

ASHEBORO CITY BOARD OF EDUCATION
October 9, 2014
7:30 p.m.
Asheboro High School
Professional Development Center

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

I. Opening

- A. Call to Order
- B. Moment of Silence
- C. Pledge of Allegiance – Nubia Terry, 4th Grade, Lindley Park Elementary
- *D. Approval of Agenda

II. Special Recognition and Presentations

- A. Board Spotlight – Lindley Park Elementary School

III. Public Comments

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

IV. *Consent Agenda

- A. Approval of Minutes – September 11, 2014
- B. North Asheboro Middle School Field Trip Approval – Washington, D.C.
- C. Resolution Adopting NCGS Section 143-64.32
- D. Discard Items
- E. Personnel

V. Information, Reports and Recommendations

- A. Calendar Process
- B. Policies
 - Policy 4000 – Focus on Students
 - Policy 4023 – Education for Pregnant and Parenting Students
 - Policy 4310 – Integrity and Civility
 - Policy 4720 – Surveys of Students

VI. Action Items

- *A. Continuous Improvement Plans for Elementary Schools
 - Balfour Elementary School
 - Charles W. McCrary Elementary School
 - Donna Lee Loflin Elementary School
 - Guy B. Teachey Elementary School
 - Lindley Park Elementary School
- *B. Policies
 - Policy 3100 – Curriculum Development
 - Policy 3130 – Grouping for Instruction
 - Policy 3135 – Homework
 - Policy 3140 – Evaluation of Instructional Programs
 - Policy 3320 – School Trips

- Policy 3400 – Evaluation of Student Progress
- Policy 3420 – Student Promotion and Accountability
- Policy 3430 – School Improvement Plan
- Policy 3450 – Class Rankings
- Policy 3630 – Contests for Students (Remove)

VII. Superintendent’s Report/Calendar of Events

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

VIII. Board Operations

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

IX. Adjournment

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

ASHEBORO CITY BOARD OF EDUCATION

October 9, 2014

7:30 p.m.

Asheboro High School

Professional Development Center

Addendum

I. Opening

IV. *Consent Agenda

D. Discard Items

E. Personnel

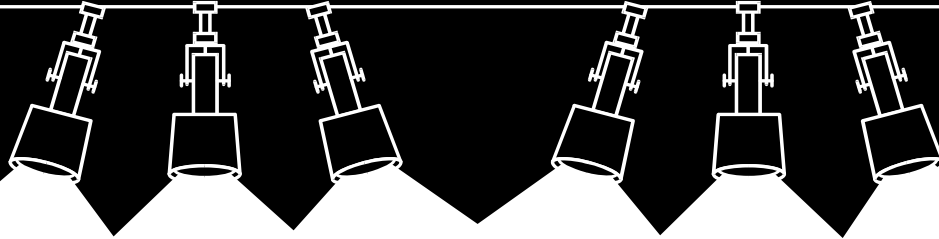
F. South Asheboro Middle School Field Trip Approval – Washington, D.C.

IX. Adjournment

Mission Statement

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

October 9, 2014



Board Spotlight:

Tonight's Board of Education Spotlight features Lindley Park Elementary School. Information will be shared with the Board this evening about an exciting initiative at LP, the A-H-S program - **A**thletes **H**elping **S**tudents with Leadership, Literacy, and Life skills. This initiative is a wonderful partnership with selected scholar-athletes from the varsity football team at Asheboro High School. Welcome Lindley Park!

Minutes of the Asheboro City Board of Education

September 11, 2014

Policy Committee

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

Phillip Cheek
Gidget Kidd
Chris Yow

Linda Cranford
Jane Redding

Committee member absent was Steve Jones.

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

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

- Policy 4000 – Focus on Students
 - Minor and technical language and formatting updates
- Policy 4023 – Education for Pregnant and Parenting Students
 - Minor language restructuring for ease of reading
 - Addition of statement that says administrators will provide assistance and support to encourage pregnant and parenting students to remain in school and graduate
- Policy 4310 – Integrity and Civility
 - Dr. Maerz provided the committee with two possible versions of the revised policy
 - Committee discussed both options
 - Members decided to keep current, local definitions of character traits and add in revisions to the section covering consequences as recommended by North Carolina School Boards' Association
- Policy 4720 – Surveys of Students
 - Minor language and formatting updates
 - Section on parent involvement added to policy to align with state statutes

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

With no further business, the meeting was adjourned at 6:08 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:

Gustavo Agudelo
Joyce Harrington
Jane Redding

Kyle Lamb
Archie Priest
Dr. Kelly Harris

Committee member absent was Steve Jones.

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

Mr. Blair presented 2014-2015 budget resolution and related information.

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

Board of Education

Opening

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

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

Wilson Alexander, Jr., Attorney

Board member absent was Steve Jones.

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

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

Following a moment of silence led by Chairman Redding, Xazavier Evans and Terrell Taylor, fourth grade students at Guy B. Teachey Elementary, led the Pledge of Allegiance.

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

Special Recognition and Presentations

Carla Freemyer recognized the Randolph Public Library for their continued support of our families. Director Ross Holt accepted a Certificate of Appreciation on behalf of the staff. Their efforts to work with each school, attend each open house, and build the capacity to support reading across our community is to be commended. This valuable partnership will continue throughout the school year to provide multiple opportunities for families to enjoy reading. Special thanks to the library staff for their commitment to Asheboro City Schools.

The Board of Education's spotlight featured Guy B. Teachey Elementary School. Mr. Saunders, principal at Guy B. Teachey, shared a video highlighting the activities provided by members of his staff during the first annual summer reading program for Teachey's students and families at Coleridge Road Apartments in Asheboro. Casey Burgess-Blalock, PTO President, spoke about the planning that went into the program and the intent to inspire the joy of reading and building relationships between the school, students, and their families.

Paula Owens, principal of Donna Lee Loflin Elementary School, was recognized as the Asheboro City Schools' 2014-2015 principal of the year.

Public Comments

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

Upon motion by Ms. Cranford, seconded by Dr. Harris, the Consent Agenda was unanimously approved by the Board.

Consent Agenda

The following Consent Agenda items were approved:

Approval of Minutes – August 14, 2014

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

Overnight Field Trip Request – New York, NY, Asheboro High School Chorus (A copy of the field trip request will become a part of these minutes.)

*Amended Title IIA Executive Summary (A copy of the amended agreement will become a part of these minutes.)
Personnel*

RESIGNATIONS/RETIREMENTS/SEPARATIONS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Barnes, Sally	GBT/Music	6/12/15
Evans, Madonna	BAL/Custodian	8/18/14
Gerringer, Linda	AHS/Clerical Support	9/30/14
Lucas, Ronald	GBT/Physical Education	6/12/15
Reynolds, Amy	AHS/Family Con. Science	8/20/14
Ellington, Chadwick	AHS/NOVA Academy	9/9/14
Foster, Felicia	BAL/Inst. Assistant	10/3/14

APPOINTMENTS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Vuncannon, Kathleen	AHS/Inst. Asst. (EC)	8/25/14
Winslow, Dawn	ECDC/Hearing Impaired	9/3/14
Whatley, David	CO/Maintenance	9/9/14
Beane, William	Substitute \$75/Day	9/15/14
Beaver, Freda	Substitute \$98/Day	9/15/14
Bodsford, Sarah	Substitute \$75/Day	9/15/14
Bryant, Sonya	Substitute \$75/Day	9/15/14
Chaney, Janet	Substitute \$98/Day	9/15/14
Davis, Deanna	Substitute \$75/Day	9/15/14
Greene, Julia	Substitute \$75/Day	9/15/14
Henley, Gail	Substitute \$75/Day	9/15/14
Hicks, Teresa	Substitute \$75/Day	9/15/14
Holden, Sara	Substitute \$75/Day	9/15/14
Hunt, Jessica	Substitute \$75/Day	9/15/14
Jarmon, Sharayontra	Substitute \$75/Day	9/15/14
Jones, Aisha	Substitute \$75/Day	9/15/14
King, Ricky	Substitute \$75/Day	9/15/14
LaCoss, Mischele	Substitute \$75/Day	9/15/14
Lambert, Elizabeth	Substitute \$75/Day	9/15/14
Lawson, Andrea	Substitute \$75/Day	9/15/14
Marley, Jalea	Substitute \$75/Day	9/15/14
McPherson, Kimberly	Substitute \$75/Day	9/15/14
Palmer, Kelly	Substitute \$75/Day	9/15/14
Pinales, Carmen	Substitute \$75/Day	9/15/14
Renna, Brandy	Substitute \$75/Day	9/15/14
Robbins, Janie	Substitute \$75/Day	9/15/14

APPOINTMENTS cont'd

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Shaw, Kris	Substitute \$75/Day	9/15/14
Suber, Allen	Substitute \$98/Day	9/15/14
Thornburg, Zachary	Substitute \$98/Day	9/15/14
York, Sheryl	Substitute \$75/Day	9/15/14

TRANSFERS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Craven, Kevin	CWM to SAMS/Inst. Asst. (EC)	9/3/14
Landers, Lonnelle	CO/Accounts Payable to Payroll	9/1/14
Little, Delores	CO/Sub Bus Driver to PT Bus Drive	8/18/14
Parsons, Jamie	CO/Sub Bus Driver to PT Bus Driver	8/18/14
Domally, Marc	IA from EC to NOVA Academy	9/5/14

Information, Reports and Recommendations

Dr. Pack reported on the North Carolina adopted approach for Career Technical Education Program evaluation that is mandated by Perkins Legislation. Pathways to Prosperity is a process that helps communities and schools build career pathways for students integrating high school and college-level work. The education programs will be designed with the help of industry leaders and be responsive to local and regional market demands. Planning teams will meet this fall (October-November) to work on programs that will offer students multiple pathways to success.

Dr. Maerz presented a report on the 2013-2014 ACT results for all AHS juniors. The ACT, or a modified version of this test, assesses Career and College Readiness. Asheboro City Schools has seen an improvement in the average composite score in each of the three years the ACT has been administered as a measure of Career and College Readiness.

Along with the ACT report, the WorkKeys results for 2013-2014 were given as well. WorkKeys is administered to Asheboro High School and North Carolina seniors who will complete a CTE concentration prior to graduation. Seventy-six Asheboro High School students received certificates for proficiency.

Dr. Drew Maerz presented a slide show of the Asheboro City Schools 2013-2014 READY Data. The elementary and high school READY Accountability Model was explained and data showing ACS results and trends were given. Asheboro City School's graduation rate is 86.1% for school year 2013-2014

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

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

Action Items

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

- Policy 3150 - Curriculum Research (Remove)
- Policy 3221 - Student Information System Acceptable Use

- Policy 3431 - Conflict Resolution
- Policy 3440 - Recognizing Excellence

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

Harold Blair provided an overview of the 2014-2015 Budget Resolution totaling \$46,850,200.00. A motion was made by Ms. Harrington and seconded by Mr. Agudelo to approve the Budget Resolution as presented. Motion passed unanimously. (A copy of the 2014-2015 Budget Resolution will become a part of these minutes.)

Superintendent’s Report/Calendar of Events

Carla Freemyer shared the Calendar of Events highlighting the following dates and events: Board Members and Superintendent will attend Fall PTO meetings; first home football game with Randleman High, Friday, September 12; Hall of Fame night, Friday, October 10; and Asheboro High School Homecoming on October 24.

Dr. Worrell provided 10-day enrollment figures. Total enrollment after 10 days for Asheboro City Schools was 4,759.

Dr. Worrell announced that Donna Lee Loffin and Lindley Park Elementary schools will begin participation in the Universal Breakfast Program on October 7. Balfour Elementary and Charles W. McCrary Elementary schools already participate. Guy B. Teachey Elementary may be added later in the school year.

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

Board Operations

Chairman Redding reported that the North Carolina School Boards Association has requested nominees for several awards. The Board decided to not participate in the Awards at this time.

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

- Wednesday, September 17, 4:00 – 8:00 p.m. NCSBA District 5 Meeting/Margaret B. Pollard Middle, 185 Granite Mill Blvd., Chapel Hill, NC
- Friday, September 26, Board to staff Concession Stand at Asheboro High Football Game
- Thursday, October 9, Board of Education Meeting
- Wednesday, October 15-Friday, October 17, NCSBA Fall Law Conference in Asheville, NC
- Tuesday, November 11, Veteran’s Day (no school)
- Thursday, November 13, Board of Education Meeting
- November 17 – 21, 2014, American Education Week
- Monday, November 17-Wednesday, November 19, NCSBA Annual Conference in Greensboro
- Wednesday, December 10, 12:00 p.m. Senior Holiday Luncheon, Loffin Elementary
- Thursday, December 11, Board of Education Meeting
- Thursday, January 8, Board of Education Meeting
- Friday, January 16, 8:00 a.m., Legislative Breakfast (Location TBD)
- Friday, January 23, 12:00 p.m., Board Appreciation Luncheon (Location TBD)
- March 21-23, 2015, National School Board Association Annual Conference, Nashville, Tennessee

Adjournment

There being no further business, a motion was made by Mr. Lamb, seconded by Mr. Agudelo, and unanimously approved by the Board, to adjourn at 8:35 p.m.

Chairman

Secretary

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

Group Making Request: 8th Grade Teachers School: NAMS
Destination: Washington, DC Date of Trip: 2-25-14 to 2-22-15
Number of Students Involved: 90 Percent of Total Group: 50%
Reasons for Students Not Attending: choosing not to go.
Transportation Method: Activity Bus ^{Charter} Bus ^{Private} Automobile Other ()
If using a Charter Bus service, state name of Vendor here: Holiday Tours
Number of Vehicles Needed (to be secured by the Central Office): —
Number of Drivers Needed (to be secured by the Central Office): —
Departure Time: 6:00 am Return Time: 9:00 pm Round Trip Miles (estimated): 700
Estimated Cost to the Student: \$ 490

Purpose(s) of the Field Trip: Educational field trip to nation's capital to see monuments, memorials, and museums.

List below the names of adult chaperones who will be accompanying this group on the field trip. Place an "*" by individuals who are licensed to drive school vehicles and who will be serving in that capacity for you.
8th Grade teachers & member of administrative staff

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

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

Cybil Wood 9-11-14
Sponsor Date

Approved: Candace Call 9-23-14
Principal Date

Approved: _____
Superintendent or Designee Date

Transportation Scheduled: _____
Transportation Supervisor Date

Special Comments/ Response: _____

To: Ms. Candace Call, Principal, North Asheboro Middle School (NAMS)
Cc: Dr. Terry Worrell, Superintendent, Asheboro City Schools (ACS)
The Asheboro City Schools Board of Education
From: Clyde Ward and 8th grade teachers, North Asheboro Middle School
Re: NAMS 8th grade Field Trip to Washington DC, February 2015

The teachers and students of the 8th grade class of North Asheboro Middle School request permission to travel to Washington, DC in February 2015.

Proposal:

The students will travel to Washington DC via motor coaches secured through the ACS Board – approved company, Holiday Tours. The length of the stay will be two nights and three days. Students will depart on Wednesday, February 25 at 6:00 a.m. and return by 7:30 p.m. on Friday, February 27, 2015.

The trip will be contracted through Group Travel, LLC of Hickory. Accommodations will be a 3 or 4 star hotel in Virginia. Rooms will be reserved with 4 students per room. Lodging in Virginia provides a more economical and affordable trip, which in turn provides opportunity for more students to participate.

While in Washington, DC students will have the opportunity to see many of the monuments, museums, historical sites, including Mount Vernon and Arlington National Cemetery. A copy of the itinerary is attached.

Student safety is top priority in planning and the application of the trip. Students will have a travel buddy they will stay with for the entire trip. Students will be assigned a chaperone that will be with their same group throughout the trip. Our #1 rule is: Never Be Alone. Students will be made aware of the trip safety rules, expectations, and consequences. Students and parents will be made aware of behavior expectations, including dress code and curfew rules. There will be a security guard on duty on both the boys' and the girls' halls each night at the hotel.

Financial Considerations:

The cost will be \$490.00 per student. This includes entry to all the sites and museums we visit in Washington, seven meals, lodging, and transportation. Meal allotments and locations are listed on the attached itinerary.

Other expenses which the student might incur will be spending money for souvenirs, breakfast on the first day and snacks. A non-refundable deposit of \$125.00 will be required of each student participating in the trip. This amount secures tickets to Ford's Theatre, the Holocaust Museum and Mount Vernon; the tour buses, etc. The remaining cost will be paid in installments. Students will be offered the opportunity to participate in a Krispy Kreme fundraiser which will be exclusively for the Washington DC field trip.

WASHINGTON DC TRIP FEBRUARY 25-27, 2015

DAY ONE:

- Depart NAMS 6:00 am sharp!!
- Breakfast stop Butner, NC
- Lunch at Air and Space Museum (included) \$8
- Visit Udvar-Hazy Air and Space Museum
- Walking tour of Arlington National Cemetery with Changing of the Guard Ceremony
- Photo Stop at Iwo Jima Memorial
- World War II Memorial
- Lincoln Memorial
- Korean War Memorial
- Vietnam War Memorial
- Dinner at Old Country Buffet (included)
- return to hotel

DAY TWO:

- Full hot breakfast at hotel
- Guided Tour of U.S. Capitol Building
- Lunch at Union Station Food Court (included) \$8
- National Archives (Dec. of Independence, Constitution, Bill of Rights)
- Smithsonian Museum of Natural History
- Smithsonian Museum of American History
- United States Holocaust Museum
- Koshland Science Museum
- Washington Memorial
- Martin Luther King Jr. Memorial
- FDR Memorial
- Dinner at Pentagon City Food Court (included) \$10
- Return to hotel

DAY THREE:

- Full hot breakfast at hotel
- Pack up and depart from hotel
- Tour of Mount Vernon
- Tour National Museum of the Marine Corps, Quantico, VA
- Lunch stop in Fredericksburg, VA (included) \$8
- Arrive back at NAMS 7:00-7:30 pm

Trip Price: \$490.00

Tour price includes:

- 2 Night stay at Holiday Inn Express, Springfield, Va.
- 7 meals or cash allowances as stated in itinerary
- Admission to museums, monuments, and memorials
- Nightly security at hotel exclusively for our travel group
- Round trip motor coach accommodations with a qualified, experienced coach operator
- Full time trained, professional Group Travel tour director for duration of tour

IMPORTANT DATES AND PAYMENT INFORMATION

- 1st Payment/Deposit due Wednesday Oct. 15th (\$125)
- Deposit is Non-Refundable
- Final Payment due Friday December 19th
- Krispy Kreme Donut Fundraiser starts Monday November 17th and ends on Monday December 1st
- Donuts will be ordered Friday December 5th and delivered the week of December 8th
- Fundraising money is non-refundable

In the event that the trip is cancelled due to circumstances beyond our control (i.e. weather, safety, etc.), students will receive a refund based upon what the school is refunded from the travel company.
Remember the deposit and fundraising money is non-refundable.

Asheboro City Board of Education

Resolution authorizing the exemption of projects where professional fees are estimated to be less than \$50,000 from NCGS §143-64.31

WHEREAS, NCGS §143-64.31, known as the “Mini-Brooks Act,” requires local governmental units to announce all requirements for architectural, engineering, surveying, construction management at risk services, design-build services and, public-private partnership construction services, to select firms qualified to provide such services on the basis of demonstrated competence and qualification without regard to fee other than unit price fee; and

WHEREAS, NCGS §143-64.32, provides for units of local government in writing, to exempt particular projects from the provisions of Article 3D of Chapter 143, where an estimated professional fee is an amount less than fifty thousand dollars (\$50,000);

NOW, THEREFORE, BE IT RESOLVED BY THE ASHEBORO CITY BOARD OF EDUCATION THAT:

The Superintendent/designee is hereby authorized to exempt, in writing, particular projects under \$50,000, in accordance with Section 143-64.32 of Article 3D of Chapter 143 of the North Carolina General Statutes.

Read, approved and adopted this 9th day of October, 2014.

Board of Education-Chair

Superintendent

**Asheboro City Schools Discard Items
October 2014**

Item Description	Make	Model	Serial #	FA#	Date Discarded
CD Portable players - 3					6/5/2014
CPU	Gateway	E-4500D			6/5/2014
Printer	Dell	1700N		T1O14B53X1X	6/5/2014
Printer	Dell	1700N		T1O14B53X81	6/5/2014
Children's Cots (4)	Kaplan				2/5/2014
Feeling's Book					2/5/2014
Leather Couch	Klaussner				2/5/2014
Memory Game	Milton Bradley				2/5/2014
Keyboard	Dell	SK-B110			2/21/2014
Keyboard	Gateway	KB-2961			2/21/2014
Keyboard	Gateway	SK-1510			2/21/2014
Speakers	Dell	AX-210			2/21/2014
Computer Monitor	Gateway	FPD-1530			2/21/2014
Speakers	harmon/kardon	DP/N06941V			2/21/2014
Computer Monitor	Gateway	900 W			2/21/2014
Computer Monitor	Gateway	FPD-1530			2/21/2014
Computer Tower	Gateway	E-4610D			2/21/2014
Computer Tower	Gateway	E-4100			2/21/2014
Carpet					7/31/2014
Desk (Teacher)					7/31/2014
Workbench	Step 2				7/31/2014
Playhouse	Step 2				7/31/2014
Books (Getting Ready for School) X	Step by Step				7/31/2014
Teacher Edition Math Books					7/31/2014
Student Desk					7/31/2014
Carpet (pictures)					7/31/2014
Table (childrens)					7/31/2014
Desk (Teacher)					7/31/2014
Chairs (Blue lot of 6)					7/31/2014
Chairs (Blue lot of 6)					7/31/2014
Map					7/31/2014
Map					7/31/2014

**Asheboro City Schools Discard Items
October 2014**

Computer Tower	Gateway	E 4300	35902183	7/31/2014
Electric Pencil Sharpener	Panasonic			7/31/2014
Printer	HP	Pro 8000 Wireless		7/31/2014
Bag of Resource Videos				7/31/2014
Dry Erase Calendar				7/31/2014
Picture Frame				7/31/2014
Computer Monitors (2)	Dell			9/29/2014
Computer Monitors (7)	Gateway			9/29/2014
typewriter	Xerox 6015			9/29/2014
calculator	Cannon MP49D			9/29/2014
speakers	Gateway	GMAX2000		9/29/2014
pink chair with arms				9/29/2014
red rolling desk chair*				9/29/2014
Keyboard	Gateway	2196003	5190143	9/29/2014
Keyboard	Gateway		6A05603203D	9/29/2014
computer external microphone	Telex			9/29/2014
laptop computer bag	Belkin			9/29/2014
box of miscellaneous computer cords				9/29/2014
Filing Cabinet	Steelmaster			O0003955
Filing Cabinet	Haskell			
computer table				
book display case				
teacher desk				
teacher desk				
teacher desk				
wooden roller cubbies				O0003293
wooden roller cubbies				O0003882
wooden roller cubbies				O0003887
wooden roller cubbies				O0003886
Round Small Table				
coat rack				
wooden easel				
wooden easel				Title 1 ACS1009

**Asheboro City Schools Discard Items
October 2014**

wooden easel				Title 1 ACS1053	
wooden easel					
wooden easel					
wooden easel					
small rolling cart					
small metal brown shelf					
small wooden shelf container				Title 1 ACS1035	
sand table					
Cassette Recorder	Sharp Professional S	RD/68AV	881229360	4930	
Samsung TV		TXG 2045	3CCJ801453W	OOO11928	
Rolling Computer Table					9/29/2014
Pink Metal Desk					9/29/2014
Pink Metal Desk					9/29/2014
Monitor	Gateway		MLR7250N17494		9/29/2014
Monitor	Gateway		MZK655OVO6389		9/29/2014
CPU	Gateway		38943706		9/29/2014
Laptop	Gateway		32040607		9/29/2014
Rolling Computer Cart					9/29/2014
Camera	Kodak		KCGCX43100814		9/29/2014
Camera	Olympus			11020	9/29/2014
Wood Chair					9/29/2014
Wood Chair					9/29/2014
Laptop Computer	Dell	PPO4X		T34728	9/24/2014
Laptop Computer	Dell	PPO4X		NA	9/24/2014
Laptop Computer	Dell	PPO4X		NA	9/24/2014
Laptop Computer	Dell	PPO4X		T34727	9/24/2014
Laptop Computer	Dell	PPO4X		T34735	9/24/2014
Laptop Computer	Dell	PPO4X		T34722	9/24/2014
Laptop Computer	Dell	PPO4X		NA	9/24/2014
Laptop Computer	Dell	PPO4X		T34694	9/24/2014
Laptop Computer	Dell	PPO4X		NA	9/24/2014
Laptop Computer	Dell	PPO4X		T34704	9/24/2014
Laptop Computer	Dell	PPO4X		T34739	9/24/2014

**Asheboro City Schools Discard Items
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Laptop Computer	Dell	PPO4X		T34711	9/24/2014
Laptop Computer	Dell	PPO4X		T34725	9/24/2014
Laptop Computer	Dell	PPO4X		T34729	9/24/2014
Laptop Computer	Dell	PPO4X		T34710	9/24/2014
Laptop Computer	Dell	PPO4X		T34703	9/24/2014
Laptop Computer	Dell	PPO4X		T34736	9/24/2014
Laptop Computer	Dell	PPO4X		T34712	9/24/2014
Laptop Computer	Dell	PPO4X		T34687	9/24/2014
Laptop Computer	Dell	PPO4X		T34731	9/24/2014
Laptop Computer	Dell	PPO4X		T34706	9/24/2014
Laptop Computer	Dell	PPO4X		T34723	9/24/2014
Laptop Computer	Dell	PPO4X		T34698	9/24/2014
Laptop Computer	Dell	PPO4X		NA	9/24/2014
Laptop Computer	Dell	PPO4X		NA	9/24/2014
Laptop Computer	Dell	PPO4X		T34688	9/24/2014
Laptop Computer	Dell	PPO4X		NA	9/24/2014
Laptop Computer	Dell	PPO4X		T34733	9/24/2014
Laptop Computer	Dell	PPO4X		NA	9/24/2014
Laptop Computer	Dell	PPO4X		T34695	9/24/2014
Laptop Computer	Dell	PPO4X		NA	9/24/2014
Laptop Computer	Dell	PPO4X		T34718	9/24/2014
Laptop Computer	Dell	PPO4X		T34719	9/24/2014
Laptop Computer	Dell	PPO4X		T34717	9/24/2014
Laptop Computer	Dell	PPO4X		T34696	9/24/2014
Laptop Computer	Dell	PP18L		NA	9/24/2014
Flip Video	Pure Digital	F160W		T34754	9/24/2014
Flip Video	Pure Digital	F160W		T34752	9/24/2014
Overhead Projectors- 11 ea.	3M			NA	9/25/2014
13" TV	Orion	TV1329		NA	9/25/2014
VCR-VHS	Emerson	EV868		NA	9/25/2014
Speakers 3 Boxes 18 ea.	Cambridge	SBS52		NA	9/25/2014
Computer parts 4 Boxer	Misc.			NA	9/25/2014
Computer Key Boards 30 ea.	Misc.			NA	9/25/2014

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Vacuum Cleaner	Royal	1040Z		1889	9/25/2014
Floor Scrubber	Nobles	2001		8830	9/25/2014
Misc. Chairs 34 ea.				NA	9/25/2014
Orange Student Desk 12 ea. Bad				NA	9/25/2014
Student Desk misc. colors 17 ea. Broke				NA	9/25/2014
Office Desk				NA	9/25/2014
Computer Harddrives 34 ea.	Gateway		FROM	NAMS	9/25/2014
Computer Monitors 33 ea.	Gateway		FROM	NAMS	9/25/2014
Printers & Scanners 5 ea.	HP & Epson			NA	9/25/2014
Scales	Health O Meter			2258	9/25/2014
Wood Desk					9/25/2014
Toshiba VCR	Toshiba	W-412		T20595	9/25/2014
Comnputer Server Tower	Tripp-Lite			NA	9/25/2014
Bioscope 3 ea.	Bioscope			NA	9/25/2014
Table				NA	9/25/2014
Table				NA	9/25/2014
2 TV's and Cart	Samsung	TC2075S/TC9803T		4884	9/25/2014
Ping Pond table tops 2ea.				NA	9/29/2014
TV	Sanyo	DS24425		NA	9/29/2014
TV	Magnavox	RX9019 GY02			9/29/2014
TV	Quasar	110W	SB63160788	9383	9/29/2014
Radio-no cord	Sony	CFD-17			9/29/2014
Metal Cart				NA	9/29/2014
Cabinet on casters				NA	9/29/2014
Wood Teacher Desk-Broke				NA	9/29/2014
Teacher computer desk				NA	9/29/2014
Office Desk				NA	9/29/2014
Wood cabinet on casters				NA	9/29/2014
Wood table with laminate top				NA	9/29/2014
Laminate top table with metal legs 4ea.				NA	9/29/2014
Wood platform with 3 ramps				NA	9/29/2014
Wood steps (3 step)				NA	9/29/2014
4X8 Wood platform with casters				NA	9/29/2014

**Asheboro City Schools Discard Items
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Projector Screens	10 ea. Misc.			NA	9/29/2014
Partical Board cabinet on casters				NA	9/29/2014
Metal Cart on wheels				NA	9/29/2014
Metal Cart on wheels				NA	9/29/2014
2 Old Wood art tables				NA	9/29/2014
Small metal desk				NA	9/29/2014
13 boxes of Discard books				NA	9/29/2014
Computer Monitor	Gateway	900w	MLR73 50H 36301		Sept. 30, 2014
Computer CPU	Gateway	E 4610D	39130843		Sept. 30, 2014
Zip Drive	Zip	Z100P2	PRDH41622P		Sept. 30, 2014
Computer Speakers	Altec Lansing	GCS100	CHW0093507		Sept. 30, 2014
Computer monitor	Sceptre	M554	935AU0C2U00824	13652	Sept. 30, 2014
Computer Keyboards- (lot of 4)	Assorted				Sept. 30, 2014
Computer mouse (1)	Microsoft	68874	713704		Sept. 30, 2014
Computer desk- black/gray	N/A	N/A	N/A		Sept. 30, 2014
Computer CPU	Gateway	Gateway E-4610D	39130857		Sept. 30, 2014
Computer Monitor	Gateway	900W	MLR7350H36287		Sept. 30, 2014
Computer Speakers	Gateway	G-Max 2000	4408AUL711011543		Sept. 30, 2014
Computer Desktop	Gateway	E-4500D	36562668		Sept. 30, 2014
Computer Monitor	Gateway	700G	MSN6250N02160		Sept. 30, 2014
Printer stands (lot of 4)	n/a	n/a	n/a		Sept. 30, 2014
Printer	Epson Stylus Color 400	P950A	3JUE148951	10385	Sept. 30, 2014
Computer- Laptop	Gateway	400SD4	29457277		Sept. 30, 2014
Computer- Laptop	Gateway	400VTX	29879208		Sept. 30, 2014
Computer desk- Large beige	NA	NA	NA		Sept. 30, 2014
Desk- Student w/ blue seat	NA	NA	NA		Sept. 30, 2014
Desk- Student w/ blue seat	NA	NA	NA		Sept. 30, 2014
Overhead TI Viewscreen	Texas Instrument	I-0903D	1930000879		Sept. 30, 2014
Desk- Wooden with metal legs	NA	NA	NA		Sept. 30, 2014
Chair- yellow seat	NA	NA	NA		Sept. 30, 2014
Laptop battery	Gateway	4UR18650F-3-QC-OA6	GAL04440096		Sept. 30, 2014
VHS-C Recorder	JVC	GR-AX640U	10420127	13302	Sept. 30, 2014
Student Response System	CPS	n/a	n/a		Sept. 30, 2014

**Asheboro City Schools Discard Items
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Chair- yellow seat	NA	NA	NA		Sept. 30, 2014
Chair- tan seat	NA	NA	NA		Sept. 30, 2014
Table- 6' wooden	NA	NA	NA		Sept. 30, 2014
Computer desk- black/gray	NA	NA	NA		Sept. 30, 2014
Gaming module	Brainchild	94A	109078	11125	Sept. 30, 2014
Box-Broken student calculators (34 coun	Texas Instrument	34 Inspire	n/a		Sept. 30, 2014
Box- Broken student calculators (54 cour	Texas Instrument	34 II	n/a		Sept. 30, 2014
Speaker	Boston	6339	n/a		Sept. 30, 2014
Cassette player	Bell&Howard	3279A	5927		Sept. 30, 2014
VHS Recorder	Panasonic	AG-188P	can't read- sticker torn	14781	Sept. 30, 2014
Tripod- camera	Quick-set Husky	5-95565-3	n/a		Sept. 30, 2014
Screen- pull down	DA-Lite	n/a	n/a		Sept. 30, 2014
Tripod- Camera	Quickset	5-95817	594450	7883	Sept. 30, 2014
Headphone Listening Center	Mark II	1300	19632		Sept. 30, 2014
Headphone Listening Center	Mark II	1300	n/a		Sept. 30, 2014
Headphone Listening Center	Mark II	1300	n/a		Sept. 30, 2014
Desk- Student w/ yellow beige seat	n/a	n/a	n/a		Sept. 30, 2014
Projection Screen	Radiant				9/26/2014
CPU	Gateway	E4100	31473901		9/26/2014
CPU	Gateway	E4500D	36293579		9/26/2014
CPU	Gateway	E4300	35725221		9/26/2014
CPU	Gateway	E4500D	37258521		9/26/2014
Printer	HP Deskjet	845C			9/26/2014
Monitor	Gateway	700G	MRB5650H11084		9/26/2014
Monitor	Gateway	700G	MRB5650H11068		9/26/2014
Projection Screen					9/26/2014
Overhead Projector	Apollo			T12819	9/26/2014
Printer	HP Deskjet		5150		9/26/2014
Cassette Tape Recorder	Califone	3670AV-1	EB210404	8033	9/26/2014
Cassette Tape Recorder	Newcomb		899897	233	2/26/2014
Record Player	Audiotronics	304A	82011013532	13375	9/26/2014
Printer	HP Deskjet		5550	MY36E1S162	9/26/2014
Printer	Dell Laser	1700N	BCZF951		9/26/2014

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Printer	Dell Laser	1700N	7RYF951		9/26/2014
Monitor	Gateway	TFT1780PS	MWD67D0N01071		9/26/2014
Monitor	Dell	E198FP			9/26/2014
Laserdisc Player	Pioneer	CLD-V2600	RA3962471KR	13371	9/30/2014
Microscope	Videolabs		N555015		9/30/2014
Averkey	Averkey iMicro Avermedia		18236075		9/30/2014
Projector	Mitsubishi	XD206U	1008199		9/30/2014
Projector	Epson	EMP-S1	FCHG364880F	19250	9/30/2014
Averkey	Averkey 500 Pro		212610090	15003	9/30/2014
Projector	Mitsubishi	XD206U	1007761		9/30/2014
Averkey	Averkey 3 Plus		330520070	14711	9/30/2014
Averkey	Averkey iMicro		23774125	19719	9/30/2014
TI Viewscreen	Texas Instruments	73,80,81,82,83 Plus	I0901C1690002931	15591	9/30/2014
Projector	Epson	EMP-50	CWJ0151281K		9/30/2014
Overhead Projector	Apollo	V3000	5050055752	19770	9/30/2014
Averkey	Avermedia iMicro		40584085	19286	9/30/2014
TV	Magnavox	RX9119GY21	19484380		9/30/2014
Keyboard	Gateway	C504318		316	MAY '14
Keyboard	Gateway	Q9306A1113		316	MAY '14
Keyboard	Gateway	Q0133A1482		316	MAY '14
Keyboard	Gateway	Q0133A1433		316	MAY '14
Keyboard	Gateway	Q132A1870		316	MAY '14
Keyboard	Gateway	06B00100816D		316	MAY '14
CPU	Gateway	3661812		214	MAY '14
CPU	Gateway	36562679		214	MAY '14
CPU	Gateway	19437419	14217	316	MAY '14
CPU	Gateway	27259904		316	MAY '14
CPU	Gateway	32817042		316	MAY '14
Monitor	Gateway	15017e139904		316	MAY '14
Monitor	Gateway	MSN6350N02362		316	MAY '14
Monitor	DELL	MX0C6060476054BPB6TH		316	MAY '14
Keyboard	Gateway	Q0144A1048		316	MAY '14

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Keyboard	Logitech	mct23510734		316	MAY '14
Chart Holder Stand/Metal					Sept. 2014
cpu	HP compaq	fpd1530			Sept. 2014
monitor	Gate way	FPD1530	Mul5022c0051098		Sept. 2014
keyboard		RT7doo			Sept. 2014
5 student chairs	blue	plastic			Sept. 2014
teachers desk	wood				Sept. 2014
Table	Wooden with wheels?				Sept. 2014
Lap-top	Dell	Latitude D830	GX2GKH1		Sept. 2014
Lap-top	Dell	Latitude E6500	BMBKVK1		Sept. 2014
Leap Desk	Leap Frog				Sept. 2014
Wooden Geoboard					Sept. 2014
Wooden Geoboard					Sept. 2014
Wooden Geoboard					Sept. 2014
Wooden Geoboard					Sept. 2014
Wooden Geoboard					Sept. 2014
Wooden Geoboard					Sept. 2014
Wooden Geoboard					Sept. 2014
Leap Pad	Leap Frog				Sept. 2014
Leap Pad	Leap Frog				Sept. 2014
Leap Pad	Leap Frog				Sept. 2014
Leap Pad	Leap Frog				Sept. 2014
Leap Pad	Leap Frog				Sept. 2014
Writing Pad for Leap Desk	Leap Frog				Sept. 2014
Writing Pad for Leap Desk	Leap Frog				Sept. 2014
Writing Pad for Leap Desk	Leap Frog				Sept. 2014
Headphones	Awia				Sept. 2014
Overhead Projector	Dukane	28A55A	1645821		Sept. 2014
Computer Mouse	Logitech	M-SBJ96	953840		Sept. 2014
Keyboard	Gateway	KB-2961	07B14704237D		Sept. 2014
Surge Suppressor	Brook Power System	BPS VCN6-12T			Sept. 2014
Laptop power cord	Gateway	PA-1650-01	5Y02411003		Sept. 2014
Computer Speakers	The Digital Experienc	G-MAX 2000	4408AUL711012043		Sept. 2014

