

Comprehensive Progress Report

Mission:

Mission: We are committed to providing students with opportunities that will enable them to become confident, self-directed, life-long learners and productive 21st century global citizens.

Vision: We will be a school of excellence where students are honored, learning is valued, and our partnership with the entire community is dedicated to the success for all.

Goals:

Each student in Asheboro City Schools graduates prepared for further education, work, and citizenship.

Each student has a personalized education.

Each student has excellent educators every day.

Asheboro City Schools will have up-to-date business, technology, and communication systems to serve its students, families, and staff.

Each student is healthy, safe, and responsible.



Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		Some teachers employ effective classroom management through positive reinforcement of class rules and procedures, but it is not a practice that all teachers have been trained in or have shown mastery. An assistant principal and school counselor have recently attended Positive Behavior Interventions and Supports (PBIS) training that will be central to our school movement in full implementation of this indicator.	Limited Development 08/10/2017			
<i>How it will look when fully met:</i>		When this is fully implemented, all teachers will have established a set of class norms, rules, and/or procedures that explicitly communicate expectations, rewards, and consequences. School discipline data will also reflect fewer incidences of disciplinary infractions. Additionally.		James Popp	06/10/2019	

! = Past Due Actions

KEY = Key Indicator

		student, parent, and teacher survey results will represent a positive learning environment where everyone exhibits respect, responsibility, and safe actions.			
Action(s)	Created Date		0 of 6 (0%)		
1	8/10/17	Develop an AHS PBIS Team and create a clear mission and vision statement for the team to operate.		James Popp	10/04/2017
		<i>Notes:</i>			
2	8/14/17	Provide professional development to the staff to introduce PBIS to the entire staff.		James Popp	10/04/2017
		<i>Notes:</i>			
3	8/14/17	Complete and share an AHS version of a PBIS matrix to be posted in each teacher's classroom, as well as hallways, bathrooms, the cafeteria, and other necessary sites.		James Popp	10/04/2017
		<i>Notes:</i>			
4	8/14/17	Provide ongoing support and reinforcement through classroom observations/walkthroughs, faculty meetings, and professional development.		James Popp	06/10/2019
		<i>Notes:</i>			
5	8/14/17	Host a series of professional development sessions focused on creating and sustaining positive teacher-student relationships.		James Popp	06/11/2018
		<i>Notes:</i>			
6	8/14/17	Complete Tier 1 requirements of the PBIS implementation framework.		James Popp	06/11/2018
		<i>Notes:</i>			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To
Initial Assessment:		Some subject areas have created unit plans and pacing guides, but plans have not been developed for each subject and grade level. All units have not been properly vetted to ensure alignment and integration of appropriate instructional materials. Most of the existing units address big picture objectives, but do not include differentiated lessons and formative assessments. Our professional learning communities, known here as Collaboration Around Student Achievement (CASAs), meet		Limited Development 06/12/2017	

