

**ASHEBORO CITY BOARD OF EDUCATION**  
**November 13, 2014**  
**7:30 p.m.**  
**Asheboro High School**  
**Professional Development Center**

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

**I. Opening**

- A. Call to Order
- B. Moment of Silence
- C. Pledge of Allegiance – Hunter Trinkley, 7<sup>th</sup> Grade, South Asheboro Middle School
- \*D. Approval of Agenda

**II. Special Recognition and Presentations**

- A. Community Partner Spotlight – U. S. Postal Service
- B. Board Spotlight – South Asheboro Middle School

**III. Public Comments**

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

**IV. \*Consent Agenda**

- A. Approval of Minutes – October 9, 2014
- B. Discard Items
- C. Discard Items Bid Approval
- D. Signature Card – Charles W. McCrary Elementary School
- E. Budget Amendments CE-01 and CO-01
- F. Personnel

**V. Information, Reports and Recommendations**

- A. 2016-2017 Calendar Draft

**VI. Action Items**

- \*A. Continuous Improvement Plans for Secondary Schools
  - Early Childhood Development Center
  - North Asheboro Middle School
  - South Asheboro Middle School
  - Asheboro High School
- \*B. Policies
  - Policy 4000 – Focus on Students
  - Policy 4023 – Education for Pregnant and Parenting Students
  - Policy 4310 – Integrity and Civility
  - Policy 4720 – Surveys of Students
- \*C. High School Curriculum Changes
- \*D. American Education Week Proclamation

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

- A.** Calendar of Events
- B.** Points of Pride
- C.** 2014-2015 Board Goals, November Update

**VIII. Board Operations**

**A.** Important Dates to Remember:

- Monday, November 17, 2014, 3:00 – 7:00 p.m. (Floating), Teacher Appreciation Night, Asheboro Public Library
- November 17 – 21, 2014, American Education Week
- Monday, November 17-Wednesday, November 19, NCSBA Annual Conference, Koury Convention Center in Greensboro
- Wednesday, December 10, 2014, 12:00 p.m. Senior Holiday Luncheon, Loflin Elementary
- Thursday, December 11, 2014, Board of Education Meeting
- Friday, December 12, Piedmont Triad Education Consortium Celebration Breakfast, UNCG-Elliott Center, Cone Ballroom
- Tuesday, December 16, 11:30 a.m. – 1:00 p.m. (Floating) Superintendent's Holiday Luncheon, Professional Development Center
- Thursday, January 8, 2015, Board of Education Meeting
- Friday, January 16, 8:00 a.m., Legislative Breakfast, Early Childhood Development Center
- Friday, January 23, 12:00 p.m., Board Appreciation Luncheon, Lindley Park Elementary
- January 23, 5:15 – 9:00 p.m., Winter Board Retreat, Valerie H. Schindler Wildlife Center
- January 24, 8:00 – 4:00 p.m., Winter Board Retreat, North Asheboro Middle School
- Thursday, February 12, Board Meeting
- March 21-23, 2015, National School Board Association Annual Conference, Nashville, Tennessee

**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 13, 2014**  
**7:30 p.m.**  
**Asheboro High School**  
**Professional Development Center**

**Addendum**

**I. Opening**

**II. Special Recognition and Presentations**

- C. Special Recognition – Susan Jarrett, 2014 North Carolina Music Educators Association Elementary Section Teacher of the Year

**IV. \*Consent Agenda**

- B. Discard Items
- F. Personnel

**VI. Action Items**

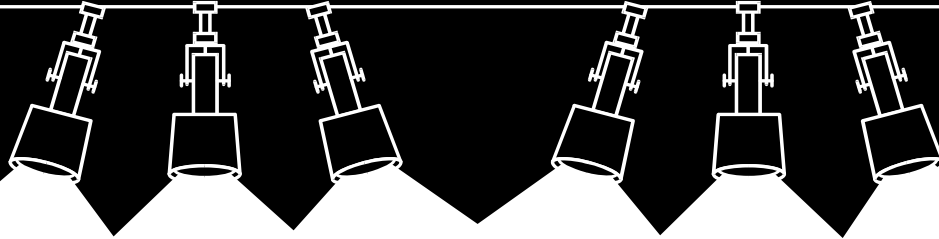
- \*C. High School Curriculum Changes

**IX. Adjournment**

**Mission Statement**

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

**November 13, 2014**



**Community Partner Spotlight:**

Tonight we are pleased to recognize the US Postal Service for their partnership with Lindley Park School. With their assistance, Lindley Park has opened their own post office. Students are excited to send their peers and staff members letters. Families also have the opportunity to drop letters off in the school mailbox. We appreciate the US Postal Service supporting this relevant and accessible writing initiative.

**Board Spotlight:**

Tonight's BOE Spotlight features South Asheboro Middle School. The Board will learn how SAMS is creating enrichment and remediation support for all students through a fifth period block built into the master schedule. Several SAMS students will share how their 5<sup>th</sup> period experiences are impacting their learning. Welcome SAMS!

**November 13, 2014**



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**Special Recognition:**

Susan Jarrett, Lindley Park, was named the 2014 North Carolina Music Educators Association Elementary Section Teacher of the Year. The award was presented at the NCMEA conference prior to the Elementary Honors Chorus performance in Winston-Salem on Sunday, November 9. Ms. Jarrett has taught for Asheboro City Schools for more than 19 years. In addition to Lindley Park, throughout her career she has taught at Charles W. McCrary Elementary and Donna Lea Loflin Elementary schools.

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

**October 9, 2014**

### **Finance Committee**

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

Gustavo Agudelo	Kyle Lamb
Joyce Harrington	Archie Priest
Jane Redding	Dr. Kelly Harris

Committee member absent was Steve Jones.

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

Mr. Blair presented a resolution authorizing the exemption of projects where professional fees are estimated to be less than \$50,000 from NCGS §143-64.31.

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	Gus Agudelo
Linda Cranford	Joyce Harrington
Dr. Kelly Harris	Steve Jones
Gidget Kidd	Kyle Lamb
Archie Priest, Jr.	Chris Yow

Wilson Alexander, Jr., Attorney

Board member absent was Phillip Cheek.

Staff members present were Dr. Terry Worrell, Jennifer Smith, Harold Blair, Carla Freemyer, Pam Johnson, Mike Mize, Dr. Brad Rice, Dr. Julie Pack, Wendy Rich, and Nathan Craver.

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

Following a moment of silence led by Chairman Redding, Nubia Terry, fourth grade student at Lindley Park Elementary, led the Pledge of Allegiance.

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

#### **Special Recognition and Presentations**

The Board of Education's spotlight featured an exciting initiative at Lindley Park Elementary, the A-H-S program. A-H-S stands for **A**thletes **H**elping **S**tudents with Leadership, Literacy, and Life skills. The program is a wonderful partnership with selected scholar-athletes from the varsity football team at Asheboro High School. Scholar-athletes from other sports will be added throughout the school year.

#### **Public Comments**

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

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

## **Consent Agenda**

The following Consent Agenda items were approved:

*Approval of Minutes – September 11, 2014*

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

*Resolution Adopting NCGS Section 143-64.32* (A copy of the resolution will become a part of these minutes.)

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

*Personnel*

## **RESIGNATIONS/RETIREMENTS/SEPARATIONS**

<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Walden, Cassadi	AHS/English	10/23/14
Bartlett, Sarah	BAL/2nd Grade	9/19/14
Richey, Melanie	SAMS/Mathematics	11/05/14
Simmons, Charles	CO/Bus Driver	9/28/14

## **APPOINTMENTS**

<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Crisp, Brett	CO/Pub. Relations Coordinator	9/29/14
Cox, Zachary	CO/Maintenance	9/1/14
Rogers, Kathryn	SAMS/Assistant Principal (PT)	10/1/14 - 6/10/15
Williams, Sharon	NAMS/Lead Teacher (PT)	10/1/14 - 6/10/15
Renne, Michael	AHS/Tech. Education	10/13/14
Staley, Jesse	BAL/Custodian	10/6/14

## **TRANSFERS**

<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Lily, Amanda	BAL/EC to 2nd Grade	10/6/14

*South Asheboro Middle School Field Trip Approval Washington, D.C.* (A copy of the field trip request will become a part of these minutes.)

## **Information, Reports and Recommendations**

Dr. Rice updated the board members on the calendar legislation requirements. A calendar committee will be selected to plan a calendar for school year 2016-2017. The proposed calendar will be presented to the Board for approval at the December 11, 2014, Board Meeting.

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

- Policy 4000 - Focus on Students
- Policy 4023 - Education for Pregnant and Parenting Students
- Policy 4310 - Integrity and Civility
- Policy 4720 - Surveys of Students

## **Action Items**

Administrators and members of the school leadership teams from Balfour Elementary, Lindley Park Elementary, Donna Lee Loflin Elementary, Charles W. McCrary Elementary, and Guy B. Teachey Elementary schools presented continuous improvement plans highlighting the schools' goals for the 2014-2015 school year. A motion was made by Mr. Jones and seconded by Mr. Agudelo to approve the plans as presented. The 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. Lamb and seconded by Ms. Cranford to approve the following policies:

- Policy 3100 - Curriculum Development
- Policy 3130 - Grouping for Instruction
- Policy 3135 - Homework
- Policy 3140 - Evaluation of Instructional Programs
- Policy 3320 - School Trips
- Policy 3400 - Evaluation of Student Progress
- Policy 3420 - Student Promotion and Accountability
- Policy 3430 - School Improvement Plan
- Policy 3450 - Class Rankings
- Policy 3630 - Contests for Students (Remove)

The Board unanimously approved to accept the policies as presented. (A copy of the policies will become a part of these minutes.)

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

Carla Freemyer shared the Calendar of Events highlighting the following dates and events: Hall of Fame night, Friday, October 10; Multi-Cultural and Hispanic Heritage nights at elementary schools; Reality Store at Asheboro High School on October 23; and the CC Cranford Cup Reception and Asheboro High School Homecoming on October 24.

Ms. Freemyer reviewed the latest edition of *Points of Pride* highlighting several student and staff recognitions. Appreciation was expressed to the Board for their participation in the elementary and middle school's parent nights.

Superintendent Worrell presented an update on the 2014-2015 Asheboro City Schools' Strategic Plan goals.

### **Board Operations**

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

- Wednesday, October 15-Friday, October 17, 2014, NCSBA Fall Law Conference in Asheville, NC
- Monday, October 20, 2014, Superintendent's PTO Round Table, CO Board Room
- Friday, October 24, 2014, CC Cranford Cup Reception, Asheboro High School
- Tuesday, November 11, 2014, Veterans Day (no school)
- Thursday, November 13, 2014, Board of Education Meeting
- November 17 – 21, 2014, American Education Week
- Monday, November 17-Wednesday, November 19, NCSBA Annual Conference in Greensboro
- Wednesday, December 10, 2014, 12:00 p.m. Senior Holiday Luncheon, Loflin Elementary
- Thursday, December 11, 2014, Board of Education Meeting
- Thursday, January 8, 2015, Board of Education Meeting
- Friday, January 16, 8:00 a.m., Legislative Breakfast (Location TBD)
- Friday, January 23, 12:00 p.m., Board Appreciation Luncheon (Location TBD)
- January 23-24, 2015, Board Winter Retreat (TBD)
- March 21-23, 2015, National School Board Association Annual Conference, Nashville, Tennessee (Registration to open in October 15)

### **Adjournment**

There being no further business, a motion was made by Mr. Lamb, seconded by Mr. Agudelo, and unanimously approved by the Board, to adjourn at 8:52 p.m.

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Chairman

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Secretary



## Asheboro City Schools Discard Items

Principal \_\_\_\_\_

Signature

Asheboro High School

Date \_\_\_ 9/30/2014

	Item Description	Make	Model	Serial #	FA#	Date Discarded
1	2 hospital beds (loading dock)	N/A	N/A	N/A		Sept--14
2	1 metal picnic table,broken(breezeway)	N/A	N/A	N/A		Sept--14
3	1 large Green Chalk Board(breezeway)	N/A	N/A	N/A		Sept--14
4	1 Opscan 6 scanner (Room 143)	N/A	N/A	N/A	14095	Sept--14
5	1 tall Metal Cabinet,broken (Room 143)	N/A	N/A	N/A		Sept--14
6	2 partition dividers (Room 143)	N/A	N/A	N/A		Sept--14
7	1 square table (Room 143)	N/A	N/A	N/A		Sept--14
8	3 small wooden cabinets(Room 143)	N/A	N/A	N/A		Sept--14
9	2 bi-level rolling carts (Room 143)	N/A	N/A	N/A		Sept--14
10	1 rolling TV cart (Room 143)	N/A	N/A	N/A		Sept--14
11	1 metal stool (Room 143)	N/A	N/A	N/A		Sept--14
12	1 trapezoid table	N/A	N/A	N/A		Sept--14
13	1 wooden podium	N/A	N/A	N/A		Sept--14
14	2 wooden chairs	N/A	N/A	N/A		Sept--14
15	3 upholstered chairs (Room 143)	N/A	N/A	N/A		Sept--14
16	1 rolling cushion chair (Room 143)	N/A	N/A	N/A		Sept--14
17	1 rolling computer cart (Room 143)	N/A	N/A	N/A		Sept--14
18	1 filing cabinet,broken(Room 143)	N/A	N/A	N/A		Sept--14
19	1 rolling media cart (Room 143)	N/A	N/A	N/A		Sept--14
20	2 projector screens (Room 143)	N/A	N/A	N/A		Sept--14
21	2 wooden saw-horses (Room 143)	N/A	N/A	N/A		Sept--14
22	5 misc.chairs,broken (Room 143)	N/A	N/A	N/A		Sept--14
23	11 misc. chairs (Room 143)	N/A	N/A	N/A		Sept--14
24	Iceomatic Ice Machine	N/A	N/A	Q612-00833-Z		Nov--5
25						
26						

## Asheboro City Schools Discard Items

Principal \_\_\_\_\_  
Signature

School DLL

Date 11-7-14

	<b>Item Description</b>	<b>Make</b>	<b>Model</b>	<b>Serial #</b>	<b>FA#</b>	<b>Date Discarded</b>
27	Klaussner Sofa	N/A	N/a	N/A		Nov--5
28	Klaussner Sofa	N/A	N/a	N/A		Nov--5
29						
30						
31						
32						
33						
34						
35						
36						

## Asheboro City Schools Discard Items

Principal \_\_\_\_\_

Signature

Asheboro High School

Date \_\_\_ 9/30/2014

	<b>Item Description</b>	<b>Make</b>	<b>Model</b>	<b>Serial #</b>	<b>FA#</b>	<b>Date Discarded</b>
1	2 hospital beds (loading dock)	N/A	N/A	N/A		Sept--14
2	1 metal picnic table,broken(breezeway)	N/A	N/A	N/A		Sept--14
3	1 large Green Chalk Board(breezeway)	N/A	N/A	N/A		Sept--14
4	1 Opscan 6 scanner (Room 143)	N/A	N/A	N/A	14095	Sept--14
5	1 tall Metal Cabinet,broken (Room 143)	N/A	N/A	N/A		Sept--14
6	2 partition dividers (Room 143)	N/A	N/A	N/A		Sept--14
7	1 square table (Room 143)	N/A	N/A	N/A		Sept--14
8	3 small wooden cabinets(Room 143)	N/A	N/A	N/A		Sept--14
9	2 bi-level rolling carts (Room 143)	N/A	N/A	N/A		Sept--14
10	1 rolling TV cart (Room 143)	N/A	N/A	N/A		Sept--14
11	1 metal stool (Room 143)	N/A	N/A	N/A		Sept--14
12	1 trapezoid table	N/A	N/A	N/A		Sept--14
13	1 wooden podium	N/A	N/A	N/A		Sept--14
14	2 wooden chairs	N/A	N/A	N/A		Sept--14
15	3 upholstered chairs (Room 143)	N/A	N/A	N/A		Sept--14
16	1 rolling cushion chair (Room 143)	N/A	N/A	N/A		Sept--14
17	1 rolling computer cart (Room 143)	N/A	N/A	N/A		Sept--14
18	1 filing cabinet,broken(Room 143)	N/A	N/A	N/A		Sept--14
19	1 rolling media cart (Room 143)	N/A	N/A	N/A		Sept--14
20	2 projector screens (Room 143)	N/A	N/A	N/A		Sept--14
21	2 wooden saw-horses (Room 143)	N/A	N/A	N/A		Sept--14
22	5 misc.chairs,broken (Room 143)	N/A	N/A	N/A		Sept--14
23	11 misc. chairs (Room 143)	N/A	N/A	N/A		Sept--14
24	Iceomatic Ice Machine	N/A	N/A	Q612-00833-Z		Nov--5
25	Washing Machine	Wasomat	N/A	N/A		Nov--13
26						

Asheboro City Schools Discard Items

Principal \_\_\_\_\_  
Signature

School DLL

Date 11-7-14

	<b>Item Description</b>	<b>Make</b>	<b>Model</b>	<b>Serial #</b>	<b>FA#</b>	<b>Date Discarded</b>
27	Klaussner Sofa	N/A	N/a	N/A		Nov--5
28	Klaussner Sofa	N/A	N/a	N/A		Nov--5
29						
30						
31						
32						
33						
34						
35						
36						

Asheboro City Schools Discard Items

Principal \_\_\_\_\_  
Signature

School NAMS

Date 11-13-14

	<b>Item Description</b>	<b>Make</b>	<b>Model</b>	<b>Serial #</b>	<b>FA#</b>	<b>Date Discarded</b>
37	Commercial Dryer	Wasomat	N/A	N/A	N/A	13-Nov
38						
39						
40						
41						
42						
43						

<b>BIDS ON SURPLUS PROPERTY 10/29/2014</b>		
<b>NAME</b>	<b>BID ITEM</b>	<b>AMOUNT OF BID</b>
Steve Bruielly	John Deere Gator	\$275.00
Delks Surplus	John Deere Gator	\$242.00
Terry Tucker	John Deere Gator	\$175.00
Delks Surplus	Toro Reelmaster	\$1,806.00
Terry Tucker	Toro Reelmaster	\$410.00
William Delk	1989 Chevy Truck	\$526.00
Steve Bruielly	1989 Chevy Truck	\$350.00
Terry Tucker	1989 Chevy Truck	\$275.00
Terry Tucker	PDC Items	\$1.00
13		
14		
15		
16		

**RESOLUTION OF LODGE, ASSOCIATION OR OTHER SIMILAR ORGANIZATION**

CommunityOne Bank, N.A.  
 101 Sunset Avenue  
 Asheboro, NC 27203

By: Charles W McCrary School  
 400 Ross St  
 Asheboro NC 27203-4446

Referred to in this document as "Financial Institution"

Referred to in this document as "Association"

I, DR. TERRY W WORRELL, certify that I am Secretary (clerk) of the above named association organized under the laws of NORTH CAROLINA, Federal Employer I.D. Number 56-6000989, and that the resolutions on this document are a correct copy of the resolutions adopted at a meeting of the Association duly and properly called and held on 11/04/14 (date). These resolutions appear in the minutes of this meeting and have not been rescinded or modified.

**AGENTS** Any Agent listed below, subject to any written limitations, is authorized to exercise the powers granted as indicated below:

Name and Title or Position	Signature	Facsimile Signature (if used)
A. <u>BARNEY HAROLD BLAIR, JR- DIRECTOR OF FIN</u>	X _____	X _____
B. <u>JULIE G BRADY - PRINCIPAL</u>	X _____	X _____
C. <u>RENEE B BREWER - TREASURER</u>	X _____	X _____
D. _____	X _____	X _____
E. _____	X _____	X _____
F. _____	X _____	X _____

**POWERS GRANTED** (Attach one or more Agents to each power by placing the letter corresponding to their name in the area before each power. Following each power indicate the number of Agent signatures required to exercise the power.)

Indicate A, B, C, D, E, and/or F	Description of Power	Indicate number of signatures required
_____	(1) Exercise all of the powers listed in this resolution.	_____
<u>A</u>	(2) Open any deposit or share account(s) in the name of the Association.	<u>1</u>
<u>ABC</u>	(3) Endorse checks and orders for the payment of money or otherwise withdraw or transfer funds on deposit with this Financial Institution.	<u>2</u>
_____	(4) Borrow money on behalf and in the name of the Association, sign, execute and deliver promissory notes or other evidences of indebtedness.	_____
_____	(5) Endorse, assign, transfer, mortgage or pledge bills receivable, warehouse receipts, bills of lading, stocks, bonds, real estate or other property now owned or hereafter owned or acquired by the Association as security for sums borrowed, and to discount the same, unconditionally guarantee payment of all bills received, negotiated or discounted and to waive demand, presentment, protest, notice of protest and notice of non-payment.	_____
_____	(6) Enter into a written lease for the purpose of renting, maintaining, accessing and terminating a Safe Deposit Box in this Financial Institution.	_____
_____	(7) Other _____	_____

**LIMITATIONS ON POWERS** The following are the Association's express limitations on the powers granted under this resolution.

**EFFECT ON PREVIOUS RESOLUTIONS** This resolution supersedes resolution dated \_\_\_\_\_. If not completed, all resolutions remain in effect.

**CERTIFICATION OF AUTHORITY**  
 I further certify that the Association has, and at the time of adoption of this resolution had, full power and lawful authority to adopt the resolutions on page 2 and to confer the powers granted above to the persons named who have full power and lawful authority to exercise the same. (Apply seal below where appropriate.)

If checked, the Association is a non-profit lodge, association or similar organization.

X \_\_\_\_\_  
(Secretary)

X \_\_\_\_\_  
(Attest by Other Officer)

X \_\_\_\_\_  
(Attest by Other Officer)

Budget Amendment  
Asheboro City Schools Administrative Unit  
Current Expense Fund

The Asheboro City Board of Education at a regular meeting on the 13th day of November, 2014, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2015.

<u>REVENUE</u>			
2.4910.000	Fund Balance Appropriated	\$	<u>38,326.39</u>
		\$	<u><u>38,326.39</u></u>
 <u>EXPENDITURE</u>			
2.5350.069.411.320	Extended Day/Year Instructional Services-Supplies	\$	494.34
2.6580.802.411	Maintenance Services-Supplies		363.05
2.6580.802.325.304	Maintenance Services-Building Repairs		2,800.00
2.6580.802.325.308	Maintenance Services-Building Repairs		1,300.00
2.6610.002.353	Financial Services-Certification/Licensing Fees		120.00
2.6610.002.361	Financial Services-Dues		390.00
2.6910.801.375	Board of Education-Insurance Fees		1,909.00
2.6932.801.311	External Audit-Contracted Services		30,950.00
		\$	<u><u>38,326.39</u></u>
 Total Appropriation in Current Budget		\$	9,142,000.00
Total Increase/Decrease of above amendment			<u>38,326.39</u>
Total Appropriation in Current Amended Budget		\$	<u><u>9,180,326.39</u></u>

Passed by majority vote of the Board of Education of Asheboro City on the 13th day of November, 2014.

