

**ASHEBORO CITY BOARD OF EDUCATION**

**November 12, 2015**

**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 – Kat Peters, North Asheboro Middle School
- \*D. Approval of Agenda

**II. Special Recognition and Presentations**

- A. Board Spotlight – North Asheboro Middle School
- B. Asheboro High School DECA Chapter
- C. USDA Best Practice Award – Asheboro High School
- D. Wendy Rich – 2015 W. W. Rankin Award

**III. Public Comments**

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

**IV. \*Consent Agenda**

- A. Approval of Minutes – October 8, 2015
- B. Discard Bid Approval
- C. Personnel

**V. Information, Reports and Recommendations**

- A. Policies
  - Policy 5010 – Parent Organizations
  - Policy 5025 – Prohibition of Alcoholic Beverage
  - Policy 6325 – Parking Areas for Students
  - Policy 6540 – Hazardous Materials
  - Policy 6550 – Vandalism
  - Policy 7201 – Staff Involvement in Decision Making
- B. 2016-2017 Calendar for 30-Day Review
- C. 2017-2018 Calendar for 30-Day Review

**VI. Action Items**

- \*A. Continuous Improvement Plans for Secondary Education and ECDC
  - Early Childhood Development Center
  - North Asheboro Middle School
  - South Asheboro Middle School
  - Asheboro High School
- \*B. Policies
  - Policy 2110 – Board Member Elections
  - Policy 2610 – Board Attorney
  - Policy 5024/6127/7266 – Emergency Epinephrine Auto-Injector Devices
  - Policy 6230 – School Meal and Competitive Foods Standards
  - Policy 6510 – Organization of Equipment, Materials, and Supplies Services

- Policy 6520 – Use of Equipment, Materials, and Supplies
- Policy 6521 – Personal Use of Equipment, Materials, and Supplies
- Policy 6522 – Use of Equipment, Materials, and Supplies by Non-School Groups
- \*C. Vision and Mission Statement Approval
- \*D. Board Vacancy Recommendation

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

- A. Calendar of Events
- B. Points of Pride
- C. 2015-2016 Board Goals, November Update
- D. 2016-2021 Strategic Plan Update

**VIII. Board Operations**

- A. Recognition of Service – Chris Yow, Dr. Kelly Harris, and Jane Redding
- B. Important Dates to Remember:
  - November 16 – 20, American Education Week
  - November 16 – 18, NCSBA Annual Conference, Koury Convention Center, Greensboro, North Carolina
  - November 19 – 22, Asheboro High School Fall Musical, *Into the Woods*, 7:00 p.m. and 2:00 p.m. on 11/22
  - Wednesday, December 9, Senior Holiday Luncheon, 11:45 A.M., Loflin Elementary
  - Thursday, December 10, Board of Education Meeting
  - Tuesday, December 15, Superintendent's Holiday Luncheon, 11:30 a.m., Professional Development Center
  - Tuesday, December 15, 3:45 p.m., Advanced Placement Tea Reception, Asheboro High School Media Center
  - Wednesday, January 13, Middle School District Science Fair, (Awards Ceremony at noon), North Asheboro Middle School
  - January 14-15, 2016, School Board 101 for New Board of Education Members, NCSBA, Raleigh, NC
  - Thursday, January 21, 5:30 p.m., Board Appreciation Reception, Professional Development Center
  - Thursday, January 21, Board of Education Meeting
  - Saturday, January 30, Winter Board Retreat, Professional Development Center
  - February 7-10, AdvancED (Southern Association of Colleges and Schools) Five-year Reaccreditation Visit
  - Thursday, February 11, Board of Education Meeting
  - Tuesday, February 16, 7:00 p.m., Asheboro City Schools District Spelling Bee, Donna Lee Loflin Elementary
  - Thursday, March 10, Board of Education Meeting
  - Wednesday, March 23, Digital Expo, Asheboro High School
  - April 8-11, 2016, National School Board Conference, Boston, MA (Registration open)
  - Thursday, April 21, Board of Education Meeting

**IX. Executive Session**

- A. Personnel Discussion

**X. Adjournment**

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

**ASHEBORO CITY BOARD OF EDUCATION**  
**November 12, 2015**  
**7:30 p.m.**  
**Asheboro High School**  
**Professional Development Center**

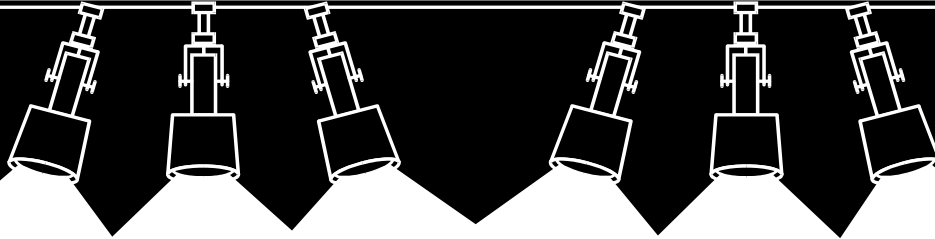
**Addendum**

- I. **Opening**
- II. **Special Recognition and Presentations**
- A. Recognition of Service – Chris Yow, Dr. Kelly Harris, and Jane Redding
  - B. Board Spotlight – North Asheboro Middle School
  - C. Asheboro High School DECA Chapter
  - D. USDA Best Practice Award – Asheboro High School
  - E. Wendy Rich – 2015 W. W. Rankin Award
- IV. **\*Consent Agenda**
- C. Personnel
- VI. **Action Items**
- \*A. Continuous Improvement Plans for Secondary Education and ECDC
    - Early Childhood Development Center – Updated
- VII. **Superintendent’s Report/Calendar of Events**
- B. Points of Pride - Updated
- VIII. **Board Operations**
- A. Recognition of Service – Chris Yow, Dr. Kelly Harris, and Jane Redding (Moved to II. Special Recognition and Presentations)
- X. **Adjournment**

**Mission Statement**

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

**November 12, 2015**



**Board Spotlight:**

Tonight's BOE Spotlight will feature North Asheboro Middle School. This year, NAMS has added another after school opportunity for students, the NAMS New Girls Club, sponsored by staff members Jennifer Gold and Sadie Daniels. Tonight, members of the Board will learn more about this exciting club and will participate in a "Comet Conversation" led by Rachel Moore, a NAMS student and member of the New Girls Club. Welcome NAMS!

**Special Recognition:**

Asheboro High School DECA Chapter – DECA is an international, co-curricular student organization that introduces students to the fields of marketing, hospitality, management, and finance. DECA's goal is to prepare students to be emerging leaders by teaching them to be academically prepared, professionally responsible, and community-minded.

Asheboro High School and Tom Quinn – USDA Best Practices Award for implementation of Second Chance Breakfast.

Wendy Rich – North Carolina Council of Teachers of Mathematics W. W. Rankin Award.

# Minutes of the Asheboro City Board of Education

October 8, 2015

## Policy Committee

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

Phillip Cheek  
Gidget Kidd  
Jane Redding

Linda Cranford  
Chris Yow  
Kyle Lamb

Staff members present were: Dr. Terry Worrell, Dr. Brad Rice, Drew Maerz, Jennifer Smith, Mike Mize, and Carla Freemyer.

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

### Policy 5010 – Parent Organizations

- Policy revisit from September committee meeting.
- Question from Mrs. Freemyer about Parent-Teacher Organizations, etc., having to add the non-Asheboro City Schools-view clause flier per Policy 5210. Does the added statement in Section B, item 3 apply to organizations such as school PTO? Janine Murphy, North Carolina School Boards Association's legal counsel suggested that PTO and booster clubs could technically be grouped differently. She suggested a complementary disclaimer on these group materials and provided an example.
- Asheboro City Schools will work to develop an acceptable disclaimer.

### Policy 5025 – Prohibition of Alcoholic Beverages

- Policy was updated to reflect current reference policy titles.

### Policy 5030 – Community Use of Facilities

- Revisiting this policy after conducting further research with Mr. Brian Shaw as well as the North Carolina School Boards Association. Policy has been revised to meet NCSBA recommendations as well as to clarify the process for use of facilities in Asheboro City Schools.
- Statement added that says, “for-profit groups may be permitted when the superintendent/designee determines use is non-commercial.” Also, school-sponsored fund raising activities may be permitted pending a decision that the approved event benefits education.
- Section on fees updated based on group type.

### Policy 6325 – Parking Areas for Students

### Policy 6540 – Hazardous Materials

### Policy 6550 – Vandalism

### Policy 7210 – Staff Involvement in Decision Making

- These policies were reviewed and minor and technical language updates were made.

All policies except Policy 5030 – Community Use of Facilities will go to the Board for 30-day review at the November Board meeting.

Dr. Worrell and Mike Mize updated committee members on fund raising efforts to renovate and restore the Asheboro Female Academy that is located on Asheboro City Schools' Central Office property. Future uses of the building were also discussed.

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

## **Finance Committee**

The Finance Committee convened at 6:50 p.m. in the Professional Development Center conference room with the following board members present:

Gus Agudelo  
Dr. Kelly Harris  
Steve Jones  
Jane Redding

Joyce Harrington  
Archie Priest, Jr.  
Kyle Lamb

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

Mr. Blair reviewed budget amendments CE-01 and CO-01. Dr. Worrell and Mr. Blair updated the committee members on the state budget.

Dr. Worrell and Mike Mize informed the committee members of community efforts to restore the historical Female Academy that is part of the Asheboro City Schools' Central Office property. They also discussed possibilities of how to use the property in the future.

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

## **Board of Education**

### **Opening**

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

Jane Redding, Chairman  
Phillip Cheek  
Joyce Harrington  
Steve Jones  
Kyle Lamb  
Chris Yow

Gustavo Agudelo  
Linda Cranford  
Dr. Kelly Harris  
Gidget Kidd  
Archie Priest, Jr.

Wilson Alexander, Jr., Attorney

Staff members present were Dr. Terry Worrell, Jennifer Smith, Harold Blair, Nathan Craver, Carla Freemyer, Dr. Cayce McCamish, Dr. Brad Rice, Wendy Rich, Julie Pack, Dr. Drew Maerz, Leigh Anna Marbert, Mike Mize, and Andrew Hurley.

Following a moment of silence led by Chairman Redding, Muaiz, Hamza, Malayka, and Mahinoor, students at Guy B. Teachey Elementary, led the Pledge of Allegiance.

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

### **Special Recognition and Presentations**

Chairman Redding recognized Steve Jones for his dedicated service to the Board of Education, administrators, staff, and students of Asheboro City Schools. A plaque was presented to him in honor of his 20 years of service from December 1995 to October 2015. He was also presented with a copy of the book, "60 Years of Orioles Magic." A copy of this book has also been donated to Asheboro High School in Mr. Jones' honor.

The Board of Education's spotlight featured Guy B. Teachey Elementary School. Principal Day, Assistant Principal McHenry, staff, students, parents and the community are establishing a positive culture of readers at

Teachey Elementary. A short video was shown highlighting several reading initiatives that promote and motivate student readers.

Brian Saunders, principal of South Asheboro Middle School, was recognized as the Asheboro City Schools' 2015-2016 Principal of the Year.

### **Public Comments**

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

Upon motion by Ms. Cranford, 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 – September 10, 2015*

*\*Budget Amendments - CE-01 and CO-01(A copy of the budget amendments will become a part of these minutes.)*

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

*\*Discard Items (A copy of the Discard Items will become a part of these minutes.)*

*\*Asheboro High School Overnight Field Trip Request - New York, New York (A copy of the AHS overnight field trip request will become a part of these minutes.)*

*\*Charles W. McCrary Overnight Field Trip Request - Camp Caraway, Asheboro, NC (A copy of the CWM overnight field trip request will become a part of these minutes.)*

*\*Personnel*

### **RESIGNATIONS/RETIREMENTS/SEPARATIONS**

<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Deaton, Amanda	GBT/4th Grade	10/30/15
Haynor, James	CO/Bus Driver	9/25/15
Snipes, Paul "Danny"	CO/Bus Driver	9/25/15
Zhang, Ying	AHS/Chinese	10/2/15

### **APPOINTMENTS**

<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Beck, Kristine	BAL/4th Grade	11/2/15
Clark, Derek	CO/Sub. Bus Driver	9/21/15
Cox, Robbie	SAMS/Non-faculty Coach (Softball)	9/2/15
Haithcock, Carissa	AHS/Non-faculty Coach (Girls Soccer)	1/21/16
Holden, Sara	NAMS/English Lang. Arts	9/29/15
Johnson, Perez	CO/Sub. Bus Driver	9/21/15
Marbert, Leigh Anna	CO/Public Information Officer	9/29/15
Richau, Steve	SAMS/Non-faculty Coach (Football)	9/21/15
Runnfeldt, Andrew	SAMS/Non-faculty Coach (Boys Basketball)	10/21/15
Thornburg, Zachary	CO/Sub. Bus Driver	9/21/15
Kipe, Galen	CO/Technician	10/12/15
Robbins, William	AHS/Guidance	10/21/15
Williams, Cody	CO/Bus Driver	10/7/15
Zhao, Dandan	AHS/Chinese	10/26/15

### Information, Reports and Recommendations

As part of the development of the 2016-2021 Strategic Plan, Superintendent Worrell shared the current vision and mission statements as well as a new proposal for the vision and mission statements. Members of the Board provided their input. A proposed vision and mission statement will be presented for board approval at its November 12, 2015, meeting.

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

- Policy 2110 – Board Member Elections
- Policy 2610 – Board Attorney
- Policy 5024/6127/7266 – Emergency Epinephrine Auto-Injector Devices
- Policy 6230 – School Meal and Competitive Foods Standards
- Policy 6510 – Organization of Equipment, Materials, and Supplies Services
- Policy 6520 – Use of Equipment, Materials, and Supplies
- Policy 6521 – Personal Use of Equipment, Materials, and Supplies
- Policy 6522 – Use of Equipment, Materials, and Supplies by Non-School Groups

Dr. Rice updated the Board on the calendar process and legislation requirements. A Calendar Committee will be selected to revise the calendar for school year 2016-2017 and create the school calendar for 2017-2018. The proposed calendars will be presented to the Board for approval at the December 10, 2015, Board Meeting.

### Action Items

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

- Policy 2130 – Board Member Compensation and Expenses
- Policy 4110 – Immunization Requirements for School Admission

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

Administrators and members of the School Leadership Teams from Balfour Elementary, Charles W. McCrary Elementary, Donna Lee Loflin Elementary, Guy B. Teachey Elementary, and Lindley Park Elementary schools presented Continuous Improvement Plans highlighting the schools' goals for the 2015-2016 school year. A motion was made by Ms. Cranford, seconded by Ms. Harrington, and unanimously approved by the Board to approve all plans as presented.

### Superintendent's Report/Calendar of Events

Carla Freemyer shared the Calendar of Events highlighting the following dates and events: Powder Puff football game, October 13; Homecoming bonfire and football game, October 16; and Asheboro City Schools' Strategic Planning Team meeting, October 23.

Superintendent Worrell presented an update on the 2015-2016 Asheboro City Schools' Strategic Plan goals.

Superintendent Worrell shared information with the Board on the Advanced Placement Capstone Diploma that will be implemented for the 2016-2017 school year. The AP Capstone Diploma is an indicator to colleges that recipients have engaged in a rigorous course of study and serves as an externally validated measure of student ability and college readiness.

### Board Operations

Chairman Redding appointed a Nominating Committee to search for a candidate to replace Steve Jones who has resigned from the Board due to job obligations.

Board members appointed are:

Linda Cranford  
Gus Agudelo  
Gidget Kidd  
Jane Redding, ex officio  
Kyle Lamb, ex officio



The application will be available at the Board of Education office as well as on the Asheboro City Schools' website. Interviews for prospective members will be conducted November 5-10, and the recommended candidate will be announced at the November 12, 2015, Board Meeting.

Chairman Redding informed the Board that the Asheboro City Schools' Digital Learning Expo program has been submitted to the North Carolina School Boards Association for the Excellence in Educational Programs award.

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

- Tuesday, October 13, Powder Puff Football Game, 7:00 p.m., Lee J. Stone Stadium
- October 14-16, NCSBA Fall Law Conference, Asheville, North Carolina
- Thursday, October 15, Homecoming Bonfire, 7:00 p.m. Asheboro High School
- Friday, October 16, Homecoming, 7:30 p.m.
- Tuesday, October 20, Middle School Super Tuesday, 4:00 p.m., Lee J. Stone Stadium
- Tuesday, October 20, Asheboro High School Parent Meeting, 6:45 p.m., Asheboro High School Media Center
- Friday, October 23, Strategic Planning Team Meeting, 11:45 a.m., Professional Development Center
- Friday, October 30, Board Members Work Concession Stand for Football Game, 6:00 p.m.
- Thursday, November 5, Strategic Planning Team Meeting, 11:45 a.m., Professional Development Center
- Thursday, November 12, Board of Education Meeting
- November 16 – 20, American Education Week
- November 16 – 18, NCSBA Annual Conference, Koury Convention Center, Greensboro, North Carolina
- Wednesday, December 9, Senior Holiday Luncheon, 11:45 A.M., Loflin Elementary
- Thursday, December 10, Board of Education Meeting
- Tuesday, December 15, 3:45 p.m., Advanced Placement Tea Reception, Asheboro High School Media Center
- Wednesday, January 13, Middle School District Science Fair, (Awards Ceremony at noon), North Asheboro Middle School
- January 14-15, 2016, School Board 101 for New Board of Education Members, NCSBA, Raleigh, NC
- Thursday, January 21, Board of Education Meeting
- Saturday, January 30, Winter Board Retreat, Professional Development Center
- February 7-10, AdvancED (Southern Association of Colleges and Schools) Five-year Reaccreditation Visit
- Thursday, February 11, Board of Education Meeting
- Thursday, March 10, Board of Education Meeting
- Wednesday, March 23, Digital Expo, Asheboro High School
- April 8-11, 2016, National School Board Conference, Boston, MA (**Registration opens October 21, 2015**)
- Thursday, April 21, Board of Education Meeting

### Adjournment

There being no further business, a motion was made by Mr. Lamb, seconded by Mr. Agudelo, and unanimously approved by the Board, to adjourn at 8:41 p.m.

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Chairman

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Secretary

Asheboro City Schools Discard Items

Principal Central Office Signature

School Central Office

Date 10-1-15

CE439P848004

Item Description	Make	Model	Serial #	FA#	Date Discarded
1 CHEVY 1500 1/2 TON TRUCK	CHEVROLET	1500			
2 MICROWAVE	SANYO				7-1-15
3 Refrigerator	WCI		2AG1305386		4-17-15
4 Refrigerator	Frigidaire		00008955		4-17-15
5 Refrigerator	Whirlpool		EU081226		4-17-15
6 Speakers	Impulse 1012	Peavey			
7 Dryer	Whirlpool		M54502575		4-28-15
8 Blower	RedMax	Komatsu			5-21-15
9 89 Chairs	-	-	-	-	5-28-15
10 8 Rectangle tables	-	-	-	-	5-28-15
11 3 Round tables	-	-	-	-	5-28-15
12 23 light fixtures	-	-	-	-	6-23-15
13 Tripod	-	-	00012780		6-30-15
14 Magazine Holder	-	-	00005091		6-30-15
15 Visual presentation holder	-	-	00010008		6-30-15
16 25 Kitchen tables	-	-	-	-	7-14-15
17 32 wooden chairs	-	-	-	-	7-14-15
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## Asheboro City Schools Discard Items

Principal Brain Saunders  
Signature

School SAMS

Date 10/1/2015

	<b>Item Description</b>	<b>Make</b>	<b>Model</b>	<b>Serial #</b>	<b>FA#</b>	<b>Date Discarded</b>
1	Piano	Unknown				9/29/2015
2	Student Desk (24 pieces)					9/29/2015
3	Student Chairs (15 pieces)					9/29/2015
4	1 Lot Gym Mats					9/29/2015
5	Metal Chair on Wheels					9/29/2015
6	Metal Frame Table					9/29/2015
7	Teacher Metal Desk					9/29/2015
8	Wood Teacher Desk					9/29/2015
9	TV Cart				4944	9/29/2015
10	TV Cart with Samsung TV	Samsung	SXD2512		4945	9/29/2015
11	2 Drawer File Cabinet					9/29/2015
12	2 Drawer File Cabinet					9/29/2015
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## Asheboro City Schools Discard Items

Principal \_\_\_\_\_ Candace Call \_\_\_\_\_

Signature

School \_\_\_\_\_ NAMS \_\_\_\_\_

Date \_\_\_\_\_ 10/1/2015

	Item Description	Make	Model	Serial #	FA#	Date Discarded
1	Jeopardy Game	EI	n/a	21453		10/1/2015
2	10 foot bookshelf					10/1/2015
3	brown computer cart					10/1/2015
4	chair, orange seat metal legs					10/1/2015
5	chair, pink seat metal legs					10/1/2015
6	chair, blue seat metal legs					10/1/2015
7	brown woodgrain table					10/1/2015
8	teacher desk, large wooden desk					10/1/2015
9	student desk, blue seat w/chrome					10-012015
10	Band saw	Rockwell	28-300	DW9537	2142	
11	teacher large desk					
12	computer desk, corner unit					
13	brown chair metal seat					
14	chair, pink seat metal legs					
15	chair, yellow metal seat					
16	chair, yellow metal seat					
17	student desk, blue seat w/chrome					
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## Asheboro City Schools Discard Items

Principal \_\_\_\_\_ JusMar Maness \_\_\_\_\_  
Signature

School \_\_\_\_\_ Balfour \_\_\_\_\_

Date \_\_\_\_\_ 10/1/2015

	<b>Item Description</b>	<b>Make</b>	<b>Model</b>	<b>Serial #</b>	<b>FA#</b>	<b>Date Discarded</b>
1	brown computer desk			n/a		10/1/2015
2	office chair					10/1/2015
3	picnic table					10/1/2015
4	picnic table					10/1/2015
5	picnic table					10/1/2015
6	picnic table					10/1/2015
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## Asheboro City Schools Discard Items

Principal \_\_\_\_\_ Julie Brady \_\_\_\_\_

Signature

School \_\_\_\_\_ McCrary Elementary \_\_\_\_\_

Date \_\_\_\_\_ 9/30/2015

Serial #	Item Description	Brand	Model #	ACS #	Date Discarded
1					
2	Blue Box with CD Stereo			1906	9/29/2015
3	Wood look computer table				9/29/2015
4	Blue Chair				9/29/2015
5	Easel			1918	9/29/2015
6	Empty blue box				9/29/2015
7	Cart on wheels				9/29/2015
8	CNBJB25399 Printer	HP			9/29/2015
9	Table on wheels			11265	9/29/2015
10	Empty blue box			1916	9/29/2015
11	Blue Chair				9/29/2015
12	Blue Chair				9/29/2015
13	SG4763160J Printer	HP			9/29/2015
14	Blue Chair				9/29/2015
15	Blue Chair				9/29/2015
16	Pink Desk				9/29/2015
17	Wood Desk				9/29/2015
18	Megaphone		MP12W		9/29/2015
19	old map with mount				9/29/2015
20	old map				9/29/2015
21	old map				9/29/2015
22	table with wheels			11274	9/29/2015
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Asheboro City Schools Discard Items

Principal \_\_\_\_\_

Signature

School \_\_\_\_\_ McCrary Elementary \_\_\_\_\_

Date \_\_\_\_\_ 9/30/2015

Serial #	Item Description	Brand	Model #	ACS #	Date Discarded
27		Table with wheels		11267	9/29/2015
28					
29		Rolling Chair			9/29/2015
30	29879213	laptop	Gateway		9/29/2015
31					
32		Black Bag		1971	9/29/2015
33		Blue Chair			9/29/2015
34		blue folding chair			9/29/2015
35		black folding chair			9/29/2015
36		wood chair			
37		wood chair			
38		Blue chair			
39		Blue Chair			
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## Asheboro City Schools Discard Items

Principal \_\_\_\_\_ Jordi Roman \_\_\_\_\_  
Signature

School \_\_\_\_\_ DLL \_\_\_\_\_

Date \_\_\_\_\_ 10/1/2015

	Item Description	Make	Model	Serial #	FA#	Date Discarded
1	Quantum Leap Books (11 total)					Oct. 2015
2	table chalk board					Oct. 2015
3	table chalk board					Oct. 2015
4	tape player					Oct. 2015
5	leap frog libray(box)					Oct. 2015
6	Big Book Stand	Childcraft				Oct. 2015
7	Leap Cards					Oct. 2015
8	Leap Cards					Oct. 2015
9	Leap Cards					Oct. 2015
10	Leap Desk					Oct. 2015
11	12X12 Carpets (5)					Oct. 2015
12	Cloth Walls/Cubicle Partitions (17)					Oct. 2015
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## Asheboro City Schools Discard Items

Principal Robin T Harris \_\_\_\_\_

Signature

School Lindley Park \_\_\_\_\_

Date 9/30/2015

	Item Description	Make	Model	Serial #	FA#	Date Discarded
1	Teachers Desk	Metal		CJFM71		
2	Teachers Desk	Metal				
3	Teachers Desk	Metal	M-633048X			
4	Teachers Desk	Metal	M-633048X			
5	Teachers Desk	Metal	M-633048X			
6	Teachers Desk	Metal	M-633048X			
7	Teachers Desk	Metal				
8	Teachers Desk	Metal				
9	Teachers Desk	Metal				
10	Student Desk x 35					
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# Asheboro City Schools Discard Items

Principal \_\_\_\_\_

Signature \_\_\_\_\_

School PDC

Date 10/5/15

	Item Description	Make	Model	Serial #	FA#	Date Discarded
1	Room 150 PDC	Miscellaneous				
2	Room 152 PDC	Miscellaneous				
3	Room 153 PDC	Recycled	HVAC	Miscellaneous ?		
4	Room 154 PDC	Miscellaneous	Vacuum Cleaners ?	Door ?	Lockers ?	
5	Room 155 PDC	Miscellaneous	Recycle stuff	Lopper ?		
6	Room 156 PDC	Miscellaneous	Old Water Pipe, Wood	Working stuff		
7	Room 157 PDC	Miscellaneous	Kitchen Equipment	Discard ?		
8	Room 158 PDC	Bicycles	Do Not Discard			
9	Room 159 PDC	Miscellaneous	Light Bulbs	Need Discarding	Old	
10	Room 160 PDC	Miscellaneous	Old Furniture	lay in Light fixtures		
11	Room 161 PDC	Miscellaneous	Old Refrigerators, Old Furniture, Books			
12	Maintenance shop		Plow - Recycle			
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						

Doors ? Lockers ?