		weekly to discuss lesson plans and student data. There are some groups that have succeeded in collaborating to build units as a teams, but increased vertical and horizontal alignment is needed.			
How it will look when fully met:		Every grade and subject will have standards-aligned units of instruction accessible by all stakeholders. The units will include backwards designed unit maps along with pacing guides, differentiated lesson plans, formative assessments, and summative assessments that include district initiations, such as Literacy Design Collaborative (LDC) and Mathematics Design Collaborative (MDC).		Chandra Manning	08/24/2020
Action(s)	Created Date		0 of 7 (0%)		
1	8/14/17	Study content's standards and updates through CASA and Vertical Team meetings.		Chandra Manning	06/10/2020
		<i>Notes:</i>			
2	8/14/17	Review, implement, and revise previously created instructional units.		Lynn Fisher	08/27/2018
		<i>Notes:</i>			
3	8/14/17	Support teachers with unit development feedback from Content Coaches in English/Language Arts (ELA), Math, Science, Social Studies.		Adam Reeder	08/26/2019
		<i>Notes:</i>			
4	8/14/17	Champion the spread of LDC and MDC, led through Cohort 1 trained members, throughout the school in English/Lanugage Arts, Careeer and Technical Education, Science, and Social Studies and Math 1 and Math 2 courses. Integrate LDC and MDC in unit development, where appropriate.		Elizabeth Pack	01/31/2019
		<i>Notes:</i> LDC Cohort: Elizabeth Pack, Angela Dozier, Joshua Faircloth, Nicole Peters MDC: Kathy Kelley			
5	8/14/17	Develop standards-aligned units of instruction for all subject areas/grade levels not currently addressed.		Misty Hildreth	08/24/2020
		<i>Notes:</i>			
6	8/14/17	Ensure all instructional units take into consideration the needs of special populations through the cooperation of EC and ESL teacher leaders.		Matthew Edwards	08/24/2020
		<i>Notes:</i>			
7	8/14/17	Provide training on rigorous lesson and unit development.		Chandra Manning	06/11/2018
		<i>Notes:</i>			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		AHS developed a Student Intervention Team (SIT) last year, with weekly scheduled meetings. Dr. McCamish attended several meetings to coach the team through development procedures. We still need additional guidance and support to develop the procedure a teacher will follow to refer a student for special education testing and a local plan for what would qualify a student, once he/she has reached Tier 3 status and has the necessary classroom data to back up the referral. For Tier 1 and Tier 2, the school will strengthen the focus within CASAs for tracking student data and providing in-class interventions toward standards mastery.	No Development 06/12/2017		
<i>How it will look when fully met:</i>		A clearly communicated and understood set of procedures will be in place for all teachers to identify and respond to the needs of struggling students.		David Kirkland	06/10/2019
Action(s)	Created Date		3 of 8 (38%)		
1	8/14/17	Develop and communicate an intervention protocol for teachers to use to document and refer Tier 3 struggling students to the SIT team.		Anna Lowe	12/05/2019
<i>Notes:</i>					
2	8/14/17	Build a digital intervention-strategies-and-documentation-tools notebook for literacy, math, and behavior.		Chandra Manning	10/31/2017
<i>Notes:</i>					
3	8/14/17	Provide PD on what student data tracking can look like in a Core Success Plan model, as well as PD on how to conduct interventions with students within the 90 minute teaching block available each day.	Complete 09/12/2017	Anna Lowe	10/31/2017
<i>Notes:</i>					
4	8/14/17	Implement and monitor teacher integration of 30 minute in-class intervention time and student data tracking within the CASA group.		Kathy Rogers	06/11/2018
<i>Notes:</i>					
5	8/14/17	Establish a year-long 9th grade ELA class with one semester dedicated to reading intervention.	Complete 08/16/2017	Brian Saunders	08/16/2017
<i>Notes:</i>					

6	8/14/17	Host data-driven Family Engagement Events to support home learning and academic interventions		Yajaira Owens	02/28/2018
<i>Notes:</i>					
7	9/15/17	Establish year-long, 45-minute sections of English I, English II, Math I, and Math II so that struggling students receive a different delivery model than the traditional.	Complete 08/16/2017	Brian Saunders	08/16/2017
<i>Notes:</i>					
8	9/19/17	Form an AHS MTSS Readiness Cohort to participate in district training and school planning during the 2017-18 school year.		Seabreeze	05/16/2018
<i>Notes:</i>					
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Asheboro High School has a student services support staff consisting of four school counselors, a college adviser, a school social worker, and a school nurse. There are also mental health counselors that regularly meet with students in need. Although we have a strong support staff, we want ALL teachers and faculty to increase their knowledge and ability to support students' emotional states. School leaders are working to develop a Positive Behavior Intervention System (PBIS) that will be age appropriate and sustainable.	Limited Development 06/12/2017		
<i>How it will look when fully met:</i>		Each student will feel his/her emotional needs are well supported daily at Asheboro High School and will be able to communicate what the support looks like via a student survey administered near the end of the 2017/18 school year. Teachers will also be better equipped to identify students in need. PBIS implementation and data tracking will support students in making positive decisions through coaching as well clear and consistent expectations throughout the building. Behavior intervention plans will assist in preventing large scale discipline issues.		Gayle Higgs	06/18/2018
Action(s)	Created Date		0 of 8 (0%)		
1	8/14/17	Design and deliver professional development on relationships and getting to know each learner.		Tim Horsley	02/15/2018
<i>Notes:</i> Growth mindset PD--Brian Saunders Student survey implementation--Tim Horsley Engaging students of poverty PD and/or high-achieving, high-poverty schools PD--Dr. Julie Pack					
2	8/14/17	Post PBIS signage with the school's behavior matrix throughout the		James Popp	01/02/2018

