

ASHEBORO CITY BOARD OF EDUCATION
November 8, 2012
7:30 p.m.
Asheboro High School
Professional Development Center

***6:00 p.m. – Policy Committee**

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

I. Opening

- A. Call to Order
- B. Moment of Silence
- C. Pledge of Allegiance – Sammy Roman, Donna Lee Loflin Elementary School
- *D. Approval of Agenda

II. Special Recognition and Presentations

- A. Community Partner Spotlight – St. Joseph’s Catholic Church
- B. Board Spotlight – Donna Lee Loflin 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 – October 11, 2012
- B. Personnel
- C. Surplus Property Bid Approval
- D. Signature Card, Donna L. Loflin School

V. Action Items

- *A. Continuous Improvement Plans for Elementary Education
 - Balfour Elementary School
 - Lindley Park Elementary School
 - Donna Lee Loflin Elementary School
 - Charles W. McCrary Elementary School
 - Guy B. Teachey Elementary School

VI. Information, Reports and Recommendations

- A. CTE Monitoring Report
- B. Asheboro High School Zoo School Update
- C. Freshmen Measures
- D. Policy 3410 – Testing and Assessment Program

VII. Action Items

- *A. Chinese World Language Program
- *B. New Classes for Asheboro High School, 2013-2014
- *C. Edward M. Armfield, Sr., Foundation Grant Application
- *D. American Education Week Proclamation

VIII. Superintendent's Report/Calendar of Events

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

IX. Board Operations

- A. North Carolina School Boards Association Biennium Legislative Agenda Discussion Item – Career Status
- B. Important Dates to Remember:
 - NCSBA Annual Conference – November 12-14, 2012, Koury Center, Greensboro
 - 2013-2016 Future Plan-Planning Team Meeting – November 19, 2012, Professional Development Center, 5:30-8:00 p.m.
 - 2013-2016 Future Plan-Planning Team Meeting – December 10, 2012, Professional Development Center, 5:30-8:00 p.m.
 - Senior Holiday Luncheon, Loflin Elementary – December 12, 2012, 12:00 noon
 - Retirement Reception, Dr. Timothy Allgood – December 13, 2012, South Asheboro Middle School Media Center, 4:00-6:00 p.m.
 - Superintendent's Holiday Luncheon – December 18, 2012, Professional Development Center, 11:30 a.m. to 1:00 p.m.
 - Winter Board Retreat – February 2, 2013
 - NSBA Annual Conference – April 13-15, 2013, San Diego, CA

X. Adjournment

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

ASHEBORO CITY BOARD OF EDUCATION
November 8, 2012
7:30 p.m.
Asheboro High School
Professional Development Center

Addendum

- I. **Opening**

- IV. ***Consent Agenda**
 - B. Personnel
 - C. Surplus Property Bid Approval

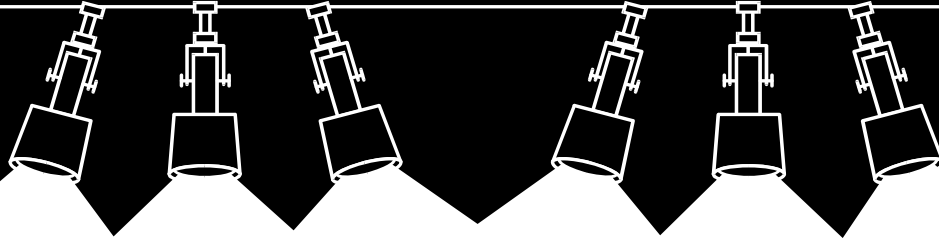
- VI. **Information, Reports and Recommendations**
 - C. Freshmen Measures

- X. **Adjournment**

Mission Statement

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

November 8, 2012



Community Partner Spotlight:

Tonight we are pleased to honor volunteers from St. Joseph's Catholic Church for their commitment to serve students from Donna Lee Loflin School. This partnership began in 2003 and continues to support English Language Learners acquire the skills necessary to be successful in the classroom. Currently 37 students in grades K-5 participate in this after school program two days a week.