Batteries Discard stuff Discard stuff

ASHEBORO CITY SCHOOLS DICARD ITEMS

Sodexo

SCHOOL	ITEM	MAKE	MODEL	SERIAL #	FA#	DATE DISCARDED
SAMS	Steamer	Southbend	SE2/5	0161625-2	2 000015625	Keep as back-up
	Warming Cabinet	Cres- COR	N/A	N/A	00000353	7/29/15
NAMS						
	Warming Cabinet	Cres - COR	H137WsA12	HAB-K57	00015616	7/29/15
	Warming Cabinet	Cres-COR	""	"	00016623	7/29/15
BAL						
	Mobile Warming	CVAP	N/A	20050119	00016076	Moving to CWM
DLL						
	Tilt Skillet	Cleveland	N/A	N/A	N/A	7/29/15
CWM						
	Small Ice Cream Freezer	Delfield	SCF-36	557293922SM	N/A	7/29/15
	Mobil Warming Cabinet	N/A	N/A	N/A	N/A	7/29/15

## Bids On Surplus Property 11/4/15

<b>Name</b>	<b>Bid Item</b>	<b>Amount of Bid</b>
Steven Brueilly	1991 Chevrolet 1500 1/2 ton truck Vin# CE439P848004	\$305.00
Johnny R. Maness	1991 Chevrolet 1500 1/2 ton truck Vin# CE439P848004	\$225.00
Terry Tucker	1991 Chevrolet 1500 1/2 ton truck Vin# CE439P848004	\$175.00
Zachary Cox	1991 Chevrolet 1500 1/2 ton truck Vin# CE439P848004	\$100.00
Terry Tucker	Asheboro City School Discard Items	\$175.00

**Asheboro City Schools  
Personnel Transactions  
November 12, 2015**

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

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Carter	Kevin	GBT	Head Custodian	10/28/2015
Cox	Lucia	AHS	NOVA Academy	10/27/2015
Craver	Nathan	CO	Director of Technology & Innovation	TBD
Knight	Marchelle	AHS	English as a Second Language	1/15/2016
Purvis	Pamela	DLL	Data Manager/Treasurer	11/13/2015

**\*B. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Bates	Julie	CWM/LP	Exceptional Children	10/13/2015
Freeman	Michelle	AHS/NAMS	Health Science (CTE)	11/30/2015
Gallimore	Sarah	GBT	4th Grade	11/16/2015
Williams	Sharon	NAMS	Math Tutor (part-time)	10/26/15-6/8/16

**Asheboro City Schools**  
**Personnel Transactions - Addendum**  
**November 12, 2015**

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

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Coffman	Alison	LP	2nd grade	12/18/2015
Craver	Nathan	CO	Director of Technology & Innovation	11/20/2015

**\*B. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Briggs	Taylor	AHS	Social Studies (part-time)	12/7/2015
Freeman	Michelle	AHS	Health Science (CTE)	12/14/2015
Morales	Marisol	LP	EC Instructional Assistant	11/23/2015
Fraser	Cassandra	CO	Substitute/\$80 per day	11/13/2015
Hayden	Amanda	CO	Substitute/\$80 per day	11/13/2015
Ridge	William	CO	Substitute/\$80 per day	11/13/2015
Robbins	Terri	CO	Substitute/\$80 per day	11/13/2015
Spencer	Tristan	CO	Substitute/\$80 per day	11/13/2015
White	Renata	CO	Substitute/\$80 per day	11/13/2015
Willett	Julie	CO	Substitute/\$80 per day	11/13/2015

**Asheboro City Schools  
Certified Appointments  
November 12, 2015**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Bates, Julie	Carson Newman College B: Special Education Grand Canyon University M: Special Education	Exceptional Children

Ms. Julie Bates is recommended to teach Exceptional Children at Charles W. McCrary and Lindley Park Elementary Schools for the 2015-2016 school year. Ms. Bates spent two years teaching in Randolph County Schools and has worked as an active substitute for Asheboro City Schools while completing her master's degree. Before completing her teaching degrees, she worked as an exceptional children's teacher assistant at River Dell Elementary in Clayton, NC. We are pleased to welcome Ms. Julie Bates to Asheboro City Schools.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Gallimore, Sarah	UNC-Greensboro B: Hospitality and Tourism Management M: Elementary Education	Elementary

Ms. Sarah P. Gallimore is recommended to teach fourth grade at Guy B. Teachey Elementary School for the 2015-2016 school year. Ms. Gallimore completed her first two years teaching 1st grade at Balfour Elementary before moving to Randolph Community College. Ms. Gallimore has been a recruiter for RCC for the past two years, and is excited to be returning to Asheboro City Schools to continue her teaching career. We are pleased to welcome Ms. Gallimore back to ACS and excited to have her serving the students and families at Teachey.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Freeman, Michelle	Randolph Community College A: Nursing Capella University B: Nursing	Health Science (CTE)

Ms. Michelle Freeman is recommended to teach Health Science Education (CTE) at Asheboro High School and North Asheboro Middle School for the 2015-2016 school year. Ms. Freeman is an experienced health professional who is excited to be transitioning into the teaching profession. Ms. Freeman has worked the past two years at Hospice of Randolph County, and has also worked for Davita Dialysis and Chatham Hospital. We are pleased to welcome Ms. Freeman to the teaching profession and Asheboro City Schools.



**Asheboro City Schools  
Certified Appointments - Addendum  
November 12, 2015**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Briggs, Taylor	Appalachian State University B: Advertising, Communications Greensboro College Certification Only - PAL program	Social Studies

Mr. Taylor Briggs is recommended to teach Social Studies at Asheboro High School on a part-time basis for the remainder of the 2015-2016 school year. Mr. Briggs is pursuing teacher certification through the Piedmont Alternative Licensure (PAL) Program at Greensboro College. He is in the process of completing his internship at Grimsley High School and is looking forward to teaching at Asheboro High School. We are pleased to welcome Mr. Briggs to Asheboro City Schools.

# Policies for 30-Day Review

**A. PRINCIPLES**

The board encourages the development and participation of parent organizations that support the goals of the board and the schools. The board recognizes that parent organizations are an effective means of involving parents in their child's schools. The superintendent and school administrators are expected to educate such organizations on the goals of the board and individual schools, especially as it relates to improving student success. The superintendent and school officials also are expected to help such organizations in identifying opportunities to assist the schools in meeting these goals. The superintendent and school administrators shall inform parent organizations of specific goals for each school and shall help these organizations identify opportunities to assist the school in achieving these goals.

**B. CONDITIONS FOR ESTABLISHING PARENT ORGANIZATIONS**

Parent organizations, including PTAs, PTOs and booster clubs, are not considered a part of the school district. However, because these organizations and their activities reflect upon the school district, all parent organizations must comply with the following conditions in order to operate in conjunction with the schools.

1. All parent organizations must provide the superintendent with a document describing the purpose of the organization and the general rules and procedures by which it will operate. Any later modifications to the organization's purpose or general rules and procedures also must be provided in writing to the superintendent.
2. Parent organizations must obtain prior approval from the principal for (a) any fund-raising event, (b) any purchase for the school, (c) any function involving the participation of students, or (d) any event which is likely to reflect upon the school or school district.
3. Fliers and other literature displayed or distributed by parent organizations must comply with policy 5210, Distribution and Display of Non-School Material.
4. Parent organizations are responsible for maintaining their own financial records. Employees of the school district are not permitted to manage the affairs of parent organizations during the workday.
5. Parent organizations are expected to consider the cultural diversity and economic differences of students and parents in planning school-related functions.

The superintendent shall grant or deny parent organizations approval to operate at each school. Parent organizations that do not comply with board policies may have approval to operate within the school revoked by the superintendent.

**DONATIONS TO THE SCHOOL OR SCHOOL DISTRICT**

Any item that a parent organization proposes to contribute to the school must meet all legal requirements, including safety codes. Before accepting a donation of equipment, supplies or funds, the principal must notify the superintendent and ensure that the donation complies with the requirements of policy 8220, Gifts and Bequests. All donated items become the property of the school district. While the intent of the donation will be considered, the school district reserves the right to modify the use of the donation if the needs of the students or the school district change.

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

Cross References: Parental Involvement (policy 1310/4002)

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

Administrative Procedure: None

The board prohibits the possession or consumption of alcoholic beverages, including beer, malt liquor and wine, on property owned or occupied by the school district. Any person who violates this policy will be asked to leave the school property immediately and, if he or she fails to do so, will be arrested and prosecuted for criminal trespass, disorderly conduct or any other charge that may be appropriate. Student behavior is further governed by policy 4325 Drugs and Alcohol. Employee conduct is further governed by policy 7240, Drug-Free and Alcohol-Free Workplace.

Legal References: G.S. 18B-103, -301; 115C-36, -40, -47

Cross References: Drugs and Alcohol (policy 4325), Community Use of Facilities (policy 5030), Drug-Free and Alcohol-Free Workplace (policy 7240)

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

Administrative Procedure: None

Principals may assign individual student parking spaces or designate parking areas for students. Whenever individual spaces are designated or assigned, first priority will be given to individuals with physical disabilities. Students who need transportation in order to participate in school-related internships or off-site learning opportunities will have priority for parking spaces over other students. Pursuant to G.S. 115C-46, principals may provide for the registration of vehicles-and may remove cars parked in violations of school rules.

Parking on school grounds is a privilege and not a right. Parking privileges may be revoked for violating parking rules or as a consequence for violating student behavior board policies, school standards or rules as provided in policy 4302, School Plan for Management of Student Behavior. Student cars parked on school property may be searched in accordance with board policy 4342, Student Searches.

Legal References: G.S. 115C-46

Cross References: School Plan for Management of Student Behavior (policy 4302), Student Searches (policy 4342)

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

Administrative Procedure: None

The board of education recognizes its responsibility for providing an environment which is reasonably secure from known hazardous materials. These materials include any substance or mixture of substances that poses a fire, explosive, reactive or health hazard as more fully defined by law.

The superintendent or designee shall develop procedures or programs as necessary to address compliance with applicable laws and regulations and the following board requirements:

1. Purchasing, storing, handling, transporting and disposing of hazardous materials for all school facilities must be addressed in a reasonably safe manner.
2. Substituting less dangerous substances for hazardous materials will be done whenever feasible.
3. Training will be provided to appropriate school personnel on precautions to prevent accidents and to handle accidents in the event they occur.

The superintendent, principals and other building-level supervisors shall monitor compliance with this policy, administrative procedures, and applicable laws and regulations.

Any individual who is concerned that a hazardous material is not being handled properly or that a hazardous material may cause an unreasonable risk to safety should notify the principal, building level supervisor or superintendent immediately.

It is not the intent of the board to expand or modify the school district's potential liability exposure through the adoption of this policy. The school district's voluntary compliance with any statute or regulation to which it is not otherwise subject will not be construed to create or assume any potential liability under any local, state or federal law or regulation.

Legal References: Resource Conservation and Recovery Act, 42 U.S.C. 6901 *et seq.*; Oil Pollution and Hazardous Substances Control Act, G.S. 143, art. 21A; Solid Waste Management Act, G.S. 130A, art. 9; 15A N.C.A.C. 13A

Cross References:

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

Administrative Procedure: None

Vandalism is the willful destruction of school property, equipment or materials. The board will not tolerate vandalism and may seek criminal prosecution and take any legal action available for recovery of the loss.

All losses that may be due to vandalism will be reported and recorded in accordance with procedures established by the superintendent. The principal will notify the superintendent or designee immediately of any forceful entry that results in theft and/or damages to school property.

Board policies on student behavior apply to any student who has participated in vandalizing school property.

Legal References: G.S. 1-538.1; 14-132, -132.2; 115C-100, -276(c), -288(f), -307(h), -398, -399, -523, -524, -526

Cross References: Security of Facilities (policy 9220)

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

Administrative Procedure: None



The board encourages employees to contribute their ideas for the betterment of the school district. School employees will be asked to help with developing policies, administrative procedures, goals and objectives, and with planning curricula, services, budgets and facilities.

In devising rules and procedures for the operation of the schools, administrators shall seek the suggestions of those employees who will be affected by such provisions. When desirable, professional employees will be given an opportunity to contribute to curriculum development and to recommend policies and administrative procedures that pertain to students and instruction.

The superintendent will develop channels for communicating ideas among employees, the administration and the board, and shall inform the board of employee opinions when presenting recommendations for board actions.

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

Cross References:

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

Administrative Procedure: None

# Asheboro City Schools Calendar 2016 - 2017

**Draft**

**Draft**

July 2016						
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 2016						
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28	29	30	31			

September 2016						
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18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2016						
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30	31					

November 2016						
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27	28	29	30			

December 2016						
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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

July	
4	Holiday

August	
18	Staff Reports
18,23-26	Mandatory Teacher Workday
19,22	Mandatory Prof. Develop.
29	Students Report

September	
5	Holiday

October	
31	Last Day of 1st Quarter

November	
8	Mandatory Prof. Develop.
11,24,25	Holidays
23	Teacher Workday

December	
23,26,27	Holidays
22,28,29,30	Annual Leave

January	
2,16	Holidays
20	Last Day of 2nd Quarter
23	Teacher Workday
24	Mandatory Prof. Develop.

February	
20	Annual Leave

March	
29	Last Day of 3rd Quarter

April	
14	Holiday
17,18,19,20,21	Annual Leave

May	
29	Holiday

June	
9	Last Day of 4th Quarter
9	Last Day for Students
12	Mandatory Prof. Develop.
13	Mandatory Teacher Workday
14	Teacher Workdays

January 2017						
S	M	T	W	T	F	S
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29	30	31				

February 2017						
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26	27	28				

March 2017						
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April 2017						
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30						

May 2017						
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June 2017						
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18	19	20	21	22	23	24
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Please see the other side for potential make-up day information.

# Asheboro City Schools Calendar 2017 - 2018

**Draft**

**Draft**

July 2017						
S	M	T	W	T	F	S
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30	31					

August 2017						
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September 2017						
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October 2017						
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November 2017						
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December 2017						
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

July	
4	Holiday

August	
17	Staff Reports
17,22-25	Mandatory Teacher Workday
18,21	Mandatory Prof. Develop.
28	Students Report

September	
4	Holiday

October	
30	Last Day of 1st Quarter

November	
3	Teacher Workday
10	Holiday
22	Annual Leave
23,24	Holiday

December	
22,28,29	Annual Leave
25,26,27	Holiday

January	
1,15	Holiday
18	Last Day of 2nd Quarter
19	Teacher Workday
22	Mandatory Prof. Develop.

February	
19	Annual Leave

March	
27	Last Day of 3rd Quarter
29	Mandatory Prof. Develop.
30	Holiday

April	
2-6	Annual Leave

May	
28	Holiday

June	
8	Last Day for Students
8	Last Day of 4th Quarter
11	Mandatory Prof. Develop.
12	Mandatory Teacher Workday
13	Teacher Workday

January 2018						
S	M	T	W	T	F	S
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February 2018						
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March 2018						
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April 2018						
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29	30					

May 2018						
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June 2018						
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24	25	26	27	28	29	30

Please see the other side for potential make-up day information.



## **Early Childhood Development Center 2015-2016 Continuous Improvement**

### ***Contents***

School Vision, Mission and Beliefs	page 2
Annual Goals and Action Steps	page 3
Title I Compliance	page 9
PBIS Action Plan	page 10
Compliance Statements	page 11
Parent Involvement	page 12
Intervention Plan	page 14
Leadership Team Members	page 15

### ***Appendixes***

Current State of the School	page 16
School Profile	page 17
Student Performance Results	page 18

#### **Staff Approval**

Date of Secret Ballot	<u>11/2/2015</u>
Results For	<u>26</u>
Results Against	<u>0</u>

Signature	Date
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#### **Approved by Superintendent of Schools:**

Signature	Date
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#### **Approved by Board of Education:**

Signature	Date
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<p><b>Our School's Vision</b></p>	<p>The Early Childhood Development Center will be a place where students are nurtured, encouraged, and empowered to learn in a developmentally appropriate environment that provides the experience necessary for them to become lifelong learners. Collaborative relationships with families and the community will provide a forum in which to share ideas and create an ongoing cooperative experience.</p>
<p><b>Our School's Mission</b></p>	<p>The mission of the Early Child Development Center is to provide an inviting and inclusive school environment that encourages interactive learning between parents and children at home and at school, and that provides the foundation for a successful future.</p>
<p><b>Core Beliefs</b></p>	<p>To lead us toward our vision and mission, our school community shares the following core beliefs:</p> <ul style="list-style-type: none"><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>



<b>Strategic Objectives:</b>
<ul style="list-style-type: none"> <li>✓ Engage Each Student</li> <li>✓ Assessment for Learning</li> <li>✓ Improved Achievement</li> <li><input type="checkbox"/> Create Opportunities</li> <li><input type="checkbox"/> Capacity Building</li> </ul>

<b>Strategic Focus/Foci:</b>
<ul style="list-style-type: none"> <li>★ Academic Proficiency</li> <li>Consistent use of Teaching Strategies Gold</li> <li>★ Assessment</li> </ul>

<b>Current Level of Performance:</b>
76% of students met or exceeded growth expectations in mathematics using the Teaching Strategies Gold assessment for 2014-2015.

**Annual Goal 1:**  
**Teachers will intentionally plan, implement and assess developmentally appropriate learning activities to enhance children’s mathematical concepts as evidenced by 85% of students meeting or exceeding growth as measured by Teaching Strategies Gold Assessment.**

Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
Staff will implement a uniform system for collecting and reporting assessment data using the Teaching Strategies Gold Assessment tool weekly so that we achieve fidelity of collecting and using this data to drive instruction.	All Staff	Professional Development for fidelity in data input and reporting Teaching Strategies Gold Assessment Online training tool	Holly White Joy Ivan Venise Lawrence-Smith	Professional Development Rosters Students accounted for with data being finalized for fall, winter and spring	Fall, Winter and Spring		



Teachers will meet twice a month during collaborative planning to use Teaching Strategies Gold objectives, to plan so that data is used to drive instruction which will increase student achievement.	All teachers	Teaching Strategies Gold Objectives Coaching to Fidelity, Preschool Edition	Joy Ivan Venise Lawrence-Smith	PLC Minutes	November 4th March 15th June 16		
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Teachers will implement number talks 2 times per week during instruction so that students will increase mathematical knowledge.	All teachers	PD on number talks	Erica Benezra	PLC Minutes Professional Development	January - June 2016		



<b>Strategic Objectives:</b>
<ul style="list-style-type: none"> <li>✓ Engage Each Student</li> <li>✓ Assessment for Learning</li> <li>✓ Improved Achievement</li> <li><input type="checkbox"/> Create Opportunities</li> <li><input type="checkbox"/> Capacity Building</li> </ul>

<b>Strategic Focus/Foci:</b>
<ul style="list-style-type: none"> <li>★ 21st century skills (4 C's – communication, collaboration, critical thinking, and problem solving, creativity)</li> <li>★ Problem-based learning</li> </ul>

<b>Current Level of Performance:</b>
<p>100% of preschool classrooms implemented at least 1 project in 2014-2015. A school-wide Project Celebration Night was held at the end of the 2013-2014 school year.</p>

**Annual Goal 2:**  
**All Classrooms will continue to implement at least one project during the 2015-2016 school year in order for students to become critical and creative thinkers. Each classroom will include the Outdoor Learning Environment in at least one classroom project. The projects will include Project Based Learning. The projects will take place over an extended period of time, with rigor, relevance, hands on learning and collaboration embedded in each project.**

Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
Staff will participate in a refresher on integrating TS Gold objectives into Project Based Learning so that students will increase problem solving.	All Staff	PLC Review steps of project based learning  Horticultural Engineer	Holly White	PD Roster PLC minutes	December 15		





ECDC will partner with Randolph County Partnership for Children, to participate in Shape NC so that staff will receive professional development related to the Outdoor Learning Environment.	All staff	Shape NC PD	Holly White RCPC	PD Roster	Nov 15		
Each classroom will host a project night to present projects to families and guests so that students will have the opportunity to develop language skills in the area of speaking and communication..	All Staff	Project Based Learning for Preschoolers guidelines Project planning notes	Holly White	Parent sign in sheets Pictures from project celebrations.	May 2016		



<b>Strategic Objectives:</b>
<input type="checkbox"/> Engage Each Student <input type="checkbox"/> Assessment for Learning <input type="checkbox"/> Improved Achievement <input type="checkbox"/> Create Opportunities <input type="checkbox"/> x Capacity Building

<b>Strategic Focus/Foci:</b>
★ *Improved staff recruitment and retention processes

<b>Current Level of Performance:</b>
*ECDC had an unusually high turnover rate in 14-15 *ECDC does not participate in the Teachers Working Conditions Survey

**Annual Goal 3:**  
**Identify school climate needs to set baseline data to improve school climate.**

Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
Use questions from the NC Teacher Working Conditions survey to develop a survey for the staff at ECDC, so that we can determine the school climate needs.	All Staff	Dr. Maerz Dr. Rice	Holly White	Completed survey	November 2015 May 2016		



ECDC Leadership Team will review the survey data so that goals can be developed to address the school climate needs at ECDC.	ECDC Leadership Team	Review of Survey data	Shari Funkhouser	Leadership minutes	Nov. 5, 2015 Dec. 3, 2015 Jan. , 2016 Feb. 4, 2016 March 3, 2016 April 7, 2016 May 5, 2016		
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<b>Title I Compliance</b> <b>Actions taken to meet the ten essential components of a School-Wide Title I Program</b>	
<b>1. A Comprehensive Needs Assessment of the entire school</b>	School Results, School Community Profile, Goals and Action Plans of CIP.
<b>2. School-Wide Reform Strategies</b>	Goals and action plan of the CIP
<b>3. Instruction by a Highly Qualified Professional Staff</b>	School Community Profile and Staffing Summary of the CIP.
<b>4. High Quality and Ongoing Professional Development</b>	Professional Development list in each area of the CIP.
<b>5. Strategies to Attract Highly Qualified Teachers to High Need Schools</b>	District Recruitment plan and staffing summary on the CIP.
<b>6. Including Teachers in Decisions Regarding the Use of Assessment</b>	Participation in weekly teacher meetings, school leadership team, district leadership planning, and district strategic planning.
<b>7. Strategies to Increase Parent Involvement</b>	Bi- monthly parent meetings, parent contact logs, volunteer and participation activities, newsletters, website, phone communication system.
<b>8. Preschool Transition Strategies</b>	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.
<b>9. Activities for Children Experiencing Difficulty</b>	Review of student progress on a regular basis, parent-teacher conferences, Jump Start
<b>10. Coordination and integration of Federal, State, and Local Services</b>	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



<b>PBIS School Action Plan</b>			
<b>Task</b>	<b>Who</b>	<b>When</b>	<b>Completion Date</b>
Social Emotional Foundations for Early Learners (SEFEL) leadership team schedules monthly meetings, maintains a Social Emotional Foundations for Early Learners (SEFEL) notebook or electronic folder with meeting agendas, minutes, and documentation of team activities.	Social Emotional Foundations for Early Learners (SEFEL) Leadership Team	Monthly through the 2015-2016 school year.	
Completion of annual School-Wide Social Emotional Foundations for Early Learners (SEFEL) Implementation Plan	Social Emotional Foundations for Early Learners (SEFEL) Leadership Team	September 2015	
Social Emotional Foundations for Early Learners (SEFEL) Professional Learning Community meetings	All preschool staff	Quarterly	



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<b>Compliance Statements</b>		
<b>Healthy Active Children Policy</b>	1. Physical activity is not denied to any student as a means of discipline, nor is physical activity used as a form of punishment.	1. Teacher used other positive behavior supports to achieve desired school norms. Social Emotional Foundations for Early Learners (SEFEL) strategies (an early childhood positive behavior support program) are used.
	2. Each student in this school participates in an average of 150 minutes per week of physical activity and/or physical education.	2. Every classroom has a daily scheduled hour of gross motor time outside or in the multi-purpose room in inclement weather
<b>Pledge of Allegiance</b>	3. Time is scheduled for school-wide recitation of the Pledge of Allegiance.	3. The Pledge of Allegiance is recited daily in individual classrooms
	4. Flags of the United States and North Carolina are displayed in this school.	4. The United States flag is raised each day on the flag pole. There is a United States flag in each classroom.
<b>Duty-free Lunch</b>	5. Every teacher must be provided a duty-free lunch period on a daily basis or as otherwise approved by the school improvement team.	5. Teachers have a scheduled time during nap when they can take their duty free lunch.
<b>Duty-free Instructional Planning</b>	6. Every full-time assigned classroom teacher must be provided duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week.	6. Teachers have duty free planning time when children are napping and after students leave at 2:30.
<b>Redundant Reporting Requirements</b>	7. If the continuous improvement team identifies a more expeditious manner of providing information to the board that will eliminate a redundant or unnecessary reporting requirement for teachers at its school, the team may make a written request to the superintendent to eliminate the redundant or unnecessary report.	7. The School Improvement Team will submit any redundant reporting requirements to the superintendent and document their submission in the monthly minutes.



## 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><b>1. 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.</p>	<ul style="list-style-type: none"> <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>
<p><b>2. Communicating:</b> 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"> <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>• All classrooms will implement parent communication system using folders to be sent home daily.</li> </ul>
<p><b>3. 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.</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<p><b>4. 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.</p>	<ul style="list-style-type: none"> <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 Positive Behavior Support techniques that can be used at home.</li> </ul>



<p><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.</p>	<ul style="list-style-type: none"><li>● A parent will be recruited to serve on the School Leadership Team and on the Social Emotional Foundations for Early Learners (SEFEL) Leadership Team</li></ul>
<p><b>6. 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.</p>	<ul style="list-style-type: none"><li>● 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, participate coop classes, and student teaching at our school.</li></ul>

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





<b>Intervention Plan</b>	
<b>A. Overview</b>	<p>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.</p> <p>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.</p>
<b>B. Target Population</b>	<ul style="list-style-type: none"><li>• Social Emotional Foundations for Early Learners (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>
<b>C. Measureable Intended Outcome</b>	<ul style="list-style-type: none"><li>• 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.</li></ul>
<b>D. Description of activities or services to be provided</b>	<ul style="list-style-type: none"><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>
<b>E. Evaluation of Results</b>	<ul style="list-style-type: none"><li>• Teaching Strategies Gold</li></ul>



## Leadership Team Members

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

Name	Signature	Role
Holly White		Preschool Coordinator
Shari Funkhouser		Preschool Teacher
Jennifer Carroll		Instructional Assistant
Amber Watts		Preschool Teacher
Tammy Carson		Instructional Assistant



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

Our School Improvement Team has carefully examined the data along with other pertinent information about our school. Together, the members of our Team have reached the following three (or more) significant conclusions about our school and/or our school community. These conclusions may reflect areas of celebration or areas requiring further development/improvement. These conclusions (and the data they are based upon) are a driving force behind our goals for the 2015-2016 school year along with our intervention plan (which follows) for 2015-2016. 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 14-15 school year was 90%. 3. The Early Childhood Development Center provided one open house and 4 parent nights during 2014-2015. Family Support Services of the Piedmont conducted our parent nights during 2014-2015. We did not see a difference with this additional resource. We plan to use Blackboard Connect to remind parents about parent meetings and hopefully increase participation. 4. Performance Goals and Benchmark Targets from the 2014-2015 CIP were reached.



## Appendix 2: School Profile

<b>Historical Ethnicity Information</b> (% of population on 20 <sup>th</sup> day)	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
Black	10	17	10	14	13
Asian	0	1	2	1	2
White	31	24	23	22	36
Hispanic	51	47	52	56	76
American Indian	0	0	0	1	0
2+ Races	8	10	12	6	0
<b>Total Population</b>	<b>91</b>	<b>78</b>	<b>134</b>	<b>131</b>	<b>127</b>

<b>Historical Population</b> (% of Population)	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Even Start	37	3	0	0	0
Smart Start	22	18	18	18	9
Title 1	16	16	16	16	0
Developmental Day	23	29	29	29	29
NCPK	30	43	43	97	97
Exceptional Children	24	29	29	29	29
Free Lunch	106	93	93		109
Reduced Lunch	12	13	12		17

<b>Student Attendance Data</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Average Daily Attendance	80	91	92	90.5	90

<b>Staffing Summary</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Teachers "highly qualified" (classes taught)	6	6	8	7	8
Teachers with advanced degrees	3	3	3	3	2
Teachers with NBPTS Certification	1	1	1	1	1
Teacher Turnover Rate	0	0	2	1	2



Appendix 3: Student Data						
Parent Meeting Attendance	2011-12		2012-2013		2013-2014	
	Attendees	Percentage	Attendees	Percentage	Attendees	Percentage
August	41	25%	49	61%	117	76%
September	46	28%				
October	46	24%				
November	46	15%	41	51%	104	68%
December	25	22%				
January	36	17%				
February	40	24%	52	61%	48	35%
March	41	25%				
April	30	18%				
May	--	--	35	41%	67	44%
June	60	36%	67	78%	125	82%

Dial 4 Data				
Area Scores	3 Year Olds		4 Year Olds	
	Pre-Screening %	Post-Screening %	Pre-Screening %	Post-Screening %
Motor	29.50	44.26	34.62	56.47
Concepts	18.45	35.11	25.93	44.11
Language	15.95	27.74	27.37	43.97
TOTAL	14.73	37.86	26.36	50.67



<b>Teaching Strategies GOLD</b>							
<b>3 Year Old Students</b>							
Measure	Number of Children	# Children Below FALL	# Children Below SPRING	# Children Above/Meeting Annual Growth	Average Annual Growth	Expected Growth Range	Type of Growth
Social-Emotional	10	6	4	8 (80%)	10.5	6 – 23	Meeting
Physical	10	5	3	9 (90%)	6.5	2 – 12	Meeting
Language	10	7	4	7 (70%)	8.3	4 – 18	Meeting
Cognitive	10	7	3	7 (70%)	13.2	6 - 23	Meeting
Literacy	7	5	2	5 (71%)	22	8 – 28	Meeting
Mathematics	10	7	3	6 (60%)	8.4	5 – 17	Meeting
<b>4 Year Old Students</b>							
Social-Emotional	86	30	4	81 (94%)	15.4	6 – 24	Meeting
Physical	87	24	5	86 (99%)	6.9	2 – 12	Meeting
Language	85	27	8	77 (91%)	11.6	5 - 19	Meeting
Cognitive	87	36	8	75 (86%)	16.6	7 – 25	Meeting
Literacy	57	21	2	53 (93%)	26.3	11 – 35	Meeting
Mathematics	69	49	9	66 (96%)	13.4	6 – 20	Meeting

<b>2013-14 Enrollment by Age</b>		
Age	Day 20	Day 160
3 Year Olds	23	25
4 Year Olds	119	114



## **Early Childhood Development Center 2015-2016 Continuous Improvement**

### ***Contents***

School Vision, Mission and Beliefs	page 2
Annual Goals and Action Steps	page 3
PBIS Action Plan	page 9
Compliance Statements	page 10
Parent Involvement	page 11
Intervention Plan	page 13
Leadership Team Members	page 14

### ***Appendixes***

Current State of the School	page 15
School Profile	page 16
Student Performance Results	page 17

#### **Staff Approval**

Date of Secret Ballot	<u>11/2/2015</u>
Results For	<u>26</u>
Results Against	<u>0</u>

Signature	Date
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#### **Approved by Superintendent of Schools:**

Signature	Date
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#### **Approved by Board of Education:**

Signature	Date
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<p><b>Our School's Vision</b></p>	<p>The Early Childhood Development Center will be a place where students are nurtured, encouraged, and empowered to learn in a developmentally appropriate environment that provides the experience necessary for them to become lifelong learners. Collaborative relationships with families and the community will provide a forum in which to share ideas and create an ongoing cooperative experience.</p>
<p><b>Our School's Mission</b></p>	<p>The mission of the Early Child Development Center is to provide an inviting and inclusive school environment that encourages interactive learning between parents and children at home and at school, and that provides the foundation for a successful future.</p>
<p><b>Core Beliefs</b></p>	<p>To lead us toward our vision and mission, our school community shares the following core beliefs:</p> <ul style="list-style-type: none"><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>





<b>Strategic Objectives:</b>
<ul style="list-style-type: none"> <li>✓ Engage Each Student</li> <li>✓ Assessment for Learning</li> <li>✓ Improved Achievement</li> <li><input type="checkbox"/> Create Opportunities</li> <li><input type="checkbox"/> Capacity Building</li> </ul>

<b>Strategic Focus/Foci:</b>
<ul style="list-style-type: none"> <li>★ Academic Proficiency Consistent use of Teaching Strategies Gold</li> <li>★ Assessment</li> </ul>

<b>Current Level of Performance:</b>
76% of students met or exceeded growth expectations in mathematics using the Teaching Strategies Gold assessment for 2014-2015.

