

ASHEBORO CITY BOARD OF EDUCATION

February 13, 2014

7:30 p.m.

Asheboro High School

Professional Development Center

(Rescheduled to February 17, 2014, due to inclement weather)

***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 – Oliver Guerrero Solis, 3rd Grade, Charles W. McCrary Elementary School
- *D. Approval of Agenda

II. Special Recognition and Presentations

- A. Community Partner Spotlight – Randolph County Public Library
- B. Board Spotlight – Charles W. McCrary Elementary School

III. Public Comments

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

IV. *Consent Agenda

- A. Approval of Minutes – January 9, 2014
- B. Technology Plan
- C. Budget Amendment F-03
- D. 2014 Lottery Application
- E. Personnel

V. Information, Reports and Recommendations

- A. North Carolina School Boards Association Report on Input; Draft Custom Profile
- B. Parent Portal
- C. Policies
 - Policy 2200 – Election of Officers/Organization of Board
 - Policy 3110 – Innovation in Curriculum and Instruction
 - Policy 3115 – curriculum and Instructional Guides
 - Policy 3120 – Lesson Planning
 - Policy 3405 – Students at Risk of Academic Failure
 - Policy 5000 – Schools and the Community

VI. Action Items

- *A. 25% Teacher Contract Process
- *B. Proposal for New Courses – Asheboro High School

VII. Superintendent's Report/Calendar of Events

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

VIII. Board Operation

A. Important Dates to Remember:

- All-County Band Concert – February 28, 2014, Performing Arts Center
- Meeting with North Carolina School Boards Association – March 3, 2014, 7:00 p.m., Randolph Electric Membership Corporation Board Room (879 McDowell Road)
- County Commissioners Meeting – March 10, 2014, 6:00 p.m., Historic Courthouse
- March 13, 2014, Board of Education Meeting
- Budget Work Session – March 27, 2014, 7:00 p.m., Professional Development Center
- Digital Expo – April 2, 2014, 12:00 p.m., Asheboro High School Gymnasium
- NSBA Annual Conference – April 4-7, 2014, New Orleans, Louisiana
- Budget Work Session - April 24, 2014, 7:00 p.m., Professional Development Center

IX. Adjournment

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

ASHEBORO CITY BOARD OF EDUCATION
February 13, 2014
7:30 p.m.
Asheboro High School
Professional Development Center
(Rescheduled to February 17, 2014, due to inclement weather)

Addendum

I. Opening

IV. *Consent Agenda

- A.** Approval of Minutes – January 9, 2014, and February 8, 2014
- E.** Personnel

VI. Action Items

- *A.** 25% Teacher Contract Process
- *C.** Read to Achieve Proposal

IX. Adjournment

Mission Statement

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

February 17, 2014

Community Partner Spotlight:

Tonight's Community Partner Spotlight is the Randolph County Public Library for its partnership with McCrary Elementary School. The library has worked with McCrary on its 21st Century Community Learning Center grant and Globetrotters afterschool program. Thank you for your support Randolph County Public Library!

Board Spotlight:

Tonight's Board of Education Spotlight will be provided by Charles W. McCrary Elementary School. Asheboro City Schools learned in August 2013 that the district had been awarded a 21st Century Community Learning Center grant, which would provide afterschool and summer enrichment opportunities for students at CWM for the next four years! Tonight you will receive an update from Principal Julie Brady and Laura LeRoy, the 21st CCLC coordinator. You will hear about the Globetrotters program including information about the student selection process, student activities, student data, community partnerships and next steps.

Minutes of the Asheboro City Board of Education

January 9, 2014

Policy Committee

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

Phillip Cheek
Gidget Kidd
Linda Cranford

Jane Redding
Steve Jones
Chris Yow

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

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

- Policy 3110 – Innovation in Curriculum and Instruction
 - Section added stating that superintendent will consult with local workforce/employers when planning the educational program.
- Policy 3115 – Curriculum and Instructional Guides
 - Language changed to reflect the use of statewide instructional standards instead of “standard course of study.”
- Policy 3120 – Lesson Planning
 - Language changed to reflect the use of statewide instructional standards instead of “standard course of study.”
- Policy 3405 – Students at Risk of Academic Failure
 - Statement removed requiring superintendent to certify to the State Board of Education that the school system has complied with Personal Education Plan requirements.
- Policy 5000 – Schools and the Community
 - Format of performance information and how state funds have been expended were added to items that are required to be published on the district website.
- Policy 2200 – Election of Officers/Organization of Board
 - Language added covering legal requirements of training in order to be eligible for election as chairperson or vice-chairperson.

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

With no further business, the meeting was adjourned at 6:19 p.m.

Finance Committee

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

Jane Redding	Joyce Harrington
Gus Agudelo	Kyle Lamb
Dr. Kelly Harris	Archie Priest
Steve Jones	

Staff members present were Dr. Diane Frost and Harold Blair. Others present were Katherine Jones and Lonnie Keogh, auditors with Cherry, Bekaert LLP.

Mr. Agudelo called the meeting to order and Mr. Blair thanked Ms. Jones and Ms. Keogh for attending. Mr. Blair presented the audit report to the committee and then presented the budget amendment and budget calendar.

There being no further business, the meeting adjourned at 7:16 p.m.

Board of Education

Opening

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

Jane Redding, Chairman	Gustavo Agudelo
Phillip Cheek	Linda Cranford
Joyce Harrington	Dr. Kelly Harris
Steve Jones	Gidget Kidd
Kyle Lamb	Archie Priest, Jr.
Chris Yow	

Archie Smith, Jr., Attorney

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

Following a moment of silence led by Chairman Redding, Trent Joura, fifth grade student at Lindley Park Elementary School, led the Pledge of Allegiance.

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

Special Recognition and Presentations

Lindley Park Elementary School's English as a Second Language Team shared a video highlighting Hispanic Heritage Month. Parents shared how parent involvement is successful at Lindley Park.

Public Comments

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

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

Consent Agenda

The following Consent Agenda items were approved:

Approval of Minutes – December 12, 2013, Called Meeting on December 17, 2013, and Legislative Committee Meeting on December 17, 2013

City Schools Consortium Acknowledgement and Commitment (A copy of the Acknowledgement and Agreement will become a part of these minutes.)

Budget Amendment F-02 (A copy of the Budget Amendment will become a part of these minutes.)

Budget Calendar/Process (A copy of the Budget Calendar/Process will become a part of these minutes.)

Personnel

RESIGNATIONS/RETIREMENTS/SEPARATIONS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
McQueen, Helene	NAMS/Eng. LA	1/2/14
Davin, Misty	GBT/Third Grade	1/10/14

APPOINTMENTS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Allgood, Timothy	AHS/English (interim)	2/1 - 6/11/2014
Maye, Takirah	CWM/After-School Program Asst. (PT)	1/2/14
Doiron, Florence (Wendy)	BAL/AIG (PT)	1/23 - 4/30/14
Groseclose, Terry	SAMS/Literacy/AIG (PT)	1/7 - 6/10/14
Smith, Charlene	NAMS/AIG (PT)	1/23 - 6/11/14
Estrada, Saira	Sub. (\$70 per day)	1/13/14

LEAVES OF ABSENCE

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Causey, Staci	ECDC/Instr. Assistant	1/13 - 3/21/14

Information, Reports and Recommendations

Julie Pack presented information on opportunities for Asheboro High School Students to earn career, college, and North Carolina Academic Scholars endorsements to their diplomas. These endorsements are aligned with State Board Policy GCS-L-003 and begin with the class of 2014-15.

Action Items

Legislative Committee Chairman, Linda Cranford, reviewed the 2014 Legislative Platform highlighting the key priorities as proposed by the Legislative Committee:

1. **Number of LEAs per county** - Maintain local control on the number of LEAs per county.
2. **Provide competitive compensation for state educators** - Improve educator pay so that we can attract and retain the highest quality public school professionals. Reinststate master's degree compensation for teachers.

3. **Improve per pupil funding** - State funding per ADM has declined from \$5,779 in 2008-09 to \$5,425 in 2013-14. Reductions in funding for teacher assistants, instructional support, textbooks, and classroom supplies are limiting our ability to adequately prepare our students for 21st century careers, college, and citizenship.
4. **Eliminate the A-F grading system for schools** - Move to an accountability system that supports academic improvement and aligns with the increased rigor of the new standards and assessments.
5. **Vouchers** - Discontinue the use of public tax dollars to support private school tuition.
6. **NC PRE-K** - Increase funding to serve additional 3 and 4-year olds in five star pre-kindergarten programs.

A motion was made by Ms. Kidd and seconded by Mr. Agudelo to approve the platform as presented. Motion passed unanimously. (A copy of the 2014 Legislative Platform will become a part of these minutes.)

Asheboro City Schools has been asked to join North Carolina School Boards Association in its litigation challenging the constitutionality of legislation passed earlier this year that creates a private school voucher program using public funds. The legislation will take effect in the 2014-15 school year. Ms. Cranford made a motion to approve the resolution to join NCSBA as a plaintiff, seconded by Ms. Harrington, and the resolution was approved by a vote of 10 to 1 with Mr. Lamb voting no. (A copy of the resolution to join NCSBA's litigation as a plaintiff will become a part of these minutes.)

Mr. Blair presented the 2012-2013 Audit Report. The audit was conducted and received a qualified "clean" opinion from the accounting firm of Cherry, Bekaert & Holland. A motion was made by Ms. Harrington, seconded by Mr. Jones, to approve the audit as presented. Motion passed unanimously. (A copy of the 2012-2013 Audit Report will become a part of these minutes.)

Following a 30-day review, a motion was made by Mr. Yow, seconded by Dr. Harris, to approve the following board policies:

- Policy 3230/7330 – Copyright Compliance
- Policy 3410 – Testing and Assessment Program
- Policy 3420 – Student Promotion and Accountability
- Policy 3460 – Graduation Requirements
- Policy 4700 – Student Records
- Policy 5070/7350 – Public Records
- Policy 6220 – Operation of Student Food Services
- Policy 7410 – Career Status (Removal of Policy)
- Policy 7510 – Leave
- Policy 7810 – Evaluation of Licensed Employees
- Policy 7950 – Probationary Teachers: Nonrenewal

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

Dr. Brad Rice shared the 2015-2016 school year calendar and comments received while under 30-day review. Ms. Kidd motioned to approve the 2015-2016 school year calendar, with Mr. Agudelo seconding. Board members unanimously approved the calendar as presented.

Superintendent's Report/Calendar of Events

Carla Freemyer shared the Calendar of Events highlighting the following dates and events: Legislative Breakfast, January 17; Board Appreciation Luncheon, January 24; Winter Board Retreat, February 8; FAN - 8th Grade Parent Meeting, February 10; and the District Spelling Bee, February 18.

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

Board Operations

Chairman Redding reported Board Committees for 2014 are as follows:

Finance Committee: Gus Agudelo, Chair, Joyce Harrington, Archie Priest, Dr. Kelly Harris, and Kyle Lamb.

Policy Committee: Phillip Cheek, Chair, Linda Cranford, Gidget Kidd, and Chris Yow.

Legislative Committee: Linda Cranford, Chair; Gidget Kidd, and Joyce Harrington.

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

- Legislative Breakfast – January 17, 2014, 8:00 a.m. North Asheboro Middle School
- Board Appreciation Luncheon – January 24, 2014, 12:00 noon, Loflin Elementary
- Winter Board Retreat – February 8, 2014, 8:00 – 4:30 p.m., Loflin Elementary
- NSBA Annual Conference – April 5-7, 2014, New Orleans, Louisiana

Chairman Redding also noted the dates of the Budget Work Sessions, Thursday, March 27, and Thursday, April 24. Please be sure to add these dates to your calendars.

Adjournment

There being no further business, a motion was made by Mr. Lamb, seconded by Mr. Priest, and unanimously approved by the Board, to adjourn at 8:37 p.m.

Chairman

Secretary

**Minutes of the Asheboro City Board of Education
February 8, 2014**

Winter Board Retreat

The Asheboro City Board of Education met in a work session on February 8, 2014, at 8:00 a.m., in the Media Center at Donna Lee Loflin Elementary with the following present:

Jane Redding, Chairman	Steve Jones
Gustavo Agudelo	Phillip Cheek
Linda Cranford	Joyce Harrington
Dr. Kelly Harris	Gidget Kidd
Archie Priest, Jr.	Kyle Lamb
Chris Yow	

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

Chairman Redding opened the meeting and recognized Dr. Frost who led the agenda.

Dr. Frost and Carla Freemyer presented a draft of the Teacher Task Force recommendations on selecting the twenty-five percent (25%) of eligible Asheboro City Schools' teachers to be offered four-year contracts beginning with the 2014-2015 school year per Senate Bill 402. The Board of Education reviewed the Task Force recommendations and the draft plan and the proposal will be brought to the February 13 board meeting as an approval item.

Mike Mize presented a celebration of maintenance projects completed over the past five years. Mr. Mize then discussed the Long-Range Facility Plan for 2015-2020. The first priority in the plan is upgrading core areas of Asheboro High School due to the age of the building and projected enrollment numbers. The Long-Range Facility Plan will be presented to the Randolph County Board of Commissioners at its March 10 meeting.

Jennifer Smith introduced Dubraska Stines who gave an update on Annual Measurable Achievement Objectives (AMAOs) 1, 2, and 3 under NCLB Title III and Notice of Final Interpretations. We celebrated meeting all three AMAOs (measuring progress of LEP students) in 2012-2013.