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Chairman, Board of Education

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Secretary

Budget Amendment  
Asheboro City Schools Administrative Unit  
Capital Outlay Fund

The Asheboro City Board of Education at a regular meeting on the 13th day of November, 2014 passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2015.

REVENUE

4.4910.999	Fund Balance Appropriated	\$	129,171.10
		<u>\$</u>	<u>129,171.10</u>

EXPENDITURE

4.9102.999.532.304	AHS - Site Improvement		12,675.00
4.9102.999.532.336	NAMS - Site Improvement		3,049.50
4.9103.999.529.308	SAMS - Engineering Contract		4,600.00
4.9108.999.529.304	AHS - Roof Replacement Contract		47,390.00
4.9108.999.529.308	SAMS - Roof Replacement Contract		8,928.00
4.9108.999.529.321	DLL - Roof Replacement Contract		11,701.00
4.9118.999.311.304	Facility Planning - Architectural Contract		23,100.00
4.9199.999.529.336	NAMS - Handicap Accessibility Contract		17,000.00
4.9231.999.461	Furniture		203.30
4.9233.999.461	Furniture		524.30
		<u>\$</u>	<u>129,171.10</u>

Total Appropriation in Current Budget	\$	1,532,200.00
Total Increase/Decrease of above amendment		<u>129,171.10</u>
Total Appropriation in Current Amended Budget	<u>\$</u>	<u>1,661,371.10</u>

Passed by majority vote of the Board of Education of Asheboro City on the 13th day of November, 2014.

\_\_\_\_\_  
Chairman, Board of Education

\_\_\_\_\_  
Secretary



**Asheboro City Schools  
Personnel Transactions  
November 13, 2014**

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

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Auman	Gwen	BAL	Art	12/31/2014
Daniel	Lesha	BAL	Instructional Assistant	10/31/2014
Hunt	Vivian	BAL	Custodian (PT)	11/7/2014
Leonard	Travis	AHS	Technology Education	10/18/2014
Owens	Jonathan	AHS	Exceptional Children	11/14/2014
Parsons	Richard	SAMS	Custodian (PT)	10/13/2014

**\*B. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Clark	Derek	CO	Substitute Bus Driver	10/17/2014
Dawalt	Mark	CO	Substitute Bus Driver	10/31/2014
Fitch	Kemper	SAMS	Assistant Principal (Temporary)	12/1/2014 - 2/23/2015
McKenzie	Mary	CO	Substitute Bus Driver	10/17/2014
Smith	Charlene	SAMS	Mathematics (PT/Temporary)	11/3/2014 - 1/16/2015
Suber	Allen	NAMS	Exceptional Children	10/16/2014
Thornburg	Zack	SAMS	Mathematics (PT/Temporary)	11/3/2014 - 1/16/2015
Allred	John	CO	Substitute (\$75/day)	11/5/2014
Arellano	Analisa	CO	Substitute (\$75/day)	11/5/2014
Barbara	Lee Anne	CO	Substitute (\$98/day)	11/5/2014
Conner	Heidi P.	CO	Substitute (\$75/day)	11/5/2014
Ellison	Margaret	CO	Substitute (\$75/day)	11/5/2014
Higgs	Rose Marie	CO	Substitute (\$75/day)	11/5/2014
Meney	Julie	CO	Substitute (\$75/day)	11/5/2014
Rush	Joaniebeth	CO	Substitute (\$75/day)	11/5/2014
Smith	Martha "Lynn"	CO	Substitute (\$98/day)	11/5/2014
Smith	Vanessa	CO	Substitute (\$75/day)	11/5/2014
Switzer	Donna	CO	Substitute (\$75/day)	11/5/2014

**C. TRANSFERS**

Brewer	Renee	SAMS to CWM	EC/IA to Data Mgr./Treasurer	11/3/2014
Diaz	Adrian	AHS to NAMS	Custodian	11/3/2014
Duckworth	Amy	CWM to CO	Data Mgr./Treas. to Accts. Payable	11/3/2014
McLeod	Matthew	NAMS to AHS	Custodian	11/3/2014

**Asheboro City Schools  
Personnel Transactions - Addendum  
November 13, 2014**

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

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Ernst	Brad	NAMS	Science	6/30/2015
Essick	Vickie	NAMS	Art	12/31/2014
Frank	Karen	NAMS	ELA	6/30/2015
Little	Tracy	ECDC	Pre-K Teacher	1/1/2015
Zehmer	Brooke	LP/DLL	Assistant Principal	1/1/2015

**\*B. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Person	Briant	AHS	Non-Faculty Coach (Basketball)	11/10/2014
Schauble	Carl	CO	Substitute (\$75 per day)	11/14/2014
Staley	Jessica	AHS	Non-Faculty Coach (Basketball)	11/10/2014

**Asheboro City Schools  
Certified Appointments  
November 13, 2014**

**NAME**

Suber, Allen

**COLLEGE/DEGREE**

Elizabeth City State University  
B: English

**LICENSURE**

Exceptional Children

Mr. Suber is recommended to teach Exceptional Children at North Asheboro Middle School. Mr. Suber taught high school English in Elizabeth City – Pasquotank Public Schools for five years before moving to teach Exceptional Children. He taught most recently in Guilford County Schools and spent one year in the private sector as the Social/Vocational Skills Director for Youth Focus Inc. in High Point. We are very pleased to welcome Mr. Suber to Asheboro City Schools.

### **EFFECTIVE JULY 1, 2013**

2012 Senate Bill 187 (Session Law 2012-145), applies beginning with the 2013-2014 school year, rewrites a portion of the calendar law (General Statute 115C-84.2). Legislation: Session Law 2012-145, Senate Bill 187, Section 7A.11.

#### **School Calendars must meet the following requirements:**

1. Start date no earlier than the Monday closest to August 26 and end date no later than the Friday closest to June 11 (unless a weather related calendar waiver has been approved, year-round school, charter school or cooperative innovative high school.) If waiver is approved the start date can be no earlier than the Monday closest to August 19.
2. There are no educational purpose waivers for exemption of the opening and/or closing dates.
3. All schools within the district must be closed all day for purposes of determining eligibility for a weather related waiver (delayed starts or early dismissals of two or more hours no longer apply).
4. Covers at least nine calendar months.
5. Must have a minimum of 185 days **OR** 1,025 hours of instruction.
6. **\*\*Must have at least ten (10) teacher workdays. Note: In years when Christmas is on Tuesday, Wednesday or Thursday, nine (9) days shall be designated as teacher workdays.\*\***
7. Local Boards shall designate two (2) workdays on which teachers may take accumulated vacation leave. Local Boards may designate the remaining workdays as days teachers may take accumulated vacation leave.
8. Have a minimum of ten (10) annual vacation leave days.
9. Have the same or an equivalent number of legal holidays occurring within the school calendar as those designated by the State Personnel Commission for State employees.
10. School shall not be held on Sunday.
11. Veterans Day shall be a holiday for all public school personnel and for all students enrolled in the public schools.

**\*\*Per Andrew Cox at the North Carolina Department of Public Instruction, three holiday days will be taken each December, reducing the number of workdays to at least nine.\*\***

# Asheboro City Schools Calendar 2016 - 2017

**Draft**

**Draft**

July 2016						
S	M	T	W	T	F	S
					1	2

3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2016						
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 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	

October 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					

November 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			

December 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

July	
4	Holiday

August	
17	Staff Reports
17,22,23,24,26	Teacher Workdays
18,19,25	Mandatory Prof. Develop.
29	Students Report

September	
5	Holiday

October	
7	End of 1st Six Weeks
10	Mandatory Prof. Develop.

November	
11,24,25	Holidays
22	End of 2nd Six Weeks
23	Teacher Workday

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

January	
2,16	Holidays
20	End of 3rd Six Weeks
23	Teacher Workday
24	Mandatory Prof. Develop.

February	
20	Vacation/Annual Leave

March	
8	End of 4th Six Weeks

April	
14	Holiday
17,18,19,20,21	Vacation/Annual Leave
27	End of 5th Six Weeks

May	
29	Holiday

June	
9	End of 6th Six Weeks
12,13	Teacher Workdays

January 2017						
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 2017						
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				

March 2017						
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 2017						
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 2017						
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 2017						
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	



# Early Child Development Center

## 2014-2015 Continuous Improvement and Title 1 Plan

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<b>Staff Approval</b>	<i>Date of Secret Ballot</i>	<i>Results For</i>	<i>Results Against</i>
	11/17/2014	28	0

\_\_\_\_\_  
 Principal's Signature

\_\_\_\_\_  
 Date

Approved by Superintendent of Schools:

\_\_\_\_\_  
 Signature

\_\_\_\_\_  
 Date

Approved by Board of Education:

\_\_\_\_\_  
 Signature

\_\_\_\_\_  
 Date



<b>Our School's Vision</b>	The Early Childhood Development Center will be a place where students are nurtured, encouraged, and empowered to learn in a developmentally appropriate environment that provides the experience necessary for them to become life-long learners. Collaborative relationships with families and the community will provide a forum in which to share ideas and create an ongoing cooperative experience.
<b>Our School's Mission</b>	The mission of the Early Child Development Center is to provide an inviting and inclusive school environment that encourages interactive learning between parents and children at home and at school, and that provides the foundation for a successful future.
<b>Core Beliefs</b>	To lead us toward our vision and mission, our school community shares the following core beliefs: <ul data-bbox="548 613 1955 906" style="list-style-type: none"><li>• Every individual is a person of value and deserves to be treated with respect and dignity.</li><li>• The family is the child's first and most important teacher.</li><li>• Positive early interactions between home and school help develop a meaningful relationship between parents and professionals.</li><li>• Children learn through active exploration of their environment.</li><li>• Positive interactions with adults and peers support children's development and learning.</li><li>• An inclusive setting is beneficial to children with disabilities as well as children who are typically developing.</li></ul>



**Strategic Objectives:**

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

**Strategic Focus/Foci:**

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

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

**Annual Goal 1:**  
 All Classrooms will continue to implement at least one project during the 2014-2015 school year in order for students to become critical and creative thinkers.

Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
Staff will participate in a Professional Learning Community to include a refresher on project based learning, time to share successes and areas of need from last year, and discussion on ways to actively involve students in the end of project celebration so that teachers continue to implement studies/projects as part of their lessons.	All staff	<ul style="list-style-type: none"> <li>• Professional Learning Community</li> <li>• Review of steps for Project Based Learning for Preschoolers</li> </ul>	Kimberly Borden	<ul style="list-style-type: none"> <li>• PD Roster</li> <li>• PLC minutes</li> </ul>	Oct. 2014		





<p>Based on student interest, each teacher will develop and implement at least one project so that students use critical thinking skills in learning.</p>	<p>All Teachers</p>	<ul style="list-style-type: none"> <li>• Project Based Learning for Preschoolers guidelines</li> <li>• Notes from September PLC on projects</li> </ul>	<p>Kimberly Borden</p>	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Work Samples</li> <li>• List of class projects</li> </ul>	<p>September thru May as projects are completed</p>		
<p>Each classroom will host an “end of project” celebration with parents at the completion of the project so that students can report the results of the project and parents will understand the process of developing and implementing a project.</p>	<p>All Teachers</p>	<ul style="list-style-type: none"> <li>• Project Based Learning for Preschoolers guidelines</li> <li>• Notes from September PLC on projects</li> <li>• Plans for how students will be actively involved</li> </ul>	<p>Kimberly Borden</p>	<ul style="list-style-type: none"> <li>• Parent sign in sheet</li> <li>• Plans for how students will be actively involved</li> <li>• Pictures from end of project celebration</li> <li>• Each class link Teaching Strategies Gold objectives/ standards addressed in their project.</li> </ul>	<p>May 2015</p>		



**Strategic Objectives:**

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

**Strategic Focus/Foci:**

- ★ Academic Proficiency
- ★ Consistent use of Teaching Strategies Gold Assessment

**Current Level of Performance:**  
 Average growth levels from Teaching Strategies Gold assessment for 2013-2014 were:  
 Counts: +1.2 levels  
 Quantifies: +1.2 levels  
 Connects numerals to quantities: +1.2 levels

**Annual Goal 2:**  
 Teachers will intentionally plan, implement and assess developmentally appropriate learning activities to enhance children’s number concepts as evidenced by 75% of students demonstrating growth of 2 levels per dimension as measured by Teaching Strategies Gold Assessment.

Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
Staff will implement a uniform system for collecting and reporting assessment data using the Teaching Strategies Gold Assessment tool so that we achieve fidelity of collecting and using this data for all students.	All staff	<ul style="list-style-type: none"> <li>• Professional Development for fidelity in data input and reporting</li> </ul>	Kimberly Borden, Virginia Wells, Diana Morgan	<ul style="list-style-type: none"> <li>• Professional Development rosters</li> <li>• All students accounted for with data finalized for Fall, Winter and Spring</li> </ul>	Fall, Winter, Spring quarterly reports		



<p>Teachers will meet bi-weekly to better understand Teaching Strategies Gold objectives related to number concepts so that there will be consistency in collection and reporting.</p>	<p>All teachers</p>	<ul style="list-style-type: none"> <li>• Teaching Strategies Gold Objectives</li> <li>• The Creative Curriculum for Preschool-Mathematics</li> <li>• Coaching to Fidelity, Preschool Edition</li> </ul>	<p>Virginia Wells</p>	<ul style="list-style-type: none"> <li>• PLC minutes</li> <li>• Teaching Strategies Gold Fall, Winter, and Spring data</li> </ul>	<p>October 2014-June 2015</p>		
<p>Teachers will develop and use strategies to teach number concepts so that student performance will increase as measured Fall, Winter, and Spring using Teaching Strategies Gold.</p>	<p>All teachers</p>	<ul style="list-style-type: none"> <li>• Teaching Strategies Gold Objectives</li> <li>• The Creative Curriculum for Preschool-Mathematics</li> </ul>	<p>Shari Funkhouser</p>	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Teaching Strategies Gold Fall, Winter, and Spring data</li> </ul>	<p>October 2014-June 2015</p>		



**Strategic Objectives:**

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

**Strategic Focus/Foci:**

- ★ Academic Proficiency
- ★ Consistent use of the Teaching Strategies Gold Assessment

**Current Level of Performance:**  
Average growth level from Teaching Strategies Gold assessment for 2013-2014 was:  
Following directions +0.8 levels

**Annual Goal 3:**  
Teachers will intentionally plan, implement and assess developmentally appropriate learning activities to enhance children’s learning to follow directions as evidenced by 75 % of students demonstrating growth of 1.5 levels as measured by Teaching Strategies Gold Assessment.

Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
Staff will implement a uniform system for collecting and reporting assessment data using the Teaching Strategies Gold Assessment tool so that we achieve fidelity of collecting and using this data for all students.	All Staff	<ul style="list-style-type: none"> <li>• Professional Development for fidelity in data input and reporting</li> </ul>	Kimberly Borden, Virginia Wells, Diana Morgan	<ul style="list-style-type: none"> <li>• Professional Development Rosters</li> <li>• All students accounted for with data being finalized for Fall, Winter and Spring</li> </ul>	Fall, Winter, Spring quarterly reports		



Teachers will meet bi-weekly to better understand Teaching Strategies Gold objectives related to teaching children to follow directions, so that there will be consistency in the collection and reporting of data.	All teachers	<ul style="list-style-type: none"><li>• Teaching Strategies Gold Objectives</li><li>• Coaching to Fidelity, Preschool Edition</li></ul>	Virginia Wells	<ul style="list-style-type: none"><li>• PLC minutes</li></ul>	October 2014-June 2015		
Teachers will differentiate instructional strategies for following directions so that special needs and ELL students' needs are met.	All teachers	<ul style="list-style-type: none"><li>• Speech Therapist</li><li>• SEFEL resources from the CSEFEL website</li></ul>	Laura Roberts	<ul style="list-style-type: none"><li>• Professional Development Rosters</li><li>• Teaching Strategies Gold Fall, Winter, and Spring data</li></ul>	May 2015		



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



### **PBIS School Action Plan**

<b>Task</b>	<b>Who</b>	<b>When</b>	<b>Completion Date</b>
Social Emotional Foundations for Early Learners (SEFEL) leadership team schedules monthly meetings, maintains a Social Emotional Foundations for Early Learners (SEFEL) notebook or electronic folder with meeting agendas, minutes, and documentation of team activities.	Social Emotional Foundations for Early Learners (SEFEL) Leadership Team	Monthly through the 2014-2015 school year.	
Completion of annual School-Wide Social Emotional Foundations for Early Learners (SEFEL) Implementation Plan	Social Emotional Foundations for Early Learners (SEFEL) Leadership Team	September 2014	
Social Emotional Foundations for Early Learners (SEFEL) Professional Learning Community meetings	All preschool staff	Quarterly	



### Compliance Statements

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





## Parent Involvement

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

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

*ESEA Provision (Sec. 9191(23))*

### 6 Types of Parent Involvement

<p><b>1. Parenting:</b> Assist families in understanding child and adolescent development, and in setting home conditions that support children as student at each age and grade level. Assist schools in understanding families.</p>	<ul style="list-style-type: none"> <li>• Family nights will be held 4 times during the school year. There will be an educational component at each family night covering topics related to child development and helping families support their children’s learning.</li> <li>• Staff will participate in discussions and trainings related to working with families during staff development days.</li> </ul>
<p><b>2. Communicating:</b> Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.</p>	<ul style="list-style-type: none"> <li>• Each classroom sends home a monthly newsletter to inform families about what is going on in their classroom and at school.</li> <li>• Staff will call families using the phone system to remind parents of family nights. Notes will be sent home informing families of family activities and a sticker will be put on their jacket the day of a family activity to remind parents.</li> <li>• All classrooms will implement parent communication system using folders to be sent home daily.</li> </ul>
<p><b>3. Volunteering:</b> Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.</p>	<ul style="list-style-type: none"> <li>• ECDC has an open-door policy with parents. They are invited and encouraged to volunteer in their child’s classroom, share a talent, and chaperone on field trips. There are at least four family nights scheduled when parents that are not available during the day can be involved.</li> </ul>



<p><b>4. Learning at Home:</b> Involve families with their children in learning activities at home, including homework, other curriculum-related activities, and individual course and program decisions.</p>	<ul style="list-style-type: none"><li>• Teachers share learning activities and information to support our curriculum with parents through family nights, activity cards sent home with a book borrowing program, and through our monthly newsletters sent home from each classroom. A school wide newsletter will also be sent home quarterly sharing Positive Behavior Support techniques that can be used at home.</li></ul>
<p><b>5. Decision-Making:</b> Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.</p>	<ul style="list-style-type: none"><li>• A parent will be recruited to serve on the School Leadership Team and on the Social Emotional Foundations for Early Learners (SEFEL) Leadership Team</li></ul>
<p><b>6. Collaborating with Community:</b> Coordinate resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.</p>	<ul style="list-style-type: none"><li>• ECDC collaborates with the Asheboro Library, Cooperative Extension, Health Department, police and fire department Latino Coalition, YMCA, Social Services, NC Mentor, CDSA, and Randolph Community College, and UNCG. Many of these agencies provide parent education through our parenting classes. RCC and UNCG send students to observe, participate coop classes, and student teaching at our school.</li></ul>

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



## Intervention Plan

<p><b>A. Overview</b></p>	<p>ECDC uses Social-Emotional Foundations of Early Learning (SEFEL), as an early childhood positive behavior support program. This program follows the Response to Intervention pyramid for social emotional issues.</p> <p>ECDC’s classrooms are inclusive. Teachers assess student’s academic performance on a daily basis using The Creative Curriculum Teaching Strategies Gold assessment system. All students’ progress is monitored on a regular basis and strategies for struggling students are naturally embedded within the educational schedule. Teachers communicate regularly with our EC PK Itinerant Teachers and therapists and try suggested strategies. Once strategies have been implemented, if there continues to be a concern the child is referred for further testing and possible placement for exceptional children’s services.</p>
<p><b>B. Target Population</b></p>	<ul style="list-style-type: none"> <li>• Social Emotional Foundations for Early Learners (SEFEL) – students on the top of the pyramid that need a behavior support plan to be developed.</li> <li>• Academic perforce – Students with an IEP and those that show red flags for developmental delays.</li> </ul>
<p><b>C. Measureable Intended Outcome</b></p>	<ul style="list-style-type: none"> <li>• By the end of the school year, 75% of students will demonstrate an increase in 12 key learning objectives on the Teaching Strategies Gold Assessment by at least 2 levels.</li> </ul>
<p><b>D. Description of activities or services to be provided</b></p>	<ul style="list-style-type: none"> <li>• Implementation of a behavior plan if appropriate.</li> <li>• Testing for developmental delays and development of IEP.</li> <li>• Embedded Learning Opportunities of areas of need for children showing signs of struggling.</li> <li>• Conference with parents to share concerns and strategies to be used.</li> </ul>
<p><b>E. Evaluation of Results</b></p>	<ul style="list-style-type: none"> <li>• Teaching Strategies Gold</li> </ul>



### **Leadership Team Members**

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

<b>Name</b>	<b>Signature</b>	<b>Role</b>
Kimberly Borden		Preschool Coordinator
Tammy Carson		Instructional Assistant
Shari Funkhouser		Classroom Teacher
Dee Hays		Classroom Teacher
Amy Slate		PK EC Itinerate Teacher



## **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 2014-2015 school year along with our intervention plan (which follows) for 2014-2015.

