GOAL 1: Asheboro City Schools will produce globally competitive students.

1. Every student graduates college and career ready.

- Graduation rate for 5-year cohort at 84% or better.
- 80% or more of students demonstrate proficiency on new Math I, Biology, and English II EOC exams.

2. Every student uses technology to access and demonstrate new knowledge and skills.

- Expand digital expo to increase student participation. Include a real world problem-solving theme.
- Implement North Carolina online testing in grades 3-12.

3. Expand opportunities for and increase student access to small learning communities.

- Develop internal Health Sciences small learning community with partners.
Meeting scheduled December 18 with Dr. Bob Shackelford (RCC) and Steve Eblin (Randolph Hospital) to discuss partnering to develop a Health Sciences Academy.

4. Increase the number of students reading on grade level by Grade 3 to 66%.

Grades K-3 teachers are implementing a new reading diagnostic tool (Reading 3D) provided by the State Department of Public Instruction. This digital tool will help assess reading difficulties and design appropriate interventions.

5. All students in grades 3-8 demonstrate yearly academic growth in reading and mathematics.

- Use common assessments to monitor student growth.

6. Implement innovative after school enrichment and intervention programs.

- Evaluate effectiveness of current intervention programs.

7. Establish a rigorous and relevant CTE program.

- Implement CTE strategic plan.

CTE Business/Industry Advisory Committee met last week to hear updates on our progress.

GOAL 2: Asheboro City Schools will be led by 21st century professionals.

1. Every teacher and administrator will have the skills to deliver 21st century content in a 21st century context with 21st century tools and technology that guarantee student learning.

- Professional development focus areas: Literacy across the curriculum; Common Core state standards and new NC Essential Standards; develop and use common assessments aligned with CCSS/ES

2. Every teacher and administrator will use a 21st century assessment system to guide instruction and measure 21st century knowledge, skills, performance, and dispositions.

- Expand use of performance-based common assessments. Publish collection of exemplars.
- Each school develops a plan to implement student-led conferences.
- Revise K-2 report cards to implement standards-based grading practices.

3. Build leadership skills and capacity among all teachers and administrators, improve professional practice, and develop a culture of shared accountability and responsibility for the success of the district.

- Continue Teacher Leadership Academy for cohort #3. Evaluate effectiveness of TLA on past participants. Include past participants in leading professional development.
- Refine use of teacher evaluation system with new standard #6 (student performance).
- Teachers will use student performance data in professional learning communities (collaborative conversations) to improve teaching and learning.

GOAL 3: Asheboro City Schools will provide a safe and nurturing learning environment.

1. Every learning environment will be safe, inviting, respectful, supportive, inclusive, and flexible for student success.

- All schools will complete Level 3 Positive Behavior Support Training and score > 80% on the school evaluation tool (SET).

2. Every school provides an environment in which each child has positive, nurturing relationships with caring adults.

- Graduation Coach, CIS coordinator, UNC college advisor, Career Development Coordinator, school counselors, and school social workers collaborate to identify at-risk students, develop a plan of support, and monitor student progress.

- All staff focus on relationship building with students, assuring that every student has a caring adult in the school, and every student's passion is known by a caring adult.

3. Every school promotes a healthy, active lifestyle where students are encouraged to make responsible choices.

- Middle schools participate in Science of Healthful Living Physical Education project with UNCG.
- Asheboro City Schools staff and students participate in a fitness walk in the fall (JDRF on October 20, 2012) and/or in the spring (the Human Race in March or April).

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

- Each school conducts at least one service and/or academic project with community or global connections.

Many schools are conducting canned food drives and adopting families for Christmas to assist our community in need. McCrary 5th graders made clay jewelry with the message "McCrary Cares" and sold them for \$1 to raise over \$400 for Hurricane Sandy victims.

GOAL 4: Asheboro City Schools will collaborate with parents, community, and higher education partners to promote student success.

1. Provide web based parent portal to access grades, attendance, and other student data.

- All schools prepare for transition to Power School student information system.

2. Increase communication and outreach to parents.

- Continue to upgrade parent notification technology.
- All schools will develop and implement a plan for home visits.

3. Collaborate with community colleges and public and private universities and colleges to provide enhanced educational opportunities for students and staff.

- Continue to refine Career and College Promise program offerings with RCC.
- Collaborate with new STEM partners to enhance teacher and administrator capacity to prepare students for STEM careers.

4. Expand parent education opportunities through Family Alliance Network (FAN).

- Encourage expansion of wireless access in Asheboro.
- Hold at least 3 community FAN workshops.

GOAL 5: Asheboro City Schools facilities will be a point of pride.

1. Implement long range facilities plan.

- Continue to implement long range facility plans as funds permit. Complete ECDC project. Pursue athletic upgrades projects.