Wendy Rich gave a report on North Carolina Read to Achieve legislation and how Asheboro City Schools is implementing House Bill 950/S.L. 2012-142, Section 7A. There are seven components to the implementation. Ms. Rich also informed the Board of the good cause exemptions for students who are excused from the assessments and portfolio requirements. The State Board has recently taken action to increase local flexibility in defining good cause exemptions, and our proposal will be brought to the February 13 board meeting for Board approval.

Data was also presented on summer reading loss and what measures can be taken to retain reading levels over the summer break.

Dr. Drew Maerz reported on EOG and EOC data. Our efforts toward improvement are:

- Alignment with continuous improvement
- Progress monitoring through assessment
- Data analysis
- Professional Development

Dr. Maerz provided an update on elementary, middle, and high school Continuous Improvement Goals. Asheboro City Schools uses formative and benchmark assessments to analyze and better serve the needs of our students.

Paula Owens, Principal at Donna Lee Loflin Elementary School, showed a video of an Arts to the 9's performance. Every nine days, one grade level, in collaboration with the school's specialists, prepares a play or other arts event to present to another small student audience as part of DLL's A+ school initiative.

Jennifer Smith gave a professional development update. ACS goal is that "all teachers and administrators will participate in five district required professional development days focusing on the continued implementation of the CCSS/ES, concept-based/thematic curriculum units, and the integration of 21st century skills (4Cs) by June 12, 2014." Staff development that has already occurred and future dates were shared with the Board.

Dr. Julie Pack introduced John Phillips, Brooke Davis, and Margeaux Stites, teachers from the Asheboro High Zoo School, and Cody Yandle, Megan Beitzel, and Kristen Morgan, students at the school. They presented examples of Project-Based Learning in Forensic Science, Honors Biology, AP Environmental Science, Zoology, STEM, Horticulture, Project LIFT, English IV-Audacity Project; English III-Dead Poet's Society, and Journalism. Project-based learning is a transformative teaching method for engaging all students in meaningful learning and developing the 21st century competencies of critical thinking/problem solving, collaboration, creativity, and communication.

Nathan Craver presented Asheboro City Schools' Technology Plan for 2014-2016. The draft plan will be on the agenda for the February 13 board meeting for approval. The final plan will be submitted to DPI and the State Board of Education for approval in March. Mr. Craver discussed the five strategic priorities: shared services model; universal access to personal teaching and learning devices; access to digital teaching and learning resources; model of technology-enabled professional development; and 21st century leadership.

Mr. Craver also shared that it is the recommendation of the 1:1 Committee to replace the outdated laptops currently in use with the Rugged Chromebook. The rationale for Rugged Chromebook is its reliability, network connectivity, and its design for student use in 1:1 environments. The individual device cost is approximately \$330-\$370.

Harold Blair presented an overview of our current budget and projected budget considerations for next school year. Facility needs will be presented to the Randolph County Commissioners on March 10. The Board will meet in budget work sessions on March 27 and April 24, 2014.

Chairman Redding expressed appreciation to the directors and superintendents for their work and meeting presentations.

Chairman Redding announced that the Board would meet in closed session on Monday, March 3, to review superintendent candidates for interviews. The Board also discussed a process for gathering information from board members regarding their interest in serving as an officer (chair or vice-chair) prior to the election of officers in December.

Chairman Redding adjourned the meeting at 4:25 p.m.

Chairman

Secretary

**2014-2016-LEA/Charter Technology Plan
Approval Checklist**

Complete	NCSSTP Elements	Components
<input type="checkbox"/>	Signature Page	Preliminary Components
<input checked="" type="checkbox"/>	Title Page	
<input checked="" type="checkbox"/>	Table of Contents	
<input checked="" type="checkbox"/>	Committee List	
<input checked="" type="checkbox"/>	Vision Statement/Narrative	
<input checked="" type="checkbox"/>	Strategic Priorities Narrative	
<input checked="" type="checkbox"/>	Priority 1 Elements Complete*	1. The plan establishes clear goals and a realistic strategy for using telecommunications and information technology to improve education. 3. The plan includes an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education.
<input checked="" type="checkbox"/>	Priority 2 Elements Complete*	
<input checked="" type="checkbox"/>	Priority 3 Elements Complete*	
<input checked="" type="checkbox"/>	AMTR (Annual Media and Technology Report) Complete and Periodically updated	Count/Inventory requirement
<input checked="" type="checkbox"/>	Priority 4 Elements Complete*	2. The plan has a professional development strategy to ensure that staff knows how to use these new technologies to improve education.
<input checked="" type="checkbox"/>	Priority 5 Elements Complete*	
<input checked="" type="checkbox"/>	Utilization of Cloud Resources	4. The plan includes an evaluation process that enables the school to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.
<input checked="" type="checkbox"/>	Alignment to 3 key initiatives	
<input checked="" type="checkbox"/>	Use of required evaluation tools	
<input checked="" type="checkbox"/>	All objectives measureable	
<input checked="" type="checkbox"/>	All addressed	Appendix A: Required Policies
<input checked="" type="checkbox"/>	Current	
<input checked="" type="checkbox"/>	Board approval dates included	
<input checked="" type="checkbox"/>	LEA Policy Noted and Posted	

***Questions answered in narrative, alignments complete, targets addressed.**

Notes:

REQUIRED SUBSTANTIVE COMPONENTS
OF THE
LOCAL SCHOOL DISTRICT TECHNOLOGY PLAN

Schools, school districts, and libraries that want to apply for Schools and Libraries support, commonly referred to as "E-rate," must first prepare a technology plan. Beginning with FY2011, technology plans are required only for Priority 2 services (Internal Connections and Basic Maintenance of Internal Connections). An approved technology plan sets out how information technology and telecommunications infrastructure will be used to achieve educational goals, specific curriculum reforms, or library service improvements.

A technology plan designed to improve education should cover the entire funding year (July 1 to June 30) but not more than three years. The plan must contain the following elements:

- **Goals and realistic strategy for using telecommunications and information technology**
 - **A professional development strategy**
 - **An assessment of telecommunication services, hardware, software, and other services needed**
 - **Ongoing evaluation process**
- Policies**

The technology plan must be approved by a USAC-certified technology plan approver before discounted services can begin. The state is the certified technology plan approver for libraries and public schools. www.usac.org, August, 2011.

LEA/Charter Name:	Asheboro City Schools
LEA/Charter Number:	761
Superintendent Name:	Dr. Diane Frost
Superintendent Signature	
Local Board Chair Name:	Jane Redding
Local Board Chair Signature:	
Person of Contact:	Nathan Craver
Telephone:	336-625-5104
Contact Email:	ncraver@asheboro.k12.nc.us



Asheboro City Schools

...the subject is excellence

Asheboro City Schools Technology Plan

2014-2016

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LEA NAME
Technology Planning Committee/MTAC

Member	Job Title/Position
Dr. Diane Frost	Superintendent
Nathan Craver	Director of Technology and Innovation
Jennifer Smith	Asst. Superintendent for Curriculum & Instruction
Wendy Rich	Director of Elementary Curriculum
Dr. Julie Pack	Director of Secondary Curriculum
Dr. Drew Maerz	Director of Testing and Accountability
Harold Blair	Director of Finance
Lee Clark	Network Systems Analyst
Laura Holland	Media Coordinator, AHS
Carla Shinn	Media Coordinator, AHS
Kellie Garcia	Media Coordinator, GBT Elem.
Sara Ralph	Media Coordinator, Balfour Elem.
Donna Hall	Media Coordinator, LPS
Cassie Salabak	Media Coordinator, McCrary
Roberta Gavin	Media Coordinator, Loflin
Vanessa Olson	Media Coordinator, NAMS
Julia Dawson	Media Coordinator, SAMS
Barry Barber	Technology Facilitator, SAMS
Jay Williams	Technology Facilitator, NAMS
Wendy Graham	Technology Facilitator, BAL
Kathy Malpass	Technology Facilitator, LPS
Tina Webster	Technology Facilitator, AHS
Sheral Vang	Technology Facilitator, Loflin
Cheryl Perkins	Technology Facilitator, McCrary
Amy Ralph	Technology Facilitator, GBT

**Asheboro City Schools Technology Plan
2014-2016**

Vision Statement

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

Asheboro City Schools Mission – *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 21st century global citizenship.*

Technology Vision – *Asheboro City Schools is committed to providing students the opportunity to learn in a technology rich environment where innovative approaches to teaching and learning will engage each student in meaningful, real-world experiences to prepare them to be successful 21st Century Global Citizens.*

**Asheboro City Schools Technology Plan
Strategic Priorities
2014-2016**

Shared Services Model

Asheboro City Schools will participate in the N. C. shared services model and school connectivity program. In partnership with the state, ACS will explore how to further leverage economies of scale to provide excellence in access to digital resources for students and employees. Asheboro City Schools will also continue to leverage state programs, such as Home Base, to reduce operating costs and provide quality digital learning and teaching resources.

Universal Access to Personal Teaching and Learning Devices

Asheboro City Schools will continue to provide 1:1 access to digital learning devices in grades 6-12 and approximately 2:1 in our elementary schools. Our priority and challenge will be to determine how to best sustain our high level of access to devices for teaching and learning. In addition, Asheboro City Schools will research next generation learning devices to determine what will best meet our needs as driven by ACS strategic goals, student data, and sustainability. In this research process, ACS will explore bring your own device (BYOD) models. In addition, ACS will implement a district framework for technology integration to ensure that our 1:1 program is driven by the curriculum and the device selected will support this framework for implementation.

Access to Digital Teaching and Learning Resources, Including Digital Textbooks

Asheboro City Schools will focus on using digital resources (web-based, state-provided, and purchased) that engage each student in meaningful, authentic and rigorous work through innovative teaching and learning strategies that will motivate students to be self-directed and inquisitive learners. ACS will continue to explore the transition to e-books and digital textbooks.

Model of Technology-Enabled Professional Development

Asheboro City Schools will focus on technology-embedded professional development that will build capacity for teachers and staff to achieve the school district's strategic goals and outcomes for students as stated in the ACS 2013-2016 Strategic Plan. Specifically, Asheboro City Schools is committed to providing technology-embedded professional development to ensure that each ACS student can communicate and collaborate effectively, think critically and creatively, innovate and problem solve, and become responsible, global citizens.

21st Century Leadership for Your LEA/Charter

Asheboro City Schools is committed to providing leadership and management to develop and implement a shared vision of technology integration to provide all students with the necessary skills to excel as 21st century global citizens.

Strategic Priority 1: A Statewide Shared Services Model

Essential Questions for Asheboro City Schools

How can a Statewide Shared Services Model assist in shifting primary support from infrastructure to instructional needs?

How will we leverage collaborative purchasing to pay substantially less for technology services and platforms?

Current Status and Moving Forward

Asheboro City Schools has begun the process of shifting to HomeBase for shared services as they become available. In 2013-14, ACS will be using PowerSchool for student information management. In addition, Benchmark testing will be completed using SchoolNet. We plan to transition to SchoolNet for lesson and unit planning beginning in the spring of 2014, with plan to fully implemented in 2014-15 school year. Also, during the 2014-15 school year, grades k-8 will implement Open Class for the learning management system. During this time, AHS will investigate the transition from Moodle to OpenClass. Asheboro will also begin to investigate and implement the Professional Development component of HomeBase. ACS is also planning to opt in to the \$4 per student option for the years 14-16. By using the shared services model, money will be saved by eliminating costs for benchmark testing software, professional development tracking, lesson plan software, and a learning management system.

ACS is participating in the shared services model for technology services as well. Currently, we use Zscaler for our content filter. We have leveraged the state Microsoft EES program and use Endpoint for our antivirus software. In addition, we partner with MCNC and ITS to provide firewall services via a Cisco ASA appliance.

ACS uses NCREN for Internet access. WAN fiber connectivity is under contract with Time Warner. We will be reviewing bids through the E-rate process for WAN connectivity and entering a new contract in 2014. We maintain 40+ servers and both a wired and wireless network infrastructure. Our LAN and WAN manage and support over 700 employees, 4500 students, and over 5400 computers. We receive e-rate funding for our telecommunications and internet access.

As required by Race to the Top, we will incorporate the state infrastructure blueprint into our technology plans and look forward to participating in the shared services model.

As we move forward, we will:

- Continually fine tune for optimal network performance (capacity and disaster recovery, bandwidth, filtering, antivirus, storage, backup)
- Continue e-rate compliance
- Edit policies as necessary for requirements of COPPA, CIPA, and Protecting Children in the 21st Century Act by July 1, 2014

Alignment to Other Plans and Initiatives:

Strategic Priority 1: A Statewide Shared Services Model

Asheboro City Schools will utilize and align with the following key initiatives/plans to reach for the vision and complete the strategic priorities of our plan...

ACRE

Participation in the statewide shared services will help Asheboro City Schools provide and manage extensive technology services. This enables ACS to focus more resources on curriculum and instructional delivery.

Career and College Ready, Set, Go!

See RttT objectives

Race to the Top Local and State Scopes of Work

Objective (A)(2) 1.1: Incorporate the state infrastructure blueprint into technology plans.

Objective (A)(2) 2.1: Implement the infrastructure blueprint.

Asheboro City Schools Strategic Plan

All students will be engaged in meaningful, authentic, and rigorous work through the use of innovative instructional practices and supportive technologies that will motivate students to be self-directed and inquisitive learners.

