

ASHEBORO CITY BOARD OF EDUCATION
November 21, 2013
7:30 p.m.
Asheboro High School
Professional Development Center

***6:00 p.m. – Policy Committee**

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

I. Opening

- A. Call to Order
- B. Moment of Silence
- C. Pledge of Allegiance – Christian Jaimes, 5th Grade, Donna Lee Loflin Elementary School
- *D. Approval of Agenda

II. Special Recognition and Presentations

- A. Board Spotlight – Donna Lee Loflin Elementary School
- B. Community Partner Spotlight – Rushwood Park Wesleyan Church
- C. HealthierUS School Challenge

III. Public Comments

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

IV. *Consent Agenda

- A. Approval of Minutes – October 10, 2013
- B. Discard Items
- C. 403-B and 457 Plan Updates
- D. Budget Amendments S-01, F-01, OR-01
- E. Field Trip Request – South Asheboro Middle School, Washington, D.C.
- F. Personnel

V. Information, Reports and Recommendations

- A. Data Release
- B. 2015-2016 Calendar Draft
- C. Policies
 - Policy 1610/7800 Professional and Staff Development
 - Policy 3102 – Online Instruction (NEW)
 - Policy 3226/4205 – Internet Safety (NEW)
 - Policy 3227/7322 – Web Page Development
 - Policy 6524 – Network Security
 - Policy 7335 – Employee Use of Social Media
 - Policy 8210 – Grants and Funding for Special Projects
 - Policy 8230 – Penalties, Fines, and Forfeitures
 - Policy 8320 – Depositories
 - Policy 8325 – Daily Deposits
 - Policy 8330 – Facsimile Signatures

VI. Action Items

- *A.** Continuous Improvement Plans for Elementary Schools
 - Balfour Elementary School
 - Lindley Park Elementary School
 - Donna Lee Loflin Elementary School
 - Charles W. McCrary Elementary School
 - Guy B. Teachey Elementary School
- *B.** Superintendent's Search Process with NCSBA – Allison Schafer
- *C.** Policies
 - Policy 3220 – Technology in the Educational Program
 - Policy 3225/4312/7320 – Technology Responsible Use
- *D.** American Education Week Proclamation

VII. Superintendent's Report/Calendar of Events

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

VIII. Board Operation

- A.** Important Dates to Remember:
 - Senior Holiday Luncheon – December 11, 2013, 12:00 noon, Loflin Elementary
 - Superintendent's Holiday Luncheon – December 17, 2013, 11:30 a.m., PDC
 - 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

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
November 21, 2013
7:30 p.m.
Asheboro High School
Professional Development Center

Addendum

- I. **Opening**

- IV. ***Consent Agenda**
 - B. Discard Items
 - D. Personnel

- IX. **Adjournment**

Mission Statement

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

November 21, 2013

Board Spotlight:

Tonight's Board Spotlight will be presented by Ms. Paula Owens and some of Donna Lee Loflin Elementary School's staff and students. The spotlight will focus on the newest piece of the A+ initiative – after school clubs. As part of "Wonder-filled Wednesdays," DLL offers seven different after school experiences for students. Tonight you will hear more about how the clubs, which are led by DLL teachers who volunteer their time, are enhancing student learning experiences outside the regular school day. Welcome DLL!

Community Partner Spotlight:

The Community Partner Spotlight is Rushwood Park Wesleyan Church for their work and partnership with Donna Lee Loflin. Church members are serving as mentors and reading buddies for students and conducting an art supply drive to support Loflin's A+ School initiative. The church is also providing a Thanksgiving breakfast for Loflin's staff. Thanks to the entire Rushwood congregation for its support of Donna Lee Loflin!

Minutes of the Asheboro City Board of Education

October 10, 2013

Policy Committee

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

Phillip Cheek
Archie Priest, Jr.
Chris Yow

Gidget Kidd
Jane Redding

Committee member absent was Steve Jones.

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

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

- Policy 1610/7800 – Professional & Staff Development
 - Statement added to link policy with Policy 3220 Technology in the Educational Program
- Policy 3102 – Online Instruction – New Policy
 - Covers North Carolina Virtual Public School courses and other online courses for credit
- Policy 3226/4205 – Internet Safety – New Policy
 - Covers various safety issues with use of the internet
 - Provides specific definitions and expectations
 - Also cross-references Policy 3225/4312/7320 Technology Responsible Use
- Policy 3227/7322 – Web Page Development
 - Minor revisions to reflect accurate location of Asheboro City Schools’ website and titles of cross-referenced policies
 - Statement regarding the terms of redistribution or use of student’s work added to policy
- Policy 6524 – Network Security
 - Remove all references to eSIS/NCWISE, change to Student Information System
 - Additions made to the section regarding training for use of technological resources
- Policy 7335 – Employee Use of Social Media
 - Section covering posting to social Media Sites updated per North Carolina School Boards Association recommendations.
- Policy 8210 – Grants and Funding for Special Projects
 - Minor change and technical change in language
- Policy 8230 – Penalties, Fines and Forfeitures
 - Change from “periodically” to “annually” for reporting amounts of penalties, fines, and forfeitures to the board

- Policy 8320 – Depositories
- Policy 8325 – Daily Deposits
- Policy 8330 – Facsimile Signatures
 - No changes recommended to these policies at this time

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

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

Finance Committee

The Finance Committee convened at 7:00 p.m. in the Professional Development Center conference room with the following board members present:

Linda Cranford
Gus Agudelo
Kyle Lamb
Joyce Harrington

Jane Redding
Archie Priest, Jr.
Dr. Kelly Harris

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

Mr. Blair discussed Budget Amendments CE-1 and CO-1 to be presented to the Board.

There being no further business, the meeting adjourned at 7:10 p.m.

Board of Education

Opening

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

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

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

Archie Smith, Jr., Attorney

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

Following a moment of silence led by Chairman Redding, Cameron Surratt, a seventh-grade student at North Asheboro Middle School, led the pledge of allegiance.

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

Special Recognition and Presentations

Carla Freemyer recognized Balfour Baptist Church for its work and partnership with North Asheboro Middle School. The church provides funding for 36 backpacks of food that go home with students each weekend. Congregation members also serve as test proctors, provide staff appreciations meals, and much more for the students.

The Board of Education's spotlight featured highlights from the 2013 Summer Academies at North Asheboro Middle School: the sixth grade transition academy that focused on project-based learning; and a seventh and eighth grade leadership academy that focused on financial literacy.

Candace Call, principal of North Asheboro Middle School, was recognized as the Asheboro City Schools' 2013-2014 principal of the year.

Public Comments

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

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

Consent Agenda

The following Consent Agenda items were approved:

Approval of Minutes – September 12, 2013

Budget Amendments (A copy of the budget amendments will become a part of these minutes.)

Asheboro High School Band Field Trip – New York City, New York (A copy of the field trip will become a part of these minutes.)

Personnel

RESIGNATIONS/RETIREMENTS/SEPARATIONS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Brewer, Kevin	CO/Bus Driver	10/1/13
Bulla, Dee	AHS/Athletic Director/PE	11/30/13
Edwards, Matthew	NAMS/ESL	11/1/13
Harsh, Douglas	BAL/5th Grade	10/4/13
Winslow, William	CO/Maintenance	TBD
Phillips, Edford	AHS/History	11/1/13
White, Charity	LP/Art	11/11/13
Hughes, Jamie	BAL/Instr. Assistant	10/7/13

APPOINTMENTS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Foley, Jonathan	Substitute (\$70 per day)	10/1/13
Headon, Jr.	Substitute (\$70 per day)	10/1/13
Lemons, Kim	Substitute Bus Driver	9/25/13
Maness, Marrti	Substitute (\$70 per day)	10/1/13
Melodia, Barbara	Substitute (\$91 per day)	10/1/13
Needham, Linda	Substitute Bus Driver	10/2/13
Parker, Judell	Substitute (\$70 per day)	10/1/13

APPOINTMENTS cont'd

Saunders, Paula	Substitute (\$70 per day)	10/1/13
Simmons, Charles	Substitute (\$70 per day)	10/1/13
Millner, Amy Lynn	Substitute Bus Driver	10/3/13

Information, Reports and Recommendations

Dr. Drew Maerz and Julie Pack presented the 2013 SAT Performance Summary. Asheboro High School's mean total SAT score of 943 was lower than the 2012 mean score of 973, but remains above the 2011 score of 940.

Dr. Rice updated the board members on the most recent legislative requirements for school calendars. A calendar committee will be selected to plan a calendar for school year 2015-2016. The proposed calendar will be presented to the Board for approval at the December 12, 2013, meeting.

Carla Freemyer shared a presentation on Understanding the Implications of Section 9.6 from Senate Bill 402. This section reads "Beginning September 1, 2013, to June 30, 2014, all superintendents shall review the performance and evaluations of all teachers who have been employed by the local board for at least three consecutive years." This legislation outlines the state's transition from teacher tenure to employing teachers through 1, 2, and 4-year contracts. Carla shared the timeline for issuing contracts and the permanent elimination of career status for all teachers by June 30, 2018.

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

- Policy 3220 - Technology in the Educational Program
- Policy 3225/4312/7320 - Technology Responsible Use

Action Items

Administrators and members of the school leadership teams from North Asheboro Middle School, South Asheboro Middle School, Asheboro High School, and Early Childhood Development Center presented continuous improvement plans highlighting the schools' goals for the 2013-2014 school year. A motion was made by Mr. Jones and seconded by Ms. Kidd to approve the plans as presented. Motion passed unanimously. Continuous Improvement Plans will be posted on Asheboro City Schools' website. (A copy of the Continuous Improvement Plans will become a part of these minutes.)

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

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

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

Dr. Frost presented a request from the North Carolina School Boards Association to participate in a new, separate 501(c)(4) organization to generate additional resources to expand advocacy efforts on behalf of public schools. This organization is called the North Carolina School Boards Action Center and it is patterned after a similar effort at the National School Boards Association. Asheboro City Schools' contribution would be \$2,000.00 per year based on school enrollment. Ms. Cranford motioned to approve participating in NCSBAC, Mr. Lamb seconded the motion and the Board unanimously approved the motion.

Superintendent's Report/Calendar of Events

Carla Freemyer shared the Calendar of Events highlighting the following dates and events: PTO presentations at schools; Homecoming, October 18; JDRF Walk, October 19; PTO Presidents' Round Table, October 21; Asheboro High School Senior Night, November 1; Senior Holiday Luncheon, December 11; and Superintendent's Holiday Luncheon, December 17.

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

Superintendent Frost announced that she would be retiring from Asheboro City Schools effective June 30, 2014. Dr. Frost has served Asheboro City Schools since 1991 with fourteen of those years as superintendent.

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

Board Operations

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

- Fall Law Conference – October 16-18, 2013, Asheville, NC
- NCSBA Annual Conference – November 18-20, 2013, Koury Convention Center
- Winter Board Retreat - February 1 or 8 (?), 2014
- NSBA Annual Conference - April 5-7, 2014, New Orleans, Louisiana (Registration opens on October 23, 2013)

Adjournment

There being no further business, a motion was made by Mr. Lamb, seconded by Mr. Agudelo, and unanimously approved by the Board, to adjourn at 9:30 p.m.

Chairman

Secretary

Asheboro City Schools Discard List

November 21, 2013

	Item Description	Make	Model	Serial #	FA#	Location
1	Sand table	Community				LP
2	teacher's desk					LP
3	storage box					LP
4	wood toy refrigerator					LP
5	table					LP
6	computer table					LP
7	computer table					LP
8	small rolling cart					LP
9	teacher's desk					LP
10	6ft table (has some issues)					LP
11	computer cart					LP
12	2 1/2 - 3ft table					LP
13	plastic men figures (red, yellow, green, blue)	ETA Cuisenaire				LP
14	plastic men figures (red, yellow, green, blue)	ETA Cuisenaire				LP
15	desk					LP
16	desk					LP
17	desk					LP
18	desk					LP
19	desk					LP
20	desk					LP
21	desk					LP
22	desk					LP
23	desk					LP
24	desk					LP
25	desk					LP
26	desk					LP
27	desk					LP
28	desk					LP
29	desk					LP
30	desk					LP
31	desk					LP
32	desk					LP
33	desk					LP
34	desk					LP
35	chair					LP
36	chair					LP
37	chair					LP
38	chair					LP
39	chair					LP
40	chair					LP
41	chair					LP
42	chair					LP

	Item Description	Make	Model	Serial #	FA#	Location
43	chair					LP
44	chair					LP
45	chair					LP
46	chair					LP
47	chair					LP
48	chair					LP
49	chair					LP
50	chair					LP
51	chair					LP
52	chair					LP
53	chair					LP
54	chair					LP
55	chair					LP
56	chair					LP
57	chair					LP
58	chair					LP
59	chair					LP
60	chair					LP
61	chair					LP
62	chair					LP
63	Computer Monitor	Dell	E771	MX-0419TG-47801-182-H)9L		GBT
64	Computer Monitor	Gateway	EV700C	MU17046C0177501		GBT
65	Computer Monitor	Gateway	EV700C	MU17046C0197676		GBT
66	Calculator	Texas Instru.	TI-15			GBT
67	Computer Monitor	Gateway		MX-0419TG-47 801182-H09J		GBT
68	AlphaSmart Keyboard	AlphaSmart	2000	ALF 2000-0998-01003	12198	GBT
69	AlphaSmart Keyboard	AlphaSmart	2000	ALF 2000-0998-00872	12191	GBT
70	AlphaSmart Keyboard	AlphaSmart	2000	ALF 2000-0998-00314	12193	GBT
71	AlphaSmart Keyboard	AlphaSmart	2000	ALF 2000-0998-02468	12250	GBT
72	AlphaSmart Keyboard	AlphaSmart	2000	ALF 2000-0998-02638	12210	GBT
73	AlphaSmart Keyboard	AlphaSmart	2000	ALF 2000-1097-05041	10578	GBT
74	Computer Monitor	Gateway	FPD1530	Q5534401626		GBT
75	Computer Monitor	Gateway	FPD1530	Q55344401449		GBT
76	Computer Printer	HP	LaserJet 1300	CNBKD17209		GBT
77	Camera (Charger & Cords)	Sony	FD Mavica 200	1331910		GBT
78	Computer Monitor	Gateway	EV700C	MU17046CO179310		GBT
79	Boom box with Speakers	RCA	RP-7950B			GBT
80	Television - RCA	RCA	T25062	B146M107G /Red Title I ACS 2292	15065	GBT
81	VHS/DVD Player w/remote	RCA		DRC6355N		GBT
82	VCR	Magnavox	VR9142	20543373		GBT
83	VCR	Sharp	Sharp VC-A422U	107741017	15411	GBT
84	Television with Remote	Zenith		504RMQK056468		GBT
85	Television	Magnavox	RS2746-A102	24553700		GBT
86	Gateway Monitor	Gateway	700G	MSN6350N00748		GBT
87	Calculator.	Texas Instr.	TI-15	Red Title I Sticker	ACS 2523	GBT
89	Portable SmartBoard			SB560-22817		GBT
90	Bike Rack - Metal					GBT
91	Old Teacher Desk					GBT

	Item Description	Make	Model	Serial #	FA#	Location
92	Old Teacher Desk					GBT
93	12 x 12 Rug					GBT
94	12 x 12 Rug					GBT
95	Wooden Computer Table					GBT
96	Wooden Computer Table	w/wheels				GBT
97	Wooden Table w/wheels			Red Title I Sticker	ACS 2917	GBT
98	Wooden Table/Desk					GBT
99	Wooden Trapezoid Table					GBT
100	Steel Media Cart					GBT
101	Large Steel Media Cart					GBT
102	IntelPlay Computer Microscope		APB-24221-99A			GBT
103	Polaroid Instant Camera					GBT
104	Polaroid Instant Camera					GBT
105	Sony FD Mavica Camera	Sony	MVC-FD87	118324	ACS 15412	GBT
106	Box of Keyboards and Mice					GBT
107	Box of Computer Speakers					GBT
108	Drill Press	Chicago	A1-23	31804	2137	NAMS
109	Sewing machine & cabinet	Singer	717			NAMS
110	Sewing machine & cabinet	New Home	625	693138313	2098	NAMS
111	Sewing machine & cabinet	New Home	625	693138298	2100	NAMS
112	Sewing machine & cabinet	Singer	724		2087	NAMS
113	Sewing machine & cabinet	New Home	625	693138379	2097	NAMS
114	Sewing machine & cabinet	New Home	625	693138350	2096	NAMS
115	Sewing machine & cabinet	Singer	717		2095	NAMS
116	Sewing machine & cabinet	Singer	717			NAMS
117	Sewing machine & cabinet	New Home	625	693137788	2099	NAMS
118	Stool					NAMS
119	Stool					NAMS
120	Stool					NAMS
121	Stool					NAMS
122	Stool					NAMS
123	Stool					NAMS
124	Misc Kitchen Tools (boxed)					NAMS
125	Misc Kitchen Tools (boxed)					NAMS
126	Misc Kitchen Tools (boxed)					NAMS
127	Misc Kitchen Tools (boxed)					NAMS
128	Misc Kitchen Tools (boxed)					NAMS
129	Misc Kitchen Tools (boxed)					NAMS
130	Misc Kitchen Tools (boxed)					NAMS
131	Misc Kitchen Tools (boxed)					NAMS
132	Misc Kitchen Tools (boxed)					NAMS
133	Misc Kitchen Tools (boxed)					NAMS
134	Misc Kitchen Tools (boxed)					NAMS
135	Misc Kitchen Tools (boxed)					NAMS
136	Misc Kitchen Tools (boxed)					NAMS
137	Food Processor	Hamilton Beach	702AL			NAMS
138	Chair, Student (Peach)			983868		NAMS
139	Computer, Monitor	Gateway	FPD1975W	MLR7250N17635		NAMS

	Item Description	Make	Model	Serial #	FA#	Location
140	Computer, Keyboard	Lot (4)				NAMS
141	Computer, Monitor	Dell	E771P	MX-0419TG-47801-181-H2K4	15281	NAMS
142	TV	Sharp	27C240	A508839716		NAMS
143	TV	Symphonic	WF2703	V27324637		NAMS
144	Zip Drive	iOmega	100mb	1AAM45N5LM		NAMS
145	Camera, Digital	Sony	MVC-FD83	58794	13296	NAMS
146	LCD Panel	Texas Instruments	I-1004E	1070000910		NAMS
147	Cassette Player/recorder	Sharp	RD-660AVI	701737		NAMS
148	2-Way Radio	Mag One	BPR 40	Q278JU6269		NAMS
149	2-Way Radio	Mag One	BPR 40	Q278HT2204		NAMS
150	2-Way Radio	Mag One	BPR 40	Q278HT2249		NAMS
151	2-Way Radio	Mag One	BPR 40	Q278JU6268		NAMS
152	2-Way Radio	Mag One	BPR 40	Q278JU6270		NAMS
153	2-Way Radio	Discount	CP199	104258		NAMS
154	2-Way Radio, Battery	Relm	BPRP1100	471100866		NAMS
155	2-Way Radio, Battery	RCA	B250L1	B22CDD0073		NAMS
156	Desk, Student	(broken seat)				NAMS
157	Screen, wall	Draper Screen Co				NAMS
158	Projector, Filmstrip	Dukane	28A56A	1358930	1435	NAMS
159	Projector, Filmstrip	Dukane	28A56A	1058829	1434	NAMS
160	Projector, Filmstrip	Dukane	28A56A	1058850	2463	NAMS
161	Computer, Speakers	G-Max				NAMS
162	Desk, Student	(Broken)				NAMS
163	TV Cart	AV for TV	E10AMP		9437	NAMS
164	TV	Zenith	SL77675	421-33220040	T8494	NAMS
165	Screen, Wall	Da-Lite			12348	NAMS
166	Piano, Upright (Dark brown)	Kimball		488751		NAMS
167	Computer, Monitor	Gateway	FPD1975W	MLR7250N17626		NAMS
168	Computer, Speakers					NAMS
169	Cart, TV	Bretford		NSN		NAMS
170	TV	JVC	AV-27720	13125282	9452	NAMS
171	Scanner, Flatbed	Acer Prisa	6681-A3A	99S0361A3A94301086SSP000		NAMS
172	VCR	JVC	Precision	162Q6360		NAMS
173	Hearing System	IBM	MPF72C-1	IIS08K9605Z1231T3197T8		NAMS
174	Computer, Monitor	Gateway	900W	MLR7250N17632		NAMS
175	Computer, Speakers	G-Max				NAMS
176	Computer, Monitor	Gateway	FPD1975W	7010676R		NAMS
177	Computer, Speaker	Gateway	G-Max 2000	405003064		NAMS
178	Computer, printer	HP DeskJet	855Cxi	SG628162JC	8920	NAMS
179	Computer, Monitor	Gateway	700G	MPC5B-50E-04722		NAMS
180	Computer, Speakers	Gateway	G-Max 2000	7004408540005124		NAMS
181	Wall Map Mount	Green	NA	NA	NA	NAMS
182	AlphaSmart Pro	AlphaSmart	ALF-C01	AA0897-05248	10359	NAMS
183	AlphaSmart Pro	AlphaSmart	ALF-C01	AA0397-00865	9865	NAMS
184	AlphaSmart Pro	AlphaSmart	ALF-C01	AA0897-05215	10353	NAMS
185	AlphaSmart	AlphaSmart	ALF2000	AA1199-08565	13604	NAMS
186	AlphaSmart	AlphaSmart	ALF2000	AA1199-08650	13636	NAMS
187	AlphaSmart	AlphaSmart	ALF2000	AA1199-07887	13632	NAMS

	Item Description	Make	Model	Serial #	FA#	Location
188	AlphaSmart	AlphaSmart	ALF2000	AA1199-08466	13627	NAMS
189	AlphaSmart	AlphaSmart	ALF2000	AA0799-11040	13590	NAMS
190	AlphaSmart	AlphaSmart	ALF2000	AA1199-08309	13608	NAMS
191	AlphaSmart	AlphaSmart	ALF2000	AA0799-11610	13598	NAMS
192	AlphaSmart	AlphaSmart	ALF2000	AA1199-08342	13629	NAMS
193	AlphaSmart	AlphaSmart	ALF2000	AA1199-07746	13628	NAMS
194	AlphaSmart	AlphaSmart	ALF2000	AA1298-03011	12532	NAMS
195	AlphaSmart	AlphaSmart	ALF2000	AA1199-08418	13626	NAMS
196	AlphaSmart	AlphaSmart	ALF2000	AA0998-02502		NAMS
197	AlphaSmart	AlphaSmart	ALF2000	AA1199-08678	13625	NAMS
198	AlphaSmart	AlphaSmart	ALF2000	AA1298-03195	12534	NAMS
199	AlphaSmart	AlphaSmart	ALF2000	AA1298-00645	12533	NAMS
200	AlphaSmart	AlphaSmart	ALF2000	AA1298-04321	12535	NAMS
201	AlphaSmart	AlphaSmart	ALF2000	AA1199-08397	13634	NAMS
202	AlphaSmart	AlphaSmart	ALF2000	AA1199-07726	13630	NAMS
203	AlphaSmart	AlphaSmart	ALF2000	AA1199-06400	13638	NAMS
204	AlphaSmart	AlphaSmart	ALF2000	AA1298-04366	12536	NAMS
205	AlphaSmart	AlphaSmart	ALF2000	AA1199-08658	13635	NAMS
206	AlphaSmart	AlphaSmart	ALF2000	AA1199-08452	13633	NAMS
207	AlphaSmart	AlphaSmart	ALF2000	AA1199-08470	13607	NAMS
208	AlphaSmart	AlphaSmart	ALF2000	AA1199-08336	13631	NAMS
209	AlphaSmart	AlphaSmart	ALF2000	AA1199-08536	13605	NAMS
210	Tape Player, Cassette	Centennial	PR86A	B547084	11296	NAMS
211	Tape Player, Cassette	Centennial	PR86A	B547825	11289	NAMS
212	Tape Player, Cassette	Optimus	CTR-105	NSN		NAMS
213	Tape Player, Cassette	Optimus	CTR-105	NSN	13624	NAMS
214	Tape Player, Cassette	Optimus	CTR-105	NSN		NAMS
215	Tape Player, Cassette	Optimus	CTR-105	NSN		NAMS
216	Tape Player, Cassette	Optimus	CTR-105	NSN		NAMS
217	Tape Player, Cassette	Optimus	CTR-105	NSN		NAMS
218	Tape Player, Cassette	Optimus	CTR-105	NSN		NAMS
219	Tape Player, Cassette	Optimus	CTR-105	NSN		NAMS
220	Tape Player, Cassette	Optimus	CTR-105	NSN		NAMS
221	Tape Player, Cassette	Optimus	CTR-105	NSN		NAMS
222	Tape Player, Cassette	Optimus	CTR-105	NSN		NAMS
223	Tape Player, Cassette	Optimus	CTR-105	NSN		NAMS
224	Detecto	scale				NAMS
225	royal commercial VACUUM	ROYAL	1040Z	A98Z0000-2014		NAMS
226	wood grain top with chrome legs	desk-chair				NAMS
227	wood grain top with chrome legs	desk-chair				NAMS
228	wood grain top with chrome legs	desk-chair				NAMS
229	wood grain top with chrome legs	desk-chair				NAMS
230	wood grain top with chrome legs	desk-chair				NAMS
231	wood grain top with chrome legs	desk-chair				NAMS
232	Formica top with student desk metal legs student desk					NAMS
233	Formica top with student desk metal legs student desk					NAMS
234	Formica seat with metal legs	chair				NAMS
235	Formica seat with metal legs	chair				NAMS

	Item Description	Make	Model	Serial #	FA#	Location
236	Formica seat with metal legs	chair				NAMS
237	chair plastic seat metal legs	chair				NAMS
238	chair plastic seat metal legs	chair				NAMS
239	chair plastic seat metal legs	chair				NAMS
240	chair plastic seat metal legs	chair				NAMS
241	chair plastic seat metal legs	chair				NAMS
242	chair plastic seat metal legs	chair				NAMS
243	chair plastic seat metal legs	chair				NAMS
244	chair plastic seat metal legs	chair				NAMS
245	wood top plastic seat metal legs	student desk				NAMS
246	wood top plastic seat metal legs	student desk				NAMS
247	wood top plastic seat metal legs	student desk				NAMS
248	chair cloth seat metal frame	chair				NAMS
249	blue plastic seat metal legs	chair				NAMS
250	4 foot table top no legs	table				NAMS
251	metal bookshelf	bookshelf				NAMS
252	workshop tables	tables				NAMS
253	workshop tables	tables				NAMS
254	plainer	Powermatic	180	88088	2140	NAMS
255	table saw	DeWalt	790	81270650		NAMS
256	Map, Wall	United States, Physical				NAMS
257	Map, Wall	North Carolina				NAMS
258	Map, Wall	Asia, Physical/Political				NAMS
259	Map, Wall	Australia, Physical/Political				NAMS
260	Map, Wall	World, Adv Physical/Political				NAMS
261	Map, Wall	US/World				NAMS
262	Map, Wall	Australia, Physical/Political				NAMS
263	Cart, Overhead			NSN		NAMS
264	Printer/Scanner Fax Machine	Cannon	Super G3/Image Classic	HJ53713	15714	DLL
265	Hard-drive	Gateway	e4000 po4	29806264		DLL
266	Keyboard	Gateway	sk9921	c027309		DLL
267	Mouse					DLL
268	Metal Rolling Cart			87003381		DLL
269	keyboard	gateway	SK-9921	C470748		DLL
270	mouse	gateway	M-S34	LNA12420251		DLL
271	monitor	gateway	FPD1530	MUL5022C0051112		DLL
272	Student Desk				5409	DLL
273	Speaker					DLL
274	Computer Monitor		Gateway	FPD 1530		DLL
275	Pocket Chart Stand					DLL
276	Computer Monitor	DELL		MY-OY1352-47603-3AH-B7-BY		DLL
277	Power Cord	Dell	DP/N CM889	CN-OCM889-73245-91E-3154-A00		DLL
278	Surge suppressor	isobar	isobar 4			DLL
279	Metal Rolling Cart				90000284	DLL
280	Assorted Power Cords					DLL
281	VGA Cord					DLL
282	Caliphone Headphone	Califone	2924AV-P			DLL
283	Speakers	Gateway				DLL

	Item Description	Make	Model	Serial #	FA#	Location
284	Keyboard	Gateway				DLL
285	Portable Sound System	Soundcraft	L46B	961730	3433	DLL
286	2 boxes of china	Noritaki	"Winthrop"	NA		SAMS
287	1 box Full set of China	? Bright yellow	NA	NA		SAMS
288	2 boxes of VINTAGE china	Harmony House?	Wheat	NA		SAMS
289	1 box RETRO blue glassware	NA	NA	NA		SAMS
290	2 boxes of VINTAGE glassware	NA	NA	NA		SAMS
291	1 box of glassware	NA	NA	NA		SAMS
292	1 box of VINTAGE teapots	NA	NA	NA		SAMS
293	6 boxes of misc kitchen tools	NA	NA	NA		SAMS
294	1 box of non-functioning keyboards	NA	NA	NA		SAMS
295	Dell Printer	NA	NA	5330DN		SAMS
296	HP DVD-CD RW Drive	HP	CCA-41668	5074014850		SAMS
297	HP Laser Jet Printer	HP	1300			SAMS
298	OKI Printer	OKI	N31181A			SAMS
299	Laminex	Laminex	ARL25	ARL25-9044-4604		SAMS
300	Leap Frog School House	Leap Frog	E12000			SAMS
301	Dell Printer	Dell	5330DN	DP/N 0GN426		SAMS
302	TA Adding Machine	TA	8600 HD	800170030		SAMS
303	Cannon Adding Machine	Cannon	MP31DH	218674A		SAMS
304	5 phones	Nextel				SAMS
305	24 face guards					SAMS
306	Dell Printer	Dell	1700	DP/N DJ4476		SAMS
307	5 Blue Cafeteria Chairs					SAMS
308	9 Gray Room Dividers					SAMS
309	1 Quick fill Work Station					SAMS
310	1 - 4ft Rectangular Table					SAMS
311	1 - 4ft Round Table					SAMS
312	2 pc Computer Table					SAMS
313	4 count Da-Lite Screens			1- AS. 0011373		SAMS
314	Brown Computer Desk					SAMS
315	Sony Monitor	Sony				SAMS
316	Gateway Monitor	Gateway	500G	MSK6500 H 00674		SAMS
317	Gateway Monitor	Gateway	FPO1730	MUL 7007K0049889		SAMS
318	Gateway Monitor	Gateway	1530	MUL502210014822		SAMS
319	Gateway Monitor	Gateway	500G	MZK655V 02673		SAMS
320	NEC Monitor	NEC	ASLCO92VX-BK	61010604NA		SAMS
321	Gateway Monitor	Gateway	FPO1530	MUL5022E0013106		SAMS
322	NEC Monitor	NEC	ASLCO92VX-BK	61010631NA		SAMS
323	Aver Media Doc Camera	Aver		AS. 56121 08050P		SAMS
324	Aver Media Doc Camera	Aver		437517080		SAMS
325	Aver Media Doc Camera CP135	Aver	POB7A	56048 09100P		SAMS
326	Aver Media Doc Camera CP130	Aver	POA7	56123 08050P		SAMS
327	Kodak Camera	Kodak		KCGCX43100823		SAMS
328	30 Student chairs					SAMS
329	55 Student Desks					SAMS
330	1 Blue Desk Chair					SAMS
331	1 Dark Blue Arm Chair					SAMS

	Item Description	Make	Model	Serial #	FA#	Location
332	Dell Laser Printer	Dell	DP/N 054476	T1015207720		SAMS
333	Staples Shredder	Staples	SPL-7105H	SN. 0705125070		SAMS
334	HP Printer	HP	PSC 1310	SN. CN49E88238		SAMS
335	Magnavox DVD	Magnavox	MWD 7006	SN. U416 87736		SAMS
336	Samsung VHS	Samsung	VR 2640	T 22306		SAMS
337	Zenith VHS	Zenith	VRM4120	SN. VRM 4120		SAMS
338	Box of Misc/wire/speakers/keyboards	NA	NA	NA		SAMS
339	Samsung TV	Samsung	TC9803T	SN. PU900616		SAMS
340	Magnavox Radio	Magnavox	AZ1102/17	T 12189		SAMS
341	Apollo Projector	Apollo	2210	SN. 517028A030400839		SAMS
342	Apollo Projector	Apollo	V3000	SN. 02060009061		SAMS
343	Box of 100 count Texas Inst calculators	Texas Instrument	NA	NA		SAMS
344	Lexmark Printer	Lexmark		SN. 02130129435		SAMS
345	Gateway Monitor	Gateway	700C	SN. MSN62501 01568		SAMS
346	Math Safari Player		NA	SN. 0175044		SAMS
347	Math Safari Player		NA	SN. 0240508		SAMS
348	Reading Safari Player		EI-8026	SN. 000518		SAMS
349	Box of wires and speakers		NA	NA		SAMS
350	CD Player w/ Radio & Cassette	Calofone	Spirit			ECDC
351	CD Player w/ Radio & Cassette	Calofone	Spirit			ECDC
352	Cassette Player	Lakeshore	CU660			ECDC
353	Cassette Player	Lakeshore	CU660			ECDC
354	Bottle Warmer	First Years	12591105813			ECDC
355	Shape Toy					ECDC
356	Box of Children's CD's & Cassettes					ECDC
357	Sing & Learn Set (Albums)	Macmillan				ECDC
358	Foam Number Puzzle					ECDC
359	Look! See! Read! Game	Hunter Company				ECDC
360	Globe					ECDC
361	Lacing Pattern Activity Cards	McGraw Hill				ECDC
362	Matching Game	Quercetti				ECDC
363	Lego Table	Lego				ECDC
364	Child's Slide	Little Tikes				ECDC
365	Toddler Climber w/ Slide	Little Tikes				ECDC
366	Toddler Sand & Water Table	Little Tikes				ECDC
367	Trike	Roadmaster				ECDC
368	Box of Dolls & Doll Clothes					ECDC
369	Phonics Firefly	Kidology				ECDC
370	Phonics Firefly	Kidology				ECDC
371	Phonics Firefly	Kidology				ECDC
372	My Talking Flash Cards Book	Fisher Price				ECDC
373	Leap Pad	LeapFrog				ECDC
374	Cassette Player	Calofone				ECDC
375	Head Phones	Calofone				ECDC
376	Box of Blocks, animals, cars & balls					ECDC
377	Keyboard	Dell	RT7D00			ECDC
378	Keyboard	Gateway	SK-9921			ECDC
379	Keyboard	Logitech		MCT20227623		ECDC

	Item Description	Make	Model	Serial #	FA#	Location
380	CD Player w/Radio & Cassette	Schoolmate	SC-5050			ECDC
381	CD Player w/Radio & Cassette	Califone	Spirit			ECDC
382	CD Player w/Radio & Cassette	Califone	Spirit			ECDC
383	Computer Speakers	Cambridge Soundworks				ECDC
384	Computer Mouse	Logitech				ECDC
385	Candy Land Game	Milton Bradley				ECDC
386	Toy Cash Register	Living & Learning				ECDC
387	Baby Rattle Toy	Fisher Price				ECDC
388	Baby Rattle Toy	Fisher Price				ECDC
389	Baby Pull Toy	Fisher Price				ECDC
390	Toy Penguin	Playskool				ECDC
391	Musical Keychain					ECDC
392	Blow Up Float					ECDC
393	Blow Up Float					ECDC
394	Magnetic Board					ECDC
395	Magic Writing Board	Lakeshore				ECDC
396	Magic Writing Board	Lakeshore				ECDC
397	Phonics Desk & Book	Leapfrog				ECDC
398	Phonics Desk Cards	Leapfrog				ECDC
399	Phonics Bus	Leapfrog				ECDC
400	Phonics Bus	Leapfrog				ECDC
401	Toy Giraffe					ECDC
402	Toy Xylophone	Little Tikes				ECDC
403	I Spy Game	Briar Patch				ECDC
404	Sequencing Cards					ECDC
405	Don't Break The Ice Game	Milton Bradley				ECDC
406	Lacing Wood Teddy Bear					ECDC
407	Graph board Tablet	The Marker board People				ECDC
408	Graph board Tablet	The Marker board People				ECDC
409	Child's Toy Hard Hat					ECDC
410	Pattern Blocks & Boards	Melissa & Doug				ECDC
411	Many Hands Media-Foods					ECDC
412	Square Cushion	The Children's Factory				ECDC
413	Apple Logic	Mega Blocks				ECDC
414	Shaped Tiles					ECDC
415	Shape Sorter					ECDC
416	Personal Cassette Player	Sony				ECDC
417	Box of Lego's	Lego				ECDC
418	Child's Kitchen Hutch	Kaplan				ECDC
419	Child's Wooden Cabinet	Kaplan				ECDC
420	Doll House Accessories	Little Tikes				ECDC
421	Doll House Accessories	Little Tikes				ECDC
422	Box of Blocks & Foam Shapes					ECDC
423	Box of Various Children's Albums					ECDC
424	Alphabet Letters & Connectors					ECDC
425	Headphones	Kaplan				ECDC
426	Surge Protector					ECDC
427	Balance Scale	Invicta				ECDC

	Item Description	Make	Model	Serial #	FA#	Location
428	Three Bear Family Toss & Play	Learning Resources				ECDC
429	Colors Basic Skills Floor Puzzle	Carson Delosa				ECDC
430	Bugs Floor Puzzle	Melissa & Doug				ECDC
431	Fire Engine Puzzle					ECDC
432	Waffle Blocks					ECDC
433	Number Match Up Sets	Lakeshore				ECDC
434	Sun Dial					ECDC
435	Box of Puzzles					ECDC
436	Tropical Rainforest Puzzle					ECDC
437	Number Puzzle w/ Hands					ECDC
438	Colors & Shapes Bingo	Trend				ECDC
439	Mouse Puzzle					ECDC
440	Maisy's Playschool Puzzle	Milton Bradley				ECDC
441	Maisy's Farm Puzzle	Milton Bradley				ECDC
442	Magnet Attraction					ECDC
443	Electric Duster	Datavac				ECDC
444	Plastic Numbers					ECDC
445	Bag of Puppets					ECDC
446	Chutes & Ladders Game	Milton Bradley				ECDC
447	Pooh Memory Game	Milton Bradley				ECDC
448	I Spy Game	Briar Patch				ECDC
449	Bag of Stuffed Monkeys					ECDC
450	Bag of Foam Letters					ECDC
451	Balancing Monkeys Game	Plan Toys				ECDC
452	Join To Win Game					ECDC
453	Nursery Rhyme Soundtracks	Living & Learning				ECDC
454	Alphabet Match Game	Trend				ECDC
455	Getting Dressed Puzzle					ECDC
456	Stuffed "Old Lady" Doll					ECDC
457	Wooden Puzzle					ECDC
458	Teacher's Edition Literature Book					ECDC
459	Teacher's Edition Literature Book					ECDC
460	Bag of Lacing Shapes					ECDC
461	Bag of Household Pictures					ECDC
462	Bag of Letters					ECDC
463	Number & Color Pattern Cards	Ideal				ECDC
464	Phonics Writing Desk	Leapfrog				ECDC
465	Lace, Trace & Play	Trend				ECDC
466	Ball Pump					ECDC
467	Pictures Under Pieces Puzzle	Melissa & Doug				ECDC
468	Peg Board (moveable pegs)					ECDC
469	Bag of Lincoln Logs					ECDC
470	Park Puzzles					ECDC
471	Wooden Train Track					ECDC
472	Wooden People & Vehicles					ECDC
473	Bubble Machine					ECDC
474	Bag of Connectors					ECDC
475	Bag of Plastic Farm Animals					ECDC

	Item Description	Make	Model	Serial #	FA#	Location
476	Box of Puzzles					ECDC
477	Counting Puzzle	Melissa & Doug				ECDC
478	Bag of Lincoln Logs					ECDC
479	Wooden Puzzle	ABC School Supply				ECDC
480	Bag of Puzzles					ECDC
481	Kodak Cameras (2)	Kodak				ECDC
482	Lego Sculpture	Lego				ECDC
483	Bag of Square Blocks					ECDC
484	Bag of Plastic Shapes					ECDC
485	Bag of Dalmatian Figurines					ECDC
486	Box of Wooden Puzzles w/ Knobs	Kaplan				ECDC
487	5 Senses Lotto Game	Orda				ECDC
488	Flannel Board Story Kit	Media Materials				ECDC
489	Familiar Things Puzzles	Lauri				ECDC
490	Splashers Fishing Game	Hilco				ECDC
491	Letter Perfect Word Games	Educational Insights				ECDC
492	Spiders 3 D Puzzle	Frank Shaffer Publications				ECDC
493	Colors Floor Puzzle	Melissa & Doug				ECDC
494	Endangered Species Floor Puzzle	Melissa & Doug				ECDC
495	I Spy Floor Puzzle	Briar Patch				ECDC
496	Magnet Puzzle					ECDC
497	Phonics Writing Desk	Leapfrog				ECDC
498	Container of Lego's	Lego				ECDC
499	Dinosaurs Puzzle					ECDC
500	Transportation Floor Puzzle					ECDC
501	Bag of Plastic Shapes					ECDC
502	Bag of Lego Letters	Lego				ECDC
503	Leap Pad	Leapfrog				ECDC
504	Toy Camera	Learning Resources				ECDC
505	Bag of Plastic Shapes					ECDC
506	Toy Musical Keyboard					ECDC
507	Bag of Plastic Shapes					ECDC
508	Wikki Stix Book					ECDC
509	Wooden Tool Puzzle					ECDC
510	Box of Puzzles					ECDC
511	Christmas Stockings					ECDC
512	Camera Case					ECDC
513	Foam Cubes					ECDC
514	Bag of Plastic Animals					ECDC
515	Bag of Plastic Animals					ECDC
516	Wooden Puzzle					ECDC
517	Lacing Letters					ECDC
518	Plastic Pattern Blocks					ECDC
519	Bag of Plastic Pattern Blocks					ECDC
520	Bag of Plastic Pattern Blocks					ECDC
521	Bag of Plastic Animals & Cars					ECDC
522	Farm Floor Puzzle					ECDC
523	Bucket of Sand & Play Dough Molds					ECDC

	Item Description	Make	Model	Serial #	FA#	Location
524	Bag of Paint Cups					ECDC
525	Bean Bags					ECDC
526	Toddler Book Shelf	Kaplan				ECDC
527	Diaper Pail					ECDC
528	Dart Board					ECDC
529	Giant Basic Skills Book Pre-K-1	Honey Bear Books				ECDC
530	Fire Station for Block Center					ECDC
531	Big Green Pillow					ECDC
532	Play Equipment	Little Tikes				ECDC
533	Red Plastic Tub					ECDC
534	Green Plastic Chair	Brunswick				ECDC
535	Green Plastic Chair	Brunswick				ECDC
536	Green Plastic Chair	Brunswick				ECDC
537	Green Plastic Chair	Brunswick				ECDC
538	Green Plastic Chair	Brunswick				ECDC
539	Blue Plastic Chair	Royal Seating				ECDC
540	Blue Plastic Chair	ABC				ECDC
541	Wooden Puzzle					ECDC
542	Magnetic Wood Letters					ECDC
543	Wooden Number Pieces					ECDC
544	Fish 'N Spell					ECDC
545	Children of the World Puzzle	Nathan				ECDC
546	Butterfly Garden Box					ECDC
547	Magnetic Pieces					ECDC
548	The Kings Pudding Big Book	Honey Bear Books				ECDC
549	Magnetic Food Fun	Learning Resources				ECDC
550	Various Toys					ECDC
551	Los Bribones Big Book					ECDC
552	Dan, The Flying Man Big Book					ECDC
553	Sing a Song Big Book					ECDC
554	To Town Big Book					ECDC
555	Paquito y los Frijoles Magicos Big Book					ECDC
556	Red Head Fred Big Book					ECDC
557	Rock Pool Rap Big Book					ECDC
558	How Much is a Million? Big Book					ECDC
559	Little Red Riding Hood Big Book					ECDC
560	Alphabet Flip Chart					ECDC
561	Jumbo Fairy Tales Big Book					ECDC
562	Dinosaurs Poster Book					ECDC
563	If You Give a Mouse a Cookie Big Book					ECDC
564	Uses for Mooses Big Book					ECDC
565	If you Give a Pig a Pancake Big Book					ECDC
566	It's Melting Big Book					ECDC
567	It's Melting Big Book					ECDC
568	Where Do Monsters Live? Big Book					ECDC
569	Art Easel					ECDC
570	Vowels & Vowel Teams Flash Cards	Trend				ECDC
571	Alphabet Bingo	Learning Resources				ECDC

	Item Description	Make	Model	Serial #	FA#	Location
572	Fun with Food Groups					ECDC
573	I Spy Game	Briar Patch				ECDC
574	Find The Letters Phonics Box	Lakeshore				ECDC
575	Rhyming Sentence Picture Puzzles	Lakeshore				ECDC
576	5 Senses Lotto Game	Orda				ECDC
577	Toddler Chairs (Blue) Lot of 21					ECDC
578	Blue Tray Tub					ECDC
579	Yellow Tray Tub					ECDC
580	Child's Chair	Royal Seating				ECDC
581	Adult Chair (light green)	Brunswick				ECDC
582	Kid's Desk					ECDC
583	Child's Chair					ECDC
584	Alphabet House					ECDC
585	Wooden Book Shelf					ECDC
586	Box of Children's Books					ECDC
587	Box of Children's Books					ECDC
588	Fun-in-a-Box Dr. Seuss Matching Game	University				ECDC
589	Little Boy Blue Puzzle	Vista				ECDC
590	Mary Had a Little Lamb Puzzle	Vista				ECDC
591	Sing a Song of Sixpence Puzzle	Vista				ECDC
592	Puzzle Rack					ECDC
593	Cots (Lot of 3)	Kaplan				ECDC
594	See' n Say	Mattel				ECDC
595	Number Activity Mats	Lakeshore				ECDC
596	Learning the Alphabet Games	Carson Delosa				ECDC
597	Rolling Cubby Cabinet				2635	ECDC
598	Child's Red Chair					ECDC
599	Wood Step Stool					ECDC
600	Box of Blocks					ECDC
601	Box of Blocks					ECDC
602	Wood Rack					ECDC
603	Plastic Tub					ECDC
604	Plastic Tub					ECDC
605	Box of Children's Books					ECDC
606	US Map Puzzle	Carson Delosa				ECDC
607	Colors Floor Puzzle	Melissa & Doug				ECDC
608	Pocahontas Puzzle	Disney				ECDC
609	Learning the Alphabet Games	Carson Delosa				ECDC
610	Fun Foods Bingo	Stages				ECDC
611	Compact VHS Video Camera	JVC			14542	ECDC
612	Chip & Dip Tray					ECDC
613	Plastic Basket					ECDC
614	Easter Basket					ECDC
615	Plastic Container w Lid					ECDC
616	Metal Pan w Lid					ECDC
617	3 Plastic Bowls					ECDC
618	Box of Kitchen Supplies					ECDC

	Item Description	Make	Model	Serial #	FA#	Location
619	Box of Children's Books					ECDC
620	Box of Children's Books					ECDC
621	HP Ink Office Jet 88	HP Magenta & Cyan				ECDC
622	Bugs 3D Floor Puzzle	Frank Shaffer Publications				ECDC
623	Toddler Paint Smocks					ECDC
624	Fiberfill					ECDC
625	Diskettes	Imation				ECDC
626	Toy Dishes					ECDC
627	Plastic Container					ECDC
628	Plastic Container					ECDC
629	Creative Curriculum Supplies					ECDC
630	Candy Jar Counting Box					ECDC
631	Block Pattern Cards					ECDC
632	Water Pitcher					ECDC
633	Backjack Chair					ECDC
634	Backjack Chair					ECDC
635	Classroom Carpet					ECDC
636	Fire Station	Lakeshore				ECDC
637	Sponge Letters	Kaplan				ECDC
638	Sensory Toy	School Specialty				ECDC
639	Toddler Toys					ECDC
640	Color Tiles					ECDC
641	Plastic Shapes					ECDC
642	Keyboard	HP				ECDC
643	Computer Mouse	HP				ECDC
644	Hole Punch	Acco				ECDC
645	Math Pocket Chart					ECDC
646	Large Knob Puzzle	Kaplan				ECDC
647	Child's Square Table	Holbrook				ECDC
648	Step Stool	Kaplan				ECDC
649	Wooden Train Table					ECDC
650	CD Player	Spirit	1776			ECDC
651	Toddler Toy	Shelcore				ECDC
652	Toddler Spin Toy					ECDC
653	Magnet Blocks	Lakeshore				ECDC
654	Pattern Cards	McGraw Hill				ECDC
655	Lacing Game					ECDC
656	Sorting Plates					ECDC
657	Marker Block					ECDC
658	Children's Cassette Tapes					ECDC
659	Erasers					ECDC
660	Letter Tracing Cards					ECDC
661	Story Rhymes Cassettes					ECDC
662	Story Rhymes Cassettes					ECDC
663	Story Rhymes CD's					ECDC
664	Sound Starter Audio Cassettes	Oxford Essentials				ECDC
665	Sound Rhymes Take Home Box					ECDC
666	Leapfrog Book & Cartridge	Leapfrog				ECDC

	Item Description	Make	Model	Serial #	FA#	Location
667	Puzzle Rack					ECDC
668	Box of Magazine/File Holders					ECDC
669	I Spy Game	Briar Patch				ECDC
670	Dry Erase Boards					ECDC
671	The Wheel of Life Sequencing Cards	Geffner				ECDC
672	Yahtzee Game	Milton Bradley				ECDC
673	Animal Photos					ECDC
674	Timothy's Shapes Book Set					ECDC
675	Bag of Lego's	Lego				ECDC
676	Bag of Lego's	Lego				ECDC
677	Bag of Lego's	Lego				ECDC
678	Square Connectors					ECDC
679	Container of Shapes					ECDC
680	Bag of Cassettes					ECDC
681	Bag of Cassettes					ECDC
682	Shape Cards					ECDC
683	Career Backpack Kit					ECDC
684	Sea Life Back Pack Kit					ECDC
685	Camping Backpack Kit					ECDC
686	Transportation Backpack Kit					ECDC
687	Farm Backpack Kit					ECDC
688	Space Backpack Kit					ECDC
689	Pets Backpack Kit					ECDC
690	Bug Nets					ECDC
691	Felt Board					ECDC
692	Sponge Paint Set w Knobs					ECDC
693	Fine Motor Skill Boards					ECDC
694	Big Knob Puzzle	Kaplan				ECDC
695	Leapfrog Books	Leapfrog				ECDC
696	Children's Books					ECDC
697	Children's Books					ECDC
698	Children's Books					ECDC
699	3 Plastic Containers					ECDC
700	8 Containers- Powder Tempera Paint					ECDC
701	Wire Rack					ECDC
702	Pass The Pickle Toy					ECDC
703	Children's Books					ECDC
704	Children's Books					ECDC
705	Preschool Puzzles					ECDC
706	Children's Wooden Table w 4 chairs					ECDC
707	Dress up Clothes					ECDC
708	Cash Register	Living & Learning				ECDC
709	Hopscotch Foam Set					ECDC
710	Splashes Fishing Game	Hilco				ECDC
711	Felt Board					ECDC
712	Felt Board					ECDC
713	Dry Erase Board					ECDC
714	Ruler	Westcott				ECDC

	Item Description	Make	Model	Serial #	FA#	Location
715	Roll of Paper (White)					ECDC
716	Large Felt Board					ECDC
717	Box of Teacher Resources					ECDC
718	Rubbermaid Lid	Rubbermaid				ECDC
719	Infant/Toddler Rating Scale Book					ECDC
720	Foam Bricks					ECDC
721	Children's Books					ECDC
722	Foam Puzzle					ECDC
723	Wooden Door					ECDC
724	Table Top Dry Erase Board					ECDC
725	Child's Chair					ECDC
726	Child's Chair					ECDC
727	Skills Puzzle	Melissa & Doug				ECDC
728	Jumbo Knob Puzzle					ECDC
729	Science Viewer					ECDC
730	Diskettes	Imation				ECDC
731	Plastic Connectors					ECDC
732	Wiggly Giggly Ball					ECDC
733	Child's Sofa					ECDC
734	Children's Books					ECDC
735	Big Book- Play Book					ECDC
736	Big Red Pillow					ECDC
737	Child's Chair					ECDC
738	Bag of Yarn					ECDC
739	Wire Rack					ECDC
740	Plastic Tubs					ECDC
741	Christmas Tree					ECDC
742	Alphabet Rug					ECDC
743	Oval Braided Rug					ECDC
744	Oval Rug w/ Pictures					ECDC
745	CD Player w/Radio & Cassette	Spirit / Califone				ECDC
746	Large Kids Classroom Carpet					ECDC
747	Big Book Rack					ECDC
748	Oval Braided Rug					ECDC
749	Oval Braided Rug					ECDC
750	Large Children's Carpet					ECDC
751	Small rug for block center					ECDC
752	Animal Print Rug					ECDC
753	Large Alphabet Carpet					ECDC
754	Teacher's Desk				7211	ECDC
755	Student Desk					ECDC
756	Student Desk					ECDC
757	Oval Braided Rug					ECDC
758	Child's Toy with balls					ECDC
759	Wall Information File					ECDC
760	Blue Remnant Carpet					ECDC
761	Blue Remnant Carpet					ECDC
762	Children's Area Carpet					ECDC