		school (classrooms, hallways, bathrooms, etc.)			
<i>Notes:</i>					
3	8/14/17	Share monthly PBIS and discipline professional development, information, data, or strategies with teachers during staff meetings.		Gayle Higgs	06/11/2018
<i>Notes:</i>					
4	8/14/17	Monitor consistency of Code of Conduct implementation of Office Discipline Referrals.		Brian Saunders	06/11/2018
<i>Notes:</i>					
5	8/14/17	Implement functional behavior assessments and behavior intervention plans.		Anna Lowe	06/11/2018
<i>Notes:</i>					
6	8/14/17	Create a spreadsheet of students failing more than one subject.		Tim Horsley	11/01/2017
<i>Notes:</i>					
7	8/14/17	Establish a Life Skills curriculum for 9th graders that is conducted for 30 minutes a week for 6-9 weeks.		David Kirkland	08/15/2018
<i>Notes:</i>					
8	8/14/17	Administer a student survey in Spring 2018 to collect student perspective data.		Gayle Higgs	06/11/2018
<i>Notes:</i>					
	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To
Initial Assessment:			While we feel good about opportunities students have to recover credits, we would prefer that students demonstrate proficiency the first time they take a course so they can move to the next grade or the next level within a subject area. Movement of students toward 4-year cohort graduation is vital. We have NOVA Academy and the Success Academy to assist students who fall behind with their necessary credits, but overall we want students to better understand their 4-year plan from the time they walk onto our campus.	Limited Development 08/14/2017	
How it will look when fully met:			Student data will be used to help guide and counsel students, resulting in a lower failure and retention rate. Mentoring, from both staff and peers, will help students navigate through each year of high school. The 4-year cohort graduation rate will be at 98% or higher every school year. with students prepared for careers or college through interest		David Kirkland 06/10/2019

		tests, counseling, and relative assignments.			
Action(s)	Created Date		1 of 5 (20%)		
1	8/14/17	Launch "The Success Academy" in 2017/18.	Complete 08/28/2017	David Kirkland	08/28/2017
		<i>Notes:</i> The Success Academy is a re-envisioning of the Long-Term Intervention Program (LTIP) that will allow students with emotional, academic, or behavioral needs an environment to receive the specific support they need in order to be successful in the program while also working toward graduation requirements that mirror that of Nova Academy Students.			
2	8/14/17	Implement a grade-by-grade spreadsheet of students failing more than one subject.		Tim Horsley	11/01/2017
		<i>Notes:</i>			
3	8/14/17	Ensure that 100% of sophomores take a career aptitude test.		Courtney McGowan	10/31/2018
		<i>Notes:</i> We want students to take better ownership over their academic progress. To encourage this ownership, we want them to have a vision for their future. The ASVAB (or another career aptitude test) provides a glimpse of potential post-graduation careers.			
4	8/30/17	Implement a peer mentoring program for incoming freshmen.		Gayle Higgs	09/28/2018
		<i>Notes:</i>			
5	8/30/17	Establish a Life Skills curricula for 9th graders that is conducted for thirty minutes a week for 6-9 weeks.		David Kirkland	08/15/2018
		<i>Notes:</i>			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		A Support & Improvement Team was established in the 2017-2018 school year.	Full Implementation 06/12/2017		
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We currently meet once a month. The team is comprised of administrators and teachers who are elected by their department.	Limited Development 06/12/2017		