1. Statewide Shared Services Model (Infrastructure)

Suggested Goals/Targets	Year 1	Year 2	Yearly Evaluation	
	July 1, 2014 – June 30, 2015	July 1, 2015 – June 30, 2016	Evaluation Method(s)	DPI Use
Promote/maintain innovative funding model by utilizing NCEdCloud offerings and alternatives	Identify and implement available State Shared Services that benefit ACS based on efficiency, agility, innovation, and economies of scale Superintendent CO Technology Department	Identify and implement available State Shared Services that benefit ACS based on efficiency, agility, innovation, and economies of scale Superintendent CO Technology Department	Compare LEA and cloud services and costs Log of use of cloud components	

Maximize E-rate in support of instructional programs	Provide WAN and telecommunications connectivity throughout the district using e-rate funding	Provide WAN and telecommunications connectivity throughout the district using e-rate funding	E-rate application forms E-rate funding letters
	Dir. Technology and Innovation Network Systems Analyst	Dir. Technology and Innovation Network Systems Analyst	Comparison matrix
Provide content filtering in accordance with the Children's Internet Protection Act (CIPA).	Continue using state provided content filtering per CIPA requirements	Continue using state provided content filtering per CIPA requirements	Data log reports and monitoring
	Dir. Technology and Innovation Network Systems Analyst	Dir. Technology and Innovation Network Systems Analyst	

Strategic Priority 2: Universal Access to Personal Teaching and Learning Devices

Essential Questions

What is universal access to personal teaching and learning devices?

Why do our teachers and students need access to personal teaching and learning devices?

Current Status and Moving Forward

As stated in the ACS 2013-2016 Strategic Plan, our primary focus is on teaching and assessing those skills our students need to excel as 21st century learners, workers, and citizens. Each student will be academically proficient, effective communicators and collaborators, critical and creative thinkers, innovators, problem solvers, globally aware, and independent learners. It is of the utmost importance to provide students the tools necessary to accomplish this. Students will need universal and equitable access to personal learning and teaching devices.

Currently, Asheboro City Schools provides 1:1 access to students in grades 4-12. Also, all teachers and staff in the district have a laptop. Elementary teachers have iPads. Asheboro City Schools is committed to increasing access to devices in the years 2014-16 for students. In 2014, Asheboro High School will have a device refresh. Currently, the high school has full size laptops. In 2013-14, the technology advisory council will be researching next generation devices for the high school. Devices to be investigated are Windows Tablets, Chrome Books, and, potentially, iPads. During 2014-16, ACS will also begin the process of researching Bring Your Own Device and sustainability of the 1 to 1.

While the high school will be refreshed, ACS will be exploring additional funding methods to increase accessibility to students in Pre-K through 3rd grade. ACS will be exploring grant opportunities as they become available to increase accessibility. Also, every classroom is supplied with a SmartBoard, projector, and document camera. As we move forward, ACS is investigating next generation teaching solutions, such as, interactive projectors and internet capable televisions. Moving to these solutions can potentially provide an initial cost savings and savings on long-term maintenance. The funding saved on these potential devices can also be re-directed into providing personal learning devices.

Alignment to Other Plans and Initiatives:

Strategic Priority 2: Universal Access to Personal Teaching and Learning Devices

Asheboro City Schools will utilize and align with the following key initiatives/plans to reach for the vision and complete the strategic priorities of our plan...

ACRE

Compliance with ACRE necessitates that ACS provides broad and effective access to teaching and learning devices to support the required assessments, meet new standards, and provide a viable curriculum.

Career and College Ready, Set, Go!

See RttT objectives

Race to the Top Local and State Scopes of Work

Objective (A)(2) 3.1: Provide and support student, teacher, administrator access to Learner Management System, Learning Object Repository, and web collaboration tools.

Objective (C)(3) 1.2: Utilize LEA/Charter and school technology funds to enhance school and LEA/Charter technology infrastructure to facilitate online real-time assessments at each school.

Asheboro City Schools Strategic Plan

Our primary focus is on teaching and assessing those skills our students need to excel as 21st century learners, workers, and citizens.

Priority 2: Universal Access to Personal Teaching and Learning Devices

Suggested Goals/Targets	Year 1	Year 2	Yearly Evaluation	
	July 1, 2014 – June 30, 2015	July 1, 2015 – June 30, 2016	Evaluation Method(s)	DPI Use
Develop a comprehensive sustainable LEA plan for universal access.	Incorporate shared services as indicated in RttT plan to provide access to application, network, and enterprise services. Dir. Technology and Innovation Network Systems Analyst	Incorporate shared services as indicated in RttT plan to provide access to application, network, and enterprise services. Dir. Technology and Innovation Network Systems Analyst	Reduced costs for services Ability to quickly scale services to meet demand	

Communicate your plan to all stakeholders.	Present overview of technology plan at Board of Education meeting	Present technology progress to school board.	Board meeting agenda
	Develop Technology Plan smart goals for progress monitoring	Post technology plan on district website	Plan available on district website
	Post technology plan on district website		
	Superintendent Dir. Technology and Innovation Network Systems Analyst	Superintendent Dir. Technology and Innovation Network Systems Analyst	
Utilize Personal Learning Devices to promote student owned learning.	Device Refresh as AHS	Maintain 1:1 access in Grades 4-12	AMTR Laptop checkout data
	Maintain 1:1 access in Grades 4-12	Increase access in Pre-K – 3 rd Grade	
	Increase access in Pre-K – 3 rd Grade		
	Superintendent Dir. Technology and Innovation Director of Finance Network Systems Analyst Technology Advisory Council	Superintendent Dir. Technology and Innovation Director of Finance Network Systems Analyst Technology Advisory Council	

Strategic Priority 3: Statewide Access to Digital Teaching and Learning Resources, Including Digital Textbooks

Essential Questions

Why do teachers and students need access to digital teaching and learning devices?

What are open educational resources and how can they be used?

How can access to these resources be increased in our LEA?

Current Status and Moving Forward

As outlined in the Asheboro City Schools Strategic Plan, our goal is to engage each student in meaningful, authentic, and rigorous work through the use of innovative instructional practices and supportive technologies. Included in this objective, we hope to infuse 21st Century Skills, Problem Based Learning, and Global Awareness. This cannot be accomplished without access to digital teaching and learning resources. ACS uses digital resources to provide innovative instruction to students and high quality professional development to teachers.

In 2014-16, ACS will continue to implement statewide open digital resources including: SchoolNet, NC Wise Owl, SAS Curriculum Pathways, Learn NC, and Thinkfinity. ACS also provides district wide resources such as Destiny, EduVision, SMART Notebook, Discovery Streaming, etc. Also, ACS is a Google Apps district. All students and staff have google accounts and students have gmail accounts. In 2014-16, ACS will continue the transition to cloud based computing and data storage for students.

In 2013-14, Asheboro's elementary schools have implemented Discovery Science Tech Book as the science textbook for 4th and 5th grade. In 2014-16, ACS will explore the option of implementing this in middle grades, as funding will allow. Currently, AHS uses Moodle as its learning management system. Our middle and elementary schools have used Edmodo. In 2014, we plan to transition all elementary and middle schools to OpenClass. The high school will investigate in 2014 the potential for transitioning from Moodle to OpenClass.

As we move forward, we will study additional digital textbook and e-books to supplement our teaching and learning. Asheboro City Schools will also leverage Schoolnet for additional digital resources for planning and providing instruction. In addition, the instructional technology and media staff will be providing a district digital resource repository to be hosted on the IT and Media web page. The curriculum and instruction team will also be creating and hosting digital content and resources in SchoolNet. In 2013-14, ACS will be planning a process for vetting resources for the district in SchoolNet. In 2014-16, a resource repository will be created and developed for teachers and students to access.

Alignment to Other Plans and Initiatives:

Strategic Priority 3: Statewide Access to Digital Teaching and Learning Resources, Including Digital Textbooks

ACRE

Compliance with ACRE necessitates that ACS provides broad and effective access to teaching and learning devices to support the required assessments, meet new standards, and provide a viable curriculum.

Career and College Ready, Set, Go!

See RttT objectives

Race to the Top Local and State Scopes of Work

Objective (C)(3) 1.4: Work as partners with DPI staff to incorporate the HomeBase into the daily operational aspects of school.

Asheboro City Schools Strategic Plan

All teachers will engage each student in meaningful, authentic, and rigorous work through the use of innovative instructional practices and supportive technologies that will motivate students to be self-directed and inquisitive learners.

Suggested Goals/Targets	Year 1	Year 2	Yearly Evaluation	
	July 1, 2014 – June 30, 2015	July 1, 2015 – June 30, 2016	Evaluation Methods(s)	DPI Use
Shift from traditional print and paper-based resources to affordable, current online resources	Implement District Resource Vetting Process.	Create district digital resource repository	District Technology Integration Walk-Through Data	
	Explore science techbook for middle grades and additional digital textbook opportunities.	Implement digital textbooks as funding allows	Resource logs	
	Asst. Superintendent for Cur. & Instruction Dir. Secondary Curriculum Dir. Elementary Curriculum Dir. Testing and Accountability Dir. Tech and Innovation Science Lead Teacher	Asst. Superintendent for Cur. & Instruction Dir. Secondary Curriculum Dir. Elementary Curriculum Dir. Testing and Accountability Dir. Tech and Innovation Science Lead Teacher	STNA survey	

Utilize procured resources such as NC WiseOwl, and other open education resources	Continue to use NC Home Base resources and open resources as directed by our curriculum and problem based learning instruction.	Continue to use NC Home Base resources and open resources as directed by our curriculum and problem based learning instruction.	Usage Documentation Observation and Walk-through data
	Asst. Superintendent for Cur. & Instruction Dir. Secondary Curriculum Dir. Elementary Curriculum Dir. Testing and Accountability Dir. Tech and Innovation	Asst. Superintendent for Cur. & Instruction Dir. Secondary Curriculum Dir. Elementary Curriculum Dir. Testing and Accountability Dir. Tech and Innovation	
	Continue use of SchoolNet for benchmark and formative assessment to identify individual and class needs.	Continue use of SchoolNet for benchmark and formative assessment to identify individual and class needs.	Benchmark data reports
	Asst. Superintendent for Cur. & Instruction Dir. Secondary Curriculum Dir. Elementary Curriculum Dir. Testing and Accountability Dir. Tech and Innovation	Asst. Superintendent for Cur. & Instruction Dir. Secondary Curriculum Dir. Elementary Curriculum Dir. Testing and Accountability Dir. Tech and Innovation	

Use digital content aligned specifically to Common Core and NC Essential Standards	Transition to SchoolNet Planner for curriculum, unit, and lesson planning.	Continue to use SchoolNet Planner for curriculum, unit, and lesson planning.	Log of use of resources and data available in IIS portal
	Increase digital collections in media centers	Increase digital collections in media centers	AMTR Destiny Reports
	Asst. Superintendent for Cur. & Instruction Dir. Secondary Curriculum Dir. Elementary Curriculum Dir. Testing and Accountability Dir. Tech and Innovation	Asst. Superintendent for Cur. & Instruction Dir. Secondary Curriculum Dir. Elementary Curriculum Dir. Testing and Accountability Dir. Tech and Innovation	
Expand opportunities for digitally-rich learning, productivity, creativity, and collaboration	Continued implementation of problem based learning supported by digital teaching and learning resources.	Continued implementation of problem based learning supported by digital teaching and learning resources.	District Instructional Technology Website
	Identify and share emerging digital tools that support the CC/NCES	Identify and share emerging digital tools that support the CC/NCES	District Digital Resource Repository
	Embed digital citizenship lessons in content to enable students to make smart, safe, and ethical choices	Embed digital citizenship lessons in content to enable students to make smart, safe, and ethical choices	Digital Expo Projects Lesson Plans

	Asst. Superintendent for Cur. & Instruction Dir. Secondary Curriculum Dir. Elementary Curriculum Dir. Testing and Accountability Dir. Tech and Innovation	Asst. Superintendent for Cur. & Instruction Dir. Secondary Curriculum Dir. Elementary Curriculum Dir. Testing and Accountability Dir. Tech and Innovation	
Increase opportunities for ACS families to access digital resources	Explore options for low cost Internet access Superintendent Director of Finances Dir. Tech and Innovation.	Implement low cost option if one is identified as feasible Superintendent Director of Finances Dir. Tech and Innovation.	Table of available options and costs
	ACS Parent Academy to include digital learning workshops Dir. Tech and Innovation. Media Coordinators Technology Facilitators	ACS Parent Academy to include digital learning workshops Dir. Tech and Innovation. Media Coordinators Technology Facilitators	Agendas Attendance rosters Workshop Evaluations

Strategic Priority 4: A Statewide Model of Technology-Enabled Professional Development

Essential Questions

How do teachers, administrators, and staff work with colleagues to guide our LEA toward more effective uses of 21st Century tools for teaching, learning, and managing instruction?

How are teachers, administrators, and staff prepared to understand, implement, and assess the span of skills and processes that students need to succeed in the 21st Century?

How are teachers, administrators, and staff prepared to apply 21st Century assessment systems to inform instruction and measure 21st Century knowledge, skills, performance, and dispositions?

Current Status and Moving Forward

Asheboro City Schools will build capacity amongst teachers and staff to optimize all resources to achieve the school district's strategic goals and outcomes for student success. In addition, ACS will develop and implement a comprehensive assessment system that accurately reflects student demonstration and mastery of those outcomes for student success. Asheboro City Schools strives to embed technology and the use of 21st century tools into all professional development opportunities. ACS has committed to focusing on the 4 C's- communication, collaboration, critical thinking and problem solving, and creativity in student learning. As a result, professional development will focus around providing innovative teaching and learning strategies to foster these skills in our students.

In 2013-14, ACS is developing a rubric for technology integration based on the ISTE-NETS and TPACK framework. This rubric will be provided for teachers to conduct self-assessments and will be used in technology integration walk-throughs. We will be using the same resources to develop a technology framework for the district. In 2014-16, administrators, technology facilitators, media coordinators, and lead teachers will use this rubric and framework to evaluate the selection and implementation of 21st century tools in the classroom. Teachers will be provided evaluation and walk-through feedback to build capacity.