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AlphaSmart	AlphaSmart 2000			13778	Sept. 2014
AlphaSmart	AlphaSmart 2000			10453	Sept. 2014
Computer Monitor	Gateway	FPD1530	MUL5016E0068908		Sept. 2014
CPU	Gateway E Series	MFATXPNT MDW E	32766813		Sept. 2014
Silver Computer Monitor	Gateway	FPD1530			Sept. 2014
CPU	Gateway	E-4500D	3661818		Sept. 2014
Computer Mouse	HP				Sept. 2014
Keyboard	Gateway	7005395	07A25201147D		Sept. 2014
Monitor	Gateway	fpd1530	mul5022j0014806		Sept. 2014
Monitor	Gateway	tft1780pst	mwd87bon00411		Sept. 2014
Hard Drive	Gateway	E4500D	38956881		Sept. 2014
Hard Drive	Gateway	E46100	36959330		Sept. 2014
Keyboard	Gateway	7005395	06e00407797d		Sept. 2014
Keyboard	Gateway	7006395	07a25201093d		Sept. 2014
Two Power Cord Cords to hard Drives					Sept. 2014
CPU	Gateway E4100	MFATXPNT	32766815		Sept. 2014
CPU	Gateway E4100	MFATXPNT	32884447		Sept. 2014
Monitor	Gateway	FPD 1530	MUL5022C0078264		Sept. 2014
Keyboard	Dell	RT7D60	CN-OT6867-37172-49I-01C2		Sept. 2014
AlphaSmart	AlphaSmart 2000			none	Sept. 2014
AlphaSmart	AlphaSmart 2000			12170	Sept. 2014
AlphaSmart	AlphaSmart 2000			12137	Sept. 2014
AlphaSmart	AlphaSmart 2000			12180	Sept. 2014
AlphaSmart	AlphaSmart 2000			10466	Sept. 2014
AlphaSmart	AlphaSmart 2000			12136	Sept. 2014
AlphaSmart	AlphaSmart 2000			12183	Sept. 2014
AlphaSmart	AlphaSmart 2000			12130	Sept. 2014
AlphaSmart	AlphaSmart 2000			12178	Sept. 2014
AlphaSmart	AlphaSmart 2000			12124	Sept. 2014
AlphaSmart	AlphaSmart 2000			12177	Sept. 2014
AlphaSmart	AlphaSmart 2000			12189	Sept. 2014
AlphaSmart	AlphaSmart 2000			12132	Sept. 2014
Desk with divider sides	Wooden				9/30/2014
Desk with divider sides	Wooden				9/30/2014

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Desk with divider sides	Wooden				9/30/2014
Desk with divider sides	Wooden				9/30/2014
Desk with divider sides	Wooden				9/30/2014
Desk with divider sides	Wooden				9/30/2014
Desk with divider sides	Wooden				9/30/2014
Desk with divider sides	Wooden				9/30/2014
Destination Station	Gateway	H32G47DT	021-62210162	18209	9/30/2014
Keyboard	Gateway	SK1510	D142752		9/30/2014
Keyboard	Gateway	KU-0447	06A04703569D		9/30/2014
Keyboard	Gateway	7001628	Q0132A1885		9/30/2014
Scanner	Epson	Precision 636U	BDGX076985		9/30/2014
Alphasmart		2000	Alf2000-0998-01511		9/30/2014
Alphasmart		2000	Alf2000-0998-01993		9/30/2014
Alphasmart		2000	Alf2000-0998-10090		9/30/2014
Laptop	Gateway	M465-E	0039013801		9/30/2014
Computer	Gateway	E4100	0033197736		9/30/2014
Computer	Gateway	E4300	0034924220		9/30/2014
Computer	Gateway	E4300	0034924248		9/30/2014
Computer	Gateway	E4300	0034924226		9/30/2014
Computer	Gateway	E4300	0034924228		9/30/2014
Computer	Gateway	E4300	0034924231		9/30/2014
Monitor	Gateway	FFD1730	MUL7007K0023986		9/30/2014
Monitor	Gateway	FFD1730	MUL7007K0023991		9/30/2014
Monitor	Gateway	FFD1730	MUL7007K0024009		9/30/2014
Monitor	Gateway	FFD1730	MUL7007K0023984		9/30/2014
Monitor	Gateway	FFD1730	MUL7007K0023955		9/30/2014
Monitor	Gateway	FFD1530	MUL5022J0012169		9/30/2014
Monitor	Gateway	FFD1530	MUL5022J0014824		9/30/2014
Monitor	Gateway	700G	MSN6250N02263		9/30/2014
Monitor	Gateway	700G	MSN6350N01567		9/30/2014
Listening Center Jack Box	Califone	1216AV-PY			9/30/2014
Mouse	Gateway	M-S69	LZE10765734		9/30/2014
Mouse	Gateway		797897-30000		9/30/2014
Mouse	Gateway		7002199		9/30/2014

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Mouse	Gateway	UV96	HC60413A7WU		9/30/2014
Mouse	Gateway	UV96	HC60413A7XL		9/30/2014
Mouse	Gateway	2000	01901410		9/30/2014
Mouse	MicroInnovations		020127268		9/30/2014
Headphone	Califone	3066AV			9/30/2014
Headphone	Califone	2924AV-P			9/30/2014
Headphone	Califone	3066AV			9/30/2014
Headphone	Telex	610			9/30/2014
Headphone	Labsonic	LS9750			9/30/2014
Headphone	Labsonic	LS9750			9/30/2014
Headphone	Labsonic	LS9750			9/30/2014
Headphone	Labsonic	LS9750			9/30/2014
Headphone	Labsonic	LS9750			9/30/2014
Headphone	Demco	P139-5024			9/30/2014
Headphone	Demco	P139-5024			9/30/2014
Headphone	Demco	P139-5024			9/30/2014
Headphone	Demco	P139-5024			9/30/2014
Gateway Computer Monitor	Gateway	EV500A	15017A215515		9/30/2014
Microsoft Mouse	Microsoft		63618-OEM		9/30/2014
computer speakers	MultiMedia Series		Z911323090		9/30/2014
Desktop Computer	Gateway	E4300	34924243		9/30/2014
Desktop Computer	Gateway	E4500D	0036618273		9/30/2014
tape/CD player	Califone		KI 42591		9/30/2014
Cassette player			930126113		9/30/2014
Monitor/ Gateway	Gateway	FDP1730	MUL7007K0024010		9/30/2014
Cassette Player				T22796	9/30/2014
Cassette Player				T22794	9/30/2014
Gateway computer	Gateway	E4300	34924252		9/30/2014
Cassette player				T22807	9/30/2014
Commercial Reel Mower	Toro	Reelmaster 4000D	03706-80169		10/1/2014
PickUp Truck	Chevrolet	1500 1/2 Ton	2GCEC14H3K1182652		10/1/2014
Field Equipment	John Deere	Gator	W004X2X023073		10/1/2014
Computer CPU	Gateway	E4500D	3659072		Jun-14
Computer Monitor	Gateway	700 G	MSN6350N01775		Jun-14

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Computer CPU Tower	Gateway	E4500D	36590783		Jun-14
Computer Monitor	Gateway	700G	MSN6350N01784		Jun-14
Computer CPU Tower	Gateway	E3600	26841843		Jun-14
Computer CPU Tower	Gateway	E3600	26841840		Jun-14
Computer CPU Tower	Gateway	E3600	26841848		Jun-14
Computer Monitor	Gateway	EV700C	MU17046C0177281		Jun-14
Computer Monitor	Gateway	EV700C	MU17046C0177233		Jun-14
Computer Monitor	Gateway	EV700C	MU17046C0177285		Jun-14
Computer CPU Tower	Gateway	E3600	26841844		Jun-14
Computer Monitor	Gateway	EV700C	MU17046C193164		Jun-14
Computer CPU Tower	Gateway	E3600	26841849	none	Jun-14
Calculator- broken screen	Texas Instruments	TI- 15	Red Title I Sticker	2558	Jun-14
Calculator- "9" button won't work	Texas Instruments	TI- 15	Red Title I Sticker	2519	Jun-14
Calculator- Subtract key won't work	Texas Instruments	TI- 15	Red Title I Sticker	2513	Jun-14
Calculator- Memory won't clear	Texas Instruments	TI- 15	Red Title I Sticker	2512	Jun-14
Calculator- Memory won't clear	Texas Instruments	TI- 15	Red Title I Sticker	2524	Jun-14
Computer Cart w/wheels (gray/black)				9610	Jun-14
Computer Monitor	Gateway	900W	ML-R72 50N 17466	none	Jun-14
Computer CPU Tower	Gateway	E4610	38943704	none	Jun-14
Computer Cart w/wheels (gray/black)				9402	Jun-14
Computer CPU Tower	Gateway	E4610D	38943702	none	Jun-14
Computer Monitor	Gateway	900W	ML R72 50N 17501	none	Jun-14
Computer CPU Tower	Gateway	E4300	35109151	none	Jun-14
Computer CPU Tower	Gateway	E4500D	36519333	none	Jun-14
Laptop Computer	Dell	Latitude D830	Service Tag DJ2RNH1	none	Jun-14
Computer Monitor	Dell	E198FP6		none	Jun-14
Computer Monitor	Gateway	900W	Product # 7005574R	none	Jun-14
Computer Monitor	Gateway	FPD1730	MUL7007K0049600	none	Jun-14
Computer CPU Tower	Gateway	E4500D	36962492	none	Jun-14
Computer Monitor	Gateway	FPD1785	MWD67 BON 00302	none	Jun-14
Computer Cart w/wheels (black/gray)					Jun-14
Computer CPU Tower	Gateway	E4610D	39130848	none	Jun-14
Computer CPU Tower	Gateway	E3600	26811675	none	Jun-14
Computer Monitor	Dell	E771p	MX-0419TG-47801-182-H	none	Aug-14

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Computer CPU Tower	Dell	Optiplex GX-150	Service Tag 8FQNS01	none	Aug-14
Printer	Lexmark	Z53	2130137743	none	Aug-14
Computer CPU Tower	Gateway	E4600D	36293601	none	Aug-14
Computer CPU Tower	Gateway	E4100	34393832	none	Sep-14
Playground Equipment (dome)					25-Sep-14
Computer Cart				9397	25-Sep-14
Computer Cart				9407	25-Sep-14
Computer Cart				none	25-Sep-14
Box of speakers (assorted)					25-Sep-14
Box of keyboards / mice (assorted)					25-Sep-14
Wooden Teacher Desk					25-Sep-14

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CD Portable players - 3					6/5/2014
CPU	Gateway	E-4500D			6/5/2014
Printer	Dell	1700N		T1O14B53X1X	6/5/2014
Printer	Dell	1700N		T1O14B53X81	6/5/2014
Children's Cots (4)	Kaplan				2/5/2014
Feeling's Book					2/5/2014
Leather Couch	Klaussner				2/5/2014
Memory Game	Milton Bradley				2/5/2014
Keyboard	Dell	SK-B110			2/21/2014
Keyboard	Gateway	KB-2961			2/21/2014
Keyboard	Gateway	SK-1510			2/21/2014
Speakers	Dell	AX-210			2/21/2014
Computer Monitor	Gateway	FPD-1530			2/21/2014
Speakers	harmon/kardon	DP/N06941V			2/21/2014
Computer Monitor	Gateway	900 W			2/21/2014
Computer Monitor	Gateway	FPD-1530			2/21/2014
Computer Tower	Gateway	E-4610D			2/21/2014
Computer Tower	Gateway	E-4100			2/21/2014
Carpet					7/31/2014
Desk (Teacher)					7/31/2014
Workbench	Step 2				7/31/2014
Playhouse	Step 2				7/31/2014
Books (Getting Ready for School) X	Step by Step				7/31/2014
Teacher Edition Math Books					7/31/2014
Student Desk					7/31/2014
Carpet (pictures)					7/31/2014
Table (childrens)					7/31/2014
Desk (Teacher)					7/31/2014
Chairs (Blue lot of 6)					7/31/2014
Chairs (Blue lot of 6)					7/31/2014
Map					7/31/2014
Map					7/31/2014
Computer Tower	Gateway	E 4300		35902183	7/31/2014

**Asheboro City Schools Discard Items
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Electric Pencil Sharpener	Panasonic				7/31/2014
Printer	HP	Pro 8000 Wireless			7/31/2014
Bag of Resource Videos					7/31/2014
Dry Erase Calendar					7/31/2014
Picture Frame					7/31/2014
Computer Monitors (2)	Dell				9/29/2014
Computer Monitors (7)	Gateway				9/29/2014
typewriter	Xerox 6015				9/29/2014
calculator	Cannon MP49D				9/29/2014
speakers	Gateway	GMAX2000			9/29/2014
pink chair with arms					9/29/2014
red rolling desk chair*					9/29/2014
Keyboard	Gateway	2196003	5190143		9/29/2014
Keyboard	Gateway		6A05603203D		9/29/2014
computer external microphone	Telex				9/29/2014
laptop computer bag	Belkin				9/29/2014
box of miscellaneous computer cords					9/29/2014
Filing Cabinet	Steelmaster			00003955	
Filing Cabinet	Haskell				
computer table					
book display case					
teacher desk					
teacher desk					
teacher desk					
wooden roller cubbies				00003293	
wooden roller cubbies				00003882	
wooden roller cubbies				00003887	
wooden roller cubbies				00003886	
Round Small Table					
coat rack					
wooden easel					
wooden easel				Title 1 ACS1009	
wooden easel				Title 1 ACS1053	

**Asheboro City Schools Discard Items
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wooden easel					
wooden easel					
wooden easel					
small rolling cart					
small metal brown shelf					
small wooden shelf container				Title 1 ACS1035	
sand table					
Cassette Recorder	Sharp Professional S	RD/68AV	881229360	4930	
Samsung TV		TXG 2045	3CCJ801453W	OOO11928	
Rolling Computer Table					9/29/2014
Pink Metal Desk					9/29/2014
Pink Metal Desk					9/29/2014
Monitor	Gateway		MLR7250N17494		9/29/2014
Monitor	Gateway		MZK655OVO6389		9/29/2014
CPU	Gateway		38943706		9/29/2014
Laptop	Gateway		32040607		9/29/2014
Rolling Computer Cart					9/29/2014
Camera	Kodak		KCGCX43100814		9/29/2014
Camera	Olympus			11020	9/29/2014
Wood Chair					9/29/2014
Wood Chair					9/29/2014
Laptop Computer	Dell	PPO4X		T34728	9/24/2014
Laptop Computer	Dell	PPO4X		NA	9/24/2014
Laptop Computer	Dell	PPO4X		NA	9/24/2014
Laptop Computer	Dell	PPO4X		T34727	9/24/2014
Laptop Computer	Dell	PPO4X		T34735	9/24/2014
Laptop Computer	Dell	PPO4X		T34722	9/24/2014
Laptop Computer	Dell	PPO4X		NA	9/24/2014
Laptop Computer	Dell	PPO4X		T34694	9/24/2014
Laptop Computer	Dell	PPO4X		NA	9/24/2014
Laptop Computer	Dell	PPO4X		T34704	9/24/2014
Laptop Computer	Dell	PPO4X		T34739	9/24/2014
Laptop Computer	Dell	PPO4X		T34711	9/24/2014

**Asheboro City Schools Discard Items
October 2014**

Laptop Computer	Dell	PPO4X		T34725	9/24/2014
Laptop Computer	Dell	PPO4X		T34729	9/24/2014
Laptop Computer	Dell	PPO4X		T34710	9/24/2014
Laptop Computer	Dell	PPO4X		T34703	9/24/2014
Laptop Computer	Dell	PPO4X		T34736	9/24/2014
Laptop Computer	Dell	PPO4X		T34712	9/24/2014
Laptop Computer	Dell	PPO4X		T34687	9/24/2014
Laptop Computer	Dell	PPO4X		T34731	9/24/2014
Laptop Computer	Dell	PPO4X		T34706	9/24/2014
Laptop Computer	Dell	PPO4X		T34723	9/24/2014
Laptop Computer	Dell	PPO4X		T34698	9/24/2014
Laptop Computer	Dell	PPO4X		NA	9/24/2014
Laptop Computer	Dell	PPO4X		NA	9/24/2014
Laptop Computer	Dell	PPO4X		T34688	9/24/2014
Laptop Computer	Dell	PPO4X		NA	9/24/2014
Laptop Computer	Dell	PPO4X		T34733	9/24/2014
Laptop Computer	Dell	PPO4X		NA	9/24/2014
Laptop Computer	Dell	PPO4X		T34695	9/24/2014
Laptop Computer	Dell	PPO4X		NA	9/24/2014
Laptop Computer	Dell	PPO4X		T34718	9/24/2014
Laptop Computer	Dell	PPO4X		T34719	9/24/2014
Laptop Computer	Dell	PPO4X		T34717	9/24/2014
Laptop Computer	Dell	PPO4X		T34696	9/24/2014
Laptop Computer	Dell	PP18L		NA	9/24/2014
Flip Video	Pure Digital	F160W		T34754	9/24/2014
Flip Video	Pure Digital	F160W		T34752	9/24/2014
Overhead Projectors- 11 ea.	3M			NA	9/25/2014
13" TV	Orion	TV1329		NA	9/25/2014
VCR-VHS	Emerson	EV868		NA	9/25/2014
Speakers 3 Boxes 18 ea.	Cambridge	SBS52		NA	9/25/2014
Computer parts 4 Boxer	Misc.			NA	9/25/2014
Computer Key Boards 30 ea.	Misc.			NA	9/25/2014
Vacuum Cleaner	Royal	1040Z		1889	9/25/2014

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Floor Scrubber	Nobles	2001		8830	9/25/2014
Misc. Chairs 34 ea.				NA	9/25/2014
Orange Student Desk 12 ea. Bad				NA	9/25/2014
Student Desk misc. colors 17 ea. Broke				NA	9/25/2014
Office Desk				NA	9/25/2014
Computer Harddrives 34 ea.	Gateway		FROM	NAMS	9/25/2014
Computer Monitors 33 ea.	Gateway		FROM	NAMS	9/25/2014
Printers & Scanners 5 ea.	HP & Epson			NA	9/25/2014
Scales	Health O Meter			2258	9/25/2014
Wood Desk					9/25/2014
Toshiba VCR	Toshiba	W-412		T20595	9/25/2014
Comnputer Server Tower	Tripp-Lite			NA	9/25/2014
Bioscope 3 ea.	Bioscope			NA	9/25/2014
Table				NA	9/25/2014
Table				NA	9/25/2014
2 TV's and Cart	Samsung	TC2075S/TC9803T		4884	9/25/2014
Ping Pond table tops 2ea.				NA	9/29/2014
TV	Sanyo	DS24425		NA	9/29/2014
TV	Magnavox	RX9019 GY02			9/29/2014
TV	Quasar	110W	SB63160788	9383	9/29/2014
Radio-no cord	Sony	CFD-17			9/29/2014
Metal Cart				NA	9/29/2014
Cabinet on casters				NA	9/29/2014
Wood Teacher Desk-Broke				NA	9/29/2014
Teacher computer desk				NA	9/29/2014
Office Desk				NA	9/29/2014
Wood cabinet on casters				NA	9/29/2014
Wood table with laminate top				NA	9/29/2014
Laminate top table with metal legs 4ea.				NA	9/29/2014
Wood platform with 3 ramps				NA	9/29/2014
Wood steps (3 step)				NA	9/29/2014
4X8 Wood platform with casters				NA	9/29/2014
Projector Screens	10 ea. Misc.			NA	9/29/2014

**Asheboro City Schools Discard Items
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Partical Board cabinet on casters				NA	9/29/2014
Metal Cart on wheels				NA	9/29/2014
Metal Cart on wheels				NA	9/29/2014
2 Old Wood art tables				NA	9/29/2014
Small metal desk				NA	9/29/2014
13 boxes of Discard books				NA	9/29/2014
Computer Monitor	Gateway	900w	MLR73 50H 36301		Sept. 30, 2014
Computer CPU	Gateway	E 4610D	39130843		Sept. 30, 2014
Zip Drive	Zip	Z100P2	PRDH41622P		Sept. 30, 2014
Computer Speakers	Altec Lansing	GCS100	CHW0093507		Sept. 30, 2014
Computer monitor	Sceptre	M554	935AU0C2U00824	13652	Sept. 30, 2014
Computer Keyboards- (lot of 4)	Assorted				Sept. 30, 2014
Computer mouse (1)	Microsoft	68874	713704		Sept. 30, 2014
Computer desk- black/gray	N/A	N/A	N/A		Sept. 30, 2014
Computer CPU	Gateway	Gateway E-4610D	39130857		Sept. 30, 2014
Computer Monitor	Gateway	900W	MLR7350H36287		Sept. 30, 2014
Computer Speakers	Gateway	G-Max 2000	4408AUL711011543		Sept. 30, 2014
Computer Desktop	Gateway	E-4500D	36562668		Sept. 30, 2014
Computer Monitor	Gateway	700G	MSN6250N02160		Sept. 30, 2014
Printer stands (lot of 4)	n/a	n/a	n/a		Sept. 30, 2014
Printer	Epson Stylus Color 400	P950A	3JUE148951	10385	Sept. 30, 2014
Computer- Laptop	Gateway	400SD4	29457277		Sept. 30, 2014
Computer- Laptop	Gateway	400VTX	29879208		Sept. 30, 2014
Computer desk- Large beige	NA	NA	NA		Sept. 30, 2014
Desk- Student w/ blue seat	NA	NA	NA		Sept. 30, 2014
Desk- Student w/ blue seat	NA	NA	NA		Sept. 30, 2014
Overhead TI Viewscreen	Texas Instrument	I-0903D	1930000879		Sept. 30, 2014
Desk- Wooden with metal legs	NA	NA	NA		Sept. 30, 2014
Chair- yellow seat	NA	NA	NA		Sept. 30, 2014
Laptop battery	Gateway	4UR18650F-3-QC-OA6	GAL04440096		Sept. 30, 2014
VHS-C Recorder	JVC	GR-AX640U	10420127	13302	Sept. 30, 2014
Student Response System	CPS	n/a	n/a		Sept. 30, 2014
Chair- yellow seat	NA	NA	NA		Sept. 30, 2014

**Asheboro City Schools Discard Items
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Chair- tan seat	NA	NA	NA		Sept. 30, 2014
Table- 6' wooden	NA	NA	NA		Sept. 30, 2014
Computer desk- black/gray	NA	NA	NA		Sept. 30, 2014
Gaming module	Brainchild	94A	109078	11125	Sept. 30, 2014
Box-Broken student calculators (34 count)	Texas Instrument	34 Inspire	n/a		Sept. 30, 2014
Box- Broken student calculators (54 count)	Texas Instrument	34 II	n/a		Sept. 30, 2014
Speaker	Boston	6339	n/a		Sept. 30, 2014
Cassette player	Bell&Howard	3279A	5927		Sept. 30, 2014
VHS Recorder	Panasonic	AG-188P	can't read- sticker torn	14781	Sept. 30, 2014
Tripod- camera	Quick-set Husky	5-95565-3	n/a		Sept. 30, 2014
Screen- pull down	DA-Lite	n/a	n/a		Sept. 30, 2014
Tripod- Camera	Quickset	5-95817	594450	7883	Sept. 30, 2014
Headphone Listening Center	Mark II	1300	19632		Sept. 30, 2014
Headphone Listening Center	Mark II	1300	n/a		Sept. 30, 2014
Headphone Listening Center	Mark II	1300	n/a		Sept. 30, 2014
Desk- Student w/ yellow beige seat	n/a	n/a	n/a		Sept. 30, 2014
Projection Screen	Radiant				9/26/2014
CPU	Gateway	E4100	31473901		9/26/2014
CPU	Gateway	E4500D	36293579		9/26/2014
CPU	Gateway	E4300	35725221		9/26/2014
CPU	Gateway	E4500D	37258521		9/26/2014
Printer	HP Deskjet	845C			9/26/2014
Monitor	Gateway	700G	MRB5650H11084		9/26/2014
Monitor	Gateway	700G	MRB5650H11068		9/26/2014
Projection Screen					9/26/2014
Overhead Projector	Apollo			T12819	9/26/2014
Printer	HP Deskjet		5150		9/26/2014
Cassette Tape Recorder	Califone	3670AV-1	EB210404	8033	9/26/2014
Cassette Tape Recorder	Newcomb		899897	233	2/26/2014
Record Player	Audiotronics	304A	82011013532	13375	9/26/2014
Printer	HP Deskjet		5550	MY36E1S162	9/26/2014
Printer	Dell Laser	1700N	BCZF951		9/26/2014
Printer	Dell Laser	1700N	7RYF951		9/26/2014

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Monitor	Gateway	TFT1780PS	MWD67D0N01071		9/26/2014	
Monitor	Dell	E198FP			9/26/2014	
Laserdisc Player	Pioneer	CLD-V2600	RA3962471KR	13371	9/30/2014	
Microscope	Videolabs		N555015		9/30/2014	
Averkey	Averkey iMicro Avermedia			18236075	9/30/2014	
Projector	Mitsubishi	XD206U		1008199	9/30/2014	
Projector	Epson	EMP-S1	FCHG364880F	19250	9/30/2014	
Averkey	Averkey 500 Pro			212610090	15003	9/30/2014
Projector	Mitsubishi	XD206U		1007761	9/30/2014	
Averkey	Averkey 3 Plus			330520070	14711	9/30/2014
Averkey	Averkey iMicro			23774125	19719	9/30/2014
TI Viewscreen	Texas Instruments	73,80,81,82,83 Plus	I0901C1690002931		15591	9/30/2014
Projector	Epson	EMP-50	CWJ0151281K		9/30/2014	
Overhead Projector	Apollo	V3000		5050055752	19770	9/30/2014
Averkey	Avermedia iMicro			40584085	19286	9/30/2014
TV	Magnavox	RX9119GY21		19484380		9/30/2014
Keyboard	Gateway	C504318			316	MAY '14
Keyboard	Gateway	Q9306A1113			316	MAY '14
Keyboard	Gateway	Q0133A1482			316	MAY '14
Keyboard	Gateway	Q0133A1433			316	MAY '14
Keyboard	Gateway	Q132A1870			316	MAY '14
Keyboard	Gateway	06B00100816D			316	MAY '14
CPU	Gateway		3661812		214	MAY '14
CPU	Gateway		36562679		214	MAY '14
CPU	Gateway		19437419	14217	316	MAY '14
CPU	Gateway		27259904		316	MAY '14
CPU	Gateway		32817042		316	MAY '14
Monitor	Gateway		15017e139904		316	MAY '14
Monitor	Gateway		MSN6350N02362		316	MAY '14
Monitor	DELL		MX0C6060476054BPP6TH		316	MAY '14
Keyboard	Gateway		Q0144A1048		316	MAY '14
Keyboard	Logitech		mct23510734		316	MAY '14

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Chart Holder Stand/Metal					Sept. 2014
cpu	HP compaq	fpd1530			Sept. 2014
monitor	Gate way	FPD1530	Mul5022c0051098		Sept. 2014
keyboard		RT7doo			Sept. 2014
5 student chairs	blue	plastic			Sept. 2014
teachers desk	wood				Sept. 2014
Table	Wooden with wheels?				Sept. 2014
Lap-top	Dell	Latitude D830	GX2GKH1		Sept. 2014
Lap-top	Dell	Latitude E6500	BMBKVK1		Sept. 2014
Leap Desk	Leap Frog				Sept. 2014
Wooden Geoboard					Sept. 2014
Wooden Geoboard					Sept. 2014
Wooden Geoboard					Sept. 2014
Wooden Geoboard					Sept. 2014
Wooden Geoboard					Sept. 2014
Wooden Geoboard					Sept. 2014
Wooden Geoboard					Sept. 2014
Leap Pad	Leap Frog				Sept. 2014
Leap Pad	Leap Frog				Sept. 2014
Leap Pad	Leap Frog				Sept. 2014
Leap Pad	Leap Frog				Sept. 2014
Leap Pad	Leap Frog				Sept. 2014
Writing Pad for Leap Desk	Leap Frog				Sept. 2014
Writing Pad for Leap Desk	Leap Frog				Sept. 2014
Writing Pad for Leap Desk	Leap Frog				Sept. 2014
Headphones	Awia				Sept. 2014
Overhead Projector	Dukane	28A55A		1645821	Sept. 2014
Computer Mouse	Logitech	M-SBJ96		953840	Sept. 2014
Keyboard	Gateway	KB-2961	07B14704237D		Sept. 2014
Surge Suppressor	Brook Power System	BPS VCN6-12T			Sept. 2014
Laptop power cord	Gateway	PA-1650-01	5Y02411003		Sept. 2014
Computer Speakers	The Digital Experienc	G-MAX 2000	4408AUL711012043		Sept. 2014
AlphaSmart	AlphaSmart 2000			13778	Sept. 2014

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AlphaSmart	AlphaSmart 2000			10453	Sept. 2014
Computer Monitor	Gateway	FPD1530	MUL5016E0068908		Sept. 2014
CPU	Gateway E Series	MFATXPNT MDW E	32766813		Sept. 2014
Silver Computer Monitor	Gateway	FPD1530			Sept. 2014
CPU	Gateway	E-4500D	3661818		Sept. 2014
Computer Mouse	HP				Sept. 2014
Keyboard	Gateway	7005395	07A25201147D		Sept. 2014
Monitor	Gateway	fpd1530	mul5022j0014806		Sept. 2014
Monitor	Gateway	tft1780pst	mwd87bon00411		Sept. 2014
Hard Drive	Gateway	E4500D	38956881		Sept. 2014
Hard Drive	Gateway	E46100	36959330		Sept. 2014
Keyboard	Gateway	7005395	06e00407797d		Sept. 2014
Keyboard	Gateway	7006395	07a25201093d		Sept. 2014
Two Power Cord Cords to hard Drives					Sept. 2014
CPU	Gateway E4100	MFATXPNT	32766815		Sept. 2014
CPU	Gateway E4100	MFATXPNT	32884447		Sept. 2014
Monitor	Gateway	FPD 1530	MUL5022C0078264		Sept. 2014
Keyboard	Dell	RT7D60	CN-OT6867-37172-49I-01C2		Sept. 2014
AlphaSmart	AlphaSmart 2000			none	Sept. 2014
AlphaSmart	AlphaSmart 2000			12170	Sept. 2014
AlphaSmart	AlphaSmart 2000			12137	Sept. 2014
AlphaSmart	AlphaSmart 2000			12180	Sept. 2014
AlphaSmart	AlphaSmart 2000			10466	Sept. 2014
AlphaSmart	AlphaSmart 2000			12136	Sept. 2014
AlphaSmart	AlphaSmart 2000			12183	Sept. 2014
AlphaSmart	AlphaSmart 2000			12130	Sept. 2014
AlphaSmart	AlphaSmart 2000			12178	Sept. 2014
AlphaSmart	AlphaSmart 2000			12124	Sept. 2014
AlphaSmart	AlphaSmart 2000			12177	Sept. 2014
AlphaSmart	AlphaSmart 2000			12189	Sept. 2014
AlphaSmart	AlphaSmart 2000			12132	Sept. 2014
Desk with divider sides	Wooden				9/30/2014
Desk with divider sides	Wooden				9/30/2014

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Desk with divider sides	Wooden				9/30/2014
Desk with divider sides	Wooden				9/30/2014
Desk with divider sides	Wooden				9/30/2014
Desk with divider sides	Wooden				9/30/2014
Desk with divider sides	Wooden				9/30/2014
Desk with divider sides	Wooden				9/30/2014
Destination Station	Gateway	H32G47DT	021-62210162	18209	9/30/2014
Keyboard	Gateway	SK1510	D142752		9/30/2014
Keyboard	Gateway	KU-0447	06A04703569D		9/30/2014
Keyboard	Gateway	7001628	Q0132A1885		9/30/2014
Scanner	Epson	Precision 636U	BDGX076985		9/30/2014
Alphasmart		2000	Alf2000-0998-01511		9/30/2014
Alphasmart		2000	Alf2000-0998-01993		9/30/2014
Alphasmart		2000	Alf2000-0998-10090		9/30/2014
Laptop	Gateway	M465-E	0039013801		9/30/2014
Computer	Gateway	E4100	0033197736		9/30/2014
Computer	Gateway	E4300	0034924220		9/30/2014
Computer	Gateway	E4300	0034924248		9/30/2014
Computer	Gateway	E4300	0034924226		9/30/2014
Computer	Gateway	E4300	0034924228		9/30/2014
Computer	Gateway	E4300	0034924231		9/30/2014
Monitor	Gateway	FFD1730	MUL7007K0023986		9/30/2014
Monitor	Gateway	FFD1730	MUL7007K0023991		9/30/2014
Monitor	Gateway	FFD1730	MUL7007K0024009		9/30/2014
Monitor	Gateway	FFD1730	MUL7007K0023984		9/30/2014
Monitor	Gateway	FFD1730	MUL7007K0023955		9/30/2014
Monitor	Gateway	FFD1530	MUL5022J0012169		9/30/2014
Monitor	Gateway	FFD1530	MUL5022J0014824		9/30/2014
Monitor	Gateway	700G	MSN6250N02263		9/30/2014
Monitor	Gateway	700G	MSN6350N01567		9/30/2014
Listening Center Jack Box	Califone	1216AV-PY			9/30/2014
Mouse	Gateway	M-S69	LZE10765734		9/30/2014
Mouse	Gateway		797897-30000		9/30/2014

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Mouse	Gateway		7002199		9/30/2014
Mouse	Gateway	UV96	HC60413A7WU		9/30/2014
Mouse	Gateway	UV96	HC60413A7XL		9/30/2014
Mouse	Gateway	2000	01901410		9/30/2014
Mouse	MicroInnovations		020127268		9/30/2014
Headphone	Califone	3066AV			9/30/2014
Headphone	Califone	2924AV-P			9/30/2014
Headphone	Califone	3066AV			9/30/2014
Headphone	Telex	610			9/30/2014
Headphone	Labsonic	LS9750			9/30/2014
Headphone	Labsonic	LS9750			9/30/2014
Headphone	Labsonic	LS9750			9/30/2014
Headphone	Labsonic	LS9750			9/30/2014
Headphone	Labsonic	LS9750			9/30/2014
Headphone	Demco	P139-5024			9/30/2014
Headphone	Demco	P139-5024			9/30/2014
Headphone	Demco	P139-5024			9/30/2014
Headphone	Demco	P139-5024			9/30/2014
Gateway Computer Monitor	Gateway	EV500A	15017A215515		9/30/2014
Microsoft Mouse	Microsoft		63618-OEM		9/30/2014
computer speakers	MultiMedia Series		Z911323090		9/30/2014
Desktop Computer	Gateway	E4300	34924243		9/30/2014
Desktop Computer	Gateway	E4500D	0036618273		9/30/2014
tape/CD player	Califone		KI 42591		9/30/2014
Cassette player			930126113		9/30/2014
Monitor/ Gateway	Gateway	FDP1730	MUL7007K0024010		9/30/2014
Cassette Player				T22796	9/30/2014
Cassette Player				T22794	9/30/2014
Gateway computer	Gateway	E4300	34924252		9/30/2014
Cassette player				T22807	9/30/2014

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Computer CPU	Gateway	E4500D	3659072		Jun-14
Computer Monitor	Gateway	700 G	MSN6350N01775		Jun-14
Computer CPU Tower	Gateway	E4500D	36590783		Jun-14
Computer Monitor	Gateway	700G	MSN6350N01784		Jun-14
Computer CPU Tower	Gateway	E3600	26841843		Jun-14
Computer CPU Tower	Gateway	E3600	26841840		Jun-14
Computer CPU Tower	Gateway	E3600	26841848		Jun-14
Computer Monitor	Gateway	EV700C	MU17046C0177281		Jun-14
Computer Monitor	Gateway	EV700C	MU17046C0177233		Jun-14
Computer Monitor	Gateway	EV700C	MU17046C0177285		Jun-14
Computer CPU Tower	Gateway	E3600	26841844		Jun-14
Computer Monitor	Gateway	EV700C	MU17046C193164		Jun-14
Computer CPU Tower	Gateway	E3600	26841849	none	Jun-14
Calculator- broken screen	Texas Instruments	TI- 15	Red Title I Sticker	2558	Jun-14
Calculator- "9" button won't work	Texas Instruments	TI- 15	Red Title I Sticker	2519	Jun-14
Calculator- Subtract key won't work	Texas Instruments	TI- 15	Red Title I Sticker	2513	Jun-14
Calculator- Memory won't clear	Texas Instruments	TI- 15	Red Title I Sticker	2512	Jun-14
Calculator- Memory won't clear	Texas Instruments	TI- 15	Red Title I Sticker	2524	Jun-14
Computer Cart w/wheels (gray/black)				9610	Jun-14
Computer Monitor	Gateway	900W	ML-R72 50N 17466	none	Jun-14
Computer CPU Tower	Gateway	E4610	38943704	none	Jun-14
Computer Cart w/wheels (gray/black)				9402	Jun-14
Computer CPU Tower	Gateway	E4610D	38943702	none	Jun-14
Computer Monitor	Gateway	900W	ML R72 50N 17501	none	Jun-14
Computer CPU Tower	Gateway	E4300	35109151	none	Jun-14
Computer CPU Tower	Gateway	E4500D	36519333	none	Jun-14
Laptop Computer	Dell	Latitude D830	Service Tag DJ2RNH1	none	Jun-14
Computer Monitor	Dell	E198FP6		none	Jun-14
Computer Monitor	Gateway	900W	Product # 7005574R	none	Jun-14
Computer Monitor	Gateway	FPD1730	MUL7007K0049600	none	Jun-14
Computer CPU Tower	Gateway	E4500D	36962492	none	Jun-14
Computer Monitor	Gateway	FPD1785	MWD67 BON 00302	none	Jun-14
Computer Cart w/wheels (black/gray)					Jun-14

**Asheboro City Schools Discard Items
October 2014**

Computer CPU Tower	Gateway	E4610D	39130848	none	Jun-14
Computer CPU Tower	Gateway	E3600	26811675	none	Jun-14
Computer Monitor	Dell	E771p	MX-0419TG-47801-182-H	none	Aug-14
Computer CPU Tower	Dell	Optiplex GX-150	Service Tag 8FQNS01	none	Aug-14
Printer	Lexmark	Z53	2130137743	none	Aug-14
Computer CPU Tower	Gateway	E4600D	36293601	none	Aug-14
Computer CPU Tower	Gateway	E4100	34393832	none	Sep-14
Playground Equipment (dome)					25-Sep-14
Computer Cart				9397	25-Sep-14
Computer Cart				9407	25-Sep-14
Computer Cart				none	25-Sep-14
Box of speakers (assorted)					25-Sep-14
Box of keyboards / mice (assorted)					25-Sep-14
Wooden Teacher Desk					25-Sep-14

Commercial Reel Mower	Toro	Reelmaster 4000D	03706-80169		10/1/2014
PickUp Truck	Chevrolet	1500 1/2 Ton	2GCEC14H3K1182652		10/1/2014
Field Equipment	John Deere	Gator	W004X2X023073		10/1/2014

**Asheboro City Schools
Personnel Transactions
October 9, 2014**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Walden	Cassadi	AHS	English	10/23/2014

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Crisp	Brett	CO	Public Relations Coordinator	9/29/2014
Cox	Zachary	CO	Maintenance	9/1/2014
Rogers	Kathryn	SAMS	Assistant Principal (PT)	10/1/2014-6/10/2014
Williams	Sharon	NAMS	Lead Teacher (PT)	10/1/2014-6/10/2014

**Asheboro City Schools
Personnel Transactions - Addendum
October 9, 2014**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Bartlett	Sarah	BAL	2nd Grade	9/19/2014
Richey	Melanie	SAMS	Mathematics	11/15/2014
Simmons	Charles	CO	Bus Driver	9/28/2014

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Renne	Michael	AHS	Technology Education	10/13/2014
Staley	Jesse	BAL	Custodian	10/6/2014

***C. TRANSFERS**

Lily	Amanda	BAL	From EC to 2nd Grade	10/6/2014
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To: The Asheboro City Schools Board of Education
Cc: Dr. Terry Worrell, Superintendent, Asheboro City Schools (ACS)
From: Charlie P. Lyons and SAMS 8th Grade Team
Re: SAMS 8th grade Field Trip to Washington DC, March 2015

Proposal:

The students will travel to Washington, DC, via motor coaches secured through the ACS Board-approved company, Holiday Tours. The length of the stay will be two nights and three days. Students will depart on Sunday, March 8 at 6:00a.m. and return by 10:00 p.m. on Tuesday, March 10.