	Item Description	Make	Model	Serial #	FA#	Location
763	Children's Area Carpet					ECDC
764	Wood Cabinet					ECDC
765	A Bug-a-Boo Day Play Big Book					ECDC
766	Child's Desk					ECDC
767	Large Wooden Cubby					ECDC
768	Large Green Carpet					ECDC
769	Metal Cabinet					ECDC
770	Toy Barn					ECDC
771	Small File Cabinet					ECDC
772	Table					ECDC
773	Carpet w/ Pictures					ECDC
774	Wire Racks					ECDC
775	Mirror					ECDC
776	Mirror					ECDC
777	Carpet With Shapes					ECDC
778	Carpet					ECDC
779	Carpet					ECDC
780	Carpet with Pictures					ECDC
781	Carpet with Numbers					ECDC
782	Carpet Large Children's					ECDC
783	Back Jack Chair					ECDC
784	Carpet - Colorful					ECDC
785	Child's Stove					ECDC
786	Child's Microwave					ECDC
787	ABC Block Carpet					ECDC
788	Carpet with Blocks					ECDC
789	Bulletin Board					ECDC
790	Bulletin Board					ECDC
791	Nursery Carpet					ECDC
792	Box of Toys & Puzzles					ECDC
793	Box of Books & Stamps					ECDC
794	Tackle Box					ECDC
795	Box of Water Pitchers					ECDC
796	Toy Refrigerator					ECDC
797	Box of Toys					ECDC
798	Box of Cardboard Blocks					ECDC
799	Box of Books					ECDC
800	Box of Lego's	Lego				ECDC
801	Box of Lego's	Lego				ECDC
802	Cork Board					ECDC
803	Box of Wooden Blocks					ECDC
804	Child's Plastic Chair					ECDC
805	Wire Rack					ECDC
806	Spinning Toy					ECDC
807	Book Case	Kaplan				ECDC
808	Lego Table					ECDC
809	Children's Small Carpet					ECDC
810	Computer Chair					ECDC

	Item Description	Make	Model	Serial #	FA#	Location
811	Bag of Lego's	Lego				ECDC
812	Busy Beads					ECDC
813	Box of Toys					ECDC
814	Work Bench					ECDC
815	Toy Barn	Melissa & Doug				ECDC
816	Clock	Ingraham				ECDC
817	Laptop	Dell	Latitude E6410			ECDC
818	Computer Speakers	Dell				ECDC
819	Computer Keyboard	Dell	L100			ECDC
820	Computer Speakers	Dell				ECDC
821	Computer Keyboard	Dell	L100			ECDC
822	Digital Camcorder	RCA	Small Wonder			ECDC
823	Wall Clock	Accutrex				ECDC
824	Plastic Bowl					ECDC
825	Second Steps Kit					ECDC
826	VHS Tape	Raffi in Concert				ECDC
827	VCR	Orion				ECDC
828	Foam Puzzle					ECDC
829	Dial 3 Kit	AGS				ECDC
830	Toddler Table					ECDC
831	Toddler Table					ECDC
832	Rocking Switch Plate	Enabling Devices				ECDC
833	Ear Phones	Leapfrog				ECDC
834	Ear Phones	Califone				ECDC
835	Ear Phones	Califone				ECDC
836	Monkey with Stretch Arms					ECDC
837	Monkey with Stretch Arms					ECDC
838	Giraffe Puppet					ECDC
839	Plastic Container with Drawers	Sterlite				ECDC
840	Toy Saw					ECDC
841	Printer	HP	1300			ECDC
842	Table Top Easel					ECDC
843	Foam Ball Bat	Franklin				ECDC
844	Bag of Sand Toys					ECDC
845	Easel					ECDC
846	Bag of Balls					ECDC
847	Box of Sand Toys					ECDC
848	Play Dough Toys					ECDC
849	Train Set					ECDC
850	Jumping Frog Math Game	Kaplan				ECDC
851	Lexmark Printer	Lexmark	4113-001	3370723258		BAL
852	Acell Scan	Renaissance Learning	2110	101950B3H26455		BAL
853	Tape Recorder	Optimus	CTR108			BAL
854	AlphaSmart 2000	Renaissance Learning	2000	ALF2000-1297-17617	11023	BAL
855	Monitor	Gateway	700G	MPC5A 50E 00817		BAL
856	AlphaSmart2000	Renaissance Learning	2000	alf2000-1299-08070	13729	BAL
857	AlphaSmart2000	Renaissance Learning	2000	alf2000-1299-08745	13692	BAL
858	AlphaSmart2000	Renaissance Learning	2000	alf2000-0998-02048	11996	BAL

	Item Description	Make	Model	Serial #	FA#	Location
859	Monitor	Gateway	500-069EV	15009A864790		BAL
860	CD Player	School Smart	BX-103A	Acs2867 Title 1 Number		BAL
861	Classroom television	Magnavox	RS2080C223	24275002	7091	BAL
862	Acell Scan	Renaissance Learning	2110	101950BA21221S		BAL
863	Computer	Gateway	E4500	0036618265		BAL
864	Portable Microphone/Speaker	Soundmaster	100	255710		BAL
865	Easel	Visual Planning		132CU2Q	7790	BAL
866	Printer	HP	Laserjet 1300	CNBJL24401	19484	BAL
867	Printer	Epson	Stylus Photo 820	DUBK167625		BAL
868	Typewriter	Nakajima	AE-740			CO
869	Typewriter		Startype 130i		00005155	CO
870	Office Chair				00004159	CO
871	Monitor	Dell		B1H7		AHS
872	Monitor	Dell		B1HE		AHS
873	Monitor	Dell		B1HA		AHS
874	Overhead projector	Apollo				AHS
875	Overhead projector cart					AHS
876	DVD/VHS Player	Zenith				AHS
877	TV	JVC	AV-27120	14582409	14763	AHS
878	Monitor	Micronpc	P700Ex			AHS
879	Overhead projector	Apollo				AHS
880	Monitor	Gateway	700G			AHS
881	TV	Sharp				AHS
882	CPU	Gateway	E4500D	36293578		AHS
883	Monitor	Gateway	700G			AHS
884	Monitor	Gateway				AHS
885	TV	Toshiba	27D47			AHS
886	Overhead projector	EIKI			11165	AHS
887	Printer	HP DeskJet	121DV			AHS
888	DVD/VHS Player	Zenith				AHS
889	VHS Player	GE				AHS
890	Monitor	Gateway				AHS
891	Overhead projector	Apollo				AHS
892	Monitor	Gateway				AHS
893	Printer	HP DeskJet	121DV			AHS
894	DVD/VHS Player	Zenith				AHS
895	VHS Player	GE				AHS
896	Monitor	Gateway				AHS
897	Overhead projector	Apollo				AHS
898	Power brick	Dell	AOP-70EB	TH-093640-17971-2A9-NC1G		AHS
899	Power brick	Lite On		5700157102		AHS
900	Monitor	Gateway		Q55324703006		AHS
901	Monitor	Gateway	700G	MRU5650N00769		AHS
902	Monitor	Gateway		MRU5650N00917		AHS
903	Cassette Recorder	Windsor			T12575	AHS
904	TV Cart				8276	AHS
905	VHS Player	JVC		T13357	8272	AHS
906	LaserDisc	Pioneer		T13358	8285	AHS

	Item Description	Make	Model	Serial #	FA#	Location
907	3 metal filing cabinets					AHS
908	79 metal chairs w/wooden seats					AHS
909	13 misc. metal chairs w/plastic seats					AHS
910	8 misc. wooden chairs					AHS
911	3 student desks					AHS
912	1 7 ft. metal cabinet					AHS
913	1 typewriter					AHS
914	2 wooden podiums					AHS
915	1 TV rolling cart					AHS
916	1 pull-down screen					AHS
917	2 trapezoid tables					AHS
918	1 refrigerator					AHS
919	2 round tables w/brown tops					AHS
920	2 metal rect. Tables w/brown tops					AHS
921	4 wooden tables w/square tops					AHS
922	7 uph. Rolling chairs					AHS
923	1 science table w/black top					AHS
924	2 wooden teacher desks					AHS
925	8 rolling computer carts					AHS
926	1 metal rolling cart for chairs					AHS
927	8 partition walls					AHS
928	2 free-standing scales					AHS
929	wood chair					CWM
930	wood chair					CWM
931	tan rolling cart			1412		CWM
932	overhead projector	3M		1957		CWM
933	tan rolling cart			1409		CWM
934	wood easel					CWM
935	overhead projector	3M		1956		CWM
936	tan rolling cart			1387		CWM
937	overhead projector			1960		CWM
938	overhead projector	3M		14971		CWM
939	overhead projector	3M		1955		CWM
940	file cabinet					CWM
941	adjustable rectangle table					CWM
942	white top round table					CWM
943	blue book shelf					CWM
944	SMARTBoard					CWM
945	blue chair					CWM
946	white plastic drawer cabinet					CWM
947	monitor	Gateway	MUL5022E0007290			CWM
948	monitor	Gateway	MUL5022F0004349			CWM
949	monitor	Gateway	MUL5022C0119619			CWM
950	monitor	Gateway	MUL5022F0004320			CWM
951	monitor	Gateway	MUL5022J0012082			CWM
952	monitor	Gateway	403004842			CWM
953	keyboard		66943			CWM
954	keyboard		D141231			CWM

	Item Description	Make	Model	Serial #	FA#	Location
955	keyboard	Gateway	D/M J98209			CWM
956	monitor	Royal		9128		CWM
957	sand box					CWM
958	brown computer cart					CWM
959	small brown table					CWM
960	white top round table					CWM
961	amp	Peavey		13039		CWM
962	speaker	Peavey		13038		CWM
963	white overhead screen					CWM
964	blue chair					CWM
965	blue chair					CWM
966	perfection 1260 photo	Epson	EJ4VO48028			CWM
967	wood desk			3385		CWM
968	student desk					CWM
969	white overhead screen					CWM
970	wood easel			10944		CWM
971	black rolling cart					CWM
972	tan rolling cart			1411		CWM
973	monitor	Gateway	26501			CWM
974	wood desk					CWM
975	tan rolling cart			1384		CWM
976	monitor	Gateway	16932			CWM
977	keyboard	Gateway	1249D			CWM
978	laser jet 1300 printer	HP	SG4763160B			CWM
979	desk jet printer	HP	1P1CO			CWM
980	rolling cart					CWM
981	tan rolling cart			1410		CWM
982	blue chair					CWM
983	blue chair					CWM
984	yellow chair					CWM
985	blue chair					CWM
986	blue chair					CWM
987	wood desk					CWM
988	small table					CWM
989	book shelf					CWM
990	small table					CWM
991	wood chair					CWM
992	medium table					CWM
993	speaker	Peavey		13037		CWM
994	wood desk					CWM
995	wood desk					CWM
996	printer	Samsung	07970F			CWM
997	volleyball post					CWM
998	volleyball post					CWM
999	wood book shelf					CWM
1000	metal book shelf					CWM
1001	TV	Sanyo	10649			CWM
1002	microwave	GE				CWM

	Item Description	Make	Model	Serial #	FA#	Location
1003	metal cart					CWM
1004	computer cart					CWM
1005	wood podium					CWM
1006	wood desk			2734		CWM
1007	wood desk			2405		CWM
1008	computer table					CWM
1009	computer table					CWM
1010	blue easel					CWM
1011	SMARTBoard					CWM
1012	tan shelf					CWM
1013	12 x 12 carpet					CWM
1014	12 x 12 carpet					CWM
1015	12 x 12 carpet					CWM
1016	wood chair					CWM
1017	wood chair					CWM
1018	blue chair					CWM
1019	wood chair					CWM
1020	wood chair					CWM
1021	wood chair					CWM
1022	laser jet 2100 printer	HP		14831		CWM
1023	laser jet 1200 printer	HP				CWM
1024	black frame easel					CWM
1025	wooden baby bed					CWM
1026	wooden play ironing board					CWM
1027	overhead projector	Dukane	2124060			CWM
1028	dry erase easel			1056		CWM
1029	dry erase easel			1012		CWM
1030	easel					CWM
1031	wood chair					CWM
1032	wood chair					CWM
1033	overhead screen			11708		CWM
1034	Gateway 2000 desktop			BC09635157		EC
1035	Printer	HP DeskJet	710C			EC
1036	Gateway Monitor			TL819A502001426		EC
1037	Dell Printer					EC
1038	Dell Printer			ON4387		EC
1039	Printer	Lexmark		2130129435		EC
1040	AlphaSmarts - 37 (at NAMS)					EC
1041	Printer	Xerox	Tektronix	120661A5003		CN
1042	Printer	H/P	DeskJet 6122	MY46E2BOF3		CN
1043	Printer	H/P	DeskJet 6122	MY46E2BOD1		CN
1044	Computer Screen	Gateway	FPD1530	MUL5022EOO12689		CN
1045	Computer Screen	Gateway	FPD1530	MUL5022EOO14816		CN
1046	Computer Screen	Gateway	FPD1530	MUL5022EOO12681		CN
1047	Computer Screen	Gateway	FPD1530	MUL5022EOO12691		CN
1048	Computer Screen	Gateway	FPD1530	MUL5022EOO12683		CN
1049	Computer Screen	Gateway	FPD1530	MUL5022EOO12690		CN
1050	Computer Screen	Dell	E1909WC	N/A		CN

	Item Description	Make	Model	Serial #	FA#	Location
1051	Computer Screen	Gateway	FPD1530	MUL5021COO5336		CN
1052	Computer Screen	Gateway	FPD1530	MUL5021COO25343		CN
1053	Printer	HP	DeskJet 6122	MY46E2BODM		CN
1054	Printer	HP	DeskJet 6122	MY46E2BODP		CN
1055	Printer	HP	DeskJet 6122	MY46E2BOFO		CN
1056	Food Mixer - CWM	Hobart	Floor Model		2796	CN
1057	Food Slicer - CWM	Hobart	Counter Top		3242	CN
1058	6' long base cabinet					CO
1059	4' long base cabinet					CO
1060	3- 4' tall X 28"wide plywood bathroom stall doors					CO
1061	15' X 24" oak top work table					CO
1062	8- 10' long recepticle track					CO
1063	42" material dolly					CO
1064	Blue AWP tool bag					CO
1065	box of misc. spray paint/cleaning supplies					CO
1066	white Klien tool bag - misc. plumbing supplies					CO
1067	6- post for swing					CO
1068	2- 8' Reading side mount truck tool boxes w/ladder rack					CO
1069	2- 70" cross over tool boxes for pick-up truck					CO
1070	Aluminum Extension ladder					CO
1071	6' long wall hung cabinet					CO
1072	ceiling mount TV brackets					CO
1073	Red AWP tool bag					CO
1074	2- Windsor vaccum cleaners	Windsor				CO
1075	8' X 6' Scoreboard					CO
1076	12' X 30" Scoreboard					CO
1077	Bicycle pump					CO
1078	Classroom chair					CO
1079	3' X 3" table					CO
1080	4' X 3' table					CO
1081	Caravell Ice Cream box -		445-935	95191269		CO
1082	Milk Box Model ? Serial ?					CO
1083	21" X 21" S.S. table					CO
1084	2- Heater Units with stand					CO
1085	blue storage tub with misc.children direction road signs					CO
1086	1 lot- misc. water hoses					CO
1087	chair					CO
1088	8' wooden step ladder					CO
1089	A/C window unit					CO
1090	wooden stage					CO
1091	2- pieces of sheetrock					CO
1092	unknown length of 4" hose					CO
1093	2- pair of black gloves					CO
1094	unknown length of 2" hose					CO
1095	2- traffic cones					CO
1096	1 lot - exit light covers					CO
1097	1 lot - chains					CO

	Item Description	Make	Model	Serial #	FA#	Location
1098	white 2 door metal cabinet					CO
1099	unknown length on black corrugated pipe					CO
1100	black filter fabric					CO
1101	3- white brackets					CO
1102	2- pieces of plywood					CO
1103	2- side mount truck tool boxes					CO
1104	black skid holder					CO
1105	adding machine	Monroe 2025			423985	CO
1106	Three section Disc holder	Fellows				CO
1107	2 boxes of rechargeable batteries					CO
1108	Cast iron pipe (2) pcs.					CO
1109	Assorted chain link fence with two gate pieces and assorted piping					CO
1110	(5) basketball back boards with rims					CO
1111	Blue pipe swing set with (6) swing seats					CO
1112	(5) individual used compressors					CO
1113	Gateway key board			4I16304906b		CO
1114	Computer mouse	Gateway		HCA50214136		CO
1115	Computer monitor	Gateway		TL819A502000182		CO
1116	Computer keyboard	Gateway		6360208		CO
1117	Printer	IBM		11-WM456		CO
1118	Computer monitor	Gateway		LIC14404235		CO
1119	Computer mouse	Microsoft		1051094		CO
1120	Computer monitor	Gateway		15009AA63425		CO
1121	Dell Laptop Battery			KR-OMP492-7176-8CN		CO
1122	Dell Laptop Battery			8CM-B1UA		CO
1123	Dell Laptop Batt			8A9-B0NQ		CO
1124	Seven laptop batteries					CO
1125	Computer Monitor	Dell		CN-OCN078-72872-7BE-6EPL		CO
1126	Computer Monitor	Gateway	FPD1565	ME35590L04860		CO
1127	Computer Monitor	Gateway	FPD1520	LICZ0676508		CO
1128	Computer Monitor	Gateway	FPD1565	ME35590L04862		CO
1129	Microsoft Key Board	Microsoft		5.1677E+12		CO
1130	Printer	HP	C2039A	JPGK054215		CO
1131	Computer Monitor	Compaq	TFT1501	CN2467A51		CO
1132	Wall hung file box					CO
1133	Paper holder					CO
1134	Rolling Cart	Wilson				CO
1135	Rolling Desk					CO
1136	Camera and Bag	Sony	FDMavica			CO
1137	Paper Towel Dispenser					CO
1138	Paper Towel Dispenser					CO
1139	Paper Towel Dispenser					CO
1140	Paper Towel Dispenser					CO
1141	Paper Towel Dispenser					CO
1142	Soap Dispenser					CO
1143	Soap Dispenser					CO
1144	Soap Dispenser					CO

	Item Description	Make	Model	Serial #	FA#	Location
1145	Soap Dispenser					Tech
1146	Cisco Cat 2900			FAA0411J0G4		Tech
1147	Cisco Cat 2900			FAB0447V2DD		Tech
1148	Cisco Cat 2900			FAB0447V2E4		Tech
1149	Cisco Cat 2900			FAA0411H0G4		Tech
1150	Cisco Cat 2900			FAB0447V2DG		Tech
1151	Cisco Cat 2900			FAB0435T0RP		Tech
1152	Cisco Cat 2900			FAA0419L032		Tech
1153	Dell Printer			9MMG951		Tech
1154	Monitor			7005364		Tech
1155	Monitor			MLR72 50N 17652		Tech
1156	Monitor			MRB56 50H 01277		Tech
1157	Monitor			7005365		Tech
1158	Monitor			7004788		Tech
1159	Monitor			MZK65 50V 05757		Tech
1160	Monitor			MSN62 50N 01865		Tech
1161	Monitor			7005365		Tech
1162	Monitor			7003942		Tech
1163	Monitor			CNOCN0787287285MOD1H		Tech
1164	Monitor			MRU56 50N 00775		Tech
1165	Monitor			MRU56 50N 00761		Tech
1166	Monitor			MR657 50H 01986		Tech
1167	Monitor			MRU57 50N 03882		Tech
1168	Monitor			MJ19HVEA102244P		Tech
1169	Monitor			7005365		Tech
1170	Monitor			7004312		Tech
1171	Monitor			MSN61 50N 00620		Tech
1172	Monitor			7004788		Tech
1173	Monitor			MRB56 50H 11088		Tech
1174	Monitor			7005364		Tech
1175	Monitor			MRB58 50E 09701		Tech
1176	Monitor			MSX69 50H 02228		Tech
1177	Monitor			MRU56 50N 00783		Tech
1178	Monitor			7004664		Tech
1179	Monitor			QS5342901708		Tech
1180	Monitor			7004664		Tech
1181	Monitor			9.17032E+11		Tech
1182	Monitor			MWD77 B0N 02591		Tech
1183	Monitor			90S032901559		Tech
1184	Monitor			MWD71 B0N 00984		Tech
1185	Monitor			7004312		Tech
1186	Monitor			7004312		Tech
1187	Printer			MSN62 50N 01891		Tech
1188	Printer			7004312		Tech
1189	Printer			MSN63 50N 00768		Tech
1190	Printer			7005365		Tech
1191	Printer			SG64B16095DR		Tech
1192	Printer			BQZF951		Tech

	Item Description	Make	Model	Serial #	FA#	Location
1193	Printer			CN0N4386487304BQ4VVJ		Tech
1194	Printer			A05		Tech
1195	Printer			13671		Tech
1196	Printer			706907		Tech
1197	Printer			CN0K27264873457P0K86		Tech
1198	Printer			T101588B55Y		Tech
1199	Printer			T1014AA335X		Tech
1200	switch			FAB0353W05U		Tech
1201	switch			KES0074555		Tech
1202	switch			FAB0353X028		Tech
1203	switch			FAA0351J0DK		Tech
1204	scanner			L1911B		Tech

1205	copper pipes - To be recycled					CO
1206	Chevrolet 1988 box truck	Chevrolet 1988	Vin: 2GCHG31K0J4149514	Tag # 77011R		CO
1207	16' Trailer		Vin: 5E2B1142511001297	Tag # 42570-V		CO

403(b) Plan Document

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Asheboro City Schools
403(b) Plan Document

Preamble

This plan document includes the IRS model language set forth in Rev. Proc. 2007-71 and has been modified to delete certain optional features and include provisions that were not included in the IRS model language. It is expected that school districts will, with the assistance of counsel, modify this plan document by selecting certain options as provided in the Adoption Agreement, the terms of which are incorporated into this plan document.

Section 1 - Definitions

The following words and terms, when used in the Plan, have the meaning set forth below.

- 1.1. Account means the account or accumulation maintained for the benefit of any Participant or Beneficiary under an Annuity Contract or a Custodial Account.
- 1.2. Account Balance means the value of the aggregate amount credited to each Participant's Account under all Accounts, including the Participant's Elective Deferrals, the earnings or loss of each Annuity Contract or a Custodial Account (net of expenses) allocable to the Participant, any transfers for the Participant's benefit, and any distribution made to the Participant or the Participant's Beneficiary. If a Participant has more than one Beneficiary at the time of the Participant's death, then a separate Account Balance shall be maintained for each Beneficiary. The Account Balance includes any account established under Section 6 for rollover contributions and plan-to-plan transfers made for a Participant, if such contributions are authorized under the Adoption Agreement, the account established for a Beneficiary after a Participant's death, and any account or accounts established for an alternate payee (as defined in section 414(p)(8) of the Code).
- 1.3. Administrator means TSA Consulting Group, Inc. Notwithstanding this appointment, the Employer may delegate, by separate agreement, any administrative responsibilities hereunder to one or more persons, committees, Vendor, or other organization.
- 1.4. Annuity Contract means a nontransferable contract as defined in section 403(b)(1) of the Code, established for each Participant by the Employer, or by each Participant individually, that is issued by an insurance company qualified to issue annuities in the state in which the Employer or Participant, as applicable, resides and that includes payment in the form of an annuity.
- 1.5. Beneficiary means the designated person who is entitled to receive benefits under the Plan after the death of a Participant, subject to such additional rules as may be set forth in the Individual Agreements.
- 1.6. Custodial Account means the group or individual custodial account or accounts, as defined in section 403(b)(7) of the Code, established for each Participant by the Employer, or by each Participant individually, to hold assets of the Plan.

- 1.7. Code means the Internal Revenue Code of 1986, as now in effect or as hereafter amended. All citations to sections of the Code are to such sections as they may from time to time be amended or renumbered.
- 1.8. Compensation means all cash compensation for services to the Employer, including salary, wages, fees, commissions, bonuses, and overtime pay, that is includible in the Employee's gross income for the calendar year, plus amounts that would be cash compensation for services to the Employer includible in the Employee's gross income for the calendar year but for a compensation reduction election under section 125, 132(f), 401(k), 403(b), or 457(b) of the Code (including an election under Section 2 of the Plan made to reduce compensation in order to have Elective Deferrals under the Plan).
- 1.9. Disabled means the definition of disability provided in the applicable Individual Agreement.
- 1.10. Elective Deferral means the Employer contributions made to the Plan at the election of the Participant in lieu of receiving cash compensation. Elective Deferrals are limited to pre-tax salary reduction contributions, unless the Employer has authorized Roth 403(b) Contributions on the Adoption Agreement that conform to the requirements of Section 10.
- 1.11. Employee means each individual, whether appointed or elected, who is a common law employee of the Employer performing services for a public school as an employee of the Employer. This definition is not applicable unless the Employee's compensation for performing services for a public school is paid by the Employer. Further, a person occupying an elective or appointive public office is not an Employee performing services for a public school unless such office is one to which an individual is elected or appointed only if the individual has received training, or is experienced, in the field of education. A public office includes any elective or appointive office of a state or local government.
- 1.12. Employer means the public education organization identified in the Adoption Agreement as the Employer.
- 1.13. Employer Contributions means any non-elective contributions made to the Plan by the Employer as provided in the Adoption Agreement.
- 1.14. Funding Vehicles means the Annuity Contracts or Custodial Accounts issued for funding amounts held under the Plan and authorized by Employer for use under the Plan.
- 1.15. Includible Compensation means an Employee's actual wages in box 1 of Form W-2 for a year for services to the Employer, but subject to a maximum of \$245,000 (or such higher maximum as may apply under section 401(a)(17) of the Code) and increased (up to the dollar maximum) by any compensation reduction election under section 125, 132(f), 401(k), 403(b), or 457(b) of the Code (including any Elective Deferral under the Plan). The amount of Includible Compensation is determined without regard to any community property laws. Beginning in 2009 and thereafter, such term also includes any "differential pay" that may be received from the Employer while performing qualified military service under section 414(u) of the Code.
- 1.16. Individual Agreement means an agreement between a Vendor and the Employer or a Vendor and a Participant that constitutes or governs a Custodial Account or an Annuity Contract.

- 1.17. Participant means an individual for whom Elective Deferrals or other contributions permitted under the Plan are currently being made, or for whom such contributions have previously been made, under the Plan and who has not received a distribution of his or her entire benefit under the Plan.
- 1.18. Plan means the name given to this Plan by the Employer in the Adoption Agreement and may include separate documents that govern special provisions if so indicated in the Adoption Agreement.
- 1.19. Plan Year means the calendar year.
- 1.20. Related Employer means the Employer and any other entity which is under common control with the Employer under section 414(b) or (c) of the Code. For this purpose, the Employer shall determine which entities are Related Employers based on a reasonable, good faith standard and taking into account the special rules applicable under Notice 89-23, 1989-1 C.B. 654.
- 1.21. Roth 403(b) Contribution means, if authorized in the Adoption Agreement, any contribution made by a Participant which is designated as a Roth 403(b) Contribution in accordance with Section 10 of the Plan that qualifies as a Roth 403(b) Contribution under section 402A of the Code.
- 1.22. Severance from Employment means severance from employment with the Employer and any Related Entity. However, a Severance from Employment also occurs on any date on which an Employee ceases to be an employee of a public school, even though the Employee may continue to be employed by a Related Employer that is another unit of the State or local government that is not a public school or in a capacity that is not employment with a public school (e.g., ceasing to be an employee performing services for a public school but continuing to work for the same State or local government employer).
- 1.23. Vendor means the provider of an Annuity Contract or Custodial Account, or any organization acting on their behalf under this Plan.
- 1.24. Valuation Date means each business day of the Plan Year.

Section 2 - Participation and Contributions

- 2.1. Eligibility. Unless otherwise provided in the Adoption Agreement, each Employee shall be eligible to participate in the Plan and elect to have Elective Deferrals made on his or her behalf hereunder immediately upon becoming employed by the Employer. However, an Employee who is a student-teacher (i.e., a person providing service as a teacher's aid on a temporary basis while attending a school, college or university) or a student-worker is not eligible to participate in the Plan.
- 2.2. Contributions. (a) Elective Deferral Contributions. An Employee elects to become a Participant by executing an election to reduce his or her Compensation (and have that amount contributed to the Plan as an Elective Deferral on his or her behalf) and filing it with the appropriate Administrator. This Compensation reduction election shall be made on the agreement provided by the Administrator under which the Employee agrees to be bound by all the terms and conditions of the Plan. The Administrator may establish an annual minimum deferral amount no higher than \$200, and may change such minimum to a lower amount from time to time. The participation election shall also include designation of the

Funding Vehicles and Accounts therein to which Elective Deferrals are to be made. Any such election shall remain in effect until a new election is filed. Only an individual who performs services for the Employer as an Employee may reduce his or her Compensation under the Plan. Each Employee will become a Participant in accordance with the terms and conditions of the Individual Agreements. Unless otherwise provided in the Plan or Adoption Agreement, all Elective Deferrals shall be made on a pre-tax basis. An Employee shall become a Participant as soon as administratively practicable following the date applicable under the employee's election.

(b) Roth 403(b) Contributions. If authorized in the Adoption Agreement and if permitted under an Employee's Individual Agreement(s), an Employee may elect to make Roth 403(b) Contributions to the Plan in accordance with Section 10 of the Plan. The Participant's election to make Roth 403(b) Contributions shall be made on the agreement provided by the Administrator and shall also include designation of the Funding Vehicles and Accounts therein to which Elective Deferrals are to be made. Any such election shall remain in effect until a new election is filed.

(c) Employer Contributions.

(1) If authorized in the Adoption Agreement, the Employer may make non-elective Employer contributions to Accounts of designated Employees. Employer contributions shall be determined in accordance with the Adoption Agreement. Contributions made under this Section 2.2(c) shall be deposited into each Participant's Account in accordance with Sections 2.4 and 2.5 of the Plan.

(2) Employer may make contributions into the 403(b) Accounts of former Employees, provided that any such contributions satisfy all of the following conditions:

A. Contributions may not be made later than the fifth calendar year following the year in which the former Employee ceased to be an Employee.

B. Contributions must be made in accordance with applicable IRS guidance.

C. Contributions shall be 100% vested at all times.

D. Contributions shall be based on "includible compensation" as defined in section 403(b)(3) of the Code as modified by IRS regulations and shall be subject to the limitations of section 415(c)(1) of the Code.

Subject to (2)B. above, amounts not contributed by Employer to any former Employee's 403(b) Account due to the contribution limitations of section 415(c) of the Code shall be contributed in the next Plan Year (and each succeeding Plan Year) until the Employer contributes all amounts due to Participant. No contributions may be made after the last day of the fifth year following the Plan Year in which the Participant's Severance from Employment occurred.

(d) External Plan Contributions. If authorized in the Adoption Agreement, Employer may make additional contributions to the Plan and permit Employees to make contributions in accordance with the terms of an Optional Retirement Plan and/or a Supplemental 403(b) Program. Contributions made under an external 403(b) plan shall be made in accordance with the requirements of the applicable plan as indicated on the Adoption Agreement.

2.3. Information Provided by the Employee. Each Employee enrolling in the Plan should provide to the Administrator at the time of initial enrollment, and later if there are any changes, any information necessary or advisable for the Administrator to administer the Plan, including any information required under the Individual Agreements.

- 2.4. Change in Elective Deferral Election. Subject to the provisions of the applicable Individual Agreements, an Employee may at any time revise his or her participation election, including a change of the amount of his or her Elective Deferrals, a change in the allocation of his or her Elective Deferrals to reflect pre-tax or Roth 403(b) Contributions (if permitted under the Plan), and/or a change to previous investment directions. A change in the investment direction shall take effect as of the date provided by the Administrator on a uniform basis for all Employees. A change in the Beneficiary designation shall take effect when the election is accepted by the Vendor.
- 2.5. Contributions made Promptly. Elective Deferrals under the Plan shall be transferred to the applicable Funding Vehicle within 15 business days following the end of the month in which the amount would otherwise have been paid to the Participant, unless an earlier date is required by applicable state law. Employer contributions shall be transferred to the applicable Funding Vehicle within a reasonable period of time but in no event later than thirty (30) days after the end of the Employer's standard work year for which such contributions were owed.
- 2.6. Leave of Absence. Unless an election is otherwise revised, if an Employee is absent from work by leave of absence, Elective Deferrals under the Plan shall continue to the extent that Compensation continues.

Section 3 - Limitations on Amounts Deferred

- 3.1. Basic Annual Limitation. Except as provided in Sections 3.2 and 3.3, the maximum amount of the Elective Deferral under the Plan for any calendar year shall not exceed the lesser of (a) the "applicable dollar amount" or (b) the Participant's Includible Compensation. The "applicable dollar amount" is the amount established under section 402(g)(1)(B) of the Code, which is \$17,000 for 2012, and is adjusted for cost-of-living thereafter to the extent provided under section 415(d) of the Code.
- 3.2. Special Section 403(b) Catch-up Limitation for Employees with 15 Years of Service. If authorized in the Adoption Agreement, the applicable dollar amount under Section 3.1(a) for any "qualified employee" is increased (to the extent provided in the Individual Agreements) by the least of:
- (a) \$3,000;
 - (b) The excess of:
 - (1) \$15,000, over
 - (2) The total special 403(b) catch-up elective deferrals made for the qualified employee by the qualified organization for prior years; or

(c) The excess of:

- (1) \$5,000 multiplied by the number of years of service of the employee with the qualified organization, over
- (2) The total Elective Deferrals made for the employee by the qualified organization for prior years.

For purposes of this Section 3.2, a "qualified employee" means an employee who has completed at least 15 years of service taking into account only employment with the Employer.

- 3.3. Age 50 Catch-up Elective Deferral Contributions. An Employee who is a Participant who will attain age 50 or more by the end of the tax year is permitted to elect an additional amount of Elective Deferrals, up to the maximum age 50 catch-up Elective Deferrals for the year. The maximum dollar amount of the age 50 catch-up Elective Deferrals for a year is \$5,500 for 2012, and is adjusted for cost-of-living thereafter to the extent provided under the Code.
- 3.4. Coordination. If the Adoption Agreement authorizes contributions under Section 3.2 of the Plan, amounts in excess of the limitation set forth in Section 3.1 shall be allocated first to the special 403(b) catch-up under Section 3.2 and next as an age 50 catch-up contribution under Section 3.3. However, in no event can the amount of the Elective Deferrals for a year be more than the Participant's Includible Compensation for the year.
- 3.5. Special Rule for a Participant Covered by Another Section 403(b) Plan. For purposes of this Section 3, if the Participant is or has been a participant in one or more other plans under section 403(b) of the Code (and any other plan that permits elective deferrals under section 402(g) of the Code), then this Plan and all such other plans shall be considered as one plan for purposes of applying the Elective Deferral limitations of this Section 3. For this purpose, the Administrator shall take into account any other such plan maintained by any Related Employer and shall also take into account any other such plan for which the Administrator receives from the Participant sufficient information concerning his or her participation in such other plan. Notwithstanding the foregoing, another plan maintained by a Related Entity shall be taken into account for purposes of Section 3.2 only if the other plan is a section 403(b) plan.
- 3.6. Correction of Excess Elective Deferrals. If the Elective Deferral on behalf of a Participant for any calendar year exceeds the limitations described above, or the Elective Deferral on behalf of a Participant for any calendar year exceeds the limitations described above when combined with other amounts deferred by the Participant under another plan of the Employer under section 403(b) of the Code (and any other plan that permits elective deferrals under section 402(g) of the Code for which the Participant provides information that is accepted by the Administrator), then the Elective Deferral, to the extent in excess of the applicable limitation (adjusted for any income or loss in value, if any, allocable thereto), shall be distributed to the Participant in accordance with applicable IRS guidance.

- 3.7. Protection of Persons Who Serve in a Uniformed Service. An Employee whose employment is interrupted by qualified military service under section 414(u) of the Code or who is on a leave of absence for qualified military service under section 414(u) of the Code may elect to make additional Elective Deferrals upon resumption of employment with the Employer equal to the maximum Elective Deferrals that the Employee could have elected during that period if the Employee's employment with the Employer had continued (at the same level of Compensation) without the interruption or leave, reduced by the Elective Deferrals, if any, actually made for the Employee during the period of the interruption or leave. Except to the extent provided under section 414(u) of the Code, this right applies for five (5) years following the resumption of employment (or, if sooner, for a period equal to three (3) times the period of the interruption or leave).
- 3.8. Annual Contribution Limits. The aggregate annual amount contributed into a Participant's Account shall not exceed the amount permitted under section 415(c) of the Code. If any Employer Contributions cause a Participant's 403(b) Contract to exceed the annual contribution limitation of section 415(c)(1) of the Code, the excess contributions shall be segregated and treated in a manner consistent with applicable IRS guidance on excess "annual additions."

Section 4 - Loans

- 4.1. Loans. If authorized in the Adoption Agreement, loans shall be permitted under the Plan to the extent permitted by and in accordance with the Individual Agreements controlling the Account assets from which the loan is made and by which the loan will be secured. An Employee who has previously defaulted on a loan from any retirement plan or deferred compensation arrangement sponsored by the Employer and who has not repaid the loan, in full, shall not be permitted to take a loan from his or her Account under the Plan.
- 4.2. Information Coordination Concerning Loans. Each Vendor is responsible for all information reporting and tax withholding required by applicable federal and state law in connection with distributions and loans. To minimize the instances in which Participants have taxable income as a result of loans from the Plan, the Administrator shall take such steps as may be appropriate to coordinate the limitations on loans set forth in Sections 4.1 and 4.3, including the collection of information from Vendors, and transmission of information requested by any Vendor, concerning the outstanding balance of any loans made to a Participant under the Plan or any other plan of the Employer. The Administrator shall also take such steps as may be appropriate to collect information from Vendors and to transmit information to any Vendor, concerning any failure by a Participant to repay timely any loans made to a Participant under the Plan or any other plan of the Employer.
- 4.3. Maximum Loan Amount. No loan to a Participant under the Plan may exceed the lesser of (a) or (b) below:
(a) \$50,000, reduced by the greater of:

- (1) the outstanding balance on any loan from the Plan to the Participant on the date the loan is made or
 - (2) the highest outstanding balance on loans from the Plan to the Participant during the one-year period ending on the day before the date the loan is approved by the Administrator (not taking into account any payments made during such one-year period).
- (b) the greater of one half of the value of the Participant's Account Balance (as of the valuation date immediately preceding the date on which such loan is approved by the Administrator) or \$10,000.

For purposes of this Section 4.3, any loan from any other plan maintained by the Employer and any Related Employer shall be treated as if it were a loan made from the Plan, and the Participant's vested interest under any such other plan shall be considered a vested interest under this Plan; provided, however, that the provisions of this paragraph shall not be applied so as to allow the amount of a loan to exceed the amount that would otherwise be permitted in the absence of this paragraph.

- 4.4. Loan Repayments for Employees in Military Service. Notwithstanding any other provision of the Plan or any Annuity Contract or Custodial Account, loan repayments by eligible uniformed services personnel may be suspended as permitted under section 414(u)(4) of the Code and the terms of any loan shall be modified to conform therewith.

Section 5 - Benefit Distributions

- 5.1. Benefit Distributions at Severance from Employment or Other Distribution Event. Except as may otherwise be permitted under applicable IRS guidance or under Section 3.6 (relating to excess Elective Deferrals), Section 5.3 (relating to withdrawals of amounts rolled over into the Plan), or Section 5.4 (relating to Hardship Distributions), distributions from a Participant's Account may not be made earlier than the earliest of the date on which the Participant has a Severance from Employment, Dies, becomes Disabled, or Attains age 59-1/2. Distributions shall otherwise be made in accordance with the terms of the Individual Agreements.
- 5.2. Minimum Distributions. Each Individual Agreement shall comply with the minimum distribution requirements of section 401(a)(9) of the Code and the regulations thereunder. For purposes of applying the distribution rules of section 401(a)(9) of the Code, each Individual Agreement is treated as an individual retirement account (IRA) and distributions shall be made in accordance with the provisions of Treas. Reg. § 1.408-8, except as provided in Treas. Reg. § 1.403(b)-6(e).
- 5.3. In-Service Distributions from Rollover Account. If the Funding Vehicles in which a Participant's Account is invested has established and maintains a separate account attributable to rollover contributions to the Plan and if permitted by the applicable Individual Agreement, the Participant may at any time elect to receive a distribution of all or any portion of the amount held in such rollover account.

- 5.4. Hardship Distributions. If authorized under the Adoption Agreement, (a) hardship distributions shall be authorized under the Plan to the extent permitted by the Individual Agreements controlling the Account assets to be withdrawn to satisfy the hardship. No Elective Deferrals to any retirement or deferred compensation plan sponsored by the Employer shall be allowed during the six (6) month period beginning on the date the Participant receives a distribution on account of hardship.
- (b) No hardship distribution is permitted unless the Vendors agree to the exchange of information between the Administrator and the Vendors to the extent necessary to implement the Individual Agreements. Notwithstanding any Individual Agreement, the Plan only permits hardship distributions that satisfy the "safe harbor" standards with respect to establishing an immediate and heavy financial need (under Treas. Reg. §1.401(k)-(d)(3)(iii)(B)). For purposes of satisfying the lack of other resources requirement (under Treas. Reg. §1.401(k)-1(d)(3)(iv)(E)), the Plan shall follow the provisions of the applicable Individual Agreements, except that all Participants shall suspend Elective Deferrals for a period of six (6) months following the date of the hardship distribution. Vendor shall notify Employer of any hardship distributions in order for the Employer to implement the resulting 6-month suspension of the Participant's right to make Elective Deferrals under the Plan.
- 5.5. Rollover Distributions. (a) A Participant or the Beneficiary of a deceased Participant (or a Participant's spouse or former spouse who is an alternate payee under a domestic relations order, as defined in section 414(p) of the Code) who is entitled to an eligible rollover distribution may elect to have any portion of an eligible rollover distribution (as defined in section 402(c)(4) of the Code) from the Plan paid directly to an eligible retirement plan (as defined in section 402(c)(8)(B) of the Code) specified by the Participant in a direct rollover. In the case of a distribution to a Beneficiary who at the time of the Participant's death was neither the spouse or former spouse of the Participant or alternate payee under a domestic relations order, a direct rollover is payable only to an individual retirement account or individual retirement annuity (IRA) that has been established on behalf of the Beneficiary as an inherited IRA (within the meaning of section 408(d)(3)(C) of the Code).
- (b) Each Vendor shall be separately responsible for providing, within a reasonable time period before making an initial eligible rollover distribution, an explanation to the Participant of his or her right to elect a direct rollover and the income tax withholding consequences of not electing a direct rollover.
- 5.6. Distributions From External Plans. Employees participating in ORP and/or Supplemental 403(b) Plans may have different rules applicable to Distributions, Exchanges, Transfers and Loans from those plans. Distributions from an external 403(b) plan shall be made in accordance with the requirements of the applicable plan as indicated on the Adoption Agreement.

- 5.7. Vesting. All Accounts under the Plan are nonforfeitable at all times, except that the portion of a Participant's Account that reflects any contributions made under an ORP or Supplemental 403(b) Retirement Program will be subject to the vesting requirements of that plan.

Section 6 - Rollovers, Exchanges and Transfers

- 6.1. Eligible Rollover Contributions to the Plan. To the extent provided in the Individual Agreements, any Employee or Participant who is entitled to receive an eligible rollover distribution from another eligible retirement plan may request to have all or a portion of the eligible rollover distribution paid to the Plan. Such rollover contributions shall be made in the form of cash only. The Vendor may require such documentation from the distributing plan as it deems necessary to effectuate the rollover in accordance with section 402 of the Code and to confirm that such plan is an eligible retirement plan within the meaning of section 402(c)(8)(B) of the Code. However, unless Roth 403(b) Contributions are authorized under the Adoption Agreement, in no event does the Plan accept a rollover contribution from a Roth elective deferral account under an applicable retirement plan described in section 402A(e)(1) of the Code or a Roth IRA described in section 408A of the Code.
- 6.2. Eligible Rollover Distributions. For purposes of Section 6.1, an eligible rollover distribution means any distribution of all or any portion of a Participant's benefit under another eligible retirement plan, except that an eligible rollover distribution does not include any installment payment payable over a period of ten (10) years or more, any distribution made as a result of a financial hardship or other distribution which is made upon hardship of the employee, or for any other distribution, the portion, if any, of the distribution that is a required minimum distribution under section 401(a)(9) of the Code. In addition, for purposes of Section 6.1, an eligible retirement plan means an individual retirement account described in section 408(a) of the Code, an individual retirement annuity described in section 408(b) of the Code, a qualified trust described in section 401(a) of the Code, an annuity plan described in section 403(a) or 403(b) of the Code, or an eligible governmental plan described in section 457(b) of the Code, that accept eligible rollover distributions.
- 6.3. Separate Accounts. Unless otherwise provided by the terms of applicable Individual Agreements, Vendors shall provide separate accounting for any eligible rollover distributions paid to the Plan.
- 6.4. Plan-to-Plan Transfers to the Plan. (a) If authorized under the Adoption Agreement, the Administrator may permit a transfer of assets to the Plan as provided in this Section 6.4. Such a transfer is permitted only if the other 403(b) plan provides for the direct plan-to-plan transfer of each Employee's interest therein to the Plan and the Participant is an Employee or former Employee of the Employer. The Administrator or any Vendor accepting a transfer may require such documentation from the other 403(b) plan as it deems necessary to effectuate the transfer in accordance with Treas. Reg. §1.403(b)-10(b)(3) and other applicable IRS guidance and to confirm that the other plan is a plan that satisfies section 403(b) of the Code.

(b) The amount so transferred shall be credited to the Participant's Account Balance, so that the Participant or Beneficiary whose assets are being transferred has an accumulated benefit immediately after the transfer at least equal to the accumulated benefit with respect to that Participant or Beneficiary immediately before the transfer.

(c) To the extent provided in the Individual Agreements holding such transferred amounts, the amount transferred shall be held, accounted for, administered and otherwise treated in the same manner as an Elective Deferral by the Participant under the Plan, except that the Individual Agreement which holds any amount transferred to the Plan must provide that, to the extent any amount transferred is subject to any distribution restrictions required under section 403(b) of the Code, the Individual Agreement must impose restrictions on distributions that are not less stringent than those imposed on the transferor plan and the transferred amount shall not be considered an Elective Deferral under the Plan in determining the maximum deferral under Section 3.

6.5. Plan-to-Plan Transfers from the Plan. (a) If authorized under the Adoption Agreement, Participants and Beneficiaries may elect to have all or any portion of their Account Balance transferred to another plan that satisfies section 403(b) of the Code in accordance with Treas. Reg. § 1.403(b)-10(b)(3). A transfer is permitted under this Section 6.5(a) only if the Participants or Beneficiaries are Employees or former Employees of the Employer under the receiving plan and the other 403(b) plan provides for the acceptance of plan-to-plan transfers with respect to the Participants and Beneficiaries and for the Account of each Participant and Beneficiary after the transfer to at least equal the Account value immediately prior to the transfer.

(b) The other 403(b) plan must provide that, to the extent any amount transferred is subject to any distribution restrictions required under section 403(b) of the Code, it shall impose restrictions on distributions to the Participant or Beneficiary whose assets are transferred that are not less stringent than those imposed under the Plan. In addition, if the transfer does not constitute a complete transfer of the Participant's or Beneficiary's interest in the Plan, the other plan shall treat the amount transferred as a continuation of a pro rata portion of the Participant's or Beneficiary's interest in the transferor plan (e.g., a pro rata portion of the Participant's or Beneficiary's interest in any after-tax employee contributions).

(c) Upon the transfer of assets under this Section 6.5, the Plan's liability to pay benefits to the Participant or Beneficiary under this Plan shall be discharged to the extent of the amount so transferred for the Participant or Beneficiary. The Administrator may require such documentation from the receiving plan as it deems appropriate or necessary to comply with this Section 6.5 (for example, to confirm that the receiving plan satisfies section 403(b) of the Code and to assure that the transfer is permitted under the receiving plan) or to effectuate the transfer pursuant to Treas. Reg. §1.403(b)-10(b)(3).

6.6. Contract and Custodial Account Exchanges. (a) If authorized in the Adoption Agreement, a Participant or Beneficiary is permitted to change the investment of his or her Account Balance among the Vendors under the Plan, subject to the terms of the Individual Agreements. The Adoption Agreement may also permit exchanges into the Plan from Funding Vehicles that previously accepted contributions from the Employer but are not currently authorized Vendors under the Plan. Exchanges from the Plan to a Funding Vehicle not currently authorized to accept contributions from the Employer are not permitted. If the Adoption Agreement authorizes exchanges to a Vendor that is not eligible to receive contributions under Section 2, the conditions in paragraphs (b) through (d) of this Section 6.6 must be satisfied.

(b) The Participant or Beneficiary must have an Account balance immediately after the exchange that is at least equal to the Account Balance of that Participant or Beneficiary immediately before the exchange (taking into account the Account Balance of that Participant or Beneficiary under both section 403(b) Annuity Contracts or Custodial Accounts immediately before the exchange).

(c) The Individual Agreement with the receiving Vendor has distribution restrictions with respect to the Participant that are not less stringent than those imposed on the investment being exchanged.

(d) The Employer enters into an agreement with the receiving Vendor for the other contract or custodial account under which the Employer and the Vendor will from time to time in the future provide each other with the following information:

(1) Information necessary for any current or former Vendor to which Plan contributions have been made in order to satisfy section 403(b) of the Code, including the following:

A. Employer shall provide information as to whether the Participant's employment with the Employer is continuing, and notifying the Vendor when the Participant has had a Severance from Employment (for purposes of the distribution restrictions in Section 5);

B. If hardship distributions are authorized in the Adoption Agreement, Vendor shall notify Employer of any hardship distribution under Section 5.4 of the Plan; and

C. Vendor shall provide information to the Employer or other Vendors concerning the Participant's or Beneficiary's Annuity Contracts or Custodial Accounts or qualified employer plan benefits (to enable a Vendor to determine the amount of any plan loans and any rollover accounts that are available to the Participant under the Plan in order to satisfy the financial need under the hardship distribution rules of Section 5.4); and

(2) Information necessary for the resulting Annuity Contract or Custodial Account and any other 403(b) contract or custodial account to which contributions have been made for the Participant by the Employer to satisfy other tax requirements, including the following:

A. The amount of any plan loan that is outstanding to the Participant in order for a Vendor to determine whether an additional Plan loan satisfies the loan limitations of Section 4.3, so that any such additional loan is not a deemed distribution under section 72(p)(1) of the Code; and

B. Information concerning the Participant's or Beneficiary's Roth 403(b) Contributions and after-tax employee contributions in order for a Vendor to determine the extent to which a distribution is includible in gross income.

(e) If any Vendor ceases to be eligible to receive Elective Deferrals under the Plan, the Vendor shall enter into an information sharing agreement as described in Section 6.6(d) to the extent the Employer's relationship with the Vendor does not provide for the exchange of information described in Section 6.6(d)(1) and (2).

6.7. Permissive Service Credit Transfers. (a) If a Participant is also a participant in a tax-qualified defined benefit governmental plan (as defined in section 414(d) of the Code) that provides for the acceptance of Plan-to-Plan Transfers with respect to the Participant, then the Participant may elect to have any portion of the Participant's Account balance transferred to such defined benefit governmental plan. A transfer under this Section 6.7(a) may be made before the Participant has had a Severance from Employment.