Board Spotlight:

Donna Lee Loflin School will feature their new and improved PBIS (Positive Behavioral Interventions and Supports) model and the integration of PBIS with the school's FISH philosophy.

Other Recognitions:

Minutes of the Asheboro City Board of Education
October 11, 2012
7:30 p.m.

Policy Committee

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

Gustavo Agudelo
Steve Jones
Phillip Cheek

Chris Yow
Archie Priest

Committee member absent: Jane Redding

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

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

- Policy 2300 – Board Meetings
 - Reviewed the addition to policy regarding remote participation in meetings
 - Included details and suggestions from September committee meeting
 - Discussion on further details regarding:
 - Advanced notification – 2 hours notice
 - Assurance of participation – Communication will be initiated by the Board
 - Being alone during remote participation – no, it is an open meeting
 - Minutes will reflect who participated remotely
 - Dr. Maerz will make further edits and present to committee in November for final review before going to the full board for 30-day review in December.

- Policy 3410 – Testing and Assessment Program
 - No changes, only minor and technical formatting adjustments
 - Will go to full board in November for 30-day review

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

Finance Committee

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

Kelly Harris
Gidget Kidd

Archie Priest

Committee members absent: Kyle Lamb, Joyce Harrington, Jane Redding, and Linda Cranford.

Staff members present were: Dr. Diane Frost and Harold Blair

Mr. Blair presented Budget Amendment CO-01 which appropriated Capital Outlay fund balance for the Early Childhood Development Center project. He then discussed the Cash Management Plan which must be submitted to the State Controller's office.

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:

Archie Priest, Jr., Vice-Chairman	Gustavo Agudelo
Phillip Cheek	Dr. Kelly Harris
Steve Jones	Gidget Kidd
Kyle Lamb	Chris Yow

Archie Smith, Jr., Attorney

Board members absent were Joyce Harrington, Jane Redding, and Linda Cranford.

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

Vice-Chairman, Archie Priest, called the meeting to order and welcomed all in attendance.

Following a moment of silence led by Vice-Chairman Priest, Luis Zepeda, a sixth grade student from North Asheboro Middle School, 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 Mr. Jesus Ibarra Ramirez and McDonald's, North Fayetteville Street, for their partnership with North Asheboro Middle School. They have sponsored report card and AVID nights, provided gift cards for teachers and staff, and much more to support the students and staff at North Asheboro Middle School.

The Board of Education's spotlight featured the North Asheboro Middle School's 2012 Summer Academy. Chris Burian, Meredith Wolfe, Chandra Collins, and Leslie McKinnon shared how students were immersed in creative writing and critical thinking skills while completing a school service project to beautify the courtyard.

Brian Saunders, principal of Guy B. Teachey Elementary School, was recognized as the Asheboro City Schools' 2012-2013 principal of the year.

Public Comments

Vice-Chairman Priest opened the floor to public comments; no one signed up to address the Board.

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

Consent Agenda

The following Consent Agenda items were approved:

**Approval of Minutes – September 13, 2012*

**Personnel*

RESIGNATIONS/RETIREMENTS/SEPARATIONS

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

APPOINTMENTS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Hawks, Amanda	CO/Nurse	10/18/12
Presson, Rebekah	AHS/Health Science	10/3/12
Yorkus, Sharon	BAL/Special Education	10/31/12
Barnhouse, Melissa	SAMS/Special Education	TBD
Dawalt, Keisha	CWM/Kindergarten	TBD
Wood, Rachel Nanette	AHS/Special Education	9/21/12

TRANSFER

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

ADMINISTRATIVE CONTRACT

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

**Budget Amendment – CO-01 (A copy of the budget amendment will become a part of these minutes.)*

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

**Asheboro City Schools' Cash Management Plan (A copy of the ACS Cash Management Plan will become a part of these minutes.)*

Action Items

Administrators and members of the school leadership teams from North Asheboro Middle School, South Asheboro Middle School, and Asheboro High School presented continuous improvement plans highlighting the schools' goals for the 2012-2013 school year. A motion was made by Ms. Kidd and seconded by Dr. Harris, to approve the plans as presented. Motion passed unanimously. Continuous Improvement Plans will be posted on Asheboro City Schools' website. (A copy of the Continuous Improvement Plans will become a part of these minutes.)