1. ECDC successfully completed the National Association for the Education of Young Children (NAEYC) Accreditation renewal process in 2012-2013. Our program received a score of 100% in 9 out of 10 standards and 95% in standard 9 – physical environment. Of the 3 classroom observations 2 got 100% and 1 got 99%.
2. The school attendance average continues to be a big focus for ECDC. The attendance rate during the 10-11 school year was 80% and during the 11-12 school year 91%. The attendance rate during 2012-2013 was 92%. The attendance rate during 2013-2014 was 90.5%.
3. The Early Childhood Development Center provided one open house and 4 parent nights during 2013-2014. 76% of parents attended the August open house, 68% attended the November parent night, 35% attended the February parent night, 44% attended in May, and 82% attended the end of year program in June. Staff continues to look for strategies to use to increase attendance at parents nights. Family Support Services of the Piedmont will help conduct our parent nights during 2014-2015. One new strategy we are using this year to try to help improve parent attendance at parent nights is to send home a post card at the beginning of the school year with the dates and times of all parent nights so parents can plan ahead.
4. Performance Goals and Benchmark Targets from the 2012-2013 CIP were reached. Goal 1: All preschool teachers will use Teaching Strategies Gold Assessment data three times a year to monitor student progress, adapt instruction, and improve student achievement was reached. Based on the information from the data, the leadership team has chosen to develop new goals for the 2014-2015 that include more professional development and teacher meetings geared around ensuring fidelity of data collected. Goal 2 involved all classrooms implementing at least on project in order for students to become for critical and creative thinkers. This goal was a great success ending with a school-wide celebration of projects at the end of the year. The leadership team has chosen to continue this goal so that it will become a regular part of our school culture. Finally, our goal to consistently use Handwriting Without Tears to intentionally plan, implement, and assess developmentally appropriate learning experiences to enhance children's readiness and handwriting skills was completed. However it was difficult to determine if the goal of 75% of students demonstrating an increase of at least two steps on objective 19 - Demonstrates emergent writing skills a. writes name and b. writes to convey meaning on Teaching Strategies Gold was attained due to problems with fidelity in data. The leadership team chose to make ensuring fidelity of data a priority for the 2014-2015 school year.



## Appendix 2: School Profile

<b>Historical Ethnicity Information</b> (% of population on 20 <sup>th</sup> day)	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-2014</b>	<b>2014-15</b>
Black	11.5	10	17	10	14
Asian	2.4	0	1	2	1
White	25.8	31	24	23	22
Hispanic	55.6	51	47	52	56
American Indian	1.5	0	0	0	1
2+ Races	3.1	8	10	12	6
<b>Total Population (Count)</b>	<b>100</b>	<b>91</b>	<b>78</b>	<b>134</b>	<b>131</b>

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

<b>Student Attendance Data (%)</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14*</b>
Average Daily Attendance	79	80	91	92	90.5

*\*includes GBT*

<b>Staffing Summary (Count)</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
Teachers "highly qualified" (classes taught)	6	6	6	8	7
Teachers with advanced degrees	3	3	3	3	3
Teachers with NBPTS Certification	0	1	1	1	1
Teachers trained as mentors	3	3	3	2	2
Teacher Turnover Rate	0	0	0	2	1



### Appendix 3: Student Data

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

### Dial 4 Data

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



### Teaching Strategies GOLD

#### 3 Year Old Students

Measure	Number of Children	# Children Below FALL	# Children Below SPRING	# Children Above/Meeting Annual Growth	Average Annual Growth	Expected Growth Range	Type of Growth
Social-Emotional	10	6	4	8 (80%)	10.5	6 – 23	Meeting
Physical	10	5	3	9 (90%)	6.5	2 – 12	Meeting
Language	10	7	4	7 (70%)	8.3	4 – 18	Meeting
Cognitive	10	7	3	7 (70%)	13.2	6 - 23	Meeting
Literacy	7	5	2	5 (71%)	22	8 – 28	Meeting
Mathematics	10	7	3	6 (60%)	8.4	5 – 17	Meeting

#### 4 Year Old Students

Social-Emotional	86	30	4	81 (94%)	15.4	6 – 24	Meeting
Physical	87	24	5	86 (99%)	6.9	2 – 12	Meeting
Language	85	27	8	77 (91%)	11.6	5 - 19	Meeting
Cognitive	87	36	8	75 (86%)	16.6	7 – 25	Meeting
Literacy	57	21	2	53 (93%)	26.3	11 – 35	Meeting
Mathematics	69	49	9	66 (96%)	13.4	6 – 20	Meeting

### 2013-14 Enrollment by Age

Age	Day 20	Day 160
3 Year Olds	23	25
4 Year Olds	119	114





## North Asheboro Middle School

### 2014-2015 Continuous Improvement Plan

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<b>Staff Approval</b>	<b>Date of Secret Ballot</b>	<b>Results For</b>	<b>Results Against</b>
	10/31/2014	53	0

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

Approved by Superintendent of Schools:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Approved by Board of Education:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



<b>Our School's Vision</b>	North Asheboro Middle School, in partnership with parents and the community, will empower our 21st century learners to embrace high standards for academic achievement, integrity, leadership, and responsible citizenship in a diverse global society.
<b>Our School's Mission</b>	Learning Today.....Leading Tomorrow
<b>Core Beliefs</b>	<p>To lead us toward our vision and mission, our school community shares the following core beliefs:</p> <ul style="list-style-type: none"><li>• We believe staff, students, parents, and the community share responsibility of supporting the school's vision and mission.</li><li>• We believe all students can learn, achieve, and be successful academically and behaviorally.</li><li>• We believe that we must create a safe learning environment in order to ensure student academic, behavior, and social success.</li><li>• We believe students learn best when they have the appropriate and multiple opportunities for success.</li><li>• We believe students learn in different ways, and it is our responsibility to meet the needs of all our students.</li><li>• We believe that by creating and maintaining positive relationships with students and modeling mutual respect among staff, our students will become a more confident learner and this will enhance their self-esteem.</li><li>• We believe students learn best when they are actively engaged in the teaching and learning process.</li><li>• We believe that our staff values each student, as an individual, with unique physical, social, emotional and intellectual needs.</li><li>• We believe that our staff collaborates and plans so that curriculum and instruction becomes rigorous and relevant and our teaching and learning strategies which are based upon the developmentally appropriate learning activities.</li><li>• We believe cultural diversity provides opportunities for understanding different people and their cultures.</li><li>• We believe that by holding students to high expectations, we will see a significant and relevant increase in both individual student achievement and positive behavior decisions.</li><li>• We believe that exceptional students require unique services and extended resources.</li></ul>



**Strategic Objectives:**

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

**Strategic Focus/Foci:**

- ★ Engage Each Student
- ★ Assess for Learning
- ★ Improve Achievement

**Current Level of Performance:**  
13-14 Reading/ELA Proficiency Scores

- Black Subgroup Grade Level - 24.9%
- Black Subgroup College and Career Readiness – 16.0%

**Annual Goal 1:**  
By the end of the 2014-15 school year, the College and Career Readiness level for Black students will increase 10%.

Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
Students will read every day and track SRI data in their planners so that they will take ownership of their reading achievement. Teachers will track SRI data so to select appropriate reading materials for classroom lessons.	Melissa Allred  Vanessa Olson	<ul style="list-style-type: none"> <li>• SRI License</li> <li>• PD for teachers</li> <li>• Engaging texts for all levels</li> <li>• Student Planners</li> <li>• NCWiseOwl (has Lexile level on many articles)</li> </ul>	Melissa Allred  Vanessa Olson	<ul style="list-style-type: none"> <li>• SRI Data</li> <li>• Students Tracking Data in Planners</li> <li>• Text selections for classroom lessons</li> </ul>	9/12/14  1/12/15  4/24/15	Completed	9/12/14



<p>All teachers will continue to participate in peer observations once per six weeks to implement best practices and interventions for engaging black students so that student engagement will increase, discipline referrals will decrease, and academic achievement will increase.</p>	<p>Candace Call  Melissa Allred</p>	<ul style="list-style-type: none"> <li>• NAMS Teachers</li> <li>• Research Best Practices</li> <li>• Information from previous PD sessions on engaging strategies (Rita Pierson/Carol Fuller)</li> <li>• Avid Strategies</li> <li>• Carol Ann Tomlinson's <u>Differentiated Instruction in a Mixed Ability Classroom</u></li> </ul>	<p>Candace Call  Melissa Allred</p>	<ul style="list-style-type: none"> <li>• Database of best practices</li> <li>• Documentation from observations</li> <li>• PBIS discipline data from Power School</li> </ul>	<p>11/4/14 1/6/15 2/24/15 3/31/15 5/12/15</p>		
<p>Non-EC students struggling in reading will receive additional reading instruction during the regular school day so that they strengthen their basic reading skills to be more successful in core classes.</p>	<p>Melissa Allred  Vanessa Olson  ELA Teachers</p>	<ul style="list-style-type: none"> <li>• SRI</li> <li>• EOG</li> <li>• Common Assessments</li> <li>• i-Ready</li> <li>• i-Ready diagnostic tool</li> </ul>	<p>Melissa Allred  ELA teachers</p>	<ul style="list-style-type: none"> <li>• i-Ready diagnostic reports</li> <li>• SRI</li> <li>• Literacy Coach schedule</li> </ul>	<p>11/18/14 1/16/15 3/5/15</p>		
<p>Additional support will be provided 2 days per week by Tammy Bennett, prevention specialist, in 7<sup>th</sup> grade ELA classes so that potential behavior triggers will be identified and diffused to prevent loss of instructional time.</p>	<p>Carlie Abercrombie  Angie Berrier  Tammy Bennett</p>	<ul style="list-style-type: none"> <li>• Unlimited Success materials/training</li> </ul>	<p>Tammy Bennett, prevention specialist  Yajaira Owens</p>	<ul style="list-style-type: none"> <li>• Discipline data</li> <li>• Schedule for push-in classes</li> <li>• Topics for small groups</li> </ul>	<p>10/21/14 11/18/14 12/9/14 1/13/15 2/10/15 3/10/15 4/21/15 5/12/15</p>		



Grade level data walls will be utilized to monitor the academic progress of black students so that daily instruction will be adjusted to meet the needs of identified students.	Yajaira Owens  Angie Berrier	<ul style="list-style-type: none"><li>• Data Walls</li><li>• PLC discussions</li></ul>	Candace Call Lee Williams Carlie Abercrombie Jennifer Gold Josie Roman	<ul style="list-style-type: none"><li>• Team and Content Minutes</li><li>• Data Walls</li><li>• Modified Lesson Plans</li></ul>	10/28  2/10/15  4/21/15		
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**Strategic Objectives:**

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

**Strategic Focus/Foci:**

- ★ Engage Each Student
- ★ Assess for Learning
- ★ Improve Achievement

**Current Level of Performance:**

13-14 AIG Reading and Math Career and College Readiness (CCR) and Grade Level (GLP) Proficiency Rates

Reading	CCR = 77.3	GLP = 82.7
Math	CCR = 94.7	GLP > 95%

**Annual Goal 2:**  
 By the end of the 2014-2015 school year, 100% of the AIG students will demonstrate College and Career Readiness on the Math on Reading End of Grade Assessments.

Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
8 <sup>th</sup> Grade Math AIG students will complete an expert project that will include writing, research, speaking, and technology so that instruction will be differentiated to extend learning.	Sadie Daniels	<ul style="list-style-type: none"> <li>• Problem Based Learning (In-house PD)</li> <li>• Media/Technology/Literacy Resources</li> <li>• Rubric to assess projects</li> <li>• SAMR Model</li> <li>• Big 6</li> </ul>	Molly Lyons Sadie Daniels	<ul style="list-style-type: none"> <li>• Student Projects and Presentations</li> </ul>	3/31/15		March 31, 2015



<p>AIG consultant and district instructional staff will provide support through grade level planning times to teachers of AIG students in Problem Based Learning so that teachers will utilize Problem Based Learning to fidelity.</p>	<p>Molly Lyons Sadie Daniels</p>	<ul style="list-style-type: none"> <li>• Chandra Manning</li> <li>• Betsy Hammond</li> <li>• Molly Lyons</li> <li>• PBL 101 Workbook</li> </ul>	<p>Molly Lyons Teachers with AIG clusters</p>	<ul style="list-style-type: none"> <li>• PBL Unit Plans</li> <li>• Student Work Samples</li> <li>• Content notes will demonstrate evidence of alignment with NC standards</li> </ul>	<p>Mondays during the school year.</p>		
<p>7<sup>th</sup> Grade AIG students will complete a Project-Based Learning assignment based on a global issue integrating ELA with Science so that students will deepen their knowledge and use of 21<sup>st</sup> century career and college readiness skills.</p>	<p>Molly Lyons</p>	<ul style="list-style-type: none"> <li>• ELA and Science State Standards</li> </ul>	<p>Molly Lyons Karen Frank</p>	<ul style="list-style-type: none"> <li>• Student Work Samples</li> <li>• Unit Plan</li> </ul>	<p>11/25/14</p>		



**Strategic Objectives:**

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

**Strategic Focus/Foci:**

- ★ Engage Each Student
- ★ Assess for Learning
- ★ Improve Achievement

**Current Level of Performance:**

**13-14 LEP Reading/ELA Proficiency Scores**

Career and College Readiness <5%  
 Grade Level <5%

**Annual Goal 3:**  
 By the end of the 2014-2015 school year, the College and Career Readiness proficiency for LEP students will increase 10%.

Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
LEP students will give oral presentations across all subject and grade areas focusing on the four WIDA ACCESS domains so that overall WIDA proficiency will increase.	Josie Roman  Adriana Paschal	<ul style="list-style-type: none"> <li>• Rubric to assess presentation</li> <li>• WIDA Model Performance Indicators (MPI) (domains and levels to differentiate based on WIDA data)</li> <li>• LEP Lead Teacher</li> <li>• ESL Teachers</li> </ul>	ELA, ESL and AIG co-teachers	<ul style="list-style-type: none"> <li>• Student Presentations</li> <li>• Student Samples of Rubric scores</li> <li>• PD Roster</li> <li>• Story Slam Presentations</li> </ul>	PD will be completed during teacher planning time on 10/16.  4/28/15 (end of 5 <sup>th</sup> grading period)	PD completed 10/16/14	





<p>The co-teaching model will be utilized and implemented to fidelity so that students will receive individualized and differentiated instruction.</p>	<p>Yajaira Owens</p>	<ul style="list-style-type: none"> <li>• Dubraska Stines</li> </ul>	<p>Candace Call  Yajaira Owens  Melissa Allred</p>	<ul style="list-style-type: none"> <li>• ESL co-teacher schedules</li> <li>• Rosters of LEP students for each grade level</li> <li>• Weekly meetings between ESL Lead Teacher and NAMS Admin Team</li> <li>• Teacher lesson plans</li> <li>• Classroom Walkthroughs and Observations</li> </ul>	<p>8/19/14  Content meetings during the year</p>		
<p>LEP students will receive additional instruction during the regular school day to strengthen their basic skills so they can demonstrate success in core classes.</p>	<p>Faye McLeod  Candace Call</p>	<ul style="list-style-type: none"> <li>• WIDA scores</li> <li>• Classroom teachers assessment data</li> </ul>	<p>Sharon Wiley</p>	<ul style="list-style-type: none"> <li>• Class Schedule</li> <li>• Lesson Plans</li> <li>• SRI Data</li> <li>• Classroom Assessments</li> </ul>	<p>August - June</p>		
<p>Teachers will scaffold writing instruction for LEP students so that student proficiency in the WIDA ACCESS writing domain will improve.</p>	<p>Candace Call Melissa Allred</p>	<ul style="list-style-type: none"> <li>• WIDA CAN DO Descriptors</li> <li>• PD on scaffolding writing</li> </ul>	<p>Dubraska Stines</p>	<ul style="list-style-type: none"> <li>• Evidence of strategies being utilized during CWTs and observations</li> <li>• Student writing samples</li> </ul>	<p>10/16/14</p>	<p>10/16/14</p>	
<p>Teachers write effective Learning Targets and Language Objectives so that students will have a clear understanding of the learning expectations.</p>	<p>Candace Call  Melissa Allred</p>	<ul style="list-style-type: none"> <li>• PD</li> </ul>	<p>Dubraska Stines</p>	<ul style="list-style-type: none"> <li>• Posted LO LT in classrooms</li> </ul>	<p>11/10/14</p>		



### **PBIS School Action Plan**

<b>Task</b>	<b>Who</b>	<b>When</b>	<b>Completion Date</b>
School PBIS team schedules monthly meetings, maintains a PBIS notebook or electronic folder with meeting agendas, minutes, and documentation of team activities.	In-School Coach/PBIS team leader, principal or assistant principal	Monthly through the 2014-2015 school year.	
School team representative will attend District level bi-annual PBIS meetings.	In-School Coach/PBIS team leader, principal or assistant principal	One meeting in the fall and one meeting in the spring	
Each PBIS team at the school level will complete an Implementation Inventory and submit to the Central Office.	In-School Coach/PBIS team leader, principal or assistant principal	By October 1, 2014	



### Compliance Statements

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



## Parent Involvement

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

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

*ESEA Provision (Sec. 9191(23))*

### 6 Types of Parent Involvement

<p><b>1. Parenting:</b> Assist families in understanding child and adolescent development, and in setting home conditions that support children as student at each age and grade level. Assist schools in understanding families.</p>	<ul style="list-style-type: none"> <li>• Continue home visits by classroom teachers, administration, counselor and social worker.</li> <li>• AVID parent meetings 4 times a year addressing college readiness skills for parents and students</li> <li>• In school parent conferences with teachers, administration, school counselor with the use of the interpreter (Ms. Lochele) when needed.</li> <li>• Continue and expand Student Led Conferences</li> </ul>
<p><b>2. Communicating:</b> Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.</p>	<ul style="list-style-type: none"> <li>• Continue Connect 5 phone messages—recorded in Spanish and English</li> <li>• Continue written information sent home in two languages: Spanish and English</li> <li>• Provide information on school’s website in English and in Spanish</li> <li>• Facebook page will be maintained to highlight NAMS events, student and teacher celebrations</li> </ul>
<p><b>3. Volunteering:</b> Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.</p>	<ul style="list-style-type: none"> <li>• PTA bilingual member Ms. Zepeda will be a liaison between home and school—recruiting parent volunteer base, specifically proctors.</li> <li>• Recruit parents for the Heritage Language Academy program.</li> </ul>



<p><b>4. Learning at Home:</b> Involve families with their children in learning activities at home, including homework, other curriculum-related activities, and individual course and program decisions.</p>	<ul style="list-style-type: none"> <li>• AVID Nights to include make-and-take strategies/tools for parents.</li> <li>• ESL nights to include make-and-take strategies/tools for parents</li> <li>• Encourage and support all families to join the Asheboro Public Library by providing opportunities for Library staff to meet parents on our campus and holding a NAMS family night at the Public Library</li> </ul>
<p><b>5. Decision-Making:</b> Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.</p>	<ul style="list-style-type: none"> <li>• PTA Board meets once monthly with staff representation and administrative representation to discuss projects to support students and overall success of school programs.</li> <li>• Mrs. Zepeda, Mrs. Paschal, and Mrs. Morales are our parent representatives on the School Leadership Team.</li> </ul>
<p><b>6. Collaborating with Community:</b> Coordinate resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.</p>	<ul style="list-style-type: none"> <li>• Continue partnership with UNCG’s TESOL for All program through the Heritage Language Academy for parents and students.</li> <li>• Extend partnership with Balfour Baptist Church to include volunteers going to the church to assist parents in English Language Acquisition.</li> <li>• Continue and expand community service projects for NAMS student groups (Student Council) and NAMS Staff (Relay for Life)</li> <li>• Recruit parents for the Balfour Baptist/NAMS partnership adult ESL program</li> <li>• Recruit parents for the RCC/NAMS Parent ESL classes</li> <li>• Continue Career Fair Day and expand opportunities for business leaders to visit classes throughout the year</li> <li>• In collaboration with Communities In Schools, all 6<sup>th</sup> grade students will visit RCC this school year at no cost to the students.</li> <li>• ESL classes will be taught at NAMS by NAMS teachers. The classes will be funded and supported by RCC.</li> </ul>

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



## Intervention Plan

<p><b>A. Overview</b></p>	<ul style="list-style-type: none"> <li>• The 2013-2014 was the first year that I could find data showing 7<sup>th</sup> grade Math students making expected growth. I give much credit to the intervention work done by Sharon Williams. I have the data to show her contributions to the 7<sup>th</sup> grade Math scores. Ms. Williams pushed in to Math classes to co-teach as well as pulled students out for small group instruction as needed. While we exceeded expectations for Math last year, our Black and LEP students still did not meet their AMO target.</li> <li>• Our students need more support in the area of behavior in order to remain in the classroom and receive instruction. Our discipline numbers reveal a disproportional number of Black students receiving ISS and OSS.</li> <li>• Our discipline data also reveals a disproportionate number of male students receiving ISS and OSS.</li> </ul>
<p><b>B. Target Population</b></p>	<ul style="list-style-type: none"> <li>• Black and LEP students in the content area of Math</li> <li>• Black students in the content area of Reading</li> <li>• 8<sup>th</sup> grade males who have been identified as at-risk due to behavior and/or academics yet demonstrate leadership capability</li> </ul>
<p><b>C. Measureable Intended Outcome</b></p>	<ul style="list-style-type: none"> <li>• Black and LEP students will make a year's academic growth.</li> <li>• EOG proficiency scores for Black and LEP students will increase to the AMO target scores listed below.              Math/Black-30.0              Reading/Black-33.0              Math/LEP-25.7              Reading/LEP-18.5</li> <li>• Discipline numbers for Black and male students will be proportional to the NAMS demographics</li> </ul>
<p><b>D. Description of activities or services to be provided</b></p>	<ul style="list-style-type: none"> <li>• A Math remediation teacher will be hired to provide co-teaching and small group pullout instruction as needed for black and LEP students who are not demonstrating proficiency on common assessments and benchmark tests.</li> <li>• Tammy Bennett from Unlimited Success with the help of ELA teacher and School Counselor will identify at-risk Black and LEP students who need additional support in Reading as well as in the area of making better choices about behavior. Ms. Bennett will push in targeted ELA class to provide support for students.</li> <li>• 8<sup>th</sup> grade male teachers will sponsor The Mustache Fraternity.</li> </ul>



	<p><b>NAMS Mustache Fraternity Synopsis</b></p> <p>The main goal of the Mustache Club was to spotlight exceptional young male leaders and enhance their 8th grade year with service opportunities. Led and encouraged by the male teachers of NAMS, the Mustache Fraternity is about, at its core, a brotherhood of young men getting guidance on setting good examples, service in the school and community, and improved decision making skills. Our goal is to turn our young male 8th grade boys into mature young men, ready for the challenges of high school.</p> <p>Through service projects and activities that build character and foster positive behavior, we hope to further enhance the atmosphere of NAMS by guiding these young men throughout the year.</p> <p>We have a variety of activities planned for the year for our boys that will give them the opportunity to shine in front of their classmates, as well as grow together as a brotherhood of leaders. These activities include service projects, volunteering, assisting with school functions, educational field trips, and regular fraternity meetings that will strengthen the group.</p> <p>In order to earn their way into the group, the young men must fill out an application essay describing why they should be a part of our exclusive group. The young men must also perform ten acts of service for the staff members of NAMS and have it verified and returned to be eligible for membership. We hope these entrance activities will foster a sense of seriousness and dedication from our boys as we grow this group into a NAMS tradition.</p> <p>It isn't often one gets to be a part of something brand new, especially at an established school with traditions and routines, but with the starting of this mustache fraternity, we are offering our young men just that opportunity. We are excited for what the future of this club will bring for their lives.</p>
<b>E. Evaluation of Results</b>	<ul style="list-style-type: none"><li>• Ms. Williams will maintain a spreadsheet to track the math grades and progress of identified students.</li><li>• Reading scores and behavior of identified students working with Ms. Bennett will be analyzed each six weeks grading period.</li><li>• Discipline numbers will be reviewed on a monthly basis by the SST/PBIS committee and Mr. Kilby, the ISS instructor.</li></ul>



## Waiver Request

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





## Leadership Team Members

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

<b>Name</b>	<b>Signature</b>	<b>Role</b>
Candace Call		Principal
Yajaira Owens		Assistant Principal
Vanessa Olson		Co-chair
Melissa Allred		Co-chair
Sadie Daniels		8 <sup>th</sup> Grade Representative
Jennifer Gold		8 <sup>th</sup> Grade Representative
Carlie Abercrombie		7 <sup>th</sup> Grade Representative
Lee Williams		6 <sup>th</sup> Grade Representative
Adriana Paschal		ESL Grade Representative
Josie Roman		Elective Representative
Faye McLeod		Classified Representative
Junior Goldston		8 <sup>th</sup> Grade Representative
Maricela Zepeda		PTO President
Robin Morales		Parent Representative
Jay Williams		Technology Representative
Angie Berrier		School Counselor
Leslie McKinnon		EC Representative



## Appendix 1: Current State of the School

Based upon data from the Teacher Working Condition Survey, Parent Survey, Student Survey, and 2013-2014 we are doing many things right as a school. EVASS Data shows that NAMS exceeded expected growth for the 2013-2014 school year. Proficiency numbers indicate academic gains in all grade levels and subject areas. The H/W Gap in 7<sup>th</sup> grade Math was eliminated. However, AMO test data also indicates significant gaps in B/W, LEP/NonLEP, and EC/Non EC students proficiency scores. This data also shows a lack of gains in Reading for our LEP and SWD subgroups.

