




Planning for Excellence
Asheboro City Schools Strategic Plan Milestones
2010-2013


(Updated December, 2011)



Goals and Objectives	Annual Milestones		
	2010-11	2011-12	2012-13
GOAL 1: Asheboro City Schools will produce globally competitive students.			
<p>1. Every student graduates college and career ready. (Baseline: 2009-10 graduation cohort rate (4-year) –76.1%) (Note: Future milestones to determine college and career readiness are being developed by State Board of Education; may include ACT and Work Keys assessments for AHS students)</p>	<p style="text-align: center;"> Graduation Rate 80% (5-year cohort)</p> <p><i>4-year cohort for class of 2011 = 83.7%; Expanded AVID to grade 10; Continued GEAR UP efforts with class of 2011; 18 NOVA Academy students received diplomas; Acceleration team identified best practices in early identification of students at-risk of not meeting grade level standards; Pursued and received \$375,000 Golden Leaf grant (STEM Stars) to provide funding for professional development to improve grades 4-9 science and provide enrichment opportunities for middle school students to build their readiness for STEM</i></p>	<p>Graduation Rate 82% (5-year cohort)</p> <p>75% proficiency on North Carolina Algebra I and Biology End-of-Course exams</p>	<p>Graduation Rate 84% (5-year cohort)</p> <p>State Board of Education new accountability model implemented</p>


	<i>careers</i>		
2. Every student uses technology to access and demonstrate new knowledge and skills.	<p>✓ Implement 1:1 transformation in grades 9-12. <i>AHS 1:1 Transformation rolled out January, 2011</i></p> <p>✓ Increase access in grades 4-8. <i>1 laptop per student in grades 4-8 acquired for use in 2011-12; SAMS implemented "A Mouse in Every House" program to close the digital divide by providing computers to families that do not own a computer.</i></p> <p>✓ Demonstrate student projects. <i>Board spotlights and winter retreat, graduation projects, classroom walkthrough observations, student-developed video on caring for your laptop used by other IMPACT schools in North Carolina and beyond</i></p>	Implement "Technology in Learning Fair" to showcase student and faculty projects	
3. Expand opportunities for and increase student access to small learning communities.	<p>✓ Continue planning for future Health Sciences SLC with Randolph Community College and Randolph</p>	Prepare for implementation of Health Sciences SLC	Implement Health Sciences SLC

	<p>County Schools. <i>Dr. Ann Hockett (RCC) and Julie Pack (ACS) working to develop curriculum maps for:</i></p> <ul style="list-style-type: none"> • <i>Nursing assistant</i> • <i>Nursing</i> • <i>Medical assistant</i> • <i>Medical office assistant</i> • <i>Associates degree in Science (STEM)</i> • <i>Entrepreneurship</i> • <i>Biotechnology</i> 		
<p>4. Increase number of students reading on grade level by Grade 3. (Baseline: 2009-10 percent proficient—51.3%)</p>	<p style="text-align: center;">58%</p> <p>X <i>Results: 53 % (North Carolina results: 67.6%) Literacy wiki developed as resource for K-5 teachers; co-teaching implemented and supported with professional development (EC, ELL, Reading + regular education teacher); expanded use of Leveled Literacy Intervention; new universal screeners implemented for early identification of skill deficits; Intervention block implemented at each elem. and middle school</i></p>	<p style="text-align: center;">64%</p>	<p style="text-align: center;">70%</p>



<p>5. All students in grades 3-8 demonstrate yearly academic growth in reading and mathematics.</p>	<p>Use DPI individual growth model to determine student growth</p> <p> Progress monitor students using Scholastic Reading Inventory (Lexile level) and Scholastic Mathematics Inventory (Quantile level). <i>Each elementary school monitored the reading comprehension progress of their students in grades 2-5 with quarterly assessments using the Scholastic Reading Inventory. NAMS and Lindley Park piloted a new benchmark assessment process to monitor student progress and growth (CASE 21).</i></p>	<p>Use DPI individual growth model to determine student growth</p> <p>Implement CASE 21 benchmark assessments in grades 3-8 in reading and mathematics</p>	
<p>6. Implement innovative after school enrichment and intervention programs.</p>	<p> Identify needs at elementary and middle schools; involve community partners such as Arts Guild, Asheboro City Parks and Recreation, Randolph County Cooperative Extension. <i>Examples include Battle of the Books, Newspaper,</i></p>	<p>Continue before and after school enrichment programs.</p>	


