

**ASHEBORO CITY BOARD OF EDUCATION**  
**October 11, 2012**  
**7:30 p.m.**  
**Asheboro High School**  
**Professional Development Center**

**\*6:00 p.m. – Policy Committee**

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

**I. Opening**

- A. Call to Order
- B. Moment of Silence
- C. Pledge of Allegiance – Luis Zepeda, North Asheboro Middle School
- \*D. Approval of Agenda

**II. Special Recognition and Presentations**

- A. Community Partner Spotlight – McDonald’s (North Fayetteville Street)
- B. Board Spotlight – North Asheboro Middle School
- C. Principal of the Year – Brian Saunders, Guy B. Teachey 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 – September 13, 2012
- B. Personnel
- C. Budget Amendments
- D. Discard Items

**V. Action Items**

- \*A. Continuous Improvement Plans for Secondary Education
  - North Asheboro Middle School
  - South Asheboro Middle School
  - Asheboro High School

**VI. Information, Reports and Recommendations**

- A. Student Discipline Report
- B. SAT Release
- C. Calendar Process

**VII. Action Items**

- \*A. Policies
  - Policy 2400 – Board Policies
  - Policy 2410 – Policy Development
  - Policy 2420 – Adoption of Policies
  - Policy 2430 – Dissemination and Preservation of Policies
  - Policy 2440 – Policy Review and Evaluation

- Policy 2450 – Suspension of Board Policies
- Policy 2451 – Waiver of Board Policy
- Policy 2460 – Administration in Policy Absence
- Policy 2470 – Administrative Procedures
- Policy 2475 – School Rules
- Policy 2500 – Hearings Before the Board
- Policy 2600 – Consultants to the Board
- Policy 2610 – Board Attorney
- Policy 2650 – Liaison with School Boards Associations

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

- A. Calendar of Events
- B. Points of Pride
- C. 2012-2013 Board Goals, October Update

**IX. Board Operations**

- A. Selection of Voting Delegates for Delegate Assembly at the NCSBA Annual Conference
- B. Important Dates to Remember:
  - NCSBA Fall Law Conference – October 17-19, 2012, Renaissance, Asheville
  - NCSBA Annual Conference – November 12-14, 2012, Koury Center, Greensboro
  - Winter Board Retreat – February 2 or 9, 2013
  - NSBA Annual Conference – April 13-15, 2013, San Diego, CA (Reg. opens October 17, 2012)

**X. Adjournment**

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

**ASHEBORO CITY BOARD OF EDUCATION**  
**October 11, 2012**  
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**Asheboro High School**  
**Professional Development Center**

**Addendum**

**I. Opening**

**IV. \*Consent Agenda**

- B. Personnel**
- D. Discard Items**
- E. Asheboro City Schools' Cash Management Plan**

**VI. Information, Reports and Recommendations**

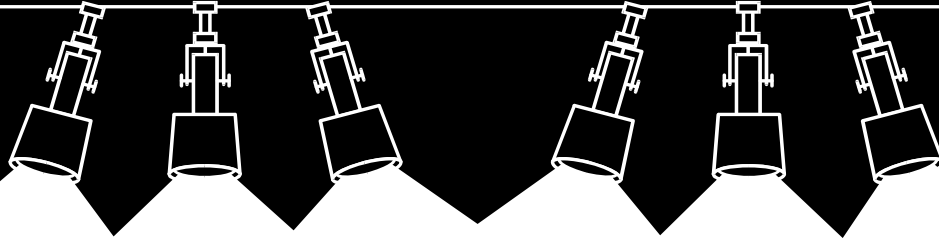
- B. SAT Release (Updated)**

**X. Adjournment**

**Mission Statement**

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

**October 11, 2012**



**Community Partner Spotlight:**

Tonight we are pleased to honor Mr. Jesus Ibarra Ramirez and McDonald's for their partnership with North Asheboro Middle School. They have graciously provided gift cards for teachers and staff, sponsored report card and AVID nights and much more.

**Board Spotlight:**

North Asheboro Middle School will feature their 2012 Summer Academy this evening. Students were immersed in creative writing and worked to refine their critical thinking skills. They enjoyed exciting group discussions along with several opportunities to express themselves through writing, reading and exploration. Summer Academy teachers presenting this evening are Chris Burian, Meredith Wolfe, Chandra Collins and Leslie McKinnon.

**Other Recognitions:**

Mr. Brian Saunders, Guy B. Teachey School, Asheboro City Schools 2012-2013 Principal of the Year

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

**September 13, 2012**

## **Policy Committee**

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

Jane Redding                      Gustavo Agudelo                      Chris Yow  
Steve Jones

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

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

NCSBA policy reviewed with committee, specifically §143-318.10 Section D that allows remote participation at Board meetings.

Reviewed and discussed research of other school system policies that included remote participation noting that currently, there is no NCSBA policy that covers this topic in detail. Dr. Maerz also shared relevant articles with members.

Committee addressed specific concerns from the NCSBA including:

- Assurance of participation
- Defining quorum
- Voting in the issue of a tie breaker
- Assuring alignment with the open meetings law

Committee developed the following basic guidelines in order to allow Asheboro City Schools to develop a policy:

- Build into existing policy
- Participation counts as full participation and counts in quorum
- Includes full board meeting and all subcommittees
- Need a roll call vote
- Announce intentions of remote participation ahead of time
- Ways to verify identity during non-video participation (i.e. conference call-only)
- How to display member during video participation (i.e. Skype, Face-Time, etc.)
- Guidelines to ensure technology is set up

A draft policy will be created using the guidelines above and will be reviewed by the committee for feedback.

With no further business, the meeting was adjourned at 6:25 PM.

## **Finance Committee**

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

Linda Cranford  
Joyce Harrington  
Gidget Kidd  
Dr. Kelly Harris

Kyle Lamb  
Archie Priest  
Jane Redding

Staff members present were: Dr. Diane Frost, Kristen Wright, and Mike Mize

Also in attendance were Board Attorney, Archie Smith, and the architect for the ECDC project, John Sinnett.

Kristen Wright reviewed information regarding budget amendments S-01, S-02, and F-01.

Mr. Sinnett presented information on the construction bids. He recommended accepting the bid from LOMAX Construction which was the second lowest bidder. MARAND Construction submitted the winning bid, and requested to be released due to an error in their quote.

Dr. Frost presented the budget for ECDC for approval. Information on the Deed of Transfer, Administrative Agreement, and Lease between Asheboro City Schools and the county of Randolph was also provided. It is recommended to approve the deed transfer, administrative agreement, and lease subject to local government commission's approval of the financing package.

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

### **Board of Education**

#### **Opening**

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

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

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

Archie Smith, Jr., Attorney

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

Chairman Redding called the meeting to order and led the meeting with a moment of silence, followed by the Pledge of Allegiance.

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

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

The Board of Education's spotlight was Parents as Teachers (PAT) at the Early Childhood Development Center. Adriana Paschal, a parent educator at ECDC, spoke about the program and its mission to provide information, support, and encouragement to parents to help their children develop optimally during the crucial early years of life.

## **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 Ms. Kidd, the Consent Agenda was unanimously approved by the Board.

## **Consent Agenda**

The following Consent Agenda items were approved:

*\*Approval of Minutes – August 9, 2012*

*\*Personnel*

## **RESIGNATIONS/RETIREMENTS/SEPARATIONS**

<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Adams, Tammy	AHS/ Inst. Assistant	8/21/12
Belpasso, Ashley	BAL/Special Education	8/10/12
Brown, Tracey	DLL/Inst. Assistant	8/10/12
Hildreth, Misty	SAMS/Science	8/8/12
Lautzenheiser, Joy	SAMS/Mathematics	8/17/12
Lewis, Kimberly	AHS/Health Science	9/20/12
Smith, Elise	AHS/Inst. Assistant	8/10/12
Stutts, Juula	SAMS/Nurse	8/7/12
Weaver, Colton	AHS/English	8/31/12
Workman, Cindy	SAMS/Mathematics	8/16/12
York, Brian	NAMS/Custodian	8/17/12
Covington, Crystal	CO/Bus Driver	9/26/12
Jarrett, Sandra	CO/Bus Driver	9/12/12
Tysinger, Mary	CO/Bus Driver	9/12/12

## **APPOINTMENTS**

<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Bump, Luke	AHS/English	8/31/12
Dunn, Derek	AHS/Inst. Assistant	8/21/12
Faircloth, Nichole	GBT/4th Grade	8/15/12
Lane, Miranda	AHS/Graduation Coach	8/31/12
Lennon, Barbara	SAMS/Mathematics	8/22/12
Rodriguez, Claudia	NAMS/Mathematics	8/28/12
Shriver, Lauren	SAMS/Mathematics	8/22/12
Surratt, Cheryl	LP/Inst. Assistant	8/15/12
Williams, Brian	GBT/Inst. Assistant	8/15/12
Woodard, Daniel	NAMS/Custodian	9/3/12
Wright, Lee	SAMS/Science	8/15/12
Smith, Charlene	Sub. Teacher	9/7/12

*\*Budget Amendments – S-01, S-02, and F-01 (A copy of the budget amendments will become a part of these minutes.)*

*\*Asheboro High School Chorus Field Trip (A copy of the field trip will become a part of these minutes.)*

### **Information, Reports and Recommendations**

Julie Pack introduced Chad Ellington, NOVA Academy Coordinator, who presented an update on Asheboro City Schools' NOVA Academy. The goals of NOVA Academy are high school completion and to connect students to the community. NOVA Academy provides an alternative school environment and is supporting and motivating to the student. High expectations and accountability are hallmarks of the program.

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

- Policy 2400 – Board Policies
- Policy 2410 – Policy Development
- Policy 2420 – Adoption of Policies
- Policy 2430 – Dissemination and Preservation of Policies
- Policy 2440 – Policy Review and Evaluation
- Policy 2450 – Suspension of Board Policies
- Policy 2451 – Waiver of Board Policy
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- Policy 2650 – Liaison with School Boards Associations

### **Action Items**

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

- Policy 2210 – Duties of Officers
- Policy 2220 – Official School Spokesperson
- Policy 2230 – Board Committees
- Policy 2300 – Board Meetings
- Policy 2310 – Public Participation at Board Meetings
- Policy 2320 – Compliance With the Open Meetings Law
- Policy 2321 – Closed Sessions
- Policy 2325 – Board Meeting News Coverage
- Policy 2330 – Board Meeting Agenda
- Policy 2335 – Advance Delivery of Meeting Materials
- Policy 2340 – Parliamentary Procedures
- Policy 2341 – Quorum
- Policy 2342 – Voting Methods

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

John Sinnett presented the bids for the ECDC replacement project. The initial winning bid was from MARAND Builders. However, the site grading cost had been left out of the bid and they asked for it to be withdrawn. Mr. Lamb motioned to accept MARAND's withdrawal letter, Dr. Harris seconded,



and the board unanimously accepted the letter of withdrawal. (A copy of the MARAND letter will become a part of these minutes.)

The next low bidder was LOMAX Construction. Mr. Lamb motioned, Mr. Priest seconded, and the Board unanimously approved LOMAX Construction as the winning construction bid and approved the project budget at \$2,460,700.00 to include base bid and all alternates except the metal roof.

The Deed of Transfer, Administrative Agreement, and Lease between Asheboro City Schools and the county of Randolph for the duration of the construction project were recommended for approval. Ms. Cranford motioned to approve the deed transfer, administrative agreement, and lease subject to local government commission's approval of the financing package. Mr. Agudelo seconded the motion and the board unanimously approved the documents. (A copy of the Deed of Transfer, Administrative Agreement, and Lease will become a part of these minutes.)

Wendy Rich recommended approval of the new 2012-13 report cards for grades K-2 that are aligned with the new North Carolina Common Core and Essential Standards. Upon motion by Ms. Kidd, seconded by Ms. Harrington, the 2012-13 report cards for grades K-2 were unanimously approved by the Board. (A copy of the 2012-13 K-2 report cards will become a part of these minutes.)

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

Carla Freemyer shared the Calendar of Events highlighting the following dates: Hall of Fame, September 14; School PTO Meetings are beginning; FAN Workshop, October 1; and Strategic Planning Meeting, October 22.

Dr. Frost provided 10-day enrollment figures. Total enrollment after 10 days for Asheboro City Schools was 4,718, down 44 students from last year. She reported the average K-5 class size for the school district is 18.8, down from 20.6 a year ago.

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

### **Board Operations**

Chairman Redding reported that the North Carolina School Boards Association has requested nominees for several awards. The Board unanimously approved participating in two awards. The ACS Board of Education will be nominated for the Leadership Award for School Boards for extraordinary leadership during the 2011-2012 school year, and the NOVA Academy will be nominated for the Award for Excellence in Educational Programs in recognition of exemplary education programs that maximize student achievement.

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

- Hall of Fame Night at AHS-September 14, 2012
- NCSBA District V Meeting-September 19, 2012
- NCSBA Fall Law Conference-October 17-19, 2012
- NCSBA Annual Conference-November 12-14, 2012
- NSBA Annual Conference – April 13-15, 2013

Steve Jones talked about topics that had been discussed at the NCSBA legislative update meeting and will be discussed further at the upcoming district meeting on September 19.

A motion was made by Mr. Yow, seconded by Mr. Lamb, and unanimously approved by the Board, to adjourn from open session and enter closed session at 9:03 p.m. under Statute 143-318.11(a)(1) for the purpose to discuss the Superintendent's Annual Performance Evaluation.

**Executive Session**

Upon motion by Ms. Cranford, seconded by Ms. Yow, and unanimously approved by the board, to close executive session, the Board adjourned from executive session at 9:59 p.m.

**Open Session**

A motion was made by Ms. Kidd, seconded by Ms. Cranford to reconvene in open session, and unanimously approved by the board. A motion was made by Dr. Harris and seconded by Mr. Jones to approve extending a new four-year contract to the Superintendent through June 30, 2016. The Board unanimously approved the motion. Ms. Cranford motioned and seconded by Ms. Kidd to approve the compensation package per the superintendent's contract. Motion passed 7-3 with Mr. Cheek, Mr. Lamb, and Mr. Priest voting no.

**Adjournment**

There being no further business, a motion was made by Mr. Lamb, seconded by Mr. Cheek, and unanimously approved by the Board, to adjourn at 10:00 p.m.

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Chairman

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Secretary

**Asheboro City Schools  
Personnel Transactions  
October 11, 2012**

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

<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Auman, Tamara	DLL/Instructional Assistant	2/28/13
Contrada, Daniel	SAMS/Special Education	9/18/12
Luck, Elizabeth	AHS/Special Education	10/12/12
Prichard, Pamela	GBT/1 <sup>st</sup> Grade	12/31/12
Veal, John	NAMS/Science	10/12/12
Williams, Sharon	DLL/4 <sup>th</sup> Grade	1/31/13

**\*B. APPOINTMENTS**

<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Hawks, Amanda	CO/Nurse	10/18/12
Presson, Rebekah	AHS/Health Science	10/3/12
Yorkus, Sharon	BAL/Special Education	10/31/12

**Asheboro City Schools  
Certified Appointments  
October 11, 2012**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Presson, Rebekah	Western Carolina University B: Biology	Health Occupations

Rebekah Presson is recommended to teach health science at Asheboro High School. Miss Presson was born in Thailand and is a resident of Greensboro. She graduated from Western Carolina University in 2010 with a degree in Biology and concentrations in molecular biology and Spanish. She has answered the call to teach after working for two years as a lab technologist at Lab Corp.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Yorkus, Sharon	Temple (PA) University B: Elementary and Special Education	Elementary Education Special Education

Sharon Yorkus, a native of the Philadelphia area, is recommended to teach special education at Balfour School. Mrs. Yorkus moved to Asheboro in August, has volunteered at Balfour extensively, and is excited to join the staff at there. She has three years teaching experience in Philadelphia and Huntingdon Valley, Pennsylvania, teaching second grade and all grades in middle school.

**Asheboro City Schools  
Personnel Transactions  
October 11, 2012**

**\*B. APPOINTMENTS**

<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Barnhouse, Melissa	SAMS/Special Education	TBD
Dawalt, Keisha	CWM/Kindergarten	TBD
Wood, Rachel Nanette	AHS/Special Education	9/21/12

**C. TRANSFER**

<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Hayes, David	CO/Maintenance to CO/Transportation Supervisor	1/2/13
Johnson, Tari	DLL/Data Manager – Treasurer to CO/Secretary – Support Services	12/1/12
LaClair, Jennifer	SAMS/EC Program Facilitator to AHS/Special Education	10/15/12

**\*D. ADMINISTRATIVE CONTRACT**

<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Freemyer, Carla	CO/Executive Director of Human Resources	1/2/13 to 6/30/16

**Asheboro City Schools  
Certified Appointments  
October 11, 2012**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Barnhouse, Melissa	East Carolina University B: Special Education M: Severe and Profound Disabilities	Special Education MG Language Arts MG Mathematics

Melissa Barnhouse is recommended to teach special education at South Asheboro Middle School. A veteran teacher with ten years of experience, Mrs. Barnhouse taught previously in Alleghany and Craven counties. Most recently she taught for five years at Gravelly Hill Middle School in Orange County. Mrs. Barnhouse will relocate to Asheboro in the near future.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Dawalt, Keisha	Southern Wesleyan (SC) University B: Early Childhood and Elementary Education	Elementary Education

A graduate of Southern Wesleyan University, Keisha Dawalt is recommended to teach kindergarten at Charles W. McCrary School. Mrs. Dawalt will relocate to Randolph County and looks forward to continuing her teaching career in Asheboro. She has taught since 2007, first in Pickens, South Carolina and most recently at Pisgah Forest Elementary in Brevard, North Carolina.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Wood, Rachel Nanette	McNeese State (LA) University B: Health and Physical Education California College of Health Sciences M: Community Health Administration	Special Education Physical Education Reading

Rachel "Nanette" Wood is a resident of Asheboro who is recommended to teach special education at Asheboro High School. A veteran teacher with seventeen years of teaching experience, Mrs. Wood taught in Guilford County Schools at McIver Education Center. She also taught at NC A & T State University and Randolph Community College. Mrs. Wood has been recognized by Special Olympics several times for her volunteer work.

**Asheboro City Schools  
Administrative Contract  
October 11, 2012**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Freemyer, Carla	University of Oklahoma B: Journalism-Advertising M: Education	

Carla Freemyer is recommended to be Executive Director of Human Resources. Mrs. Freemyer has been employed by Asheboro City Schools as Public Information Officer since 2001. She is experienced in human resource management, having served as Vice President of Human Resources for Security National Bank and Trust and Human Resources Manager for MATRIX Marketing. She attained Professional Human Resources Certification in 1996. Her experience includes teaching Human Resource Management at Southeastern Oklahoma State University and serving as Vice President of Marketing and Enrollment Management at Eastern Oklahoma State College. Her level of civic and community involvement in Asheboro is impressive and includes leadership roles with the Asheboro/Randolph Chamber of Commerce, Central Boys and Girls Club, Hospice, and United Way.

Budget Amendment  
Asheboro City Schools Administrative Unit  
Capital Outlay Fund

The Asheboro City Board of Education at a regular meeting on the 11th day of October, 2012 passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2013.

REVENUE

4.4810.900	County Financing Proceeds	\$ 76,799.00
4.4910.999	Fund Balance Appropriated	279,626.00
		<u>\$ 356,425.00</u>

EXPENDITURE

4.9125.999.522	General Contractor	\$ 356,425.00
		<u>\$ 356,425.00</u>

Total Appropriation in Current Budget	\$ 3,018,201.00
Total Increase/Decrease of above amendment	356,425.00
Total Appropriation in Current Amended Budget	<u>\$ 3,374,626.00</u>

Passed by majority vote of the Board of Education of Asheboro City on the 11th day of October, 2012.

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Chairman, Board of Education

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Secretary



# Asheboro City Schools Discard List

November 11, 2012

	Item Description	Make	Model	Serial #	FA#	Location
1	Gateway Monitor	Gateway	FPD1730	MUL7007K0038519		GBT
2	Gateway Monitor	Gateway	EV500A	15017G050576	14313	GBT
3	AlphaSmart Keyboard	AlphaSmart	3000	ALF3000-0101-04595W	14911	GBT
4	AlphaSmart Keyboard	AlphaSmart	2000	ALF2000-0998-00828	12211	GBT
5	AlphaSmart Keyboard	AlphaSmart	2000	ALF2000-1199-05961	13786	GBT
6	AlphaSmart Keyboard	AlphaSmart	2000	ALF2000-1097-04267	10560	GBT
7	AlphaSmart Keyboard	AlphaSmart	2000	ALF2000-1097-04796	10545	GBT
8	AlphaSmart Keyboard	AlphaSmart	2000	ALF2000-1299-08824	13811	GBT
9	Gateway Monitor	Gateway	EV500	15017G050567	14312	GBT
10	Dell Monitor	Dell	E771p	MX-0419TG-47801-182-H09W		GBT
11	Magnavox Large Screen TV	Magnavox	RJ85010 AK03	63279655	4770	GBT
12	Panasonic VHS Movie Camera	Panasonic	AG-188-P	08WA11245	11417	GBT
13	Kodak S Series Camera	Kodak	S900 Tele	Orange sticker 261187	6714	GBT
14	Zire Palm Pilot w/ case & software	Zire	Zire 71	00U3V8431451		GBT
15	Sony FD Mavica Camera	Sony	MVC- FD100	345703		GBT
16	Sony FD Mavica Camera	Sony	MVC-FD200	1326277		GBT
17	Sony FD Mavica Camera	Sony	MVC-FD200	461828		GBT
18	Sony FD Mavica Camera	Sony	MVC-FD87	331292		GBT
19	Califone Tape Player (black)	Califone	1300AV	LJ731312		GBT
20	Broken Globe- Political	Rand McNally	Simplified			GBT
21	Texas Instrument Calculator	Texas Instrument	TI-15	(blue)	2678	GBT
22	Texas Instrument Calculator	Texas Instrument	TI-10	(red)	2350	GBT
23	Sharp VCR	Sharp	VC-A413U	2751179	13971	GBT
24	AveryKey 3 w/ power cord	AverMedia		17648010	11358	GBT
25	Califone Tape Player (black)	Califone	1300AV	GD141117	9079	GBT
26	AlphaSmart 2000 Keyboard	AlphaSmart	2000	ALF2000-0998-02687	12197	GBT
27	AlphaSmart 2000 Keyboard	AlphaSmart	2000	ALF2000-1097-03976	10539	GBT
28	AlphaSmart 3000 Keyboard	AlphaSmart	3000	AS3000B-0601-01760-WF		GBT
29	AlphaSmart 3000 Keyboard	AlphaSmart	3000	ALF3000-0700-79399-GA	14614	GBT
30	AlphaSmart 2000 Keyboard	AlphaSmart	2000	ALF2000-0998-04951	12237	GBT
31	AlphaSmart 2000 Keyboard	AlphaSmart	2000	ALF2000-1097-04098	10543	GBT
32	AlphaSmart 2000 Keyboard	AlphaSmart	2000	ALF2000-1097-02868	10579	GBT
33	AlphaSmart 2000 Keyboard	AlphaSmart	2000	ALF2000-1097-03758	10559	GBT
34	AlphaSmart 2000 Keyboard	AlphaSmart	2000	ALF2000-1097-05003	10580	GBT
35	AlphaSmart 2000 Keyboard	AlphaSmart	2000	ALF2000-1097-03346	10592	GBT
36	AlphaSmart 2000 Keyboard	AlphaSmart	2000	ALF2000-1097-02970	10598	GBT
37	AlphaSmart 3000 Keyboard	AlphaSmart	3000	ALF3000-0101-04589W	14931	GBT
38	Brown Record Player	Newcomber	EDT Solid State		3862	GBT
39	Gateway Monitor	Gateway	EV700C	MU17046C0177235		GBT
40	Dell Monitor (Black)	Dell	E771p	MX-0419TG-47801-182-1109G		GBT

	Item Description	Make	Model	Serial #	FA#	Location
41	Gateway Monitor	Gateway	EV700	MU17046C0197680		GBT
42	Gateway Monitor	Gateway	EV700C	MU17046C0177282		GBT
43	Vision Sensation Monitor	Vision	KDS	981007633		GBT
44	Califone Cassette/Headphone Kit	Califone	3432AV	JK320441		GBT
45	Vision Sensation Monitor	Vision	KDS	691180794		GBT
46	Sony Mavica Camera	Sony	MVC-FD200	545688		GBT
47	IntelPlay Microscope w/Software	IntelPlay	APB-24221-99A			GBT
48	AlphaSmart 2000	AlphaSmart	2000	ALF2000-1299-08707	13803	GBT
49	AlphaSmart 2000	AlphaSmart	2000	ALF2000-0998-05363	12218	GBT
50	AlphaSmart 2000	AlphaSmart	2000	ALF2000-1097-04388	10555	GBT
51	AlphaSmart 2000	AlphaSmart	2000	ALF2000-0998-01322	12245	GBT
52	AlphaSmart 2000	AlphaSmart	2000	ALF2000-1299-08713	13809	GBT
53	AlphaSmart 2000	AlphaSmart	2000	ALF2000-1097-02554	10547	GBT
54	AlphaSmart 2000	AlphaSmart	2000	ALF2000-0998-02608	12201	GBT
55	AlphaSmart 2000	AlphaSmart	2000	ALF2000-0898-04864	12254	GBT
56	Brainchild Handheld Device	BrainChild	94A	?	11596	GBT
57	HP DeskJet Printer	HP	682C	SG67G1H1N1	9478	GBT
58	Gateway Desktop Computer	Gateway	E4300	35393864		GBT
59	AccelScan Scanner (Math)	AccelScan	2110USB	101950B4B1219U		GBT
60	Dell Monitor (Black)	Dell	E771p	MX-0419TG-47801-182-H09S		GBT
61	Dell Optiplex Computer (Black)	Dell	GX150	Service Tag HLKDT01		GBT
62	Dell Optiplex Computer (Black)	Dell	GX150	Service Tag FLKDT01		GBT
63	Dell Monitor (Black)	Dell	E551	MY-095WUP-46632-172-924D		GBT
64	Dell Monitor (Black)	Dell	E551	MY-095-WUP-46632-172-92EX		GBT
65	Box of Speakers	Various				GBT
66	Box of Keyboards	Various				GBT
67	AlphaSmart Keyboard	AlphaSmart	2000	ALF2000-0998-02813	12195	GBT
68	Panasonic "Boom box"	Panasonic	RX-CT840	CX4CB11854	7681	GBT
69	62 metal student desks					GBT
70	2 plastic turtles					GBT
71	1 blue sandbox					GBT
72	1 white playhouse					GBT
73	1 partition					GBT
74	1 bulletin board					GBT
75	9 wooden student desks					GBT
76	4 metal student desks					GBT
77	2 plastic student desks					GBT
78	4 orange plastic chairs					GBT
79	43 salmon colored chairs					GBT
80	24 white chairs					GBT
81	6 metal folding chairs					GBT
82	3 small plastic chairs					GBT
83	2 computer work tables					GBT
84	1 dry erase board					GBT
85	1 metal teacher desk					GBT

	Item Description	Make	Model	Serial #	FA#	Location
86	1 wood teacher desk					GBT
87	2 wood computer desks					GBT
88	1 projector screen					GBT
89	2 pull down maps					GBT
90	alphasmart		2000	alf2000-0998-02437	11944	BAL
91	alphasmart		2000	alf2000-1299-08060	13724	BAL
92	alphasmart		2000	alf2000-1299-08743	13713	BAL
93	alphasmart		2000	alf2000-0998-04026	11934	BAL
94	alphasmart		2000	alf2000-1097-04464	10712	BAL
95	alphasmart		2000	alf2000-1299-08754	13721	BAL
96	alphasmart		2000	alf20001299-08750	13720	BAL
97	alphasmart		2000	alf2000-1097-02794	10675	BAL
98	alphasmart		2000	alf2000-1097-03341	10730	BAL
99	alphasmart		2000	alf2000-1299-08150	13715	BAL
100	alphasmart		2000	alf2000-0998-03667	11942	BAL
101	alphasmart		2000	alf2000-0998-00047	11945	BAL
102	alphasmart		2000	alf2000-1299-08741	13707	BAL
103	alphasmart		2000	alf2000-1299-08748	13718	BAL
104	alphasmart		2000	alf2000-1299-08740	13706	BAL
105	alphasmart		2000	ALF2000-1299-08080	13698	BAL
106	alphasmart		2000	ALF2000-0998-03856	11943	BAL
107	alphasmart		2000	ALF2000-0998-02625	11950	BAL
108	alphasmart		2000	ALF2000-1299-08683	13697	BAL
109	alphasmart		2000	ALF2000-1299-08117	13717	BAL
110	alphasmart		2000	ALF2000-0998-03819	11941	BAL
111	Overhead Projector	3M	1885			BAL
112	Tape player	radio shack	ctr-102	821659		BAL
113	washing machine	Kaplan				BAL
114	sink	Kaplan				BAL
115	stove	Kaplan				BAL
116	crib					BAL
117	cabinet	Kaplan				BAL
118	food items					BAL
119	ironing board				7775	BAL
120	Projector cart	Pixmobile	AV-Series		9857	BAL
121	Tape player	califone	3132av	DL331538		BAL
122	Tape player	califone	1300AV	GH990260		BAL
123	FILE CABINET					BAL
124	refrigerator					BAL
125	alphasmart		2000	ALF2000-0898-11209	12035	BAL
126	Brainchild	psl1000	94a		11495	BAL
127	phonics firefly	Kidology	k-2600	002097		BAL
128	math desk	leap frog	20011	208309		BAL
129	writing desk	leap frog	38000	x205119		BAL
130	math desk	leap frog	20011	109289		BAL

	Item Description	Make	Model	Serial #	FA#	Location
131	math desk	leap frog	20011	109289		BAL
132	monitor	Gateway	EV500A	15017E141004	14147	BAL
133	speakers	Boston	BA265	0199619		BAL
134	Mouse	Gateway		7002199		BAL
135	Keyboard	Gateway		Q0132A1888		BAL
136	washing machine	Kaplan				BAL
137	AccelScan		RL-2110	101950B3H26705		BAL
138	printer	HP	DeskJet 932C	MX0821Sos1		BAL
139	monitor	Gateway	EV500A	15017E141020		BAL
140	printer	DELL	1700N	7J1G951		BAL
141	Tape player	durabrand	CD-203			BAL
142	speakers	Boston	ba265	0198448		BAL
143	speakers	Boston	BA265	0199606		BAL
144	printer	hp DeskJet	695c	SG8811F2KH	12708	BAL
145	Keyboard	Gateway		qq136a1251		BAL
146	Keyboard	Gateway		Q0136a1349		BAL
147	monitor	Gateway	EV500A	15017e141017		BAL
148	monitor	Gateway	EV500A	15017e140151		BAL
149	monitor	KDS	VS-5	1161078814		BAL
150	monitor	Gateway	EV500A	15017E140998		BAL
151	SPEAKERS	Boston	BA265	0698309		BAL
152	SPEAKERS	Boston	BA265	0199544		BAL
153	Mouse	Microsoft		7002199		BAL
154	MOUSE	MGL	ECM-S5001	0111543		BAL
155	Keyboard	Gateway		Q0132A1933		BAL
156	Keyboard	NMB	RT6856TW	C0261722		BAL
157	alphasmart		2000	alf2000-1299-08753	13723	BAL
158	alphasmart		2000	alf2000-0998-02618	12022	BAL
159	alphasmart		2000	alf2000-1097-04689	10740	BAL
160	alphasmart		2000	alf2000-1097-03342	10772	BAL
161	alphasmart		2000	alf2000-1299-08666	13710	BAL
162	alphasmart		2000	alf2000-0998-02472	11938	BAL
163	alphasmart		2000	alf2000-1097-03941	10679	BAL
164	alphasmart		2000	alf2000-0998-02345	12031	BAL
165	alphasmart		2000	alf2000-0998-00792	12024	BAL
166	alphasmart		2000	alf2000-1097-04549	10745	BAL
167	alphasmart		2000	alf2000-1097-05987	10692	BAL
168	alphasmart		2000	alf2000-1097--6093	10755	BAL
169	alphasmart		2000	alf2000-0998-02624	12028	BAL
170	alphasmart		2000	alf2000-0998-10422	12021	BAL
171	alphasmart		2000	alf2000-1097-05607	10750	BAL
172	alphasmart		2000	alf2000-1299-08062	13726	BAL
173	alphasmart		2000	alf2000-1097-05585	10754	BAL
174	alphasmart		2000	alf2000-0998-10156	12032	BAL
175	alphasmart		2000	alf2000-0998-02277	12027	BAL