		There are some special appointments to the team by the principal. There are two student reps and at least two parent reps. Most teachers serve 1-2 year terms.			
How it will look when fully met:		AHS's Leadership Team will meet at least twice a month to progress monitor student achievement data, beginning in September 2017. Team meetings may include the larger School Leadership Team, Department Chairs, or School Leadership Team Subcommittees.		Jonathan Dillion	06/11/2018
Action(s)	Created Date		0 of 5 (0%)		
1	8/15/17	Set agendas to guide each School Leadership Team meeting.		Jonathan Dillion	06/11/2018
		<i>Notes:</i>			
2	8/15/17	Have minutes recorded and shared with the principal and School Leadership Team process manager.		Chandra Manning	06/11/2018
		<i>Notes:</i>			
3	8/15/17	Meet the first Wednesday of each month to analyze overall student achievement data.		Brian Saunders	06/11/2018
		<i>Notes:</i>			
4	8/15/17	Schedule administrative and department chair meetings for the third week each month to discuss subject area student achievement.		Brian Saunders	06/11/2018
		<i>Notes:</i>			
5	8/15/17	Establish School Leadership Team subcommittees to work based on needs to meet school improvement plan objectives.		Jonathan Dillion	06/11/2018
		<i>Notes:</i>			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To
				Target Date	
Initial Assessment:			Currently teachers have met with content partners in "Collaboration Around Student Achievement" (CASA) meetings. Scheduling can, at times, get in the way of effective teacher teams. Also, some teachers do not have clearly defined roles within teams.	Limited Development 06/12/2017	
How it will look when fully met:			Teachers will have CASA teams that meet on a weekly basis or a monthly departmental basis if there is no other teacher who teaches that same subject.		Chandra Manning 06/15/2018

Action(s)	Created Date		3 of 6 (50%)		
1	8/15/17	Ensure that teacher teams will attend content area CASA meetings three times a month and a planning period meeting once a month.		Chandra Manning	06/15/2018
<i>Notes:</i>					
2	8/15/17	Provide PD on what student data tracking can look like in a Core Success Plan model, as well as PD on how to conduct interventions with students within the 90 minute teaching block available each day.	Complete 09/12/2017	Nicole Winsley	09/29/2017
<i>Notes:</i>					
3	8/15/17	Train teachers in student achievement data documentation and collection.	Complete 09/12/2017	Yajaira Owens	09/15/2017
<i>Notes:</i>					
4	8/15/17	Review alternate schedules to build extended teacher team meeting time into the school day.		Brian Saunders	06/15/2018
<i>Notes:</i>					
5	8/15/17	Utilize student achievement & progress data to reflect as a CASA and adjust individual instruction.		Kathy Rogers	06/15/2018
<i>Notes:</i>					
6	8/15/17	Establish whole school and small group CASA norms.	Complete 09/12/2017	Chandra Manning	09/15/2017
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
	B3.01	The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school currently has block scheduling, which provides a 90 minutes of instruction every day. Teachers offer 1-2 days of tutoring help after school. Snacks are available for students during this after-school tutoring time.	Limited Development 08/30/2017		
<i>How it will look when fully met:</i>		Students will have options available to them, beyond their classroom time, to gain the assistance they need to master the standards in a course.		Brian Saunders	08/15/2018
Action(s)	Created Date		0 of 3 (0%)		
1	9/15/17	Form a committee to review our current practice and evaluate its		Jonathan Dillion	12/13/2017