**Annual Goal 1:**  
**Teachers will intentionally plan, implement and assess developmentally appropriate learning activities to enhance children’s mathematical concepts as evidenced by 85% of students meeting or exceeding growth as measured by Teaching Strategies Gold Assessment.**

Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
Staff will implement a uniform system for collecting and reporting assessment data using the Teaching Strategies Gold Assessment tool weekly so that we achieve fidelity of collecting and using this data to drive instruction.	All Staff	Professional Development for fidelity in data input and reporting Teaching Strategies Gold Assessment Online training tool	Holly White Joy Ivan Venise Lawrence-Smith	Professional Development Rosters Students accounted for with data being finalized for fall, winter and spring	Fall, Winter and Spring		



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<b>Strategic Focus/Foci:</b>
★ *Improved staff recruitment and retention processes

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	4. Flags of the United States and North Carolina are displayed in this school.	4. The United States flag is raised each day on the flag pole. There is a United States flag in each classroom.
<b>Duty-free Lunch</b>	5. Every teacher must be provided a duty-free lunch period on a daily basis or as otherwise approved by the school improvement team.	5. Teachers have a scheduled time during nap when they can take their duty free lunch.
<b>Duty-free Instructional Planning</b>	6. Every full-time assigned classroom teacher must be provided duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week.	6. Teachers have duty free planning time when children are napping and after students leave at 2:30.
<b>Redundant Reporting Requirements</b>	7. If the continuous improvement team identifies a more expeditious manner of providing information to the board that will eliminate a redundant or unnecessary reporting requirement for teachers at its school, the team may make a written request to the superintendent to eliminate the redundant or unnecessary report.	7. The School Improvement Team will submit any redundant reporting requirements to the superintendent and document their submission in the monthly minutes.





## 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><b>1. 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.</p>	<ul style="list-style-type: none"> <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>
<p><b>2. Communicating:</b> 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"> <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>• All classrooms will implement parent communication system using folders to be sent home daily.</li> </ul>
<p><b>3. 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.</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<p><b>4. 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.</p>	<ul style="list-style-type: none"> <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 Positive Behavior Support techniques that can be used at home.</li> </ul>



<p><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.</p>	<ul style="list-style-type: none"><li>● A parent will be recruited to serve on the School Leadership Team and on the Social Emotional Foundations for Early Learners (SEFEL) Leadership Team</li></ul>
<p><b>6. 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.</p>	<ul style="list-style-type: none"><li>● 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, participate coop classes, and student teaching at our school.</li></ul>

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



<b>Intervention Plan</b>	
<b>A. Overview</b>	<p>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.</p> <p>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.</p>
<b>B. Target Population</b>	<ul style="list-style-type: none"><li>• Social Emotional Foundations for Early Learners (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>
<b>C. Measureable Intended Outcome</b>	<ul style="list-style-type: none"><li>• 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.</li></ul>
<b>D. Description of activities or services to be provided</b>	<ul style="list-style-type: none"><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>
<b>E. Evaluation of Results</b>	<ul style="list-style-type: none"><li>• Teaching Strategies Gold</li></ul>



## Leadership Team Members

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

<b>Name</b>	<b>Signature</b>	<b>Role</b>
Holly White		Preschool Coordinator
Shari Funkhouser		Preschool Teacher
Jennifer Carroll		Instructional Assistant
Amber Watts		Preschool Teacher
Tammy Carson		Instructional Assistant



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

Our School Improvement Team has carefully examined the data along with other pertinent information about our school. Together, the members of our Team have reached the following three (or more) significant conclusions about our school and/or our school community. These conclusions may reflect areas of celebration or areas requiring further development/improvement. These conclusions (and the data they are based upon) are a driving force behind our goals for the 2015-2016 school year along with our intervention plan (which follows) for 2015-2016. 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 14-15 school year was 90%. 3. The Early Childhood Development Center provided one open house and 4 parent nights during 2014-2015. Family Support Services of the Piedmont conducted our parent nights during 2014-2015. We did not see a difference with this additional resource. We plan to use Blackboard Connect to remind parents about parent meetings and hopefully increase participation. 4. Performance Goals and Benchmark Targets from the 2014-2015 CIP were reached.



## Appendix 2: School Profile

Historical Ethnicity Information (% of population on 20 <sup>th</sup> day)	2011-12	2012-13	2013-14	2014-15	2015-16
Black	10	17	10	14	13
Asian	0	1	2	1	2
White	31	24	23	22	36
Hispanic	51	47	52	56	76
American Indian	0	0	0	1	0
2+ Races	8	10	12	6	0
Total Population	<b>91</b>	<b>78</b>	<b>134</b>	<b>131</b>	127

Historical Population (% of Population)	2010-11	2011-12	2012-13	2013-14	2014-15
Even Start	37	3	0	0	0
Smart Start	22	18	18	18	9
Title 1	16	16	16	16	0
Developmental Day	23	29	29	29	29
NCPK	30	43	43	97	97
Exceptional Children	24	29	29	29	29
Free Lunch	106	93	93		109
Reduced Lunch	12	13	12		17

Student Attendance Data	2010-11	2011-12	2012-13	2013-14	2014-15
Average Daily Attendance	80	91	92	90.5	90

Staffing Summary	2010-11	2011-12	2012-13	2013-14	2014-15
Teachers "highly qualified" (classes taught)	6	6	8	7	8
Teachers with advanced degrees	3	3	3	3	2
Teachers with NBPTS Certification	1	1	1	1	1
Teacher Turnover Rate	0	0	2	1	2



Appendix 3: Student Data						
Parent Meeting Attendance	2011-12		2012-2013		2013-2014	
	Attendees	Percentage	Attendees	Percentage	Attendees	Percentage
August	41	25%	49	61%	117	76%
September	46	28%				
October	46	24%				
November	46	15%	41	51%	104	68%
December	25	22%				
January	36	17%				
February	40	24%	52	61%	48	35%
March	41	25%				
April	30	18%				
May	--	--	35	41%	67	44%
June	60	36%	67	78%	125	82%

Dial 4 Data				
Area Scores	3 Year Olds		4 Year Olds	
	Pre-Screening %	Post-Screening %	Pre-Screening %	Post-Screening %
Motor	29.50	44.26	34.62	56.47
Concepts	18.45	35.11	25.93	44.11
Language	15.95	27.74	27.37	43.97
TOTAL	14.73	37.86	26.36	50.67



Teaching Strategies GOLD							
3 Year Old Students							
Measure	Number of Children	# Children Below FALL	# Children Below SPRING	# Children Above/Meeting Annual Growth	Average Annual Growth	Expected Growth Range	Type of Growth
Social-Emotional	10	6	4	8 (80%)	10.5	6 – 23	Meeting
Physical	10	5	3	9 (90%)	6.5	2 – 12	Meeting
Language	10	7	4	7 (70%)	8.3	4 – 18	Meeting
Cognitive	10	7	3	7 (70%)	13.2	6 - 23	Meeting
Literacy	7	5	2	5 (71%)	22	8 – 28	Meeting
Mathematics	10	7	3	6 (60%)	8.4	5 – 17	Meeting
4 Year Old Students							
Social-Emotional	86	30	4	81 (94%)	15.4	6 – 24	Meeting
Physical	87	24	5	86 (99%)	6.9	2 – 12	Meeting
Language	85	27	8	77 (91%)	11.6	5 - 19	Meeting
Cognitive	87	36	8	75 (86%)	16.6	7 – 25	Meeting
Literacy	57	21	2	53 (93%)	26.3	11 – 35	Meeting
Mathematics	69	49	9	66 (96%)	13.4	6 – 20	Meeting

2013-14 Enrollment by Age		
Age	Day 20	Day 160
3 Year Olds	23	25
4 Year Olds	119	114





# North Asheboro Middle School

## 2015-2016 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 13
PBIS Action Plan	page 15
Compliance Statements	page 16
Parent Involvement	page 17
Intervention Plan	page 19
Waiver Requests	page 22
Leadership Team Members	page 23

### **Appendixes**

Current State of the School	page 24
School Profile	page 26
Student Performance Results	page 27
Other Data Sources	page 34

#### **Staff Approval**

Date of Secret Ballot	<u>10/27/2015</u>
Results For	<u>43</u>
Results Against	<u>0</u>

Signature	Date
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#### **Approved by Superintendent of Schools:**

Signature	Date
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#### **Approved by Board of Education:**

Signature	Date
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<b>Our School's Vision</b>	North Asheboro Middle School, in partnership with parents and the community, will empower our students to demonstrate high standards for academic achievement, integrity, leadership, and responsible citizenship in a diverse global society.
<b>Our School's Mission</b>	Learning Today.....Leading Tomorrow
<b>Core Beliefs</b>	<p>To lead us toward our vision and mission, our school community shares the following core beliefs:</p> <ul style="list-style-type: none"><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>



<b>Strategic Objectives:</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Engage Each Student</li> <li><input type="checkbox"/> Assessment for Learning</li> <li><input checked="" type="checkbox"/> Improved Achievement</li> <li><input type="checkbox"/> Create Opportunities</li> <li><input type="checkbox"/> Capacity Building</li> </ul>

<b>Strategic Focus/Foci:</b>
<ul style="list-style-type: none"> <li>◆ Each school will improve achievement for each student while closing achievement gaps of identified student groups</li> </ul>

<b>Current Level of Performance:</b>
<p>For the 2014-2015 school year the data was as follows:</p> <ul style="list-style-type: none"> <li>❖ Reading GLP for black students was 36.4% in sixth grade, 57.1% in seventh grade, and 18.2% in eighth grade <b>School GLP 36.9%</b></li> <li>❖ Math GLP for black students was 31.8% in sixth grade, 42.9% in 7th grade, 18.2% in 8th grade, <b>School GLP 30.8%</b></li> </ul>

<p><b>Annual Goal 1:</b></p> <p><b>By the end of the 2015-2016 school year, the Grade Level Proficiency Level for black students will be 58% in Reading and 55% in Math.</b></p>
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Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
Students will read every day and track SRI data in their planners so that they will take ownership of their reading achievement. Teachers will track SRI data in order to select appropriate reading materials for classroom lessons.	Vanessa Olson	SRI License PD for teachers Engaging texts for all levels Student Planners NCWiseOwl (has Lexile level on many articles)	Vanessa Olson  Jill Hancock	SRI Data Students Tracking Data in Planners Text selections for classroom lessons	11-13-15 2-5-16 4-5-16		



<p>All teachers will continue to participate in peer observations once per grading period to implement best practices and interventions for engaging black students so that student engagement will increase, discipline referrals will decrease, and academic achievement will increase.</p>	<p>Candace Call Yajaira Owens Chris Burian</p>	<p>NAMS Teachers Continue to implement and research information from previous PD sessions on engaging strategies (Cayce McCamish/Rita Pierson/Carol Fuller) SREB PD strategies and Data Analysis Sheets from SREB Formative Assessment Lessons Reading Foundations PD strategies</p>	<p>Candace Call Chris Burian</p>	<p>Database of best practices Documentation and post conferences from NCEES observations PBIS discipline data from Powerschool Eleot observation tool</p>	<p>11-13-15 2-5-16 4-5-16  Discipline reports will be reviewed with staff on a monthly basis</p>		
<p>Additional support will be provided 2 days per week by Catherine Davis, prevention specialist, in 7<sup>th</sup> grade ELA classes so that potential behavior triggers will be identified and diffused to prevent loss of instructional time.</p>	<p>Carlie Abercrombie</p>	<p>Insight materials/training Catherine Davis will provide PD for teachers</p>	<p>Catherine Davis, Prevention specialist/Certified Teacher  Yajaira Owens</p>	<p>Discipline data Benchmark results/Benchmark conferences will be held quarterly with IF and Content teachers to develop an instructional plan based on current data Schedule for push-in classes Topics for small groups</p>	<p>11-13-15 2-5-16 4-5-16</p>		



A check in/check out system will be implemented for students demonstrating need. This system will be aligned with PBIS strategies.	Angie Berrier  Clyde Ward	Bree Smith, EC Facilitator	Elizabeth Tufts Kerry Brooks Leighann Patrick	And One Program Assignments and Notes	11-13-15 2-5-16 4-5-16		
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<b>Strategic Objectives:</b>
<input type="checkbox"/> Engage Each Student <input type="checkbox"/> Assessment for Learning <input checked="" type="checkbox"/> Improved Achievement <input type="checkbox"/> Create Opportunities <input type="checkbox"/> Capacity Building

<b>Strategic Focus/Foci:</b>
<ul style="list-style-type: none"> <li>◆ Each school will improve achievement for each student while closing achievement gaps of identified student groups.</li> </ul>

<b>Current Level of Performance:</b>
<p>For the 2014-2015 school year, our AIG Math CCR scores were as follows:</p> <ul style="list-style-type: none"> <li>● 95% in sixth grade, 95% in seventh grade, and 89.3% in eighth grade</li> </ul> <p>For the 2014-2015 school, our AIG Reading CCR scores were as follows:</p> <ul style="list-style-type: none"> <li>● 95% in sixth grade, 88.5% in seventh grade, and 85.7% in eighth grade</li> </ul>

**Annual Goal 2:**  
**By the end of the 2015-2016 school year, 100% of the AIG students will demonstrate College and Career Readiness on Math and Reading End of Grade Assessments.**

Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
AIG consultant will provide support through content area planning and co-teaching with teachers of AIG students in Problem Based Learning so that teachers will implement Problem Based Learning strategies so that students will demonstrate higher order thinking skills.	Jen Gold	Molly Lyons, AIG specialist ELA NC Standard Course of Study	Molly Lyons Teachers with AIG clusters	Student Work Samples Content planning notes will demonstrate evidence of alignment with NC standards and planning with AIG teacher, Review of student data such as SRI and ACT Aspire with teachers and students	11-13-15 2-5-16 4-5-16		



AIG students will participate in Accelerated Reading Program to increase reading time and develop ownership of their reading growth.	Vanessa Olson Chris Burian	Molly Lyons AIG specialist	Vanessa Olson Molly Lyons Teachers with AIG clusters	Students will be recognized for accomplishments during quarterly Awards Assemblies. Benchmark results/Benchmark conferences will be held quarterly with IF and Content teachers to develop an instructional plan based on current data	11-13-15 2-5-16 4-5-16		
AIG students will be required to participate in one of the district projects such as Science Fair or Digital Expo, etc. to extend learning beyond the classroom and curriculum.	Jen Gold Carlie Abercrombie Amy Smith	Student check in and check out times with Mrs. Lyons to meet timelines for projects	Molly Lyons	Student projects	2-23-16 3-23-16		



<b>Strategic Objectives:</b>
<input type="checkbox"/> Engage Each Student <input type="checkbox"/> Assessment for Learning <input checked="" type="checkbox"/> Improved Achievement <input type="checkbox"/> Create Opportunities <input type="checkbox"/> Capacity Building

<b>Strategic Focus/Foci:</b>
<ul style="list-style-type: none"> <li>◆ Each school will improve achievement for each student while closing achievement gaps of identified student groups.</li> </ul>

<b>Current Level of Performance:</b>
For the 2014-2015 school year the data was as follows: <ul style="list-style-type: none"> <li>● Reading-5% in sixth grade , 5% in seventh grade, and 10.7% in eighth grade, School 5%</li> </ul>

<p><b>Annual Goal 3:</b>  <b>By the end of the 2015-2016 school year, the Grade Level Proficiency Level in Reading will be 43% for LEP students.</b></p>
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Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
Math teachers will attend DPI SIOP training and implement effective teaching strategies so that LEP students will increase literacy skills in math class.	Amy Smith	SIOP training materials and PD Vertical Planning Time	Dubraska Stines Daniel Ritter Sadie Daniels Rupert Smith	Training notes shared with teams	10-22-15 1-28-16 3-3-16		





ESL teachers and Grade level teachers will help parents know how to support children at home with reading strategies and homework.	Maricela Zepeda Josie Roman	Promoting reading at home with Accelerated Reader Teaming with the public library to educate parents on how to utilize that resource	Adriana Paschal Sharon Wiley Karen Arnold	Minutes from parent meetings Recognition of students' Accelerated Reader accomplishments	11-13-15 2-5-16 4-5-16		
Co-teaching models will be utilized and implemented to fidelity so students will receive differentiated instruction	Yajaira Owens	Dubraska Stines  ESL Teachers and Content Area Teachers with ESL Clusters	Candace Call  Yajaira Owens  Chris Burian	ESL co-teacher schedules Rosters of LEP students for each grade level to ensure teachers know who LEP students are Teacher lesson plans Classroom Walkthroughs and Peer Observations of Co-teaching being modeled effectively Co-teachers will review benchmarks together with IF	11-13-15 2-5-16 4-5-16		
Students will track SRI scores in their planners to take ownership in reading, as well as, selecting appropriate reading materials	Vanessa Olson	Focus on student led conferences with our students to empower students, as well as, take ownership of their learning.	Vanessa Olson Jill Hancock	Students tracking growth in planners	11-13-15 2-5-16 4-5-16		



<p>Teachers will participate in data wall meetings focusing on LEP data so specific and targeted interventions can be utilized with struggling students.</p>	<p>Chris Burian</p>	<p>SRI, Benchmark, Common Assessment, and PEP data</p>	<p>Chris Burian</p>	<p>Minutes from meetings, Digital Data Wall using Google Docs Benchmark results/ conferences will be held quarterly with IF and Content teachers to develop an instructional plan based on current data</p>	<p>11-13-15 2-5-16 4-5-16</p>		
<p>Teachers will post effective learning targets, essential questions, and language objectives so students have a clear understanding of learning expectations.</p>	<p>Candace Call</p>	<p>Professional Development provided by the Instructional Facilitator Teachers will incorporate can-do descriptors into their content meetings discussions/ minutes in order to write effective objectives.</p>	<p>Chris Burian Adriana Paschal Sharon Wiley Karen Arnold</p>	<p>Learning targets and language objectives will be observable on IF and Admin walk-throughs elect observation data</p>	<p>10-8-15 11-13-15 2-5-16 4-5-16</p>		
<p>7th grade LEP students will receive additional instruction during the regular school day to strengthen their basic skills so they can demonstrate success in core classes.</p>	<p>Faye McLeod</p>	<p>Data to guide classroom instruction and collaboration with content area teachers</p>	<p>Sharon Wiley</p>	<p>Class Schedules Track benchmark scores of students receiving additional instruction</p>	<p>11-13-15 2-5-16 4-5-16</p>		



<p><b>Strategic Objectives:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Engage Each Student</li> <li><input type="checkbox"/> Assessment for Learning</li> <li><input checked="" type="checkbox"/> Improved Achievement</li> <li><input type="checkbox"/> Create Opportunities</li> <li><input type="checkbox"/> Capacity Building</li> </ul>	<p><b>Strategic Focus/Foci:</b></p> <ul style="list-style-type: none"> <li>◆ Each school will improve achievement for each student while closing achievement gaps of identified student groups.</li> </ul>	<p><b>Current Level of Performance:</b></p> <p>For the 2014-2015 school year the EC data was as follows:</p> <ul style="list-style-type: none"> <li>● Reading GLP-14.3% in sixth grade, 31.3% in seventh grade, and 11.1% eighth grade, School 18.2%</li> <li>● Math GLP-9.5% in the sixth grade, 25.0% in seventh grade, 5% in eighth grade, School 10.9%</li> </ul>
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**Annual Goal 4:**  
**By the end of the 2015-16 school year, the Grade Level Proficiency Level for EC students will be 49% in Reading.**

Action Steps	Implementation			Monitoring			Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
The Homework Club will begin in January to provide assistance with students on homework to help reinforce learning objectives for the day.	Candace Call	Communication with parents, Homework assignments from classroom teachers, Teachers for the Homework Club, Transportation for students	Julia Bynum, Sue Shumaker, Vanessa Brooks	Roster of students attending	11-13-15 2-5-16 4-5-16		
A check in/check out system will be implemented for students demonstrating need.	Angie Berrier Clyde Ward	Bree Smith, EC Facilitator Dr. Cayce McCamish, EC Director	Elizabeth Tufts Kerry Brooks Leighann Patrick	Roster of students	11-13-15 2-5-16 4-5-16		



A math specialist will be employed to provide additional support for students and teachers.	Candace Call	Math Specialist collaborating with classroom teachers and EC Specialists	Sharon Williams	Roster of students specialist works with and collaboration notes from content planning	10-26-15 2-5-16 4-5-16		
Selected 6th grade EC students will receive additional instruction during the regular school day to strengthen their basic skills so they can demonstrate success in core classes.	Faye McLeod	Data to guide instruction IEPs	Elizabeth Tufts	Roster of students and lesson plans Track benchmark results of students taking the class	11-13-15 2-5-16 4-5-16		
Teachers will research and explore research based strategies to gather and use data through assessments in order to provide targeted instruction.	Candace Call Carlie Abercrombie	Information on teaching strategies to assist students in decoding, comprehension, fluency, and phonics Reading Foundations PD SREB PD Benchmark results/Benchmark conferences will be held quarterly with IF and Content teachers to develop an instructional plan based on current data	Michelle Marsh Vincent Dave Claudia Rodriquez Tiffany Cooper Karen Cooper Tresa Hatchett	Lesson Plans, Team and Content Planning notes evidencing discussions about what has been learned at SREB trainings eleot instrument walkthrough data benchmark results/Benchmark conferences will be held quarterly with IF and Content teachers to develop an instructional plan based on current data	11-13-15 2-5-16 4-5-16		



<b>Title I Compliance</b>	
<b>Actions taken to meet the ten essential components of a School-Wide Title I Program</b>	
<b>1. A Comprehensive Needs Assessment of the entire school</b>	<ul style="list-style-type: none"> <li>● All sections of the Continuous Improvement Plan with particular emphasis on the following Appendices</li> <li>● Appendix 2 describes our community profile, including our ethnicity, student information regarding special needs and free/reduced, attendance data, and staffing summary. This information impacts strategies selected to meet our goals.</li> <li>● Appendix 3 details our school results at all grade levels over several years. This section also includes information on the achievement gap and adequate yearly progress. Title I funding supports teacher salaries and strategies such as our Homework Club and Math Specialist to address achievement gaps by providing additional support during the day and ensuring that that learning doesn't stop at 3:30.</li> <li>● Appendix 4 provides other data sources</li> <li>● A separate Comprehensive Needs Assessment signed by the principal, Title I director and SLT</li> </ul>
<b>2. School-Wide Reform Strategies</b>	<ul style="list-style-type: none"> <li>● See Annual Goals 1, 2, 3, and 4 and Intervention Strategies</li> </ul>
<b>3. Instruction by a Highly Qualified Professional Staff</b>	<ul style="list-style-type: none"> <li>● 100% of NAMS teachers are Highly Qualified, state-licensed, fully certified and able to demonstrate competence in teaching. Parents may request</li> </ul>
<b>4. High Quality and Ongoing Professional Development</b>	<ul style="list-style-type: none"> <li>● We have professional development listed for each CIP goal. Our staff participates in site-based professional development provided by our Instructional Facilitator, teacher leaders, and highly qualified district personnel. Examples of professional development are Reading Foundations training and SREB training for MDC and LDC.</li> </ul>
<b>5. Strategies to Attract Highly Qualified Teachers to High Need Schools</b>	<ul style="list-style-type: none"> <li>● District Recruitment Plan</li> <li>● Teachers are ambassadors for our school and are often the most effective recruiters.</li> <li>● Digital media such as our website and Facebook page highlight the many successes of our school.</li> </ul>
<b>6. Including Teachers in Decisions Regarding the Use of Assessment</b>	<ul style="list-style-type: none"> <li>● Participation in weekly PLCs (Team and Content Area Meetings)</li> <li>● Participation in Leadership Team Meetings</li> <li>● Participation in PBIS, RtI, and SST meetings</li> <li>● Participation in Data Wall meetings</li> </ul>
<b>7. Strategies to Increase Parent Involvement</b>	<ul style="list-style-type: none"> <li>● Monthly Newsletter from principal</li> <li>● Weekly Connect 5 Meetings</li> <li>● Monthly PTO meetings</li> <li>● ESL meetings</li> <li>● Heritage Language Academy</li> <li>● Report Card Pick Up Nights</li> <li>● Bring your parent to lunch competitions</li> </ul>



	<ul style="list-style-type: none"><li>• Teacher websites</li><li>• Parent portal</li><li>• School website</li><li>• Facebook</li><li>• Home Visits</li><li>• Career Fair</li></ul>
<b>8. Transition Strategies</b>	<ul style="list-style-type: none"><li>• Rising 6th grade students visit NAMS during the Spring for a tour and information session</li><li>• Participation in ACS district Family Alliance Nights for rising 6th and 9th grade students and families</li><li>• NAMS staff visits elementary schools to assist students with registering for middle school</li><li>• Rising 8th grade students visit ACS in the Spring to learn about high school opportunities</li><li>• High School teachers visit NAMS to assist with high school registration</li><li>• Elementary and Secondary counselors collaborate to ensure successful transition for students</li><li>• EC teachers participate in transition meetings and development of IEP meetings for rising 6th and 9th graders</li></ul>
<b>9. Activities for Children Experiencing Difficulty</b>	<ul style="list-style-type: none"><li>• Homework Club</li><li>• Personal Education Plans</li><li>• Can DO's chart for ELL students</li><li>• And One Mentor Program</li><li>• Comet Zone morning tutoring</li><li>• Parent Conferences</li><li>• Rti and SST support</li><li>• Partnership with contracted mental health agencies</li><li>• Honors Assemblies each grading period to celebrate student growth and success</li><li>• Communities In Schools Partnership</li><li>• After school tutoring</li><li>• Strong school counseling program</li></ul>
<b>10. Coordination and integration of Federal, State, and Local Services</b>	<ul style="list-style-type: none"><li>• Annual Title I Parent Night</li><li>• Federal Programs-Title I, Title II-A, Title II-D, Title III</li><li>• State Programs implemented in this school include English as a Second Language (PRC 054) and DSSF (PRC 024)</li><li>• Coordination and Integration of these programs are outlined in the individual federal grant applications.</li></ul>



<b>PBIS School Action Plan</b>			
<b>Task</b>	<b>Who</b>	<b>When</b>	<b>Completion Date</b>
School PBIS team schedules monthly meetings, maintains a PBIS notebook or electronic folder with meeting agendas, minutes, and documentation of team activities.	In-School Coach/PBIS team leader, principal or assistant principal	Monthly through the 2015-2016 school year.	
School team representative will attend District level bi-annual PBIS meetings.	In-School Coach/PBIS team leader, principal or assistant principal	One meeting in the fall and one meeting in the spring	
Each PBIS team at the school level will complete an Implementation Inventory and submit to the Central Office.	In-School Coach/PBIS team leader, principal or assistant principal	By October 20, 2015	
The PBIS team will review and discuss school wide discipline data every month. This allows the team to create monthly reports to help identify areas of need to support students and teachers. Information will be shared at staff and leadership team meetings.	NAMS PBIS Team	Monthly during the 15-16 school year	



<b>Compliance Statements</b>		
<b>Healthy Active Children Policy</b>	1. Physical activity is not denied to any student as a means of discipline, nor is physical activity used as a form of punishment.	1. Physical activity will be used as a positive reinforcement for setting patterns for healthy living. It will not be withheld as a form of punishment.
	2. Each student in this school participates in an average of 150 minutes per week of physical activity and/or physical education.	2. Students are engaged in physical activity through physical education classes, scheduled intramurals, and open gym opportunities. Students have 20 minutes recess after lunch on a daily basis.
<b>Pledge of Allegiance</b>	3. Time is scheduled for school-wide recitation of the Pledge of Allegiance.	3. The Pledge is recited daily at the beginning of morning announcements.
	4. Flags of the United States and North Carolina are displayed in this school.	4. Flags of the United States and North Carolina are displayed outside of the building, as well as other locations inside the school.
<b>Duty-free Lunch</b>	5. Every teacher must be provided a duty-free lunch period on a daily basis or as otherwise approved by the school improvement team.	5. A duty-free lunch period for every teacher must be provided on a daily basis or as otherwise approved by the school improvement team.
<b>Duty-free Instructional Planning</b>	6. Every full-time assigned classroom teacher must be provided duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week.	6. Duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week, must be provided for every full-time assigned classroom teacher.
<b>Redundant Reporting Requirements</b>	7. If the continuous improvement team identifies a more expeditious manner of providing information to the board that will eliminate a redundant or unnecessary reporting requirement for teachers at its school, the team may make a written request to the superintendent to eliminate the redundant or unnecessary report.	7. The continuous improvement team monitors on a regular basis redundant and unnecessary reporting requirement for teachers to identify more expeditious manners of providing information to the board.