	Item Description	Make	Model	Serial #	FA#	Location
176	alphasmart		2000	alf2000-1299-08074	13732	BAL
177	alphasmart		2000	alf2000-0998-02621	12020	BAL
178	alphasmart		2000	alf2000-1299-08688	13702	BAL
179	alphasmart		2000	alf2000-1299-08069	13699	BAL
180	alphasmart		2000	alf2000-0998-02478	12029	BAL
181	alphasmart		2000	alf2000-1297-07653	11027	BAL
182	alphasmart		2000	alf2000-1299-08782	13693	BAL
183	alphasmart		2000	alf2000-0998-01324	11966	BAL
184	alphasmart		2000	alf2000-0998-00859	12033	BAL
185	printer	Dell	1700n	GX1G951		BAL
186	alphasmart		2000	alf2000-1299-08765	13704	BAL
187	alphasmart		2000	alf2000-0998-10145	11983	BAL
188	alphasmart		2000	alf2000-1097-04608	10721	BAL
189	alphasmart		2000	alf2000-0998-10428	11946	BAL
190	alphasmart		2000	alf2000-1097-03308	10726	BAL
191	alphasmart		2000	alf2000-0998-00325	11986	BAL
192	alphasmart		2000	alf2000-1297-07369	11025	BAL
193	alphasmart		2000	alf2000-0998-10111	12005	BAL
194	alphasmart		2000	alf2000-1299-08742	13708	BAL
195	alphasmart		2000	alf2000-0998-0080	11987	BAL
196	alphasmart		2000	alf2000-0798-00663	11963	BAL
197	alphasmart		2000	alf2000-0998-00156	11990	BAL
198	alphasmart		2000	alf2000-1097-03106	10725	BAL
199	alphasmart		2000	alf2000-1097-04246	10724	BAL
200	alphasmart		2000	alf2000-0998-10294	11984	BAL
201	alphasmart		2000	alf2000-0998-02031	11947	BAL
202	alphasmart		2000	alf2000-0998-10289	11994	BAL
203	alphasmart		2000	alf2000-1097-04997	10756	BAL
204	alphasmart		2000	alf2000-0998-00249	12009	BAL
205	alphasmart		2000	alf2000-0998-01238	11985	BAL
206	alphasmart		2000	alf2000-1299-08783	13689	BAL
207	Keyboard	Gateway	7001628	Q0136A1339		BAL
208	speakers	Gateway	G-MAX2000	4408AUL610037542		BAL
209	monitor	Gateway	EV500A	15017e140121		BAL
210	monitor	Gateway	EV500A	15017e141005		BAL
211	speakers	Boston	BA265	0199559		BAL
212	speakers	Boston	BA265	0198428		BAL
213	Keyboard	Gateway	7001628	Q0136a0412		BAL
214	Keyboard	Gateway	7001628	Q0132A1888		BAL
215	Mouse	Microsoft	1.2a	7002199		BAL
216	Mouse	a4tech	sww-25			BAL
217	speakers	Gateway	2000	FMW1079920		BAL
218	monitor	Gateway	EV500A	15017E140161		BAL
219	Keyboard	Gateway	7001628	Q0132A1454		BAL
220	mouse	Gateway	2000	01923501		BAL

	Item Description	Make	Model	Serial #	FA#	Location
221	Tape player	SHARP	RD-767AV	930126117	6986	BAL
222	alphasmart		2000	alf2000-1299-08530	13709	BAL
223	alphasmart		2000	alf2000-1097-04231	10771	BAL
224	alphasmart		2000	alf2000-0998-01361	11997	BAL
225	alphasmart		2000	alf2000-0998-10430	12016	BAL
226	alphasmart		2000	alf2000-0998-01286	11969	BAL
227	alphasmart		2000	alf2000-0998-02484	12034	BAL
228	alphasmart		2000	alf2000-0998-02489	11973	BAL
229	alphasmart		2000	alf2000-1097-04206	10713	BAL
230	alphasmart		2000	alf2000-0998-01484	11974	BAL
231	alphasmart		2000	alf2000-1097-04219	10718	BAL
232	alphasmart		2000	alf2000-0998-00168	11968	BAL
233	alphasmart		2000	alf2000-0998-02051	12019	BAL
234	alphasmart		2000	alf2000-1097-04247	10762	BAL
235	alphasmart		2000	alf2000-0998-00032	11991	BAL
236	alphasmart		2000	alf2000-1097-04743	10706	BAL
237	alphasmart		2000	alf2000-1097-02831	10722	BAL
238	alphasmart		2000	alf2000-0998-01284	11988	BAL
239	alphasmart		2000	alf2000-0998-02973	11937	BAL
240	alphasmart		2000	alf2000-1097-03507	10678	BAL
241	alphasmart		2000	alf2000-1097-04084	10768	BAL
242	alphasmart		2000	alf2000-0998-00864	11970	BAL
243	alphasmart		2000	alf2000-0998-01344	11995	BAL
244	alphasmart		2000	alf2000-1097-04059	10689	BAL
245	alphasmart		2000	alf2000-1097-04243	10688	BAL
246	alphasmart		2000	alf2000-0998-02475	11999	BAL
247	alphasmart		2000	alf2000-1097-03225	10687	BAL
248	alphasmart		2000	alf2000-0998-10063	11981	BAL
249	alphasmart		2000	alf2000-1297-07685	11030	BAL
250	alphasmart		2000	alf2000-1097-04234	10690	BAL
251	alphasmart		2000	alf2000-1097-05857	10697	BAL
252	Alphasmart		2000	alf2000-1097-04980	10719	BAL
253	alphasmart		2000	alf2000-1097-02992	10682	BAL
254	Alphasmart		2000	alf2000-1097-04244	10686	BAL
255	alphasmart		2000	alf2000-1097-04970	10739	BAL
256	Alphasmart		2000	alf2000-1097-00009		BAL
257	alphasmart		2000	alf2000-1097-05855	10747	BAL
258	Alphasmart		2000	alf2000-1097-04074	10727	BAL
259	alphasmart		2000	alf2000-1097-04249	10728	BAL
260	mouse	Microsoft		2142481-20000		BAL
261	Keyboard	Gateway	7001459	Q9202A1160		BAL
262	monitor	Gateway	EV500A	15009AA08874	12703	BAL
263	monitor	Gateway	EV500A	15017e141001		BAL
264	Keyboard	Gateway	7001628	Q0132A1884		BAL
265	speakers	Boston	BA265	0199548		BAL

	Item Description	Make	Model	Serial #	FA#	Location
266	mouse	Microsoft		7002199		BAL
267	mouse	Microsoft		1910505-1000		BAL
268	printer	HP	DESKJET870CsE	US693130Q8	9262	BAL
269	monitor	Gateway	500-069EV	15025B130150		BAL
270	Keyboard	Logitech	Y-RB6	MCT0100444		BAL
271	Keyboard	gateway2000	2196003	56040656		BAL
272	Desk					BAL
273	Wardrobe					BAL
274	monitor	dell	M992	MY 04N736 47603 2AB BNFA		BAL
275	pink metal desk					CWM
276	pink metal desk					CWM
277	wood desk					CWM
278	wood desk					CWM
279	battery clock					CWM
280	battery clock					CWM
281	gateway monitor			MRB56 50H 07149		CWM
282	blue chair					CWM
283	pink desk					CWM
284	pink desk					CWM
285	pink desk					CWM
286	black legged table					CWM
287	blue chair					CWM
288	pink desk					CWM
289	blue desk					CWM
290	wood chair					CWM
291	wood chair					CWM
292	pink desk					CWM
293	wood chair					CWM
294	overhead projector				14973	CWM
295	blue table					CWM
296	wood chair					CWM
297	wood chair					CWM
298	microscope				2908	CWM
299	wood chair					CWM
300	wood chair					CWM
301	wood chair					CWM
302	blue chair					CWM
303	blue chair					CWM
304	blue chair					CWM
305	orange chair					CWM
306	yellow chair					CWM
307	light blue chair					CWM
308	wood teacher's desk				3885	CWM
309	wood chair					CWM
310	wood chair					CWM

	Item Description	Make	Model	Serial #	FA#	Location
311	rolling table					CWM
312	rolling table				14467	CWM
313	metal book shelf					CWM
314	wood chair					CWM
315	wood chair					CWM
316	wood chair					CWM
317	VCR			638412145		CWM
318	pink desk					CWM
319	wood chair					CWM
320	wood chair					CWM
321	wood chair					CWM
322	round table					CWM
323	box of 13 casters					CWM
324	task force 12 V battery drill					CWM
325	blue chair					CWM
326	NEC Accu Sync 70 monitor			2706246TA		CWM
327	Tan filing cabinet					CWM
328	Gateway keyboard			Q9074A1049		CWM
329	overhead projector				14978	CWM
330	wood chair					CWM
331	rolling computer table					CWM
332	pink desk					CWM
333	pink desk					CWM
334	pink desk					CWM
335	pink desk					CWM
336	metal rack					CWM
337	wood chair					CWM
338	wood chair					CWM
339	wood chair					CWM
340	table				11205	CWM
341	pink leg table					CWM
342	light blue table					CWM
343	sofa					CWM
344	pink desk					CWM
345	pink desk					CWM
346	pink desk					CWM
347	pink desk					CWM
348	wood chair					CWM
349	wood chair					CWM
350	wood chair					CWM
351	wood chair					CWM
352	wood chair					CWM
353	wood chair					CWM
354	wood chair					CWM
355	combination desk					CWM



	Item Description	Make	Model	Serial #	FA#	Location
356	combination desk					CWM
357	blue chair					CWM
358	blue chair					CWM
359	gray leg table					CWM
360	wood chair					CWM
361	wood chair					CWM
362	wood chair					CWM
363	wood chair					CWM
364	wood chair					CWM
365	wood chair					CWM
366	wood chair					CWM
367	wood chair					CWM
368	Panasonic Mini Cassette Recorder	no longer works	RQ-L31			EC
369	Sanyo Talk-Book VAS Cassette Recorder	no longer works	TRC-900C			EC
370	Sanyo Tape Recorder	no longer works	M1001			EC
371	Lexmark Printer			2130137533		EC
372	Beltone Audiometer	ACS tag 00007072		10K1526		EC
373	Beltone Audiometer 9D	ACS tage 00004174		31874		EC
374	Beltone Audiometer 9D			27543		EC
375	Belton Audiometer 119			1184510		EC
376	Casablanca AVIO	Casablanca	AVIO	13908		SAMS
377	Gateway Monitor	Gateway	FPD1730	7005365		SAMS
378	Epson Scanner	Epson	G680B	93649		SAMS
379	Dell Printer	Dell	1700N	BR4NLR		SAMS
380	Epson Printer	Epson	C141A	153864		SAMS
381	Goldstar Monitor	Goldstar	1460DL	8621		SAMS
382	Envision Monitor	Envision	F1770	768275		SAMS
383	Toshiba VCR	Toshiba	W-412	20504		SAMS
384	Toshiba VCR	Toshiba	W-422	22222		SAMS
385	Gateway laptop	Gateway	m305CRV	981519		SAMS
386	3M Overhead Projector	3M	1800	46369		SAMS
387	Box Misc. Cords/Keyboards					SAMS
388	Box Misc. Cords/Keyboards					SAMS
389	Thinkpad	IBM	Thinkpad	2656-224		SAMS
390	IBM Wheelwriter	IBM	Wheelwriter			SAMS
391	Gateway monitor	Gateway	550G	2185		SAMS
392	Gateway monitor	Gateway	500G	5757		SAMS
393	Gateway monitor	Gateway	TFT19W80PS	2648		SAMS
394	RCA VCR	RCA	DRC6355N	6355N		SAMS
395	Gateway Monitor	Gateway	500G	2175		SAMS
396	Gateway Monitor	Gateway	900W	24465		SAMS
397	Box Misc. Cords/Keyboards					SAMS
398	Projection Lamp	GE	BLC 30W115-125V			LP
399	Projection Lamp	GE	BLC 30W115-125V			LP
400	Projection Lamp	GE	BLC 30W115-125V			LP

	Item Description	Make	Model	Serial #	FA#	Location
401	Projection Lamp	GE	BLC 30W115-125V			LP
402	Projection Lamp	GE	BLC 30W115-125V			LP
403	Projection Lamp	GE	BLC 30W115-125V			LP
404	Projection Lamp	GE	BLC 30W115-125V			LP
405	Projection Lamp	GE	BLC 30W115-125V			LP
406	Projection Lamp	GE	BLC 30W115-125V			LP
407	Projection Lamp	GE	BLC 30W115-125V			LP
408	Projection Lamp	GE	BLC 30W115-125V			LP
409	Projection Lamp	GE	BLC 30W115-125V			LP
410	Projection Lamp	GE	BVE 120V 600W			LP
411	Projection Lamp	GE	BVE 120V 600W			LP
412	Projection Lamp	GE	BVE 120V 600W			LP
413	Projector Lamp	Sylvania	BVE 120V 625W			LP
414	Projector Lamp	Sylvania	BVE 120V 625W			LP
415	Projection Lamp	GE	CAR 150W 120V			LP
416	Projection Lamp	GE	CAR 150W 120V			LP
417	Projection Lamp	GE	CAR 150W 120V			LP
418	Projection Lamp	GE	CAR 150W 120V			LP
419	Projector Lamp	Sylvania	CAR 150W 120V			LP
420	Projector Lamp	Sylvania	CAR 150W 120V			LP
421	Projector Lamp	Sylvania	CAR 150W 120V			LP
422	Projector Lamp	Sylvania	CAR 150W 120V			LP
423	Projector Lamp	Sylvania	CBJ-CBC 75W 120V			LP
424	Projector Lamp	Sylvania	CBJ-CBC 75W 120V			LP
425	Projector Lamp	Sylvania	CBJ-CBC 75W 120V			LP
426	Projector Lamp	Sylvania	CBJ-CBC 75W 120V			LP
427	Projector Lamp	Sylvania	CBJ-CBC 75W 120V			LP
428	Projector Lamp	Sylvania	CBJ-CBC 75W 120V			LP
429	Projector Lamp	Sylvania	CBJ-CBC 75W 120V			LP
430	Projector Lamp	Sylvania	CBJ-CBC 75W 120V			LP
431	Projector Lamp	Sylvania	CBJ-CBC 75W 120V			LP
432	Projection Lamp	GE	CBJ-CBC 115-125V 75W			LP
433	Projector Lamp	Sylvania	CBX-CBS 75W 120V			LP
434	Projector Lamp	Sylvania	CBX-CBS 75W 120V			LP
435	Projector Lamp	Sylvania	CBX-CBS 75W 120V			LP
436	Projector Lamp	Sylvania	CBX-CBS 75W 120V			LP
437	Projector Lamp	Sylvania	CWA 750W 120V			LP
438	Projector Lamp	Sylvania	CWA 750W 120V			LP
439	Projector Lamp	Sylvania	CWA 750W 120V			LP
440	Projection Lamp	GE	CBX-CBS 75W 115-125V			LP
441	Projector Lamp	Sylvania	CYC-CYM 300W 120-125V			LP
442	Projector Lamp	Sylvania	CYC-CYM 300W 120-125V			LP
443	Projector Lamp	Sylvania	CYC-CYM 300W 120-125V			LP
444	Projector Lamp	Sylvania	CYC-CYM 300W 120-125V			LP
445	Projection Lamp	GE	CZA-CZB 500W 120V			LP

	Item Description	Make	Model	Serial #	FA#	Location
446	Projection Lamp	GE	CZA-CZB 500W 120V			LP
447	Projection Lamp	GE	CZA-CZB 500W 120V			LP
448	Projection Lamp	GE	CZX-DAB 115-120V 500W			LP
449	Projection Lamp	GE	CZX-DAB 115-120V 500W			LP
450	Projection Lamp	GE	CZX-DAB 115-120V 500W			LP
451	Projection Lamp	GE	CZX-DAB 115-120V 500W			LP
452	Projection Lamp	GE	CZX-DAB 115-120V 500W			LP
453	Projection Lamp	GE	CZX-DAB 115-120V 500W			LP
454	Projection Lamp	GE	CZX-DAB 115-120V 500W			LP
455	Projection Lamp	GE	CZX-DAB 115-120V 500W			LP
456	Projection Lamp	GE	CZX-DAB 115-120V 500W			LP
457	Projection Lamp	GE	DAY-DAK 500W 120V			LP
458	Projection Lamp	GE	DAY-DAK 500W 120V			LP
459	Projection Lamp	GE	DAY-DAK 500W 120V			LP
460	Projection Lamp	GE	DAY-DAK 500W 120V			LP
461	Projection Lamp	GE	DEP 115-120V 750W			LP
462	Projection Lamp	GE	DEP 115-120V 750W			LP
463	Projection Lamp	GE	DEP 115-120V 750W			LP
464	Projection Lamp	GE	DEP 115-120V 750W			LP
465	Projector Lamp	Sylvania	DEP-DGR 750W 120V			LP
466	Projector Lamp	Sylvania	DEP-DGR 750W 120V			LP
467	Projector Lamp	Sylvania	DEP-DGR 750W 120V			LP
468	Projector Lamp	Sylvania	DEP-DGR 750W 120V			LP
469	Projector Lamp	Sylvania	DEP-DGR 750W 120V			LP
470	Projector Lamp	Sylvania	DFD 1000W 120-125V			LP
471	Projector Lamp	Sylvania	DFD 1000W 120-125V			LP
472	Projector Lamp	Sylvania	DFD 1000W 120-125V			LP
473	Projector Lamp	Sylvania	DFD 1000W 120-125V			LP
474	Projector Lamp	Sylvania	DFD 1000W 120-125V			LP
475	Projector Lamp	Sylvania	DYP 600W 120V			LP
476	Projector Lamp	Sylvania	DYP 600W 120V			LP
477	Projector Lamp	Sylvania	DYP 600W 120V			LP
478	Projector Lamp	Sylvania	DYP 600W 120V			LP
479	Projection Lamp	GE	DYP 120V 600W			LP
480	Halogen Display	Osram	GY5.3 FXL 410W 82V			LP
481	Halogen Display	Osram	GY5.3 FXL 410W 82V			LP
482	Halogen Display	Osram	GY5.3 FXL 410W 82V			LP
483	Halogen Display	Osram	GY5.3 FXL 410W 82V			LP
484	Halogen Display	Osram	GY5.3 FXL 410W 82V			LP
485	Halogen Display	Osram	GY5.3 FXL 410W 82V			LP
486	Halogen Display	Osram	GY5.3 FXL 410W 82V			LP
487	Halogen Display	Osram	GY5.3 FXL 410W 82V			LP
488	Halogen Display	Osram	GY5.3 FXL 410W 82V			LP
489	Projection Lamp	GE	DYP 120V 600W			LP
490	Projection Lamp	GE	DYP 120V 600W			LP

	Item Description	Make	Model	Serial #	FA#	Location
491	Projection Lamp	GE	DYP 120V 600W			LP
492	Halogen Display	Osram	BHC/DYS/DYV 600W 120V GZ9.5			LP
493	Halogen Display	Osram	BHC/DYS/DYV 600W 120V GZ9.5			LP
494	Halogen Display	Osram	BHC/DYS/DYV 600W 120V GZ9.5			LP
495	Halogen Display	Osram	BHC/DYS/DYV 600W 120V GZ9.5			LP
496	Halogen Display	Osram	BHC/DYS/DYV 600W 120V GZ9.5			LP
497	Halogen Display	Osram	BHC/DYS/DYV 600W 120V GZ9.5			LP
498	Halogen Display	Osram	BHC/DYS/DYV 600W 120V GZ9.5			LP
499	Halogen Display	Osram	BHC/DYS/DYV 600W 120V GZ9.5			LP
500	Halogen Display	Osram	BHC/DYS/DYV 600W 120V GZ9.5			LP
501	Halogen Display	Osram	BHC/DYS/DYV 600W 120V GZ9.5			LP
502	Halogen Display	Osram	BHC/DYS/DYV 600W 120V GZ9.5			LP
503	Halogen Display	Osram	BHC/DYS/DYV 600W 120V GZ9.5			LP
504	Halogen Display	Osram	BHC/DYS/DYV 600W 120V GZ9.5			LP
505	Halogen Display	Osram	BHC/DYS/DYV 600W 120V GZ9.5			LP
506	Halogen Display	Osram	BHC/DYS/DYV 600W 120V GZ9.5			LP
507	Halogen Display	Osram	EYB 360W 82V G5.3			LP
508	Halogen Display	Osram	EYB 360W 82V G5.3			LP
509	Halogen Display	Osram	EYB 360W 82V G5.3			LP
510	Halogen Display	Osram	EYB 360W 82V G5.3			LP
511	Halogen Display	Osram	EYB 360W 82V G5.3			LP
512	Halogen Display	Osram	EYB 360W 82V G5.3			LP
513	Projection Lamp	GE	EKL 21V 150W			LP
514	Projection Lamp	GE	EKL 21V 150W			LP
515	Projector Lamp	Sylvania	EHA 500W 120V			LP
516	Projector Lamp	Sylvania	EHA 500W 120V			LP
517	Projector Lamp	Sylvania	EHA 500W 120V			LP
518	Projector Lamp	Sylvania	EMM/EKS 250W 24V			LP
519	Projector Lamp	Sylvania	EMM/EKS 250W 24V			LP
520	Projector Lamp	Sylvania	EMM/EKS 250W 24V			LP
521	Projector Lamp	Sylvania	EMM/EKS 250W 24V			LP
522	Projector Lamp	Sylvania	EMM/EKS 250W 24V			LP
523	Projector Lamp	Sylvania	EMM/EKS 250W 24V			LP
524	Exciter Lamps	Sylvania	BGB PH/.75A/58DCP.75A04V S80C6 Fil			LP
525	Wooden Overhead Projector Screen					LP
526	Wooden Overhead Projector Screen					LP
527	Regular Overhead Projector Screen					LP
528	Regular Overhead Projector Screen					LP
529	Regular Overhead Projector Screen					LP
530	Computer Cart					LP
531	Computer Cart					LP
532	Wooden Table					LP
533	Wooden Table					LP
534	Wooden Table					LP
535	Wooden Blocks					LP

	Item Description	Make	Model	Serial #	FA#	Location
536	Wooden Blocks					LP
537	Wooden Blocks					LP
538	Wooden Blocks					LP
539	Wooden Blocks					LP
540	Wooden Blocks					LP
541	Wooden Blocks					LP
542	Wooden Baby Bed	Community				LP
543	Wooden Baby Bed	Community				LP
544	Regular Overhead Projector Screen					LP
545	Wooden Play Kitchen					LP
546	Wooden Play Kitchen					LP
547	Wooden Play Refrigerator					LP
548	Wooden Play Sink Cabinet					LP
549	Wooden Play Cabinet					LP
550	Wooden Doll House					LP
551	Wooden Doll House					LP
552	Wooden Play Ironing Board					LP
553	Rolling Book Shelf (broken)					LP
554	Rolling Book Shelf (broken)					LP
555	Wooden Play Table					LP
556	Student Classroom Desks					LP
557	Student Classroom Desks					LP
558	Student Classroom Desks					LP
559	Student Classroom Desks					LP
560	Student Classroom Desks					LP
561	Student Classroom Desks					LP
562	Student Classroom Desks					LP
563	Student Classroom Desks					LP
564	Student Classroom Desks					LP
565	Student Classroom Desks					LP
566	Student Classroom Desks					LP
567	Student Classroom Desks					LP
568	Student Classroom Desks					LP
569	Student Classroom Desks					LP
570	Student Classroom Desks					LP
571	Wooden Chairs					LP
572	Wooden Chairs					LP
573	Wooden Chairs					LP
574	Wooden Chairs					LP
575	Wooden Chairs					LP
576	Wooden Chairs					LP
577	Wooden Chairs					LP
578	Wooden Chairs					LP
579	Wooden Chairs					LP
580	Wooden Chairs					LP

	Item Description	Make	Model	Serial #	FA#	Location
581	Wooden Chairs					LP
582	Wooden Chairs					LP
583	Wooden Student Desks					LP
584	Wooden Student Desks					LP
585	Wooden Student Desks					LP
586	Wooden Student Desks					LP
587	Wooden Student Desks					LP
588	Wooden Student Desks					LP
589	Wooden Student Desks					LP
590	Wooden Student Desks					LP
591	Wooden Student Desks					LP
592	Panasonic VHS Reporter	Panasonic	AG-188	DOSA11123	00014691	LP
593	Panasonic VHS Reporter	Panasonic	AG-170	G8HBO3779	00004471	LP
594	Quasar Palmcorder VHS	Quasar	VM-D52	G2IA14865		LP
595	Panasonic AC Adaptor	Panasonic	AG-B21P	DOSA11157		LP
596	AccelScan/Mark Reader	AccelScan	605000-144/154	11C1090535	00013551	LP
597	Hewlett Packard ScanJet	HP	5100c	MX83J1341J	00012836	LP
598	Lexmark Z53 printer	Lexmark	Z53	2130137795		LP
599	Chair, brown					NAMS
600	Chair, Hard Plastic, blue (broken)					NAMS
601	Chair, Hard Plastic, gold (broken)					NAMS
602	Chair, Hard Plastic, gold (broken)					NAMS
603	Chair, Hard Plastic, mauve (broken)					NAMS
604	Chair, Hard Plastic, mauve (broken)					NAMS
605	Chair, Hard Plastic, mauve (broken)					NAMS
606	Chair, Hard Plastic, mauve (broken)					NAMS
607	Chair, Hard Plastic, mauve (broken)					NAMS
608	Chair, Hard Plastic, mauve (broken)					NAMS
609	Chair, Hard Plastic, salmon (broken)					NAMS
610	Chair, white					NAMS
611	Desk, student blue (broken)					NAMS
612	Desk, student blue (broken)					NAMS
613	Desk, Student brown					NAMS
614	Desk, Student brown					NAMS
615	Desk, Student brown					NAMS
616	Desk, Student brown					NAMS
617	Desk, Student brown					NAMS
618	Desk, Student brown					NAMS
619	Desk, Student brown					NAMS
620	Desk, Student orange					NAMS
621	Desk, Student orange					NAMS
622	Desk, Student orange					NAMS
623	Desk, Student orange					NAMS
624	Desk, Student orange					NAMS
625	Desk, Student orange					NAMS

	Item Description	Make	Model	Serial #	FA#	Location
626	Desk, Student orange					NAMS
627	Keyboards, Computer	59 total (four lots)				NAMS
628	Map wall mount	Green metal for 4 maps				NAMS
629	Map, wall	Rand McNally Political World				NAMS
630	Map, wall	North Carolina				NAMS
631	Map, wall	Australia				NAMS
632	Map, wall	Asia				NAMS
633	Map, wall	Africa				NAMS
634	Map, wall	World				NAMS
635	Map, wall	Political Europe				NAMS
636	Monitor	Viewsonic		91V03201039		NAMS
637	Monitor	Gateway	700G	MSN6350N01019		NAMS
638	Monitor	Dell	E771p	MX0419TG47801181H2K6	T19013	NAMS
639	Monitor	Gateway	700G	MRU5650N00768	T20928	NAMS
640	Monitor	Viewsonic		91V032501037		NAMS
641	Monitor	Gateway	FPD1530	MUL5016E0025529		NAMS
642	Monitor	Gateway	700G	MRU5650N00777	T20943	NAMS
643	Monitor	Dell	E771p	MX0419TG4780117LH0M2		NAMS
644	Monitor (CTE)	Gateway	700G	MRB58 50H01715		NAMS
645	Monitor (CTE)	Gateway	FPD1975W	MWT77 BOH01777		NAMS
646	Monitor (CTE)	Gateway	FPD1975W	MWT77 BOH01745		NAMS
647	Monitor (CTE)	Gateway	FPD1975W	MWT77 BOH01744		NAMS
648	Monitor (CTE)	Gateway	500G	MZK66 50V 00376		NAMS
649	Monitor (CTE)	Gateway	500G	MZK66 50V 00382		NAMS
650	Monitor (CTE)	Gateway	500G	MZK66 50V 00377		NAMS
651	Monitor (CTE)	Gateway	700G	MRB58 50H 01718		NAMS
652	Monitor (CTE)	Gateway	500G	MZK66 50V 00384		NAMS
653	Monitor (CTE)	Gateway	500G	MZK66 50V 00394		NAMS
654	Monitor (CTE)	Gateway	500G	MZK66 50V 00370		NAMS
655	Monitor (CTE)	Gateway	500G	MZK66 50V 00385		NAMS
656	Monitor (CTE)	Gateway	500G	MZK66 50V 00378		NAMS
657	Monitor (CTE)	Gateway	500G	MZK66 50V 00382		NAMS
658	Monitor (CTE)	Gateway	500G	MZK66 50V 00380		NAMS
659	Monitor (CTE)	Gateway	500G	MZK65 50V 07942		NAMS
660	Monitor (CTE)	Gateway	500G	MZK66 50V 00372		NAMS
661	Monitor (CTE)	Gateway	500G	MZK66 50V 00375		NAMS
662	Monitor (CTE)	Gateway	FPD1530	MUL5022C0119628		NAMS
663	Monitor (CTE)	Gateway	FPD1530	MUL5022C0119614		NAMS
664	Monitor (CTE)	Gateway	FPD1530	MUL5022F0004351		NAMS
665	Monitor (CTE)	Gateway	700G	MRB56 50H 01270		NAMS
666	Monitor (CTE)	Gateway	FPD1530	MUL5022C0119631		NAMS
667	Monitor (CTE)	Gateway	700G	MRB56 50H 02109		NAMS
668	Monitor (CTE)	Gateway	700G	MSN62 50N 02550		NAMS
669	Monitor (CTE)	Gateway	FPD1530	MUL5022J0014807		NAMS
670	Monitor (CTE)	Dell	E771P	MX0419TG47801181H2KB	00015296	NAMS

	Item Description	Make	Model	Serial #	FA#	Location
671	Paint machine					NAMS
672	Plainer	Powermatic	180	88088	2140	NAMS
673	Player, Cassette	Califone	5270AV	KD791216	9440	NAMS
674	Printer	Lexmark	X1270	2032963322	T70027	NAMS
675	Printer	HP Deskjet	710C	MY93D1515X	T18061	NAMS
676	Printer	Lexmark	Z53	1080060587	T21596	NAMS
677	Printer	HP Deskjet	6122	MY28M190KN	T21605	NAMS
678	Projector, Film Strip	Dukane		1358814		NAMS
679	Pull Up Bar (broken)					NAMS
680	Recorder, Cassette	Califone	1300AV	HE292234	11157	NAMS
681	Screen, wall	Da-Lite			12346	NAMS
682	Screen, wall					NAMS
683	Soccer Goal, indoor one					NAMS
684	Soccer Goal, parts					NAMS
685	Speakers, computer	Cambridge	SB537B			NAMS
686	Speakers, computer	Altec	ACS41			NAMS
687	Table Saw	Dewalt	790	81270650		NAMS
688	Table, Drafting					NAMS
689	Table, Drafting					NAMS
690	Table, Drafting					NAMS
691	Table, Drafting					NAMS
692	Table, Drafting					NAMS
693	Table, Drafting					NAMS
694	Table, Overhead (broken)					NAMS
695	Table, Round w/ wood laminate top					NAMS
696	Table, workshop					NAMS
697	Table, workshop					NAMS
698	Weight scale					NAMS
699	Rolling Smart Board	Smart		SB560-21536		DLL
700	VHS Player	JVC	HR-S5901U	117X0512		DLL
701	Rolling Cart - with electricity	Bretford	Model E		90000278	DLL
702	Computer Monitor	Dell	E551	MY095WUP46632173907P		DLL
703	Tall rolling cart w/ electricity					DLL
704	Computer Monitor	Gateway	EV700C	MU17046C0189925		DLL
705	Speaker Pair	Cambridge Sound Works	SBS52	SW00520232031366		DLL
706	Keyboard	Gateway	E06350U S002-C	Q9202A0447		DLL
707	Mouse	Gateway	X03-65043	63618-0EM-2102306-20000		DLL
708	TV	Panasonic	CT-2088YD	MB23180204		DLL
709	TV	White Westinghouse	WT-1902	652-8673700F		DLL
710	TV	Samsung	TC2065S	3CAAA 01350	6180	DLL
711	VHS Player with Remote	Craig	PT627	Y30900766Y2	7721	DLL
712	VHS Player with Remote	JVC	HR-J640U	142E2256		DLL
713	VHS Player with Remote	RCA	VR612HF	702414334		DLL
714	Speaker Pair	Gateway	G-MAX 2000	2605009407		DLL
715	Speaker Pair	Juster				DLL