(b) A transfer may be made under this Section 6.7 only if the transfer is either for the purchase of permissive service credit (as defined in section 415(n)(3)(A) of the Code) under the receiving defined benefit governmental plan or a repayment to which section 415 of the Code does not apply by reason of section 415(k)(3) of the Code.

(c) If a Plan-to-Plan Transfer under this Section 6.7 does not constitute a complete transfer of the Participant's or Beneficiary's interest in the transferor plan, the Plan shall treat the amount transferred as a continuation of a pro rata portion of the Participant's or Beneficiary's interest in the transferor plan (e.g., a pro rata portion of the Participant's or Beneficiary's interest in any after-tax employee contributions).

Section 7 - Investment of Contributions

7.1. Manner of Investment. All Elective Deferrals, Roth 403(b) Contributions, Employer Contributions or other amounts contributed to the Plan, all property and rights purchased with such amounts under the Funding Vehicles, and all income attributable to such amounts, property, or rights shall be held and invested in one or more Annuity Contracts or Custodial Accounts. Each Custodial Account shall provide for it to be impossible, prior to the satisfaction of all liabilities with respect to Participants and their Beneficiaries, for any part of the assets and income of the Custodial Account to be used for, or diverted to, purposes other than for the exclusive benefit of Participants and their Beneficiaries.

7.2. Investment of Contributions. Each Participant or Beneficiary shall direct the investment of his or her Account among the investment options available under the Annuity Contract or Custodial Account in accordance with the terms of the Individual Agreements. Transfers and exchanges among Annuity Contracts and Custodial Accounts may be made under this Section 7.2 as authorized under the Adoption Agreement and to the extent provided in the Individual Agreements as permitted under applicable Income Tax Regulations.

- 7.3. Current and Former Vendors. The Administrator shall maintain a list of all Vendors under the Plan. Such list is hereby incorporated as part of the Plan. Each Vendor and the Administrator shall exchange such information as may be necessary to satisfy section 403(b) of the Code or other requirements of applicable law. If a Vendor is not eligible to receive Elective Deferrals, Roth 403(b) Contributions or Employer Contributions under the Plan (including a Vendor which has ceased to be a Vendor eligible to receive Elective Deferrals under the Plan and a Vendor holding assets under the Plan in accordance with Section 6.4 or 6.6), Employer shall keep Vendor informed of the name and contact information of the Administrator in order to coordinate information necessary to satisfy section 403(b) of the Code or other requirements of applicable law.
- 7.4. Vendors for External 403(b) Plans. Employees participating in ORP and/or Supplemental 403(b) Plans may have different Vendors authorized to accept contributions and hold Accounts under the external plan. The ORP or the Supplemental 403(b) Plan will identify authorized Vendors for purposes of those plans, which may be different than the Vendors authorized under the Plan.

Section 8 - Amendments to the Plan

- 8.1. Termination of Contributions. The Employer has adopted the Plan with the intention and expectation that contributions will be continued indefinitely. However, the Employer has no obligation or liability whatsoever to maintain the Plan for any length of time and may discontinue contributions under the Plan at any time without any liability hereunder for any such discontinuance.
- 8.2. Amendment. The Employer reserves the authority to amend this Plan at any time, provided that any amendment which reduces the contractual rights or benefits under an Individual Agreement shall apply prospectively only except as required under the Code and applicable regulations.

Section 9 - Miscellaneous

- 9.1. Non-Assignability. Except as provided in Section 9.2 and 9.3, the interests of each Participant or Beneficiary under the Plan are not subject to the claims of the Participant's or Beneficiary's creditors; and neither the Participant nor any Beneficiary shall have any right to sell, assign, transfer, or otherwise convey the right to receive any payments hereunder or any interest under the Plan, which payments and interest are expressly declared to be non-assignable and non-transferable.
- 9.2. Domestic Relation Orders. Notwithstanding Section 9.1, if a judgment, decree or order (including approval of a property settlement agreement) that relates to the provision of child support, alimony payments, or the marital property rights of a spouse or former spouse, child, or other dependent of a Participant is made pursuant to the domestic relations law of any state ("Domestic Relations Order"), then the amount of the Participant's Account Balance shall be paid in the manner and to the person or persons so directed in the Domestic Relations Order. Such payment shall be made without regard to whether the Participant is eligible for a distribution of benefits under the Plan. The Administrator shall establish reasonable procedures for determining the status of any such decree or order and for effectuating distribution pursuant to the Domestic Relations Order.

- 9.3. IRS Levy. Notwithstanding Section 9.1, the Administrator may direct payment from a Participant's or Beneficiary's Account in the amount that the Administrator finds is lawfully demanded under a levy issued by the Internal Revenue Service with respect to that Participant or Beneficiary or is sought to be collected by the United States Government under a judgment resulting from an unpaid tax assessment against the Participant or Beneficiary.
- 9.4. Tax Withholding. Contributions to the Plan are subject to applicable employment taxes (including, if applicable, Federal Insurance Contributions Act (FICA) taxes with respect to Elective Deferrals and Roth 403(b) Contributions, which constitute wages under section 3121 of the Code). Any benefit payment made under the Plan is subject to applicable income tax withholding requirements (including section 3401 of the Code and the Employment Tax Regulations thereunder). A payee shall provide such information as the Administrator or Vendor may need to satisfy income tax withholding obligations, and any other information that may be required by guidance issued under the Code.
- 9.5. Payments to Minors and Incompetents. If a Participant or Beneficiary entitled to receive any benefits hereunder is a minor or is adjudged to be legally incapable of giving valid receipt and discharge for such benefits, or is deemed so by the Administrator, benefits will be paid in conformity with applicable Annuity Contracts or Custodial Accounts. If the applicable Annuity Contracts or Custodial Accounts do not address the issue of payments to minors and incompetents, then the Administrator shall direct payment of the benefit to such person as the Administrator may designate for the benefit of such Participant or Beneficiary. Such payments shall be considered a payment to such Participant or Beneficiary and shall, to the extent made, be deemed a complete discharge of any liability for such payments under the Plan.
- 9.6. Mistaken Contributions. If any contribution (or any portion of a contribution) is made to the Plan by a good faith mistake of fact, then within one (1) year after the payment of the contribution, and upon receipt in good order of a proper request approved by the Administrator, the amount of the mistaken contribution (adjusted for any income or loss in value, if any, allocable thereto) shall be returned to the party that made the contribution.
- 9.7. Procedure when Distributee cannot be Located. The Administrator shall make all reasonable attempts to determine the identity and address of a Participant or a Participant's Beneficiary entitled to benefits under the Plan. If, after sending the communication by certified mail to the last known address shown on the records of the Employer or the Administrator and not receiving a response within six (6) months, then the terms of the Funding Vehicle holding the Accounts of the Participant that govern payment of benefits to Participants and Beneficiaries who cannot be located shall be followed.

- 9.8. Incorporation of Individual Agreements. The Plan, together with the Adoption Agreement and any Individual Agreements, is intended to satisfy the requirements of section 403(b) of the Code and the Income Tax Regulations thereunder. Terms and conditions of the Adoption Agreement and applicable Individual Agreements are hereby incorporated by reference into the Plan, excluding those terms that are inconsistent with the Plan or section 403(b) of the Code. In such event, the Individual Agreements shall be interpreted, to the extent possible, in a manner to conform to the Plan and applicable requirements.
- 9.9. Governing Law. The Plan will be construed, administered and enforced according to the Code and the laws of the state in which the Employer has its principal place of business.
- 9.10. Construction. Headings of the Plan have been inserted for convenience of reference only and are to be ignored in any construction of the provisions hereof. Pronouns used in the Plan in the masculine or feminine gender include both genders unless the context clearly indicates otherwise.
- 9.11. Indemnification. If Employer appoints an Employee or a committee of Employees to act as the Administrator of the Plan, Employer shall indemnify any such Employee acting on its behalf in this capacity. Such individuals shall be indemnified from any and all liability that may arise by reason of his action or failure to act concerning this Plan, excepting any willful misconduct or criminal acts.
- 9.12. No Employer Liability. Employer shall have no liability for the payment of benefits under the Plan. Each Participant shall look solely to the providers of applicable Annuity Contracts and Custodial Accounts for receipt of payments or benefits under the Plan.
- 9.13. Qualified Military Service Benefits. Notwithstanding any other provision of this Plan, any Participant whose employment is interrupted by qualified uniformed service in the military under section 414(u) of the Code shall be entitled to all rights, benefits and protections afforded to such individuals thereunder, and such provisions are incorporated into this Plan. Uniformed services by any individual shall be determined as described in section 3401(h)(2)(A) of the Code.

Section 10 - Roth 403(b) Contribution Provisions

- 10.1. General Application. This Section 10 shall apply only if the Employer has elected to permit Roth 403(b) Contributions under the Plan as indicated on the Adoption Agreement.
- 10.2. Roth 403(b) Contributions. Participants may make Roth 403(b) Contributions to their Accounts under the Plan if authorized by the Employer on the Adoption Agreement. Unless otherwise provided, such contributions shall be treated as Elective Deferrals and are therefore subject to the requirements and limitations imposed by section 402(g) of the Code. A Participant's Roth 403(b) Contributions shall be allocated to a separate account maintained for such deferrals as described in Section 10.3.

- 10.3. Separate Accounting Requirements. Contributions and withdrawals of Roth 403(b) Contributions, and earnings or losses thereon, shall be credited and debited to each Participant's Account and shall be separately accounted for under each Employee's Account. Gains, losses, and other credits or charges shall be separately allocated on a reasonable and consistent basis for each Participant's Roth 403(b) Contributions. Except as provided in Section 10.6, no contributions other than Roth 403(b) Contributions and properly attributable earnings may be credited to each Participant's Roth subaccount.
- 10.4. Deposit Requirements. Roth 403(b) Contributions shall be deposited with the applicable Funding Vehicles as soon as practicable in accordance with Section 2.5 of the Plan, unless an earlier date is required under state law.
- 10.5. Direct Roth Rollovers from the Plan. Notwithstanding Section 5.5 of the Plan, Participants may only make a direct rollover of a distribution of Roth 403(b) Contributions (and earnings thereon) to another 403(b) plan with Roth 403(b) Contribution features, to a Roth 401(k) plan with Roth contribution features or to a Roth IRA described in Section 408A of the Code, and only to the extent the Rollover is permitted under the rules of section 402(c) of the Code.
- 10.6. Roth Rollovers into the Plan. Notwithstanding Section 6.1 of the Plan, and unless otherwise indicated on the Adoption Agreement, direct rollovers of Roth 403(b) Contributions and Roth 401(k) Contributions and earnings thereon from another 403(b) plan with Roth 403(b) Contribution features or from a Roth 401(k) plan with Roth Contribution features are permitted, provided that the Funding Vehicles selected by a Participant will accept Roth 403(b) and/or 401(k) rollovers. Direct rollovers shall only be permitted if the transmitting plan satisfies the conditions set forth in section 402A(e)(1) of the Code and only to the extent the rollover is permitted under the rules of section 402(c) of the Code.
- 10.7. Correction of Excess Deferrals. Excess Deferrals shall be corrected by first distributing the amount of Roth 403(b) contributions (plus earnings thereon) made during the Plan Year needed to correct the excess and then by distributing a Participant's pre-tax Elective Deferrals (plus earnings thereon). However, if a highly compensated employee (as defined in Section 414(q) of the Code) experiences an Excess Deferral in any Plan Year, he may designate the extent to which the excess amount is composed of Elective Deferrals and excess Roth 403(b) Contributions, provided that both types of contributions were made by the Employee during the applicable Plan Year. If the highly compensated employee does not designate which type of contributions are to be distributed, then pre-tax Elective Deferrals shall be distributed first, followed by Roth 403(b) Contributions.
- 10.8. Definition of Roth 403(b) Contributions. A Roth 403(b) Contribution is an Employee contribution that is designated irrevocably by the Employee on his enrollment form to be a Roth 403(b) Contribution and is treated by the Employer as includible in the Employee's income.

- 10.9. Roth Caveat. Employer, Administrator and providers of Annuity Contracts and Custodial Accounts shall utilize good faith compliance efforts to conform to the requirements applicable to Roth 403(b) Contributions based on applicable IRS guidance related to Roth 403(b) Contributions. The Plan shall be administered and interpreted in the manner necessary to ensure compliance with such guidance.

Section 11 - Optional Retirement Plan Provisions

- 11.1. General Application. This Section 11 shall apply only if the Employer has indicated that it offers an Optional Retirement Program (ORP) on the Adoption Agreement.
- 11.2. Incorporation of ORP. The ORP is established and governed by separate plan documentation which may include a plan document, statutory language and/or regulatory guidance. The terms and conditions of the ORP are incorporated herein by reference. If there is a conflict between the Plan and the requirements of the ORP, the ORP shall govern with respect to those provisions that are exclusive to the ORP. The Plan shall govern in all other circumstances.
- 11.3. ORP Contributions. Employer shall make contributions under the ORP to the Accounts of Participants that are also participating in the ORP in accordance with the terms of the ORP and/or as authorized by the Employer on the Adoption Agreement. Unless otherwise provided by the ORP, such contributions shall be treated as Employer Contributions and are therefore subject to the requirements and limitations imposed by section 415(c) of the Code.
- 11.4. Separate Accounting Requirements. ORP contributions and withdrawals, including any earnings or losses thereon, shall be credited and debited to each participating Participant's Account and shall be separately accounted for under each Employee's Account.
- 11.5. Deposit Requirements. ORP contributions shall be deposited with the applicable Funding Vehicles as soon as practicable in conformity with any requirements established in the ORP.

Section 12 - Supplemental 403(b) Programs

- 12.1. General Application. This Section 12 shall apply only if the Employer has indicated that it offers a Supplemental 403(b) Program on the Adoption Agreement.

- 12.2. Incorporation of Supplemental 403(b) Program. The Supplemental 403(b) Program is established and governed by a separate plan document. The Plan includes the Adoption Agreement and the document establishing the Supplemental 403(b) Program, as identified on the Adoption Agreement. If there is a conflict between the Plan and the Supplemental 403(b) Program document, the Supplemental 403(b) Program shall govern with respect to those provisions that are exclusive to the ORP. The Plan shall govern in all other circumstances.
- 12.3. Supplemental 403(b) Contributions. Employer shall make contributions as required under the Supplemental 403(b) Contributions to the Accounts of Participants that are participating in the Supplemental 403(b) Program in accordance with the terms of the Supplemental 403(b) Program. Such contributions shall be subject to the appropriate annual contribution limitations based on the type of contribution required under the Supplemental 403(b) Program.
- 12.4. Separate Accounting Requirements. Supplemental 403(b) Program contributions and withdrawals, including any earnings or losses thereon, shall be credited and debited to each participating Participant's Account and shall be separately accounted for under each Employee's Account.
- 12.5. Deposit Requirements. Supplemental 403(b) Program Contributions shall be deposited with the applicable Funding Vehicles as soon as practicable in conformity with the Supplemental 403(b) Program document.

The Employer has evidenced its intent to adopt this Plan by executing the Adoption Agreement which is a part of this 403(b) Plan document. This Plan document, the Adoption Agreement, documents governing ORPs and Supplemental 403(b) Programs, as applicable, and any underlying Annuity Contracts and Custodial Accounts provided by the Vendors authorized by the Employer, as well as necessary forms and administrative policies and procedures incorporated by the Employer, an Administrator or any Funding Vehicle shall constitute the entire Plan.

403(b) Adoption Agreement

Asheboro City Schools, NC

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ADOPTION AGREEMENT

Asheboro City Schools hereby adopts the 403(b) Plan Document (the "Plan") for Public Education Organizations as modified by this Adoption Agreement and agrees that the following provisions shall be incorporated as part of the Plan document.

EMPLOYER INFORMATION

Name of Employer: Asheboro City Schools

Federal Tax ID: 56-6000989

Employer's Address: PO BOX 1103
Asheboro, NC 272041103

Telephone Number: 336-625-5104 Extension: _____

Contact Person: HAROLD BLAIR

Fax: _____ E-mail: _____

Type of Organization:

- K-12 Public School Community College Public College/University

Note: If Employer is not a public education organization, this document may not be used.

PLAN INFORMATION

1. **Name of Plan:** Asheboro City Schools 403(b) Plan

2. **Effective Date:** This Adoption Agreement:

- Establishes a Plan effective as of _____ (the "Effective Date") and is the first 403(b) plan document established by the Employer.
- Amends and restates a previously established 403(b) Plan document of the Employer. The effective date of this amended Plan is January 1, 2013 (the "Effective Date").

Default Construction Rule: If no box is checked, that feature is NOT included in the Plan.

3. **Eligibility:** Under the Plan document, ALL common law employees except student teachers are immediately eligible to make contributions under the Plan, unless an exception is indicated below. Eligibility for Employer Contributions is based on applicable employment agreements or collective bargaining agreements to which an employee is subject, or as determined by the Employer from year to year.

Employers that participate in External Plans may have additional eligibility requirements established by the plan(s). See Appendix 3 and/or 3A to for additional conditions, if any, applicable to ORP contributions and Appendix 4 for additional conditions, if any, applicable to FICA Alternative Plan contributions.

The following employees are excluded from participating in the Plan:

- Employees who normally work fewer than ____ (must be 20 hours or less and generally equivalent to 1,000 hours or less in a working year except as otherwise provided under applicable 403(b) regulations).
- Employees who are participants in another plan sponsored by the Employer that permits salary reduction contributions described under Section 403(b)(12)(A) of the Code.

Note: Excluding any employees will greatly increase the risk of violating the "universal availability" requirements of Section 403(b)(A)(ii) of the Code which may result in complete Plan failure.

4. Contributions:

Employee Contributions (in addition to pre-tax Elective Deferrals):

- Roth 403(b) Contributions are NOT permitted under the Plan.
- Roth 403(b) contributions to the Plan are permitted on or after a specific date determined solely by the Plan Sponsor and upon written communication to the plan administrator and each provider of Roth investment products. If Roth 403(b) Contributions are permitted to the Plan, direct rollovers from other Roth 403(b) or Roth 401(k) plans are are not accepted into the Plan.

Employer Contributions, if any:

- No Employer Contributions will be made.
- Employer Contributions will be made in accordance with applicable employment agreements and collective bargaining agreements, or as may be determined from year to year by the Employer.
- Other (Describe) _____
- External Plan Contributions will be made as indicated below (See Section 2.2(d)):
 - ORP (Optional Retirement Plan) contributions will be made under the Plan. By checking this box, Employer understands that the provisions of Section 11 of the Plan apply. Appendix 3 must be completed.
 - Supplemental 403(b) Program contributions will be made under the Plan. By checking this box, Employer understands that the provisions of Section 12 of the Plan apply. The Supplemental 403(b) Program is described in the document entitled _____ Plan
 - FICA Alternative Plan contributions will be made under the Plan. By checking this box, Employer understands that the provisions of Section 13 of the Plan apply. Appendix 4 must be completed.

5. 15 Years of Service Catch Up Contributions: The Plan will or will not permit employees with 15 years of service with the Employer that satisfy the conditions for the Special Section 403(b) Catch-up Limitation for Employees With 15 Years of Service (Section 3.2 of the Plan) to increase their Elective Deferrals limitation.

6. Investment Options: Any Annuity Contracts and/or Custodial Accounts that meet the requirements of Section 403(b) of the Code offered by the organizations listed on Appendix 1 are authorized as Vendors under the Plan.

7. Exchanges Within the Plan: The Plan will or will not permit Participants to make Exchanges. If permitted, Exchanges may occur between:

- Those Vendors listed on Appendix 1 only (Vendors authorized to maintain current payroll slots).
- Those Vendors listed on Appendix 1 and from Vendors not listed on Appendix 1 to Vendors listed on Appendix 1. Exchanges to Vendors not listed on Appendix 1 are not permitted.
- Those Vendors listed on Appendix 1 and any other Vendor offering annuity contracts and/or custodial accounts that satisfy the requirements of Section 403(b) of the Code and execute the information sharing agreement provided by Employer for purposes of satisfying applicable compliance requirements. Administrator will maintain a list of Vendors that have executed information sharing agreements and will make this list available to Vendors (Appendix 2).

8. Transfers Into the Plan: The Plan will or will not accept Transfers from another employer's 403(b) plan.

9. Transfers From the Plan: The Plan will or will not permit Transfers from the Plan to another employer's 403(b) plan, if requested by a former Participant.

10. Financial Hardship Distributions: Hardship Distributions are or are not available under the Plan.

11. Loans: Loans are or are not available under the Plan subject to availability and any additional conditions that may apply under a Participant's 403(b) Individual Agreement(s).

Note: The Plan prohibits loans to any Participant who has previously defaulted on a loan from any retirement or deferred compensation plan sponsored by the Employer.

457(b) Deferred Compensation Plan

Asheboro City Schools, NC

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457(b) DEFERRED COMPENSATION PLAN FOR GOVERNMENTAL EMPLOYERS

The Employer whose name and signature appear on the Adoption Agreement for the 457(b) Deferred Compensation Plan for Governmental Employers (the "Adoption Agreement") hereby establishes a deferred compensation plan (the "Plan") which is established pursuant to applicable state law and is intended to comply with Section 457(b) of the Internal Revenue Code of 1986, as amended, and any regulations issued thereunder. The Plan shall include the provisions set forth in this Plan document, the Adoption Agreement and any contracts, custodial agreements, and trusts as may be established or maintained by a provider of Investment Products available hereunder.

ARTICLE I - DEFINITIONS

As used in this Plan, the specific words and phrases shall have the following meanings, unless a different meaning is plainly required by the context and the following rules of interpretation shall apply in reading this instrument. The masculine pronoun shall include the feminine and the singular shall include the plural. All references herein to specific Sections shall mean Sections of this document unless otherwise qualified.

- 1.1 Account means the separate account or accounts established and maintained by the Trustee for each Participant under the terms of the Plan. 457 Rollover Account means that portion of a Participant's Account attributable to Rollover Contributions received from another eligible 457(b) deferred compensation plan sponsored by a Governmental Employer.
- 1.2 Administrator means Employer or the alternate Administrator appointed under Section 6.2 of the Plan to act as such under this Plan.
- 1.3 Adoption Agreement means the separate agreement as executed by Employer and which sets forth the elective provisions of the Plan. The Adoption Agreement shall be included as part of the Plan.
- 1.4 Beneficiary means the person(s), trust(s), or other entities designated by the Participant to receive the balance of the Participant's Accounts, if any, upon the Participant's death. Elections made by a Participant hereunder shall be binding on any such Beneficiary(s).
- 1.5 Code means the Internal Revenue Code of 1986, as amended and any regulations issued thereunder.
- 1.6 Contribution means all contributions made hereunder by or for the benefit of each Participant and deposited into each Participant's Account. A Rollover Contribution means a contribution of an eligible rollover distribution made by a Participant from another eligible deferred compensation 457(b) plan sponsored by a Governmental Employer.
- 1.7 Eligible Individual means any individual who qualifies for eligibility in accordance with the applicable provisions of the Adoption Agreement and under Section 2.1 of the Plan. Individuals who do not perform services for Employer may not defer compensation under the Plan.
- 1.8 Employee means any individual in the employ of the Employer who is designated on the payroll records of the Employer as a common law employee. Even if a subsequent determination by a court of competent jurisdiction or governmental agency reclassifies any individual as a common law employee, such individual shall be excluded from "Employee" status hereunder. "Leased employees" described in Code Section 414(n) of the Code shall not be included as Employees hereunder.
- 1.9 Employer means the governmental organization identified as Employer in the Adoption Agreement, any successor thereto that elects to maintain this Plan, and any predecessor which has maintained this Plan.
- 1.10 Governmental Employer means any entity described in Section 457(e) (1) (A) of the Code.
- 1.11 Includible Compensation means the remuneration paid by Employer to an Eligible Individual that qualifies as "includible compensation" under Section 457(e) (5) of the Code. Beginning in 2009 and thereafter, such term also includes any "differential pay" that may be received from the Employer while performing qualified military service under Code Section 414(u).

- 1.12 Independent Contractor means any person receiving cash remuneration from the Employer for services rendered to Employer pursuant to one or more contracts, if such person is not an Employee.
- 1.13 Investment Product means any investment product specifically approved and authorized by Employer to be offered to Participants under the Plan, provided that such products are held in an annuity contract, custodial account or trust that qualifies as a trust to hold 457(b) plan assets under Section 401(f) of the Code.
- 1.14 Participant means any Eligible Individual who has executed a Participation Agreement and has not become ineligible to participate in the Plan and any Employee for whom the Employer has made a direct contribution to the Plan. An "Active Participant" is any Participant who is currently deferring compensation under a Participation Agreement or who is receiving direct Employer contributions to his Account. An "Inactive Participant" is any former Participant who is not currently deferring compensation hereunder or who is not receiving direct Employer contributions to his Account.
- 1.15 Participation Agreement means an agreement by which an Eligible Individual agrees to defer current remuneration otherwise payable from the Employer into the Plan and the Employer agrees to deposit such deferred amount into the Plan in accordance with the terms of the agreement.
- 1.16 Plan means this 457(b) Deferred Compensation Plan for Governmental Employers and the related Adoption Agreement as executed by the Employer, along with any custodial account, Trust or annuity contract as may be established or maintained by a provider of Investment Products available hereunder.
- 1.17 Trust means any trust established under applicable state law by the Employer to hold Participant Accounts hereunder as provided in Article IV, and any other account, contract or instrument that qualifies as a trust under the terms of Section 401(f) of the Code.
- 1.18 Trustee means the person, entity or organization, if any, designated to act as Trustee of the Plan in the Adoption Agreement. If the assets of the Plan are held in annuity contracts and/or custodial accounts, then the issuer of such annuity contracts and/or custodial accounts must qualify under Sections 457(g) and 401(f) of the Code. The term "Trustee" shall include an insurer issuing such annuity contracts and/or the issuer of such custodial accounts

ARTICLE II - ELIGIBLE INDIVIDUALS

- 2.1 ELIGIBILITY. The Administrator shall determine the eligibility of each Eligible Individual based upon the eligibility requirements selected in the Adoption Agreement. Such determination shall be conclusive and binding upon all persons.
- 2.2 PARTICIPATION. An Eligible Individual may participate and become an Active Participant by executing a valid Participation Agreement and delivering such agreement to Employer. The Participation Agreement shall specify:
- (a) the amount of the Active Participant's Includible Compensation which the Employer and the Active Participant agree to defer, and
 - (b) the date as of which reduction and deferral of compensation pursuant to the Participation Agreement shall begin, which date shall be as early as administratively practicable but not earlier than the first day of the first calendar month following the execution of the Participation Agreement.

If, in the Adoption Agreement, Employer has elected to make an Employer contribution to the Plan, any individual who is eligible to receive the contribution shall be deemed to be an Active Participant for all purposes of the Plan as of the first day of the first calendar month following satisfaction of the eligibility requirements for receiving the Employer contribution, provided that all required administrative forms necessary to open an Account and have such amounts contributed into an Investment Product have been executed by such date. The participation date shall default to the first day of each succeeding calendar month until all required forms are received by Employer or designated Administrator.

- 2.3 TERMINATION OF ELIGIBILITY. In the event a Participant ceases to be an Eligible Individual, the Participant shall become an Inactive Participant and all Contributions shall immediately cease.
- 2.4 AMENDMENTS OF PARTICIPATION AGREEMENTS. Participation Agreements are irrevocable as to all amounts previously deferred under the Participation Agreement. A Participant may modify a Participation Agreement, on forms approved by the Administrator, to do any of the following:
- (a) change the investment of any Contributions to the Account;
 - (b) terminate the election to be an Active Participant; and
 - (c) change prospectively the amount of compensation to be deferred.

An amendment or termination shall be effective as soon as administratively practicable, but not earlier than the first day of the following calendar month.

ARTICLE III - CONTRIBUTIONS AND ALLOCATIONS

- 3.1 CONTRIBUTIONS. Except as provided in Sections 3.2 and 3.3, the maximum amount that may be contributed into the Plan by or on behalf of a Participant during any taxable year shall not exceed the limits of Section 457(b)(2) of the Code. Subject to such limitation, nothing herein shall prohibit an Employer from making Contributions into the Plan for a Participant in accordance with the terms of the Adoption Agreement. If, in any taxable year, the total amount contributed by or on behalf of a Participant exceeds the limits of Section 457(b)(2) of the Code, (as modified by Section 3.2 and 3.3 of the Plan) then any such excess, plus earnings thereon, shall be distributed from the applicable Investment Products as soon as practicable upon discovery of the excess contribution.
- 3.2 FINAL THREE (3) YEARS OF SERVICE CATCH-UP DEFERRAL LIMIT. If elected by the Employer in the Adoption Agreement, an Active Participant may in any of his final three (3) years of employment, ending before the year in which the Participant attains Normal Retirement Age as defined in the Adoption Agreement, elect to defer from compensation an amount not exceeding the limits of Section 457(b)(3) of the Code, and applicable regulations issued thereunder. For purposes of this Section 3.2, a prior year shall be taken into account only if such year began after December 31, 1978, and the Participant was eligible to participate in the Plan during all or a portion of the prior year.
- 3.3 OLDER WORKER CATCH-UP CONTRIBUTION LIMIT. A Participant who has attained age 50 on or before the last day of the calendar year may elect to increase his deferrals in accordance with the limits of Section 414(v) of the Code. Such contributions are in addition to the limitations of Section 457(b)(2) of the Code, but may not be used in any taxable year in which the special limits described in Section 3.2 of the Plan provide for a larger contribution limit.
- 3.4 TRANSFERS FROM OTHER 457 PLANS. This Plan shall accept transfers from Participant accounts held in a previous Governmental Employer's eligible 457(b) deferred compensation plan.
- 3.5 ROLLOVERS INTO THE PLAN. Distributions to Participants from a previous Governmental Employer's eligible 457(b) deferred compensation plan may be rolled into this Plan provided such distributions qualify as "eligible rollover distributions," as defined in Section 402(c)(4) of the Code. Such amounts shall be allocated to the Participant's 457 Rollover Account.

ARTICLE IV - INVESTMENTS

- 4.1 PARTICIPANT DIRECTION. Participants shall provide investment instructions, on such forms as may be required by the Administrator, for Contributions to be deposited into Investment Products as directed by each Participant. If a Participant fails to instruct the Administrator where to invest Contributions made to his Account, or if instructions are not clear, complete or understandable, as determined solely by the Administrator, then any Contributions shall follow the default provisions as selected by the Employer in the Adoption Agreement.
- 4.2 AUTHORIZED INVESTMENT PRODUCTS. Employer shall authorize Investment Products in which Participants may invest their Accounts, provided that any authorized Investment Product must be held for the exclusive benefit of Participants and their Beneficiaries in a Trust or alternate funding vehicle that qualifies as a Trust pursuant to Section 1.17 of the Plan. Accounts may only be invested in Investment Products approved and authorized by the Employer.
- 4.3 ESTABLISHMENT OF ACCOUNTS. Appropriate Accounts shall be established for each Participant. These Accounts shall reflect the Contributions, if any, made for each Participant, and investment earnings or losses of the Investment Products utilized by the Participant to reflect any appreciation or depreciation in the fair market value of the Participants' Accounts. The fair market value of each Participant's Account shall represent the fair market value of all assets held, plus deposits and accrued earnings, less accrued expenses and proper charges against each Participant's Account as of each valuation. Each Account shall be valued at least once per calendar year.
- 4.4 TRUST REQUIREMENT. Accounts shall be held in trust for the exclusive benefit of Participants in a Trust or alternative instrument that qualifies as a trust under Section 401(f) of the Code. Any investment made hereunder shall be subject to the terms and conditions of the Trust to the extent such terms are not inconsistent with the terms of the Plan or applicable law (including regulations and other guidance provided thereunder). In such instance, the terms of the Plan shall control.
- 4.5 ADMINISTRATION OF INVESTMENTS. Contributions made by or on behalf of Participants (including Inactive Participants) shall continue to be invested in the manner selected by the Participant until the Administrator has received new investment instructions. Unless otherwise restricted by the Trust or alternate instrument, a designation filed by a Participant changing his investment option may apply to investment of future Contributions and/or to amounts already accumulated in his Account as the Participant elects. A Participant may change his investment options only as permitted under the terms of the applicable Trust or alternate instrument.
- 4.6 CONDITIONS OF INVESTMENTS. Amounts allocated to each Participant's Account shall be invested in the Investment Product selected by the Participant, or, if selected by Employer in the Adoption Agreement, in accordance with the default investment(s) so indicated. Participants invest their Accounts subject to the terms and conditions of any agreements governing the Investment Product in which their Accounts are invested. The terms and conditions of such Investment Products are considered part of, and shall be construed as having been incorporated into this Plan except to the extent any provision of an Investment Product agreement is inconsistent with the terms of the Plan or applicable law (including regulations and other guidance provided thereunder). In such instance, the terms of the Plan shall control.

ARTICLE V - DISTRIBUTIONS AND TRANSFERS OF BENEFITS

- 5.1 DISTRIBUTIONS UNDER THE PLAN. Except as provided in Section 5.2, a Participant's Account may not be distributed to a Participant (or, if applicable, the Beneficiary) until one of the following events has occurred:

- (a) the Participant has severed employment with the Employer,
- (b) the Participant has attained age 70-1/2,
- (c) the Participant has died, or
- (d) the Plan has been terminated by Employer.

Notwithstanding the above, a Participant who is on active duty for a period of at least 30 days while performing qualified military service and who is receiving differential pay from the Employer while on active duty may elect to receive a distribution of the Participant's deferrals into the Plan as permitted under Code Section 414(u). If a distribution of the Participant's deferrals is taken, then no deferrals into the Plan may be made by the Participant for a period of at least six (6) months from the date of the distribution.

- 5.2 UNFORESEEABLE EMERGENCY WITHDRAWALS. This Section shall apply only if selected by the Employer in the Adoption Agreement and if permitted by the Investment Products in which a Participant's Account is invested. Notwithstanding Section 5.1, a Participant may request an Unforeseeable Emergency withdrawal by submitting that request, in writing on the Plan's approved form, to the Administrator. After considering all information provided by the Participant, the Administrator shall approve or deny the request. If a request for an Unforeseeable Emergency withdrawal is approved, the Administrator shall direct the provider of the applicable Investment Products to distribute the approved amount from the Participant's Account. For purposes of this Section, "Unforeseeable Emergency" is defined in Section 457(d) (1) (A) (iii) and the regulations issued thereunder.
- 5.3 TIMING OF DISTRIBUTIONS. Upon the occurrence of an event described in Section 5.1, but no later than the mandatory distribution date determined under Section 5.4, a Participant may elect any benefit distribution option as permitted by the Investment Products in which the Participant's Account is invested. Such an election will be effective only if made on forms provided by the Administrator and received in the office of the Administrator in accordance with such procedures as the Administrator may establish. If a Participant fails to make an election as to the form or timing of his distribution, the Participant's benefit will be paid in installments calculated by the providers of the Investment Products to satisfy the requirements of Section 5.4.
- 5.4 MANDATORY DISTRIBUTION. Notwithstanding any other provision of this Plan, a Participant's Account shall begin distribution by April 1 of the calendar year following the calendar year in which occurs the later of the Participant's attainment of age 70-1/2 or severance from employment, unless a later date is authorized under the Code or applicable regulations. The Participant's Account shall then be distributed (both in determining the timing of subsequent distributions and the amount of all required distributions) in a manner consistent with Sections 457(d) and 401(a) (9) of the Code and in conformity with the requirements of Treas. Regs. 1.401(a) (9)-1 through 1.401(a) (9)-9. For the calendar year 2009 only, a Participant who would have been required to receive a distribution under this Section 5.4 but for the enactment of WRERA ("2009" mandatory distribution"), and who would have satisfied that requirement by receiving a distribution from the Plan will not receive a 2009 mandatory distribution. However, the Participant may affirmatively elect to receive such amount in 2009 which shall not be a mandatory distribution under this Section of the Plan.
- 5.5 DEATH DISTRIBUTIONS. A Participant's Beneficiary shall be entitled to receive the Participant's Account balance in the event of the Participant's death. A Beneficiary entitled to payment hereunder may elect in what form distributions shall be made, provided that any such distribution form is offered at that time and satisfies the requirements of Sections 457(d) and 401(a)(9) of the Code and regulations applicable thereunder. If a Participant fails to validly designate a Beneficiary prior to his death, or the Beneficiary is not alive at the time of the Participant's death, the provisions of Section 5.14 shall determine who the Participant's Beneficiary shall be for purposes of this Section 5.5. Distributions due to death are payable when the Administrator has received satisfactory proof of the Participant's death, all required tax information and any other required forms.

5.6 DEATH BEFORE DISTRIBUTIONS HAVE BEGUN. If the Participant dies before Mandatory Distributions (under Section 5.4) have begun, the Participant's Account shall either be totally distributed no later than the fifth year following the year of the Participant's death, or over a period not exceeding the joint and last survivor life expectancies of the Participant and Designated Beneficiary, provided that the distributions begin no later than the last day of the calendar year following the year in which the Participant died. If the sole Designated Beneficiary is the Participant's surviving Spouse, then lifetime distributions must begin by the later of the last day of the calendar year following the year in which the Participant died, or the last day of the calendar year in which the Participant would have attained age 70-1/2. If there is no Designated Beneficiary named by September 30 of the calendar year following the year in which the Participant died, the Participant's entire Account shall be distributed no later than the fifth year following the year of the Participant's death.

5.7 DEATH FOLLOWING THE COMMENCEMENT OF BENEFITS. If the Participant dies on or after Mandatory Distributions (under Section 5.4) must have begun, the remaining Account balance must be distributed at least as rapidly as was payable under the Mandatory Distributions requirements.

5.8 DISTRIBUTION FOR MINOR BENEFICIARY. If a distribution is payable to a legal minor, the Administrator may direct that such distribution be paid to the legal guardian, or if none has been duly appointed, then to any of the following:

- (a) any parent of the minor Beneficiary, or
- (b) the custodian for the minor Beneficiary under a Uniform Gift/Transfer to Minors Act, if such is permitted by the laws of the state in which Beneficiary resides.

Such a payment to the legal guardian, custodian or parent of a minor Beneficiary shall fully discharge the provider of the Investment Products, the Administrator, Employer, and Plan from further liability on account thereof.

5.9 LOCATION OF PARTICIPANT OR BENEFICIARY UNKNOWN. If all, or any portion, of the distribution payable to a Participant or his Beneficiary from the Plan remains unpaid solely by reason of the inability of the Administrator to locate such Participant or his Beneficiary, the amount so distributable shall be treated as a forfeiture pursuant to the Plan and maintained in a forfeiture account under the Plan. In the event a Participant or Beneficiary is located subsequent to his benefit being held in such account, such benefit shall be restored, including any applicable interest, and paid, to the Participant or Beneficiary, in accordance with the terms of the Plan.

5.10 ROLLOVERS FROM THE PLAN. Notwithstanding any provision of the Plan to the contrary that would otherwise limit a Distributee's election under this Section 5.10, a Distributee may elect to have any portion of an Eligible Rollover Distribution paid directly to an Eligible Retirement Plan specified by the Distributee as a Direct Rollover. The Distributee shall, in the time and manner prescribed by the Administrator, specify the amount to be rolled over and the Eligible Retirement Plan to receive the rollover. Any portion of a distribution that is not rolled over shall be distributed to the Participant. For purposes of this Section 5.10, the following terms have the following meanings:

- (a) "Direct Rollover" means a payment by the Plan to the Eligible Retirement Plan specified by the Distributee.
- (b) "Distributee" means an Employee or former Employee entitled to receive a distribution hereunder. In addition, an Employee's surviving spousal Beneficiary and an Employee's spouse or former spouse who is the alternate payee under a qualified domestic relations order, as defined in Section 414(p) of the Code, are Distributees with regard to the interest of the spouse or former spouse.
- (c) "Eligible Retirement Plan" means an eligible retirement plan described in Section 402(c) (8) (B) of the Code.

(d) "Eligible Rollover Distribution" means any distribution to a Distributee that qualifies as such under Section 402(c) (4) of the Code. Amounts required to be distributed under Section 401(a) (9) of the Code are not Eligible Rollover Distributions and amounts paid under Section 5.4 of this Plan are not Eligible Rollover Distributions hereunder.

- 5.11 PURCHASING SERVICE CREDITS UNDER A STATE OR LOCAL RETIREMENT SYSTEM. If permitted under the Investment Products in which a Participant's Account is invested, a Participant may direct the Administrator to transfer amounts in his Account in accordance with Section 457(e) (17) of the Code to a state or local retirement system for the purpose of purchasing past years of service credits under the system or to repay amounts previously cashed out under the system.
- 5.12 TRANSFERS TO OTHER 457 PLANS. Prior to a Participant's severance from service, transfers may be made from the Plan to another 457(b) plan sponsored by a Governmental Employer only if all of the assets of the Plan are being transferred to another 457(b) plan sponsored by the Employer, or if the Plan's assets are being transferred to another governmental plan within the same state. On or after a severance from service, a Participant may transfer his Account to the 457(b) plan of another Governmental Employer for whom the individual is currently performing services. Notwithstanding the preceding, transfers may only occur to the extent permitted by the Investment Products in which a Participant's Accounts are invested and subject to any terms thereof and provided such other plan provides or is able to provide for the acceptance of such transferred amounts. The Participant's election to transfer must be made prior to the date benefits would otherwise become payable pursuant to the terms of this Plan.
- 5.13 DISTRIBUTION TO ALTERNATE PAYEE. Notwithstanding any other provision herein, the Administrator may, with the Participant's consent, authorize an immediate distribution to any alternate payee named under a domestic relations order which has been issued by a court of competent jurisdiction and determined by the Administrator to be a qualified domestic relations order under Section 414(p) of the Code.
- 5.14 NO NAMED BENEFICIARY. If no valid Beneficiary designation is on file on the date of the Participant's death, or if such designation is not valid or effective for any reason, then a deceased Participant shall be deemed to have designated his legal spouse. If the Participant has no spouse, then his Beneficiary shall first be deemed to be the Participant's children who survive the Participant, in equal shares, then if the Participant has no surviving children, the Participant's estate.
- 5.15 NONSPOUSAL BENEFICIARY. Effective July 1, 2007, a nonspouse beneficiary receiving a distribution from the Plan which would be an Eligible Rollover Distribution (as defined in Section 5.10) if the recipient were a Distributee, may rollover an Eligible Rollover Distribution to an individual retirement account, provided such account is treated as an inherited IRA with respect to such nonspouse beneficiary.
- 5.16 BENEFICIARY WRERA RIGHTS. For the calendar year 2009 only, a Beneficiary who would have been required to receive a mandatory distribution under section 401(a)(9) of the Code but for the enactment of WRERA will not receive a 2009 mandatory distribution unless the Beneficiary elects to receive such amount.

ARTICLE VI - ADMINISTRATION

- 6.1 AUTHORITY OF EMPLOYER. Employer has full authority to interpret and construe the Plan in a manner consistent with its terms and with Section 457 of the Code and to establish practices and procedures conforming to those provisions. In all such cases, the Employer's determination shall be final and conclusive upon all persons. It is recognized that unusual circumstances may occur and questions may arise that are not specifically covered by any provision of the Plan, and Employer shall have the right to resolve all such questions.

- 6.2 APPOINTMENT OF ADMINISTRATOR. Employer shall act as Administrator of the Plan, however, Employer is authorized to appoint an alternate Administrator and to change an alternate Administrator as he deems necessary for the proper administration of the Plan and to assure that the Plan is being operated for the exclusive benefit of the Participants and their Beneficiaries in accordance with the terms of the Plan and the Code. Employer may appoint a committee ("Committee") of one or more Employees or local public officials to serve as the Administrator and to discharge the Administrator's responsibilities under the Plan. The Employer may remove a Committee member for any reason by giving such member ten (10) days written notice and may thereafter fill any vacancy thus created.
- 6.3 DELEGATION OF RESPONSIBILITIES. The Administrator may delegate responsibilities to other qualified parties, provided that the Administrator shall remain responsible for the quality of the performance of each such delegated duty.
- 6.4 ADVISORS. The Administrator may appoint and employ such agents, attorneys, actuaries, accountants, auditors, investment counsel, and clerical assistants, and other persons as the Administrator deems necessary or desirable in connection with the administration of this Plan.
- 6.5 POWERS AND DUTIES OF ADMINISTRATOR. The primary responsibility of the Administrator is to administer the Plan for the benefit of the Participants and their Beneficiaries, in accordance with applicable laws and subject to the specific terms of the Plan. The Administrator shall have the power and absolute discretion to construe the terms of the Plan and determine all questions arising in connection with the administration, interpretation, and application of the Plan. Any such determination by the Administrator shall be conclusive and binding upon all persons. The Administrator may establish procedures, correct any defect, supply any information, or reconcile any inconsistency in such manner and to such extent as shall be deemed necessary or advisable to carry out the purpose of the Plan; provided, however, that any procedure, discretionary act, interpretation or construction shall be done in a nondiscriminatory manner based upon uniform principles consistently applied and shall be consistent with the intent that the Plan shall continue to be deemed a qualified plan under the terms of Section 457(b) of the Code. The Administrator shall have all powers necessary or appropriate to accomplish his duties under this Plan. The Administrator shall be charged with the duties of the general administration of the Plan, including, but not limited to, the following:
- (a) the discretion to determine all questions relating to the eligibility of Employees and Independent Contractors to participate or remain a Participant hereunder and to receive benefits under the Plan;
 - (b) to determine the amounts to be contributed to each Participant's Account;
 - (c) to authorize and direct the providers of Investment Products with respect to all disbursements to which a Participant is entitled under the Plan;
 - (d) to maintain all necessary records for the administration of the Plan;
 - (e) to maintain practices and procedures necessary to administer the Plan as are consistent with the terms hereof; and
 - (f) to assist any Participant regarding his rights, benefits, or elections available under the Plan.
- 6.6 INFORMATION FROM EMPLOYER. To enable the Administrator to perform his functions, Employer shall supply the necessary information to the Administrator on a timely basis regarding the Participants in the Plan, including but not limited to compensation, date of hire, date of death, disability, or termination of employment, and such other pertinent facts as the Administrator may require. The Administrator may rely upon such information as is supplied by Employer and shall have no duty or responsibility to verify such information.

- 6.7 PAYMENT OF EXPENSES. Expenses of the Plan may be paid by Employer, Participants, and/or providers of Investment Products, as determined from time to time by Employer. Such expenses shall include any expenses incident to the functioning of the Administrator, including, but not limited to, fees of accountants, counsel, and other specialists and their agents, and other costs of administering the Plan. Notwithstanding the preceding, any expenses or fees related to and charged under Investment Products shall be paid by each Participant in accordance with the terms of the Investment Products in which each Participant's Account is invested.

ARTICLE VII - MISCELLANEOUS

- 7.1 EXCLUSIVE BENEFIT RULE. All amounts held under the Plan, all property and rights which may be purchased with such amounts and all income attributable to such amounts, property or rights shall be held in trust (or custodial account or annuity contract described in Section 401(f) of the Code) for the exclusive benefit of Participants and their Beneficiaries. All such amounts shall not be subject to the claims of the Employer's creditors.
- 7.2 PARTICIPANT RIGHTS. This Plan shall not be deemed to constitute a contract between the Employer and any Participant or to be a consideration or an inducement for the employment of any Participant, Employee, or Independent Contractor. Nothing contained in this Plan shall be deemed to give any Participant, Employee, or Independent Contractor the right to be retained in the service of the Employer or to interfere with the right of the Employer to discharge any Participant, Employee or Independent Contractor at any time regardless of the effect which such discharge shall have upon him as a Participant of this Plan.
- 7.3 ALIENATION. Subject to applicable state law and Section 401(g) of the Code, no benefit which shall be payable to any Participant or Beneficiary shall be subject in any manner to anticipation, alienation, sale, transfer, assignment, pledge, encumbrance, or charge, and any attempt to anticipate, alienate, sell, transfer, assign, pledge, encumber, or charge the same shall be void; and no such benefit shall in any manner be liable for, or subject to, the debts, contracts, liabilities, engagements, or torts of any such person, nor shall be subject to attachment or legal process for or against such person, and the same shall not be recognized except to such extent as may be required by law.
- 7.4 STATE LAW. This Plan shall be construed and enforced according to the state and local laws of the state in which the Employer's principal office is located.
- 7.5 RECEIPT AND RELEASE FOR PAYMENTS. Any payment to any Participant, his legal representative, Beneficiary, or to any guardian or committee appointed for such Participant or Beneficiary in accordance with the provisions of this Plan, shall, to the extent thereof, be in full satisfaction of all claims hereunder against the provider of an Investment Product, Administrator and Employer.
- 7.6 QUALIFIED MILITARY SERVICE BENEFITS. Notwithstanding any provision of the Plan, any Participant whose employment is interrupted by qualified uniformed service in the US military under section 414(u) of the Code shall be entitled to all rights, benefits and protections afforded to such individuals thereunder, and such provisions are incorporated into this Plan. Uniformed services by any individual shall be determined as described as described in section 3401(h)(2)(A) of the Code.
- 7.7 PRE-1979 ACCOUNTS. Any amounts held by the Employer that can be identified as resulting from deferrals made by a Participant before January 1, 1979 shall be held under this Plan until the latest of (a) the Effective Date; (b) the date on which the Participant elects to have this Plan apply to such amount; or (c) the date on which such Participant exercises any right or power available under this Plan but not under the Plan agreement pursuant to which such deferral was made. All such persons who were Participants in any prior plan, who exercise any such right or privilege and who have not yet received a distribution of the amounts to which they are entitled under such prior plan shall be deemed to be Participants under this Plan for all purposes.

7.8 LOANS. If authorized in the Adoption Agreement, loans shall be permitted under the Plan to the extent permitted by and in accordance with the Investment Product agreements controlling the Account assets from which the loan is made and by which the loan will be secured. An Employee who has previously defaulted on a loan from any retirement plan or deferred compensation arrangement sponsored by the Employer and who has not repaid the loan, in full, shall not be permitted to take a loan from his Account under the Plan. The following limit shall apply to any loan made under the Plan unless the terms of the applicable Investment Product(s) are more restrictive:

(a) Maximum loan amount. No loan to a Participant under the Plan may exceed the lesser of (1) or (2) below:

(1) \$50,000, reduced by the greater of:

- (A) the outstanding balance on any loan from the Plan to the Participant on the date the loan is made or
- (B) the highest outstanding balance on loans from the Plan to the Participant during the one-year period ending on the day before the date the loan is approved by the Administrator (not taking into account any payments made during such one-year period).

(2) the greater of one half of the value of the Participant's vested Account (as of the date immediately preceding the date on which such loan is approved by the Administrator) or \$10,000.

For purposes of this Section 7.8, any loan from any other plan maintained by the Employer and any related organization shall be treated as if it were a loan made from the Plan, and the Participant's vested interest under any such other plan shall be considered a vested interest under this Plan; provided, however, that the provisions of this Section shall not be applied so as to allow the amount of a loan to exceed the amount that would otherwise be permitted in the absence of this section.

(b) Loan Repayments for Employees in Military Service. Notwithstanding any other provision of the Plan or any Investment Product agreement, loan repayments by eligible uniformed services personnel may be suspended as permitted under section 404(u)(4) of the Code and the terms of any loan shall be modified to conform to the requirements of the Uniformed Services Employment and Reemployment Rights Act.

7.9 INCORPORATION OF INVESTMENT PRODUCT AGREEMENTS. The Plan, together with the Adoption Agreement and any Investment Product agreements governing Participant Accounts, are intended to satisfy the requirements of section 457(b) of the Code and the Income Tax Regulations thereunder. Terms and conditions of the Adoption Agreement and applicable agreements are hereby incorporated by reference into the Plan, excluding those terms that are inconsistent with the Plan or section 457(b) of the Code. In such event, the agreements shall be interpreted, to the extent possible, in a manner to conform to the Plan and applicable requirements.

7.10 CONSTRUCTION. It is intended that this Plan qualify under section 457(b) of the Code. In accordance with such intent, this Plan shall be construed and administered in a manner consistent with the purpose and all applicable laws and regulations.

7.11 STATE LAW. The Plan shall be construed, administered and governed in all respects in accordance with the laws of the State of the Employer's principal address as indicated on the Adoption Agreement to the extent such laws are not superseded by federal law. If any provision herein is held by a court of competent jurisdiction to be invalid or unenforceable, the remaining provision hereof shall continue to be fully effective.