## 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><b>1. 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.</p>	<ul style="list-style-type: none"> <li>● Continue home visits by classroom teachers, administration, counselor and social worker.</li> <li>● ESL Family Nights</li> <li>● NAMS Family Picnic</li> <li>● Monthly PTO meetings</li> <li>● PTO meetings at Athletic Events</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>
<p><b>2. Communicating:</b> 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"> <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> <li>● Facebook page will be maintained to highlight NAMS events, student and teacher celebrations</li> <li>● Monthly newsletter posted and website and distributed via email</li> </ul>
<p><b>3. 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.</p>	<ul style="list-style-type: none"> <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> </ul>
<p><b>4. 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.</p>	<ul style="list-style-type: none"> <li>● ESL nights to include make-and-take strategies/tools for parents</li> <li>● Encourage and support all families to join the Asheboro Public Library by providing opportunities for Library staff to meet parents on our campus and holding a NAMS family night at the Public Library</li> </ul>
<p><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.</p>	<ul style="list-style-type: none"> <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. Zepeda, Mrs. Paschal, Mrs. Graham, Mrs. Manco and Mr. Ward are our parent representatives on the School Leadership Team.</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.

- Continue partnership with UNCG's TESOL for All program through the Heritage Language Academy for parents and students.
- Extend partnership with Balfour Baptist Church to include volunteers going to the church to assist parents in English Language Acquisition.
- Continue and expand community service projects for NAMS student groups (Student Council) and NAMS Staff (Relay for Life)
- Recruit parents for the Balfour Baptist/NAMS partnership adult ESL program
- Recruit parents for the RCC/NAMS Parent ESL classes
- Continue Career Fair Day and expand opportunities for business leaders to visit classes throughout the year
- In collaboration with Communities In Schools, all 6<sup>th</sup> grade students will visit RCC this school year at no cost to the students.
- ESL classes will be taught at NAMS by NAMS teachers. The classes will be funded and supported by RCC.



<b>Intervention Plan</b>	
<b>A. Overview</b>	NAMS students had the 10th highest EVAAS scores in NC putting us in the upper 97 percentile for growth. Our discipline numbers for officer referrals dropped from 507 to 411. Our attendance rate improved from 95.7% to 98.1%. These were just a few of the successes from the 15-16 year. With all of the successes our staff is still hungry and has the desire to help our students show even more growth to the point of achieving our AMOs. A three year trend shows our school making great strides in closing the gaps for learning with Free and Reduced Lunch and Hispanic students. Our data shows pockets of success with our Black, LEP, and EC students. We believe that with a strong push in Reading we can also impact student learning in Math and Science.
<b>B. Target Population</b>	<ul style="list-style-type: none"> <li>● Black students in the content areas Reading and Math</li> <li>● LEP students in the content area of Reading</li> <li>● EC students in the content areas of Reading</li> </ul>
<b>C. Measureable Intended Outcome</b>	<ul style="list-style-type: none"> <li>● Black students will score at the level of 58% in Reading and 55% in Math on the 15-16 EOGs.</li> <li>● LEP students will score at the level of 43% in Reading on the 15-16 EOGs.</li> <li>● EC students will score at the level of 43% in Reading on the 15-16 EOGs.</li> <li>● Overall officer referrals will decrease to 300.</li> </ul>
<b>D. Description of activities or services to be provided</b>	<ul style="list-style-type: none"> <li>● A Math remediation teacher will be hired to provide co-teaching and small group pull out instruction as needed for black students who are not demonstrating proficiency on common assessments and benchmark tests.</li> <li>● Catherine Davis from Insight, with the help of Carlie Abercrombie, ELA teacher, and School Counselor, Angie Berrier, will identify at-risk Black and LEP students who need additional support in Reading as well as in the area of making better choices about behavior. Ms. Davis will push in targeted ELA class to provide support for students.</li> <li>● The Homework Club will begin at the end of January.</li> <li>● 8<sup>th</sup> grade male teachers will sponsor The Mustache Fraternity and New Girls Club to develop student leaders and improve student behavior by providing more positive student models.</li> <li>● After school tutoring will be provided by highly qualified teachers</li> <li>● Morning tutoring (Comet Zone) will be provided by highly qualified teachers</li> </ul> <p><b>NAMS Mustache Fraternity Synopsis</b></p> <p>The main goal of the Mustache Club was to spotlight exceptional young male leaders and enhance their 8th grade year with service opportunities. Led and encouraged by the male teachers of NAMS, the Mustache Fraternity is about, at its core, a brotherhood of young men getting guidance on setting good examples, service in the school and community, and improved decision making skills. Our goal is to turn our young male 8th grade boys into mature young men, ready for the challenges of high school.</p> <p>Through service projects and activities that build character and foster positive behavior, we hope to further enhance the atmosphere of NAMS by guiding these young men throughout the year.</p> <p>We have a variety of activities planned for the year for our boys that will give them the opportunity to shine in front</p>



of their classmates, as well as grow together as a brotherhood of leaders. These activities include service projects, volunteering, assisting with school functions, educational field trips, and regular fraternity meetings that will strengthen the group.

In order to earn their way into the group, the young men must fill out an application essay describing why they should be a part of our exclusive group. The young men must also perform ten acts of service for the staff members of NAMS and have it verified and returned to be eligible for membership. We hope these entrance activities will foster a sense of seriousness and dedication from our boys as we grow this group into a NAMS tradition.

It isn't often one gets to be a part of something brand new, especially at an established school with traditions and routines, but with the starting of this mustache fraternity, we are offering our young men just that opportunity. We are excited for what the future of this club will bring for their lives.

### **NAMS And One Program**

NAMS faculty and staff will strive to make a personal connection with at least one student through a mentoring relationship of support and encouragement. We strive to match up an at risk student with a staff member so they can develop a positive and encouraging relationship. It truly makes a difference for these students to know they have a caring adult in the building they can turn to for additional support..

Recommendations/Suggestions:

- Follow up with student as often as possible; you are encouraged to meet with them at least once a week. Some students will need a daily check in/check out support system.
- Get to know their family situation. This may require meeting parents/guardian, phone calls home, or possibly a home visit.
- Find out your student's birth date and be sure to recognize their birthday, even if it is with some small trinket or gesture/homemade birthday card.
- If possible, plan to bring breakfast once a month or lunch/snack on campus and spend time together with your student.
- Be aware of student's schedule and teachers. Make yourself available for any forms of communication with those teachers, i.e. attendance issues, discipline issues, etc. Request copies of progress reports and report cards.
- Be proactive NOT reactive. Base student meetings on positive reinforcement, not just if and when they get into trouble.
- If you have any questions or concerns about your student, please see Mrs. Berrier. Together, we can make a difference!

Relationship Building Ideas

- Compliment clothing, hair...
- Ask for their help with something, carrying something to car, organizing files
- Send a note or card to the home address
- Leave a treat or snack for them with one of their teachers
- Bring them a biscuit, apple, or coupon for Sheetz
- Drop off a note of encouragement with one of their teachers
- Offer to help them study for a test or quiz



	<ul style="list-style-type: none"><li>● Provide school supplies on occasion (pencils, pens, paper)</li><li>● Talk with them, not at them</li><li>● Ask what they like to do on weekends</li><li>● Ask who their favorite teacher of all time is</li><li>● Ask them questions about how they feel about issues or situations</li><li>● Remember to ask about family, pets or friends that they have mentioned before</li><li>● Show up at a sporting event or competition in which they are participating</li><li>● Seek them out in the hallway to say hello</li><li>● Call home if they are absent from school or have been sick</li><li>● If you see them in the nurse's office touch base later to make sure they are okay</li><li>● Perhaps the most important advice, relax and be yourself!!</li></ul> <p><b>Get To Know Your Student Ideas</b></p> <ul style="list-style-type: none"><li>● Have you always lived in this area?</li><li>● Do you have brothers and sisters?</li><li>● What do you want to do when you graduate?</li><li>● If you had \$1000, what would you do?</li><li>● Ask about:<ul style="list-style-type: none"><li>○ Pets</li><li>○ Sports</li><li>○ Birthday</li><li>○ Sports Teams</li><li>○ Favorite or least favorite subjects</li><li>○ Favorite candy, snack</li><li>○ Parents work</li><li>○ Friends/girlfriend/boyfriend</li><li>○ TV shows</li><li>○ Allergies</li><li>○ Music</li></ul></li></ul>
<p><b>E. Evaluation of Results</b></p>	<ul style="list-style-type: none"><li>● Our students need more support in the area of behavior in order to remain in the classroom and receive instruction. We saw a decrease of 104 referrals last year. We have decreased office referrals by at least 100 four years in a row. We believe that by strengthening relationships, growing best practices for instruction, and decreasing the time students are out the classroom, we will increase student learning.</li></ul>



<b>Waiver Request</b>	
<b>The Waiver to be Requested</b>	<b>How the waiver will be used:</b>
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:*

<b>Name</b>	<b>Signature</b>	<b>Role</b>
Candace Call		Principal
Yajaira Owens		Assistant Principal
Carlie Abercrombie		Chairman, 7th grade Representative
Chris Burian		Instructional Facilitator
Amy Smith		6th grade Representative
Vanessa Olson		Media Specialist
Clyde Ward		Parent Representative
Maricela Zepeda		Secretary
Jennifer Gold		8th grade Representative
Angie Berrier		Counselor
Faye McLeod		Data Manager/Treasurer
Josie Roman		Elective Team Representative/Parent
Lydia Manco		Parent Representative



## Appendix 1: Current State of the School

Students attendance and academic growth continue to increase while office discipline referrals continue to decrease. We are still struggling to meet Annual Measurable Objectives (AMOs). Our CIP Goals, Strategies and Intervention plan address these areas of need. Our teacher leaders are continuing to work on building a school culture that is supportive of teachers and student growth.

The positive school culture and strong collegial support continue to be strengths of the school. The most recent Teacher Working Condition Survey Results are from 2012. The NAMS scores were significantly higher than the scores for North Carolina Public Schools and North Carolina Middle Schools. 100% of teachers completed the survey.

- **Teacher Working Condition Survey**

The school environment is clean and well-maintained.	100%
Professional development offerings are data driven.	100%
Teachers use assessment data to inform their instructions.	97.8%
The curriculum taught in this school is aligned with Common Core Standards.	100%
Teachers are encouraged to participate in school leadership roles.	100%
Teachers are effective leaders in our school.	100%
The faculty and staff have a shared vision.	97.8%
The school improvement team provides effective leadership at this school.	100%
The faculty are recognized for their accomplishments.	100%
The school leadership makes a sustained effort to address teacher concerns about leadership issues.	100%
The school leadership makes a sustained effort to address teacher concerns about facilities and resources.	100%

- **The Teacher Leadership Academy Survey** administered in 2014 showed NAMS with the highest scores in the district for positive school culture and climate at 72.4. The district average was 61.4. The table of results is inserted below.





**NAMS  
2014 School Culture Survey Summary**

Number of responses for your school: 39

**Average response per question:**

**PROFESSIONAL COLLABORATION**

- 4.7 Teachers and staff discuss instructional strategies and curriculum issues.
- 3.8 Teachers and staff are involved in the decision-making process with regard to the purchase of materials and use of resources.
- 4.5 The student behavior plan is a result of collaboration and consensus among staff.
- 3.6 Teachers and staff work together to develop the school schedule.
- 4.3 The planning and organizational time allows teachers and staff to plan collaboratively rather than as separate individuals.

**AFFILIATIVE COLLEGIALITY**

- 4.6 Teachers and staff share stories and celebrations that support the school's values.
- 3.6 Teachers and staff meet outside of school to visit and enjoy each others' company.
- 4.4 Our school reflects a true "sense" of community.
- 4.1 Our school schedule provides frequent communication opportunities for teachers and staff.
- 4.2 Our school has a rich tradition of rituals and celebrations that includes holidays, special events, and recognition ceremonies when goals are achieved.
- 4.7 Sharing new ideas with members of our school is encouraged and appreciated.

**SELF-DETERMINATION/EFFICACY**

- 4.5 Teachers and staff value each other and depend on one another for support.
- 4.2 When something is not working in our school, the faculty and staff predict and prevent rather than react and repair.
- 4.3 The school staff make decisions as a collaborative team.
- 4.4 Members of our school community seek creative solutions to problems/issues.
- 4.3 Teachers and staff define and analyze problems and issues rather than blame others.
- 4.5 People work here because they enjoy and choose to be here.

*(Response Scale: Never = 1, Rarely = 2, Sometimes = 3, Often = 4, Always or Almost Always = 5)*

**Average Total Overall Score for your school: 72.7**



The North Asheboro staff has embodies the formula of working like a team and loving like a family while making learning our business. We have high expectations for ourselves and our students. PBIS data shows our discipline referrals decreasing from 507 in the 13-14 school year to 397 in the 14-15 school year. Student attendance increased from 95.7 to 98.1. Our school secretary call the home of each absent student on a daily basis. We are striving to increase parent involvement. We will host our second NAMS Family Picnic and September 26th and will begin holding PTO meetings at the halftime of sporting events this year. With limited staff turnover, exceeding expected growth two years in row, discipline numbers down and attendance numbers up, we are looking forward to an even more successful year. Our staff strives to prepare our students for the most important test-Life.



<b>Appendix 2: School Profile</b>					
<b>Historical Ethnicity Information</b> (% of population on 20 <sup>th</sup> day)	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
Black	12.4	15.6	15.5	12.9	12.7
Asian	1.8	1.6	1.8	1.1	0.8
White	36.1	32.9	27.7	26.3	24.3
Hispanic	45.5	45.9	51.9	56.6	58.0
American Indian	.4	.6	0.2	0	0
2+ Races	3.8	3.4	3.5	3.1	4.3
Total Population	<b>501</b>	<b>532</b>	<b>509</b>	<b>518</b>	<b>490</b>
<b>Historical Population</b> (% of Population)	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Exceptional Children	8.2	13.6	11.0	12.0	12.0
AIG	13	16.0	13.9	15.9	15.3
Limited English Proficient	21	23.0	20.0	15.7	15.7
Total Free/Reduced Lunch	68	79	80	78.8	85.7
<b>Student Attendance Data</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Average Daily Attendance	96.4	96.7	96.4	95.7	98.1
Mobility (starting 2012-13)			15.6	12.9	15.5
<b>Staffing Summary</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Teachers "highly qualified" (classes taught)	100%	96%	100%	100%	100 %
Teachers with advanced degrees	6%	8%	7%	14%	2
Teachers with NBPTS Certification	2	1	1	0	3
Teacher Turnover Rate	13.9%	13.9%	32%	17%	15.6%



### Appendix 3: Student Performance Results

Promotion Rates	2010-11	2011-12	2012-13	2013-14	2014-15
Grade 6	100	100	100	100	100
Grade 7	100	100	100	100	100
Grade 8	100	99.83	100	100	100

Grade Level Proficiency in Mathematics	2010-11	2011-12	2012-13*	2013-14	2014-2015
Grade 6 (EOG)	68.9	70.6	29.5	39.2	47.1
Grade 7 (EOG)	73.6	58.7	21.7	33.5	41.7
Grade 8 (EOG)	80.2	72.6	18.5	34.9	47.0
MATH 1 (EOC)			64.3	94.9	100.0

Grade Level Proficiency in Reading	2010-11	2011-12	2012-13*	2013-14**	2014-15
Grade 6 (EOG)	57.2	59.9	26.6	40.4	47.6
Grade 7 (EOG)	49.1	44.4	27.2	36.5	54.8
Grade 8 (EOG)	57.5	51.8	17.4	34.3	43.4

Grade Level Proficiency in Science	2010-11	2011-12	2012-13*	2013-14	2014-15
Grade 8 (EOG)	67.1	67	35.4	62.1	79.6



Math CCR Proficiency by Subgroup	Grade 6			Grade 7			Grade 8		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
All	29.5	27.5	36.0	21.7	28.2	34.5	18.5	30.2	37.3
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black	13.8	8.3	4.5	7.1	14.3	28.6	8.0	21.7	13.6
Hispanic	29.3	26.4	38.0	14.0	30.1	32.2	22.8	25.3	41.9
2+ Races	50.0	25.0	33.3	*	33.3	28.6	11.1	20.0	20.0
White	34.9	38.5	44.0	39.7	32.5	42.0	18.0	42.9	39.5
Male	32.1	26.7	38.7	21.2	28.4	33.3	8.1	27.9	37.4
Female	25.4	28.2	33.3	22.2	27.9	35.7	28.3	32.5	37.3
AIG	92.0	95	95	95	92.0	95	77.8	96.0	89.3
EC	5	21.1	9.5	5	5	18.8	5	5	5
Non-EC	34.7	28.3	39.3	24.2	32.2	36.2	22.7	33.6	41.8
LEP	10.8	14.3	16.1	5	5	9.1	5	6.1	21.4
Non-LEP	34.6	29.3	39.9	26.2	32.6	38.3	24.3	36.0	40.5
F/R Lunch	27.1	24.3	32.3	16.0	24.7	28.8	18.1	25.0	35.6
Non-F/R Lunch	50.0	44.6	60.3	58.3	54.5	61.8	20.7	60.2	49.7

Math Achievement Gaps	Grade 6			Grade 7			Grade 8		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Black (to White)	-21.1	-30.2	-39.5	-32.6	-18.2	-13.4	-10.0	-21.2	-25.9
Hispanic (to White)	-5.6	-12.1	-6.0	-25.7	-2.4	-9.8	4.8	-17.6	2.4
EC (to non-EC)	-29.7	-7.2	-29.8	-19.2	-27.2	-17.4	-17.7	-28.6	-36.8
LEP (to non-LEP)	-23.8	-15.0	-23.8	-21.2	-27.6	-29.2	-19.3	-29.9	-19.1
FRL (to non-FRL)	-22.9	-20.3	-28.0	-42.3	-29.8	-33.0	-2.6	-35.2	-14.1

Math EVAAS Growth	Grade 6			Grade 7			Grade 8		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
	-1.0	2.1	5.3	-5.8	0.1	1.1	4.8	5.3	6.5



Reading CCR Proficiency by Subgroup	Grade 6			Grade 7			Grade 8		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
All	26.6	25.1	33.9	27.2	30.0	40.5	17.4	22.5	30.7
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black	10.3	20.8	22.7	21.4	7.1	33.3	4.0	21.7	9.1
Hispanic	17.4	20.7	32.4	22.1	24.7	35.6	17.4	17.2	29.0
2+ Races	50.0	12.5	16.7	*	33.3	28.6	11.1	0.0	40.0
White	53.5	36.5	42.0	37.9	55.0	54.0	26.0	34.7	41.9
Male	28.3	20.9	37.6	27.1	30.4	36.9	14.0	20.9	28.3
Female	23.9	29.4	30.2	27.4	29.4	44.0	20.7	24.1	34.3
AIG	84.0	80.0	95	84.6	76.0	88.5	83.3	76.0	85.7
EC	5	5	9.5	5	9.5	25.0	5	5	11.1
Non-EC	30.6	28.2	37.0	30.6	32.9	42.1	19.3	25.0	33.1
LEP	5.4	5	5	5	5	5	5	5	5
Non-LEP	32.4	28.6	39.9	32.2	34.7	45.9	22.8	27.2	36.2
F/R Lunch	23.2	18.8	29.3	21.8	26.0	35.3	14.8	16.0	30.1
Non-F/R Lunch	55.6	58.7	64.1	62.5	60.0	65.4	31.0	59.9	35.1

Reading Achievement Gaps	Grade 6			Grade 7			Grade 8		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Black (to White)	-43.2	-15.7	-19.3	-16.5	-47.9	-20.7	-22.0	-13.0	-32.8
Hispanic (to White)	-36.1	-15.8	-9.6	-15.8	-30.3	-18.4	-8.6	-17.5	-12.9
EC (to non-EC)	-25.6	-23.2	-27.5	-25.6	-23.4	-17.1	-14.3	-20.0	-22.0
LEP (to non-LEP)	-27.0	-23.6	-34.9	-27.2	-29.7	-40.9	-17.8	-22.2	-31.2
FRL (to non-FRL)	-32.4	-39.9	-34.8	-40.7	-34.0	-30.1	-16.2	-43.9	-5.0

Reading EVAAS Growth	Grade 6			Grade 7			Grade 8		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
	0.9	0.1	3.4	-2.0	1.5	5.0	-0.1	-0.1	5.0



Science CCR Proficiency by Subgroup	Grade 8		
	2012-13	2013-14	2014-15
All	35.4	51.5	67.1
American Indian	*	*	*
Asian	*	*	*
Black	28.0	34.8	30.4
Hispanic	29.3	48.3	74.2
2+ Races	22.2	20.0	40.0
White	54.0	67.3	72.1
Male	31.4	52.3	67.0
Female	39.1	50.6	67.2
AIG	95	95	95
EC	11.8	5.9	21.1
Non-EC	37.9	56.6	73.0
LEP	5	15.2	57.1
Non-LEP	46.3	60.3	69.1
F/R Lunch	30.2	47.2	65.3
Non-F/R Lunch	62.1	76.3	80.3

Science Achievement Gaps	Grade 8		
	2012-13	2013-14	2014-15
Black (to White)	-26.0	-32.5	-41.7
Hispanic (to White)	-24.7	-19.0	2.1
EC (to non-EC)	-26.1	-50.7	-51.9
LEP (to non-LEP)	-41.3	-45.1	-12.0
FRL (to non-FRL)	-31.9	-29.1	-15.0

Science EVAAS Growth	Grade 8		
	2012-13	2013-14	2014-15
	-0.3	0.7	4.8



Math 1 CCR Proficiency by Subgroup	Math 1		
	2012-13	2013-14	2014-15
All	64.3	87.2	93.0
American Indian	*	*	*
Asian	*	*	*
Black	*	*	*
Hispanic	80.8	86.7	92.6
2+ Races	*	*	*
White	41.7	100.0	90.9
Male	50.0	90.5	88.5
Female	73.1	83.3	95
AIG	82.4	95.9	96.2
EC	*	*	*
Non-EC	*	*	*
LEP	*	*	*
Non-LEP	*	*	*
F/R Lunch	71.0	78.3	91.2
Non-F/R Lunch	45.4	95	95

Math 1 Achievement Gaps	Math 1		
	2012-13	2013-14	2014-15
Black (to White)	*	*	*
Hispanic (to White)	39.1	-13.3	1.7
EC (to non-EC)	*	*	*
LEP (to non-LEP)	*	*	*
FRL (to non-FRL)	25.58	-16.7	-3.8

Math 1 EVAAS Growth	Math 1		
	2012-13	2013-14	2014-15
	0.8	2.4	4.1



North Carolina Final Exams						
YEAR	Subject	Social Studies 6	Social Studies 7	Social Studies 8	Science 6	Science 7
2014-2015	Maximum Score	37	37	36	35	35
	High	37	34	32	35	33
	Low	8	5	2	6	4
	Mean	23.34	19.02	16.37	21.83	17.75
	N	185	160	160	186	164
	EVAAS					
2013-2014	Maximum Score	38	38	31	35	34
	High	37	34	26	35	33
	Low	4	5	3	7	7
	Mean	22.69	17.38	13.79	21.30	17.66
	N	171	170	170	171	170
	EVAAS	2.2	-0.2	-1.1	3.7	1.3
2012-2013	Maximum Score	38	38	32	35	34
	High	32	30	30	34	33
	Low	0	3.5	4	1	5
	Mean	16.87	16.16	14.50	19.48	18.66
	N	172	177	177	170	178
	EVAAS	3.3	1.2	-0.6	3.2	0.2





<b>AYP Targets/*AMOs Met</b>	<b>Met</b>	<b>Total</b>	<b>Percent Met</b>	<b>Targets Missed</b>
2009-10	26	27	96.3%	Reading - LEP
2010-11	20	29	69.0%	Reading – All, Black, ED, SWD Math – All, Black, White, SWD
2011-12*	16	29	55.2%	Reading – All, Hispanic, White, ED, LEP, SWD Math – All, Black, Hispanic, White, ED, LEP
2012-13*	16	29	55.2%	Reading – All, Black, Hispanic, White, ED, LEP Math – All, Black, Hispanic, White, ED, LEP, SWD
2013-14*	29	43	67.40%	Reading – All, Black, Hispanic, White, EDS, LEP, SWD, & AIG Math – All, Black, Hispanic, White, EDS & LEP
2014-15**	30	44	68.20%	Reading – All, Black, Hispanic, White, EDS, LEP & SWD Math – All, Black, Hispanic, White, EDS, LEP & SWD



## Appendix 4: Other Data Sources

### Teacher Survey

<b>Three or more areas of strength</b>	100% of our staff agrees that our school's purpose is supported by the policies and practices adopted by the school board and governing body. 100% of our staff agrees that staff members provide peer coaching in our school. 100% of our staff agrees that our school provides qualified staff members to support student learning.
<b>Three or more areas of possible improvement</b>	<b>Engaging families in their children's learning progress-</b> 18.52% neutral and 3.7% disagree <b>Protecting instructional time-</b> 7.69% disagreed and 3.85% strongly disagreed that we achieved this goal while 88.46% agreed that we achieved this goal.
<b>Two significant findings</b>	The two overall highest rated areas were Purpose/ Direction and Governance/ Leadership. While the ratings were overall positive, we have areas of discrepancy where some teachers believe we are being successful and some teachers believe we are not. The challenge will be to continue the practices that teachers see working while finding ways to support the teachers who have a disagreeing opinion.

### Student Survey

<b>Three or more areas of strength</b>	The highest rated response was for the statement, "In my school. the principal and teachers have high expectations of me. 45.8% strongly agreed and 37.65% agreed The second highest rated response was for the statement, "My school prepared me for success in life." 44.69% strongly agreed and 38.41% agreed. The third highest response was for the statement, "In my school, teachers work together to improve student learning." 43.78% strongly agreed and 39.23% agreed
<b>Three or more areas of possible improvement</b>	We need to help students grow in the areas of helping respect each other's' property.21.5% disagreed and 14.10% strongly disagreed that this was happening. Students also indicated an area of improvement was students helping each other even if they are not friends. 16.18% disagreed and 15.22% strongly disagreed that this was happening. The survey results indicated that we need to continue to help students demonstrate respect for adults. 15.11% disagreed and 10.7% strongly disagreed that this was happening.
<b>Two significant findings</b>	Less than 50% of our students indicated that they felt like students were treated with respect. In the open ended responses, teachers and PBIS were listed as the two best things about NAMS.



<b>Parent Survey</b>	
<b>Three or more areas of strengthen</b>	<p>My child is prepared for success in the next school year 100% agreed or were neutral..</p> <p>Our school provides qualified staff members to support student learning. 39.66% strongly agreed and 51.72% agreed. None disagreed!</p> <p>Our school provides students with access to a variety of information resources to support their learning. 41.38% strongly agreed and 55.17% agreed. None disagreed!</p>
<b>Three or more areas of possible improvement</b>	<p>Not all parents agreed that their child's teacher kept them informed regularly of how their child is being graded.</p> <p>Not all parents agreed that the school's purpose statement is formally reviewed and revised with involvement from parents.</p>
<b>Two significant findings</b>	<p>Parents rated our school higher in many areas than the staff did.</p> <p>A significant percentage of our parents answered neutral to the questions while the disagree and strongly disagree statements were minimal indicating that parents just don't know on some of the questions. We need to try different ways of communicating to parents. I believe that we are trying. We just haven't found effective ways for all of the parents in our wonderfully diverse community.</p>



## South Asheboro Middle School

### 2015-2016 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 16
PBIS Action Plan	page 18
Compliance Statements	page 19
Parent Involvement	page 20
Intervention Plan	page 22
Waiver Requests	page 22
Leadership Team Members	page 23

#### **Appendixes**

Current State of the School	page 24
School Profile	page 25
Student Performance Results	page 26
Other Data Sources	page 33

#### **Staff Approval**

Date of Secret Ballot                    11/2/2015  
 Results For                                    54  
 Results Against                              1

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

#### **Approved by Superintendent of Schools:**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

#### **Approved by Board of Education:**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



<b>Our School's Vision</b>	South Asheboro Middle school will be school of excellence where each student is prepared to be globally competitive for college, careers and citizenship.
<b>Our School's Mission</b>	South Asheboro Middle School's mission is to provide a caring, collaborative, and challenging learning environment with high expectations for all.
<b>Core Beliefs</b>	<p>To lead us toward our vision and mission, our school community shares the following core beliefs:</p> <ul style="list-style-type: none"><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><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><li>• We believe that students should be provided with a variety of assessment opportunities to demonstrate their achievement.</li><li>• We believe that high expectations and positive discipline provide a supportive learning environment within our school.</li><li>• We believe that with guidance students can make positive and responsible choices.</li></ul>



**Strategic Objectives:**

- ✓ Engage Each Student
- ☐ Assessment for Learning
- ✓ Improved Achievement
- ☐ Create Opportunities
- ☐ Capacity Building

**Strategic Focus/Foci:**

- ◆ 21st Century Skills
- ◆ Literacy Instruction
- ◆ Expand learning opportunities

**Current Level of Performance:**

Based upon recent EOG data (2014/15), our grade level reading proficiency rates in grades 6,7,& 8, were respectively 62.9,50.7 and 53.6.