While the results from our parent and student surveys match or exceed the overall numbers for ACS secondary schools, we would like to see our combined agree numbers move to at least 90% by the end of the 2014-2015 school year. We need to continue our efforts to provide engaging lessons for our students and provide enrichment opportunities before and after school to help develop leadership skills. Student surveys also show a need to grow a school culture where students respect each other more. We also see the need to find ways to help our parents and community become more engaged in our students' education. Discipline data indicates a need to provide more support for our black students. We had a disproportionate number of black students receiving ISS and OSS. Discipline referrals spiked while students were in elective classes.

**Teacher Working Condition Survey** scores were significantly higher than the scores for North Carolina Public Schools and North Carolina Middle Schools. 100% of teachers completed the survey. **Parent and Student Surveys** provided much positive feedback. 166 parents completed the survey. 469 students completed the survey. The most notable are the areas listed below.

### Teacher Working Condition Survey

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



**Parent Survey**

My child's teacher expects them to do their best.

89% agree, 2% disagree, 10% no opinion

My child's school is a welcoming and friendly place.

86% agree, 3% disagree, 11% no opinion

I feel comfortable talking with my child's teacher.

86% agree, 4% disagree, 10% no opinion

Safety is important at my child's school.

91% agree, 2% disagree, 7% no opinion

**Student Survey**

I know the rules at my school.

91% agree, 3% disagree, 6% no opinion

I know that learning is important for my future.

92% agree, 2% disagree, 6% no opinion

My teacher expects me to do my best.

89% agree, 3% disagree, 8% no opinion



## Appendix 2: School Profile

<b>Historical Ethnicity Information</b> (% of population on 20 <sup>th</sup> day)	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Black	14.0	12.4	15.6	15.5	12.9
Asian	2.1	1.8	1.6	1.8	1.1
White	36.4	36.1	32.9	27.7	26.3
Hispanic	42.7	45.5	45.9	51.9	56.6
American Indian	1.1	.4	.6	0.2	0
2+ Races	3.7	3.8	3.4	3.5	3.1
<b>Total Population</b>	<b>464</b>	<b>501</b>	<b>532</b>	<b>509</b>	<b>518</b>

<b>Historical Population</b> (% of Population)	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Exceptional Children	8.2	13.6	11.0	12.0	12.0
AIG	13	16.0	13.9	15.9	15.3
Limited English Proficient	21	23.0	20.0	15.7	15.7
Total Free/Reduced Lunch	68	79	80	78.8	85.7

<b>Student Attendance Data</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
Average Daily Attendance	95.7	96.4	96.7	96.4	95.7
Mobility (starting 2012-13)				15.6	12.9

<b>Staffing Summary</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
Teachers "highly qualified" (classes taught)	100	100	98	100	
Teachers with advanced degrees	24%	19%	20%	7%	
Teachers with NBPTS Certification	5	17	0.5	1	
Teachers trained as mentors	24	1	4		
Teacher Turnover Rate	10.5%	13.9%	13.9%	32%	17%



### Appendix 3: Student Performance Results

Promotion Rates	2009-10	2010-11	2011-12	2012-13	2013-14
Grade 6	100	100	100	100	100
Grade 7	100	100	100	100	100
Grade 8	100	100	100	99.4	100

Grade Level Proficiency in Mathematics	2009-10	2010-11	2011-12	2012-13	2013-14
Grade 6 (EOG)	76.7	68.9	71.2	29.5	39.2
Grade 7 (EOG)	70.3	73.6	58.7	21.7	33.5
Grade 8 (EOG)	69.3	80.2	72.6	18.5	34.9

Grade Level Proficiency in Reading	2009-10	2010-11	2011-12	2012-13	2013-14
Grade 6 (EOG)	60.1	57.2	60.5	26.6	40.4
Grade 7 (EOG)	58.1	49.1	44.4	27.2	36.5
Grade 8 (EOG)	51.4	57.5	51.8	17.4	34.3

Grade Level Proficiency in Science	2009-10	2010-11	2011-12	2012-13	2013-14
Grade 8 (EOG)	49.3	67.1	62.2	35.4	62.13

Course Proficiency	2009-10	2010-11	2011-12	2012-13	2013-14
Integrated Math I	100	100	100	64.3	94.9

\* Ready Assessments introduced    \*\*New proficiency levels (3, 4, and 5)



\* Ready Assessments introduced \*\*New proficiency levels (3, 4, and 5)

EOG Math Proficiency by Subgroup	Grade 6			Grade 7			Grade 8		
	2011-12	2012-13	2013-14 <sup>+</sup>	2011-12	2012-13	2013-14 <sup>+</sup>	2011-12	2012-13	2013-14 <sup>+</sup>
All	71.2	29.5	39.2	58.7	21.7	33.5	72.6	18.5	34.9
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black	61.3	13.8	25.0	50.0	7.1	14.3	42.9	8.0	21.7
Hispanic	63.3	29.3	36.8	61.7	14.0	37.6	72.9	22.8	32.2
2+ Races	*	50.0	25.0	66.7	*	33.3	80.0	11.1	40.0
White	86.2	34.9	51.9	57.4	39.7	37.5	82.5	18.0	44.9
Male	71.4	32.1	37.2	51.0	21.2	33.3	64.8	8.1	31.4
Female	71.0	25.4	41.2	67.0	22.2	33.8	78.5	28.3	38.6
AIG	>95%	92.0	>95	>95	>95	>95	>95	77.8	>95
EC	48.0	<5	26.3	16.7	<5	<5	50.0	<5	<5
Non-EC	75.0	34.7	47.4	63.2	24.2	37.5	74.7	20.5	38.2
LEP	43.8	10.8	19.0	29.5	<5	15.4	48.3	<5	12.1
Non-LEP	77.2	34.6	42.0	67.6	26.2	36.8	77.8	24.3	40.4
F/R Lunch	66.0	27.1	34.7	56.3	16.0	30.0	68.0	18.1	29.9
Non-F/R Lunch	93.9	50.0	63.2	71.0	58.3	59.8	85.7	20.7	63.7

Math Achievement Gaps	Grade 6			Grade 7			Grade 8		
	2011-12	2012-13	2013-14 <sup>+</sup>	2011-12	2012-13	2013-14 <sup>+</sup>	2011-12	2012-13	2013-14 <sup>+</sup>
Black (to White)	-24.9	-21.1	-26.9	-7.4	-32.6	-23.2	-39.6	-10.0	-23.2
Hispanic (to White)	-22.9	-5.6	-15.1	+4.3	-25.7	+0.1	-9.6	+4.8	-12.7
EC (to non-EC)	-27.0	-29.7	-21.1	-46.5	-19.2	-32.5	-24.7	-15.5	-33.2
LEP (to non-LEP)	-33.4	-33.8	-23.0	-38.1	-21.2	-21.4	-29.5	-19.3	-28.3
FRL (to non-FRL)	-27.9	-22.9	-28.5	-14.7	-42.3	-29.8	-27.7	-2.6	-33.8

Scale Scores Means	Grade 6			Grade 7			Grade 8		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Math	342.4	447.2	442.7	347.7	445.6	441.5	360.5	446.0	442.1



\* Ready Assessments introduced \*\*New proficiency levels (3, 4, and 5)

EOG Reading Proficiency by Subgroup	Grade 6			Grade 7			Grade 8		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
All	60.5	26.6	40.4	44.4	27.2	36.5	51.8	17.4	34.3
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black	41.9	10.3	37.5	40.0	21.4	7.1	33.3	<5	30.4
Hispanic	54.4	17.4	33.3	45.7	22.1	30.1	45.7	17.4	29.9
2+ Races	*	50.0	37.5	44.4	*	83.3	60.0	11.1	20.0
White	75.9	53.5	53.8	46.3	37.9	62.5	65.1	26.0	44.9
Male	62.3	28.3	37.2	39.8	27.1	34.3	46.5	14.0	30.2
Female	59.0	23.9	43.5	49.5	27.4	39.7	55.9	20.7	38.6
AIG	>95	84.0	84.0	>95	84.6	76.0	>95	83.3	88.0
EC	32.0	<5	<5	11.1	<5	9.5	42.9	<5	<5
Non-EC	65.1	30.6	44.8	48.0	30.6	40.3	52.7	19.3	37.6
LEP	25.0	5.4	<5	15.9	<5	<5	17.2	<5	<5
Non-LEP	68.3	32.4	45.4	53.1	32.2	42.2	59.3	22.8	41.4
F/R Lunch	53.5	23.2	36.1	39.9	21.8	32.0	44.3	14.8	29.2
Non-F/R Lunch	90.9	55.6	63.3	67.7	62.5	70.3	77.4	31.0	63.7

Reading Achievement Gaps	Grade 6			Grade 7			Grade 8		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Black (to White)	-34.0	-43.2	-16.3	-6.3	-16.5	-55.4	-31.8	-21.0	-14.5
Hispanic (to White)	-21.5	-36.1	-20.5	-0.6	15.8	-32.4	-19.4	-8.6	-15.0
EC (to non-EC)	-33.1	-25.6	-39.8	-36.9	-25.6	-30.8	-9.8	-14.3	-32.6
LEP (to non-LEP)	-43.3	-27.0	-40.4	-37.2	-27.2	-37.2	-42.1	-17.8	-36.4
FRL (to non-FRL)	-37.4	-32.4	-27.2	-27.8	-40.7	-38.3	-33.1	-16.2	-34.5

Scale Score Means	Grade 6			Grade 7			Grade 8		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Reading	344.7	447.8	448.5	348.8	451.0	450.8	356.8	451.6	453.1



\* Ready Assessments introduced \*\*New proficiency levels (3, 4, and 5)

EOG/EOC Proficiency by Subgroup	Science Grade 8 EOG			Math 1 EOC		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
All	62.2	35.4	62.1		64.3	94.9
American Indian	*	*	*		*	*
Asian	*	*	*		*	*
Black	57.1	28.0	43.5		*	*
Hispanic	57.1	29.3	57.5		80.8	93.3
2+ Races	60.0	22.2	60.0		*	*
White	69.8	54.0	79.6		41.7	>95
Male	63.4	31.4	61.6		50.0	>95
Female	61.3	39.1	62.7		73.1	94.4
AIG	100.0	100.0	>95		86.7	>95
EC	57.1	11.8	29.4		*	*
Non-EC	62.7	37.9	65.8		64.3	94.9
LEP	20.7	<5	27.3		*	*
Non-LEP	71.1	46.3	70.5		65.9	94.9
F/R Lunch	58.2	30.2	57.6		71.0	91.3
Non-F/R Lunch	73.8	62.1	88.0		45.5	100

Achievement Gaps	Science Grade 8			Math 1 EOC		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Black (to White)	-12.7	-26.0	-34.1		*	*
Hispanic (to White)	-12.7	-24.7	-21.5		+39.1	-6.7
EC (to non-EC)	-5.6	-26.1	-32.1		*	*
LEP (to non-LEP)	-50.4	>-41.3	-43.8		*	*
FRL (to non-FRL)	-15.6	-31.9	-34.1		+25.5	-8.7

Scale Score Means	Science Grade 8			Math 1 EOC		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
						260.5





<b>AYP Targets/*AMOs Met</b>	<b>Met</b>	<b>Total</b>	<b>Percent Met</b>	<b>Targets Missed</b>
2009-10	26	27	96.3%	Reading - LEP
2010-11	20	29	69.0%	Reading – All, Black, ED, SWD Math – All, Black, White, SWD
2011-12*	16	29	55.2%	Reading – All, Hispanic, White, ED, LEP, SWD Math – All, Black, Hispanic, White, ED, LEP
2012-13*	16	29	55.2%	Reading – All, Black, Hispanic, White, ED, LEP Math – All, Black, Hispanic, White, ED, LEP, SWD
2013-14*	29	43	67.4%	Reading – All, Black, Hispanic, White, EDS, LEP, SWD, & AIG Math – All, Black, Hispanic, White, EDS & LEP



## Appendix 4: Other Data Sources

### Teacher Survey

<p><b>Three or more areas of strength</b></p> <p><b>100% of staff agreed to the following statements.</b></p>	<p>The school environment is clean and well-maintained.  Professional development offerings are data driven.</p> <p>The curriculum taught in this school is aligned with Common Core Standards.  Teachers are encouraged to participate in school leadership roles.</p> <p>Teachers are effective leaders in our school.  The school improvement team provides effective leadership at this school.  The faculty are recognized for their accomplishments.  The school leadership makes a sustained effort to address teacher concerns about leadership issue.</p> <p>The school leadership makes a sustained effort to address teacher concerns about facilities and resources.</p>
<p><b>Three or more areas of possible improvement</b></p>	<ol style="list-style-type: none"> <li>1. State assessment data are available in time to impact instructional practices.  41.9%  (More timely data information)</li> <li>2. Parents and guardians are influential decision makers in this school.  65.1%</li> <li>3. Parents/guardians support teachers, contributing to their successes with students.  66.7%  (Parents feel comfortable in our school. Our goal is to help them become more engaged.)</li> </ol>
<p><b>Two significant findings</b></p>	<ol style="list-style-type: none"> <li>1. There is a disconnect between the percentage of teachers who agreed that teachers have an appropriate level of influence and percentage of teachers who agree that teachers are effective leaders in our school, teachers are encouraged to participate in school leadership roles, and the school improvement team provides effective leadership at this school.</li> <li>2. Even though we are a 1:1 school with Smartboards in all classrooms except the gym, only 79.2% of our teachers agree that they have access to reliable communication technology.</li> </ol>



<b>Student Survey</b>	
<b>Three or more areas of strength</b>	<ol style="list-style-type: none"> <li>1. I know the rules at my school. <span style="float: right;">91% agree, 3% disagree</span></li> <li>2. I know that learning is important for my future. <span style="float: right;">92% agree, 2% disagree</span></li> <li>3. My teacher expects me to do my best. <span style="float: right;">89% agree, 3% disagree</span></li> </ol>
<b>Three or more areas of possible improvement</b>	<ol style="list-style-type: none"> <li>1. I feel comfortable asking questions in class. Only 58% of our students indicated that they felt comfortable asking questions in class.</li> <li>2. Students at my school provide leadership to help our school be successful. Only 43% of our students agreed with that statement. Providing leadership opportunities will increase pride and ownership in their school as well as their learning.</li> <li>3. Only 65% of our students indicate that they have a staff member that they can talk with if they have a problem. We have to increase our efforts to make sure that all students have an adult in our school to go to if they have a problem.</li> </ol>
<b>Two significant findings</b>	<ol style="list-style-type: none"> <li>1. There is a major gap between teachers respecting students and students respecting teachers and each other. 69% of our students indicate that teachers respect students with 10% disagreeing while 25% of students indicate that students respect teachers and 27% indicate that students respect each other.</li> <li>2. 81% of our students believe that they are pushing themselves to do their best academically. As a staff, we believe that our students can push themselves harder in the area of academics. One of goals this year is to help student understand what they are capable and understand what “their best effort” really is.</li> </ol>



<b>Parent Survey</b>		
<b>Three or more areas of strength</b>	<ol style="list-style-type: none"> <li>1. My child's teacher expects them to do their best.</li> <li>2. My child's school is a welcoming and friendly place.</li> <li>3. I feel comfortable talking with my child's teacher.</li> <li>4. Safety is important at my child's school.</li> </ol>	<p>89% agree, 2% disagree,            86% agree, 3% disagree            86% agree, 4% disagree            91% agree, 2% disagree</p>
<b>Three or more areas of possible improvement</b>	<ol style="list-style-type: none"> <li>1. Only 45% of parents indicated that students at our school respect each other.</li> <li>2. Only 64% of parents indicated that classroom activities keep their child's attention.</li> <li>3. Only 51% of our parents indicated that our school is providing leadership to help their school be successful.</li> </ol>	
<b>Two significant findings</b>	<ol style="list-style-type: none"> <li>1. Parent and student responses mirrored each other for agree and disagreement in most areas.</li> <li>2. The leadership noted that 94% of our parents think that going to college is important. We have a diverse school with an almost 90% free and reduced lunch rate. Parents of all cultures and economic levels want their children to go to college.</li> </ol>	



## South Asheboro Middle School

### 2014-2015 Continuous Improvement and Title I Implementation Plan

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<b>Staff Approval</b>	<b>Date of Secret Ballot</b>	<b>Results For</b>	<b>Results Against</b>

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

Approved by Superintendent of Schools:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Approved by Board of Education:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



<b>Our School's Vision</b>	South Asheboro Middle school will be school of excellence where each student is prepared to be globally competitive for college, careers and citizenship.
<b>Our School's Mission</b>	South Asheboro Middle School's mission is to provide a caring, collaborative, and challenging learning environment with high expectations for all.
<b>Core Beliefs</b>	<p>To lead us toward our vision and mission, our school community shares the following core beliefs:</p> <ul style="list-style-type: none"><li>• We believe in the unique intellectual, physical, social, and emotional needs of each student and the development of a healthy self-concept.</li><li>• We believe that with the support of parents and the community we provide our students with a rigorous 21st Century learning experience.</li><li>• We believe in providing students with a variety of activities both in and outside the classroom that complement the Common Core and Essential State Standards.</li><li>• We believe that students should be provided with a variety of assessment opportunities to demonstrate their achievement.</li><li>• We believe that high expectations and positive discipline provide a supportive learning environment within our school.</li><li>• We believe that with guidance students can make positive and responsible choices.</li></ul>



**Strategic Objectives:**

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

**Strategic Focus/Foci:**

- ★ Each school will improve achievement for each student while closing achievement gaps of identified student groups.
- ★ Implement a consistent plan for literacy instruction and assessment across the curriculum (reading, writing, speaking, listening, presenting)

**Current Level of Performance:**  
 2013-2014 EOG scores show that the following percentages of students were not career and college ready :

- 65.2% of sixth graders
- 62.7% of seventh graders
- 66.7% of eighth graders
- 64.8% of all students.

READY data 24.3 % of our EDS students are proficient.

**Annual Goal 1:**  
 When comparing cohort data in our EDS population we will have a 10 percentage point increase in reading proficiency (i.e. 24.3 to 34.3).

Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
Leadership team will conduct instructional rounds to identify problems of practice so that effective solutions can be implemented to improve student and teacher performance.	Leadership Team	<ul style="list-style-type: none"> <li>• Nathan Craver instructs and provides PD on leadership team on instructional rounds.</li> <li>• Team will design an instructional round schedule</li> </ul>	Nathan Craver Nikki Domally Kathy Rogers	<ul style="list-style-type: none"> <li>• Instructional Round schedule</li> <li>• Feedback document shared and conclusions shared with staff.</li> <li>• Walkthrough data with specific commentary on desired areas of improvement.</li> <li>• Common Assessment Data</li> </ul>	Oct.10 Dec. 19 Feb. 16 April 16 May 22	The school leadership team received training on the instruction rounds process on October 7.	May 22



<p>Build the capacity of new and beginning teachers in ExC-ELL strategies so that students utilize research-based vocabulary strategies.</p>	<p>Kerri Lamb          Donna Beck          Catherine Byrd</p>	<ul style="list-style-type: none"> <li>• WICOR resources</li> <li>• ExCell Handbooks</li> <li>• Dubraska Stine</li> </ul>	<p>Kerri Lamb          Donna Beck</p>	<ul style="list-style-type: none"> <li>• PD Log</li> <li>• Walkthrough data will show increase in using strategies</li> <li>• Teacher PDP</li> <li>• Student Work Samples</li> </ul>	<p>Oct. 6          Jan. 20          March 6          April 16</p>		<p>April 16</p>
<p>Teachers will participate in collaborative grade level data discussions that focus on current assessment trends to appropriately adjust instruction so that students show measurable improvement on classroom and district wide assessments in reading.</p>	<p>Leadership Team          Drew Maerz          Charlie Lyons</p>	<ul style="list-style-type: none"> <li>• Assessment Excel Spreadsheet</li> <li>• School Net</li> <li>• Online Assessment tool (i.e., Socrative)</li> </ul>	<p>Megan Smith          David McElroy          Keri Hill</p>	<ul style="list-style-type: none"> <li>• Common Assessments</li> <li>• District Benchmarks</li> <li>• Instructional Assessment forms completed in ELA, Math and Science after each 6 week benchmark</li> <li>• Student remediation and enrichment list and rosters paired with Lexile score reports</li> <li>• PEPs</li> </ul>	<p>Oct. 19          Dec. 5          Feb. 6          March 13          May 8</p>		<p>May 8</p>





<p>Students and teachers will participate in <i>One Book, One School</i>, reading the novel <i>Wonder</i>, in order to raise awareness and understanding of bullying, acceptance, kindness while reinforcing literacy skills so that we build a community of independent readers.</p>	<p>Leadership Team  Julia Dawson  Leslie Smith-Moore</p>	<ul style="list-style-type: none"> <li>• SAMS Wonder Weebly</li> <li>• David Bare (Randolph Public Library)</li> <li>• List of Community organizations and Churches</li> </ul>	<p>Julia Dawson  Leslie Smith-Moore  Kim Hoffman  Barry Barber</p>	<ul style="list-style-type: none"> <li>• SAMS Wonder Weebly</li> <li>• Student, Parent, Teacher Survey Results</li> <li>• Attendance at PTO Public Library night</li> </ul>	<p>Sept. 10 Sept. 25 Oct. 6</p>		<p>October 6</p>
<p>Promote a culture of reading by organizing reading challenges and celebrating students and staff for their success in literacy so that students improve their proficiency in reading.</p>	<p>Leadership Team  Keri Hill  Cortney Mere  Bethany Adams</p>	<ul style="list-style-type: none"> <li>• Literacy Coach</li> <li>• 40 Book Challenge resources</li> <li>• Enabling Text List</li> </ul>	<p>Leadership Team  Keri Hill  Cortney Mere  Bethany Adams</p>	<ul style="list-style-type: none"> <li>• 80% of 6<sup>th</sup> Grade students will meet their 40 Book challenge goal</li> <li>• Successful implementation and completion of Reading Logs</li> <li>• Media Center circulation statistics</li> <li>• SRI data</li> </ul>	<p>Oct. 19 Dec. 5 Feb. 6 March 13 May 8</p>		<p>May 8</p>



Conduct regular Co-teaching training every 6 weeks so that Regular Educations, EC, and ESL teacher become more effective at implementing the 6 models of Co-Teaching.	Administrative Team  Dubraska Stines  Pam Johnson	<ul style="list-style-type: none"><li>• Co- Teaching resources accumulated by Dubraska Stines</li><li>• Murawski, W., W., (2008) Five Keys to Co-Teaching in Inclusive Classrooms</li></ul>		<ul style="list-style-type: none"><li>• Co-Teaching Self-Assessment and self-evaluation logs</li><li>• Administrative walkthroughs</li></ul>	Aug. 20 Oct. 16 Dec. 19 Feb. 17 April 13 May 26		May 26
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**Strategic Objectives:**

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

**Strategic Focus/Foci:**

- ★ Implement response to instruction
- ★ Problem-based learning
- ★ Expand learning opportunities before and after school and summer while removing barriers for student participation
- ★ Professional and leadership development

**Current Level of Performance:**

2013-2014 EOG scores show that the following percentages of students scored at level one in math.