Additionally, ACS is committed to providing individualized, just-in-time professional development to our teachers. ACS will continue to offer district professional development days where staff can choose PD sessions from our PD mini-conference. In 2014-16, ACS will begin developing online PD modules that can be directed to individuals in an anywhere, anytime offering. In 2014-16, ACS is committed to taking advantage of social media outlets to allow teachers to connect in real-world methodologies. In the spring of 2014, ACS will launch its ACS Technology Twitter account providing suggested resources, exemplar lessons, and links to related articles to promote user led consumption of professional development. Also, ACS will be announcing a technology teacher of the month and year award to reward and recognize a teacher who has done an outstanding job of implementing 21st century tools in the classroom to enhance the curriculum and instruction. This teacher will be asked to provide either an online module or in person professional development offering to enhance other teachers' instruction.

Alignment to Other Plans and Initiatives:

Strategic Priority 4: A Statewide Model of Technology-Enabled Professional Development

ACRE

ACS will focus on the ACRE work for implementation of new standards, assessments, and accountability.

Career and College Ready, Set, Go!

See RttT

Race to the Top Local and State Scopes of Work

- Measure, evaluate, and improve professional development and support.
- Provide access to effective, high-quality, job-embedded, data-informed professional development.
- Ensure teachers and staff understand the new Standard Course of Study.

ACS Strategic Plan

1. Our primary focus is on teaching and assessing those skills our students need to **excel** as 21st century learners, workers and citizens.
2. ACS will develop and implement a comprehensive assessment system that accurately reflects student demonstration and mastery of ACS outcomes for student success.
3. ACS will develop essential leader, teacher and staff competencies and optimize all resources to achieve the school district’s strategic goal and outcomes for student success.

Suggested Goals/Targets	Year 1		Yearly Evaluation	
	July 1, 2014 – June 30, 2015	Year 2 July 1, 2015 – June 30, 2016	Evaluation Method(s)	DPI Use
Implement a plan for embedded technology-enabled professional development for teachers and administrators.	Implement district Technology Integration Rubric and Framework	Continue use Technology Integration Rubric and Framework	Walk-Through Data Anecdotal data	
	Develop and provide online district professional development modules	Provide online district professional development modules	Attendance rosters/reports	
	Continue to offer the district PD mini-conferences	Continue to offer the district PD mini-conferences	Agendas Attendance Rosters	

	Establish and implement social media professional resource process	Implement social media professional resource process	Followers Media Reports
	Implement Technology Teacher of the Year process	Continue Technology Teacher of the Year process	Award Winners PD Modules
	Participate in prof. dev. from Piedmont Triad Education Consortium	Participate in prof. dev. from Piedmont Triad Education Consortium	Attendance rosters/reports
	Asst. Superintendent for Cur. & Instruction Dir. Secondary Curriculum Dir. Elementary Curriculum Dir. Tech and Innovation Principals Teachers Technology Facilitators Media Coordinators	Asst. Superintendent for Cur. & Instruction Dir. Secondary Curriculum Dir. Elementary Curriculum Dir. Tech and Innovation Principals Teachers Technology Facilitators Media Coordinators	
Prepare media specialists and instructional technology facilitators to support digital teaching and learning.	Facilitate training and sharing of digital resources via regular meetings and conference attendance Asst. Superintendent for Cur. & Instruction Dir. Tech and Innovation Media Coordinators Technology facilitators CO Tech. Department	Facilitate training and sharing of digital resources via regular meetings and conference attendance Asst. Superintendent for Cur. & Instruction Dir. Tech and Innovation Media Coordinators Technology facilitators CO Tech. Department	Agendas Rosters Evaluations of training sessions Digital portfolios

Use data in instructional decisions to improve student performance.

Continue to collect student data for analysis during regular collaborative meetings

Asst. Superintendent for Cur. & Instruction
Dir. Secondary Curriculum
Dir. Elementary Curriculum
Dir. Testing and Accountability
Dir. Tech and Innovation

Continue to collect student data for analysis during regular collaborative meetings

Asst. Superintendent for Cur. & Instruction
Dir. Secondary Curriculum
Dir. Elementary Curriculum
Dir. Testing and Accountability
Dir. Tech and Innovation

Assessment walls
Benchmark data
Formative assessment data

Strategic Priority 5: 21st Century Leadership for All Schools and Districts

Essential Questions

Are your LEA/Charter leaders prepared to lead and create a vision for 21st century education?

Are mechanisms in place for school leaders to create 21st century learning cultures?

Are professional growth programs/opportunities available to prepare teachers and administrators to lead 21st century learning environments?

Current Status/Moving Forward

The leadership of ACS has always sought to be progressive and responsive to the needs of our diverse student body. Crafting a vision of where we want to be and developing a plan to attain those results are strengths. Our instructional, financial, technical, and school-level leaders carefully analyze data to determine our future direction and initiatives. Our administrative leadership models technology use and provides funding for resources and support. As stated in the ISTE-NETS for Administrators, “transforming schools into digital age places of learning requires leadership from people who can accept new challenges and embrace new opportunities. Now more than ever, the success of technology integration depends on leaders who can implement systemic reform in our schools.” Our administrators are great examples of this type of leader.

In Asheboro City Schools, we are committed to providing the opportunity to lead and developing leaders. Asheboro City Schools offers monthly professional development to its administrative staff through administrative team meetings and curriculum conversations. In addition, ACS conducts a Teacher Leadership Academy to allow the teachers who wish to apply the opportunity to develop as leaders. Also, ACS provides teachers the opportunity to lead staff development at the district mini conferences. In 2014-16, ACS will be focusing on the work plan to reach the goals as outlined in the 2013-16 ACS Strategic Plan.

Asheboro will continue to have a Technology Advisory Council to provide technology direction for the district. Also, ACS currently has staffed a technology facilitator and media coordinator in all schools to provide media and technology integration support. Also, in 2014 ACS will begin the process of naming a Technology Teacher of the Month/Year. This teacher will be an exemplar in integrating technology in the classroom as driven by the curriculum.

Alignment to Other Plans and Initiatives:**Strategic Priority 5: 21st Century Leadership for All Schools and Districts****ACRE**

With ACRE, North Carolina will have a 21st century model that identifies what students should know and clearly measures whether students are on track for success after high school. ACS is committed to the new generation of K-12 school curricula, student assessment, and school accountability.

Career and College Ready, Set, Go!**Race to the Top Local and State Scopes of Work**

Identify and select highly-qualified candidates to participate in regional leadership academies.

ACS Teacher Leadership Academy

Teacher Leadership Academy (TLA) is a collaborative framework for professional learning activities to improve teacher practice and student learning.

ACS Strategic Plan

Build Capacity-ACS will develop essential leader, teacher and staff competencies and optimize all resources to achieve the school district's strategic goal and outcomes for student success.

Other LEA initiatives/plans

Suggested Goals/Targets	Year 1	Year 2	Yearly Evaluation	
	July 1, 2014 – June 30, 2015	July 1, 2015 – June 30, 2016	Evaluation Method(s)	DPI Use
Create a vision for 21st Century Education	Continue monthly administrative leadership team meetings and curriculum conversations with curriculum driven focus topics	Continue monthly administrative leadership team meetings and curriculum conversations with curriculum driven focus topics	Schedule Agendas Minutes Rosters	
	Continue summer planning sessions with CO admin. and school leadership teams and informational sessions with the Board of Education	Continue summer planning sessions with CO admin. and school leadership teams and informational sessions with the Board of Education	Schedule Agendas Minutes Rosters	

	Continue to fund Tech Facilitator and Media Coordinator positions at all schools.	Continue to fund Tech Facilitator and Media Coordinator positions at all schools.	Positions HR Reports
	Continue to offer district PD mini-conferences	Continue to offer district PD mini-conferences	Agendas Attendance Rosters
	Superintendent Asst. Superintendents CO Administrators School Administrators Teachers	Superintendent Asst. Superintendents CO Administrators School Administrators Teachers	
Support initiatives/programs/pd that create 21st Century cultures	Continue the TLA to build leadership skills and capacity among all teachers	Continue the TLA to build leadership skills and capacity among all teachers	TLA Schedule and Agendas
	Superintendent Asst. Superintendents CO Directors School Administrators Selected Teachers	Superintendent Asst. Superintendents CO Directors School Administrators Selected Teachers	
	Continue to use web-based and network-based collaborative documents to facilitate planning, communication, documentation, and collaboration	Continue to use web-based and network-based collaborative documents to facilitate planning, communication, documentation, and collaboration	School Net and Cloud Based Documents
	Superintendent Asst. Superintendents CO Administrators School Administrators Teachers	Superintendent Asst. Superintendents CO Administrators School Administrators Teachers	

	Continue support for PLC process and best practices for continuous improvement based on collaboration, data, and shared responsibility	Continue support for PLC process and best practices for continuous improvement based on collaboration, data, and shared responsibility	PLC workshop schedule PLC Moodle Minutes from collaborative planning
	Superintendent Asst. Superintendents CO Administrators School Administrators Teachers	Superintendent Asst. Superintendents CO Administrators School Administrators Teachers	
Continue careful hiring and support practices that promote 21st Century teaching and learning	Recruit and hire teachers who perform well instructionally in a technology-rich environment	Recruit and hire teachers who perform well instructionally in a technology-rich environment	Interviews Walkthroughs References
	Superintendent Human Resources Director School Administrators	Superintendent Human Resources Director School Administrators	
	Implement strategies to improve inter-rater reliability in performance evaluations.	Implement strategies to improve inter-rater reliability in performance evaluations.	PD Rosters and Agendas
	Superintendent Human Resources Director School Administrators	Superintendent Human Resources Director School Administrators	

**Appendix A: Policies and Procedures
Asheboro City Schools Technology Plan
Policy, Procedure, & Guidelines Implementation Chart**

Policies, Procedures, & Guidelines	LEA Policy Code or Procedure	LEA Adoption, Implementation or Revision Date
Policies Required		
A. Materials Selection Policy including internet resources (GS §115c-98(b))	3200	August 2013
B. Disposal of Equipment / Replacement of Obsolete Equipment (GS §115c-518)	6560	May 2007
C. Hardware and Software Procurement (GS § 115c-522 , 115c-522.1)	32201.01	Feb. 2002
D. Copyright and Plagiarism Policy (PL §94-553 , 90 Stat. 2541),	3230	May 1998
E. Acceptable Use Policy (PL §106-554)	3225	July 2009
F. Equipment/Materials Donation Policy (GS §115C-518)	8220	Jan 2013
G. Data Privacy Policy (20 U.S.C. § 1232g ; 34 CFR Part 99 (FERPA))	4705/7825	Jan 2012
H. Inventory Control Policy (GS §115c-539 , 115c-102.6A-C(5))	In-house proc.	
I. Access to Services Policy (GS §115c-106.2)	3520	Feb 2009
J. Online Assessment and Instruction Policy	3102	Nov 2013
K. Advertising and Commercialism Policy (GS §115c-98)	5240	June 2011
L. Internet Safety and Ethical Use including Cyberbullying and Harassment (Protecting Children in the 21st Century Act , CIPA , FERPA , GS 115C-407)	3225/4312/73 20	Nov 2013
M. Employee Use of Social Media	7335	Mar. 2012
Procedures		
A. Hardware and Software Deployment	3220.01	Feb. 2002
B. Equipment maintenance and repairs	3220.01	Feb. 2002
C. Outdated Resources and Equipment Replacement	In-house proc	
D. Disaster Recovery of Data and Hardware	In-house proc.	
E. Administration of Online Courses	In-house proc	
F. Administration of Online Assessment	In-house proc	
Guidelines		
A. Policy Translation	3225.01	Feb. 2002
B. Use of Digital Media and Resources	3220	Nov 2013
C. Instructional Use of Videos	3230	May 1998
D. Development of Online Resources	In-house proc	

Home Base Addendum:

Asheboro City Schools is committed to integrating Home Base into its daily routines and instructional processes. Beginning in 2012, Asheboro began the process of transitioning to Home Base. An implementation team was created and training began with the Pearson representative. Continuing into 2013, our team began training on PowerSchool to begin the transition process from NCWise for the student information system. During the process, school representatives were sent to 5 and 3 day training on PowerSchool. Also in the spring and summer of 2013, representatives were sent to numerous regional trainings, including the NCDPI Summer Institute. During this time, the first trainings for district staff on PowerSchool, PowerGradeBook, and NCEES were provided to administrators and data managers by our Director of Testing and Accountability and his team. In the summer of 2013, training on PowerSchool, PowerGradeBook, and NCEES continued. Teachers were provided training on attendance and gradebook features as they returned to school. School level training was also provided on NCEES. Asheboro City Schools' teachers and administrators were required to use these functions as students returned to school in the fall of 2013.

Also in the fall of 2013, Asheboro City Schools began the transition from Case21 for benchmark assessments to Schoolnet. The instructional team, which included teachers, lead teachers, instructional facilitators, curriculum directors, the technology director, and the director for testing and accountability, began the process of developing district wide benchmarks using Schoolnet. Sample tests were created and students were given the opportunity to practice using the system to complete an online assessment. Due to the 1:1, students and staff were already familiar with online testing. This eased the process for the transition to Schoolnet. The first district wide benchmarks were to be given in late October of 2013 at Asheboro High School. In 2014-16, Asheboro City Schools will continue to use SchoolNet for benchmark and classroom assessments.