Based upon recent EOG data (2014/15), our reading College and Career proficiency rates in grades 6,7,& 8, were respectively 46.7, 41.5, 38.3

**Annual Goal 1:**

**With a 2 year goal of 80% reading proficiency in all grade levels, overall reading proficiency on the 2015-2016 Reading EOG will increase as follows:**

**2015-2016**

- 6th grade: 62.9 to 71.45
- 7th grade: 50.7 to 65.35
- 8th grade: 53.6 to 66.80

**2016-2017**

- 6th grade: 71.45 to 80.00
- 7th grade: 65.35 to 80.00
- 8th grade: 66.80 to 80.00



Action Steps for Goal 1	Implementation		Monitoring				Completion
	Team Members	Resources/ Prof. Dev. Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
Teachers will participate in quarterly grade level data discussions led by support staff (IF, AIG consultant, Media specialist) that focus on current assessment data (classroom assessments, SRI, benchmarks, etc.) to appropriately address instruction to meet students' needs.	All core teachers Betsy Hammond Megan Smith Julia Dawson	SchoolNet Excel Assessment/ Data Spreadsheet	Betsy Hammond Megan Smith Julia Dawson	Benchmark reflection sheets Student remediation and enrichment lists and rosters Student data tracking sheets	December 1, 2015 March 1, 2016		May 2016
Leadership Team will participate in instructional rounds to identify problems of practice and to analyze instructional practices and strategies used in all classrooms.	Leadership Team	Schedule for instructional rounds <u>Instructional Rounds in Education</u> Eleot observation tool Questioning Articles from Educational Leadership Magazine	Megan Smith Betsy Hammond	schedule Instructional Rounds narratives leadership team minutes	November 3, 2015 February 2, 2016 May 3, 2016		April 2016



<p>Students and teachers will participate in One Book, One School reading the novel <i>A Long Walk to Water</i>, in order to increase global awareness and promote service learning, while reinforcing literacy skills so that we build a community of independent readers.</p>	<p>Julia Dawson Brian Saunders 7th period teachers</p>	<p><u>SAMS Long Walk to Water</u> Weebly David Bare (Randolph Public Library) Guest speakers related to the book Books from Kiser Middle School</p>	<p>Julia Dawson 7th period teachers</p>	<p><u>SAMS Long Walk to Water</u> Weebly Student, Parent, Teacher Survey Results Attendance at PTO Public Library night</p>	<p>October 6, 2015</p>		<p>September 30, 2015</p>
<p>Promote a culture of reading by organizing a school-wide reading incentive program (40 Book Challenge, Accelerated Reader, DEAR) and celebrating students for their success in literacy.</p>	<p>ELA Teachers Julia Dawson Kim Hoffman 7th period teachers</p>	<p>Accelerated Reader program 40 book challenge resources reading incentives</p>	<p>ELA Teachers Julia Dawson Kim Hoffman 7th period teachers</p>	<p>SRI data Media Center circulation statistics AR reports/statistics Progress charts/logs</p>	<p>October 6, 2015 January 5, 2016 April 5, 2016</p>		<p>May 20, 2016</p>
<p>ELA teachers will complete weekly formative assessment and analyze data during weekly collaborative planning sessions in order to drive instruction.</p>	<p>EOG/EOC Teachers</p>	<p>Google Doc template for formative assessment data</p>	<p>Keri Hill Bethany Adams Kerri Lamb Anthony Ross Cortney Mere Kelly Hagood</p>	<p>Google Doc template for formative assessment data Formative assessments aligned to standards</p>	<p>Nov. 3, 2015 March 1, 2016 May 3, 2016</p>		<p>May 2016</p>





<p>Select teachers will participate in Reading Foundations Training to strengthen reading instruction and intervention strategies so that students' reading problems will be addressed appropriately.</p>	<p>Reading Foundations Participants Cohort 1 and 2</p>	<p>Reading Foundations PD: Aug 18 Oct 8 Jan 7 Feb 15 Mar 7</p>	<p>Tamara Myers (Kelly Hagood, Cortney Mere)</p>	<p>PD Log PD Homework assignments Student interventions</p>	<p>Nov. 3, 2015 March 1, 2016 May 3, 2016</p>		<p>March 2016</p>
<p>Select teachers participate in the Literacy Design Collaborative PD to design modules so that students will engage in reading rich texts and writing.</p>	<p>LDC participants</p>	<p>LDC PD: Sept. 24, 2015 Oct. 15, 2015 Nov. 18, 2015 Feb. 11, 2016 March 10, 2016 April 14, 2016</p>	<p>Fleming Mere Herrin Cope</p>	<p>Formative assessments aligned to standards</p>	<p>Sep. 23, 2015 Oct. 14, 2015 Nov. 17, 2015 Feb. 10, 2016 March 9, 2016 April 13, 2016</p>		<p>June 2016</p>
<p>7th period CoRe (<b>Comets Return</b>) implemented to provide interventions so that students will get additional help in reading in order to meet or exceed expected growth.</p>	<p>7th period ELA teachers</p>	<p>CoRe schedule Instructional Facilitator/ AIG Specialist C3 wikispace</p>	<p>7th period ELA teachers</p>	<p>Lesson plans Schedules Walk through/ video teacher exemplars Benchmark data</p>	<p>October 6, 2015 March 1, 2016</p>		<p>June 2016</p>



**Strategic Objectives:**

- ✓ Engage Each Student
- ☐ Assessment for Learning
- ✓ Improved Achievement
- ☐ Create Opportunities
- ☐ Capacity Building

**Strategic Focus/Foci:**

- ◆ 21st Century Skills
- ◆ Expand learning opportunities

**Current Level of Performance:**

Based upon recent EOG data (2014/15), our math proficiency rates in grades 6,7,& 8, were respectively 55.5, 42.0 and 42.30.

Based upon recent EOG data (2014/15), our math College and Career proficiency rates in grades 6,7,& 8, were respectively 42.8, 33.7, 27.0

Based upon recent EOC data (2014/15), our Math 1 College and Career proficiency was 62.7 and proficiency was 82.7.

**Annual Goal 2:**

**With a 2 year goal of 80% math proficiency in all grade levels, overall math proficiency on the 2015-2016 Math EOG will increase as follows:**

**2015-2016**

- 6th grade: 55.50 to 67.75
- 7th grade: 42.00 to 59.00
- 8th grade: 42.30 to 58.85

**2016-2017**

- 6th grade: 67.75 to 80.00
- 7th grade: 59.00 to 80.00
- 8th grade: 58.85 to 80.00



Action Steps for Goal 2	Implementation		Monitoring				Completion
	Team Members	Resources/ Prof. Dev. Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
Leadership Team will participate in instructional rounds to identify problems of practice and to analyze instructional practices and strategies used in all classrooms.	Leadership Team	Schedule for instructional rounds <u><a href="#">Instructional Rounds in Education</a></u>	Leadership Team	Schedule Instructional Rounds narratives Leadership team minutes	November 3, 2015 February 2, 2016 May 3, 2016		May 3, 2016
7th period CoRe (Comets Return) implemented to provide interventions so that students will get additional help in math in order to meet or exceed expected growth.	7th period math teachers	CoRe schedule Instructional Facilitator/ AIG Specialist C3 wikispace	7th period math teachers	Lesson plans Schedules Walk through/ video teacher exemplars Benchmark data	October 6, 2015 March 1, 2016		June 2016
Provide before and after school tutoring opportunities so that students have multiple exposures to content for filling in gaps and mastering grade level standards.	SAMS staff	AHS National Honors Society After school bus route Teacher tutoring rotation ASAP Remediation resource SAMS Instructional Support Wikispace	SAMS staff	Tutoring rosters Bus routes	Jan. 12, 2016 May 10, 2016		May 2016



Weekly collaborative planning with math teachers and support staff to increase math investigations, word problems and critical thinking skills in classroom instruction.	Math teachers Betsy Hammond Megan Smith Julia Dawson	Connected Math investigations School based Professional development for math Schoolnet/ Powerschool lessons	Math teachers Betsy Hammond Megan Smith Julia Dawson	Collaborative planning minutes Lesson plans Common assessments Walk through/ video exemplars	Jan. 5, 2016 May 3, 2016		May 2016
Utilize math words walls, number talks and anchor charts in math classrooms to build mathematical vocabulary and number sense.	Math teachers Wendy Rich	School based professional development with Wendy Rich <u>Making Number Talks Matter</u>	Math teachers Wendy Rich	PD roster Collaborative planning minutes Lesson plans Walk through/ video and photo exemplars	September 3, 2015 Jan. 5, 2016	Wendy Rich offered professional development during math planning at all grade levels on August 27th. She covered the purpose (efficiency and effectiveness ) while building number sense. Samples of number talks and resources were shared with math teachers.	Aug 27th



<p>Teachers will participate in collaborative grade level data discussions led by support staff (Instructional Facilitator, AIG specialist, Media specialist) that focus on current benchmark assessment data to appropriately address instruction to meet students' needs.</p>	<p>All core teachers Betsy Hammond Megan Smith Julia Dawson</p>	<p>SchoolNet Six Week Benchmarks Excel Assessment/Data Spreadsheet</p>	<p>Betsy Hammond Megan Smith</p>	<p>Benchmark reflection sheets Student remediation and enrichment lists and rosters</p>	<p>December 1 , 2015 March 1, 2016</p>		<p>May 2016</p>
<p>Math teachers will complete weekly formative (skills/knowledge) assessment and analyze data during weekly collaborative planning sessions in order to drive instruction.</p>	<p>EOG/EOC teachers</p>	<p>Google Doc Data Template for formative assessment data Formative assessments aligned to standards</p>	<p>Callie Everett/ Kristin Runnfeldt Sarah Trollinger/Lee Wright Sherry Ferree/Dave McElroy</p>	<p>Google Doc Data Template for formative assessment data</p>	<p>November 3, 2015 March 1, 2016</p>		<p>May 2016</p>
<p>Select teachers participate in the Math Design Collaborative PD to design modules so that students will gain a deeper understanding of mathematical concepts</p>	<p>MDC participants</p>	<p>MDC PD: Sept. 24, 2015 Oct. 15, 2015 Nov. 18, 2015 Feb. 11, 2016 March 10, 2016 April 14, 2016</p>	<p>Trollinger Ferree</p>	<p>Formative assessments aligned to standards</p>	<p>February 2, 2016</p>		<p>June 2016 (but it will continue into the next two school years)</p>



**Strategic Objectives:**

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- ☐ Create Opportunities
- ☐ Capacity Building

**Strategic Focus/Foci:**

- ◆ 21st Century Skills
- ◆ Literacy Instruction
- ◆ Expand learning opportunities
- ◆ Academic proficiency in Core Curriculum

**Current Level of Performance:**

African American to White Achievement Gap

Reading: 32.7

6th: 40.1

7th: 28.8

8th: 28.9

Math: 38.0

6th: 45.1

7th: 38.1

8th: 30.8

Math 1: 9.7

Science 8th: 36.4

Hispanic to White Achievement Gap

Reading: 22.5

6th: 28.6

7th: 17.1

8th: 21.6

Math: 19.9

6th: 28.3

7th: 20.4

8th: 11.7

Math 1: 1.5

Science 8th: 26.1



**Annual Goal 3:**

**GOAL 3**

**Due to historical gaps in achievement as indicated by levels of proficiency, we will reduce achievement gap in half on EOG/EOC tests by accelerating growth in Black and Hispanic subgroups.**

**6th grade Reading**

**The Black subgroup achievement gap will reduce from 40.1 to 20.05**

**The Hispanic subgroup achievement gap will reduce from 28.6 to 14.3**

**6th grade Math**

**The Black subgroup achievement gap will reduce from 45.1 to 22.55**

**The Hispanic subgroup achievement gap will reduce from 28.3 to 14.15**

**7th grade Reading**

**The Black subgroup achievement gap will reduce from 28.8 to 14.4**

**The Hispanic subgroup achievement gap will reduce from 17.1 to 8.55**

**7th grade Math**

**The Black subgroup achievement gap will reduce from 38.1 to 19.05**

**The Hispanic subgroup achievement gap will reduce from 20.4 to 10.2**

**8th grade Reading**

**The Black subgroup achievement gap will reduce in from 28.9 to 14.45**

**The Hispanic subgroup achievement gap will reduce in from 21.6 to 10.8**

**8th grade Math**

**The Black subgroup achievement gap will reduce in from 30.8 to 15.4**

**The Hispanic subgroup achievement gap will reduce in from 11.7 to 5.85**

**8th grade Science**

**The Black subgroup achievement gap will reduce in from 36.4 to 18.2**

**The Hispanic subgroup achievement gap will reduce in from 26.1 to 13.05**

**Math 1**

**The Black subgroup achievement gap will reduce in from 24.8 to 12.4**

**The Hispanic subgroup achievement gap will reduce in from 1.5 to 0**



Action Steps for Goal 3	Implementation		Monitoring				Completion
	Team Members	Resources/ Prof. Dev. Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
We will have reports generated by the ACS testing office that disaggregate benchmark scores by race so that teachers can discuss discrepancies and trends in that data as a part of their planning discussions.	All teachers	EVAAS Common Planning Google doc for tracking student performance	Core Teachers Nikki Domally	List of non-proficient students per benchmark Collaborative Data Discussion Reflections	October 13 January 12 March 8 May 10		May 2016
7th period CoRe implemented to provide interventions so that students will get additional help in math in order to meet or exceed expected growth.	7th period math teachers	CoRe schedule Instructional Facilitator/ AIG Specialist C3 wikispace	7th period math teachers	Lesson plans Schedules Walk through/ video teacher exemplars Benchmark data	October 6, 2015 Jan. 5, 2016 March 1, 2016		June 2016
Provide before and after school tutoring opportunities so that students have multiple exposures to content for filling in gaps and mastering grade level standards	SAMS staff	AHS National Honors Society After school bus route Teacher tutoring rotation ASAP Remediation resource SAMS Instructional Support Wikispace	SAMS staff	Tutoring rosters Bus routes	Jan. 12, 2016 May 10, 2016		May 2016





Science and Social Studies teachers will integrate culturally responsive reading strategies into their instruction weekly so that all students develop high level reading strategies.	Science and Social Studies Teachers	PD on culturally responsive reading strategies Grade Level ELA Teachers	Instructional Facilitator Lead ESL Teacher Rachel Marinucci Cortney Mere	PD Rosters Lesson Plans Student exemplars of strategy	November 20 -Feb 12 Oct. 20		May 2016
Administrators will track and analyze discipline data in order to identify trends with regard to discipline disproportionality so that staff can identify solutions to maximize the instructional time of minority students.	All staff	Discipline data	Nikki Domally Brian Saunders	Staff Meeting Agendas Data reports	October 13 January 12 March 8 May 10		May 2016
PBIS and Discipline Disproportionality will plan PD in conjecture with Dr. McCamish so that staff can identify solutions to maximize the instructional time of minority students.	All staff	Professional literature	PBIS/ Discipline Disproportionality team Dr. McCamish	PD roster	December 8		April 2016



<p>We will increase our parent and community involvement with specific focus on partnering for student academic support.</p>	<p>Brian Saunders Nikki Domally Tracii Miller</p>	<p>Partnership with community churches and other non-profit groups A needs assessment outlining the areas we need community involvement</p>	<p>Traci Miller</p>	<p>Additional Volunteers for after School Tutoring Completion of the Career Exposure Program Comprehensive Plan for Summer Enrichment Opportunities Sign-in sheets from parent events hosted on campus and/or at community hubs.</p>	<p>January 5th April 5th</p>		<p>This action step, it is safe to say, will continue well past this school year.</p>
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<b>Title I Compliance</b>	
<b>Actions taken to meet the ten essential components of a School-Wide Title I Program</b>	
<b>1. A Comprehensive Needs Assessment of the entire school</b>	Appendix 2 describes our community profile, including our ethnicity, student information regarding special needs and free/reduced, attendance data, and staffing summary. Appendix 3 details our school results at all grade levels over several years. This section also includes information on the achievement gap and annual measurable objectives. Our middle school students do not appear to be adequately able to apply literacy skills to writing or reading. Title I services are crucial in providing these students with the support of literacy resources.
<b>2. School-Wide Reform Strategies</b>	Annual Goals and Action Steps are found beginning on page 3
<b>3. Instruction by a Highly Qualified Professional Staff</b>	Staffing Summary indicated below
<b>4. High Quality and Ongoing Professional Development</b>	Professional development plan listed for each goal
<b>5. Strategies to Attract Highly Qualified Teachers to High Need Schools</b>	District recruitment plan Staffing Summary indicated below Assessment data is used to place highly qualified teachers in areas of need, allowing for reduced class sizes to meet the developmentally appropriate needs of students
<b>6. Including Teachers in Decisions Regarding the Use of Assessment</b>	Evaluation strategies for continuous improvement plan Participation in school leadership team Participation in district leadership planning Participation in benchmark data analysis discussions and classroom data analysis led by Instructional Team (Instructional Facilitator, AIG consultant, Media Specialist)
<b>7. Strategies to Increase Parent Involvement</b>	ESL/Curriculum/Cultural parent nights Report card pick-up nights Home visits at the outset of each school year and as needed throughout the school year PTO special events Parent contact logs Volunteer logs School calendar on website Connect5 phone & email messages each Sunday evening from Mr. Saunders SAMS newsletter sent biweekly (created by teachers for the consumption of all SAMS stakeholders) Regularly updated teacher websites Parent education opportunities (i.e. English class with Donna Beck) Watch D.O.G.S. program



<b>8. Transition Strategies</b>	Plans are developed to assist students in their transition from grade 5 into middle school and from grade 8 into high school.
<b>9. Activities for Children Experiencing Difficulty</b>	District use of Personal Education Plans (PEPs) Daily intervention participation (7th period CoRe–Comets Return) Parent conferences Data conversations between IF and teacher Student Success Team Partnership with contracted mental health agencies Partnership with Communities In Schools
<b>10. Coordination and integration of Federal, State, and Local Services</b>	Federal programs implemented in this school include: <ul style="list-style-type: none"><li>• Title I, Title II-A, Title II-D, Title III</li><li>• State programs implemented in this school include: English as a Second Language o (PRC 054); DSSF (PRC 024)</li></ul> Coordination and integration of these programs are outlined in the school’s intervention plan and individual federal grant applications



<b>PBIS School Action Plan</b>			
<b>Task</b>	<b>Who</b>	<b>When</b>	<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, PBIS team, & assistant principal	Monthly through the 2015-2016 school year.	June 10th, 2016
School team representatives will attend District level bi-annual PBIS meetings.	In-School Coach/PBIS team leader, designated team member, or assistant principal	One training session in the fall and one meeting in the spring.	June 10th, 2016
Each PBIS team at the school level will complete an Implementation Inventory and submit to the central office.	In-School Coach/PBIS team leader, PBIS team	By October 31, 2015	October 13, 2015
Each PBIS team at the school level will complete the School Evaluation Tool and score 90% or higher. We plan to maintain Exemplar Status according to NC PBIS criteria	In-School Coach/PBIS team leader, PBIS team, assistant principal, & school staff	By June 1, 2016	June 10th, 2016
Utilize PBIS Data instrument to target discipline disproportionality amongst various demographic groups	In-School Coach/PBIS team leader, principal or assistant principal, district-level consultant	Monthly PBIS Meetings & Staff meetings	July 8, 2016



<b>Compliance Statements</b>		
<b>Healthy Active Children Policy</b>	1. Physical activity is not denied to any student as a means of discipline, nor is physical activity used as a form of punishment.	1. Physical activity will be used as a positive reinforcement for setting patterns for healthy living. It will not be withheld as a form of punishment.
	2. Each student in this school participates in an average of 150 minutes per week of physical activity and/or physical education.	2. Students are engaged in physical activity through physical education classes, scheduled intramurals, athletic team participation, and open gym opportunities.
<b>Pledge of Allegiance</b>	3. Time is scheduled for school-wide recitation of the Pledge of Allegiance.	3. The Pledge is recited daily at the beginning of morning announcements.
	4. Flags of the United States and North Carolina are displayed in this school.	4. Flags of the United States and North Carolina are displayed outside of the building, as well as other locations inside the school.
<b>Duty-free Lunch</b>	5. Every teacher must be provided a duty-free lunch period on a daily basis or as otherwise approved by the school improvement team.	5. A duty-free lunch period for every teacher must be provided on a daily basis or as otherwise approved by the school improvement team.
<b>Duty-free Instructional Planning</b>	6. Every full-time assigned classroom teacher must be provided duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week.	6. Duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week, must be provided for every full-time assigned classroom teacher.
<b>Redundant Reporting Requirements</b>	7. If the continuous improvement team identifies a more expeditious manner of providing information to the board that will eliminate a redundant or unnecessary reporting requirement for teachers at its school, the team may make a written request to the superintendent to eliminate the redundant or unnecessary report.	7. The continuous improvement team monitors on a regular basis redundant and unnecessary reporting requirement for teachers to identify more expeditious manners of providing information to the board.



## 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><b>1. 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.</p>	<p>We offer a variety of ways to help teachers and families of adolescents understand how to help our students be successful. We provide training to our staff on family issues such as poverty, homelessness, language barriers, and social/emotional development for gifted students. We also invite our families to AVID and ELL parent nights, and our district provides FAN (Family Alliance Network) nights. After the eighth graders take the EXPLORE test, we offer information sessions for these parents to assist them in understanding their students’ scores. In addition, we have a partnership with UNCG that targets our Latino families. We also are initiating student-led conferences so our students can take an active role in explaining their learning and growth to their parents.</p>
<p><b>2. Communicating:</b> Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.</p>	<p>We understand the value and the importance of keeping the lines of communication open between parents and the school. We make available the following as means of communication:</p> <ul style="list-style-type: none"> <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>• PowerSchool Parent Portal (teachers update grades weekly)</li> <li>• Open Houses</li> <li>• Parent/Student/Teacher Conferences</li> <li>• Home Visits</li> </ul>
<p><b>3. 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.</p>	<p>Here at SAMS, we provide various volunteer opportunities through our PTO, our office, and our academic/athletic programs. PTO provides a platform for its members to (no fee or dues required) to interact with students and teachers at dances offered 4-6 times annually, at teacher appreciation events, and at incentive programs for students (i.e. dodgeball, bounce parties,) We are purposeful about scheduling meetings at various times so that our families can attend according to their busy schedules. For example, through communities in schools, we offer mentor training to our Watch DOGS (Dads of Great Students) provided at various times during the day and evening.</p>



<p><b>4. 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.</p>	<p>Our school provides each family with bookmarks designed to help parents assist their children with their reading comprehension. The bookmark includes specific questions parents can ask students about both informational and fiction texts. Additionally, teachers provide students with digital resources that they can access from home via online learning platforms like Canvas and Edmodo. These include but are not limited to: classroom notes, videos, presentations, and exemplar work samples. Students can access these resources via teacher webpages, Edmodo, Canvas, and/or school websites. The following resources are also available to students via the school website.</p> <ul style="list-style-type: none"><li>• Destiny – ebooks</li><li>• NCWise Owl databases</li><li>• Connect Math Online</li></ul>
<p><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.</p>	<p>We invite at least 2 parents to be members of our school improvement team each year. Parent input given in various annual surveys is analyzed and used in decision making with regard to CIP planning and our parent involvement and communication plan.</p>
<p><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.</p>	<p>We believe that establishing partnerships with the community is essential to our students' and families' success. We partner with Communities in Schools to offer both the Backpack Pals program for those students to need food on the weekends and a mentor program for our students. We have a partnership between Asheboro City Schools and several mental health agencies. Our school has been adopted by Journey Church and they have provided resources for both our students and our faculty. We have also established after school tutoring with the National Honor Society at Asheboro High School. Mr. Saunders has specifically worked to strengthen the number of parents involved with PTO, while Ms. Domally is working to establish firm partnerships with the Eastside church community.</p>





Intervention Plan	
<b>A. Overview</b>	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. Data conversations occur after each district benchmark. Each student identified as at-risk of failing has their own Personalized Education Plan (or PEP) that his/her teachers devise and follow. Before- and after-school tutoring is available every Wednesday with bus transportation also available. 7th period each day is our designated intervention period (that occurs during the actual school day) from 2:45-3:30pm.
<b>B. Target Population</b>	Students who are performing below grade level or who are making Ds or Fs in their core courses.
<b>C. Measureable Intended Outcome</b>	High Growth and grade-level proficiency
<b>D. Description of activities or services to be provided</b>	Focus sessions via weekly subject area PLCs 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, and continue Parent English Academy.
<b>E. Evaluation of Results</b>	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 South Asheboro Middle School to purchase materials supportive of school goals and to better meet student individual needs toward closing the Achievement Gap.
2. To increase the class size above 29 whenever the need arises. (G.S. 115c-301)	2. A waiver in class size will allow us to provide services to all students with the current teacher allotment.



### Leadership Team Members

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

<b>Name</b>	<b>Signature</b>	<b>Role</b>
Brian Saunders		Principal
Nikki Domally		Assistant Principal
Megan Smith		AIG Specialist, Chairperson
Keri Hill		Sixth Grade Representative
Kerri Lamb		Seventh Grade Representative
Dave McElroy		Eighth Grade Representative
Betsy Hammond		Instructional Facilitator
Corey Masterson		Teacher of the Year
Glenn Fleming		PBIS Representative
Jeff Melberger		School Social Worker
Nicole Brown		Parent Representative
Jacqueline Trinkley		Parent Representative



## Appendix 1: Current State of the School

### **Celebrations**

According to 2014-2015 school achievement data, the following are true:

- End of Grade and End of Course tests showed an increase in student performance in reading, math, and eighth grade science from the previous year. Scores rose 4 to 16 percentage points for proficiency in math across all grade levels, 5-18 percentage points in reading across all grade levels, and 14 percentage points in 8th grade science.
- The class of 2019 (last year's 8th grade) increased proficiency scores each year in grades 6 through 8 for a total increase of 21.7 points in math and 15.9 points in reading.
- The two year trend for Math I student performance indicates an increase of almost 40 percentage points from 2012-13 (42.9) to 2014-15 (82.7).

According to AdvancEd survey results parents, students, and staff commented on the positive climate of the school and the quality of relationships within the school building between teachers and students. Furthermore, stakeholders appreciate the variety of afterschool and enrichment opportunities available. The C3 tutoring program was noted as a successful addition to available supports for students.

Staff members at SAMS indicated that they are a part of a collaborative, supportive, professional learning environment with a focus on building meaningful relationships and connections with parents and students in order to best meet the needs of our students.

### **Areas Needing Improvement**

According to 2014-2015 school achievement data, the following are true:

- We did not meet our AMOs (Annual Measurable Objectives) for proficiency goals in reading or math for any subgroup.
- Our school has significant achievement gaps with all subgroups, the smallest being 8.0 percent between Hispanic to White students in 8th grade math. The largest gaps in math exist between EC and non EC students in 6th grade math (42.9) and between those students receiving free and reduced lunch and those who do not in 7th grade math (40.1). In reading, smallest gap is in 7th grade reading between Hispanic and White students (19.9). The largest gap is in 6th grade reading between Black to White students (44.6).
- Fewer than 50% of our students across all grade levels in both reading and math are college and career ready (scoring at a level four or five on the End of Grade or End of Course tests).

According to AdvancEd survey results, responding parents indicated a desire for increased communication including but not limited to updated teacher websites and up to date grades in PowerSchool.

Trends from the student survey indicate a need for focus on improvement with consistency in discipline and classroom management procedures.

Students also expressed concern regarding levels of respect shown toward other students, property, and building personnel.