- 39.3% of sixth graders
- 45.0% of seventh graders
- 29.6% of 8<sup>th</sup> graders
- 37.9% of all students.

2013-2014 EVAAS data show;

6<sup>th</sup> Grade Met Growth but had -1.8 NCE Gain

7<sup>th</sup> Grade Met growth with a -.3 NCE Gain

8<sup>th</sup> Grade Math Exceeded Growth with a 6.0 NCE Gain

READY Performance composite for all grade levels was 33.8% in Math.

**Annual Goal 2:**

As a school, 85% of our students scoring at level 1 on the 2013-2014 will exceed expected growth in math in 2014-2015.



Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
Leadership team will conduct instructional rounds to identify problems of practice so that effective solutions can be implemented to improve student and teacher performance.	Leadership Team	<ul style="list-style-type: none"> <li>Nathan Craver instructs leadership team on instructional rounds.</li> <li>Team will design an instructional round schedule</li> </ul>	Nathan Craver Nikki Domally Kathy Rogers	<ul style="list-style-type: none"> <li>Instructional Round schedule</li> <li>Feedback document shared and conclusions shared with staff.</li> <li>Walkthrough data with specific commentary on desired areas of improvement.</li> <li>Common assessment data</li> <li>EOG scores</li> </ul>	Oct. 10 Dec. 19 Feb. 16 April 16 May 22		Training complete by October 10  May 22
Implement project based and problem based learning so that teachers and students acquire a better understanding of the investigative learning process.	Betsy Hammond Barry Barber Lee Wright	<ul style="list-style-type: none"> <li>Buck Institute Resources</li> <li>Connected Math Resources</li> <li>School level PD by the district instructional team and other experts</li> </ul>	Betsy Hammond Barry Barber Lee Wright	<ul style="list-style-type: none"> <li>Unit and Lesson plans that incorporate Investigative learning.</li> <li>Classroom walkthroughs</li> </ul>	Oct. 10 Dec. 19 Feb. 16 April 16 May 22		May 22



<p>Math teachers will provide targeted interventions across all grade levels during 5<sup>th</sup> period so that students have the opportunity to master skills and content that proved to be areas of weakness on classroom assessments and/or district benchmarks.</p>	<p>Leadership Team</p>	<ul style="list-style-type: none"> <li>• Scholastic Math</li> <li>• IXL</li> <li>• Additional Math remediation resources</li> <li>• Model Schools Conference and <a href="http://www.leaderead.com/">http://www.leaderead.com/</a></li> </ul>	<p>Charlie Lyons</p>	<ul style="list-style-type: none"> <li>• Benchmark scores, particularly improvement on power standards</li> <li>• Common assessment data</li> <li>• EOG scores</li> <li>• EVAAS data</li> </ul>	<p>Oct. 10 Dec. 19 Feb. 16 April 16 May 22</p>		<p>May 22</p>
<p>Increase before school and afterschool tutoring activities so that students have multiple opportunities for additional support in filling gaps while mastering grade level standards.</p>	<p>Leadership Team Nathan Craver</p>	<ul style="list-style-type: none"> <li>• AHS National Honors Society</li> <li>• After school bus route by January 20<sup>th</sup></li> <li>• Math Teacher tutoring rotation</li> <li>• ASAP Remediation resources</li> </ul>	<p>Jeff Melberger Tammy Myers Casey Carter Julia Dawson</p>	<ul style="list-style-type: none"> <li>• Tutoring Rosters from Wednesday and Thursday before and after school session</li> <li>• Math Family Game nights</li> </ul>	<p>Oct. 10 Dec. 19 Feb. 16 April 16 May 22</p>		<p>May 22</p>
<p>Conduct regular Co-teaching training every 6 weeks so that Regular Educations, EC, and ESL teacher become more effective at implementing the 6 models of Co-Teaching.</p>	<p>Administrative Team Dubraska Stines Pam Johnson</p>	<ul style="list-style-type: none"> <li>• Co- Teaching resources accumulated by Dubraska Stines</li> <li>• Murawski, W., W., (2008) Five Keys to Co-Teaching in Inclusive Classrooms</li> </ul>		<ul style="list-style-type: none"> <li>• Co-Teaching Self-Assessment and self-evaluation logs</li> <li>• Administrative walkthroughs</li> </ul>	<p>Aug. 20 Oct. 16 Dec. 19 Feb. 17 April 13 May 26</p>		<p>May 26</p>



**Strategic Objectives:**

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

**Strategic Focus/Foci:**

- ★ Increase opportunities for acceleration, especially in middle schools
- ★ Expand learning opportunities before and after school
- ★ 21st Century skills: 4 Cs - Communication, Collaboration, Critical thinking and problem solving, Creativity
- ★ \*Problem-based learning

**Current Level of Performance:**

EVAAS data shows that 8<sup>th</sup> Grade Science students did not meet growth the last three consecutive years ( 11-12, 12-13, or 13-14).  
 READY composite score for science is 55.3%  
 Goal Summaries for 8<sup>th</sup> Grade science s are 9-14% below State average.

**Annual Goal 3:**  
 Increase the number of Career and College Ready students by 12 percentage points in 8<sup>th</sup> Grade Science.

Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
Utilize professional development on instructional rounds for leadership team and participate in one instructional round per goal so that teachers can analyze instructional practices and strategies.	Leadership Team	<ul style="list-style-type: none"> <li>• Nathan Craver instructs leadership team on instructional rounds.</li> <li>• Team will design an instructional round schedule</li> </ul>	Nathan Craver.  Nikki Domally  Kathy Rogers	<ul style="list-style-type: none"> <li>• Instructional Round schedule</li> <li>• Sign in for PD</li> <li>• Feedback document shared and conclusions shared with staff.</li> <li>• Next steps for improvement shared with staff</li> </ul>	Oct.10 Dec. 19 Feb. 16 April 16 May 22		Training complete by October 10  May 22



Continue to employ AVID while building the capacity of new and beginning teachers in those areas, so that instruction is rooted in research-based best practices.	AVID Site Team	<ul style="list-style-type: none"> <li>• WICOR Resources</li> <li>• Interactive Notebooks</li> <li>• Cornell notes</li> <li>• Tutorials</li> </ul>	Kerri Lamb AVID Site Team	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• 5<sup>th</sup> Period Google Doc</li> <li>• Administrative walkthroughs</li> <li>• Leadership team Instructional rounds</li> </ul>	Oct. 10 Dec. 19 Feb. 16 April 16 May 22		May 22
Teachers will participate in the picture on the wall activity to raise awareness for the students who slip through the cracks so that ALL these students are given the resources that they need to be successful.	Teacher Leadership Academy	<ul style="list-style-type: none"> <li>• <i>Through the Cracks.</i> Carolyn Sollman</li> </ul>	Tammy Myers Casey Carter Glenn Fleming	<ul style="list-style-type: none"> <li>• Teacher survey after activity is completed</li> </ul>	Dec.9		Dec. 9



**PBIS School Action Plan**

<b>Task</b>	<b>Who</b>	<b>When</b>	<b>Completion Date</b>
PBIS team at each school schedules monthly meetings and maintains a PBIS notebook or electronic folder with meeting agendas, minutes, and documentation of team activities.	In-School Coach/PBIS team leader, principal or assistant principal, State PBIS Consultant, Connected Schools Consultant	Monthly through the 2014-2015 school year.	June 15th, 2014
School team representatives will attend District level bi-annual PBIS meetings. Team will attend Connected Schools PD as needed	In-School Coach/PBIS team leader, principal or assistant principal, State PBIS Consultant, Connected Schools Consultant	One training session in the fall and one meeting in the spring. Consultant visits at least twice a semester	June 15th, 2015
Each PBIS team at the school level will complete an Implementation Inventory and submit to the central office.	In-School Coach/PBIS team leader, principal or assistant principal, State PBIS Consultant, Connected Schools Consultant	By October 31, 2014	October 13, 2014
Each PBIS team at the school level will complete the School Evaluation Tool and score 90% or higher. Will reach Exemplar Status according to NC PBIS criteria	In-School Coach/PBIS team leader, principal or assistant principal, State PBIS Consultant, Connected Schools Consultant	By June 1, 2015	June 15th, 2015
Utilize PBIS Data instrument to target discipline disproportionality amongst various demographic groups	In-School Coach/PBIS team leader, principal or assistant principal, State PBIS Consultant, Connected Schools Consultant	Monthly PBIS Meetings	July 10, 2015





### Compliance Statements

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



## Parent

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

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

*ESEA Provision (Sec. 9191(23))*

### 6 Types of Parent Involvement

<p><b>1. Parenting:</b> Assist families in understanding child and adolescent development, and in setting home conditions that support children as student at each age and grade level. Assist schools in understanding families.</p>	<ul style="list-style-type: none"> <li>• Staff training on family issues such as poverty, homelessness, language barriers, and social/emotional development for gifted students for teachers to better understand student’s needs.</li> <li>• FAN Nights, Explore, AVID, ELL parent nights</li> <li>• Initiate student-led conferences</li> </ul>
<p><b>2. Communicating:</b> Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.</p>	<ul style="list-style-type: none"> <li>• Alert Now Weekly and Bi-weekly Newsletter</li> <li>• EduVision Podcast and videos</li> <li>• Report Card Pick-Up Nights</li> <li>• Progress Reports</li> <li>• HomeBase parent modules</li> <li>• Open Houses</li> <li>• Parent/Student/Teacher Conferences</li> <li>• Homevisits</li> </ul>
<p><b>3. Volunteering:</b> Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.</p>	<ul style="list-style-type: none"> <li>• PTO – dances, fundraiser, book fair, tutors, picture day volunteers.</li> <li>• Office volunteers</li> <li>• Volunteer Forms</li> <li>• Field Trip Chaperones</li> <li>• Athlete concession volunteers</li> <li>• Parent Audiences for academic competitions</li> <li>• Watch DOG male mentorship Program</li> </ul>



<p><b>4. Learning at Home:</b> Involve families with their children in learning activities at home, including homework, other curriculum-related activities, and individual course and program decisions.</p>	<ul style="list-style-type: none"><li>• Destiny – e-books</li><li>• NCWise Owl databases</li><li>• World Book on-line</li><li>• ELL parent community resources</li><li>• ELL Parent Academy – weekly</li><li>• Disseminating newspapers donated from Courier Tribune to every student on Thursday</li><li>• Connect Math On-Line</li><li>• Edmodo</li><li>• Read 180 at-home access</li><li>• Partnership with Public Library and PTO on Literacy nights</li><li>• Enrichment through virtual resources</li><li>• Math Parent Nights and consistent communication with parents about math skills to be taught at home.</li><li>• Send home ACS Informative text and literature book marks</li></ul>
<p><b>5. Decision-Making:</b> Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.</p>	<ul style="list-style-type: none"><li>• PTO</li><li>• Leadership Parent member from each demographic group</li><li>• Annual Parent Survey</li></ul>
<p><b>6. Parenting:</b> Assist families in understanding child and adolescent development, and in setting home conditions that support children as student at each age and grade level. Assist schools in understanding families.</p>	<ul style="list-style-type: none"><li>• Staff training on family issues such as poverty, homelessness, language barriers, and social/emotional development for gifted students for teachers to better understand student's needs.</li><li>• FAN Nights, Explore, AVID, ELL parent nights</li><li>• Initiate student-led conferences</li></ul>



## Intervention

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



## Waiver Request

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



## Leadership Team Members

Nam	Signatur	Rol
Charlie P. Lyons		Principal
Nikki Domally		Assistant Principal
Jacqueline Trinkley		Parent Representative
Monette Brady		Parent Representative
Angela McLelland		Office Support Representative
Kathleen Lackey		Exploratory Representative
Tamara Myers		EC Representative
Keri Hill/Corey Masterson		6 <sup>th</sup> Grade Representative
Glenn Fleming		7 <sup>th</sup> Grade Representative
David McElroy		8 <sup>th</sup> Grade Representative
Jeff Melberger		School Social Worker
Barry Barber		Technology Representative
Julia Dawson		Media and Literacy Representative
Megan Smith		AIG Representative



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

Academically speaking, South Asheboro Middle School making significant gains in improving achievement. SAMS Growth Composite has improved dramatically from -11.47 (not meeting growth) in 2013 to +.69 in 2014 (meeting growth). However, the goals of our school improvement plan reflect areas still needing improvement. Overall proficiency and Career and College Ready numbers are still below desired levels.

Our 2013-2014 EOG data indicates that the following percentages of students are not College & Career ready in English Language Arts as defined by NCDPI.

- 65.2% of sixth graders
- 62.7% of seventh graders
- 66.7% of 8<sup>th</sup> graders

There continues to be a clear need to continue with our literacy strategies as we expand the influence of AVID and ExC-ELL, school-wide, that will foster improvements in writing, inquiry, organizational skills, vocabulary, and reading.

Our 2013-2014 EOG data indicates that the following percentages of students are not College & Career ready in Math as defined by NCDPI.

- 39.3% of sixth graders
- 45.0% of seventh graders
- 29.6% of 8<sup>th</sup> graders
- 37.9% of all students.

SAMS teachers are participating in co-teaching training as well as collaborative common planning sessions to identify, propose, and implement effective solutions to teaching strategies. Math teachers are also working towards improving achievement through remediation and enrichment programs.

Growth has not been met in 8th grade Science during 2011-2012, 2012-2013, or 2013-2014. Goal Summaries for 8th grade sciences are consistently 9-14% below State average.

### **Other Relevant Information**

- SAMS Free and Reduced numbers have increased from 50% in 2008 to over 65% in 2013.
- SAMS Suspension and Referral Rate is significantly lower than state and district averages.
- 2014 Teacher Working Conditions Survey gave ample evidence of high staff morale. Results from survey were 10-15 percent higher than State average in almost every category.



## Appendix 2: School Profile

<b>Historical Ethnicity Information</b> (% of population on 20 <sup>th</sup> day)	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Black	17.0	17.4	16.8	15.7	15.9
Asian	1.6	1.4	0.7	1.1	1.4
White	52.1	51.9	52.1	48.4	46.9
Hispanic	23.8	23.0	25.3	29.1	30.7
American Indian	0.0	0.0	0.2	0.6	0.2
2+ Races	5.6	6.27	5.0	3.9	5.0
<b>Total Population</b>	<b>572</b>	<b>574</b>	<b>601</b>	<b>642</b>	<b>665</b>

<b>Historical Population</b> (% of Population)	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
Exceptional Children	14.0		14.5	12.1	14.3
AIG	18.4		22.1	16.5	17.4
Limited English Proficient	6.1		10	8.4	8.7
Total Free/Reduced Lunch	50.7		58.9	59.5	63.6

<b>Student Attendance Data</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
Average Daily Attendance	96.0	95.6	96.2	95.9	95.8
Mobility (starting 2012-13)				12.5	12.2

<b>Staffing Summary</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
Teachers "highly qualified" (classes taught)	100	100	100	100	
Teachers with advanced degrees	25%	20%	28%	27%	
Teachers with NBPTS Certification	9	14	10	6	
Teachers trained as mentors	18	16	14		
Teacher Turnover Rate	24%	10%	12%	24%	37%





### Appendix 3: Student Performance Results

Promotion Rates	2009-10	2010-11	2011-12	2012-13	2013-14
Grade 6	100	100	100	100	100
Grade 7	100	99.46	100	100	100
Grade 8	100	100	99.83	100	99.5

Grade Level Proficiency in Mathematics	2009-10	2010-11	2011-12	2012-13*	2013-14**
Grade 6 (EOG)	77.7	84.5	80.8	20.6	38.7
Grade 7 (EOG)	70.7	76.9	72.8	30.5	25.3
Grade 8 (EOG)	81.8	80.5	85.3	20.5	38.2

Grade Level Proficiency in Reading	2009-10	2010-11	2011-12	2012-13	2013-14
Grade 6 (EOG)	65.66	73.8	74.5	37.7	44.6
Grade 7 (EOG)	61.5	63.8	57.5	41.0	45.2
Grade 8 (EOG)	68.6	62.4	62.8	31.0	40.1

Grade Level Proficiency in Science	2009-10	2010-11	2011-12	2012-13	2013-14
Grade 8 (EOG)	71.1	63	67.4	39.0	55.8

Course Proficiency	2009-10	2010-11	2011-12	2012-13	2013-14
Integrated Math I	95.0			42.9	76.6

\* Ready Assessments introduced  
 \*\*New proficiency levels (3, 4, and 5)



\* Ready Assessments introduced \*\*New proficiency levels (3, 4, and 5)

EOG Math Proficiency by Subgroup	Grade 6			Grade 7			Grade 8		
	2011-12	2012-13*	2013-14**	2011-12	2012-13*	2013-14**	2011-12	2012-13*	2013-14**
All	80.8	20.6	38.7	72.8	30.5	25.3	85.3	20.5	38.2
American Indian	*	*	*	*	*	*		*	*
Asian	*	*	*	*	80.0	*	*	*	*
Black	65.4	7.1	11.8	58.3	16.7	9.7	80.0	7.9	15.2
Hispanic	82.4	14.1	30.5	75.9	23.2	20.9	84.4	14.0	37.7
2+ Races	72.7	12.5	18.2	61.5	10.0	22.2	>95	27.3	16.7
White	86.3	27.7	55.7	81.8	37.6	32.1	90.9	28.7	46.9
Male	77.7	28.0	33.7	70.7	29.9	32.4	88.2	18.5	35.0
Female	87.5	13.5	42.9	78.1	31.2	19.1	86.8	22.2	42.6
AIG	>95	78.1	94.1	>95	90.9	87.5	>95	63.6	>95
EC	60.7	14.3	10.7	51.9	<5	7.4	88.9	<5	<5
Non-EC	85.6	21.3	43.2	78.2	34.2	27.8	87.3	22.7	42.7
LEP	72.2	13.0	<5	47.6	9.5	10.5	66.7	<5	10.5
Non-LEP	83.2	21.5	42.6	77.8	32.8	26.7	90.2	22.4	40.9
F/R Lunch	76.9	8.9	28.4	64.9	23.1	16.8	85.2	10.9	27.8
Non-F/R Lunch	91.0	38.8	61.8	93.1	43.4	38.2	90.8	37.5	54.7

Math Achievement Gaps	Grade 6			Grade 7			Grade 8		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Black (to White)	-20.9	-20.6	-43.9	-23.5	-21.0	-20.9	-10.9	-20.8	-31.7
Hispanic (to White)	-3.9	-13.6	-25.2	-5.9	-14.4	-11.2	-6.5	-14.7	-9.2
EC (to non-EC)	-24.9	-7.0	-32.5	-26.3	-29.2	-20.4	+1.6	-17.7	-37.7
LEP (to non-LEP)	-11.0	-8.5	-37.6	-30.2	-23.3	-16.2	-23.5	-17.4	-30.4
FRL (to non-FRL)	-24.1	-29.9	-33.4	-28.2	-20.2	-21.4	-5.6	-26.6	-26.9

Scale Scores Means	Grade 6			Grade 7			Grade 8		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Math	346.2	447.0	447.9	345.8	447.8	445.4	348.1	447.1	449.4



\* Ready Assessments introduced \*\*New proficiency levels (3, 4, and 5)

EOG Reading Proficiency by Subgroup	Grade 6			Grade 7			Grade 8		
	2011-12	2012-13*	2013-14**	2011-12	2012-13*	2013-14**	2011-12	2012-13*	2013-14**
All	80.8	37.7	44.6	57.5	41.0	45.2	62.8	31.0	40.1
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	80.0	*	*	*	*
Black	61.5	14.3	32.4	38.9	6.7	19.4	43.3	18.4	30.3
Hispanic	66.7	21.9	27.1	53.4	28.6	34.3	51.1	15.8	24.6
2+ Races	54.5	37.5	45.5	53.8	30.0	22.2	57.1	9.1	33.3
White	73.0	54.5	59.8	73.0	56.0	60.4	75.8	47.9	49.6
Male	67.0	38.0	40.2	53.8	36.8	48.0	63.4	25.0	33.3
Female	83.3	37.5	48.2	65.8	46.2	42.6	62.2	36.1	48.9
AIG	>95	78.1	91.2	>95	93.2	90.6	>95	70.5	92.9
EC	39.3	14.3	14.3	44.4	<5	7.4	33.3	<5	<5
Non-EC	80.0	40.4	49.4	62.8	46.2	50.6	67.9	34.7	44.9
LEP	50.0	13.0	9.5	19.0	<5	10.5	14.3	5.9	5.3
Non-LEP	76.8	40.9	48.6	65.1	45.0	48.5	69.1	33.3	43.4
F/R Lunch	66.9	24.2	34.0	48.5	30.6	33.6	53.3	19.5	26.3
Non-F/R Lunch	87.2	58.8	68.3	82.2	59.2	62.9	76.3	51.4	62.0