	Item Description	Make	Model	Serial #	FA#	Location
716	Printer	LexMark	4098-012	3340500573		DLL
717	Computer Keyboard	Gateway	SK-9921	C470783		DLL
718	Computer Keyboard	Gateway	SK-9921	C471938		DLL
719	Computer Monitor	Envision	EN-910e	9UGG1CB061665		DLL
720	Computer Monitor	Dell	E551	MY-095WUP-46632-172-90MW		DLL
721	LeapPad	Leap Frog	30004	210214AV4		DLL
722	LeapPad	Leap Frog	30004	210284LV4		DLL
723	Computer Keyboard	Gateway	KB-0447	06B00101093D		DLL
724	Computer Monitor	Gateway	FPD1530	MUL5022C0051085		DLL
725	Computer Monitor	Gateway	500G	MR657 50H 01986		DLL
726	TV Cables					DLL
727	Listening Center Jack Box	Califone	1218AV-PY		09-10 #1	DLL
728	Computer Keyboard	Gateway	7001049	Q98337A0718		DLL
729	Computer Keyboard	Gateway	7001049	Q98288A0358		DLL
730	Computer Mouse	Dexxa	DMZBCPW	UE A945 28039		DLL
731	Computer Mouse	Compaz	M-S34	141189-401		DLL
732	Computer Mouse	Gateway	MOSXUB	3872F105		DLL
733	Speaker Pair	Boston	BA265	186709		DLL
734	Speaker Pair	Altec	GCS100	90069		DLL
735	Computer Monitor	Gateway	EV500	15017E020057	13661	DLL
736	Plastic Rolling Cart				6366	DLL
737	VHS Player with Remote	Sharp	VC-A422U	107740174		DLL
738	Cassette/CD/Radio	JVC	PC-X202BK	143K2379	12470	DLL
739	Leap Pad	Leap Frog	E18000	307034A		DLL
740	Floppy Disk Drive Module	Dell	10NRY-A00	TW-071PXH-12800-179-2780		DLL
741	Floppy Disk Drive Module	Dell	10NRY-A00	TW-071PXH-12800-179-2782		DLL
742	Floppy Disk Drive Module	Dell	10NRY-A00	TW-071PXH-12800-179-2781		DLL
743	Power Switching System	Tandy		880802131		AHS
744	Hard Disc	Avio			14823	AHS
745	Stereo Mixer	Radio Shack	32-1101A	93094416		AHS
746	Color video monitor	Panasonic	CT-1383Y		7232	AHS
747	Video Camera	Panasonic	AG-188	L6VA10881		AHS
748	8mm camera	Sony	Handycam	1050477		AHS
749	Digital Camera Recorder	Sony	DCR-TRV900		14030	AHS
750	Camera	Sharp	Slimcam		8004	AHS
751	CD player	Philips	CDI-220	32425719CDI220BK12		AHS
752	Dell	Latitude E6500	23PM1J1		CTE001002	AHS
753	Gateway	MA1	35496989		CTE001051	AHS
754	Gateway	MA1	35496990		CTE001050	AHS
755	AV Cart				ACS 4270	AHS
756	Sewing Machine	New Home	8000	410106509		AHS
757	Sewing Machine	New Home	S 650	340144638	7996	AHS
758	Sewing Machine	New Home	S 650	340144761	7997	AHS
759	Sewing Machine	New Home	S 650	340144593	7984	AHS
760	Sewing Machine	New Home	S 650	340144758	7991	AHS

	<b>Item Description</b>	<b>Make</b>	<b>Model</b>	<b>Serial #</b>	<b>FA#</b>	<b>Location</b>
761	Sewing Machine	New Home	S 650	340144587	7985	AHS
762	Sewing Machine	New Home	S 650	340144491	8001	AHS
763	Sewing Machine	New Home	S 650		7981	AHS
764	Sewing Machine	New Home	S 650		7982	AHS
765	Sewing Machine	New Home	S 650		7995	AHS
766	Sewing Machine	New Home	S 650		7998	AHS
767	Sewing Machine	New Home	S 650		7983	AHS
768	Sewing Machine	New Home	S 650	10106318		AHS
769	Sewing Machine	New Home	S 650		7993	AHS
770	Sewing Machine	New Home	S 650	340144657		AHS
771	Sewing Machine	New Home	S 650		7999	AHS
772	Sewing Machine	New Home	S 650	340144623		AHS
773	Sewing Machine	New Home	S 650		7992	AHS
774	Sewing Machine	New Home	S 650		7989	AHS
775	Sewing Machine	New Home	S 650		7987	AHS
776	Opaque Projector	Da-Lite	12400		6253	AHS
777	Overhead Projector	Apollo Concept			T19166	AHS
778	Slide Projector	Kodak Carousel	4400	507117		AHS
779	Scanner	Epson	G680B	BDGX092759		AHS
780	Slide Projector	Vivitar	5000AF	na	na	AHS
781	Film projector	Bell & Howell	2585		4549	AHS
782	Monitor	Gateway	FPD 1530	MUL5022C0119357		AHS
783	Monitor	Gateway	FPD 1530	MUL5022C0119619		AHS
784	Monitor	Gateway	FPD 1530	MUL5022C0119359		AHS
785	Monitor	Gateway	FPD 1530	MUL5022F0004320		AHS
786	Monitor	Gateway	FPD 1530	MUL5022C0119338		AHS
787	Monitor	Gateway	FPD 1530	MUL5022C0119632		AHS
788	Monitor	Gateway	FPD 1530	MUL5022C0119336		AHS
789	Monitor	Gateway	FPD 1530	MUL5022F0004347		AHS
790	Monitor	Gateway	FPD 1530	MUL5022C0119627		AHS
791	Monitor	Gateway	FPD 1530	MUL5022C0119459		AHS
792	Monitor	Gateway	FPD 1530	MUL5022F0004349		AHS
793	Monitor	Gateway	FPD 1530	MUL5022F0004343		AHS
794	Monitor	Gateway	FPD 1530	MUL5022F0004341		AHS
795	Monitor	Gateway	FPD 1530	MUL5022C0119337		AHS
796	Monitor	Gateway	FPD 1530	MUL5022F0004350		AHS
797	Monitor	Gateway	FPD 1530	MUL5022F0004344		AHS
798	Monitor	Gateway	FPD 1530	MUL5022F0004348		AHS
799	Monitor	Gateway	FPD 1530	MUL5022C0116484		AHS
800	Monitor	Gateway	FPD 1530	MUL5022F0004339		AHS
801	Monitor	Gateway	FPD 1530	MUL5022F0004321		AHS
802	Monitor	Gateway	FPD 1530	MUL5022C0119339		AHS
803	Monitor	Gateway	FPD 1530	MUL5022C0119617		AHS
804	PDA	Dell	Axim X50	TW0H59037237154F00ZT		AHS
805	PDA	Dell	Axim X50	TW0H59037237154F00XG		AHS

	Item Description	Make	Model	Serial #	FA#	Location
806	PDA	Dell	Axim X50	TW0H59037237154F00SA		AHS
807	PDA	Dell	Axim X50	TW0H59037237154F00VW		AHS
808	TV (Mounted on wall)					AHS
809	VHS/DVD Player	Toshiba		BCB909216217	T-19811	AHS
810	TV	Sharp	27C240	A507833371		AHS
811	AV Cart	Vutec	NA	NA		AHS
812	Keyboard	Gateway		C750814		AHS
813	Speakers	Gateway	G MAX 2000	60418408		AHS
814	Printer	HP	C6427A	CN07D1QXZP		AHS
815	Printer	HP	CA608A	CN7101117N		AHS
816	Overhead Projector	Eiki	3850A	T13202		AHS
817	Monitor	Gateway	FPD 1730	MUL7007K0049668		AHS
818	Monitor	Gateway	FPD 1730	MUL7007K0049553		AHS
819	Monitor	Gateway	FPD 1730	MUL7007K0049684		AHS
820	Monitor	Gateway	FPD 1730	MUL7007K0049630		AHS
821	Monitor	Gateway	FPD 1730	MUL7007K0049689		AHS
822	Monitor	Gateway	FPD 1730	MUL7007K0049683		AHS
823	Monitor	Gateway	FPD 1765	MRB56 50H 02119		AHS
824	Monitor	Gateway	FPD 1765	MRB56 50H 01833		AHS
825	Monitor	Gateway	FPD 1765	ME555 90L 05443		AHS
826	Monitor	Gateway	FPD 1765	ME555 90L 05447		AHS
827	Monitor	Gateway	FPD 1765	ME555 90L 05441		AHS
828	Monitor	Gateway	FPD 1765	ME555 90L 05445		AHS
829	Monitor	Gateway	FPD 1775	MSN62 50N 01889		AHS
830	Monitor	Gateway	FPD 1765	MRB56 50H 01275		AHS
831	Monitor	Gateway	FPD 1765	ME555 90L 05448		AHS
832	Monitor	Gateway	FPD 1765	ME555 90L 05446		AHS
833	Speakers	Gateway	G-MAX 2000	S2005002424		AHS
834	Speakers	Gateway	G-MAX 2000	S0604018355		AHS
835	Speakers	Gateway	G-MAX 2000	S0604018349		AHS
836	Speakers	Gateway	G-MAX 2000	S4803005639		AHS
837	Speakers	Gateway	G-MAX 2000	S0604018350		AHS
838	Speakers	Gateway	G-MAX 2000	S0604018369		AHS
839	PDA	Dell	Axim X50	TW0H59037237156G00RE		AHS
840	PDA	Dell	Axim X50	TW0H59037237154F0129		AHS
841	PDA	Dell	Axim X50	TW0H59037237154F00RX		AHS
842	PDA	Dell	Axim X50	TW0H59037237154F00WI		AHS
843	PDA	Dell	Axim X50	TW0H59037237156F0147		AHS
844	PDA	Dell	Axim X50	TW0H59037237154F00ZJ		AHS
845	PDA	Dell	Axim X50	TW0H59037237156F00YE		AHS
846	Webcam	Labtec	V-UAQ13	LZE1901152		AHS
847	Webcam	Labtec	V-UAQ13	LZE52103302		AHS
848	Webcam	Labtec	V-UAQ13	LZE1900484		AHS
849	Webcam	Labtec	V-UAQ13	LZE52101626		AHS
850	Webcam	Labtec	V-UAQ13	LZE52101552		AHS

	Item Description	Make	Model	Serial #	FA#	Location
851	Webcam	Labtec	V-UAQ13	LZE51901125		AHS
852	Webcam	Labtec	V-UAQ13	LZE52101448		AHS
853	Webcam	Labtec	V-UAQ13	LZE52103320		AHS
854	Webcam	Labtec	V-UAQ13	LZE52101570		AHS
855	Webcam	Labtec	V-UAQ13	LZE52103266		AHS
856	Webcam	Labtec	V-UAQ13	LZE52101592		AHS
857	Webcam	Labtec	V-UAQ13	LZE52101429		AHS
858	Webcam	Labtec	V-UAQ13	LZE51900983		AHS
859	Webcam	Labtec	V-UAQ13	LZE52102297		AHS
860	Webcam	Labtec	V-UAQ13	LZE52101437		AHS
861	Monitor	Dell CRT				AHS
862	Monitor	Gateway		403004565		AHS
863	Monitor	Gateway		MWD78B0N01507		AHS
864	Printer	Dell		23YF951		AHS
865	Printer	Dell		BQZF951		AHS
866	Printer	Dell		FWQNS61		AHS
867	Overhead projector	EIKI		4100416		AHS
868	Scanner	Microtech		2400A48U		AHS
869	Monitor	Gateway		MRB5650H11079		AHS
870	Overhead Projector	EIKI		4100521		AHS
871	Overhead Projector	Apollo		517028A030504609		AHS
872	Overhead Projector	Apollo		10050107680		AHS
873	Television	Toshiba	MV13P2	47420149B		AHS
874	Monitor	Gateway		MSN6250N02150		AHS
875	VCR	JVC		159F2377		AHS
876	Printer	HP	DeskJet 900Cse	MY09C1BOBC		AHS
877	Printer	Epson	Stylus	K47Y484430		AHS
878	Laser Disc Player	Pioneer		M1390882S		AHS
879	Monitor	Gateway		MSN6250N02576		AHS
880	Monitor	Gateway		MUL5022J0013730		AHS
881	Monitor	Gateway		MRB5650H11417		AHS
882	Monitor	Gateway		MRB5650H11081		AHS
883	Monitor	Dell	E198FPB	CN-0G256H-74261-86L-6GDL-A00		AHS
884	Monitor	Gateway		MUL5016E0070589		AHS
885	Monitor	Gateway		MRB5650H11071		AHS
886	Monitor	Gateway		MUL5016E0070595		AHS
887	Monitor	Gateway		MRU5750N04514		AHS
888	Monitor	Gateway		MUL5016E0070458		AHS
889	VCR	Magnavox		23957005		AHS
890	VCR	Emerson		U13440719		AHS
891	VCR	Emerson		U13447816		AHS
892	VCR	Symphonic		U26174808		AHS
893	DVD Player	Zenith		581-24472299		AHS
894	DVD Player	Zenith		581-24472212		AHS
895	Overhead Projector	Dukane		1955046		AHS

	<b>Item Description</b>	<b>Make</b>	<b>Model</b>	<b>Serial #</b>	<b>FA#</b>	<b>Location</b>
896	Television	Sylvania		592210-27		AHS
897	Television	Smphonic		J27323828		AHS
898	Keyboard	Gateway		7001049		AHS
899	Printer	Canon	BJ200e	8164		AHS
900	Monitor	Gateway		11820		AHS
901	VCR	Sharp		808883203		AHS
902	Filmstrip Projector	Dukane	28A55	985425		AHS
903	Lot of 110 CPU's - hardware removed					AHS
904	1987 Chevrolet 1/2 ton truck Truck #102 Bad engine millage 93,758 tag # 99647-P VIN # 1GCER14HXHS145001					

**State of North Carolina**  
**Asheboro City Schools**  
**Cash Management Plan**

**Statutory Policy**

North Carolina law, Chapter 147-86.10 of the General Statutes, requires that "all agencies, institutions, departments, bureaus, boards, commissions and officers of the State...shall devise techniques and procedures for the receipt, deposit and disbursement of moneys coming into their control and custody which are designed to maximize interest-bearing investment of cash and to minimize idle and nonproductive cash balances."

**Plan Administration**

The State Controller, with the advice and assistance of the State Treasurer, the State Budget Officer and the State Auditor, is charged with developing and implementing a uniform statewide plan to carry out the cash management policy for all State agencies, departments and institutions. This Statewide Cash Management Plan outlines the policies, duties, responsibilities and requirements for cash management within State government on a broad basis. It is the responsibility of each school administrative unit to prepare a cash management plan that meets both the requirements of the Statewide Plan and the unique cash management needs of the individual school administrative unit.

Each school administrative unit will identify an individual who will have cash management responsibility. For Asheboro City Schools, the Finance Officer will be responsible for developing and administering the cash management plan as approved by the Board of Education. Plans will be submitted to the Office of the State Controller for approval. School administrative units will maintain a copy of their approved plan for auditor review.

**Plan Requirements**

**Cash Management over Receipts:**

The objectives of cash management over receipts are to use diligence in collecting funds owed to the State, to provide internal control over cash and cash equivalents and to expedite the movement of monies collected into interest bearing accounts. To accomplish these objectives, all plans adopted will include these rules:

1. Except as otherwise provided by law, all funds belonging to the State of North Carolina, and received by an employee of the State in the normal course of their employment shall be deposited as follows:
  - a. All monies received shall be deposited with the State Treasurer pursuant to G.S. 147-77 and G.S. 147-69.1.
  - b. Monies received in trust for specific beneficiaries for whom the employee-custodian has a duty to invest shall be deposited with the State Treasurer under the provisions of G. S. 147-69.3.

2. Monies received shall be deposited daily in the form and amounts received, except as otherwise provided by law.

- Cash received via mail is logged into a book by the Administrative Assistant to the Director of Finance, a finance department employee independent of recording the deposit into the general ledger. All cash received is receipted to the individual with two exceptions: internal checks and money received in the child nutrition department. Internal checks are ones written by the finance department between funds. In child nutrition cash is collected through a cash register with daily balancing. At the central office, the cutoff time is 2:00 pm. The child nutrition department makes daily deposits after 2:00 pm. Individual school deposits vary in time. Regardless of the location, all monies received after the time of deposit are held in a safe place (i.e. vault) until the next day.
- Asheboro City Schools Board of Education Policy states that we must deposit amounts over \$250.00 daily and any amount at the end of each week. Also, any amount must be deposited on the last working day of the month.
- All checks are run through the bank twice before being returned to the finance department. Once a check is returned, every effort is made to collect the money owed. We currently charge a \$25.00 fee for non-sufficient fund checks.
- Returned items and money deposited in error are corrected once the bank statements are reconciled.
- Wire transfers are received and disbursed into our account. We reconcile these items to our bank statements monthly to verify the transfers are ours.

3. Monies due to a school administrative unit from other governmental agencies or from private persons shall be promptly billed, collected and deposited. All school administrative units will establish accounts receivable management policies and procedures. These policies and procedures will incorporate the statewide accounts receivable policies and procedures ([http://www.ncosc.net/sigdocs/sig\\_docs/documentation/policies\\_procedures/sigAccounts\\_Receivable00001212.html](http://www.ncosc.net/sigdocs/sig_docs/documentation/policies_procedures/sigAccounts_Receivable00001212.html)), in accordance with G.S. 147-86.21, and be included as a part of the school administrative units' cash management plan.

- We only have year-end accounts receivables. Some of our receivables are booked as estimates. Estimates are adjusted to actual at time of collection. Asheboro City Schools makes every attempt to collect all receivables.

4. School administrative units shall accept electronic payments (credit/debit cards [merchant cards] and electronic fund transfer [EFT]), in accordance with G.S. 147-86.22, to the maximum extent possible and consistent with sound business practices. The unit must submit a business plan to the State Controller for evaluation prior to the acceptance of electronic payments. All units will utilize the Master Settlement Agreement (MSA) for electronic payment processing. All units will establish policies and procedures necessary to facilitate the use of electronic payments. These policies and procedures will incorporate the statewide electronic payment policies and procedures ([http://www.ncosc.net/SECP/SECP\\_Policies.html](http://www.ncosc.net/SECP/SECP_Policies.html)) and be included as a part of the school administrative units' cash management plan.

- We do not accept electronic credit cards, including debit cards.

In addition to adhering to these guidelines, agency plans shall employ proven techniques, which improve cash handling. Some of those techniques include:

- Receipt of federal grant payments by wire transfer when possible.

- Special post office boxes to facilitate the processing of large remittances.
- Color coded mailing labels and envelopes to identify remittances for special handling.
- Separate addresses to distinguish remittances from other mail.
- Reassignment of personnel, or the hiring of temporary personnel, when this proves cost effective, to accelerate the processing of remittances during peak periods.
- Deposits made by units outside Raleigh should be made with cash concentration banks designated by the State Treasurer.
- The evaluation and establishment of lock-boxes in areas which are large sources of remittances, but which are geographically distant from the nearest State agency office. Lock-boxes are locked Post Office boxes tended by banking agents. These allow quicker cash collection in areas which are not served by agency offices.
- The use of remittance processing equipment when justified by the volume of deposits.
- Establishing billing schedules which are both efficient and lead to earlier receipt of monies due to the State.
- Timing deposits in order to receive current day credit in accordance with schedules available from the State Treasurer.

### **Cash Management over Disbursements:**

The objective of managing disbursements is to maintain funds in interest-bearing accounts for the longest appropriate period of time. This allows the State to recognize the maximum earning potential on its funds. This is not intended to encourage late payment or have a negative impact on relationships with firms who, in good faith, supply goods and services to the State. The following rules should be included in all plans:

1. Monies deposited with the State Treasurer remain on deposit with the State Treasurer until final disbursement to the ultimate payee.

- Invoices are matched to the receiving copy of the purchase orders. If purchase orders are not used, the invoices are signed by a supervisor to verify services were received.
- Bank reconciliations are done monthly.

2. As provided in Section 147-86.10, the order in which appropriations and other available resources are expended shall be subject to the provisions of the Executive Budget Act, G.S. 143-27, regardless of whether the State agency disbursing or expending the monies is subject to the Act.

3. Federal and other reimbursements of expenditures paid from State funds shall be paid immediately to the source of the State funds.

4. Billings to the State for goods received or services rendered shall be paid neither early nor late but on the discount date or the due date to the extent practicable.

5. Disbursement cycles for each school administrative unit shall be established to the extent practicable so that the overall efficiency of the warrant disbursement system is maximized while maintaining prompt payment of bills due.

- Checks are processed weekly as invoices become due and mailed to the vendors.

6. Electronic Funds Transfer (EFT) should be used for certain payments between State and local units, vendors and employees when it is determined to be mutually beneficial to both parties.

- EFT receivables and payables are used for Federal and State agencies, approved vendors, and approved employees.



7. State administered and/or approved procurement cards should be used to provide employees with food, lodging and other applicable subsistence in emergency situations. (For OSC policy, see [http://www.ncosc.net/sigdocs/sig\\_docs/cash\\_mgmt/Cash\\_Management\\_in\\_emergency\\_situations-2005.pdf](http://www.ncosc.net/sigdocs/sig_docs/cash_mgmt/Cash_Management_in_emergency_situations-2005.pdf).)

8. "Delegation of Disbursing Authority" agreements must be kept current. Regardless of whether changes have occurred since the last submission, "Delegation of Disbursing Authority" agreements must be submitted annually for OSC approval.

**Techniques helpful in controlling disbursements include:**

- Establishing special procedures for making large disbursements electronically such as social security and federal withholding tax remittances to ensure that payment is made on the due date and not before.
- Managing inventory and supply levels to stock the minimum necessary to conduct business without disruption.
- Asheboro City Schools is pursuing the practice of issuing reimbursements to employees by using the ACH method to reduce the number of physical checks issued and increase the efficiency and accuracy of disbursements.

\_\_\_\_\_  
(Superintendent)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Fiscal Officer)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(State Controller)

\_\_\_\_\_  
(Date)

***North Asheboro Middle School***  
**2012-2013 Continuous Improvement Plan**

*Asheboro City Schools*

**Contents**

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- B. School Community Profile
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- E. Additional Information
  - Safe Schools Plan
  - Positive Behavior Support (PBIS)
  - Compliance Statements
  - Parent Involvement Plan
  - Intervention Plan
  - Waiver Requests

Approved by Staff

Results

For: 52

Date of Secret Ballot Election:

Opposed: 0

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

\_\_\_\_\_  
Date

Approved by Superintendent of Schools

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Approved by Board of Education

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

<b>Leadership Team Members</b>
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The following team members collaborated with school staff to develop the School Improvement Plan for our school:

<b>NAME</b>	<b>SIGNATURE</b>	<b>ROLE</b>
Call, Candace		Principal
Roman, Jordi		Assistant Principal
McLeod, Faye		Treasurer/Data Manager
Goldston, Junior		Head Custodian
Williams, Jay		Technology Facilitator
Olson, Vanessa		Media Specialist
Wolfe, Meredith		6 <sup>th</sup> grade Representative
Schrader, Richard		7 <sup>th</sup> grade Representative
Gibbs, Ryan		8 <sup>th</sup> grade Representative
Benhart, Scott		Elective Representative
Howard, Donna		Parent Representative
Ramirez, Maria		Parent Representative

## A. Vision, Mission, and Belief Statements

<b>Our School's Vision</b>	North Asheboro Middle School, in partnership with parents and the community, will empower our 21 <sup>st</sup> century learners to embrace high standards for academic achievement, integrity, leadership, and responsible citizenship in a diverse global society.
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<b>Our School's Mission</b>	<i>Learning Today.....Leading Tomorrow</i>
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To lead us toward our vision and mission, our school community shares the following beliefs:

- We believe staff, students, parents, and the community share responsibility of supporting the school's vision and mission.
- We believe all students can learn, achieve, and be successful academically and behaviorally.
- We believe that we must create a safe learning environment in order to ensure student academic, behavior, and social success.
- We believe students learn best when they have the appropriate and multiple opportunities for success.
- We believe students learn in different ways, and it is our responsibility to meet the needs of all our students.
- 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.
- We believe students learn best when they are actively engaged in the teaching and learning process.
- We believe that our staff values each student, as an individual, with unique physical, social, emotional and intellectual needs.
- 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.
- We believe cultural diversity provides opportunities for understanding different people and their cultures.
- 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.
- We believe that exceptional students require unique services and extended resources.

<b>B. School Community Profile</b>
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Historical Ethnicity Information (% of population, 20<sup>th</sup> school day)

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Black	14.2 (65)	14.7 (65)	14.0 (65)	12.4 (62)	15.6 (83)
Asian	1.5 (7)	2.3 (10)	2.1 (10)	1.8 (9)	1.6 (9)
White	37.1 (169)	35.4 (157)	36.4 (169)	36.1 (181)	32.9 (175)
Hispanic	41.9 (191)	42.6 (189)	42.7 (198)	45.5 (228)	45.9 (244)
American Indian	0.8 (4)	0.7 (3)	1.1 (5)	.4 (2)	.6 (3)
Other/Multi-Cultural	4.1 (19)	4.3 (19)	3.7 (17)	3.8 (19)	3.4 (18)
<b>Total Population</b>	<b>455</b>	<b>443</b>	<b>464</b>	<b>501</b>	<b>532</b>

Historical Population Data (percentages)

	2007-08	2008-2009	2009-2010	2010-2011	2011-2012
Exceptional Children	10.3 (47)	8.6 (38)	8.2 (38)	13.6 (68)	11.0 (57)
AIG	9.4 (43)	11.5 (51)	13 (61)	16 (80)	13.9 (74)
Limited English Proficient	24.2 (110)	25 (111)	21 (96)	23 (115)	20.0 (106)
<b>Total F/R Lunch</b>	<b>67.7 (308)</b>	<b>55.3 (245)</b>	<b>68 (311)</b>	<b>79 (396)</b>	<b>80 (426)</b>

Student Attendance Data

	Percent
2006-2007	95.8
2007-2008	95
2008-2009	96.1
2009-2010	95.7
2010-2011	96.4
2011-2012	96.7

Staffing Summary

	2007-08	2008-09	2009-10	2010-11	2011-12
Teachers "highly qualified" (classes taught)	100%	100 %	100%	100%	100%
Teachers with advanced degrees (above bachelors)	24%	24%	24%	19%	20%
Teachers with NBPTS certification	5%	5%	5%	17%	5%
Teachers trained as Mentors	24%	24%	24%	1%	10%

Teacher Turnover Rate

2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
6%	14%	17.9%	10.5%	13.9%	13.9%

<b>C. School Results</b>
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Promotion Percentages

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
6 <sup>th</sup> grade	100%	100%	100%	100%	100%
7 <sup>th</sup> grade	100%	100%	100%	100%	100%
8 <sup>th</sup> grade	100%	100%	100%	100%	100%

Total Performance Composite

Performance Composite	07-08	08-09	09-10	10-11	11-12
	55.2	60.1	64%	64.7	59.8

End of Grade Percent Proficient by Grade: Historical

Grade	Reading				Math			
	08-09	09-10	10-11	11-12	08-09	09-10	10-11	11-12
6	55.3	60.1	57.2	60.5	60.4	76.7	68.9	71.2
7	48.9	58.1	49.1	44.4	56.8	70.3	73.6	58.7
8	48.3	51.4	57.5	51.8	66.9	69.3	80.2	72.6
OVERALL	51.2		54.8	52.1	61.5		74.1	67.2

Grade	Reading and Math			
	08-09	09-10	10-11	11-12
6	46.5	54.9	49.7	53.7
7	43.9	53.9	46	39.2
8	46.3	47.5	54.5	46.3

North Asheboro Middle School  
Continuous Improvement Plan  
2012-2013

End of Grade Percent Proficient by Subgroup (Historical)  
Reading

Grade	6			7			8		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
All	60.1	57.2	60.5	58.1	49.1	44.4	51.4	57.5	51.8
Am Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	50.0	*	*	75.0	*
Black	40.7	44.0	41.9	26.7	11.1	40.0	40.0	36.8	33.3
Hispanic	55.6	54.4	54.4	48.1	43.1	45.7	39.0	48.8	45.7
Multi Racial	66.7	85.7	*	50.0	66.7	44.4	66.7	75.0	60.0
White	73.4	64.3	75.9	75.5	66.2	46.3	68.6	75.4	65.1
Male	51.3	47.9	62.3	60.0	44.7	39.8	47.3	52.3	46.5
Female	67.8	67.4	59.0	56.0	52.9	49.5	56.1	63.0	55.9
Acad Gifted	100	100	100	100	100	100	100	100	100
EC	50	20.0	32.0	11.1	37.5	11.1	6.3	8.3	42.9
Non EC	61.2	61.9	65.1	61	50.3	48.0	57.7	61.3	52.7
LEP	24.2	23.5	25.0	21.6	10.0	15.9	8	15.2	17.2
Non LEP	69.2	70.5	68.3	69.5	57.9	53.1	61.4	67.9	59.3
F/R Lunch	56	53.3	53.5	50	42.5	39.9	40.5	46.5	44.3
Non F/R Lunch	68.5	76.7	90.9	82.1	64.0	67.7	69.1	92.5	77.4

Math

Grade	6			7			8		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
All	76.7	68.9	71.2	70.3	73.6	58.7	69.3	80.2	72.6
Am Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	50.0	*	*	75.0	*
Black	77.8	64.0	61.3	53.3	55.6	50.0	65.0	73.7	42.9
Hispanic	74.6	70.0	63.3	67.1	75.0	61.7	61.0	81.3	72.9
Multi Racial	66.7	71.4	*	100	100.0	66.7	66.7	75.0	80.0
White	79.7	69.6	86.2	73.6	78.5	57.4	80.8	82.5	82.5
Male	76.3	63.8	71.4	67.5	72.4	51.0	63.5	76.7	64.8
Female	77.0	74.4	71.0	73.3	74.7	67.0	75.8	84.0	78.5
Acad Gifted	100	100	100	100	100	100	100	100	94.1
EC	50	20.0	48.0	11.1	43.8	16.7	37.5	8.3	50.0
Non EC	80.3	75.0	75.0	74	76.9	63.2	73.4	85.8	74.7
LEP	57.6	49.0	43.8	45.9	46.7	29.5	40	66.7	48.3
Non LEP	82.3	76.7	77.2	78	79.7	67.6	75.7	83.6	77.8
F/R Lunch	81.5	66.0	66.0	66.4	69.0	56.3	61.2	76.4	68.0
Non F/R Lunch	75.2	83.3	93.9	82.1	84.0	71.0	81.8	92.5	85.7

North Asheboro Middle School  
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Achievement Gap Data  
Reading

White student scores compared to:	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Black	24.9	24.4	33.3	35.5	36.2	23.9
Hispanic	21.6	32.8	24.0	23.4	19.3	14.3

Mathematics

White student scores compared to:	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Black	38	20.9	13.9	10.4	14.2	23.6
Hispanic	26.2	16	16.0	9.9	3.8	10.8

End of Grade Results: Developmental Scale Score Mean

Grade	Reading				Math			
	08-09	09-10	10-11	11-12	08-09	09-10	10-11	11-12
6	349.6	349.6	349.5	350.9	351.3	355.6	354.4	356.2
7	353.6	354.9	353.7	352.1	355.5	358.1	356.4	354.9
8	355.7	355.6	357.6	356	360.2	359.7	361	359.9

Goal Summaries, Grades 6-8, Percent Correct

Reading	Gr 6			Gr 7			Gr 8		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
Goal 1: Cognition									
Goal 2: Interpretation	54.8	53.6	56.7	71.6	63.2	59.8	62.9	66.6	60.6
Goal 3: Critical Stance									
Goal 4: Connections	52.2	56.2	59.1	64.3	60.7	57.8	59.2	62.3	59.3
Goal 5: Interpretive/Evaluative	59.5	59.1	64.3	65.3	62.7	59.1	59.6	66.6	65.0
Literary Reading	60.0	59.7	63.3	65.6	63.0	58.7	58.7	65.1	62.7
Informational Reading	56.7	55.5	58.6	66.2	63.4	60.1	59.9	62.7	58.3
Calculator Inactive	53.4	52.2	53.4	55.2	52.5	50			
Calculator Active	58.9	55.9	60.7	58.0	53.9	50			
Goal 1: Number Sense	56.8	54.2	53.8	55.1	55.0	48.6	65.0	64.7	63.1
Goal 2: Geometry and Measurement	54.1	52.5	56.6	56.6	53.9	52.6	52.5	51.7	46.8
Goal 3: Patterns	65.4	58.4	62.7	59.4	56.7	54.2	48.0	54.6	50.9
Goal 4: Data, Probability, Statistics	59	55.2	61.2	57.7	52.1	46.6	60.7	64.0	62.5
Goal 5: Algebra	51.2	53.5	58.5	57.2	51.2	49.6	48.7	51.4	49.0



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Writing

NC Writing Assessment

Grade 7	08-09	09-10	10-11	11-12
	N/A	N/A	N/A	N/A

Science

North Carolina Science End-of-Grade Test

8 <sup>th</sup> Grade	09-10	10-11	11-12
	49.3%	67.1	62.2

Percent Passing, Additional Testing

	2007-08	2008-09	2009-10	2010-11	2011-12
Alg. 1 EOC	100	100	100	N/A	N/A
Computer Skills	73.6	78.3	N/A	N/A	N/A

### Teacher Survey Results

In the space below, comment on 3 or more areas of strength noted in the Teacher Survey for your site:

- 97.3 % of the teachers agree that the School environment is clean and well maintained
- 94.7 % agree that they have sufficient access to instructional technology including computers, printers, software and internet access
- 97.4 % of the teachers feel they are encouraged to try new things to improve instruction

In the space below, comment on 3 or more areas of possible improvement noted in the Teacher Survey for your site:

- Only 60 % of the teachers agree that parents and guardians are influential decision makers at NAMS
- 54.1% of the staff agree that professional development is differentiated to meet the individual needs of teachers
- Less than two thirds of the staff agree that the students follow rules of conduct and that administrators consistently enforce rules for student conduct

What are 2 significant changes or trends in survey results?