The trip will be contracted through Group Travel, LLC, of Hickory. Accommodations will be at Holiday Inn Express in Woodbridge, Virginia. Rooms will be reserved with 4 students per room. Lodging in Woodbridge, Virginia, provides a more economical and affordable trip, which in turn provides opportunity for more students to participate.

While in Washington, DC students will have the opportunity to see many of the monuments, museums, historical sites, including Mount Vernon and Arlington National Cemetery. **Four students will be selected to participate in a wreath laying ceremony at the Tomb of the unknown soldier.** A copy of the itinerary is attached.

Student safety is top priority in planning and the application of the trip. Students will have a travel buddy they will stay with for the entire trip. Students will be assigned a chaperone that will be with their same group throughout the trip. Students will be made aware of the trip safety rules, expectations, and consequences. A parent meeting will be held to make everyone aware of behavior expectations, including dress code and curfew rules. There will be a security guard on duty on both the boys' and the girls' halls each night at the hotel.

Financial Considerations:

The cost will be \$425.00 per student. This includes entry to all the sites and museums we visit in Washington, seven meals, lodging, and transportation. Meal allotments and locations are listed on the attached itinerary.

The only other expense the student might incur will be spending money for souvenirs. A non-refundable deposit of \$125.00 will be required of each student participating in the trip. This amount secures tickets to all museums and attractions; the tour buses, etc. The remaining cost will be paid in installments. Students will be offered the opportunity to participate in a Krispy Kreme fundraiser which will be exclusively for the Washington, DC, field trip.

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

Group Making Request: 8th Grade - SAMS School: SAMS

Destination: Washington, D.C. Date of Trip: March 8, 9, 10 - 2015

Number of Students Involved: 150-200 Percent of Total Group: ~~100~~ 100%

Reasons for Students Not Attending: parent permission, behavioral issues

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

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

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

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

Departure Time: 6:00 AM ^{Sun. March 8th} Return Time: Tues, Mar 10 ^(10 PM) Round Trip Miles (estimated): _____

Estimated Cost to the Student: \$400.00 - includes, transportation, hotel, food.

Purpose(s) of the Field Trip: Extension of all Core Disciplines and curriculum.

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

Peters, Grindstaff, Macaulay, Mere, McElroy, up to 8 parents

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

I certify that all those requirements, in addition to the general guidelines on the back of this form, will be fully met.
8th Grade Team - Kathy Peters (contact person) 9/18/15
Sponsor (Group Responsible for Paying for the Trip) Date

Approved: [Signature] _____
Principal Date

Approved: _____
Superintendent or Designee Date

Transportation Scheduled: _____
Transportation Supervisor Date

Special Comments/ Response: _____

GROUP TRAVEL LLC

P.O. Box 2651 - Hickory, NC 28603

Phone (828) 234-0528 / FAX (828) 396-9072 / email 'michael@GroupTravelLLC.com'

June 2, 2014

Ms. Kathy Peters
SOUTH ASHEBORO MIDDLE SCHOOL
523 West Walker Avenue
Asheboro, NC 27203

Dear Kathy,

It was a privilege to have the opportunity to travel with you and your group from South Asheboro Middle this Spring to Washington D.C. For your first time, you did a great job, and it was a pleasure to work with you. I am very pleased that you are already giving consideration to a repeat tour for your upcoming 2014-15 classes. It is my promise that we at GROUP TRAVEL will go above and beyond to make this a memorable tour for the students and staff at SOUTH ASHEBORO MIDDLE SCHOOL.

I know that next school year is a whole Summer away, but some things on a Washington D.C. tour get booked up well in advance, so we have done some preliminary planning for 2015. The preliminary itinerary for a 3-day tour to **Washington D.C.**, based on the dates of **May 4-6, 2015**, is as follows:

DAY 1: Monday May 4, 2015

Depart SOUTH ASHEBORO MIDDLE SCHOOL 6:00 AM

\$5 cash breakfast allowance en route

\$7 cash lunch allowance en route

Travel to Arlington, Virginia

Walking Sightseeing Tour of Arlington National Cemetery

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

***WREATH-LAYING CEREMONY AT THE TOMB OF THE UNKNOWN SOLDIER CONFIRMED 4:15 PM**

See the **Iwo Jima Marine Corps Memorial**

Visit the **Lincoln Memorial, Vietnam War Memorial, Korean War Memorial,**
and the **World War II Memorial**

Dinner voucher (included) at **Union Station Food Court**

Overnight in Woodbridge, Virginia (*Holiday Inn Express*)

**We attempted to get the wreath-laying ceremony for your 2014 group, but due to the late date at which we started, we were not successful. With an early start, we have already been CONFIRMED for 2015. A copy of the Dress Code, for four (4) students of your choice for this prestigious ceremony, is enclosed.*

DAY 2: Tuesday May 5, 2015

Deluxe Continental breakfast (included) at our hotel

Guided Tour of the United States Capitol (Requested on 6-2-14 for 9:00 AM)

Explore several Smithsonian Institution Museums, including:

National Air & Space Museum
 \$12 cash lunch allowance at the Air & Space Museum
National Museum of Natural History
National Museum of American History
 Photo stop at the Einstein Statue at the National Academy of Sciences
Visit the Jefferson Memorial, the Pentagon 9-11 Memorial,
and the U.S. Air Force Memorial (as time allows)
 \$10 cash dinner allowance at Pentagon City Mall Food Court
 Overnight in Woodbridge, Virginia

DAY 3: Wednesday May 6, 2015

Deluxe Continental breakfast (included) at our hotel
 Depart for Mount Vernon, Virginia
Tour Mount Vernon, home of President George Washington 9:00 AM-12:00 Noon
 \$7 cash lunch allowance upon departure
 8:00-8:30 PM Approximate return time to SOUTH ASHEBORO MIDDLE SCHOOL

We have tentatively held rooms at the *Holiday Inn Express* in Woodbridge, Virginia, where you and your group stayed this year. We have also placed our request for the guided tour of the United States Capitol Building, but will not hear back from them until sometime in March of 2015.

Your tour price includes:

- Round trip motorcoach transportation aboard county-approved motorcoaches
- A trained, professional GROUP TRAVEL Tour Director on each coach for the duration of the tour
- Overnight accommodations in Woodbridge, Virginia, for our two-night stay
- Security Guard nightly at our hotel
- Admission to all attractions as stated in itinerary
- 1 cash breakfast allowance, and 2 deluxe continental breakfasts at our hotel
- 3 cash lunch allowances
- 1 Dinner voucher at Union Station
- 1 cash dinner at Pentagon City Mall

Your tour prices for this 3-day /2-night tour to **Washington D.C.**, based on the dates of **May 4-6, 2015**, are as follows:

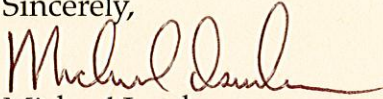
	QUAD	TRIPLE	DOUBLE	SINGLE
With 40 or more paying per coach	\$370	\$395	\$470	\$625
With 35-39 paying per coach	\$390	\$415	\$490	\$645
With 30-34 paying per coach	\$420	\$445	\$520	\$675

The tour prices listed above include **one complimentary fare for every ten paying passengers**. Comps are based on double, triple, or quad occupancy. A small supplemental cost will be charged for complimentary chaperones choosing to stay in a single room. **We STRONGLY RECOMMEND collecting for at least the 35-39 paying price.** It is much easier to refund an overcollected amount than to try and collect more money as the trip approaches.

Should you book this tour with us and wish for us to handle the money collection, we would be happy to do that. I will provide you with deposit slips and pre-addressed envelopes if you want to go that route again for a 2015 tour. Just let me know.

If you need ANYTHING else for your process of submission to the school board, please let me know. I look forward to hearing from you. Thank you very much for considering this opportunity for your students, and thank you again for allowing us at GROUP TRAVEL to offer a quote on this tour. Your business is very important to us.

Sincerely,



Michael Isenhour
GROUP TRAVEL

Final tour arrangements will be made upon receipt of a signed copy of this letter. Thank you!

Kathy Peters, South Asheboro Middle School

Date

AN IMPORTANT NOTE REGARDING DRIVER HOURS: Beginning in 2014, motorcoach drivers are now required to adhere to an electronic log, meaning that their driving and on-duty hours will be recorded by a computer chip on the motorcoach. This is going to require that a driver **MUST** have a minimum of eight (8) hours off each night, which will begin 30 minutes after the group has disembarked at the hotel, and will end thirty minutes before departure the following morning. Including these 30-minute pre- and post-trip segments, the driver must then be able to log a total of nine (9) hours not driving each night. This is a new federal law, and we will have to plan all tour itineraries accordingly. Although we have had **NO** safety issues at all with any of the coach companies with which we work, this is being implemented to upgrade the safety standards of the entire motorcoach industry. **Lead Teacher initial:** _____

DRESS CODE FOR PUBLIC WREATH CEREMONIES

Personal appearance and dress of persons participating in ceremonies at the Tomb of the Unknown Soldier will adhere to the dress standards expected of such dignified occasions. The minimum standard is business casual, defined as:

- For men: A combination of collared shirt (such as a dress shirt or polo shirt), trousers (such as khakis or blue, green, brown, or black trousers) with a belt and appropriate shoes. A blazer or business jacket and tie can optionally be added.
- For women: A reasonable length skirt (knee length) or trousers of a non-jeans material combined with a top that covers the shoulders (such as a blouse, dress shirt, or sweater set) and appropriate shoes are considered acceptable. An informal dress with appropriate skirt length is also acceptable.
- School uniforms will be allowed as long as an adult official from the school confirms that the student's attire is in accordance with the school uniform policy.

The following attire is considered not appropriate for participation in the ceremonies:

Blue Jeans

Ripped clothing

Athletic wear

Patched pants

Shorts of any kind (except when part of an established uniform, e.g. School Uniforms, Scout Uniforms, Foreign Military Uniforms, and period Military Uniforms)

Tee Shirts

Tank Tops

Halter Tops

Tube Tops

Underwear as outerwear

Shirts that expose the midriff

Miniskirts

Sneakers

Open toed shoes (nice sandals [not thongs, shower type shoes, or flip-flops] during warmer months for women is appropriate)

The Executive Director, Arlington National Cemetery, or designated representatives, the Sergeant of the Guard, and Relief Commanders have the authority to prohibit a person in non appropriate attire from participating in a wreath ceremony at The Tomb of the Unknown Soldier.

School Calendar for 2016-2017

1. Convene a Calendar Committee

Calendar legislation requires that “Local Boards of Education shall consult with parents and the employed school personnel in the development of the school calendar.” Use of a Calendar Committee is an effective and efficient method of consulting with parents and staff. Use of a Committee to form the school calendar is a public exercise, an opportunity to interact and share the decision-making process with the publics we serve.

2. Calendar Committee Structure

The recommendation is to structure the committee as follows:

- (1) Asst. Supt. – Support Services
- (1) Student – AHS SGA
- (2) Principal/AP – Pres. of APAPA or as appointed
- (2) Board of Education – As appointed by Chair
- (9) Parents – 1 per site – Pres. of PTO or as appointed
- (9) Staff – 1 per site – As appointed by Leadership Team
- (5) At Large – (representation/diversity) - As appointed by Asst. Supt.

29 TOTAL

3. School Calendars must meet the following requirements:

- Start date no earlier than the Monday closest to August 26 and end date no later than the Friday closest to June 11 (unless a weather related calendar waiver has been approved, year-round school, charter school, or cooperative innovative high school.) If waiver is approved the start date can be no earlier than the Monday closest to August 19.
- There are no educational purpose waivers for exemption of the opening and/or closing dates.
- All schools within the district must be closed all day for purposes of determining eligibility for a weather related waiver (delayed starts or early dismissals of two or more hours no longer apply).
- Covers at least nine calendar months.
- Must have a minimum of 185 days **OR** 1,025 hours of instruction.
- Must have at least ten (10) teacher workdays. Note: In years when Christmas is on Tuesday, Wednesday, or Thursday, nine (9) days shall be designated as teacher workdays.
- Local Boards shall designate two (2) workdays on which teachers may take accumulated vacation leave. Local Boards may designate the remaining workdays as days teachers may take accumulated vacation leave.
- Have a minimum of ten (10) annual vacation leave days.

Calendar Requirements Continued

- Have the same or an equivalent number of legal holidays occurring within the school calendar as those designated by the State Personnel Commission for State employees.
- School shall not be held on Sunday.
- Veterans Day shall be a holiday for all public school personnel and for all students enrolled in the public schools.

4. Memorial Day as a School Holiday

At the directive of the Board of Education beginning with the 2006-2007 School Calendar, Memorial Day has been designated as a holiday.

5. Calendar Committee Present One Draft for Consideration

Constraints created by General Statutes related to school calendars make it difficult to form multiple calendars for consideration. The recommendation is that the Committee would create one draft – the draft would be posted for 2 weeks in the schools and on the ACS website for public review and comment, and then the Board, upon consideration of the feedback received, would have the final responsibility of adopting a calendar.

6. Calendar Timeline

October 10	Committee established
November 3	Committee meeting – 6:00 pm
November 10 – November 23	Period of Public Review
December 4	Public Feedback to BOE
December 11	BOE Adoption of Calendar

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

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

Legal References: G.S. 115C-36

Cross References:

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

Administrative Procedure: None

EDUCATION FOR PREGNANT AND PARENTING STUDENTS

Policy Code:

4023

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

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

Legal References: G.S. 115C-375.5

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

Adopted: November 8, 2007

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

Policy Code:

4310

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

PROHIBITED BEHAVIOR

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

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

DEFINITIONS OF SEVEN CHARACTER TRAITS

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

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

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

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

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

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

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

B. CONSEQUENCES

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

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

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

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

Revised: March 9, 2000

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

A. PROTECTED TOPICS

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

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

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

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

B. COLLECTION OF STUDENT DATA FOR MARKETING PURPOSES

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

C. Parent Involvement

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

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

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

Adopted: June 8, 2006



Balfour Elementary School

2014-2015 Continuous Improvement and Title I Implementation Plan

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Staff Approval	Date of Secret Ballot	Results For	Results Against

Principal's Signature

Date

Approved by Superintendent of Schools:

Signature

Date

Approved by Board of Education:

Signature

Date



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



Strategic Objectives:

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

Strategic Focus/Foci:

- ★ Continue district support for teacher-led professional development initiatives.
- ★ Determine how to systematically capture and share student data at the classroom, school and district levels as it is collected to inform instruction and intervention.

Current Level of Performance:
College and Career Ready Proficiency in EOG Math
 23.8% in 3
 21.7% in 4
 40.6% in 5

Annual Goal 1:
 Based on data from EOG mathematics tests, less than 40% of students in grades 3-5 are college and career ready. By June 2015, teachers will enhance their skills by consistently incorporating the 8 Common Core mathematical practice standards and attending to critical mathematical content during classroom discussions to increase student understanding by 15 percentage points as measured by proficiency on district benchmarks (3-5), and EOG data.

Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
Create Math Committee to discuss DPI common vocabulary lists so that there is a common understanding and expectation of precise mathematical language to be used consistently in grades K-5.	Math Committee	<ul style="list-style-type: none"> • Math Standards • Common Core Math Practice Standards • DPI Math Wiki • Language Lists 	Tonkin, Sarah	<ul style="list-style-type: none"> • Student work samples • Student Discourse • Meeting minutes • Word Walls/Anchor Charts • Walk-throughs 	Every six weeks	January 2015	



<p>Implement professional development for math practice standards so that teachers increase incorporation of math practices in lesson planning and delivery.</p>	<p>Math Committee; Rich, Wendy</p>	<ul style="list-style-type: none"> • Teaching Channel • Annenberg Media • Common Core Math Practice Standards • Model Lessons 	<p>Smith, Jennifer (BAL); Bernhardt, Elisabeth;</p>	<ul style="list-style-type: none"> • PD agendas • Lesson plans • Walk-throughs • Student work and discourse • Teacher surveys • Math Practice Standards Posters 	<p>Every six weeks (2nd semester)</p>	<p>June 2015</p>	
<p>Facilitate a book study on mathematical practice and discourse using <u>5 Practices for Orchestrating Productive Mathematics Discussions</u> by Margaret S. Smith and Mary Kay Stein so that students engage in more discussion with appropriate discourse during appropriately planned math instruction.</p>	<p>Math Committee; Rich, Wendy;</p>	<ul style="list-style-type: none"> • <u>5 Practices for Orchestrating Productive Mathematics Discussions</u> by Margaret S. Smith and Mary Kay Stein. • Model lessons • Common core standards • Unit plans 	<p>Bernhardt, Elisabeth; grade level representatives</p>	<ul style="list-style-type: none"> • Lesson plans • Student writing, problem solving and discourse • Rubric for mathematical discourse • Rubric to assess implementation of Common Core Math Practice Standards in lessons and planning. 	<p>Every six weeks (2nd semester)</p>	<p>June 2015</p>	
<p>Interpret and use benchmark data to assess student understanding and retention of NCSCOS so that students track progress towards mastery and set goals to address learning gaps in math.</p>	<p>3-5 teachers</p>	<ul style="list-style-type: none"> • Benchmark data • Common Core Math Practice Standards • Data notebook 	<p>3-5 Teachers</p>	<ul style="list-style-type: none"> • Differentiated instruction • Data analysis form • Student data Notebooks 	<p>Every six weeks</p>	<p>June 2015</p>	



Support teachers with the selection, implementation and monitoring of classroom interventions through RtI committee meetings so that students' learning gaps are addressed.	RtI Team Members	<ul style="list-style-type: none">• Core Assessment Text• Intervention Resources (Intervention Central, math groups, etc.)	Skoglund, Melissa	<ul style="list-style-type: none">• Resource and intervention list• PEP and intervention monitoring	Monthly	January 2015	
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Strategic Objectives:

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

Strategic Focus/Foci:

- ★ Share newly developed district literacy plan with teachers and staff and provide professional development aligned with the plan.
- ★ Determine how to systematically capture and share student data at the classroom, school and district levels as it is collected to inform instruction and intervention.

Current Level of Performance:

<u>TRC Proficiency:</u>	<u>EOG Reading Proficiency:</u>	<u>SRI Lexile 2-5:</u>
55% in K	21% in 2	
22% in 1	43% in 3th	36% in 3
21% in 2	33.7% in 4th	38% in 4
44% in 3	38 % in 5th	46% in 5
32% in 4		
28% in 5	<u>EOG Composite:</u>	<u>Composite:</u>
	38.2%	35.35%
<u>TRC Composite:</u>	<u>DIBELS Composite:</u>	<u>DIBELS K-5:</u>
33%	55%	76% in K
		48% in 1
		47% in 2
		54% in 3
		55% in 4
		49% in 5

Annual Goal 2:

Based on end of year data, K-5 reading proficiency as measured by TRC was 33% for the school. By June 2015, Through effective progress monitoring and reteaching, students will increase their reading proficiency level as measured by TRC (+20 percentage points), EOG data (+10 percentage points), DIBELS data K-5 (10 percentage points), and SRI data 2-5 (+15 percentage points).



Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
Provide initial and additional Reading 3D training so that all teachers consistently assess and progress monitor students' performance in reading.	K-5 teachers	<ul style="list-style-type: none"> • Reading 3D • Student reports 	Sara Ralph, Elisabeth Bernhardt	<ul style="list-style-type: none"> • BOY, MOY and EOY report • Progress monitoring report 	Sept. 22, Jan 28, May 18	Sept. 2	
Provide guided reading professional development focused on <u>Next Steps in Guided Reading</u> by Jan Richardson so that students' learning gaps are addressed through differentiated reading instruction within small groups.	All Staff	<ul style="list-style-type: none"> • <u>Next Steps in Guided Reading</u> by Jan Richardson • Jan Richardson online resources (lesson plan formats, strategies, etc.) • Lesson plans • TRC Data and DIBELS • Model Lessons • Common Core standards 	Blalock, Sharon; Johns, Natalia; Hanson, Rebekah	<ul style="list-style-type: none"> • Walk through rubric • Lesson Plans • Progress monitoring reports 	Every six weeks	Initial: October 14 and monthly	



<p>Compile and utilize a reading resource list (electronic and print) aligned with K-5 ELA standards so that students are exposed to multiple genres of texts during literacy block.</p>	<p>Literacy Committee</p>	<ul style="list-style-type: none"> • Common Core Standards • Educator’s Blogs • School and Public Library • District and State Wiki • Comprehension Tool Kit • <u>Mentor Texts and Nonfiction Mentor Texts</u> by Lynne R. Dorfman and Rose Cappeli book and website 	<p>Ralph, Sara; Baughman, Kathy</p>	<ul style="list-style-type: none"> • Reading resource list • Walk through rubric • Lesson plans • Reading Logs • Benchmark, TRC and EOY data 	<p>Every six weeks</p>	<p>December 1</p>	
<p>Provide protected time for daily literacy instruction in master schedule so that students engage in small group and whole group instruction with minimal disruptions.</p>	<p>School Leadership Team</p>	<ul style="list-style-type: none"> • Master schedule • Teacher Input 	<p>Maness, Jusmar; White, Holly</p>	<ul style="list-style-type: none"> • Master schedule • Walk through rubric • Lesson plans • Newsletter to inform parents of protected time 	<p>Monthly</p>	<p>August 2014</p>	
<p>Support teachers with the selection, implementation and monitoring of classroom interventions through an RtI committee so that students’ learning gaps are addressed.</p>	<p>RTI Team Members</p>	<ul style="list-style-type: none"> • Core Assessment Text • Intervention Resources (FCRR, mCLASS, Intervention Central, etc.) 	<p>Skoglund, Melissa</p>	<ul style="list-style-type: none"> • Resource and intervention list • PEP and intervention monitoring 	<p>Monthly</p>	<p>January 2015</p>	



Interpret and use student assessment data so that students track progress towards reading level growth and set goals to address learning gaps in reading.	3-5 teachers	<ul style="list-style-type: none">• Benchmark data• SRI• mCLASS• Data notebook• RtA released passages	3-5 Teachers	<ul style="list-style-type: none">• Differentiated instruction• Data analysis form• Student data Notebooks	Every six weeks	June 2015	
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Strategic Objectives:

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

Strategic Focus/Foci:

- ★ Implement Problem-Based Learning units using the district-wide PBL protocol and appropriate performance rubrics at each school.
- ★ Identify and nurture problem-based partnerships with the community and beyond for planning and evaluating real world situations.

Current Level of Performance:
 Overall number of LEP students in Grades 3-5: 89

3 rd Grade (36 sts)	4 th Grade (34 sts)	5 th grade (19 sts)
30.6% of LEP students were proficient.	8.8% of LEP students were proficient.	0% of LEP students were proficient.

Overall, 15.7% of LEP students at Balfour were proficient.

Annual Goal 3:

Based on 13-14 EOG data, 15.7% of LEP students were proficient on the reading EOG. By June 2015, through the implementation of effective interventions and instruction, the overall percent of proficient LEP students will increase by 15 percentage points as measured by End of Grade reading test.

Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
Provide targeted service time during arrival time, word study and Science and Social Studies block so that LEP students receive extended literacy instruction through ESL services in addition to the Literacy Block.	ESL team	<ul style="list-style-type: none"> • Schedule • List of level 1 and 2 LEP students per grade level. • ESL teachers • Elisabeth Bernhardt • 	ESL team	<ul style="list-style-type: none"> • TRC and DIBELS reports • Benchmark data • Lesson Plans • Data assessment wall 	Every 6 Weeks	June 2015	



<p>ESL teachers will model effective ESL instructional strategies during protected co-teaching daily literacy instruction so that students receive support during small group and whole group instruction.</p>	<p>School Leadership Team Core Teachers ESL teachers</p>	<ul style="list-style-type: none"> • Master schedule • Teacher Input • ESL teachers • ESL schedule 	<p>Maness, Jusmar; White, Holly</p>	<ul style="list-style-type: none"> • Master schedule • ESL Schedule • Walk through rubric • Lesson plans 	<p>Monthly</p>	<p>September 2014</p>	
<p>Provide after school enrichment sessions once a week so that students engage in PBL and higher order thinking skill activities to connect literacy instruction.</p>	<p>All staff</p>	<ul style="list-style-type: none"> • PBL team (Desiree Langbeen, Millie Freemyer, Jennifer Williamson, Izamar Delgado. • Blooms' Taxonomy for Critical thinking • Common Core ELA Standards • Grade level Lesson plans • Literacy Committee 	<p>PBL team; Bernhardt, Elisabeth; Maness, Jusmar; White, Holly</p>	<ul style="list-style-type: none"> • Attendance records • Projects • Literacy Standards connection to projects 	<p>Monthly</p>	<p>May 2015 (begin in November)</p>	



Offer Parent Curriculum opportunities (parent nights, day workshops) with a reading and PBL focus so that parents can learn strategies to assist their students with reading and real-life application at home.	All staff	<ul style="list-style-type: none"> • Reading Strategies for parents • Reading Logs • Reading Bookmarks • Literacy Committee 	Bernhardt, Elisabeth Maness, Jusmar Arellano, Marilu	<ul style="list-style-type: none"> • Agendas • Invitation • Presentation • Sign in sheets • Resources provided to parents • Reading Bookmarks • Reading Logs 	Quarterly	June 2015 (initial parent night, September 16)	
Support teachers in the selection, implementation and monitoring of LEP strategies and interventions through an RtI committee so that LEP students' learning needs are effectively met.	RTI Team Members/E SL Team	<ul style="list-style-type: none"> • Core Assessment Text • Intervention Resources (FCRR, mCLASS, Intervention Central, etc.) 	Skoglund, Melissa	<ul style="list-style-type: none"> • Resource and intervention list • PEP and intervention monitoring 	Monthly	January 2015	



<p>Schedule and utilize data meetings within grade level meetings where teachers engage in discussions around LEP students' data so that students' instructional needs are met.</p>		<ul style="list-style-type: none">• School wide guidelines for assessment wall meetings• Data notebook and goal setting for teachers• mCLASS, reading and math data sources, observational notes• Data analysis plan	<p>Bernhardt, Elisabeth</p>	<ul style="list-style-type: none">• Revolving minutes• PEP and intervention monitoring• Data notebook and goal setting for teachers• mCLASS, reading and math data sources, observational notes	<p>Monthly</p>	<p>June 2015</p>	
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Title I Compliance

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

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



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



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

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



PBIS School Action Plan

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



Compliance Statements

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.	1. Physical activity is used to promote health, not to punish. No child will be denied recess.
	2. Each student in this school participates in an average of 150 minutes per week of physical activity and/or physical education.	2. Each grade level has a scheduled P.E. time of thirty minutes daily. Each child also receives 40 minutes of physical education instruction weekly from a certified PE teacher.
Pledge of Allegiance	3. Time is scheduled for school-wide recitation of the Pledge of Allegiance.	3. The principal leads the school in the recitation of the Pledge of Allegiance.
	4. Flags of the United States and North Carolina are displayed in this school.	4. US flags are displayed in each classroom, in the auditorium and outside of our 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.	5. Members of each grade level team on an alternating schedule, are provided a duty-free lunch on alternating weeks.
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.	6. Teachers have duty free grade level common planning time two times per week.
Redundant Reporting Requirements	7. If the continuous improvement team identifies a more expeditious manner of providing information to the board that will eliminate a redundant or unnecessary reporting requirement for teachers at its school, the team may make a written request to the superintendent to eliminate the redundant or unnecessary report.	7. The Leadership Team will be receptive to any identified manner for providing information to the board in a more expeditious manner that will eliminate a redundant or unnecessary reporting requirement. Upon identification, they will share this manner with the principal, who will share it with the superintendent.



Parent Involvement

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

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

ESEA Provision (Sec. 9191(23))

6 Types of Parent Involvement

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



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

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



Intervention Plan

A. Overview	<ul style="list-style-type: none"> • All certified staff will participate in after-school enrichment for students in grades K-5 who are below grade level and/or struggling in reading or math, as evident in level 1 and 2 scores on 13-14 EOG. • There is a thirty-minute time period within the instructional day for grades K-5 designated for direct writing instruction. During this time, we will use the support teachers and instructional assistants to provide additional help within the classrooms. • We will use Reading 3D to identify students who are struggling in reading. • Master schedule has been modified to provide uninterrupted 90 min instructional blocks in both reading and math. At these times, EC, ESL and reading specialist provide support by pushing in to deliver instruction through co-teaching. • An RtI committee has been created to provide support to teachers on the effective selection and implementation of interventions.
B. Target Population	<ul style="list-style-type: none"> • We will target all current students and new arrivals in third, fourth and fifth who have not achieved level 3 on EOG testing. In addition, we will target students in K-2 who have been identified as struggling based on ongoing formative assessments.
C. Measureable Intended Outcome	<ul style="list-style-type: none"> • The students will have increased scores on North Carolina End of Grade testing and Reading 3D assessments.
D. Description of activities or services to be provided	<ul style="list-style-type: none"> • All certified staff will begin after school enrichment beginning in November. Classroom teachers in grades K-5 and support teachers will provide after school PBL and critical thinking activities in math/reading (depending on the needs of the students) one day per week. • Thirty minutes per day have been scheduled for all support teachers and assistants to work with classroom teachers to provide direct instruction in writing in addition to the 90 min literacy block. • A word study block has been designated in the master schedule to address phonics and vocabulary instruction in K-5. • An RtI committee has been created to research and compile effective instructional interventions for teachers who are working on addressing students' needs through PEPs within their classrooms. This committee includes classroom teachers, IF, reading specialists, EC and ESL personnel.
E. Evaluation of Results	<ul style="list-style-type: none"> • The results will be evaluated based on achievement gains on end of grade testing/assessments



Waiver Request

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



Leadership Team Members

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

Name	Signature	Role
Marilu Arellano		Parent Outreach Specialist
Elisabeth Bernhardt		Instructional Facilitator
Chameika Banks		School Counselor
Wendy Graham		Technology Teacher
Rebekah Hanson		Fifth Grade Teacher
Myra Howell		Third Grade Teacher
Alisha Jones		Kindergarten Teacher
Jusmar Maness		Principal
Melissa Skoglund		EC Teacher
Sarah Tonkin		Fourth Grade Teacher
Holly White		Assistant Principal
Betzie Monroe		Parent



Appendix 1: Current State of the School

1. EOG scores for 13-14 school year indicate the following levels of proficiency: Math= 3rd grade-45.6%, 4th grade-31.3% and 5th Grade 47.5%. Reading= 3rd grade-42.3%, 4th grade- 33.7% and 5th grade-38.4%. Science= 5th grade-53.47%.
2. There was significant growth in Science scores from last year. (around 43% growth)
3. Balfour met expected growth on the 2013-14 EOG Results.
4. We were able to retain 14 out 16 beginning teachers.
5. 81.8% of our staff agrees that overall, Balfour is a good place to work and learn.
6. Achievement gap from LEP students to non LEP students on Reading and Math EOG results have increased.
7. A three year trend in writing indicates a clear need to develop a comprehensive writing program to improve student results.
8. TRC data indicates slow growth on reading proficiency levels, with only 33% of students in K-5 reading proficiently on grade level.
9. Only 59% of second graders, 48.6% of third graders, 53.6% of fourth graders were on grade level in reading on the spring benchmark. This indicates a significant need to focus on getting more students on grade level in reading.



Appendix 2: School Profile

Historical Ethnicity Information (% of population on 20 th day)	2010-11	2011-12	2012-13	2013-14	2014-15
Black	6	5.4	6.4	5	5.5
Asian	1	1.6	1	1.3	1.3
White	27	23	24	23	22.8
Hispanic	62	65	66	68	67.3
American Indian	1	0.7	0.5	0.3	0.4
2+ Races	2	2.7	1.9	2	2.8
Total Population	528	540	566	571	544

Historical Population (% of Population)	2010-11	2011-12	2012-13	2013-14	2014-15
Exceptional Children	12	10	10	11	11
AIG	3.8	3	4	4	2
Limited English Proficient	45	46.3	44	44	43
Total Free/Reduced Lunch	87.29	85.5	89.4	87.9	91.6

Student Attendance Data	2009-10	2010-11	2011-12	2012-13	2013-14
Average Daily Attendance	96.53	96.53	96.56	96.14	95.54
Mobility (starting 2012-13)				24.5	17.7

Staffing Summary	2009-10	2010-11	2011-12	2012-13	2013-2014
Teachers "highly qualified" (classes taught)	100%	100%	100%	100%	
Teachers with advanced degrees	32%	18%	33%	30%	
Teachers with NBPTS Certification	7	6	7	7	
Teachers trained as mentors	17	17	16	13	
Teacher Turnover Rate	12%	15%	20%	15%	



Appendix 3: Student Performance Results

Promotion Rates	2009-10	2010-11	2011-12	2012-13	2013-14
Kindergarten	100	100	100	100	100
Grade 1	100	100	100	100	100
Grade 2	100	99	100	100	100
Grade 3	100	100	100	100	93
Grade 4	100	100	100	100	100
Grade 5	100	100	100	100	100

Grade Level Proficiency in Mathematics	2009-10	2010-11	2011-12	2012-13*	2013-14**
Grade 1 (state assessment)	73	90			
Grade 2 (state assessment)	67	62			
Grade 3 (EOG)	80.5	76.9	76.8	30.3	45.0
Grade 4 (EOG)	74.4	80.0	83.3	30.7	31.3
Grade 5 (EOG)	78.9	81.5	85.1	36.8	47.5

Grade Level Proficiency in Reading	2009-10	2010-11	2011-12	2012-13*	2013-14**
Kindergarten			61	65	76
Grade 1			62	51	48
Grade 2			44	48	47
Grade 3 (EOG)	53.5	48.9	52.6	24.2	41.8
Grade 4 (EOG)	50	58.8	58.9	28.7	33.7
Grade 5 (EOG)	48.9	60.4	64.4	21.9	38.0

Grade Level Proficiency in Science	2009-10	2010-11	2011-12	2012-13*	2013-14**
Grade 5 (EOG)	55.6	50.5	62.1	10.3	54.0

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



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

EOG Math Proficiency by Subgroup	Grade 3			Grade 4			Grade 5		
	2011-12	2012-13*	2013-14**	2011-12	2012-13*	2013-14**	2011-12	2012-13*	2013-14**
All	76.8	23.6	45.6	83.3	30.7	31.3	85.1	36.8	48.0
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black	*	<5	<5	60.0	*	*	50	28.6	*
Hispanic	77.3	21.7	47.2	81.7	33.3	30.5	89.3	38.2	52.9
2+ Races	*	*	*	*	*	20.0	*	*	*
White	66.7	33.3	58.8	95.5	23.1	46.7	80.0	39.1	38.5
Male	79.1	25.6	47.6	86.1	34.7	32.6	81.8	44.4	49.1
Female	75.0	21.7	43.2	81.5	26.9	30.0	90.6	31.4	46.8
AIG	*	*	*	100	>95	100	100	>95	100
EC	62.5	14.3	8.3	85.7	10.0	5	66.7	9.1	15.4
Non-EC	78.2	24.4	52.3	83.1	33.0	35.6	88.0	40.8	52.3
LEP	73.9	14.9	36.1	77.3	6.9	5.9	78.3	24.1	31.6
Non-LEP	79.6	33.3	53.5	89.1	40.3	49.0	87.5	43.1	51.8
F/R Lunch	77.5	21.7	41.7	83.6	28.4	30.4	84.6	35.6	47.2
Non-F/R Lunch	66.7	33.3	85.7	82.4	46.2	50.0	88.9	42.9	54.5

Math Achievement Gaps	Grade 3			Grade 4			Grade 5		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Black (to White)	*	-28.3	-53.8	-35.5	*	*	-30.0	-10.9	*
Hispanic (to White)	+10.6	-11.6	-11.6	-13.8	+10.2	-16.2	+9.3	-5.3	+13.7
EC (to non-EC)	-15.7	-10.1	-44.3	+2.6	-23.0	-30.6	-21.3	-31.7	-36.9
LEP (to non-LEP)	-5.7	-16.4	-17.4	-11.8	-33.4	-43.1	-9.2	-19.0	-20.2
FRL (to non-FRL)	+9.8	-11.6	-44.0	+1.2	-17.8	-19.6	-4.3	-7.3	-7.3

Math Scale Score Means	Grade 3			Grade 4			Grade 5		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
		445.3	446.1		445.8	443.2			446.8



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

EOG Reading Proficiency by Subgroup	Grade 3			Grade 4			Grade 5		
	2011-12	2012-13*	2013-14**	2011-12	2012-13*	2013-14**	2011-12	2012-13*	2013-14**
All	52.6	24.2	43.0	58.9	26.7	33.7	64.4	18.6	38.0
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black	*	16.7	16.7	80	*	*	16.7	<5.0	*
Hispanic	48.5	22.5	43.4	50.0	23.2	28.8	60.7	11.1	32.4
2+ Races	*	25	*	*	*	40.0	*	*	*
White	57.1	27.8	52.9	78.3	30.8	46.7	85.0	39.1	53.8
Male	55.8	24.4	42.9	57.4	26.5	27.9	63.6	17.1	35.8
Female	48.8	23.9	43.2	61.1	26.9	40.0	65.6	19.6	40.4
AIG-R	*	*	*	100	100	100	100	100	100
EC	25.0	7.1	<5.0	42.9	10.0	10.0	58.3	<5.0	23.1
Non-EC	55.2	26.8	49.3	60.2	28.6	38.2	65.3	21.3	40.2
LEP	41.3	14.9	30.6	38.6	<5.0	8.8	34.8	<5.0	<5.0
Non-LEP	63.3	35.7	53.4	78.3	36.1	51.0	75.0	27.6	46.9
F/R Lunch	51.7	24.1	38.9	54.8	22.7	34.2	62.8	15.1	34.8
Non-F/R Lunch	66.7	33.3	85.2	76.5	53.8	25.0	77.8	38.5	63.9

Reading Achievement Gaps	Grade 3			Grade 4			Grade 5		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Black (to White)	*	-11.1	-36.2	+1.7	*	*	-68.3	>-34.1	*
Hispanic (to White)	-8.6	-5.3	-9.5	-28.3	-7.6	-17.9	-24.3	-28.0	-21.4
EC (to non-EC)	-30.2	-19.7	-44.3	-27.3	-18.6	-28.2	-7.0	>-16.3	-17.1
LEP (to non-LEP)	-22.0	-20.8	-22.8	-39.7	>-31.1	-42.2	-40.2	>-22.6	-41.9
FRL (to non-FRL)	-15.0	-9.2	-47.3	-21.7	-31.1	+9.2	-15.0	-23.4	-29.1

Reading Scale Score Means	Grade 3			Grade 4			Grade 5		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
		434.1	435.6		442.5	439.8			446.0



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

EOG Science Proficiency by Subgroup	Grade 5		
	2011-12	2012-13*	2013-14**
All	62.1	10.3	54.0
American Indian	*	*	*
Asian	*	*	*
Black	50.0	<5.0	*
Hispanic	51.8	10.9	55.9
2+ Races	*	*	*
White	85.0	13.0	50.0
Male	63.6	8.3	58.5
Female	59.4	11.8	48.9
AIG	100.0	55.6	100.0
EC	58.3	9.1	30.8
Non-EC	62.7	10.5	56.8
LEP	21.7	<5.0	26.3
Non-LEP	76.6	15.5	60.5
F/R Lunch	60.3	9.6	52.8
Non-F/R Lunch	77.8	14.3	63.7

Science Achievement Gaps	Grade 5		
	2011-12	2012-13	2013-14
Black (to White)	-35.0	-8.0	*
Hispanic (to White)	-33.2	-2.1	+5.1
EC (to non-EC)	-4.4	-1.4	-26.0
LEP (to non-LEP)	-54.9	-10.5	-33.8
FRL (to non-FRL)	-17.5	-4.7	-10.9

Science Scale Score Means	Grade 5		
	2011-12	2012-13	2013-14
			247.7



AYP Targets/*AMOs Met	Met	Total	Percent Met	Targets Missed
2009-10	21	21	100%	
2010-11	20	21	95.2%	Reading - Hispanic
2011-12*	16	21	76.2%	Reading – All, Hispanic, White, ED Math - White
2012-13*	15	21	71.4%	Reading—All, Hispanic, White, ED Math—All, White
2013-14*	21	31	67.7%	Reading – all, Hispanic, White, EDS & SWD Math – All, Hispanic, White & EDS Science - All



Appendix 4: Other Data Sources

Teacher Working Conditions Survey

Three or more areas of strength	<ol style="list-style-type: none"> 1. Teachers are protected from duties. (Increase 24%) 2. Environment: The school is clean and well maintained (100%) and the physical environment promotes learning (98%). 3. Teachers are encouraged to participate in leadership roles (98%)
Three or more areas of possible improvement	<ol style="list-style-type: none"> 1. The school leadership makes a sustained effort to manage student conduct. (Decrease 30%) 2. As a school we take steps to solve problems. (Decrease 23%) 3. School Administrators consistently enforce rules for student conduct. (Decrease 22%)
Two significant findings	<ol style="list-style-type: none"> 1. There needs to be more consistency in behavior expectations for students among teachers and administration. 2. There is a perception of lack of teamwork and effort to solve problems together.