Reading Achievement Gaps	Grade 6			Grade 7			Grade 8		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Black (to White)	-11.5	-40.2	-27.2	-34.1	-49.4	-41.0	-32.5	-29.5	-19.3
Hispanic (to White)	-6.3	-32.6	-32.7	-19.6	-27.4	-26.1	-24.7	-32.1	-25.0
EC (to non-EC)	-40.7	-26.1	-35.1	-18.4	-41.2	-43.2	-34.6	-29.7	-39.9
LEP (to non-LEP)	-26.8	-27.9	-39.1	-46.1	-40.0	-38.0	-54.8	-27.4	-38.1
FRL (to non-FRL)	-20.3	-34.6	-34.3	-33.7	-28.6	-29.3	-23.0	-31.9	-35.7

Scale Score Means	Grade 6			Grade 7			Grade 8		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Reading	344.9	451.0	448.9	345.3	453.7	452.9	347.4	455.4	454.6

\* Ready Assessments introduced \*\*New proficiency levels (3, 4, and 5)





EOG/EOC Proficiency by Subgroup	Science Grade 8 EOG			Math 1 EOC		
	2011-12	2012-13*	2013-14**	2011-12	2012-13*	2013-14**
All	67.4	39.0	55.8		42.9	76.6
American Indian	*	*	*		*	*
Asian	*	*	*		*	*
Black	46.7	26.3	33.3		16.7	63.6
Hispanic	60.0	21.1	41.0		30.0	73.1
2+ Races	71.4	36.4	33.3		40.0	*
White	77.8	55.3	69.9		53.7	81.3
Male	71.0	40.2	55.3		42.5	79.2
Female	63.7	38.0	56.4		43.1	74.1
AIG	>95	84.1	>95		75.0	>95
EC	55.6	<5	15.4		*	*
Non-EC	69.4	43.8	61.3		42.9	76.6
LEP	33.3	5.9	21.1		*	*
Non-LEP	71.8	42.1	59.1		42.9	76.6
F/R Lunch	61.1	5.9	47.4		24.4	74.5
Non-F/R Lunch	76.3	42.1	69.1		58.0	78.5

Achievement Gaps	Science Grade 8 EOG			Math 1 EOC		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Black (to White)	-31.1	-29.0	-36.6		-30.7	-17.7
Hispanic (to White)	-17.8	-34.2	-28.9		-10.0	-7.2
EC (to non-EC)	-13.9	-38.8	-45.9		*	*
LEP (to non-LEP)	-38.5	-36.2	-38.0		*	*
FRL (to non-FRL)	-15.2	-36.2	-21.7		-33.6	-4.0

Scale Score Means	Science Grade 8 EOG			Math 1 EOC		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
			245.9			



<b>AYP Targets/*AMOs Met</b>	<b>Met</b>	<b>Total</b>	<b>Percent Met</b>	<b>Targets Missed</b>
2009-10	29	29	100%	
2010-11	23	29	79.3%	Reading – Black, Hispanic, LEP Math – All, Hispanic, LEP
2011-12*	22	29	75.9%	Reading – All, Black, White, ED, SWD Math – All, White
2012-13*	21	29	72.4%	Reading – All, Black, Hispanic Math – All, Black, Hispanic, White, ED
2013-14*	30	48	62.5%	Reading – All, Black, Hispanic, White, EDS, SWD, & AIG Math – All, Black, Hispanic, White, EDS, LEP & SWD Science – All, Hispanic, White & EDS



## Appendix 4: Other Data Sources

### Teacher Survey

<b>Three or more areas of strength</b>	<ol style="list-style-type: none"> <li>1. Teachers are relied upon to make decisions about educational decisions. (up 16 points from 2012, 16 points above state average)</li> <li>2. The non-instructional time provided for the teachers in my school is sufficient. (32 points above state average, up 33.6 points from 2012)</li> <li>3. The school leadership consistently supports teachers. (up 18.2 points from 2012, 15 points above state average)</li> </ol>
<b>Three or more areas of possible improvement</b>	<ol style="list-style-type: none"> <li>1. Managing student conduct (still 9 points above state average, but down 6 points from 2012)</li> <li>2. Teachers have sufficient access to appropriate instructional materials. (down 7 points from 2012, 16 points above state average)</li> </ol>
<b>Two significant findings</b>	<ol style="list-style-type: none"> <li>1. Overall significantly higher than state average in every category.</li> <li>2. Overall teachers seem to feel supported and valued as professionals.</li> </ol>

### Student Survey

<b>Three or more areas of strength</b>	<ol style="list-style-type: none"> <li>1. Students feel like their teachers believe they can be successful.</li> <li>2. Students feel respected by staff.</li> <li>3. Teachers are a positive role model.</li> <li>4. Graduation from high school is the goal of 94% of our students.</li> </ol>
<b>Three or more areas of possible improvement</b>	<ol style="list-style-type: none"> <li>1. Safety and supervision in bathrooms and locker room</li> <li>2. Teachers care about students as an individual.</li> <li>3. Teachers at my school respect students.</li> </ol>
<b>Two significant findings</b>	<ol style="list-style-type: none"> <li>1. There is an overall need for improvement around the concept of respect and connection.</li> <li>2. Students understand the teacher role in preparing them for their teacher. They also appreciate the learning opportunities.</li> </ol>

### Parent Survey

<b>Three or more areas of strength</b>	1.
<b>Three or more areas of possible improvement</b>	1.
<b>Two significant findings</b>	1. Not enough adequate data to draw conclusions.



# Asheboro High School

## 2014-2015 Continuous Improvement Plan

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<b>Staff Approval</b>	<b>Date of Secret Ballot</b>	<b>Results For</b>	<b>Results Against</b>
	10-6-2014	63	4

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

Approved by Superintendent of Schools:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Approved by Board of Education:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date





<b>Our School's Vision</b>	We will be a school of excellence where students are honored, learning is valued, and our partnership with the entire community is dedicated to the success for all.
<b>Our School's Mission</b>	We are committed to providing students with opportunities that will enable them to become confident, self-directed, life-long learners and productive 21 <sup>st</sup> century global citizens.
<b>Core Beliefs</b>	<p>To lead us toward our vision and mission, our school community shares the following core beliefs:</p> <ul style="list-style-type: none"><li>• Student learning is the chief priority for the school.</li><li>• A safe and physically comfortable environment promotes student learning.</li><li>• Each student is a valued individual with unique physical, social, emotional, and intellectual needs.</li><li>• Exceptional students (e. g., special education, limited English proficiency, gifted and talented, etc.) require special services and resources.</li><li>• Positive relationships and mutual respect among and between students and staff enhance a student's self-esteem.</li><li>• Students learn in different ways and should be provided with a variety of instructional approaches to support their learning.</li><li>• Students need to apply their learning in meaningful contexts.</li><li>• Students need to not only demonstrate their understanding of essential knowledge and skills, but also need to be actively involved in solving problems and producing quality work.</li><li>• Teachers, administrators, parents, and the community share responsibility for advancing the school's mission.</li><li>• The commitment to continuous improvement is imperative if our school is to enable students to become confident, productive, self-directed, lifelong learners</li></ul>



**Strategic Objectives:**

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

**Strategic Focus/Foci:**

- ★ Goal 1: Engage each Student
- ★ Goal 3: Improve Achievement

**Current Level of Performance:**

2012-2013 graduation rate was 86.4%  
 2013-2014 graduation rate was 86.1%

**Annual Goal 1:**  
 To facilitate raising the graduation rate at Asheboro High School from 86.1% in 2013-2014 to 90% in 2015-2016.

Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
Re-administer Student Interest Survey so that the School Improvement Team can continue to gather data and make informed strategic decisions on increasing the extra-curricular and co-curricular involvement by our students	John Eggleston Steve Luck Chris Watson Lisa Cheek Lisa Robertson Ben Heckethorn Jonathan Dillion	Dr. Maerz Google Survey Time in Homeroom	Lisa Cheek Ben Heckethorn	<ul style="list-style-type: none"> <li>• Survey Results</li> <li>• Extracurricular Involvement</li> <li>• Extracurricular Interest</li> </ul>	1/2015	5/2015  Administered 10/14 Results as provided	Re-administer Student Interest Survey so that the School Improvement Team can continue to gather data and make informed strategic decisions on increasing the extra-curricular and co-curricular involvement by our students



<p>Increase the extracurricular and co-curricular opportunities for students in order to increase student involvement so that 10% more of our students are involved in some form of extra-curricular or co-curricular activity at Asheboro High School during the 2014-2015 school year.</p>	<p>John Eggleston          Chris Watson          Lisa Cheek          Laura Holland</p>	<p>Transportation Club Director          Student Interest Survey (Materials as needed)          List of Clubs/#s          PowerSchool Activities          Explore grant opportunities</p>	<p>Laura Holland</p>	<ul style="list-style-type: none"> <li>Based on survey results, develop more extracurricular activities that students are interested in.</li> <li>Advertise extracurricular activities through club fairs</li> <li>Gather extracurricular activity participation data at beginning of year and end of year.</li> </ul>	<p>10/2014</p>	<p>6/2015           2-3 clubs have been added</p>	
<p>Require 100% percent of teachers to attend at least one event outside of normal school hours so that they can make contact with students, student participants, and/or parents/guardians. Teachers will attempt to connect with low-performing students.</p>	<p>John Eggleston          Steve Luck          Chris Watson          Lisa Cheek          Lisa Robertson          Ben Heckethorn          Jonathan Dillion</p>	<p>contact log/survey          Google form          Steve Luck          Phil Homiller          Incentive/Reward for academic and/or attendance performance by attending specific events that are normally paid for by the students.</p>	<p>Administrator          Steve Luck          Phil Homiller</p>	<ul style="list-style-type: none"> <li>Completed Google form (contact log/survey)</li> <li>Completion of PDP Goal</li> </ul>	<p>1/2015</p>	<p>5/2015           Added to PDP and many have made concerted efforts to attend extracurricular events.</p>	
<p>Pilot a Foundations of Math class during fall 2014 so that random students in the bottom 8 percentile of the 8<sup>th</sup> grade Math EOG will have a stronger foundation to be successful/proficient in Math I during the Spring of 2015.</p>	<p>Beckwith          Crooks          LaClair</p>	<p>EOG Data          EVAAS data</p>	<p>Beckwith</p>	<ul style="list-style-type: none"> <li>Benchmark data</li> <li>Student growth in Foundations of Math Course</li> <li>Student Growth and proficiency in Math I</li> </ul>	<p>10/31/14,          1/22/15</p>	<p>3/31/15,          6/10/15           In Progress</p>	



Students and teachers will engage in the 8 math practices so that they will be engaged in math, thus increasing student math skills	Math I teachers, Crooks	Craver Hammonds PBL training Core Plus training	Crooks	<ul style="list-style-type: none"> <li>• Unit plans and lesson plans that reflect the 8 math practices</li> <li>• Incorporating investigations</li> <li>• Incorporating PBL activities</li> <li>• Incorporating high demand tasks</li> </ul>	1/15	6/15  PBL/High Demand task training  Identified PD needs	
Develop a Math I data literacy team to progress monitor student Math I growth and proficiency so that teachers can make data driven decisions regarding pacing and instruction	Crooks Math I Hammond	Bio PLC Maerz Crooks PTEC Training	Crooks	<ul style="list-style-type: none"> <li>• Develop a data wall tracking student growth and development</li> <li>• Develop a google data tracking form</li> </ul>	10/14 3/15	1/15 6/15  Developed through Math I PLC (meets 1-2 a week)	



**Strategic Objectives:**

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

**Strategic Focus/Foci:**

- ★ Goal 3: Improve Achievement
- ★ Goal 2: Assess for Learning

**Current Level of Performance:**

African American to White Achievement Gap

- Biology 32.3%
- Math I 26%
- English II 32.5%

Hispanic to White Achievement Gap

- Biology 16.3%
- Math I 12.5%
- English II 21.7%

**Annual Goal 2:**

Due to historical gaps in achievement as indicated by levels of performance, we will reduce achievement gap on EOC tests by accelerating growth in Black and Hispanic subgroups. The Black subgroup achievement gap will reduce in Biology from 32.3% to 27.3%, and the Hispanic subgroup achievement gap will reduce in Biology from 16.3% to 11.3%. The Black subgroup achievement gap will reduce in Math I from 26% to 20%, and the Hispanic subgroup achievement gap will reduce in Math I from 12.5% to 10%. The Black subgroup achievement will reduce in English II from 32.5% to 28%, and the Hispanic subgroup achievement gap will reduce in English II from 21.7% to 17%.



Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
PLC's will analyze and report performance data, disaggregating subgroups, so that a list is generated of non-proficient students within each subgroup.	All teachers	<ul style="list-style-type: none"> <li>• Performance Data</li> <li>• PD to disaggregate data</li> <li>• EVAAS</li> <li>• Biology PLC's</li> <li>• PEPs</li> <li>• Google doc for tracking student performance</li> </ul>	Dr. Crooks and School Leadership Team member	<ul style="list-style-type: none"> <li>• Data template to be completed by PLC as a google form to be completed and shared with Dr. Crooks and Department Chair.</li> <li>• PLC minutes reflect the data conversation happening each week.</li> <li>• PEPs</li> </ul>	Report at each school leadership team meeting	First report by September 15  In progress. Awaiting EVAAS update.  Need for greater PD	
PLCs will identify, interpret, act, evaluate and re-interpret best practices for serving non-proficient students, so that students are provided quality remediation and re-teaching within the classroom.	All Teachers	<ul style="list-style-type: none"> <li>• Professional Development: PLC's, instructional strategies, data analysis</li> <li>• Potentially peer observation, self-study and walk through protocols</li> </ul>	Department Chairs	<ul style="list-style-type: none"> <li>• Data to be reported during PLC time and reflected in the notes</li> <li>• Each PLC will chose an instructional strategy to collect data (Action research)</li> <li>• Formative assessments</li> <li>• Common Assessment Documentation Form as necessary</li> <li>• Peer Observations</li> <li>• Self Study</li> <li>• Walk Through</li> <li>• PEPs</li> </ul>	Report every quarter:  Nov. 5 Feb. 4 April 1 May 6	January 16 June 10  Weekly minutes	



<p>PLC's will create and utilize common assessments and analyze common assessment data so that student progress of identified at-risk students can be evaluated regularly and teachers can respond with re-teaching and strategic instructional interventions.</p>	<p>All Teachers</p>	<ul style="list-style-type: none"> <li>• District Professional Development with CO personnel</li> </ul>	<p>Department Chairs</p>	<ul style="list-style-type: none"> <li>• On-going Unit Plans and lesson plans</li> <li>• Differentiation of plans</li> <li>• Data to be reported during PLC time and reflected in the notes</li> <li>• Common assessments</li> <li>• Common Assessment Documentation Form</li> <li>• Data template to be completed by PLC as a google form to be completed and shared with Dr. Crooks and Department Chair. (Should this be a google doc or word template?)</li> <li>• PLC minutes reflect the data conversation happening each week</li> <li>• PEPs</li> </ul>	<p>Report every quarter:           Nov. 5          Feb. 4          April 1          May 6</p>	<p>January 16          June 10</p>	
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<p>PLCs will analyze evidence of student learning generated through common assessment data so that students will participate in interventions or enrichment, as appropriate.</p>	<p>All Teachers</p>	<ul style="list-style-type: none"> <li>• District Professional Development with CO personnel</li> </ul>	<p>Department Chairs</p>	<ul style="list-style-type: none"> <li>• On-going Unit Plans and lesson plans</li> <li>• Differentiation of plans</li> <li>• Data to be reported during PLC time and reflected in the notes</li> <li>• Common assessments</li> <li>• Common Assessment Documentation Form</li> <li>• Data template to be completed by PLC as a google form to be completed and shared with Dr. Crooks and Department Chair. (Should this be a google doc or word template?)</li> <li>• PLC minutes reflect the data conversation happening each week</li> <li>• PEPs</li> </ul>	<p>Report every quarter:             Nov. 5            Feb. 4            April 1            May 6</p>	<p>January 16            June 10</p>	
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**Strategic Objectives:**

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

**Strategic Focus/Foci:**

- ★ Goal 3: Improve Achievement
- ★ Goal 1: Engage each student

**Current Level of Performance:**

Average ACT scores for AHS

- 2011-2012 was 17.2
- 2012-2013 was 17.7
- 2013-2014 was 17.5

Average ACT scores for NC

- 2011-2012 was 18.2
- 2012-2013 was 18.4
- 2013-2014 was 18.5

**Annual Goal 3:**  
 Average student performance on the 2014-2015 ACT will increase to 18.5, with average performance also increasing in Math, English, Reading and Science subscores.

Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
Teachers will be prepared to include effective literacy instruction in their classrooms so that students are engaging in close reading strategies with complex texts.	District Lead Literacy Teacher Department Chair	<ul style="list-style-type: none"> <li>• Central Office coaches and staff</li> <li>• Professional development</li> </ul>	Dept. chairs Lead Literacy Teacher	<ul style="list-style-type: none"> <li>• Lesson plans and unit plans</li> <li>• PD roster</li> </ul>	August 27	October 6  School wide close reading PD offered 10/30	
Teachers will implement close reading strategies in classroom instruction, so that students read with a purpose to improve comprehension.	All Teachers	<ul style="list-style-type: none"> <li>• Literacy Lead Teacher</li> <li>• Department Chairs</li> </ul>	All Teachers	<ul style="list-style-type: none"> <li>• Lesson/unit plans with examples of close reading strategies used</li> <li>• PLC minutes</li> <li>• Common Assessments/PBL</li> </ul>	January 7	December 3	



Using standardized testing data, teachers will revise and adapt the close reading strategies that were previously implemented so that teachers can improve their practice.	All Teachers	<ul style="list-style-type: none"> <li>Literacy Lead Teacher</li> <li>Department Chairs</li> </ul>	All Teachers	<ul style="list-style-type: none"> <li>Lesson/unit plans with examples of close reading strategies used</li> <li>PLC minutes</li> <li>Common Assessments/PBL</li> <li>Test Data (EOC, NC Final Exams)</li> </ul>	May 6	May 6	
Students will use daybooks/ interactive notebooks in all Math, Science, English and Social Studies classes during the 2 <sup>nd</sup> semester so that they are actively engaging in the process of writing to learn	Math, Science, English and Social Studies teachers	<ul style="list-style-type: none"> <li>Literacy Lead Teacher</li> <li>Department Chairs</li> </ul>	Math, Science, English and Social Studies teachers	<ul style="list-style-type: none"> <li>Lesson/unit plans</li> <li>samples of daybooks/interactive notebooks</li> <li>PLC minutes</li> </ul>	3/15	6/15	
Students will write occasional papers once a month (starting in October) in all non-Math, Science, English and Social Studies classes so that they are actively engaging in the process of writing to learn.	All non-Math, Science, English and Social Studies teachers	<ul style="list-style-type: none"> <li>Literacy Lead Teacher</li> <li>Department Chairs</li> </ul>	Math, Science, English and Social Studies teachers	<ul style="list-style-type: none"> <li>Lesson/unit plans</li> <li>samples of occasional papers</li> <li>PLC minutes</li> <li></li> </ul>	3/15	6/15	
Teachers will use a content-based Math problem in each unit so that students will engage in authentic math practices	All Teachers	<ul style="list-style-type: none"> <li>STEM Facilitator</li> <li>PD on 10/6 and on 11/5</li> </ul>	All Teachers	<ul style="list-style-type: none"> <li>Lesson/unit plans</li> <li>examples of content-based math problems on Schoolnet</li> <li>PLC minutes</li> </ul>	3/15	6/15	
Juniors will engage in ACT prep activities during Homeroom Meetings so that they will be better prepared for the ACT in March	All Teachers	<ul style="list-style-type: none"> <li>Literacy Lead Teacher</li> <li>STEM facilitator</li> </ul>	All Teachers	<ul style="list-style-type: none"> <li>ACT prep activities</li> </ul>	11/30/2014	2/28/2015  10/21 during homerooms	



### **PBIS School Action Plan**

<b>Task</b>	<b>Who</b>	<b>When</b>	<b>Completion Date</b>
School PBIS team schedules monthly meetings, maintains a PBIS notebook or electronic folder with meeting agendas, minutes, and documentation of team activities.	In-School Coach/PBIS team leader, principal or assistant principal	Monthly through the 2014-2015 school year.	
School team representative will attend District level bi-annual PBIS meetings.	In-School Coach/PBIS team leader, principal or assistant principal	One meeting in the fall and one meeting in the spring	
Each PBIS team at the school level will complete an Implementation Inventory and submit to the Central Office.	In-School Coach/PBIS team leader, principal or assistant principal	By October 1, 2014	



### Compliance Statements

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



## Parent Involvement

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

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

*ESEA Provision (Sec. 9191(23))*

### 6 Types of Parent Involvement

<p><b>1. Parenting:</b> Assist families in understanding child and adolescent development, and in setting home conditions that support children as student at each age and grade level. Assist schools in understanding families.</p>	<ul style="list-style-type: none"> <li>• Encourage increased attendance at Open House</li> <li>• Actively engage parents and students in PEP process</li> <li>• Faculty tour of the community to gain an understanding and appreciation of the diversity of our student demographics</li> </ul>
<p><b>2. Communicating:</b> Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.</p>	<ul style="list-style-type: none"> <li>• Connect 2</li> <li>• EduVision</li> <li>• Parent Assist Module</li> <li>• AHS Website</li> <li>• MOODLE</li> <li>• Open Houses</li> <li>• FAN for rising Freshmen</li> </ul>
<p><b>3. Volunteering:</b> Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.</p>	<ul style="list-style-type: none"> <li>• Office Volunteers</li> <li>• Graduation Project Mentors</li> <li>• CTE Job Shadowing and Internship</li> <li>• Field trips</li> <li>• Class speakers</li> </ul>



<p><b>4. Learning at Home:</b> Involve families with their children in learning activities at home, including homework, other curriculum-related activities, and individual course and program decisions.</p>	<ul style="list-style-type: none"><li>• MOODLE</li><li>• Involvement in PEP process</li><li>• FAN for rising Freshmen</li><li>• AVID Parent Night</li></ul>
<p><b>5. Decision-Making:</b> Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.</p>	<ul style="list-style-type: none"><li>• School Leadership Team</li><li>• Parent Survey</li></ul>
<p><b>6. Collaborating with Community:</b> Coordinate resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.</p>	<ul style="list-style-type: none"><li>• CTE Job Shadowing</li><li>• CTE Internship</li><li>• Graduation Project Mentorship</li><li>• Community in Schools</li></ul>

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



## Intervention Plan

<b>A. Overview</b>	<ul style="list-style-type: none"><li>To increase growth and proficiency in Math I students.</li></ul>
<b>B. Target Population</b>	<ul style="list-style-type: none"><li>All Math I students</li></ul>
<b>C. Measureable Intended Outcome</b>	<ul style="list-style-type: none"><li>Increase Math I growth to exceeds expected growth</li><li>Increase Math I proficiency to 50%</li></ul>
<b>D. Description of activities or services to be provided</b>	<ul style="list-style-type: none"><li>Foundations of Math for random students in bottom 8<sup>th</sup> percentile of 8<sup>th</sup> grade Math EOG.</li><li>After school tutoring for struggling and at risk Math I students</li><li>Co-Teachers in EC and ESL</li><li>Developing data literacy using EVAAS, common formative assessments, benchmarks, student progress monitoring</li><li>Improving adapting and differentiating instruction based on data</li><li>Increasing fidelity in using 8 math practices</li><li>Increasing student exposure to online testing format</li><li>Increasing implementation of Project Based Learning</li><li>Increasing high level demanding tasks</li></ul>
<b>E. Evaluation of Results</b>	<ul style="list-style-type: none"><li>Student performance on common assessments, benchmarks and EOC</li></ul>



## Waiver Request

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










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

Annual Goal 1 addressed the Graduation Rate for the 2013-2014 school year. We attempted multiple measures to get students invested in more extra-curricular activities within the school. Research supports the conclusion: the more students are invested and active in school beyond the classroom, the more likely they are to stay in school. There are also positive correlations surrounding performance and achievement when students are active and find outlets within the school that meet their areas of interest. We surveyed our students about their levels of activity in extra-curricular involvement. The survey also asked students to offer suggestions about additional activities that would fill niches within student areas of interest. As a result, three new student organizations were formed: the Dance Team, the Anime and Manga Club, and the Something Different Club. Also, DECA was re-purposed, becoming the fastest growing DECA chapter in the state. This school year, two new student organizations will receive a charter- the Video Game Club and the LGBTQ Club. Multiple extra-curricular fairs took place last year and will take place this year, with the purpose of informing and connecting students with areas of interest. In addition to providing outlets and opportunities for student interest, Asheboro High School recognizes the importance of our teachers in building rapport with our students. This year, we are building into our Continuous Improvement Plan and every teacher's Professional Development Plan that they attend extra-curricular activities with the purpose of connecting with their students and parents.