In 2014-16, Asheboro will continue to implement Schoolnet for long-term and daily planning. Currently, all curriculum planning documents are located on district created wiki-spaces and livebinders. In the spring of 2014, the process of uploading curriculum documents to schoolnet will begin. Curriculum leaders will upload unit plans for teachers to access and assign them to

courses. Beginning with the 2014 school year, teachers will access all curriculum and unit plans through Schoolnet. Currently, we also have several schools that use different methods for collecting lesson plans. We plan to offer training on uploading and accessing lesson plans, resources, etc. during the spring and fall of 2014. ACS will also develop a methodology for vetting school and teacher resources in the spring of 2014. Teachers will be able to submit resources on their own or by request to be shared across the district. In the 14-16 school years, ACS will implement this process to begin sharing district resources.

In the spring of 2014, Asheboro will begin to explore the OpenClass Learning Management System. Currently, Asheboro High School uses Moodle. Our middle and elementary students use Edmodo as directed by the teacher in the classroom. We intend to pilot OpenClass in selected teachers' classrooms at the high school. Our district hopes to be one of the early waves for attending staff development offered by DPI and Pearson. Training will be provided to staff members in the spring and fall of 2014. Our goal is to have elementary and middle school students and staff using OpenClass by the beginning of the 2014 School Year. During this time, we will plan to investigate the option of transitioning from Moodle at AHS to OpenClass.

Additionally, in 2014, ACS will investigate the professional development component of Home Base as it becomes available. Currently, ACS uses a google document to track professional development offerings and attendance. Having the opportunity to track and offer PD through a program that it is interconnected to the evaluation instrument is a function that can improve this process for our district.

Once Home Base is fully functional and operating at capacity, the ability to have a robust, single-sign-on experience that can link our learning management, grade book, assessment, teacher evaluation, and data systems is potentially very powerful in shaping our instructional process. ACS currently is planning to opt-in to the \$4 per student functions of Home Base. However, ACS wants to follow a thorough process of implementation and provide quality professional development to equip our teachers and administrators with the tools and resources to be successful and confident at implementing this system. In 2014-16, ACS plans to leverage Home Base to meet the school district's strategic goals and outcomes for student success.

Budget Amendment
Asheboro City Schools Administrative Unit
Federal Funds

The Asheboro City Board of Education at a regular meeting on the 17th day of February, 2014, passed the following resolution.

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

Revenue

3.3600.103	Improving Teacher Quality	\$ (5,069.00)
3.3600.110	Title IV - 21st Century Community Learning Center	80,012.00
		<u>\$ 74,943.00</u>

Expenditure

3.5870.103	Staff Development Services	\$ (5,069.00)
3.5350.110	Extended Day/Year Instruction	80,012.00
		<u>\$ 74,943.00</u>

Total Appropriation in Current Budget	\$ 5,209,655.53
Total Increase/Decrease of above amendment	<u>74,943.00</u>
Total Appropriation in Current Amended Budget	<u>\$ 5,284,598.53</u>

Passed by majority vote of the Board of Education of Asheboro City on the 17th day of February, 2014.

Chairman, Board of Education

Secretary

**APPLICATION
PUBLIC SCHOOL BUILDING CAPITAL FUND
NORTH CAROLINA EDUCATION LOTTERY**

Approved: _____

Date: _____

County: Randolph County

Contact Person: Will Massie

LEA: Asheboro City Schools

Title: County Finance Officer

Address: 725 McDowell Road Asheboro, NC 27205

Phone: 336-318-6310

Project Title: 2013-2014 Debt Service -Teachey Elementary

Location: Asheboro, NC

Type of Facility: Elementary School

North Carolina General Statutes, Chapter 18C, provides that a portion of the proceeds of the North Carolina State Lottery Fund be transferred to the Public School Building Capital Fund in accordance with G.S. 115C-546.2. Further, G.S. 115C-546.2 (d) has been amended to include the following:

(3) No county shall have to provide matching funds...

(4) A county may use monies in this Fund to pay for school construction projects in local school administrative units and to retire indebtedness incurred for school construction projects incurred on or after January 1, 2003.

(5) A county may not use monies in this Fund to pay for school technology needs.

As used in this section, "Public School Buildings" shall include only facilities for individual schools that are used for instructional and related purposes, and does not include central administration, maintenance, or other facilities. **Applications must be submitted within one year following the date of final payment to the Contractor or Vendor.**

Lottery Funds received for FY 2010-11 may be used to pay classroom teachers, at the request of the local board of education. (SL 2010-123)

Short description of Construction Project: 2006 - Renovation of existing elementary school

Estimated Costs:

Purchase of Land _____	\$ _____
Planning and Design Services _____	_____
New Construction _____	_____
Additions / Renovations _____	_____
Repair _____	_____
Debt Payment / Bond Payment _____	400,000.00
Classroom Teachers _____	_____
TOTAL _____	\$ 400,000.00

Estimated Project Beginning Date: Aug-2013 Est. Project Completion Date: Apr-2014

We, the undersigned, agree to submit a statement of state monies expended for this project within 60 days following completion of the project.

The County Commissioners and the Board of Education do hereby jointly request approval of the above project, and request release of \$ 400,000.00 from the Public School Building Capital Fund (Lottery Distribution). We certify that the project herein described is within the parameters of G.S. 115C-546 (or SL 2010-123).

(Signature — Chair, County Commissioners)

(Date)

(Signature — Chair, Board of Education)

(Date)

**Asheboro City Schools
Personnel Transactions
February 17, 2014**

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

NAME		SCHOOL	SUBJECT	EFFECTIVE
Brittain	Marcella	LP	School Secretary	4/28/2014
Freeman	Glenda	NAMS/SAMS	EC Program Facilitator	2/14/2014
Lanier	Elizabeth	CWM	Exceptional Children	2/17/2014
Leonard	Sandra	AHS	Health Science Education	3/1/2014
Tatum	Tocara	SAMS	Business Education	2/1/2014
Trentacosta	Kathryn	NAMS	Exceptional Children	3/5/2014

***B. APPOINTMENTS**

NAME		SCHOOL	SUBJECT	EFFECTIVE
Cheek	Heather	GBT	3rd grade (Temporary)	2/3/2014
Dave	Vincent	NAMS	6th grade Social Studies	2/13/2014
Davidson	Pat	SAMS	Exceptional Children (Temporary)	2/17 - 4/25/2014
Baughman	Ronald		Substitute (\$70/day)	2/3/2014
Brennan	Christopher		Substitute (\$70/day)	2/3/2014
Crute	Glory		Substitute (\$70/day)	2/3/2014
Jaimes	Ana		Substitute (\$70/day)	2/3/2014
Jones	Sheri		Substitute (\$70/day)	2/3/2014
Lambert	Amy		Substitute (\$70/day)	2/3/2014
Williams	Cody		Substitute (\$70/day)	2/3/2014
Williams	Martha		Substitute (\$91/day)	2/3/2014

**Asheboro City Schools
Personnel Addendum
February 17, 2014**

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

NAME		SCHOOL	SUBJECT	EFFECTIVE
Freeman	Glenda	NAMS/SAMS	EC Program Facilitator	2/17/2014
Means	Janet	BAL	Principal	6/30/2014
Shumaker	Susan	NAMS	Mathematics	6/30/2014
Stutzman	April	LP/GBT/DLL/SAMS	School Psychologist	6/13/2014
Winslow	William	CO	Maintenance	2/28/2014

***B. APPOINTMENTS**











NAME		SCHOOL	SUBJECT	EFFECTIVE
Davis	Lois	NAMS/SAMS	EC Program Facilitator (Temporary)	2/17/2014

**Asheboro City Schools
Certified Appointments
February 17, 2014**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Dave, Vincent	Middle Tennessee University B: Mass Communication/Social Work University of Tennessee M: Secondary Education	ELA Mathematics Science Social Studies

Mr. Dave is recommended to teach 6th grade social studies at North Asheboro Middle School. Mr. Dave comes to Asheboro from Guilford County Schools where he has been teaching 7th grade social studies at Penn-Griffin School for the Arts. We are pleased to welcome Mr. Dave to Asheboro City Schools.

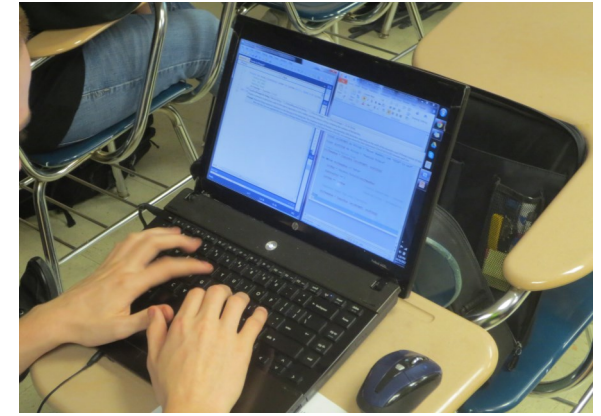
Parent Portal Features

FIELD	DESCRIPTION	(SPANISH HERE)
 Grades and Attendance Calificaciones y Asistencia	Click to view student grades and attendance for the current term.	Haga clic para ver calificaciones de los estudiantes y asistencia actual
 Grade History Historial de Calificaciones	Click to view student grades for the previous term.	Haga clic para ver calificaciones de los estudiantes durante el period anterior
 Attendance History Historial de Asistencia	Click to view attendance history for the current term.	Haga clic para ver el historial de asistencia actual.
 Email Notifications Notificaciones por E-mail	Click to set the e-mail notifications you wish to receive on a regular basis.	Haga clic para configurar las notificaciones de correo electrónico que desea recibir regularmente.
 Teacher Comments Comentarios del Maestro	Click to view any teacher comments.	Haga clic para ver los comentarios del maestro.
 School Bulletin Boletin Escolar	Click to view the Daily Bulletin.	Haga clic para ver el boletín diario.
 Class Registration Registracion de Clases	Click to view class registration options. (Used during Spring scheduling only.)	Haga clic para ver las opciones de registro de clase. (solamente Usada durante la primavera)
 My Calendars Mis Calendarios	Used in conjunction with iCalendar. Users can subscribe to Class Assignments, My Scores, Final Grades and School Events.	Utilizado junto con iCalendar. Los usuarios pueden suscribirse a trabajos de clase, mis calificaciones, calificacion final y eventos escolares.
 School Information Información de la Escuela	Click to view information about the school.	Haga clic para ver la información sobre la escuela.
 Account Preferences Preferencias de Cuenta	Use this feature to update account information and add/delete student associations.	Utilice esta función para actualizar la información de cuenta y añadir/borrar información asociada con el estudiante



Asheboro City Schools

...the subject is excellence!



PowerSchool Parent Portal Account Guide

PowerSchool is the student information system used by all North Carolina public schools. This guide helps you create a PowerSchool Parent Portal account, which provides access to your child's attendance, grades, course and school information.

PowerSchool es el sistema de información estudiantil utilizado por todas las escuelas públicas de Carolina del Norte. Esta guía le ayudará a crear una cuenta de Padre PowerSchool, la cual provee acceso a la asistencia, calificaciones, cursos e información de la escuela.

Asheboro City Schools

www.asheboro.k12.nc.us

1126 South Park Street • Asheboro, NC 27203

336-625-5104

Single Sign-On Feature

The single sign-on feature allows parents and guardians to create their own Parent Portal accounts with a self-created username and password. Within a Parent Portal account, users have the ability to link multiple children using one username and password. Access ID and passwords are required to link each child.

Username and Passwords

Users must select a personal username and password. Passwords must:

- Be at least 7 characters long
- Contain at least one uppercase and one lowercase letter
- Contain at least one letter and one number
- Contain at least one special character

Username: _____

Password: _____

How to Create an Account

Obtain an Access ID and password for each student.

Go to: asheboro.powerschool.com

- A. Click **“Create an Account”**
- B. Complete all fields: First Name, Last Name, and E-mail Address. Choose a username and password.
- C. In the **Link Students to Account** section, enter your child’s name, Access ID, password and your relationship.
- D. Click **Enter**
- E. You may now login, using the Username and Password you created.

PowerSchool

Parent Sign In

Username
[text input]

Password
[text input]

Having trouble signing in?

Sign In

Create an Account

Create a parent account that allows you to view all of your students with one account. You can also manage your account preferences. [Learn more.](#)

Create Account

Create Parent Account

First Name [text input]

Last Name [text input]

Email [text input]

Desired Username [text input]

Password [text input]

Re-enter Password [text input]

Password must:
•Be at least 7 characters long
•Contain at least one uppercase and one lowercase letter
•Contain at least one letter and one number
•Contain at least one special character

Link Students to Account

Enter the Access ID, Access Password, and Relationship for each student you wish to add to your Parent Account

Student Name	Access ID	Access Password	Relationship
1. John Smith	JS1234	****	Mother
2. Jane Smith	SJ6547	****	Mother
3. [text input]	[text input]	[text input]	-- Choose
4. [text input]	[text input]	[text input]	-- Choose
5. [text input]	[text input]	[text input]	-- Choose
6. [text input]	[text input]	[text input]	-- Choose
7. [text input]	[text input]	[text input]	-- Choose

Enter

PowerSchool

Congratulations! Your new Parent Account has been created. Enter your Username and Password to start using your new account.

Parent Sign In

Select Language
English

Username
jsmith

Password

Having trouble signing in?

Sign In

For additional assistance please contact your child’s school.

Para ayuda adicional,, por favor contacte la escuela de su hijo(a).

Características de Inicio de Sesión

El inicio de sesión permite a los padres y tutores legales crear sus propias cuentas en el Portal para Padres con un nombre de usuario y clave creado por ustedes mismos. Los padres también pueden enlazar todos sus estudiantes a una cuenta y establecer preferencias de correo electrónico.