ARTICLE VIII - AMENDMENT AND TERMINATION

- 8.1 AMENDMENT. The Employer has the right at any time to amend this Plan, provided that no amendment to the Plan shall be effective if it authorizes or permits any part of the Investment Product (other than such part as is required to pay taxes, investment charges and administration expenses) to be used for or diverted to any purpose other than for the exclusive benefit of the Participants or their Beneficiaries or estates; or causes any reduction in the amount credited to the account of any Participant; or causes or permits any portion of the Investment Product to revert to or become property of the Employer. Any such amendment shall become effective as provided therein upon its execution, except that any amendment which conforms the Plan to the requirements of any applicable law or regulation shall be effective as of the date required for continued qualification under Section 457(b) of the Code.
- 8.2 TERMINATION. The Employer has the right at any time to terminate the Plan by notifying all Active Participants and providers of Investment Products hereunder with written notice of such termination. Upon the complete and total termination of the Plan, the Employer shall direct the distribution of the assets to Participants in a manner which is consistent with and satisfies the provisions of Article V.

ARTICLE IX - ROTH CONTRIBUTIONS

- 9.1 GENERAL APPLICATION. This Article IX shall apply only if Employer has elected to permit Roth 457(b) Contributions under the Plan as indicated on the Adoption Agreement.
- 9.2 ROTH 457(b) CONTRIBUTIONS. Participants may make Roth 457(b) Contributions to their Accounts under the Plan if authorized by the Employer on the Adoption Agreement. Unless otherwise provided, such contributions shall be treated as deferrals of Includible Compensation and are therefore subject to the requirements and limitations imposed by Section 457(b)(2) of the Code. A Participant's Roth 457(b) Contributions shall be allocated to a separate account maintained for such deferrals as described in Section 9.3.
- 9.3 SEPARATE ACCOUNTING REQUIREMENTS. Contributions and withdrawals of Roth 457(b) Contributions, and earnings or losses thereon, shall be credited and debited to each Participant's Account and shall be separately accounted for under each Employee's Account. Gains, losses, and other credits or charges shall be separately allocated on a reasonable and consistent basis for each Participant's Roth 457(b) Contributions. Except as provided in Section 9.6, no contributions other than Roth 457(b) Contributions and properly attributable earnings may be credited to each Participant's Roth subaccount.
- 9.4 DEPOSIT REQUIREMENTS. Roth 457(b) Contributions shall be deposited with the Investment Products selected by Participant as soon as practicable in accordance with Article IV of the Plan, unless an earlier date is required under state law.
- 9.5 DIRECT ROTH ROLLOVERS FROM THE PLAN. Notwithstanding Section 5.10 of the Plan, Participants may only make a direct rollover of a distribution of Roth 457(b) Contributions (and earnings thereon) to another governmental 457(b) plan with Roth 457(b) Contribution features, to a Roth 401(k) plan with Roth contribution features, to a Roth 403(b) plan with Roth contribution features or to a Roth IRA described in Section 408A of the Code, and only to the extent the Rollover is permitted under the rules of section 402(c) of the Code.
- 9.6 ROTH ROLLOVERS INTO THE PLAN. In conformity with Section 3.5 of the Plan, and unless otherwise indicated on the Adoption Agreement, the Plan shall only accept direct rollovers of Roth 457(b) Contributions from another governmental 457(b) plan with Roth contribution features, provided that the Investment Products utilized by the Participant will accept Roth 457(b) rollovers. Direct rollovers shall only be permitted if the transmitting plan satisfies the conditions set forth in Section 402A(e)(1) of the Code and only to the extent the rollover is permitted under the rules of Section 402(c) of the Code.

- 9.7 CORRECTION OF EXCESS CONTRIBUTIONS. Contributions made in excess of the applicable annual limitations shall be corrected by first distributing the amount of Roth 457(b) contributions (plus earnings thereon) made during the Plan Year needed to correct the excess and then by distributing a Participant's pre-tax contributions (plus earnings thereon). However, if a highly compensated employee (as defined in Section 414(q) of the Code) experiences an Excess Deferral in any Plan Year, he may designate the extent to which the excess amount is composed of pre-tax contributions and excess Roth 457(b) Contributions, provided that both types of contributions were made by the Employee during the applicable Plan Year. If the highly compensated employee does not designate which type of contributions are to be distributed, then excess pre-tax contributions shall be distributed first, followed by excess Roth 457(b) Contributions.
- 9.8 DEFINITION OF ROTH 457(b) CONTRIBUTIONS. A Roth 457(b) Contribution is an Employee contribution that is designated irrevocably by the Employee on his enrollment form to be a Roth 457(b) Contribution and is treated by the Employer as includible in the Employee's income.
- 9.9 ROTH CAVEAT. Employer, Administrator and providers of Annuity Contracts and Custodial Accounts shall utilize good faith compliance efforts to conform to the requirements applicable to Roth 457(b) Contributions based on applicable IRS guidance related to Roth 457(b) Contributions. The Plan shall be administered and interpreted in the manner necessary to ensure compliance with such guidance.

457(b) Adoption Agreement

Asheboro City Schools, NC

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Adoption Agreement For
Asheboro City Schools
457(b) Deferred Compensation Plan
For Governmental Employers

The undersigned Employer hereby establishes this 457(b) Deferred Compensation Plan for Governmental Employers, as modified by this Adoption Agreement and agrees that the following provisions shall be included as part of the Plan document.

PLAN IDENTIFICATION

Name of Plan: Asheboro City Schools 457(b) Deferred Compensation Plan

Effective Date: This Adoption Agreement of the 457(b) Deferred Compensation Plan for Governmental Employers:

- Establishes a new Plan effective as of January 1, 2013 (the "Effective Date").
- Constitutes an amendment and restatement in its entirety of a previously established 457(b) Plan of the Employer. Unless otherwise specified in the Plan, the effective date of this amended and restated Plan is _____ (hereinafter called the "Effective Date")

Administrator: The *Employer shall be the Administrator of the Plan* unless another party is named below:

Alternate Administrator: TSA Consulting Group, Inc.

Applicable Law: This Plan shall be interpreted under the laws of the state in which Employer's principal office is located unless another state is designated:

State of Applicable Law: NC

EMPLOYER INFORMATION

IMPORTANT NOTE: If Employer is NOT a governmental organization, this Adoption Agreement may not be used.

Name of Employer: Asheboro City Schools

Address of Employer's Principal Office: PO BOX 1103
Asheboro, NC 27204-1103

Name of Contact Person: HAROLD BLAIR

Contact Person's Telephone Number/Extension: (336) 625-5104 ext. _____

Email for Contact Person: HBLAIR@ASHEBORO.12.NC.US

PLAN INFORMATION

Eligibility

1. Eligible Individuals for Purposes of Participant Deferral Contributions:

- All Employees
- All Employees other than the following group or groups of Employees elected below:
 - Nonresident aliens with no U.S. source of income,
 - Employees who normally work less than 20 hours per week,
 - Students performing services for the Employer whose Compensation is not subject to wages under the Federal Insurance Contributions Act ("FICA"),
 - Collectively bargained employees
- Only the following Employees (by Classification or Title): _____

2. For purposes of eligibility to participate in the Plan, Independent Contractors:

- Are NOT eligible to participate in the Plan
- Are eligible to participate in the Plan

CONTRIBUTIONS AND ALLOCATIONS

Employee Contributions

3. Roth Contributions Choose one option below:

- Roth 457(b) contributions to the Plan are permitted on or after a specific date determined solely by the Plan Sponsor and upon written communication to the plan administrator and each provider of Roth investment products.
- Roth Contributions are NOT permitted under the Plan.

4. The Final Three Year Catch Up limit will will not be available to Participants under the Plan. If this option is selected, then the Normal Retirement Age for purposes of the catch up will be:

- The earliest date at which a participant is entitled to an unreduced normal retirement benefit under the Employer's defined benefit pension plan.
- Any age specified by the participant in the participation agreement provided that such declared age may not be less than age 55 or more than age 70-1/2.
- Age 65
- Age 70-1/2
- Other: _____

NOTE: Age specified for this option may not be less than age 65 or more than age 70 1/2.

Employer Contributions (check box 5 or 6)

- 5. Employer Contributions will NOT be made to the Plan, or
- 6. Employer contributions, as indicated below are permitted under the Plan, provided that the sum of Employer and Participant Contributions shall not exceed the limits of Section 457(b)(2) of the Code.

- Matching Contributions* equal to _____ % of each Active Participant's deferral subject to a maximum of \$_____ or _____ %.
- Matching Contributions* as described hereafter: _____

- Discretionary Contributions* if authorized and determined solely by the Employer.
- Contributions* as required by separate contract or collective bargaining agreement.
- Other:* (please describe) _____

IMPORTANT NOTE: ALL contributions to the Plan are always 100% vested to avoid problems with applicable annual contribution limits.

Investments

7. Employer hereby authorizes investment of Plan Accounts in annuity contracts and/or custodial accounts offered by the organizations listed on Appendix 1.

DISTRIBUTIONS

Defaults

8. If a Participant fails to select an authorized Investment Product under Section 4.1 of the Plan:

Default Option: Employer shall deposit contributions made on his behalf into the following Investment Product: _____

No Default the Participation Agreement shall be deemed to be incomplete and shall be considered null and void.

Beneficiary Rights

9. A beneficiary of a deceased Participant's account may may not designate his own beneficiary.

Unforeseeable Emergency Withdrawals

10. Unforeseeable Emergency Withdrawals will will not be permitted under the Plan.

Loans

11. Loans are permitted from the Plan, or are NOT permitted under the Plan.

CERTIFICATION AND SIGNATURE

Employer represents and warrants that it is a unit of a State or local government or an agency or instrumentality of one or more units of a State or local government as described in Section 457(e)(1)(A) of the Code. Employer further acknowledges receipt of a copy of the 457(b) Plan for Governmental Employers Plan document, and by affixing its signature hereto, adopts that Plan of which this Adoption Agreement is a part thereof.

EMPLOYER: Asheboro City Schools
Print Name of Employer

Authorized Representative: _____

By: _____
Authorized Representative/Title

Budget Amendment
Asheboro City Schools Administrative Unit
State Public School Fund

The Asheboro City Board of Education at a regular meeting on the 21st day of November, 2013, passed the following resolution.

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

REVENUE

1.3100.000	State Allocation	\$ <u>81,306.00</u>
		\$ <u><u>81,306.00</u></u>

EXPENDITURE

1.6620.002	Central Office Administration	\$ 16,000.00
1.5400.003	School Leadership - Office Support	125.00
1.6400.015	Technology Support - School Technology Fund	9,931.00
1.5110.025	Regular Instruction - Indian Gaming Fund	3,688.00
1.5210.029	Special Instruction - Behavioral Support	7,209.00
1.5210.032	Special Instruction - Children with Special Needs	(20,547.00)
1.5310.069	Alternative Instruction - At-risk Student/Alternative Schools	44,500.00
1.6400.073	Technology Support - School Connectivity	<u>20,400.00</u>
		\$ <u><u>81,306.00</u></u>

Total Appropriation in Current Budget	\$ 26,480,000.00
Total Increase/Decrease of above amendment	<u>81,306.00</u>
Total Appropriation in Current Amended Budget	\$ <u><u>26,561,306.00</u></u>

Passed by majority vote of the Board of Education of Asheboro City on the 21st day of November, 2013.

Chairman, Board of Education

Secretary

Budget Amendment
Asheboro City Schools Administrative Unit
Federal Funds

The Asheboro City Board of Education at a regular meeting on the 21st day of November, 2013, passed the following resolution.

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

Revenue

3.3600.017	VOC ED Program Improvement	\$ 1,519.00
3.3600.049	IDEA Pre-School Handicapped	1,544.44
3.3600.060	IDEA VI-B Handicapped	(68,404.39)
3.3600.082	IDEA VI-B State Improvement	20,000.00
3.3600.104	Language Acquisition	2,486.99
3.3600.118	IDEA-Part B Targeted Assistance	13,950.00
3.3600.119	IDEA Preschool Part B Targeted Assistance	1,376.99
3.3600.156	ARRA – Race to the Top	1,770.17
		<u>1,770.17</u>
		<u>\$ (25,756.80)</u>

Expenditure

3.5120.017	CTE Curricular Services	\$ 1,519.00
3.5230.049	Pre-K Children w/ Disabilities Curricular Services	1,544.44
3.5210.060	Children w/ Disabilities Curricular Services	(68,404.39)
3.5210.082	Children w/ Disabilities Curricular Services	20,000.00
3.5270.104	Limited English Proficiency Services	2,486.99
3.5210.118	Children w/ Disabilities Curricular Services	13,950.00
3.5230.119	Pre-K Children w/ Disabilities Curricular Services	1,376.99
3.5110.156	Regular Curricular Services	1,770.17
		<u>1,770.17</u>
		<u>\$ (25,756.80)</u>

Total Appropriation in Current Budget	\$ 5,232,965.33
Total Increase/Decrease of above amendment	<u>(25,756.80)</u>
Total Appropriation in Current Amended Budget	<u>\$ 5,207,208.53</u>

Passed by majority vote of the Board of Education of Asheboro City on the 21st day of November, 2013.

Chairman, Board of Education

Secretary

Budget Amendment
Asheboro City Schools Administrative Unit
Other Restricted Grant Fund

The Asheboro City Board of Education at a regular meeting on the 21st day of November, 2013, passed the following resolution.

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

REVENUE

8.3700.066	Piedmont Triad Leadership Academy	\$ 132,000.00
8.3700.377	NC Quest Grant	25,000.00
8.4890.520	USTEP Grant	3,000.00
8.4890.650	READS Grant	<u>40,000.00</u>
		<u>\$ 200,000.00</u>

EXPENDITURE

8.5400.066	School Leadership - Salary	\$ 132,000.00
8.5110.377	Instructional - Stipends	25,000.00
8.5110.520	Instructional - Stipends	3,000.00
8.5110.650	Instructional - Stipends	<u>40,000.00</u>
		<u>\$ 200,000.00</u>

Total Appropriation in Other Restricted	\$ 1,516,000.00
Total Increase/Decrease of above amendment	<u>200,000.00</u>
Total Appropriation in Current Amended Budget	<u>\$ 1,716,000.00</u>

Passed by majority vote of the Board of Education of Asheboro City on the 21st day of November 2013.

Chairman, Board of Education

Secretary

**ASHEBORO CITY SCHOOLS
FIELD TRIP / TRANSPORTATION REQUEST
SEND TO TRANSPORTATION SUPERVISOR - CENTRAL OFFICE**

Group Making Request: SAMS 8th Grade School: SAMS

Destination: Washington, DC Date of Trip: May 18, 19, 20th

Number of Students Involved: approximately 204 Percent of Total Group: 100%

Reasons for Students Not Attending: behavior, grades, and a choice of not to go.

Transportation Method: Activity Bus Charter Bus Private Automobile Other ()

If using a Charter Bus service, state name of Vendor here: Holiday Tours Inc.

Number of Vehicles Needed (to be secured by the Central Office): 2

Number of Drivers Needed (to be secured by the Central Office): 2

Departure Time: 6:00am ^{Sun. May 18th} Return Time: 8:30pm ^{Tues. May 20th} Round Trip Miles (estimated):

Estimated Cost to the Student: ~ \$400.00 includes 20 transportation, meals, hotel

Purpose(s) of the Field Trip: 8th Grade Cross Curricular activity - addressing a standard from each discipline. *Please see attachment for itinerary.

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

Peters, Haggard, MacCaulay, Clarett, Miller, Smith Moore, Mc Elroy
plus ^{at least} 10 parental chaperones

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

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

Kathy Peters - 8th Grade Team Leader 11/13/13
Sponsor (Group Responsible for Paying for the Trip) Date

Approved: [Signature] 11/13/13
Principal Date

Approved: _____ Date
Superintendent or Designee

Transportation Scheduled: _____ Date
Transportation Supervisor

Special Comments/ Response: _____

WASHINGTON D.C.

**SOUTH ASHEBORO
MIDDLE SCHOOL**

May 18-20, 2014

Highlights:

Guided Tour of the
United States Capitol
Building

Monuments and
Memorials

Arlington National
Cemetery

Smithsonian Museums

-AIR & SPACE-
-AMERICAN HISTORY-
-NATURAL HISTORY-

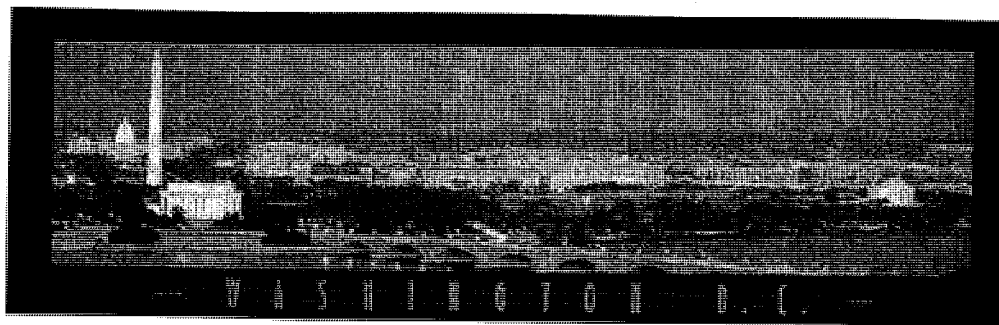
George Washington's
Mount Vernon
Estate

Also Includes:

Motorcoach
Transportation

GROUP TRAVEL
Tour Director per coach

Security each night
at our hotel



Preliminary Tour Itinerary

DAY 1: Sunday May 18, 2014

Depart SOUTH ASHEBORO MIDDLE SCHOOL 6:00 AM

\$5 cash breakfast allowance en route

\$7 cash lunch allowance en route

Travel to Arlington, Virginia

Walking Sightseeing Tour of Arlington National Cemetery

Witness the Changing of the Guard Ceremony at the
TOMB OF THE UNKNOWN SOLDIER

See the **Iwo Jima Marine Corps Memorial**

Visit the **Lincoln Memorial, Vietnam War Memorial,
Korean War Memorial, and the World War II Memorial**
Dinner voucher (included) at **Union Station Food Court**
Overnight in Woodbridge, Virginia

DAY 2: Monday May 19, 2014

Deluxe Continental breakfast (included) at our hotel

Guided Tour of the United States Capitol

Explore several Smithsonian Institution Museums, including:

National Air & Space Museum

\$10 cash lunch allowance at the Air & Space Museum

National Museum of Natural History

National Museum of American History

Photo stop at the Einstein Statue at the National Academy of Sciences

Visit the **Jefferson Memorial, the Pentagon 9-11 Memorial,
and the U.S. Air Force Memorial** (as time allows)

\$10 cash dinner allowance at Pentagon City Mall Food Court
Overnight in Woodbridge, Virginia

DAY 3: Tuesday May 20, 2014

Deluxe Continental breakfast (included) at our hotel

Depart for Mount Vernon, Virginia

Tour **Mount Vernon, home of President George Washington**

9:00 AM-12:00 Noon

\$7 cash lunch allowance upon departure

8:00-8:30 PM Approximate return time to

SOUTH ASHEBORO MIDDLE SCHOOL

**Asheboro City Schools
Personnel Transactions
November 21, 2013**

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

NAME		SCHOOL	SUBJECT	EFFECTIVE
Luria	Jacqueline	BAL	Instructional Assistant	12/31/2013
Smith	Karen	ECDC	Exceptional Children	12/5/2013
Triplette	Melissa	DLL	Instructional Assistant	10/23/2013

***B. APPOINTMENTS**

NAME		SCHOOL	SUBJECT	EFFECTIVE
Creed	Meagan	AHS	Social Studies	12/16/2013
Kingston	Chris	AHS	Physical Education	12/2/2013
McHenry	Cord	CWM	After School Program Assistant (PT)	11/13/2013
Small	Krystina	CO	Bus Driver	11/1/2013
Smith	Patrick	AHS	Long-Term Intervention Specialist	12/2/2013
Cole	Rick		Substitute \$70/day	11/5/2013
Cox	Katie		Substitute \$70/day	11/5/2013
Crumpler	Kimberly		Substitute \$70/day	11/5/2013
Dunlap	Tenisha		Substitute \$70/day	11/5/2013
Gallimore	Mary		Substitute \$70/day	11/5/2013
Henderson	Lisa		Substitute \$70/day	11/5/2013
Mathison	Dorothy		Substitute \$70/day	11/5/2013
McHugh	Alan		Substitute \$70/day	11/12/2013
Patrick	Leighann		Substitute \$91/day	10/25/2013
Stutts	Jeffrey		Substitute \$91/day	10/28/2013
Williams	Brenda		Substitute \$70/day	11/5/2013

C. TRANSFERS

Luck	Steve	AHS	Social Studies to SS/Athletic Director	12/2/2013
Millner	Amy	CO	Substitute Bus Driver to Bus Driver	10/28/2013

**Asheboro City Schools
Personnel Transactions - Addendum
November 21, 2013**

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

NAME		SCHOOL	SUBJECT	EFFECTIVE
Alexander	Chris	NAMS	Instructional Assistant-EC	11/22/2013
Pocock	Lowell	AHS	Social Studies	11/19/2013

***B. APPOINTMENTS**

NAME		SCHOOL	SUBJECT	EFFECTIVE
Simmons	Charles	CO	Bus Driver (PT)	11/14/2013

C. TRANSFERS

Walden	Brett	NAMS	Instructional Asst. ISS to EC	11/25/2013
Hanson	Rebekah	BAL	ESL to 5th Grade	12/2/2013

**Asheboro City Schools
Certified Appointments
November 21, 2013**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Creed, Meagan	Appalachian State University B: History, Secondary Education	History

Ms. Creed is recommended to teach Social Studies/History at Asheboro High School. She is currently completing her student teaching at Grimsley High School in grades 10-12 US History. Ms. Creed also completed an assignment at Watauga High School teaching Civics and Sociology in grades 10-11. We are pleased to welcome Ms. Creed to Asheboro City Schools as she begins her teaching career.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Kingston, Chris	Mars Hill College B: Psychology	Physical Education Special Education

Mr. Kingston is recommended to teach Physical Education at Asheboro High School. He is presently teaching Physical Education for Montgomery County Schools and is looking forward to returning to Asheboro. Mr. Kingston spent a year and a half at AHS as an instructional assistant before moving into an exceptional children teaching position at South Asheboro Middle School. We are pleased to welcome Mr. Kingston back to Asheboro City Schools.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Smith, Patrick	North Carolina Central University B: Business Education North Carolina A&T University M: School Administration	Business Education Principal

Mr. Smith is recommended to teach at Asheboro High School as the Long-Term Intervention Specialist. He is a veteran educator, most recently working as a graduation coach in Pender County Schools. Mr. Smith is experienced in providing a wide variety of support and interventions for at-risk students. We are excited to welcome Mr. Smith to Asheboro City Schools.

A stack of books with a yellow pencil in the foreground. The books are stacked vertically, with the top book having a blue cover. The pencil is yellow and is positioned diagonally across the bottom of the frame, pointing towards the right. The text is centered over the books.

**Asheboro City Schools
2012-2013
READY Data**

History of the NC READY

2013 READY Accountability Background Brief

2008 – State Board of Education adopted *A Framework for Change: The Next Generation of Assessments and Accountability (ACRE)* resulting in

- *A new Standard Course of Study* in all subjects and grade levels
- New student assessments aligned to the revised *Standard Course of Study*
- A new accountability model focused on Career and College Readiness measures.

Elementary School READY Accountability Model

Grade 3-8 NC Targets:

- Reading (grades 3-8) subgroup participation & proficiency,
- Math (grades 3-8) subgroup participation & proficiency,
- Science (5&8) subgroup participation & proficiency*,
- Any EOC Scores (middle grades) subgroup participation & proficiency*, and
- Attendance.

* Not included in Federal AMOs

High School READY Accountability Model

High School NC Targets:

- Reading (grade 10) subgroup participation & proficiency,
- Math (grade 10) subgroup participation & proficiency,
- Science (grade 11) subgroup participation & proficiency*,
- Current Year EOC subgroup participation & proficiency*,
- Cohort Graduation Rate by subgroup in both 4-Y and 5-Y cohorts,
- The ACT subgroup participation & proficiency*,
- ACT WorkKeys*, and
- Math Course Rigor*.

* Not included in Federal AMOs

2012-13 ACS Results

School Name	Performance Composite	2012-2013*		
		NC READY Targets	AMO*	AMOs Met*
ELEMENTARY SCHOOLS				
Balfour Elementary	24.7	19 of 28 (67.9%)	71.4%	15 of 21
McCrary Elementary	28.3	24 of 29 (82.8%)	88.0%	22 of 25
Loflin Elementary	31.5	18 of 23 (78.3%)	84.2%	16 of 19
Teachey Elementary	38.3	30 of 35 (85.7%)	92.0%	23 of 25
Lindley Park Elementary	45.7	35 of 35 (100%)	100%	25 of 25
MIDDLE SCHOOLS				
North Asheboro Middle	26.4	27 of 45 (60%)	55.2%	16 of 29
South Asheboro Middle	32.2	34 of 49 (69.4%)	72.4%	21 of 29
HIGH SCHOOL				
Asheboro High School	34.2	65 of 73 (89.0%)	96.0%	24 of 25
DISTRICT				
Asheboro City Schools	32.1	99 of 130 (76.2%)	76.7%	46 of 60

	Exceeds Expected Growth
	Meets Expected Growth
	Does Not Meet Expected Growth

Trends in ACS

School Name	Title I	2010-2011				2011-2012*				2012-2013*			
		Performance Composite	ABC Status	Met AYP	Goals Met	Performance Composite	ABC Status	AMO*	AMOs Met*	Performance Composite	NC READY Targets	AMO*	AMOs Met*
ELEMENTARY SCHOOLS													
Balfour Elementary	x	65.4	Progress	No	20 of 21	68.3	Progress	76%	16 of 21	24.7	19 of 28 (67.9%)	71.4%	15 of 21
McCrary Elementary	x	54.3	Priority	Yes	21 of 21	51.7	Priority	52%	11 of 21	28.3	24 of 29 (82.8%)	88.0%	22 of 25
Loflin Elementary	x	68.7	Progress	No	14 of 17	68.2	Progress	77%	13 of 17	31.5	18 of 23 (78.3%)	84.2%	16 of 19
Teachey Elementary	x	71.4	Progress	No	20 of 27	71.0	Progress	88.2	15 of 17	38.3	30 of 35 (85.7%)	92.0%	23 of 25
Lindley Park Elementary	x	81.4	Distinction	Yes	21 of 21	80.7	Distinction	100%	23 of 23	45.7	35 of 35 (100%)	100%	25 of 25
MIDDLE SCHOOLS													
North Asheboro Middle	-	64.8	Progress	No	20 of 29	59.8	Priority	55%	16 of 29	26.4	27 of 45 (60%)	55.2%	16 of 29
South Asheboro Middle	-	72.8	Progress	No	23 of 29	71.8	Progress	76%	22 of 29	32.2	34 of 49 (69.4%)	72.4%	21 of 29
HIGH SCHOOL													
Asheboro High School	-	68.7	No Recognition	No	19 of 21	73.4	Progress	91%	21 of 23	34.2	65 of 73 (89.0%)	96.0%	24 of 25
DISTRICT													
Asheboro City Schools	-	68.8		No	46 of 54	68.4		71%	40 of 56	32.1	99 of 130 (76.2%)	76.7%	46 of 60
PROFICIENCY:		HE - Honor School of Excellence (90%+ and all AMOs); Exc - School of Excellence (90%+); Dst - School of Distinction (80-89%); Pro - School of Progress (60-79%); Pri - Priority School (50-59%); LP - Low-Performing (50%-)								Grade 3-8 NC Targets: Reading & Math (3-8), Science (5&8), EOC Scores, and Attendance High School NC Targets: Reading & Math (10), Science (11), EOC Scores, Cohort Graduation Rate, The ACT, ACT WorkKeys, & Math Course Rigor			
GROWTH:		High Growth		*AYP REPORTING CHANGES: The NCDPI will no longer designate each school as having met or not met Adequate Yearly Progress (AYP). For each school, the NCDPI will report the number of Annual Measureable Objectives (AMOs) and the number of those targets met as well as the percentage of targets met. These targets are (1) based on 2010-11 data and (2) identified for each federally reported subgroup. Per the ESEA flexibility waiver, the AMO targets were set with the goal of reducing the percentage of non-proficient students by one-half within six years.						Exceeds Expected Growth			
		Expected Growth								Meets Expected Growth			
		No Recognition								Does Not Meet Expected Growth			

READY Statistics

Indicator	Denom	Percent
Performance Composite	6662	32.1
The ACT	252	59.1
ACT WorkKeys	98	68.4
Math Course Rigor	275	>95
Cohort Graduation Rate 4yr	328	86.3
Cohort Graduation Rate 5yr	329	86.0
Graduation Project	YES	
EVAAS Growth Status	N/A	
K2 Receiver School	N/A	

NC & Federal Targets

Subject	State			Federal		
	#Met	#Targ	Pct	#Met	#Targ	Pct
Reading Grades 3-8	11	19	57.9	10	17	58.8
Math Grades 3-8	12	19	63.2	11	17	64.7
Science Grades 5&8	10	18	55.6			
Reading Grade 10	10	10	100.0	10	10	100.0
Math Grade 10	10	10	100.0	10	10	100.0
Science Grade 11	6	12	50.0			
Current Year EOC	9	9	100.0			
Attendance	1	1	100.0	1	1	100.0
Cohort Graduation Rate	5	6	83.3	4	5	80.0
The ACT	11	12	91.7			
ACT WorkKeys	8	8	100.0			
Math Course Rigor	6	6	100.0			
Total Targets	99	130	76.2	46	60	76.7

Target Detail

Reading Grade 10											
	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
Part Den	320	<5	9	38	119	9	145	191	28	23	6
Part Pct	>95	*	*	>95	>95	*	>95	>95	*	*	*
Part Status	Met ¹	Insuf	Insuf	Met ²	Met ³	Insuf	Met ⁴	Met ⁵	Insuf	Insuf	Insuf
Prof Den	305	<5	9	34	113	9	140	177	25	21	6
Prof Pct	52.1	*	*	29.4	37.2	*	70.0	34.5	*	*	*
Goal Pct	52.4	36.0	64.5	33.4	41.1	55.1	63.9	36.1	5.1	14.1	93.0
Prof Status	Met ⁶ /C	Insuf	Insuf	Met ⁷ /C	Met ⁸ /C	Insuf	Met ⁹	Met ¹⁰ /C	Insuf	Insuf	Insuf

Target Status Options:

/A = Met Using Alternate Cohort (Current+Exited for SWD & LEP, or Extended rate for CGR)

/C = Met Using Confidence Interval Upper Bound

/I = Met Using Improvement (0.1% for ATT, 2% for Standard CGR, 3% for Extended CGR)

READY Drilldown Data

	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	LEP	SWD	AIG
All Subjects	32.1 6662	33.1 3355	31.1 3307	18.2 11	50.0 88	18.0 991	24.4 2627	28.8 281	44.7 2664	23.9 4850	9.0 1133	6.3 733	84.9 784
EOG	31.2 5352	31.6 2668	30.8 2684	<5 6	59.1 66	18.8 814	23.8 2162	28.2 238	43.3 2066	24.0 4034	9.6 1006	6.8 634	86.3 608
Reading	30.8 2295	31.8 1132	29.8 1163	* <5	51.6 31	17.1 345	20.8 931	28.0 100	46.3 886	22.9 1736	7.6 436	6.7 270	85.9 255
Math	30.9 2296	30.4 1132	31.4 1164	* <5	67.7 31	18.6 345	26.7 932	28.0 100	39.2 886	25.1 1736	12.6 437	5.9 270	86.7 255
EOC	35.8 1310	39.2 687	32.1 623	40.0 5	22.7 22	14.1 177	27.3 465	32.6 43	49.5 598	23.0 816	<5 127	<5 99	80.1 176
ACT Composite	59.1 252	61.3 150	55.9 102	* <5	* <5	34.3 35	40.3 77	37.5 8	79.5 127	41.5 123	7.7 13	10.0 10	>95 42
Work Keys	68.4 98	66.7 63	71.4 35	* <5	* <5	62.5 16	68.4 38	* <5	70.7 41	64.2 67	* <5	<5 6	* <5
4Y Grad Rate	86.3 328	88.9 162	83.7 166	* <5	* <5	78.4 51	86.4 110	87.5 8	88.0 150	85.5 186	60.0 15	75.0 28	>95 41

ACS 3-8 Math Growth

Report: District Value Added Test: End of Grade
 District: Asheboro City Schools Subject: Math
 Year: 2013



LEARN HOW TO USE THIS REPORT *(Flash required)*
[Gain Model](#) | [Predictive Methodology](#)

Estimated District Mean NCE Gain							
Grade	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	Mean NCE Gain over Grades Relative to Growth Standard
Growth Standard		0.0	0.0	0.0	0.0	0.0	
2011 Mean NCE Gain							
Std Error							
2012 Mean NCE Gain		-1.4 R	-1.1 G	-2.9 R	-2.8 R	0.3 G	-1.6 R
Std Error		0.7	0.7	0.6	0.6	0.7	0.3
2013 Mean NCE Gain		-2.5 R	0.4 G	-5.1 R	-4.9 R	-0.7 G	-2.6 R
Std Error		0.7	0.7	0.7	0.6	0.6	0.3
3-Yr-Avg NCE Gain							
Std Error							
Estimated District Mean NCE Scores							
Grade	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	
NCE Base	50.0	50.0	50.0	50.0	50.0	50.0	
2010 Mean							
2011 Mean	47.2	48.9	49.5	46.8	44.9	46.5	
2012 Mean	46.5	45.9	47.9	46.5	44.0	45.2	
2013 Mean	47.2	44.1	46.3	42.8	41.7	43.4	

- B** Exceeds Expected Growth: Estimated mean NCE gain is above the growth standard by at least 2 standard errors.
- G** Meets Expected Growth: Estimated mean NCE gain is below the growth standard by at most 2 standard errors but less than 2 standard error above it.
- R** Does Not Meet Expected Growth: Estimated mean NCE gain is below the growth standard by more than 2 standard errors.

ACS 3-8 ELA Growth

Report: District Value Added Test: End of Grade
 District: Asheboro City Schools Subject: Reading
 Year: 2013



LEARN HOW TO USE THIS REPORT *(Flash required)*
 Gain Model | Predictive Methodology

Estimated District Mean NCE Gain							
Grade	3	4	5	6	7	8	Mean NCE Gain over Grades Relative to Growth Standard
Growth Standard		0.0	0.0	0.0	0.0	0.0	
2011 Mean NCE Gain							
Std Error							
2012 Mean NCE Gain		0.7 G	-1.6 R	-0.1 G	-2.1 R	-3.0 R	-1.2 R
Std Error		0.7	0.7	0.7	0.7	0.7	0.3
2013 Mean NCE Gain		1.4 B	0.6 G	0.7 G	-3.0 R	-1.5 R	-0.4 G
Std Error		0.7	0.7	0.7	0.7	0.7	0.3
3-Yr-Avg NCE Gain							
Std Error							
Estimated District Mean NCE Scores							
Grade	3	4	5	6	7	8	
NCE Base	50.0	50.0	50.0	50.0	50.0	50.0	
2010 Mean							
2011 Mean	41.6	44.6	44.2	45.2	45.6	45.4	
2012 Mean	43.7	42.5	43.1	44.3	43.0	42.6	
2013 Mean	44.1	45.2	43.1	44.0	41.4	41.5	

- B** Exceeds Expected Growth: Estimated mean NCE gain is above the growth standard by at least 2 standard errors.
- G** Meets Expected Growth: Estimated mean NCE gain is below the growth standard by at most 2 standard errors but less than 2 standard error above it.
- R** Does Not Meet Expected Growth: Estimated mean NCE gain is below the growth standard by more than 2 standard errors.

ACS 5 & 8 Science Growth

Report: District Value Added Test: End of Grade
 District: Asheboro City Schools Subject: Science
 Year: 2013



LEARN HOW TO USE THIS REPORT *(Flash required)*
 Gain Model | Predictive Methodology

Subject	Grade	Year	N	Mean Student Score	Mean Score %-ile	Mean Pred Score	Pred Score %-ile	District Effect	Effect Std Err	District vs State Avg
Science	5	2011	357	153.3	38	153.9	40	-0.6	0.3	Meets Expected Growth
		2012	295	153.2	33	154.7	39	-1.5	0.3	Does Not Meet Expected Growth
		2013	281	248.9	40	248.9	41	<u>-0.0</u>	0.4	Meets Expected Growth
	8	2011	316	150.6	36	151.8	41	-1.2	0.3	Does Not Meet Expected Growth
		2012	296	150.9	33	152.4	39	-1.5	0.3	Does Not Meet Expected Growth
		2013	336	245.4	30	247.6	38	<u>-2.1</u>	0.3	Does Not Meet Expected Growth



Exceeds Expected Growth: Progress is significantly above the average district in the state.

Meets Expected Growth: Progress is not detectably different from the average district in the state.

Does Not Meet Expected Growth: Progress is significantly below the average district in the state.

HS Growth

Subject	Year	N	Mean Student Score	Mean Score %-ile	Mean Pred Score	Pred Score %-ile	District Effect	Effect Std Err	District vs State Avg
Algebra I	2011	78	142.3	17	143.7	21	-1.2	0.6	Does Not Meet Expected Growth
	2012	317	153.8	49	152.6	45	1.2	0.3	Exceeds Expected Growth
	2013	629	248.9	47	248.2	45	<u>0.6</u>	0.2	Exceeds Expected Growth

Subject	Year	N	Mean Student Score	Mean Score %-ile	Mean Pred Score	Pred Score %-ile	District Effect	Effect Std Err	District vs State Avg
Biology	2011	360	147.7	32	150.4	41	-2.6	0.3	Does Not Meet Expected Growth
	2012	330	150.2	34	150.9	36	-0.7	0.3	Does Not Meet Expected Growth
	2013	301	246.6	34	247.1	36	<u>-0.5</u>	0.3	Meets Expected Growth

Subject	Year	N	Mean Student Score	Mean Score %-ile	Mean Pred Score	Pred Score %-ile	District Effect	Effect Std Err	District vs State Avg
English II	2013	308	149.3	43	148.8	41	<u>0.4</u>	0.3	Meets Expected Growth

Student Letters sent home 11/13

Print
10/16/2013
9:51:05 AM

NC READY Student Report 2012-13

Student:
Teacher:

Grade:
School:



This report provides information about your student's score on this End-of-Course test given in 2012-13. The score on this test is only one of the many indicators of how well your student is achieving. Test scores should always be considered along with all other available information provided about your student. See the reverse side of this report for an explanation of information provided on this report.

1 - Student's Achievement Level Descriptor

Students performing at this level have a superior command of the knowledge and skills contained in the Common Core State Standards (CCSS) for Mathematics assessed at the end of Math I and are academically well-prepared to engage successfully in more rigorous studies in this content area. They are also on-track to become academically prepared to engage successfully in credit-bearing, first-year Mathematics courses without the need for remediation.

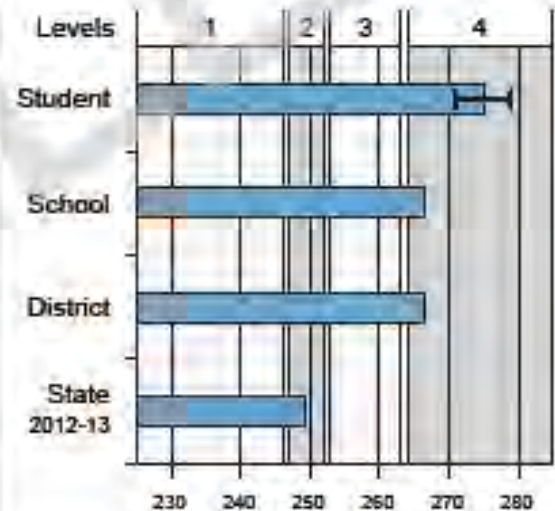
Example: Level 4 students have a strong ability to develop expressions, equations, and inequalities from context and use them to correctly solve multistep problems. They consistently use complex reasoning to model, interpret, explain, and apply key features of linear, exponential, and quadratic functions.

2 - Student's Scores

End-of-Course Algebra I/ Integrated I (Math I)

Scale Score	275
Percentile (2013 Norming Year)	99
Achievement Level	4
Quantile Framework ® for Mathematics	1450Q

3 - Scale Score Comparisons





End-of-Course

NC READY Student Report for School Year 2012–2013

The NC READY Student Report is divided into three columns. The first column on the left contains your student's achievement level descriptor, the second column in the middle lists your student's scores, and the third column on the right provides a comparison of your student's scale score to that of the school, district, and state.

Column 1: Student's Achievement Level Descriptor

The **achievement level descriptor** indicates what knowledge, skills, and abilities your student demonstrated based on his or her level of achievement on the test. This report contains only a partial description of your student's achievement level. A complete listing of the achievement level descriptions can be found at the North Carolina Department of Public Instruction/Accountability Services Division website at <http://www.ncpublicschools.org/accountability/>.

Column 2: Student's Scores

- The number of questions your student answered correctly is converted to a **scale score**.
- The **percentile rank** compares your student's performance on the test this year to that of all North Carolina students who took the test in the norming year. The norming year for a test is the first year the test was administered (i.e., school year 2012–2013).
- There are four **achievement levels** reported (i.e., 1, 2, 3, and 4). Your student is assigned an achievement level based on his or her scale score. Proficiency is a test score at achievement level 3 or 4.
- The **Lexile Framework®**, which is reported for reading assessments, measures both reader ability and test difficulty. Lexile scores do not translate specifically to grade level. By using your student's lexile score, you can match your child to a novel or other reading material that is similar to his/her ability. Additional information on the Lexile Framework can be found at <http://www.ncpublicschools.org/accountability/lexiles>.
- Math assessments are linked to the **Quantile Framework®** for Mathematics, which includes mathematical concepts, topics, materials, and resources to be identified within that same quantile range. Additional information on the Quantile Framework can be found at <http://www.quantiles.com>.

Column 3: Scale Score Comparisons

The **student bar** shows your student's scale score. The bold horizontal line drawn through the student bar represents the range of scale scores your student would receive if he or she took the test multiple times. The bar graphs for the school and the district provide a comparison of your student's scale score to the average scale scores of all students in his or her school and district who took the test during this school year. The bar graph for the state provides a comparison to the average scale scores of students in North Carolina who took the test during the norming year (i.e., 2012–2013).

A close-up photograph of a stack of books. The top book is open, showing lined pages. A yellow pencil with a sharpened lead tip is resting on the pages. The background is softly blurred, showing more books and a wooden surface.

QUESTIONS

Asheboro City Schools Calendar 2015 - 2016

Draft

Draft

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

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

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

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

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

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

July	
4	Holiday

August	
17	Staff Reports
17-21	Teacher Workdays
24	Students Report

September	
7	Holiday

October	
9	Teacher Workday

November	
11	Holiday
25	Vacation/Annual Leave
26-27	Holiday

December	
23	Vacation/Annual Leave
24-25	Holiday
28-31	Vacation/Annual Leave

January	
1	Holiday
18	Holiday
25-26	Teacher Workdays

February	
15	Vacation/Annual Leave

March	
25	Holiday
28-31	Vacation/Annual Leave

April	
1	Vacation/Annual Leave

May	
30	Holiday

June	
10	Last Day for Students
13-14	Teacher Workdays

Holidays
Teacher Workdays
Required Workdays
Vacation/Annual Leave

January 2016						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2016						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

March 2016						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2016						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2016						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2016						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

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

PROFESSIONAL AND STAFF DEVELOPMENT *Policy Code:* **1610/7800**

The board believes a strong relationship exists between the quality of education provided to students and the competency and training of all personnel employed by the school system.¹ The board places a high priority on securing the most competent personnel available and, once they are employed, providing them with opportunities for professional growth and development throughout their careers. The goal of professional and staff development programs and opportunities for licensed professional employees and support staff is to improve the instructional program and create a safe learning environment for all students by improving and expanding the skills of the professional staff and support personnel.

A. PROFESSIONAL AND STAFF DEVELOPMENT

²The superintendent shall provide ongoing development opportunities for licensed and support staff and shall require participation by such personnel as appropriate. The superintendent shall seek input from employees when developing system-wide programs. The principal shall seek input from school personnel when planning professional and staff development programs for his or her school.

Professional and staff development must be provided, at the system or school level, on the effective delivery of the required curriculum. In addition, as required by policy 3220, Technology in the Educational Program, the superintendent shall plan and provide a program of technology-related professional development to prepare the instructional staff to ~~and the incorporation of~~ integrate technology into the student learning process and to address other relevant issues related to the use of digital tools and resources in the instructional program.³

B. SELF-IMPROVEMENT⁴

Licensed employees are expected to engage in self-directed activities to improve their professional skills.⁵ These employees are encouraged to seek information and training through professional development programs as well as other opportunities in order to meet this responsibility.

C. PLANS FOR GROWTH AND IMPROVEMENT

¹ Other goals or statements may be used in addition to or in place of some of these statements.

² This paragraph may be tailored to describe the local professional and staff development program and site-based decision-making process.

³ Professional and staff development on subjects that match the goals and objectives of the system-wide safe school plan may also be included if the board has elected to require such a plan. Other board mandates, consistent with mission/objective statements, may be used in addition to ~~or in place of~~ the stated requirement.

⁴ Board policy on pursuing advanced degrees and licensure in multiple areas also may be included in this section.

⁵ Alternatively, the policy may identify all employees or some other subset.

Supervisors and principals also may require licensed employees to enter into plans, including mandatory improvement plans established by state law and individual, monitored and/or directed growth plans established by the State Board of Education, for professional growth and improving performance. (See policy 7811, Plans for Growth and Improvement of Licensed Employees.) A performance improvement plan could involve participation in a professional development program or encompass a variety of strategies that are related to professional growth or improving performance.

D. PAYMENT OF COSTS

The school system will consider paying reasonable costs, within budget limits, for any courses, workshops, seminars, conferences, in-service training sessions or other sessions an employee is required to attend by the local administration.⁶ The employee must seek prior approval for payments.

The school system will not bear the responsibility of the cost of training taken solely for the purposes of licensure renewal.

Legal References: Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 *et seq.*, 34 C.F.R. pt. 106; G.S. 115C-333, -333.1; State Board of Education Policy TCP-C-004

Cross References: Grievance Procedure for Employees (policy 1750/7220), Technology in the Educational Program (policy 3220), Plans for Growth and Improvement of Licensed Employees (policy 7811)

Issued:

Revised: March 6, 1998; January 22, 1999; June 30, 2009; September 30, 2011; August 29, 2012

⁶ The policy also may address reimbursement for courses taken in pursuit of an advanced degree.

The board recognizes that online instruction is a valuable tool for affording students extended educational options. The board will provide opportunities for students to participate in online instruction to the extent that it is academically and financially prudent.

School guidance counselors shall advise students on North Carolina Virtual Public School courses and other online courses available for credit. Enrollment in an online for credit course will count toward satisfying board requirements related to minimum instructional days, seat time policies, student attendance and athletic and/or extracurricular obligations.

The superintendent shall develop regulations consistent with State Board of Education requirements and this policy for students enrolling in online instruction.

Legal References: State Board of Education Policy GCS-M-001

Cross References: Dual Enrollment (policy 3101)

Adopted:

A. INTRODUCTION

It is the policy of the board to: (a) prevent user access via its technological resources to, or transmission of, inappropriate material on the Internet or through electronic mail or other forms of direct electronic communications; (b) prevent unauthorized access to the Internet and devices or programs connected to or accessible through the Internet; (c) prevent other unlawful online activity; (d) prevent unauthorized online disclosure, use or dissemination of personal identification information of minors; and (e) comply with the Children's Internet Protection Act.

B. DEFINITIONS

1. Technology Protection Measure

The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are obscene, child pornography or harmful to minors.

2. Harmful to Minors

The term "harmful to minors" means any picture, image, graphic image file or other visual depiction that:

- a. taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex or excretion;
- b. depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts or a lewd exhibition of the genitals; and
- c. taken as a whole, lacks serious literary, artistic, political or scientific value as to minors.

3. Child Pornography

The term "child pornography" means any visual depiction, including any photograph, film, video picture or computer or computer-generated image or picture, whether made or produced by electronic, mechanical or other means, of sexually explicit conduct, where:

- a. the production of such visual depiction involves the use of a minor engaging in sexually explicit conduct;

- b. such visual depiction is a digital image, computer image or computer-generated image that is, or is indistinguishable from, that of a minor engaging in sexually explicit conduct; or
- c. such visual depiction has been created, adapted or modified to appear that an identifiable minor is engaging in sexually explicit conduct.

4. Sexual Act; Sexual Contact

The terms “sexual act” and “sexual contact” have the meanings given such terms in section 2246 of title 18, United States Code.

5. Minor

For purposes of this policy, the term “minor” means any individual who has not attained the age of 17 years.

C. ACCESS TO INAPPROPRIATE MATERIAL

To the extent practical, technology protection measures (or “Internet filters”) will be used to block or filter access to inappropriate information on the Internet and World Wide Web. Specifically, blocking will be applied to audio and visual depictions deemed obscene or to be child pornography or harmful to minors. Student access to other materials that are inappropriate to minors will also be restricted. The board has determined that audio or visual materials that depict violence, nudity or graphic language that does not serve a legitimate pedagogical purpose are inappropriate for minors. The superintendent, in conjunction with a school technology and media advisory committee (see policy 3200, Selection of Instructional Materials), shall make a determination regarding what other matter or materials are inappropriate for minors. School system personnel may not restrict Internet access to ideas, perspectives or viewpoints if the restriction is motivated solely by disapproval of the viewpoints involved.

Subject to staff supervision, technology protection measures may be disabled during use by an adult for bona fide research or other lawful purposes.

D. INAPPROPRIATE NETWORK USAGE

All users of school system technological resources are expected to comply with the requirements established in policy 3225/4312/7320, Technology Responsible Use. In particular, users are prohibited from: (a) attempting to gain unauthorized access, including “hacking”, and engaging in other similar unlawful activities; and (b) engaging in the unauthorized disclosure, use or dissemination of personal identifying information regarding minors.

E. EDUCATION, SUPERVISION AND MONITORING

To the extent practical, steps will be taken to promote the safety and security of users of the school system's online computer network, especially when they are using electronic mail, chat rooms, instant messaging and other forms of direct electronic communications. It is the responsibility of all school personnel to educate, supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act and the Protecting Children in the 21st Century Act.

Procedures for the disabling or otherwise modifying any technology protection measures are the responsibility of the technology director or designated representatives.

The technology director or designated representatives shall provide age-appropriate training for students who use the school system's Internet services. The training provided will be designed to promote the school system's commitment to educating students in digital literacy and citizenship, including:

1. the standards and acceptable use of Internet services as set forth in policy 3225/4312/7320, Technology Responsible Use;
2. student safety with regard to safety on the Internet, appropriate behavior while online, including behavior on social networking websites and in chat rooms, and cyberbullying awareness and response; and
3. compliance with the E-rate requirements of the Children's Internet Protection Act.

Following receipt of this training, the student must acknowledge that he or she received the training, understood it and will follow the provisions of policy 3225/4312/7320, Technology Responsible Use.

The superintendent shall develop any regulations needed to implement this policy and shall submit any certifications necessary to demonstrate compliance with this policy.

Legal References: Children's Internet Protection Act, 47 U.S.C. 254(h); Neighborhood Children's Internet Protection Act, 47 U.S.C. 254(l); Protecting Children in the 21st Century Act, 47, U.S.C. 254(h)

Cross References: Professional and Staff Development (policy 1610/7800), Technology in the Educational Program (policy 3220), Technology Responsible Use (policy 3225/4312/7320), School Improvement Plan (policy 3430), Use of Equipment, Materials and Supplies (policy 6520), Network Security (policy 6524)

Adopted: _____ at a public meeting, following normal public notice

Replaces:

Adopted:

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

WEB PAGE DEVELOPMENT

Policy Code: **3227/7322**

¹Consistent with policy 3225/4312/7320, Technology ~~Acceptable~~ Responsible Use, and in an effort to further the school system's objectives, the board of education encourages the use of the Internet as a means of providing accessible, accurate and timely information for employees, students, parents and others in the larger community. The Internet affords the school system the opportunity to communicate with its communities by posting pertinent system and school information on-line. The school system has established its system website on-line at www.asheboro.k12.nc.us.² The school system website is the official website of the school system. In addition to this website, individual schools and departments may create system-related school websites. This policy provides the standards that must be followed for development of all system-related websites. Failure to comply with this policy may result in the removal of a web page or website from the Internet.