Student Survey

Three or more areas of strength	<ol style="list-style-type: none"> 1. I know that learning is important for my future (95%) 2. Graduation from High School is one of my goals (97%) 3. I know the rules at my school (93%) 4. Safety is important at my school (93%)
Three or more areas of possible improvement	<ol style="list-style-type: none"> 1. Students at my school respect each other (52%) 2. I am afraid to make a mistake (53%) 3. Students at my school respect teachers (61%)
Two significant findings	<ol style="list-style-type: none"> 1. There is a perception among students of low respect towards teachers and other students. 2. Even though students acknowledge knowing the school rules, there is disconnect on showing “Be respectful” as one of the rules.



Parent Survey	
Three or more areas of strength	<ol style="list-style-type: none"> 1. My child knows the rules at school (97%) 2. Graduation from high school is one of my child's goals (97%) 3. My child's school is a welcoming and friendly place (95%)
Three or more areas of possible improvement	<ol style="list-style-type: none"> 1. My child is afraid to make a mistake (52%) 2. Students at my child's school provide leadership to help their school be successful. (68%) 3. Students at my child's school respect each other (71%)
Two significant findings	<ol style="list-style-type: none"> 1. Parents feel welcomed when they come to Balfour 2. There is a connection between students' and parents' perception that students at Balfour don't respect each other.

Literacy Committee	
Members	<p style="text-align: right;">Literacy – 9</p> <p><i>Chair:</i> Sara Ralph 5 Michelle Race 3 Rebekah Hanson 5 Jennifer Williamson ESL Kristen Smith 3 Alisha Jones K Elisabeth Bernhardt Margaret Elliot ESL Natalia Johns R</p>
Math Committee	
Members	<p><i>Chairs:</i> Sarah Tonkin 4 & Jennifer Smith 2 Stacie Leshner K Jessica Grantham 4 Reagina Roberson 1 Myra Howell 3 Brooke Forrest 4 Amanda Lilly EC</p>



RtI Committee

Members

Chair: Melissa Skoglund EC
Amanda Lilly EC
Laura Haney EC
Andrea Yates Speech
Brittany Cox 1
Izamar Delgado 5
Millie Freemyer K
Amanda Hinshaw 3
Rosemary Dietrick ESL
Karen Jackson Reading

PBIS Committee

Members

Chairs: Stacy Dillion 2 & Mary Jo Przybylowski 2
Ilena Beck K
Maxine Goldston 1
Cynthia Price IA
Marlenea Walker 1
Brenda Clawson IA
Allison Wise S
Corey Saunders S



Charles W. McCrary Elementary School

2014-2015 Continuous Improvement and Title I Implementation Plan

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Staff Approval	Date of Secret Ballot	Results For	Results Against

 Principal's Signature

 Date

Approved by Superintendent of Schools:

 Signature

 Date

Approved by Board of Education:

 Signature

 Date



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



Strategic Objectives:

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

Strategic Focus/Foci:

- ★ 21st Century Skills
- ★ Academic proficiency in core curriculum
- ★ Consistent use of performance rubrics
- ★ Consistent plan for literacy instruction and assessment

Current Level of Performance:

TRC EOY Proficiency: K-64% 1st-56% 2nd-56% 3rd-68% 4th-51% 5th-51%

EOG Proficiency: 3rd-30.64% 4th- 46.93% 5th-34.98%

EOG College & Career Ready: 3rd-21.31% 4th-36.54% 5th-22.37%

% of students making growth on TRC (using CWM tracking document) K-64% 1st-59% 2nd-58% 3rd-84% 4th-73% 5th-61%

Annual Goal 1:
 Student proficiency in reading will increase for grade-level cohorts by 15 percentage points as measured by the end of year TRC for kindergarten, first and second grade students and the NC End of Grade Test for third, fourth and fifth grade students.

Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
Create and adhere to a master schedule that incorporates inclusion and large blocks of sacred instructional time so that students receive support services in their regular education classrooms.	Instructional Staff	<ul style="list-style-type: none"> • Master schedule 	Brady, McHenry	<ul style="list-style-type: none"> • Walk-through data • Schedule compliance and transition efficiency 	Monthly		June 10, 2015



Use reading growth and proficiency tracking document for each classroom so that each teacher and student can track current levels of performance and progress toward annual growth and proficiency targets.	Classroom teachers	<ul style="list-style-type: none"> • Tracking charts • Parent nights 	Brady, McHenry	<ul style="list-style-type: none"> • Reading charts 	Every 6 weeks		June 10, 2015
Use informational texts aligned to ELA, social studies and science standards for each grade level so that learning is aligned to the NC Standard Course of Study.	Curriculum Committee	<ul style="list-style-type: none"> • Grade Level book lists from Destiny 	Dawalt, Gardner	<ul style="list-style-type: none"> • Lesson Plans • Student Work • PLC Minutes 	Dec. Feb. April		
Students will respond to written comprehension questions in science, social studies and literacy after reading a text and evaluate the accuracy of their response with a peer and/or teacher so that written comprehension increases.	Instructional Staff	<ul style="list-style-type: none"> • RACE rubric as assessment tool • mCLASS stems • PLC planning and discussions 	Kidd, Gardner, Trogdon, Eidy, Richardson, King	<ul style="list-style-type: none"> • Student Work • Lesson Plans • Guided Reading 	Nov. Jan. March		
Classroom, ESL, EC and Reading teachers will attend Reading Foundations training to increase their knowledge of reading instruction so that student deficits are accurately identified and overcome.	Attending staff	<ul style="list-style-type: none"> • Professional Development with Reading Foundations trainers 	Wiles	<ul style="list-style-type: none"> • PEP goals and strategies • Intervention group planning 	Oct. 6 Jan. 20 March 6 June 11		
Implement reading logs and ensure students have a book when they leave school so that students extend their daily reading time.	Classroom teachers	<ul style="list-style-type: none"> • Reading logs • Classroom libraries • CWM library • Asheboro Public Library 	Kidd, Gardner, Trogdon, Eidy, Richardson, Dawalt	<ul style="list-style-type: none"> • Signed reading logs 	Oct. April		June 10, 2015



Strategic Objectives:

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

Strategic Focus/Foci:

- ★ 21st Century Skills
- ★ Academic proficiency in core curriculum

Current Level of Performance:

EOG Proficiency: 3rd-39.34% 4th-36% 5th-39.74%
 Composite:
 EOG College and Career Ready: 3rd-24.59% 4th-32.69% 5th-28.95% Composite:

Annual Goal 2:
 Student proficiency in math will increase to a composite score of 60% as measured by the NC End of Grade Test for third, fourth and fifth grade students.

Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date



<p>Implement Student Centered Instruction (Stine, Smith) in all classrooms so that students will think critically and discuss multiple solutions to problems.</p>	<p>Kidd, Bidwell, Eidy, Seymour, Belote & Wiles</p>	<ul style="list-style-type: none"> • Planning tasks • Student discourse • Math Question Stems • Alignment to Standards • Collection of Sample Tasks • September, November, January, March, Staff meetings 	<p>Deanna Wiles, Wendy Rich</p>	<ul style="list-style-type: none"> • Walk-through feedback • Student work • Videotaped lessons • Student Daybooks 	<p>Oct. Dec. Feb. April</p>		<p>June 10, 2015</p>
<p>Use ACS Number Talks and Mastery Lessons so that number sense strategies and mathematics understanding increases.</p>	<p>Classroom teachers</p>	<ul style="list-style-type: none"> • ACS Mastery Lessons • PLC Planning discussions • Coaching feedback 	<p>Deanna Wiles, Wendy Rich</p>	<ul style="list-style-type: none"> • Walkthroughs • Lesson plans • Increased assessment scores 	<p>Dec. April</p>		
<p>Classroom teachers will attend 1/2 day planning sessions to create lessons and plan for differentiation so that there is alignment between standards, instruction and assessment.</p>	<p>Brady, McHenry, Wiles</p>	<ul style="list-style-type: none"> • CWM Math Pacing Guide 	<p>Kidd, Gardner, Trogdon, Eidy, Richardson & Dawalt</p>	<ul style="list-style-type: none"> • Math lesson plans • Benchmark scores 	<p>One time per semester</p>		<p>May 2015</p>
<p>Create and adhere to a master schedule that incorporates inclusion and large blocks of sacred instructional time so that students receive support services in their regular education classrooms.</p>	<p>Instructional Staff</p>	<ul style="list-style-type: none"> • Master schedule 	<p>Brady, McHenry</p>	<ul style="list-style-type: none"> • Walk-through data • Schedule compliance and transition efficiency 	<p>Monthly</p>		<p>June 10, 2015</p>



Provide enrichment and intervention instruction using 6 week benchmarks and common assessments for 3 rd - 5 th grades and common assessments for K-2 so that mastery of math standards can be attained.	Brady, McHenry, Wiles	<ul style="list-style-type: none">• Mustang Mastery• Data Analysis• PLC Planning	Deanna Wiles	<ul style="list-style-type: none">• Mustang Mastery groups and content focus areas• Increased scores on Benchmark and CFA	Ever 6 weeks		
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Strategic Objectives:

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

Strategic Focus/Foci:

- ★ 21st Century Skills
- ★ Academic proficiency in core curriculum
- ★ Consistent use of performance rubrics
- ★ Consistent plan for literacy instruction and assessment

Current Level of Performance:

Narrative Writing: K-2, 4 out of 6—K-88% 1-95% 2-72%
 Opinion Writing: K-2, 4 out of 6—K-88% 1-87% 2-84%
 Informational Writing: K-2, 4 out of 6—K-88% 1-93% 2-84%

Narrative Writing: 3-5, 6 out of 8—3-23% 4-41% 5-56%
 Opinion Writing: 3-5, 6 out of 8—3-17% 4-39% 5-63%
 Informational Writing: 3-5, 6 out of 8—3-20% 4-51% 5-66%

Annual Goal 3:
 95% of K-2 students will score a minimum of 4 out of 6 and 60% of 3-5 students will score a minimum of 6 out of 8 on informational writing using the ACS writing rubric to score.

Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
Provide professional development in the area of writing so that teachers utilize a consistent writing process.	Instructional Staff	<ul style="list-style-type: none"> • UNCG Writing Professional Development resources • To be determined resources based on needs of teachers 	Wiles, Buck, Brady	<ul style="list-style-type: none"> • PD agendas • Lesson plans • Student work 	Oct. Dec. Feb. April Staff meetings		April 30, 2015



Teachers will collaboratively score student writing using the ACS writing rubrics so that there is consistent scoring and expectations.	Instructional Staff	<ul style="list-style-type: none"> • ACS rubrics • Student work samples • NC Standard Course of Study 	Wiles Kidd Gardner Trogon Eidy Richardson King	<ul style="list-style-type: none"> • Scored writing from teachers 	Jan. April		
Students will self-assess their writing using the ACS rubrics and CWM exemplars as guides so that student writing improves.	Instructional Staff	<ul style="list-style-type: none"> • ACS rubrics • Student work samples • NC Standard Course of Study 	Wiles Kidd Gardner Trogon Eidy Richardson King	<ul style="list-style-type: none"> • Scored writing from students 	Jan. April		
Analyze student writing, with colleagues, so that instruction is differentiated to meet student needs.	Instructional Staff	<ul style="list-style-type: none"> • Student work samples • ACS rubrics 	Wiles Kidd Gardner Trogon Eidy Richardson King	<ul style="list-style-type: none"> • Lesson plans • Student writing 	Nov. March		June 10, 2015
Utilize common writing assessments each six weeks so that exemplars are used to guide instruction.	Classroom teachers	<ul style="list-style-type: none"> • Common writing assessments • ACS rubric 	Brady, McHenry	<ul style="list-style-type: none"> • Writing scores based on rubric • Lesson plans 	Jan. April		June 10, 2015



Title I Compliance

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

<p>1. A Comprehensive Needs Assessment of the entire school</p>	<ul style="list-style-type: none"> • Use of surveys that seek opinions of students, staff and parents. • CIP that is revised throughout the year to meet student needs • Leadership Team meets monthly or more often as needed to have input into guidance of school • Monitoring attendance reports • Monitoring disciplinary reports • class/Reading 3D data • EVAAS • EOG results • PLC meeting agendas/minutes • SST Referrals • EC student referrals • Percentage of students living in poverty • Scholastic Reading Inventory Data • Student Mobility Rate • North Carolina Teacher Working Conditions Survey • Master schedule, reflecting implementation of school-wide Mustang Mastery time • Master schedule, reflecting inclusion (EC and ESL)
<p>2. School-Wide Reform Strategies</p>	<ul style="list-style-type: none"> • Student Centered Math professional development for all instructional staff • Writing professional development for all instructional staff • Effective collaborative planning for instruction and intervention • Common assessments developed at each grade level and analyzed for student needs • Response To Instruction; Student Support Team • Utilize NCDPI Instructional Coach and School Transformation Coach for instructional planning and feedback • Partner with NCDPI New Teacher Coach for BT1, BT2 and BT3 support • School wide PBIS • LLI Reading program implemented, targeting Tier 2 first grade students reading below grade level • Benchmark Assessments for Literacy, Math and Science in grades 3-5 • Lesson plan review and feedback provided by administration and instructional facilitator • 21st Century Grant Extended Learning time(focus on STEM and increased learning time) • Increased learning time of 20 minutes per day.



<p>3. Instruction by a Highly Qualified Professional Staff</p>	<ul style="list-style-type: none"> • Current staff 100% highly qualified (No Child Left Behind Definition) • 44% (19) of our staff have a master's degree • 4% (1) of our staff have an advanced degree • 17% of our staff are National Board Certified
<p>4. High Quality and Ongoing Professional Development</p>	<ul style="list-style-type: none"> • Professional Development including coaching and feedback will be provided by Central Office personnel • Professional Development will be provided during PLCs and CWM Staff Meetings (Topics Include: Student Centered Math instruction, Writing, Analyzing Data, Using technology) • Professional Development including coaching and feedback will be provided by NCDPI Instructional Coach, School Transformation Coach and Beginning Teacher Coach
<p>5. Strategies to Attract Highly Qualifies Teachers to High Need Schools</p>	<ul style="list-style-type: none"> • District recruitment plan • Provide a mentor for new certified staff • Provide all teachers with materials for their classroom. • Provide additional orientations for first year teachers beyond that which is required by the district • Provide professional development to BT 1s, 2s and 3s. • Assessment data is used to place highly qualified teachers in areas of need, allowing for reduced class sizes to meet the developmentally appropriate needs of students.
<p>6. Including Teachers in Decisions Regarding the Use of Assessment</p>	<ul style="list-style-type: none"> • Decision making with goals for Continuous Improvement Plan • Teachers collaborate in weekly PLCs, PLC Data Meetings, SST meetings • Teacher involvement through RtI process, SST meetings, PEP development and implementation • Teacher involvement in the development, implementation and analysis of common, formative assessments
<p>7. Strategies to Increase Parent Involvement</p>	<ul style="list-style-type: none"> • PTO meetings and Grade Level Information Nights • Parent volunteers: field trips, media center, classrooms • Book Fair (Biscuits and Books, Late Night sale and Buy One Get One sale) • School/Parent Compacts • Calendar of Events • School Website • Progress Reports in addition to 6 weeks report cards • Information sent home in English and Spanish • Spanish Interpreter is available • ESL and GED Classes for all parents (as part of 21st Century Grant) • Weekly phone messages about upcoming events



8. Preschool Transition Strategies	<ul style="list-style-type: none">• DIAL 4 screening, spring for entering Kindergartners• Transition forms reviewed of pre-school children coming to kindergarten from ECDC• IEP meetings between pre-school teachers and kindergarten teachers at CWM• McCrary kindergarten teachers visit ECDC to observe incoming class• Special needs of ECDC students are shared with kindergarten teachers• Materials given at kindergarten screening to students needing additional support• DIAL4 data is used to create balanced kindergarten classrooms
9. Activities for Children Experiencing Difficulty	<ul style="list-style-type: none">• Daily Intervention Block utilizing all instructional staff (Mustang Mastery)• District use of Personal Education Plans (PEPs)• Implementation of strategies developed at Student Support Team• Targeting specific needs through small group instruction in the classroom• EC program (exceptional children)• Title I/Reading Teachers/LLI targeting students not proficient in reading• ESL program (English as Second Language)• Speech services• Collaboration with Community Mental Health Providers• Resources are sought for children needing shoes, food and glasses• Backpack Pals program (Communities in Schools)• Mustang Buddies (community volunteers, high school students for lunch/breakfast interaction)• 21st Century grant focus on under-resourced students• Check-in/Check-out for students experiencing difficulties• Community volunteers utilized in classrooms (Parents, Community Members and First United Methodist volunteers)
10. Coordination and integration of Federal, State, and Local Services	<ul style="list-style-type: none">• Federal programs implemented in this school include: Title I, Title II-A, Title II-D, Title III• State programs implemented in this school include: School Improvement funds (PRC 072), English as a Second Language (PRC 054)• Coordination and integration of these programs are outlined in the School's intervention plan and individual federal grant applications



PBIS School Action Plan

Task	Who	When	Completion Date
School PBIS team schedules monthly meetings, maintains a PBIS notebook or electronic folder with meeting agendas, minutes, and documentation of team activities.	PBIS team leader, assistant principal	Monthly through the 2014-2015 school year	
School team representative will attend District level bi-annual PBIS meetings.	PBIS team leader, 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.	PBIS team leader, assistant principal	By October 1, 2014	



Compliance Statements

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.	1. Students are not denied recess. Physical activity is promoted for healthy living.
	2. Each student in this school participates in an average of 150 minutes per week of physical activity and/or physical education.	2. Each student receives a minimum of 165 minutes of physical activity and/or physical education per week. The fitness club meets every Friday afternoon for one hour with targeted students.
Pledge of Allegiance	3. Time is scheduled for school-wide recitation of the Pledge of Allegiance.	3. Students recite the Pledge of Allegiance each day during morning announcements.
	4. Flags of the United States and North Carolina are displayed in this school.	4. The US and NC flags are flown daily outside our school. US flags are on display in every classroom.
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.	5. Teachers eat lunch in the cafeteria but work with one another when a duty-free lunch is needed.
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.	6. A minimum of 225 minutes of duty free planning time is provided to every classroom teacher each week.



Redundant Reporting Requirements	7. If the continuous improvement team identifies a more expeditious manner of providing information to the board that will eliminate a redundant or unnecessary reporting requirement for teachers at its school, the team may make a written request to the superintendent to eliminate the redundant or unnecessary report.	7. A written request will be made if a method is determined.
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Parent Involvement

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

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

ESEA Provision (Sec. 9191(23))

6 Types of Parent Involvement

<p>1. Parenting: Assist families in understanding child and adolescent development, and in setting home conditions that support children as student at each age and grade level. Assist schools in understanding families.</p>	<ul style="list-style-type: none"> • Home visits by classroom teachers, administration, social worker and counselor • Parent conferences with teachers, administration, counselor, interpreter • Engage parents in PEP process • Parent classes (Parenting(UNCG), English (RCC)) through Globe-Trotters—21st Century Grant for any parent
<p>2. Communicating: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.</p>	<ul style="list-style-type: none"> • Blackboard Connect phone messages in Spanish and English • Written letters sent home in two languages • School and district website • Open house • Curriculum Nights • Parent Literacy Academy (Spring semester) • Class Dojo parent links provided to every parent for individual access (behavior incentive system and messaging tool) • Weekly folders sent home on Tuesdays
<p>3. Volunteering: Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.</p>	<ul style="list-style-type: none"> • PTO works as a liaison between home and our school • Volunteers recruited at events for future events • Plan parent meetings at more than one time (day/evening)



<p>4. Learning at Home: Involve families with their children in learning activities at home, including homework, other curriculum-related activities, and individual course and program decisions.</p>	<ul style="list-style-type: none">• Curriculum nights• Parent Literacy Academy (spring semester)• RAZ-Kids reading program• Reading Logs/Bags for every student
<p>5. Decision-Making: Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.</p>	<ul style="list-style-type: none">• PTO Council meets with administration and staff members• Parent representative on School Improvement Team• Parent survey
<p>6. Collaborating with Community: Coordinate resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.</p>	<ul style="list-style-type: none">• Partnership with First United Methodist Church (tutoring, mentoring, teachers support)• Partnership with various community agencies (public library, Randolph County Cooperative Extension, Randolph Arts Guild, UNCG)• Yearly health fair during spring semester

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



Intervention Plan	
A. Overview	Intervention at CWM will be data driven. Teachers will participate in PLCs at which time individual student needs will be discussed. Intervention strategies will be determined using Reading 3D data, SRI and formative assessments. All certified staff members will assist with planning and all instructional staff will assist in facilitating intervention instruction.
B. Target Population	<ul style="list-style-type: none"> • Reading—All students below grade level and deficit areas • Math—All students with deficits • Intense intervention, using LLI, with first grade to decrease and eliminate gaps as students move forward.
C. Measureable Intended Outcome	<ul style="list-style-type: none"> • 80% of our students will achieve growth (1 year for on and above grade level students and 1 year and 5 months for below grade level students) in reading.
D. Description of activities or services to be provided	<ul style="list-style-type: none"> • Mustang Mastery—Students receive daily enrichment and intervention based on the Reading 3D assessments (benchmark and progress monitoring). Student data is analyzed at least every 4 weeks to determine if strategies are working. • LLI—Small groups of 2-3 students meet daily with a reading teacher for instruction using the Leveled Literacy Intervention program. Student data is examined every 4 weeks to determine students to add or delete to the groups. • Globe-Trotters—75 2nd, 3rd 4th and 5th grade students are targeted to receive focused learning opportunities from 2:35-5:30. • PEPs—PEPs are created using student data. Data meetings are held every 4 weeks during PLCs to check the progress or lack of progress for students.
E. Evaluation of Results	<ul style="list-style-type: none"> • Reading 3D data (Benchmark and Progress Monitoring) • SRI data • Common Assessment Data • Benchmark data • EOG data • PEP data



Waiver Request

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



Leadership Team Members

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

Name	Signature	Role
Julie Brady		Principal
Rhonda McHenry		Assistant Principal
Deanna Wiles		Instructional Facilitator
Brianne Crotts		Guidance Counselor
Rebecca Kidd		Kindergarten Teacher
Kelly Gardner		1 st Grade Teacher
Denise Trogdon		2 nd Grade Teacher
Keisha Dawalt		3 rd Grade Teacher
Kristen Richardson		4 th Grade Teacher
Laura King		5 th Grade Teacher
Steve Watson		Physical Education Teacher
Emmy Biaggi		ESL Teacher
		Parent



Appendix 1: Current State of the School

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

1. More than 88% of our student population is economically disadvantaged. We know improving our student data in this area will improve our overall student data.
2. Hispanic data—Historically, our Hispanic students have performed below our white students. We have seen improvements in areas regarding our gap but not widespread improvement.
3. Black data—Historically, our Black students have performed below our white and Hispanic students.
4. Increased Learning Time—The staff continues its commitment to the increase of our school day by 20 minutes. This allows our school to have separate intervention/enrichment time (Mustang Mastery) for K-2 and 3-5. This year we will provide both reading and math support during Mustang Mastery.
5. Many of our students met their reading growth goal. The use of the data tracking charts increased student awareness of personal reading growth. This year, we will add a proficiency component to data tracking.
6. EC Student Data—Our EC students are not proficient as measured by the NC EOG assessments. Our school is committed to a change in the instruction of these students. We will implement a schedule with a focus on EC inclusion services.
7. 21st Century Learning Community Grant—The school was awarded a 21st Learning Community Grant (Globe-Trotters) in the summer of 2013. This grant allows targeted students extended learning opportunities throughout the school and the summer. This year, Globe-Trotters will continue with a focus on meeting specific academic goals (math fact fluency and increased reading level).



Appendix 2: School Profile

Historical Ethnicity Information (% of population on 20 th day)	2010-11	2011-12	2012-13	2013-14	2014-15
Black	17.0	20.0	22	17.1	15.6
Asian	0.8	1.0	0	0.7	1.5
White	31.7	30.8	27	28.6	22.9
Hispanic	42.5	44.0	46	49.4	54.8
American Indian	0.5	0.0	0	0.2	0.3
2+ Races	7.6	4.2	5	4.0	5.0
Total Population	395	386	429	409	398

Historical Population (% of Population)	2010-11	2011-12	2012-13	2013-14	2014-15
Exceptional Children	9	10	10	11	13.2
AIG	1	2	2	3	3.2
Limited English Proficient	31	34	35	31	31.6
Total Free/Reduced Lunch	77.0	82.3	87.1	88.6	

Student Attendance Data	2009-10	2010-11	2011-12	2012-13	2013-14
Average Daily Attendance	95.66	95.87	96.38	95.81	95.92
Mobility (starting 2012-13)				31.2	24.5

Staffing Summary	2009-10	2010-11	2011-12	2012-13	2013-14
Teachers "highly qualified" (classes taught)	100%	100%	100%	100%	100%
Teachers with advanced degrees	38%	38%	32%	39%	48%
Teachers with NBPTS Certification	4	4	4	5	7
Teachers trained as mentors	32	32	32	32	
Teacher Turnover Rate	6%	10%	10%	15%	7.79%



Appendix 3: Student Performance Results

Promotion Rates	2009-10	2010-11	2011-12	2012-13	2013-14
Kindergarten	100	100	100	100	100
Grade 1	100	100	100	100	97
Grade 2	100	100	100	100	100
Grade 3	100	100	100	100	87
Grade 4	100	100	100	100	100
Grade 5	100	100	100	100	100

Grade Level Proficiency in Mathematics	2009-10	2010-11	2011-12	2012-13*	2013-14**
Grade 1 (state assessment)	77	74			
Grade 2 (state assessment)	34	52			
Grade 3 (EOG)	54.2	66.1	57.3	36.7	40.3
Grade 4 (EOG)	60.6	72.2	76.2	29.4	36.5
Grade 5 (EOG)	68.8	61.4	64.1	23.9	39.7

Grade Level Proficiency in Reading	2009-10	2010-11	2011-12	2012-13*	2013-14**
Kindergarten				71	83
Grade 1				34	70
Grade 2				60	64
Grade 3 (EOG)	28.4	42.5	36.6	40.0	32.3
Grade 4 (EOG)	39.4	48.1	54	28.2	44.2
Grade 5 (EOG)	39.1	44.3	37.5	21.4	34.6

Grade Level Proficiency in Science	2009-10	2010-11	2011-12	2012-13*	2013-14**
Grade 5 (EOG)	46.9	41.4	39.1	20.9	46.2

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



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

EOG Math Proficiency by Subgroup	Grade 3			Grade 4			Grade 5		
	2011-12	2012-13*	2013-14**	2011-12	2012-13*	2013-14**	2011-12	2012-13*	2013-14**
All	57.3	36.7	40.3	77.8	29.4	36.5	64.1	23.9	39.7
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black	33.3	50.0	20.0	69.2	21.1	42.9	36.4	7.7	35.7
Hispanic	55.8	38.2	34.6	75.0	20.5	40.0	59.3	21.4	31.6
2+ Races		<5.0	*	*	*	*	*	28.6	*
White	81.0	38.5	56.5	83.3	56.5	25.0	77.3	36.8	52.2
Male	61.5	42.4	32.3	76.7	32.6	37.5	59.5	9.7	45.7
Female	53.5	29.6	48.4	78.8	26.2	35.0	70.4	36.1	34.9
AIG	*	*	*	*	*	100.0	*	*	100.0
EC	<5.0	<5.0	<5.0	75.0	<5.0	10.0	40.0	10.0	<5.0
Non-EC	61.8	41.5	48.0	78.2	32.9	42.8	68.5	26.3	42.5
LEP	50.0	29.2	36.4	81.0	<5.0	8.3	52.9	12.5	11.1
Non-LEP	61.5	41.7	42.4	76.2	40.0	45.0	68.1	27.5	48.3
F/R Lunch	52.2	32.7	34.5	78.4	25.0	36.4	61.5	16.1	34.8
Non-F/R Lunch	84.6	62.5	85.9	75.0	53.8	42.3	75.0	63.6	77.3

Math Achievement Gaps	Grade 3			Grade 4			Grade 5		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Black (to White)	-47.7	+11.5	-36.5	-14.1	-35.4	+17.9	-40.9	-29.1	-16.5
Hispanic (to White)	-25.2	-0.3	-21.9	-8.3	-36.0	+15.0	-18.0	-15.4	-20.6
EC (to non-EC)	-56.8	-36.5	-43.0	-3.2	-27.9	-32.8	-28.5	-16.3	-37.5
LEP (to non-LEP)	+11.8	-12.5	-6.0	+4.8	-35.0	-36.7	-15.2	-15.0	-37.2
FRL (to non-FRL)	-32.4	-29.8	-51.4	+3.4	-28.8	-5.9	-13.5	-47.5	-42.5

Math Scale Score Means	Grade 3			Grade 4			Grade 5		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
		447.5	443.6		444.8	445.5			445.9



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

EOG Reading Proficiency by Subgroup	Grade 3			Grade 4			Grade 5		
	2011-12	2012-13*	2013-14**	2011-12	2012-13*	2013-14**	2011-12	2012-13*	2013-14**
All	36.6	43.3	32.3	55.6	27.1	44.2	37.5	19.4	34.6
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black	20.0	33.3	10.0	61.5	10.5	14.3	9.1	15.4	28.6
Hispanic	30.2	41.2	30.8	42.9	15.4	43.3	22.2	14.3	28.9
2+ Races	*	16.7	*	*	*	*	*	14.3	*
White	66.7	61.5	43.5	66.7	60.9	58.3	68.2	31.6	47.8
Male	46.2	42.4	22.6	56.7	37.2	37.5	32.4	12.9	45.7
Female	27.9	25.0	41.9	54.5	16.7	55.0	44.4	25.0	25.6
AIG	*	*	*	*	*	100.0	*	*	100.0
EC	16.7	14.3	<5.0	62.5	<5.0	10.0	20.0	<5.0	5
Non-EC	38.2	47.2	37.3	54.5	30.3	52.3	40.7	22.8	38.0
LEP	23.3	29.2	22.7	33.3	8.0	8.3	5.9	<5.0	5
Non-LEP	44.2	52.8	35.0	66.7	35.0	55.0	48.9	25.5	43.6
F/R Lunch	26.1	36.5	29.1	49.0	18.1	40.9	30.8	12.5	30.4
Non-F/R Lunch	92.3	87.5	57.4	83.3	76.9	62.4	66.7	54.5	75.0

Reading Achievement Gaps	Grade 3			Grade 4			Grade 5		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Black (to White)	-46.7	-28.2	-33.5	-5.2	-50.4	-44.0	-59.1	-16.2	-19.2
Hispanic (to White)	-36.5	-20.3	-13.3	-23.8	-45.5	-15.0	-46.0	-17.3	-18.9
EC (to non-EC)	-21.5	-32.9	-32.3	+8.0	-25.3	-42.3	-20.7	-17.8	-33.0
LEP (to non-LEP)	-20.9	-23.6	-12.3	-33.4	-27.0	-46.7	-43.0	-20.5	-38.6
FRL (to non-FRL)	-66.2	-51.0	-28.3	-34.3	-56.8	-21.5	-35.9	-42.0	-44.6

Reading Scale Score Means	Grade 3			Grade 4			Grade 5		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
		438.7	432.9		440.8	443.7			444.7



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

EOG Science Proficiency by Subgroup	Grade 5		
	2011-12	2012-13*	2013-14**
All	39.1	20.9	46.2
American Indian	*	*	*
Asian	*	*	*
Black	18.2	15.4	28.6
Hispanic	22.2	14.3	44.7
2+ Races	*	14.3	*
White	72.7	36.8	60.9
Male	37.8	16.1	60.0
Female	40.7	25.0	34.9
AIG	*	66.7	100.0
EC	30.0	10.0	5
Non-EC	40.7	22.8	49.3
LEP	5.9	<5.0	16.7
Non-LEP	51.1	27.5	55.1
F/R Lunch	30.8	14.3	40.6
Non-F/R Lunch	75.0	54.5	89.1

Science Achievement Gaps	Grade 5		
	2011-12	2012-13	2013-14
Black (to White)	-54.2	-21.4	-32.3
Hispanic (to White)	-50.5	-22.5	-16.2
EC (to non-EC)	-10.7	-12.8	-45.3
LEP (to non-LEP)	-45.2	-22.5	-38.4
FRL (to non-FRL)	-44.2	-40.2	-48.5

Science Scale Score Means	Grade 5		
	2011-12	2012-13	2013-14
			247.2



AYP Targets/*AMOs Met	Met	Total	Percent Met	Targets Missed
2009-10	17	21	81.0%	Reading – Hispanic, ED, LEP Math - All
2010-11	21	21	100%	
2011-12*	11	21	52.4%	Reading – All, Hispanic, White, ED, LEP Math – All, Hispanic, White, ED, LEP
2012-13*	22	25	88.0%	Reading – All, ED Math - All
2013-14*	18	29	62.1%	Reading – All, Hispanic, White & EDS Math – All, Hispanic, White & EDS Science – All, Hispanic & EDS



Appendix 4: Other Data Sources

Teacher Working Conditions Survey

Three or more areas of strength	<ol style="list-style-type: none"> 1. 86% agree there is sufficient access to instructional materials. 2. 98% agree there is sufficient access to instructional technology 3. 92% believe there is a broad range of professional support personnel.
Three or more areas of possible improvement	<ol style="list-style-type: none"> 1. 56% agree that professional development is differentiated. 2. 71% agree that professional development deepens teachers' content knowledge. 3. 71% agree that follow-up to professional development is provided.
Two significant findings	<ol style="list-style-type: none"> 1. Teachers believe they have the "stuff" they need to teach. 2. Teachers believe that professional development could be more meaningful.