Our general conclusions related to this annual goal from the 2013-2014 school-year are that we are not raising our graduate rate aggressively enough to meet our goal of 90.0% by the end of the 2015-2016 school year. Therefore, this caused an analysis of the Action Steps we were using to meet this annual goal. We believe the Action Steps we employed are appropriate and beneficial. But, it is necessary to add additional steps that will have more impact in raising our graduation rate.

Involvement in extra-curricular activities alone is not the magic bullet that will get our graduation rate to 90.0%. Students must also experience success in their courses in order to stay in school. We decided to identify and focus on a content area with the greatest opportunity for growth. That area is math. A large percentage of our rising ninth-graders are entering high school unprepared for rigorous math classes. We need to equip them with the math skills they need to be successful in high school. We believe this focus will have a large impact in keeping students in school who, may otherwise, leave school prior to graduation. The logic and the research agree that students who are successful in school will stay in school. To that end, we are piloting a Foundations of Math class this year, targeting some of the lowest achieving ninth grade students in mathematics, to equip them with the skills needed to be successful in Math I and beyond.

Additionally in Math I, the course has been redesigned by our math faculty and support staff members to more effectively engage the students and increase their math skills. A math data literacy team has also been created in order to enable teachers to make more data-driven decisions regarding pacing and their instruction.



Annual Goal 2 recognizes and addresses the achievement gap that exists between the Hispanic/Latino to White subgroup and the African-American to White subgroup. Both minority subgroups narrowed the achievement gap in all three End-of-Course content areas (Biology, English II, and Math I), with the exception of the African-American subgroup in English II. In terms of overall End-of-Course composite proficiencies, both minority subgroups displayed twice the growth in proficiency of the White subgroup. The African-American composite proficiency grew by 12% and the Hispanic/Latino composite proficiency grew by 15%. Comparatively, the White subgroup grew in composite proficiency by 6%. In this way, the two primary ethnic subgroups achieved their goal of improving at an accelerated rate, compared with the White subgroup, to narrow the achievement gap.

Annual Goal 2 for the 2014-2015 school-year will work to continue narrowing the achievement gap, described above. We believe this goal is attainable, reducing the achievement gap by approximately five percentage points in each End-of-Course tested content area, for each of the two primary ethnic subgroups.

Each subject area will analyze performance data and target a variety of remediating and re-teaching efforts to meet the learning needs of the two identified subgroups. The Director of Testing and Accountability for Asheboro City Schools will work with the Professional Learning Communities in Asheboro High School to gather, analyze, interpret data and target remediation efforts to most effectively meet the needs of the ethnic subgroups.

Annual Goal 3 for the 2013-2014 school-year encompassed an Advanced Placement achievement goal, an ACT achievement goal and an SAT achievement goal. The goals focused on literacy as the key to improving achievement in all of the previously mentioned areas. We have chosen to continue measures to address close reading skills with our students. We have, though, decided to focus our efforts on the improvement of one measure- the ACT- instead of multiple measures. We believe the ACT, is in large part, a test of reading ability. Because reading is a necessary skill in order to be successful on the ACT, we will continue the measures begun last year, but will expand the Action Steps. Our teachers will analyze the standardized testing data from the last reporting period to improve their approach on close reading strategies. We also intend to saturate the student learning environment with opportunities to read and write. Students will use daybooks and interactive notebooks in all of their core content classes to practice the process of writing to learn. Additionally, students will write “occasional papers” on a regular basis in all non-core content classes to increase student interest and expression in writing with the ultimate goal of improving writing proficiency.

Literacy will not be our only approach to improving ACT performance. Our eleventh grade students will participate in direct ACT preparatory activities in homeroom prior to the ACT administration in March.



## Appendix 2: School Profile

<b>Historical Ethnicity Information</b> (% of population on 20 <sup>th</sup> day)	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Black	14.9	15	14.2	14.4	13.9
Asian	2.1	2	2.1	1.5	2.1
White	50.1	50	46.9	41.6	40.8
Hispanic	28.3	29.1	33.2	36.0	39.6
American Indian	0	0	0.6	0.5	0.2
2+ Races	4.3	3.9	3.0	3.3	3.4
<b>Total Population</b>	<b>1261</b>	<b>1312</b>	<b>1271</b>	<b>1256</b>	<b>1311</b>

<b>Historical Population</b> (% of Population)	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Exceptional Children	8.8	8.9	8.7	8.7	9.7
Limited English Proficient	8.6	9.1	8.3	8.8	9.8
Total Free/Reduced Lunch	45.3	43.9	46.12	58.5	63.7

<b>Student Attendance Data</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
Average Daily Attendance	95.51	5.11	94.88	95.6	95.05
Mobility (starting 2012-13)				13.9	18.4

<b>Dropout Data</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
Dropouts Count	69	37	56	30	
ACS Dropout Rate	3.44	1.93	2.65	1.45	
NC Dropout Rate	2.55	2.33	2.02	1.64	

<b>Staffing Summary</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
Teachers "highly qualified" (classes taught)	100	100	100	98	
Teachers with advanced degrees	46.7%	48%	28%	26%	
Teachers with NBPTS Certification	19.35	19.35	20	19	
Teachers trained as mentors	29	29			
Teacher Turnover Rate	10.2%	8.4%	13%	22%	18%



<b>4-Yr. Graduation Rate</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
<b>All Students</b>	<b>76.1</b>	<b>83.7</b>	<b>85.1</b>	<b>86.3</b>	<b>86.1</b>
Male	75.1	82.8	83.3	83.7	80.7
Female	77.0	84.7	87.2	88.9	9.2
American Indian	*	*	*	*	*
Asian	88.9	77.8	*	>95.0	*
Black	74.6	80.0	77.4	78.4	83.0
Hispanic	68.3	73.8	83.7	86.4	82.7
2+ Races	90.9	100	84.6	87.5	*
White	78.1	87.2	88.9	88.0	88.1
F/R Lunch	68.8	83.5	78.1	85.5	87.1
Limited English Proficient	44.4	52.4	69.2	60.0	66.7
Students with Disabilities	55.2	71.4	60.9	75.0	70.6

<b>5-Yr. Graduation Rate</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
<b>All Students</b>	<b>76.9</b>	<b>77.7</b>	<b>84.7</b>	<b>86.0</b>	<b>86.6</b>
Male	70.9	78.0	84.0	84.4	84.3
Female	83.2	77.5	85.4	87.9	88.9
American Indian	*	*	*	*	*
Asian	*	88.9	77.8	*	>95.0
Black	80.0	76.3	82.5	77.4	78.4
Hispanic	77.8	72.0	75.4	85.7	87.3
2+ Races	37.5	90.9	100	84.6	87.5
White	77.0	79.1	87.8	89.5	88.0
F/R Lunch	66.7	70.8	85.0	79.3	86.0
Limited English Proficient	74.2	51.9	57.1	73.1	60.0
Students with Disabilities	59.2	65.5	81.0	65.2	75.0



### Appendix 3: Student Performance Results

Promotion Rates	2009-10	2010-11	2011-12	2012-13	2013-14
Grade 9	94.7	93.7	91.0	94.1	93.9
Grade 10	92.7	94.7	93.5	93.8	96.5
Grade 11	92.2	93.2	92.3	96.2	95.0
Grade 12	99	99.6	100.0	94.8	99.6

Course Proficiency	2009-10	2010-11	2011-12	2012-13	2013-14
Biology	69.3	64.0	71.2	32.9	45.1
English I	80.2	74.2	74.8		
English II				50.6	55.2
Math I	56.0	36.0	73.9	24.9	36.3



EOC Math Proficiency by Subgroup	Biology			English II (*I)			Math I		
	2011-12	2012-13	2013-14	2011-12*	2012-13	2013-14	2011-12	2012-13	2013-14
<b>All</b>	<b>71.2</b>	<b>32.9</b>	<b>45.1</b>	<b>74.8</b>	<b>50.6</b>	<b>55.2</b>	<b>73.9</b>	<b>24.9</b>	<b>36.3</b>
American Indian	73.1	*	*	*	*	*	77.9	*	*
Asian	69.2	*	40.0	81.0	44.4	60.0	69.8	11.1	*
Black	*	12.5	25.5	68.3	27.0	35.4	*	9.3	24.1
Hispanic	87.5	18.0	41.3	87.5	38.7	46.2	100	18.0	34.2
2+ Races	40.4	9.1	42.9	61.7	55.6	77.8	44.9	31.3	25.0
White	69.2	52.0	57.8	68.4	65.8	67.9	71.5	36.4	46.7
Male	55.6	31.2	43.2	81.8	42.2	42.4	80.0	23.4	29.9
Female	85.3	58.7	46.9	82.6	58.7	66.7	85.1	26.3	41.6
AIG	100	81.6	93.6	100	94.6	>95	100	85.9	87.5
EC	13.0	<5	19.0	17.2	<5	26.7	16.0	<5	8.3
Non-EC	75.4	35.7	47.1	80.1	54.1	57.4	78.5	27.1	39.5
LEP	29.2	<5	5.0	41.2	<5	<5	39.5	5.6	8.2
Non-LEP	74.4	36.1	48.1	80.7	54.8	59.1	78.2	27.9	42.3
F/R Lunch	57.2	18.4	39.4	63.6	33.7	45.4	65.6	15.3	28.4
Non-F/R Lunch	87.9	56.1	57.0	92.4	75.8	73.2	84.9	43.8	57.6

Achievement Gaps	Biology			English II (*I)			Math I		
	2011-12	2012-13	2013-14	2011-12*	2012-13	2013-14	2011-12	2012-13	2013-14
Black (to White)	-44.9	-39.5	-32.3	-20.9	-38.8	-38.8	-40.2	-27.1	-22.6
Hispanic (to White)	-16.1	-34.0	-16.3	-14.2	-27.1	-21.7	-13.6	-18.4	-12.5
EC (to non-EC)	-62.4	-30.7	-28.1	-42.9	-49.1	-30.7	-52.5	-22.1	-31.2
LEP (to non-LEP)	-45.2	-31.1	-43.1	-39.5	-49.8	-54.1	-38.7	-22.3	-34.1
FRL (to non-FRL)	-30.7	-37.3	-17.4	-28.8	-42.1	-27.8	-29.3	-28.5	-29.2

Scale Scores Means	Biology			English II (*I)			Math I		
	2011-12	2012-13	2013-14	2011-12*	2012-13	2013-14	2011-12	2012-13	2013-14
EOC	151.7	246.7	244.1	153.0	149.1	148.7	155.8	248.2	247.9





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

ACT Composite Means	2011-12		2012-13		2013-14	
	Mean	Count	Mean	Count	Mean	Count
<b>All Students</b>	<b>17.2</b>	<b>306</b>	<b>17.7</b>	<b>257</b>	<b>17.5</b>	<b>279</b>
Am. Indian	11.5	2	10.0	1	15.0	1
Asian	21.8	5	15.3	3	18.1	7
Black	14.2	44	15.3	30	15.1	27
Hispanic	15.7	93	16.2	76	15.8	96
2+ Races	18.2	12	20.2	12	17.2	17
White	19.2	128	19.2	114	19.9	118
No Response	16.5	22	17.7	21	13.8	13

SAT Results	2009-10	2010-11	2011-12	2012-13	2013-14
Math	493	479	494	479	473
Verbal	494	461	479	464	469
Writing	459	444	459	453	449
M+V	987	940	973	943	942
Composite	1446	1384	1432	1396	1391
Percent Tested	65%	79%	68%	60%	50%



Advanced Placement Examinations	2009-10		2010-11		2011-12		2012-13		2013-14	
	Tests Taken	% scoring 3 or higher	Tests Taken	% scoring 3 or higher	Tests Taken	% scoring 3 or higher	Tests Taken	% scoring 3 or higher	Tests Taken	% scoring 3 or higher
Calculus AB	20	40%	26	23%	40	48%	31	48%	17	59%
Calculus BC					3	100%	1	100%	4	50%
Statistics	1	100%	8	25%	2	0%	23	30%	13	53%
Computer Science A			1	100%		13	8%			
Biology			64	19%	23	26%	28	43%	15	53%
Chemistry	24	8%	1	0%	14	43%	6	17%	9	11%
Physics B					1	100%				
Environmental Sci.	146	15%	31	26%	73	25%	70	33%	68	32%
Human Geography							1	0%		
US History	39	44%	33	52%	20	45%	26	38%	19	53%
Psychology	2	50%	9	33%	7	29%	4	50%	1	100%
World History	5	40%				3	100%			
Spanish	11	55%		10	70%	8	50%			
Spanish Lit.										
Art History*	1	100%								
English Language	1	0%			1	100%	43	63%	69	39%
English Literature	25	56%	23	30%	22	77%	13	54%	43	51%
European History*	1	0%			1	100%			1	0%
Government/Politics*	2	50%					1	100%	3	33%
Economics – Micro*					1	100%				
Economics – Macro*					1	100%				
Music Theory	4	100%	6	67%	9	56%	1	100%	3	100%
Music Th. – Aural	4	50%	6	67%	9	67%	1	100%	3	100%
Music Th. – Nonaural	4	75%	6	50%	9	56%	1	100%	3	100%
<b>Total Exams</b>	<b>282</b>		<b>202</b>		<b>231</b>		<b>269</b>	<b>42%</b>	<b>263</b>	<b>42%</b>
<b>Total Students</b>	<b>192</b>	<b>35.9%</b>	<b>141</b>	<b>31.9%</b>	<b>154</b>	<b>44.2%</b>	<b>165</b>	<b>46.1%</b>	<b>183</b>	<b>41.5%</b>

\*Course taken online



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



## Appendix 4: Other Data Sources

### Teacher Survey

<b>Three or more areas of strength</b>	<ol style="list-style-type: none"> <li>1. School environment is clean and well maintained (99%)</li> <li>2. The faculty members work in a school environment that is safe (98%)</li> <li>3. The curriculum taught in this school is aligned with Common Core Standards (99%)</li> </ol>
<b>Three or more areas of possible improvement</b>	<ol style="list-style-type: none"> <li>1. Teachers are protected from duties that interfere with their essential role of educating students (39%)</li> <li>2. Teachers have an appropriate role establishing student discipline procedures (38%)</li> <li>3. Teachers have an appropriate role providing input on how the school budget will be spent (38%)</li> </ol>
<b>Two significant findings</b>	<ol style="list-style-type: none"> <li>1. Beginning Teachers have greater need for support on specific topics</li> <li>2. The school facilities is a positive factor of AHS</li> </ol>

### Student Survey

<b>Three or more areas of strength</b>	<ol style="list-style-type: none"> <li>1. AHS makes rules and regulations apparent and students know the rules of the school (86%)</li> <li>2. Graduation is a goal for most of our students (94%)</li> <li>3. Learning at school is important for both students and parents (90% and 91%, respectively)</li> <li>4. Very low gang activity is reported from students (only 7 or 8%, I'll have to check again)</li> </ol>
<b>Three or more areas of possible improvement</b>	<ol style="list-style-type: none"> <li>1. Students believe that their classmates do not respect one another (28% agree that students respect other students)</li> <li>2. Students don't feel that teachers are respected (38% disagree that teachers are respected by students)</li> <li>3. Less than half of students report that teachers have made contact home to their parents (44%)</li> </ol>
<b>Two significant findings</b>	<ol style="list-style-type: none"> <li>1. AHS teachers challenge their students academically and hold high expectations (77% and 83%, respectively)</li> <li>2. Most students have a positive role model here at school (77%)</li> <li>3. Much of our faculty encourages creativity, according to students (64%)</li> <li>4. Students believe that faculty does not listen to nor act upon students' ideas for improvement of the school (only 36% agree)</li> </ol>



<b>Parent Survey</b>	
<b>Three or more areas of strength</b>	<ol style="list-style-type: none"><li>1. Parents have a very positive view of our school's safety and opportunities to use technology.</li><li>2. Parents feel comfortable talking to their teachers and feel their child's teachers expect them to do their best.</li><li>3. Students know the rules, students push themselves, graduation from high school is one of my child's goals, my student participates in after-school activities, and learning is important for the future</li><li>4. Parents care about their child's education and view going to college as important</li></ol>
<b>Three or more areas of possible improvement</b>	<ol style="list-style-type: none"><li>1. Our school needs to create (or promote) more opportunities for parents to be involved</li><li>2. We need to increase parent participation in the survey</li><li>3. Our school needs to promote respect between students and teachers, and between students and peers.</li></ol>
<b>Two significant findings</b>	<ol style="list-style-type: none"><li>1. AHS parents are invested in their child(ren)'s learning.</li><li>2. AHS has an opportunity to increase parent participation.</li></ol>

<b>Other Findings</b>	
<b>Significant findings</b>	<ol style="list-style-type: none"><li>1. The school's facilities, safety and technology are a point of pride.</li><li>2. AHS has an opportunity to create an environment of wide-spread respect.</li></ol>

The board recognizes that students must be the primary focus of each school, the school ~~district~~ system and the board. To support students in their formal education, each school should strive for a learning environment in which:

1. school grounds, buildings and classrooms are safe, orderly, clean and inviting;
2. students learn and practice responsible behavior;
3. students are treated fairly; and
4. students have input in decisions affecting them when feasible.

Legal References: G.S. 115C-36

Cross References:

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

Administrative Procedure: None

## EDUCATION FOR PREGNANT AND PARENTING STUDENTS

Policy Code:

4023

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The board of education will provide all pregnant and parenting students with the same educational instruction as other students or its equivalent ~~as other students~~. Pregnant and parenting students shall not be discriminated against or excluded from school or any program, class, or extracurricular activity because they are pregnant or parenting students. School administrators shall provide assistance and support to encourage pregnant and parenting students to remain enrolled in school and graduate.

In accordance with State law, the district shall use, as needed, supplemental funds from the At-Risk Student Services allotment to support programs for pregnant and parenting students. Pregnant and parenting students shall be given excused absences from school for pregnancy and related conditions for the length of time the student's physician finds medically necessary. ~~These absences includes absences~~ those due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent. Homework and make-up work ~~shall~~ will be made available to pregnant and parenting students to ensure that they have the opportunity to keep current with assignments and avoid losing course credit because of their absence from school and, to the extent necessary, a homebound teacher shall be assigned.

Legal References: G.S. 115C-375.5

Cross References: Prohibition Against Discrimination, Harassment and Bullying (policy 1710/4021/7230), Equal Educational Opportunities (policy 4001), Attendance (policy 4400)

Adopted: November 8, 2007

## **STANDARDS OF EXPECTED STUDENT BEHAVIOR** **INTEGRITY AND CIVILITY**

Policy Code: **4310**

All students are expected to demonstrate integrity, civility, responsibility, respect, honesty, courage, self-discipline, kindness, and citizenship~~self-control~~. This expectation is directly related to the board's educational objectives for students to learn to be responsible for and accept the consequences of their behavior and for students to respect cultural diversity and ideological differences. Integrity, civility, Responsibility, respect, honesty, courage, self-discipline, kindness, and citizenship~~self-control~~ are critical character traits for establishing and maintaining a safe, orderly and inviting environment.

### **PROHIBITED BEHAVIOR**

In addition to any standards or rules established by the schools, the following behaviors are ~~specifically prohibited as an act of in violation~~in violation of the standards of ~~responsibility, respect, honesty, courage, self-discipline, kindness, and citizenship~~ integrity and civility and are specifically prohibited:

1. cheating, including the actual giving or receiving of any unauthorized assistance or the actual giving or receiving of an unfair advantage on any form of academic work;
2. plagiarizing, including the copying of the language, structure, idea and/or thought of another and representing it as one's own original work;
3. violating copyright laws, including unauthorized reproduction, duplication and/or use of printed or electronic work, computer software, or other copyrighted material;
4. cursing or using vulgar, abusive or demeaning language towards another person; and
5. playing abusive or dangerous tricks or otherwise subjecting a student or personnel to personal indignity.