Information, Reports and Recommendations

Dr. Brad Rice presented an overview of the 2011-2012 Reportable Offenses. There were a total of 42 reportable offenses, 10 less than the 2010-2011 school year.

Julie Pack presented the 2012 SAT Performance Summary. Asheboro High School's mean total SAT score of 973 was higher than the 2011 mean score of 940.

Dr. Allgood updated the board members on the changes to the Calendar Law that will be effective July 2012, and its impact on Asheboro City Schools. A calendar committee will be selected to plan calendars for school years 2013-2014 and 2014-2015. The proposed calendars will be presented to the Board for approval at the December 13, 2012, Board Meeting.

Action Items

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

- Policy 2400 – Board Policies
- Policy 2410 – Policy Development
- Policy 2420 – Adoption of Policies
- Policy 2430 – Dissemination and Preservation of Policies
- Policy 2440 – Policy Review and Evaluation
- Policy 2450 – Suspension of Board Policies
- Policy 2451 – Waiver of Board Policy
- Policy 2460 – Administration in Policy Absence
- Policy 2470 – Administrative Procedures
- Policy 2475 – School Rules
- Policy 2500 – Hearings Before the Board
- Policy 2600 – Consultants to the Board
- Policy 2610 – Board Attorney
- Policy 2650 – Liaison with School Boards Associations

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

Superintendent's Report/Calendar of Events

Carla Freemyer shared the Calendar of Events highlighting the following dates: Powder Puff Football Game, October 22; AHS One Act Play performance, October 19; 2013-2016 Future Planning meeting, October 22; and FAN Workshop for 6-12th grade parents, November 5.

Ms. Freemyer reviewed the latest edition of Points of Pride highlighting several student and staff recognitions.

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

Board Operations

Gidget Kidd will represent Asheboro City Schools' Board of Education at the Delegate Assembly on November 13 at the annual NCSBA Conference held November 12-14, 2013.

Vice-Chairman Priest reminded members of the Board of the following important dates:

- NCSBA Fall Law Conference – October 17-19, 2012, Renaissance, Asheville
- NCSBA Annual Conference – November 12-14, 2012, Koury Center, Greensboro
- Winter Board Retreat – February 2, 2013

- NSBA Annual Conference – April 13-15, 2013, San Diego, CA (Reg. opens October 17, 2012)

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 9:10 p.m.

Vice-Chairman

Secretary

**Asheboro City Schools
Personnel Transactions
November 8, 2012**

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

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Hayes, Christopher	NAMS/Custodian	10/29/12
Kidd, Patsy	CO/Receptionist	2/28/13
King, Susan	CO/Bus Driver	10/31/12
Southern, Alicia	CWM/5 th Grade	11/13/12
Vaughn, Linda	CWM/Child Nutrition	12/31/12