Student Survey

Three or more areas of strength	<ol style="list-style-type: none"> 1. 64% of students report that students respect teachers. (This is a 32 point increase from the 2012-2013 survey and highest in the district.) 2. 83% of students report that students respect each other. (This is a 38 point increase from the 2012-2013 survey and the highest in the district.) 3. 88% of students report that their teachers enjoy working with students. (This is 10 point increase from the 2012-2013 survey and the highest in the district.) 4. 92% of students report that students provide leadership to help our school be more successful. (This is 21% increase from the 2012-2013 survey and the highest in the district.)
Three or more areas of possible improvement	<ol style="list-style-type: none"> 1. 37% of students report having been bullied. (This continues to be the lowest in the district among elementary schools; however, this is still a concern.) 2. 81% of students report feeling accepted for who they are at school. (This is an increase from the 2012-2013 school year and equal to or greater than other schools in the district.) 3. 76% of students report that there is a staff member in my school who I would talk to if I had a problem. (This is comparable to other schools in our district.)
Two significant findings	<ol style="list-style-type: none"> 1. Students believe there is an increased level of respect among students and teachers. 2. Even though there is a feeling of increased respect, there are still students who report being bullied and 21 students who don't feel accepted for who they are.



Parent Survey	
Three or more areas of strength	<ol style="list-style-type: none">1. 74% of parents report that students at CWM provide leadership to help the school be successful. (This is the highest in the district.)2. 98% and 97% of parents report caring about their child's education and that going to college is important, respectively.3. 96% and 97% of parents agree that safety is important at school and that their child feels safe at school, respectively. (Children feeling safe is the highest in the district.)
Three or more areas of possible improvement	<ol style="list-style-type: none">1. 28% of parents report that their child has been bullied at school. (This is above the district percentage.)
Two significant findings	<ol style="list-style-type: none">1. Parents recognize the importance of education and have goals of their children attending college.2. Parents report that the school is safe, yet there is a significant percentage of parents who believe their child has been bullied.

PBIS SET Observation	
Significant findings	<ol style="list-style-type: none">1. Our school scored 100% on the SET observation. Part of our high score included the plan to implement a school-wide discipline/behavior plan during the 2014-2015 school year. Along with our common school-wide expectations is a common use of Class Dojo, a positive reinforcement and parent communication tool.



Donna Lee Loflin Elementary School

2014-2015 Continuous Improvement and Title I Implementation Plan

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Staff Approval	Date of Secret Ballot	Results For	Results Against

Principal's Signature

Date

Approved by Superintendent of Schools:

Signature

Date

Approved by Board of Education:

Signature

Date



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



Strategic Objectives:

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

Strategic Focus/Foci:

- ★ Academic proficiency in core curriculum
- ★ Implement a consistent plan for literacy instruction & assessment across the curriculum
- ★ Systematically capture and share student data

Current Level of Performance:
 Based on End of Year TRC data, in 2013-2014, first grade students were 30% proficient in reading.
 Third grade students were 38% proficient also in TRC
 Third grade students were 38% proficient and 28% C&CR on the EOG
 We did not meet expected growth in 2013-2014

Annual Goal 1:

In the 2014-2015 school year, 90% of our students who are below grade level proficiency in TRC will demonstrate growth of 5 or more reading levels. Students who are on or above grade level will demonstrate at least three levels of growth in reading by the end of the 14-15 school year.

Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
Implement the ACS literacy plan so that instructional time is maximized.	Laura Popp Laurie Johnson Darlene Player Literacy Committee	<ul style="list-style-type: none"> • Literacy Plan • Literacy Plan PD: differentiated by grade level, modeling each literacy block component 	Grade level chair Literacy Committee chair	<ul style="list-style-type: none"> • Schedule with sacred literacy block • Lesson plans • PLC minutes • Walk through data 	Sept. 2 Jan. 6 May 5		
Identify specific student growth targets, using mCLASS middle of year and end of year targets, so that instruction is tailored to individual student's needs.	Classroom teachers RTI/SST team EC, ESL, Reading teachers	<ul style="list-style-type: none"> • A plus • Teaching with Brain in Mind by Eric Jensen, book study and PD • PLC PEP PD • Student Achievement data 	Laura Popp Donna Cabiness Grade level chair	<ul style="list-style-type: none"> • mCLASS, common assessment, and benchmark data • PEPs • PLC minutes 	Nov. 3 April 14		



<p>Include writing as a reading comprehension strategy so that students demonstrate, through writing, a deeper understanding of their reading.</p>	<p>Laura Popp Laurie Johnson Darlene Player Literacy Committee</p>	<ul style="list-style-type: none"> • Writing PD • Level specific mCLASS writing prompts • Written responses to reading 	<p>Laura Popp Laurie Johnson Darlene Player</p>	<ul style="list-style-type: none"> • Lesson Plans • Walk through data • Work samples • mCLASS writing samples • Reading logs with comprehension element (demonstrated through writing) • mCLASS data 	<p>Oct. 14 Jan. 6 May 5</p>		
<p>Monitor and share individual student progress so that parents, teachers and students are accountable for growth.</p>	<p>Classroom teachers EC, ESL, Reading Interpreter</p>	<ul style="list-style-type: none"> • ACS reading logs • Assessment wall • Plan for targeted family involvement: • Teachers and specialists will act as home to school liaisons through home visits, phone calls, data reports. 	<p>Pam Clinard Darlene Player</p>	<ul style="list-style-type: none"> • Grade Level chair • Parent conference sign in • Number of parent contacts • mCLASS reports sent home regularly • Student data notebooks for tracking progress • Reading log • Minutes from Assessment wall 	<p>Nov. 3 April 14</p>		



Strategic Objectives:

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

Strategic Focus/Foci:

- ★ Academic proficiency in core curriculum
- ★ 21st century skills (4Cs- communication, collaboration, critical thinking and problem solving, creativity)
- ★ Systematically capture and share student data

Current Level of Performance:

In 2013-2014, 28% of 4th grade students demonstrated proficiency on the Math EOG. Our current 5th grade students demonstrated 3.23 % at target on the beginning of the year addition, and subtraction of whole numbers' probe; 0% on multiplying and dividing whole numbers. The 2014-2015 Kindergarten students showed

- 4.23% at target on oral counting
- 4.23% at target on number ID
- 2.82% at target on Missing Number probe
- 1.41 % at target on Quantity Discrimination probe for the beginning of the 2014-2015 school year.

Annual Goal 2:

By the end of the 2014-2015 school year, our 5th grade math proficiency will increase by at least 10 percentage points to 38% proficient as measured by EOG's and the addition/subtraction and multiplication/division universal screeners. Kindergarteners will demonstrate at least 90% proficiency in math as measured by their end of year Universal Screeners. Every grade level will demonstrate at least 10% growth in proficiency by the end of the 14-15 school year, as measured by their end of year screeners (K-2) and by the EOG (3-5).



Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
Infuse Arts integration (A+) throughout the math curriculum so that collaboration, critical thinking and problem solving, communication and creativity are explicitly taught and demonstrated through student performance.	Instructional staff	<ul style="list-style-type: none"> A+ Summer Training (August, 2014) A+ Website and LiveBinder Professional Development Vertical planning/sharing Xtramath.org Guided reading math texts 	A+ Team Specialist team	<ul style="list-style-type: none"> Lesson plans Day 9 plans in Google A+ Folder Student work samples Common assessments Shared resources (available through DLL public folder) Competitive math “wars” with partner school Universal Screeners Spreadsheet 	Quarterly SLT meetings		
Classroom teachers will utilize focus questions in daily instruction so that students can demonstrate understanding of Number and Operations in Base 10 through the use of verbal and written explanations.	Instructional staff	<ul style="list-style-type: none"> Common Core State Standards Professional Development in PLC’s Number talks Smart Notebook lessons 	L. Popp P. Owens Wendy Rich	<ul style="list-style-type: none"> Classroom walkthroughs Lesson plans Math journals Common assessments District benchmarks Mastery Lessons and Number Talks 	Quarterly SLT meetings	First PLC meetings held	Sept. 10



Staff will participate in year-long math professional development, including learning walks, so that instruction becomes more focused and rigorous and increases student achievement.	Instructional staff	<ul style="list-style-type: none">• DLL Math Action Plan• Wendy Rich• Learning walks (on and across grade levels)	Math Team Wendy Rich Classroom teachers	<ul style="list-style-type: none">• Walkthrough feedback• Lesson plans• Common assessments• District benchmarks• Universal Screeners• PD Attendance Logs	Quarterly SLT meetings Monthly at PLC meetings		
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Strategic Objectives:

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

Strategic Focus/Foci:

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

Current Level of Performance:

Based on district year end writing assessments from 2013-2014, 4th grade students were 43% proficient in narrative writing; 46% proficient in opinion writing; and 52% proficient in informative writing.

Annual Goal 3:
 In the 2014-2015 school year, at least 70% of our 5th grade students will be proficient in narrative, opinion, and informative writing, as measured by end of year district writing assessments..

Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
Implement teacher modeling throughout the writing process so that students are provided with writing instruction that follows a progression from pre-writing to publishing (pre-writing/planning, drafting, revising, editing, and publishing).	Instructional Staff	<ul style="list-style-type: none"> • District writing plan on the ACS Elementary Wiki • Writing instruction graphic organizers • Differentiated PD during PLCs 	Colleen Feary Laura Popp	<ul style="list-style-type: none"> • Lesson plans • Walk through data • Grade level PLC agenda/notes • Student writing samples 	Dec. 2 March 3		
Integrate the use of mentor texts as a key component of writing instruction so that students are exposed to high quality writing.	Instructional staff	<ul style="list-style-type: none"> • List of mentor texts for each genre • Mentor texts • Writing instruction graphic organizers 	Megan Singleton Laura Popp Roberta Gavin	<ul style="list-style-type: none"> • Anchor charts • Lesson plans • Walk through data • Grade level PLC agendas/notes • Student writing samples 	Dec. 2 March 3		



<p>Include writing conferences as a key component of writing instruction so that students are given intentional feedback throughout the writing process.</p>	<p>Instructional staff</p>	<ul style="list-style-type: none"> • District writing plan on the ACS Elementary Wiki • Writing instruction graphic organizers <ul style="list-style-type: none"> • Differentiated PD during PLCs 	<p>Colleen Feary Laura Popp</p>	<ul style="list-style-type: none"> • Teacher anecdotal notes from conferences • Lesson plans • Walk through data • Grade level PLC agenda/notes 	<p>Dec. 2. March 3</p>		
<p>Infuse arts integration (A+) into writing celebrations so that students will be able to share their writing (publish) in a creative format.</p>	<p>Instructional staff</p>	<ul style="list-style-type: none"> • 2 day A+ training • UNCG summer training • District writing plan on the ACS Elementary Wiki • Writing instruction graphic organizers • Differentiated PD during PLCs • Technology facilitator 	<p>Sheral Vang Sharon Petersen Megan Singleton Colleen Feary</p>	<ul style="list-style-type: none"> • Student writing products • Lesson plans • Walk through data • Grade level PLC agenda/notes 	<p>Dec. 2 March 3</p>		



Title I Compliance

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

1. A Comprehensive Needs Assessment of the entire school	<ul style="list-style-type: none"> • Continued use of surveys that seek opinions of students, staff and parents • Fluid CIP that is revised throughout the year to meet student needs • Leadership Team meets monthly or more often as needed to have input into guidance of school • Monitoring attendance reports • Monitoring disciplinary logs • Retentions • mCLASS/Reading 3D data • EVAAS • EOG results • PLC meeting agendas/minutes • EC student referrals • Poverty Percentages • Scholastic Reading Inventory • North Carolina Teacher Working Condition Survey • Master schedule, reflecting continued implementation of A+ program (starting in 2013) • Master schedule, reflecting increased inclusion model for EC, ESL, AIG and reading
2. School-Wide Reform Strategies	<ul style="list-style-type: none"> • Participation in professional development around Math content: provided by district staff • Participation in professional development around ACS Literacy plan: provided by school staff • Instructional Assistants will participate in school Professional Development tailored to our specific DLL student needs • Effective collaborative planning for instruction and intervention • Common assessments developed at each grade level and analyzed for student needs • Response To Instruction; Student Support Team • School wide attendance incentive program • School wide discipline policy: PBIS/FISH • LLI Reading program implemented, targeting first grade and second grade students reading below grade level • Benchmark Assessments for Literacy, Math and Science • Instructional assistants to assist with small group and individualized instruction for students; all lower grade IAs partner with upper grade classes • Continued implementation of A+ program • Staff training in A+ (summer of 2014) • School-wide collaboration/co-teaching with specialists to integrate the arts
3. Instruction by a Highly Qualified Professional Staff	<ul style="list-style-type: none"> • Current staff is 100% “highly qualified” per the definition of No Child Left Behind • 32% of our staff has an advanced degree • Staff members assist in selection of new staff members



<p>4. High Quality and Ongoing Professional Development</p>	<ul style="list-style-type: none"> • Professional development will be provided by Central office personnel on the local level • Professional Development will be provided at PLCs and DLL Faculty Meetings • Professional Development will be provided by the NC A+ program director and fellows
<p>5. Strategies to Attract Highly Qualifies Teachers to High Need Schools</p>	<ul style="list-style-type: none"> • District retirement plan • Provide mentors for new certified staff and buddies for new classified staff. • Provide new teachers with additional funds to help secure materials for their rooms. • Continue to work with the Chamber of Commerce to provide incentives for new teachers. • Provide all teachers with materials for their classroom. • Provide additional orientations for first year teachers beyond that which is arranged for staff. • Assessment data is used to place highly qualified teachers in areas of need, allowing for reduced class sizes to meet the developmentally appropriate needs of students. • Placing highly qualified teachers in areas of need
<p>6. Including Teachers in Decisions Regarding the Use of Assessment</p>	<ul style="list-style-type: none"> • Decision making with goals for Continuous Improvement Plan • Teachers collaborate in weekly PLCs, 3 yearly Assessment Wall meetings, SST meetings • Teacher participation in Common Core curriculum training • Teacher involvement through RtI process, SST meetings, PEP development and implementation • Teacher involvement in the development, implementation and analysis of common, formative assessments
<p>7. Strategies to Increase Parent Involvement</p>	<ul style="list-style-type: none"> • PTA meetings and grade level curriculum nights • School wide fund raisers • Parent volunteers – Field trips, PTA, in classrooms • Family Reading Nights/Book Fair • School/parent Compacts • Read to Achieve parent meeting • DARE (5th grade) and CARE (2nd grade) graduation (Drug Awareness Resistance Education and Child Abuse Reduction Effort) • Grandparents breakfast • Classroom presentations • Summer Reading Program with project menu presentation • Leadership meetings 1st Tuesday after school • Calendar of monthly events sent home/available in school office and on school website • School web site linked to other informational sites • Daily planner grades 3 – 5; Tuesday folders for all written communication • Parents can come and eat lunch with students • Interim reports in addition to 6-week report cards • Information sent home is provided in English and Spanish • Spanish interpreter is available • A+ clubs, enrichment activities provided after school • Parent volunteers as mentors and lunch buddies



8. Preschool Transition Strategies	<ul style="list-style-type: none">• DIAL 4 screening, spring for entering Kindergartners (Fall for Pre-K students)• Transition forms filled out on pre-school child coming to kindergarten from ECDC• Meetings between pre-school teachers and kindergarten teachers at Loflin• Loflin Kindergarten teachers visit ECDC to observe incoming class• Special needs of ECDC students are shared with kindergarten teachers• * ECDC – Early Childhood Developmental Center
9. Activities for Children Experiencing Difficulty	<ul style="list-style-type: none">• Daily Intervention block• District use of Personal Education Plans (PEPs)• Implementation of strategies developed at Student Support Team• Individual teachers tutoring (after school)• Targeting specific needs through small groups instruction in the classroom• EC program (exceptional children)• Title I/Reading Teachers/LLI targeting students not proficient in reading• ESL program (English as Second Language)• St. Joseph's tutoring program (ESL students)• Speech services• Occupational Therapy• Mental Health and Social Services help is sought when needed• Resources are sought for children needing shoes and glasses• High school students are utilized in classrooms• Mentoring program with parent volunteers and Rushwood Park Wesleyan Church volunteers
10. Coordination and integration of Federal, State, and Local Services	<ul style="list-style-type: none">• Federal programs implemented in this school include: title I, Title Ii-A, Title II-D, Title III• State programs implemented in this school include: School Improvement funds (PRC 072), English as a Second Language (PRC 054)• Coordination and integration of these programs are outlined in the School's intervention plan and individual federal grant applications• Support from church partner: Rushwood Park Wesleyan Church



PBIS School Action Plan

Task	Who	When	Completion Date
School PBIS team schedules monthly meetings, maintains a PBIS notebook or electronic folder with meeting agendas, minutes, and documentation of team activities.	In-School Coach/PBIS team leader, principal or assistant principal	Monthly through the 2014-2015 school year.	
School team representative will attend District level bi-annual PBIS meetings.	In-School Coach/PBIS team leader, principal or assistant principal	One meeting in the fall and one meeting in the spring	
Each PBIS team at the school level will complete an Implementation Inventory and submit to the Central Office.	In-School Coach/PBIS team leader, principal or assistant principal	By October 1, 2014	
Each PBIS team at the school level will complete the School Evaluation Tool and score 100% or higher.	In-School Coach/PBIS team leader, principal or assistant principal	By June 1, 2015	



Compliance Statements

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.	1. Students are not denied recess. Physical activity is promoted for healthful living.
	2. Each student in this school participates in an average of 150 minutes per week of physical activity and/or physical education.	2. Each student receives a minimum of 180 minutes of physical activity and/or physical education per week.
Pledge of Allegiance	3. Time is scheduled for school-wide recitation of the Pledge of Allegiance.	3. Teachers lead the students in the Pledge of Allegiance each day following the morning announcements.
	4. Flags of the United States and North Carolina are displayed in this school.	4. The US and NC flags are flown daily outside our school and in our school auditorium. US flags are on display in every classroom.
Duty-free Lunch	5. Every teacher must be provided a duty-free lunch period on a daily basis or as otherwise approved by the school improvement team.	5. Members of each grade level team, on an alternating schedule, will provide coverage for teachers in a duty-free lunch period for that grade level.
Duty-free Instructional Planning	6. Every full-time assigned classroom teacher must be provided duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week.	6. A minimum of 4.5 hours of duty free planning time is provided to every classroom teacher each week.
Redundant Reporting Requirements	7. If the continuous improvement team identifies a more expeditious manner of providing information to the board that will eliminate a redundant or unnecessary reporting requirement for teachers at its school, the team may make a written request to the superintendent to eliminate the redundant or unnecessary report.	7. The School Improvement Team will submit any redundant reporting requirements to the superintendent and document their submission in the monthly minutes.



Parent Involvement

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

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

ESEA Provision (Sec. 9191(23))

6 Types of Parent Involvement

<p>1. Parenting: Assist families in understanding child and adolescent development, and in setting home conditions that support children as student at each age and grade level. Assist schools in understanding families.</p>	<ul style="list-style-type: none"> • Home visits by classroom teachers, administration, and social worker. In school parent conferences with teachers, administration, school counselor, interpreter, and curriculum specialists. Actively engage students and parents in PEP process.
<p>2. Communicating: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.</p>	<ul style="list-style-type: none"> • Connect Five phone messages recorded in Spanish and English Written notices/letters sent home in two languages. Principal newsletter to parents sent home on a regular basis. Open House. DLL website and teacher websites. Monthly Principal-parent round table meetings.
<p>3. Volunteering: Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.</p>	<ul style="list-style-type: none"> • PTA supports school programs. Volunteer flyers sent out by Community Committee. Field trips. Class speakers. Volunteer mentors provided by Rushwood Park Wesleyan; trained by Communities in Schools and Instructional Facilitator.
<p>4. Learning at Home: Involve families with their children in learning activities at home, including homework, other curriculum-related activities, and individual course and program decisions.</p>	<ul style="list-style-type: none"> • Offer curriculum nights for parents on a regular basis (make and take/strategies, educational sessions). Continue using Raz-Kids as reading program students and parents can access from home and school.
<p>5. Decision-Making: Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.</p>	<ul style="list-style-type: none"> • Parental involvement on school leadership team. Parent Survey. Principal-parent round table meetings.



6. Collaborating with Community: Coordinate resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.

- Partnership with St. Joseph's Catholic Church – tutoring. Partnership with the Randolph Arts Guild. Partnership with Rushwood Park Wesleyan Church.

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



Intervention Plan

<p>A. Overview</p>	<p>Intervention at DLL will be data driven. Teachers will participate in collaborative planning at which time individual student needs will be discussed. Intervention strategies will be determined using Reading 3D data, SRI, benchmarks, and formative assessments. All regular and support staff members will assist with planning and facilitating intervention.</p>
<p>B. Target Population</p>	<ul style="list-style-type: none"> • Reading- All students below grade level • Math- All students • Parents- communicate the deficits and our plan for improvement with the goal of engaging them as our partners.
<p>C. Measureable Intended Outcome</p>	<ul style="list-style-type: none"> • Reading- 90% of our students who are below grade level proficiency in TRC will demonstrate growth of 5 or more reading levels. • Math- By the end of the 2014-2015 school year, our 5th grade math proficiency will increase by at least 10 percentage points to 38% proficient as measured by EOG's and the place value, addition, and subtraction Universal Screeners. Kindergarteners will demonstrate at least 90% proficiency in math as measured by their end of year Universal Screeners.
<p>D. Description of activities or services to be provided</p>	<ul style="list-style-type: none"> • Intervention blocks scheduled at every grade level • School-wide: Meticulous use of student PEPs to establish goals and strategies for instruction while ensuring progress monitoring is timely and accurate. Instruction will be guided by the results of progress monitoring. • Instructional facilitator and classroom teachers align specific intervention strategies with specific deficits. • Enrichment and remediation programs will be available for students. Weekly after-school offerings will include: St. Joseph's ESL program for homework help, SMARTS (Students Building Character thru Martial Arts), chorus, African drumming, photography, dance, drama, etc. • Enrichment and remediation programs will be available for students. Weekly after-school offerings will include: St. Joseph's ESL program for homework help, SMARTS (Students Building Character thru Martial Arts), chorus, guitar, photography, dance, drama, homework help, etc. • Cross grade level tutoring program, utilizing older students to tutor younger ones. (Developed and facilitated by Instructional Facilitator)



E. Evaluation of Results

- Reading 3D data; progress monitoring results
- SRI data
- Formative assessment data
- Benchmark data
- EOG data
- Internal parent survey
- Student success with PEP goals, including exit data
- Universal Screeners



Waiver Request

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



Leadership Team Members

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

Name	Signature	Role
Donna Cabiness		School Counselor
Sharon Cagle		Instructional Assistant
Kathryn Chaney		Art Teacher
Laurie Johnson		Reading teacher
Meghan Joyce		Second grade teacher
Danielle Hunter		First grade teacher
Paula Owens		Principal
Sharon Petersen		Fifth Grade Teacher
Laura Popp		Instructional Facilitator
Erica Rosencrans		Kindergarten Teacher
Megan Singleton		Fourth Grade Teacher
Bailey Toomes		Third Grade Teacher
Tina Wilson		Parent
Brooke Zehmer		Assistant Principal



Appendix 1: Current State of the School

Our School Improvement Team has carefully examined our existing data along with other pertinent information about our school. Together, the members of our team have reached the following significant conclusions about our school and/or our school community. These conclusions may reflect areas of celebration or areas requiring further development/improvement. These conclusions (and the data they are based upon) are a driving force behind our goals for the 2014-2015 school year.

1. Our first year of implementation of the NC A+ program, an arts integration model, was extremely successful. Students and staff were engaged in creating and implementing two-way arts integration through a collaborative model in professional learning communities, through our Day 9 grade level collaborative arts events, with visiting artists and through our wildly popular after-school club sessions.
2. Based upon our failure to show growth in mathematics, we sought out A+ training this summer with a math focus. Our first Day 9 grade level events will all be designed around math standards.
3. Based on our mathematics data, particularly our EOG goal summaries, we know that numbers and operations in base 10 was an area of weakness across grade levels. We have developed, in conjunction with Wendy Rich, elementary curriculum director, a math plan that addresses planning, provides timely observations and feedback to teachers and includes targeted professional development.
4. Our success with last year's PEP goal (27% of our students on PEPs were able to exit the PEP) will be replicated this year as we develop targeted student PEPs with goals directly tied to student deficiencies. While this goal is not continued on this year's CIP, the refined process used last year will be continued.
5. Our set score for the end of year PBIS set evaluation in 2014 was 89%. This year our goal is to achieve a set score of 100%. We began this year with a renewed focus on PBIS strategies, including PBIS videos created by our students.
6. Considering that 80% of our student population is economically disadvantaged, we are committed to instructional strategies that are research-based and are effective for students in poverty. We know that many of our students enter school unprepared to access the curriculum; therefore we will concentrate our efforts on providing foundational support in reading and math while accelerating our intervention to move all students forward.
7. Recognizing the need to strengthen our parent involvement and parent education, we will focus our curriculum nights on engaging our parents in meaningful sessions to stretch their knowledge and gain their needed support toward our academic goals. By increasing the ways in which we communicate with parents, we hope to strengthen our partnership such that student success is nurtured.



Appendix 2: School Profile

Historical Ethnicity Information (% of population on 20 th day)	2010-11	2011-12	2012-13	2013-14	2014-15
Black	13.60	11.30	13.3	14	14.5
Asian	1.06	.56	1.4	1.2	1.8
White	37.33	38.42	38.3	39	36.1
Hispanic	42.70	44.35	41.4	41	42.2
American Indian	0	0	.3	.5	0.3
2+ Races	5.30	5.08	5.3	5	5.1
Total Population	356	354	360	407	391

Historical Population (% of Population)	2010-11	2011-12	2012-13	2013-14	2014-15
Exceptional Children	13.3	10.5	11	10.8	10.4
AIG	3.5	1.9	3.8	2.7	3.5
Limited English Proficient	21.3	19.2	21	18.6	20
Total Free/Reduced Lunch	79.6	76.8	81.0	80.6	70.8

Student Attendance Data	2009-10	2010-11	2011-12	2012-13	2013-14
Average Daily Attendance	96.36	96.43	96.79	96.13	96.27
Mobility (starting 2012-13)				20.0	16.3

Staffing Summary	2009-10	2010-11	2011-12	2012-13	2013-14
Teachers "highly qualified" (classes taught)	100%	100%	100%	100	100
Teachers with advanced degrees	39%	32%	35%	32%	44%
Teachers with NBPTS Certification	3	4	5	4	3
Teachers trained as mentors	35	31	16.6	15	
Teacher Turnover Rate	18%	12%	29%	21%	11.11%



Appendix 3: Student Performance Results

Promotion Rates	2009-10	2010-11	2011-12	2012-13	2013-14
Kindergarten	100	100	94.4	98.7	94
Grade 1	100	97.1	100	98.25	100
Grade 2	100	100	98.2	100	98
Grade 3	100	100	100	100	100
Grade 4	100	100	100	100	100
Grade 5	100	100	100	100	100

Grade Level Proficiency in Mathematics	2009-10	2010-11	2011-12	2012-13	2013-14
Grade 1 (state assessment)	68	94			
Grade 2 (state assessment)	58	71			
Grade 3 (EOG)	85.1	75.5	75.4	46.6	50.0
Grade 4 (EOG)	74.6	86.8	80.8	33.9	28.1
Grade 5 (EOG)	78.5	77.8	87.5	35.4	31.8

Grade Level Proficiency in Reading	2009-10	2010-11	2011-12	2012-13	2013-14
Kindergarten			59	56	70
Grade 1			61	64	48
Grade 2			61	53	73
Grade 3 (EOG)	55.3	48.1	54.4	31.0	38.3
Grade 4 (EOG)	53.5	64.2	65.4	32.3	43.8
Grade 5 (EOG)	55.4	61.9	52.1	14.6	39.4

Grade Level Proficiency in Science	2009-10	2010-11	2011-12	2012-13	2013-14
Grade 5 (EOG)	55.4	66.7	62.5	22.9	47.0



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

EOG Math Proficiency by Subgroup	Grade 3			Grade 4			Grade 5		
	2011-12	2012-13	2013-14 ⁺	2011-12	2012-13	2013-14 ⁺	2011-12	2012-13	2013-14 ⁺
All	75.4	46.6	51.72	80.8	33.9	28.1	89.6	35.4	31.8
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black	60.0	14.3	33.3	66.7	40	<5	80.0	33.3	42.9
Hispanic	69.0	48.1	61.9	81.0	25.7	25.8	91.3	47.4	25.0
2+ Races	*	*	*	*	*	*	*	*	*
White	87.0	52.4	61.9	83.3	47.6	34.8	87.5	20	40.0
Male	77.4	50	54.8	79.2	38.2	19.4	>95	39.1	38.9
Female	73.1	43.3	48.2	82.1	28.6	36.4	83.3	32.0	23.3
AIG	*	*	*	*	>95	83.3	100.0	*	100.0
EC	*	16.7	20.0	50	<5	<5	85.7	<5	<5
Non-EC	77.8	50.0	56.0	86.4	38.2	32.1	90.2	42.5	37.5
LEP	62.5	33.3	46.2	66.7	<5	9.1	80.0	*	<5
Non-LEP	80.5	51.2	51.1	82.6	42.0	31.5	90.7	36.4	34.4
F/R Lunch	72.7	42.2	46.2	77.3	31.3	24.1	86.1	12.5	25.5
Non-F/R Lunch	84.6	61.5	75.0	100	42.9	45.5	100	35.0	53.3

Math Achievement Gaps	Grade 3			Grade 4			Grade 5		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Black (to White)	-27.0	-38.1	-28.6	-16.6	-7.6	-29.8	-7.5	+13.3	+2.9
Hispanic (to White)	-18.0	-4.3	0.0	-2.3	-21.9	-9.0	+3.8	+27.4	-15.0
EC (to non-EC)	*	-33.3	-36.0	-36.4	>-33.2	>-27.1	-4.5	>-37.5	>-32.5
LEP (to non-LEP)	-18.0	-17.9	-4.9	-15.9	>-37.0	-22.4	-10.7	*	>-29.4
FRL (to non-FRL)	-11.9	-19.3	-28.8	-22.7	-11.6	-21.4	-13.9	-22.5	-27.8

Math Scale Score Means	Grade 3			Grade 4			Grade 5		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
		448.6	448.2		447.2	444.3			443.9

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



EOG Reading Proficiency by Subgroup	Grade 3			Grade 4			Grade 5		
	2011-12	2012-13*	2013-14**	2011-12	2012-13*	2013-14**	2011-12	2012-13*	2013-14**
All	54.4	31.0	38.3	65.4	32.3	43.8	58.3	14.6	39.4
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black	40.0	14.3	16.7	66.7	60.0	28.6	80	16.7	42.9
Hispanic	51.7	33.3	30.4	57.1	25.7	38.7	47.8	5.3	31.3
2+ Races	*	*	*	*	*	*	*	*	*
White	60.9	38.1	61.9	70.8	38.1	52.2	68.8	25.0	48.0
Male	54.8	32.1	45.2	58.3	32.4	30.0	66.7	8.7	41.7
Female	53.8	30.0	33.3	71.4	32.1	55.9	50.0	20.0	36.7
AIG	*	*	*	*	>95	*	100	*	100.0
EC	*	16.7	10.0	25.0	<5	10.0	57.1	<5	5
Non-EC	55.6	32.7	44.0	72.7	36.4	50.1	58.5	17.5	46.4
LEP	25.0	6.7	7.7	66.7	<5	5	40.0	*	5
Non-LEP	65.9	39.5	46.8	65.2	40.0	51.9	60.5	15.9	42.6
F/R Lunch	50.0	26.7	32.7	61.4	31.3	37.7	50.0	7.5	31.4
Non-F/R Lunch	69.2	46.2	74.7	87.5	35.7	73.2	83.3	50.0	66.6

Reading Achievement Gaps	Grade 3			Grade 4			Grade 5		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Black (to White)	-20.9	-20.9	-45.2	-4.1	+21.9	-23.6	+11.2	-8.3	-5.1
Hispanic (to White)	-9.2	-4.8	-31.5	-13.7	-12.4	-13.7	-21.0	-19.7	-16.7
EC (to non-EC)	*	-16.0	-34.0	-47.7	>-31.4	-40.1	-1.4	>-12.5	-41.4
LEP (to non-LEP)	-40.9	-32.8	-39.1	+1.5	>-35.0	-46.9	-20.5	*	-37.6
FRL (to non-FRL)	-19.2	-19.5	-42.0	-26.1	-4.4	-35.5	-33.3	-42.5	-35.2

Reading Scale Score Means	Grade 3			Grade 4			Grade 5		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
		436.6	435.5		443.7	441.2			447.0



EOG Science Proficiency by Subgroup	Grade 5		
	2011-12	2012-13*	2013-14**
All	62.5	22.9	47.0
American Indian	*	*	*
Asian	*	*	*
Black	40.0	33.3	42.9
Hispanic	56.5	21.1	31.3
2+ Races	*	*	*
White	75.0	15.0	68.0
Male	75.0	21.7	61.1
Female	50.0	24.0	30.0
AIG	>95	*	100.0
EC	42.9	12.5	5
Non-EC	65.9	25.0	55.4
LEP	60.0	*	5
Non-LEP	62.8	22.7	50.8
F/R Lunch	50.0	20.0	39.2
Non-F/R Lunch	>95	37.5	72.3

Science Achievement Gaps	Grade 5		
	2011-12	2012-13	2013-14
Black (to White)	-35.0	+18.3	-23.1
Hispanic (to White)	-18.5	+6.1	-36.7
EC (to non-EC)	-23.0	-12.5	-50.4
LEP (to non-LEP)	-2.8	*	-45.8
FRL (to non-FRL)	>-45.0	-17.5	-33.1

Science Scale Score Means	Grade 5		
	2011-12	2012-13	2013-14
			247.5



AYP Targets/*AMOs Met	Met	Total	Percent Met	Targets Missed
2009-10	17	17	100%	
2010-11	14	17	82.4%	Reading – ED Math – All, Hispanic
2011-12*	13	17	76.5%	Read – All, Hispanic, White, ED
2012-13*	16	19	84.2%	Read—All, White Math—White
2013-14*	14	25	56.0%	Reading – All, Hispanic, White, & EDS Math – All, Hispanic, White & EDS Science – All, Hispanic, & EDS



Appendix 4: Other Data Sources

Teacher Working Conditions Survey

Three or more areas of strength	<ol style="list-style-type: none"> 1. 92% of teachers feel that overall, our school is a good place to work and learn. 2. 100% of teachers feel that they are held to high professional standards for delivering instruction. 3. 82% of teachers feel comfortable raising issues and concerns that are important to them.
Three or more areas of possible improvement	<ol style="list-style-type: none"> 1. 58% of teachers feel that parents or guardians support teachers, contributing to the success of teachers. 2. 47% of teachers feel that they are allowed to focus on educating students with minimal interruptions. 3. 66% of teachers feel that they have sufficient access to office equipment and supplies, such as copy machines, paper, pens, etc.
Two significant findings	<ol style="list-style-type: none"> 1. Overall, our school results showed that our staff feels more comfortable than the district and state as a whole in raising issues and concerns that are important to them. 2. Teachers feel that more of the school day needs to be protected from interruptions.

Student Survey

Three or more areas of strength	<ol style="list-style-type: none"> 1. 93% of students feel that graduation from high school is important. 2. 95% of students feel that their teachers expect them to do their best. 3. 98% of students feel that their parents care about their education.
Three or more areas of possible improvement	<ol style="list-style-type: none"> 1. 42% of students feel that they have been bullied at school. 2. 18% of students feel that students respect each other. 3. 24% of students feel that students respect teachers at our school.
Two significant findings	<ol style="list-style-type: none"> 1. Overall, students realize that their education is important and that teachers and parents are here to support them. 2. Based on the student survey, respect of teachers and other students is an issue that needs to be addressed and improved upon at our school.



Parent Survey	
Three or more areas of strength	<ol style="list-style-type: none">1. Parents understand that their child's teacher expects them to do their best.2. Parents feel that our school is a welcoming and friendly place.3. Parents feel that our school is preparing children for their future.
Three or more areas of possible improvement	<ol style="list-style-type: none">1. Parents feel that children are afraid to make mistakes2. 30% of parents have no opinion or do not feel that students at our school respect each other.3. 32% of parents disagree or have no opinion about their children's participation in after school activities.
Two significant findings	<ol style="list-style-type: none">1. Parents believe that our school is a welcoming place that encourages students to do their best.2. Based on the parent survey, students need to improve on demonstrating respect to teachers and other students.



Guy B. Teachey Elementary School

2014-2015 Continuous Improvement and Title I Implementation Plan

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

Principal's Signature

Date

Approved by Superintendent of Schools:

Signature

Date

Approved by Board of Education:

Signature

Date



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



Strategic Objectives:

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

Strategic Focus / Foci:

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

Current Level of Performance:

- Based upon recent EOG data (2013/14), our reading proficiency rates in grades 3, 4, & 5 were 62.4%, 51.6%, & 49.5% respectively.
- Our teachers have indicated, via survey, the desire for more professional development on guided reading best practices and teaching writing.
- It is critical that each grade-level know how many students are necessary to reach the set goal below and who those students are specifically.

Annual Goal 1
 Student literacy proficiency will increase by 15% as measured by our end of year TRC cohort data in 1st and 2nd grade and our EOG (College & Career Ready) reading composite in 3rd to 5th grade.

Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Completion Date
Professional development will be provided for TRC analysis, running record analysis, and best practices for reading intervention in the areas of decoding and comprehension so that teachers receive the type of professional development they have requested and the type that will result in student learning during literacy block.	Sharon Andrews Amy Day Jennifer Brumley	<ul style="list-style-type: none"> • The Next Step to Guided Reading (Jan Richardson) • ACS Literacy Plan • DPI online resources • ELA NC Standard Course of Study 	Sharon Andrews Jennifer Brumley	<ul style="list-style-type: none"> • PD sign-in sheet • Walkthrough observation • PLC minutes • Lesson plans 	November Leadership team mtg.	PD will be provided during PLCs 11/4/14.	November 4 th , 2014



<p>Writing instruction professional development focusing on the writing process will be provided so that teachers instruct using best practices for the art of writing.</p>	<p>Sharon Andrews Jennifer Brumley Nicole Faircloth</p>	<ul style="list-style-type: none"> • PD led by Sharon Andrews and Nicole Faircloth Aug. 19 and Andrews/Brumley/Faircloth (3rd grade PLCs) via PLCs or the 3rd Tuesday PD day in January, February, and March • UNC-G Teachers as Writers 2014 summer session • ACS Literacy Plan • Reading Foundations training • DPI online resources 	<p>Sharon Andrews</p>	<ul style="list-style-type: none"> • PD attendance roster • PD feedback form • Extended writing practice at least 3 times per week • Student writing samples and portfolios • mCLASS benchmark assessments & progress monitoring 	<p>March 2015</p>	<p>August— Introduction to “UNC-G Teachers As Writers” session</p> <p>Winter—Specific strategies to support writing instruction and student development</p>	<p>-April 1, 2015</p>
<p>Students will respond to written comprehension questions using the mCLASS stems after reading text and will discuss and evaluate accuracy of their response with a peer and/or teacher.</p>	<p>Core classroom teachers K-5</p>	<ul style="list-style-type: none"> • PD for teachers, using student samples, that address instructional technique(s) • mCLASS stems • PLC work in order to establish timing and structure for this work within the literacy block 	<p>Grade-level SLT reps</p>	<ul style="list-style-type: none"> • Grade-level plan shared • Walkthrough observations • mCLASS benchmark assessments & progress monitoring 	<p>October 2014, February 2014</p>	<p>Monitor what interventions have already occurred for individual students. Change the focus to written comprehension on PEPs when this is more appropriate (grades 3-5).</p>	<p>June 2015</p>



<p>A Reading Buddies program will be explored by each grade-level over the course of the school year so that 3-5 students can model reading skills and so that K-2 students are made aware of the vast array of books that are available to them.</p>	<p>Grade chairs Paired teachers Kellie Garcia</p>	<ul style="list-style-type: none"> • A Reading Buddies monthly plan and schedule • Time through the Media Encore for 3-5 students to locate beginning and picture books of interest • Jan Richardson's book for Buddy question prompts 	<p>Grade-level SLT reps</p>	<ul style="list-style-type: none"> • Feedback provided by classroom teachers • Partnerships featured on Tiger News 	<p>December 2014</p>		<p>June 2015</p>
<p>Teachey will hold two Reading Nights, October 13th and May 18th, so that reading is encouraged, promoted, and celebrated among the Teachey community.</p>	<p>Kellie Garcia Brian Saunders</p>	<ul style="list-style-type: none"> • Foster St. to provide refreshments • Grade-levels to meet and decide thematic activity • Advertisement via Teachey website, ConnectEd phone message, PTO website, and teachers' weekly newsletters 	<p>Kellie Garcia</p>	<ul style="list-style-type: none"> • Sign In/Sign Out sheets (Title I purposes as well) • Survey as parents leave for the evening 	<p>Reporting will occur at the next SLT mtg. after each event</p>	<p>Fall reading night is scheduled for 10/13/14. The theme is Multi-cultural/medieval fairytales and folktales</p>	<p>May 2015</p>
<p>Teachers introduce text-relevant tier-two words each week so that students build their personal vocabularies.</p>	<p>Grade-level chairs</p>	<ul style="list-style-type: none"> • Graphic organizers as an instructional resource • Vocabulary notebooks or the grade-level equivalent 	<p>Grade-level SLT reps</p>	<ul style="list-style-type: none"> • Graphic organizers • Lesson plans • Vocabulary notebooks or equivalent • Class display 	<p>January 2015 for a review of what's been accomplished thus far for the school year</p>	<p>In reviewing ELA EOG data, grades 3-5 noted the vocabulary plans contributed to stronger performance on language standards. September-- Each grade level has reviewed and implemented similar tier 2 plans for 2014-15</p>	<p>June 2015</p>



<p>Each K-5 student will engage their parent/legal guardian in a student-led conference three times in the school year so that the student's current progress is shared and owned, and so that personal goals for future growth are written.</p>	<p>All certified staff</p>	<ul style="list-style-type: none"> • Data folders, one per student, purchased and provided by school • Data sheets and graphs at each grade-level that fit age-appropriateness 	<p>Grade-level Leadership representatives</p>	<ul style="list-style-type: none"> • October (tied in with the official 1:1 parent conference; February (to include a celebration of writing); late April/early May (data and/or writing) • Attendance logs at each of the student-led conference evenings • Completed data sheets for each and every student 	<p>Discussed briefly and attendance reviewed: November March May</p>	<p>Students will maintain updated data as assessments take place and set (adjust) goals according to most recent data.</p> <p>Each grade level will include a way for students to track performance on 6-week benchmarks to be included in their data folders.</p>	<p>-May 2015</p>
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Strategic Objectives:

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

Strategic Focus/Foci:

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

Current Level of Performance:

- Based upon recent EOG data (2013/14), our math proficiency rates in grades 3, 4, & 5 were 70.1%, 59.7%, & 60.4% respectively.
- Based upon recent EOG data (2013/14), our proficiency rates in 5th grade science were 63.9%.
- Our Students with Disabilities (SWD) subgroup remains an area of concern as proficiency scores for these students are substantially lower than their non-SWD peers.

Annual Goal 2:

Teachey Elementary will improve instruction in all subject areas, via focused, collaborative efforts within each professional learning community (PLC) in the building, as measured by an improvement in the school's overall performance composite from 49% proficient in 2013-2014 to 56% in 2014-2015 (15% increase).

Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Completion Date
Expansion of our global studies here at Teachey so that students learn about countries and cultures, beyond their own local one, through available technologies in reading and mathematics instruction.	Grade-levels	<ul style="list-style-type: none"> • GlobalSchoolNet.org • www.epals.com • http://schoolsonline.britishcouncil.org/ • TLA participants to provide PD to faculty • New books purchased for each classroom 	Grade-level SLT rep.	<ul style="list-style-type: none"> • Lessons plans incorporating the partner class from another country • Live Skype sessions • Culture boxes exchanged • Mystery Skype sessions 	January March Leadership meetings	Grade levels are establishing connections for new partnerships and are investigating new avenues including Mystery Skypes.	March 2015



<p>Teachers will utilize both the Asheboro City Schools' Literacy Plan and grade-level resources made available on the Department of Public Instruction's website so that students benefit from best instructional practices.</p>	<p>Sharon Andrews</p>	<ul style="list-style-type: none"> • ACS Literacy Plan • DPI website (and/or HomeBase) • Ongoing support provided by Sharon Andrews in PLC mtgs. and through modeled lessons 	<p>Sharon Andrews Grade Level SLT rep.</p>	<ul style="list-style-type: none"> • Student benchmark data • Weekly lesson plans • Feedback provided by Ms. Andrews and by PLC members 	<p>December 2014 April 2015</p>		<p>May 2015</p>
<p>Teachers will be provided refresher training on the 4 C's (critical thinking, collaboration, communication, and creativity) so that these 21st century skills are consistently incorporated into their instruction.</p>	<p>Sharon Andrews</p>	<ul style="list-style-type: none"> • Ms. Andrews will take resources like the ACS Literacy Plan and the DPI website and identify for teachers the 4 C's that are present within these existing resources • IF Andrews will model lessons that incorporate the 4 C's • Weekly lesson plans will be monitored for the 4 C's 	<p>Sharon Andrews</p>	<ul style="list-style-type: none"> • Student benchmark data • Weekly lesson plans • Formal and informal observation data 	<p>November 2014 March 2015</p>	<p>The training occurred on Sept. 16th, 2014 and was led by Sharon Andrews. Reactions from staff: relevant to everyday life; reminder to value creative thinking and avoid practices that hinder creativity.</p>	<p>May 2015</p>
<p>Teachers will gain exposure to the SAMR model of technology integration so that their instructional practices are engaging and impactful for our 21st century learners.</p>	<p>Amy Ralph</p>	<ul style="list-style-type: none"> • The SAMR model • SAMR model presentation resources from Tech. Dir. Craven • Ongoing support from Ms. Ralph 	<p>Amy Ralph</p>	<ul style="list-style-type: none"> • Formal and informal observation data of higher-level technology integration 	<p>December 2014 April 2015</p>	<p>Introductory training was provided by Amy Ralph on Sept. 11th, 2014.</p>	<p>May 2015</p>



<p>Teachers, through grade-level PLCs, effectively utilize formative and summative common assessments, discuss pertinent student data, and re-teach concepts and skills, so that their students demonstrate mastery of the Standards.</p>	<p>Amy Day Brian Saunders Grade-level chairs</p>	<ul style="list-style-type: none"> • Support through AP Day • Team goals and norms established in August 2014 as facilitated by IF Sharon Andrews • Role selections within each PLC (timekeeper, minutes writer, etc.) • Minutes kept and turned in weekly 	<p>Amy Day</p>	<ul style="list-style-type: none"> • Common assessments • Meeting minutes • Student benchmark data 	<p>November 2014 February 2015</p>	<p>PLCs meet with Amy Day weekly. They are digging more deeply into data to make instructional decisions and will share results in school-wide PLCs each grading period.</p>	<p>May 2015</p>
<p>A Master School Schedule that features extended runs of sacred instructional time in which there will be no interruptions or impeding assessments so that teachers have the time they require to effectively grow students academically.</p>	<p>Brian Saunders</p>	<ul style="list-style-type: none"> • District expectations have been provided by Wendy Rich, per Dr. Worrell 	<p>Brian Saunders</p>	<ul style="list-style-type: none"> • Formal and informal observation data • Student benchmark data 	<p>September 2014 March 2015</p>	<p>The schedule is running well, as of Sept. 30th. Kinks in providing supplemental support to students have been addressed (for instance, providing ESL and Reading Specialist support)</p>	<p>May 2015</p>



<p>EC and ESL schedules that feature inclusion (push-in) as the primary service delivery method for our students so that students are better exposed to grade-level content standards.</p>	<p>Brian Saunders</p>	<ul style="list-style-type: none">• Creation of the schedules in August 2014• Maintaining and modifying, as new students enroll during the year, in order to maintain inclusion	<p>Brian Saunders EC teachers ESL teachers</p>	<ul style="list-style-type: none">• EC and ESL schedules• EC and ESL student benchmark data	<p>September 2014</p>	<p>To the extent possible, Teachey is providing services via inclusion versus pull-out. Pull-out resource has been necessary only for the youngest students and where crossing of grade-levels for services is not appropriate within one of the reg. ed. classrooms.</p>	<p>September 2014</p>
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Strategic Objectives:

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

Strategic Focus/Foci

- ★ Implement Response to Instruction (RtI)
- ★ Community partnerships

Current Level of Performance:

Black to White Achievement Gap:

- 3rd grade math - 54.6% ; reading -30.5%
- 4th grade math -15.8% ; reading -13.6%
- 5th grade math -38.8% ; reading -49.8%
- 5th grade science -67.7%

Annual Goal 3
 Teachey Elementary will improve its Black to White Achievement Gap in reading, math, and science, as measured by a 50% reduction in cohort gap data above.

Action Steps	Implementation		Monitoring			Progress Notes	Completion Date
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe		
Teachers will volunteer at least twice during the school year at Coleridge Road Apartments MHMA program so that the students being served receive the academic assistance they need and understand the commitment we have to their success.	Certified staff Kim Clodfelter	<ul style="list-style-type: none"> • An established schedule that will then be shared with MHMA • Staff understands that it is important that they show up or notify in advance if they will be unable to do so. 	Kim Clodfelter	<ul style="list-style-type: none"> • Feedback from teachers • Feedback from the agency leaders 	February & May Leadership team meetings	A schedule was sent around for sign-ups during the week of Sept. 23 rd by Kim Clodfelter	May 2015



<p>The RtI team AND each PLC will specifically monitor all at-risk students' progress in reading and mathematics so that the teams know their current level of progress with closing the achievement gap.</p>	<p>RtI team Grade-level teachers Potentially any adult on staff</p>	<ul style="list-style-type: none"> • Weekly RtI meetings (each grade-level every 6 weeks) • mCLASS data • time within the PLC devoted to individual student needs based upon collected data • ACS Literacy Plan • Reading Foundations training • DPI online resources • Reading Specialists, EC, and ESL teachers 	<p>Grade-level reps on the SLT</p>	<ul style="list-style-type: none"> • K to 1st grade cohort: 68% to 78% (>67 students at a level J on EOY) • 1st to 2nd grade cohort: 47% to 54% (>45 students at a level M) • 3rd grade: 45.88% to 52.76% (>40 students proficient on reading EOG) • 4th grade: 41.94% to 48.23% (>45 students) • 5th grade: 39.56% to 45.49% (>30 students) • 3-5 Benchmark proficiency percentages • 3-5 TRC proficiency • Updated student data notebooks 	<p>November 2014 March 2015</p>	<p>September- Assess and review BOY data and identify students, determine interventions, and begin to monitor progress towards goals</p> <p>Monitor MOY data.</p> <p>PLCs will consider data collection strategies for students on PEPs to find an effective method for each student.</p> <p>Students will maintain updated data as assessments take place and set (adjust) goals according to most recent data.</p>	<p>June 2015</p>
<p>Professional development on cultural differences will be provided so that teachers can effectively reach and teach each and every at-risk student on their roster.</p>	<p>Mr. Saunders</p>	<ul style="list-style-type: none"> • Either of a series of professional articles or a published book will be utilized for this PD 	<p>Mr. Saunders</p>	<ul style="list-style-type: none"> • Feedback from teachers • Student benchmark data 	<p>March 2015</p>	<p>Scheduled for Spring 2015</p>	<p>April 2015</p>



Review Office Discipline Referrals (ODRs) monthly so that Teachey administration and staff monitor the proportion of ODRs to the demographic subgroups present in the school.	Ms. Day PBIS chair Wells	<ul style="list-style-type: none">• The ODR reporting system through DPI• Possibly professional development through Ken Hill for generating the various reports	Ms. Day	<ul style="list-style-type: none">• ODR numbers that match up, percentage-wise, with school demographics	February 2015	Once system is up and running through DPI, this data will be tracked and shared at each monthly staff meeting.	June 2015
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Title I Compliance

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

1. A Comprehensive Needs Assessment of the entire school	<ul style="list-style-type: none"> - All sections of this Continuous Improvement Plan - A separate Comp. Needs Assessment signed by principal, Title I director, and SLT chair
2. School-Wide Reform Strategies	<ul style="list-style-type: none"> - Goals indicated above (pages 3-10) and Intervention strategies indicated (pages 20-23) in this Continuous Improvement Plan
3. Instruction by a Highly Qualified Professional Staff	<ul style="list-style-type: none"> - Staffing Summary indicated below (page 27)
4. High Quality and Ongoing Professional Development	<ul style="list-style-type: none"> - Professional development plan listed for each goal
5. Strategies to Attract Highly Qualifies Teachers to High Need Schools	<ul style="list-style-type: none"> - District recruitment plan - Staffing Summary indicated below (page 27) - Assessment data is used to place highly qualified teachers in areas of need, allowing for reduced class sizes to meet the developmentally appropriate needs of students
6. Including Teachers in Decisions Regarding the Use of Assessment	<ul style="list-style-type: none"> - Evaluation strategies for continuous improvement plan - Participation in school leadership team - Participation in district leadership planning - Participation in 1x/month Response to Instruction (RtI) data and support discussion



<p>7. Strategies to Increase Parent Involvement</p>	<ul style="list-style-type: none">- ESL/ EC/Title I/ Curriculum Parent Nights- Family Reading Nights- Home Visits or Quality Outside Visits- Monthly Reading Celebration at Coleridge Road Apartments- Two writing celebrations- Three student-led conferences- PTO Special Events- School-sponsored Special Events (Skate nights, etc.)- Parent Contact Logs- Volunteer Logs- School Calendar on Website- Connect5 phone & email messages- PTO Communication in Monday folders- PTO Communication via Email- Regularly Updated Teacher Websites- Parent Education opportunities- Watch D.O.G.S. program
<p>8. Preschool Transition Strategies and 5th grade Transition Strategies</p>	<ul style="list-style-type: none">- DIAL4 screening- Kindergarten teachers visit pre-school classes- 5th graders visit South Asheboro Middle School- Kindergarten Info Night for parents here at Teachey (multipurpose room)- FAN Network parent meeting to discuss 5th grade transition to 6th grade- Representative from South Asheboro Middle School provides overview of 6th grade- Transition plan for rising Kindergarten and 6th grade students
<p>9. Activities for Children Experiencing Difficulty</p>	<ul style="list-style-type: none">- District use of Personal Education Plans (PEPs)- Tiger Time: Daily Intervention Participation- Parent Conferences- Response to Instruction: Data Conversations and Student Success Team- Partnership with MHMA- Partnership with contracted mental health agencies- Partnership with Communities In Schools- Celebrate student accomplishments each grading period



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

- Federal programs implemented in this school include:
 - o Title I, Title II-A, Title II-D, Title III
 - o State programs implemented in this school include: English as a Second Language (PRC 054); DSSF (PRC 024)
 - o Coordination and integration of these programs are outlined in the
 - o school's intervention plan and individual federal grant applications



Positive Behavior & Intervention Support (PBIS) School Action Plan			
Task	Who	When	Completion Date
PBIS team at each school schedules monthly meetings maintains a PBIS notebook or electronic folder with meeting agendas, minutes, and documentation of team activities.	In-School Coach/PBIS team leader, principal or assistant principal	Monthly through the 2014-2015 school year	
School team representative will attend District level bi-annual PBIS meetings.	In-School Coach/PBIS team leader, principal or assistant principal	One meeting in the fall and one meeting in the spring	
PBIS team at the school level will complete an Implementation Inventory and submit to the central office.	In-School Coach/PBIS team leader, principal or assistant principal	By October 31, 2014	
PBIS team at the school level will complete the School Evaluation Tool (SET) and score 90% or higher.	In-School Coach/PBIS team leader, principal or assistant principal	By June 1, 2015	
The PBIS team will develop a set of survey questions for certified staff. These questions will help the team decide what areas of PBIS within our school need to be improved, kept the same, or have been mastered.	Teachey PBIS team	October 7 th , 2014 staff meeting	
The PBIS team will review and discuss school wide discipline data each month. This allows the team to create monthly reports to help identify “problem spots” within the school. We will share this data with staff during each staff meeting.	Teachey PBIS team	Monthly throughout the 2014-2015 school year	
The PBIS team will ensure that teachers feel comfortable voicing their concerns to the team regarding current or potential “problem spots” within the school.	Teachey PBIS team	Throughout the entire 2014-2015 school year	



Compliance Statements

Healthy Active Children Policy	Physical activity is not denied to any student as a means of discipline, nor is physical activity used as a form of punishment.	Physical activity is part of each student's daily educational plan.
	Each student in this school participates in an average of 150 minutes per week of physical activity and/or physical education.	Students receive 40 minutes of physical activity with a physical education teacher once a week. Students receive 30 minutes of physical activity daily, five times a week, with the classroom teacher. Energizers are also used during instruction in the classrooms.
Pledge of Allegiance	Time is scheduled for school-wide recitation of the Pledge of Allegiance.	2-3 students each morning, beginning the year with 5 th grade and working our way down the line, lead the entire school over the intercom in the recitation of the Pledge of Allegiance.
	Flags of the United States and North Carolina are displayed in this school.	US flags are displayed in classrooms, in the cafeteria, and on the flagpole outside. NC flags are displayed on the flagpole outside and in the media center consistently. Both flags may be located in additional places throughout the building as well.
Duty-free Lunch	Every teacher must be provided a duty-free lunch period on a daily basis or as otherwise approved by the school improvement team.	A duty-free lunch period is provided through coverage that our Instructional Assistants and Encore teachers provide. The Encore teachers have a separate lunch time all to their own.
Duty-free Instructional Planning	Every full-time assigned classroom teacher must be provided duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week.	Duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week, is provided for every full-time assigned classroom teacher.



Redundant Reporting Requirements	If the continuous improvement team identifies a more expeditious manner of providing information to the board that will eliminate a redundant or unnecessary reporting requirement for teachers at its school, the team may make a written request to the superintendent to eliminate the redundant or unnecessary report.	The School Improvement Team will submit any redundant reporting requirements to the superintendent and document their submission in the monthly minutes.
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Parent Involvement

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

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

ESEA Provision (Sec. 9191(23))

6 Types of Parent Involvement

<p>1. Parenting: Assist families in understanding child and adolescent development, and in setting home conditions that support children as student at each age and grade level. Assist schools in understanding families.</p>	<ul style="list-style-type: none"> Family Alliance Network workshops ESL Parent Nights Parent-Teacher conferences with each family in October of each year Reading Connection monthly newsletter made available on Teachey website Family Reading Nights 3 times school year Student-led conference 3 times school year
<p>2. Communicating: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.</p>	<ul style="list-style-type: none"> Important Dates document sent home with each student first week of school Connect5 telephone and email messages Expectations of regular and consistent communication from classroom teacher Improved teacher websites PTO newsletters, either via hard copy or email distribution School calendar updated regularly on Teachey website Teachey Family Nights Writing celebration 2 times school year



<p>3. Volunteering: Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.</p>	<p>Ms. Perdue in front office schedules volunteers for teachers and also provides opportunities as volunteers reach out to us at GBT High School students volunteer Monday-Thursday 7:30-8:00am Early Childhood high school students participate in internships daily Foster St Wesleyan Church Communities In Schools PTO Family Nights Watch D.O.G.S program</p>
<p>4. Learning at Home: Involve families with their children in learning activities at home, including homework, other curriculum-related activities, and individual course and program decisions.</p>	<p>Family Alliance Network workshops Home visits and/or quality outside visits Formal parent-teacher conference with every parent in October Student-led conference 3 times school year Homework guidance provided by classroom teacher via notes home Teacher websites updated weekly Reading Connection monthly newsletter made available on Teachey website</p>
<p>5. Decision-Making: Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.</p>	<p>PTO Board meets 2nd Monday of every month @ 6pm in the office conference room (public forum) School Leadership team meets 1st Tuesday of every month @ 3pm in the media center (public forum) Parents sit as members of the School Leadership team (Casey Burgess-Blalock) Conferences with Mr. Saunders regarding school wide decision making available by request</p>



<p>6. Collaborating with Community: Coordinate resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.</p>	<p>Family Alliance Network workshops Communities In School Backpack Pals Mental Health agency partnerships with ACS Teachey Skate night at Roll a'Bout Chick-fil-A night Discounts at area businesses Jump Rope for Heart Watch D.O.G.S program MHMA afterschool tutoring Adoption of our school by Foster St. Wesleyan Church Ongoing partnership w/ Trogdon Day Care for grounds keeping Dictionaries through Asheboro Rotary Terrific Kids program through Asheboro Kiwanis Club Sponsorships of our yearbook Biscuitville After Dark Use of local company for our staff shirts and local restaurants for catered events</p>
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Taken from *School Family and Community Partnerships: Your Handbook for Action* (2nd Edition)



Intervention Plan

A. Overview

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

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

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

- Study Island
- Enrichment/Intervention Time for 30 minutes; time varies per grade level
- Flexible grouping for guided reading and word work (Balanced Literacy)
- Geography Bee – 4th and 5th Grades
- Gifted education activities (K. McClosky) to include, but not limited to the Renzulli website, Jr. Great Books reads and discussions, Expert project, and Math Olympiad
- Leveled Readers
- Differentiated lessons (choice and challenge)
- 1:1 Laptop technology 3rd grade-5th grade
- 3 Google Chromebooks in each K-2 classroom
- Modified assignments
- Formative Assessments that guide instruction
- Reading 3D Reading Benchmark Assessments
- Big Universe subscription for leveled reading

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

- Flexible grouping for guided reading and word work (Balanced Literacy)
- Enrichment/Intervention Time for 30 minutes; time varies per grade-level
- Personal Education Plans (PEP)
- Study Island
- Leveled Readers
- Title I Reading Facilitators (2)



	<ul style="list-style-type: none"> • Differentiated lessons (choice and appropriate challenge) • RtI process (for monitoring student needs) • Modified Assignments • 1:1 Laptop technology 3rd grade-5th grade • 3 Google Chromebooks in each K-2 classroom • Formative assessments that guide instruction • Mental Health Agency partnerships (as parents request) • After school Tutoring (for all EC students) • RAZ kids website • Big Universe subscription for leveled reading <p><i>The following information outlines the remediation plan designed for those students who are below grade level and are, therefore, at risk.</i></p>
<p>B. Target Population</p>	<p>Students in grades K-5 will participate in enrichment/intervention time. Student recommendations will be made by grade level teams to ensure that those students who can benefit most are included. Students may participate in reading and/or math enrichment/intervention, depending on their individual needs.</p> <p>The target populations for the Teachey Intervention Plan are as follows:</p> <ul style="list-style-type: none"> • Students in grades 3-5 who scored levels 1 or 2 in reading and/or mathematics on the 2013-2014 EOG, or those with a PEP, those who are not showing proficiency in individual standards on district benchmark assessments, and/or those below grade-level on TRC reading level benchmarks. • Students in grades K-2 who show insufficient progress with Reading 3D grade-level milestones and/or Math formative assessments.
<p>C. Measureable Intended Outcome</p>	<p>Actual growth of students in the program measured in scale scores will be compared with actual growth of students' scores from previous years. It is predicted that those students in the intervention process will show growth in the areas that were targeted. Intended outcomes are:</p> <ul style="list-style-type: none"> • Students participating in the remediation program will score a minimum of level 3 on the June EOG in each area remediated. • Students in grades K-2 will reach grade-level proficiency in reading and mathematics.



D. Description of activities or services to be provided

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

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

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

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

The model will be characterized by:

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



E. Evaluation of Results

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

- Students in grades 3-5: Actual growth in reading and/or math using scale scores on the EOG.
- Formal and informal observation, monitoring, and walkthroughs
- mCLASS Reading 3D assessment data for all of K-5
- Read to Achieve accountability in 3rd grade
- Formative assessment data
- RtI process



Waiver Request

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



Leadership Team Members

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

Name	Signature	Role
Brian Saunders		Principal
Amy Day		Assistant Principal
Kim Clodfelter		School Counselor
Amy Ralph		Technology Facilitator
Kellie Garcia		Media Specialist
Sharon Andrews		Instructional Facilitator
Stephanie Wells		Art Teacher
Audrey Griffey		Exceptional Children's Teacher
Jennifer Brumley		Reading Specialist
Dorothy Cooper		Instructional Assistant
Brittany Roth		5 th grade Teacher
Hannah Lawton		4 th grade Teacher
Nicole Faircloth		3 rd grade Teacher
Katie Hill		2 nd grade Teacher
Michelle Hinson		1 st grade Teacher
Heather Gilmer		Kindergarten Teacher
Casey Burgess Blalock		Parent



Appendix 1: Current State of the School

Our School Improvement Team has carefully examined the preceding data along with other pertinent information about our school. Together, the members of our Team have reached the following three (or more) significant conclusions about our school and/or our school community. These conclusions may reflect areas of celebration or areas requiring further development/improvement. These conclusions (and the data they are based upon) are a driving force behind our goals for the 2014-2015 school year, along with our *Intervention Plan* (above) for 2014-2015. General conclusions in black are largely based upon End-of-Grade student assessment data from the 2013-2014 school year.

As a school, Guy B. Teachey did not meet Annual Measurable Objectives (AMOs) for the 2013-2014 school year. 29 of 31 objectives were met. Meaningful, purposeful work must be done this school year in order to see academic proficiency increases with ALL students, but particularly with our *Black, Hispanic, Limited English Proficient, Economically Disadvantaged, and Students with Disabilities* subgroups.

Celebrations first:

- Student Attendance Data remained above 96% for 2013-2014. Student achievement is directly correlated with attendance at school.
- All cohort groups grew in proficiency rates in both reading and mathematics; from 3rd grade to 4th and 4th grade to 5th! This is a huge accomplishment.
- There was significant proficiency growth in all three grades in reading, math, and science as indicated in the charts that follow!
- There were significant gains in survey data collected from teachers, parents, and students in 2013-2014 from the previous surveys taken.
- Teachey's Teacher Turnover Rate was reduced dramatically from 2012-2013 to 2013-2014.

Areas requiring attention and improvement:

- Despite significant growth, reading proficiency rates are not where we want them to be. We are still not reaching the established mark for "All" students and "white" students in reading, with regards to Annual Measurable Objectives, or AMOs. Those were the two AMO areas we failed to reach. Reading at grade-level expectancy is a major priority for K-5 at Teachey and not just an issue to be addressed at or after the third grade.
- While our 4th grade made amazing gains in reducing the black-white achievement gap in both tested subjects, the same gap widened significantly in 3rd grade and 5th grade. We must identify, monitor, reach, and re-teach with ALL of our students who are below grade-level expectations.
- While we are very excited that our school's overall performance composite rose to 49% in 2013-2014, no one here at Teachey is satisfied with only 49% of our students being overall proficient.



Appendix 2: School Profile

Historical Ethnicity Information (% of population on 20 th day)	2010-11	2011-12	2012-13	2013-14	2014-15
Black	13.48	14.31	12.85	12.14	13.23
Asian	1.7	1.81	2.21	3.09	3.11
White	57.50	55.62	56.22	56.38	52.53
Hispanic	19.28	23.01	23.90	24.07	27.24
American Indian	.17	0	0	0	0
2+ Races	7.84	5.25	4.82	4.16	3.89
Total Population	586	552	498	486	514

Historical Population (% of Population)	2010-11	2011-12	2012-13	2013-14	2014-15
Exceptional Children	9.89	10.69	11.24	9.47	9.92
AIG	4.77	5.07	6.83	7.20	5.84
Limited English Proficient	11.62	12.86	12.65	10.49	15.76
Total Free/Reduced Lunch	58.9	60.8	62.5	60.37	

Student Attendance Data	2009-10	2010-11	2011-12	2012-13	2013-14
Average Daily Attendance	96.2	95.52	96.68	95.95	96.05
Mobility (starting 2012-13)				21.7	17.8

Staffing Summary	2009-10	2010-11	2011-12	2012-13	2013-14
Teachers "highly qualified" (classes taught)	100%	97%	100%	100%	100%
Teachers with advanced degrees	25%	23%	28%	24%	43%
Teachers with NBPTS Certification	8	8	8	8	8
Teachers trained as mentors	18	19.6	16	18%	18%
Teacher Turnover Rate	5%	13%	6%	17.72	9.88%



Appendix 3: Student Performance Results

Promotion Rates	2009-10	2010-11	2011-12	2012-13	2013-14
Kindergarten	100	100	100	100	95.3
Grade 1	100	98.44	100	100	96.4
Grade 2	100	100	100	100	100
Grade 3	100	100	100	100	86.1
Grade 4	100	100	100	100	100
Grade 5	100	100	100	100	95.9

Grade Level Proficiency in Mathematics	2009-10	2010-11	2011-12	2012-13	2013-14**
Grade 1 (state assessment)	85	89			
Grade 2 (state assessment)	52	68			
Grade 3 (EOG)	71.4	77.3	82.4	46.0	71.3
Grade 4 (EOG)	78.9	78.6	85.4	44.3	60.9
Grade 5 (EOG)	83.8	91.0	77.1	38.1	58.8

Grade Level Proficiency in Reading	2009-10	2010-11	2011-12	2012-13	2013-14**
Kindergarten			86	96	68
Grade 1			74	69	44
Grade 2			84	72	58
Grade 3 (EOG)	55.1	50.5	65.7	41.3	60.9
Grade 4 (EOG)	72.2	67.0	58.3	36.1	50.0
Grade 5 (EOG)	68.8	69.7	66.7	29.9	49.5

Grade Level Proficiency in Science	2009-10	2010-11	2011-12	2012-13	2013-14**
Grade 5 (EOG)	65.4	70.7	61.9	36.1	63.9



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

EOG Math Proficiency by Subgroup	Grade 3			Grade 4			Grade 5		
	2011-12	2012-13*	2013-14**	2011-12	2012-13*	2013-14**	2011-12	2012-13*	2013-14**
All	82.4	46.0	71.3	85.4	44.3	60.9	77.1	38.1	58.8
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	>95	*	*	*	*
Black	70.0	40.0	25.0	72.7	20.0	50.0	66.7	18.2	27.3
Hispanic	73.1	66.7	77.8	85.7	21.1	66.7	81.8	38.5	50.0
2+ Races	60.0	*	*	60.0	66.7	*	40.0	16.7	50.0
White	88.9	41.0	79.6	91.4	49.1	65.8	80.6	45.3	66.1
Male	80.0	47.5	60.4	86.0	46.2	59.5	75.5	30.6	60.8
Female	84.9	43.5	84.6	84.8	42.2	63.6	78.6	45.8	56.5
AIG	*	*	*	100	86.4	100.0	100	>95	100.0
EC	22.2	14.3	28.6	76.9	8.3	25.0	47.1	7.1	13.3
Non-EC	87.9	50.0	75.0	86.7	49.4	66.0	83.0	43.4	64.7
LEP	70.0	*	72.7	83.3	<5	*	63.6	20.0	*
Non-LEP	83.7	46.0	71.1	85.9	47.3	60.9	78.7	40.2	68.8
F/R Lunch	78.5	40.0	64.3	80.7	38.7	53.7	67.2	23.3	50.9
Non-F/R Lunch	88.4	56.5	77.8	92.3	54.3	73.7	90.9	62.2	70.1

Math Achievement Gaps	Grade 3			Grade 4			Grade 5		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Black (to White)	-18.9	-1.0	-54.6	-18.7	-29.1	-15.8	-13.9	-27.1	-38.8
Hispanic (to White)	-15.8	25.7	-1.8	-5.7	-28.0	+0.9	+1.2	-6.8	-16.1
EC (to non-EC)	-65.5	-35.7	-46.4	-9.8	-41.1	-41.0	-35.9	-36.3	-51.4
LEP (to non-LEP)	-13.7	*	+1.6	-2.6	-47.3	*	-15.1	-20.2	*
FRL (to non-FRL)	-9.9	-16.5	-13.5	-11.6	-15.6	-20.0	-23.7	-38.9	-19.2

Math Scale Score Means	Grade 3			Grade 4			Grade 5		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
		450.8	450.8		448.6	451.1			451.7



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

EOG Reading Proficiency by Subgroup	Grade 3			Grade 4			Grade 5		
	2011-12	2012-13*	2013-14**	2011-12	2012-13*	2013-14**	2011-12	2012-13*	2013-14**
All	65.7	41.3	60.9	58.3	36.1	50.0	66.7	29.9	49.5
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	>95	*	*	*	*
Black	30.0	40.0	41.7	27.3	<5	50.0	46.7	9.1	9.1
Hispanic	53.8	22.2	38.9	47.6	26.3	41.7	59.1	23.1	35.0
2+ Races	80.0	*	*	20.0	33.3	*	60.0	33.3	50.0
White	73.0	46.2	72.2	72.4	40.4	55.3	74.2	37.7	58.9
Male	65.5	45.0	50.0	62.0	40.4	50.0	65.3	26.5	54.9
Female	66.0	34.8	74.4	54.3	31.1	50.0	67.9	33.3	43.5
AIG	*	*	*	100	90.9	100.0	100	>95	100.0
EC	22.2	28.6	5	38.5	16.7	5	41.2	14.3	20.0
Non-EC	69.7	42.9	66.2	61.4	37.4	54.2	71.6	32.5	54.9
LEP	50.0	*	27.3	44.4	16.7	*	36.4	20.0	*
Non-LEP	67.3	41.3	65.8	61.5	37.4	50.0	70.2	31.0	49.5
F/R Lunch	58.5	27.5	47.6	45.6	30.6	39.0	55.7	18.3	36.8
Non-F/R Lunch	76.7	65.2	73.3	76.9	45.7	69.6	81.8	48.6	67.6

Reading Achievement Gaps	Grade 3			Grade 4			Grade 5		
	2011-12	2012-13*	2013-14**	2011-12	2012-13*	2013-14**	2011-12	2012-13*	2013-14**
Black (to White)	-43.0	-6.2	-30.5	-45.1	-40.4	-13.6	-27.5	-28.6	-49.8
Hispanic (to White)	-19.2	-24.0	-33.3	-24.8	-14.1	-18.1	-15.1	-14.6	-23.9
EC (to non-EC)	-47.5	-14.3	-61.2	-22.9	-20.7	-49.2	-30.4	-18.2	-34.9
LEP (to non-LEP)	-17.3	*	-38.5	-17.1	-20.7	*	-33.8	-11.0	*
FRL (to non-FRL)	-18.2	-37.7	-25.7	-31.3	-15.1	-30.6	-26.1	-30.3	-30.8

Reading Scale Score Means	Grade 3			Grade 4			Grade 5		
	2011-12	2012-13*	2013-14**	2011-12	2012-13*	2013-14**	2011-12	2012-13*	2013-14**
		439.0	439.8		446.4	446.4			449.9



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

EOG Science Proficiency by Subgroup	Grade 5		
	2011-12	2012-13*	2013-14**
All	61.9	36.1	63.9
American Indian	*	*	*
Asian	*	*	*
Black	26.7	9.1	9.1
Hispanic	54.5	30.8	50.0
2+ Races	40.0	33.3	66.7
White	74.2	45.3	76.8
Male	71.4	32.7	70.6
Female	53.6	39.6	56.5
AIG	100	91.7	91.7
EC	52.9	14.3	26.7
Non-EC	63.6	39.8	70.7
LEP	36.4	20.0	*
Non-LEP	64.9	37.9	63.9
F/R Lunch	49.2	23.3	52.6
Non-F/R Lunch	79.5	56.8	80.0

Science Achievement Gaps	Grade 5		
	2011-12	2012-13	2013-14
Black (to White)	-47.5	-36.2	-67.7
Hispanic (to White)	-19.7	-14.5	-26.8
EC (to non-EC)	-10.7	-25.5	-44.0
LEP (to non-LEP)	-28.5	-17.9	*
FRL (to non-FRL)	-30.3	-33.5	-27.4

Science Scale Score Means	Grade 5		
	2011-12	2012-13	2013-14
			252.0



AYP Targets/*AMOs Met	Met	Total	Percent Met	Targets Missed
2009-10	21	23	91.3%	Math – ED, LEP
2010-11	20	27	74.1%	Reading – All, Hispanic, ED, LEP, SWD Math – Hispanic, SWD
2011-12*	15	17	88.2%	Reading – All, White
2012-13*	23	25	92.0%	Reading – All, White
2013-14*	29	31	93.5%	Reading – All & White



Appendix 4: Other Data Sources

Teacher Survey

Results reflect the 2013-2014 Teacher Working Conditions Survey data based on 100% participation of entire licensed staff.