		effectiveness.			
<i>Notes:</i>					
2	9/15/17	Gain data on the frequency of tutoring in the building.		Jonathan Dillion	10/31/2017
<i>Notes:</i>					
3	9/15/17	Determine those individuals who are finding success with after-school tutoring with their students and seek to have them present to their peers.		Chandra Manning	01/17/2018
<i>Notes:</i>					
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Formal evaluations take place based on state and/or district time tables and expectations within the NCEES TruNorth Logic system online. Walkthroughs, classroom visits, and quick feedback are high priorities for the administration and are somethings the teaching staff has indicated as a desire as well.	Limited Development 06/12/2017		
How it will look when fully met:		School administration spends an average of 15% of their time being visible and 25% of time observing teaching and learning.		Brian Saunders	06/11/2018
Action(s)	Created Date		0 of 5 (0%)		
1	8/15/17	Assign school administration duties so they are able to roam for supervision versus staying in one location		Administrative Team	06/18/2018
<i>Notes:</i>					
2	8/15/17	Provide teachers with their walkthrough feedback within 24 hours.		Administrative Team	06/11/2018
<i>Notes:</i>					
3	8/15/17	Assign an administrator to each CASA team.		Administrative Team	06/11/2018
<i>Notes:</i>					
4	8/15/17	Plan professional development so that an administrator leads a focus topic each month.		Administrative Team	06/18/2018
<i>Notes:</i>					
5	8/15/17	Promote and support the "Let's get REAL" theme as a building of educators focused on one common goal through signage around the school and weekly words of wisdom.		David Kirkland	06/11/2018
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Professional development and school improvement is not always based on performance data and classroom observation data across all content areas throughout the district.	Limited Development 06/12/2017		
<i>How it will look when fully met:</i>		The School Leadership Team will review student performance data and aggregate classroom observation data to inform professional development strategies. Furthermore, CASA groups will review student progress and achievement data weekly or bi-weekly in order to inform instruction and intervention.		Brian Saunders	06/11/2018
Action(s)	Created Date		0 of 6 (0%)		
1	8/30/17	Review classroom walkthrough data as an instructional and administrative team.		Brian Saunders	06/11/2018
		<i>Notes:</i>			
2	8/30/17	Review and analyze biweekly common formative assessment data in CASA groups.		Kathy Rogers	06/11/2018
		<i>Notes:</i>			
3	8/30/17	Identify and train staff on most effective instructional practices.		Chandra Manning	06/08/2018
		<i>Notes:</i>			
4	8/30/17	Create a walkthrough form to align with best practices		David Kirkland	09/22/2017
		<i>Notes:</i>			
5	8/30/17	Introduce and educate staff on peer observations.		Chandra Manning	11/02/2017
		<i>Notes:</i>			
6	9/15/17	Review aggregate data within School Leadership Team.		Jonathan Dillion	06/08/2018
		<i>Notes:</i>			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			

KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		There have been recent strides in recruiting high-quality teachers. Supports are in place to retain teachers from year to year and the turnover rate bears witness to the success of these supports. The area of growth here is in rewarding and celebrating the staff more often, and not just admin to teacher, but peer to peer as well.	Limited Development 06/12/2017		
<i>How it will look when fully met:</i>		Results from the Teacher Working Condition Survey show upward trends.		James Popp	06/10/2019
<i>Action(s)</i>	<i>Created Date</i>		0 of 2 (0%)		
1	8/15/17	Establish and explain a Teacher of the Month reward program.		James Popp	10/05/2017
<i>Notes:</i>					
2	8/15/17	Display within the building, and digitally, staff accomplishments and innovation highlights.		Laura Holland	06/10/2019
<i>Notes:</i>					

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We have hosted some Academic Family-Teacher Team (AFTT) meetings recently, but they have not been widely attended or very effective in connecting parents with the school community. Only 1% of parents participated in our 2016-17 AFTT events.	Limited Development 06/12/2017		
<i>How it will look when fully met:</i>		Through our community engagement events, we will increase our family engagement participation by 10% during the 2017-18 school year.		Gayle Higgs	06/11/2018
<i>Action(s)</i>	<i>Created Date</i>		0 of 3 (0%)		
1	8/15/17	Hold family engagement events where teachers and students share classroom progress through data, discussion, and student work/performance.		Yajaira Owens	03/01/2018
<i>Notes:</i> Oct. 2nd, Nov. 7th, & Feb. 15th: Oct. 2nd FAFSA, CIEE, Parent Portal, ACT, SAT, and teachers sharing student data w/ parents ; Nov. 7th Report Card Night : Feb. 15th devoted to educating parents on					

everything that is REGISTRATION					
2	8/15/17	Partner with the Asheboro branch of the Randolph Public Library to empower students and parents with the print, oral, and digital resources in libraries and media centers locally and within schools.		Laura Holland	03/08/2018
<i>Notes:</i>					
3	8/15/17	Host the 2nd annual Community Engagement Night for students to share their service experiences and reflections.		Gayle Higgs	05/03/2018
<i>Notes:</i>					