***B. APPOINTMENTS**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
McLeod, Matthew	NAMS/Custodian	10/30/12
Shales, Maria Soledad	CWM/Instructional Assistant	TBD
White, Jennifer	SAMS/EC Program Facilitator	TBD
Allred, Ashley	Substitute Teacher \$70 day	9/24/12
Blankenship, Ryan	Substitute Teacher \$70 day	9/24/12
Brown, John	Substitute Teacher \$91 day	9/24/12
Buffong, Faith	Substitute Teacher \$70 day	9/24/12
Bullin, Sandra	Substitute Teacher \$70 day	9/24/12
Cook, Julia	Substitute Teacher \$70 day	9/24/12
Corsbie, John	Substitute Teacher \$70 day	9/24/12
D'Agostino, Nicole	Substitute Teacher \$70 day	9/24/12
Dunn, Tina	Substitute Teacher \$70 day	9/24/12
Gallimore, Bryan	Substitute Teacher	10/22/12
Harrison, Mary	Substitute Teacher \$70 day	9/24/12
Joura, Brian	Substitute Teacher \$70 day	9/24/12
Mikeworth, Brian	Substitute Teacher \$70 day	9/24/12
Myers, Marsha	Substitute Teacher \$70 day	9/24/12
Pocock, Mary	Substitute Teacher \$70 day	9/24/12
Rankin, Margaret	Substitute Teacher \$70 day	9/24/12
Speering, Cydney	Substitute Teacher \$91 day	9/24/12
Sykes-Suber, Kendle	Substitute Teacher \$70 day	9/24/12

**Asheboro City Schools
Certified Appointments
November 8, 2012**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
White, Jennifer	University of North Carolina – Wilmington B: Special Education	Special Education

Jennifer “Jenny” White is recommended to be a program facilitator for Exceptional Child Services. Mrs. White will return to Asheboro City Schools where she worked from 2002 – 2008 as a special education teacher at SAMS and as a facilitator. Since leaving Asheboro Mrs. White has lived in Baton Rouge, Louisiana and worked in early childhood education.

**Asheboro City Schools
Personnel Transactions
November 8, 2012**

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

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Hayes, Christopher	NAMS/Custodian	10/29/12
Rush, Mary Janice	NAMS/Counselor	1/1/13
Winters, Kenneth	CO/Maintenance	2/28/13

***B. APPOINTMENTS**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Barnhouse, Melissa	SAMS/Special Education	11/7/12
Dawalt, Keisha	CWM/Kindergarten	11/5/12
Shales, Maria	CWM/Instructional Assistant	11/5/12
Gallimore, Bryan	Substitute Teacher \$70 day	10/22/12

SURPLUS PROPERTY BIDS
November 2012

The following bids were received for discarded items on November 06, 2012.

Surplus Bid #1 – PDC Warehouse Items

1. \$425.00 (Winning Bid)

Surplus Bid #2 – 1987 Chevrolet Truck

1. \$275.00 (Winning Bid)

RESOLUTION OF LODGE, ASSOCIATION OR OTHER SIMILAR ORGANIZATION

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

By: Donna Lee Loflin School
 405 S Park St
 Asheboro NC 27203-5629

Referred to in this document as "Financial Institution"

Referred to in this document as "Association"

I, DIANE L FROST, certify that I am Secretary (clerk) of the above named association organized under the laws of NORTH CAROLINA, Federal Employer I.D. Number 56-6000989, and that the resolutions on this document are a correct copy of the resolutions adopted at a meeting of the Association duly and properly called and held on 10/30/12 (date). These resolutions appear in the minutes of this meeting and have not been rescinded or modified.

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

Name and Title or Position	Signature	Facsimile Signature (if used)
A. <u>PAULA R OWENS, PRINCIPAL</u>	<u>X</u>	<u>X</u>
B. <u>PAMELA N PURVIS, SECRETARY/TREASURER</u>	<u>[Signature]</u>	<u>X</u>
C. <u>B HAROLD BLAIR JR, DIR BUS & FINANCE</u>	<u>[Signature]</u>	<u>X</u>
D. _____	<u>X</u>	<u>X</u>
E. _____	<u>X</u>	<u>X</u>
F. _____	<u>X</u>	<u>X</u>

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

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




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

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

CERTIFICATION OF AUTHORITY

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

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


 _____ (Secretary)

 _____ (Attest by Other Officer)

 _____ (Attest by Other Officer)

BALFOUR ELEMENTARY SCHOOL
2012-2013 Continuous Improvement and Title I
Implementation Plan

Asheboro City Schools

Contents

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

Approved by Staff

Date of Secret Ballot Election: 9/24/12

Results For: 95%

Opposed: 5%

Principal's Signature

Date

Approved by Superintendent of Schools

Signature

Date

Approved by Board of Education

Signature

Date

Leadership Team Members

The following team members collaborated with school staff to develop the School Improvement Plan for our school:

Name	Signature	Role
Janet Means	_____	Principal
Holly White	_____	Assistant Principal
Elisabeth Bernhardt	_____	Instructional Facilitator
Lesha Daniel	_____	Instructional Assistant
Mary Lou Diener	_____	School Counselor
Wendy Graham	_____	Technology
Myra Howell	_____	Grade 3
Reagina Roberson	_____	Kindergarten
Melissa Skoglund	_____	Exceptional Children
Maricela Zepeda	_____	Parent

A. Vision, Mission, and Belief Statements

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.
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Our School's Mission	<i>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.</i>
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To lead us toward our vision and mission, our school community shares the following beliefs:

- Student learning is the chief priority for the school.
- Each student is a valued individual with unique physical, social, emotional and intellectual needs.
- Instruction facilitating the appreciation of diversity increases students' understanding of different people and cultures and leads 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 his or her ability level.
- Daily attendance at school increases the learning opportunities of students.
- Students need to be prepared to take their place in a globally competitive world.
- Faculty, staff and parents share the responsibility for the support of the school's mission.
- Full utilization of available technologies and resources increases a student's ability to take advantage of talents and potential.
- 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.

B. School Community Profile

Historical Ethnicity Information (% of population, 20th school day)

	2008-09	2009-10	2010-11	2011-12	2012-13
Black	6	6	6	5.4	6.4
Asian	1.6	1	1	1.6	1
White	30	28	27	23	24
Hispanic	60	62	62	65	66
American Indian	.2	1	1	.7	.5
Other/Multi-Cultural	2	2	2	2.7	1.9
Total Population	546	523	528	540	566

Historical Population Data (percentages)

	2008-09	2009-10	2010-11	2011-12	2012-13
Exceptional Children	7.9	9.75	12	10	10
AIG	3.3	3.25	3.8	3	4
Limited English Proficient	47.1	48.8	45	46.3	44
Total F/R Lunch		84.4	87.29	85.5	

Student Attendance Data

	Percent
2007-2008	96.30
2008-2009	97.01
2009-2010	96.53
2010-2011	96.53
2011-2012	96.56

Staffing Summary

	2008-09	2009-10	2010-11	2011-12	2012-13
Teachers “highly qualified” (classes taught)	97.7%	97.7%	100%	100%	100%
Teachers with advanced degrees (above bachelors)	34.1%	34.1%	32.6%	30%	39%
Teachers with NBPTS certification	9%	14%	14%	14%	14%
Teachers trained as Mentors	18%	17%	17%	16%	13%

Teacher Turnover Rate

2006-2007	2007-2008	2008-09	2009-10	2010-11	2011-12
11.4%	19%	22.5%	11.9%	13.1%	20%

*Balfour Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

C. School Results

Promotion Percentages

	2007-08	2008-09	2009-10	2010-11	2011-12
Kindergarten	98%	99%	100%	100%	100%
1 st grade	97%	99%	100%	100%	100%
2 nd grade	96%	98%	100%	99%	100%
3 rd grade	98%	100%	100%	100%	100%
4 th grade	100%	99%	100%	100%	100%
5 th grade	99%	100%	100%	100%	100%

K-2 Progress 2011-2012

Reading						
K	Mem	Level 0	Level A	Level B	C & above	
	106	10%	7%	22%	61%	
Grade 1	Mem	Below D	D-E	F-G	H	I & above
	87	1%	8%	22%	7%	62%
Grade 2	Mem	Below J	J	K	L	M & above
	82	26%	13%	5%	12%	44%

Writing - On-Demand					
	Mem	Level I	Level II	Level III	Level IV
K	107	3%	10%	23%	25%
Grade 1	87	15%	28%	55%	2%
Grade 2	82	24%	35%	26%	15%