### **DEFINITIONS OF SEVEN CHARACTER TRAITS**

**Respect**— ~~Showing high regard for authority, for other people, ideas, and cultures, for self, for property and the environment; understanding that all people and all living things have value.~~

**Responsibility**— ~~Being dependable in carrying out obligations and duties; showing reliability and consistency in words and conduct; being accountable for your own actions; being committed to active involvement in your community.~~

**Honesty**— ~~Showing fairness, integrity, and sincerity; being straightforward, trustworthy, and honorable; telling the truth.~~



**Kindness**— Being considerate, courteous, helpful, and understanding of others; showing care, compassion, empathy, friendship, and generosity; treating others as you would like to be treated.

**Courage**— Having the determination to do the right thing even when others don't; the strength to follow your conscience rather than the crowd; attempting difficult things that are worthwhile; being persistent in pursuit of worthy goals in spite of difficulty, opposition, or discouragement.

**Citizenship**— making positive contributions as a member of your country, your community, and your school (for example, showing patriotism, obeying laws, doing your share, volunteering your service, protecting the environment, and conserving natural resources).

**Self-discipline**— demonstrating hard work and commitment to purpose; staying focused for the sake of improvement; choosing appropriate behaviors; being in proper control of your words, actions, impulses, and desires; doing your best in all situations.

## B. CONSEQUENCES

The disciplinary consequences for violationsengaging in prohibited behavior of this policy shall be consistent with Section D of policy 4300, Student Behavior Policies will be provided in accordance with the school's student behavior management plan (see board policy 4302, School Plan for Management of Student Behavior). For repeated or serious violations of this policy, the principal may suspend a student from school for up to ten days. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violations of this policy.

Legal Reference: 17 U.S.C. 101, 102, 106, 108, 110, 117; G.S. 115C-47, -288, -307, -391

Cross Reference: Goals and Objectives of the Educational Program, (policy 3000), Copyright Compliance (policy 3230/7330), School Plan for Management of Student Behavior (policy 4302)

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

Revised: March 9, 2000

The superintendent will ensure that all notification requirements of the Protection of Pupil Rights Amendment are met, along with any other legal requirements regarding the surveying of students.

**A. PROTECTED TOPICS**

The school district must obtain prior written consent of a parent or eligible student before the student is required to participate in any Department of Education-funded survey, analysis or evaluation that reveals information concerning the following “protected topics”:

1. political affiliations or beliefs of the student or the student’s parent;
2. mental or psychological problems of the student or the student's family;
3. sex behavior and attitudes;
4. illegal, antisocial, self-incriminating or demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers;
7. religious practices, affiliations or beliefs of the student or the student’s parent; or
8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Upon request, parents have the right to review any survey that concerns one of the protected topics or any instructional materials used in any such survey. The district will take measures to protect the identification and privacy of students participating in any survey concerning any of the protected topics. These measures may include limiting access to completed surveys and to survey results, as allowed by law.

~~For surveys concerning the protected topics that are not funded in whole or in part by the Department of Education, †The school districts system will notify parents at the beginning of each school year of the specific or approximate dates of administration of surveys concerning the protected topics that are not funded in whole or in part by the Department of Education when such surveys will be administered.~~ Parents have the right to review any survey that concerns one of the protected topics or any instructional materials used in any such survey. Parents also will have the opportunity to opt their children out of participating in the survey(s).

**B. COLLECTION OF STUDENT DATA FOR MARKETING PURPOSES**

The school district generally will not collect, disclose or use personal student information for the purpose of marketing or selling the information or otherwise providing the information to others for that purpose.

**C. Parent Involvement**

The board and superintendent will work with parents to create policies and guidelines concerning: (1) the administration of surveys by third parties; (2) arrangements to protect student privacy in the administration of surveys containing a protected topic; (3) parental rights to review and inspect instructional materials or survey instruments; and (4) the collection, disclosure or use of personal information for marketing or selling purposes.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, -h, 34 C.F.R. pt. 99; G.S. 115C-36

Cross References: Student and Parent Grievance Procedure (policy 1740/4010), Parental Involvement (policy 1310/4002), Disciplinary Action for Exceptional Children/Disabled Students (policy 4307), Student Discipline Records (policy 4345)

Adopted: June 8, 2006

## Proposal for Course Addition to Asheboro High School for Spring 2015

### **Agriscience Applications**

This course focuses on integrating biological/physical sciences with technology as related to the environment, natural resources, food production, science, and agribusiness. Topics of instruction include agricultural awareness and literacy, employability skills and introduction to all aspects of the total agricultural industry. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## Proposed Course Changes to Asheboro High School for 2015-2016

1. Add the following Project Lead the Way Courses as the third level option in each pathway:

### Engineering:

#### **PLTW Computer Science and Software Engineering**

CSE implements the College Board's 2013 CS Principles framework. Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. Students create apps for mobile devices, automate tasks in a variety of languages, and find patterns in data. Students collaborate to create and present solutions that can improve people's lives, and weigh the ethical and societal issues of how computing and connectivity are changing the world.

### Biomedical Science:

#### **PLTW Medical Interventions**

Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

### **Rationale:**

Per our contract with Project Lead the Way, we are obligated to offer three levels of each pathway at this timeframe. We feel these classes will benefit our students and provide appropriate options in alignment with regional industry demands.

2. Add the following courses (with option to teach each at the honors level):

#### **a. Biomedical Technology I**

This course focuses on cell biology and cancer, infectious diseases, pathology, and biomedical research utilizing curriculum developed by the North Carolina Association for Biomedical Research (NCABR) and the National Institutes of Health (NIH). Students will learn about careers in biotechnology within the context of the course content. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course.

#### **b. Biomedical Technology II**

This course focuses on genetics, neurobiology, sleep disorder and biological rhythms, bioethics, the evolution of medicine, and use of technology to study cellular and molecular biology. The curriculum was developed by the National Institutes of Health (NIH). Students will learn about careers in biotechnology within the context of the course content. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course.

**Rationale:**

We are currently teaching Biomedical Technology at the honors level in CTE. DPI has divided the current Biomedical Technology into two courses. We are asking for board approval of these as two separate new courses.

3. Request that the following courses be taught at the honors level:

- a. **MM51 Marketing**
- b. **MH42 Hospitality & Tourism**
- c. **MH32 Sports & Entertainment Marketing II**
- d. **ME11 Entrepreneurship I**

**Rationale:**

Offering more opportunities for CTE courses to be honors gives students the opportunity to see CTE courses as rigorous and challenging. We also want college bound (GPA conscious) students to see that CTE classes can help them to find a career path that can provide them with knowledge and skills that will set them ahead of the age alike peers. In the marketing classes, teachers integrate the DECA activities, which is a co-curricular activity, into their classes, to challenge and motivate honors level students.

4. Add the following courses to begin an Agricultural Science Program at the AHS Zoo School:

a. **Agriscience Applications**

This course focuses on integrating biological/physical sciences with technology as related to the environment, natural resources, food production, science, and agribusiness. Topics of instruction include agricultural awareness and literacy, employability skills and introduction to all aspects of the total agricultural industry. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

b. **Environmental & Natural Resources I**

This course provides an introduction to environmental studies, which includes topics of instruction in renewable and non-renewable natural resources, history of the environment, personal development, water and air quality, waste management, land use regulations, soils, meteorology, fisheries, forestry, and wildlife habitat. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

c. **Environmental & Natural Resources II**

This course covers instruction in best management practices in methods of environmental monitoring and conservation, air and water regulations, sampling methodologies, prescribing conservation techniques, and wildlife and forestry management. English

language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**d. Horticulture I**

This course provides instruction on the broad field of horticulture with emphasis on the scientific and technical knowledge for a career in horticulture. Topics in this course include plant growth and development, plant nutrition, media selection, basic plant identification, pest management, chemical disposal, customer relations, and career opportunities. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, internship, mentorship, school-based enterprise, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**e. Horticulture II**

This course covers instruction that expands scientific knowledge and skills to include more advanced scientific computations and communication skills needed in the horticulture industry. Topics include greenhouse plant production and management, bedding plant production, watering systems, light effects, basic landscape design, installation and maintenance, lawn and turfgrass management, and personal development. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**f. Horticulture II-Landscaping**

This course provides hands-on instruction and emphasizes safety skills needed by landscape technicians in the field. This course is based on the North Carolina Nursery and Landscape Association skill standards for a Certified Landscape Technician. Students are instructed in interpreting landscape designs, identifying landscape plants, and planting/maintaining trees, shrubs, and turf. Landscape construction is emphasized in the areas of grading and drainage, irrigation, paver installation, and the use/maintenance of landscape equipment. Current topics discussions provide students an understanding of careers and the employability skills needed to enter the landscape industry. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.


**Rationale:**

Agricultural Education is a systematic program of instruction available to students desiring to learn about the ***science, business, technology*** of plant and animal production, and/or about the environmental and natural resources systems.

Agricultural Education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber, and natural resources systems. Agricultural Education prepares students for more than 300 careers in the agricultural industry including production, financing, processing, marketing, and distribution of agricultural products. Agricultural Education develops leaders for the vast network of supporting careers that provide the supplies, services, management, and conservation of our natural resource systems.

We are excited to partner with the NC Zoo to provide a ***unique opportunity*** for the students of Asheboro City to learn about the science of agriculture!



Pathways	 <b>Agriculture, Food &amp; Natural Resources</b> <b>Cluster Foundation Courses</b>				Enhancement Courses
<b>Natural Resources Systems</b>	Agriscience Applications	Environmental & Natural Resources I	<b>Environmental &amp; Natural Resources II*<sup>1</sup></b>	CTE Advanced Studies	Career Management <b>Microsoft Word and PowerPoint<sup>5ab</sup></b> <b>Microsoft Excel and Access<sup>6ab</sup></b> Marketing Entrepreneurship I Principles of Business & Finance CTE Internship
<b>Plant Systems</b>	Agriscience Applications	<i>Agricultural Production I</i> <i>Biotechnology &amp; Agriscience Research I</i> Horticulture I	<i>Agricultural Production II*<sup>1/2b</sup></i> <i>Biotechnology &amp; Agriscience Research II*</i> <b>Horticulture II*<sup>2ab</sup></b> <b>Horticulture II-- Landscaping*<sup>2a/3/4ab</sup></b> <i>Horticulture II-- Turfgrass Management*<sup>4ab</sup></i>	CTE Advanced Studies	

**\* Completer Courses**

Courses offering opportunities for industry credentials

- <sup>1</sup> Wildlife Rehabilitation License (in coordination with NC Zoo)
- <sup>2</sup> <sup>a</sup> Certified Young Plant Professional (CYPP)  
<sup>b</sup> Private Pesticide Applicators License
- <sup>3</sup> Certified Landscape Technician
- <sup>4</sup> <sup>a</sup> North Carolina Energy Savings Landscape Certification (ESL)  
<sup>b</sup> North Carolina Certified Plant Professional (CPP)
- <sup>5</sup> <sup>a</sup> Microsoft Office Specialist (Word and/or PowerPoint)  
<sup>b</sup> Microsoft Office Specialist (Word Expert)
- <sup>6</sup> <sup>a</sup> Microsoft Office Specialist (Excel and/or Access)  
<sup>b</sup> Microsoft Office Specialist (Excel Expert)

*Future course options*

To be a concentrator in a cluster a student must take four courses in a pathway to include:

- one completer course (\*)**
- no more than one enhancement course**

**For example:** Student A may take Agriscience Applications, Horticulture I, Horticulture II, and Microsoft Word and PowerPoint.

The student would be a Plant Systems Concentrator and have the opportunity to earn 5 industry credentials.

# 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 16-22, 2014 as**

## American Education Week

*“Great Public Schools: A Basic Right and Our Responsibility”*

Signed this 13th day of November, 2014

<b>School/Location</b>	<b>Date</b>	<b>Event</b>	<b>Time</b>
AHS	Friday, Nov. 7	AHS Varsity Football vs. Central Davidson (Sr. Night)	7:30pm
All Locations	Tuesday, Nov. 11	Holiday; schools closed	all day
PDC	Thursday, Nov. 13	Board of Education Meeting	7:30pm
Public Library	Monday, Nov. 17	American Education Week Appreciation Event	3-7:00pm (drop in)
All Schools	Mon. - Fri., Nov. 17-21	American Education Week	all day
Koury Convention Center	Mon. - Wed., Nov. 17-19	45th NCSBA Annual Conference	all day
AHS/PAC	Nov. 20-22	Park Street Players Fall Musical (Godspell)	7:00pm
AHS/PAC	Nov. 23	Park Street Players Fall Musical (Godspell)	2:00pm
All Schools	Wednesday, Nov. 26	Teacher Workday; no school for students	all day
All Locations	Thurs. - Fri., Nov. 27-28	Holiday; schools closed	all day
AHS PAC	Thursday, Dec. 4	AHS Jazz and Percussion Concert	7:30pm
AHS PAC	Tuesday, Dec. 9	SAMS Chorus Concert	7:30pm
DLL	Wednesday, Dec. 10	Senior Holiday Luncheon	12noon
AHS PAC	Thursday, Dec. 11	AHS Choral Concert	7:30pm
PDC	Thursday, Dec. 11	Board of Education Meeting	7:30pm
UNC-G Elliott Center	Friday, Dec. 12	PTEC Celebration Breakfast	8:00am
AHS PAC	Monday, Dec. 15	NAMS Winter Band Concert	7:30pm
PDC	Tuesday, Dec. 16	Superintendent's Holiday Luncheon (floating)	11:30am to 1:00pm
AHS PAC	Tuesday, Dec. 16	SAMS Winter Band Concert	7:30pm
AHS PAC	Thursday, Dec. 18	AHS Winter Band Concert	7:30pm
All Locations	Dec. 24-26	Closed	
All Locations	Jan. 1	Closed	
All Schools	Jan. 2	Teacher Workday; no school for students	
PDC	Thursday, Jan. 8	Board of Education Meeting	7:30pm
TBD	Friday, Jan. 16	Legislative Breakfast	8:00am
All Locations	Monday, Jan. 19	Holiday; schools closed	
All Schools	Jan. 20-21	Teacher Workday; no school for students	
TBD	Friday, Jan. 23	Board Appreciation Luncheon	12noon

<b>School/Location</b>	<b>Date</b>	<b>Event</b>	<b>Time</b>
Valerie Schindler Wildlife Ctr.	Friday, Jan. 23	Board Retreat	5:15 - 9:00pm
NAMS	Saturday, Jan. 24	Board Retreat	8:00am - 4:00pm



**Student achievements:**

- First meeting of the 2014-2015 Student Advisory Council
- SAMS Student Council hosted state-wide leadership workshop
- 14 elementary students from Asheboro City Schools have been selected for the NC Elementary Honors Chorus
- AHS volleyball team won the MPC Conference and made it to the 4th round of the state 3-A playoffs
- Zoo School students participated in the grand opening ceremonies of the new polar bear exhibit at the NC Zoo and met with Gov. McCrory
- Balfour student presented his Math Fair project to teachers attending the State Math Conference

**Staff recognition:**

- Lynn Fisher, AHS, and Chandra Manning, CO, received National Board Certification renewals
- 7 ACS staff members presented at the NC Council of Teachers of Mathematics State Conference
- A team from Balfour was selected to participate in the NCDPI Understanding Language professional development session
- Susan Jarrett, Lindley Park, was named the 2014 North Carolina Music Educators Association Elementary Section Teacher of the Year

**Parent involvement:**

- Multicultural Reading Night at Teachey
- Family Math Night at McCrary
- Hispanic Heritage Celebrations at Lindley Park, Loflin and Balfour
- NAMS Family Picnic
- AHS College Admissions Webinar

**Events bringing community into our schools:**

- AHS Sports Hall of Fame Induction
- AHS Homecoming
- C.C. Cranford Cup Reception



**Asheboro City Schools**

*...the subject is excellence!*

# BOARD OF EDUCATION GOALS 2014-2015

## STRATEGIC GOAL:

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

## STRATEGIC OBJECTIVES:

### 1. Engage each student

- A. Teach the standards through the lens of the **4 C's** (with particular focus on communication and collaboration).
- B. Implement **Problem-Based Learning units** using the district-wide PBL protocol and appropriate performance rubrics at each school
  - On August 19, 2014 all secondary teachers participated in Problem Based Learning professional development. The sessions were led by Jennifer Smith, Nathan Craver, Dr. Julie Pack, Chandra Manning and Betsy Hammond
- C. Identify and nurture problem-based **partnerships with the community** and beyond for planning and evaluating real world solutions.
- D. Implement **global awareness** recommendations.
  - September 22 – Dr. Worrell, Jennifer Smith, Brian Saunders, Jusmar Maness and Julie Brady attended a VIF Splash Symposium in Chapel Hill. This team, along with Dr. Maerz and Dubraska Stines, continues to explore dual-language immersion programs and other global awareness initiatives. Our next steps include continued visits to schools with dual-language immersion programs, analysis of demographically similar immersion schools' data, and talking more with the other elementary principals and BOE.
- E. Continue **Positive Behavior Instructional Support** program at each school.
  - Each school is in the process of completing their Implementation Inventory in order to help them determine their areas of strength and areas of need in the use of Positive Behavioral Instructional Supports.
- F. Continue to address **discipline disproportionality**.
  - Charlie Lyons and PBIS team members presented a session at the North Carolina Exceptional Children's Conference titled "Integrating PBIS and Connected Schools to Problem-Solve and Decrease Disproportionality".

G. Implement district-wide program to prevent **bullying**.

- Dr. Rice has completed staff training with each school about bullying to insure all staff received the same message. He shared:
  - North Carolina General Statute 115C-407—Bullying and harassing behavior.
  - The legal definition of bullying.
  - The age appropriate working definitions created by the ACS task force.
  - The importance of and the responsibility of staff to report.
  - Dr. Rice has also worked with guidance counselors to organize common lessons to be used in our schools in October, which is Bullying Prevention Month.

H. Implement updated lockdown and **crisis plan procedures**.

- Crisis plans have been updated, including new lock-down procedures. All schools have completed a lock-down drill using the new procedures.

I. Implement approved **technology plan**.

- Dr. Maerz added the NC Test App for online testing.

J. Provide professional development and support for teachers on **the SAMR model for integrating technology** and other identified needs based on staff surveys.

K. Implement support for **new Chromebook devices** at AHS. Redistribute AHS laptops as needed throughout the district.

- On August 24, 2014, all Asheboro High School students received Chromebooks. A special thank you to Tina Webster, Laura Holland, Carla Shinn, Linda Gerringer, Dr. Toth, Mr. Eggleston, Mr. Mock, Dr. Crooks, Lee Clark, Nathan Craver, the technicians, teachers and students, this process went very smoothly and minimal class time was missed. The entire distribution took less than two hours. Currently, we redistributed 250 AHS laptops (50 per school) to our elementary schools to be used K-3. 100 laptops were shifted to SAMS to offset increased enrollment. We will redistribute approximately 100 refurbished laptops to replace the oldest teacher computers. We set aside laptops for the high school to support students participating in the NCVPS program. The remaining laptops are being categorized into discards for parts, spares for current laptops in rotation that become damaged or broken, and reserves for future growth and needs.

## 2. Assess for learning

A. Determine how to **systematically capture and share student data** at the classroom, school and district levels as it is collected to inform instruction and intervention.

- Instructional Facilitators, Wendy Rich and Julie Pack have devised a system-wide plan to analyze district benchmark data and make instructional plans to help students that have not mastered the content this six-week period.

- Successful Benchmark 1 administration with immediate scoring, analysis, and adjustment of instruction.
- B. Develop an **online platform for sharing common assessments** linked to curriculum standards and units.
- Dr. Maerz attended Regional Training for the use of SchoolNet for classroom and benchmark assessments.
  - Dr. Maerz has begun meetings with PLCs on the development and use of SchoolNet for common assessments.

### 3. Improve achievement

- A. Share newly developed district literacy plan with teachers and staff and provide professional development aligned with the plan.
- The Instructional Facilitators developed training modules for the elementary literacy components. Teachers at Balfour Elementary were successfully trained on these modules on September 23. Loflin Elementary will be the next school to receive this training.
  - (November) Met with UNCG Partners to apply for NC Quest Grant to do 2nd round of PD focused on writing.
- B. Pilot **consistent phonics instructional approach** in pre-kindergarten and kindergarten classrooms at each school site.
- Two kindergarten teachers from each elementary school and three administrators received
  - a full day of Letterland training on August 8.
  - Letterland is being implemented by two kindergarten teachers at each elementary school.
  - Preschool teachers and pre-K assistants received Letterland training on October 6 and it is being implemented by two pre-K teachers.
- C. Implement **writing strategies** from 2014 UNCC summer partnership initiative.
- D. Continue **Reading Foundations training** for all K-2 teachers to increase reading content knowledge and enhance instructional skills as funding is available.
- Our K-5 core teachers will have the opportunity to take the Reading Foundations training on our district's designated professional development days. They began training on October 6, 2014.
  - Reading Foundations for 150 participants will take place on October 6, January 21-22, March 6, and June 11.
- E. Convene Asheboro City Schools Transition Team and implement district-wide **transition plan**.



- F. Implement **Career Cruising as the structure** for academic planning, career and academic inventories, lessons and online access for students, teachers and parents.
- G. Determine areas of need for **middle school enrichment** not addressed in current offerings and research what activities would interest various groups of students.
- H. Develop process for expanding **Credit by Demonstrated Mastery** to other allowable course offerings.
  - **Credit By Demonstrated Mastery Process for 2015-2016 has been developed and implemented. Spring timeline has begun and Phase I of the process will take place in February 2015. Information about the process or timeline can be found on the district webpage under parent or staff resources or at <http://goo.gl/7rIFll>**

#### 4. Create opportunities

- A. Develop online video curriculum resources for parents.
- B. Implement **communication strategy** to increase community awareness and involvement in our schools.

#### 5. Build capacity

- A. Continue district support for **teacher-led professional development** initiatives.
  - **Eight teachers at McCrary Elementary that participated in the Core-Math Training provided in conjunction with Wendy Rich and UNCG are leading the remaining faculty at CWM in this training this year. Their first session was September 30, 2014.**
  - **District and school-led mini-sessions professional development on K-5 Reading Foundations was conducted on October 6.**
- B. Continue **Teacher Leadership Academy** for Cohort #5.
  - **Cohort 5 began on Tuesday, August 12, 2014.**
  - **TLA on October 22 was led by Dr. Larry Coble (Piedmont Triad Education Director), and Dr. Brad Rice and team.**
- C. Evaluate and monitor **beginning teacher support program**.
  - **Beginning Teacher Support Program monitoring visit conducted on November 6, 2014. This was a thorough review of Asheboro City Schools' BTSP, support for new teachers and mentors.**