**Appendix 2: School Profile**

<b>Historical Ethnicity Information</b> (% of population on 20 <sup>th</sup> day)	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
Black	17.4	16.8	15.7	16.6	17.2
Asian	1.4	0.7	1.1	13.6	1.9
White	51.9	52.1	48.4	46.2	41.0
Hispanic	23.0	25.3	29.1	30.9	34.7
American Indian	0.0	0.2	0.6	0	0.0
2+ Races	6.27	5.0	3.9	4.5	0.4
Total Population	574	601	642	659	558

<b>Historical Population</b> (% of Population)	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Exceptional Children		14.5	12.1		14.2
AIG		22.1	16.5	16.9	17.9
Limited English Proficient		10	8.4		
Total Free/Reduced Lunch		58.9	59.5	63.6	64.3

<b>Student Attendance Data</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Average Daily Attendance	95.6	96.2	95.9	95.8	97.8
Mobility (starting 2012-13)			12.5	12.2	11.1

<b>Staffing Summary</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Teachers "highly qualified" (classes taught)	97%	96%	100	100	100
Teachers with advanced degrees	15%	7%	27%	29%	16%
Teachers with NBPTS Certification	7	5	6	7	7
Teacher Turnover Rate	10%	11%	24%	37%	18%



**Appendix 3: Student Performance Results**

<b>Promotion Rates</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Grade 6	100	100	100	100	100
Grade 7	99.46	100	100	100	100
Grade 8	100	99.83	100	99.5	100

<b>Grade Level Proficiency in Mathematics</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13*</b>	<b>2013-14</b>	<b>2014-2015</b>
Grade 6 (EOG)	84.5	80.8	20.6	38.7	55.5
Grade 7 (EOG)	76.9	72.8	30.5	25.3	42.0
Grade 8 (EOG)	80.5	85.3	20.5	38.2	42.3
MATH 1 (EOC)			42.9	76.6	82.7

<b>Grade Level Proficiency in Reading</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13*</b>	<b>2013-14**</b>	<b>2014-15</b>
Grade 6 (EOG)	73.8	74.5	37.7	44.6	62.9
Grade 7 (EOG)	63.8	57.5	41.0	45.2	50.7
Grade 8 (EOG)	62.4	62.8	31.0	40.1	53.6

<b>Grade Level Proficiency in Science</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13*</b>	<b>2013-14</b>	<b>2014-15</b>
Grade 8 (EOG)	63.0	67.4	39.0	55.8	69.8



Math CCR Proficiency by Subgroup	Grade 6			Grade 7			Grade 8		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
All	20.6	33.3	42.8	30.5	20.3	33.7	20.5	32.7	27.0
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	80.0	*	*	*	*	*
Black	7.1	8.8	21.6	16.7	6.5	13.2	7.9	12.1	11.8
Hispanic	14.1	25.4	34.2	23.2	11.9	29.5	14.0	27.9	25.0
2+ Races	12.5	18.2	36.4	10.0	22.2	36.4	27.3	16.7	12.5
White	27.7	48.5	54.8	37.6	28.3	44.6	28.7	42.5	33.0
Male	28.0	26.1	42.6	29.9	26.5	29.3	18.5	31.7	30.2
Female	13.5	39.3	43.0	31.2	14.8	37.2	22.2	34.0	24.1
AIG	78.1	91.2	87.2	90.9	78.1	95	63.6	95	75.0
EC	14.3	7.1	6.1	3.8	3.7	6.9	5	5	5
Non-EC	21.3	37.5	49.0	34.2	22.7	38.1	22.7	36.6	30.4
LEP	13.0	5	5.9	9.5	5	5	5	5	5
Non-LEP	21.5	37.1	45.8	32.8	22.2	37.3	22.4	35.8	29.4
F/R Lunch	8.9	24.1	35.0	23.1	11.5	20.0	10.9	21.1	19.8
Non-F/R Lunch	38.8	53.9	59.8	43.4	33.7	60.1	37.5	51.1	37.4

Math Achievement Gaps	Grade 6			Grade 7			Grade 8		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Black (to White)	-20.6	-39.7	-33.2	-20.9	-21.8	-31.4	-20.8	-30.4	-21.2
Hispanic (to White)	-13.6	-23.1	-20.6	-14.4	-16.4	-15.1	-14.7	-14.6	-8.0
EC (to non-EC)	-7.0	-30.4	-42.9	-30.4	-19.0	-31.2	-17.7	-31.6	-25.4
LEP (to non-LEP)	-8.5	-32.1	-39.9	-23.3	-17.2	-32.3	-17.4	-30.8	-24.4
FRL (to non-FRL)	-29.9	-29.8	-24.8	-20.3	-22.2	-40.1	-26.6	-30.0	-17.6

Math EVAAS Growth	Grade 6			Grade 7			Grade 8		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
	-7.5	-2.2	2.7	-4.2	-0.4	-0.7	-5.7	5.8	6.8



Reading CCR Proficiency by Subgroup	Grade 6			Grade 7			Grade 8		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
All	37.7	34.8	46.7	41.0	36.9	41.5	31.0	32.7	38.3
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	80.0	*	*	*	*	*
Black	14.3	20.6	18.9	6.7	16.1	23.7	18.4	24.2	17.6
Hispanic	21.9	16.9	32.9	28.6	29.9	34.4	15.8	19.7	27.9
2+ Races	37.5	36.4	63.6	30.0	22.2	36.4	9.1	16.7	37.5
White	54.5	50.5	63.5	56.0	48.1	54.3	47.9	42.5	49.5
Male	38.0	31.5	45.9	36.8	38.2	41.3	25.0	25.2	36.8
Female	37.5	37.5	47.7	46.2	35.7	41.6	36.1	42.6	39.7
AIG	78.1	91.2	91.5	93.2	81.3	91.4	70.5	83.3	77.8
EC	14.3	10.7	9.1	3.8	7.4	10.3	4.2	3.8	10.7
Non-EC	40.4	38.6	53.0	46.2	41.1	46.6	34.7	36.8	42.3
LEP	13.0	5	11.8	5	5	5	5.9	5	5
Non-LEP	40.9	38.8	49.5	45.0	39.4	45.4	33.3	35.8	41.7
F/R Lunch	24.2	24.1	35.7	30.6	26.7	28.9	19.5	20.3	24.4
Non-F/R Lunch	58.8	58.7	70.7	59.2	52.4	65.8	51.4	52.3	58.3

Reading Achievement Gaps	Grade 6			Grade 7			Grade 8		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Black (to White)	-40.2	-29.9	-44.6	-49.3	-32	-30.6	-29.5	-18.3	-31.9
Hispanic (to White)	-32.6	-33.6	-30.6	-27.4	-18.2	-19.9	-32.1	-22.8	-21.6
EC (to non-EC)	-26.1	-27.9	-43.9	-42.4	-33.7	-36.3	-30.5	-33	-31.6
LEP (to non-LEP)	-27.9	-33.8	-37.7	-40	-34.4	-40.4	-27.4	-30.8	-36.7
FRL (to non-FRL)	-34.6	-34.6	-35	-28.6	-25.7	-36.9	-31.9	-32	-33.9

Reading EVAAS Growth	Grade 6			Grade 7			Grade 8		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
	1.0	-0.5	3.4	-4.2	-0.8	2.6	-2.7	-0.5	3.5



Science CCR Proficiency by Subgroup	Grade 8		
	2012-13	2013-14	2014-15
All	39.0	42.4	57.7
American Indian	*	*	*
Asian	*	*	*
Black	26.3	24.2	26.5
Hispanic	21.1	29.5	45.8
2+ Races	36.4	16.7	50.0
White	55.3	55.8	74.3
Male	40.2	41.5	65.1
Female	38.0	43.6	50.9
AIG	84.1	95.0	95
EC	5	7.7	10.7
Non-EC	43.8	47.1	64.5
LEP	5.9	10.5	16.7
Non-LEP	42.1	45.5	61.3
F/R Lunch	5.9	34.6	44.3
Non-F/R Lunch	42.1	54.8	77.0

Science Achievement Gaps	Grade 8		
	2012-13	2013-14	2014-15
Black (to White)	-29	-31.6	-47.8
Hispanic (to White)	-34.2	-26.3	-28.5
EC (to non-EC)	-38.8	-39.4	-53.8
LEP (to non-LEP)	-36.2	-35	-44.6
FRL (to non-FRL)	-36.2	-20.2	-32.7

Science EVAAS Growth	Grade 8		
	2012-13	2013-14	2014-15
	-3.9	-2.6	0.9





Math 1 CCR Proficiency by Subgroup	Math 1		
	2012-13	2013-14	2014-15
All	42.9	37.3	62.7
American Indian	*	*	*
Asian	*	*	*
Black	16.7	63.6	40.0
Hispanic	30.0	57.7	61.1
2+ Races	40.0	*	*
White	53.7	73.4	65.2
Male	42.5	71.7	65.9
Female	43.1	63.0	58.1
AIG	75.0	95.0	80.0
EC	*	*	*
Non-EC	42.9	*	*
LEP	*	*	*
Non-LEP	42.9	*	*
F/R Lunch	24.4	64.7	45.5
Non-F/R Lunch	58.0	69.7	90.0

Math 1 Achievement Gaps	Math 1		
	2012-13	2013-14	2014-15
Black (to White)	-37	-9.8	-25.2
Hispanic (to White)	-23.7	-15.7	-4.1
EC (to non-EC)	*	*	*
LEP (to non-LEP)	*	*	*
FRL (to non-FRL)	-33.6	-5	-44.5

Math 1 EVAAS Growth	Math 1		
	2012-13	2013-14	2014-15
	-3.6	-0.2	0.1



North Carolina Final Exams						
YEAR	Subject	Social Studies 6	Social Studies 7	Social Studies 8	Science 6	Science 7
2014-2015	Maximum Score	37	37	36	35	35
	High	37	37	34	35	35
	Low	5	2	5	3	3
	Mean	25.72	19.65	18.13	20.65	18.43
	N	224	202	219	224	202
	EVAAS					
2013-2014	Maximum Score	38	38	31	35	34
	High	38	35	27	35	32
	Low	5	5	5	5	5
	Mean	23.26	19.64	15.15	18.98	18.21
	N	201	212	214	201	212
	EVAAS	1.8	1.9	-0.1	-1.1	0.4
2012-2013	Maximum Score	38	38	32	35	34
	High	32	29	32	31	33
	Low	7	4.0	3	5	6
	Mean	17.93	17.47	16.26	18.48	19.52
	N	200	205	197	200	208
	EVAAS	2.8	0.7	-1.0	-0.5	-1.6



<b>AYP Targets/*AMOs Met</b>	<b>Met</b>	<b>Total</b>	<b>Percent Met</b>	<b>Targets Missed</b>
2009-10	29	29	100.0%	
2010-11	23	29	79.3%	Reading – Black, Hispanic, LEP Math – All, Hispanic, LEP
2011-12*	22	29	75.9%	Reading – All, Black, White, ED, SWD Math – All, White
2012-13*	21	29	72.4%	Reading – All, Black, Hispanic Math – All, Black, Hispanic, White, ED
2013-14*	30	48	62.5%	Reading – All, Black, Hispanic, White, EDS, SWD, & AIG Math – All, Black, Hispanic, White, EDS, LEP & SWD Science – All, Hispanic, White & EDS
2014-15**	34	51	66.7%	Reading - All, Black, Hispanic, White, EDS, LEP, SWD & AIG Math - All, Black, Hispanic, White, EDS, LEP, SWD & AIG Science - Black



**Appendix 4: Other Data Sources**

**Teacher Survey**

<b>Three or more areas of strength</b>	Our teachers' responses indicate a belief that we our strong in standard 1, particularly with regard to using data, goals, actions, and measures for growth in our continuous improvement process. Additionally, in Standard 2, our staff views administration as supportive of an innovative and collaborative culture.
<b>Three or more areas of possible improvement</b>	A score of 5 was the highest possible on this survey. Our lowest scoring standard was "Teaching and Assessing for Learning" with an average score of 3.96. Though this number reflects positive trends, it also indicates a strong self-awareness that there is more growth needed within the classroom with instruction and assessment.
<b>Two significant findings</b>	Purpose and Direction was the highest area among the three stakeholder groups on this survey. Resources and Support were high among parents and staff, but students unfortunately did not agree.  Though we do not have data for multiple years for this survey, what we have noticed is a consistency in responses. There are not any "outliers" that are particularly high or low. Since such numbers don't skew the mean, we feel confident that the average responses are representative of our staff's opinions.

**Student Survey**

<b>Three or more areas of strength</b>	Students indicated in standard 3 that they believe they have ample opportunities for enrichment during and after the traditional school day. Also, in standard 3 students implied that they are given a variety of teaching and learning methods to develop skills and various forms of assessment to demonstrate their understanding. Students shared standard 1 that they believe our school has programs and services that help them succeed.
<b>Three or more areas of possible improvement</b>	In standard 1 our students indicated that they not are treated with respect. Students indicated that they do not feel students treat staff with respect. In standard 4 students indicated that they do not belief others' property is respected.
<b>Two significant findings</b>	Students belief that teachers do not adjust their teaching to meet individual learning needs corresponds with the findings in the parent survey. Students are aware of the opportunities at SAMS and the value they serve in a comprehensive curriculum.



<b>Parent Survey</b>	
<b>Three or more areas of strength</b>	<p>Our parents responses indicate they have a strong belief that the school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning. Within this standard parents indicated that their student knows the expectations for learning at SAMS.</p> <p>Additionally, parents indicated a strong belief that our school has qualified staff member adequate learning resources, and facilities that are safe and support student learning.</p>
<b>Three or more areas of possible improvement</b>	<p>From standard 5 parents responded that communication from teachers on student progress could be improved. Additionally, in standard 3 parents indicated that they are not informed regularly on how their child is being graded. Also in standard 3 parents belief that teachers do not individualize learning to meet the needs of their student.</p>
<b>Two significant findings</b>	<p>The two most significant findings are that parents feel good about curriculum and instruction at SAMS, based upon the survey results, and that they desire more regular, rich communication from the school on the things taking place at the school and when they reach out for information (whether it be administrators they contact or teachers).</p>



# Asheboro High School

## 2015-2016 Continuous Improvement Plan

***Contents***

School Vision, Mission and Beliefs	page 2
Annual Goals and Action Steps	page 3
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***

Current State of the School	page 18
School Profile	page 20
Student Performance Results	page 22
Other Data Sources	page 31

**Staff Approval**

Date of Secret Ballot	<u>11/2/2015</u>
Results For	<u>42</u>
Results Against	<u>1</u>

_____	_____
Signature	Date

**Approved by Superintendent of Schools:**

_____	_____
Signature	Date

**Approved by Board of Education:**

_____	_____
Signature	Date



<b>Our School's Mission</b>	We are committed to providing students with opportunities that will enable them to become confident, self-directed, lifelong learners and productive 21 <sup>st</sup> century global citizens.
<b>Core Beliefs</b>	<p>To lead us toward our vision and mission, our school community shares the following core beliefs:</p> <ul style="list-style-type: none"><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>



<b>Strategic Objectives:</b>
<ul style="list-style-type: none"> <li>✓ Engage Each Student</li> <li><input type="checkbox"/> Assessment for Learning</li> <li><input type="checkbox"/> Improved Achievement</li> <li><input type="checkbox"/> Create Opportunities</li> <li><input type="checkbox"/> Capacity Building</li> </ul>

<b>Strategic Focus/Foci:</b>
<ul style="list-style-type: none"> <li>★ By 2016, 90 percent or more of Asheboro City Schools students will graduate with the skills needed to succeed as 21st Century learners, workers and citizens.</li> </ul>

<b>Current Level of Performance:</b>		
Year	4Y Grad Rate	5Y Grad Rate
2012-2013	86.3%	86.0%
2013-2014	86.4%	86.6%
2014-2015	86.8%	86.4%

**Annual Goal 1:**  
**To facilitate raising the graduation rate at Asheboro High School from 86.8% in 2014-2015 to 90% in 2015-2016.**

Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
Increase NOVA Academy enrollment and completion rates so that 100% of Nova Academy students stay in school and graduate.	Nova Academy Coordinator John Eggleston	Establish oversight of NOVA NOVA teacher will receive statistical data from quarterly reports NOVA teacher will meet with administrator about grades and attendance Review and revise guidelines and procedures, while implementing the original vision and mission of Nova Academy	Nova Academy Coordinator Mr. Eggleston	Nova Academy enrollment will increase 100% of Nova Academy students will graduate	Nov. 4, 2015 Feb. 3, 2016 April 6, 2016		June 8, 2016





<p>Evaluate graduation rates and attendance, quarterly, of each cohort group so that we can identify current rates and new trends.</p>	<p>Scarlett Boling Lisa Cheek, Melody Jackson Dr. Maerz Tena Lester</p>	<p>List of W-2s of dropped out and why. Track students that transfer not in good standing, follow up with school of emigrating students</p>	<p>Lisa Cheek ACS Office of Testing and Accountability</p>	<p>Documentation of current rates and new trends in attendance graduation rate</p>	<p>Nov. 4, 2015 Feb. 3, 2016 April 6, 2016</p>		<p>June 8, 2016</p>
<p>Identify at risk criteria, then apply criteria to identify students at the highest risk of dropping out by the start of each school year so that we can provide appropriate interventions to keep them on track to graduate.</p>	<p>2 Feeder Middle Schools Jennifer Smith Lisa Cheek Tena Lester  Lisa Cheek Guidance  Teachers  Scarlett Boling Lisa Cheek Chandra Manning Dr. Maerz</p>	<p>List of students of high absences and who have failed 2 + classes from 8th grade or who have historically failed 1+ classes in 6th, 7th, and 8th grade.  Once students are identified "at-risk," meet with parents of students and develop a PEP for success. Teachers document when students are not complying with their PEPs. Teachers provide guidance counselors with appropriate update on student progress (whether students are complying with PEPs or not). Report of high absences Obtain information on current graduation cohort</p>	<p>Middle School Guidance Counselors Jennifer Smith D'Vera Tune Gayle Higgs William Robbins Lisa Cheek</p>	<p>List of At Risk students Personalized Education Plans (PEP)</p>	<p>Nov. 4, 2015 Feb. 3, 2016 April 6, 2016</p>		<p>By start of 2015-16 school year (In future years we want this a minimum of 2 weeks prior to start of school year)  30th day of school  August 18</p>



<b>Strategic Objectives:</b>
<input type="checkbox"/> Engage Each Student <input type="checkbox"/> Assessment for Learning <input checked="" type="checkbox"/> Improved Achievement <input type="checkbox"/> Create Opportunities <input type="checkbox"/> Capacity Building

<b>Strategic Focus/Foci:</b>
<ul style="list-style-type: none"> <li>★ ACS will develop and implement a comprehensive assessment system that accurately reflects student demonstration and mastery of ACS outcomes for student success.</li> <li>★ Each school will improve achievement for all students while closing achievement gaps of identified student groups.</li> </ul>

<b>Current Level of Performance:</b>
2014-2015 Grade Level Proficiencies
ALL EOC 45.4%
Biology 42.2%
Math I 56.3%
English II 47.6%
ACS goal is a composite GLP of 80%.

**Annual Goal 2:**  
**Raise all student performance composite Grade Level Proficiency in all subjects from 45.4% to 63% proficiency while monitoring achievement gap.**

Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
PLC's will analyze performance data and disaggregate groups so that student learning is appropriately differentiated.	All teachers	Performance data from PowerTeacher EVAAS data when available PD on disaggregating data PD on utilizing data Progress reports PEP's	School leadership team members	PLC minutes reflect the data conversation happening each week. PEP's until EVAAS data is available	Dec. 2, 2015 March 4, 2016 May 6, 2016	EOC PLCs met with Dr. Maerz to review EVAAS data (9-2015)	June 8, 2016



<p>PLC's will identify, interpret, act, evaluate, and re-interpret best practices for serving non-proficient students, so that students demonstrate proficiency and growth on state tests and final assessments.</p>	<p>All teachers</p>	<p>Professional Development, PLC's, instructional strategies, data analysis Potentially peer observation, self-study and walk through protocols. PD on providing quality remediation and re-teaching within the classroom.</p>	<p>Department Chairs</p>	<p>Data to be reported and reflected on during PLC time as well as included in the notes Each PLC will chose an instructional strategy to collect data Formative assessment Common assessment documentation as necessary</p>	<p>Dec. 2, 2015 March 4, 2016 May 6, 2016</p>	<p>EOC PLCs have discussed proficient and non-proficient students and needs via the first benchmark's instructional planning report.</p>	<p>June 8, 2016</p>
<p>PLC's will create and utilize common assessments and analyze common assessment data so that all students are growing and demonstrating proficiency on state tests and final assessments.</p>	<p>All teachers</p>	<p>Student progress of all learners can be evaluated regularly and teachers can respond with strategic instructional practices.</p>	<p>Dept. Chairs</p>	<p>Common Formative Assessments EOC/NC Final Exams scores</p>	<p>Dec. 2, 2015 March 4, 2016 May 6, 2016</p>		<p>June 8, 2016</p>



<b>Strategic Objectives:</b>
<input type="checkbox"/> Engage Each Student <input type="checkbox"/> Assessment for Learning <input checked="" type="checkbox"/> Improved Achievement <input type="checkbox"/> Create Opportunities <input type="checkbox"/> Capacity Building

<b>Strategic Focus/Foci:</b>
★ Each school will improve achievement for all students while closing achievement gaps of identified student groups.

<b>Current Level of Performance:</b>		
<b>Average ACT Scores</b>		
<b>Year</b>	<b>AHS</b>	<b>NC</b>
2011-2012	17.2	18.2
2012-2013	17.7	18.4
2013-2014	17.5	18.5

**Annual Goal 3:**  
**Average student performance on the 2015-2016 ACT will increase to an 18.5 Composite mean score, with average performance also increasing in subtests of Math (to 21%), English (to 36%), Reading (to 24%), Science (to 17%), and Met All (to 10%).**

Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
Juniors will engage in ACT prep activities during homeroom meetings so that they will perform better on the ACT.	All Teachers	Curriculum Facilitator Career Development Coordinator	All Teachers	ACT Prep Activities	Nov. 4, 2015 Feb. 3, 2016	On 10/20, Junior students engaged in ACT prep during 10th grade PLAN assessment.	March 2016



Hire an outside ACT Prep organization to work with Juniors so that they will perform better on the ACT.	Admin, Leadership Team	\$8,000	Curriculum Facilitator Career Development Coordinator Admin	ACT Prep sessions	Nov. 4, 2015 Feb. 3, 2016	A+ is scheduled to begin working with Juniors in January 2016	March 2016
English, Social Studies, EC, and ESL teachers will implement close reading strategies in classroom instruction so that students read with a purpose to improve comprehension.	English, Social Studies, EC & ESL Teachers	Curriculum Facilitator Department Chairs	Department Chairs Administration Curriculum facilitator	Lesson plans PLC Minutes Common Assessments	Nov. 4, 2015 Feb. 3, 2016		June 2016
ROTC, CTE, Cultural Arts, and PE Teachers will implement timed tests and the use of questioning techniques using charts and graphs so that students use time management skills during tests and perform better on test questions using charts and graphs.	CTE, Cultural Arts & PE Teachers	Career Development Coordinator Curriculum Facilitator	Administration Department Chairs Career Development Coordinator	Lesson plans PLC Minutes Common Assessment PBL	Nov. 4, 2015 Feb. 3, 2016		June 2016
Math & Science teachers will correlate ACT question types within their unit plans so that students will perform better on the ACT.	Math & Science Teachers	Curriculum Facilitator Department Chairs	Administration Department Chairs Curriculum Facilitator	Lesson/Unit plans PLC Minutes Common Assessments PBL	Nov. 4, 2015 Feb. 3, 2016		June 2016



Junior English teachers will incorporate ACT writing prompts 2 times per semester into unit plans so that students perform better on the ACT Writing prompt.	Junior English Teachers	Curriculum Facilitator Department Chairs	Administration Department Chairs Curriculum Facilitator	Lesson/Unit plans PLC Minutes Common Assessments PBL	Nov. 4, 2015 Feb. 3, 2016		March 2016
Professional development on the ACT College Readiness Standards will be provided to departments so that teachers can reinforce ACT College Readiness Standards.	All teachers	Curriculum Facilitator Counselors Career Development Coordinator Dr. Crooks	Administration	Professional Development sessions	Nov. 4, 2015	Teachers engaged in PD on ACT Readiness Standards.	October 2015
Incentives will be offered to students for meeting or exceeding ACT goals and/or attending ACT prep extra-curricular activities so that students are more motivated to participate and achieve.	Administration Leadership Team	Curriculum Facilitator Administration Career Development Coordinator Leadership Team	Administration	List and Implementation of Incentives	Nov. 4, 2015 Feb. 3, 2016		June 2016



<b>PBIS School Action Plan</b>			
<b>Task</b>	<b>Who</b>	<b>When</b>	<b>Completion Date</b>
School PBIS team schedules monthly meetings, maintains a PBIS notebook or electronic folder with meeting agendas, minutes, and documentation of team activities.	In-School Coach/PBIS team leader, principal or assistant principal	Monthly through the 2015-2016 school year.	
School team representative will attend District level bi-annual PBIS meetings.	In-School Coach/PBIS team leader, principal or assistant principal	One meeting in the fall and one meeting in the spring	
Each PBIS team at the school level will complete an Implementation Inventory and submit to the Central Office.	In-School Coach/PBIS team leader, principal or assistant principal	By October 1, 2015	



<b>Compliance Statements</b>		
<b>Healthy Active Children Policy</b>	1. Physical activity is not denied to any student as a means of discipline, nor is physical activity used as a form of punishment.	1. This policy is part of the staff handbook.
<b>Pledge of Allegiance</b>	2. Time is scheduled for school-wide recitation of the Pledge of Allegiance.	2. The Pledge of Allegiance is recited every morning during the morning announcements.
	3. Flags of the United States and North Carolina are displayed in this school.	3. The United States flag is in each classroom. The United States Flag and the North Carolina are displayed near our front entrance.
<b>Duty-free Lunch</b>	4. Every teacher must be provided a duty-free lunch period on a daily basis or as otherwise approved by the school improvement team.	4. A duty-free lunch period for every teacher must be provided on a daily basis or as otherwise approved by the school improvement team.
<b>Duty-free Instructional Planning</b>	5. Every full-time assigned classroom teacher must be provided duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week.	5. 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.
<b>Redundant Reporting Requirements</b>	6. If the continuous improvement team identifies a more expeditious manner of providing information to the board that will eliminate a redundant or unnecessary reporting requirement for teachers at its school, the team may make a written request to the superintendent to eliminate the redundant or unnecessary report.	6. The School Improvement Team will submit any redundant reporting requirements to the superintendent and document their submission in the monthly minutes.





<b>Parent Involvement</b>	
<p><b>Overview:</b> Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:</p> <ul style="list-style-type: none"> <li>● That parents play an integral role in assisting their child’s learning;</li> <li>● That parents are encouraged to be actively involved in their child’s education at school; and</li> <li>● 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.</li> </ul> <p style="text-align: right;"><i>ESEA Provision (Sec. 9191(23))</i></p>	
<b>6 Types of Parent Involvement</b>	
<p><b>1. 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.</p>	<ul style="list-style-type: none"> <li>● Encourage increased attendance at Open House</li> <li>● Actively engage parents and students in PEP process</li> <li>● Faculty tour of the community to gain an understanding and appreciation of the diversity of our student demographics</li> </ul>
<p><b>2. Communicating:</b> 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"> <li>● Connect 2</li> <li>● EduVision</li> <li>● Parent Assist Module</li> <li>● AHS Website</li> <li>● Canvas</li> <li>● Open Houses</li> <li>● FAN for rising Freshmen</li> </ul>
<p><b>3. 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.</p>	<ul style="list-style-type: none"> <li>● Office Volunteers</li> <li>● Graduation Project Mentors</li> <li>● CTE Job Shadowing and Internship</li> <li>● Field trips</li> <li>● Class speakers</li> </ul>



<p><b>4. 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.</p>	<ul style="list-style-type: none"><li>• Canvas</li><li>• Involvement in PEP process</li><li>• FAN for rising Freshmen</li><li>• AVID Parent Night</li></ul>
<p><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.</p>	<ul style="list-style-type: none"><li>• School Leadership Team</li><li>• Parent Survey</li></ul>
<p><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.</p>	<ul style="list-style-type: none"><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> Edition)



<b>Intervention Plan</b>	
<b>A. Overview</b>	<ul style="list-style-type: none"><li>• To increase growth and proficiency on the ACT.</li></ul>
<b>B. Target Population</b>	<ul style="list-style-type: none"><li>• 11th Grade Students</li></ul>
<b>C. Measureable Intended Outcome</b>	<ul style="list-style-type: none"><li>• Increase ACT Composite mean scores to 18.5</li><li>• Increase subtest College Readiness proficiency levels in Math to 21%.</li><li>• Increase subtest College Readiness proficiency levels in English to 36%.</li><li>• Increase subtest College Readiness proficiency levels in Reading to 24%.</li><li>• Increase subtest College Readiness proficiency levels in Science to 17%.</li><li>• Increase subtest College Readiness proficiency levels in Met All to 10%.</li></ul>
<b>D. Description of activities or services to be provided</b>	<ul style="list-style-type: none"><li>• Students will engage in ACT Prep activities in homeroom</li><li>• A+ test prep will provide differentiated test preparation</li><li>• English, Social Studies, EC, and ESL teachers will implement close reading strategies in classroom instruction</li><li>• ROTC, CTE, Cultural Arts, and PE Teachers will implement timed tests and the use of questioning techniques using charts and graphs</li><li>• Math &amp; Science teachers will correlate ACT question types within their unit plans</li><li>• Junior English teachers will incorporate ACT writing prompts 2 times per semester</li><li>• Professional development on the ACT College Readiness Standards will be provided to departments</li><li>• Incentives will be offered to students for meeting or exceeding ACT goals and/or attending ACT prep extra-curricular activities</li></ul>
<b>E. Evaluation of Results</b>	<ul style="list-style-type: none"><li>• Student performance on writing samples and practice tests.</li></ul>



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



## Leadership Team Members

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

<b>Name</b>	<b>Signature</b>	<b>Role</b>
Chandra Manning		Instructional Facilitator
Courtney Page		CDC
Laura Holland		Media Specialist
Nicole Peters		Science Department
Mallory Hayes		Student
Lynda O'Briant		CTE Teacher
Richard Pincus		Student
Diana Huynh		Student
Anna Lowe		EC Teacher
Jonathan Dillion		English Teacher
Lisa Robertson		PE Teacher
Brooke Davis		Zoo School Teacher
Steve Luck		Social Studies Teacher
Suzanne Benhart		Band Teacher
Maj. Mark Lee		JROTC Instructor



Ellen Adams		Math Teacher
Cecil Mock		Assistant Principal
John Eggleston		Assistant Principal
Patrick G. Smith		LTIP/STIP Coordinator
Lisa Cheek		Social Worker
Marshelle Knight		ESL Instructor
Dr. Brian Toth		Principal
Dr. Penny Crooks		Assistant Principal
Jennifer Smith		School Counselor
Josh Faircloth		Teacher
Richard Shoenberger		Parent



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

Annual Goal I of the 2014-15 Continuous Improvement Plan focused on raising the graduation rate at Asheboro High School from 86.1% in 2013-14 to 90% by the end of the 2015-16 school year. This goal reflects the priority of the singular Strategic Goal of the Asheboro City Schools Strategic Plan. Over the course of the past year, the graduation rate increased from 86.1% to 86.8%, leaving a growth of 3.2% necessary during the 2015-16 school year in order to meet the Annual Goal. The Action Steps for Annual Goal I were all implemented to fidelity, but as a school, we fell short of our incremental goal of 88%, by 1.2%.