*Balfour Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

K-2 Mathematics Portfolio Summary 2011-2012

Percent of Students at Levels 3 and 4

Grade 1 Math Assessment

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	% LEVEL III and IV			
				2009	2010	2011	2012
N/A	N/A	N/A	N/A	88%	73%	90%	N/A

Grade 2 Math Assessment

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	% LEVEL III and IV			
				2009	2010	2011	2012
N/A	N/A	N/A	N/A	57%	67%	62%	N/A

End of Grade Percent Proficient by Grade
Historical

Grade	Reading				Math			
	08-09	09-10	10-11	11-12	08-09	09-10	10-11	11-12
3	52.9	53.5	48.9	52.6	82.8	80.5	76.9	76.8
4	48.8	50	58.8	58.9	74.1	74.4	80.0	83.3
5	52.1	48.9	60.4	64.4	78.1	78.9	81.5	85.1

Grade	Reading and Math			
	08-09	09-10	10-11	11-12
3	51.7	53.6	46.6	44.4
4	47.1	54.2	54.1	48.2
5	47.9	48.9	57.1	54.6

*Balfour Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

End of Grade Percent Proficient by Subgroup (Historical)

Reading

Grade	3				4				5			
	08-09	09-10	10-11	11-12	08-09	09-10	10-11	11-12	08-09	09-10	10-11	11-12
All	52.9	53.5	48.9	52.6	48.2	50.0	58.8	58.9	52.1	48.9	56.1	64.4
Am Indian				*				*				*
Asian	75	100	*	100	0	0.0	100	*	50.0	0.0	66.7	100
Black	66.7	40.0	50.0	100	57.1	0.0	20.0	60	50.0	25.0	44.4	20
Hispanic	52.0	46.2	44.2	42.2	38.8	49.0	51.9	44.6	50.0	46.2	57.1	52.8
Multi Racial	0	100	33.3	33.3	50.0	*	66.7	50	0	100.0	50.0	50
White	57.1	69.6	60.0	52.6	62.2	60.0	77.3	63.6	57.1	57.7	70.4	85.7
Male	55.3	50.9	48.7	42.5	44.7	43.8	58.0	50	36.7	34.0	60.9	58.7
Female	50.0	57.6	49.0	49	48.9	57.9	60.0	51	64.3	65.1	60.0	58.1
Acad Gifted												
EC	5	9.1	28.6	25.0	14.3	11.1	66.7	42.9	16.7	0.0	66.7	58.3
Non EC	59.0	60.0	50.6	55.2	51.3	54.5	60.0	60.2	55.2	54.3	60.0	65.3
LEP	45.9	45.1	44.0	41.3	20.0	25.9	30.4	38.6	20.0	13.8	30.4	34.8
Non LEP	58.9	65.7	55.3	63.3	63.6	61.0	70.6	78.3	63.6	65.6	70.6	75.0
F/R Lunch	50.9	49.3	45.8	51.7	46.5	47.0	54.8	54.8	46.5	47.2	57.3	62.8
Non F/R Lunch	55.0	73.3	62.5	66.7	57.1	60.0	83.3	76.5	57.1	55.6	75.0	77.8

Math

Grade	3			4			5		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
All	80.5	77.3	76.8	74.4	80.0	83.3	78.9	81.5	83.9
Am Indian			*			*			*
Asian	100	*	100	66.7	100.0	*	0.0	100.0	100
Black	60.0	62.5	100	14.3	60.0	60	75.0	66.7	40
Hispanic	81.8	78.8	73.4	81.6	80.8	72.4	76.9	84.0	83.3
Multi Racial	100	33.3	66.7	*	66.7	50	100.0	50.0	100
White	78.3	84.0	52.6	76.0	81.8	95.5	88.5	81.5	76.5
Male	75.9	84.0	75	75.0	81.8	79.4	74.5	81.5	76
Female	87.9	81.6	66.7	73.7	82.9	75.5	83.7	82.2	87.1
Acad Gifted									
EC	36.4	42.9	62.5	22.2	46.2	85.7	33.3	50.0	66.7
Non EC	86.8	80.2	78.2	80.5	86.1	83.1	84.0	83.2	88.0
LEP	80.8	80.0	73.9	70.4	66.7	77.3	55.2	74.8	78.3
Non LEP	80.0	73.7	79.6	76.3	87.3	89.1	90.2	83.2	87.5
F/R Lunch	77.5	75.0	77.5	71.2	76.7	83.6	72.2	78.2	84.6
Non F/R Lunch	93.8	87	66.7	85.0	>95	82.4	83.3	88.6	88.9