Nombre de Usuario y Clave

Los usuarios deben de seleccionar un nombre de usuario personal y clave

La clave debe:

- Ser de por lo menos 7 caracteres de largo
- Contener por lo menos una letra mayuscula y una minuscula
- Contener por lo menos una letra y un numero
- Contener por lo menos un signo especial

Nombre Usuario: _____

Clave: _____

Como Crear una Cuenta

Obtener una identificación de acceso y una clave para cada estudiante.

Ir a: asheboro.powerschool.com

- A. Click en **“Crear una cuenta”**
- B. Complete todo los espacios: Primer nombre, Apellido y correo Electronico. Elegir una clave.
- C. En la seccion **Enlaze estudiantes a la Cuenta**, ponga el nombre, el ID de acceso, clave y la relacion con el niño .
- D. Click **Enter**
- E. Ahora usted puede iniciar sesión, usando su nombre de Usuario y Clave.

ELECTION OF OFFICERS/ ORGANIZATION OF BOARD

Policy Code:

2200

The board will elect a chairperson and a vice-chairperson to serve for a term of one year or until his or her successor is elected and qualified by taking the oath of office prescribed in Article VI, Sec. 7 of the North Carolina Constitution (see board policy 2110, Board Member Elections). To be eligible to be elected as chairperson or vice-chairperson, board members must fulfill the legal requirement of a minimum of 12 hours of training annually as of the most recently completed board development cycle, as verified by North Carolina School Board Association documentation (board policy 2123, Board Member Opportunities for Development).

An organizational meeting for the election and qualification of officers will be held at the regularly scheduled December meeting of the board and as often thereafter as the board will determine appropriate. The officers will be elected in the following order: chairperson, vice-chairperson.

The chairperson may serve a maximum of four successive years and then be eligible again after someone else served as chairperson.

If the chairperson resigns from office, the position will be filled by the vice-chairperson for the remainder of the term.

If the vice-chairperson resigns from office or becomes chairperson, the position will be filled at the time the vacancy occurs. The individual elected must have the majority vote of all members present.

If necessary at any meeting held to elect officers, the secretary to the board will serve as chairperson of the board for the purpose of conducting the election of the chairperson.

Legal References: G.S. 115C-37(d), -41, -50

Cross References: Board Member Elections (policy 2110), Board Member Opportunities for Development (policy 2123)

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

Reviewed by Policy Committee on June 14, 2012

The board welcomes new and innovative ideas in curriculum as additional avenues to achieve the goals and objectives of the educational program. Administrators are encouraged to pursue innovative programs and to take advantage of community resources in order to enhance and enrich the learning process. In addition, the board believes that parental involvement is vital to the development and implementation of new programs and encourages administrators to involve parents in plans for innovative projects.

The board encourages school administrators to use community resources, including businesses, that can effectively contribute to the advancement of educational goals. Resource persons in the community may be used in the classroom to help with teaching the prescribed curriculum. High school administrators are encouraged to partner with local businesses to facilitate high school-to-work partnerships for students who have indicated that they are unlikely to seek higher education. The board encourages local businesses to work with high school administrators to create opportunities for students to complete job shadows, internships or apprenticeships. The career and technical education administrator shall designate a career development coordinator at each high school to be the contact person for local businesses.

The superintendent shall periodically consult with local industries, employers, and the local workforce development board to identify industry certification and credentials the board may offer to best meet workforce needs. The superintendent shall consider this information in planning the educational program.

Other innovative pilot programs may be initiated by the administrators of any school with the approval of the board. Such programs should be included in the proposed school improvement plan. If the program will modify the curriculum, the proposal should first be submitted to the curriculum committee in accordance with policy 3100, Curriculum Development. If a school improvement plan is already in effect, school administrators may submit a modified plan for board approval. Board approval is required before implementation may take place.

All pilot projects and educational programs must comply with state and federal laws and regulations. Parents and guardians of children in applicable federally funded programs have the right to inspect all instructional materials used in connection with such programs.

The superintendent shall develop administrative regulations, as necessary, to implement this policy.

Legal References: 20 U.S.C. 1232h; G.S. 115Cart. 16; 115C-36, -47, -156.2(a)

Cross References: Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), School Improvement Plan (policy 3430)

Adopted:

NOTE: Footnotes are for reference only. They should be eliminated from an individual board's policy.

CURRICULUM AND INSTRUCTIONAL GUIDES

Policy Code:

3115

Curriculum and instructional guides must be developed as necessary to support the current statewide instructional standards ~~Standard Course of Study~~; policy 3000, Goals and Objectives of the Educational Program; and any other expanded objectives or subject matters approved by the board. State curriculum guides must be followed when mandated by state law.

A. DEVELOPMENT/MODIFICATION OF GUIDES

The curriculum committee shall develop new guides and/or modify existing guides that are to be used system-wide.

Individual schools may modify the curriculum and instructional guides as a part of the school improvement plan. Any modifications must be approved by the curriculum committee to ensure the continuity of the educational program.

B. USE OF GUIDES

Curriculum and instructional guides are to serve as a framework from which a teacher will develop units of study, individual lesson plans and approaches to instruction that will serve the students' needs.

The guides will be used to map the logical sequence of instruction. Teachers are expected to follow the sequence in subjects, such as reading and mathematics, in which sequence is important.

Teachers ~~must~~ are expected to follow the content of the curriculum and instructional guides. Teachers are expected to use their professional judgment in determining the most effective methods for implementing the guides.

The principal shall ensure that teachers have access to curriculum and instructional guides.

Legal References: G.S. 115C-36, -47, -81

Cross References: Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), School Improvement Plan (policy 3430)

Issued:

Revised: April 28, 2009; March 28, 2013

NOTE: Footnotes are for reference only. They should be eliminated from an individual board's policy.

LESSON PLANNING

Policy Code:

3120

Instructional delivery plays a crucial part in the attainment of educational goals and objectives. Well-prepared lesson plans help ensure superior delivery of the curriculum program.

Each teacher shall prepare daily lesson plans based on the current statewide instructional standards ~~North Carolina Standard Course of Study~~ and applicable curriculum and instructional guides developed by the school system. The following criteria should be followed regarding lesson plans:¹

1. Daily lesson plans should be accessible to the school principal at any time during the school day.
2. Teachers shall maintain lesson plans for one year in order to allow the teacher and supervisory staff the opportunity to assess instructional delivery and evaluate whether there are gaps in the curriculum.²
3. When planning lessons, teachers ~~must~~³ should consider:⁴
 - a. specific outcomes and objectives that relate to the curriculum;
 - b. planned activities, instructional strategies and special materials;
 - c. effective use of technological resources;
 - d. activities to address individual student needs;
 - e. assessment/evaluation criteria; and
 - f. evidence of curriculum alignment and continuity of the instructional program.

Teachers are responsible for seeking clarification whenever they are unsure about the requirements of this policy.

Pursuant to the school improvement plan, every full-time assigned classroom teacher must be provided duty-free instructional planning time,⁵ with the goal of providing an average of at least

¹ The board may implement further criteria to ensure accountability.

² This provision is optional.

³ In the alternative, this requirement could be made more flexible by using the word "should" instead of "must."

⁴ Alternatively, the board could require teachers to include these items in written lesson plans.

⁵ G.S. 115C-301.1 requires that all full-time assigned classroom teachers be provided a daily duty-free period during regular student contact hours: (1) to the maximum extent that the safety and proper supervision of children allow and (2) insofar as state funds are provided for this purpose.

five hours of planning time per week.⁶

Principals are responsible for ensuring compliance with this policy.⁷ Staff development opportunities should be provided, as necessary, to facilitate compliance.

Legal References: G.S. 115C-47, -105.27, -288, -301.1, -307

Cross References: Professional and Staff Development (policy 1610/7800), Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), Technology in the Educational Program (policy 3220), School Improvement Plan (policy 3430)

Issued:

Revised: August 31, 2006; April 28, 2009; June 30, 2009; August 29, 2012; March 28, 2013

⁶ This is required by G.S. 115C-105.27(b)(7). Although the statute mandates that all full-time assigned classroom teachers receive duty-free instructional planning time, it does not mandate a specific amount of time. Rather, it establishes a weekly goal of five hours that the school improvement team should strive to attain.

⁷ Principals may want to provide further guidance or information regarding how lesson plans will be reviewed.

It is the goal of the board that all students will make adequate academic progress each year and thereby acquire the skills necessary for secondary education and career success. To realize this goal, students who are at risk of academic failure and who are not successfully progressing toward grade promotion and graduation must be identified and provided additional assistance. The principal or designee is responsible for ensuring that teachers identify students at risk and that those students receive assistance in compliance with G.S. 115C-105.41.

A. PERSONAL EDUCATION PLANS

Identification of students at risk of academic failure must occur as early as reasonably may be done beginning in kindergarten. In addition, no later than the end of the first quarter or after the teacher has had up to nine weeks of instructional time with a student, a personal education plan with focused intervention and performance benchmarks for academic improvement must be developed or updated for each student at risk of academic failure who is not performing at least at grade level.

The principal or designee shall notify the student's parent or guardian that the student has a personal education plan and provide the parent or guardian with a copy of the plan or report card containing the plan. Parents should be included in the implementation and ongoing review of personal education plans.

~~Each year the superintendent shall certify to the State Board of Education that the school system has complied with this requirement.~~

B. TRANSITION PLANS

Transitions in the school environment can be stressful experiences that pose academic, social, and emotional challenges for students. Addressing students' academic, social, and emotional needs to create successful transitions provides students with a better chance of academic success. A comprehensive and coordinated transition plan will be implemented for students who are at risk of academic failure in order to facilitate their educational transitions between elementary school and middle school and between middle school and high school.

The superintendent shall appoint a transition team to design, implement, and evaluate a school system transition plan. This team will be comprised of stakeholders who can identify the needs of students at the different developmental levels and implement plans that produce positive results for students at risk of academic failure. Such stakeholders may include principals, teachers, support staff and other school system employees, parents of students in the school system, and local business and community leaders such as civic group leaders, health department personnel, preschool and Head Start program personnel, faith community leaders, and personnel from local colleges, universities, and community colleges. At each school, the principal shall lead a school transition team or

an existing school-based leadership team in using the school system transition plan to design a school-based transition plan tailored to meet the specific needs of that school's population.

The transition plans should be designed to encourage successful transitions that foster respect for individual differences, encourage understanding of the whole child, create a sense of trust and belonging, and reduce child and family anxiety about school. The plans must include an on-going evaluation process to verify that the outcomes established for the different transition levels are being accomplished and that these goals are updated as student data and environmental changes occur.

Legal References: G.S. 115C-105.41

Cross References:

Other Resources: *Transition Planning for 21st Century Schools*, N.C. State Board of Education/Department of Public Instruction, available at
<http://www.dpi.state.nc.us/docs/curriculum/home/transitions.pdf>

Adopted:

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

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

A. POLICIES

The following policies address the relationship between the school system and the community:

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

B. SCHOOL ADMINISTRATORS

School administrators shall:

1. demonstrate a commitment to working with the community;
2. identify appropriate opportunities for community input;
3. communicate to the public the goals and objectives of the school system and the progress of the school system in meeting those goals and objectives; and

4. provide the public with school progress and performance reports as required by state and federal law.

Legal References: No Child Left Behind Act of 2001, 20 U.S.C. 6318; G.S. 115C-12(9)c3, -36, -47, -83. 10J, -105.25(c)

Cross References: P arental Involvement (policy 1310/4002), Compliance with the Open Meetings Law (policy 2320), School Volunteers (policy 5015), Visitors to the Schools (policy 5020), Registered Sex Offenders (policy 5022), Community Use of Facilities (policy 5030), Public Records – Retention, Release, and Disposition (policy 5070/7350), Distribution and Display of Non-School Material (policy 5210)

Adopted:

SB 402 TEACHER CONTRACT PROCESS RECOMMENDATION

February 17, 2014

1. Due to variations in evaluation ratings by school administrators, teacher performance ratings will be considered at the individual school level rather than as a district as a whole.
2. To be eligible for the 4-year contract offer, teachers must have been employed as a teacher in Asheboro City Schools for three years: 2011-12, 2012-13, and 2013-14.
3. To be eligible for the 4-year contract offer, teachers must also have a written summary performance evaluation for either 2012-13 or 2011-12.
4. The rankings on each standard will be translated to a numerical value. For those employees with a different performance evaluation instrument, the rankings will be translated to an equivalent rating on the teacher evaluation rating scale: Developing = 1, Proficient (standard) = 2, Accomplished (above standard) = 3, and Distinguished = 4.
5. The first sort will be done by using the average of all rated standards on the 2012-13 performance evaluation. The average will be computed for each teacher by averaging the ratings on all five standards or on two standards (standards 1 and 4 if using an abbreviated teacher evaluation protocol), depending on each teacher's evaluation. For example, if a teacher had the following ratings on each standard:

Standard 1 – Proficient = 2

Standard 2 – Accomplished = 3

Standard 3 – Proficient = 2

Standard 4 – Proficient = 2

Standard 5 – Accomplished = 3

❖ The average is $(2 + 3 + 2 + 2 + 3)/5 = \underline{2.4}$

If a teacher was on the abbreviated evaluation protocol, then their average will be computed as in this example:

Standard 1 – Accomplished = 3

Standard 4 – Distinguished = 4

❖ The average is $(3 + 4)/2 = \underline{3.5}$

If a teacher did not have a 2012-13 evaluation on file, the 2011-12 evaluation will be substituted (refer to #3 above).