	<p><i>Yearbook, Tuneful Tigers, Japanese Drum Club, Science Club, Girls on the Run, Girls Get Fit, AVID Club, Computer Club, Jazz Band, Robotics Club, Summer GEAR UP enrichment experience in Guatemala through Duke University</i></p>		
<p>7. Establish a rigorous and relevant CTE program</p>	<p> Develop CTE strategic plan.</p> <p><i>CTE strategic plan adopted by Board of Education February 10, 2011. CTE department initiated efforts to infuse rigorous literacy skills across the curriculum in CTE courses. New courses were approved for 2011-12 to upgrade the CTE program including courses leading to Microsoft certifications through the Microsoft IT Academy, expanded offerings in health careers, Personal Finance, Technology/Engineering/ and Design, and Project Management.</i></p>	<p>Implement CTE strategic plan</p>	




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GOAL 2: Asheboro City Schools will be led by 21 st Century professionals.			
<p>1. Every teacher and administrator will have the skills to deliver 21st Century content in a 21st Century context with 21st Century tools and technology that guarantee student learning.</p>	<p> Provide ongoing professional development support in grades 6-12 mathematics. <i>Summer professional development for Integrated Mathematics and Connected Math Project; follow-up sessions in fall; developed benchmark assessments; vertical meetings; completion of units/lesson plans for all CMP2 units.</i></p> <p> Provide ongoing professional development support in using technology to support learning. <i>Summer professional development (AHS); Nationally renowned guest speakers Marc Prensky and Hall Davidson; National Technology Conference</i></p>	<p>Professional Development Focus areas: (1) Literacy across the curriculum, including summarizing, discussions around grade level text, and argumentative or opinion writing (2) Common Core Standards</p>	<p>Focus: Literacy and Common Core Standards</p>


	<p><i>(ISTE); Professional development through the Friday Institute for IMPACT schools; Developed mastery lessons for K-5 involving SmartBoard technology; Microsoft Information Technology Academy (MSITA) implemented for students and faculty; Weekly PLC sessions to prepare AHS faculty for use of Moodle learning management system</i></p> <p> Develop and implement preK-12 literacy framework. <i>Phase I: Monthly professional development with administrative leadership team on research-based best practices; AHS CTE teachers implemented literacy strategies; New pilot interventions implemented at SAMS (Read 180), NAMS (ExCELL), and AHS (Expert21); Literacy team formed</i></p>		
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<p>2. Every teacher and administrator will use a 21st Century assessment system to guide instruction and measure 21st Century knowledge, skills, performance, and dispositions.</p>	<p>✓ Continue to use and refine formative assessments (NC FALCON), including performance assessments. <i>District and school plans implemented.</i></p> <p>✓ Introduce student-led conferences. <i>Information shared at March, 2011 Administrative team meeting.</i></p> <p>✓ Implement RTI in grades pk-8. <i>District and school level teams participated in professional development and regularly scheduled team meetings to implement RTI. RTI district team conducted walk-throughs at all schools during intervention blocks in the spring using an observation protocol to determine strengths and needs.</i></p>	<ul style="list-style-type: none"> • Continue to use and refine formative assessments, including performance assessments • Encourage student-led conferences • Implement and refine RTI in grades 6-12 • Continue to develop and expand standards-based grading practices 	
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<p>3. Build leadership skills and capacity among all teachers and administrators, improve professional practice and develop a culture of shared accountability and responsibility for the success of the district.</p>	<p> Implement Teacher Leadership Academy. <i>26 teachers participated in the first cohort of the TLA. Their culminating projects were presented at the April 7 session. This Academy consisted of 8 day-long sessions and the participants learned about themselves as leaders, school cultures that support high student achievement, the change process, the code of ethics for educators, and best practices in instruction. Teacher leadership is one of the five standards for teachers in the new evaluation process.</i></p> <p> Implement new teacher evaluation system. <i>All schools implemented new teacher evaluation system. Additional training for administrators in September, October,</i></p>	<ul style="list-style-type: none"> • Continue Teacher Leadership Academy for cohort #2. • Implement teacher evaluation system with appropriate refinements and state requirements. • Teachers will participate, plan, and lead professional learning communities. 	<p>Teacher Leadership Academy graduates develop and lead professional development</p>
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	<p><i>and March. Summative rating data will be reported to NCDPI as required.</i></p> <p><i>We also implemented a new evaluation process for our instructional assistants since their role has migrated to one that involves significant instructional duties.</i></p> <p> Teachers will participate, plan and lead professional learning communities (collaborative conversations)</p> <p><i>Weekly sessions held by grade level at each elementary school; middle school collaborative conversation sessions held weekly on Tuesday (NAMS) and Wednesday (SAMS); AHS held PLC meetings every Tuesday, with CTE PLC's meeting on Thursday afternoon.</i></p>		
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GOAL 3: Asheboro City Schools will provide a safe and nurturing learning environment.			
1. Every learning environment will be safe, inviting, respectful, supportive, inclusive and flexible for student success.	 All schools complete Level 1 Positive Behavior Support Training and score > 80 on school inventory. <i>Completed</i> <i>Level 1: DLL, LP, AHS, and NAMS</i> <i>Level 2: CWM</i> <i>Level 3: BAL, GBT, and SAMS</i> <i>The Conscious Discipline approach to student discipline was implemented at ECDC.</i>	All schools complete Level 2 Positive Behavior Support Training and score > 80 on school inventory	All schools complete Level 3 Positive Behavior Support Training and score > 80 on school inventory
2. Every school provides an environment in which each child has positive, nurturing relationships with caring adults.	 Increase number of students with mentors through CIS. <i>Increased from 28 students with mentors (09-10) to 39 (10-11); 16 new volunteers</i>  Every student has a caring adult among staff; Every student's passion is known by the caring	Pursue GEAR UP grant for six-year cohort. Every student has a caring adult among staff; Every student's passion is known by	