A. SYSTEM-RELATED WEBSITE

A "system-related website" is any Internet website that is established in one of the following ways:

1. by school system employees or students on behalf of the system;
2. by any school within the system;
3. by any school-sponsored club or organization within the system; or
4. by students as part of an educational assignment.

Only those websites that are created pursuant to this policy are considered system-related websites. The board does not endorse and is not responsible for websites created by employees, students or others outside of the standards and guidelines of this policy. Students or employees who create personal websites that result in a substantial and material disruption to the school environment may be subject to disciplinary action.

B. STANDARDS FOR WEB PAGE DEVELOPMENT

1. Non-Public or Closed Forums for Expression

All system-related websites are "non-public" or "closed" forums for expression. This means that the system has control over information on such websites and is not required to allow students, teachers or others to place material on system-related websites. The purpose of system-related websites is to disseminate

¹ This policy is optional and may be modified to reflect local practices.

² Fill in the school system's website address.

curriculum-related information; to present the public with information about the system, its schools and its programs; and to provide the community with each school or department's mission, contact information, activities, organizational format and instructional program. System-related websites are analogous to newsletters from the administration or the individual school. System-related websites are not analogous to a student newspaper or a non-school publication.

2. Administration and Editorial Control

All employees responsible for creating, developing, maintaining, editing or approving a system-related website shall act legally, responsibly and ethically in providing educational resources and information to support the mission and curriculum of the school system. Such persons shall abide by the generally accepted rules of website etiquette, board policy and regulations established by the superintendent.

a. Superintendent Final Authority

The superintendent or designee may delegate authority to place information on a system-related website; however, the superintendent has the final authority to approve or disapprove any information in whatever form on any such system-related websites.

b. School System Official Website

The superintendent or designee has editorial control and responsibility for the content of the school system official website. The superintendent shall appoint a staff member to serve as the web manager/editor³ of the system website.

c. Individual School Websites⁴

Each school will be provided with a web address, web design software and disk space on the system server. All system-related websites will be housed on the system web server. Each principal has editorial control and responsibility for the content of his or her individual school's official website, subject to review of the superintendent or designee. The principal may appoint a staff member to serve as the web manager of the school's website and a website committee to advise the web manager and principal regarding the content of the school's website. Individual school websites must comply with the additional guidelines provided below.

d. Teacher and Student Websites

³ Indicate appropriate position.

⁴ Modify as appropriate to reflect local practices.

Each teacher has editorial control over and responsibility for the content of his or her official website and for the content of his or her students' authorized websites, subject to review by the principal, the superintendent and the board. With the knowledge and written consent of a student's parent or guardian, a teacher may allow a student to create a website within or linked from a school's or teacher's website only for the following instructional purposes: (1) to teach a student how to create or maintain a website or (2) to facilitate a student's work on school assignments or research projects.⁵ No student pages may be posted or made accessible to the general public until approved by the principal or designee.

e. Personal Websites

The school system is not responsible for personal websites or web pages created or maintained by students, employees, parents, groups or organizations. Personal websites or web pages are not considered system-related websites or web pages and are not covered by the provisions of this policy. (For further information regarding personal websites, see policy 7335, Employee Use of Social Media, and section D—F of policy 3225/4312/7320, Technology Acceptable Responsible Use.)

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

3. Website Appearance and Evaluation

Web page content must be kept current and be maintained regularly. All system-related websites must include the name of the web page author, the date produced or revised, and the e-mail address of the author. The superintendent or designee (for the official system website) or the principal or designee (for individual school websites) must regularly review, proof and evaluate all system-related websites.

4. Copyright Laws

No information or graphics may be posted on websites in violation of any copyright laws or policy 3230/7330, Copyright Compliance. Copyright permission must be obtained for the use of any copyrighted material unless use is permitted as "fair use" under federal law. The superintendent or designee and each principal or designee is responsible for maintaining copies of permission granted for the use of copyrighted material.

⁵ This sentence is optional.

5. Links

a. Internal Links⁶

Each page of a system-related website must include a reference and hyperlink to the school system official website home page. In addition, all system-related websites must include a link to this policy and to policy 3225/4312/7320, Technology ~~Acceptable~~ Responsible Use.

b. External Links

The superintendent and designee have editorial control over and responsibility for the linking of a system-related website to other sites on the Internet that are appropriate to the mission of the school system. Links to external sites (including externally hosted teacher classroom sites) must be approved by the principal. If required, web managers must obtain permission from external websites before links are established from any system-related website to external websites. To the extent possible, school personnel shall determine the extent to which a secondary site is linked to other sites on the Internet and whether such sites are appropriate for access through the school system websites. Web managers shall periodically check external links for accuracy and appropriateness of content. School employees must report any inappropriate links to the web manager.

Since the school system cannot control the content of other sites on the Internet and their linkages, the following disclaimer statement must be inserted in a prominent position on the official system website, on each school's web page and on other system-related websites that contain links to other websites or web pages that are not system-related websites:

⁷The school system retains control over what links will be placed on system-related websites; however, the linked sites themselves are not under the control of the school system, its agents or its employees. The school system is not responsible for the contents of any linked site, any link contained in a linked site, or any changes or updates to such sites. The school system provides links as a convenience, and the inclusion of any link does not imply endorsement of the site by the school system. The school system reserves the right to remove or restrict any links.

c. Links to Personal Pages

⁶ This paragraph is optional.

⁷ Use of a disclaimer statement is optional. The statement may be modified as appropriate.

School websites or web pages may not contain links to personal web pages of students or employees or lists of personal web pages.

6. Behavior Standards

When using the Internet, employees and students are responsible for understanding and complying with board policies and administrative regulations, including policy 3225/4312/7320, Technology ~~Acceptable~~ Responsible Use; student behavior policies in the 4300 series; and policy 7300, Staff Responsibilities.

7. Accessibility of Website

The web manager/editor, in consultation with the technology director, shall ensure that the school system website meets required standards to ensure accessibility for persons with disabilities.⁸

C. GUIDELINES FOR INDIVIDUAL SCHOOL WEBSITES⁹

Each school may promote itself by publishing an official school web page on the Internet only via the official school system website. In addition to the standards above, the following standards apply to individual school websites.

1. The content of school web pages must be approved by the school principal.
2. The safety of students and employees must be considered when constructing school web pages. To protect the safety of students and employees, the following precautions must be taken:
 - a. home addresses or telephone numbers will not be listed;
 - b. student e-mail addresses will not be listed;
 - c. photographs of students and student work will be used only with appropriate parental permission and/or as approved for release as directory information under policy 4700, Student Records, and will include only the student's first name, with no other information about the student.¹⁰

⁸ For website accessibility laws and standards, see G.S. 168A-7; 36 C.F.R. 1194.22 (2000); Section 508 of the Rehabilitation Act (29 U.S.C. 794d), as amended (1998); and the website for the State Information Technology Technical Assistance and Training Center at www.ittatc.org/laws/state_prototype.php?state=NC.

⁹ This section is optional and may be modified to reflect local practices.

¹⁰ Alternatively, the board may prohibit the use of student photos or prohibit the use of the student's name. Any prohibition on the use of photographs should be consistent with the discussion of directory information in policy 4700, Student Records.

The principal or designee is responsible for maintaining records of permission granted for the release of information. The principal should implement other safety precautions, as necessary, to be followed when constructing web pages.

3. To protect a student's rights in his or her intellectual property, if a school or teacher publishes a student's work, a disclaimer should be provided indicating ~~that the work may not be copied or modified in any way~~ the terms of redistribution or reuse.
4. Schools must provide contact information and other general information about the school on the school website, including the school's name, phone number, fax number, grade levels and address, the principal's name and the e-mail addresses of the school administrative team.
5. Graphics used on school websites must be appropriate to the school and should be of a size that will download quickly into a web browser.¹¹
6. Schools must keep information presented on their school's web page current, accurate and grammatically correct.
7. The principal or designee must approve all revisions and additions to the school website.
8. Failure to comply with these guidelines or the standards of this policy, as determined by the superintendent or designee, may result in the removal of a school's web page from the Internet.

Legal References: U.S. Const. Amend. I; Electronic Communications Privacy Act, 18 U.S.C. 2510-2522; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; 17 U.S.C. 101 *et seq.*; G.S. 115C-325(e)

Cross References: Curriculum and Instructional Guides (policy 3115), Technology in the Educational Program (policy 3220), Technology ~~Acceptable~~ Responsible Use (policy 3225/4312/7320), Copyright Compliance (policy 3230/7330), Student Behavior Policies (4300 series), Student Records (policy 4700), Public Records – Retention, Release and Disposition (policy 5070/7350), Staff Responsibilities (policy 7300), Employee Use of Social Media (policy 7335), Personnel Files (policy 7820)

Issued: May 7, 2004

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

¹¹ This provision is optional.

NETWORK SECURITY

Policy Code:

6524

The school system computers, networks and other technological resources support the educational and administrative functions of the school system. Because employees and students depend on these systems to assist with teaching and learning and because sensitive and confidential information may be stored on these systems, system integrity and security is of utmost importance.

A. NETWORK AND INFORMATION SECURITY

The school system information technology systems are valuable assets that must be protected. To this end, school technology personnel shall evaluate each information technology asset and assign protective controls that are commensurate with the established value of such assets. Appropriate security measures must be in place to protect all information technology assets from accidental or unauthorized use, theft, modification or destruction and to prevent the unauthorized disclosure of restricted information. Network security measures must include an information technology system disaster recovery process. Audits of security measures must be conducted annually.

All personnel shall ensure the protection and security of information technology assets that are under their control.

B. SECURITY AWARENESS

The technology director or designee shall provide employees with information to enhance awareness regarding technology security threats and to educate them about appropriate safeguards, network security and information security.

C. VIRUS PROTECTION

Virus detection programs and practices must be implemented throughout the school system. The superintendent or designee is responsible for ensuring that the school system network includes current software to prevent the introduction or propagation of computer viruses.

D. TRAINING FOR USE OF TECHNOLOGICAL RESOURCES

Users should be trained as necessary to effectively use technological resources effectively and in a manner that maintains the security of the network infrastructure and ensures compliance with state and federal law and regulations. Such training should include information related to remote access, virus protection, NC WISE, network and information security, and other topics deemed necessary by the superintendent or technology director. Training may be conducted as part of the technology-related professional development program (see policy 3220, Technology in the Educational

~~Program). Each school should identify any staff development appropriations for technological training in its school improvement plan.¹ The superintendent and technology director should assist schools in coordinating staff development needs as provided in policy 1610/7800, Professional and Staff Development.~~

E. ACCESS TO INFORMATION TECHNOLOGY SYSTEMS

1. User ID and Password

All users of information technology systems must be properly identified and authenticated before being allowed to access such systems. The combination of a unique user identification and a valid password is the minimum requirement for granting access to information technology systems. Depending on the operating environment, information involved and exposure risks, additional or more stringent security practices may be required as determined by the superintendent or technology director. The technology director or designee shall establish password management capabilities and procedures to ensure the security of passwords.

2. NC WISE

The technology director or designee shall ensure that any school system computers utilizing the NC WISE application pursuant to State Board of Education Policy TCS-C-018 adhere to requirements of the NC WISE Password and Workstation ~~Policy~~Standard, including provisions related to the user identification, password and workstation security standards. Employees must follow such standards for all computers used to access the NC WISE system, including the employee's personal computer.²

3. Remote Access

The superintendent and technology director may grant remote access to authorized users of the school system's computer systems. The technology director or designee shall ensure that such access is provided through secure, authenticated and carefully managed access methods.

Legal References: G.S. 115C-523, -524; State Board of Education Policy TCS-C-018

Cross References: Professional and Staff Development (policy 1610/7800), Technology in the Educational Program (policy 3220), Internet Safety (policy 3226/4205), Technology Acceptable Responsible Use (policy 3225/4312/7320), School Improvement Plan (policy 3430), Use of Equipment, Materials and Supplies (policy 6520)

¹~~The reference to the school improvement plan is optional.~~

² Because NC WISE provides access to student records, it is strongly recommended that any computer used to access NC WISE meet security standards.

Other References: NC WISE Password and Workstation Standard (available at http://www.ncwise.org/documents/training_group/docs/Security/WISE_schl_SecurityAdministration.pdf)

Issued: January 20, 2009

Revised: June 30, 2009; August 29, 2012

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

EMPLOYEE USE OF SOCIAL MEDIA

Policy Code:

7335

¹The board recognizes the importance of incorporating current technology tools, including new methods of electronic communication, into the classroom to enhance student learning. It further recognizes the importance of employees, students and parents engaging, learning, collaborating and sharing in digital environments as part of 21st Century learning. The board strives to ensure that electronic communication tools incorporated into the school curriculum are used responsibly and safely. As practicable, the board will provide access to secure social media tools and board approved technologies for use during instructional time and for school-sponsored activities in accordance with policies 3220, Technology in the Educational Program, and policy 3225/4312/7320, Technology Acceptable-Responsible Use.

The board acknowledges that school employees may engage in the use of social media during their personal time. School employees who use social media for personal purposes must be mindful that they are responsible for their public conduct even when not acting in their capacities as school system employees. All school employees, including student teachers and independent contractors shall comply with the requirements of this policy when using electronic social media for personal purposes.

For the purposes of this policy, “social media” includes, but is not limited to: personal websites, web logs (blogs), wikis, social network sites, online forums, virtual worlds, video-sharing websites and any other social media generally available to the public or consumers that does not fall within the board’s technologies network (e.g., Web 2.0 tools, MySpace, Facebook, Twitter, LinkedIn, Flickr, YouTube).

A. SOCIAL MEDIA COMMUNICATIONS INVOLVING STUDENTS

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

¹ The board could incorporate this information into already existing employee conduct policies in lieu of this stand-alone policy.

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

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

B. EMPLOYEE PERSONAL USE OF SOCIAL MEDIA

The board respects the right of employees to use social media as a medium of self-expression on their personal time. As role models for the school system's students, however, employees are responsible for their public conduct even when they are not performing their job duties as employees of the school system. Employees will be held to the same professional standards in their public use of social media and other electronic communications as they are for any other public conduct. Further, school employees remain subject to applicable state and federal laws, board policies, administrative regulations and the Code of Ethics for North Carolina Educators, even if communicating with others concerning personal and private matters. If an employee's use of social media interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment.

Employees are responsible for the content on their social media sites, including content added by the employee, the employee's friends or members of the public who can access the employee's site, and for Web links on the employee's site. Employees shall take reasonable precautions, such as using available security settings, to restrict students from viewing their personal information on social media websites and to prevent students from accessing materials that are not age-appropriate.

School employees are prohibited from accessing social networking websites for personal use during instructional time² or with school system technological resources.

C. POSTING TO SOCIAL MEDIA SITES³

² The board may consider prohibiting all personal use of social media during the school day.

³ This section is optional and may be moved to an administrative regulation. The board may add additional requirements consistent with employees' free speech rights.

Employees who use social media for personal purposes must be aware that the content they post may be viewed by anyone, including students, parents and community members. Employees shall observe the following principles when communicating through social ~~networking sites~~media:

1. Employees shall not post confidential information about students, employees or school system business.
2. Employees shall not ~~list~~accept current students as “friends” or “followers” or otherwise connect with students on social media ~~networking sites~~, unless the employee and student have a family relationship or other type of appropriate relationship which originated outside of the school setting.
3. Employees shall not knowingly allow students access to their personal social ~~networking media~~ sites that discuss or portray sex, nudity, alcohol or drug use or other behaviors associated with the employees’ private lives that would be inappropriate to discuss with a student at school.
4. Employees may not knowingly grant students access to any portions of their personal social ~~networking media~~ sites that are not accessible to the general public, unless the employee and student have a family relationship or other type of appropriate relationship which originated outside of the school setting.
5. Employees shall be professional in all ~~i~~Internet postings related to or referencing the school system, students and other employees.
6. Employees shall not use profane, pornographic, obscene, indecent, lewd, vulgar or sexually offensive language, pictures or graphics or other communication that could reasonably be anticipated to cause a substantial disruption to the school environment.
7. Employees shall not use the school system’s logo or other copyrighted material of the system without express, written consent from the board.
8. Employees shall not post identifiable images of a student or student’s family without permission from the student and the student’s parent or legal guardian.⁴
9. Employees shall not use ~~i~~Internet postings to libel or defame the board, individual board members, students or other school employees.
10. Employees shall not use ~~i~~Internet postings to harass, bully or intimidate other employees or students in violation of policy 1710/4021/7230, Prohibition Against Discrimination, Harassment and Bullying, or state and federal laws.

⁴ This provision can be expanded to prohibit posting of employees’ images without prior permission.

11. Employees shall not post inappropriate content that negatively impacts their ability to perform their jobs.
12. Employees shall not use ~~i~~Internet postings to engage in any other conduct that violates board policy and administrative procedures or state and federal laws.

D. CONSEQUENCES

School system personnel shall monitor online activities of employees who access the Internet using school technological resources. Additionally, the superintendent or designee may periodically conduct public ~~i~~Internet searches to determine if an employee has engaged in conduct that violates this policy. Any employee who has been found by the superintendent to have violated this policy may be subject to disciplinary action, up to and including dismissal.

The superintendent shall establish and communicate to employees guidelines that are consistent with this policy.

Legal References: U.S. Const. amend. I; Children's Internet Protection Act, 47 U.S.C. 254(h)(5); Electronic Communications Privacy Act, 18 U.S.C. 2510-2522; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; 17 U.S.C. 101 *et seq.*; 20 U.S.C. 6777; G.S. 115C-325(e); 16 N.C.A.C. 6C .0601, .0602; State Board of Education Policy TCP-C-014

Cross References: Prohibition Against Discrimination, Harassment and Bullying (policy 1710/4021/7230), Technology in the Educational Program (policy 3220), Technology ~~Acceptable~~ Responsible Use (policy 3225/4312/7320), Web Page Development (policy 3227/7322), Copyright Compliance (policy 3230/7330), Staff-Student Relations (policy 4040/7310), Staff Responsibilities (policy 7300)

Issued: December 15, 2011

Revised: August 29, 2012

To fulfill the educational goals of the board, the board will seek as many sources of revenue as possible determined to be beneficial to the district. The superintendent will seek public and private grants and funding for special projects as a source of supplemental funding. Employees also are encouraged to learn about special funding opportunities and to participate in the development of proposals to obtain the funding.

All applications for grants or specially funded projects will be in accordance with the educational goals of the board. When required by the funding agency, the proposals will be presented for board approval. The board will be notified of all funds awarded.

The superintendent will establish any procedures necessary to develop an efficient and effective process for seeking special funding.

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

Cross References:

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

Administrative Procedure: None

Article IX, section 7 of the North Carolina Constitution requires that the clear proceeds of all penalties, fines and forfeitures accruing to the State be forwarded to the county school funds to maintain the public schools. The board endorses this source of supplemental funding to the public schools.

The superintendent will seek all funds that the constitution requires to be directed to the public schools. The superintendent will report ~~periodically~~ annually to the board the amount of penalties, fines and forfeitures which have been collected.

Legal References: N.C. Const. art IX, § 7; G.S. 115C-433, -452, -437

Cross References:

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

Administrative Procedure: None

The board will designate as official depositories of the school district, one or more banks, savings and loan associations, or trust companies in North Carolina. No money will be deposited in any place other than an official depository, except as permitted by G.S. 115C-443(b), which exception relates only to certificates of deposits or such other forms of time deposits approved by the Local Government Commission.

Legal References: G.S. 115C-443, -444

Cross References:

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

Administrative Procedure: None

Except as otherwise provided by law, all monies collected or received by an officer, employee or agent of the school district or an individual school will be deposited in accordance with this policy. Each officer, employee and agent of the school district or individual school whose duty it is to collect or receive any taxes or other monies will deposit daily his or her collections and receipts. However, if the amount on hand is less than \$250.00, the finance officer will establish the procedures to be followed. Regardless of the amount on hand, all funds will be deposited at the end of each school week and on the last business day of each month. All deposits will be made with the finance officer or in an official depository. Deposits in an official depository will be reported immediately to the finance officer or individual school treasurer.

The finance officer may at any time audit the accounts of any officer, employee or agent collecting or receiving any taxes or other monies, and may prescribe the form and detail of these accounts. The accounts of such an officer, employee or agent will be audited at least annually.

Legal References: G.S. 115C-445

Cross References:

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

Administrative Procedure: None

The board authorizes the use of facsimile signature machines, signature stamps, or similar devices in signing checks and drafts and in signing the preaudit certificate on contracts or purchase orders. The board charges the finance officer with the custody of the necessary machines, stamps, plates, or other devices. The finance officer and the sureties on his or her official bond are liable for any illegal, improper or unauthorized use of these signature devices.

Legal References: G.S. 115C-439

Cross References:

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

Administrative Procedure: None



Balfour Elementary School

2013-2014 Continuous Improvement and Title I Implementation Plan

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Staff Approval	Date of Secret Ballot	Results For	Results Against
	11/15/2013	46	1

 Principal's Signature

 Date

Approved by Superintendent of Schools:

 Signature

 Date

Approved by Board of Education:

 Signature

 Date



Our School's Vision	Balfour Elementary School will be a school of excellence where students are honored, learning is valued, and our community is dedicated to the success of all.
Our School's Mission	The faculty and staff of Balfour School, working together with parents, students, and community members, will create a culture that empowers students to become active, global citizens and lifelong learners.
Core Beliefs	<p>To lead us toward our vision and mission, our school community shares the following core beliefs:</p> <ul style="list-style-type: none">• Student learning is the chief priority for the school.• Each student is a valued individual with unique physical, social, emotional and intellectual needs.• Fostering the appreciation of diversity increases students' understanding of different people and cultures, leading to global awareness.• A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.• Students learn in different ways and should be provided with a variety of instructional methods in order to learn, achieve, and succeed at their ability level.• Daily attendance at school increases learning opportunities for students• Teachers must prepare students to take their place in a globally competitive world.• Faculty, staff, students, parents and the greater community share the responsibility for the support of the school's mission.• A student's learning and talent is enhanced through the utilization of available technology.• A safe, orderly and caring environment promotes student learning• The school's commitment to continuous improvement enables students to become confident, self-directed, lifelong learners.



Strategic Objectives:

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

Strategic Focus/Foci:

- ★ Implement a consistent plan for literacy instruction and assessment across the curriculum (writing).
- ★ Consistent use of performance rubrics

Current Level of Performance:

Fewer than 50% of students scored proficient on end of year writing with district assessment

WIDA scores indicate that writing is the weakest area for our ESL students.

The TRC measurement of Reading 3D, which includes writing component, indicates that more than 50% of students K-3 are below grade level.

Annual Goal 1:
 Through explicit and consistent instruction of the writing process, at least sixty percent of students will demonstrate proficiency in writing using multiple measures at the end of 2013-14.

Action Steps	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Next Steps
Create literacy committee to implement a school wide writing plan so that a bridge between grade levels exists to facilitate continuous student and teacher growth in the writing process.	Literacy Committee	<ul style="list-style-type: none"> • Writing Continuum • Steps in writing process • Writing Across the Curriculum (DPI) 	Diener, Bernhardt	<ul style="list-style-type: none"> • Writing Plan • Student work samples • Meeting minutes • Literacy Committee folder on Public drive 	Every six weeks	10/8/13	



Provide professional development in area of writing so that teachers' knowledge is enhanced and student writing is improved.	Literacy Committee	PD360 Lucy Calkins <i>Units of Study in Opinion, Information, and Narrative Writing</i> Other resources to be determined based on needs of teachers and grade levels.	Ralph, Bender, Means	<ul style="list-style-type: none"> • PD agendas • Lesson plans • Student writing samples 	November-April at grade level meetings once per month	6/14	
During weekly grade-level PLCs, teachers will analyze student work so that instruction is adapted to meet student needs.	K-5 Teachers	Student work samples, rubrics	Elisabeth Bernhardt, grade level chairs	<ul style="list-style-type: none"> • Lesson plans • Grade level minutes • Student writing portfolios 	Every six weeks	6/14	
Submit common writing assessments each six weeks so that exemplar student writing samples can be identified for student and teacher use.	K-5 teachers	Common writing assessments Rubric	Means, White	<ul style="list-style-type: none"> • Portfolio • Writing scores on rubric 	Every six weeks	End of each six weeks	
Develop and implement writing rubrics so that teachers can assess student mastery of ELA standards and students can self-assess their writing.	K-5 teachers and students	<ul style="list-style-type: none"> • Student work samples • Rubrics • Common Core standards 	Mary Jo Przybylowski, Natalia Johns	<ul style="list-style-type: none"> • Writing portfolios • TRC • Students use ELA rubrics twice a year with parents as evidenced by sign-in sheets 	Once a semester as determined by grade level	10/8/13 6/12/14	



Strategic Objectives:

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

Strategic Focus/Foci:

- ★ Academic proficiency in core curriculum
- ★ Consistent use of performance rubrics

Current Level of Performance:

<u>TRC Proficiency:</u>	<u>EOY Benchmark Proficiency:</u>	<u>WIDA Data Expanding (Levels 5 or 6):</u>
43% in K	59.1% in 2	10% in K
34% in 1	44% in 3	38% in 1
47% in 2	53.6% in 4	71% in 2
53% in 3	69.1% in 5	69% in 3
		46% in 4
		57% in 5

Annual Goal 2:
 Based on end of year data, reading proficiency ranged from 34% to 69% by grade level. Through effective progress monitoring and reteaching, students will increase their reading proficiency level as measured by TRC (+ 10%), EOY data (+10%) and WIDA data (+20%).

Action Steps	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Next Steps
Provide Reading 3D training so that all teachers consistently assess and progress monitor students' performance in reading.	K-5 teachers	<ul style="list-style-type: none"> • Reading 3D • Student reports • Rebecca Belcastro 	Sara Ralph, Elisabeth Bernhardt	<ul style="list-style-type: none"> • Progress monitoring reports 	9/18/13 1/31/14 5/13/14	9/19/13 9/24/13 11/18/13	



Develop and implement rubrics so that teachers assess mastery of ELA standards and students can self-assess.	K-5 teachers and students	<ul style="list-style-type: none"> • Student work samples • Rubrics • Common Core standards 	Mary Jo Przybylowski, Natalia Johns	<ul style="list-style-type: none"> • Writing portfolios • TRC • Students use ELA rubrics twice a year with parents as evidenced by sign-in sheets 	Once a semester as determined by grade level	10/8/13 6/12/14	
Provide Response-To-Instruction training to all teachers so that PEPs are targeted toward skills deficits.	K-5 teachers	<ul style="list-style-type: none"> • Reading 3D • RTI resources • Regional RTI meeting • Barb Skelly 	Laura Haney, Melissa Skoglund	<ul style="list-style-type: none"> • Monthly grade level meetings • SST for Tier III students 	Monthly	10/7/13 for initial PEPs, updates at Assessment Wall, 10/29/13	
Teachers will participate in a voluntary lesson study so that they can deepen their understanding of the standards and learn how to modify instruction based on student performance.	Interested staff	<ul style="list-style-type: none"> • Reflective question packet 	Sarah Tonkin, Elisabeth Bernhardt	<ul style="list-style-type: none"> • Completed packet • Cohort end survey 	Monthly by cohort members	11/12/13 3/11/14 6/2014	



Strategic Objectives:

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

Strategic Focus/Foci:

- ★ Improved staff recruitment and retention processes

Current Level of Performance:

Teacher Turnover rate has steadily increased:
 11.9% in 2009-10
 13.1% in 2010-11
 20% in 2011-12
 15.19% in 2012-13

Annual Goal 3:

There has been an increase in teacher turnover from 11.9% to 20%. In an effort to retain teachers, we will enhance school culture and collective efficacy through an ongoing program of support for new teachers and staff.

Action Steps	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Next Steps
Introduce all new staff to the history of Balfour so that they will feel connected to the school community.	TLA #1	<ul style="list-style-type: none"> • History of Balfour produced by TLA #1 	Mary Lou Diener and Wendy Graham	<ul style="list-style-type: none"> • Calendar or agenda item from staff meeting 	First week of school	8/20/13	
Mentors and “Bulldog Buddy” meet regularly with Beginning Teachers and new staff so that a support network will be available.	Mentor Team	<ul style="list-style-type: none"> • District Mentor materials 	Kristen Smith	<ul style="list-style-type: none"> • BT Meeting agendas • BT Logs • Mentor Log 	Monthly	6/2014	



Use results of 2012 Teacher Working Conditions and GoogleDocs pre-survey to tailor monthly BT meetings to the needs of the teachers.	Mentor Team	Mentor materials, results of survey, various educational resources, True Colors survey	Kristen Smith, Mentors, TLA participants, administrators	<ul style="list-style-type: none">• BT agendas• Mentor Logs• BT logs• GoogleDocs post survey• 2012 Teacher Working Conditions Survey	Monthly	6/2014	
Create opportunities for interaction and fellowship so that positive school culture can be enhanced.	TLA #4 and Leadership Team	Information from experienced staff.	Melissa Skoglund and Jennifer Speer	<ul style="list-style-type: none">• Calendar items• “Balfour Survival Guide”• Monthly socials• Pre- and Post-survey• Slide show at end of the year luncheon	August-May	5/2014	



Title I Compliance

Actions taken to meet the ten essential components of a School-Wide Title I Program

1. A Comprehensive Needs Assessment of the entire school	<ul style="list-style-type: none"> • Appendix 2 describes our community profile, including our ethnicity, student information regarding special needs and free/reduced, attendance data, and staffing summary. • Appendix 3 details our school results at all grade levels over several years. This section also includes information on the achievement gap and adequate yearly progress. Our K-5 students do not appear to be adequately able to apply literacy skills to writing or reading. Title I services are crucial in providing these students with the support of reading specialists. Title I funds are being used to purchase reading materials and leveled readers at all grade levels.
2. School-Wide Reform Strategies	<ul style="list-style-type: none"> • Annual Goals and Action Steps are found beginning on page 3
3. Instruction by a Highly Qualified Professional Staff	<ul style="list-style-type: none"> • Every teacher at Balfour is Highly Qualified.
4. High Quality and Ongoing Professional Development	<ul style="list-style-type: none"> • The staff participates in high quality professional development provided through Asheboro City Schools and the Piedmont Triad Educational Consortium. • The principal maintains a spreadsheet of professional development detailing the activities in which teachers have participated.
5. Strategies to Attract Highly Qualifies Teachers to High Need Schools	<ul style="list-style-type: none"> • Asheboro City Schools conducts ongoing recruitment to attract highly qualified teachers. • Asheboro City Schools partners with UNCG and HPU to provide easy access to a Master’s Degree program • Asheboro City Schools is a member of The Piedmont Triad Education Consortium, which provides ongoing, high quality professional development for teachers. • Assessment data is used to place highly qualified teachers in areas of need, allowing for reduced class sizes to meet the developmentally appropriate needs of students.
6. Including Teachers in Decisions Regarding the Use of Assessment	<ul style="list-style-type: none"> • Through the leadership team, teachers provide their peer representatives with suggestions for ongoing student assessment. • Three times per year, teachers work as a grade level to assess student writing skills • On a weekly basis, grade level teams meet to plan, work with curriculum maps, and plan their assessment strategies. • EC, ESL and Title I teachers are included regularly in grade level meetings to discuss student assessment. • Administer the scholastic reading inventory to students in grades 3-5 every six weeks and to second grade students beginning the second semester • Every six weeks, each grade level meets with administrators and support teachers to participate in an RTI assessment wall, where the progress of all students is discussed and strategies are provided for students who are struggling.



7. Strategies to Increase Parent Involvement	<ul style="list-style-type: none">• A full-time parent outreach specialist is employed to help involve parents in their children’s education. This person is bilingual.• The parent outreach specialist works regularly with our part-time social worker to conduct home visits and parent support• We conduct regular PTO nights, Parent Education nights, and grade level nights to increase parent involvement.• Teachers prepare and disseminate weekly parent newsletters.• The principal keeps parents informed by sending Blackboard Connect messages in English and Spanish on a regular basis.
8. Preschool Transition Strategies	<ul style="list-style-type: none">• DIAL 4 screening is conducted each spring and fall.• Kindergarten orientation is provided each spring and again in the fall before school starts. At Balfour, we conduct a separate kindergarten orientation in Spanish for our Hispanic population.• Each spring, the preschool director coordinates with our kindergarten teachers to present our incoming kindergartners for the Early Childhood Development Center.• During the first six weeks of school, kindergarten teachers will be conducting a home visit to each kindergartener’s parents.• Each fall, the kindergarten teachers provide two days of staggered attendance to help ease students into the school routine.
9. Activities for Children Experiencing Difficulty	<ul style="list-style-type: none">• The Student Success Team meets as needed to accept student referrals from teachers.• At each grade level and with all support teachers, we meet once each six weeks to make recommendations for students experiencing difficulty. The teacher(s) then implement the recommended interventions and reports back at the next “assessment wall” meeting• We have three Reading Facilitators who work with students who are below grade level in reading• We have 4.5 ESL teachers to work directly with students who are English language learners• We have 3 full time exceptional children’s teachers who work directly with students who have been identified in need of services.• All classroom teachers provide ongoing remediation to students based on results of regular formative and benchmark assessments.• All certified staff participate in after-school tutoring to provide tutoring for students grades 3-5 who have scored below grade level on the EOG or who have been identified by their classroom teacher as experiencing significant difficulty.



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

- Federal programs implemented in the school include Title I, Title II-a, Title II-d, and Title III.
- State programs implemented in the school include DSSF funds (024), English as a second language (PRC 054).
- Coordination and integration of these programs are outlined in the school's intervention plan and individual federal grant applications.



SAFE SCHOOL ACTION PLAN

Annual	Completion Date	Monthly	Completion Dates	Bi-Annual	Completion Dates	Ongoing
Register school-sex offender registry		Check fire extinguishers	July 2013	CPR training for crisis response teams/coaches		Monitor sex offender registry/update database
Written Supervision Plan	August 2013	Conduct fire drills	Monthly	Conduct lockdown drills	First six weeks and beginning of 2 nd semester	Pair at-risk youth with mentors
Staff Supervision training	August 2013	Conduct sanitation inspections	Monthly	Conduct safety inspection	Monthly	Record incidents in PowerSchool
Distribute and explain the Code of Conduct	August 26, 2013	Maintain Science Chemical Inventory on <u>\\Central 02</u>		Drug dog search (Secondary)		Attendance letters
Distribute and explain Bus Code of Conduct	August 26, 2013	Maintain first aid kits	Monthly	Alternate route fire drill	Doors are blocked 3X per year	Utilize student success teams
Update Crisis Response Plans		Review ISS and OSS Incidents and apply interventions as needed	Monthly			Visitor Control Plan
Fire extinguisher training						Volunteer background checks
Customer satisfaction survey						
Seclusion & Restraint training						
Train EC Staff in non-violent crises intervention response						
Train teams in crises response						



PBIS School Action Plan

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



Compliance Statements

Healthy Active Children Policy	Physical activity is not denied to any student as a means of discipline, nor is physical activity used as a form of punishment.	Physical activity is used to promote health, not to punish. No child will be denied recess.
	Each student in this school participates in an average of 150 minutes per week of physical activity and/or physical education.	Each grade level has a scheduled P.E. time of thirty minutes daily. Each child also receives 40 minutes of physical education instruction weekly from a certified PE teacher.
Pledge of Allegiance	Time is scheduled for school-wide recitation of the Pledge of Allegiance.	The principal leads the school in the recitation of the Pledge of Allegiance.
	Flags of the United States and North Carolina are displayed in this school.	US are displayed in each classroom; both flags are displayed in the auditorium and outside of our school.
Duty-free Lunch	Every teacher must be provided a duty-free lunch period on a daily basis or as otherwise approved by the school improvement team.	Members of each grade level team on an alternating schedule, are provided a duty-free lunch on alternating weeks.
Duty-free Instructional Planning	Every full-time assigned classroom teacher must be provided duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week.	Teachers have duty free grade level common planning time two times per week.



Parent Involvement

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

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

ESEA Provision (Sec. 9191(23))

6 Types of Parent Involvement

<p>1. Parenting: Assist families in understanding child and adolescent development, and in setting home conditions that support children as student at each age and grade level. Assist schools in understanding families.</p>	<ul style="list-style-type: none"> • Home visits by classroom teachers, administration, and social worker. • In school parent conferences with teachers, administration, school counselor, interpreter and curriculum specialists
<p>2. Communicating: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.</p>	<ul style="list-style-type: none"> • Connect 5 phone messages—recorded in Spanish and English • Written notices, letters sent home in two languages: Spanish and English
<p>3. Volunteering: Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.</p>	<ul style="list-style-type: none"> • PTO as liaison between home and school—recruiting of parent volunteer base • Volunteer recruitment flyer sent home (two languages) at beginning of school year • Teachers K-5 maintain an ongoing log of home visits
<p>4. Learning at Home: Involve families with their children in learning activities at home, including homework, other curriculum-related activities, and individual course and program decisions.</p>	<ul style="list-style-type: none"> • Information provided at beginning of year about homework policies and how parents can help. • Every student given a planner in which they record daily in-school activities as well as homework. • Curriculum nights in September



<p>5. Decision-Making: Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.</p>	<ul style="list-style-type: none">• Parent participation on School Leadership Team• Use results of Parent Survey to create new goals• Parent participation on Strategic Planning Committee• Parent participation on School Report Card Committee• Parent Participation on Calendar Committee.
<p>6. Collaborating with Community: Coordinate resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.</p>	<ul style="list-style-type: none">• Participate in the JDRF walk• Participate in Relay for Life fund raising activities• Operation Red Sleigh and Salvation Army• CIS/Northridge Church Backpack Buddies• Key Club volunteers.

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



Intervention Plan

A. Overview	<ul style="list-style-type: none">• All certified staff will participate in after-school tutoring for students in grades K-5 who are below grade level and/or struggling in reading or math.• There is a thirty-minute time period within the instructional day for grades K-5 to conduct remediation/acceleration. During this time, we will use the support teachers and instructional assistants to provide additional help within the classrooms.• We will use Reading 3D to identify students who are struggling in reading.
B. Target Population	<ul style="list-style-type: none">• We will target all current students and new arrivals in third, fourth and fifth who have not achieved level 3 on EOG testing. In addition, we will target students in K-2 who have been identified as struggling based on ongoing formative assessments.
C. Measureable Intended Outcome	<ul style="list-style-type: none">• The students will have increased scores on North Carolina End of Grade testing and Reading 3D assessments.
D. Description of activities or services to be provided	<ul style="list-style-type: none">• All certified staff will begin after school tutoring beginning in October. Classroom teachers in grades K-5 and support teachers will provide after school tutoring in math/reading (depending on the needs of the students) one day per week.• Thirty minutes per day have been scheduled for all support teachers and assistants to work with classroom teachers to provide additional remediation. If the results of benchmark testing indicate that a student is no longer at risk, he/she may be removed, but will continue to be monitored in the classroom. If results of benchmark testing indicate that a student formerly on grade level is falling behind, he/she will be added to the tutoring group.
E. Evaluation of Results	<ul style="list-style-type: none">• The results will be evaluated based on achievement gains on end of grade testing/assessments



Waiver Request

The Waiver to be Requested	How the waiver will be used:
1. To use state funds allocated for textbooks to purchase textbooks which are not on the state-approved textbook list, should the need present itself.	1. The textbook waiver would allow Balfour Elementary to purchase materials supportive of school goals and to better meet student individual needs toward closing the Achievement Gap.
2. To waive the grade placement of teacher assistants allowing them to serve all students in the school according to (G.S. 115c-105.25.1)	2. To allow administration and staff at the school to determine placement of teacher assistants according to student needs.



Leadership Team Members

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

Name	Signature	Role
Marilu Arellano		Parent Outreach Specialist
Elisabeth Bernhardt		Instructional Facilitator
Mary Lou Diener		School Counselor
Wendy Graham		Technology Teacher
Rebekah Hanson		ESL Teacher
Myra Howell		Third Grade Teacher
Alisha Jones		Kindergarten Teacher
Janet Means		Principal
Melissa Skoglund		EC Teacher
Sarah Tonkin		Fifth Grade Teacher
Holly White		Assistant Principal
Betzie Monroe		Parent
Sara Ralph		Media Specialist



Appendix 1: Current State of the School

1. Only 59% of second graders, 48.6% of third graders, 53.6% of fourth graders were on grade level in reading on the spring benchmark. This indicates a significant need to focus on get more students on grade level in reading.
2. A three year trend in writing indicates a clear need to develop a comprehensive writing program to improve student results.
3. The addition of 19 new staff members points to the need for a more intense induction and support program.
4. Eighty-five to ninety-five percent of teachers indicate that Balfour provides sufficient instructional materials and technology to support student learning.
5. Ninety-eight percent of Balfour's teachers say they are encouraged to accept leadership roles.
6. In response to the response of the one cohort for the lesson study project last year, teacher leaders have planned three cohorts for the 2013-14 school year.



Appendix 2: School Profile

Historical Ethnicity Information (% of population on 20 th day)	2009-10	2010-11	2011-12	2012-13	2013-14
Black	6	6	5.4	6.4	5
Asian	1	1	1.6	1	1.3
White	28	27	23	24	23
Hispanic	62	62	65	66	68
American Indian	1	1	.7	.5	3
2+ Races	2	2	2.7	1.9	2
Total Population	523	528	540	566	571

Historical Population (% of Population)	2009-10	2010-11	2011-12	2012-13	2013-14
Exceptional Children	9.75	12	10	10	11
AIG	3.25	3.8	3	4	4
Limited English Proficient	48.8	45	46.3	44	44
Total Free/Reduced Lunch	84.4	87.29	85.5	89.4	

Student Attendance Data (%)	2008-09	2009-10	2010-11	2011-12	2012-13
Average Daily Attendance	97.01	96.53	96.53	96.56	96.14
Mobility (starting 2012-13)					24.5

Staffing Summary (%)	2008-09	2009-10	2010-11	2011-12	2012-13
Teachers "highly qualified" (classes taught)	97.7	97.7	100	100	100
Teachers with advanced degrees	34.1	34.1	32.6	30	39
Teachers with NBPTS Certification	9	14	14	14	14
Teachers trained as mentors	18	17	17	16	13
Teacher Turnover Rate	22.5	11.9	13.1	20	15.19



Appendix 3: Student Performance Results

Promotion Rates (%)	2008-09	2009-10	2010-11	2011-12	2012-13
Kindergarten	99	100	100	100	100
Grade 1	99	100	100	100	100
Grade 2	98	100	99	100	100
Grade 3	100	100	100	100	100
Grade 4	99	100	100	100	100
Grade 5	100	100	100	100	100

Grade Level Proficiency in Mathematics	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 1 (state assessment)	88	73	90		
Grade 2 (state assessment)	57	67	62		
Grade 3 (EOG)	82.8	80.5	76.9	76.8	30.3
Grade 4 (EOG)	74.1	74.4	80.0	83.3	30.7
Grade 5 (EOG)	78.1	78.9	81.5	85.1	36.8

Grade Level Proficiency in Reading	2008-09	2009-10	2010-11	2011-12	2012-13
Kindergarten				61	65
Grade 1				62	51
Grade 2				44	48
Grade 3 (EOG)	52.9	53.5	48.9	52.6	24.2
Grade 4 (EOG)	48.8	50	58.8	58.9	28.7
Grade 5 (EOG)	52.1	48.9	60.4	64.4	21.9

Grade Level Proficiency in Science	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 5 (EOG)	54.8	55.6	50.5	62.1	10.3



EOG Math Proficiency by Subgroup	Grade 3			Grade 4			Grade 5		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
All	77.3	76.8	23.6	80.0	83.3	30.7	82.4	85.1	36.8
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black	62.5	*	<5	60.0	60.0	*	66.7	50	28.6
Hispanic	78.8	77.3	21.7	80.8	81.7	33.3	85.7	89.3	38.2
2+ Races	33.3	*	*	*	*	*	*	*	*
White	84.0	66.7	33.3	81.8	95.5	23.1	81.5	80.0	39.1
Male	71.8	79.1	25.6	78.0	86.1	34.7	82.6	81.8	44.4
Female	81.6	75.0	21.7	82.9	81.5	26.9	82.2	90.6	31.4
AIG	*	*	*	100	100	>95	100	100	>95
EC	42.9	62.5	14.3	46.2	85.7	10.0	66.7	66.7	9.1
Non-EC	80.2	78.2	24.4	86.1	83.1	33.0	83.5	88.0	40.8
LEP	80.0	73.9	14.9	66.7	77.3	6.9	73.9	78.3	24.1
Non-LEP	73.7	79.6	33.3	87.3	89.1	40.3	85.3	87.5	43.1
F/R Lunch	75.0	77.5	21.7	76.7	83.6	28.4	82.7	84.6	35.6
Non-F/R Lunch	87	66.7	33.3	100	82.4	46.2	81.3	88.9	42.9

Math Achievement Gaps	Grade 3			Grade 4			Grade 5		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Black (to White)	-21.5	*	>-28.3	-21.8	-35.5	*	-14.8	-30.0	-10.9
Hispanic (to White)	-5.2	+10.6	-11.6	-1.0	-13.8	+10.2	+4.2	+9.3	-5.3
EC (to non-EC)	-37.3	-15.7	-10.1	-39.9	+2.6	-23.0	-16.8	-21.3	-31.7
LEP (to non-LEP)	+6.3	-5.7	-16.4	-20.6	-11.8	-33.4	-11.4	-9.2	-19.0
FRL (to non-FRL)	-12.0	+9.8	-11.6	-23.7	+1.2	-17.8	+0.6	-4.3	-7.3

Math Scale Score Means	Grade 3			Grade 4			Grade 5		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13



EOG Reading Proficiency by Subgroup	Grade 3			Grade 4			Grade 5		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
All	48.9	52.6	24.2	58.8	58.9	26.7	60.4	64.4	18.6
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black	50.0	*	16.7	20.0	80	*	44.4	16.7	<5.0
Hispanic	44.2	48.5	22.5	51.9	50.0	23.2	57.1	60.7	11.1
2+ Races	*	*	25	*	*	*	*	*	*
White	60.0	57.1	27.8	77.3	78.3	30.8	70.4	85.0	39.1
Male	48.7	55.8	24.4	58.0	57.4	26.5	60.9	63.6	17.1
Female	49.0	48.8	23.9	60.0	61.1	26.9	60.0	65.6	19.6
AIG	*	*	*	100	100	100	100	100	100
EC	28.6	25.0	7.1	30.8	42.9	10.0	66.7	58.3	<5.0
Non-EC	50.6	55.2	26.8	63.9	60.2	28.6	60.0	65.3	21.3
LEP	44.0	41.3	14.9	36.7	38.6	<5.0	30.4	34.8	<5.0
Non-LEP	55.3	63.3	35.7	70.9	78.3	36.1	70.6	75.0	27.6
F/R Lunch	45.8	51.7	24.1	54.8	54.8	22.7	57.3	62.8	15.1
Non-F/R Lunch	62.5	66.7	33.3	83.3	76.5	53.8	75.0	77.8	38.5

Reading Achievement Gaps	Grade 3			Grade 4			Grade 5		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Black (to White)	-10.0	*	-11.1	-57.3	+1.7	*	-26.0	-68.3	>-34.1
Hispanic (to White)	-15.8	-8.6	-5.3	-25.4	-28.3	-7.6	-13.3	-24.3	-28.0
EC (to non-EC)	-22.0	-30.2	-19.7	-33.1	-27.3	-18.6	+6.7	-7.0	>-16.3
LEP (to non-LEP)	-11.3	-22.0	-20.8	-34.2	-39.7	>-31.1	-40.2	-40.2	>-22.6
FRL (to non-FRL)	-16.7	-15.0	-9.2	-28.5	-21.7	-31.1	-17.7	-15.0	-23.4

Reading Scale Score Means	Grade 3			Grade 4			Grade 5		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13



AYP Targets/*AMOs Met	Met	Total	Percent Met	Targets Missed
2008-09	21	21	100%	
2009-10	21	21	100%	
2010-11	20	21	95.2%	Reading - Hispanic
2011-12*	16	21	76.2%	Reading – All, Hispanic, White, ED Math - White
2012-13*	19	28	67.9%	Reading—All, Hispanic, White, ED Math—All, White Science—All, Hispanic, EDS



Appendix 4: Other Data Sources

Teacher Survey

Three or more areas of strength	<ol style="list-style-type: none"> 1. 95 percent of the faculty that we work in a school environment that is safe. 2. Almost ninety-eight percent (97.7%) of teachers agree that they are encouraged to participate in school leadership roles. 3. One hundred percent agree that the school leadership facilitates using data to improve student learning.
Three or more areas of possible improvement	<ol style="list-style-type: none"> 1. Fewer than half (47.8%) of the teachers feel that they have sufficient non-instructional time. 2. Only 58.5% of teachers respond that there is follow-up from professional development. 3. Only 58.1% of teachers report that they are assigned classes that maximize their likelihood of success with students.
Two significant findings	<ol style="list-style-type: none"> 1. Teachers indicate that Balfour is doing a great deal to promote teacher leadership. 2. Teachers indicate that Balfour is a safe school.

Student Survey

Three or more areas of strength	<ol style="list-style-type: none"> 1. 97% of students report that graduation from high school is one of their goals. 2. Over 97% of students report they know the rules at school 3. Over 95% of students report that safety is important at their school
Three or more areas of possible improvement	<ol style="list-style-type: none"> 1. 29% of students report that they do not participate in after school activities, even though every teacher was involved in offering at least one activity. 2. One half of students report that they have been bullied at school. 3. 57% of students indicate that they are afraid of making a mistake
Two significant findings	<ol style="list-style-type: none"> 1. Almost all of our students have a goal of graduating from high school. 2. There was an increase in students that report that they have been bullied at school.

Parent Survey

Three or more areas of strength	<i>There were only 5 responses which did not provide enough data to draw conclusions.</i>
Three or more areas of possible improvement	
Two significant findings	



Literacy Committee

Members

1. Mary Lou Diener
2. Elisabeth Bernhardt
3. Sarah Tonkin
4. Brooke Forrest
5. Kristen Smith
6. Michelle Race
7. Nicole Shelton
8. Alicia Jones
9. Kathy Baughman
10. Beth Bender
11. Laura Haney
12. Sara Ralph
13. Jackie Luria
14. Mary Jessup
15. Wendy Graham



Lindley Park Elementary School

2013-2014 Continuous Improvement and Title I Implementation Plan

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Staff Approval	<i>Date of Secret Ballot</i>	<i>Results For</i>	<i>Results Against</i>
	11/7/13	54	0

 Principal's Signature

 Date

Approved by Superintendent of Schools:

 Signature

 Date

Approved by Board of Education:

 Signature

 Date



Our School's Vision	Lindley Park will be a school of excellence where students are honored, learning is valued, and our community is dedicated to the success of all.
Our School's Mission	Our mission is to inspire students to be lifelong learners and respectful, productive citizens who will exhibit pride in themselves and contribute to their global community.
Core Beliefs	<p>To lead us toward our vision and mission, our school community shares the following core beliefs:</p> <ul style="list-style-type: none">• All students can learn, achieve, and succeed.• Students learn best when they have appropriate opportunities for success.• Students learn in different ways.• A safe and physically comfortable environment promotes student learning.• A student's self-esteem is enhanced by positive relationships and mutual respect among students and staff.• Students learn best when actively engaged in the learning process.• Each student is a valued individual with unique physical, social, emotional and intellectual needs.• Students can make appropriate decisions given a supportive and challenging learning environment.• Curriculum and instruction are based on developmentally appropriate learning activities.• Teachers, parents, and the community share the responsibility for the support of the school's mission.• Cultural diversity increases student understanding of different people and cultures.• Challenging expectations increase individual student performance.• Heterogeneity enriches the learning and teaching environment.• Exceptional children require special services and resources.



Strategic Objectives:

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

Strategic Focus/Foci:

- ★ Implement a consistent plan for literacy instruction and assessment across the curriculum.
- ★ Implement (and monitor) Response to Instruction.

Current Level of Performance:

Based on the mCLASS data from the end of the 2012-2013 school year, only 66% of our K-3 students are proficient in reading. Based on the SRI data from the end of the 2012-2013 school year. Based on the 3rd grade pre-test given at the beginning of the 2013 school year.

Annual Goal 1:
 At the end of the 2012-2013 school year, 66% of K-3 students were proficient in reading based on mCLASS Text Reading Comprehension (TRC). Through quality interventions and progress monitoring, K-3 students will increase to 75% by the mid-year mCLASS administration.