6. The second and more fine-grained sort will be by element. Using a similar strategy as above, the element rankings under standard 1 (5 elements) and standard 4 (8 elements) will be

reviewed, translated to numerical value, and averaged for each teacher. Then the average for standards 1 and 4 will be averaged so that each standard is weighted equally.

7. The number of four year contracts to be offered at each site will be determined based on the number in the eligibility pool. Example as of 1/3/14:

$$\text{AHS—56 eligible} \times 25\% = 14$$

$$\text{NAMS—22 eligible} \times 25\% = 5.5 \text{ (5)}$$

$$\text{SAMS—25 eligible} \times 25\% = 6.25 \text{ (6)}$$

$$\text{BAL—30 eligible} \times 25\% = 7.5 \text{ (7)}$$

$$\text{CWM—31 eligible} \times 25\% = 7.75 \text{ (7)}$$

$$\text{DLL—20 eligible} \times 25\% = 5$$

$$\text{GBT—31 eligible} \times 25\% = 7.75 \text{ (7)}$$

$$\text{LP—24 eligible} \times 25\% = 6$$

$$\text{ECDC—9 eligible} \times 25\% = 2.25 \text{ (2)}$$

$$\text{District—4 eligible} \times 25\% = 1$$

Partial remainders that result in additional contracts that can be offered will be awarded if there are school ties or to the highest ranking teachers when the complete district pool of eligible teachers is sorted.

Proposal to add the following courses to Asheboro High School for 2014-2015:

American History I and

American History II

Grade Level: 11-12

According to NC State Board Policy GCS-N-004, students entering high school as freshmen in 2012-2013, must take two credits of American History. School year 2014-2015 will start the first year these students will take American History. There are now two required American History courses at the high school level.

American History Course I begins with the European exploration of the new world through Reconstruction. Students examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. American History Course I guides students as they study the establishment of political parties, America's westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

American History Course II guides students from the late nineteenth century time period through the early 21st century. Students examine the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present times. The essential standards of American History Course II trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on in the United States in an interconnected world.

We would ask that there be a standard and honors level of each.

CTE Advanced Studies

Grade Level: 12

Prerequisite: At least 2 CTE courses, with one of the courses being a capstone (or completer) course

This culminating course is for seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA), FFA, Family, Career and Community Leaders of America (FCCLA), Health Occupations

Students of America (HOSA), SkillsUSA, and Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Currently, Mrs. Hurley has requested this opportunity to work with students focusing on Clothing and Textiles. This will allow students interested in both apparel and interior design to further their learning in those career pathways. (As students will be required to have taken 2 course levels, students may have taken Apparel 1 and/or Interior Design and Apparel 2.) This would fall under the Commercial and Artistic Projection Technologies career pathway. She envisions students focusing on an individual area of interest, researching and completing a related project as they learn new skills and explore career options. Individual students could choose a project geared toward their interest, ie: draping a pattern, designing a collection, weaving fabric of their own design, re-upholstering or refinishing a piece of furniture, repurposing a garment or piece of furniture which she could coach them through and help them create a portfolio documenting their growth. This course could fill a need for a group of students who have expressed an interest in a class beyond Apparel 2.

Math in Action

Grade Level: 10-12 (Zoo School)

Prerequisite: Honors Math III (C or Better)

The course will be project-based with an emphasis on real-world design problems, research, development, and testing of solutions. Since the course focuses on design, students will be required to utilize CAD software to develop and present coursework throughout the semester. Students will learn how to transfer raw ideas from sketches and basic models to technical, functional designs which can then be created and applied to solve problems. In becoming skilled in using CAD, students will be prepared for graphics courses associated with engineering curriculums in post-secondary schooling.

Projects will focus on stationary structures for the majority of the class in an effort to increase student knowledge of statics. Students will need a strong background in geometry and knowledge of trigonometric principles applicable to design principles. Students will be introduced to aspects of material science/application as well as emerging technologies (green and the like) which can be researched and applied for particular projects. Chemical reactivity will be addressed in minimal fashion here as well as electrical conductivity. Students will utilize the following concepts:

Geometry – principles and definition of 2D and 3D shapes, measurement, using design software

Trigonometry – deciphering aspects of stress dispersion based on design shape(s)

Material Science – hardness, strength, chemical composition

Green Technology – safe, sustainable requirements in new technologies and design

Statistics – analysis of data collected via research and/or experimentation

Algebra – working with equations and graphs to examine potential cause/effect relationships

Preliminary Project Ideas

- Bridge/Overpass Design
- Rainwater drain/filtration routing systems
- Instant sustainable relief housing systems (for regions devastated by natural disasters, etc.)
- Final research project based on individual student interest (per instructor approval)

Mandarin Chinese III and IV Honors

Grade Level: 10-12

Prerequisite: Mandarin Chinese I and II

These courses are intended to enhance the Chinese language skills learned in levels I and II. Students are introduced to additional grammar, vocabulary, and cultural elements of Chinese. Students will utilize the Chinese language to explore complex cultural issues including environmental issues, social and economic issues, generational issues and global concerns.

Computer Programming II (Honors)

Grade Level: 10-12

Prerequisite: Computer Programming I

This project-based course is designed to teach students to access and manipulate data in a variety of data structures including Access, Structured Query Language (SQL), XML and text files. Emphasis is placed on advanced functionality, packaging and deploying business solutions, and program life-cycle revision and maintenance. Mathematics is reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Computer Programming I and II provide the foundational knowledge and skills for students to be successful in AP Computer Science.

Photojournalism/Digital Photography

Grade Level: 10-12

Prerequisites: Visual Art I and II, or satisfactory review of student portfolio

This advanced-level course is designed as a fine art class in which the history, principles, and techniques of black and white photography are studied. The student gains practical experience in the areas of camera handling, film emulsion, film-related chemistry, film processing, image printing, and contact proof printing. Photography history and current trends will be covered. Studio lighting and alternative printing techniques will also be explored. Much of what the student learns in this class will translate to digital photography, such as composition, lighting, and camera handling. The students will also learn time management skills, personal and group responsibilities, and the discipline of meeting deadlines. Literacy will be incorporated throughout the course while students learn the history of photography, the components of a camera, and important areas of discovery, such as (but not limited to) depth of field, shutter speed, aperture, ISO sensitivity, image composition, film and paper development. Further topics of study will include contemporary photographers, techniques, and alternative techniques. The course will culminate with a field trip(s) and provide students the opportunity to produce creative experiments. Throughout the course, students will see connections to potential careers in the field of photography/photojournalism.



Asheboro City Schools

...the subject is excellence



Office of the Superintendent

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February 17, 2014

Asheboro City's Read to Achieve Alternate Assessment Process

Asheboro City Schools will use the following alternative assessments to demonstrate third graders' reading proficiency as required by the **Read to Achieve** legislation. Students who meet any one of the following requirements will qualify for a Good Cause Exemption and be promoted to fourth grade if they do not score proficient on the Third Grade End of Grade Reading Test.

- (1) **Reading 3D End of Year TRC (Total Reading Comprehension) Test with writing component**—Students that score at level P or higher will be deemed to have demonstrated third grade reading proficiency. Reading 3D is a state approved assessment that shows students' progress over time (beginning of year, middle of year, and end of year). State Board Policy GCS-J-002 was adopted August 2, 2012, as a result of Section 115C-83.1F of the 2012-2013 budget law. Through the adoption of this policy, the State Board of Education adopted mClass Reading 3D as a valid, reliable, formative, and diagnostic reading assessment, and made these tools available to local school administrative units pursuant to G.S. 115C-174.11(a).
- (2) **ITBS Core Battery, Form A or C, Level 9, Reading Comprehension**—Students that score at or above the 50th percentile will be deemed to have demonstrated third grade reading proficiency.
- (3) **SchoolNet/ClassScape Grade 3 Local Reading Assessment**—Students that score at or above 70% correct on this locally-designed benchmark assessment will be deemed to have demonstrated third grade reading proficiency.

As the Asheboro City School Board of Education, we verify that these alternate assessments are valid and reliable measures of third grade reading proficiency.

Diane L. Frost, Ph. D.
Superintendent

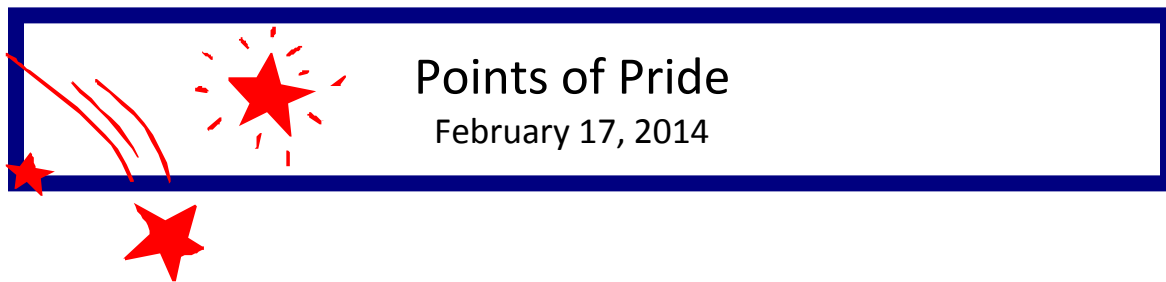
Jane Redding, Chairperson
Asheboro City Schools Board of Education

ACS Board of Education Members:

Gustavo Agudelo
Phillip Cheek
Linda Cranford
Joyce Harrington
W. Kelly Harris

Gidget Kidd
Steve Jones
Kyle Lamb
Archie Priest, Jr.
Chris Yow

School/Location	Date	Event	Time
PDC	Monday, February 10	FAN - 8th Grade Parent Meeting	6:30pm - 8:00pm
PDC	Thursday, February 13	Board of Education Meeting	7:30pm
PDC	Tuesday, February 18	District Spelling Bee	7:00pm
PDC	Wednesday, February 26	Superintendent's Student Advisory Council	7:30am
SAMS	Thursday, February 27	Middle School Battle of the Books	10:30am
AHS	February 27 and 28	Hosting All County Band	TBD
AHS	Thursday, March 6	Curriculum Fair	TBD
AHS/PAC	Thursday, March 6	Chorus Concert	7:30pm
Arts Guild	Wednesday, March 12	Youth Art Month Reception	4:00pm - 6:00pm
PDC	Thursday, March 13	Board of Education Meeting	7:30pm
AHS	Monday, March 17	Open House	4:00pm - 6:30pm
AHS/PAC	Wednesday, March 26	Winter Athletic Award Ceremony	7:00pm
PDC	Monday, March 24	FAN - 5th Grade Parent Meeting	6:30pm - 8:00pm
PDC	Thursday, March 27	BOE Budget Work Session	7:00pm
AHS	Wednesday, April 2	Digital Learning Expo	12:00pm
New Orleans	Fri., April 4 - Mon., April 7	NSBA Conference	All Day
PDC	Wednesday, April 9	Superintendent's Student Advisory Council	7:30am
GBT	Thursday, April 24	Expert Project Fair	5:00pm - 6:00pm
PDC	Thursday, April 24	BOE Budget Work Session	7:00pm
GBT	Sunday, April 27	50th Anniversary Celebration	2:00 - 4:00pm



Student achievements:

- Congratulations to the winners of the district's middle school science fair, which was held Jan. 7
- Seven students qualified for the Central District All-District Honor Band

Staff recognition:

- Daryl Barnes, Communities in Schools Coordinator, was named one of NCHSAA's 100 Coaches to be Remembered
- Carolyn Macaulay, SAMS, received a \$500 grant from the Strong Foundation
- Susan Jarrett received a \$3,500 grant from the Randolph County Community Health Foundation
- Kathy Saunders was recognized at a Carolina Hurricanes game as our region's Teacher of the Year finalist

Parent involvement:

- Teachey's PTO purchased 36 Google Chromebooks for K-2 classrooms

Events bringing community into our schools:

- NAMS hosted the annual legislative breakfast Jan. 17
- Communities in Schools sponsored a cultural arts assembly for Balfour students featuring storyteller Donna Washington



Asheboro City Schools

...the subject is excellence!

BOARD OF EDUCATION GOALS 2013-2014

UPDATE: February, 2014

STRATEGIC GOAL:

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

STRATEGIC OBJECTIVES:

1. Engage each student

1. Teach the standards through the lens of critical thinking and collaboration so that students will be critical thinkers and problem solvers (**4 C's**).
2. Identify and nurture **problem-based learning** partnerships with the community and beyond for planning and evaluating real world solutions.

Middle and high school science teachers participated in professional development on problem-based learning with the Buck Institute last week. The teachers were very positive about this support for the process of developing units of instruction based on relevant, real-world problems. In addition, we anticipate receiving one of the Digital Learning Grant awards from the State Board of Education this week. This will allow us to bring back the Buck Institute again in the summer to provide professional development for a larger team of teachers with representation from every school. These teachers will be leaders at their school sites for moving this work forward. Congratulations to Julie Pack and Nathan Craver for their great work in acquiring one of these very competitive grants!

3. Complete professional development book study on **global awareness** and explore Spanish immersion or global programming at the elementary level.

The global awareness project team is in full swing. Teachey School principal Brian Saunders shared their global awareness project at our administrative leadership team meeting in January. Each grade level has adopted a different country to learn about this year. Activities have included Skype sessions with classes in partner schools around the globe, preparing culture boxes to send to the partner schools, and researching and writing letters to the students in the partner schools. The project is going very well and generating a lot of positive energy and global awareness. This month the district project team is planning site visits at global or language immersion programs in Randolph, Cabarrus, and Guilford counties. Their goal is to develop a comprehensive assessment of best practices in global awareness and programming by late spring 2014 for future consideration.