	<p>adult. <i>Responses to question on student survey— “Teachers care about me as an individual.”</i></p> <table border="1"> <thead> <tr> <th></th> <th><u>09-10</u></th> <th><u>10-11</u></th> </tr> </thead> <tbody> <tr> <td>ACS</td> <td>70%</td> <td>81%</td> </tr> <tr> <td>BAL</td> <td>82%</td> <td>85%</td> </tr> <tr> <td>CWM</td> <td>80%</td> <td>81%</td> </tr> <tr> <td>DLL</td> <td>87%</td> <td>90%</td> </tr> <tr> <td>GBT</td> <td>89%</td> <td>85%</td> </tr> <tr> <td>LP</td> <td>95%</td> <td>93%</td> </tr> <tr> <td>NAMS</td> <td>64%</td> <td>78%</td> </tr> <tr> <td>SAMS</td> <td>74%</td> <td>82%</td> </tr> <tr> <td>AHS</td> <td>58%</td> <td>74%</td> </tr> </tbody> </table>		<u>09-10</u>	<u>10-11</u>	ACS	70%	81%	BAL	82%	85%	CWM	80%	81%	DLL	87%	90%	GBT	89%	85%	LP	95%	93%	NAMS	64%	78%	SAMS	74%	82%	AHS	58%	74%	<p>the caring adult.</p>	
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<p>3. Every school promotes a healthy, active lifestyle where students are encouraged to make responsible choices.</p>	<p> Enter HealthierU.S. School Challenge Program; provide nutrition education to parents. <i>HealthierU.S. School Challenge for McCrary School submitted 6/6/11</i></p> <p><i>Summer Feeding Program offered for the first time in 2011. This program provided free breakfast and lunch to students during the summer months on a first-come, first-serve basis. The program was offered at Loflin School.</i></p>	<p>Each elementary school certified by HealthierU.S. at the Bronze, Silver or Gold level.</p>																															

<p>4. Every school focuses on developing strong student character, personal responsibility, and community/world involvement.</p>	<p>✓ Each school conducts at least one service and/or academic project with community/global connections.</p> <p><i>Examples: Polar Bear Project, Human Race, Mouse in Every House, Joining Hearts for Japan, Relay for Life, Big Sweep, Juvenile Diabetes Walk-A-Thon, Earth Savers Club, Pillows for cancer patients</i></p>	<p>Each school conducts at least one service and/or academic project with community/global connections.</p>	
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GOAL 4: Asheboro City Schools will collaborate with parents, community and higher education partners to promote student success.			
<p>1. Provide web based parent portal to access grades, attendance, and other student data.</p>	<p>✓ Research plans and procedures and develop policies for 2011-12 implementation</p> <p><i>Preparing to implement NC WISE Parent Assist Module (PAM) in fall</i></p>	<ul style="list-style-type: none"> • Implement parent portal 	
<p>2. Increase communication and outreach to</p>	<p>✓ Use electronic</p>		

<p>parents.</p>	<p>paperless communication for newsletters, etc. <i>District "Connection" newsletter distributed electronically; expanded use of Alert Now and email at school level</i></p> <p> Implement use of social media. <i>Implemented Facebook and Twitter in September, 2010.</i></p> <p> Increase number of home visits. <i>Baseline data collected this year--</i> <i>BAL: 167</i> <i>CWM: 91</i> <i>DLL: 207</i> <i>GBT: 188</i> <i>LP: 109</i> <i>NAMS: 20 (Academic purpose)</i> <i>SAMS: 147</i> <i>AHS: 170</i> <i>ECDC: 387</i> <i>(Need clarity as to what we want to count.)</i></p> <p><i>Also, Lindley Park, Loflin, and Teachey</i></p>	<ul style="list-style-type: none"> • Expand use of social media to school sites • Increase number of home visits. 	
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	<p><i>Schools used some of their discretionary Title I funds to hire part-time parent involvement specialists to assist with home visits, parent outreach, and parent involvement. Balfour and McCrary already have parent involvement specialists at their schools funded with Title I funds.</i></p>		
<p>3. Collaborate with community colleges and public and private universities and colleges to provide enhanced educational opportunities for students and staff.</p>	<p> Partner with High Point University for Master’s in School Administration cohort. <i>11 Asheboro City Schools teachers participating in MSA cohort at HPU.</i></p> <p><i>We also partnered with four other Piedmont Triad school districts, the Piedmont Triad Education Consortium, and UNCG to pursue Race to the Top and Z. Smith Reynolds funds for an alternative licensure Principal Leadership Academy. The Academy will</i></p>	<ul style="list-style-type: none"> • Continue partnership with HPU for MSA cohort • Continue partnerships with UNCG, including new Core Math (elementary mathematics) project with McCrary School • Continue and expand RCC partnerships • Collaborate with new STEM partners to enhance teacher and administrator capacity to prepare students for STEM careers—Golden Leaf Foundation grant “STEM Stars” 	