- There is a significant gap between adult and student perceptions in the surveys administered for the North Asheboro Middle School community.
- There was a significant positive change in the percentage of teachers who state that they have sufficient access to instructional technology.

### **Student Survey Results**

In the space below, comment on 3 or more areas of strength noted in the Student Survey for your site:

- Students have high expectations for themselves with graduation from high school being a goal.
- Students believe school is preparing them for their future.
- Students believe parents care about their education and want to see them go to college.

In the space below, comment on 3 or more areas of possible improvement noted in the Student Survey for your site:

- Build stronger relationships between students and teachers
- Define, foster and model respect among staff and students
- Have more celebrations recognizing students when they do something positive

### **Parent Survey Results**

In the space below, comment on 3 or more areas of strength noted in the Parent Survey for your site:

- 99% of parents surveyed stated that high school graduation was a goal of their child.
- 98% of parents surveyed stated that going to college was important.
- 91% of parents surveyed stated that NAMS is a welcoming place.

In the space below, comment on 3 or more areas of possible improvement noted in the Parent Survey for your site:

- Parents stated that only 58% of students respect teachers at NAMS.
- Parents stated that only 52% of students respect other students at NAMS.
- Only 59% of parents surveyed stated that their student had leadership opportunities at NAMS.

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Adequate Yearly Progress

Percent of AYP Targets Met		
2006-2007	20 of 29	69%
2007-2008	16 of 22	73%
2008-2009	27 of 27	100%
2009-2010	26 of 27	96%
2010-2011	20 of 29	69.0%
2011-2012	16 of 29	55%

Targets Not Met

	2009-2010			2010-2011				2011-2012	
	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor
Reading 6-8	LEP			All, Black Hispanic ED,SWD	White	LEP	All Black Hispanic White ED, LEP SWD		
Math 6-8			All, Black Hispanic ED, LEP	All, Black White SWD		Hispanic, ED, LEP	All Black Hispanic White ED, LEP		SWD

## GENERAL CONCLUSIONS

After reviewing our 2011-2012 assessment data, Continuous Improvement Plan, discipline data, student, teacher, and parent surveys, we have come to the following general conclusions and action statements for the 2012-2013 school year.

1. Data reveals the need to stop the pattern of 7<sup>th</sup> grade students making negative growth on EOG tests. The decreases listed below represent the percentage of change from the students' 6<sup>th</sup> grade scores.

2010-2011 Reading	11% decrease	2011-2012 Reading	12.8 % decrease
2010-2011 Math	3.1 % decrease	2011-2012 Math	10.2 % decrease

2. EOG data shows that while the achievement gap between Black and White students decreased 9.4% in 2011-2012, it remains at 23.9%. The achievement gap between Black and White students in Math increased 9.4% to 23.6%. However, with the exception of 6<sup>th</sup> grade, EOG scores for the White subgroup decreased and contributed to the narrowing of the gaps.

3. While 6<sup>th</sup> grade students made expected growth in Reading and Math, the only academic subgroup that we made AYP for was SWD/Math with Safe Harbor. We will examine and replicate strategies that have resulted in success for our 6<sup>th</sup> grade students in 7<sup>th</sup> and 8<sup>th</sup> grade.

4. 54.1% of teachers stated that differentiated professional development is a need for NAMS staff.

5. Parent surveys stated that only 58% of students respect teachers at NAMS and 52% of students respect other students at NAMS.

Based on the above conclusions and data, the North Asheboro Middle School community commits to the following actions:

- Creating a learning environment that has high expectations for teacher and student achievement
- In addition to the strategies listed in the body of our CIP, 7<sup>th</sup> grade Math teachers will incorporate Khan Academy and the Math Stars program and all 7<sup>th</sup> grade teachers will provide self-sustained reading on a daily basis
- Identifying and continuing the best practices for all students that resulted in the current 6<sup>th</sup> grade students making growth in Reading and Math, for example SRI
- Delivery of differentiated professional development on the Common Core, Common Assessments, and best practices that leads to differentiated instruction for our diverse student population with emphasis on closing Black/White and Hispanic/White achievement gaps
- Modeling respect to each other and for our students through implementing PBIS strategies to ensure that every student understands that he/she has a caring adult to talk with in our school

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

**Evidence of Need:** Data reveals that students in all subgroups are in need of foundational interventions during the instructional day. Data reveals that 7<sup>th</sup> grade students have made negative growth for two years in a row.

**Strategic Plan Objective:** Asheboro City Schools will produce globally competitive students.

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

### K-8 Reading, Math, Science

**Goal 1: (Reading)** – Our goal is for 80% of our students to be proficient in Reading on 2012-2013 school year and for students in each cohort to make expected growth. Strategies to help us achieve these goals are as follows:

- Focus on common language (phrases and vocabulary) for implementation throughout all curriculum areas.
- Focus on one of the 12 -power terms each week in lessons and assessments. Create a culture of reading by having set times for sustained reading; times will vary from grade to grade. Teachers will be encouraged and supported to model reading as a positive and enjoyable activity. Review of common assessments, planning notes, and administrator participation in team meetings will be used to monitor this goal.

Benchmark 1	Benchmark 2	Benchmark 3	Performance Target
6-65%	70%	75%	80%
7-5% gain 65.5	5% gain 75.5	5% gain 80.5	80% (60.5% at the end of 6 <sup>th</sup> grade)
8-10% gain 54.5	10% gain 64.5	10% gain 74.5	80% (44.5% at the end of 7 <sup>th</sup> grade)

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**Goal 2: (Math)** –Our goal is for 90% to earn a level 3 or 4 on the 2012-2013 Math EOG tests and for students in each cohort to make expected growth. Strategies to help us achieve these goals are as follows:

Monitor student progress through daily assessments and common assessments. Focus on common language, phrases, question stems, etc., within the Math curriculum to help with connecting concepts.

Benchmark 1	Benchmark 2	Benchmark 3	Performance Target
6-85%	85%	85%	90%
7-85%	85%	85%	90 % (71.2% at the end of 6 <sup>th</sup> grade)
8- 85%	85%	85%	90% (58.7% at the end of 7 <sup>th</sup> grade)

**Goal 3: (Science)** –Our goal is for 85% of our 8<sup>th</sup> grade students to score a level 3 or 4 on the Science EOG test.

All teachers will use Science terms with an emphasis on cross-curricular vocabulary. Science teachers will implement the use of common definitions for Science vocabulary 6<sup>th</sup> through 8<sup>th</sup> grade. We will monitor this goal through common assessments, content area planning notes, and administrative classroom visits.

Benchmark 1	Benchmark 2	Benchmark 3	Performance Target
6-2% gain	3% gain	5% gain	15% gain
7- 2% gain	3% gain	5% gain	15% gain
8-80%	80%	80%	85% (61.2% proficiency for last year's students)

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

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

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

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

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

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

**(Repeat Steps 1-5)**



<b>D (2). Goals and Action Plans</b>
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**Goal 1:** Students will complete one summarizing activity per unit in each content area, based on appropriate text, with descriptive feedback from the teacher.

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

**Strategic Plan Objective:** 1.5 –All students in grades 3-8 demonstrate yearly academic growth in reading and mathematics.  
1.1 – Every student graduates college and career ready.

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

**Action Plan:**

Strategy for Implementation INPUT	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence OUTPUT	Next Steps?	Goal Met? Yes/No
After teachers receive professional development on defining summarizing and utilizing strategies across all content areas. Students will use strategies on a weekly basis and demonstrate proficiency on formative and common assessments.	Monthly meetings with Chandra Manning  Dates TBD  Monthly Leadership Team Meetings  Weekly Team Meetings	All classroom teachers will be responsible for implementing the strategies.  The note taker at each meeting will be responsible for monitoring the progress of this strategy. The note taker responsibility rotates throughout the year.  Administrators will participate in team conversations.	Lessons that incorporate summarizing strategies that lead to student work demonstrating proficiency in summarizing.  Student exemplars examined in PLC groups  Student exemplars displayed in classrooms and hallways	Staff members training staff members new to NAMS	

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<p>All teachers will participate in professional development that will lead to extending ExC-ELL instructional strategies across all content areas as they relate to summarizing (phrases, question stems, etc).</p>	<p>Monthly meetings with Dubraska Stines</p> <p>Dates TBD</p> <p>-Monthly Leadership Team Meetings</p> <p>Weekly Team Meetings</p>	<p>Chandra Manning, Dubraska Steins, Matt Edwards Jordi Roman ExC-ELL trained teachers</p> <p>The note taker at each meeting will be responsible for monitoring the progress of this strategy. The note taker responsibility rotates throughout the year.</p> <p>Administrators will participate in team conversations.</p>	<p>Lessons that incorporate summarizing strategies that lead to student work demonstrating proficiency in summarizing.</p> <p>Student exemplars examined in PLC groups</p> <p>Student exemplars displayed in classrooms and hallways</p>	<p>Staff members training staff members who have not had ExC-ELL training</p> <p>Students teaching students and parents about ExC-ELL strategies</p>	
<p>Implement school wide rubric to use in identifying common features of summarizing and analyzing student exemplars</p>	<p>Monthly Leadership Team Meetings</p> <p>Weekly team meetings</p>	<p>Meredith Wolfe Jennifer Gold Ryan Gibbs Scott Benhart</p>	<p>Student exemplars examined in PLC groups</p> <p>Student exemplars displayed in classrooms and hallways</p>	<p>Make rubric available to all teachers</p>	
<p>Teachers will implement research-based summarizing strategies in units to assess student progress based on the rubric guidelines.</p>	<p>At least 1 per 6 weeks</p> <p>Monthly Leadership</p> <p>Weekly Team Meetings</p>	<p>The note taker at each meeting will be responsible for monitoring the progress of this strategy. The note taker responsibility rotates throughout the year.</p>	<p>Lessons that incorporate summarizing strategies that lead to student work demonstrating proficiency in summarizing.</p> <p>Student exemplars examined in PLCs</p>	<p>Teams will develop plans for how to incorporate new strategies with the summarizing strategies being used on a regular basis.</p>	

**Professional Development for this Objective**

- Monthly PD with Lead Teachers and Administrators - ExC-ELL, AVID, Summarizing strategies
- Weekly team meetings (Teachers leading and learning from each other)
- Teachers using PD 360
- Master Teacher Resources

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**Goal 2:** Teachers will engage students in argumentative writing and/or presenting strategies in all content and elective classes

**Evidence of Need:** Benchmark scores, EOG scores, teacher assessments, class artifacts show that students are not proficient in the area of writing.

**Strategic Plan Objective:** 1.1 Every student graduates college and career ready.

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

**Action Plan:**

Strategy for Implementation INPUT	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence OUTPUT	Next Steps?	Goal Met? Yes/No
Teachers will participate in ongoing, in-house professional development provided by the NAMS faculty to support the implementation of ExC-ELL writing strategies to implemented in lessons across all content areas.	Monthly Leadership Team Meetings  Weekly Team Meetings	Matt Edwards Dubraska Stines Jordi Roman ExC-ELL trained teachers  The note taker at each meeting will be responsible for monitoring the progress of this strategy. The note taker responsibility rotates throughout the year.	Student exemplars examined in PLC groups  Student exemplars displayed in classrooms and hallways	Staff members training staff members who have not had ExC-ELL training	
Teachers will share AVID writing strategies in team meetings and faculty meetings that have been and can be used in future lessons.  All teachers will implement at least one AVID writing strategy in lessons during the year	Aug. 15 <sup>th</sup> Opening Day Meeting Staff Meetings Monthly PD meetings Weekly Team meetings	AVID Site Team <b>Site Coordinator</b> Julia Bynum <b>Site Administrator</b> Jordi Roman, Kari Allred, Chris Burian, Mandy Davidson, Ryan Gibbs, Sue Shumaker, Lee Williams, Meredith Wolfe, Haven Hall, Janice Rush  Candace Call  The note taker at each meeting will be responsible for monitoring the progress of this strategy. The note taker responsibility rotates throughout the year.	Student exemplars examined in PLC groups  Student exemplars displayed in classrooms and hallways	NAMS teachers provide AVID PD for 5 <sup>th</sup> grade teachers at our feeder schools	

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<p>All teachers will implement research-based, argumentative writing strategies in units and assess student progress based on the rubric guidelines</p>	<p>At least 1 per six weeks</p>	<p>Chandra Manning Dubraska Stein All teachers</p> <p>The note taker at each meeting will be responsible for monitoring the progress of this strategy. The note taker responsibility rotates throughout the year.</p>	<p>Lessons that incorporate writing strategies that lead to student work demonstrating proficiency in argumentative writing.</p> <p>Student exemplars examined in PLC groups</p> <p>Student exemplars displayed in classrooms and hallways</p>	<p>Teams discussions on how new strategies can be used with summarizing strategies that are used on a regular basis.</p>	
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**Professional Development for this Objective**

- Monthly PD with Lead Teachers and Administrators- ExC-ELL, AVID, Argumentative Writing Strategies
- Weekly team meetings (Teachers leading and learning from each other)
- Teachers using PD 360
- Master Teacher Resources
- AVID Weekly Resources

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**Goal 3:** Students will participate in at least one structured discussion activity around grade level text, per unit in each content area.

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

**Strategic Plan Objective:** 1.1 – Every student graduates college and career ready.  
1.5 All students in grades 3-8 demonstrate yearly academic growth in reading and mathematics.

**State Board of Education Goal:** North Carolina public schools will produce globally competitive students.

**Action Plan:**

<b>Strategy for Implementation INPUT</b>	<b>Progress Monitoring/ Target Dates</b>	<b>Person(s) Responsible</b>	<b>Data/Evidence OUTPUT</b>	<b>Next Steps?</b>	<b>Goal Met? Yes/No</b>
Staff will receive and provide differentiated professional development in AVID discussion strategies to implemented in lessons across all content areas.	Staff Meetings Aug. 15 More dates TBD  Monthly Leadership Team Meetings  Weekly Team Meetings	Candace Call AVID Site Team as named above	Staff and Team discussions  Team notes requesting specific PD  Staff feedback on PD	Staff members training feeder school teachers about AVID strategies  Students teaching other students about AVID strategies	
AVID students will create instructional videos demonstrating discussion strategies. Students and teachers will view the videos during Comet Time.	December 2012	AVID Site Team AVID Students Jay Williams Vanessa Olson Tech Pilot Class Comet Teachers	Student produced videos  Comet Lesson Plans  AVIS strategies integrated across all content areas	Increase the number of AVID trained teachers	
Chandra Manning will provide resources & professional development describing best practices using discussion strategies for teachers to utilize in classroom lessons.	Monthly PD meetings	Chandra Manning	Monthly meeting notes  Surveys providing feedback and sharing areas of need from teachers	Individual support given to teachers as needed	

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All content teachers will implement content specific common vocabulary.	Weekly Team Meetings	Candace Call  Content area teachers	Lesson plan that incorporate the common vocabulary  Students demonstrating comprehension of the common vocabulary through work samples	ELA teachers incorporating root word and prefixes in warm up activities in the classroom.	
Complete the rubric for discussions that was begun in the 2011-2012 school year	Weekly Team Meetings	ELA teachers	Completed rubrics  Student exemplars examined in PLC groups  Student exemplars displayed in classrooms and hallways	Writing rubric made available for all teachers	

**Professional Development for this Objective**

- Monthly PD with Lead Teachers and Administrators- ExC-ELL, AVID, Discussion Strategies
- Weekly team meetings (Teachers leading and learning from each other)
- Teachers using PD 360
- Master Teacher

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**Goal 4:** We will strengthen community support with an emphasis on parent involvement.

**Evidence of Need:** EOG data, parent survey, teacher survey, student survey

**Strategic Plan Objective:** 4.2 Increase communication and outreach to parents.

**State Board of Education Goal:** North Carolina public schools will produce globally competitive students.

**Action Plan:**

<b>Strategy for Implementation INPUT</b>	<b>Progress Monitoring/ Target Dates</b>	<b>Person(s) Responsible</b>	<b>Data/Evidence OUTPUT</b>	<b>Next Steps?</b>	<b>Goal Met? Yes/No</b>
Teachers and administration will increase positive communications with parents to deliver the message that NAMS teachers are dedicated to the success of our students.	Monthly Leadership Team Meetings	All staff members  The note taker at each meeting will be responsible for monitoring the progress of this strategy. The note taker responsibility rotates throughout the year.	NAMS Website Daily Attendance Log Parent Contact Logs Home Visit Notebooks Connect 5 Log Post cards	Recruiting for increased participation in PTO	
Parent nights highlighting AVID strategies, SPARK PE Program, PBIS philosophy and student academic successes	Oct. 16 More TBD	All staff Candace Call AVID Site Team Tommy Price Louine Blackmon	Parent Attendance Logs Connect 5 Log	Increased parent involvement in AVID and student clubs  Parent nights at Balfour Baptist Church  Pastor Reaves has offered the church fellowship hall to us if we need a meeting space.	

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Weekly Connect 5 to all NAMS parents with information about upcoming school events	Sunday afternoons at 5:30	Administration All staff updating info for the Connect 5 M Zepeda J Williams	Connect 5 logs  Team Minutes	Add email message Begin a NAMS Facebook	
School Wide Career Fair	December 7, 2012	J Rush J Williams J Roman Career Fair Committee	Speaker Sign in Log Student's Reflections and Summaries	Thank you notes from students to the volunteers	
Implement Job Shadowing Opportunity for 8 <sup>th</sup> grade students	Spring 2013	Candace Call Angie Berrier Tammy Bennett CTE and Business Teachers	Student Reports	Thank you notes from students to the volunteers	
Parent Nights hosted by Success Unlimited students	Fall 2012 Spring 2013	Tammy Bennett	Parents visiting the school to celebrate student successes	Mrs. Bennett will meet provide small group services to selected students and provide individual counseling as needed. Parents will be involved in these programs as well as students.  Mrs. Bennett will work with Ms. Call to identify organizations and places in the community to speak in an effort to reach out for community involvement and support.	

**Professional Development for this Objective**

- AVID Training
- Continued training for and implementation of PBIS strategies



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**E. Additional Information**

**SAFE SCHOOL PLAN – Action Plan**

Annual	Date of Completion	Monthly	Date of Completion	Bi-Annual	Date of Completion	Ongoing
Register school-sex offender registry	8/9/11 C.Call; F. McLeod J. Roman; M.Zepeda	Check Fire Extinguishers	First week of the month J. Goldston	CPR training for crisis response teams/coaches	8/20 TBA/Coaches training	Monitor sex offender registry/update database
Written supervision plan (Hot Spots, Duty roster, etc)	8/15/12 JR/CC	Conduct fire drills	First Tuesday of each month CC/JR/FM	Conduct lockdown drill	By October 31 <sup>st</sup> ,2012 April 5 <sup>th</sup> 2012 CC/JR	Pair at-risk youth with mentors
Staff supervision training	8/15/12 CC/JR	Conduct sanitation inspections	J. Goldston	Conduct safety inspection	Weekly Walkthrough JR/CC/JW	Record incidents in eSIS
Distribute and explain code of conduct	All teachers during first day of school	Maintain Science Chemical Inventory on <a href="#">\\Central02</a>	K. Cooper/JR	Drug dog search (secondary)	Spring and Fall Officer Maness CC/JR	Attendance letters
Distribute and explain bus code of conduct	All teachers during first day of school	Maintain first aid kits	School Nurse/Maricela Zepeda	Alternate route fire drill	November 2012 February 2013	Utilize student success teams
Update crisis response plans		Review ISS and OSS incidents; apply interventions as needed				Visitor control plan
Fire extinguisher training	OSHA training J. Williams					Volunteer background check
Customer satisfaction survey	End of school year					
Seclusion & restraint training	EC department August, January and June (refresher and initial trainings)					
Train EC staff in non-violent crisis intervention	EC department August, January and June (refresher and initial trainings)					
Train crisis teams in crisis response	Dr. Rice or designee					

## PBIS SCHOOL ACTION PLAN

Updated by: NAMS PBIS Team  
Date: September 18, 2012

<b>TASK</b>	<b>WHO</b>	<b>WHEN</b>	<b>DATE OF COMPLETION</b>
PBIS team at each school schedules monthly meetings, maintains a PBIS notebook or electronic folder with meeting agendas, minutes, and documentation of team activities.	In-School Coach/PBIS team leader, principal or assistant principal	Monthly through the 2012-2013 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, 2012	

## Compliance Statements

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

### Healthy Active Children Policy

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

Physical activity 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.

Yes

### Pledge of Allegiance

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

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.

Flags of the United States and North Carolina are displayed outside of the building as well as in other locations inside the school.

### Duty-free Lunch

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

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

### Duty-free Instructional Planning

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.

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>Parent Involvement</b>
---------------------------

**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>• District FANFARE</li> <li>• Parent Nights, Report Card Nights</li> <li>• Concert/Drama/Chorus Performance</li> <li>• AVID</li> <li>• ESL nights</li> <li>• Technology Fairs</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 5</li> <li>• NAMS Website</li> <li>• Facebook Page Pending</li> <li>• Dual language information for all parents</li> <li>• Post cards</li> <li>• Email communication</li> <li>• Report cards and progress reports</li> <li>• Notes on report cards from administrators</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>• Communities In Schools</li> <li>• AVID Speakers</li> <li>• Home Visits</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>• Parent Nights</li> <li>• PEP Conferences</li> <li>• Home Visits</li> <li>• Technology Fair</li> </ul>

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<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>• AVID</li> <li>• 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>	<p>AVID nights, partnership with Balfour Baptist Church, Staff nights out, Career Day, Communities in Schools, Success Unlimited, NC Mentor, AVID tutors, Relay for Life, Angel Tree Christmas Project.</p>

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

## Intervention Plan

- A. Overview:** While the 2011-2012 data indicates that intervention is needed for all subgroups, our focus will be on closing the achievement gaps between Black/White and Hispanic/White students. Students will be grouped according to academic needs during RtI time. We focus on remediation strategies as well as enrichment strategies for students.
- B. Target Population:** Black and Hispanic students
- C. Measurable Intended Outcomes:** Decrease the Black/White and Hispanic/White achievement gaps in Math and Reading by 10%.
- Decrease the Black/White Map Gap to 13.6%  
Decrease the Hispanic/White Map Gap to .8%
- Decrease the Black/White Reading Gap to 13.9%  
Decrease the Hispanic/White Reading Gap to 14.3%
- D. Description of Activities or Services to Be Provided:** RtI strategies will be implemented throughout instructional day. All students will participate in RtI or enrichment activities from 2:45 to 3:30 on a daily basis with all teachers participating in order to have smaller numbers in remediation groups. Enrichment classes and AVID classes will also be taught during 7<sup>th</sup> period. Examples of strategies to be used are Math Stars and Khan Academy for Math and small group reading (guided reading) sessions. SRI will be purchased for all Language Arts teachers to help provide students and teachers with a diagnostic tool to determine and monitor the progression of Lexile levels.
- E. Evaluation of Results:** Students will track their progression with Math skills and Reading levels (Lexile scores) throughout the year. Teachers will also utilize formative assessments throughout the year in addition to benchmark scores to monitor progress and adjust instruction as needed. EOG scores will be used as the summative evaluation.

## **Waiver Requests:**

### **The Waiver to be Requested:**

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

### **How the waiver will be used:**

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

### **The Waiver to be Requested:**

To increase the class size above 29 whenever the need arises. (G.S. 115c-301).

### **How the waiver will be used:**

A waiver in class size will allow us to provide services to all students with the current teacher allotment.

**South Asheboro Middle School**  
**2012-2013 Continuous Improvement Plan**  
*Asheboro City Schools*

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  - Positive Behavior Support (PBIS)
  - Compliance Statements
  - Parent Involvement Plan
  - Intervention Plan
  - Waiver Requests

Approved by Staff  
Date of Secret Ballot Election:

Results For:  
Opposed:

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

\_\_\_\_\_  
Date

Approved by Superintendent of Schools

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Approved by Board of Education

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



*South Asheboro Middle School  
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<b>Leadership Team Members</b>
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The following team members collaborated with school staff to develop the School Improvement Plan for our school:

Name	Signature	Role
Charlie Lyons	_____	Facilitator, Principal
Jeff Moss	_____	Facilitator, Asst, Principal
Susan Butler	_____	Exploratory Teacher
Donna Beck	_____	ESL/ELA Teacher
Kristen Runnfeldt	_____	6 <sup>th</sup> Grade Teacher
Melissa Curry	_____	7 <sup>th</sup> Grade Teacher
Kathy Peters	_____	8 <sup>th</sup> Grade Teacher
Julia Dawson	_____	Media Coordinator
Barry Barber	_____	Technology Facilitator
Leslie Smith-Moore	_____	School Counselor
Donna Patton	_____	Parent Representative

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**A. Vision, Mission, and Belief Statements**

<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.
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<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
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To lead us toward our vision and mission, our school community shares the following beliefs:

- We believe in the unique intellectual, physical, social, and emotional needs of each student and the development of a healthy self-concept.
- We believe that with the support of parents and the community we provide our students with a rigorous 21<sup>st</sup> Century learning experience.
- 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.
- We believe that students should be provided with a variety of assessment opportunities to demonstrate their achievement.
- We believe that high expectations and positive discipline provide a supportive learning environment within our school.
- We believe that with guidance students can make positive and responsible choices.

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**B. School Community Profile**

Historical Ethnicity Information (% of population, 20<sup>th</sup> school day)

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Black	13.58	14	17	16.81	15.2
Asian	1.89	2	1.6	.67	1.5
White	54.53	56	52.10	52.08	40.4
Hispanic	24.53	24	23.8	25.29	38.7
American Indian	0.0	0	0	.17	0.3
Other/Multi-Cultural	5.47	6	5.6	4.99	3.8
<b>Total Population</b>	530	533	572	601	621

Historical Population Data (percentages)

	2008-09	2009-10	2010-11	2011-12	2012-13
Exceptional Children	9.8	13	13.99	14.5	12.0
AIG	18.11	22	18.36	22.1	19.2
Limited English Proficient	14.71	18	6.12	10	9.3
Total F/R Lunch	48.18	50.84	50.68	58.89	56.62

Student Attendance Data

	Percent
2007-2008	95.45
2008-2009	95.79
2009-2010	95.98
2010-2011	95.55
2011-2012	96.17

Staffing Summary

	2008-09	2010-11	2011-12	2012-13
Teachers "highly qualified" (classes taught)	100%	100%	100%	100%
Teachers with advanced degrees (above bachelors)	31%	25%	20%	28%
Teachers with NBPTS certification	10%	9%	14%	10%
Teachers trained as Mentors	21%	18%	16%	14%

Teacher Turnover Rate

2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
22.7%	20%	22%	24.4%	10.3%	12.2%

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**C. School Results**

Promotion Percentages

	2007-2008	2008-2009	2009-2010	2010-11	2011-12
6 <sup>th</sup> grade	100%	100%	100%	100%	100%
7 <sup>th</sup> grade	98.8%	100%	100%	99.46%	100%
8 <sup>th</sup> grade	99%	100%	100%	100%	99.83%

Total Performance Composite

Performance Composite	2007-08	2008-09	2009-10	2010-11	2011-12
	73.7	71.2	74.2	72.8	71.8

End of Grade Percent Proficient by Grade  
Historical

Grade	Reading				Math			
	08-09	09-10	10-11	11-12	08-09	09-10	10-11	11-12
6	70.4	65.66	73.8	74.5	75.1	77.7	84.5	80.8
7	65.5	61.5	63.8	57.5	73.9	70.7	76.9	72.8
8	65.6	68.6	62.4	62.8	72.6	81.8	80.5	85.3

Grade	Reading and Math			
	08-09	09-10	10-11	11-12
6	65.7	67.3	68	77.7
7	60.1	60.6	55.1	65.1
8	60.9	69.5	59.8	74.1

Science  
North Carolina Science End-of-Grade Test

8 <sup>th</sup> Grade	08-09	09-10	10-11	11-12
	60.9	71.1	63	67.4

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End of Grade Percent Proficient by Subgroup (Historical)

Reading

Grade	6			7			8		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
All	69.6	73.8	80.8	63.8	63.8	57.5	68.6	62.4	62.8
Asian	100.0	100.0	*	100.0	100.0	*	50.0	100.0	*
Black	46.9	61.5	61.5	36.4	39.4	38.9	42.9	36.0	46.7
Hispanic	47.9	62.1	66.7	38.5	52.2	53.4	55.6	37.1	51.1
Multi Racial	75.0	61.5	54.5	36.4	57.1	53.8	75.0	58.3	57.1
White	78.9	87.4	73.0	77.6	77.8	73.0	79.3	80.4	75.8
Male	59.8	72.9	67.0	53.8	66.0	53.8	65.7	60.5	63.4
Female	72.1	74.5	83.3	67.7	61.4	65.8	70.7	67.0	62.2
Acad Gifted	100	100	100	100	100	100	100	10	100
EC	51.4	55.2	39.3	33.3	48.6	44.4	18.2	20	33.3
Non EC	73.8	76.8	80.0	66.7	67.3	62.8	72.3	68.4	67.9
LEP	31.0	45	50.0	28.0	21.7	19.0	31.3	22.2	14.3
Non LEP	76.8	76.9	76.8	69.8	69.8	65.1	72.7	69	69.1
F/R Lunch	58.1	65.2	66.9	39.2	53.6	48.5	52.9	42.9	53.3
Non F/R Lunch	84.8	90.1	87.2	84.2	78.7	82.2	80.9	87.8	76.3

Math

Grade	6			7			8		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
All	77.7	84.5	80.8	70.7	76.9	72.8	81.1	80.5	85.3
Asian	100.0	100.0	*	75.0	100.0	*	100.0	80.0	*
Black	65.6	79.5	65.4	59.1	63.6	58.3	47.6	60.0	80.0
Hispanic	70.2	78.0	82.4	64.1	69.6	75.9	77.8	77.1	84.4
Multi Racial	87.5	76.9	72.7	54.5	100.0	61.5	75.0	75.0	100
White	84.4	91.6	86.3	77.6	82.8	81.8	89.1	87.6	90.9
Male	74.2	84.4	77.7	62.8	75.3	70.7	79.4	77.6	88.2
Female	81.6	84.7	87.5	77.1	79.5	78.1	81.5	83.5	86.8
Acad Gifted	100	100	100	100	100	100	100	100	100
EC	62.9	65.5	60.7	60.0	62.9	51.9	36.4	66.7	88.9
Non EC	85.9	88.1	85.6	75.5	80	78.2	85.1	82.3	87.3
LEP	55.2	70	72.2	52.0	52.2	47.6	68.8	66.7	66.7
Non LEP	86.5	86.6	83.2	77.9	80.2	77.8	83.2	82.6	90.2
F/R Lunch	75.2	79.3	76.9	59.5	73.6	64.9	70.0	70.3	85.2
Non F/R Lunch	89.9	>95	91.0	86.3	81.3	93.1	91.0	92.7	90.8

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**Achievement Gap Data**

**Reading**

White student scores compared to:	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Black	25.2	51.8	38	30.7	34.4	30.5
Hispanic	15.7	34.9	28.1	30.4	29.3	20.1

**Mathematics**

White student scores compared to:	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Black	39.7	36.7	38.1	24.9	18.2	20
Hispanic	22	23.6	12.7	13.1	12.3	4.7

**End of Grade Results  
Developmental Scale Score Mean**

Grade	Reading				Math			
	08-09	09-10	10-11	11-12	08-09	09-10	10-11	11-12
6	354.5	353.3	354.1	354.5	357.1	356.8	357.4	357.7
7	358.2	356.9	357	356	358.5	360.4	360.1	360.3
8	359.2	359.5	359	358.4	361.2	362.9	363	363.1

**Goal Summaries, Grades 6-8, Percent Correct**

<b>Reading</b>	Gr 6			Gr 7			Gr 8		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
Goal 2: Cognition	59.5	64.5	63.8	74.1	72.9	69.9	70.5	67.4	66.9
Goal 4: Interpretation	63.2	64.5	66.1	65.9	65.2	63.0	68.0	65.3	62.4
Goal 5: Critical Stance	67.7	69.5	71.6	68.1	70.2	67.9	67.6	70.8	70.6
Literary Reading	69.0	70.2	71.2	69.9	70.0	68.3	66.9	68.2	68.2
Informational Reading	62.1	65.2	65.2	69.2	70.0	66.4	68.2	65.2	64.1
<b>Mathematics</b>	Gr 6			Gr 7			Gr 8		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
Calculator Active	61.6	63.1	64.0	62.9	63.1	63.2			
Calculator Inactive	55.6	56.5	57.6	60.1	57.8	59.3			
Goal 1: Number Sense	57.4	59.4	58.2	59.6	58.4	59.0	70.1	67.6	70.9
Goal 2: Geometry and Measurement	58.5	58.5	58.7	59.4	62.9	63.3	58.8	57.6	57.3
Goal 3: Geometric Properties	65.5	68.7	67.4	63.1	67.4	65.2	56.2	57.8	56.1
Goal 4: Data, Probability, Statistics	58.3	60.6	65.0	67.2	61.8	63.7	66.6	68.8	71.2
Goal 5: Algebra	60.0	57.7	60.7	60.6	59.5	60.5	56.6	56.8	54.3

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Percent Passing, Additional Testing

Alg. 1 EOC	2007-08	2008-09	2009-10	2010-11	2011-12
	97.5	93.2	95	N/A	N/A

Percent of AYP Targets Met		
2007-2008	21 of 29	72.4%
2008-2009	29 of 29	100%
2009-2010	29 of 29	100%
2010-2011	23 of 29	79.3%
2011-2012	22 of 29	76%

Adequate Yearly Progress

	2009-10			2010-11			2011-12		
	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor
Reading 6-8		LEP	SWD	Black, Hispanic, LEP	All	ED, SWD	All, Black, White, ED, SWD	Hispanic	LEP
Math 6-8			Black, Hispanic, ED, LEP, SWD	All, Hispanic, LEP	White	Black, ED, SWD	All, White	Black, ED, SWD	Hispanic, LEP

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**Teacher Survey**

In the space below, comment on 3 or more areas of strength noted in the Teacher Survey for your site:

1. Technology Resources. (Q3.1, A-C)
2. Teachers Use Data to Inform Instruction. (Q9.1 A-C)
3. Teachers are Reflective Practitioners. (Q9.1 E-H)

In the space below, comment on 3 or more areas of possible improvement noted in the Teacher Survey for your site:

1. Differentiated Professional Development. (Q8.1 E)
2. Protected Time. (Q2.1)
3. Teachers participating in decision making and expressing concerns. (Q7.1 C-D: Q 7.3)

What are 2 significant changes or trends in the survey results?