The School Improvement Team has worked hard on Action Steps they believe will ensure the largest amount of growth in the graduation rate. Whereas the strategies last school year focused on increasing student involvement and participation as measures to encourage student retention in school, the Action Steps outlined above are strategic and focused on increasing our graduation rate growth by a minimum of the necessary 3.2%. Nova Academy will undergo an internal audit of the program. This evaluation will lead to a stronger and more effective Nova Academy, providing assistance and support to the students at Asheboro High School who are most at-risk of dropping out.

In addition to an internal evaluation and improvement of the Nova Academy program, a team of Asheboro High School staff will identify key drop-out criteria, and then in turn identify students at the highest risk of dropping out, and providing measures of support.

Asheboro High School followed through with piloting a Foundations of Math class during the 2014-15 school year. Historical data proved students were entering high school without the prerequisite skills to be successful in math. Research has shown a strong link between success in mathematics classes and graduation rates. Our intention has been to provide as much math support as possible for our students, recognizing math as a chief barrier to success in school. Our Foundations of Math has grown from just a pilot class to five classes, this 2015-16 school year. This effort has allowed us to provide focused support to over 125 students, just shy of the lowest one-third of the freshman class. We believe this support will equip the students with the skills necessary to be successful, not only in their freshman math class, but throughout their freshman year of high school, building a foundation for a more successful high school career, ultimately leading to the decision to stay in school and graduate with a high school diploma.

Annual Goal II saw tremendous gains during the 2014-15 school year. The Action Steps proved effective in that, the achievement gap in all three focus academic areas decreased significantly for both the Black as well as the Hispanic subgroups. The goal of reducing the Black achievement gap in Biology from 32.3% to 27.3% was met and exceeded. That achievement gap stands at 19.8%. The Hispanic subgroup



achievement gap goal in Biology was met and exceeded as well. The goal was to reduce the gap from 16.3% to 11.3%. In actuality, that gap was reduced to 6.2%. Additionally, the goal was to reduce the Black achievement gap in Math I from 26% to 20%. That goal was met and exceeded with a reduction to 14.3%. The goal of reducing the achievement gap of the Hispanic subgroup in Math I was also met and exceeded. The goal was to reduce the gap from 12.5% to 10%. In actuality, that gap was reduced to 1.9%. English II proved to be no exception. The goal of reducing the achievement gap for both subgroups was met and exceeded in English II. The goal was to reduce the Black subgroup achievement gap from 32.5% to 28%. That particular gap was narrowed to 16.7%. The goal was to reduce the Hispanic subgroup gap in English II from a 21.7% discrepancy to a 17% gap. That gap was narrowed to 5.6%.

While Annual Goal II of the 2014-15 Continuous Improvement Plan was met and exceeded by all measures, an additional problem was created. Our overall Career and College Readiness Proficiencies and Grade Level Proficiencies across our cohorts did not see significant growth. Even though Asheboro High School “exceeded growth” for the 2014-15 school year, we did it by, “raising the floor” in order to reduce the achievement gap, without also simultaneously continuing to, “raise the ceiling”. Our overall proficiencies did not significantly improve. This concern is the foundation of Annual Goal II for the 2015-16 Continuous Improvement Plan. Attention and energy will still be paid to continuing to eliminate the achievement gaps, but raising the overall Grade Level Proficiencies and Career and College Readiness Proficiencies will be the primary interest, to ensure we continue to raise the ceiling for all students. Annual Goal II for the 2015-16 school year addresses the need to get our Grade Level Proficiencies to 80%. To do this, we have set an incremental goal of 63% for the 2015-16 school year, midway between our current Grade Level Proficiency composite of 45.4% and the two-year goal of 80%.

Summarizing Annual Goal III is simple, we missed our mark. Our goal was an average student performance on the ACT of 18.5, the state average. Our junior class who takes the test, attained an average ACT composite score of 16.9. This was a raw score drop of (.6) points. As a result, Annual Goal III has been redesigned. Measures include bringing in an outside organization to strategically work with our junior class to prepare for the test, and conducting professional development with our faculty. That professional development will focus on teaching teachers how to prepare students for the ACT. Additionally, academic departments will work on a variety of strategies within their subject areas to prepare students for the ACT and other standardized testing, in all grades.

In summary, Asheboro High School is making significant gains in many areas. But, we have a long way to go. Our desire is to prepare our students to be successful productive citizens after high school, capable of succeeding and excelling in post secondary education, the military and the workplace.





<b>Appendix 2: School Profile</b>					
<b>Historical Ethnicity Information</b> (% of population on 20 <sup>th</sup> day)	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
Black	15	14.2	14.4	13.9	14.9
Asian	2	2.1	1.5	2.1	1.7
White	50	46.9	41.6	40.8	38.1
Hispanic	29.1	33.2	36.0	39.6	41.7
American Indian	0	0.6	0.5	0.2	0.1
2+ Races	3.9	3.0	3.3	3.4	3.5
<b>Total Population</b>	<b>1312</b>	<b>1271</b>	<b>1256</b>	<b>1311</b>	<b>1361</b>
<b>Historical Population</b> (% of Population)	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
Exceptional Children	8.9	8.7	8.7	9.7	
Limited English Proficient	9.1	8.3	8.8	9.8	9.4
Total Free/Reduced Lunch	43.9	46.12	58.5	63.7	
<b>Student Attendance Data</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Average Daily Attendance	95.11	94.88	95.6	95.05	
Mobility (starting 2012-13)			13.9	18.4	11.1



<b>Dropout Data</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Dropouts Count	37	56	30	28	26
ACS Dropout Rate	1.93	2.65	1.45	1.36	2.06
NC Dropout Rate	2.33	2.02	1.64	1.52	
<b>Staffing Summary</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Teachers "highly qualified" (classes taught)	100%	100%	98%		
Teachers with advanced degrees	30%	28%	26%	24%	
Teachers with NBPTS Certification	20	20	19	14	
Teacher Turnover Rate	9%	13%	22%	18%	16%



**Appendix 3: Student Performance Results**

Promotion Rates	2010-11	2011-12	2012-13	2013-14	2014-15
Grade 9	93.7	91	94.1	93.9	93.4
Grade 10	94.7	93.5	93.8	96.5	95.7
Grade 11	93.2	92.3	96.2	95	97.1
Grade 12	99.6	100	94.8	99.6	100

Subject Proficiency in Math 1	2010-11	2011-12	2012-13*	2013-14	2014-2015
MATH 1 (EOC)	36.0	73.9	24.9	36.3	46.4

Subject Proficiency in English	2010-11	2011-12	2012-13*	2013-14	2014-15
English 1 (EOC)	74.2	74.8			
English 2 (EOC)			50.6	55.2	47.6

Subject Proficiency in Biology	2010-11	2011-12	2012-13*	2013-14	2014-15
Biology (EOC)	64.0	71.2	32.9	45.1	42.2



<b>Graduation Rates</b>					
<b>4-Yr. Graduation Rate</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
All Students	83.7	85.1	86.3	86.4	86.8
Male	82.8	83.3	83.7	80.7	87.0
Female	84.7	87.2	88.9	9.2	86.5
Asian	77.8	*	95	*	95
Black	80.0	77.4	78.4	83.0	76.5
Hispanic	73.8	83.7	86.4	82.7	87.6
2+ Races	100.0	84.6	87.5	*	95
White	87.2	88.9	88.0	88.1	87.7
F/R Lunch	83.5	78.1	85.5	87.1	84.6
Limited English Proficient	52.4	69.2	60.0	66.7	62.5
Students with Disabilities	71.4	60.9	75.0	70.6	78.3
AIG			95	95	95
<b>5-Yr. Graduation Rate</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
All Students	77.7	84.7	86.0	86.4	86.4
Male	78.0	84.0	84.4	84.3	90.8
Female	77.5	85.4	87.9	88.9	80.7
Asian	88.9	77.8	*	95.0	*
Black	76.3	82.5	77.4	78.4	84.8
Hispanic	72.0	75.4	85.7	87.3	82.7
2+ Races	90.9	95	84.6	87.5	95
White	79.1	87.8	89.5	88.0	88.1
F/R Lunch	70.8	85.0	79.3	86.0	87.6
Limited English Proficient	51.9	57.1	73.1	60.0	66.7
Students with Disabilities	65.5	81.0	65.2	75.0	70.6
AIG				95	95



EOC CCR Proficiency by Subgroup	Biology			English 2			Math 1		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
All	32.9	36.0	34.6	50.6	45.5	38.9	24.9	24.0	31.7
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	40.0	33.3	44.4	40.0	*	11.1	*	62.5
Black	12.5	14.9	18.6	27.0	22.9	27.3	9.3	8.6	21.4
Hispanic	18.0	33.0	28.0	38.7	33.6	31.5	18.0	24.7	24.5
2+ Races	9.1	28.6	14.3	55.6	55.6	33.3	31.3	12.5	7.7
White	52.0	50.0	51.9	65.8	63.5	55.1	36.4	32.5	43.2
Male	31.2	35.3	31.8	42.2	35.8	31.9	23.4	18.5	31.5
Female	58.7	38.1	37.3	58.7	54.2	45.4	26.3	28.6	32.0
AIG	81.6	83.0	87.9	94.6	93.2	89.8	85.9	77.1	95
EC	5	14.3	5.9	5	23.3	6.3	5	5	5
Non-EC	35.7	38.5	37.6	54.1	47.8	42.4	27.1	26.2	35.2
LEP	5	5	5	5	5	5	5.6	5	5.7
Non-LEP	36.1	39.1	38.1	54.8	48.6	42.9	27.9	28.1	35.8
F/R Lunch	18.4	30.1	23.1	33.7	34.8	30.0	15.3	17.2	23.6
Non-F/R Lunch	56.1	50.4	58.6	75.8	65.3	60.6	43.8	42.5	51.4
EOC Achievement Gaps	Biology			English 2			Math 1		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Black (to White)	-39.5	-35.1	-33.3	-38.8	-40.6	-27.8	-27.1	-23.9	-21.8
Hispanic (to White)	-34.0	-17.0	-23.9	-27.1	-29.9	-23.6	-18.4	-7.8	-18.7
EC (to non-EC)	-30.7	-24.2	-31.7	-49.1	-24.5	-36.1	-22.1	-21.2	-30.2
LEP (to non-LEP)	-31.1	-34.1	-33.1	-49.8	-43.6	-37.9	-22.3	-23.1	-30.1
FRL (to non-FRL)	-37.7	-20.3	-35.5	-42.1	-30.5	-30.6	-28.5	-25.3	-27.8
EOC EVAAS Growth	Biology			English 2			Math 1		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
	-0.6	1.6	0.4	0.3	0.9	0.9	1.3	-0.5	0.0



North Carolina Final Exams																		
YEAR	Subject	English 1	English 3	English 4	World History	Civics & Econ.	US History	Amer. History I	Amer. History 2	Math 2	Math 3	Intg. Math 3	AFM	Pre-Cal c.	Chem.	Earth Env.	Physic s	Phys. Sci.
2014-15	Max Score	40	41	40	36	38		36	36	33	33		33	30	40	40	40	40
	High	40.00	34.00	39.00	32.00	36.00		34.00	35.00	32.00	30.00		27.00	28.00	37.00	38.00	38.00	32.00
	Low	7.00	1.00	7.00	5.00	6.00		6.00	12.00	3.00	5.00		4.00	4.00	7.00	5.00	12.00	6.00
	Mean	26.67	21.18	25.44	18.11	20.87		22.16	25.71	13.73	13.92		13.88	14.28	20.16	23.05	24.66	17.28
	N	367	220	249	383	151		230	51	339	246		156	133	124	360	29	145
	EVAAS																	
2013-14	Max Score	40	39	40	31	37	44			30	30		30	30	40	40	40	40
	High	38.00	33.00	37.00	30.00	35.00	42.00			25.00	28.00		21.00	28.00	38.00	38.00	35.00	35.00
	Low	5.00	5.00	9.00	3.00	5.00	8.00			3.00	3.00		3.00	6.00	5.00	5.00	11.00	8.00
	Mean	24.87	19.22	24.41	17.37	20.70	25.47			11.16	12.65		10.34	15.52	19.96	21.37	20.65	16.61
	N	330.00	249.00	219.00	325.00	322.00	282.00			284.00	317.00		142.00	173.00	203.00	290.00	17.00	100.00
	EVAAS	0.9		1.0	1.5	0.8	2.3								-2.5	0.9	-2.1	-1.1
2012-13 Spring Comm on Exam	Max Score	35	35	35	40	40	50					34	32	31	47	46		47
	High	34.00	31.00	32.00	35.00	37.00	49.00					29.00	18.00	22.00	42.00	44.50		36.00
	Low	6.50	7.00	4.00	4.00	2.00	11.00					1.00	2.00	4.00	6.00	4.00		11.00
	Mean	22.95	21.68	21.06	20.78	24.18	29.75					10.50	9.25	10.99	21.81	22.81		21.01
	Median	23.00	21.00	21.00	21.30	25.50	30.00					9.00	9.00	11.00	21.00	23.30		21.00
	EVAAS	2.90	3.60		5.20	0.00	2.90								-2.90	-0.30		-0.90



Career Technical Education Post Assessments										
Course Title	Proficient AHS 2010-11	Proficient AHS 2011-12	2011-12 EVAAS Growth	Proficient AHS 2012-13	2012-13 EVAAS Growth	Proficient AHS 2013-14	2013-14 EVAAS Growth	Proficient AHS 2014-15	2014-15 EVAAS Growth	# proficient 77 or higher 2014-15
Adv Game Art Design	NA	NA		NA		NA		Pilot		NA-pilot
Apparel & Textile Production I	73%	78%	5.5	68%	4.7	81%	5.9	Field Test		Field Test
Apparel & Textile Production II	86%	83%	1.8	98%	2.6	100%		Field Test		Field Test
Career Management	NA	NA		NA		NA		Field Test		Field Test
Computer Programming I	NA	NA		NA		68%	0.5	84%		26 of 31
Drafting 1	54%	28%	-9.6	31%	-7.4	NA		27%		9 of 33
Early Childhood Education I	100%	96%	1.3	90%	1.2	86%	2.2	94%		16 of 17
Early Childhood Education II	NA	NA		100%		100%		100%		15 of 15
Entrepreneurship I	92%	100%		FT		90%	4.6	100%		12 of 12
Foods I	NA	90%	2.1	94%	3.8	93%	4.0	85%		64 of 75
Foods II - Enterprise	91%	83%		NA (FT)		75%	4.6	86%		12 of 14
Foods II-Technology	NA	NA		NA		92%		79%		11 of 14
Foundations of Information Technology	NA	NA		NA		FT		75%		12 of 16
Game Art Design	NA	NA		NA		NA		Field Test		Field Test
Hon Biomedical Technology I	86%	95%		96%		95%		Pilot		Pilot
Hon Drafting II - Architectural	67%	76%	-0.3	75%	0.2	60%	1.4	15%		2 of 13
Health Sciences I	NA	NA		NA		75%	2.8	77%		82 of 106
Health Sciences II	NA	NA		97%	3.6	86%	1.2	89%		49 of 55
Health Team Relations	77%	81%	6.0	87%	3.4	61%	-3.4	66%		57 of 86
Hospitality & Tourism	100%	100%	7.0	95%	3.8	93%	3.3	Field Test		Field Test
Interior Design I	69%	84%		75%	1.8	73%	2.1	70%		30 of 43
Marketing	78%	NA		64%	1.8	69%	2.1	67%		42 of 63
Multimedia & Webpage Design	64%	82%		65%	2.3	88%	7.5	Field Test		Field Test



Course Title	Proficient AHS 2010-11	Proficient AHS 2011-12	2011-12 EVAAS Growth	Proficient AHS 2012-13	2012-13 EVAAS Growth	Proficient AHS 2013-14	2013-14 EVAAS Growth	Proficient AHS 2014-15	2014-15 EVAAS Growth	# proficient 77 or higher 2014-15
Microsoft Word & PowerPoint	NA	85%	0.1	91%	5.1	FT		78%		52 of 67
Microsoft Excel & Access	NA	60%	-2.5	83%	2.0	FT		91%		21 of 23
Nursing Fundamentals	NA	NA		NA		100%		100%		10 of 10
Parenting & Child Development	91%	85%	1.7	95%	5.2	96%	3.9	89%		48 of 54
Personal Finance	NA	94%		83%	2.0	86%		Field Test		Field Test
PLTW-Human Body Systems	NA	NA		NA		100%		86%		12 of 14
PLTW-Intro to Engineering Design	NA	NA		NA		87%		100%		19 of 19
PLTW-Principles of Biomedical Sci	NA	NA		NA		100%		100%		13 of 13
PLTW-Principles of Engineering	NA	NA		NAA		NA		68%		13 of 19
Principles of Business	NA	77%		88%	3.7	85%	3.5	90%		55 of 61
Robotics I (Local Course Option)	NA	NA		FT		6%		60%		12 of 20
Robotics II (Local Course Option)	NA	NA		FT		0%		38%		5 of 13
Sports & Entertainment Mktg I	79%	50%		NA		71%		57%		41 of 72
Sports & Entertainment Mktg II	100%	100%	2.7	NA		FT		69%		31 of 45
Graphic Design & Animation I	100%	94%	4.4	90%	3.7	90%	4.1	87%		34 of 39
Graphic Design & Animation II	100%	100%		92%		87%	2.3	100%		10 of 10
Technology Engineering & Design	NA	NA		FT		72%	1.4	Field Test		Field Test





ACT Results (All Students)	Subtests					
	Composite Mean	Met English	Met Math	Met Read	Met Science	Met All Four
2011-12	17.2	34%	25%	28%	12%	10%
2012-13	17.7	44%	23%	33%	9%	7%
2013-14	17.5	38%	23%	25%	16%	10%
2014-15	16.9	33%	19%	22%	15%	9%

ACT Composite Means	2011-12		2012-13		2013-14		2014-15	
	Mean	Count	Mean	Count	Mean	Count	Mean	Count
All Students	17.2	306	17.7	257	17.5	279	16.9	291
Am. Indian	11.5	2	10	1	15	1	*	0
Asian	21.8	5	15.3	3	18.1	7	17.3	3
Black	14.2	44	15.3	30	15.1	27	13.6	40
Hispanic	15.7	93	16.2	76	15.8	96	15.1	102
2+ Races	18.2	12	20.2	12	17.2	17	15.8	3
White	19.2	128	19.2	114	19.9	118	19.8	123
No Response	16.5	22	17.7	21	13.8	13	13.8	4
EVAAS Growth	0.1		0.1		-0.1			

SAT Results	2010-11	2011-12	2012-13	2013-14	2014-15
Math	479	494	479	473	478
Verbal	461	479	464	469	465
Writing	444	459	453	449	443
M+V	940	973	943	942	943
Composite	1384	1432	1396	1391	1386
Percent Tested	79%	68%	60%	50%	63%
EVAAS SAT Composite Growth		-2.6	-4.9	-3.8	



Advanced Placement Examinations	2010-11		2011-12		2012-13		2013-14		2014-15	
	Tests Taken	% scoring 3 or higher	Tests Taken	% scoring 3 or higher	Tests Taken	% scoring 3 or higher	Tests Taken	% scoring 3 or higher	Tests Taken	% scoring 3 or higher
Calculus AB	26	23%	40	48%	31	48%	17	59%	53	60%
Calculus BC			3	100%	1	100%	4	50%	2	100%
Statistics	8	25%	2	0%	23	30%	13	53%	13	31%
Computer Science A	1	100%			13	8%				
Biology	64	19%	23	26%	28	43%	15	53%	15	53%
Chemistry	1	0%	14	43%	6	17%	9	11%	23	48%
Physics B			1	100%						
Environmental Sci.	31	26%	73	25%	70	33%	68	32%	37	22%
Human Geography					1	0%				
US History	33	52%	20	45%	26	38%	19	53%	39	51%
Psychology	9	33%	7	29%	4	50%	1	100%	13	54%
World History			3	100%						
Spanish			10	70%	8	50%			9	100%
Spanish Lit.										
Art History*										
English Language			1	100%	43	63%	69	39%	70	41%
English Literature	23	30%	22	77%	13	54%	43	51%	37	41%
European History*			1	100%			1	0%		
US Gov. & Politics*					1	100%	3	33%	4	75%
Economics – Micro*			1	100%						
Economics – Macro*			1	100%						
Music Theory	6	67%	9	56%	1	100%	3	100%		
<b>Total Exams</b>	<b>202</b>	<b>30%</b>	<b>231</b>	<b>43%</b>	<b>269</b>	<b>42%</b>	<b>263</b>	<b>43%</b>	<b>315</b>	<b>47%</b>
<b>Total Students</b>	<b>141</b>	<b>31.90%</b>	<b>154</b>	<b>44.20%</b>	<b>165</b>	<b>46.10%</b>	<b>183</b>	<b>41.50%</b>		



<b>AYP Targets/ AMOs Met</b>	<b>Met</b>	<b>Total</b>	<b>Percent Met</b>	<b>Targets Missed</b>
2009-10	15	21	71.4%	Grad Rate & Math – ED, Black (% tested & Proficiency)
2010-11	19	21	90.5%	English – All & ED
2011-12*	21	23	91.3%	Math – Hispanic & ED
2012-13*	24	25	96.0%	Grad Rate - Black
2013-14*	56	79	70.9%	Reading proficiency – All, Black, Hispanic & EDS
				Math proficiency – All, Black, Hispanic, EDS & SWD
				Science Participation – Black
				Science proficiency – All, Black, Hispanic, White & EDS
				The ACT Participation – All, Black, Hispanic & EDS
				The ACT proficiency – All & Hispanic
				ACT WorkKeys participation – All & White
2014-15	55	79	69.6%	Reading proficiency – All, Black, Hispanic, White, EDS & LEP
				Math proficiency – All, Black, Hispanic, White, EDS & AIG
				Science proficiency – All, Black, Hispanic, White, EDS & AIG
				The ACT proficiency – All, Black, Hispanic, White & EDS
				ACT WorkKeys participation – White



<b>Appendix 4: Other Data Sources</b>	
<b>Teacher Survey</b>	
<b>Three or more areas of strength</b>	<ol style="list-style-type: none"> <li>1. Our school's purpose statement is clearly focused on student success.</li> <li>2. Our school's governing body or school board complies with all policies, procedures, laws and regulations.</li> <li>3. Our school maintains facilities that contribute to a safe environment.</li> </ol>
<b>Three or more areas of possible improvement</b>	<ol style="list-style-type: none"> <li>1. In our school, all school personnel regularly engage families in their children's learning progress.</li> <li>2. All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.</li> <li>3. In our school, all staff members use student data to address the unique learning needs of all students.</li> <li>4. Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.</li> </ol>
<b>Two significant findings</b>	<ol style="list-style-type: none"> <li>1. Teachers feel confident that AHS is a safe environment with a responsible governing board and is student centered.</li> <li>2. Opportunities include professional development on using student data, professional development on the 4 Cs, and increasing parent collaboration.</li> </ol>

<b>Student Survey</b>	
<b>Three or more areas of strength</b>	<ol style="list-style-type: none"> <li>1. All of my teachers use tests, projects, presentation, and portfolios to check my understanding of what was taught.</li> <li>2. In my school, a variety of resources are available to help me succeed (e.g., teaching staff, technology, media center).</li> <li>3. In my school, programs and services are available to help me succeed.</li> <li>4. In my school, I have access to counseling, career planning, and other programs to help me in school.</li> </ol>
<b>Three or more areas of possible improvement</b>	<ol style="list-style-type: none"> <li>1. In my school, students respect the property of others.</li> <li>2. In my school, students treat adults with respect.</li> <li>3. In my school, all students are treated with respect.</li> </ol>
<b>Two significant findings</b>	<ol style="list-style-type: none"> <li>1. Students feel confident that they have a lot of resources for goal setting and career planning. Students also feel confident that they use a wide variety of ways to demonstrate learning.</li> <li>2. Students feel that there is an opportunity at Asheboro High School to educate the whole school on what respect is and what it looks like.</li> </ol>



<b>Parent Survey</b>	
<b>Three or more areas of strength</b>	<ol style="list-style-type: none"><li>1. Mychild has up to date computers and other technology to learn.</li><li>2. My child knows the expectations for learning in all classes.</li><li>3. Our school provides an adequate supply of learning resources that are current and in good condition.</li><li>4. Our school provides a safe learning environment.</li><li>5. Our school provides opportunities for students to participate in activities that interest them.</li><li>6. Our school ensures that the facilities support student learning.</li></ol>
<b>Three or more areas of possible improvement</b>	<ol style="list-style-type: none"><li>1. All of my child's teachers work as a team to help my child learn.</li><li>2. All of my child's teachers keep me informed regularly of how my child is being graded.</li><li>3. All of my child's teachers meet his/her learning needs by individualizing instruction</li></ol>
<b>Two significant findings</b>	<ol style="list-style-type: none"><li>1. Parents feel confident that their sons and daughters are safe and that the resources and support systems available are sufficient.</li><li>2. Even the areas of greatest concern are above a level 4 on the likert scale. But these opportunities for growth include greater collaboration and differentiation opportunities.</li></ol>

# Policies for Action

**A. QUALIFICATIONS**

There is a basic concept of responsibility attached to service as a member of this board of education. Board members are individually and collectively trustees; they serve as trustees of our community's children. More specifically, the "estate" which members of this board hold "in trust" is (1) the present welfare of our children and community as it may be enhanced by a program of public education; and (2) the future welfare of our community, state and nation as the children in school today become the responsible adults of tomorrow.

In terms of this concept, this board of education is responsible to our community at-large and also to the State of North Carolina. This responsibility looms large, and it is one which can be filled best by persons of sound judgment, broad vision, dedication to the interest of education and unselfish concern for the public welfare.

As elected representatives of the public, board members are expected to be free from prejudice, bias or commitment to special interests.

Any person possessing the qualifications for election to public office as provided for in Article VI, Section 6 of the Constitution of North Carolina and who is a qualified voter and resident of the election district from which he/she seeks to be elected is eligible to serve as a member of the board of education.

Any person elected or appointed to the board and also employed by the board will resign his/her employment before taking office as a member of the board.

**B. MEMBERSHIP AND TERMS OF OFFICE**

The board of education will consist of eleven members. All terms will be for six years with the terms staggered so that no more than four will expire every two years.

**C. METHOD OF ELECTION**

All elections are nonpartisan and are to be held at the time of the November general election in odd-numbered years.

The elections shall be held and conducted by the Randolph County Board of Elections under the same provisions of the General Statutes which are applicable to the election of municipal officers in the City of Asheboro.

**D. OATH OF OFFICE**

Before taking office, newly elected board members will take and sign the following oath or affirmation at the regular December meeting of the board of education following their election:

“I, \_\_\_\_\_ do solemnly swear (or affirm) that I will support and maintain the Constitution and laws of the United States and the Constitution and laws of the State of North Carolina, not inconsistent therewith, and that I will faithfully discharge my duties as a member of the Asheboro City Board of Education to the best of my ability.”