4. Implement **Positive Behavior Instructional Support** program at each school.

5. Implement strategies to **reduce number of office referrals and out of school suspensions for black students.**

The ground-breaking work at SAMS continues as their team works in partnership with state PBIS officials and the Connected Schools leaders on strategies to accomplish this goal as a model for our state. The specific aspect they are currently working on involves developing descriptions for vague discipline terms such as “disruptive behavior,” “disrespect,” and “insubordination.” Demonstrating specific examples of these behaviors and describing appropriate, specific consequences for these behaviors will help students to better be able to uphold our school behavior expectations for a safe and effective learning environment.

6. Develop a district-wide program to prevent **bullying.**
7. Review and update **crisis plans.**

2. Assess for learning

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

Core curriculum proficiency indicators have been identified by instructional staff.

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

Building on last year’s efforts to use common assessments to monitor student progress, Dr. Maerz has done extensive work with grade level and subject level teams at our schools this year to improve our use of common assessments and performance rubrics. These assessments provide teachers and students with instant information about their mastery level and guide teachers in adjusting instruction appropriately. There is a lot of evidence of our growth in this area that is visible in classroom walkthroughs throughout the district.

3. Improve achievement

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

The Asheboro City Schools Literacy Plan, which includes a plan for writing, is in final draft stages. The next meeting with UNCG writing project partners is March 12. We are planning for an intensive two-week writing workshop for a cohort of teachers in July 2014.

2. Implement **transition plans** for at-risk students in order to facilitate their educational transitions between elementary, middle, and high school.

3. Develop an **academic plan with each 7th grade student** that supports their vocational interests, is aligned with their individual goals, includes course selection, and culminates in graduation.

4. Implement strategies to **prevent summer reading loss**.

Effective summer reading loss strategies have been compiled and will be shared with school administrators at their Curriculum Conversation meeting at the end of the month. Several of these strategies will be included in the plan for the Read to Achieve Summer Academy. Principals will be encouraged to implement several strategies with students in grades K-2 as well this summer.

(Summer Reading Loss Strategies document is attached.)

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

Research-based reading strategies have been compiled and shared with school administrators and instructional facilitators. The instructional facilitators are sharing these with grade level teams during PLC (Professional Learning Community) meetings to help ensure these strategies are in place at the classroom level. Every school has developed an RtI (Response to Instruction) plan that details the process for assisting students that struggle in reading and other core subject areas. Several members of the central office instructional support team are attending school leadership team meetings to monitor the action steps for struggling readers that schools are addressing in their continuous improvement plan goals. The visits indicate that schools are utilizing data to meet the needs of struggling readers. Additionally, Lindley Park is piloting a fidelity checklist that will be shared in March with all schools to implement next year to evaluate interventions for struggling readers.

(Research-Based Elementary Reading Strategies document is attached.)

6. Provide **academic enrichment opportunities** for targeted students in middle school.

7. Explore strategies to **increase availability of high school courses for middle school students**.

4. Create opportunities

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

The Parent Portal connected to our new PowerSchool student information system has been rolled out! When report cards went home this week, each family received personalized information on how to log on and set up their account. This “app” gives parents real time information about their student’s attendance, demographics, and class assignments and grades.

2. Partner with UNCG and community stakeholders to assess and **evaluate the needs for a Parent Academy**.

3. Implement **communication strategy** to increase community awareness and involvement in our schools.
4. **Formalize community partnerships and volunteer services** and establish protocols for data collection.
5. Increase **student internship and job shadowing opportunities**, including paid student internships.

5. Build capacity

1. Provide district support for **teacher-led professional development** and continue Teacher Leadership Academy cohort #4.

District-wide professional development was held on January 22 with teacher leaders, administrators, and district staff serving as facilitators. The Problem Based Learning professional development with the Buck Institute (February and June), the High Point University master's degree in literacy project, and the UNCG writing project participants will build the capacity of four more cohorts of teacher leaders to lead district professional development in 2014-15 and beyond.

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

- Provide Good Guidelines for Book Selection

Struggling readers often select the same books better readers select because of “social bias” and end up with books for the summer that they cannot read or comprehend. Help students know how to select appropriate books by using guidelines.

1. Turn the book over to look at the back cover. Read the brief introduction to see if you still want to read the book.
2. If you do want to read it, open to any page and read the page to yourself. If you find two words you cannot read, then the book will more than likely be too hard and you won't finish reading it.
3. The teacher should model book selection by using think-aloud strategies while using these guidelines.

- Increase access to books! Provide books for students to read over the summer that are on their independent reading level to help prevent significant loss. Children need books they can read accurately, fluently, and with 90% accuracy over the summer.

A meta-analysis of research showed increasing access to texts over the summer that students found interesting and were self-selected produced a positive effect on reading comprehension than was 10 times larger than the effect on reading comprehension that was reported by the National Reading Panel (2001) for providing explicit phonics instruction.

- Survey students to find their book or topic choices for reading. Find a funding source and buy books to send home over the summer that meet these requests. Have a “shopping day” where students can select books from their independent levels. Develop an incentive program to keep students reading all summer long. Plan periodic meetings for book discussions and exchanges.

Before Summer Begins:

- Teach several lessons that model use of comprehension strategies and oral reading practice with family members.

During the Summer:

- Provide at least 8 books closely matched to each student's reading level and interest.
- Send a postcard with each book and remind students they need to read the book and complete the reading log and return it.
- Send a letter home asking parents to listen to and provide feedback on a student's reading by asking children to tell them about the book, the characters, the problem or their thoughts about the book. As that the postcards be returned so the program can be implemented as intended.

Additional strategies to encourage reading opportunities for ALL over the summer:

Currently, middle-class children are more likely to be engaged in organized summer programs than children in low-income families.

- Open school media center one evening per week during summer for check-out and promote reading events (storytelling, book talks, and author talks).
- Family library card sign up/advertise and promote summer reading at public library
- Encourage weekly trip to the public library (to build a community around books)
- Send Book Mobile into our neighborhoods for book check-outs or even to offer tutoring sessions in targeted neighborhoods.
- Start a Summer Reading Club that meets at a physical location or virtually to discuss the weekly reading.
- Allow students to call the school and leave a voicemail either reading to the principal for 3 minutes or summarizes a book they read. This could also be over a blog or post.

The following strategies have a firm scientific basis for improving text comprehension:

- Teach students to monitoring comprehension.

Students who are good at monitoring their comprehension know when they understand what they read and when they do not. They have strategies to “fix up” problems in their understanding as the problems arise. Research shows that instruction, even in the early grades, can help students become better at monitoring their comprehension.

Comprehension monitoring instruction teaches students to:

- *be aware of what they do understand,*
 - *identify what they do not understand, and*
 - *use appropriate “fix-up” strategies to resolve problems in comprehension.*
- Use graphic and semantic organizers to help students focus on text structures (cause and effect, compare and contrast) and to help students examine relationships in the text.

Graphic organizers illustrate concepts and interrelationships among concepts in a text, using diagrams or other pictorial devices. Graphic organizers are known by different names, such as maps, webs, graphs, charts, frames, or clusters. Semantic organizers (also called semantic maps or semantic webs) are graphic organizers that look somewhat like a spider web. In a semantic organizer, lines connect a central concept to a variety of related ideas and events. Regardless of the label, graphic organizers can help readers focus on concepts and how they are related to other concepts. Graphic organizers help students read to learn from informational text in the content areas, such as science and social studies textbooks and trade books. Used with informational text, graphic organizers can help students see how concepts fit common text structures. Graphic organizers are also used with narrative text, or stories, as story maps.

- Utilize “Question-Answering Instruction”.

Teachers have long used questions to guide and monitor students’ learning. Research shows that teacher questioning strongly supports and advances students’ learning from reading. Questions appear to be effective for improving learning from reading because they:

- *give students a purpose for reading;*
 - *focus students’ attention on what they are to learn;*
 - *help students to think actively as they read;*
 - *encourage students to monitor their comprehension; and*
 - *help students to review content and relate what they have learned to what they already know.*
- Question-answering instruction encourages students to learn to answer questions better and, therefore, to learn more as they read. One type of question-answering instruction simply teaches students to look back in the text to find answers to questions that they cannot answer after the initial reading. Another type helps students understand question-answer relationships—the relationships between questions and where the answers to those questions are found. In this instruction, readers learn to answer questions that require an understanding of information that is:*
- *text explicit (stated explicitly in a single sentence);*
 - *text implicit (implied by information presented in two or more sentences); or*
 - *scriptal (not found in the text at all, but part of the reader’s prior knowledge or experience).*
- Students need to summarize texts on a frequent basis.

A summary is a synthesis of the important ideas in a text. Summarizing requires students to determine what is important in what they are reading, to condense this information, and to put it into their own words. Instruction in summarizing helps students:

- *identify or generate main ideas;*
- *connect the main or central ideas;*
- *eliminate redundant and unnecessary information; and*
- *remember what they read.*

Although it can be helpful to provide students with instruction in individual comprehension

Research-Based Strategies for Struggling Readers:

strategies, good readers must be able to coordinate and adjust several strategies to assist comprehension. Multiple-strategy instruction teaches students how to use strategies flexibly as they are needed to assist their comprehension. In a well-known example of multiple-strategy instruction called “reciprocal teaching,” the teacher and students work together so that the students learn four comprehension strategies:

- *asking questions about the text they are reading;*
- *summarizing parts of the text;*
- *clarifying words and sentences they don’t understand; and*
- *predicting what might occur next in the text.*
- Promote student generated questions.

Teaching students to ask their own questions improves their active processing of text and their comprehension. By generating questions, students become aware of whether they can answer the questions and if they understand what they are reading. Students learn to ask themselves questions that require them to integrate information from different segments of text. For example, students can be taught to ask main idea questions that relate to important information in a text.
- Teach students to recognize story structure.

Story structure refers to the way the content and events of a story are organized into a plot. Students who can recognize story structure have greater appreciation, understanding, and memory for stories. In story structure instruction, students learn to identify the categories of content (setting, initiating events, internal reactions, goals, attempts, and outcomes) and how this content is organized into a plot. Often, students learn to recognize story structure through the use of story maps. Story maps, a type of graphic organizer, show the sequence of events in simple stories. Instruction in the content and organization of stories improves students’ comprehension and memory of stories.
- Use writing activities to support literacy.

Excerpted from "Put Reading First: The Research Building Blocks for Teaching Children to Read"

Resources for reading strategies with specific lessons and examples for students:

- <http://www.readingrockets.org/strategies/>
- <http://www.readworks.org/>
- <http://www.interventioncentral.org/>
- <https://center.ncsu.edu/nc/enrol/index.php?id=23711> (Requires NCFalcon Password)

Resources for sites with excellent classroom ideas for reading:

- <http://www.ferr.org/>
- <http://www.fluentreader.org/index.html>
- <http://textproject.org/>
- http://freereading.net/index.php?title=Main_Page
- <http://wonderopolis.org/>
- <http://reading.ecb.org/index.html>

Research-Based Strategies for Struggling Readers:

Additional Classroom Ideas and Strategies to Consider:

- Cross-age tutoring works well for the early grades (K/1)
- Utilize Word Study (developmentally appropriate groups)
- Plan specific word instruction to help build vocabulary and play word games.
- Implement systematic & explicit phonics instruction for a small portion of the day
- Balance fiction & non-fiction throughout each unit or grading period
- Incorporate ExC-ELL Strategies
- Build confidence in students (begin with texts/activities in which students can excel and share with one another)
- Promote high interest texts that motivate for independent Reading (Examples: National Geographic magazines, comic books, non-fiction books, Assembly Instructions, etc.)
- Use individualized and targeted instruction- find out what students know and build on that knowledge. Connect to background experiences to aid comprehension
- Use Readers Theater to help with motivation and fluency - no elaborate props! Time should be spent on reading and making meaning of the text.
- Use concept mapping to build on student's schema (vocabulary).
- Utilize phrase reading strategies.
- Use short poems to develop fluency (Consider contests like "The Great Poetry Race".)
- Every classroom needs vast classroom libraries that include a variety of levels. Allow choice and have many gender and minority titles available. Students need explicit instruction in how to choose a "Just Right Book"
- Display books facing the front in the libraries so students will want to read them. Feature Books of the Week in your classroom. Rotate books in and out of classroom library
- Incorporate book talks or advertisements to promote interest in books.
- Always use compelling mentor texts in class.
- Get students to read more! Send books home with students daily. Promote a love of reading.
- Read aloud every day (for at least 6-10 minutes). Read with enthusiasm and excitement just for the pleasure of reading. Do not stop to question during the middle of these sections – wait until the end if you are going to question for a pleasure reading segment.
- Read aloud a small portion of the book (1 or 2 chapters) to build interest. Then allow students to check out the book to continue reading it.
- Silent reading time should be based on student interest & choice.
- Work 1:1 with students who avoid reading because they don't know what kind of books they would enjoy. Help them find a genre/author/topic they are interested in – don't leave them to figure it by themselves in the media center or classroom library. This is when they need help.
- Incorporate novel studies and literature circles as appropriate.
- Promote authentic purposes for reading. Help answer the question, "Why should I read that?"
- Provide Book Clubs for students to join (Find creative times - perhaps over lunch with specialists or other volunteers you can involve).
- Use project-based lessons (PBL). See ACS PBL Protocol for guidance on PBLs.
- Attend reading conferences or stay abreast of reading research through journals and articles.
- Provide ample opportunities for students to receive corrective and positive feedback.
- Model and encourage students to self-monitor comprehension and use appropriate fix-up strategies (rereading, summarizing, questioning and clarifying, and context clues).