	<p><i>prepare aspiring principals who desire to lead high needs schools. Our first PTLA participant is Chameeka Smith, who will begin the program this summer at UNCG.</i></p> <p>✓ Continue partnerships with UNCG (TESOL and dual licensure for elem ed and excep ed). <i>25 Asheboro City Schools teachers preparing for ESL licensure through TESOL grant professional development; will take Praxis exam this summer; Heritage Language Academy held at DLL and GBT in spring, 2011</i></p> <p>✓ Continue partnership with UNC-Pembroke to offer gifted education licensure courses. <i>Four (4) Asheboro City Schools teachers</i></p>	<p>and new TAP Grant (Jeane Joyner project)</p>	
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	<p><i>participating in AIG add-on licensure courses at UNC-Pembroke.</i></p> <p>✓ Continue student teacher partnership with Baldwin Wallace.</p> <p><i>Three (3) student teaching interns completed their clinical practice in ACS during the 2010-2011 school year.</i></p> <p>✓ Continue iSchool partnership with UNCG for online courses for high school juniors and seniors.</p> <p><i>15 students enrolled in UNCG iSchool courses in 2010-11 with 13 students earning college credits.</i></p> <p>✓ Continue RCC partnership for Huskins, College Transfer, and Learn and Earn courses for AHS students.</p> <p><i>Articulation agreement in place between RCC and Asheboro City Schools for Huskins, College Transfer, and</i></p>		
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	<p><i>Learn & Earn courses. 94 students enrolled and 83 successfully completed RCC courses in 2010-11.</i></p> <p>X Hold winter Board Retreat at High Point University; explore possible partnerships. <i>HPU unable to host BOE for winter retreat.</i></p>		
<p>4. Expand parent education opportunities through Family Alliance Network (FAN).</p>	<p> Research and communicate community hot spots. <i>Hotspots communicated through AHS 1:1 launch. Asheboro Public Library partnered with us to increase wireless access for students with laptops.</i></p> <p> Hold at least 2 community FAN workshops. <i>Five (5) FAN workshops held and Saturday FAN Fair on August 28. A VERY large turnout came to the FAN workshop on Monday, March 28, for parents of</i></p>	<ul style="list-style-type: none"> • Encourage expansion of wireless access in Asheboro • Hold at least 3 community FAN workshops 	

	<p><i>rising 6th graders. Parents received a lot of helpful information about what to expect when their child enters middle school next year.</i></p>		
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GOAL 5: Asheboro City Schools facilities will be a point of pride.			
1. Implement Long Range Facilities Plan.	<p> Continue to work with Randolph County Board of Commissioners to fund ECDC replacement.</p> <p><i>The Board approved the Long Range Facility plan required every five years by the Department of Public Instruction in December. The plan was also shared with the Board of County Commissioners, County Manager, and County Finance Officer, since it included the priorities that were presented to the Commissioners in March, 2010. Met with Chair and Vice</i></p>	Continue to implement long range facility plans as funds permit.	

	<p><i>Chair, County Manager, and County Finance Officer on January 27, 2011, to explore facility funding options. No funds available at this time.</i></p> <p><i>The following capital projects were completed to improve our facilities:</i></p> <ul style="list-style-type: none"> <i>• New restroom and concession facility at AHS softball field</i> <i>• Roof replacement at Comet Corner (AHS)</i> <i>• Replaced heat pump at AHS</i> <i>• Installed power bleachers in gym at AHS</i> <i>• Replaced asphalt driveway at NAMS</i> <i>• Installed aluminum light poles at Lee J. Stone Stadium</i> <i>• Installed new HVAC at Loflin Media Center</i> <i>• Installing new flooring in multipurpose room at Balfour</i> <i>• Replacing lighting at</i> 		
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	<p><i>AHS, NAMS, and SAMS with energy efficient lighting with grant funds from ARRA</i></p> <ul style="list-style-type: none"><i>• Painting Blue Comet Academy classrooms and replacing outdated furniture</i>		
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