If a board member enters into the duties of his or her office before taking, subscribing and filing the oath of office, he or she will be ejected from office.

Legal References: N.C. Const., art. VI, §§ 6 and 7; G.S. 14-229; 115C-35; -37, Local Modification, Randolph County: 1967, c. 739; 1973

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

Updated: February 12, 2009, August 9, 2012, August 9, 2012

Reviewed by Policy Committee on June 14, 2012



As needed, the board will enter into contracts for legal service to the school district, including both legal advice and representation in litigation. Any attorney retained by the board or the superintendent through school district funds represents the legal entity of the school district and not any individual board member or administrator.

The superintendent may consult with the board attorney as needed to carry out administrative operations and to protect the board and school district from liability. Other staff may consult with the board attorney following procedures established by the superintendent. The board attorney shall be authorized to address and resolve criminal bail bond and vehicle forfeiture matters in district and superior court.

The chairperson of the board normally will decide for board members when to seek legal advice or assistance on school matters. If an individual member of the board desires to consult directly with the attorney, the board member shall notify the chairperson of the legal information to be sought. If it is determined that legal assistance is necessary and has not been sought previously for this matter, the board member will be directed to consult individually with the attorney. Questions raised by members of the board and the attorney's replies will be reported to all board members. The chairperson of a board committee may consult with the board attorney on issues that arise out of and in connection with the committee's work. The inquiry and response will be reported to all board members.

Legal References: G.S. 15A-544.5, -544.8, 115C-36

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

Updated: October 11, 2012

Reviewed by Policy Committee on August 9, 2012

## **EMERGENCY EPINEPHRINE AUTO-INJECTOR DEVICES**

*Policy Code:* **5024/6127/7266**

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Anaphylaxis is a severe systemic allergic reaction from exposure to allergens that is rapid in onset and can cause death. Many severe allergies are undiagnosed, and students or others may experience their first severe allergic reaction while at school. Epinephrine auto-injector devices can be used to administer epinephrine to provide rapid, convenient first aid for persons suffering a potentially fatal anaphylactic reaction. This policy addresses the use of emergency epinephrine auto-injector devices administered under a non-patient specific prescription. Student-specific orders for epinephrine auto-injector devices are addressed in policy 6125, Administering Medicines to Students.

Designated trained school personnel are authorized to use emergency epinephrine auto-injector devices to deliver emergency medical aid to any person suffering from an anaphylactic reaction during the school day or at a school-sponsored event on school property. The superintendent shall ensure that at least two emergency epinephrine auto-injector devices are located at each school for this purpose and are stored in secure, but unlocked and easily accessible, locations.

Each school principal shall designate one or more school personnel, as part of the medical care program under G.S. 115C-375.1, to receive initial training and annual retraining from a school nurse or qualified representative of the local health department regarding the storage and emergency use of epinephrine auto-injector devices. Only such trained personnel are authorized to administer epinephrine to persons believed to be having an anaphylactic reaction. The principal shall make reasonable efforts to notify other school staff members as to which employee(s) has received this training in order to facilitate a prompt emergency response.

The principal, in collaboration with appropriate school personnel, shall create an emergency action plan for the use of epinephrine auto-injector devices that complies with all state law requirements. Principals are encouraged to include in the plan school-wide employee training in recognizing symptoms of anaphylaxis.

Epinephrine auto-injector devices provided by the school are intended for unforeseen emergencies. Students known to have medical conditions requiring the availability of an epinephrine auto-injector device are expected to provide such devices for their use at school. Parents of students with known life threatening allergies and/or anaphylaxis should provide the school with written instructions from the students' health care provider for handling anaphylaxis and all necessary medications for implementing the student specific order in accordance with policy 6125, Administering Medicines to Students. Students who meet the conditions established in policy 6125 may possess and self-administer their own medication.

This policy does not require emergency epinephrine auto-injector devices to be available at activities held off school grounds during or after the school day, including field trips or off-site athletic events, or during transportation to or from school, except as may be required pursuant to an individual student's IEP, Section 504 Plan, or health or emergency plan.

Legal References: G.S. 115C-375.1, -375.2A

Cross References: Administering Medicines to Students (policy 6125)

Adopted:

# SCHOOL MEAL AND COMPETITIVE FOODS STANDARDS

Policy Code: 6230

All employees or other individuals who select foods or beverages to be sold to students on a school campus during the school day shall select and procure such foods and beverages in a manner consistent with the goals established by the board in policy 6200, Goals of School Nutrition Services, and policy 6140, Student Wellness, and with all state and federal laws and regulations. Additionally, in furtherance of the board's goals, the board establishes the following standards for school meals and other foods sold or available on school campuses.

## A. SCHOOL MEAL REQUIREMENTS

Meals and snacks provided through the National School Lunch, School Breakfast, and After School Snack Programs must comply with all federal nutrition standards applicable to the respective program, including meal component requirements and dietary standards.

## B. FOODS OTHER THAN SCHOOL MEALS

### 1. Definitions

#### a. School day

As used in this policy, "school day" means the period from midnight through 30 minutes after the dismissal bell rings.

#### b. Competitive foods

Competitive foods are all foods and beverages, other than meals reimbursed through the federally-funded school nutrition programs, available for sale to students on campus during the school day.

### 2. Foods Sold From Midnight Until the End of the Last Lunch Period

The sale of food and beverages between midnight and the end of the last lunch period is the responsibility of the Child Nutrition Program (CNP), and the CNP will retain the proceeds. No foods or beverages may be sold to students on any school campus during that time period except through the Child Nutrition Program. The school principal and CNP personnel shall ensure that all competitive foods, including vended *a la carte* and all other *a la carte* or supplemental food and beverages, sold during that time period-meet the federal Smart Snacks nutrition standards.

### 3. Foods Sold Between the Last Lunch Period and the End of the School Day

Each year, through its School Nutrition Program Annual Agreement, the board will establish accountability for the sale of competitive foods during the period

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between the end of the last lunch period and the end of the school day. All foods sold during that period must comply with the federal Smart Snacks nutrition standards. This includes foods sold in vending machines (see subsection B.4, below), in school stores, and in other sales venues on the school campus.

4. Foods Sold After the School Day

Foods sold after the school day are not subject to the federal Smart Snacks standards but are subject to any school rules established pursuant to policy 6140, Student Wellness.

5. Vending Sales During the School Day

In elementary schools, no beverage or snack vending to students is permitted outside of the School Nutrition Program.

In middle and high schools, all vended snack foods and beverages sold during the school day must meet the federal Smart Snacks standards and any more restrictive state requirements.

Bottled water must be available in every school that has beverage vending.

6. Fund-Raising Activities Involving Food or Beverages

All fund-raising activities that involve the sale of food or beverages to students must occur outside the school day. Tokens of exchange for foods or beverages to be delivered later in the day also are prohibited during the school day.

Fund-raising activities that are conducted after the school day are not required to comply with the federal Smart Snacks nutrition standards, but are subject to policy 6140, Student Wellness, and any school rules established pursuant to that policy.

7. Foods Brought from Home for School Events

Each school principal may establish standards for food and beverages brought from home to be shared for classroom events or parties during the school day or for extracurricular activities after school. The board encourages principals to establish rules that are consistent with the Smart Snacks nutrition standards.

8. Responsibility for Compliance with the Limits on the Sale of Competitive Foods

The limitations on the sale of competitive foods during the school day established by law and this policy are intended to encourage students to develop healthy eating habits and to ensure the ability of the schools to provide nutritious meals at the lowest possible cost.

All employees, student groups, volunteers, school support organizations, and other parties within the school environment must comply with the restrictions and conditions on the sale of competitive foods to students during the school day imposed by federal and state law, this policy, and the terms of the board's School Nutrition Program Annual Agreement.

The superintendent shall hold each principal responsible for consistent enforcement of this policy.

9. Consequences for Non-Compliance with the Limits on the Sale of Competitive Foods

Employees will be subject to disciplinary sanctions for violating the requirements pertaining to the sale of competitive foods as described in this or other relevant board policy, the board's School Nutrition Program Annual Agreement, or federal or state law or regulation. Discipline may include suspension or dismissal for repeated willful violations. The superintendent may take all reasonable steps necessary to prevent violation of the competitive foods rules by any student or student group, volunteer, school support organization, or other party.

If a school is found by the North Carolina Department of Public Instruction to be in violation of the rules pertaining to the sale of competitive foods as established in federal or state law or State Board of Education policy TCS-S-000 and the violations results in a monetary sanction against the Child Nutrition Program, the superintendent may require the school's principal to reimburse the Child Nutrition Program from the operating account of the school.

Nothing in this policy is intended to regulate or limit foods that students bring from home as part of a bag lunch.

Legal References: Child Nutrition Act of 1966, 42 U.S.C. 1771 *et seq.*; Healthy, Hunger-Free Kids Act of 2010, P.L. 11-296, 7 C.F.R. Part 210; National School Lunch Act, 42 U.S.C. 1751, *et seq.*; G.S. 115C-47(7), -47(22), -263, -264, -264.2, -264.3; State Board of Education Policy TCS-S-000, TCS-S-002; *Eat Smart: North Carolina's Recommended Standards for All Foods Available in School*, NC Department of Health and Human Services, NC Division of Public Health (2004)

Cross References: Student Wellness (policy 6140), Goals of School Nutrition Services (policy 6200)

Adopted: June 11, 2015

## **ORGANIZATION OF EQUIPMENT, MATERIALS AND SUPPLIES SERVICES**

*Policy Code:*

**6510**

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### **A. MANAGEMENT**

The superintendent shall provide centralized services for purchasing, receiving, storing and maintaining equipment, materials and supplies. Such services will be provided in a manner consistent with board goals.

The superintendent or designee will make reasonable efforts to be informed of and to implement progressive practices in managing equipment, materials and supplies services. Conscientious efforts will be made in the management of these resources to achieve efficiency and economy through centralized and bulk purchasing when consistent with available storage and distribution facilities. Good management also requires that needed supplies, materials, equipment, and spare parts be readily available when and where they are needed and that space not be used for housing unnecessary inventory. The superintendent shall develop administrative procedures for providing and using centralized services and monitor compliance with these procedures.

### **B. RECORD KEEPING**

The superintendent or designee shall maintain proper records in accordance with accepted business standards and any legal requirements. These records include inventory records, receiving and distribution records, and equipment maintenance records at the district and school levels.

### **C. ISSUANCE OF EQUIPMENT, MATERIALS AND SUPPLIES**

All individuals, including principals, teachers, other personnel and students, are responsible for any board-owned equipment, materials or supplies they have been issued. Responsibilities include accounting for items, maintaining and using items in a prudent manner, and storing items in a reasonably safe and secure place.

Legal References: G.S. 115C-36

Cross References: Goals of Equipment, Materials and Supplies Services (policy 6500), Use of Equipment, Materials and Supplies (policy 6520)

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

Administrative Procedure: None

## **USE OF EQUIPMENT, MATERIALS AND SUPPLIES**

*Policy Code:* **6520**

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Equipment, materials and supplies are intended to further the board's goals as provided in board policy 6500, Goals of Equipment, Materials and Supplies Services. Any use that is inconsistent with these goals is not permitted. Equipment, materials and supplies are made available for use in schools, on school district property or at school-related events. The superintendent or building level supervisor shall establish procedures or rules for allowing individuals or organizations to take such items, especially those of significant value, off school premises.

Legal References: G.S. 115C-523, -524

Cross References: Technology in the Educational Program (policy 3220), Technology Acceptable Use (policy 3225/4312/7320), Copyright Compliance (policy 3230/7330), Goals of Equipment, Materials and Supplies Services (policy 6500), Personal Use of Equipment, Materials and Supplies (policy 6521), Use of Equipment, Materials and Supplies by Non-School Groups (6522), Network Security (policy 6524)

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

Administrative Procedure: None



**PERSONAL USE  
OF EQUIPMENT, MATERIALS AND SUPPLIES**

*Policy Code:*

**6521**

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The board controls all equipment, materials and supplies, purchased, leased or received as a gift. School personnel and students may not employ such items for personal use unless the following conditions are met: (1) the use is authorized by the principal or building level supervisor; (2) the use will have no or minimal effect on the useful life of the item; (3) the use will not interfere with use for school district purposes; and (4) the use will not interfere with the requesting individual's job responsibilities or school assignments. Any individual obtaining permission is charged with proper preservation and care of the property.

Legal References: G.S. 115C-36, -523, -524

Cross References: Use of Equipment, Materials and Supplies (policy 6520)

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

Administrative Procedure: None

## **USE OF EQUIPMENT, MATERIALS AND SUPPLIES BY NONSCHOOL GROUPS**

*Policy Code:*

**6522**

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Members of the community may utilize resources in the media centers whenever the centers are open to the public. Students and school-related functions have priority over community members and non-school-related functions.

Members of the community and nonschool groups may request the loan of school property. The superintendent or designee, or principal if the property has been issued to the school, shall review requests. Property will be loaned only if the following conditions are met: (1) the use will have no or minimal effect on the useful life of the item; (2) the group's use of the property will not interfere with use for school district purposes; and (3) any other conditions required by the superintendent. Unless authorized by the superintendent, property of a value greater than \$5,000.00 will not be loaned. Unless authorized by the superintendent, board property may not be taken off school grounds.

Any agreement to loan the property must be in writing. The agreement must specify that the individual or group receiving the loan will be responsible for the proper care and preservation of the property and will compensate the school district for any loss in value as it is determined by the superintendent or designee. The agreement also must stipulate that no liability will attach to the board, individually or collectively, and that the board will be held harmless for personal injury suffered by the use of school property pursuant to such agreements. A reasonable use fee may be set by the superintendent or designee and included in the agreement. The superintendent is authorized to enter into such written agreements on behalf of the board.

Legal References: G.S. 115C-36, -523, -524

Cross References: Schools and the Community (policy 5000), Contracts with the Board (policy 6420), Use of Equipment, Materials and Supplies (policy 6520)

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

Administrative Procedure: None

## **Vision Statement**

### Current Statement:

Asheboro City Schools will be a system of excellence where every student graduates and is globally competitive for careers, college, and citizenship.

### Proposed:

Asheboro City Schools will be a community of excellence where ~~every~~ **each** student graduates globally competitive for college, careers, and citizenship.

## **Mission Statement**

### Current Statement:

We are committed to providing high 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.

### Proposed:

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

## **Tagline**

### Current:

... the subject is excellence! / ... 110 years of excellence!

### Proposed:

...a learning community of excellence!

<b>Date</b>	<b>Event</b>	<b>Time</b>	<b>Location</b>
Thursday, November 12	Board Committee Meetings & Regular Meeting	6:00 p.m. - 9:00 p.m.	PDC
November 16-18	NCSBA Annual Conference		Koury Center, Greensboro
November 16-20	American Education Week (Principal for a Day)	All Week	All
Friday, November 20	World Heritage Night	7:30 - 9 p.m.	Balfour Elementary School
November 19-22	AHS Fall Musical - <i>Into the Woods</i>	7:00pm & 2:00pm on 11/22	PAC
Wednesday, November 25	Teacher Workday	All Day	
November 26-27	Holiday	All Day	
Wednesday, December 2	AHS Fall Sports Banquet	7 - 9 p.m.	AHS
Wednesday, December 9	Senior Holiday Luncheon	11:45 a.m. - 1:30 p.m.	Loflin
Thursday, December 10	Board Committee Meetings & Regular Meeting	6:00 p.m. - 9:00 p.m.	PDC
Thursday, December 10	Band Concert	7:30pm	AHS/PAC
Tuesday, December 15	Superintendent's Holiday Luncheon	11:30 a.m - 1:00 p.m.	PDC
Tuesday, December 15	Advanced Placement Tea Reception	3:45 p.m. - 4:45 p.m.	AHS Media Center
Tuesday, December 15	Jazz & Percussion Concert	7:30pm	AHS/PAC
Thursday, December 17	Chorus Concert	7:30pm	AHS/PAC
Thursday, December 17	Winter Performance	5:30 - 7 p.m.	Lindley Park
December 23-25	Holiday	All Day	
Friday, January 1	Holiday	All Day	
Wednesday, January 13	Middle School District Science Fair	12 noon awards ceremony	NAMS
Monday, January 18	Holiday	All Day	
January 19-20	Teacher Workday	All Day	
Thursday, January 21	Board Appreciation Reception	5:30 p.m.	PDC
Wednesday, January 27	Spelling Bee	1 - 2:20 p.m.	Donna Lee Loflin
Thursday, January 21	Board Committee Meetings & Regular Meeting	6:00 p.m. - 9:00 p.m.	PDC
Saturday, January 30	Winter Board Retreat	TBD	PDC
Monday, February 1	Student Advisory Council	3:45 - 4:45 p.m.	PDC
Wednesday, February 3	PTO President's Roundtable Meeting	11:45 a.m. - 1 p.m.	CO Board Room
February 8-10	Advac-ED SACS Accreditation Visit	All Day	TBA
Thursday, February 11	Board Committee Meetings & Regular Meeting	6 - 9 p.m.	PDC
Friday, February 12	Valentine's Day Dance	TBA	NAMS & SAMS
Monday, February 15	Teacher Workday	All Day	All
Tuesday, February 16	ACS Spelling Bee	7 - 9 p.m.	Donna Lee Loflin



#### **Student achievements:**

- SAMS Student Council hosted state-wide leadership workshop
- Five elementary students from Asheboro City Schools have been selected to sing at the North Carolina's Music Educator's Conference
- AHS volleyball team has advanced to the final round of the NCHSAA State Championships. Game took place on Saturday, November 7 in Raleigh.
- AHS Zoo School Hosts first FFA Chapter and induction ceremony
- AHS student-athlete, Nic Coe, picked for Shrine Bowl
- ACS 3<sup>rd</sup> Graders Participate in cARTwheels
- Claire Davidson crowned Homecoming Queen
- There were 37 inductees to the National Honor Society at Asheboro High School

#### **Staff recognition:**

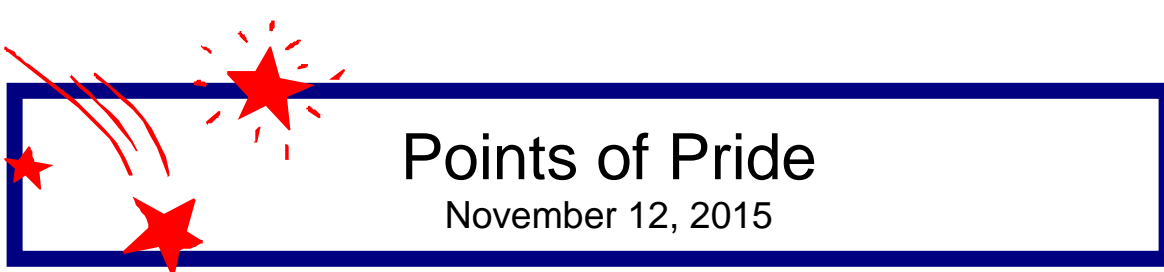
- Mrs. Cranford was named the 2015-16 Exceptional Education Teacher of Excellence for Asheboro City Schools.
- Mr. Saunders (SAMS) named 2015-16 Principal of the Year.
- Mrs. King from McCrary Elementary, Mrs. Knight from AHS, and Mrs. Cabiness from Loflin Elementary were awarded Bright Ideas Grants from Randolph Electric Membership Corporation.
- Ms. Olson from NAMS, Ms. Scott and Ms. Dillion from Lindley Park, Ms. Davis from AHS, and the Balfour Team from Balfour Elementary were all awarded ACS Teaching Grants.
- SAMS & AHS Coach Berrier Inducted into Southern Alamance Hall of Fame.
- Tom Quinn was awarded a USDA Child Nutrition Award for his efforts in the Second Chance Breakfast program at AHS.

#### **Parent involvement:**

- Globe-Trotters Parent Night at McCrary
- Heritage Festival at Lindley Park Elementary
- Watch D.O.G.S. at Balfour Elementary
- Donna Lee Loflin Hosts Grandparents Breakfast
- Balfour Beautification Day
- Monster Readers Family Night at Guy B. Teachey Elementary
- Hispanic Culture Festival at McCrary Elementary

#### **Events bringing community into our schools:**

- AHS Sports Hall of Fame Induction
- AHS Homecoming
- Strategic Planning Meeting (Both the first and second meetings had 50+ members of the community attended)
- Superintendent's Reading Challenge Kick-Off Event
- NAMS Hosted a Police Appreciation Day



### **Student achievements:**

- SAMS Student Council hosted state-wide leadership workshop
- Five elementary students from Asheboro City Schools have been selected to sing at the North Carolina's Music Educator's Conference
- AHS volleyball team won the Eastern Regional Championship, advancing them to the state championships on Saturday, November 7.
- AHS Zoo School Hosts first FFA Chapter and induction ceremony
- AHS student-athlete, Nic Coe, picked for Shrine Bowl
- ACS 3<sup>rd</sup> Graders Participate in cARTwheels
- Claire Davidson crowned Homecoming Queen
- There were 37 inductees to the National Honor Society at Asheboro High School

### **Staff recognition:**

- Wendy Rich was awarded the W.W. Rankin Award for Excellence in mathematics Education at the North Carolina Council of Teachers of Mathematics.
- Mrs. Cranford was named the 2015-16 Exceptional Education Teacher of Excellence for Asheboro City Schools.
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**Asheboro City Schools**

*...the subject is excellence!*

# BOARD OF EDUCATION GOALS 2015-16

## 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

- A. Teach the standards through the lens of the **4 C's (Critical Thinking, Collaboration, Communication, and Creativity)** using innovative teaching practices with community partner engagement.
  - Eighteen teachers from the three secondary schools are participating in the Literacy Design Collaborative and Math Design Collaborative with the Southern Regional Education Board (SREB). SREB is also training IFs and 2 district coaches to support the teachers in implementing the rigorous and innovative teaching practices.
- B. Implement **global awareness** recommendations.
- C. Evaluate and engage in strategic problem solving and coaching support to strengthen **Positive Behavior Instructional Support** implementation at each school.
  - A survey will be conducted to assess current training needs. This data will be used in conjunction with 2014-15 implementation data to determine a training plan for the current year.
- D. Implement district-wide program to prevent **bullying**.
  - Staff trainings have occurred at all schools.
- E. Implement updated lockdown and **crisis plan procedures**.
  - Asheboro Police Department conducted Crisis response drills at Asheboro High School in August.
  - Staff trainings have occurred in each school.
  - The first lockdown drill has been completed.
  - Dr. Rice & Dr. Worrell collaborated with the Emergency Services, Randolph County Government, Sheriff's Department and the Asheboro Police Department about current procedures for Law Enforcement Response to Lockdown Situations in Government and School Buildings.
- F. Provide professional development on **digital teaching and learning** as directed from the Asheboro City Schools Professional Development Needs Survey.
  - Digital teaching and learning professional development for the Instructional Facilitators two days each month to increase their knowledge and skills so that they can train teachers at their respective schools.

- G. Implement support for the new **learning management system**, Canvas, in Grades 4-12 for students and for all staff.
- All Instructional Facilitators have attended a webinar and face-to-face professional development to support teachers in implementing the Canvas LMS.
  - Nathan Craver provided professional development to Lindley Park 4th and 5th Grade teachers on August 20th
  - Technical Support Staff and Nathan Craver attended Webinars to on 8/12 and 8/26 to support the back-end user support of Canvas LMS
  - 65 Teachers at AHS have completed the Canvas Challenge Online Professional Development Course
  - Staff Development has been offered at AHS, SAMS, NAMS, CWM, LPES, and GBT
  - All staff members at SAMS are entering lesson plans for feedback and review by instructional facilitators and administrators
  - Administrative Leadership Team Meetings have gone virtual through the Canvas Web-Conference Tool, allowing assistant principals to remain in their buildings and still attend the meeting.
  - CWM Staff are participating in the blended PD course on Student-Centered Math Instruction

## 2. Assess for learning

- A. **Align the core curriculum** with state testing specifications and **implement systematic progress monitoring system** (Benchmark Analysis, PEP process, Data Discussions, EVAAS, etc.)
- District pacing guides have been modified to identify power standards that are aligned to state testing specifications.
  - The first round of benchmarks has occurred, teachers have analyzed the data, and students that have not mastered the standards are receiving interventions.
  - Dr. McCamish, Ms. Rich, and Dr. Pack are working with IFs, Administrators, and teachers to refine the PEP process to reflect the changes in the MTSS process and current legislation. The goal is for the new process to be piloted for the second semester at the secondary level.
- B. Encourage and support school based **data driven strategies** to inform instruction and intervention.
- Preliminary data from 2014-2015 was shared with schools at the Administrative Leadership Retreat on July 20, 2015, with a focus on continuous improvement goal setting and data analysis.
  - The North Carolina Department of Public Instruction released the 2014-2015 READY Assessment Data and results on the Federal Annual Measurable Objectives on September 2.
  - School Leadership Teams have analyzed data and developed annual goals on their Continuous Improvement Plans.

## 3. Improve achievement

- A. Utilize the Asheboro City Schools' Literacy Plan as a road map to **improve writing** K-12.
- Instructional Facilitators have reviewed the ACS Literacy Plan expectations with teachers and are planning writing instruction with teachers.
  - Progress monitoring at the elementary level includes analysis of written responses for comprehension questions to improve TRC reading levels and enhance reading achievement.



- B. Expand implementation of **Letterland** as a **consistent phonics instructional approach** in pre-kindergarten and kindergarten classrooms at each school site.
  - Letterland has been expanded into ALL kindergarten classrooms in the district for the 15-16 school year and into half of the pre-kindergarten classrooms.
- C. Expand **Reading Foundations professional development** to secondary level teachers to increase reading content knowledge and enhance instructional skills as funding is available.
  - Reading Foundations is being offered to a cohort of secondary teachers during the 2015-16 school year. First session was August 18, 2015. The second session was held Oct. 7, 2015.
  - Three Elementary Instructional Facilitators will be completing their training to become state-level and district-level trainers. They will be assisting with the secondary PD this year to fulfill their training requirements.
- D. Develop and expand opportunities for students to **recover and enrich learning** beyond regular school hours.
  - Asheboro City Schools' STEAM Camp was held in July at NC Zoo.
  - Health Science Academy Orientation Week began on August 10, 2015.
- E. Increase opportunities for students to **earn college credits and industry credentials**.
  - We have added a **Workplace Readiness** credential for our students to earn through our Career Management course at Asheboro High School beginning with the 2015-16 school year. This credential indicates students' level of competence in soft skills that are critical for success in today's workplace.
- F. Develop district-wide implementation plan for **Multi-Tiered System of Supports [MTSS]** by assessing current implementation, readiness, developing timelines, coaching supports, professional development plans, and other district supports in order to ensure schools can implement with fidelity.
  - District coach/coordinators have been identified and coordinate planning efforts with the district instructional team. Current efforts are focused on assessing district capacity and readiness.

#### 4. Create opportunities

- A. Increase opportunities for **parental involvement** through resources and events.
  - We are developing a partnership with A&T University to create parent education modules with the Instructional Facilitators that will be delivered to parents throughout the year at the elementary schools.
- B. Provide opportunities for **stakeholder engagement and improved communication** through social media, digital communications, and community partner events.
  - The first strategic planning meeting was held Friday, October 23, 2015 with over 50 community partners in attendance.
- C. Actively seek **partnerships with the community, industry, and institutions of higher education** to create opportunities for students.

## 5. Build capacity

- A. **Develop and promote professional development** options through Canvas learning management system and North Carolina Educator Effectiveness System.
- Asheboro City Schools' Administrative Leadership Team was introduced and had the opportunity to utilize the Canvas LMS system during the annual retreat in July.
  - Instructional Facilitators have been given professional development on Canvas to support teachers in their buildings in learning to implement the learning management system in their classroom. The IFs are developing a plan to provide staff development to their teachers through a self-paced online course offered in Canvas LMS.
  - Over 70 staff members have participated in the Canvas Challenge Online Professional Development Course
  - Dubraska Stines is developing a course on SIOP Training to be offered in a blended learning environment through the Canvas LMS beginning November 20th.
- B. Implement **Teacher Leadership Academy 2.0**.
- TLA 2.0 met on July 21-22, 2015 - The focus was on Strategic Planning, AdvancED preparations.
  - TLA 2.0 members had the opportunity to meet with Dr. Horatio Sanchez, Convocation keynote speaker, following Convocation.
- C. Maximize programs and initiatives to **recruit and retain high quality teachers and administrators**.
- New Teacher Orientations held August 10, 11, 13, 2015 - Orientation held for first-year teachers.
  - Lead Mentors assigned to all schools through Title II High Quality Teachers federal funding.
  - New Employees Reception - Monday, August 31, 2015.
  - All Beginning Teachers and several Lead Mentors had the opportunity to meet with Dr. Horatio Sanchez, Convocation keynote speaker, following Convocation.
  - BT-1s met on Thursday, October 29 at the PDC. Delta Nu (Asheboro City/Randolph County educators) provided refreshments. BT-1s continued their professional development on "growth vs fixed mindsets" with the district BT Support Team and DRIVE Educational Consultants.