Action Steps	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Next Steps
Analyze data and develop a school-wide intervention plan to address struggling readers so that teachers are assessing students every 10, 20 or 30 days based on the student's need.	Leadership Team	<ul style="list-style-type: none"> • mCLASS training • mCLASS data 	Stanley Allred	<ul style="list-style-type: none"> • Written school-wide intervention plan • Schedule of progress monitoring dates • Presentation of intervention plan to entire staff • Reading 3D data 	9/19/13 9/26/13	9/26/13	



Develop a fidelity checklist so that implementation of the reading interventions can be monitored.	Harris Zehmer Wisnasky K-5 grade level representatives	<ul style="list-style-type: none"> • C.O. Instructional Team • Research exemplar fidelity checklists 	Wisnasky	<ul style="list-style-type: none"> • Checklist • Presentation of fidelity checklist to entire staff • Reading 3D data 	9/19/13 9/26/13	9/26/13	
Provide professional development for writing PEPs, selecting intervention strategies and progress monitoring students so that teachers are selecting and writing effective interventions for struggling readers.	RtI Committee	<ul style="list-style-type: none"> • April Stutzman • mCLASS interventions & progress monitoring tools • ExC-ELL Vocabulary professional development • Dubraska Stines 	Stanley	<ul style="list-style-type: none"> • PEPs • Intervention plans • Progress monitoring/Student performance data • Fidelity checklists 	10/17/13 Mid-year End of year	10/4/13	
Develop and implement PEPs, select intervention strategies and progress monitor students so that students show growth.	Certified staff	<ul style="list-style-type: none"> • PEP professional development • mCLASS interventions & progress monitoring tools • 3rd grade pre-test • Research based reading strategies • Common assessments • Benchmark data 	Grade level chairs	<ul style="list-style-type: none"> • PEPs • Intervention plans • Progress monitoring • Fidelity checklists 	11/21/13 1/16/14 3/20/14 5/15/14	1/15/14	



Strategic Objectives:

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

Strategic Focus/Foci:

- ★ Implement a consistent plan for literacy instruction and assessment across the curriculum.
- ★ 21st century skills (4 Cs)

Current Level of Performance:

Based on the writing component on the TRC, students dropped levels from the Fountas & Pinnell assessment.

Based on the WIDA scores, ELLs are scoring low in the area of writing.

Based on BOY 1st 6 weeks conventions writing scores in grades K-5, 14% of students were proficient in writing conventions.

Annual Goal 2:

At the end of the first six weeks of the 2013-2014 school year, 14% of K-5 students demonstrated mastery of writing conventions. By providing explicit instruction to all students at each grade level, 75% of students will demonstrate mastery of grade level appropriate writing conventions by the end of the 2013-2014 school year.

Action Steps	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Next Steps
Develop grade level specific rubrics for writing conventions so that teachers assess and provide explicit instruction on those conventions.	Grade level teams Wisnasky	<ul style="list-style-type: none"> • Exemplar rubrics • CCSS for writing and language 	Wisnasky	<ul style="list-style-type: none"> • Rubrics for each grade level 	9/19/13	10/4/13	
Provide explicit instruction of writing conventions so that students consistently use grade level appropriate writing conventions.	Certified staff	<ul style="list-style-type: none"> • Wendy Rich • Grade level pacing guides • ACS Wikispaces • Lindley Park website links 	Grade level chairs	<ul style="list-style-type: none"> • Student writing samples • Student data notebooks 	10/17/13 12/19/13 2/20/14 4/24/14	6/10/14	
Create opportunities for students to publish and present their writing to an audience so that students demonstrate their progress in writing conventions.	All staff members	<ul style="list-style-type: none"> • 1st grade team • PTO 	Grade level chairs	<ul style="list-style-type: none"> • Student writing samples • EduVision • Writing Celebrations • Curriculum Night(s) 	12/19/13 5/15/14	6/10/14	



Strategic Objectives:

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

Strategic Focus/Foci:

- ★ Safe and nurturing schools
- ★ Expand learning opportunities before and after school while removing barriers for student participation

Current Level of Performance:

Based on the Asheboro City Schools student survey, 47% of students in the 2012-2013 school year were afraid to make a mistake.

Based on the Asheboro City Schools student survey, 56% of students agree that students respect each other at school.

Based on the Asheboro City Schools student survey, 80% of students feel accepted for who they are at school.

Annual Goal 3:
 Based on the 2012-2013 student survey data, 56% of students agree that students respect each other at school. By providing opportunities for students to build relationships with each other and a trusted adult, 80% of students will agree that students respect each other by the end of the 2013-2014 school year.

Action Steps	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Next Steps
Provide a check-in/check-out system for students with chronic behavior problems so that students build relationships with a trusted adult and held accountable for their behavior.	All staff members	<ul style="list-style-type: none"> • April Stutzman • PBIS data system 	Ellis Wood	<ul style="list-style-type: none"> • Teacher-student contact logs • Student discipline data • End of year student survey data 	10/17/13 Mid-year End of year	6/10/14	
Each month a celebration will be held to recognize students who demonstrate positive character so that students build relationships with a trusted adult and are held accountable for their behavior.	Classroom teachers Hartman Zehmer Harris	<ul style="list-style-type: none"> • PBIS Matrix • PTO Funds 	Hartman	<ul style="list-style-type: none"> • Student certificates • Invitations to celebrations • Pictures 	10/17/13 Mid-year End of year	6/10/14	



Provide opportunities for students to recognize their peers for showing respect as stated on the PBIS matrix so that students take ownership of PBIS expectations for the school.	PBIS Team	<ul style="list-style-type: none"> • PBIS matrix • Class meetings • Staff training • Student incentives 	Hartman	<ul style="list-style-type: none"> • Student recognitions • End of year student survey data 	10/17/13 End of year	6/10/14	
Provide opportunities for individuals or small groups to receive additional social/emotional support based on student needs so that students build a relationship with a trusted adult and to ensure that their social and emotional needs are being met.	Hartman	<ul style="list-style-type: none"> • <u>Awesome Activities</u> • <u>Guidance Mini Lessons</u> • <u>Just Say It!</u> • <u>Stand Up Against Bullies!</u> • <u>SMART Guidance</u> 	Hartman	<ul style="list-style-type: none"> • Counselor/student contact logs 	10/17/13 Mid-year End of year	6/10/14	



Title I Compliance	
Actions taken to meet the ten essential components of a School-Wide Title I Program	
1. A Comprehensive Needs Assessment of the entire school	<ul style="list-style-type: none"> • See Appendix 2: School Profile • See Appendix 3: Student Performance Results • See Appendix 4 Other Data Sources
2. School-Wide Reform Strategies	<ul style="list-style-type: none"> • See Annual Goal 1, 2, and 3.
3. Instruction by a Highly Qualified Professional Staff	<ul style="list-style-type: none"> • All of our teachers are state-licensed, fully certified and able to demonstrate great competence in teaching. • 100% of our teaching staff is highly qualified and parents may request information about the professional qualifications about their child’s teachers at any time.
4. High Quality and Ongoing Professional Development	<ul style="list-style-type: none"> • Our staff participates in site-based professional development provided by expert colleagues in the field on a regular basis through professional learning communities. Asheboro City Schools provides in-service opportunities to teachers throughout the year on designated workdays. The Piedmont Triad Education Consortium engages educators in free learning experiences that can often further meet their Professional Development Plan needs. High Point University is also a partner of the district for some of our teachers pursuing further studies in reading education.
5. Strategies to Attract Highly Qualifies Teachers to High Need Schools	<ul style="list-style-type: none"> • Our district’s Human Resource Department has an on-going relationship with several universities and colleges. Our principal has been on recruiting trips to assist with the process of finding great matches for our local schools. Interview teams are convened to determine the right fit for vacancies that arise in our facility. The questions that are developed to screen candidates are very thorough in nature. Our district has a required Recruitment Plan. Assessment data is used to place highly qualified teachers in areas of need allowing for reduced class sizes to meet the developmentally appropriate needs of students.
6. Including Teachers in Decisions Regarding the Use of Assessment	<ul style="list-style-type: none"> • The teachers participate in weekly PLC meetings with grade level and support staff present to discuss common, formative, and summative assessment data, as needed. Quarterly assessment wall meetings are scheduled to provide additional analysis of critical student needs.



<p>7. Strategies to Increase Parent Involvement</p>	<p>Our school understands that parents and the community are partners in the development and learning needs of all children. We plan activities and cultural events to engage further participation in the education process. We have a part-time Parent Involvement Specialist to assist with encouragement.</p> <p>Some of the events that we host are listed below:</p> <ul style="list-style-type: none">• Goodies for Grandparents• Hispanic Heritage Celebration/Student Projects on display• Black History Month Events• Take Your Parent to Lunch Day• Write Night/Science & Social Studies Night• Family Reading Night• Career Fair/Future Fair• Math Night• Write Night(s)• Author/Illustrator Visit• Donuts for Dads• Meal of Moms• Lunch of Love• Grade Level Writing Celebrations• PTO Events• Home Visits• Blackboard Connect 5 Messaging System• School Website
<p>8. Preschool Transition Strategies</p>	<ul style="list-style-type: none">• Annual Title Parent I Night• Dial 4 screening• Dolly Parton Imagination Library• DIAL 4 screening, spring and fall• Kindergarten Orientation in the spring• Kindergarten Parent Night before school begins• Staggered Entry for students• Pre-Kindergarten students visit the Kindergarten classes• Intentional collaboration between Pre-Kindergarten and Kindergarten teacher



<p>9. Activities for Children Experiencing Difficulty</p>	<ul style="list-style-type: none">• Daily Intervention Block with flexible grouping• Optional after school tutoring• Leveled Literacy Intervention with Reading Specialists• District use of Personal Education Plans (PEPs)• Response to Instruction• Student Success Team (SST)• Remediation/Intervention Program• 2 Reading Teachers• 2 ESL Teachers• 2 EC Teachers with 1 EC Assistant• Summer Academy• Parent conferences• Community volunteers• Reading Buddies
<p>10. Coordination and integration of Federal, State, and Local Services</p>	<ul style="list-style-type: none">• Annual Title I Parent Night• Federal programs implemented in this school include: Title I, Title II-A, Title II-D, Title III State programs implemented in this school include: English as a Second Language (PRC 054)• Coordination and integration of these programs are outlined in the School's intervention plan and individual federal grant applications



SAFE SCHOOL ACTION PLAN

Annual	Completion Date	Monthly	Completion Dates	Bi-Annual	Completion Dates	Ongoing
Register school-sex offender registry	8/1/12	Check fire extinguishers	8/29/13, 9/26/13, 10/22/13	CPR training for crisis response teams/coaches		Monitor sex offender registry/update database
Written Supervision Plan	8/19/13	Conduct fire drills	8/29/13, 9/26/13, 10/22/13	Conduct lockdown drills	9/27/13	Pair at-risk youth with mentors
Staff Supervision training	8/19/13	Conduct sanitation inspections	8/20/13, 9/26/13, 10/22/13	Conduct safety inspection		Record incidents in PowerSchool
Distribute and explain the Code of Conduct	8/26/13	Maintain Science Chemical Inventory on <u>Central 02</u>	Located in front of MSDS, Elementary does not have these chemicals	Drug dog search (Secondary)	N/A	Attendance letters
Distribute and explain Bus Code of Conduct	8/26/13	Maintain first aid kits		Alternate route fire drill		Utilize student success teams
Update Crisis Response Plans	8/19/13	Review ISS and OSS Incidents and apply interventions as needed	9/26/13			Visitor Control Plan
Fire extinguisher training						Volunteer background checks
Customer satisfaction survey						
Seclusion & Restraint training	9/26/13					
Train EC Staff in non-violent crises intervention response						
Train teams in crises response						



PBIS School Action Plan

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



Compliance Statements

Healthy Active Children Policy	Physical activity is not denied to any student as a means of discipline, nor is physical activity used as a form of punishment.	Teachers use other positive behavior supports to achieve desired school norms.
	Each student in this school participates in an average of 150 minutes per week of physical activity and/or physical education.	Every classroom has a daily scheduled thirty minute recess time. Each class has 40-55 minutes of weekly physical education taught by a trained specialist.
Pledge of Allegiance	Time is scheduled for school-wide recitation of the Pledge of Allegiance.	Every morning selected students lead the Pledge of Allegiance while students and staff voluntarily recite it in unison.
	Flags of the United States and North Carolina are displayed in this school.	Every classroom displays the United States flag and it is displayed outside the front of the school building. The North Carolina flag is displayed in the multipurpose room.
Duty-free Lunch	Every teacher must be provided a duty-free lunch period on a daily basis or as otherwise approved by the school improvement team.	A duty-free lunch period for every teacher must be provided on a daily basis or as otherwise approved by the school improvement team.
Duty-free Instructional Planning	Every full-time assigned classroom teacher must be provided duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week.	Duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week, must be provided for every full-time assigned classroom teacher.



Parent Involvement

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

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

ESEA Provision (Sec. 9191(23))

6 Types of Parent Involvement

<p>1. Parenting: Assist families in understanding child and adolescent development, and in setting home conditions that support children as student at each age and grade level. Assist schools in understanding families.</p>	<ul style="list-style-type: none"> • Monthly Parent Meetings (School and Satellite Settings) through Parent Outreach Specialist • Curriculum Nights • ESL Parent Nights • Parent/Teacher Conferences • Student-led Conferences
<p>2. Communicating: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.</p>	<ul style="list-style-type: none"> • Blackboard Connect 5 Phone messages in English and Spanish & E-mail Messages • Teacher & Parent Communicator folders • Classwork and Homework folders • Home-School Connection Monthly Newsletter • Class Newsletter • School Website (News & Events, SIT Minutes, Quick Polls, etc.) • Other Print Media (flyers, stickers, yard signs, etc.)



<p>3. Volunteering: Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.</p>	<ul style="list-style-type: none"> • PTO and Staff Volunteer Committee(s) • Parent Outreach Specialist • Randolph County Alliance for Educational and Economic Empowerment (RCAEEE) • Asheboro Boys and Girls Club • First E & R Church • Communities In Schools • Family Crisis Center
<p>4. Learning at Home: Involve families with their children in learning activities at home, including homework, other curriculum-related activities, and individual course and program decisions.</p>	<ul style="list-style-type: none"> • Summer Reading Program • Kindergarten Readiness Initiative • Dolly Parton Imagination Library • Website Links to informational content rich sites for young learners, educational games, etc.
<p>5. Decision-Making: Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.</p>	<ul style="list-style-type: none"> • School Improvement Team Parent Representation includes one parent from each major racial subgroup evident in our school demographics • Parent Teacher Organization Board Members • Interest Inventories and Survey Feedback • Representation on district-wide committees (i.e. calendar, strategic plan, report card, etc.)
<p>6. Collaborating with Community: Coordinate resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.</p>	<ul style="list-style-type: none"> • Backpack Pals • Salvation Army Christmas Assistance Program • CUOC Ongoing Donations from our Lost-and-Found • Mental Health Agencies • Physical Health and Economic Resources • Asheboro Boys and Girls Club • RCAEEE • Family Crisis Center

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



Intervention Plan

<p>A. Overview</p>	<ul style="list-style-type: none"> In a daily 30 minute block, we will provide short-term instructional interventions, practice reinforcement, re-teaching, special services, and various forms of enrichment. No new basic instruction will be conducted during this period except for pre-teaching to individual students and small groups with special needs. All staff will be involved in this single school-wide Intervention/Enrichment period initiative.
<p>B. Target Population</p>	<ul style="list-style-type: none"> All students will receive interventions or enrichment at the same time. We are targeting all students equally to ensure that all students show growth regardless of their ability levels.
<p>C. Measureable Intended Outcome</p>	<ul style="list-style-type: none"> Throughout the year growth will be measured in Reading 3D data as well as other formative assessments. After receiving intervention services on a daily basis, each student will show significant growth on the NC READY End-Of-Grade Reading, Math and Science tests as well as the End-Of-Year Reading 3D benchmark.
<p>D. Description of activities or services to be provided</p>	<ul style="list-style-type: none"> Each day, each student will be provided a 30 minute time period in which to receive instruction in areas of need. Students will be placed in leveled intervention groups with a skill-deficit focus to receive instruction to master their gaps in knowledge and application. The students that will receive enrichment services will take part in such activities as novel studies, Jr. Great Books, math and science projects, presentations, interviews and other learning challenges and extension activities. Students will receive interventions based on DIBELS and Text Reading and Comprehension (TRC) measures. Progress monitoring will take place every 10 days for students needing intensive interventions or every 20 days for students needing strategic interventions. Intervention and Enrichment groups will remain fluid, and students will be moved around based on need for instruction. Additional intervention and enrichment opportunities will be available for students throughout the regular school day based on classroom and student needs. Instructional Assistants (IAs) are providing instructional support to students and staff in fourth and fifth grades to create smaller classroom communities to increase more individualized instruction. While the IAs continue to spend more than half of their day in kindergarten through third grade classrooms, the remainder of their time is utilized in various literacy activities with students.
<p>E. Evaluation of Results</p>	<ul style="list-style-type: none"> Fidelity checklists will be used to ensure that daily interventions and progress monitoring are taking place. We will evaluate the success of the program by reviewing proficiency and growth scores from the NC READY End-Of-Grade Reading, Math and Science tests as well as formative assessments throughout the year.



Waiver Request

The Waiver to be Requested	How the waiver will be used:
1. To use state funds allocated for textbooks to purchase textbooks which are not on the state-approved textbook list, should the need present itself.	1. The textbook waiver would allow Balfour Elementary to purchase materials supportive of school goals and to better meet student individual needs toward closing the Achievement Gap.
2. To waive the grade placement of teacher assistants allowing them to serve all students in the school according to (G.S. 115c-105.25.1)	2. To allow administration and staff at the school to determine placement of teacher assistants according to student needs.



Leadership Team Members

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

Name	Signature	Role
Julie Tucker		Kindergarten Teacher
Ashley Ellis		1st Grade Teacher
Samantha Casbarro		2nd Grade Teacher
Heather Pervier		3rd Grade Teacher
Stephanie Wood		4th Grade Teacher
Tiffany Cooper		5th Grade Teacher
Heather Neal		ESL Teacher
Rebecca Jones		EC Teacher
Karen Moss		Reading Teacher
Donna Hall		Media Specialist
Leslie Smith		Instructional Assistant
Claudia Fernandez		Parent
Karie King		Parent
Michelle Williams		Parent
Sheena Wisnasky		Instructional Facilitator
Brooke Zehmer		Assistant Principal
Robin Harris		Principal



Appendix 1: Current State of the School

Our school community continues to be an exceptional place to learn and work each day. Our students met all 35 of the NC READY Targets this year. We also met 100% of the Annual Measurable Objectives (AMOs) for each federally reported subgroup. Our school *exceeded expected growth* overall in our Education Value-Added Assessment System (EVAAS) data results. All of our teachers *met* or *exceeded growth* in the EVAAS Teacher Effectiveness Summary in Reading, Math, and Science. The strong academic performance of our students is a collective effort by our primary teachers and specialists who build a foundation with parents in the critical formative years. We continue to build on these efforts with ongoing family involvement activities offered during the school day and evening to provide student and parent ownership of our school.

Our most significant areas for improvement are denoted by our selected annual goals in reading, writing, and respect/relationship building. We still have some significant gaps in performance among subgroups. Although we met the federal targets, we remain committed to further increase student achievement for all. Lindley Park School remains dedicated to establishing an inclusive environment for all families. The elected membership of three parents on the School Improvement Team reflecting the racial and socioeconomic composition of the student body is meaningful in decision-making for our school and to lead efforts in retrieving familial feedback.

Our staff members engage in data discussions about students multiple times each week. We seek every avenue to support our students' needs through core instruction, interventions, and other special services. Our teachers and instructional assistants refine their practice through on-going professional development to stay abreast of current best practices in the profession. Students at Lindley Park are held to a high standard, and the necessary supports are provided to insure that our students have the opportunity to reach their full potential. With teachers, instructional assistants, students, and family members working together, Lindley Park will continue to be a place where student growth is maximized and learning is paramount for all.



Appendix 2: School Profile

Historical Ethnicity Information (% of population on 20 th day)	2009-10	2010-11	2011-12	2012-13	2013-14
Black	27.3	23.0	26.1	25.5	23.99
Asian	0.7	0.5	1.1	1.3	1.34
White	39.9	42.2	41.5	61.0	41.03
Hispanic	23.2	25.5	25.6	28.6	28.69
American Indian	0.2	0.2	6.2	7.2	0
2+ Races	8.7	8.6	5.5	5.0	4.93
Total Population	457	443	472	444	446

Historical Population (% of Population)	2009-10	2010-11	2011-12	2012-13	2013-14
Exceptional Children	9.3	10.11	7.4	9.6	8.52
AIG	12	3.8	6.8	6.9	6.05
Limited English Proficient	22	18.9	21.8	21.6	21.07
Total Free/Reduced Lunch	64.36	70.34	68.00	61.67	67.12

Student Attendance Data	2008-09	2009-10	2010-11	2011-12	2012-13
Average Daily Attendance	96.10	96.36	95.97	96.41	95.91
Mobility (starting 2012-13)					28.7

Staffing Summary	2008-09	2009-10	2010-11	2011-12	2012-13
Teachers "highly qualified" (classes taught)	100.0	100.0	100.0	100.0	100.0
Teachers with advanced degrees	17.0	33.0	40.5	48.7	46.15
Teachers with NBPTS Certification	6.0	8.0	10.8	12.1	12.8
Teachers trained as mentors	13.0	22.0	21.6	17.1	10.25
Teacher Turnover Rate	11.75	6.3	3.0	9.4	9.23



Appendix 3: Student Performance Results

Promotion Rates	2008-09	2009-10	2010-11	2011-12	2012-13
Kindergarten	100.0	100.0	98.1	100.0	98.52
Grade 1	98.7	100.0	100.0	100.0	100.0
Grade 2	100.0	100.0	100.0	100.0	100.0
Grade 3	98.7	100.0	100.0	100.0	100.0
Grade 4	100.0	100.0	100.0	100.0	100.0
Grade 5	100.0	100.0	100.0	100.0	100.0

Grade Level Proficiency in Mathematics	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 1 (state assessment)	83	100	100		
Grade 2 (state assessment)	70	63	70		
Grade 3 (EOG)	85.9	87.1	90.4	86.9	48.9
Grade 4 (EOG)	76.8	88.6	91.1	94.2	42.2
Grade 5 (EOG)	84.0	78.7	89.9	92.6	58.3

Grade Level Proficiency in Reading	2008-09	2009-10	2010-11	2011-12	2012-13
Kindergarten				79	
Grade 1				71	
Grade 2				34	
Grade 3 (EOG)	69.2	59.4	71.2	71.4	40.0
Grade 4 (EOG)	65.2	72.2	67.1	69.8	39.8
Grade 5 (EOG)	62.7	64.0	79.2	75.3	39.3

Grade Level Proficiency in Science	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 5 (EOG)	45.3	66.7	79.5	82.7	51.2



EOG Math Proficiency by Subgroup	Grade 3			Grade 4			Grade 5		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
All	90.4	86.9	48.6	91.1	>95	42.2	91.0	92.6	58.3
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black	78.9	82.1	35.3	70.6	90.0	33.3	83.3	85.7	37.5
Hispanic	95.0	78.3	15.8	>95	94.1	29.2	76.5	>95	63.6
2+ Races	*	100	*	80.0	-	*	*	83.3	*
White	93.8	>95	72.7	>95	>95	56.7	>95	94.4	68.6
Male	90.9	80.0	41.7	>95	>95	43.9	89.5	>95	60.0
Female	90.0	94.9	55.9	84.1	91.1	40.5	92.5	89.1	56.8
AIG	*	*	*	100	>95	90.0	100	100	>95
EC	66.7	70.0	<5	71.4	87.5	<5	71.4	>95	20.0
Non-EC	92.5	89.2	52.3	93.1	>95	47.9	93.0	91.4	63.5
LEP	93.3	76.2	7.1	>95.0	91.7	12.5	85.7	>95	46.7
Non-LEP	89.7	90.5	58.9	89.6	>95	49.3	91.5	91.7	60.9
F/R Lunch	87.2	84.4	40.4	87.5	94.5	33.3	87.5	91.8	48.2
Non-F/R Lunch	>95.0	95.0	72.2	>95.0	>95	70.0	>95.0	95.0	78.6

Math Achievement Gaps	Grade 3			Grade 4			Grade 5		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Black (to White)	-14.9	>-12.9	-37.4	>-24.4	>-5.0	-23.4	>-11.7	-8.7	-31.1
Hispanic (to White)	+1.2	>-16.7	-56.9	0.0	>-5.9	-27.5	>-18.5	>+0.6	-5.0
EC (to non-EC)	-25.8	-19.2	>-47.3	-21.7	>-7.5	>-42.9	-21.6	>+3.6	-43.5
LEP (to non-LEP)	-0.8	-13.3	-51.8	>+5.4	>-3.3	-36.8	-5.8	>+3.3	-14.2
FRL (to non-FRL)	>-7.8	-10.6	-31.8	>-7.5	>-0.5	-36.7	>-7.5	-3.2	-30.4

Math Scale Score Means	Grade 3			Grade 4			Grade 5		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13



EOG Reading Proficiency by Subgroup	Grade 3			Grade 4			Grade 5		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
All	71.2	71.4	40.0	67.1	70.6	39.8	79.2	75.3	39.3
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black	52.6	71.4	23.5	35.3	53.3	29.2	61.1	71.4	29.2
Hispanic	80.0	47.8	10.5	60.9	64.7	16.7	75.0	77.8	27.3
2+ Races	*	66.7	*	80.0	-	*	*	66.7	*
White	78.1	>95	63.6	85.3	88.6	66.7	86.8	77.8	54.3
Male	60.6	68.9	2525.0	80.0	65.0	34.1	71.1	85.7	45.0
Female	80.0	74.4	55.9	56.8	75.6	45.2	87.2	67.4	34.1
AIG	*	*	*	100	100	100	100	91.7	100
EC	16.7	80.0	<5.0	28.6	62.5	20	28.6	63.6	<5.0
Non-EC	76.1	70.3	43.1	70.8	71.4	42.5	84.3	77.1	44.6
LEP	73.3	38.1	7.1	33.3	50.0	<5.0	66.7	66.7	13.3
Non-LEP	70.7	82.5	48.2	73.1	74.0	49.3	80.3	76.4	44.9
F/R Lunch	63.8	62.5	32.7	58.9	65.5	28.6	74.5	68.9	23.2
Non-F/R Lunch	84.6	>95	61.1	87.0	80.0	75.0	90.9	95.0	71.4

Reading Achievement Gaps	Grade 3			Grade 4			Grade 5		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Black (to White)	-25.5	>-23.6	-40.1	-50.0	-18.0	-37.5	-25.7	-6.4	-25.1
Hispanic (to White)	+1.9	>-47.2	-50.1	-24.4	-23.9	-50.0	-11.8	0.0	-27.0
EC (to non-EC)	-59.4	+9.7	>-38.1	-422.2	-8.9	-22.5	-55.7	-13.5	>-39.4
LEP (to non-LEP)	+2.6	-44.4	-41.1	-39.8	-24.0	>-44.3	-13.6	-9.7	-41.6
FRL (to non-FRL)	-20.8	>-32.5	-28.4	-28.1	-14.5	-46.4	-16.4	-26.1	-48.2

Reading Scale Score Means	Grade 3			Grade 4			Grade 5		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13



AYP Targets/*AMOs Met	Met	Total	Percent Met	Targets Missed
2008-09	21	21	100%	0
2009-10	25	25	100%	0
2010-11	21	21	100%	0
2011-12*	23	23	100%	0
2012-13*	35	35	100%	0



Appendix 4: Other Data Sources

Teacher Survey

Three or more areas of strength	<ol style="list-style-type: none"> 1. 96% of teachers agree that our school is a welcoming and friendly place. 2. 100% of teachers agree that students are recognized when they do something positive. 3. 100% of teachers agree that students are expected to do their best.
Three or more areas of possible improvement	<ol style="list-style-type: none"> 1. 38% of teachers feel that students are not offered a wide variety of afterschool activities.
Two significant findings	<ol style="list-style-type: none"> 1. In 2012-2013 96% of teachers agree that our school is a welcoming and friendly place. In comparison, in 2011-2012 69.4% of teachers felt that our school was a good place to work and learn based on the Teacher Working Conditions survey. 2. Based on our second and third areas of strength, we have high expectations for students and recognize them when they do well.

Student Survey

Three or more areas of strength	<ol style="list-style-type: none"> 1. 97% of students have a goal of graduating from high school. 2. 96% of students know the rules at their school. 3. 95% of students feel they push themselves to do their best at school.
Three or more areas of possible improvement	<ol style="list-style-type: none"> 1. 47% of students are afraid to make a mistake. 2. 62% of students feel that other students respect teachers. 3. 56% of students feel that students respect each other at school.
Two significant findings	<ol style="list-style-type: none"> 1. 96% of students know the rules at our school and that is supported by the PBIS School Evaluation Tool score which was 100%. 2. Based on our first and third areas of strength, students push themselves to do their best and intend to graduate from high school.

Parent Survey

Three or more areas of strength	<ol style="list-style-type: none"> 1. 100% of parents feel their child knows the rules at school. 2. 100% of parents care about their child's education. 3. 100% of parents think that going to college is important.
Three or more areas of possible improvement	<ol style="list-style-type: none"> 1. 41% of parents feel their child is afraid to make a mistake. 2. 41% of parents stated their child participates in afterschool activities. 3. 38% of parents feel that their child is bullied at school.
Two significant findings	<ol style="list-style-type: none"> 1. Thirty-four parents completed the survey. 2. The availability of afterschool activities was significant in both the teacher and parent surveys.



Other Significant Findings

Significant findings

1. 84% of students believe that teachers care if they are absent from school while 91% of parents believe that teachers care if their child is absent. 100% of teachers state that they care when students are absent. Are we sending a consistent message about the importance of attendance for students' success?
2. 79% of students agree that adults at school recognize them when they do something positive while 13% disagree. One of the goals of our new Character Celebration (Goal 3, Action Step 2) is to offer an opportunity to formally recognize students who are demonstrating positive character traits.
3. 98% of students agree that their parents care about their education, and 96% of students agree that their parents think going to college is important. Our students recognize that their parents value their education. We should capitalize on this in our interactions with students and their families.



Donna Lee Loflin Elementary School

2013-2014 Continuous Improvement and Title I Implementation Plan

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Staff Approval	<i>Date of Secret Ballot</i>	<i>Results For</i>	<i>Results Against</i>
	11/7/13	58	0

 Principal's Signature

 Date

Approved by Superintendent of Schools:

 Signature

 Date

Approved by Board of Education:

 Signature

 Date



Our School's Vision	Donna Lee Loflin Elementary will be a school of excellence that fosters lifelong learning and is dedicated to challenging all students to be successful 21 st century citizens.
Our School's Mission	We will empower all learners to reach their full potential. We will educate the whole child by demonstrating respect, inviting participation, and working collaboratively to foster creativity through the integration of the arts.
Core Beliefs	<p>To lead us toward our vision and mission, our school community shares the following core beliefs:</p> <ul style="list-style-type: none">• We recognize the need to partner with parents, who are a child's first and most important teacher.• All members of our learning community will demonstrate the importance of high expectations in teaching and learning.• Teachers and students will be actively engaged in the learning process, which will include higher-order thinking skills, problem-solving skills and decision-making skills.• Teachers will create an environment that embraces individuality and encourages risk-taking in the learning process.• Our community will value diversity, demonstrating an understanding and appreciation of their own cultural heritage as well as that of others.• Our learning community will ensure that children and learning are the priorities for all decision-making• We have made a commitment to integration of the arts as a key component of our teaching and learning at Donna Lee Loflin.



Strategic Objectives:

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

Strategic Focus/Foci:

- ★ Implement a consistent plan for literacy instruction and assessment across the curriculum.
- ★ 21st century skills (4Cs-communication, collaboration, critical thinking and problem solving, creativity)

Current Level of Performance:

Based on Reading 3D data, (TRC and DIBELS) our proficiency rates in grades K and 2 for 2012-2013 school year were 59% and 60%, respectively.

Current Reading 3D data (13-14)
 SRI—BOY, 13-14:

Annual Goal 1:
 In 2012-2013, 59% of our students were proficient in reading according to Reading 3D. By the end of the 2013-2014 school year, our students' reading proficiency will improve to at least 70% as measured in first grade by Reading 3D and in third grade by Reading 3D and SRI data.

Action Steps	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Next Steps
All teachers will be trained in Reading 3D so that student data will accurately reflect student performance.	L. Popp L. Johnson	<ul style="list-style-type: none"> • iPads • Reading 3D training protocol • Practice sessions 	L. Johnson	<ul style="list-style-type: none"> • Roster • Student benchmarks completed • Student growth as measured by Reading 3D data 	9/3/13 10/15/13	10/11/13 (end of 1 st 6 weeks)	
Provide intervention so that students receive instruction aligned with their specific needs.	P. Owens Grade level teams	<ul style="list-style-type: none"> • Instructional Assistants • Professional development for IAs for specific instructional tasks • Blocking in master schedule • Cross-age tutoring 	L. Popp S. Petersen E. Kern	<ul style="list-style-type: none"> • PEPs aligned with student needs, goals monitored • Schedule allows vertical intervention • Reading 3D • PLC Agendas/notes • Assessment data 	10/22/13 11/5/13 2/4/14 4/1/14	10/22/13 4/10/14	



<p>Implement school-wide writing instruction so that students demonstrate grade level proficiency in writing and gaps in performance are identified and addressed.</p>	<p>H. Carr, J. Gravett, C. Ray, M. Singleton, A. Smith</p>	<ul style="list-style-type: none"> • Writing A-Z web-based resource • L. Popp e-books • Rebecca Belcastro (DPI) Professional development: written comprehension 	<p>Chair of writing team</p>	<ul style="list-style-type: none"> • District writing rubrics • Alignment with district pacing guides • Grade level PLC minutes • Vertical monitoring using grade level above (MOY, EOY) • Student writing samples 	<p>11/12/13 11/18/13</p>	<p>11/6/13 12/16/13 2/15/14 5/15/14</p>	
<p>Infuse Arts integration (A+) throughout the curriculum so that critical thinking and creativity are explicitly taught and demonstrated through student performance.</p>	<p>All instructional staff</p>	<ul style="list-style-type: none"> • 3-day A+ training for all staff • 1-day training for absent staff • Readers theater • Visual literacy • Revised Master schedule to afford time and space for A+ collaboration 	<p>M. Joyce L. Popp</p>	<ul style="list-style-type: none"> • Lesson plans • Walkthrough data • Grade level PLC agenda/notes • 4th Tuesday A+ vertical collaboration • Day 9 collaborative efforts • Grade level bulletin boards 	<p>First grade team, Second grade team</p>	<p>7/2013 9/10/13 10/10/13</p>	



Strategic Objectives:

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

Strategic Focus/Foci:

- ★ Problem-based learning
- ★ Consistent use of performance rubrics
- ★ Academic proficiency in core curriculum
- ★ Implement Response to Instruction

Current Level of Performance:
Based on 2012-2013 CASE 21 spring math benchmarks, our student proficiency rates were:

	CASE 21	EOG
2 nd grade:	68.1%	
3 rd grade:	74.1%	38.8%
4 th grade:	80.3%	32.3%
5 th grade:	68.8%	14.6%

Annual Goal 2:
By the end of the 2013-2014 school year, our third, fourth and fifth grade students' math proficiency will improve by at least 10 percentage points as measured by district benchmarks and EOGs.

Action Steps	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Next Steps
Students will construct written and verbal explanations of mathematical processes so that problems are solved logically with accuracy and precision.	Instructional staff	<ul style="list-style-type: none"> • TAP Math professional development—TAP team • A+ training-math specific • Wendy Rich 	TAP team rep: D. Hunter,	<ul style="list-style-type: none"> • Student math journals • Common assessments • District benchmark results • Performance tasks involving problem solving 	1/22/14 -PD 12/3/13- PLC 4/1/14- PLC	6/2014	
Infuse Arts integration (A+) throughout the math curriculum so that collaboration, critical thinking and problem solving, communication and creativity are explicitly taught and demonstrated through student performance.	Instructional staff	<ul style="list-style-type: none"> • A+ training—math strategies • ACS 21st century LiveBinder • ACS elementary wikispace 	M. Joyce L. Popp	<ul style="list-style-type: none"> • Lesson plan sharing through planbookedu.com • Walkthrough data • Student products and “performances” 	12/3/13- PLC 1/22/14- PD 4/2014.- PLC	6/2014	



Strategic Objectives:

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

Strategic Focus/Foci:

- ★ Implement Response to Instruction
- ★ Consistent use of performance rubrics
- ★ Academic proficiency in core curriculum

Current Level of Performance:

With a 2012-2013 student population of 374, we had 119 students with Personal Education Plans (PEP) in reading and 107 in math. Few students have improved sufficiently to exit the PEP.

Annual Goal 3:
 In 2012-2013, 30% of our students required a Personal Education Plan (PEP). We will implement to fidelity the PEPs for our students, so that we increase the number of students demonstrating grade level standards by 10%.

Action Steps	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Next Steps
Classroom teachers will consistently construct, implement, and monitor PEP's so that students' PEP goals and strategies are aligned with their needs.	Classroom teachers	<ul style="list-style-type: none"> • District RtI plan • School RtI plan • PD on PEP development by L. Popp • District training for Beginning teachers • Reading Foundations assessments 	P. Owens Y. Owens L. Popp D. Cabiness	<ul style="list-style-type: none"> • PD session materials from PLC PEP training by L. Popp on 9/10/13; • Student Assessment Data • Specific date(s) for PEP checks at PLC meetings on Oct. 9 • PEP administrator signing during PLC's on Oct. 14-18 	11/12/13 10/14- 18/13	6/2014	



Design, implement and monitor intervention blocks so that students receive instruction aligned with their specific needs and/or PEP strategies.	Instructional staff	<ul style="list-style-type: none"> • Master schedule • Intervention groups • Fla. Center for Reading Research • Teaching Reading Sourcebook • Reading Foundations PD 	P. Owens Y. Owens	<ul style="list-style-type: none"> • Reading 3D data • PEP documents • Student growth measure—progress monitoring, EVAAS • Master schedule 	11/12/13 2/11/14	6/2014	
Common assessments will be developed, administered and analyzed to assess the success of intervention and to guide instructional planning.	Instructional staff	<ul style="list-style-type: none"> • Dr. Maerz in grade level PLCs • Building experts 	Grade level chairs (SLT)	<ul style="list-style-type: none"> • ACS CA analysis forms • Assessment Wall conversations, documentation • Student growth data 	12/10/13 November	11/30/13 3/20/14 6/2014	



Title I Compliance

Actions taken to meet the ten essential components of a School-Wide Title I Program

1. A Comprehensive Needs Assessment of the entire school	<ul style="list-style-type: none"> • Continued use of surveys that seek opinions of students, staff and parents. • Fluid CIP that is revised throughout the year to meet student needs • Leadership Team meets monthly or more often as needed to have input into guidance of school • Monitoring attendance reports • Monitoring disciplinary logs • Retentions • MClass/Reading 3D data • EVAAS • EOG results • PLC meeting agendas/minutes • EC student referrals • Poverty Percentages • Scholastic Reading Inventory • North Carolina Teacher Working Condition Survey • Master schedule, reflecting implementation of A+ program (2013)
2. School-Wide Reform Strategies	<ul style="list-style-type: none"> • Participation in Common Core professional development • Instructional Assistants will participate in school Professional Development tailored to our specific DLL student needs • Effective collaborative planning for instruction and intervention • Common assessments developed at each grade level and analyzed for student needs • Response To Instruction; Student Support Team • School wide attendance incentive program • School wide discipline policy: PBIS/FISH • LLI Reading program implemented, targeting first grade and second grade students reading below grade level • Benchmark Assessments for Literacy, Math and Science • Teacher assistants will continue to evolve as instructional assistants to assist with small group and individualized instruction for students; all lower grade IAs partner with upper grade classes • Implementation of A+ program • Staff training in A+ • School-wide collaboration/co-teaching with specialists to integrate the arts
3. Instruction by a Highly Qualified Professional Staff	<ul style="list-style-type: none"> • Current staff is 100% “highly qualified” per the definition of No Child Left Behind. • 42% percent of our staff has an advanced degree. • Staff members assist in selection of new staff members.



4. High Quality and Ongoing Professional Development	<ul style="list-style-type: none">• Professional Development will be provided by Central Office personnel on the local level• Professional Development will be offered to teachers through the Consortium (PTEC)• Professional Development will be provided at PLCs and DLL Faculty Meetings• Professional Development will be provided by the NC A+ program director and fellows
5. Strategies to Attract Highly Qualified Teachers to High Need Schools	<ul style="list-style-type: none">• District recruitment plan• Provide mentors for new certified staff and buddies for new classified staff.• Provide new teachers with additional funds to help secure materials for their rooms.• Continue to work with the Chamber of Commerce to provide incentives for new teachers.• Provide all teachers with materials for their classroom.• Provide additional orientations for first year teachers beyond that which is arranged for staff.• Assessment data is used to place highly qualified teachers in areas of need, allowing for reduced class sizes to meet the developmentally appropriate needs of students.• Placing highly qualified teachers in areas of need
6. Including Teachers in Decisions Regarding the Use of Assessment	<ul style="list-style-type: none">• Decision making with goals for Continuous Improvement Plan• Teachers collaborate in weekly PLCs, 3 yearly Assessment Wall meetings, SST meetings• Teacher participation in Common Core curriculum training• Teacher involvement through RtI process, SST meetings, PEP development and implementation• Teacher involvement in the development, implementation and analysis of common, formative assessments



<p>7. Strategies to Increase Parent Involvement</p>	<ul style="list-style-type: none">• PTA meetings and grade level curriculum nights• School wide fund raisers• Parent volunteers – Field trips, PTA, in classrooms• Family Reading Nights/Book Fair• School/parent Compacts• Read to Achieve parent meeting• DARE and CARE graduation (Drug Awareness Resistance Education and Child Abuse Reduction Effort)• Grandparents breakfast• Classroom presentations• Honors Chorus Festival• Summer Reading Program with Splash Pad Celebration• Leadership meetings 1st Tuesday after school• Calendar of monthly events sent home/available in school office and on school website• School web site linked to other informational sites• Daily planner grades 3 – 5; Tuesday folders for all written communication• Parents can come and eat lunch with students• Interim reports in addition to 6-week report cards• Information sent home is provided in English and Spanish• Spanish interpreter is available• A+ clubs, enrichment activities provided after school• Parent volunteers as mentors and lunch buddies
<p>8. Preschool Transition Strategies</p>	<ul style="list-style-type: none">• DIAL 4 screening, spring for entering Kindergartners (Fall for Pre-K students)• Transition forms filled out on pre-school child coming to kindergarten from ECDC• Meetings between pre-school teachers and kindergarten teachers at Loflin• Loflin Kindergarten teachers visit ECDC to observe incoming class• Special needs of ECDC students are shared with kindergarten teachers <p style="text-align: center;">* ECDC – Early Childhood Developmental Center</p>



9. Activities for Children Experiencing Difficulty	<ul style="list-style-type: none">• Daily Intervention Block• District use of Personal Education Plans (PEPs)• Implementation of strategies developed at Student Support Team• Remediation (gr. 3-5) for students performing below grade level as funds are available• Individual teachers tutoring (after school)• Targeting specific needs through small groups instruction in the classroom• EC program (exceptional children)• Title I/Reading Teachers/LLI targeting students not proficient in reading• ESL program (English as Second Language)• St. Joseph's tutoring program (ESL students)• Speech services• Occupational Therapy• Mental Health and Social Services help is sought when needed• Resources are sought for children needing shoes and glasses• High school students are utilized in classrooms• Mentoring program with parent volunteers and Rushwood Park Wesleyan Church volunteers
10. Coordination and integration of Federal, State, and Local Services	<ul style="list-style-type: none">• Federal programs implemented in this school include: Title I, Title II-A, Title II-D, Title III• State programs implemented in this school include: School Improvement funds (PRC 072), English as a Second Language (PRC 054)• Coordination and integration of these programs are outlined in the School's intervention plan and individual federal grant applications• Support from church partner: Rushwood Park Wesleyan Church



SAFE SCHOOL ACTION PLAN

Annual	Completion Date	Monthly	Completion Dates	Bi-Annual	Completion Dates	Ongoing
Register school-sex offender registry		Check fire extinguishers		CPR training for crisis response teams/coaches		Monitor sex offender registry/update database
Written Supervision Plan	8/20/13	Conduct fire drills	Monthly	Conduct lockdown drills	9/16/13;	Pair at-risk youth with mentors
Staff Supervision training	8/19/13	Conduct sanitation inspections		Conduct safety inspection		Record incidents in PowerSchool
Distribute and explain the Code of Conduct		Maintain Science Chemical Inventory on <u>\\Central 02</u>		Drug dog search (Secondary)		Attendance letters
Distribute and explain Bus Code of Conduct		Maintain first aid kits		Alternate route fire drill		Utilize student success teams
Update Crisis Response Plans		Review ISS and OSS Incidents and apply interventions as needed				Visitor Control Plan
Fire extinguisher training						Volunteer background checks
Customer satisfaction survey						
Seclusion & Restraint training						
Train EC Staff in non-violent crises intervention response	8/21/13					
Train teams in crises response						



PBIS School Action Plan

Task	Who	When	Completion Date
PBIS team at each school schedules monthly meetings, maintains a PBIS notebook or electronic folder with meeting agendas, minutes, and documentation of team activities.	In-School Coach/PBIS team leader, principal or assistant principal	Monthly through the 2013-2014 school year.	
School team representative will attend District level bi-annual PBIS meetings.	In-School Coach/PBIS team leader, principal or assistant principal	One meeting in the fall and one meeting in the spring	
Each PBIS team at the school level will complete an Implementation Inventory and submit to the central office.	In-School Coach/PBIS team leader, principal or assistant principal	By October 31, 2013	October 17, 2013
Each PBIS team at the school level will complete the School Evaluation Tool and score 90% or higher.	In-School Coach/PBIS team leader, principal or assistant principal	By June 1, 2014	



Compliance Statements

Healthy Active Children Policy	Physical activity is not denied to any student as a means of discipline, nor is physical activity used as a form of punishment.	Students are not denied recess. Physical activity is promoted for healthful living.
	Each student in this school participates in an average of 150 minutes per week of physical activity and/or physical education.	Each student receives a minimum of 180 minutes of physical activity and/or physical education per week.
Pledge of Allegiance	Time is scheduled for school-wide recitation of the Pledge of Allegiance.	Teachers lead the students in the Pledge of Allegiance each day following the morning announcements.
	Flags of the United States and North Carolina are displayed in this school.	The US and NC flags are flown daily outside our school and in our school auditorium. US flags are on display in every classroom.
Duty-free Lunch	Every teacher must be provided a duty-free lunch period on a daily basis or as otherwise approved by the school improvement team.	Members of each grade level team, on an alternating schedule, will provide coverage for teachers in a duty-free lunch period for that grade level.
Duty-free Instructional Planning	Every full-time assigned classroom teacher must be provided duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week.	A minimum of 4.5 hours of duty free planning time is provided to every classroom teacher each week.



Parent Involvement

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

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

ESEA Provision (Sec. 9191(23))

6 Types of Parent Involvement

<p>1. Parenting: Assist families in understanding child and adolescent development, and in setting home conditions that support children as student at each age and grade level. Assist schools in understanding families.</p>	<ul style="list-style-type: none"> • Home visits by classroom teachers, administration, and social worker. In school parent conferences with teachers, administration, school counselor, interpreter, and curriculum specialists. Actively engage students and parents in PEP process.
<p>2. Communicating: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.</p>	<ul style="list-style-type: none"> • Connect Ed phone messages recorded in Spanish and English Written notices/letters sent home in two languages. Monthly Principal newsletter to parents. Open House. DLL website.
<p>3. Volunteering: Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.</p>	<ul style="list-style-type: none"> • PTA is a liaison between home and school. Volunteer flyers sent out by Community Committee. Field trips. Class speakers. Volunteer mentors provided by Rushwood Park Wesleyan church and Leadership Randolph 2013 class; trained by Communities in Schools.
<p>4. Learning at Home: Involve families with their children in learning activities at home, including homework, other curriculum-related activities, and individual course and program decisions.</p>	<ul style="list-style-type: none"> • Offer curriculum nights for parents on a regular basis (make and take/strategies.) Continue using Raz-Kids as reading program students/parents can access from home/school.
<p>5. Decision-Making: Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.</p>	<ul style="list-style-type: none"> • PTA Board meets monthly with staff/administrative representatives to discuss projects. Parental involvement on school leadership team. Parent Survey.
<p>6. Collaborating with Community: Coordinate resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.</p>	<ul style="list-style-type: none"> • Partnership with St. Joseph’s Catholic Church – tutoring. Partnership with the Randolph Arts Guild. Partnership with Rushwood Park Wesleyan Church.

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



Intervention Plan	
A. Overview	Intervention at DLL will be data driven. Teachers will participate in collaborative planning at which time individual student needs will be discussed. Intervention strategies will be determined using Reading 3D data, SRI and formative assessments. All regular and support staff members will assist with planning and facilitating intervention.
B. Target Population	<ul style="list-style-type: none"> • Reading- All students below grade level • Intense early interventions with first grade to close our large gaps at this grade level; furthermore, to decrease and eliminate these gaps as students move forward. • Parents- communicate the deficits and our plan for improvement with the goal of engaging them as our partners.
C. Measureable Intended Outcome	<ul style="list-style-type: none"> • 80% of our first grade population will show growth as measured by Reading 3D assessments. (TRC and DIBELS) • 80% of our students in Grades 2-5 will show growth in reading, as measured by Reading 3D, SRI and common assessments.
D. Description of activities or services to be provided	<ul style="list-style-type: none"> • First Grade: Support staff (reading teachers, ESL) will assist classroom teachers and Instructional assistants during a daily intervention block, working on specific skill deficits in reading. This will provide a low ratio of students to staff (4:1) for the purposes of achieving student growth. This effort will be closely monitored using the Reading 3D progress monitoring process, and bi-monthly collaborative conversations among our instructional team. • Parent meeting for all first grade parents to communicate individual student needs and to share instructional strategies that can be used at home. • Intervention blocks scheduled at every grade level, with K-1 and 2-3 scheduled to allow for cross-grade level instruction. • School-wide: Meticulous use of student PEPs to establish goals and strategies for instruction while ensuring progress monitoring is timely and accurate. Instruction will be guided by the results of progress monitoring. • Instructional facilitator and classroom teachers align specific intervention strategies with specific deficits. • Enrichment and remediation programs will be available for students. Weekly after-school offerings will include: St. Joseph's ESL program for homework help, SMARTS (Students Building Character thru Martial Arts), chorus, African drumming, photography, dance, drama, etc. • Cross grade level tutoring program, utilizing older students to tutor younger ones. (Developed and facilitated by Teacher Leadership Academy participants.)
E. Evaluation of Results	<ul style="list-style-type: none"> • Reading 3D data; progress monitoring results • SRI data • Formative assessment data • Benchmark data • EOG data • Internal parent survey • Student success with PEP goals, including exit data



Waiver Request

The Waiver to be Requested	How the waiver will be used:
1. To use state funds allocated for textbooks to purchase textbooks which are not on the state-approved textbook list, should the need present itself.	1. The textbook waiver would allow DLL Elementary to purchase materials supportive of school goals and to better meet student individual needs toward closing the Achievement Gap.
2. To waive the grade placement of teacher assistants allowing them to serve all students in the school according to (G.S. 115c-105.25.1)	2. To allow administration and staff at the school to determine placement of teacher assistants according to student needs.