1. Consistent increase in collaborative leadership between teachers and administration.
2. Positive growth trends in “Managing Student Conduct.”

**Student Survey Results**

*In the space below, comment on 3 or more areas of strength noted in the Student Survey for your site:*

1. Students feel learning is important for their futures.
2. Students feel they are expected to do their best.
3. Students know the rules (parents agree).

*In the space below, comment on 3 or more areas of possible improvement noted in the Student Survey for your site:*

1. Leadership Opportunities for Students
2. Respect between students and teachers and among students.
3. All members of the Learning community recognizing positive contributions.

*What are 2 significant changes or trends in the survey results?*

1. Graduating high school and pursuing post-secondary education continue to be seen as important by students. Further, students report that their parents consider education to be a priority.
2. More students report that they know the rules and expectations at SAMS. Therefore seeing that safety is important at school.



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**Parent Survey Results**

In the space below, comment on 3 or more areas of strength noted in the Parent Survey for your site:

1. Parents believe that their students know the rules at school.
2. They believe pushes themselves to do their best academically with graduation as a goal.
3. Parents report that they care about their education, going to college is important, and that they are well prepared for the future.

In the space below, comment on 3 or more areas of possible improvement noted in the Parent Survey for your site:

1. 52% of parents believe their child is afraid to make mistakes in school. Only 9% of the teachers think that students are afraid to make mistakes. Indicates need for teachers to know students (i.e. whole child).
2. Parent perception of child pushing themselves to do best is much higher than teachers' perceptions. (99% Parents agree vs. 54% Teachers).
3. Data show a disconnect between parent-teacher communication in some areas (e.g. Importance of going to college, Parent-teacher conference and communications, after school involvement).

**GENERAL CONCLUSIONS**

Achievement gap between black and white students has not decreased as much as that of white to Hispanics and remains at 30.5 %. The overall achievement gap has been decreasing. The significant decrease in our math achievement gap correlates with the Connected Math initiative.

Within our Black subgroup, we had a higher percentage of students make expected growth who had made level 1's (66.7% made growth) and 2's (60% made growth) on the previous year's Reading EOG than those students who had made level 3's (26.1% made growth) and 4's (14.3% made growth).

The percentage of ALL students making expected growth in math was significantly lower for those students who had been proficient on the previous year's Math EOG as compared to those who were not proficient.

There is a clear need to continue with our literacy strategies as we expand the influence of AVID and PBIS school-wide programs/practices that will help foster improvements in writing, inquiry, organizational skills, reading, and positive behaviors/character (34% of ALL students did not demonstrate proficiency and 48.7% did not make adequate annual growth in reading).

In order to effectively work toward meeting our student achievement goals, it will be highly beneficial for us to organize all of our strategies around the following:

- Relevant, engaging instruction based on Common Core/Essential State Standards.
- Use a variety of assessment data to differentiate instruction for students
- Continuation of our school-wide literacy strategies.
- Practices that stress the importance of teaching the whole child.

<b>D(1). Performance Goals and Benchmark Targets</b>
--

**Evidence of Need: Only 53.5 % Student Population made growth in Math and 51.3% of Student Population made Growth in Reading. For the past three years EVAAS data shows students are significantly below state average for *actual* vs. *expected* achievement level in Science.**

**Strategic Plan Objectives:**

- 1.1 – Every student graduates college and career ready.
- 1.5 – All students in grades 3-8 demonstrate yearly academic growth in reading and mathematics.
- 2.3 – (Teacher and administrator leadership) Teachers will use student performance data in professional learning communities (collaborative conversations) to improve teaching and learning.

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

**K-8 Reading, Math, Science**

**Goal 1: (Reading) – In order to reduce the achievement gap in reading by increasing the percentage of Black students making expected growth from 45.7% to 60+%, teachers will implement the following strategies:**

- 1. **Relevant, engaging instruction based on Common Core/Essential State Standards.**
  - a. Collaborative planning based around Common Core ELA standards.
  - b. Clear learning targets (i.e., ‘keeping the end in mind’) in all lesson plans and activities.
  - c. Incorporate AVID Strategies into lessons on a daily basis (e.g., WICOR).
  - d. Problem-based learning utilizing stations, cooperative learning groups
  - e. Develop print-rich and culturally-rich learning environments, school-wide (e.g., culturally diverse book selections).
  - f. Facilitate book/e-book selections and teach students to better self-select rigorous / engaging texts.
  
- 2. **Differentiated instruction based on assessments (common assessments; benchmarks; formative assessment).**
  - a. Common assessments to support literacy goals.
  - b. Formative assessments to drive lesson planning / literacy goals.
  - c. Case 21 benchmark reading data analyzed by ELA teachers and grade level teams.
  - d. Student Lexile levels and various measures of text complexity analyzed to increase rigor.
  - e. Read 180 and Corrective reading course offerings expanded.
  - f. Data notebooks maintained by students to track personal growth toward learning targets.

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**3. Continuing with school-wide literacy strategies**

- a. Tiered vocabulary in lesson plans (with special emphasis on tier-2 vocabulary).
- b. Integrating *summarizing, argumentative writing, and discussions based on grade-level text.*
- c. Integrate ExC-ELL strategies into instruction (teacher-led professional development).

**4. Understanding the importance of teaching the whole child.**

- a. PBIS plan to support instructional time and participation.
- b. Relationship-building / mentorship initiatives to drive literacy skills development.
- c. Leverage student data notebooks to support student-led conferences (across the curriculum).
- d. AVID strategies to support student growth, leadership, and college-going culture.
- e. Parent involvement plan to support understanding of literacy development and support.
- f. Revamp “R.E.A.C.T.” to Comet Time support literacy, math/science, fitness, character, and relationships.

	<b>Benchmark 1</b>	<b>Benchmark 2</b>	<b>Benchmark 3</b>	<b>Performance Target EOG</b>
<b>Black Students projected Growth Case21</b>	<b>50%</b>	<b>54%</b>	<b>57%</b>	<b>60+ %</b>
<b>Black Students Adequate Lexile Growth</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>

**Goal 2: (Math)** – In order to better prepare students for high school-level math by increasing the percent of students proficient in math who make expected growth from 51% to 60%, teachers will implement the following strategies:

**1. Relevant, engaging instruction based on Common Core/Essential State Standards.**

- a. Collaborative planning based around Common Core Math standards using inquiry-based learning.
- b. Clear learning targets (i.e., ‘keeping the end in mind’) in all lesson plans and activities (SWBAT).
- c. Incorporate AVID Strategies into lessons on a daily basis (e.g., WICOR).
- d. Problem-based learning utilizing stations, cooperative learning groups
- e. Develop rigorous lessons that incorporate technology and 21<sup>st</sup> century skills.

**2. Differentiated instruction based on assessments (common assessments; benchmarks; formative assessment).**

- a. Common assessments to support growth in mathematics.
- b. Formative assessments to drive lesson planning / differentiated instruction.
- c. Case 21 benchmark math data analyzed by Math teachers and grade level teams.

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- d. Student Lexile levels and various measures of text complexity analyzed to increase rigor.
- e. Tiered lesson activities and stations, etc., to meet diverse learning needs.
- f. Data notebooks maintained by students to track personal growth toward learning targets.

**3. Continuing with school-wide literacy strategies**

- a. Tiered vocabulary in lesson plans (with special emphasis on tier-2 vocabulary/"power words").
- b. Integrating *summarizing, argumentative writing, and discussions based on grade-level text.*
- c. Integrate ExC-ELL strategies into instruction (teacher-led professional development).

**4. Understanding the importance of teaching the whole child.**

- a. PBIS plan to support instructional time and participation.
- b. Peer coaching and mentorship initiatives to drive math skills development.
- c. AVID strategies to support student growth and leadership.
- d. Leverage student data notebooks to support student-led conferences (across the curriculum).
- e. Parent involvement plan to support understanding of student growth in math.
- f. Revamp "R.E.A.C.T." to support literacy, math/science, fitness, character, and relationships.
- g. Homework club and volunteer after-school tutoring.
- h. Math Olympiad program started this year.

<b>Prior Year Math Achievement Level</b>	<b>Benchmark 1 Oct. 30<sup>th</sup>-Nov. 1st</b>	<b>Benchmark 2 Jan. 14<sup>th</sup> –Jan. 16<sup>th</sup></b>	<b>Benchmark 3 March 26<sup>th</sup>- March 28th</b>	<b>EOG Performance Target</b>
<b>3- % projected growth</b>	<b>60+%</b>	<b>60+%</b>	<b>60+%</b>	<b>60 +%</b>
<b>4- % projected growth</b>	<b>60+%</b>	<b>60+%</b>	<b>60+%</b>	<b>60 + %</b>
<b>3- % Correct</b>	<b>80%</b>	<b>80%</b>	<b>80%</b>	<b>--</b>
<b>4- % Correct</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>--</b>

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**Goal 3: (Science) – In order to reduce the achievement gap in science by increasing the overall proficiency of Economically Disadvantaged students on the Science EOG to at least 65%, teachers will implement the following strategies:**

- 1. Relevant, engaging instruction based on Common Core/Essential State Standards.**
  - a. Collaborative planning based around Essential Standards in Science using inquiry-based learning.
  - b. Clear learning targets (i.e., ‘keeping the end in mind’) in all lesson plans and activities (SWBAT).
  - c. Incorporate AVID Strategies into lessons on a daily basis (e.g., WICOR).
  - d. Problem-based learning utilizing stations, cooperative learning groups
  - e. Develop rigorous lessons that incorporate technology and 21<sup>st</sup> century skills.
  
- 2. Differentiated instruction based on assessments (common assessments; benchmarks; formative assessment).**
  - a. Common assessments to support growth in mathematics.
  - b. Formative assessments to drive lesson planning / differentiated instruction.
  - c. Case 21 benchmark math data analyzed by Math teachers and grade level teams.
  - d. Student Lexile levels and various measures of text complexity analyzed to increase rigor.
  - e. Tiered lesson activities and stations, etc., to meet diverse learning needs.
  - f. Data notebooks maintained by students to track personal growth toward learning targets.
  
- 3. Continuing with school-wide literacy strategies**
  - a. Tiered vocabulary in lesson plans (with special emphasis on tier-2 vocabulary/”power words”).
  - b. Integrating *summarizing, argumentative writing, and discussions based on grade-level text.*
  - c. Integrate ExC-ELL strategies into instruction (teacher-led professional development).
  - d. Incorporate Big6<sup>®</sup> research process to develop literacy and scientific research skills.
  
- 4. Understanding the importance of teaching the whole child.**
  - a. PBIS plan to support instructional time and participation
  - b. AVID strategies to support student growth and leadership.
  - c. Leverage student data notebooks to support student-led conferences (across the curriculum).
  - d. Parent involvement plan to support understanding of student growth in science.
  - e. Revamp “R.E.A.C.T.” to support literacy, math/science, fitness, character, and relationships.
  - f. Science Olympiad and S.T.E.M. Stars initiatives (during and after-school).

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<b>7<sup>th</sup> Grade Reading Achievement Level</b>	<b>Benchmark 1 Oct. 30<sup>th</sup>-Nov. 1st</b>	<b>Benchmark 2 Jan. 14<sup>th</sup> -Jan. 16<sup>th</sup></b>	<b>Benchmark 3 March 26<sup>th</sup>- March 28th</b>
<b>1</b>	<b>55%</b>	<b>55%</b>	<b>55%</b>
<b>2</b>	<b>65%</b>	<b>65%</b>	<b>65%</b>
<b>3</b>	<b>80%</b>	<b>80%</b>	<b>80%</b>
<b>4</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>

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**SAMS Monitoring Plan**

Leadership and Administrative Team will monitor lesson plans for essential components that support the Continuous Improvement Plan.

Administrative Team will monitor teacher's Professional Development plan and support individual growth goals that align with Continuous Improvement Plan.

Administration, District Coaches, and Teacher Leaders will maintain a strategic focus through our PLC's and weekly Collaborative Conversations in order to monitor the progress of each of the four strands within our performance goal strategies.

Administration and District Coaches will progress monitor through classroom walkthroughs, formal/informal teacher observations.

Students will track their own progress, build data notebooks, and eventually conduct student-led conferences.

Administration will lead the Plan-Do-Study-Act process as the primary method for monitoring student performance on benchmarks and other assessments:

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

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

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

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

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

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

**(Repeat Steps 1-5)**



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**D (2). Goals and Action Plans**

**Goal 1:** Student learning will be assessed using summarizing strategies at least one time per week in each course.

**Evidence of Need:** AYP not met for all students and four (4) subgroups in reading.

**Strategic Plan Objective:** 1.1 – Every student graduates college and career ready.

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

**Action Plan:**

<b>Strategy for Implementation/Student Action</b>	<b>Strategies</b>	<b>Progress Monitoring/ Target Dates</b>	<b>Person(s) Responsible/Strategy Leader(s) Person(s) Responsible</b>	<b>Data/Evidence</b>	<b>Next Steps?</b>	<b>Goal Met? Yes/No</b>
<a href="#">Students will use a variety of summarizing strategies in each course, at least once per week.</a>	<a href="#">Written summaries, 3-2-1, Parking Lot, Cornell Notes, Ticket Out the Door, Learning Logs, “Socratic”, Interactive notebooks (left side of ISN for summaries and interacting with content).</a>	<a href="#">10/15/129/11/12</a>	<a href="#">Teachers and students, Leadership Team, Administrators Dawson, Beck</a>	<a href="#">Faculty Meeting Agenda Lesson plans, student products, Edmodo, ISN’s, learning logs, pictures of “Parking Lots”, Walkthroughs, Observations</a>	<a href="#">Revisit in C.C.</a>	<a href="#">Yes</a>

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<u>Student learning will be assessed using summarizing strategies. Incorporate summarizing and assessments into lesson plans. Student learning will be assessed through the use of summarizing strategies.</u>	<u>Incorporate summarizing and assessments into lesson plans. Written summaries, 321, Parking Log, Cornell Notes, Ticket Out the Door, Learning Logs, Formative and common assessments targeting effective use of summarizing skills</u>	<u>10/15/12, 9/28/12, 12/21, 3/1/13, 5/1/13</u>	<u>Teachers and students, Administrators Lyons, Moss, Manning</u>	<u>Common assessment plans, assessment data, Lesson plans, Walkthroughs, Observations</u>		
<u>PLC's will share summarizing assessment data and reflect on results. Utilize PLC's to share examples of assessments and student responses.</u>	Monitor common assessments, Analyze student results,	3 <sup>rd</sup> Thursday of month, beginning 9/20	PLC facilitators, Administrators.	CC minutes, Team Meeting Minutes, common assessment plans	PD implemented to increase teachers' capacity to assess summarizing strategies.	
<u>Student growth will be tracked using a variety of data. Utilize variety of data to assess student growth in summarizing skills.</u>	Review <u>learning Logs</u> , ISN's, and <u>student data notebooks</u> .	11/8, 1/14, 3/24	Teachers, PLC facilitators, Administrators.	Case 21 data, CC minutes, common assessments		
<u>Students will use literacy strategies at home with support from parents. Educate parents on literacy strategies and suggestions for support at home.</u>	<u>Educate parents on literacy strategies and suggestions for support at home.</u>	9/18, 10/15, & bi-weekly parent communications	Leadership Team, Lyons, Barber, Loechle	Website, master calendar, meeting agendas, newsletters, Parent nights, Parent English Academy, Blackboard Connect.		

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**Professional Development for this Objective**

- Literacy strategy booster session in PLC and break-out literacy strategy planning sessions during October 4<sup>th</sup> PD day for those in need.
- Collaboration with District Literacy Coach to provide on-going support across the curriculum.

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**Goal 2: Students will discuss a grade level text of increased complexity at least one time per unit, per course.**

**Evidence of Need:** AYP not met for all students and four (4) subgroups in reading. The Common Core Curriculum leads students to read texts of increasing complexity.

**Strategic Plan Objective:** 1.1 – Every student graduates college and career ready.  
 1.5 - All students in grades 3-8 demonstrate yearly academic growth in reading (and mathematics).

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

**Action Plan:**

<b>Strategy for Implementation Student Action</b>	<b>Strategies</b>	<b>Progress Monitoring/ Target Dates</b>	<b>Person(s) Responsible Strategy Leader(s)</b>	<b>Data/Evidence</b>	<b>Next Steps?</b>	<b>Goal Met? Yes/No</b>
Students will be introduced to grade-level text discussion rubrics across the content areas. <del>Literacy team will review and utilize a common rubric to be used by faculty for assessing student discussions on grade level texts.</del>	Students will practice with rubrics and learn to self-assess.	Will introduce by 10/15. Monitor use quarterly	Teachers, Manning, Literacy Team, Administrators.	Rubrics, lesson plans, walkthroughs and observations.	Continue with discussion rubrics and assess progress.	

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Once familiar with rubrics, <u>students will</u> engage in discussions around grade level text of increasing complexity. <u>Identify appropriate grade level texts of increasing complexity for each course with team members during team planning.</u>	<u>Identify appropriate grade level texts of increasing complexity for each course with team members during team planning. Utilize rubrics, seminar, philosophical chairs, shared inquiry discussions, WICOR Umbrella</u>	Once per grading period, begin: 10/15	Manning, Literacy Team, Moss, Lyons, Dawson	Rubrics, lesson plans, walkthroughs and observations, various evidence of student discussions (video, Edmodo chats, Blogs, etc.).		
<u>Students will be assessed on discussion of grade level texts based on the common rubric. Teachers will facilitate discussions around grade level texts based on the rubric.</u>	<u>Teachers will Facilitate discussions around grade level texts based on the rubric.</u>	Progress monitored on: November 30, February 22, and April 25.	Manning, Literacy Team, Moss, Lyons, Dawson	Lesson plans, walkthrough data, observations		
<u>Students will discuss grade level texts at home. Educate parents on how to facilitate a discussion about grade level texts at home.</u>	<u>Educate parents on how to facilitate a discussion about grade level texts at home</u>	10/15 report card pick-up, parent open houses & bi-weekly parent communications	Manning, Literacy Team, Moss, Lyons, Dawson, Leadership Team, Barber	Website, master calendar, meeting agendas		

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**Professional Development for this Objective**

- Literacy team will review and disseminate common rubrics to be used in various content areas.
- Literacy strategy booster session in PLC and break-out literacy strategy sessions during October 4<sup>th</sup> PD day for those in need.
- Collaboration with District Literacy Coach to provide on-going support across the curriculum.

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**Goal 3: Teachers will provide students with at least one opportunity per semester, per course, to create content-specific argumentative writing products. Students will create content-specific argumentative writing products at least one time per course, per semester.**

**Evidence of Need:** AYP not met for all students and four (4) subgroups in reading.

**Strategic Plan Objective:** 1.1 – Every student graduates college and career ready.  
 1.5 - All students in grades 3-8 demonstrate yearly academic growth in reading (and mathematics).

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

**Action Plan:**

<b>Strategy for Implementation/Student Action</b>	<b>Strategy</b>	<b>Progress Monitoring/ Target Dates</b>	<b>Person(s) Responsible/Strategy Leader(s)</b>	<b>Data/Evidence</b>	<b>Next Steps?</b>	<b>Goal Met? Yes/No</b>
<u>Students will learn about necessary components of argumentative writing products across the curriculum. Enhance teachers' knowledge of the processes of argumentative writing.</u>	Lessons on forming arguments and citing evidence specific to content area.	10/15; 1/17; 3/1/12	Teachers, Manning, Literacy Team, Administrators.	Lesson plans Observations, Walkthroughs, Lesson Plans,		
Students will create full, content-specific argumentative writing products in all courses.	Teachers will implement argumentative writing opportunities across the curriculum.	10/15; 1/17; 3/15/12	Manning, Literacy Team, Lyons, Moss	Lesson plans Observations, Walkthroughs, Lesson Plans,		

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Student writing will be assessed using common assessments and rubrics, looking for necessary components of arguments, citing evidence, and proper mechanics and syntax.	Core group will develop and implement rubric for common assessments of argumentative writing across the curriculum.	11/1/12: Rubric ready for teachers  11/15 & 2/15, school-wide progress monitor of writing products	Manning, Literacy Team, Lyons, Moss	Rubric and common features		
<u>Student writing will be supported at home by parental awareness of the elements and strategies of argumentative writing. Educate parents regarding the elements and strategies used in argumentative writing.</u>	<u>Educate parents regarding the elements and strategies used in argumentative writing</u>	10/15 report card pick-up, parent open houses & bi-weekly parent communication	Manning, Literacy Team, Moss, Lyons, Dawson, Leadership Team, Barber	Website, SAMS parent newsletters & homepage, master calendar, meeting agendas		

**Professional Development for this Objective**

- Writing strategies-PD provided by literacy lead teacher, literacy team, and campus experts (Target date: PLC by end of October)



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<b>E. Additional Information</b>
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**SAFE SCHOOL PLAN – Action Plan**

<b>Annual</b>	<b>Date of Completion</b>	<b>Monthly</b>	<b>Date of Completion</b>	<b>Bi-Annual</b>	<b>Date of Completion</b>	<b>Ongoing</b>
Register school-sex offender registry		Check Fire Extinguishers		CPR training for crisis response teams/coaches	8/20/2012	Monitor sex offender registry/update database
Written supervision plan	8/15/2012	Conduct fire drills		Conduct lockdown drill		Pair at-risk youth with mentors
Staff supervision training	8/15/2012	Conduct sanitation inspections		Conduct safety inspection		Record incidents in eSIS
Distribute and explain code of conduct	8/29/2012	Maintain Science Chemical Inventory on <a href="#">\Central02</a>		Drug dog search (secondary)		Attendance letters
Distribute and explain bus code of conduct	8/29/2012	Maintain first aid kits		Alternate route fire drill		Utilize student success teams
Update crisis response plans	8/15/2012	Review ISS and OSS incidents; apply interventions as needed				Visitor control plan
Fire extinguisher training						Volunteer background check
Customer satisfaction survey						
Seclusion & restraint training						
Train EC staff in non-violent crisis intervention						
Train crisis teams in crisis response						

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## PBIS SCHOOL ACTION PLAN

Updated by: Jeff Moss  
Date: 9/4/2012

TASK	WHO	WHEN	DATE OF COMPLETION
<b>PBIS team at each school schedules monthly meetings, maintains a PBIS notebook or electronic folder with meeting agendas, minutes, and documentation of team activities.</b>	<b>In-School Coach/PBIS team leader, principal or assistant principal</b>	<b>Monthly through the 2012-2013 school year.</b>	<b>8/17/2012,</b>
<b>School team representative will attend District level bi-annual PBIS meetings.</b>	<b>In-School Coach/PBIS team leader, principal or assistant principal</b>	<b>One meeting in the fall and one meeting in the spring</b>	
<b>Each PBIS team at the school level will complete an Implementation Inventory and submit to the Central Office.</b>	<b>In-School Coach/PBIS team leader, assistant principal</b>	<b>By October 1, 2012</b>	
<b>PBIS Team will lead implementation of “Check-in/Check-out” (CICO) as a more effective Level-2 intervention.</b>	<b>PBIS team members and assistant principal, CICO teachers,</b>	<b>Begin by 9/28/2012; 4-6 week progress monitoring cycles.</b>	
<b>PBIS Team will lead a school-wide, research-based anti-bullying/intervention program.</b>	<b>PBIS team leader, principal/assistant principal, REACT teachers.</b>	<b>Begin 8/30/2012: Six (6) initial lessons occurring through Oct., 2012, with additional booster lessons throughout the year.</b>	
<b>PBIS Team will revamp our “Comet Club” recognition program to increase positive student behaviors and character.</b>	<b>PBIS and Leadership teams.</b>		

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**Compliance Statements**

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

**Healthy Active Children Policy**

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

Physical activity is encouraged and used appropriately at South Asheboro Middle School.

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

Students are engaged in physical activity through physical education classes, scheduled intramurals, and open gym opportunities.

**Pledge of Allegiance**

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

The Pledge of Allegiance is recited school-wide each morning.

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

The flags of the United States and North Carolina are displayed appropriately at South Asheboro Middle School.

**Duty-free Lunch**

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

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

**Duty-free Instructional Planning**

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.

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.

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<b>Parent Involvement</b>
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**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> </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 Report</li> <li>• NCWise Parent Modules</li> <li>• Open Houses</li> <li>• Parent/Student/Teacher Conferences</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> </ul>

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<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>• Edmodo</li> <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 Thursdays.</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</li> <li>• Annual 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>• Partnership with Rushwood Park Wesleyan Church</li> <li>• Community in Schools</li> <li>• 50<sup>th</sup> Anniversary Activities</li> <li>• AVID tutors – AHS, RCC, &amp; community</li> <li>• Family Crisis Center</li> <li>• JDRC Walk</li> <li>• Relay for Life</li> <li>• CUOC Food Drive</li> <li>• Operation Red Sleigh/Salvation Army</li> </ul>

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

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<b>Intervention Plan</b>
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- A. **Overview:** Increase the total composite by closing the achievement gap between white and black and white and Hispanic students in both reading and math.
  
- B. **Target Population:** Low performing students
  
- C. **Measurable Intended Outcomes:** Increase the total composite to 80%.
  
- D. **Description of Activities or Services To Be Provided:** 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; development and implementation of intentional COMET TIME classes with classes populated based on formative and summative assessment data; 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 Case21. ESL students will focus on ExC-ELL strategies and continue Parent English Academy.
  
- E. **Evaluation of Results:** student achievement data (EOGs, MSLs, Case21data/district benchmarks, SRI Lexile, AYP data,)
  
- F. **Budget:** Professional development is being supported through the expenditure for PD360  
Case21  
Incidentals related to community outreach  
The expenses will be covered by instructional supply 061 fund.

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**Waiver Requests**

**The Waiver to be Requested:**

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

**How the waiver will be used:**

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

**The Waiver to be Requested:**

To increase the class size above 29 whenever the need arises. (G.S. 115c-301)

**How the waiver will be used:**

A waiver in class size will allow us to provide services to all students with the current teacher allotment.

# Asheboro High School

## 2012-2013 Continuous Improvement Plan

### *Asheboro City Schools*

#### *Contents*

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

Approved by Staff  
Date of Secret Ballot Election:

Results For:  
Opposed:

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Principal's Signature

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Date

Approved by Superintendent of Schools

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Signature

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Date

Approved by Board of Education

---

Signature

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Date



<b>Leadership Team Members</b>
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The following team members collaborated with school staff to develop the School Improvement Plan for our school:

Name	Signature	Date

<b>A. Vision, Mission, and Belief Statements</b>
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<b>Our School's Vision</b>	We will be a school of excellence where students are honored, learning is valued, and our 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 citizens.
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To lead us toward our mission, our school community shares the following beliefs

- Student learning is the chief priority for the school.
- A safe and physically comfortable environment promotes student learning.
- Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- Exceptional students (e. g., special education, limited English proficiency, gifted and talented, etc.) require special services and resources.
- Positive relationships and mutual respect among and between students and staff enhance a student's self-esteem.
- Students learn in different ways and should be provided with a variety of instructional approaches to support their learning.
- Students need to apply their learning in meaningful contexts.
- 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.
- Teachers, administrators, parents, and the community share responsibility for advancing the school's mission.
- The commitment to continuous improvement is imperative if our school is to enable students to become confident, productive, self-directed, lifelong learners.