Three or more areas of strength	<ol style="list-style-type: none"> 1. 95.2% of teachers agree that teachers have sufficient access to appropriate instructional materials. 2. 100% of teachers agree that the community we serve is supportive of our school. 3. 92.9% of teachers agree that students at this school follow rules of conduct. 4. 95.2% of teachers agree that teachers are encouraged to participate in school leadership roles. 5. 97.6% of teachers agree that teachers are held to high professional standards for delivering instruction. 6. 100% of teachers agree that teachers are encouraged to reflect on their own practice. 7. 97.6% of teachers agree that teachers work in professional learning communities to develop and align instructional practices.
Three or more areas of possible improvement	<ol style="list-style-type: none"> 1. 50% of teachers agree that the non-instructional time provided for teachers in the school is sufficient. 2. 66.7% agree that teachers are relied upon to make decisions about educational issues. 3. 69.2% of teachers agree that in this school, follow up is provided from professional development.
Two significant findings	<ol style="list-style-type: none"> 1. 63.4% of teachers agree that efforts are made to minimize the amount of routine paperwork teachers are required to do. This result reflects a 43.8% increase in teacher satisfaction. 2. 92.9% of teachers agree that students at this school follow rules of conduct reflects a 20% increase in teacher satisfaction.



Student Survey Results are derived of 4th and 5th grade with 142 students participating.	
Three or more areas of strength	<ol style="list-style-type: none">1. 97% of students know the rules of the school.2. 92% of students agree that safety is important at the school.3. 91% of students agree that they push themselves to do their best academically.4. 94% of students agree that their parents think that going to college is important.5. 98% of students feel that graduation from high school is important.6. 94% of students agree that their teacher expects them to do their best.
Three or more areas of possible improvement	<ol style="list-style-type: none">1. 35% of students agree that students at my school respect each other.2. 48% of students agree that they are afraid to make a mistake.3. 63% of students agree that the school faculty listens to students' ideas about how to improve our school.
Two significant findings	<ol style="list-style-type: none">1. 97% of students reported that they knew the school rules, one of which is "We are Respectful"; however, the survey indicates that students do not feel as though they respect one another or their teachers.2. While 90% of students agree that they put forth their best effort at school, only 55% agree that they enjoy being at school.3. Results indicate that 65% of students feel comfortable asking questions in class which could possibly transfer to 48% are afraid to make a mistake in class.



Parent Survey Results are derived of 200 parents participating in the survey.	
Three or more areas of strength	<ol style="list-style-type: none">1. 99% of parents agree that graduation from high school is one of my child's goals.2. 97% of parents agree that going to college is important while 99% care about their child's education.3. 96% of parents feel comfortable talking to their child's teacher and 95% of parents talked with their child's teacher this year.4. 97% of parents agree that learning is important for their child's future and that 96% agree that their child's teacher expects them to do their best at school.
Three or more areas of possible improvement	<ol style="list-style-type: none">1. 29% of parents agreed that their child has been bullied at school.2. 68% of parents agreed that students at my child's school provide leadership to help their school be successful.3. 35% of parents agreed that their child is afraid to make a mistake at school.
Two significant findings	<ol style="list-style-type: none">1. 95% of parents strongly disagreed and 3% had no opinion that their child is a member of a gang. This is evident that parents feel that gangs are not present at our school.2. 52% agreed that their child participated in after school activities. However, this statement does not explicitly state that the activity is a campus based program. We can assume that this survey statement may have been misinterpreted.3. 78% of parents agree that students at my child's school respect each other is somewhat of a contrast to the 35% of students who believe that students at my school respect each other.



Lindley Park Elementary School

2014-2015 Continuous Improvement and Title I Implementation Plan

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Staff Approval	Date of Secret Ballot	Results For	Results Against
	9/25/14	100%	0

Approved by Superintendent of Schools:

 Signature

 Date

 Principal's Signature

 Date

Approved by Board of Education:

 Signature

 Date



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



Strategic Objectives:

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

Strategic Focus/Foci:

- ★ Academic proficiency in core curriculum
- ★ Implement a consistent plan for literacy instruction and assessment

Current Level of Performance:

EOY K-4 TRC Results

- Kindergarten- 61%
- 1st Grade- 49%
- 2nd Grade- 68%
- 3rd Grade- 74%

Annual Goal 1:
 At the end of the 2013-2014 school year, 64% of K-4 students were proficient in reading based on mCLASS Text Reading Comprehension (TRC). Through quality instruction, progress monitoring, and enhancement of written comprehension, K-5 students will increase to 68% by mid-year and 72% by the end of year assessment of the mCLASS administration.

Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
Analyze data to structure flexible groups in the literacy block based on student needs so that students are receiving quality differentiated instruction.	Certified Staff	<ul style="list-style-type: none"> • mCLASS • SRI • Benchmarks • Common Assessments 	Eddy Nye	<ul style="list-style-type: none"> • Reading 3D Data • SRI Data • Progress Monitoring • Benchmarks 	10/16 12/18 2/19 4/16		5/29



Develop and utilize a fidelity checklist so that implementation of the reading interventions can be monitored.	Instructional Facilitator	<ul style="list-style-type: none"> • Research exemplar fidelity checklists 	Wisnasky	<ul style="list-style-type: none"> • Checklist • Presentation of fidelity checklist to entire staff 	9/18 10/16 11/20 12/18 1/15 2/19 3/19 4/16 5/21		
Implement Leopard Letters so that students will increase writing practice aligned with the ACS literacy plan.	Rush Ellis Johnson Jones	<ul style="list-style-type: none"> • Letter Supplies 	Rush Ellis Johnson Jones	<ul style="list-style-type: none"> • Quantity of Participation • Samples of Leopard Letters 	11/20 1/15 3/19 5/21		
Establish writing celebrations/presentations in all grade levels at least 3 times during the 2014-15 year so that students practice their speaking and writing skills.	2-5 th grade teachers, Certified Staff	<ul style="list-style-type: none"> • First Grade team • PTO • Presentation materials 	Hinch Chervenak Casbarro Kearns	<ul style="list-style-type: none"> • Writing products • Videos/Photos • Rubrics 	10/16 12/18 2/19 4/16		
Utilize data notebooks so that students are empowered to set academic goals and are accountable for their achievements.	Students Certified Staff	<ul style="list-style-type: none"> • Notebooks/port folio folders • Professional Development 	Nubia Terry, Tyler Malpass, Emily Jones, Eli Wood, Treshod Smith, Casey Joura	<ul style="list-style-type: none"> • Documented student growth • Data Notebook samples 	11/20 3/19		



Strategic Objectives:

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

Strategic Focus/Foci:

- ★ Academic proficiency in core curriculum
- ★ Engage each student in rigorous work

Current Level of Performance:

2013-2014 EOG

- 3rd grade Order of Operations strand 69.9% correct
- 3rd grade Base Ten strand 60.9% correct
- 3rd grade Fractions strand 66.8% correct

- 4th grade Order of Operations strand 53.9% correct
- 4th grade Base Ten strand 57.1% correct
- 4th grade Fractions strand 55.8% correct

- 5th grade Order of Operations strand 62.4% correct
- 5th grade Base Ten strand 53.8% correct
- 5th grade Fractions strand 57% correct

Annual Goal 2:
 On the 2013-2014 NC READY Math End-of-Grade (EOG) test, students correctly answered an average of 59.7% of questions targeting the Number Domain on the EOG. On the 2014-2015 EOG, students will correctly answer an average of 70% or more of the questions targeting the Number Domain after engaging in high quality teaching and learning this academic year.

Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
Teachers will conduct daily Number Talks and Math Mastery Lessons so that students will increase their mental math ability.	Classroom Teachers	<ul style="list-style-type: none"> • Wendy Rich • Math Mastery Lessons • Sheena Wisnasky 	Grade Level Chairs	<ul style="list-style-type: none"> • Video of Lessons • Lesson Plans • 4th Grade Math Mastery notebooks 	10/16 2/19 5/21		



Students will monitor their progress so that they set math goals in their data notebooks.	Classroom Teachers	<ul style="list-style-type: none"> • CIA Committee • Number Sense Assessments 	Chase Eddy Skeen Cheek Nye Kearns Rush Wisnasky	<ul style="list-style-type: none"> • Data Notebooks • Number Sense Assessments • Universal Probes 	11/20 3/19		
A Family Math Night will take place in the second semester focusing on math strands so that parents will have a greater understanding of math strategies to support student learning.	Certified Staff	<ul style="list-style-type: none"> • CIA Committee • State Standards for Math • Number Sense Activities 	Ellis Pervier	<ul style="list-style-type: none"> • Pictures • Sign in Sheets • Number Sense Activities • Flyer 	4/16		
Students will participate in various math competitions within their classroom and the school so that they build automaticity and fluency with math.	All Staff	<ul style="list-style-type: none"> • Math Wars • Math Bee • Math Madness • Sheena Wisnasky • Tracy Foscue 	Wisnasky	<ul style="list-style-type: none"> • Pictures • Videos • Universal Probes 	1/15 5/21		



Strategic Objectives:

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

Strategic Focus/Foci:

- ★ Academic proficiency in core curriculum
- ★ Engage each student in rigorous work
- ★ Expand learning opportunities before and opportunities while removing barriers
- ★ Professional and leadership development

Current Level of Performance:

2013-2014 EOG Reading Proficiency:

*3 rd Grade:	66.7% White	25% Black
*4 th Grade:	61.3% White	40.0% Black
*5 th Grade:	81.3% White	29.6% Black

2013-2014 mCLASS Reading Proficiency

K-5:	74% White	57% Black
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Annual Goal 3:

In 2014-2015, we will reduce the Black/White achievement gap by 10 percentage points across all grade levels, using mCLASS data for Kindergarten through Second grade and Reading EOG data for Third through Fifth Grade.

Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
Lindley Park will improve home and school relations through activities such as writing celebrations, positive communication, and flexible conferencing so that families are exposed to more strategies to support their child's education.	All Staff	<ul style="list-style-type: none"> • Judy Ebanks • Boys and Girls Club • Parents • Public Library 	Grade level chairs	<ul style="list-style-type: none"> • Parent communication documentation • Pictures from Writing Celebrations • Parent Survey 	10/16 12/18 2/19 4/16		



<p>Lindley Park staff will raise cultural awareness through activities such as Leopard Pals and professional development at staff meetings so that all students improve academic achievement.</p>	<p>All Staff</p>	<ul style="list-style-type: none"> • CARE document from NEA • Cultural Awareness Activities • Boys and Girls Club • Family Crisis Center • Administration • Data Notebooks 	<p>Malpass Neal Harris Wisnasky Wood Ellis</p>	<ul style="list-style-type: none"> • Staff Meeting Agenda • Articles • Leopard Pals Contracts and SMART goals 	<p>10/16 12/18 2/19 4/16</p>		
<p>Lindley Park staff will provide specific academic supports so that the achievement gap will decrease between student groups.</p>	<p>All Staff</p>	<ul style="list-style-type: none"> • Novels for Boys • Vocabulary • SRI demographic data • Big Universe • Read and Understand Series • Data Notebooks • Leopard Pals, • Small group lessons, • Reading Logs • Specialists as academic support 	<p>Wisnasky Wood Ellis Stanley Jones Moss Rush Aguero Neal Bunting</p>	<ul style="list-style-type: none"> • Book Club Roster • Lesson Plans • Vocabulary Lists • Reading Log • Parent Survey 	<p>10/16 12/18 2/19 4/16</p>		
<p>Through a partnership with Asheboro High School Athletic Department students build relationships with a high school student so that they can set weekly academic and personal goals.</p>	<p>Selected students</p>	<ul style="list-style-type: none"> • Athletes • Coaches • Text for students • Goal sheet 	<p>Harris</p>	<ul style="list-style-type: none"> • Contact Log • Goal Sheets • Student Survey 			



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



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



<p>9. Activities for Children Experiencing Difficulty</p>	<ul style="list-style-type: none">• Optional after school tutoring (volunteer teachers)• Leveled Literacy Intervention with Reading Specialists• District use of Personal Education Plans (PEPs)• Response to Instruction• Student Success Team (SST)• 2 Reading Teachers• 2 ESL Teachers• 2 EC Teachers with 1 EC Assistant• Summer Academy (3rd grade specific)• Parent conferences• Community volunteers• Reading Buddies• Mentors• Leopard Pals
<p>10. Coordination and integration of Federal, State, and Local Services</p>	<ul style="list-style-type: none">• Annual Title I Parent Night• Federal programs implemented in this school include: Title I, Title II-A, Title II-D, Title III State programs implemented in this school include: English as a Second Language (PRC 054)• Coordination and integration of these programs are outlined in the School's intervention plan and individual federal grant applications



PBIS School Action Plan

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



Compliance Statements

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.	1. Teachers use other positive behavior supports to achieve desired school norms.
	2. Each student in this school participates in an average of 150 minutes per week of physical activity and/or physical education.	2. Every classroom has a daily scheduled thirty minute recess time. Each class has 40 minutes of weekly physical education taught by a trained specialist.
Pledge of Allegiance	3. Time is scheduled for school-wide recitation of the Pledge of Allegiance.	3. Every morning selected students lead the Pledge of Allegiance while students and staff voluntarily recite it in unison.
	4. Flags of the United States and North Carolina are displayed in this school.	4. Every classroom displays the United States flag and it is displayed outside the front of the school building. The North Carolina flag is displayed in the multipurpose room.
Duty-free Lunch	5. Every teacher must be provided a duty-free lunch period on a daily basis or as otherwise approved by the school improvement team.	5. A duty-free lunch period for every teacher must be provided on a daily basis or as otherwise approved by the school improvement team.
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.	6. Duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week, must be provided for every full-time assigned classroom teacher.



<p>Redundant Reporting Requirements</p>	<p>7. If the continuous improvement team identifies a more expeditious manner of providing information to the board that will eliminate a redundant or unnecessary reporting requirement for teachers at its school, the team may make a written request to the superintendent to eliminate the redundant or unnecessary report.</p>	<p>7. The School Improvement Team will submit any redundant reporting requirements to the superintendent and document their submission in the monthly minutes.</p>
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Parent Involvement

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

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

ESEA Provision (Sec. 9191(23))

6 Types of Parent Involvement

<p>1. Parenting: Assist families in understanding child and adolescent development, and in setting home conditions that support children as student at each age and grade level. Assist schools in understanding families.</p>	<ul style="list-style-type: none"> • Monthly Parent Meetings (School and Satellite Settings) • Curriculum Nights • ESL Parent Nights • Parent/Teacher Conferences • Student-led Conferences
<p>2. Communicating: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.</p>	<ul style="list-style-type: none"> • Blackboard Connect 5 Phone messages in English and Spanish & e-mail Messages • Teacher & Parent Communicator folders • Classwork and Homework folders • Home-School Connection Monthly Newsletter • Class Newsletter • School Website (News & Events, SIT Minutes, Quick Polls, etc.) • Other Print Media (flyers, stickers, yard signs, etc.)
<p>3. Volunteering: Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.</p>	<ul style="list-style-type: none"> • PTO and Staff Volunteer Committee(s) • Asheboro High School Athletics • Asheboro Boys and Girls Club • First E & R Church • Communities In Schools • Family Crisis Center • Asheboro Public Library



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

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



Intervention Plan

A. Overview	<ul style="list-style-type: none">We will provide short-term instructional interventions, practice reinforcement, re-teaching, special services, and various forms of enrichment to our students within their grade levels. Personalized Education Plans will drive the instruction for individual students to ensure that their needs are met and keep families involved in the process.
B. Target Population	<ul style="list-style-type: none">Students who are not consistently performing at proficient levels will receive intervention services. Our goal is to ensure that all students show growth regardless of their ability levels.
C. Measureable Intended Outcome	<ul style="list-style-type: none">Throughout the year growth will be measured in Reading 3D data as well as other formative assessments. After receiving intervention services on a daily basis, each student will show significant growth on the NC READY End-Of-Grade Reading, Math and Science tests as well as the End-Of-Year Reading 3D benchmark.
D. Description of activities or services to be provided	<ul style="list-style-type: none">Students will receive interventions based on DIBELS and Text Reading and Comprehension (TRC) measures. Progress monitoring will take place every 10 days for students needing intensive interventions or every 20 days for students needing strategic interventions.Intervention and Enrichment groups will remain fluid, and students will be moved around based on need for instruction.Intervention and enrichment opportunities will be available for students throughout the regular school day based on classroom and student needs.Instructional Assistants (IAs) are providing instructional support to students and staff in fourth and fifth grades to create smaller classroom communities to increase more individualized instruction. While the IAs continue to spend more than half of their day in kindergarten through third grade classrooms, the remainder of their time is utilized in various literacy activities with students.Specialists provide academic support to regular classroom teachers in order for students to benefit from even smaller learning communities in core areas. These professionals work with math, reading, writing, and even handwriting across selected grade levels. They are not limited to a scripted program. Some of the specialists help our students with anxiety issues and relationship building so that they can be more successful academically in the classroom setting.
E. Evaluation of Results	<ul style="list-style-type: none">Fidelity checklists will be used to ensure that daily interventions and progress monitoring are taking place. We will evaluate success by reviewing proficiency and growth scores from the NC READY End-Of-Grade Reading, Math and Science tests as well as formative assessments throughout the year.



Waiver Request

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



Leadership Team Members

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

Name	Signature	Role
Julie Tucker		Kindergarten Teacher
Ashley Ellis		1 st Grade Teacher
Sheri Johnson		2 nd Grade Teacher
Heather Pervier		3 rd Grade Teacher
Stephanie Wood		4 th Grade Teacher
Sarah Moore		5 th Grade Teacher
Rebecca Jones		Exceptional Children Teacher
Heather Neal		English as a Second Language Teacher
Caroline Rush		Reading Facilitator
Kathy Malpass		Technology Facilitator
Barry Bunting		Physical Education Teacher
Sheena Wisnasky		Instructional Facilitator
Jose Aviles-Rabadan		Parent Representative
Allison Forester		Parent Representative



Kristen Terry		Parent Representative
Brooke Zehmer		Assistant Principal
Robin Harris		Principal



Appendix 1: Current State of the School

Lindley Park embraces a familial environment to all who enter the school community. We are fortunate to have a highly qualified staff and caring parents who support our students. This is beneficial when teachers request parent/teacher and student-led conferences to share student performance. While our school *met growth* in the Education Value-Added Assessment System (EVAAS) data results, our staff is displeased with our present standing. We take pride in our students' demonstration and mastery of knowledge as captured on the state summative assessments.

Our most critical areas for improvement are indicated by our annual goals in literacy, math, and closing gaps. Our students met 26 of 30 Annual Measurable Objective (AMO) targets last year which totaled 86.7%. We are not accustomed to obtaining less than 100% each year. Our staff is analyzing our instructional practices on a continual basis to ensure that student achievement increases to optimal levels.

Our School Improvement Team meets monthly to discuss important issues regarding Lindley Park. Three parents have been elected to the team in addition to many staff members from across the school. Several other committees convene often to keep students and families at the forefront of our daily service in addition to student achievement. We have a very active Parent Teacher Organization to support our endeavors. Our school is an excellent institution to learn and work each day.



Appendix 2: School Profile

Historical Ethnicity Information (% of population on 20 th day)	2010-11	2011-12	2012-13	2013-14	2014-15
Black	23.0	26.1	25.5	24.0	18.8
Asian	0.5	1.1	1.3	1.3	1.2
White	42.2	41.5	61.0	41.0	42.2
Hispanic	25.5	25.6	28.6	28.7	33.7
American Indian	0.2	6.2	7.2	0	0.2
2+ Races	8.6	5.5	5.0	4.9	3.9
Total Population	443	472	444	446	410

Historical Population (% of Population)	2010-11	2011-12	2012-13	2013-14	2014-15
Exceptional Children	10.11	7.4	9.6	8.5	8.0
AIG	3.8	6.8	6.9	6.1	6.3
Limited English Proficient	18.9	21.8	21.6	21.1	23.8
Total Free/Reduced Lunch	70.4	72.4	70.9	71.0	

Student Attendance Data	2009-10	2010-11	2011-12	2012-13	2013-14
Average Daily Attendance	96.36	95.97	96.41	95.91	96.0
Mobility (starting 2012-13)				28.7	18.7

Staffing Summary	2009-10	2010-11	2011-12	2012-13	2013-14
Teachers "highly qualified" (classes taught)	100%	100%	100%	100%	100%
Teachers with advanced degrees	21%	23%	27%	38%	47.2
Teachers with NBPTS Certification	5	4	5	6	4
Teachers trained as mentors	22.0	21.6	17.1	10.25	
Teacher Turnover Rate	6%	3%	10%	9%	18.75



Appendix 3: Student Performance Results

Promotion Rates	2009-10	2010-11	2011-12	2012-13	2013-14
Kindergarten	100.0	98.1	100.0	98.5	100.0
Grade 1	100.0	100.0	100.0	100.0	98.9
Grade 2	100.0	100.0	100.0	100.0	100.0
Grade 3	100.0	100.0	100.0	100.0	93.5
Grade 4	100.0	100.0	100.0	100.0	100.0
Grade 5	100.0	100.0	100.0	100.0	100.0

Grade Level Proficiency in Mathematics	2009-10	2010-11	2011-12	2012-13*	2013-14**
Grade 1 (state assessment)	100	100			
Grade 2 (state assessment)	63	70			
Grade 3 (EOG)	87.1	90.4	86.9	48.6	64.4
Grade 4 (EOG)	88.6	91.1	94.2	42.2	47.8
Grade 5 (EOG)	78.7	89.9	92.6	58.3	54.3

Grade Level Proficiency in Reading	2009-10	2010-11	2011-12	2012-13*	2013-14**
Kindergarten			79	56	69
Grade 1			71	54	53
Grade 2			34	81	74
Grade 3 (EOG)	59.4	71.2	71.4	44.3	49.3
Grade 4 (EOG)	72.2	67.1	69.8	41.0	43.3
Grade 5 (EOG)	64.0	79.2	75.3	49.6	44.6

Grade Level Proficiency in Science	2009-10	2010-11	2011-12	2012-13*	2013-14**
Grade 5 (EOG)	66.7	79.5	82.7	51.2	66.3

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



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

EOG Math Proficiency by Subgroup	Grade 3			Grade 4			Grade 5		
	2011-12	2012-13*	2013-14**	2011-12	2012-13*	2013-14**	2011-12	2012-13*	2013-14**
All	86.9	48.6	64.4	>95	42.2	47.8	92.6	58.3	54.3
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black	82.1	35.3	47.1	90.0	33.3	33.3	85.7	37.5	37.0
Hispanic	78.3	15.8	70.6	94.1	29.2	27.8	>95	63.6	40.7
2+ Races	100	*	5	-	*	*	83.3	*	80.0
White	>95	72.7	78.8	>95	56.7	67.7	94.4	68.6	78.1
Male	80.0	41.7	76.5	>95	43.9	46.9	>95	60.0	50.0
Female	94.9	55.9	53.8	91.1	40.5	48.6	89.1	56.8	59.1
AIG	*	*	*	>95	90.0	100	100	>95	100
EC	70.0	<5	12.5	87.5	<5	*	>95	20.0	7.7
Non-EC	89.2	52.3	70.8	>95	47.9	47.8	91.4	63.5	62.0
LEP	76.2	7.1	80.0	91.7	12.5	7.7	>95	46.7	28.6
Non-LEP	90.5	58.9	61.9	>95	49.3	57.5	91.7	60.9	58.9
F/R Lunch	84.4	40.4	54.0	94.5	33.3	36.2	91.8	48.2	47.1
Non-F/R Lunch	95.0	72.2	87.0	>95	70.0	75.1	95.0	78.6	84.9

Math Achievement Gaps	Grade 3			Grade 4			Grade 5		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Black (to White)	-12.9	-37.4	-31.7	-5.0	-23.4	-34.4	-8.7	-31.1	-41.1
Hispanic (to White)	-16.7	-56.9	-8.2	-5.9	-27.5	-39.9	+0.6	-5.0	-37.4
EC (to non-EC)	-19.2	-47.3	-58.3	-7.5	-42.9	*	+3.6	-43.5	-54.3
LEP (to non-LEP)	-13.3	-51.8	+18.1	-3.3	-36.8	-49.8	+3.3	-14.2	-30.3
FRL (to non-FRL)	-10.6	-31.8	-23.0	-0.5	-36.7	-38.9	-3.2	-30.4	-37.8

Math Scale Score Means	Grade 3			Grade 4			Grade 5		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
		451.3	451.2		448.7	448.6			449.3



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

EOG Reading Proficiency by Subgroup	Grade 3			Grade 4			Grade 5		
	2011-12	2012-13*	2013-14**	2011-12	2012-13*	2013-14**	2011-12	2012-13*	2013-14**
All	71.4	40.0	49.3	70.6	39.8	43.3	75.3	39.3	44.6
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black	71.4	23.5	23.5	53.3	29.2	40.0	71.4	29.2	29.6
Hispanic	47.8	10.5	41.2	64.7	16.7	16.7	77.8	27.3	11.1
2+ Races	66.7	*	40.0	-	*	*	66.7	*	80.0
White	>95	63.6	66.7	88.6	66.7	61.3	77.8	54.3	81.3
Male	68.9	25.0	58.8	65.0	34.1	34.4	85.7	45.0	41.7
Female	74.4	55.9	41.0	75.6	45.2	51.4	67.4	34.1	47.7
AIG	*	*	*	100	100	100	91.7	100	94.4
EC	80.0	<5.0	5	62.5	20	*	63.6	<5.0	7.7
Non-EC	70.3	43.1	55.4	71.4	42.5	43.3	77.1	44.6	50.6
LEP	38.1	7.1	50.0	50.0	<5.0	5	66.7	13.3	7.1
Non-LEP	82.5	48.2	49.2	74.0	49.3	53.7	76.4	44.9	51.3
F/R Lunch	62.5	32.7	36.0	65.5	28.6	31.9	68.9	23.2	34.3
Non-F/R Lunch	>95	61.1	78.2	80.0	75.0	70.1	95.0	71.4	77.4

Reading Achievement Gaps	Grade 3			Grade 4			Grade 5		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Black (to White)	-23.6	-40.1	-43.2	-18.0	-37.5	-21.3	-6.4	-25.1	-51.7
Hispanic (to White)	-47.2	-50.1	-25.5	-23.9	-50.0	-44.6	0.0	-27.0	-70.2
EC (to non-EC)	+9.7	-38.1	-50.4	-8.9	-22.5	*	-13.5	-39.4	-42.9
LEP (to non-LEP)	-44.4	-41.1	+0.8	-24.0	-44.3	-48.7	-9.7	-41.6	-44.2
FRL (to non-FRL)	-32.5	-28.4	-42.2	-14.5	-46.4	-38.2	-26.1	-48.2	-43.1

Reading Scale Score Means	Grade 3			Grade 4			Grade 5		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
		438.7	438.1		445.5	441.7			447.9



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

EOG Science Proficiency by Subgroup	Grade 5		
	2011-12	2012-13*	2013-14**
All	82.7	51.2	66.3
American Indian	*	*	*
Asian	*	*	*
Black	76.2	33.3	48.1
Hispanic	83.3	50.0	44.4
2+ Races	66.7	*	100
White	88.9	62.9	93.8
Male	91.4	55.0	60.4
Female	76.1	47.7	72.7
AIG	100.0	100.0	100
EC	81.8	10.0	23.1
Non-EC	82.9	56.8	73.4
LEP	77.8	33.3	35.7
Non-LEP	83.3	55.1	71.8
F/R Lunch	78.7	42.9	60.0
Non-F/R Lunch	95.0	67.9	86.3

Science Achievement Gaps	Grade 5		
	2011-12	2012-13	2013-14
Black (to White)	-12.7	-29.6	-45.7
Hispanic (to White)	-5.6	-29.6	-39.4
EC (to non-EC)	-1.1	-46.8	-50.3
LEP (to non-LEP)	-5.5	-21.8	-36.1
FRL (to non-FRL)	-16.3	-25.0	-26.3

Science Scale Score Means	Grade 5		
	2011-12	2012-13	2013-14
			251.8



AYP Targets/*AMOs Met	Met	Total	Percent Met	Targets Missed
2009-10	25	25	100%	0
2010-11	21	21	100%	0
2011-12*	23	23	100%	0
2012-13*	25	25	100%	0
2013-14*	26	30	86.7%	Reading – All, Black, Hispanic & EDS



Appendix 4: Other Data Sources

Teacher Working Conditions Survey

Three or more areas of strength	<ol style="list-style-type: none"> 1. Q4.1.a. This school does a good job of encouraging parent/guardian involvement. (100%) 2. Q6.1.d. Teachers are encouraged to participate in leadership roles. (100%) 3. Q9.1.d. The curriculum taught in this school is aligned with Common Core Standards. (100%)
Three or more areas of possible improvement	<ol style="list-style-type: none"> 1. Q2.1.d. The non-instructional time provided for teachers in my school is sufficient. (45.5%) 2. Q9.1.k. State assessments accurately gauge students understanding of standards. (48.5%) 3. Q9.1.a. State assessment data are available in time to impact instructional practices. (54.8%)
Two significant findings	<ol style="list-style-type: none"> 1. It is evident by the survey results that distributed leadership is embraced and implemented in this school as almost all of the results in the subsections were above the state average. 2. Time continues to rate lower each year the survey is administered to the respondents.

Student Survey

Three or more areas of strength	<ol style="list-style-type: none"> 1. My parents care about my education. 98% 2. My parents think going to college is important. 96% 3. I put forth my best effort at school. 95%
Three or more areas of possible improvement	<ol style="list-style-type: none"> 1. My parents have talked with my teacher this year. 90% 2. Students at my school provide leadership to help my school be successful. 80% 3. Classroom activities are exciting and keep my attention. 79%
Two significant findings	<ol style="list-style-type: none"> 1. The students express a desire to have choice and ownership over their education. 2. We should make more of an effort to demonstrate how much we enjoy working with the children.



Parent Survey	
Three or more areas of strength	<ol style="list-style-type: none">1. I am proud of my child's school. 99%2. My child knows the rules at school. 98%3. My child's school is a welcoming and friendly place. 97%
Three or more areas of possible improvement	<ol style="list-style-type: none">1. Students at my child's school provide leadership to help their school be successful. 65%2. My child participates in after school activities. 50%3. My child is afraid to make a mistake. 42%
Two significant findings	<ol style="list-style-type: none">1. The parents of our students are proud of our school and feel it is a warm and welcoming place for children and families.2. We need to provide more opportunities for students to be leaders within our school building.

The board recognizes that curriculum development must be an on-going process in order to ~~continually~~ address continually the changing needs and diversity of all students and to fulfill the educational goals of the board. The board further recognizes that while educators must be responsible for developing the curriculum, parents, other governmental agencies, businesses and members of the public have valuable insights in the type of curriculum needed.

A. CURRICULUM DEVELOPMENT

Curriculum ~~will~~must be developed to meet the ~~requirements of the~~ state and local board requirements, using the current statewide instructional standards as a foundation. ~~The North Carolina Standard Course of Study will provide the foundation for local curriculum development.~~ The superintendent, or designee, is ~~responsible for~~shall establishing a curriculum committees ~~as needed~~ to coordinate curriculum planning and ensure that the curriculum is aligned with the ~~standard course of study and articulated from grade to grade~~current statewide instructional standards and includes subject-area competencies for each grade level. ~~Teachers should receive appropriate training so that they may participate in the curriculum development.~~ ~~Such~~The committees ~~should~~must include central office administrators, teachers, and school administrators representing the various schools and grade levels. Teachers should receive appropriate training so that they may participate in the curriculum development. These committees ~~are encouraged to also~~ must seek input from parents, the community and experts to make fully informed decisions.

The committee may recommend that the board expand subject areas and objectives of the curriculum to meet the educational goals of the board and state and federal laws. The committee also may recommend eliminating subject areas or objectives that are not state-required or related to the educational goals of the board.

B. CURRICULUM MODIFICATION BY INDIVIDUAL SCHOOLS

The principal is the instructional leader of the school and is responsible for determining whether the curriculum meets the needs of the students of the school. Accordingly, the principal or ~~his or her~~ designee may consider modifying the curriculum.

If a school principal wishes to modify the curriculum, he or she may submit a proposal to the central curriculum committee ~~it may submit its proposal to the superintendent or designee for approval.~~ Unless the curriculum committee has significant concerns about the proposal, the committee will approve the changes so long as the curriculum maintains continuity. After being approved by the curriculum committee, the proposal must be submitted to the board for approval as a part of the school improvement plan process ~~if the modifications include: (1) expanding or reducing the subject areas or the objectives, (2) eliminating subject areas or objectives not required by the State, or (3) waiving local board policies,~~ the proposal, after being approved by

~~the superintendent or designee, must be submitted to the board for approval. The curriculum committee shall ensure that the curriculum continues to be aligned with the current statewide instructional standards.~~

C. EVALUATION

The superintendent will ensure that the methods for meeting curriculum objectives are regularly evaluated for their effectiveness. The board also encourages external curriculum audits by professional curriculum assessors.

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

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

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

Updated:

Administrative Procedure: Yes

All students are expected to meet state and local academic performance standards. The board acknowledges that heterogeneous grouping usually is the best means of meeting the educational goals of the board. However, the board recognizes that students may differ in the amount of time needed or the instructional methodology that will best assist them in learning the curriculum. If homogeneous grouping is used, students should be returned to the heterogeneous environment once their needs are met.

~~Should~~If grouping practices ~~be utilized~~are used, the following factors ~~will~~must be considered:

1. the individual student's best opportunity for achievement;
2. the skill level of the student;
3. the most effective instructional climate for the student;
4. the age and maturity levels of the students in the group;
5. the most effective instructional climate for the group; and
6. the most effective social climate for the group and the student.

Race or sex discrimination will not be tolerated. If homogeneous grouping materially affects diversity, the person proposing such grouping must demonstrate that the benefits of homogenous grouping clearly outweighs the benefits of meeting the board's educational goals of diversity.

The principal has the authority to assign students to classes (see policy 4155, Assignment to Classes), including the authority to group students for instruction in accordance with this policy. However, the principal should include others in this decision-making process. Thus, the principal may solicit recommendations from teachers and review requests by parents when considering homogenous grouping. The principal also may evaluate whether the factors that indicated the need for homogenous grouping still exist.

This policy is not intended to alter teachers' discretion to group for instruction within classes. Such ad hoc grouping also may be considered as an intervention strategy to improve student performance. However, ad hoc grouping for daily instruction should not result in isolation for a major portion of the school day.

Legal References: G.S. 115C-47, -81, -276, -288

Cross References: Goals and Objectives of the Educational Program (policy 3000), Student Progression and Placement (policy 3420), Assignment to Classes (policy 4155)

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

Administrative Procedure: None

The board recognizes the importance of homework in supplementing classroom instruction and furthering the goals of the educational program. Homework reinforces learning and ~~stimulates~~fosters independence, responsibility and self-direction.

Homework assignments should strengthen ~~and~~ provide practice in ~~skills~~subjects which already have been taught in class, ~~or~~ be assigned in preparation for upcoming instruction or improve a student's ability to work independently. Teachers should take into consideration the differences in financial, educational and technological resources of students and their parents or guardians when making assignments. In addition, ~~homework assignments should improve a student's ability to work independently~~. ~~Assignments also should be reasonable in~~ the amount of time necessary to complete the tasks should be reasonable in light of the age and maturity of students and other assignments given to the students.

Principals ~~will be responsible for~~shall ensure that homework assignments are made in accordance with this policy. Principals are encouraged to involve staff, parents and students in developing ~~guidelines for~~ standards ~~of~~ appropriate types and amounts of homework for the school or particular grade levels.

Legal References: G.S. 115C-36, -47, -307

Cross References: Goals and Objectives of the Educational Program (policy 3000)

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

Administrative Procedure: None

The board recognizes the importance of a systematic process for evaluating the instructional programs. An evaluation process should identify any need for modifications to the instructional program in order to meet the educational goals of the board and state standards for student achievement.

An effective evaluation process should focus on the educational process as well as outcomes by including techniques such as the following:

1. testing programs such as nationally standardized general achievement tests, national standardized tests and criteria reference tests in specific subject areas, and tests administered by other agencies;
2. observations, surveys, interviews, anthologies and portfolios;
3. student records, including school achievement records and dropout records of students;
4. periodic surveys of staff, parents, students, and community members;
5. ~~self study and review by external accrediting agencies such as the Southern Association of Colleges and Schools; and~~
5. review by outside professionals such as U.S. Department of Education specialists and specialists from other agencies.

The superintendent ~~will be~~ is responsible for ensuring that periodic evaluations are taking place and for reporting the results with recommendations to the board of education. Any student surveys used for evaluating the programs must be approved in advance by the superintendent. Instructional programs also may be evaluated and changes implemented as a part of a school's improvement plan so long as the school continues to comply with all related board policies. The board encourages professional development for teachers and administrators so that changes in the instructional program can be implemented as effectively as possible.

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

Cross References: Goals and Objectives of the Educational Program (policy 3000), Testing and Assessment Program (policy 3410), School Improvement Plan (policy 3430)

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

Administrative Procedure: None

School trips designed to stimulate student interest and inquiry may be appropriate as ~~valuable extensions of the classroom~~ extensions and may enhance learning in the classroom. School trips can help students meet educational goals and objectives by connecting learning with experiences outside the classroom environment. ~~Whenever possible all students should have the opportunity to participate in school trips. The principal is responsible for deciding when a student should be excluded from a field trip. All school trips will be planned in advance, have adequate chaperones, and be planned so as to protect the health and safety of all participants.~~

~~All school trips must have the prior written approval of the principal and the superintendent, or designee. All out-of-state school trips that are over-night must also have the prior written approval of the board of education. To qualify for approval, a school trip must~~

- ~~• provide an effective method for accomplishing curriculum objectives;~~
- ~~• be consistent with the educational goals of the board; and~~
- ~~• keep to a minimum any disruptions of other educational programs and/or loss of instructional time.~~

~~The superintendent is responsible for developing additional procedures for the request and approval of desired school trips. The Superintendent or designee will heed any travel advisories or restrictions that have been issued by the State Department or other governmental agencies. The district reserves the right to cancel a field trip, without assuming any financial liability, if conditions change such that student travel is considered unsafe.~~

~~Any fees imposed for school trips are to be waived or reduced for students who demonstrate real economic hardship. The superintendent is responsible for establishing procedures to review requests for fee waivers or reductions and to notify students and parents of the availability of and the process for requesting a fee waiver or reduction.~~

~~All personnel, volunteers and chaperones on school trips will conduct themselves in a manner consistent with school board policies on staff responsibilities and behavior (see 7200 and 7300 series of policies) and any other applicable school board policies. Board policies in the 4300 series concerning student behavior, and board policy 1510/4200, concerning student safety and supervision of students, will apply to all students and teachers while they are taking part in school trips. In addition, board policy 6320 (Use of Student Transportation Services) will apply to the use of vehicles for all school trips.~~

~~The superintendent will be responsible for the development of procedures for the request and approval of desired school trips.~~

A. Authorization of School Trips

~~A school trip occurs when a student or group of students leaves a school campus under the~~

sponsorship of the school and under the supervision of school employees to extend the educational experiences of that student or group. The principal must approve all school trips in advance. School trips that involve an overnight stay must also receive prior approval from the board.