Leadership Team Members

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

Name	Signature	Role
Paula Owens		Principal
Roberta Gavin		Media Specialist
Donna Cabiness		School Counselor
Laura Popp		Instructional Facilitator
Laura Johnson		Reading Teacher
Crystal Ray		Kindergarten Teacher
Ashley Smith		First Grade Teacher
Natalie Grady		Second Grade Teacher
Heather Carr		Third Grade Teacher
Megan Singleton		Fourth Grade Teacher
Sharon Petersen		Fifth Grade Teacher
Reid Lawrence		Instructional Assistant
Yajaira Owens		Principal Intern



Appendix 1: Current State of the School

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

1. Considering the fact that 79% of our student population is economically disadvantaged, we recognize the need to implement to fidelity all of the strategies herein to improve the performance of our economically disadvantaged students.
2. Our achievement gap in 3rd grade Math at Donna Lee Loflin from Hispanic to white has narrowed significantly to 4.3%. In 3rd grade reading, the achievement gap from Hispanic to White has also been cut in half to 4.8%.
3. As part of the implementation of RtI (Response to Intervention) our Student Services Team (SST) functions well to provide and support interventions when students have not been successful with core instruction. Our goal, however, is to improve the fidelity of the PEP (Personal Education Plan), including the creation of the PEPs, the implementation of specific interventions and the percentage of students making sufficient growth to exit the PEP.
4. Based on the historical data of our district and at Donna Lee Loflin, literacy has been identified as a targeted area for improvement. Based on our existing (beginning of year) TRC data (Text Reading Comprehension) our school-wide proficiency is 43%. The writing component of TRC had tremendous impact on these results. As part of our literacy goal, we will focus on writing as a critical element of literacy.
5. Our School-wide Evaluation Tool data from PBIS for the 2012-2013 school year showed that Donna Lee Loflin with a SET score of 90/93, exceeding our expectation. Last year, we merged the PBIS and FISH philosophies and practices into a single school-wide behavior management plan that builds respect within our learning community.
6. Our school staff overwhelmingly voted to adopt the NC A+ program, a model of total school reform. We strongly believe our students will demonstrate growth when arts are integrated throughout the curriculum.



Appendix 2: School Profile

Historical Ethnicity Information (% of population on 20 th day)	2009-10	2010-11	2011-12	2012-13	2013-14
Black	13.43	13.60	11.30	13.3	14
Asian	1.55	1.06	.56	1.4	1.2
White	38.24	37.33	38.42	38.3	39
Hispanic	43.66	42.70	44.35	41.4	41
American Indian	0	0	0	.3	.5
2+ Races	3.12	5.30	5.08	5.3	5
Total Population	387	356	354	360	407

Historical Population (% of Population)	2009-10	2010-11	2011-12	2012-13	2013-14
Exceptional Children	10.07	13.3	10.5	11	10.8
AIG	3.61	3.5	1.9	3.8	2.7
Limited English Proficient	26.09	21.3	19.2	21	18.6
Total Free/Reduced Lunch	73.47	68.89	77.1	74.4	79

Student Attendance Data	2008-09	2009-10	2010-11	2011-12	2012-13
Average Daily Attendance	96.24	96.36	96.43	96.79	96.13
Mobility (starting 2012-13)					20.0

Staffing Summary	2008-09	2009-10	2010-11	2011-12	2012-13
Teachers "highly qualified" (classes taught)	100	100	100	100	100
Teachers with advanced degrees	50	50	34	38	42
Teachers with NBPTS Certification	10	10	14	8.3	7
Teachers trained as mentors	35	35	31	16.6	15
Teacher Turnover Rate	10	18.1	10	28.6	20.75



Appendix 3: Student Performance Results

Promotion Rates	2008-09	2009-10	2010-11	2011-12	2012-13
Kindergarten	100	100	100	94.4	98.7
Grade 1	100	100	97.1	100	98.25
Grade 2	100	100	100	98.2	100
Grade 3	100	100	100	100	100
Grade 4	100	100	100	100	100
Grade 5	100	100	100	100	100

Grade Level Proficiency in Mathematics	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 1 (state assessment)	77	68	94		
Grade 2 (state assessment)	84	58	71		
Grade 3 (EOG)	71.1	85.1	75.5	75.4	46.6
Grade 4 (EOG)	67.2	74.6	86.8	80.8	33.9
Grade 5 (EOG)	64.3	78.5	77.8	87.5	35.4

Grade Level Proficiency in Reading	2008-09	2009-10	2010-11	2011-12	2012-13
Kindergarten					59
Grade 1					61
Grade 2					61
Grade 3 (EOG)	52.6	55.3	48.1	54.4	31.0
Grade 4 (EOG)	55.2	53.5	64.2	65.4	32.3
Grade 5 (EOG)	42.9	55.4	61.9	52.1	14.6

Grade Level Proficiency in Science	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 5 (EOG)	26.8	55.4	66.7	62.5	22.9



EOG Math Proficiency by Subgroup	Grade 3			Grade 4			Grade 5		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
All	75.0	75.4	46.6	86.8	80.8	33.9	77.8	89.6	35.4
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black	85.7	60.0	14.3	66.7	66.7	40	50.0	80.0	33.3
Hispanic	70.8	69.0	48.1	87.0	81.0	25.7	68.2	91.3	47.4
2+ Races	*	*	*	*	*	*	*	*	*
White	78.9	87.0	52.4	100	83.3	47.6	87.5	87.5	20
Male	76.2	77.4	50	88.5	79.2	38.2	75.8	>95	39.1
Female	74.2	73.1	43.3	85.2	82.1	28.6	80.0	83.3	32
AIG	*	*	*	*	*	>95	100	100	*
EC	42.9	*	16.7	40.0	50	<5	25.0	85.7	<5
Non-EC	80.0	77.8	50.0	91.7	86.4	38.2	85.5	90.2	42.5
LEP	68.2	62.5	33.3	75.0	66.7	<5	33.3	80.0	*
Non-LEP	80.0	80.5	51.2	88.9	82.6	42.0	82.5	90.7	36.4
F/R Lunch	74.4	72.7	42.2	83.7	77.3	31.3	75.5	86.1	12.5
Non-F/R Lunch	77.8	84.6	61.5	100	100	42.9	85.7	100	35.0

Math Achievement Gaps	Grade 3			Grade 4			Grade 5		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Black (to White)	+6.8	-27.0	-38.1	-33.3	-16.6	-7.6	-37.5	-7.5	+13.3
Hispanic (to White)	-8.1	-18.0	-4.3	-13.0	-2.3	-21.9	-19.3	+3.8	+27.4
EC (to non-EC)	-37.1	*	-33.3	-51.7	-36.4	>-33.2	-60.5	-4.5	>-37.5
LEP (to non-LEP)	-11.8	-18.0	-17.9	-13.9	-15.9	>-37.0	-49.2	-10.7	*
FRL (to non-FRL)	-3.4	-11.9	-19.3	-16.3	-22.7	-11.6	-10.2	-13.9	-22.5

Math Scale Score Means	Grade 3			Grade 4			Grade 5		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13



EOG Reading Proficiency by Subgroup	Grade 3			Grade 4			Grade 5		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
All	48.1	54.4	31.0	64.2	65.4	32.3	61.9	58.3	14.6
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black	71.4	40.0	14.3	50.0	66.7	60.0	16.7	80	16.7
Hispanic	29.2	51.7	33.3	47.8	57.1	25.7	59.1	47.8	5.3
2+ Races	*	*	*	*	*	*	*	*	*
White	63.2	60.9	38.1	93.3	70.8	38.1	75.0	68.8	25.0
Male	33.3	54.8	32.1	73.1	58.3	32.4	48.5	66.7	8.7
Female	58.1	53.8	30.0	55.6	71.4	32.1	76.7	50.0	20.0
AIG	*	*	*	*	*	>95	100	100	*
EC	0.0	*	16.7	60.0	25.0	<5	25.0	57.1	<5
Non-EC	55.6	55.6	32.7	64.6	72.7	36.4	67.3	58.5	17.5
LEP	27.3	25.0	6.7	0.0	66.7	<5	16.7	40.0	*
Non-LEP	63.3	65.9	39.5	75.6	65.2	40.0	66.7	60.5	15.9
F/R Lunch	39.5	50.0	26.7	55.8	61.4	31.3	55.1	50.0	7.5
Non-F/R Lunch	88.9	69.2	46.2	100	87.5	35.7	85.7	83.3	50.0

Reading Achievement Gaps	Grade 3			Grade 4			Grade 5		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Black (to White)	+8.2	-20.9	-20.9	-43.3	-4.1	+21.9	-58.3	+11.2	-8.3
Hispanic (to White)	-34.0	-9.2	-4.8	-45.5	-13.7	-12.4	-15.9	-21.0	-19.7
EC (to non-EC)	-55.6	*	-16.0	-4.6	-47.7	>-31.4	-42.3	-1.4	>-12.5
LEP (to non-LEP)	-7.7	-40.9	-32.8	-75.6	+1.5	>-35.0	-50.0	-20.5	*
FRL (to non-FRL)	-49.4	-19.2	-19.5	-44.2	-26.1	-4.4	-30.6	-33.3	-42.5

Reading Scale Score Means	Grade 3			Grade 4			Grade 5		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13



AYP Targets/*AMOs Met	Met	Total	Percent Met	Targets Missed
2008-09	14	17	82.4%	Math – All, Hispanic, ED
2009-10	17	17	100%	
2010-11	14	17	82.4%	Reading – ED Math – All, Hispanic
2011-12*	13	17	76.5%	Read – All, Hispanic, White, ED
2012-13*	18	23	78.3%	Read—All, White; Math— White; Science—All, EDS



Appendix 4: Other Data Sources

Teacher Survey

Three or more areas of strength	<ol style="list-style-type: none"> 1. I care if my students are absent from school. 100% 2. I care about my students as individuals. 100% 3. I enjoy working with the students in my school. 100%
Three or more areas of possible improvement	<ol style="list-style-type: none"> 1. Students at my school respect each other. 71% 2. Students are offered a wide variety of after school activities. 33% 3. Students put forth their best effort at school. 69%
Two significant findings	<ol style="list-style-type: none"> 1. Teachers care about their students and feel attendance is important. 2. Teachers realize that our students need more afterschool opportunities.

Student Survey

Three or more areas of strength	<ol style="list-style-type: none"> 1. 97% of our students report that they know the rules. 2. Graduating from high school is a goal for 97% of our students. 3. Students agree that safety is important at Loflin Elementary. 96% 4. Students perceive that their parents feel going to college is important. 93%
Three or more areas of possible improvement	<ol style="list-style-type: none"> 1. Only 54% of our students feel that teachers are respected by students. 2. Only 43% of our students report respecting one another. 3. I feel comfortable asking questions in class. 66%
Two significant findings	<ol style="list-style-type: none"> 1. Students feel safe at school, know the rules, and are graduation-oriented. 2. Our students do not feel they are in a climate conducive to learning (students do not respect teachers and do not respect one another).

Parent Survey

Three or more areas of strength	1.
Three or more areas of possible improvement	1.
Two significant findings	<ol style="list-style-type: none"> 1. Due to our low number of responses (<u>12</u>) we do not feel we can extrapolate meaningful data from our Parent Survey. 2. We feel the low number of responses is due to two factors: <ol style="list-style-type: none"> a. the survey was conducted in an online format only b. the survey was not translated into Spanish (46% of our students are Hispanic)



Charles W. McCrary Elementary School

2013-2014 Continuous Improvement and Title I Implementation Plan

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Staff Approval	<i>Date of Secret Ballot</i>	<i>Results For</i>	<i>Results Against</i>
	11/15/13	62	0

 Principal's Signature

 Date

Approved by Superintendent of Schools:

 Signature

 Date

Approved by Board of Education:

 Signature

 Date



Our School's Vision	Charles W. McCrary Elementary will be a school of excellence where students are honored, learning is valued and our staff, students, families and community are dedicated to the success of all.
Our School's Mission	Charles W. McCrary Elementary, in partnership with the community provides a nurturing, safe and inviting environment where all students grow academically, meet educational goals, appreciate the worth of each individual and continue to be contributing members of society.
Core Beliefs	<p>To lead us toward our vision and mission, our school community shares the following core beliefs:</p> <ul style="list-style-type: none">• We are responsible for each student's continual success—academic growth, proficiency and civic success.• Students' safety and a welcoming environment help us to create a positive experience for all stakeholders.• We will model a love of learning to instill in our students a love of learning so that they are and continue to be productive citizens.• We respect each stakeholder's unique role; our students' parents and our professional colleagues are our partners in educating every student.• All students, regardless of race, ethnicity or economic background will be expected to achieve and have continual success.• We will demonstrate our expectations, use a variety of assessments, analyze data and reflect upon our students and our own work to ensure every child's continuous success.• Student assessment will be closely monitored to ensure every student's continual success.• When our students do not reach their goals, new strategies including—small group work, one-on-one, utilization of community resources—will be examined, both horizontally and vertically, and put into practice.• The NCSCOS (Common Core Standards and NC Essential Standards) are the basis for what we teach our students.• Parents will be kept up-to-date of their children's progress, given clear expectations for their children and expected to follow through with our guidance.



Strategic Objectives:

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

Strategic Focus/Foci:

- ★ Academic proficiency in core curriculum
- ★ Implement a consistent plan for literacy instruction and assessment across the curriculum (reading, writing, speaking, listening, presenting)

Current Level of Performance:

- 46% of students are Hispanic; 35% of students are LEP; 22% Black; 28% White
- Highest EOG reading proficiency, in the past 5 years, for Hispanic students is 42.9% (4th grade, 2011-2012)
- Final 2012-2013 DIBELS Proficiency for Hispanic students was 63%
- Final 2012-2013 TRC Proficiency for Hispanic students is 52% (105/202 students)
- 2013-2014 TRC Proficiency for Hispanics students is 33% (68/204 students)

Annual Goal 1:

Achievement gaps between white and black students, economically disadvantaged students and our non-economically disadvantaged students, and Hispanic and white students exist. While all students' progress towards academic proficiency is monitored, 80% of Hispanic students will meet or exceed expected growth during the 2013-2014 school year based on Reading 3D TRC assessment.

Action Steps	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Next Steps
Revise and disseminate current reading chart so that teachers utilize student reading goals to plan instruction.	Kristin Richardson	<ul style="list-style-type: none"> • Current Chart • New state reading EOY targets • Meeting time to present/explain the chart 	Melissa Belote	<ul style="list-style-type: none"> • Revised chart • Presentation to staff 	10/7/2013	9/24/2013	



<p>Use reading growth tracking spreadsheet for each classroom so that each teacher, student and parent can track current levels of performance and progress toward the annual growth target.</p>	<p>Kendra English, Kelly Gardner, Kristin Richardson</p>	<ul style="list-style-type: none"> • Class Spreadsheet for each teacher • Individual Growth Graphs for each student 	<p>Deanna Wiles, Kelly Gardner (K-2) Kristin Richardson (3-5)</p>	<ul style="list-style-type: none"> • Class reading growth tracking spreadsheet • Individual student growth graphs • PLC minutes from data meetings • Reading 3D growth report for Hispanic students • Parent lists 	<p>11/5/13 1/7/14 3/4/14 5/6/14</p>	<p>5/16/2013</p>	
<p>Utilize professional development on Reading 3D progress monitoring tools so that teachers plan differentiated instruction and students make measurable growth.</p>	<p>Rebecca Kidd, Deanna Wiles</p>	<ul style="list-style-type: none"> • Time for training meetings • Teachers' individual calendars for progress monitoring red, yellow, and green students made during PLC meeting 	<p>Rebecca Kidd, Jessica Hartong</p>	<ul style="list-style-type: none"> • August 16th, 2013- BT1 training • August 20th, 2013- K-3 refresher and 4-5 training • Assistants and Specialists training rosters • Progress Monitoring training agendas • Successful completion of benchmark assessments and progress monitoring of red, yellow and green students • Lesson plans for intervention groups 	<p>11/5/13 1/7/14 3/4/14 5/6/14</p>		



Increase communication with and opportunities for Hispanic parents so that relationships with parents are built to empower parents to become part of their child's education.	Emmy Biaggi	<ul style="list-style-type: none"> • Keep Books • Blackboard Connect • UNCG parent liaison • Randolph County Public Library • Dubraska Stines • Parent contact information sheets • Survey for parents to gauge if these resources are helpful. 	Denee Hinshaw, Billie Coleman, Jennifer Judd, Maria Sheppard	<ul style="list-style-type: none"> • Parent meeting attendance logs • Blackboard Connect phone records • number of Keep Books distributed 	12/3/13 2/4/14 4/1/14	6/10/14	
Implement vocabulary strategies so that student vocabulary acquisition increases.	Reading teachers	<ul style="list-style-type: none"> • Dubraska Stines • Reading foundations vocabulary strategies 	Denee Hinshaw, Billie Coleman, Jennifer Judd	<ul style="list-style-type: none"> • Videos of teacher implementation of EXC-ELL • Daily reading lesson plans and PLC notes 	11/5/13 1/7/14 3/4/14 5/6/14		
Increase student instructional day by 20 minutes so that students will have intervention or enrichment (Mustang Mastery) every day for 30 minutes in a small group setting.	Deanna Wiles	<ul style="list-style-type: none"> • Intervention Resources notebook • Reading 3D Benchmark and Progress Monitoring Data 	Classroom teachers	<ul style="list-style-type: none"> • Lesson Plans • Student work samples • Student data 	10/28/13 11/20/13 1/8/14 2/12/14 3/12/14 4/9/14 5/14/14	9/23/13 1/8/14 6/4/14	Mustang Mastery began on September 23 Continue to monitor at PLC Data meetings



Strategic Objectives:

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

Strategic Focus/Foci:

- ★ Academic proficiency in core curriculum
- ★ Implement a consistent plan for literacy instruction and assessment across the curriculum (reading, writing, speaking, listening, presenting)

Current Level of Performance:

*Beginning of year TRC proficiency: Kindergarten—20%, 1st Grade—51%, *2nd Grade—22%, 3rd Grade—48%, 4th Grade—48%, 5th Grade—45%

*Beginning of year DIBELS Composite proficiency: Kindergarten—35%, 1st Grade—46%, 2nd Grade—48%, 3rd Grade—43%, 4th Grade—48%, 5th Grade—25%

Annual Goal 2:
 Teachers will create and utilize rubrics and common assessments to make instructional decisions, assess students and modify instruction every 7-9 days beginning in October.

Action Steps	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Next Steps
Provide professional development to all certified staff on the effective creation of rubrics and common assessments so that teachers consistently and effectively evaluate students.	Classroom Teachers	<ul style="list-style-type: none"> • Drew Maerz (Common Assessment development) • Rubric Development presented by selected staff 	Deanna Wiles and administration	<ul style="list-style-type: none"> • Common assessments • Rubrics • Student work samples 	Once every 6 weeks		
Create common assessments as part of the lesson planning process (before student activities are planned) every 7 to 9 teaching days alternating math and reading so that the level of student mastery can be accurately determined and appropriate remediation and enrichment instruction provided.	Grade Level PLC members	<ul style="list-style-type: none"> • PLC collaborative time • Deanna Wiles • Tammy Brown • Unpacking Documents • Drew Maerz 	K – Walker 1 st – Buck 2 nd – Bidwell 3 rd – Hartong 4 th – Sandt 5 th - Andrews	<ul style="list-style-type: none"> • Common assessment • PLC notes • Lesson Plans • CA documentation forms 	K, 2 & 4 - Nov, Jan, Mar mtgs. 1, 3 & 5 - Dec, Feb, April mtgs.		



Develop and implement rubrics for independent reading so that students self-assess and teachers can monitor student progress.	K-2 team (Young, Hardin, Robbins) 3-5 team (Eidy, Richardson, McClosky)	<ul style="list-style-type: none">• PTEC Rubric PD w/ Cheryl Fuller• On-line samples/templates	K-2 rep, Robbins and 3-5 rep, Richardson	<ul style="list-style-type: none">• Independent reading rubric	11/5/13	11/5/13	
Identify and collect high quality assessments and rubrics so that teachers access and utilize resources to plan instruction.	Joel McClosky	<ul style="list-style-type: none">• Information on how to access public folder.	Joel McClosky	<ul style="list-style-type: none">• Resources listed in the public folder	10/22/13	12/3/13 1/7/14 2/3/14	



Strategic Objectives:

- Engage Each Student
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- Capacity Building

Strategic Focus/Foci:

- ★ Academic proficiency in core curriculum
- ★ Implement a consistent plan for literacy instruction and assessment across the curriculum (reading, writing, speaking, listening, presenting)

Current Level of Performance:

3rd Grade TRC Performance: Above Proficiency—11%, Proficient—37% Below Proficiency—8% Far Below Proficiency—44%

3rd Grade DIBELS Composite: At Benchmark—43%, Below Benchmark—17%, Well Below Benchmark—40%

Annual Goal 3:

3rd grade students will increase the level of proficiency from 48% (32 students) (beginning of year TRC) to 75% (18 additional students) by end of year TRC benchmark and all other students who are below grade level will make 1 ½ years growth.

Action Steps	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Next Steps
Students who are significantly below proficiency on Reading 3D TRC will receive intense small group intervention using activities from Reading 3D and other resources so that specific skill deficits are addressed in a small group.	3 rd grade teachers, K5 assistants, Specialty area teachers, Ms. Wiles	<ul style="list-style-type: none"> • Intervention activities from Reading 3D • Resources from FCRR • Training for assistants from Ms. Wiles • PD from Rebecca Belcastro 	Denee Hinshaw, Ann Needham	<ul style="list-style-type: none"> • Documentation of progress monitoring through Reading 3D • PD Roster from IA training • Mustang Mastery Plans (student groups, lesson plans) 	Every 4 weeks	11/5/13 12/3/13 1/7/14 2/3/14 3/4/14 4/1/14 5/6/14	
Students working at and above grade level will participate in independent activities (literature circles, book clubs and independent projects) so learning and comprehension is extended.	Ms. McClosky, 3 rd grade teachers	<ul style="list-style-type: none"> • Junior Great Books • PD from Ms. McClosky with 3rd grade Mustang Mastery team 	Mary Jean Seymour	<ul style="list-style-type: none"> • Lesson plans • Student product samples 	Every 8 weeks	12/3/13 2/3/14 4/1/14	



Target 3 rd grade, under-resourced students for the 21 st Century Grant “Globe Trotters” so that students receive additional learning time and enrichment opportunities.	Laura LeRoy, other Globe-Trotter staff	<ul style="list-style-type: none"> Community Resources: NC Zoo, Cooperative Extension/4H, Randolph Public Library, Core Math team 	Laura LeRoy	<ul style="list-style-type: none"> Student attendance Student academic data Student project/work samples 	Every 8 weeks	11/5/13 1/7/14 3/4/14 5/6/14	
Increase student instructional day by 20 minutes so that students will have intervention or enrichment (Mustang Mastery) every day for 30 minutes in a small group setting.	Deanna Wiles	<ul style="list-style-type: none"> Intervention Resources notebook Reading 3D Benchmark and Progress Monitoring Data 	Classroom teachers	<ul style="list-style-type: none"> Lesson Plans Student work samples Student data 	10/28/13 11/20/13 1/8/14 2/12/14 3/12/14 4/9/14 5/14/14	9/23/13 1/8/14 6/4/14	Mustang Mastery began on September 23 Continue to monitor at PLC Data meetings
Third grade students will lead academic conferences with parents/guardians so that student and parent accountability is increased.	Keisha Dawalt, Kristin Richardson	<ul style="list-style-type: none"> Student data Student growth tracking charts CWM resources 	3 rd Grade teachers	<ul style="list-style-type: none"> Schedule of student-led conferences 	End of semester	1/2014 2/2014 3/2014	



Title I Compliance

Actions taken to meet the ten essential components of a School-Wide Title I Program

1. A Comprehensive Needs Assessment of the entire school

- Use of surveys that seek opinions of students, staff and parents.
- CIP that is revised throughout the year to meet student needs
- Leadership Team meets monthly or more often as needed to have input into guidance of school
- Monitoring attendance reports
- Monitoring disciplinary reports
- MClass/Reading 3D data
- EVAAS
- EOG results
- PLC meeting agendas/minutes
- SST Referrals
- EC student referrals
- Percentage of students living in poverty
- Scholastic Reading Inventory Data
- Student Mobility Rate
- North Carolina Teacher Working Conditions Survey
- Master schedule, reflecting implementation of school-wide Mustang Mastery time



<p>2. School-Wide Reform Strategies</p>	<ul style="list-style-type: none"> • Participation in Common Core professional development • Instructional Assistants will participate in school Professional Development designed to meet our needs • Effective collaborative planning for instruction and intervention • Common assessments developed at each grade level and analyzed for student needs • Response To Instruction; Student Support Team • Utilize NCDPI Instructional Coach and School Transformation Coach for instructional planning and feedback • Partner with NCDPI New Teacher Coach for BT1 and BT2 support • School wide PBIS • LLI Reading program implemented, targeting first grade students reading below grade level • Benchmark Assessments for Literacy, Math and Science • Lesson plan review and feedback provided by administration • 21st Century Grant (focus on STEM and increased learning time) • Increased learning time of 20 minutes per day.
<p>3. Instruction by a Highly Qualified Professional Staff</p>	<ul style="list-style-type: none"> • Current staff 100% highly qualified (No Child Left Behind Definition) • 44% (20) of our staff have a master's degree • 2% (1) of our staff have an advanced degree • 13% of our staff are National Board Certified
<p>4. High Quality and Ongoing Professional Development</p>	<ul style="list-style-type: none"> • Professional Development will be provided by Central Office personnel on the local level • Professional Development will be offered to teachers through the Piedmont Triad Education Consortium • Professional Development will be provided during PLCs and CWM Staff Meetings • Professional Development will be provided by NCDPI Instructional Coach and Beginning Teacher Coach
<p>5. Strategies to Attract Highly Qualified Teachers to High Need Schools</p>	<ul style="list-style-type: none"> • District recruitment plan • Provide a mentor for new certified staff • Provide all teachers with materials for their classroom. • Provide additional orientations for first year teachers beyond that which is required by the district • Assessment data is used to place highly qualified teachers in areas of need, allowing for reduced class sizes to meet the developmentally appropriate needs of students.



6. Including Teachers in Decisions Regarding the Use of Assessment	<ul style="list-style-type: none">• Decision making with goals for Continuous Improvement Plan• Teachers collaborate in weekly PLCs, PLC Data Meetings, SST meetings• Teacher involvement through RtI process, SST meetings, PEP development and implementation• Teacher involvement in the development, implementation and analysis of common, formative assessments
7. Strategies to Increase Parent Involvement	<ul style="list-style-type: none">• PTO meetings and Grade Level Information Nights• Parent volunteers: field trips, media center, classrooms• Book Fair (Biscuits and Books, Late Night sale and Buy One Get One sale)• School/Parent Compacts• Calendar of Events• School Website• Progress Reports in addition to 6 weeks report cards• Information sent home in English and Spanish• Spanish Interpreter is available• ESL and GED Classes for all parents (as part of 21st Century Grant)
8. Preschool Transition Strategies	<ul style="list-style-type: none">• DIAL 4 screening, spring for entering Kindergartners• Transition forms filled out on pre-school children coming to kindergarten from ECDC• IEP meetings between pre-school teachers and kindergarten teachers at CWM• McCrary kindergarten teachers visit ECDC to observe incoming class• Special needs of ECDC students are shared with kindergarten teachers• Materials given at kindergarten screening to students needing additional support



<p>9. Activities for Children Experiencing Difficulty</p>	<ul style="list-style-type: none">• Daily Intervention Block utilizing all instructional staff (Mustang Mastery)• District use of Personal Education Plans (PEPs)• Implementation of strategies developed at Student Support Team• Targeting specific needs through small groups instruction in the classroom• EC program (exceptional children)• Title I/Reading Teachers/LLI targeting students not proficient in reading• ESL program (English as Second Language)• Speech services• NC Mentor Half-Day contract with 3rd graders• Collaboration with Community Mental Health Providers• Resources are sought for children needing shoes, food and glasses• Backpack Pals program (Communities in Schools)• Mustang Buddies (community volunteers, high school students for lunch/breakfast interaction)• 21st Century grant focused on under-resourced students• Check-in/Check-out for students experiencing difficulties• Community volunteers utilized in classrooms (Parents, Community Members and First United Methodist volunteers)
<p>10. Coordination and integration of Federal, State, and Local Services</p>	<ul style="list-style-type: none">• Federal programs implemented in this school include: Title I, Title II-A, Title II-D, Title III• State programs implemented in this school include: School Improvement funds (PRC 072), English as a Second Language (PRC 054)• Coordination and integration of these programs are outlined in the School's intervention plan and individual federal grant applications



SAFE SCHOOL ACTION PLAN

Annual	Completion Date	Monthly	Completion Dates	Bi-Annual	Completion Dates	Ongoing
Register school-sex offender registry	2009	Check fire extinguishers	8/29/13 9/30/13	CPR training for crisis response teams/coaches		Monitor sex offender registry/update database
Written Supervision Plan		Conduct fire drills	9/3/13, 10/30/13, 11/7/13	Conduct lockdown drills	10/4/13	Pair at-risk youth with mentors
Staff Supervision training	8/19/13	Conduct sanitation inspections		Conduct safety inspection		Record incidents in PowerSchool
Distribute and explain the Code of Conduct	8/26/13-9/3/13	Maintain Science Chemical Inventory on <u>\\Central 02</u>		Drug dog search (Secondary)		Attendance letters
Distribute and explain Bus Code of Conduct	8/26/13-9/3/13	Maintain first aid kits		Alternate route fire drill		Utilize student success teams
Update Crisis Response Plans		Review ISS and OSS Incidents and apply interventions as needed	10/10/13			Visitor Control Plan
Fire extinguisher training						Volunteer background checks
Customer satisfaction survey						
Seclusion & Restraint training						
Train EC Staff in non-violent crises intervention response	8/21/13					
Train teams in crises response						



PBIS School Action Plan

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



Compliance Statements

Healthy Active Children Policy	Physical activity is not denied to any student as a means of discipline, nor is physical activity used as a form of punishment.	Students are not denied recess. Physical activity is promoted for healthy living.
	Each student in this school participates in an average of 150 minutes per week of physical activity and/or physical education.	Each student receives a minimum of 150 minutes of physical activity and/or physical education per week. The fitness club meets every Friday afternoon for one hour with targeted students.
Pledge of Allegiance	Time is scheduled for school-wide recitation of the Pledge of Allegiance.	Students recite the Pledge of Allegiance each day during morning announcements.
	Flags of the United States and North Carolina are displayed in this school.	The US and NC flags are flown daily outside our school. US flags are on display in every classroom.
Duty-free Lunch	Every teacher must be provided a duty-free lunch period on a daily basis or as otherwise approved by the school improvement team.	Teachers eat lunch in the classroom but work with one another when a duty-free lunch is needed.
Duty-free Instructional Planning	Every full-time assigned classroom teacher must be provided duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week.	A minimum of 225 minutes of duty free planning time is provided to every classroom teacher each week.



Parent Involvement

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

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

ESEA Provision (Sec. 9191(23))

6 Types of Parent Involvement

<p>1. Parenting: Assist families in understanding child and adolescent development, and in setting home conditions that support children as student at each age and grade level. Assist schools in understanding families.</p>	<ul style="list-style-type: none"> • Home visits by classroom teachers, administration, social worker and counselor • Parent conferences with teachers, administration, counselor, interpreter • Engage parents in PEP process • Parent classes (English and GED) through Globe-Trotters—21st Century Grant
<p>2. Communicating: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.</p>	<ul style="list-style-type: none"> • Blackboard Connect phone messages in Spanish and English • Written letters sent home in two languages • School and district website • Open house • Curriculum Nights • Saturday Reading Academy for Parents (February)
<p>3. Volunteering: Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.</p>	<ul style="list-style-type: none"> • PTO works as a liaison between home and our school • Volunteers recruited at events for future events • Plan parent meetings at more than one time (day/evening)
<p>4. Learning at Home: Involve families with their children in learning activities at home, including homework, other curriculum-related activities, and individual course and program decisions.</p>	<ul style="list-style-type: none"> • Curriculum nights • Saturday Reading Academy for Parents • RAZ-Kids reading program



<p>5. Decision-Making: Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.</p>	<ul style="list-style-type: none">• PTO Council meets with administration and staff members• Parent representative on School Improvement Team• Parent survey
<p>6. Collaborating with Community: Coordinate resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.</p>	<ul style="list-style-type: none">• Partnership with First United Methodist Church (tutoring, mentoring, teachers support)• Partnership with various community agencies (public library, Randolph County Cooperative Extension, Randolph Arts Guild, UNCG)

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



Intervention Plan	
A. Overview	Intervention at CWM will be data driven. Teachers will participate in PLCs at which time individual students needs will be discussed. Intervention strategies will be determined using Reading 3D data, SRI and formative assessments. All certified staff members will assist with planning and all instructional staff will assist in facilitating intervention instruction.
B. Target Population	<ul style="list-style-type: none"> • Reading—All students below grade level • Intense intervention, using LLI, with first grade to decrease and eliminate gaps as students move forward.
C. Measureable Intended Outcome	<ul style="list-style-type: none"> • 80% of our students will achieve growth (1 year for on and above grade level students and 1 year and 5 months for below grade level students).
D. Description of activities or services to be provided	<ul style="list-style-type: none"> • Mustang Mastery—Students receive daily enrichment and intervention based on the Reading 3D assessments (benchmark and progress monitoring). Student data is analyzed at least every 4 weeks to determine if strategies are working. • LLI—Using end of year kindergarten data, small groups of 2-3 students meet daily with a reading teacher for instruction using the Leveled Literacy Intervention program. Student data is examined every 4 weeks to determine students to add or delete to the groups. • Globe-Trotters—30 2nd and 3rd grade students are targeted to receive focused learning opportunities from 2:35-5:30. • PEPs—PEPs are created using student data. Data meetings are held every 4 weeks during PLCs to check the progress or lack of progress for students. • Reading Round-up—As part of two teachers TLA project, students participate in The Great Poetry Race and a Reading Parent Academy is planned for February. Parents will have the opportunity to learn about literacy from teachers and other presenters.
E. Evaluation of Results	<ul style="list-style-type: none"> • Reading 3D data (Benchmark and Progress Monitoring) • SRI data • Common Assessment Data • Benchmark data • EOG data • PEP data



Waiver Request

The Waiver to be Requested	How the waiver will be used:
1. To use state funds allocated for textbooks to purchase textbooks which are not on the state-approved textbook list, should the need present itself.	1. The textbook waiver would allow Balfour Elementary to purchase materials supportive of school goals and to better meet student individual needs toward closing the Achievement Gap.
2. To waive the grade placement of teacher assistants allowing them to serve all students in the school according to (G.S. 115c-105.25.1)	2. To allow administration and staff at the school to determine placement of teacher assistants according to student needs.



Leadership Team Members

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

Name	Signature	Role
Rebecca Kidd		Kindergarten Teacher
Kelly Gardner		1 st Grade Teacher
Christin Robbins		2 nd Grade Teacher
Keisha Dawalt		3 rd Grade Teacher
Kristin Richardson		4 th Grade Teacher
Joel McClosky		5 th Grade Teacher
Brianne Crotts		Guidance Counselor, Co-Chair
Emmy Biaggi		ESL Teacher, Co-Chair
Steve Watson		Physical Education Teacher
Deanna Wiles		Instructional Facilitator
Keasha Rice		Instructional Assistant
Althea Gatling		Parent
Rhonda McHenry		Assistant Principal
Julie Brady		Principal



Appendix 1: Current State of the School

Our School Improvement Team has carefully examined our existing data along with other information about our school. Together, the members of our team have reached the following conclusions about our school. These conclusions include both areas of celebration and areas requiring more focus.

1. 87% of our student population is economically disadvantaged. We know improving our student data in this area will improve our overall student data.
2. Hispanic data—Historically, our Hispanic students have performed below our white students. We have seen improvements in areas regarding our gap but not widespread improvement (Add in 2012-2013 data.)
3. Black data—Historically, our Black students have performed below our white students. We have seen improvements in areas regarding our gap but not widespread improvement (Add in 2012-2013 data.)
4. Increased Learning Time—Our staff committed to increasing our school day by 20 minutes. This allows our school to have separate intervention/enrichment time (Mustang Mastery) for K-2 and 3-5, plus utilize all certified staff and instructional assistants.
5. 21st Century Learning Community Grant—Our school was awarded a 21st Learning Community Grant in the summer of 2013. This grant allows targeted students extended learning opportunities throughout the school and the summer.



Appendix 2: School Profile

Historical Ethnicity Information (% of population on 20 th day)	2009-10	2010-11	2011-12	2012-13	2013-14
Black	17	17.0	20.0	22	17.1
Asian	1	0.8	1.0	0	0.7
White	31	31.7	30.8	27	28.6
Hispanic	42	42.5	44.0	46	49.4
American Indian	0.2	0.5	0.0	0	0.2
2+ Races	9	7.6	4.2	5	4.0
Total Population	393	395	386	429	409

Historical Population (% of Population)	2009-10	2010-11	2011-12	2012-13	2013-14
Exceptional Children	8	9	10	10	11
AIG	4	1	2	2	3
Limited English Proficient	39	31	34	35	31
Total Free/Reduced Lunch	72.5	77	81	81	92

Student Attendance Data (%)	2008-09	2009-10	2010-11	2011-12	2012-13
Average Daily Attendance	96.12	95.66	95.87	96.38	95.81
Mobility (starting 2012-13)					31.2

Staffing Summary (%)	2008-09	2009-10	2010-11	2011-12	2012-13
Teachers "highly qualified" (classes taught)	100	100	100	100	100
Teachers with advanced degrees	32	42	41	42	41
Teachers with NBPTS Certification	8	9	7	7	11
Teachers trained as mentors	32	32	32	32	32
Teacher Turnover Rate	26.5	5.8	10.8	10.5	



Appendix 3: Student Performance Results

Promotion Rates (%)	2008-09	2009-10	2010-11	2011-12	2012-13
Kindergarten	100	100	100	100	100
Grade 1	100	100	100	100	100
Grade 2	100	100	100	100	100
Grade 3	100	100	100	100	100
Grade 4	100	100	100	100	100
Grade 5	100	100	100	100	100

Grade Level Proficiency in Mathematics	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 1 (state assessment)	83	77	74		
Grade 2 (state assessment)	64	34	52		
Grade 3 (EOG)	46.5	54.2	66.1	57.3	36.7
Grade 4 (EOG)	54.5	60.6	72.2	76.2	29.4
Grade 5 (EOG)	78.1	68.8	61.4	64.1	23.9

Grade Level Proficiency in Reading	2008-09	2009-10	2010-11	2011-12	2012-13
Kindergarten					
Grade 1					
Grade 2					
Grade 3 (EOG)	35.2	28.4	42.5	36.6	40.0
Grade 4 (EOG)	39	39.4	48.1	54	28.2
Grade 5 (EOG)	56.3	39.1	44.3	37.5	21.4

Grade Level Proficiency in Science	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 5 (EOG)	59.4	46.9	41.4	39.1	20.9



EOG Math Proficiency by Subgroup	Grade 3			Grade 4			Grade 5		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
All	66.1	57.3	36.7	75.9	77.8	29.4	62.9	64.1	23.9
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black	30.8	33.3	50.0	75.0	69.2	21.1	42.9	36.4	7.7
Hispanic	71.4	55.8	38.2	73.9	75.0	20.5	56.7	59.3	21.4
2+ Races	60		<5.0	*	*	*	*	*	28.6
White	86.7	81.0	38.5	77.8	83.3	56.5	87.0	77.3	36.8
Male	63.0	61.5	42.4	78.6	76.7	32.6	65.5	59.5	9.7
Female	68.6	53.5	29.6	73.1	78.8	26.2	61.0	70.4	36.1
AIG	*	*	*	*	*	*	*	*	*
EC	71.4	<5	<5.0	77.8	75.0	<5.0	53.8	40.0	10.0
Non-EC	65.5	61.8	41.5	75.6	78.2	32.9	64.9	68.5	26.3
LEP	71.4	50.0	29.2	73.7	81.0	<5.0	38.9	52.9	12.5
Non-LEP	61.8	61.5	41.7	77.1	76.2	40.0	71.2	68.1	27.5
F/R Lunch	63.3	52.2	32.7	73.9	78.4	25.0	57.6	61.5	16.1
Non-F/R Lunch	76.9	84.6	62.5	87.5	75.0	53.8	90.9	75.0	63.6

Math Achievement Gaps	Grade 3			Grade 4			Grade 5		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Black (to White)	-55.9	-47.7	+11.5	-2.8	-14.1	-35.4	-44.1	-40.9	-29.1
Hispanic (to White)	-15.3	-25.2	-0.3	-4.9	-8.3	-36.0	-30.3	-18.0	-15.4
EC (to non-EC)	+5.9	-56.8	>-36.5	+2.2	-3.2	>-27.9	-11.1	-28.5	-16.3
LEP (to non-LEP)	+9.6	+11.8	-12.5	-3.4	+4.8	>-35.0	-32.3	-15.2	-15.0
FRL (to non-FRL)	-13.6	-32.4	-29.8	-13.6	+3.4	-28.8	-33.3	-13.5	-47.5

Math Scale Score Means	Grade 3			Grade 4			Grade 5		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13



EOG Reading Proficiency by Subgroup	Grade 3			Grade 4			Grade 5		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
All	45.2	36.6	43.3	48.1	55.6	27.1	44.3	37.5	19.4
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black	53.8	20.0	33.3	25.0	61.5	10.5	28.6	9.1	15.4
Hispanic	39.3	30.2	41.2	39.1	42.9	15.4	36.7	22.2	14.3
2+ Races	20.0	*	16.7	*	*	*	*	*	14.3
White	53.3	66.7	61.5	72.2	66.7	60.9	69.6	68.2	31.6
Male	40.7	46.2	42.4	39.3	56.7	37.2	41.4	32.4	12.9
Female	48.6	27.9	25.0	57.7	54.5	16.7	46.3	44.4	25.0
AIG	*	*	*	*	*	*	*	*	*
EC	14.3	16.7	14.3	44.4	62.5	<5.0	15.4	20.0	<5.0
Non-EC	49.1	38.2	47.2	48.9	54.5	30.3	50.9	40.7	22.8
LEP	35.7	23.3	29.2	31.6	33.3	8.0	22.2	5.9	<5.0
Non-LEP	52.9	44.2	52.8	57.1	66.7	35.0	51.9	48.9	25.5
F/R Lunch	42.9	26.1	36.5	41.3	49.0	18.1	37.3	30.8	12.5
Non-F/R Lunch	53.8	92.3	87.5	87.5	83.3	76.9	81.8	66.7	54.5

Reading Achievement Gaps	Grade 3			Grade 4			Grade 5		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Black (to White)	+0.5	-46.7	-28.2	-47.2	-5.2	-50.4	-41.0	-59.1	-16.2
Hispanic (to White)	-14.0	-36.5	-20.3	-33.1	-23.8	-45.5	-32.9	-46.0	-17.3
EC (to non-EC)	-34.8	-21.5	-32.9	-4.5	+8.0	>-25.3	-35.5	-20.7	>-17.8
LEP (to non-LEP)	-17.2	-20.9	-23.6	-25.5	-33.4	-27.0	-29.7	-43.0	>-20.5
FRL (to non-FRL)	-10.9	-66.2	-51.0	-46.2	-34.3	-56.8	-44.5	-35.9	-42.0

Reading Scale Score Means	Grade 3			Grade 4			Grade 5		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13



AYP Targets/*AMOs Met	Met	Total	Percent Met	Targets Missed
2008-09	16	21	76.2%	Reading – Hispanic, LEP Math – Hispanic, ED, LEP
2009-10	17	21	81.0%	Reading – Hispanic, ED, LEP Math - All
2010-11	21	21	100%	
2011-12*	11	21	52.4%	Reading – All, Hispanic, White, ED, LEP Math – All, Hispanic, White, ED, LEP
2012-13*	22	25	88.0%	Reading – All, ED Math - All



Appendix 4: Other Data Sources

Teacher Survey

Three or more areas of strength	<ol style="list-style-type: none"> 1. 100% of our teachers expect students to do their best. 2. Teachers believe their students are more involved when technology is used in lessons. 3. Teachers believe the school is a welcoming place.
Three or more areas of possible improvement	<ol style="list-style-type: none"> 1. 18 out of 48 teachers believe students don't respect teachers. 2. 18 out of 48 teachers believe students don't respect each other.
Two significant findings	<ol style="list-style-type: none"> 1. Our teachers have high expectations for their students. 2. There is a belief that students do not demonstrate respect for their peers or teachers.

Student Survey

Three or more areas of strength	<ol style="list-style-type: none"> 1. 98% of students report knowing the rules at school. 2. Graduating from high school is a goal for 95% of our students. 3. 92% of students report putting forth their best effort at school. 4. 93% of students believe school is preparing them well for their future.
Three or more areas of possible improvement	<ol style="list-style-type: none"> 1. 32% of students report that students respect teachers. 2. 26% of students report that students respect one another. 3. 73% of students report being proud of their school.
Two significant findings	<ol style="list-style-type: none"> 1. Our students do know the rules and believe they are doing their best. 2. Our students do not feel there is a respectful environment at our school.

Parent Survey

Three or more areas of strength	
Three or more areas of possible improvement	
Two significant findings	<p>Due to our low number of responses (12) we do not feel we can extrapolate meaningful data from our Parent Survey. We feel the low number of responses is due to two factors:</p> <ol style="list-style-type: none"> 1. the survey was conducted in an online format only 2. The survey was not translated into Spanish (49% of our students are Hispanic)



Guy B. Teachey Elementary School

2013-2014 Continuous Improvement and Title I Implementation Plan

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Staff	<i>Date of Secret Ballot</i>	<i>Results For</i>	<i>Results Against</i>
Approval	11/8/2013	65	1

 Principal's Signature

 Date

Approved by Superintendent of Schools:

 Signature

 Date

Approved by Board of Education:

 Signature

 Date



Our School's Vision	Guy B. Teachey Elementary will be a safe, nurturing school that works collaboratively with all stakeholders; preparing students to be productive 21st century citizens.
Our School's Mission	Guy B. Teachey Elementary will be an inviting school where high expectations, respect for one another, and life-long learning are valued and promoted.
Core Beliefs	<p>To lead us toward our vision and mission, our school community shares the following core beliefs:</p> <ul style="list-style-type: none">• Our school community believes that a quality education for all children can best be provided through communication, cooperation, responsibility, and teamwork.• Our school community believes in creating a safe, secure, nurturing environment which fosters life-long learning, high standards of achievement, and character development through flexible, creative, and interactive experiences.• Our school community believes that high standards for both faculty and students ensure quality teaching and learning while encouraging all students to reach their highest potential.• Our school community believes that discipline is best achieved by setting clear expectations, modeling appropriate behavior, promoting positive behaviors, and teaching social and academic skills needed for success.• Our school community believes that respect of self and others is a key factor in learning; therefore, a true school community is built upon a foundation of mutual respect and support.• Our school community believes in utilizing all available technology in order to highly engage all students and aid their progress in becoming global, 21st century learners.



Strategic Objectives:

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

Strategic Focus / Foci:

- ★ Implement a consistent plan for literacy instruction and assessment across the curriculum (reading, writing, speaking, listening, & presenting)

Current Level of Performance:

-Based upon the last available EOG data (2011/12), our reading proficiency rates in grades 3, 4, & 5 were 65.7%, 58.3%, & 66.7% respectively.

-Our teachers have indicated, via survey, the desire for more professional development on guided reading best practices and teaching writing.

Annual Goal 1
 Teachey Elementary will improve reading achievement for all students during the 2013-2014 school year as measured by an improvement in Reading composite from 35% proficient in 2012-2013 to 43% in 2013-2014.

Action Steps	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Next Steps
Implement Jan Richardson's guided reading approach and strategies modeled for teachers, following the beginning-of-year reading assessments, so that teachers employ best practices during this segment of our balanced literacy plan.	Jennifer Brumley Ginny Dunn	<ul style="list-style-type: none"> • A list of teachers in need of seeing a modeled lesson • A schedule of when the core teacher will be conducting guided reading • An outline for the observing teacher to use during the modeled lesson for recording her notes 	Jennifer Brumley	<ul style="list-style-type: none"> • Follow-up conference notes between the Reading Specialist and the core teacher 	10/15/13	10/15/13	-Monitoring of those teachers and any others that need refreshing on Jan Richardson guided reading strategies



<p>Writing instruction professional development will be provided for teachers early in the school year so that teachers instruct using best practices for teaching their students the art of writing.</p>	<p>Sharon Andrews Jennifer Brumley</p>	<ul style="list-style-type: none"> • Time to plan together as co-presenters • Contacts at the district level and possibly at DPI • PD led by Sharon Andrews & Jennifer Brumley Sept 17th & Oct 22nd 	<p>Sharon Andrews</p>	<ul style="list-style-type: none"> • PD attendance roster • PD feedback form • Extended writing practice at least 3 times per week • Student writing samples and portfolios • Common assessments 	<p>11/2013 1/2014 3/2014 Leadership meetings</p>	<p>5/1/2014</p>	<p>-Monitoring and coaching by the Instr. Facilitator and administration October 2013 to May 2014 -Common assessments that shift future writing instruction</p>
<p>Students will record a written book reviews or digital book talk/trailer after they finish reading a book so that an awareness of books is provided to students and a culture of reading is promoted.</p>	<p>Kellie Garcia Amy Ralph</p>	<ul style="list-style-type: none"> • Network folder for storing completed book talks/trailers • Quick professional development on how to transfer the saved video from an Apple product to the network folder 	<p>Kellie Garcia Amy Ralph</p>	<ul style="list-style-type: none"> • Two students share on Tiger News every two weeks • Book reviews attached to book titles in Destiny system 	<p>10/14/13 5/16/24</p>	<p>5/16/2014</p>	<p>-Modeled by teachers and expert students</p>
<p>Teachey will hold three Reading Nights during the school year so that reading is encouraged, promoted, and celebrated among the Teachey community.</p>	<p>Kellie Garcia Brian Saunders</p>	<ul style="list-style-type: none"> • Foster St. to provide refreshments • Grade-levels to meet and decide thematic activity • Advertisement via Teachey website, ConnectEd phone message, PTO website, and teachers' weekly newsletters 	<p>Kellie Garcia</p>	<ul style="list-style-type: none"> • Sign In/Sign Out sheets (Title I purposes as well) • Survey as parents leave for the evening 	<p>10/14/13 for the first</p>	<p>5/15/2014</p>	<p>-Contact Foster St regarding October 14th first event Establish a winter date and a spring date that coincides with the district parent survey window</p>
<p>Establishment of a clear plan for spelling instruction, practice, and assessment that fits well for each grade-level so that students develop their encoding skills that match their decoding skills developed during reading instruction.</p>	<p>Sharon Andrews Brian Saunders</p>	<ul style="list-style-type: none"> • Grade-level meetings between Instr. Facilitator Andrews and the PLC teams • Words Their Way materials 	<p>Sharon Andrews</p>	<ul style="list-style-type: none"> • Each grade-level's established plan • Spelling Inventory • Formative & summative assessment data by each teacher 	<p>9/3/13</p>	<p>9/30/13</p>	<p>-Ms. Andrews to continue meeting with grade-levels to discuss individual grade-level plans</p>



Teachers introduce text-relevant tier-two words each week; one per week in K-1, two per week in 2-3, and three per week in 4-5. In doing so, students will be able to build their personal vocabularies.	Grade-level chairs	<ul style="list-style-type: none"> • Graphic organizers as an instructional resource • Vocabulary notebooks or the grade-level equivalent 	Grade-level chairs	<ul style="list-style-type: none"> • Graphic organizers • Lesson plans • Vocabulary notebooks or equivalent • Class display • School-wide Vocabulary Parade 	9/16/13	5/2014 Culminating event: Vocabulary Parade	-Grade-levels to include this in their weekly lesson plans
Each K-5 student will engage their parent/legal guardian in a student-led conference three times in the school year so that the student's current progress is shared and owned, and so that personal goals for future growth are written.	All certified staff	<ul style="list-style-type: none"> • Data folders, one per student, purchased and provided by school • Data sheets and graphs at each grade-level that fit age-appropriateness 	Grade-level Leadership representatives	<ul style="list-style-type: none"> • Attendance logs at each of the student-led conference evenings • Completed data sheets for each and every student 	11/2013 12/2013 4/2014 Leadership meetings	3/2014 – the 3 rd of 3 student-led conferences takes place in each grade level	-Ensure teachers are prepared to conduct the first ones in October 2013



Strategic Objectives:

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

Strategic Focus/Foci:

- ★ 21st century skills
- ★ Global awareness
- ★ Academic proficiency in core curriculum
- ★ Expand learning opportunities after school
- ★ Increase opportunities for acceleration

Current Level of Performance:

-Based upon the last available EOG data (2011/12), our math proficiency rates in grades 3, 4, & 5 were 82.4%, 85.4%, & 77.1% respectively.

-Based upon the last available EOG data (2011/12), our proficiency rates in 5th grade science dropped from 70.7 in 2010/11 to 61.9% in 2011/12.