<b>B. School Community Profile</b>
------------------------------------

**Student Population Data**

Historical Ethnicity Information (% of population)

	2008-2009	2009-10	2010-11	2011-12	2012-13
Black	15.3	14.8	14.9	15	14.2
Asian	2.2	2.7	2.1	2	2.1
White	54.9	51.6	50.1	50	46.9
Hispanic	24.3	26.2	28.3	29.1	33.2
American Indian	.03	0	0	0	0.6
Other/Multi-Cultural	3	3.7	4.3	3.9	3.0
<b>Total</b>	<b>1322</b>	<b>1280</b>	<b>1261</b>	<b>1312</b>	<b>1271</b>

Historical Population Data (percentages)

	2008-09	2009-10	2010-11	2011-12	2012-13
Exceptional Children	6.7	9.01	8.8	8.9	8.7
Limited English Proficient	8.3	10.2	8.6	9.1	8.3
Total F/R Lunch	38.5	47.6	45.3	43.9	46.12

**Attendance Data**

	Percent
2005-06	96.43
2006-07	95.81
2007-08	94.74
2008-09	94.99
2009-10	95.51
2010-11	95.11
2011-12	94.88

**Dropout Data**

	ACS dropout number	ACS 9-12 dropout rate	NC 9-12 dropout rate
2003-04	71	5.5	4.7
2004-05	68	5.3	4.7
2005-06	51	3.9	5.04
2006-07	71	5.1	5.24
2007-08	73	5.4	4.97
2008-09	74	5.4	4.27
2009-10	69	5.1	3.75
2010-11	37	2.88	3.43
2011-12			

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**Staffing Summary**

	2008-09	2009-10	2010-11	2011-12
Teachers “highly qualified” (classes taught)	100	100	100	100
Teachers with advanced degrees (above bachelors)	39	46.7	48	49.4
Teachers with NBPTS certification	16.3	19.35	19.35	20.9
Teachers trained as Mentors	29%	29%	29%	29%

**Teacher Turnover Rate**

2006-2007	2007-2008	2008-09	2010-11	2011-12	2012-13
8.2	10.2	17	10.2	8.4	12

**4-Yr. Graduation Cohort Rate**

Year	08/09	09/10	10/11	11/12
Entered 9th grade	321	364	321	329
Graduated	244	277	269	280
Grad Cohort Rate	75.9%	76.1%	83.8%	84.4%

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**C. School Results**

**Promotion Percentages**

	2007-08	2008-09	2009-10	2010-11	2011-12
9 <sup>th</sup> Grade	89%	89.7%	94.7%	93.7	91.0
10 <sup>th</sup> Grade	88%	94.2%	92.7%	94.7	93.5
11 <sup>th</sup> Grade	90%	95.3%	92.2%	93.2	92.3
12 <sup>th</sup> Grade	100%	99.2%	99%	99.6	100.0

**Total Performance Composite**

Performance Composite	07-08	08-09	09-10*	10-11	11-12
	64.8	62.2	72.7	68.5	73.4

\*Composite score includes Retests

**End of Course Tests, Percent Proficient**

	2007-08	2008-09	2009-10**	2010-11	2011-12
Algebra I	50.6	45.1	56	36	73.9
Algebra II	52.7*	58.8	83.6	68.1	
Biology	62.6	57.5	69.3	64	71.2
Chemistry	56.8	58.3			
Civics & Econ	64.1	65.5	71.1	71.2	
English I	75.8	74.2	80.2	74.2	74.8
Geometry	68.6	60.3	69.3		
Physical Science	51.7	50	57.1	43.2	
Physics	88.9	87.5			
US History	61.3	73.2	79.8	71.5	

\* New state test

\*\*Composite score includes Retests

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End of Course Percent Proficient by Subgroup

Historical

Subject	Alg. I	Alg. II	Bio.	Chem.	C & E	Eng. I	Geom.	Phys. Sci.	Physics	USH	Composite
06/07 All Students	56.3	63.2			54.5	75.5	55.9			66.1	61.2
07/08 All Students	50.6	52.7	62.6	56.8	64.1	75.8	68.6	51.7	88.9	61.3	63.8
08/09 All Students	45.1	58.8	57.7	58.3	65.5	75.1	60.4	50.0	87.5	73.2	64.1
09/10 All Students	54.6	82.6	68.2		69.2	79.7	69.1	54.5		79.3	71.6
10/11 All Students	36.0	68.1	65.7		71.2	73.9		45.9		71.8	65.8
11/12 All Students	73.9		71.2			74.8					73.4
07/08 Asian	71.4	66.7	68.8	*	95.0	87.5	81.3	*	*	*	
08/09 Asian	*	83.3	83.3	83.3	75.0	*	70.0	*	*	90.0	
09/10 Asian	100.0	100.0	100.0		85.7	100.0	100.0	50.0		84.6	
10/11 Asian	0.0	100.0	100.0		100.0	50.0		0.0		66.7	
11/12 Asian	79.5		87.5			87.5					
07/08 Black	39.5	24.2	46.4	40.0	39.2	53.7	47.2	50.0	*	37.1	
08/09 Black	37.0	45.0	26.1	18.2	31.8	45.1	30.3	36.4	*	48.1	
09/10 Black	41.0	56.3	41.5		41.0	57.4	33.3	37.0		55.9	
10/11 Black	30.4	44.1	32.3		49.1	59.6		39.4		43.5	
11/12 Black	44.9		40.4			61.7					
06/07 Hispanic	43.3	61.4			40.9	64.3	38.1			41.7	
07/08 Hispanic	44.6	39.3	49.4	33.3	44.6	61.3	63.2	41.7	*	44.8	
08/09 Hispanic	36.3	43.9	39.2	61.5	47.4	58.3	37.9	44.4	33.3	64.5	
09/10 Hispanic	52.7	84.0	53.4		63.3	78.0	64.0	38.6		62.3	
10/11 Hispanic	33.3	58.9	59.0		57.4	69.0		31.6		65.5	
11/12 Hispanic	71.5		69.2			68.4					
07/08 Multi-Racial	53.8	*	50.0	*	46.2	92.3	50.0	*	*	*	
08/09 Multi-Racial	57.1	66.7	62.5	33.3	69.2	80.0	83.3	60.0	*	80.0	
09/10 Multi-Racial	45.5	83.3	55.6		66.7	92.9	52.6	44.7		80.0	
10/11 Multi-Racial	0.0	66.7	77.8		83.3	55.6		66.7		58.3	
11/12 Multi-Racial	80		55.6			81.8					
07/08 White	54.6	60.8	73.2	61.6	78.0	84.4	76.6	63.6	84.6	72.2	
08/09 White	59.0	65.4	72.7	60.3	80.3	93.1	71.2	61.5	100.0	82.8	
09/10 White	66.7	83.8	84.9		87.0	87.0	82.8	75.5		89.5	
10/11 White	46.4	78.5	81.3		85.8	85.1		66.7		84.6	
11/12 White	85.1		85.3			82.6					
07/08 Male	47.7	54.6	65.0	61.1	62.7	71.0	73.0	52.9	92.9	70.8	
08/09 Male	41.3	54.4	57.0	58.3	64.2	71.4	62.7	50.0	90.0	77.4	
09/10 Male	61.8	83.8	71.3		71.4	76.2	73.5	54.8		78.1	
10/11 Male	34.0	67.2	58.0		69.7	64.0		46.6		75.2	
11/12 Male	69.8		69.2			68.3					
07/08 Female	53.5	51.3	60.2	54.3	65.4	81.3	64.5	50.0	*	53.1	
08/09 Female	49.0	63.2	58.4	58.4	67.1	79.2	57.0	50.0	83.3	69.1	
09/10 Female	58.2	81.2	64.9		71.4	83.9	65.0	54.2		80.4	
10/11 Female	39.4	69.0	72.9		72.9	83.6		45.3		68.0	
11/12 Female	77.9		73.1			81					

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**NC Writing Assessment**

Grade 10	08-09	09-10	10-11	11-12
	62.1%	66.6%	64.5%	NA

**Advanced Placement Exams**

	2007-08		2008-09		2009-2010		2010-11		2011-12	
	No. Taking Exam	% 3 or Higher	No. Taking Exam	% 3 or Higher	No. Taking Exam	% 3 or Higher	No. Taking Exam	% 3 or Higher	No. Taking Exam	% 3 or Higher
English	14	57%	12	33%	14	57%	12	33%	22	77%
Calculus AB	19	42%	42	57.7%	19	42%	42	57.7%	40	47.5%
Calculus BC				25%				25%	3	100%
Computer Science				100%				100%		
Biology	65	46%	NA	24%	65	46%	NA	24%	23	26%
Environmental Science	NA	NA	107	NA	NA	NA	107	NA	73	24.7%
US History	36	50%	33	38.7%	36	50%	33	38.7%	20	45%
Spanish	11	64%	15	30%	11	64%	15	30%	10	70%
Spanish Lit.										
*Art History	NA	NA	NA		NA	NA	NA			
*English Language	NA	NA	NA		NA	NA	NA		1	100%
*European History	NA	NA	NA	100%	NA	NA	NA	100%	1	100%
*Government/Politics	3	33%	1	50%	3	33%	1	50%		
*Econ-Micro	NA	NA	NA		NA	NA	NA		1	100%
*Econ-Macro	NA	NA1	NA		NA	NA1	NA		1	100%
Chemistry	1	100%	5		1	100%	5		14	42.9%
Physics	NA		2	100%	NA		2	100%	1	100%
Music Theory				71%				71%	9	55.6%
Psychology				18%				18%	7	28.6%
World History				0%				0%	3	100%
Music Theory Aural Sub				71.4%				71.4%	9	66.7%
Music Theory Nonaural Sub				57%				57%	9	55.6%
Statistics									2	0%

Environment Science alternates with Biology

\* Courses taken online

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**AP EXAM SUMMARY**

Year	Number Taking Exam	% 3 or higher
2005	132	55
2006	142	60
2007	153	50%
2008	225	40%
2009	204	40%
2010	284	34.2%
2011	202	29.7%
2012	249	44.6%

**Average SAT Scores**

	2007-08	2008-09	2009-10	2010-11	2011-12
Math	517	498	494	479	494
Verbal	492	481	494	461	479
Total	1009	979	988	940	973
Percent Tested	62.3%	50%	65%	70%	63.7%



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**Teacher Survey**

In the space below, comment on 3 or more areas of strength noted in the Teacher Survey for your site:

1. 95% agreed "I encourage students to be creative at school."
2. 97% agreed "I care if my students are absent from school."
3. 99% agreed "I care about my students as individuals"
4. 99% agreed "I expect my students to do their best"

In the space below, comment on 3 or more areas of possible improvement noted in the Teacher Survey for your site:

1. 48% agreed "Bullying is a problem at my school."
2. 41% disagreed "Students put forth their best effort at school"
3. 38% disagreed "Students push themselves to do their best academically"

What are 2 significant findings in survey results?

1. Teachers care about their students and maintain high expectations
2. Teachers have concerns for safety and student effort academically

**Student Survey**

In the space below, comment on 3 or more areas of strength noted in the Student Survey for your site:

1. 92% agreed "Graduation from high school is one of my goals"
2. 88% agreed "My parents think going to college is important"
3. 90% agreed "My parents care about my education"

In the space below, comment on 3 or more areas of possible improvement noted in the Student Survey for your site:

1. 38% agreed "I am afraid to make a mistake"
2. 48% disagreed "Adults at school recognize me when I do something positive"
3. 39% disagreed "Students at my school respect teachers"
4. 38% disagreed "Students at my school respect each other"

What are 2 significant findings in survey results?

1. Students feel that their parents support their education and want to graduate.
2. Students feel there is a lack of respect in the school and a lack of positive reinforcement

**Parent Survey Results**

In the space below, comment on 3 or more areas of strength noted in the Parent Survey for your site:

1. 97% agreed "My child pushes themselves to do their best academically"
2. 97% agreed "Graduation from high school is one of my child's goals"
3. 97% agreed "I care about my child's education"

In the space below, comment on 3 or more areas of possible improvement noted in the Parent Survey for your site:

1. 27% agreed "My child has been bullied at school"
2. 16% disagreed "Students at my child's school respect teachers"
3. 20% disagreed "Students at my child's school respect each other"

What are 2 significant findings in survey results?

1. Parents believe that their child's education is important and that they are doing their best as students.
2. Parents do have safety concerns and feel that there is a lack of respect within the school.

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**Adequate Yearly Progress**

Percent of AYP Targets Met		
2005-2006	19 of 19	100%
2006-2007	18 of 20	90%
2007-2008	18 of 21	85.7
2008-2009	17-19	89.5
2009-2010	15-21	71.4%
2010-2011	19-21	90.5%
2011-2012	21-23	91%

**Targets Not Met**

	09-10	09-10	09-10	10-11	10-11	10-11	11-12	11-12	11-12
	Not Met	Confidence Interval	Safe Harbor	Not Met	Confidence Interval	Safe Harbor	Not Met	Confidence Interval	Safe Harbor
Reading	Black % Tested Grad Cohort Rate	2		All Students & Economically Disadvantaged		Black & Hispanic			
Math	Black % Tested, Gr Cohort Rate, Black, EC, F/R lunch AYP Prof. rate					Black, Hispanic & Economically Disadvantaged	Hispanic % Proficient with Growth; Economically Disadvantaged % Proficient with Growth		

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<b>GENERAL CONCLUSIONS</b>
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- The focus on literacy has made gains on student achievement (we've seen an increase on Algebra I, Biology, and English I EOCs), but greater gains are still to be made. We met AMO in reading in grade 10 by safe harbor for all students, Hispanics, and Economically Disadvantaged.
- Over the past two years, the achievement gap between Whites and African Americans has decreased in English I and Biology, but has increased in Algebra I. And while the achievement gap between Whites and African Americans in English I (20.9) is half that in Algebra I (40.2) and Biology (44.9), it is still significant. This suggests that while a focus on literacy has been a great start, there is a need for refinement, student progress monitoring, and consistent literacy integration across the content areas.
- Over the past two years, the achievement gap between Whites and Hispanics has decreased in Biology, but has stayed relatively the same in Algebra I and increased in English I. This suggests that literacy strategies and possibly language acquisition strategies need refinement, student progress monitoring, and consistent literacy integration across the content areas.
- To best adapt instruction to student needs and monitor student progress, there is a need for intentional formative assessments and common assessments that align with standards and objectives.
- Parent, teacher, and student survey results indicate that students are surrounded with caring adults invested in their education, but there is a need to integrate strategies reinforcing respect, celebrating positive behaviors and academic progress, and addressing bullying concerns.

<b>D(1). Performance Goals and Benchmark Targets</b>
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**Evidence of Need:** There is a persistent Achievement Gap between whites and the subgroups of African American and Hispanic in reading, math, and science as indicated by historical EOC data in Algebra I, Biology, and English I.

**Strategic Plan Objective:**

**1.1** Every student graduates college and career ready.

**2.1** Every teacher and administrator will have the skills to deliver 21<sup>st</sup> Century content in a 21<sup>st</sup> Century context with 21<sup>st</sup> Century tools and technology that guarantee student learning.

**2.2** Every teacher and administrator will use a 21<sup>st</sup> Century assessment system to guide instruction and measure 21<sup>st</sup> Century knowledge, skills, performance, and dispositions.

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

**High School: English 10, Math I, Biology**

**Goal 1: (English10) – Reduce the Achievement Gap in reading as measured by the English II EOC. African American students meeting proficiency will increase from 61.7% on the English I EOC to 66.93% on the English II EOC. Hispanic students meeting proficiency will increase from 68.4% on the English I EOC to 71.95% on the English II EOC.**

**Strategies:**

- Teachers will identify African American and Hispanic students at risk for non-proficiency in English II using data from the English I EOC, EVAAS data, and diagnostics.
- Teachers, Counselors, the Graduation Coach and Community in Schools will collaborate to develop a mentor program for African American and Hispanic students at risk for non-proficiency.
- African American and Hispanic students at risk for non-proficiency will have a PEP developed by teachers
- African American and Hispanic students at risk for non-proficiency will engage in intervention strategies through tutoring for remediation and acceleration as offered by teachers
- LEP African American and Hispanic students at risk for non-proficiency will meet with Mr. Gomez for language support.
- LEP African American and Hispanic students at risk for non-proficiency will take Sheltered English II for language support.

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- African American and Hispanic students not meeting proficiency on benchmark assessments will engage in intervention strategies through tutoring for remediation and acceleration as offered by teachers
- Teachers will adapt whole class instruction and provide individual differentiation in response to benchmark analysis.
- Teachers will develop class proficiency goals and monitor class progress on benchmarks using the EOC Tracker
- Students will develop personal proficiency goals and monitor their own progress on benchmarks using the EOC Tracker

	<b>Baseline (Gap)</b>	<b>Benchmark 1</b>	<b>Benchmark 2</b>	<b>Performance Target</b>
<b>African American</b>	<b>61.7 (20.9)</b>	<b>63.74</b>	<b>65.18</b>	<b>66.93</b>
<b>Hispanic</b>	<b>68.4 (14.2)</b>	<b>69.58</b>	<b>70.76</b>	<b>71.95</b>

**Goal 2: (Math I) -** Reduce the Achievement Gap in math as measured by the Math I EOC. African American students meeting proficiency will increase from 44.9% on the Algebra I EOC to 54.95% on the Math I EOC. Hispanic students meeting proficiency will increase from 71.5% on the Algebra I EOC to 74.9% on the Math I EOC.

**Strategies:**

- Teachers will identify African American and Hispanic students at risk for non-proficiency in Math I using data from the 8<sup>th</sup> grade EOG, EVAAS data, and diagnostics.
- Teachers, Counselors, the Graduation Coach and Community in Schools will collaborate to develop a mentor program for African American and Hispanic students at risk for non-proficiency.
- African American and Hispanic students at risk for non-proficiency will have a PEP developed by teachers
- African American and Hispanic students at risk for non-proficiency will engage in intervention strategies through tutoring for remediation and acceleration as offered by teachers
- LEP African American and Hispanic students at risk for non-proficiency will meet with Mr. Gomez for language support.
- LEP African American and Hispanic students at risk for non-proficiency will take a Math I class with an ESL Co-Teacher for language support.
- African American and Hispanic students not meeting proficiency on benchmark assessments will engage in intervention strategies through tutoring for remediation and acceleration as offered by teachers.
- Teachers will adapt whole class instruction and provide individual differentiation in response to benchmark analysis.
- Teachers will develop class proficiency goals and monitor class progress on benchmarks using the EOC Tracker
- Students will develop personal proficiency goals and monitor their own progress on benchmarks using the EOC Tracker

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	<b>Baseline (Gap)</b>	<b>Benchmark 1</b>	<b>Benchmark 2</b>	<b>Performance Target</b>
<b>African American</b>	<b>44.9 (40.2)</b>	<b>48.25</b>	<b>51.6</b>	<b>54.95</b>
<b>Hispanic</b>	<b>71.5 (13.6)</b>	<b>72.63</b>	<b>73.76</b>	<b>74.9</b>

**Goal 3: (Biology)** – Reduce the Achievement Gap in science as measured by the Biology EOC. African American students meeting proficiency will increase from 40.4 % to 51.63% on the Biology EOC. Hispanic students meeting proficiency will increase from 69.2% to 73.23% on the Biology EOC.

**Strategies:**

- Teachers will identify African American and Hispanic students at risk for non-proficiency in Biology using EVAAS data and diagnostics.
- Teachers, Counselors, the Graduation Coach and Community in Schools will collaborate to develop a mentor program for African American and Hispanic students at risk for non-proficiency.
- African American and Hispanic students at risk for non-proficiency will have a PEP developed by teachers
- African American and Hispanic students at risk for non-proficiency will engage in intervention strategies through tutoring for remediation and acceleration as offered by teachers
- LEP African American and Hispanic students at risk for non-proficiency will meet with Mr. Gomez for language support.
- LEP African American and Hispanic students at risk for non-proficiency will take a Biology class with an ESL Co-Teacher for language support.
- African American and Hispanic students not meeting proficiency on benchmark assessments will engage in intervention strategies through tutoring for remediation and acceleration as offered by teachers
- Teachers will adapt whole class instruction and provide individual differentiation in response to benchmark analysis.
- Teachers will develop class proficiency goals and monitor class progress on benchmarks using the EOC Tracker
- Students will develop personal proficiency goals and monitor their own progress on benchmarks using the EOC Tracker.

	<b>Baseline (Gap)</b>	<b>Benchmark 1</b>	<b>Benchmark 2</b>	<b>Performance Target</b>
<b>African American</b>	<b>40.4 (44.9)</b>	<b>44.14</b>	<b>47.88</b>	<b>51.63</b>
<b>Hispanic</b>	<b>69.2 (16.1)</b>	<b>70.54</b>	<b>71.88</b>	<b>73.23</b>

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### **Administrative Progress Monitoring**

**Administrative team will:**

- monitor PLC SMART Goals
- monitor PLC artifacts and common assessment documentation
- participate in PLC Benchmark analysis and provide support
- progress monitor teacher and student practice through classroom walkthroughs, formal observations, and informal observations
- develop subject area proficiency goals and monitor subject area progress on benchmarks using the EOC Tracker

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

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

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

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

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

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

**(Repeat Steps 1-5)**

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<b>D (2). Goals and Action Plans</b>
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**Goal 1:** Students use a summarizing strategy at least once a week with content specific text.

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

**Strategic Plan Objective:** 1.1 – Every student graduates college and career ready.

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

**Action Plan:**

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps? (Reflection)	Strategy Met? Yes/No
Plan: Teachers are provided with summarizing strategies	Ongoing	Crooks, Butler, and Manning, AVID Site team	Posted on Moodle		Yes
Plan: Leadership team develop lesson plan template	Sept. 16, 2011	Leadership team members: Crooks, Manning, Stanich, Reid	Posted on Moodle		Yes
Plan: Lesson plan template will be on shared file	Sept. 20, 2011	Crooks	Posted on Moodle		Yes
Plan: Content specific PLCs Identify summarizing strategies (RICA, Marzano)	Ongoing	Toth, Crooks, Eggleston, Butler, and content specific PLCs	PLC Minutes	Workshop for New Teachers in September to be led by Manning. Teachers and PLCs will share exemplars of Summarizing Strategies.	Ongoing
Plan: Teachers engage in PD on chosen strategies	Mid October 2012 to Mid December 2012	Administrative Team, Julie Pack, Manning	PD logs and Sign in sheets		Yes



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Do: Teachers use learned strategies immediately following PD	Within a week of the completion of PD (by December 2011)	Administrative Team, Julie Pack, and Manning	Walk through data		Yes
Do: Students engage in content area texts with summarizing strategies once a week.	September 2012	All students	Student Work Samples		
Study: PLCs analyze student work samples					
Study: Teachers provide descriptive feedback on student summarizing artifacts	September 2012	All Teachers	Assessed student work samples		
Act: students adjust their summarizing practices based upon descriptive feedback and adjusted instruction	September 2012	Students	Student work samples		
Act: Teachers collect student exemplars of summarizing strategies to be shared on classroom walls, in modeling, and on a shared file	September 2012	All Teachers	Walkthroughs and MOODLE		
Study: Peer Observations to identify teacher and student exemplars in practice	October/November 2012	All Teachers	Peer Observation Protocol		

**Professional Development for this Objective:**

- New Lesson Plan Template
- Summarizing Strategies for Reading
- Peer Observation Protocol
- Descriptive feedback on summarizing

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**Goal 2:** Students write a content specific writing exercise once a week, and students write and present a content specific argumentative essay once every grading period for each class..

**Evidence of Need:** Data reflect that 10<sup>th</sup> grade writing scores are at 65% and SAT writing scores are below the state average (17 points).

**Strategic Plan Objective:** 1.1 – Every student graduates college and career ready.

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

**Action Plan:**

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Strategy Met? Yes/No
Plan: English teachers meet with Mrs. Crooks and Mr. Butler to develop strategies and rubrics to pilot in English classes for argumentative essays	October 31 <sup>st</sup> 2012 (begin using rubrics in English classes to teach argumentative writing process)	English teachers, Crooks, Butler and Manning	English teachers will be utilizing argumentative writing in English classes as evidenced through teacher observations and walk throughs. 10 <sup>th</sup> grade writing scores will improve		Yes
Plan: Conduct professional development during large group PLCs meetings to teach faculty one AVID strategy from WICR (Socratic Seminar)	November 15. 2011 Large group PLC's Follow up in Jan 2012 if needed	AVID Site team	Teacher's implementing strategy in their classrooms (lesson plans), student understanding of Socratic Seminar	Teachers very much appreciated these sessions	yes
Plan: Develop and share a school wide rubric for evaluating the essays	Oct. 31, 2012	Hoover (AVID)	Rubric posted on shared file		
Plan: Display "Paragraph 101" posters in classroom	Oct. 31, 2012	Hoover and Every Teacher	Posters on classroom walls evident on walkthroughs		

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Plan: Professional Development on a. elements of argumentative writing and associated strategies b. writing process c. use of the rubric	October 31, 2012	AVID	Roster at PD		
Do: Teachers develop lesson plans integrating writing once a week and an argumentative writing once every six weeks	January 22, 2013	Teachers	Lesson plans		
Do: Students write content area texts once a week and an argumentative text once every six weeks	By January 22, 2013	Students and teachers	Student Work Samples, Moodle, Walkthroughs, Observations		
Study: In PLCs, teachers look at student samples, provide descriptive feedback, and adapt instruction for enrichment or remediation <ul style="list-style-type: none"> <li>• Each department will be assigned a specific focus (punctuation, run-ons, fragments, etc.) for evaluating weekly writing assignments.</li> </ul>	November 2012- June 2013	All Teachers and Administrative Team	PLC artifacts		
Act: students adjust their writing process and practice.	January 22, 2013	Students	Student work samples		
Act: Teachers collect exemplars of student writing to be shared on classroom walls, in modeling, and on a shared file	January 22, 2013	Teachers	Walkthroughs and MOODLE		

**Professional Development for this Objective:**

- What is an argumentative essay?
- Writing Process
- Using a rubric

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**Goal 3:** Students engage in a strategic speaking and listening activity at least once a unit for each class.

**Evidence of Need:** EOC scores, SAT scores

**Strategic Plan Objective:** 1.1 – Every student graduates college and career ready.

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

**Action Plan:**

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Strategy Met? Yes/No
Plan: Senior English Teachers develop listening and speaking skills rubric (Revised Senior boards rubric to reflect Common Core and 21 <sup>st</sup> Century Skills)	November 2012 and December 2012	Leadership Team/English dept.	Posted on Moodle		Yes
Plan: Share rubric on shared files	January 2012	Crooks, Toth	Posted on Moodle		
Plan: Teachers engage in PD on strategies chosen	February 2013	Senior English teachers	PD logs and Sign in sheets		
Do: Teachers plan units utilizing strategies from PD.	Within a week of the completion of PD	Administrative Team, and Manning	Walk through data, PLC Artifacts		
Do: Students engage in a strategic speaking and listening activity at least once a unit for each class	February 2013- June 2013	All teachers and students	Student Work Samples		
Study: PLCs analyze shared unit plans and student work samples	February 2013- June 2013	All teachers	Student Work Samples		

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Study: Teachers provide descriptive feedback utilizing the speaking and listening skills rubric	February 2013- June 2013	All teachers	Student Work Samples		
Act: Teachers adjust instruction and students adjust their practice	February 2013- June 2013	All teachers and students	Student Work Samples		
Act: Exemplars of teacher lessons and student practice in speaking and listening will be video recorded and shared for modeling on EduVision	February 2013- June 2013	Teachers and Tina Webster	EduVision		
Study: Peer Observations to identify teacher and student exemplars in practice	March 2013- May2013	All Teachers	Peer Observation Protocol		

**Professional Development for this Objective:**

- Listening and Speaking Rubric
- Collaborative Strategies
- Peer Observation Protocol Update

*Asheboro High School  
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2012-2013*

**Goal 4:** Teachers create, utilize, and analyze common assessments and formative assessments to provide student feedback and adjust instruction.

**Evidence of Need:** Student performance on EOC, CTE, PLAN, ACT, PSAT, and AP data

**Strategic Plan Objective:**

**State Board of Education Goal:** North Carolina public schools will produce globally competitive students.

**Action Plan**

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
Plan: What does it look like? PD review on Formative Assessment	September 11, 2012 @ faculty meeting	Crooks and Butler	PD Roster		
Plan: NC Falcon	By September 28, 2012	Crooks	NC Falcon Certificates		
*Plan: Question Development	October 5, 2012	Crooks, Butler, Manning, Pack, Hammond	PD Roster		
*Plan: MOODLE Quizzes	October 5, 2012	Holland	PD Roster and Moodle Bank		
*Plan: SMART Suite	October 5, 2012	Webster	PD Roster and Repository		
*Plan: Assessment alignment with Standards	October 5, 2012	Crooks, Butler, Manning, Pack, Hammond	PD Roster		
Plan for all: Validity of assessments.	October 19, 2012 (paired with Analysis PD)	Drew Maerz and Crooks	PD Roster		
Do: PLC identify and develop formative assessments and common assessments	Ongoing	Every PLC	Artifacts		

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Do: Teachers administer common assessments and formative assessments	Ongoing	Every Teacher	Artifacts		
Do: Teachers collect data from common assessments and formative assessments	Ongoing	Every Teacher	Student work samples		
Do: Peer Observations to identify teacher exemplars in practice	October/November 2012	Every Teacher and Crooks	Observation Rubric		
Do: Video recordings of models	January 2012- June 2012	Tina and All teachers	EduVision Repository		
Study: how to look at the data	October 19, 2012 (Paired with Foundation PD)	Drew Maerz, Toth, Crooks, Butler	PD Roster		
Study: PLC data conversations	Ongoing	Every PLC	Artifacts		
Study: Progress Monitoring of students	Ongoing	Every Teacher			
Act: Teachers provide descriptive feedback on formative assessments and common assessments for students to adjust practice	Ongoing	Every Teacher	Artifacts		
Act: PEPS for at risk learners	October 5, 2012	Every Teacher	PEPs		
Act: Adapting Instruction	Ongoing	Every Teacher	<ul style="list-style-type: none"> <li>• Student performance on subsequent assessments</li> <li>• Peer Observations</li> <li>• PLC Data Conversations</li> </ul>		

\*Differentiated based upon needs

*Asheboro High School  
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<b>E. Additional Information</b>
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**SAFE SCHOOL PLAN – Action Plan**

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



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## PBIS SCHOOL ACTION PLAN

Updated by: AHS Staff

Date: 9/14/2012

TASK	WHO	WHEN	STATUS N=Not Started I=In Progress C=Complete
AHS PBIS team will attend level 3 of PBIS training (March 2013)	PBIS Team	March 2013	N
Teach PBIS lessons in comet connections classes	Comet Connection Teachers	August-Sept 2012	C
Plan incentive trip at the end of 1 <sup>st</sup> semester	PBIS Team	Jan 2013	N
Hold monthly PBIS team meetings	PBIS Team	Ongoing	I
Plan incentive activities or prizes each 3 weeks for students (try to target the 10%-15% of students with multiple referrals)	All BCA Teachers	Ongoing	N
Update PBIS lesson plans for next school year	Comet Connection Teachers	May 2012	C
Meet with CIS and First Baptist Church to help with funds, prizes, and incentive events for students	Mr. Butler	By end of Oct. 2012	N
Plan End of the year PBIS even for BCA	PBIS Team and BCA Teachers	Plan by march 2013 hold event June 2013	N
Complete All paper work and reports required by DPI and the Central Office	Mr. Butler	Ongoing	I
School team representatives will attend District level bi-annual PBIS meetings	PBIS Team	TBA	N

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**Compliance Statements**

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

**Healthy Active Children Policy**

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

This policy is part of the staff handbook.

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

Each grade level is assigned a daily 30 minute recess time. Students also participate in a 45 minute Physical Education class which is taught by a licensed physical education specialist (45 minutes every week; additional 45 minutes every 3<sup>rd</sup> week).

**Pledge of Allegiance**

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

The Pledge of Allegiance is recited every morning during the morning announcements.

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

The United States flag is in each classroom. The United States Flag and the North Carolina are displayed near our front entrance.

**Duty-free Lunch**

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

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

**Duty-free Instructional Planning**

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.

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.

*Asheboro High School  
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<b>Parent Involvement</b>
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**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>

*Asheboro High School  
Continuous Improvement Plan  
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<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> <li>•</li> </ul>

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

*Asheboro High School  
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2012-2013*

<b>Intervention Plan</b>
--------------------------

- A. Overview: **To decrease the Achievement Gap for Hispanics and African Americans by 25% for the 2012-2013 school year.**
- B. Target Population: African American and Hispanic
- C. Measurable Intended Outcomes: Decrease the gap by 25%
- D. Description of Activities or Services to Be Provided:
  - Cultural Awareness with Community Bus Tour for staff
  - 9<sup>th</sup> grade field trip to Civil Rights Museum
  - Culturally Relevant Literature List
  - Club Interest Survey
  - Mentor Program for at risk African American and Hispanic students
  - English I and English II At risk Hispanic and African American students will receive interventions
  - Integrated Math I and Biology at risk Hispanic and African American students will receive interventions
  - Sheltered English I and II
  - Co-teaching in English II, Integrated Math I, and Biology
  - One on One interventions for at risk ESL learners
- E. Evaluation of Results:
  - Student performance on benchmarks and EOC

*Asheboro High School  
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**Waiver Requests**

**The Waiver to be Requested:**

To increase the class size of predominantly 9<sup>th</sup> grade classes to 32 whenever the need arises.

**How the waiver will be used:**

A waiver in class size will allow us to provide services to all students with the current teacher allotment.

A large, semi-transparent grey apple icon with a white house silhouette inside, serving as a background for the title text.