To be approved, a school trip must:

- (1) provide an effective method for accomplishing curriculum objectives;
- (2) be consistent with the educational goals of the board; and
- (3) keep to a minimum any disruptions of other educational programs and/or loss of instructional time.

The superintendent shall develop additional procedures for the request and approval of school trips.

B. Costs

Students must not be charged a fee for any required school trip for which credit is granted or that is necessary for participation in interscholastic sports. The board may impose fees for other non-required school trips. Any fees imposed for school trips will be waived or reduced for students who demonstrate real economic hardship. The superintendent shall establish procedures to review requests for fee waivers or reductions and to notify students and parents of the availability of and the process for requesting a waiver or reduction of fees.

C. Student Safety and Discipline

Policy 1510/4200/7270, Student Safety, and the student behavior policies in the 4300 series apply to all students, school employees and volunteers while they are taking part in school trips.

D. Transportation

Policy 6320, Use of Student Transportation Services, applies to the use of vehicles for all school trips.

E. Chaperones and Volunteers

All chaperones and volunteers accompanying students on school trips must meet the standards established by policy 5015, School Volunteers.

Cross References: Student Safety (policy 1510/4200/7270), Goals and Objectives of the Educational Program (policy 3000), ~~Student Safety (policy 1510/4200)~~, Student Behavior Policies (policies in the 4300 series), Student Fees (policy 4600), School Volunteers (policy 5015), Use of Student Transportation Services (policy 6320)

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

Revised: September 12, 2002, February 10, 2005

Administrative Procedure: Yes

An evaluation system of students' academic performance is necessary to help ensure that all students are succeeding within the framework of the educational goals and objectives of the board. The board believes that the formal issuance of student evaluations on a regular basis promotes continuous assessment of a student's performance; informs the student, his or her parents or guardians, and the ~~guidance-school~~ counselor about the student's performance and progress; and provides a system of notice which allows intervention strategies to be implemented if necessary to improve the student's performance. The board encourages teachers and principals to pursue innovative methods of evaluating progress.

~~The superintendent or designee shall establish a~~ An evaluation system ~~is to be established~~ for assessing an individual student's academic achievement and progress relative to benchmarks set for students at that instructional level. The evaluation system should provide for regular communication with parents so that they may be informed and involved in their child's education.

~~Teachers are responsible for evaluating student performance and keeping accurate records in order to substantiate a grade or assessment given in a course. Teachers are also responsible for conducting parent teacher conferences.~~ Teachers shall evaluate student performance and keep accurate records in order to substantiate a grade or assessment given in a course.

The superintendent, or designee, is responsible for developing system-wide procedures for the following:

1. grading periods ~~(6 weeks or 9 weeks;~~
2. grading scales;
3. dates for the release of report cards;
4. ~~final exams at Asheboro High School;~~ end of course and end of grade assessments; and
5. exam exemptions.

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

Cross References: Goals and Objectives of the Educational Program (policy 3000), Parental Involvement (policy 1310/4002)

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

Administrative Procedure: No

A. PURPOSE

The board believes that students should progress to the next level of study only after they are proficient in their knowledge and application of the current curriculum level. To the extent reasonably possible, students should be given as much or as little time as they need to be proficient at a particular level of study. Students will be promoted to the next level of study as described in this policy.

B. STUDENT PROMOTION STANDARDS

The superintendent shall develop (1) proposed promotion standards and (2) a process to be used in determining a student's readiness to progress to the next level of study and shall submit the standards and process to the board for approval. The standards will be based, in part, upon proficiency in reading. The standards and process must provide multiple criteria for assessing a student's readiness to progress to the next level of study, such as standardized test scores, formative and diagnostic assessments, grades, a portfolio or anthology of the student's work and, when appropriate, accepted standards for assessing developmental growth. The standards and process will incorporate all state law and State Board of Education policy requirements, including those for the assessment and promotion of third grade students as described in G.S. 115C-83.6 *et seq.* and State Board of Education Policies GCS-J-002 and 003.

Principals shall ensure that the promotion standards are used by teachers and school administrators in assessing each student's readiness to progress to the next level of study. Principals have the authority to promote or retain students based upon the standards approved by the board and any applicable standards set by the State Board of Education.

To reduce the number of students who do not meet promotion standards, the board directs school administrators and teachers to use personal education plans as required in policy 3405, Students at Risk of Academic Failure, to address the needs of students who are not making adequate academic progress.

C. LOCAL PROMOTION STANDARDS

1. Grades Kindergarten, 1 and 2

Students in grades K, 1 and 2 will be expected to demonstrate grade level proficiency on the current state instructional standards in reading, writing, and mathematics. Multiple measures are to be used to determine grade level proficiency on the current state instructional standards including, but not limited, to:

- a. K-5 Portfolio, including writing samples

- b. K-2 math benchmark assessments
- c. Demonstration of the current state grade level instructional standards
- d. Teacher observation and recommendation
- e. Reading 3D Diagnostic Data

Students who are performing below grade level will be provided intervention strategies according to the school remediation plan and the student's Personal Education Plan (PEP). Students who are still performing below grade level after receiving intervention will not be promoted, unless otherwise determined by the school principal in accordance with Subsection E of this policy.

2. Grades 3-5

Students in grades 3, 4 and 5 will be expected to demonstrate grade level proficiency in reading, writing, mathematics, science, and social studies. Multiple measures are to be used to determine grade level proficiency including, but not limited, to:

- a. Standardized test scores from the North Carolina End-of-Grade tests
- b. Demonstration of the current state grade level instructional standards
- c. K-5 portfolios, including writing samples
- d. Benchmark assessments
- e. Teacher observation and recommendation
- f. Reading 3D Diagnostic Data

Students who are performing below grade level will be provided intervention strategies according to the school remediation plan and the student's Personal Education Plan (PEP). Students who are still performing below grade level after receiving intervention will not be promoted, unless otherwise determined by the school principal in accordance with Subsection E of this policy.

3. Grades 6-8

Students in grades 6, 7 and 8 will be expected to demonstrate grade level proficiency in reading, writing, mathematics, science, and social studies. Multiple measures are to be used to determine grade level proficiency including, but not limited, to:

- a. Standardized test scores from the North Carolina End-of-Grade tests
- b. Pass five courses: one of which must be language arts, one of which must be mathematics, one of which must be science or social studies
- c. Grades

- d. Student work portfolios, including writing samples
- e. Benchmark assessments
- f. Teacher observation and recommendation

Students who are performing below grade level will be provided intervention strategies according to the school remediation plan and the student's Personal Education Plan (PEP). Students who are still performing below grade level after receiving intervention will not be promoted, unless otherwise determined by the school principal in accordance with Subsection E of this policy.

4. Grades 6-8 End of Course, End of Grade, and North Carolina Final Exams

The End of Course (EOC), End of Grade (EOG) and North Carolina Final Exam results shall count as twenty-five percent (25%) of a student's final grade in each middle school course for which such a test is administered. Middle school students requiring multiple final assessments, within a single subject, should have the assessments averaged for the final exam score. This requirement does not apply for students assessed on the Extended Content Standards.

5. High School End of Course Tests

The End of Course (EOC) assessment, North Carolina Final Exam and vocational post assessment results shall count as twenty-five percent (25%) of a student's final grade in each high school course for which such a test is administered. This requirement does not apply for students following the Future Ready Occupational Course of Study (State Board of Education Policy GCS-C-003). All other high school courses are also required to administer a final exam which shall count as twenty-five percent (25%) of a student's final grade.

6. Diploma Standards

To receive a North Carolina high school diploma, a student must complete the requirements set forth in policy 3460, Graduation Requirements.

D. INTERVENTION FOR STUDENTS UNLIKELY TO MEET PROMOTION STANDARDS

The goal of Asheboro City Schools is to identify as early as possible students who are unlikely to meet the standards for progression to the next level of study so that the school can provide appropriate intervention. Intervention must be provided for any student who does not meet grade level proficiencies established by the State or who is determined to be at-risk of not meeting grade level proficiencies or making progress toward graduation established by the Local Board or State.

Every student who does not meet grade level proficiency, is at risk of academic failure, or is not making progress toward graduation shall have developed for them a Personalized Education Plan (PEP) constructed by the student's teacher(s) whether the student is promoted or retained. Each plan shall include student assessment data, intervention strategies, and progress monitoring strategies (Students At Risk of Academic Failure, policy 3405).

1. Intervention Plans

Each school must submit to the board the school's plan for intervention as part of the school's yearly improvement plan. Schools also must include in the school improvement plan the types of intervention strategies that will be offered at the school. At a minimum, the intervention plan must address the following elements:

- a. identification of and intervention for students at risk of failing the student accountability standards;
- b. differentiated instruction for students who have been retained; and
- c. meeting individual students' needs.

2. Intervention Strategies

Intervention involves identifying strategies specifically designed to increase grade level proficiency. Strategies may include, but are not limited to, alternative learning models, special homework, smaller classes, flexible grouping, tutorial sessions, extended school day, Saturday school, modified instructional programs, parental involvement, small or large group counseling sessions, summer school instruction, participation in or restriction of participation in extracurricular activities, individualized instruction or goals, and remedial instruction or retention.

Extended instructional opportunities should be different from and supplemental to regular classroom instruction. The school will involve parents and the student in discussing intervention strategies. Students will participate in the intervention strategies and demonstrate acceptable growth and achievement.

E. REVIEW OF STUDENT PROMOTION STANDARDS

1. Previous retentions

Previous retentions may be a factor in waiving student promotion standards.

2. Review Process

In the case where a student's promotion is in question, the principal must consider the following before recommending promotion or retention.

Teachers shall provide documentation of the student's performance during a review process. Documentation may include but is not limited to:

1. Student work samples;
 2. Other assessment data;
 3. Information supplied by parents;
 4. For student with disabilities, information that is included in the individualized education program; and
 5. Other information that verifies that a student is at grade level or, is making adequate progress to meet grade level requirements.
- a) Light's Retention Scale should be considered for deciding whether or not a student should be retained.

F. APPEALS OF PROMOTION DECISIONS

1. Appeal to the Superintendent

Within five workdays of receiving the principal's written decision to promote or retain a student, the student's parents may appeal the decision to the superintendent. The superintendent may overturn the principal's decision only upon a finding that the principal's decision was arbitrary and capricious (i.e., without a rational basis) or was otherwise an abuse of discretion.

The superintendent must render a decision within 10 workdays of receiving the appeal. The superintendent may support the principal's decision, remand it back to the principal for consideration of additional issues or reverse the decision.

The superintendent's findings must be in writing and must be provided to the parents.

2. Appeal to the Board of Education

The superintendent's decision to promote or retain a student may be appealed to the board in accordance with the procedures set forth in subsection E.5 of policy 1740/4010, Student and Parent Grievance Procedure.

G. PROMOTION AND ACCOUNTABILITY STANDARDS FOR STUDENTS WITH DISABILITIES

To the extent possible, students with disabilities must be held to the same promotion standards as all other students. However, for students who take alternative assessments in lieu of the end-of-grade (EOG) or end-of-course (EOC) tests, promotion decisions must be based on criteria recommended by the IEP team.

All intervention strategies and other opportunities, benefits and resources that are made available to students without disabilities must be made available to those students with disabilities who are subject to the student promotion standards. Such opportunities must be in addition to the special education services provided to the student.

H. PROMOTION AND ACCOUNTABILITY STANDARDS FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY

To the extent possible, students with limited English proficiency will be held to the same standards as all other students.

All intervention and other opportunities, benefits, and resources that are made available to other students must be made available to students with limited English proficiency who participate in the student promotion standards.

I. CREDIT BY DEMONSTRATED MASTERY

The superintendent, or designee, shall provide opportunities for students in grades 9 through 12 to earn course credit by demonstrating mastery of course material without first completing the regular period of classroom instruction in the course. Students in middle school may earn credit by demonstrated mastery for high school courses offered in middle school. To earn credit by demonstrated mastery, students must demonstrate a deep understanding of the content standards and application of knowledge through a multi-phase assessment, in accordance with standards established by the State Board of Education and any additional standards established by the superintendent.

J.I. ACCELERATION

Some students may need less time to learn the curriculum. The Board recognizes our responsibility to provide an array of services that maximizes the potential of each of these students. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore subjects in greater detail or providing different types of educational experiences. Differentiated programs and services may be provided through such strategies as appropriate classroom groupings, increased pace instruction, challenging subject classes, differentiated units, content modification, subject advancement, grade skipping, alternative products, enrichment opportunities, curriculum compacting, or individual projects and contracts. To challenge a student sufficiently, the principal may reassign the student to a different class or level of study and/or may identify concurrent enrollment or other curriculum expansion options (see policy 3101, Dual Enrollment).

K.J. REPORTING REQUIREMENTS

1. Superintendent's Report to the Board

At least on an annual basis, the superintendent shall provide the board with the

following information for each school:

- a. aggregate student performance scores on state-mandated tests and any other standardized tests used by a school or the school system;
 - b. the number and percentage of students retained and/or not meeting the standards for their grade level;
 - c. the number and percentage of third grade students exempt from mandatory third grade retention by category of exemption as listed in state law; and
 - d. remedial or additional educational opportunities provided by the school system and the success of these efforts in helping students meet promotion standards.
2. Report to the North Carolina State Board of Education and Department of Public Instruction

Pursuant to statutory requirements and standards established by the Department of Public Instruction, all required information regarding student performance will be provided annually to the Department.

3. Publication on the School System Website

Information about the reading performance of third grade students will be posted on the school system website in accordance with state law.

L.K. NOTIFICATION TO PARENTS

The superintendent or designee shall provide information regarding promotion standards to all students and parents. In addition, if a kindergarten, first grade, second grade or third grade student (1) is demonstrating difficulty with reading development; (2) is not reading at grade level; or (3) has a personal education plan under G.S. 115C-105.41, the student's teacher shall provide the student's parents timely written notice advising that if the student is not demonstrating reading proficiency by the end of third grade, the student will be retained, unless exempt from mandatory retention for good cause. Parents are encouraged to help their children meet the promotion standards and will have opportunities to discuss the promotion standards and procedures with teachers and the principal. Information provided to parents should be in the parents' native language when appropriate foreign language resources are readily available.

The teacher of a student who does not meet promotion standards must notify the student's parents that the student has failed to meet the standards for progression to the next level of study and must provide the parents with information concerning retesting, intervention, review and appeal opportunities. When a student is to be retained, the principal shall provide the student's parents written notice of the retention and, if the student will be retained in accordance with G.S. 115C-83.7(a) for failure to demonstrate

reading proficiency, (1) written notice of the reason the student is not eligible for a good cause exemption as provided in G.S. 115C-83.7(b) and (2) a description of proposed reading interventions that will be provided to the student to remediate identified areas of reading deficiency. Teachers shall provide parents of students retained under G.S. 115C-83.7(a) at least monthly written reports on student progress toward reading proficiency. The evaluation of a student's progress will be based upon the student's classroom work, observations, tests, assessments and other relevant information.

M.L. CHILDREN OF MILITARY FAMILIES

As required by the Interstate Compact on Educational Opportunity for Military Children (G.S. 115C-407.5) and policy 4155, Assignment to Classes, school administrators have the authority to exercise flexibility in waiving course or program prerequisites or other preconditions for the placement of children of military families in courses or programs offered by the school system.

Legal References: G.S. 115C-36, -45(c), -47, -81, -105.21, -174.11, -288(a), -407.5; State Board of Education Policy GCS-C-031

Cross References: Student and Parent Grievance Procedure (policy 1740/4010), Goals and Objectives of the Educational Program (policy 3000), Concurrent Enrollment and Other Curriculum Expansions (policy 3101), Students At-Risk of Academic Failure (policy 3405), School Improvement Plan (policy 3430), Graduation Requirements (policy 3460), Extracurricular Activities and Student Organizations (policy 3620), Children of Military Families (policy 4050), Students At Risk of Academic Failure (Policy 3405), Assignment to Classes (policy 4155), Fiscal Management Standards (policy 8300)

Other Resources: *Guidelines for Testing Students Identified as Limited English Proficient*, N.C. Department of Public Instruction ~~Division of Accountability Services/North Carolina Testing Program (September 2010)~~ available at <http://www.dpi.state.nc.us/docs/accountability/policyoperations/lep/testinglep1314.pdf> ; *North Carolina Read to Achieve: A Guide to Implementing House Bill 950/S.L. 2012-143 Section 7A* (N.C. Department of Public Instruction 2013), available at <http://www.dpi.state.nc.us/docs/k-3literacy/resources/guidebook.pdf>

Adopted: August 11, 2011

Revised: August 8, 2013, January 9, 2014

A. PRINCIPLES

Principals, assistant principals, teachers, and other instructional staff at each school are responsible for designing and implementing strategies to reach the educational goals of the board ~~at each school~~. Input from the school community, including parents, students, and representatives from businesses and other agencies, is critical in developing an educational program that will meet the needs of the students and the community.

The board affirms the General Assembly's belief that all children can learn and that the mission of public schools is to challenge, with high expectations, each child to learn, achieve, and fulfill his or her potential.

Accordingly, the board has established in its policies its vision, standards, and means of accountability for the educational program. The superintendent shall provide guidance and establish any other standards necessary for effective implementation of the board's policies. Principals shall lead each school in implementing the policies. The school improvement plan is one tool that school administrators should use to draw upon the creativity and innovation of the staff and the community. This plan, in its two parts, should identify the school's efforts to improve student performance and reach the educational goals of the board.

B. PART ONE OF THE SCHOOL IMPROVEMENT PLAN: STATE PROGRAM FOR SCHOOL-BASED MANAGEMENT AND ACCOUNTABILITY

The board endorses the principles set forth by the State Board of Education that all children need to master basic skills and knowledge and build upon this foundation for lifelong learning. Therefore, in developing their school improvement plans, all schools should ensure, to the extent possible, that sufficient resources and curricula are directed toward meeting the goal of having all students performing at grade level or higher in the basic subject and skill areas identified by the State Board.

1. School Improvement Team

Each school must have a school improvement team that develops the school improvement plan. The school improvement team will consist of the principal, representatives of the assistant principals, instructional personnel, instructional support personnel and, ~~teacher~~ instructional assistants assigned to the school building, and parents of students attending the school. Each group of school personnel ~~will~~shall elect representatives from their respective group by secret ballot. Parents are to be elected in accordance with G.S. 115C-105. 27(a). The school improvement team is encouraged to involve and seek assistance from central office personnel. The school improvement team, especially at the middle and high schools, also is encouraged to seek input from students. The

superintendent shall provide guidance to principals to ensure that the principals establish and work together with school improvement teams to develop, review, and amend school improvement plans.

The school improvement team shall follow all legal requirements in developing and obtaining school approval of the school improvement plan. School improvement team meetings will be held at a convenient time to facilitate substantial parent participation. The principal shall ensure that ~~As a public body,~~ the school improvement team, as a public body, will comply with the Open Meetings Law in regard to its meetings. Deliberations on the school safety components of the plan must be in closed session in accordance with G.S. 143-318.11(a)(8).

2. Mandatory Components of the State Plan

A school improvement plan must include the following components.

- a. The plan must specify the effective instructional practices and methods to be used to improve the academic performance of students identified as at risk of academic failure or at risk of dropping out of school.
- b. The plan must take into consideration the minimum annual performance goal established by the State Board and the goals set out in the mission statement for public schools adopted by the State Board of Education.
- c. The plan must be, to the greatest extent possible, data driven. The team shall use the Education Value Added Assessment System (EVAAS) or a compatible and comparable system approved by the State Board of Education to analyze student data to identify root causes for problems and determine actions to address them and to appropriately place students in courses such as Algebra I. The plan must contain clear, unambiguous targets, explicit indicators and actual measures, and expeditious time frames for meeting measurement standards.
- d. The plan must identify how staff development funds allocated to the school will be used.
- e. The plan must provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the school improvement team.
- f. The plan must provide duty-free instructional planning time for every full-time assigned classroom teacher, with the goal of providing an average of at least five hours of planning time per week.
- g. The plan must attempt to identify and eliminate unnecessary and redundant reporting requirements for teachers and, to the extent

practicable, streamline the school's reporting system and procedures, including requiring forms and reports to be in electronic form when possible and incorporating relevant documents into the student accessible components of the Instructional Improvement System.

- h.g. As part of the school system's efforts to maintain safe and orderly schools, the ~~school improvement~~ plan must address safety and discipline concerns. These concerns include any special conditions at the school. The plan should include the components of any positive behavior management or positive behavior support programs that have been adopted at the school and should comply with the requirements of policy 1510/4200/7270, School Safety, and all protocols established by the superintendent or designee under that policy.
- i.h. For schools identified by the Department of Public Instruction as Focus or Priority schools, the ~~school improvement~~ plan must identify the interventions the school will implement to address students' academic needs. Such interventions must include strategies to address the needs of all children, particularly the lowest-achieving, and how those needs will be met in a timely and effective manner.
- j.i. In accordance with policy 1310/4002, Parental Involvement, the plan must identify the goals and strategies for parents to be involved in their child's education and in the educational program of the school.
- k.j. The plan must include a process by which the school improvement team will review the school improvement plan at least once a year. The annual review process must include (1) a review of student scores on all state- and board-mandated tests and (2) a means for the school improvement team to modify the plan, if necessary, when the school has not met the expected growth score established by the state.
- l.k. The plan must require the principal to notify the superintendent if the school improvement team modifies a board-accepted school improvement plan.

3. Optional Components of the State Plan

Part One of the school improvement plan may include any or all of the following components.

- a. The plan may include a request for waivers of state laws, rules, or policies. Any waiver request must (1) identify the school making the request; (2) identify the particular state law, rule, or policy that inhibits the school's ability to improve student performance; (3) set out with specificity the circumstances under which the waiver may be used; and (4) explain how the requested

waiver will permit the school to improve student performance.

- b. The plan may include a request to transfer state funds from one allotment category to another, as permitted by state law. The request must identify the funding allotment categories involved in the transfer and identify how the transfer will facilitate improving student performance.
- c. The plan may include a comprehensive conflict resolution plan, as provided in G.S. 115C-81(a4), in order to help create a safe school.
- d. The plan may provide for the use of textbooks that have not been adopted by the State Board.

1. Development and Review of the Plan~~Process~~

School ~~improvement~~Leadership teams should review student performance data from the preceding school year in developing the school improvement plan. Based on the availability of data and when specific school standards are established by the State Board, the superintendent shall establish the date by which school improvement plans must be submitted.

The principal first shall present the proposed school improvement plan to all of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building for their review and vote by secret ballot. The principal then shall submit the school improvement plan to the superintendent only if the proposed school improvement plan has the approval of a majority of the staff who voted on the plan.

The superintendent or designee shall review the plans and seek legal review as necessary prior to presenting the plans with written recommendations to the board. If the superintendent intends to recommend that a plan be rejected, the superintendent shall notify the principal of the school and explain the reasons for the decision. The school improvement team may then submit a modified plan, approved by staff vote, to the superintendent. The superintendent should submit all school improvement plans to the board at the earliest possible date.

The board will review the school improvement plans. The review of the school safety components of the plans must be in closed session. The board shall make findings on the safety components of the plan. Neither the safety components of the plans nor the board's findings on the safety components of the plans may be set out in the minutes of the board.

After review of the school improvement plans, the board will accept or reject each school improvement plan. If a plan is rejected, the board will explain the specific reason (s) for the rejection.

Any plan modified by the school improvement team after being rejected by the board must be resubmitted to the school personnel for vote and, upon majority approval, resubmitted to the superintendent for review. The superintendent shall resubmit the modified plan to the board with his or her recommendations as soon as is practical. The board will review the modifications along with any recommendations from the superintendent and accept or reject the plan.

If the board and the school improvement team cannot reach agreement on the plan within 60 days after its initial submission, the board or school may request to use the dispute resolution process developed by the State Board under G.S. 115C-105.20(b)(5). Alternatively, if use of the dispute resolution process is not utilized requested, the board may develop a school improvement plan for the school.

A school improvement plan may be in effect for no more than two years. The plan must be reviewed at least annually by the school improvement team in accordance with the review process established in the school's plan. If a school does not meet its expected growth standard as established by the State Board or if more than 25% of the students performed below grade level, the principal must submit to the superintendent and the board a report of the school improvement team. The report must explain the reasons for the standard(s) not being met and describe any modifications that will be made in the school improvement plan. After considering any recommendations of the superintendent, if the board is not satisfied with the response of the school improvement team, the board may suggest modifications to the plan or may vacate those portions of the plan that impede student performance and require the school improvement team to revise the plan.

5. Elimination of Redundant or Unnecessary Reporting Requirements

If, at any time before or after the board approves the school improvement plan, the school improvement team identifies a more expeditious manner of providing information to the board that will eliminate a redundant or unnecessary reporting requirement for teachers at its school, the team may make a written request to the superintendent to eliminate the redundant or unnecessary report. The superintendent shall recommend to the board whether the reporting requirement should be eliminated for that school. If the superintendent does not recommend elimination of the reporting requirement, the school improvement team may request a hearing by the board as provided in policy 2500, Hearings Before the Board.

6. Compliance with Requirements

Any employee, parent, or other interested party is encouraged to notify the principal of any concerns regarding compliance with this policy or G.S. 115C-105.27. In addition, any employee, parent, or other interested party may submit in writing to the superintendent concerns regarding compliance with this policy or G.S. 115C-105.27. The superintendent shall make a good faith effort to investigate the concern and shall provide a written response upon request.

D. POSTING THE SCHOOL IMPROVEMENT PLAN ONLINE

The school improvement plan, except for its school safety components which are not public record, must be posted on the school's website. The names and positions of the members of the school improvement team, along with the date of each member's election to the team, must also be posted on the website.

E.D. STAFF DEVELOPMENT

The superintendent shall develop a process by which schools can learn from other schools' improvement plans. The superintendent and the schools are encouraged to use staff development resources to provide training to staff on the development, implementation, and evaluation of school improvement plans.

School administrators must be evaluated by their supervisors on the school-based management process as required by board policy and state law and on the effectiveness of the school improvement plan.

Legal References: U.S. Department of Education approval of Elementary and Secondary Education Act (ESEA) Flexibility Request (May 29, 2012); G.S. 115C-47(38), -81, -84.2, -98, -105.20, -105.21, -105.25, -105.26, -105.27, -105.32, -105.35, -301.1, -307(g); 143 art. 33C

Cross References: Parental Involvement (policy 1310/4002), School Safety (policy 1510/4200/7270), Compliance with the Open Meetings Law (policy 2320), Hearings Before the Board (policy 2500), Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), Innovation in Curriculum and Instruction (policy 3110), Lesson Planning (policy 3120), Evaluation of Instructional Programs (policy 3140), School Calendar and Time for Learning (policy 3300), Student Promotion and Accountability (policy 3420)

Adopted:

Class ranking is one method of measuring academic performance. The board also recognizes other means of evaluating student achievement, including grade point average, courses completed, ~~the~~ rigorousness of the curriculum, results of tests and assessments, and recommendation letters.

Asheboro High School may compile class rankings periodically and make the information available to the student, his or her parents or guardians, and to other institutions, at the request of the student or his or her parents or guardians. While Asheboro High School may designate a valedictorian and salutatorian, the board encourages the principal, with input from teachers, parents and students, to develop alternative or additional means for recognizing academic achievements.

The principal of Asheboro High School will be responsible for ensuring that class ranking is computed in a fair and consistent manner ~~with adequate notice to student and parents~~ as provided in State Board of Education Policy GCS-L-004. The superintendent ~~and/or~~ principal will provide written procedures on how students with equal grades, or grades that may be perceived as equal, will be treated. Nothing in this policy provides any legal entitlement to a particular class rank or title. Although the student grievance procedure provided in policy 1740/4010, Student and Parent Grievance Procedure, may be utilized to formally resolve disputes, the board encourages parents, students and the principal to ~~informally~~ reach a resolution informally on any matters related to class rank.

Legal References: G.S. 115C-47, -81, -276, -288; 116-11(10a); State Board of Education Policy GCS-L-004

Cross References: Goals and Objectives of the Educational Program (policy 3000), Recognizing Excellence (policy 3440), Parental Involvement (policy 1310/4002), Student and Parent Grievance Procedure (policy 1740/4010)

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

Administrative Procedure: None

The principal and superintendent, or designee, must approve a school's participation in a proposed national, state, or local contest for students. Approval must be based on the following:

- a careful investigation of the purpose and merits of the competition,
- assurance of the value of the contest to the student participants,
- all contest rules and regulations have been studied and are clearly understood,
- all students who qualify for participation are assured the equal opportunity to participate and will be well informed of their opportunity to participate and the contest's rules and regulations,
- absolutely no student is to be required to participate in any contest sponsored by an outside organization,
- the primary purpose of the contest must not be promotional.

Even when proposed student contests meet the above criteria, approval may be withheld if either of the following is true:

- the quantity of student contest opportunities during a school year becomes excessive,
- the format of the proposed student contest is overused (for example, poster or essay contests).

Legal References:

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

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

Administrative Procedure: None

School/Location	Date	Event	Time
All Schools	Monday, Oct. 6	Teacher Workday; no school for students	all day
PDC	Wednesday, Oct. 8	Superintendent's Student Advisory Council	7:30am
PDC	Thursday, Oct. 9	Board of Education Meeting	7:30pm
PDC	Friday, Oct. 10	Hall of Fame reception	6:00pm
AHS	Friday, Oct. 10	AHS Varsity Football vs. Ledford (Hall of Fame)	7:30pm
GBT	Monday, Oct. 13	Family/Multicultural Reading Night	5:00pm
Renaissance Asheville	Wed. - Fri., Oct. 15-17	Fall Law Conference	all day
AHS/PAC	Thursday, Oct. 16	AHS Choral Concert	7:30am
LP	Thursday, Oct. 16	Hispanic Heritage Night	5:30pm
BAL	Friday, Oct. 17	Hispanic Heritage Night	5:00pm
CO	Monday, Oct. 20	Superintendent's PTO Round Table	11:45am
AHS/PAC	Thursday, Oct. 23	Reality Store hosted by CIS	8:45am-3:15pm
AHS	Friday, Oct. 24	CC Cranford Cup Reception	5:00pm
AHS	Friday, Oct. 24	AHS Homecoming V. Football vs. N. Forsyth	7:30pm
AHS/PAC	Tuesday, Oct. 28	Bandorama	7:30pm
AHS	Friday, Nov. 7	AHS Varsity Football vs. Central Davidson (Sr. Night)	7:30pm
All Locations	Tuesday, Nov. 11	Holiday; schools closed	all day
PDC	Thursday, Nov. 13	Board of Education Meeting	7:30pm
All Schools	Mon. - Fri., Nov. 17-21	American Education Week	all day
Koury Convention Center	Mon. - Wed., Nov. 17-19	45th NCSBA Annual Conference	all day
AHS/PAC	Nov. 20-22	Park Street Players Fall Musical (Godspell)	7:00pm
AHS/PAC	Nov. 23	Park Street Players Fall Musical (Godspell)	2:00pm
All Schools	Wednesday, Nov. 26	Teacher Workday; no school for students	all day
All Locations	Thurs. - Fri., Nov. 27-28	Holiday; schools closed	all day
AHS PAC	Thursday, Dec. 4	AHS Jazz and Percussion Concert	7:30pm
AHS PAC	Tuesday, Dec. 9	SAMS Chorus Concert	7:30pm
DLL	Wednesday, Dec. 10	Senior Holiday Luncheon	12noon
AHS PAC	Thursday, Dec. 11	AHS Choral Concert	7:30pm

School/Location	Date	Event	Time
PDC	Thursday, Dec. 11	Board of Education Meeting	7:30pm
AHS PAC	Monday, Dec. 15	NAMS Winter Band Concert	7:30pm
PDC	Tuesday, Dec. 16	Superintendent's Holiday Luncheon (floating)	11:30am to 1:00pm
AHS PAC	Tuesday, Dec. 16	SAMS Winter Band Concert	7:30pm
AHS PAC	Thursday, Dec. 18	AHS Winter Band Concert	7:30pm



Student achievements:

- AHS Athletes partnering with Lindley Park (Athletes Helping Students)
- NAMS 6th graders participated in the 2nd annual Map Race contest
- Lindley Park launched Leopard Letters program
- NAMS Student Council officers selected

Staff recognition:

- Annual new employee reception
- Paula Owens, DLL, Asheboro City Schools 2014-15 Principal of the Year

Parent involvement:

- Title I Parent Nights held across the district
- SAMS parent night held at Randolph Public Library
- Grandparent's Day celebration held at Lindley Park

Events bringing community into our schools:

- School level open house events
- AHS Zoo School Community Open House
- NC Chief Justice Mark Martin spoke to students at AHS
- Katie Nordeen (FOX8) spoke to students at GBT



Asheboro City Schools

...the subject is excellence!

BOARD OF EDUCATION GOALS 2014-2015

Update: October 9, 2014

October is National Principal Month!

STRATEGIC GOAL:

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

STRATEGIC OBJECTIVES:

1. Engage each student

- A. Teach the standards through the lens of the **4 C's** (with particular focus on communication and collaboration).
- B. Implement **Problem-Based Learning units** using the district-wide PBL protocol and appropriate performance rubrics at each school
- C. Identify and nurture problem-based **partnerships with the community** and beyond for planning and evaluating real world solutions.
- D. Implement **global awareness** recommendations.
 - **September 22 – Dr. Worrell, Jennifer Smith, Brian Saunders, Jusmar Maness and Julie Brady attended a VIF Splash Symposium in Chapel Hill. This team, along with Dr. Maerz and Dubraska Stines, continues to explore dual-language immersion programs and other global awareness initiatives. Our next steps include continued visits to schools with dual-language immersion programs, analysis of demographically similar immersion schools' data, and talking more with the other elementary principals and BOE.**
- E. Continue **Positive Behavior Instructional Support** program at each school.
 - **Each school is in the process of completing their Implementation Inventory in order to help them determine their areas of strength and areas of need in the use of Positive Behavioral Instructional Supports.**
- F. Continue to address **discipline disproportionality**.
- G. Implement district-wide program to prevent **bullying**.

Dr. Rice has completed staff training with each school about bullying to insure all staff received the same message. He shared:

 - **North Carolina General Statute 115C-407—Bullying and harassing behavior.**
 - **The legal definition of bullying.**
 - **The age appropriate working definitions created by the ACS task force.**

- The importance of and the responsibility of staff to report.
 - Dr. Rice has also worked with guidance counselors to organize common lessons to be used in our schools in October, which is Bullying Prevention Month.
- H. Implement updated lockdown and **crisis plan procedures**.
- Crisis plans have been updated, including new lock-down procedures. All schools have completed a lock-down drill using the new procedures.
- I. Implement approved **technology plan**.
- Dr. Maerz added the NC Test App for online testing.
- J. Provide professional development and support for teachers on **the SAMR model for integrating technology** and other identified needs based on staff surveys.
- K. Implement support for **new Chromebook devices** at AHS. Redistribute AHS laptops as needed throughout the district.

2. Assess for learning

- A. Determine how to **systematically capture and share student data** at the classroom, school and district levels as it is collected to inform instruction and intervention.
- Instructional Facilitators, Wendy Rich and Julie Pack have devised a system-wide plan to analyze district benchmark data and make instructional plans to help students that have not mastered the content this six-week period.
- B. Develop an **online platform for sharing common assessments** linked to curriculum standards and units.
- Dr. Maerz attended Regional Training for the use of SchoolNet for classroom and benchmark assessments.
 - Dr. Maerz has begun meetings with PLCs on the development and use of SchoolNet for common assessments.

3. Improve achievement

- A. Share newly developed district literacy plan with teachers and staff and provide professional development aligned with the plan.
- The Instructional Facilitators developed training modules for the elementary literacy components. Teachers at Balfour Elementary were successfully trained on these modules on September 23. Loflin Elementary will be the next school to receive this training.
- B. Pilot **consistent phonics instructional approach** in pre-kindergarten and kindergarten classrooms at each school site.
- Two kindergarten teachers from each elementary school and three administrators received a full day of Letterland training on August 8.
 - Letterland is being implemented by two kindergarten teachers at each elementary school.

- **Preschool teachers and pre-K assistants received Letterland training on October 6 and it is being implemented by two pre-K teachers.**
- C. Implement **writing strategies** from 2014 UNCG summer partnership initiative.
- D. Continue **Reading Foundations training** for all K-2 teachers to increase reading content knowledge and enhance instructional skills as funding is available.
 - **Reading Foundations for 150 participants will take place on October 6, January 21-22, March 6, and June 11.**
- E. Convene Asheboro City Schools Transition Team and implement district-wide **transition plan**.
- F. Implement **Career Cruising as the structure** for academic planning, career and academic inventories, lessons and online access for students, teachers and parents.
- G. Determine areas of need for **middle school enrichment** not addressed in current offerings and research what activities would interest various groups of students.
- H. Develop process for expanding **Credit by Demonstrated Mastery** to other allowable course offerings.

4. Create opportunities

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

5. Build capacity

- A. Continue district support for **teacher-led professional development** initiatives.
 - **Eight teachers at McCrary Elementary that participated in the Core-Math Training provided in conjunction with Wendy Rich and UNCG are leading the remaining faculty at CWM in this training this year. Their first session was September 30, 2014.**
- B. Continue **Teacher Leadership Academy** for Cohort #5.
- C. Evaluate and monitor **beginning teacher support program**.