Annual Goal 2:

Teachey Elementary will improve instruction in all subject areas via the 4 C's (critical thinking, collaboration, communication, and creative expression) during the 2013-2014 school year, as measured by an improvement in the school's overall performance composite from 38.3% proficient in 2011-2012 to 45% in 2013-2014.

Action Steps	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Next Steps
Grade-levels provide project-based learning through the adoption of another country (or other states in 4 th grade) so that students learn about countries and cultures, beyond their own local one, through available technologies.	Kellie Garcia Sharon Caviness	<ul style="list-style-type: none"> • GlobalSchoolNet.org • www.epals.com • http://schoolsonline.britishcouncil.org/ • TLA participants to provide PD to faculty 	Kellie Garcia Sharon Caviness	<ul style="list-style-type: none"> • Lessons plans incorporating the partner class from another country • Live Skype sessions • Possible culminating event in March (Global Awareness Fair) 	1/2014 3/2014 Leadership meetings	3/2014	-Kickoff event for students, parents, and teachers October 14 th , 2013



Use of appropriate instructional strategies so that students gain conceptual understandings in math, literacy, and content areas.	Sharon Andrews	<ul style="list-style-type: none"> • Unit planning that incorporates concept development • PD provided by Sharon Andrews in November 2013 • Trailblazers lessons as appropriate • Review, implementation, and monitoring of TAP MATH strategies 	Sharon Andrews Grade Level Teams	<ul style="list-style-type: none"> • Common assessment data that measures conceptual understanding • Specific indication of the 4 Cs within weekly lesson plans 	11/2013 1/2014 3/2014 Leadership meetings	6/2014	-Observations by Sharon Andrews that will help establish a baseline of where grade-levels are currently
Teachers, through grade-level PLCs, effectively utilize formative and summative common assessments, and re-teach concepts and skills, so that their students demonstrate mastery of the Standards.	Sharon Andrews Brian Saunders Grade-level chairs	<ul style="list-style-type: none"> • Professional development through Dr. Maerz • Support through IF Sharon Andrews • Monitoring of the common assessments by school-level instructional team and periodically at the district level 	Brian Saunders	<ul style="list-style-type: none"> • Rigorous, standards-based common assessments in each of the subject areas • Rubrics in place for project- and performance-based assessments 	Grade-levels will complete documentation form once every four weeks and submit to administration	5/2014	-Email grade-level chairs the common assessment documentation form and the expectations for the school year as it is concerned
4 th and 5 th grade implement and utilize the components of the Discovery Science Techbook so that our 21 st century learners better connect with key science vocabulary and concepts necessary for understanding the world around them.	4 th and 5 th grade teachers Brian Saunders	<ul style="list-style-type: none"> • Professional development on October 8th, 2013 	Angie Scott Jeannie Westbrook	<ul style="list-style-type: none"> • Evidence of use within lesson plans • Observation of its use within these 4th/5th grade classrooms 	12/2013 3/2014 Leadership team meetings	5/2014	-Simply ensuring that each teacher is exploring this resource in advance of the PD on October 8 th , 2013.
Creation of a Math Olympiad team (approximately 25 4 th and 5 th graders) so that students are challenged to their full potential in mathematics.	-Kristen McClosky	<ul style="list-style-type: none"> • Formation of the team in early October, 2013 • Practices scheduled for Monday afternoons at Teachey after school 	-Kristen McClosky	<ul style="list-style-type: none"> • Preparation for and completion of the Math Olympiad competition held later in the school year 	11/2013 3/2014 Leadership team meetings	3/2014	-Presentation to students and interest letters sent home



Strategic Objectives:

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

Strategic Focus/Foci

- Implement Response to Instruction
- Community partnerships

Current Level of Performance:

- We have had little to no visible evidence within the building that high school graduation is our primary vision for each and every student; this goal has been present but invisible.
- Data Conversations between the school’s instructional team and the grade-level teachers have been periodic in the past, but there is a need for these to be more frequent and connected to Response to Instruction (RtI) moving forward.

Annual Goal 3
 Teachey Elementary will establish a culture wherein each student recognizes the importance of college and career readiness, as measured by 10% gains made from the Asheboro City Schools’ Student survey in 2012-2013 to the Student survey in 2013-2014.

Action Steps	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Next Steps
Graduation from high school both visually promoted in each classroom and orally discussed as an expectation for each student by Teachey staff so that students understand this goal and expect it to be achieved.	Amy Day Sharon Andrews Brian Saunders	<ul style="list-style-type: none"> • Teachers will be provided some assistance in obtaining visual resources to post outside their classroom • <needed resources> 	Sharon Andrews 1 or 2 people in charge	<ul style="list-style-type: none"> • Visual evidence <measures of observable outcome> within each classroom • Observation of teachers using “When you graduate...” phrases during their instruction 	12/2013 <when progress reported to SLT>	6/2014 <finish date>	<ul style="list-style-type: none"> -Establish clear expectations for this action step -Share these expectations with staff (Oct 2013)



Regular RtI data conversations so that students with needs receive re-teaching and enrichment that is appropriate.	RtI team grade-level teachers support personnel	<ul style="list-style-type: none"> An established schedule for the RtI team to follow for how and when each grade-level will be served 	Kim Clodfelter	<ul style="list-style-type: none"> RtI team minutes Feedback from teachers Positive growth in student data 	11/2013 1/2014 4/2014 Leadership team meetings	6/2014	-Discussions within the RtI team about our new approach, the RtI Roadmap for Success, and the differentiation b/t Leadership team and RtI team
Teachers will volunteer at Boys and Girls Club and MHMA at least twice during the school year, with these agencies expecting them on a set schedule, so that the students being served receive the academic assistance they need and understand the commitment we have to their success.	Certified staff Kim Clodfelter	<ul style="list-style-type: none"> An established schedule that will then be shared with MHMA and the Boys/Girls Club Staff understands that like anything we schedule, it is important that they show up or notify in advance if they will be unable to do so. 	Kim Clodfelter	<ul style="list-style-type: none"> Feedback from teachers Feedback from the agency leaders 	2/2014 5/2014 Leadership team meetings	5/2014	-Establish the schedule and communicate it to the two community locations
Students create <i>This is My Future</i> posters within their guidance lessons following the unit on careers so that each student connects what they are learning in class to the career they hope to have one day.	Kim Clodfelter Brian Saunders	<ul style="list-style-type: none"> A plan of what it should look like and what we want included 	Kim Clodfelter	<ul style="list-style-type: none"> <i>This is My Future</i> poster <i>This is My Future</i> Fair 	TBD	TBD	-Establish the plan for this project -Establish the monitoring dates to report back to Leadership -Establish the target date
Review Office Discipline Referrals (ODRs) monthly so that Teachey administration and staff monitor the proportion of ODRs to the demographic subgroups present in the school.	Brian Saunders PBIS chair Wells	<ul style="list-style-type: none"> The ODR reporting system through DPI Possibly professional development through Ken Hill for generating the various reports 	Brian Saunders	<ul style="list-style-type: none"> ODR numbers that match up, percentage-wise, with school demographics 	1/2014	6/2014	-Find out the timeframe for DPI to bring the discipline reporting site online



<p>Implementation of the Watch D.O.G.S. program so that male role models, particularly fathers of our students, are visible within our school each day and supporting students while here.</p>	<p>Kim Clodfelter</p>	<ul style="list-style-type: none"> • Watch DOGS materials from their national office (t-shirts, name badges, etc.) • A calendar schedule so that each and every instructional day of the school year is covered by at least one Watch DOG. • Possible need for a kickoff event or mid-year event to get or keep the program running strong 	<p>Kim Clodfelter</p>	<ul style="list-style-type: none"> • A Watch DOG in the building each and every day of the school year • Pictures • Personal accounts from the Watch Dogs 	<p>12/2013 4/2014 Leadership meetings</p>	<p>5/2014 Board of Education meeting where we share the success and the impact the program has made at Teachey</p>	<p>-Filling the days of the calendar up and ensuring background checks are completed with time to spare before the scheduled date</p>
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Title I Compliance	
Actions taken to meet the ten essential components of a School-Wide Title I Program	
1. A Comprehensive Needs Assessment of the entire school	<ul style="list-style-type: none"> • See Appendix 2: School Profile • See Appendix 3: Student Performance Results • See Appendix 4 Other Data Sources
2. School-Wide Reform Strategies	<ul style="list-style-type: none"> • Goals indicated above (pages 3-10) and Intervention strategies indicated (pages 20-23) in this Continuous Improvement Plan
3. Instruction by a Highly Qualified Professional Staff	<ul style="list-style-type: none"> • Staffing Summary indicated below (page 29)
4. High Quality and Ongoing Professional Development	<ul style="list-style-type: none"> • Professional development plan listed for each goal
5. Strategies to Attract Highly Qualifies Teachers to High Need Schools	<ul style="list-style-type: none"> • District recruitment plan • Staffing Summary indicated below (page 29) • Assessment data is used to place highly qualified teachers in areas of need, allowing for reduced class sizes to meet the developmentally appropriate needs of students.
6. Including Teachers in Decisions Regarding the Use of Assessment	<ul style="list-style-type: none"> • Evaluation strategies for continuous improvement plan • Participation in school leadership team • Participation in district leadership planning • Participation in 1x/month Response to Instruction (RtI) data and support discussion
7. Strategies to Increase Parent Involvement	<ul style="list-style-type: none"> • ESL/ EC/Title I/ Curriculum Parent Nights • Report Card Pickup Nights • Home Visits or Quality Outside Visits • Two writing celebrations • Two student-led conferences • PTO Special Events • School-sponsored Special Events (Skate nights, etc.) • Parent Contact Logs • Volunteer Logs • School Calendar on Website • Connect5 phone & email messages • PTO Communication in Monday folders • PTO Communication via Email • Improved Teacher Websites • Parent Education opportunities • Watch D.O.G.S. program



8. Preschool Transition Strategies and 5 th grade Transition Strategies	<ul style="list-style-type: none">• DIAL 3 screening, spring and fall• Kindergarten teachers visit pre-school classes• Pre-school teachers participate in Literacy Council• 5th graders visit South Asheboro Middle School• Representative from South Asheboro Middle School provides overview of 6th grade• Transition plan for rising Kindergarten and 6th grade students
9. Activities for Children Experiencing Difficulty	<ul style="list-style-type: none">• District use of Personal Education Plans (PEPs)• Tiger Time: Daily Intervention Participation• Parent Conferences• Response to Instruction: Data Conversations and Student Success Team• Partnership with MHMA• Partnership with contracted mental health agencies• Partnership with Communities In Schools• Celebrate student accomplishments each grading period
10. Coordination and integration of Federal, State, and Local Services	<ul style="list-style-type: none">• Federal programs implemented in this school include: Title I, Title II-A, Title II-D, Title III• State programs implemented in this school include: English as a Second Language (PRC 054); DSSF (PRC 024)• Coordination and integration of these programs are outlined in the school's intervention plan and individual federal grant applications



SAFE SCHOOL ACTION PLAN

Annual	Completion Date	Monthly	Completion Dates	Bi-Annual	Completion Dates	Ongoing
Register school-sex offender registry	Sept. 2007; but verified annually	Check fire extinguishers	Monthly (Mr. Carter)	CPR training for crisis response teams/coaches	Aug. 2013; Jan. 2014 (Nurses)	Monitor sex offender registry/update database
Written Supervision Plan	July 2013 (Mr. Saunders)	Conduct fire drills	Monthly	Conduct lockdown drills	Sept. 30 th , 2013 (Mr. Saunders)	Pair at-risk youth with mentors
Staff Supervision training	Aug. 2013 (Mr. Saunders)	Conduct sanitation inspections	Monthly (Mr. Carter)	Conduct safety inspection	1x semester (Health Inspector)	Record incidents in PowerSchool
Distribute and explain the Code of Conduct	Last week in Aug. 2013 (Teachers)	Maintain Science Chemical Inventory on <u>Central 02</u>	N/A	Drug dog search (Secondary)	N/A	Attendance letters
Distribute and explain Bus Code of Conduct	First days of school 2013 (Teachers)	Maintain first aid kits	Monthly (Mr. Carter & Nurse)	Alternate route fire drill	Nov. 2013; Feb. 2014	Utilize student success teams
Update Crisis Response Plans	Sept./Oct. 2013	Review ISS and OSS Incidents and apply interventions as needed	Monthly (Mr. Saunders)			Visitor Control Plan
Fire extinguisher training	Nov. 2013 (Fire Dept.)					Volunteer background checks
Customer satisfaction survey	Spring 2014					
Seclusion & Restraint training	Sept. 2013					
Train EC Staff in non-violent crises intervention response	Aug. 2013; Jan. 2014; June 2014 (CO Staff)					
Train teams in crises response	Oct. 2013 (Mr. Saunders)					



PBIS School Action Plan

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



Compliance Statements

Healthy Active Children Policy	Physical activity is not denied to any student as a means of discipline, nor is physical activity used as a form of punishment.	Physical activity is part of each student’s daily educational plan.
	Each student in this school participates in an average of 150 minutes per week of physical activity and/or physical education.	Students receive 45 minutes of physical activity with a physical education teacher once a week. Students receive 30 minutes of physical activity daily, five times a week, with the classroom teacher. Energizers are also used during instruction in the classrooms.
Pledge of Allegiance	Time is scheduled for school-wide recitation of the Pledge of Allegiance.	3-4 students each morning, beginning the year with 5 th grade and working our way down the line, lead the entire school over the intercom in the recitation of the Pledge of Allegiance.
	Flags of the United States and North Carolina are displayed in this school.	US flags are displayed in classrooms, in the cafeteria, and on the flagpole outside. NC flags are displayed on the flagpole outside and in the media center consistently. Both flags may be located in additional places throughout the building as well.
Duty-free Lunch	Every teacher must be provided a duty-free lunch period on a daily basis or as otherwise approved by the school improvement team.	A duty-free lunch period for every teacher must be provided on a daily basis or as otherwise approved by the school improvement team.
Duty-free Instructional Planning	Every full-time assigned classroom teacher must be provided duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week.	Duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week, must be provided for every full-time assigned classroom teacher.



Parent Involvement

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

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

ESEA Provision (Sec. 9191(23))

6 Types of Parent Involvement

<p>1. Parenting: Assist families in understanding child and adolescent development, and in setting home conditions that support children as student at each age and grade level. Assist schools in understanding families.</p>	<p>Family Alliance Network workshops ESL Parent Nights Parent-Teacher conferences formally 2X school year Reading Connection monthly newsletter made available on Teachey website Family Reading Nights 3X school year Student-led conference 3X school year</p>
<p>2. Communicating: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.</p>	<p>Connect5 telephone and email messages Improved teacher websites PTO newsletters at least monthly PTO email distribution list for parents School calendar updated regularly on Teachey website PTO Family Nights Writing celebration 2X school year</p>
<p>3. Volunteering: Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.</p>	<p>Ms. Perdue in front office schedules volunteers for teachers and also provides opportunities as volunteers reach out to us at GBT High School students volunteer Monday-Thursday 7:30-8:00am Early Childhood high school students participate in internships daily Foster St Wesleyan Church Asheboro Boys & Girls Club Communities In Schools PTO Family Nights Watch D.O.G.S program</p>



<p>4. Learning at Home: Involve families with their children in learning activities at home, including homework, other curriculum-related activities, and individual course and program decisions.</p>	<p>Family Alliance Network workshops Home visits and/or quality outside visits Student-led conference 2X school year Homework guidance provided by classroom teacher via notes home Asheboro Boys & Girls Club Reading Connection monthly newsletter made available on Teachey website</p>
<p>5. Decision-Making: Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.</p>	<p>PTO Board meets 2nd Monday of every month @ 6pm in the office conference room (public forum) School Leadership team meets 1st Tuesday of every month @ 3pm in the media center (public forum) parents sit as members of the School Leadership team (Casey Burgess-Blalock) Conferences with Mr. Saunders regarding schoolwide decision making available by request</p>
<p>6. Collaborating with Community: Coordinate resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.</p>	<p>Family Alliance Network workshops Communities In School Backpack Pals Mental Health agency partnerships with ACS Teachey Skate night at Roll a' Bout Chick-fil-A night Di'Lishi/JimmyJohns night Domino's Pizza night Discounts at area businesses Discount Card Jump Rope for Heart Watch D.O.G.S program MHMA afterschool tutoring Boys and Girls Club Afterschool tutoring</p>

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



Intervention Plan

A. Overview

Our school mission speaks of a school community united in its efforts to educate and to prepare global learners for 21st citizenship. To accomplish this mission and to ensure that students are successful in the North Carolina Student Accountability Program, our school has a plan that will provide strategies for intervention for at-risk students and will provide research base strategies for those students who have not achieved grade level academic skills.

Focused intervention utilizes programs that challenge students achieving at or above grade level. Strategies also enable those students on the borderline and below grade level to be successful. A variety of strategies and activities have been proposed to meet these goals, mostly dealing with use of volunteers and tutors to provide small group and individual instruction based on student need.

For students **at or above grade level**, strategies include:

- Study Island
- 3-5 Enrichment/Intervention Time for 45 minutes; time varies per grade level
- K-2 Enrichment/Intervention Time for 45 minutes; time varies per grade-level
- Flexible grouping for guided reading and word work (Balanced Literacy)
- Geography Bee – 4th and 5th Grades
- Gifted education activities (K. McClosky) to include, but not limited to the Renzulli website, Jr. Great Books reads and discussions, Expert project, and Math Olympiad
- Leveled Readers
- Differentiated lessons
- 1:1 Laptop technology 3rd grade-5th grade
- New technology devices in K-2 in 2013/14
- Modified assignments
- Formative Assessments
- Reading 3D Reading Benchmark Assessments

For students **below grade level**, strategies include:

- Flexible grouping for guided reading and word work (Balanced Literacy)
- 3-5 Enrichment/Intervention Time for 45 minutes; time varies per grade-level
- K-2 Enrichment/Intervention Time for 45 minutes; time varies per grade-level
- Personal Education Plans (PEP)
- Study Island
- Leveled Readers
- Title I Reading Facilitators
- Differentiated lessons
- RtI process



	<ul style="list-style-type: none">• Modified Assignments• 1:1 Laptop technology 3rd grade-5th grade• New technology devices in K-2 in 2013/14• Formative assessments• Mental Health Agencies• After school Tutoring• RAZ kids website <p><i>The following information outlines the remediation plan designed for those students who are below grade level and are, therefore, at risk.</i></p>
B. Target Population	<p>Students in grades K-5 will participate in enrichment/intervention time. Student recommendations will be made by grade level teams to ensure that those students who can benefit most are included. Students may participate in reading and/or math enrichment/intervention, depending on their individual needs.</p> <p>The target populations for the Teachey Intervention Plan are as follows:</p> <ul style="list-style-type: none">• Students in grades 3-5 who scored levels 1 or 2 in reading and/or mathematics on the 2012-2013 EOG, or those with a PEP, or those who are not showing proficiency in individual standards on benchmark assessments.• Students in grades K-2 who show insufficient progress with Reading 3D grade-level milestones and/or Math formative assessments.
C. Measureable Intended Outcome	<p>Actual growth of students in the program measured in scale scores will be compared with actual growth of students' scores from previous years. It is predicted that those students in the intervention process will show growth in the areas that were targeted. Intended outcomes are:</p> <ul style="list-style-type: none">• Students participating in the remediation program will score a minimum of level 3 on the June EOG in each area remediated.• Students in grades K-2 will demonstrate improvement on reading level (fluency and comprehension).



**D. Description of activities
or services to be provided**

GRADES K-2

Children in grades K-2 receive much support to ensure their early success. Academic progress is closely monitored formally using the K-2 Math Assessment and Literacy Portfolio, informally through observation, in-class feedback, teacher-made assessment and formative assessments. Progress is communicated to parents on a regular basis.

Strategies that are consistently used to provide intervention and enrichment for the primary grades include:

- Enriched and integrated curriculum
- Small group instruction
- Parent tutors and volunteers
- Peer tutors
- Heterogeneous and homogeneous grouping based on need
- Differentiation of instruction
- Positive, language rich classroom environment
- Title 1 Reading Teachers and Resources
- Balanced Literacy
- Writer's Workshop
- Personal Education Plans (PEP)
- EC/ESL services as needed

GRADES 3-5

The Guy B. Teachey intervention plan for grades 3-5 will utilize an in-school progress monitoring model. The model provides extended learning opportunities that reinforce and enhance core academic skills. Time will be allocated for 45 minutes daily.

The model will be characterized by:

- High expectations for student learning
- Clear and focused instruction
- Close monitoring of academic progress
- Benchmark Assessment data
- A focus on PEP goals
- Formative Assessment data
- Enriched and integrated curriculum
- Small group instruction
- Parent tutors and volunteers
- Peer tutors
- Heterogeneous and homogeneous grouping based on need
- Differentiation of instruction
- Positive, language rich classroom environment
- Title 1 Reading Teachers and Resources
- EC/ESL services as needed



E. Evaluation of Results

The success of the intervention plan will be assessed using the following measures:

- Students in grades 3-5: Actual growth in reading and/or math using scale scores on the EOG.
- Formal and informal observation, monitoring, and walk-throughs
- mClass Reading 3D assessment data for all of K-5
- For 3rd graders – portfolio assessment data (Read to Achieve legislation)
- Formative assessment data
- RtI process



Waiver Request

The Waiver to be Requested	How the waiver will be used:
1. To use state funds allocated for textbooks to purchase textbooks which are not on the state-approved textbook list, should the need present itself.	1. The textbook waiver would allow Guy B. Teachey Elementary to purchase materials supportive of school goals and to better meet student individual needs toward closing the Achievement Gap.
2. To waive the grade placement of teacher assistants allowing them to serve all students in the school according to (G.S. 115c-105.25.1)	2. To allow administration and staff at the school to determine placement of teacher assistants according to student needs.



Leadership Team Members

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

Name	Signature	Role
Brian Saunders		Principal
Amy Day		Assistant Principal
Kim Clodfelter		School Counselor
Amy Ralph		Technology Facilitator
Kellie Garcia		Media Specialist
Sharon Andrews		Instructional Facilitator
Sally Barnes		Music Teacher
Audrey Griffey		Exceptional Children's Teacher
Katherine McBride		ELL Teacher
Alejandra Longoria		Instructional Assistant
Kathryn Escobar		5 th grade Teacher
Amanda Deaton		4 th grade Teacher
Misty Davin		3 rd grade Teacher
Valerie Runnfeldt		2 nd grade Teacher
Michelle Hinson		1 st grade Teacher
Tracey Smith		Kindergarten Teacher
Casey Burgess Blalock		Parent



Appendix 1: Current State of the School

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

General conclusions in black are largely based upon End-of-Grade student assessment data from the 2011-2012 school year. End-of-grade student assessment data from 2012-2013 will be made available to schools by the state in October 2013. General conclusions in red represent items that the School Leadership Team can draw conclusions about, prior to receiving the data in October.

As a school, Guy B. Teachey did not meet Annual Measurable Objectives (AMOs) for the 2011-2012 school year. 15 of 17 objectives were met. Meaningful, purposeful work must be done this school year in order to see academic proficiency increases with ALL students, but particularly with our *Black, Hispanic, Limited English Proficient, Economically Disadvantaged, and Students with Disabilities* subgroups.

Celebrations first:

- Student Attendance Data has stayed above 96% for the past two years.
- In math, the black-to-white achievement gap is down from 39.6 to 19. The gap is only 7.4 points for Hispanic-to-white.
- Third-grade reading proficiency rose from 50.5% in 2010-2011 to 65.7% last year
- 92% of teachers (in the Teachers Working Conditions Survey) indicated that Teachey is a good place to work and learn.
- According to Reading 3D data, kindergarten had 96% proficient readers by the end of 2012-2013 school year.

Areas requiring attention and improvement:

- Our student mobility rate was 21.7% in 2012-2013. Although we do not have data from previous years, this percentage is high.
- Reading proficiency was below 70% for the tested grade-levels, third to fifth, in 2011-2012. In 2011-2012, it was 65.7% for third grade, 58.3% for fourth, and 66.7% for fifth grade. Reading at grade-level expectancy is a major priority for K-5 at Teachey and not just an issue to be addressed at or after the third grade.
- Reading proficiency was extremely low for our black students (39.5%) in 2011-2012, leading to a widening of the reading achievement gap black-to-white. It increased from 30.3 points in 2010-2011 to 34.3 points in 2011-2012.
- The school's performance composite saw a slight decrease from 71.4% in 2010-2011 to 71.1% in 2011-2012. This slight decrease was offset by third grade's successes and attributable, in large part, to fifth grade's decline. Fifth grade saw a three-point decrease in reading proficiency, a fourteen-point decrease in math proficiency, and another decline of nine points in science proficiency.
- Kindergarten through 3rd grade had a 65% or above at grade-level expectancy in Reading at the end of the 2012- 2013 school year as measured by the Reading 3D assessment.
- 4th and 5th grades were below 50% grade-level expectancy in Reading at the end of the 2012-2013 school year as measured by the Fountas & Pinnell Reading assessment.
- Our SRI data shows that there is a decline in Reading comprehension based on Lexile levels as students progress to the next grade-level.

In writing, Kindergarten – 5th grade, 50% or more students are writing at Levels III and IV as assessed by the classroom teacher.



Appendix 2: School Profile

Historical Ethnicity Information (% of population on 20 th day)	2009-10	2010-11	2011-12	2012-13	2013-14
Black	12.90	13.48	14.31	12.85	12.14
Asian	1.09	1.7	1.81	2.21	3.09
White	57.45	57.50	55.62	56.22	56.38
Hispanic	19.45	19.28	23.01	23.90	24.07
American Indian	.18	.17	0	0	0
2+ Races	8.91	7.84	5.25	4.82	4.16
Total Population	550	586	552	498	486

Historical Population (% of Population)	2009-10	2010-11	2011-12	2012-13	2013-14
Exceptional Children	12.80	9.89	10.69	11.24	9.47
AIG	4	4.77	5.07	6.83	7.20
Limited English Proficient	17.27	11.62	12.86	12.65	10.49
Total Free/Reduced Lunch	52.45	63	59.24	58.22	57.29

Student Attendance Data (%)	2008-09	2009-10	2010-11	2011-12	2012-13
Average Daily Attendance	96.19	96.2	95.52	96.68	95.95
Mobility (starting 2012-13)					21.7

Staffing Summary (%)	2008-09	2009-10	2010-11	2011-12	2012-13
Teachers "highly qualified" (classes taught)	100	100	97	100	97
Teachers with advanced degrees	26.0	31.3	23	33	42.11
Teachers with NBPTS Certification	14	12	13	16	18.42
Teachers trained as mentors	18.6	18	19.6	16	16.0
Teacher Turnover Rate	13.3	5.0	11.9	4.9	17.72



Appendix 3: Student Performance Results

Promotion Rates (%)	2008-09	2009-10	2010-11	2011-12	2012-13
Kindergarten	100	100	100	100	100
Grade 1	98.75	100	98.44	100	100
Grade 2	100	100	100	100	100
Grade 3	100	100	100	100	100
Grade 4	98	100	100	100	100
Grade 5	100	100	100	100	100

Grade Level Proficiency in Mathematics (%)	2008-09	2009-10	2010-11	2011-12	2012-13 (NC READY EOG)
Grade 1 (state assessment)	83	85	89		
Grade 2 (state assessment)	62	52	68		
Grade 3 (EOG)	78.3	71.4	77.3	82.4	46.0
Grade 4 (EOG)	83.6	78.9	78.6	85.4	44.3
Grade 5 (EOG)	74	83.8	91.0	77.1	38.1

Grade Level Proficiency in Reading	2008-09	2009-10	2010-11	2011-12	2012-13 (NC READY EOG for 3 rd -5 th)
Kindergarten (Reading 3D)				86	96
Grade 1 (Reading 3D)				74	69
Grade 2 (Reading 3D)				84	72
Grade 3 (EOG)	56.6	55.1	50.5	65.7	41.3
Grade 4 (EOG)	65.8	72.2	67.0	58.3	36.1
Grade 5 (EOG)	63.6	68.8	69.7	66.7	29.9

Grade Level Proficiency in Science	2008-09	2009-10	2010-11	2011-12	2012-13 (NC READY EOG)
Grade 5 (EOG)	51.8	65.4	70.7	61.9	36.1



EOG Math Proficiency by Subgroup	Grade 3			Grade 4			Grade 5		
	2010-11	2011-12	2012-13 (NC READY EOG)	2010-11	2011-12	2012-13 (NC READY EOG)	2010-11	2011-12	2012-13 (NC READY EOG)
All	77.3	82.4	46.0	78.6	85.4	44.3	85.9	77.1	38.1
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	>95	*	*	*
Black	38.5	70.0	40.0	46.7	72.7	20.0	66.7	66.7	18.2
Hispanic	72.7	73.1	66.7	75.0	85.7	21.1	77.3	81.8	38.5
2+ Races	80.0	60.0	*	60.0	60.0	66.7	*	40.0	16.7
White	89.3	88.9	41.0	89.7	91.4	49.1	91.5	80.6	45.3
Male	81.6	80.0	47.5	81.6	86.0	46.2	80.8	75.5	30.6
Female	72.9	84.9	43.5	75.9	84.8	42.2	91.5	78.6	45.8
AIG	*	*	*	100	100	86.4	100	100	>95
EC	55.6	22.2	14.3	53.8	76.9	8.3	60.0	47.1	7.1
Non-EC	79.5	87.9	50.0	82.2	86.7	49.4	92.4	83.0	43.4
LEP	72.7	70.0	*	78.6	83.3	<5	64.3	63.6	20.0
Non-LEP	78.7	83.7	46.0	78.7	85.9	47.3	89.4	78.7	40.2
F/R Lunch	66.7	78.5	40.0	66.1	80.7	38.7	78.6	67.2	23.3
Non-F/R Lunch	94.6	88.4	56.5	>95	92.3	54.3	>95	90.9	62.2

Math Achievement Gaps	Grade 3			Grade 4			Grade 5		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Black (to White)	-50.8	-18.9	-1.0	-43.0	-18.7	-29.1	-24.8	-13.9	-27.1
Hispanic (to White)	-16.6	-15.8	25.7	-14.7	-5.7	-28.0	-14.2	+1.2	-6.8
EC (to non-EC)	-23.9	-65.5	-35.7	-28.4	-9.8	-41.1	-32.4	-35.9	-36.3
LEP (to non-LEP)	-6.0	-13.7	*	-0.1	-2.6	-47.3	-35.1	-15.1	-20.2
FRL (to non-FRL)	-27.9	-9.9	-16.5	>-33.9	-11.6	-15.6	>-16.4	-23.7	-38.9



EOG Reading Proficiency by Subgroup	Grade 3			Grade 4			Grade 5		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
All	50.5	65.7	41.3	67.0	58.3	36.1	69.7	66.7	29.9
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	>95	*	*	*
Black	30.8	30.0	40.0	46.7	27.3	<5	50.0	46.7	9.1
Hispanic	36.4	53.8	22.2	50.0	47.6	26.3	54.5	59.1	23.1
2+ Races	60.0	80.0	*	60.0	20.0	33.3	*	60.0	33.3
White	60.7	73.0	46.2	79.3	72.4	40.4	79.7	74.2	37.7
Male	51.0	65.5	45.0	69.4	62.0	40.4	57.7	65.3	26.5
Female	50.0	66.0	34.8	64.8	54.3	31.1	83.0	67.9	33.3
AIG	*	*	*	100	100	90.9	100	100	>95
EC	33.3	22.2	28.6	61.5	38.5	16.7	25.0	41.2	14.3
Non-EC	52.3	69.7	42.9	67.8	61.4	37.4	81.0	71.6	32.5
LEP	36.4	50.0	*	35.7	44.4	16.7	35.7	36.4	20.0
Non-LEP	54.7	67.3	41.3	71.9	61.5	37.4	75.3	70.2	31.0
F/R Lunch	40.0	58.5	27.5	51.6	45.6	30.6	60.7	55.7	18.3
Non-F/R Lunch	67.6	76.7	65.2	90.2	76.9	45.7	81.4	81.8	48.6

Reading Achievement Gaps	Grade 3			Grade 4			Grade 5		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Black (to White)	-29.9	-43.0	-6.2	-32.6	-45.1	-40.4	-19.7	-27.5	-28.6
Hispanic (to White)	-24.3	-19.2	-24.0	-29.3	-24.8	-14.1	-25.2	-15.1	-14.6
EC (to non-EC)	-19.0	-47.5	-14.3	-6.3	-22.9	-20.7	-56.0	-30.4	-18.2
LEP (to non-LEP)	-18.3	-17.3	*	-36.2	-17.1	-20.7	-39.6	-33.8	-11.0
FRL (to non-FRL)	-27.6	-18.2	-37.7	-38.6	-31.3	-15.1	-20.7	-26.1	-30.3



AYP Targets/*AMOs Met	Met	Total	Percent Met	Targets Missed
2008-09	21	21	100%	
2009-10	21	23	91.3%	Math – ED, LEP
2010-11	20	27	74.1%	Reading – All, Hispanic, ED, LEP, SWD Math – Hispanic, SWD
2011-12*	15	17	88.2%	Reading – All, White
2012-13*	23	25	92.0%	Reading – All, White

Reading Levels 2012-2013 End of Year Reading 3-D Data						
K	Mem	Level 0	Level A	Level B	C & above	
	74	1%	0%	3%	96%	
Grade 1	Mem	Below D	D-E	F-G	H	I & above
	64	3%	2%	22%	5%	69%
Grade 2	Mem	Below J	J	K	L	M & above
	87	9%	5%	6%	8%	72%
Grade 3	Mem	Below N	N	O	P	Q & above
	60	8%	0%	12%	13%	67%
Grade 4	Mem	Below Q	Q	R	S	T & above
	92	20%	10%	14%	16%	40%
Grade 5	Mem	Below T	T	U	V	W & above
	92	17%	16%	16%	8%	42%



**SRI (Scholastic Reading Inventory)
 2012-2013 End of Year Lexile Levels**

	Mem	BR	0-100	101-200	201-300	301-400	401-500	500-600	600-700	700-800	800-900	900-1000	1000+
Grade 2	87	11%	6%	10%	6%	20%	10%	8%	11%	10%	7%	0%	0%
Grade 3	60	3%	0%	0%	10%	0%	20%	22%	2%	23%	12%	3%	5%
Grade 4	91	2%	2%	0%	2%	2%	9%	12%	7%	14%	23%	13%	13%
Grade 5	92	1%	0%	1%	0%	2%	4%	10%	9%	16%	21%	11%	25%

**2012-2013 End of Year
 WRITING LEVELS**

	Mem	Level I	Level II	Level III	Level IV
K	74	0%	11%	42%	47%
Grade 1	64	2%	23%	64%	11%
Grade 2	87	14%	36%	36%	16%
Grade 3	60	10%	40%	48%	2%
Grade 4	90	17%	31%	49%	3%
Grade 5	92	11%	25%	48%	16%



Appendix 4: Other Data Sources

**2012- 2013 Survey data was based on 4th and 5th grade student responses, 60 staff responses, and 51 parent responses.*

Teacher Survey

Three or more areas of strength	<ol style="list-style-type: none"> 1. Teachers expect their students to do their best. 2. Teachers use technology to help the students understand 3. Students recognize when they do something positive. 4. Teachers care about their students as individuals.
Three or more areas of possible improvement	<ol style="list-style-type: none"> 1. 6% of staff disagreed that students at our school respect teachers and students at our school respect each other. 2. 41% percent of staff members felt that bullying is a problem at our school. 3. While 71% of teachers agreed that they provided challenging assignments, only 25% of teachers strongly agreed that they provided challenging assignments.
Two significant findings	<ol style="list-style-type: none"> 1. Teacher survey data showed that teachers felt like the students were respectful (76%) however student survey data did not reflect this. 2. Based on teacher survey data the staff agreed that students are not afraid to make a mistake (85%) however student survey data did not reflect this either.

Student Survey

Three or more areas of strength	<ol style="list-style-type: none"> 1. 98% of students agree that their parents care about their education. 2. 92% of students felt that graduating from high school was one of their goals. 3. 92% of students reported that their parents think going to college is important. 4. 94% of students feel as though their teachers expect them to do their best.
Three or more areas of possible improvement	<ol style="list-style-type: none"> 1. 43% of students agreed that students at our school respect <u>teachers</u>. 2. Only 35% of students agreed that students respect <u>each other</u>. 3. 41% of students agreed that they are afraid to make a mistake.
Two significant findings	<ol style="list-style-type: none"> 1. 97% of students reported that they knew the school rules, one of which is “We are Respectful”; however, the survey indicates that students do not feel as though they respect one another or their teachers. 2. 86% of students agreed that they try their best in school. However, teachers still feel that students are working below their potential. 3. Given the overall survey results, it is surprising to see that only 60% of students enjoy being at school.



Parent Survey	
Three or more areas of strength	<ol style="list-style-type: none">1. My child's school is a welcoming and friendly place. An overwhelming 98% of participating parents agreed or strongly agreed with this statement.2. 100% of participating parents agreed or strongly agreed that graduation from high school is one of my child's goals.3. 100% of parents surveyed stated that they believe going to college is important.4. 100% of parents surveyed agreed or strongly agreed that their child knows the rules at school.
Three or more areas of possible improvement	<ol style="list-style-type: none">1. 25% of parents have no opinion or disagree that teachers provide my child with challenging assignments.2. 28% of parents agreed that their child has been bullied while at school.3. 39% of parents agreed that their child is afraid to make a mistake.
Two significant findings	<ol style="list-style-type: none">1. 100% of parents strongly disagreed that their child is a member of a gang. This is evident that parents feel that gangs are not present at our school.2. 69% agreed that their child participated in after school activities. However, this statement does not explicitly state that the activity is a campus based program. We can assume that this survey statement may have been misinterpreted.3. 24% of parents have no opinion or disagree that their child feels more involved in learning when technology is used. It could be that technology use has simply become a regular part of every instructional day.

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

TECHNOLOGY IN THE EDUCATIONAL PROGRAM

Policy Code:

3220

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

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

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

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

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

² The state goals are established by the State Board of Education in the NC State School Technology Plan, which is mandated by G.S. 115C-102.6.

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

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

⁵ This reference to the school improvement plan is optional.

~~federal rules and submit the plan to the board for approval.~~⁶ The superintendent shall incorporate this plan into school system strategic planning efforts and ~~shall~~ include various stakeholders such as curriculum leaders, teachers, administrators, and representatives from technology services, ~~and~~ instructional technology, finance and other departments as required.⁷ Once the board has approved the plan, the superintendent shall ensure expenditures on school information and communications technologies are made ~~take all steps necessary to receive approval of the plan from the State Board of Education.~~ No state funds may be spent on any aspect of school ~~technology~~ except in accordance with the technology plan.

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

A. SELECTION OF TECHNOLOGICAL RESOURCES

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

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

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

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

⁷ ~~This provision is optional. G.S. 115C-102.6C as amended by the General Assembly in 2009 "encourages" the local board to incorporate the local school system technology plan into its strategic planning and to include input from various school system stakeholders as necessary.~~

⁸ This paragraph is optional. An alternative position, such as principal, may be listed.

⁹ These standards may be modified.

and other infrastructure resources. The technology director¹⁰ shall set minimum standards for technological resources that are purchased or donated. Upgrading, hardware conditions and similar requirements must be maintained to the highest standards.

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

B. DEPLOYMENT OF TECHNOLOGY TO SCHOOLS

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

C. BRING YOUR OWN TECHNOLOGY (BYOT) INITIATIVE¹¹

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

D. ELECTRONIC COMMUNICATION AND OTHER COLLABORATIVE TOOLS¹²

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

¹⁰ Insert appropriate title or position.

¹¹ This paragraph is optional. It may be omitted if the board does not anticipate moving to a BYOT initiative. Alternatively, instead of authorizing the superintendent to take the action specified in this paragraph, the board could require the superintendent to do so.

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

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

C.E. TRAINING FOR USE OF TECHNOLOGICAL RESOURCES TECHNOLOGY-RELATED PROFESSIONAL DEVELOPMENT

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

Legal References: G.S. 115C-402.6C, 522; 147-33.111; State Board of Education Policy TCS-C-018

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

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

Issued: June 1997

¹³ These standards reflect the priorities in the NC State School Technology Plan.

¹⁴ The reference to the school improvement plan is optional.

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

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

TECHNOLOGY ACCEPTABLE RESPONSIBLE USE Policy Code: 3225/4312/7320

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

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

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

~~The superintendent shall ensure that school system computers with Internet access comply with federal requirements regarding filtering software, Internet monitoring and Internet safety policies.² The superintendent shall develop any regulations and submit any certifications necessary to meet such requirements.~~

A. EXPECTATIONS REQUIREMENTS FOR USE OF TECHNOLOGICAL RESOURCES FOR USE OF SCHOOL TECHNOLOGICAL RESOURCES³

¹ ~~A different definition may be used or the board may include a more explicit list of technologies covered, e.g., school-owned devices, mobile phones, email and instant messaging, Internet, Intranet, social networking sites, video and photo sharing websites, blogs, micro-blogs, forums, discussion boards and groups, wikis, podcasts, video conferences, etc. The board may want to include personal devices explicitly in this statement if it permits students or staff to access school networks using their personal devices.~~

² ~~The Children's Internet Protection Act (CIPA) was enacted in 2000 to address concerns about access to offensive content over the Internet on school and library computers. The requirements established by CIPA apply to school systems that either receive funding for Internet access or internal connections from the E-rate discount program [see 47 U.S.C. 254(h)(5)] or receive funding to purchase computers or Internet access under Title II of the No Child Left Behind Act of 2001 (see 20 U.S.C. 6777).~~

³ ~~The board may include additional requirements, such as training students in the ethical use of technologies or requiring the fulfillment of minimal skills before Internet access is allowed.~~

The use of school system technological resources, ~~including such as computers and other electronic devices, networks, and access to the Internet~~, is a privilege, not a right. Individual users of the school system's technological resources are responsible for their behavior and communications when using those resources. Responsible use of school system technological resources is use that is ethical, respectful, academically honest and supportive of student learning. Each user has the responsibility to respect others in the school community and on the Internet. Users are expected to abide by the generally accepted rules of network etiquette. General student and employee behavior standards, including those prescribed in applicable board policies, the Code of Student Conduct and other regulations and school rules, apply to use of the Internet and other school technological resources. Before using the Internet, all students must be trained about appropriate on-line behavior. Such training must cover topics such as cyberbullying and interacting with others on social networking websites and in chat rooms.

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

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

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

B. RULES FOR USE OF SCHOOL TECHNOLOGICAL RESOURCES

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

personal use.

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

- ~~8.10.~~ Users may not create or introduce games, network communications programs or any foreign program or software onto any school system computer, electronic device or network without the express permission of the technology director⁴ or designee.
- ~~9.11.~~ Users are prohibited from engaging in unauthorized or unlawful activities, such as “hacking” or using the computer network to gain or attempt to gain unauthorized or unlawful access to other computers, computer systems or accounts.
- ~~12.~~ Users are prohibited from using another individual’s ID or password for any technological resource without permission from the individual. Students must also have computer account permission from the teacher or other school official.
- ~~13.~~ Users may not read, alter, change, block, execute or delete files or communications belonging to another user without the owner’s express prior permission.
- ~~10.14.~~ Employees shall not use passwords or user IDs for any data system (e.g., Student Information System, CECAS, time-keeping software, etc.) for an unauthorized or improper purpose.
- ~~11.15.~~ If a user identifies a security problem on a technological resource, he or she must immediately notify a system administrator. Users must not demonstrate the problem to other users. Any user identified as a security risk will be denied access.
- ~~12.16.~~ Teachers shall make reasonable efforts to supervise a student’s use of the Internet during instructional time.
- ~~13.17.~~ Views may be expressed on the Internet or other technological resources as representing the view of the school system or part of the school system only with prior approval by the superintendent or designee.⁵

B.C. RESTRICTED MATERIAL ON THE INTERNET

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

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

⁴ The appropriate position should be referenced here.

⁵ Administrative procedures could identify an approval process and specify who has approval authority.

⁶ ~~Parent consent is strongly advised and may be necessary to take advantage of the exceptions to liability for intercepting electronic communications [See 18 U.S.C. 2511(2)(D) of the Electronic Communications Privacy Act.]~~

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

D. PARENTAL CONSENT

The board recognizes that parents of minors are responsible for setting and conveying the standards their children should follow when using media and information sources. Accordingly, before a student may independently access the Internet, the student's parent must be made aware of the possibility that the student could obtain access to inappropriate material while engaged in independent use of the Internet. The parent and student must consent to the student's independent access to the Internet and to monitoring of the student's e-mail communication by school personnel.⁹

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

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

⁸ School systems that receive Title II funding may choose to disable the filters for minors as well as adults.

⁹ Parent consent is strongly advised and may be necessary to take advantage of the exceptions to liability for intercepting electronic communications and for access to certain third party web sites. See Electronic Communications Privacy Act, 18 U.S.C. 2511(2)(d) and the Children's Online Privacy Protection Act of 1998, 15 U.S.C. 6501 et seq. The board could specify that written permission will be obtained before first independent use of the Internet and thereafter at the start of middle school and high school, with the written permission being kept on file while the student remains enrolled at that school.

C.E. PRIVACY

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

D.F. PERSONAL WEBSITES

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

1. Students

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

2. Employees

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

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

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

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

3. Volunteers

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

¹⁰ The Children's Online Privacy Protection Act of 1998, 15 U.S.C. 6501 et seq., ("COPPA") requires web site operators to obtain verifiable parental permission to collect personal information from children under the age of 13. When a school grants a web site permission to collect personal information by permitting students to participate in online projects or activities in which they provide personal information, as through Google Apps Education Edition, for example, the website operator may assume that the school has obtained the necessary parental permission. Permission simply to use the Internet is not sufficient; the parental consent must specify that it includes permission for students to provide personal information to the website.

¹¹ This is required for school systems that receive funding for Internet access or internal connections from the E-rate program.

~~communicate with students about school related matters.~~

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

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

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

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

Issued:

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

Proclamation

WHEREAS, throughout American history, public schools have helped democratize our nation, strengthen our communities, and widen opportunities for our people; and

WHEREAS, by integrating different groups into a common educational setting, public schools prepare this nation's diverse populations to live harmoniously in a free, democratic society; and

WHEREAS, the future of America in the next century depends on the students who are in our schools today; and

WHEREAS, all citizens have an important mutual interest in educating future citizens; and

WHEREAS, strong effective public schools are a springboard to a better tomorrow;

Now, therefore,

I, _____
serving as Chairperson
of the Asheboro City Board of Education

Do hereby proclaim November 17-23, 2013 as

American Education Week

“Great Public Schools: A Basic Right and Our Responsibility”

Signed this 21st day of November, 2013

School/Location	Date	Event	Time
ACS	Mon. - Fri., November 18-22	American Education Week	weeklong event
Koury Conv. Center	Mon. - Wed., November 18-20	NCSBA Annual Conference	8:00am - 3:00pm
AHS/PAC	Thurs. - Sat., November 21-23	Park Street Players Fall Musical	7:00pm
AHS/PAC	Sunday, November 24	Park Street Players Fall Musical	2:00pm
AHS/PAC	Tuesday, December 3	AHS Jazz and Percussion Concert	7:30pm
AHS/PDC	Wednesday, December 4	Superintendent's Student Advisory Council	7:30am
AHS/PAC	Thursday, December 5	NAMS Band Concert	7:30pm
AHS/PAC	Tuesday, December 10	SAMS Band Concert	7:30pm
DLL	Wednesday, December 11	Senior Holiday Luncheon	12:00pm
AHS/PAC	Thursday, December 12	AHS Winter Band Concert	7:30pm
AHS/PDC	Tuesday, December 17	Superintendent's Holiday Luncheon	11:30pm - 1:00pm (floating)
AHS/PAC	Tuesday, December 17	SAMS Chorus Concert	7:30pm
CO	Thursday, December 19	Central Office Christmas Celebration	9:00am
AHS/PAC	Thursday, December 19	AHS Chorus Concert	7:30pm
SAMS	Tuesday, January 7	District Science Fair	TBD
NAMS	Friday, January 17	Legislative Breakfast	8:00am
DLL	Friday, January 24	Board Appreciation Luncheon	12:00pm
CO	Monday, February 3	Superintendent's PTO President's Round Table	6:30pm - 8:00pm
DLL	Saturday, February 8	Winter Board Retreat	8:00am - 4:00pm
AHS/PDC	Monday, February 10	FAN - 8th Grade Parent Meeting	6:30pm - 8:00pm
AHS/PDC	Tuesday, February 18	District Spelling Bee	7:00pm
AHS/PDC	Wednesday, February 26	Superintendent's Student Advisory Council	7:30am



Points of Pride

November 21, 2013

Student achievements:

- SAMS AVID students attended the Chamber of Commerce's Business Showcase
- Jason Leveille, NAMS, competed in the N.C. math conference in Greensboro
- Jordan Thompson, AHS, was crowned homecoming queen for the class of 2014
- AHS's JROTC drill team won a competition at the 16th Annual Warrior Classic
- Students from SAMS were honored by State Superintendent June Atkinson at the N.C. State Fair for their bus safety video, which won first prize in a statewide competition
- AHS AVID students visited UNC-Charlotte and Catawba College

Staff recognition:

- Kathy Saunders, AHS, has been named a regional finalist for the state Teacher of the Year honor
- Julie Pack successfully defended her dissertation and earned her doctorate
- Nathan Craver successfully graduated from the 2013 Certified Education Chief Technology Officers Program at UNC-Chapel Hill
- DLL, GBT, LP and BAL were awarded HealthierUS School Challenge certificates; all five elementary schools now have this distinction

Parent involvement:

- Lindley Park hosted lunch and learn events
- McCrary hosted a math carnival for students and their families

Events bringing community into our schools:

- Sodexo's child nutrition ambassador – Chef Remmi Smith – visited Teachey



Asheboro City Schools

...the subject is excellence!

BOARD OF EDUCATION GOALS 2013-2014

Update: November, 2013

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.
3. Complete professional development book study on **global awareness** and explore Spanish immersion or global programming at the elementary level.
4. Implement **Positive Behavior Instructional Support** program at each school.

The following schools have earned designation as a Model School in the North Carolina Positive Behavior intervention & Support (PBIS) Initiative Annual Recognition. The requirements for receiving this recognition are scoring 90% or greater on the School Evaluation Tool and obtaining a Level 2 on the PBIS Implementation Inventory. Congratulations to Balfour, Teachey, Lindley Park, NAMS, and SAMS!!

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

The district-wide team met on October 23, reviewed the current general statute, and began developing working age-appropriate definitions to be used in our schools. Guidance counselors will begin working on lessons for students in the coming months. The next meeting is November 13.

7. Review and update **crisis plans**.

Safety walks are taking place at all school sites from October through December. These ninety-minute walks involve representatives from the Asheboro Police Department, Fire Department, and Emergency Management Services along with the school principal and assistant principal. Dr. Rice, Dr. Frost, and Elizabeth Johnson are also joining these walks. At each site opportunities for improvement in these

areas are discussed: (1) visitor management, (2) fire drills and lockdown drills, and (3) crisis management scenarios.

2. Assess for learning

1. Establish **core curriculum proficiency indicators and performance rubrics** for monitoring academic progress in K-12 **reading and mathematics**.
2. Improve design and use of **performance rubrics** to guide students in demonstrating learning.

3. Improve achievement

1. Develop K-12 instruction and assessment plan for the **writing process**.
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**.
5. Using 2012-13 data, implement **early intervention system for struggling readers**.
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.

We sent a survey home with each child's report card on Oct. 15 to get more information from parents as to what types of parent academy programs/workshops they'd be interested in. We are currently in the process of recording and analyzing the survey results.

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.

Elizabeth Johnson and Carla Freemyer are planning a new format for this year's annual report. The annual report will be designed as a calendar for 2014. Each month provides an opportunity to showcase accomplishments, share photos of our students and staff, and list critical information about our school system's progress as well as challenges for continuous improvement. I hope you will like the new look!

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.

2. Implement State Board of Education process for **evaluating teacher performance tied to student outcomes (Standard 6)**.

Teacher performance tied to student outcomes for 2012-2013 was recently released by SAS and the State Board of Education. These data are in the form of EVAAS (Education Value-Added Assessment System) scores that demonstrate the GROWTH of the teacher's students as compared to the average teacher in the state on specific grade or subject level state assessments. Teachers receive one of three designations: Met expected growth, did not meet expected growth, and exceeded expected growth. Principals are reviewing their school data and having conversations with individual teachers regarding their students' performance, areas for celebration, and opportunities for improvement.

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**.