# Asheboro City Schools Discipline Update 2012



# What are the Sixteen Reportable Offenses

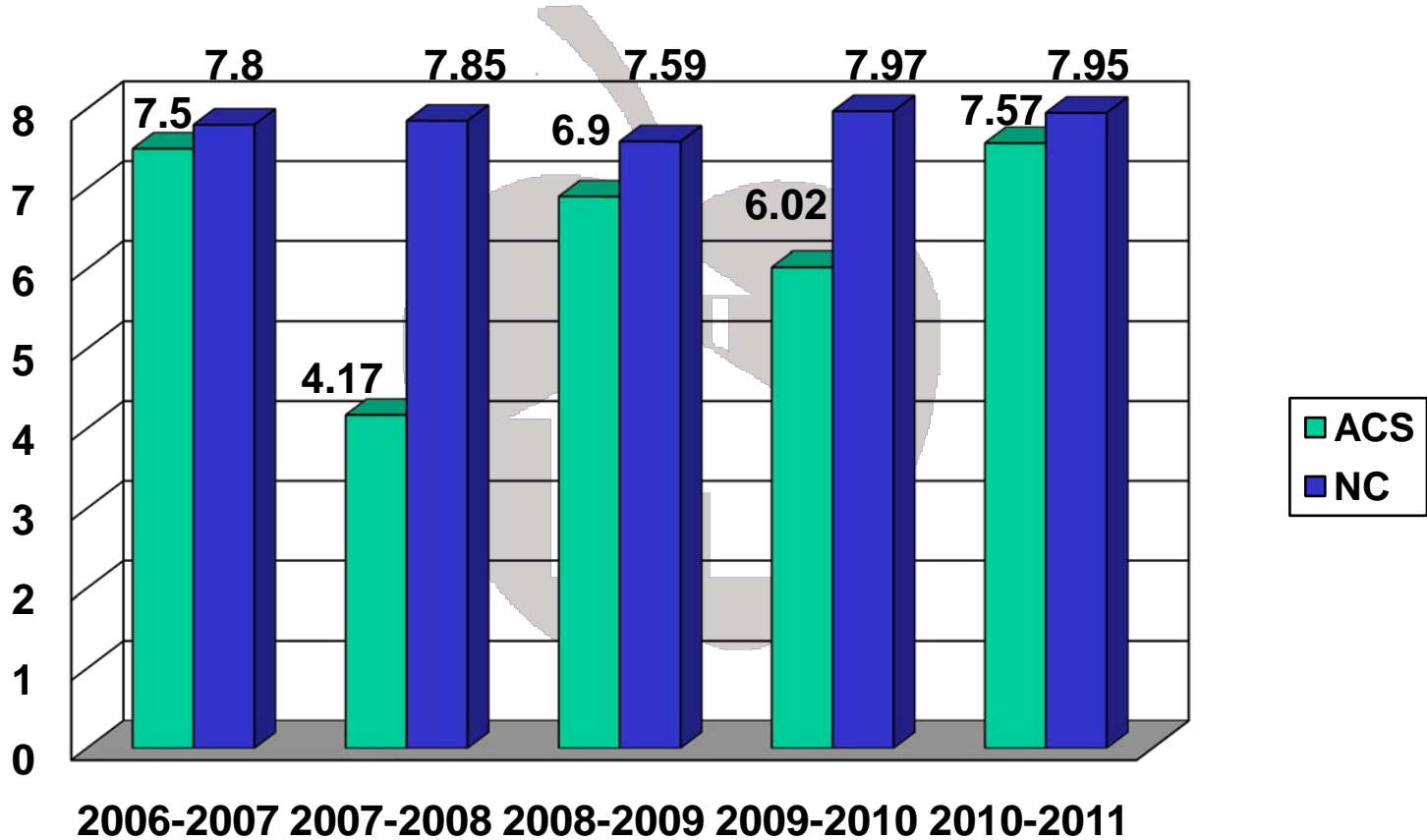
- **Assault Resulting in Serious Personal Injury**
- **Assault Involving Use of a Weapon**
- **Assault on School Officials, Employees, and Volunteers**
- **Making Bomb Threats or Engaging in Bomb Hoaxes**
- **Willfully Burning a School Building**
- **Homicide**
- **Kidnapping**
- **Unlawful, underage sales, purchase, provision, possession, or consumption of alcoholic beverages**
- **Possession of Controlled Substance in Violation of Law**
- **Possession of a Firearm**
- **Possession of a Weapon**
- **Rape**
- **Robbery With a Dangerous Weapon**
- **Sexual Assault (not involving rape or sexual offense)**
- **Sexual Offense**
- **Taking Indecent Liberties With A Minor**





# Reportable Acts -- Rate

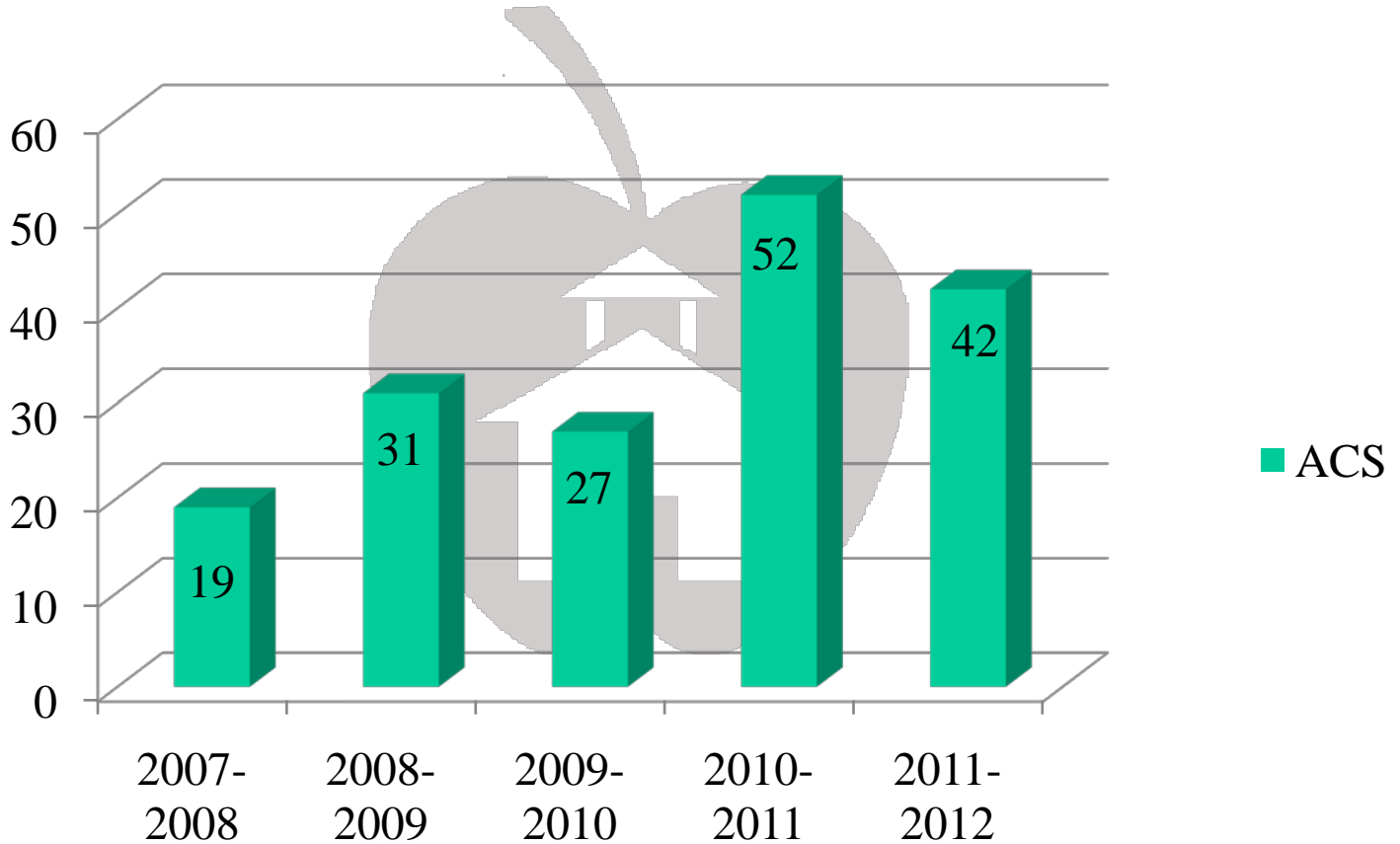
(Total Number of Acts/ADM) x 1,000



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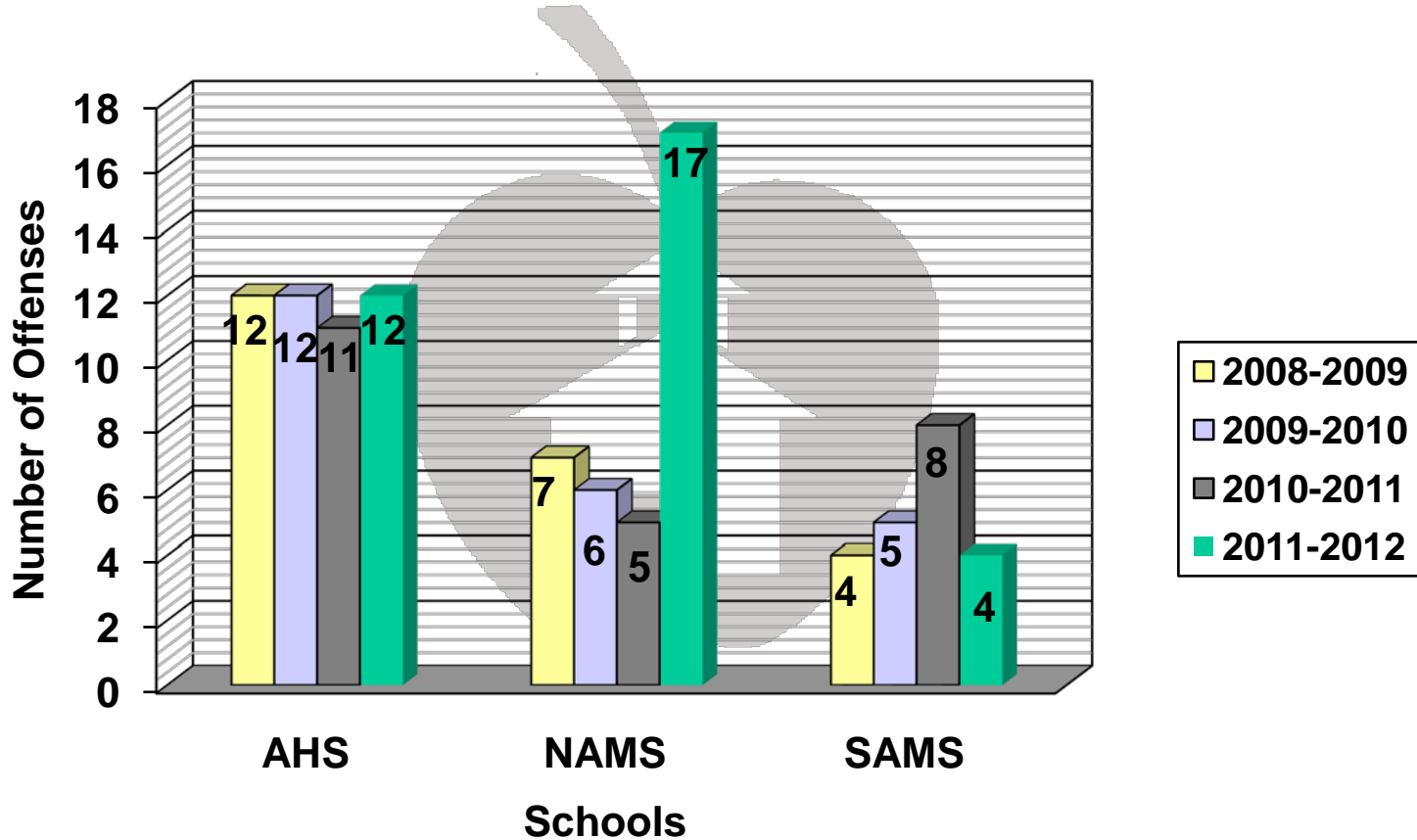
# Total Number of Reportable Acts



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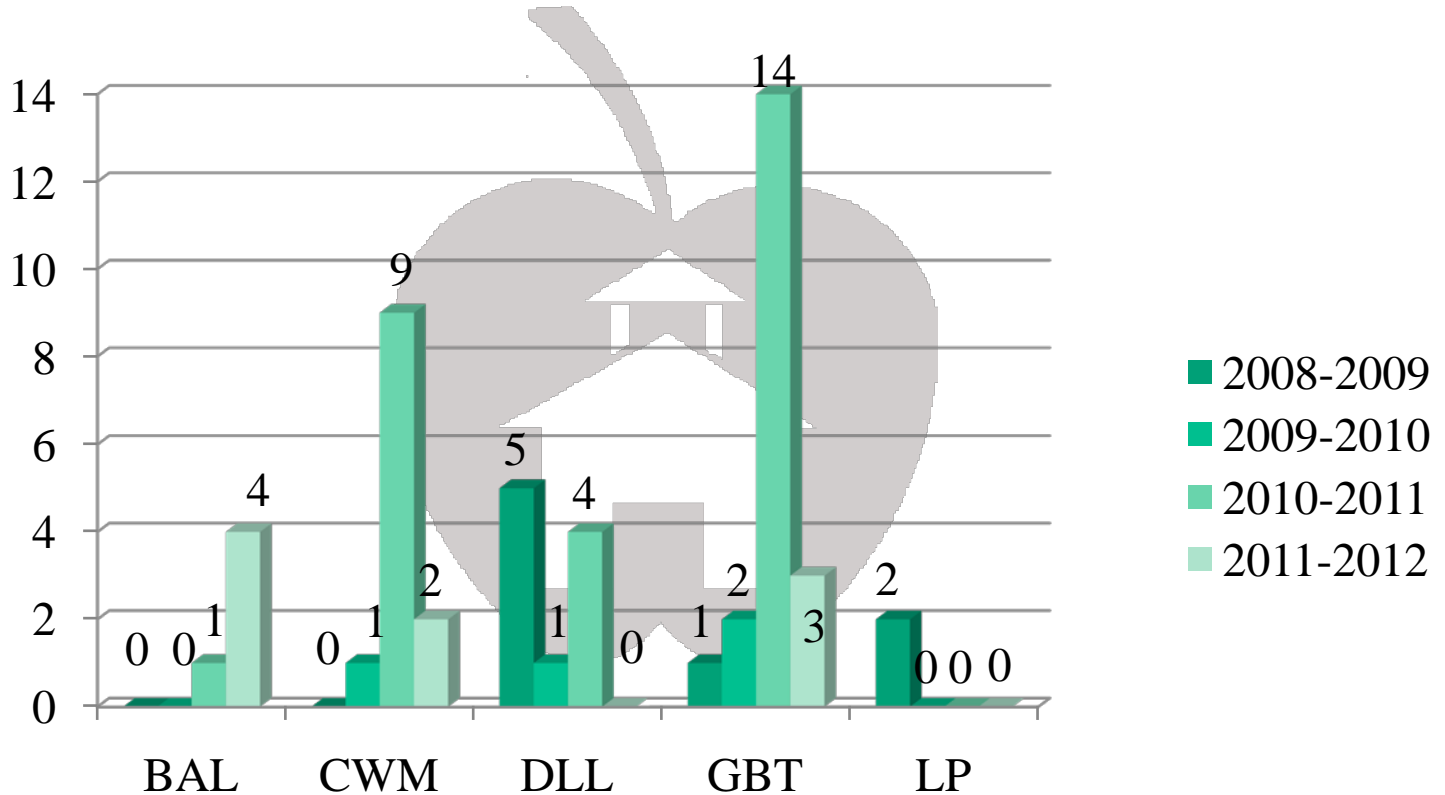


# Total Reportable Incidents Reported by ACS Secondary Schools



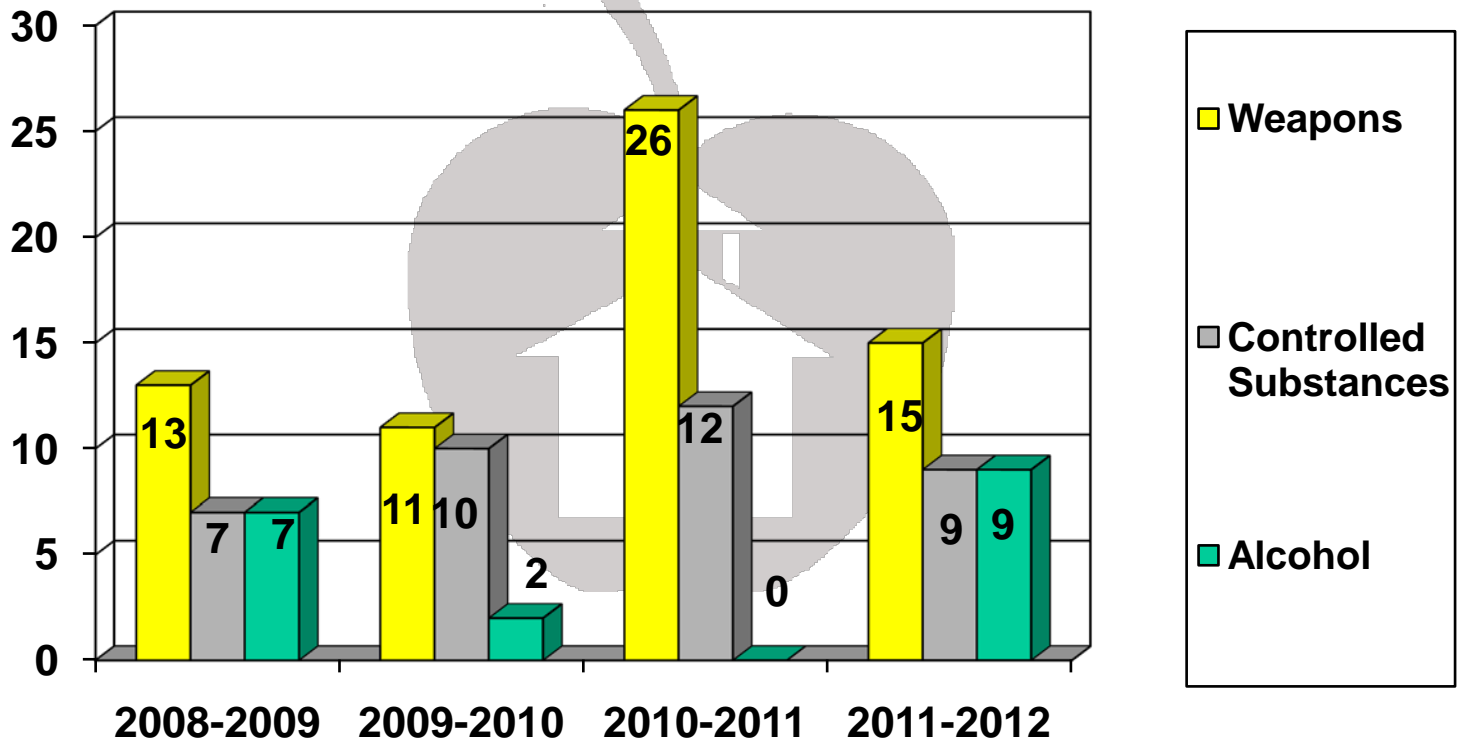


# Total Reportable Incidents Reported by ACS Elementary Schools





# Specific Violations Reported by ACS Schools



# 2011-2012 Summary



Location	Crime & Violence	Short-Term Suspensions	Long-Term Suspensions	Expulsions
ACS	42	388	7	0
AHS	12	123	7	0
BAL	4	5	0	0
CWM	2	31	0	0
DLL	0	24	0	0
GBT	3	12	0	0
LP	0	41	0	0
NAMS	17	86	0	0
SAMS	4	66	0	0

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# Questions



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# Ancillary Materials

## Definitions of the Reportable Offenses





# Assault Resulting in Serious Personal Injury

An intentional offer or attempt by force or violence to do injury to the person of another that causes reasonable apprehension of immediate bodily harm resulting in one of the following:

1. substantial risk of death,
2. serious permanent disfigurement,
3. a coma,
4. a permanent or protracted condition that causes extreme pain,
5. permanent or protracted loss or impairment of the function of any bodily member or organ, or
6. that results in prolonged hospitalization.



# Assault Resulting in Serious Personal Injury (continued)

- If an offender used a weapon in an assault resulting in serious injury, report both Assault Resulting in Serious Injury and Assault Involving Use of a Weapon.
- G.S. 115C-391 (state law) requires that local education agencies remove any student who is 13 years or older to an alternative educational setting if the student physically assaults and seriously injures a teacher or other school personnel.
  - If no alternative educational setting is available, then the board shall suspend the student for no less than 300 days, but not more than 365 days.



# Assault Involving Use of a Weapon

An intentional offer or attempt by force or violence to do injury to the person of another that causes reasonable apprehension of immediate bodily harm through the use of one of the following: (1) any gun, rifle, pistol, or other firearm, (2) BB gun, (3) stun gun, (4) air rifle, (5) air pistol, (6) bowie knife, (7) dirk, (8) dagger, (9) slingshot, (10) leaded cane, (11) switchblade knife, (12) blackjack, (13) metallic knuckles, (14) razors and razor blades, (15) fireworks, or (16) any sharp-pointed or edged instrument except instructional supplies, unaltered nail files and clips and tools used solely for preparation of food, instruction, and maintenance.

- If a firearm or other weapon is used in the commission of any offense, the type of weapon must be identified in the *Weapon Used/Possessed* column of the Date Collection Form.



# Assault on School Officials, Employees, and Volunteers

- An intentional offer or attempt by force or violence to do injury to a school official, employee, or volunteer that causes reasonable apprehension of immediate bodily harm while the school official, employee, or volunteer is discharging or attempting to discharge his/her duties.
- The "duties" of a school official, employee, or volunteer include the following: (1) all activities on school property, (2) all activities during a school authorized event or the accompanying of students to or from that event, and (3) all activities relating to the operation of school transportation.



# Assault on School Officials, Employees, and Volunteers

(Continued)

- An "employee" includes (1) one who is employed by a local board of education, (2) one who is employed by a charter school, (3) one who is employed by a nonpublic school that operates under Part 1 or Part 2 of Article 39 of Chapter 115C of the General Statutes, or (4) an independent contractor if the independent contractor or employee of the independent contractor carries out duties customarily performed by employees of the school.
- A "volunteer" is one who volunteers his/her services or presence at any school activity and is under the supervision of an employee.
- This offense includes assaults on school personnel that do not involve the use of a weapon and do not result in apparent serious injury.

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# Making Bomb Threats or Engaging in Bomb Hoaxes

- A person who, with intent to perpetrate a hoax, conceals, places, or displays in or at a public building any device, machine, instrument, or artifact, so as to cause any person reasonably to believe the same to be a bomb or other device capable of causing injury to persons or property.
- A "public building" encompasses all educational property, as defined in G.S. 14-269.2, including: (1) any school building or bus, and (2) school campus, grounds, recreational area, athletic field, or other property owned, used, or operated, by any board of education or school board of trustees or directors for the administration of any school.
- "Public buildings" also include: (1) hospitals, and (2) buildings that house only State, federal, or local government offices, or the offices of the State, federal, or local government located in a building that is not exclusively occupied by the State, federal, or local government.
- This offense includes when a person communicates a bomb threat by any means.

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# Willfully Burning a School Building

A person who wantonly and willfully sets fire to, burns, causes to be burned, or aids, counsels, or procures the burning of any schoolhouse or building owned, leased, or used by any public school, private school, college, or educational institution.



# Homicide

A murder which is perpetrated by one of the following means: (1) nuclear, biological, or chemical weapon of mass destruction, (2) poison, (3) lying in wait, (4) imprisonment, (5) starving, (6) torture, (7) any other kind of willful, deliberate, and premeditated murder, (8) during the perpetration or attempted perpetration of an arson, rape, sex offense, robbery, kidnapping, burglary, or other felony committed or attempted with the use of a deadly weapon, (9) the unlawful distribution and ingestion by someone of opium or any other synthetic or natural salt, compound, derivative, or preparation of opium, cocaine, or methamphetamine resulting in death, or (10) all other types of murder.





# Kidnapping

A person who unlawfully confines, restrains, or removes from one place to another, any other person 16 years of age or over without the consent of such person, or any other person under the age of 16 years old without the consent of a parent or legal guardian of such person, shall be guilty of kidnapping if such confinement, restraint, or removal is for the purposes of one of the following: (1) holding such other person for a ransom, as a hostage, or using such other person as a shield, (2) facilitating the commission of any felony or facilitating the flight of any person following the commission of a felony, (3) doing serious bodily harm to or terrorizing the person so confined, restrained, or removed by any other person, (4) holding such other person in involuntary servitude, (5) trafficking another person with the intent that the person be held in involuntary servitude or sexual servitude, or (6) subjecting or maintaining such other person for sexual servitude.

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# **Unlawful, underage sales, purchase, provision, possession, or consumption of alcoholic beverages**

It shall be unlawful for a person younger than 21 years of age to possess, sell, give, or purchase any alcoholic beverages. It is also unlawful for any person to aid and abet a person under the age of 21 years old in his/her attempt to obtain an alcoholic beverage.

- An "alcoholic beverage" includes the following: (1) malt beverage, (2) fortified wine, (3) unfortified wine, (4) spirituous liquor, (5) mixed beverages, or (6) beer.



# Possession of Controlled Substance in Violation of Law

It is unlawful for a person to possess or have in his/her immediate control any of the following: Marijuana, Heroin, LSD, Methamphetamine, Cocaine, or any other drug listed in Schedules I - VI of the North Carolina Controlled Substances Act. (G.S. §90-89 through 90-94.)

- The unauthorized possession of a prescription drug is included under this offense.
- The principal should confer with law enforcement personnel if there is doubt as to whether or not a certain drug is considered a controlled substance.



# Possession of a Firearm

- It is unlawful for any person to possess or carry, whether openly or concealed, any gun, rifle, pistol, or other firearm of any kind on educational property or to a curricular or extracurricular activity sponsored by a school.
- This offense does not apply to a BB gun, stun gun, air rifle, or air pistol.
- Persons authorized to carry weapons on school property are law enforcement officers, firefighters, and emergency service personnel when discharging their official duties.
- G.S. 115C-391 (state law) requires that local boards of education suspend for 365 days any student who brings a firearm onto school property.



# Possession of a Weapon

- It is unlawful for any person to possess or carry, whether openly or concealed, any of the following weapons on campus or other educational property: (1) any BB gun, (2) stun gun, (3) air rifle, (4) air pistol, (5) bowie knife, (6) dirk, (7) dagger, (8) slingshot, (9) leaded cane, (10) switchblade knife, (11) blackjack, (12) metallic knuckles, (13) razors and razor blades, (14) fireworks, or (15) any sharp-pointed or edged instrument, except instructional supplies, unaltered nail files, clips, and tools used solely for preparation of food, instruction, maintenance.
- "Educational Property" refers to any school building or bus, school campus, grounds, recreational area, athletic field, or other property owned, used, or operated by any board of education or school board of trustees, or directors for the administration of any school.
- Persons authorized to carry weapons on school property are law enforcement officers, firefighters, and emergency service personnel when discharging their official duties.

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# Rape

- A person is guilty of rape if that person engages in vaginal intercourse with another person by force and against the will of the other person, or if the person being assaulted is mentally disabled, mentally incapacitated, or physically helpless and the person performing the act knows or should reasonably know that the other person is mentally disabled, mentally incapacitated, or physically helpless.
- Statutory rape is vaginal intercourse committed on a child under the age of 16 by a person who is at least 12 years old and **at least 4 years older** than the victim, regardless of whether the victim consented.



# Robbery With a Dangerous Weapon

Any person or persons who, having in possession or with the use or threatened use of any firearms or other dangerous weapon, implement or means, whereby the life of a person is endangered or threatened, unlawfully takes or attempts to take personal property from another or from any place of business, residence, or banking institution or any other place where there is a person or persons in attendance, at any time, either day or night, or who aids or abets any such person or persons in the commission of such crime.



# Sexual Assault

**(not involving rape or sexual offense)**

A person is guilty of sexual battery if he/she, for the purpose of sexual arousal, sexual gratification, or sexual abuse, engages in sexual contact with another person by force and against the will of the other person, or if the person being assaulted is mentally disabled, mentally incapacitated, or physically helpless and the person performing the act knows or should reasonably know that the other person is mentally disabled, mentally incapacitated, or physically helpless.





# Sexual Assault

**(not involving rape or sexual offense)**

(continued)

- NCGS 14-27.1 defines "sexual contact" as touching the sexual organ, anus, breast, groin or buttocks of any person or a person touching another person with their own sexual organ, anus, breast, groin, or buttocks.
- The difference between a sexual assault and a sexual offense is that the sexual assault involves forcible and intentional touching without penetration, and a sexual offense involves penetration of a sex organ or anus by any object, or touching another's mouth or anus by the male sex organ.



# Sexual Offense

- First-degree sexual offense: A person is guilty of a sexual offense in the first degree if the person engages in a sexual act with (1) a victim who is a child under the age of 13 years and the defendant is at least 12 years old and is at least four years older than the victim, or (2) with another person by force and against the will of the other person, and (a) employs or displays a dangerous or deadly weapon or an article which the person reasonably believes to be a dangerous or deadly weapon, (b) inflicts serious personal injury upon the victim or another person, or (c) the person commits the offense aided and abetted by one or more other persons.
- Sexual offense with a child (adult offender): A person is guilty of sexual offense with a child if the person is at least 18 years of age and engages in a sexual act with a victim who is a child and under the age of 13 years.



# Sexual Offense

(continued)

- Second-degree sexual offense: A person is guilty of a sexual offense in the second degree if the person engages in a sexual act with another person (1) by force and against the will of the other person, or (2) who is mentally disabled, mentally incapacitated, or physically helpless, and the person performing the act knows or should reasonably know that the other person is mentally disabled, mentally incapacitated, or physically helpless.
- Statutory rape or sexual offense of person who is 13, 14, or 15 years old: A person is guilty if he/she engages in vaginal intercourse or a sexual act with another person who is 13, 14, or 15 years old and the person committing the act is at least six years older than the person, except when the person committing the act is lawfully married to the other person.

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# Taking Indecent Liberties With A Minor

- A person is guilty of taking indecent liberties with a child if, being 16 years of age or more and at least five years older than the child in question, he/she either: (1) willfully takes or attempts to take any immoral, improper, or indecent liberties with any child of either sex under the age of 16 years for the purpose of arousing or gratifying sexual desire, or (2) willfully commits or attempts to commit any lewd or lascivious act upon or with the body or any part or member of the body of any child of either sex under the age of 16 years.
- A "lewd and lascivious act" is defined as an act that is obscene, lustful, or indecent, or tending to deprave the morals with respect to sexual relations.

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## 2012 SAT Performance Summary

Asheboro High School's mean total SAT score (973) in 2012 rose from the previous year's score (940) by 33 points, while the state's score (997) fell four points below the previous year's score (1001). The national score in 2012 (1010) also fell one point below the previous year's score (1011).

Asheboro High School's mean total score (973) was up in 2012 from the previous year due to an 18 point increase in critical reading (from 461 to 479) and a fifteen point increase in mathematics (479 to 494) as illustrated in the tables below. In North Carolina, the mean total score (997) decreased four points from 2011 due to a two-point drop in critical reading (from 493 to 491) and a two-point drop in mathematics (from 508 to 506) as illustrated in the tables below. The nation's mean total score dropped from 1011 to 1010 due to a one-point drop in critical reading.

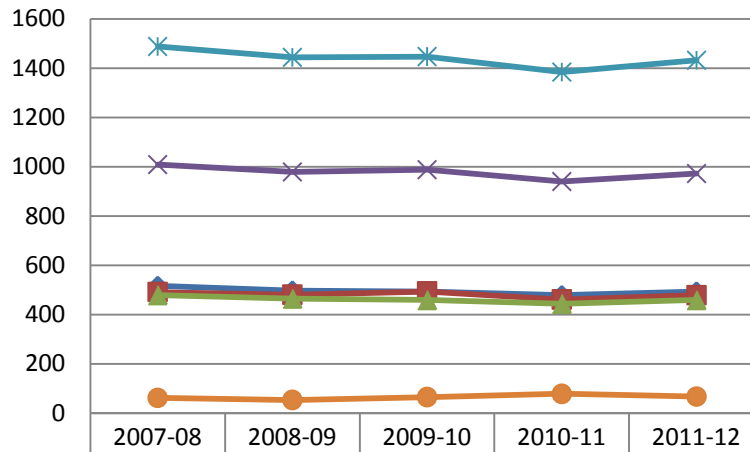
Asheboro High School's writing score (459) up 15 points from the 2011 score (444), trailed 13 points behind the state mean writing score (472), which lagged 19 points behind the national score (488).

Asheboro High School's participation rate (67.5%) decreased from the previous year's rate (78%), while the state's participation rate increased one point (from 67% to 68%). By comparison, the national participation rate (52%) increased two points from the previous year's rate (50%). Of the Asheboro High School students who participated in the SAT, 68% described themselves as White, 14% described themselves as Black or African American, 8% described themselves as Mexican or Mexican American, 4% described themselves as Hispanic, Latino, or Latin American, 4% described themselves as Other, and the remaining described themselves as American Indian (1), Asian, Asian American, or Pacific Islander (1), and No Response (1).

Reference:

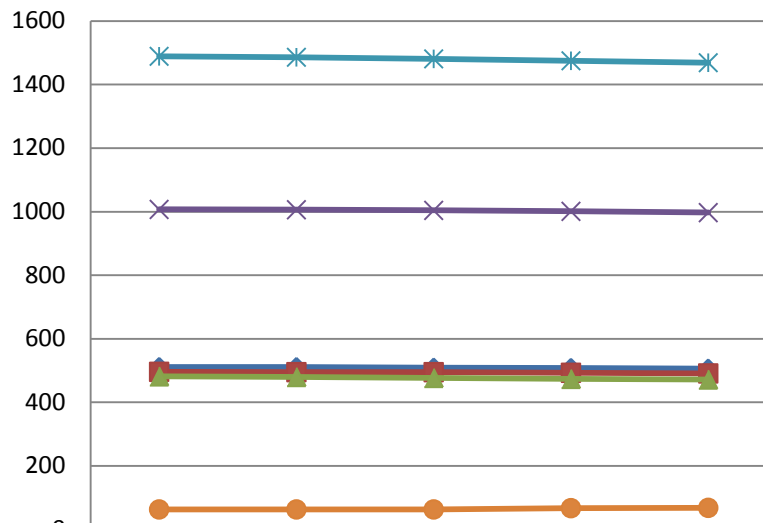
<http://www.ncpublicschools.org/docs/accountability/reporting/sat/2012/satreport2012.pdf>

## AHS SAT 5 Year Summary



◆ AHS Mathematics	517	498	494	479	494
■ AHS Critical Reading	492	481	494	461	479
▲ AHS Writing	479	465	459	444	459
✕ AHS M + CR	1009	979	988	940	973
✱ AHS M + CR + W	1488	1444	1447	1384	1432
● AHS Participation Rate	62.3	53.7	65.5	78.8	67.5

## NC SAT 5 Year Summary



◆ NC Mathematics	511	511	509	508	506
■ NC Critical Reading	496	495	495	493	491
▲ NC Writing	482	480	477	474	472
✕ NC M + CR	1007	1006	1004	1001	997
✱ NC M + CR + W	1489	1486	1481	1475	1469
● NC Participation Rate	63	63	63	67	68

## 2012 SAT Performance Summary

Asheboro High School's mean total SAT score (973) in 2012 rose from the previous year's score (940) by 33 points, while the state's score (997) fell four points below the previous year's score (1001). The national score in 2012 (1010) also fell one point below the previous year's score (1011).

Asheboro High School's mean total score (973) was up in 2012 from the previous year due to an 18 point increase in critical reading (from 461 to 479) and a fifteen point increase in mathematics (479 to 494) as illustrated in the tables below. In North Carolina, the mean total score (997) decreased four points from 2011 due to a two-point drop in critical reading (from 493 to 491) and a two-point drop in mathematics (from 508 to 506) as illustrated in the tables below. The nation's mean total score dropped from 1011 to 1010 due to a one-point drop in critical reading.

Asheboro High School's writing score (459) up 15 points from the 2011 score (444), trailed 13 points behind the state mean writing score (472), which lagged 19 points behind the national score (488).

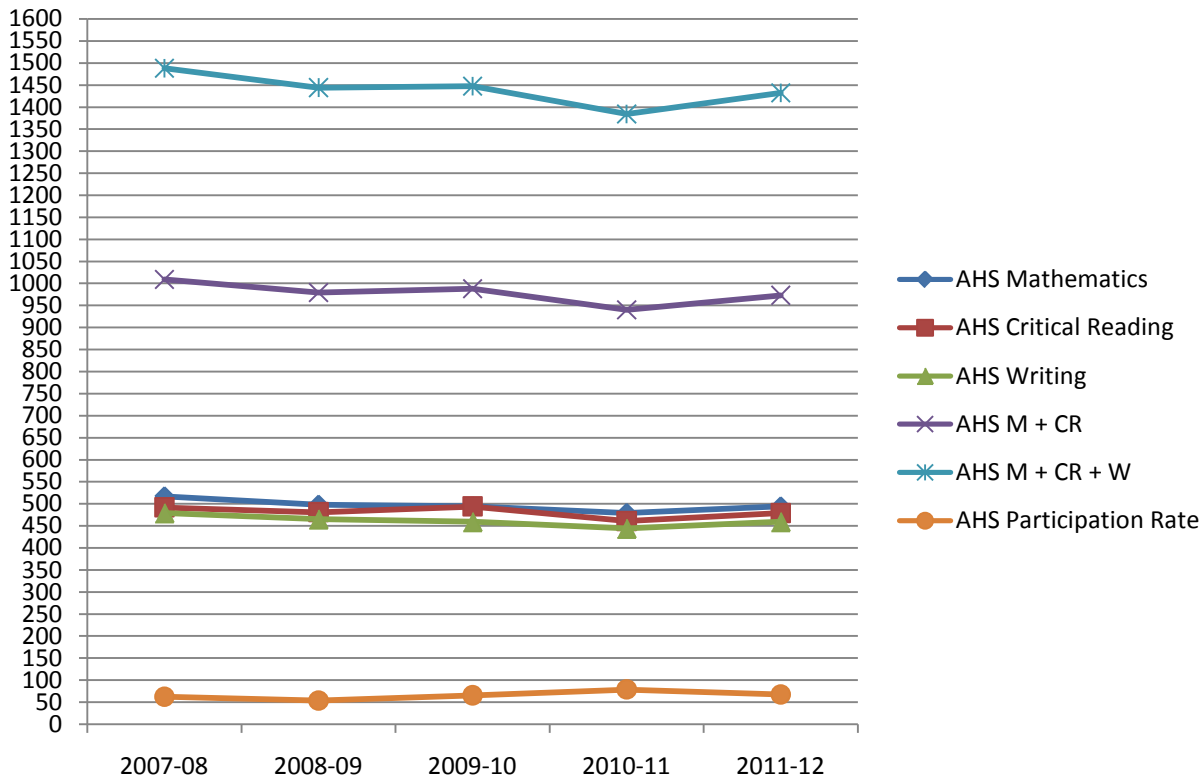
Asheboro High School's participation rate (67.5%) decreased from the previous year's rate (78%), while the state's participation rate increased one point (from 67% to 68%). By comparison, the national participation rate (52%) increased two points from the previous year's rate (50%). Of the Asheboro High School students who participated in the SAT, 68% described themselves as White, 14% described themselves as Black or African American, 8% described themselves as Mexican or Mexican American, 4% described themselves as Hispanic, Latino, or Latin American, 4% described themselves as Other, and the remaining described themselves as American Indian (1), Asian, Asian American, or Pacific Islander (1), and No Response (1).

Reference:

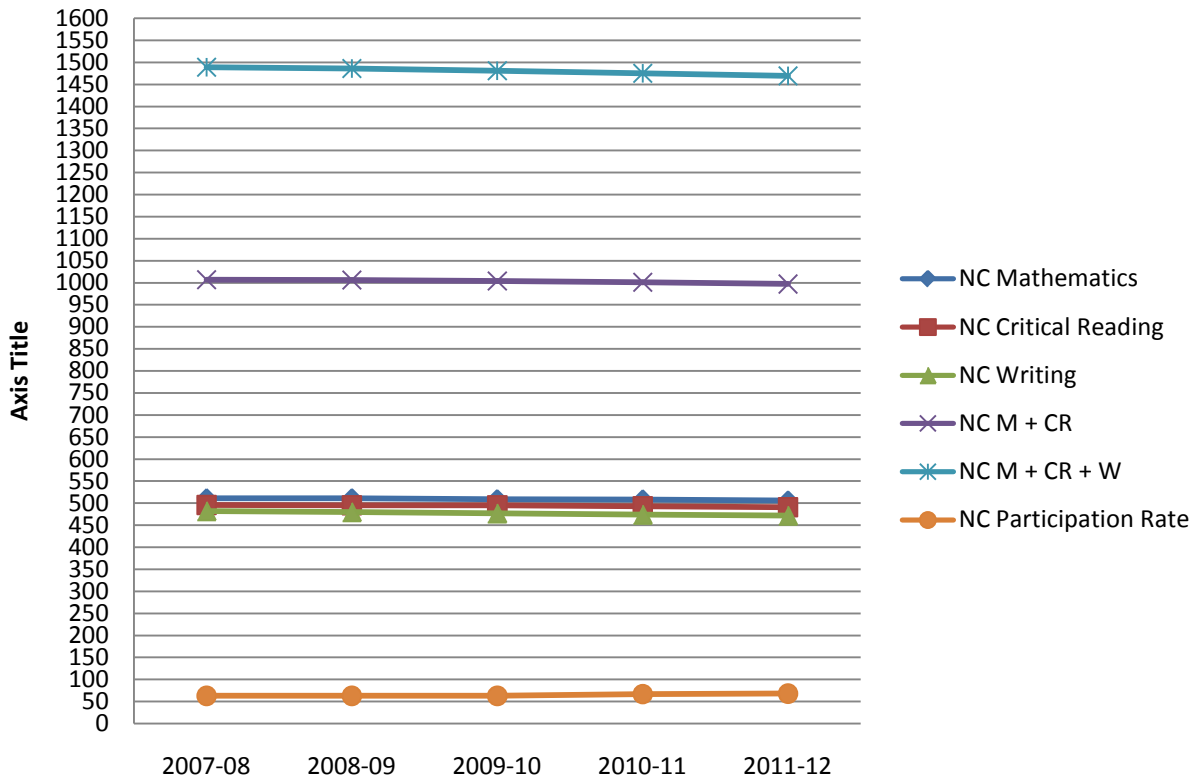
<http://www.ncpublicschools.org/docs/accountability/reporting/sat/2012/satreport2012.pdf>

<b>AHS Avg Scores</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
AHS Mathematics	517	498	494	479	494
AHS Critical Reading	492	481	494	461	479
AHS Writing	479	465	459	444	459
AHS M + CR	1009	979	988	940	973
AHS M + CR + W	1488	1444	1447	1384	1432
AHS Participation Rate	62.3	53.7	65.5	78.8	67.5
<b>NC Avg Scores</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
NC Mathematics	511	511	509	508	506
NC Critical Reading	496	495	495	493	491
NC Writing	482	480	477	474	472
NC M + CR	1007	1006	1004	1001	997
NC M + CR + W	1489	1486	1481	1475	1469
NC Participation Rate	63	63	63	67	68

## AHS 5 Year SAT Summary



## NC SAT 5 Year Summary





School Calendar 2013-14 and 2014-15  
October 2012

Changes to the Calendar Law effective July 21, 2013 (Senate Bill 795 - Excellent Public Schools Act)

1. Minimum required instructional time  
Requires a minimum of 185 days *or* 1,025 hours of instruction
2. Waiver on number of instructional days  
Eliminates the ability to request a waiver from the State Board for any instructional days
3. Opening date  
First instructional day shall not be earlier than the Monday closest to August 26
4. End date  
Last instructional day shall be no later than the Friday closest to June 11
5. Waiver from open and end date  
State Board may waive the open and end date for showing of good cause and allow LEA to set an opening date no earlier than the Monday closest to August 19
6. Definition of "good cause"  
"Good cause" is limited to severe weather conditions and is defined as all schools being closed for 8 or more days during any four of the last 10 years. Partial day closure not included
7. Education Purpose waiver  
Eliminated

The following remains unchanged:

The calendar must:

- ✓ Have instructional days covering at least 9 calendar months
- ✓ Have a minimum of 10 Annual/Vacation leave days
- ✓ Have a minimum of 10 Teacher Workdays
- ✓ Have a minimum of 2 workdays on which teachers may take accumulated vacation leave
- ✓ Have the same or equivalent number of legal holidays occurring within the school calendar as those designated for State employees by the State Personnel Commission

And:

- ✓ School shall not be held on Sunday
- ✓ Veterans Day shall be a holiday for all public school personnel and students

The board of education reserves to itself the functions of developing and revising policies for the school district. The formation and adoption of policies will constitute the primary method through which the board exercises its leadership in the operation of the school district.

The superintendent is responsible for implementing the policies established by the board of education. He/she is empowered to issue administrative regulations necessary for the implementation of board policies with such regulations subject to review by the board.

The superintendent will interpret to the board the reactions of school personnel and the public to the board's policies.

All staff members will be responsible for abiding by the policies of the board and the administrative regulations of the superintendent.

Legal References: G.S. 115C-36

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

Reviewed by Policy Committee on August 9, 2012

Any board member, individual or group of citizens, students or employees may initiate proposals for new policies, or changes to existing policies. The initiator will refer the suggestions to the superintendent for study prior to public discussion of the proposal and board action.

The board encourages input from the board attorney, other professionals, school district personnel, parents, students and citizens, as appropriate in the development of proposed policies.

Legal References G.S. 115C-36

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

Reviewed by Policy Committee on August 9, 2012

Policies may be proposed for adoption, amendment or repeal at any board meeting by any member of the board or by the superintendent. A request to place the proposed policy on the agenda must be made in accordance with board policy.

Policies introduced and recommended to the board will not be adopted until a subsequent meeting. Thus, time will be given to permit further study and also to give an opportunity for interested parties to react. However, temporary approval may be granted by the board in lieu of formal policy to meet emergency conditions or special events which will take place before formal action can be taken.

During discussion of a policy proposal, the views of the public, parents, students and staff will be considered. Amendments may be proposed by board members. An amendment will not require that the policy go through an additional reading except as the board determines that the amendment needs further study and that an additional reading would be desirable. The board must adopt by majority vote and the superintendent must record the policy in the minutes of the board meeting in order for the policy to be considered official board policy.

Unless otherwise specified by the board, a policy is effective as of the date it is adopted by the board.

No policy formally adopted by the board of education may be revised or rescinded except by majority vote in accordance with policy 2342, Voting Methods.

Legal References: G.S. 115C-36

Cross References: Board Meetings Agenda (policy 2330), Voting Methods (policy 2342), Policy Review and Evaluation (policy 2440)

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

Reviewed by Policy Committee on August 9, 2012

**DISSEMINATION  
AND PRESERVATION OF POLICIES**

*Policy Code:* **2430**

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The superintendent is directed to establish and maintain an orderly plan for preserving and making accessible the policies adopted by the board and any accompanying administrative procedures or memoranda.

All policies adopted by the board of education will be maintained in a policy manual which will constitute a public record and which will be open for inspection at the board of education offices during regular office hours. In addition, the superintendent will ensure that all board members and employees have convenient access to copies of the policy manual.

All policy manuals distributed remain the property of the board and will be deemed to be "on loan" to any person or organization and are subject to recall at any time deemed necessary for purposes of amendment, rescission, or recodification.

Legal References G.S. 115C-36

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

Reviewed by Policy Committee on August 9, 2012

The board assigns to the superintendent the responsibility of continued review and evaluation of the policies adopted by the board and of bringing to the board's attention the need for adopting, amending, updating, or rescinding any particular policy.

The superintendent has the authority to make technical and conforming changes to any existing policies necessitated by changes in state and federal law. Such changes are effective immediately subject to ratification by the board at its next regular meeting.

The superintendent is responsible for dissemination of updated, revised and newly adopted policies to all holders of policy manuals and for recalling all manuals if necessary for updating or recodification.

Legal References: G.S. 115C-36

Cross References: Adoption of Policies (policy 2420)

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

Reviewed by Policy Committee on August 9, 2012

## **SUSPENSION OF BOARD POLICIES**

*Policy Code:*

**2450**

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The operation of any section or sections of board policies not established by law or contract may be suspended temporarily by a majority vote of board members present at a board meeting held in compliance with law and board policy.

Legal References: G.S. 115C-36

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

Reviewed by Policy Committee on August 9, 2012

# Remove from ACS Policy

## WAIVER OF BOARD POLICIES

*Policy Code:*

**2451**

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The board of education supports the efforts of individual schools to meet the unique needs of their particular student populations by designing innovative programs. To facilitate such innovation, the superintendent, on behalf of individual schools, may request waivers of all or parts of specific policies of this board.

Before a waiver of all or parts of a particular board policy will be granted, the following must occur:

The principal will notify the superintendent in writing of the policy (parts or whole) to be waived and the educational rationale supporting that waiver. That rationale will reflect how the waiver will assist in the implementation of a school improvement plan linked to student outcomes.

Before the next board meeting, if the waiver request is received at least two weeks prior to that date, the superintendent will ask the policy committee of the board of education to consider the request. If the notification is received by the superintendent with fewer than two weeks remaining until the next board meeting, the superintendent may postpone consideration of the request one month.

The policy committee will consider the request and make recommendations to the full board at the next meeting. Waivers may be granted by a majority vote of the board.

If the board passes the waiver request, it will take effect for the remainder of the school year or for the upcoming school year if the request is for the upcoming school year. If the school desires for the waiver to be continued beyond that time, an annual request must be made by following steps 1-5 outlined above.

The superintendent will notify the principal of the school seeking a waiver of the action of the board.

Legal References: G.S. 115C-36

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



The board of education delegates to the superintendent of the schools the power to act in cases where the board has not provided policy statements to guide administrative action. The superintendent will inform the board promptly of such action and of the need for policy.

Legal References: G.S. 115C-36, -47, -276

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

Reviewed by Policy Committee on August 9, 2012

The superintendent is responsible for developing administrative procedures necessary to implement board policies.

In developing procedures, the superintendent should consult, as appropriate, with principals and other school district personnel, parents, students, the board attorney and other professionals and citizens. The superintendent may establish formal administrative procedures or use less formal documents, such as memoranda, so long as the documents are preserved and disseminated in accordance with board policy. The board may review an administrative procedure at any time and direct the superintendent to modify, expand or omit the procedure.

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

Cross References: Dissemination and Preservation of Policies (policy 2430)

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

Reviewed by Policy Committee on August 9, 2012

All principals and school personnel are encouraged to initiate improvements to the educational program and services for students through school rules, standards and procedures. Unless specifically addressed by the board, the superintendent may determine what matters will be addressed through administrative procedures developed in accordance with policy 2470, Administrative Procedures and what matters may be addressed through school rules, standards or procedures established by the principal.

Principals are responsible for school rules, standards and procedures and are encouraged to involve staff, parents, students, professionals and citizens as appropriate to the issue.

At any time, the board or superintendent may review and direct the principal to modify, expand or omit a school rule, standard or procedure. All rules, standards or procedures must be consistent with applicable policies of the board, the administrative procedures of the superintendent, and any other applicable laws and regulations.

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

Cross References: Dissemination and Preservation of Policies (policy 2430), Administrative Procedures (policy 2470)

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

Reviewed by Policy Committee on August 9, 2012

The board is guided by generally accepted standards of fairness in establishing processes for hearings before the board. Given the board's considerable responsibilities for overseeing the educational program and operations of the schools, the board also strives to be efficient in carrying out its various functions, including conducting hearings.

Unless other hearing processes are required by law or board policy, the following procedures will apply in board hearings. The board reserves the right to modify the procedures described in this policy as necessary in any particular hearing in order to be fair, efficient, meet legal requirements or for any other reason the board deems sufficient.

1. A hearing will be open to the public unless a closed session is permitted by law.

It is the express policy of the State and this board to make hearings open to the public except for certain purposes specified in the Open Meetings Law.

Grievance appeals pursuant to board policies 1740/4010 (Student and Parent Grievance Procedures) and 1750/7220 (Grievance Procedure for Employees) typically will be heard in closed sessions in order to present the disclosure of confidential information. Closed sessions will be conducted in accordance with board policy 2320, Compliance with the Open Meetings Law.

The board will consider requests made by a parent, student or employee to conduct a hearing in open session that is permitted by law to be held in closed session. However, the board will make the final determination of whether a hearing will be held in open or closed session.

2. The superintendent is responsible for providing sufficient notice of the time and place a hearing will be held and the nature of the hearing that will be available.

In order to resolve complaints expeditiously, board hearings will be scheduled as promptly as possible and notice given to the parties. The superintendent should provide as much notice as is feasible given the particular circumstances. The superintendent will provide a copy of this policy and, when possible, specify time limitations on the oral presentation if different from what is provided in section five of this policy.

3. Individual hearings will be held unless the board determines that a group hearing would be a more effective process for hearing and addressing the matter.

Where two or more individuals share the same or similar concern or are involved in the same matter to be heard by the board, the board may consider whether to conduct a group hearing. The board may consider factors such as generally accepted standards of fairness, the need for efficiency and the ability to prevent the disclosure of confidential information. The board will consider requests for group or individual hearings and will make the final determination.

4. Unless otherwise required by law, the board may designate a panel of two or more board members to hear and act on behalf of the board.

The superintendent will confer with the chairperson of the board to determine whether the full board or a panel of the board will conduct a hearing. The board also may establish a panel to hear certain types of appeals, such as student grievances.

5. All parties involved in the hearing may submit written position statements and will be given the opportunity for a limited oral presentation.

Written statements may be submitted at the hearing or in advance of the hearing unless otherwise specified. All parties will be given the opportunity to orally address the board as well. The board may establish time limitations for oral presentations for different types of hearings or may set the time limitation for a particular hearing. Unless a different time frame is established in the notice, applicable board policies or at the hearing, each party will be offered 15 minutes to present his or her position to the board.

6. The board may limit oral presentation to be made by the parties themselves: other witnesses may be excluded. ~~Any individual intending to be represented by legal counsel must notify the superintendent at least 3 days in advance of the hearing that they will be represented by legal counsel.~~

The board believes that in most instances, the position of the parties can be presented fairly by permitting the parties to speak before the board. The board may designate types of hearings in which parties may or may not be represented by legal counsel. Any individual intending to be represented by legal counsel must notify the superintendent ~~at least 3 days~~ in advance of the hearing so that there will be an opportunity to clarify whether legal counsel may be used and to provide the superintendent and board with the opportunity to be represented by legal counsel. If necessary, the meeting may be rescheduled so that the board and/or superintendent can secure legal counsel for the hearing.

7. Legal evidentiary rules do not apply to information considered by the board.

The board may consider any information that a reasonably prudent person would consider in conducting the serious affairs of a business.

8. In reviewing any appeal of a decision of school personnel, the board will determine whether the administrative record as a whole provides sufficient evidence to justify the decision of the superintendent: new evidence will only be permitted as necessary to ~~ensure~~ fairness prevent a threat of substantial unfairness.

The board will review the administrative record, including any administrative proceedings, and will provide an opportunity for the superintendent and the party contesting the decision to a limited oral presentation of their positions. The submission of documentary evidence and presentation of additional witnesses will be allowed at the discretion of the board.

9. The superintendent is responsible for making a record of the hearing.

The superintendent will make any record required by law. At a minimum, the board record will incorporate the administrative record provided to the board for review and any written documents submitted by the parties. The record also will provide the decision of the board and the basis for the decision when such information is required or specified in law or board policy.

Legal References: G.S. 115C-45(c); 143-318.11

Cross References: Student and Parent Grievance Procedure (policy 1740/4010), Sexual Harassment Complaint Procedure for Students (policy 1745), Grievance Procedure for Employees (policy 1750/7220), Sexual Harassment Complaint Procedure for Employees (policy 1755)

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

Updated:

Reviewed by Policy Committee on August 9, 2012

The board may utilize consultants from various fields as situations demand, including architects, personal consultants and instructional/educational consultants. In each case, the board will request proposals as required by law or as deemed necessary by the board and will enter into a written contract with the consultant selected outlining the tasks to be performed, the dates for completion, evaluation procedures and any other relevant terms.

Legal References: G.S. 115C-47

Cross References: Planning for Facility Needs (policy 9000), Site Selection (policy 9010), Facility Design (policy 9020), Supervision of Construction Contracts (policy 9130), Sale and Disposal of Board-Owned Real Property (policy 9400)

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

Reviewed by Policy Committee on August 9, 2012

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

The superintendent may consult with the board attorney as needed to carry out administrative operations and to protect the board and school district from liability. Other staff may consult with the board attorney following procedures established by the superintendent.

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

Legal References: G.S. 115C-36

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

Updated:

Reviewed by Policy Committee on August 9, 2012



**LIAISON  
WITH SCHOOL BOARDS ASSOCIATIONS**

*Policy Code:*

**2650**

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The board instructs the superintendent to keep it fully informed of the affairs of the State and National School Boards Association and to keep those organizations informed as directed regarding the board's concerns and official positions on matters of common concern. The superintendent will include in the budget each year the cost of this membership.

All board members are encouraged to attend meetings, conferences and seminars of the state and national organizations ~~this organization~~ in order to familiarize themselves with the latest developments in school affairs.

The board also will attempt to be officially represented in association affairs through the election of delegates and/or observers to the governing assemblies of those organizations.

Legal References: G.S. 115C-36

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

Updated:

Reviewed by Policy Committee on August 9, 2012

<b>School/Location</b>	<b>Date</b>	<b>Event</b>	<b>Time</b>
GBT	Monday, October 08, 2012	PTO Meeting/Board Goal Update	6:00pm
AHS	Monday, October 08, 2012	Powder Puff Football Game (rain date)	7:30pm
BAL	Tuesday, October 09, 2012	PTO Meeting/Board Goal Update	5:30pm
AHS/PAC	Tuesday, October 09, 2012	SAMS Beginning Band Concert	7:30pm
PDC	Wednesday, October 10, 2012	Superintendent's Student Advisory Council	7:30am
PDC	Thursday, October 11, 2012	Board of Education Meeting	7:30pm
	Monday, October 15, 2012	Report Cards go home	
CO	Monday, October 15, 2012	PTO President's Roundtable	6:30pm
NAMS	Tuesday, October 16, 2012	PTO Meeting/Board Goal Update	6:00pm
Asheville	Wednesday, October 17, 2012	NCSBA Law Conference	
AHS/PAC	Thursday, October 18, 2012	AHS Choral Concert	7:30pm
AHS/PAC	Friday, October 19, 2012	AHS One Act Play performance	7:30pm
PDC	Monday, October 22, 2012	2013-2016 Future Plan - Planning Team	5:30-8:00pm
AHS/PAC	Tuesday, October 23, 2012	BANDORAMA	7:30pm
AHS	Friday, October 26, 2012	AHS vs. S. Guilford HS (Senior Night)	7:30pm
PDC	Monday, November 05, 2012	FAN Workshop - CC/ES for 6-12 Parents	6:30pm
PDC	Thursday, November 08, 2012	Board of Education Meeting	7:30pm
Downtown Asheboro	Sunday, November 11, 2012	Veterans Day Parade	4:00pm
Greensboro Sheraton	November 12 - 14, 2012	NCSBA Annual Conference	
AHS/PAC	Friday, November 16, 2012	Park Street Players Fall production	7:00pm
AHS/PAC	Saturday, November 17, 2012	Park Street Players Fall production	7:00pm
AHS/PAC	Sunday, November 18, 2012	Park Street Players Fall production	3:00pm
PDC	Monday, November 19, 2012	2013-2016 Future Plan - Planning Team	5:30-8:00pm
	Thursday, November 29, 2012	Report Cards go home	
PDC	Tuesday, December 04, 2012	Superintendent's Student Advisory Council	7:30am
AHS/PAC	Tuesday, December 04, 2012	NAMS Winter Band Concert	7:30pm
AHS/PAC	Thursday, December 06, 2012	AHS Winter Choral Concert	7:30pm

Downtown Asheboro	Friday, December 07, 2012	Asheboro Christmas Parade	7:00pm
PDC	Monday, December 10, 2012	2013-2016 Future Plan - Planning Team	5:30pm - 8:00pm
AHS/PAC	Monday, December 10, 2012	SAMS Choral Concert	7:30pm
AHS/PAC	Tuesday, December 11, 2012	SAMS Winter Band Concert	7:30pm
DLL	Wednesday, December 12, 2012	Senior Holiday Lunch	12noon
PDC	Thursday, December 13, 2012	Board of Education Meeting	7:30pm
AHS/PAC	Thursday, December 13, 2012	AHS Winter Band Concert	7:30pm
PDC	Tuesday, December 18, 2012	Superintendent's Holiday Lunch	11:30am to 1:00pm (floating)
AHS/PAC	Tuesday, December 18, 2012	AHS Jazz & Percussion Concert	7:30pm



### **Student Achievements:**

- AHS Student Council presented \$1,500 donation to Communities in Schools to support the Back Pack Pal program
- AHS featured on WFMY News 2 - pep rally and Friday night game of the week

### **Staff Recognitions:**

- New employee reception
- AHS Blue Comet Academy earned PBIS Green Ribbon Award

### **Parent Involvement:**

- BOE Goal update meetings held for parents at Donna Lee Loflin, Charles W. McCrary, Lindley Park and South Asheboro Middle School
- FAN Workshop - New K-5 Curriculum Standards - what is different in my child's classroom
- Various curriculum nights held across the district

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

- SAMS 50<sup>th</sup> Birthday
- AHS Hall of Fame induction
- 2012-2013 Future Plan Steering Committee



**Asheboro City Schools**

*...the subject is excellence!*

# Asheboro City Schools Strategic Plan Milestones

## Board of Education Goals

2012-2013

Update: October, 2012

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

1. Every student graduates college and career ready.

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

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

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

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

- Develop internal Health Sciences small learning community with partners.  
Mrs. Pack is facilitating the work of a new internal committee to begin visioning and planning for this SLC.

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

All elementary schools have completed initial assessments of students' current reading proficiency.

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

- Use common assessments to monitor student growth.  
At our administrative leadership team meeting on September 19, all school principals shared examples of common assessments that had been used with students at their school. The assessments were reviewed and analyzed by the administrative team to look for strengths and areas for improvement.

6. Implement innovative after school enrichment and intervention programs.

- Evaluate effectiveness of current intervention programs.

7. Establish a rigorous and relevant CTE program.

- Implement CTE strategic plan.

GOAL 2: Asheboro City Schools will be led by 21<sup>st</sup> century professionals.

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

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

School-based professional development was held Thursday, October 4. Each school identified topics that their staff indicated were of interest or need, such as integrating technology as a tool for learning, developing effective learning targets, tiered vocabulary, literacy strategies, etc.

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

- Expand use of performance-based common assessments. Publish collection of exemplars.
- Each school develops a plan to implement student-led conferences.

You will hear about school plans regarding student-led conferences in their continuous improvement plans.

- Revise K-2 report cards to implement standards-based grading practices.

New K-2 report cards are being shared with parents at various school parent nights. Teachers will use the new report cards for the first six-weeks grading period.

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

- Continue Teacher Leadership Academy for cohort #3. Evaluate effectiveness of TLA on past participants. Include past participants in leading professional development.

The next TLA session is Monday, October 11. The agenda includes learning about conflict and the change process. Participants will also submit the first draft of their school-based leadership project.

- Refine use of teacher evaluation system with new standard #6 (student performance).
- Teachers will use student performance data in professional learning communities (collaborative conversations) to improve teaching and learning.

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

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

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

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

- Graduation Coach, CIS coordinator, UNC college advisor, Career Development Coordinator, school counselors, and school social workers collaborate to identify at-risk students, develop a plan of support, and monitor student progress.
- All staff focus on relationship building with students, assuring that every student has a caring adult in the school, and every student's passion is known by a caring adult.

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

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

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

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

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

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

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

2. Increase communication and outreach to parents.

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

You will hear about school plans for home visits in their continuous improvement plans.

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

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

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

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

The first FAN workshop was held Monday, October 1. The audience was K-5 parents and the topic of discussion was our new curriculum standards.

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

1. Implement long range facilities plan.

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





**PUBLIC EDUCATION: NORTH CAROLINA'S BEST INVESTMENT**

RAMONA MILLER  
*Board Development & Technology*

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*Haywood*

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*Nash-Rocky Mount*

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*Warren*

Mary Ann Sharpe  
*Onslow*

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*Gaston*

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*Washington*

**PAST PRESIDENTS'**

**COUNCIL**

*Kenneth Lanier, 2007-08*

*Linda Cranford, 2004-05*

*Larry Lancaster, 2002-03*

*Leonard Peace, 2000-01*

*Dr. Christine Fitch, 1996-97*

MEMORANDUM

TO: Board Chairs & Superintendents

FROM: Ramona Miller, Board Development Manager

RE: 43<sup>rd</sup> Annual Conference for Board Member Development

**VOTING DELEGATES FORM**

Determination of the number of voting delegates to which your system is entitled should be made according to the following scale. Below, please check the range of total current expenditures (includes funds 1, 2 and 3 accounts and excludes capital outlay monies) appropriate for your school system:

\_\_\_\_\_ \$1 million to \$5 million in total current expenditures - 2 Delegates

\_\_\_\_\_ \$5 million to \$25 million in total current expenditures - 3 Delegates

\_\_\_\_\_ Over \$25 million in total current expenditures - 4 Delegates

Below, list the names of your school board members that will serve as voting delegates. Please be sure to register your delegate(s) for the conference. In the absence of any official voting delegate or alternate, any member of the board may serve as a voting delegate at the Delegate Assembly on behalf of your board.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Alternate:

\_\_\_\_\_

We hereby certify that the listed delegates officially represent this board on all voting matters at the 2012 NCSBA Annual Conference.

School System: \_\_\_\_\_

Board Chair: \_\_\_\_\_

Superintendent: \_\_\_\_\_

Please return this form by October 15, 2012, to:

NCSBA VOTING DELEGATE

PO BOX 97877

RALEIGH, NC 27624

Fax: 919-841-4020