*Balfour Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

Achievement Gap Data

Reading

White student scores compared to:	2007-08	2008-09	2009-10	2010-11	2011-12
Black	13.8	3.8	13.8	28.0	23.4
Hispanic	8.3	12.3	15.1	17.9	20.7

Mathematics

White student scores compared to:	2007-08	2008-09	2009-10	2010-11	2011-12
Black	27.7	17.5	31.1	18.8	23
Hispanic	5.1	9.6	1.0	.7	-1.1

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

Grade	Reading			Math			
	09-10	10-11	11-12	08-09	09-10	10-11	11-12
3	335.1	333.6	335.7	342.9	343.6	345.5	343.7
4	340.3	343.0	342.3	347.8	347.5	350.7	350.7
5	346.9	348.3	349.5	354.6	354.8	355.9	357.4

Total Performance Composite

Performance Composite	07-08	08-09	09-10	10-11	11-12
		49.0	63.4	63.1	65.4

Goal Summaries, Grades 3-5, Percent Correct

	Gr 3			Gr 4			Gr 5		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
Goal 2: Apply strategies and skills to comprehend text that is read, heard, and viewed	59.7	57.1	59.7	57.6	63.7	62.2	57.6	59.8	62.6
Goal 3: Make connections through the use of oral language, written language, and media and technology	63.1	57.5	62.6	55.3	59.8	59.8	61.3	65.9	69.0
Literary Reading	60.8	57.6	61.0	56.7	61.2	61.6	60.1	63.6	64.9
Informational Reading	59.7	57.0	59.5	56.7	63.4	60.3	57.4	59.5	63.9
Calculator Active	61.4	64.6	61.2	56.8	65.1	64.1	63.1	66.0	69.0
Calculator Inactive	59.6	64	59.7	54.8	61.1	61.9	60.5	61.4	66.0
Goal 1: Numbers and Operations	59.2	62.2	60.9	57.3	64.7	63.4	56.5	58.7	61.6
Goal 2: Measurement	59.2	59.9	59.0	55.6	64.7	56.3	65.9	67.6	67.1
Goal 3: Patterns/Geometry	71.8	71.6	68.1	57.3	69.6	66.9	65.2	66.7	71.0
Goal 4: Data, Probability	58.9	61.8	56.8	60.7	67.9	67.8	68.3	71.2	70.6
Goal 5: Algebra (mathematical relationships)	59.1	64.3	59.5	51.6	57.8	62.6	60.3	63.7	70.7

*Balfour Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

Writing

Writing Sample Assessment (May % proficient)

Grade	2008-09	2009-10	2010-11	2011-12
Kindergarten	79	72	98	68
1 st Grade	82	70	61	57
2 nd Grade	50	60	81	40
3 rd Grade		35	49	62
4 th Grade		28	50	39
5 th Grade		42	49	53

Teacher Survey

In the space below, comment on 3 or more areas of strength noted in the NC Teacher Working Conditions Survey.

1. One hundred percent agree that the faculty work in a school environment that is safe.
2. Almost ninety-eight percent (97.7%) of teachers agree that they are encouraged to participate in school leadership roles.
3. One hundred percent agree that the school leadership facilitates using data to improve student learning.

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

1. Fewer than half (47.8%) of the teachers feel that they have sufficient non-instructional time.
2. Only 58.5% of teachers respond that there is follow-up from professional development.
3. Only 58.1% of teachers report that they are assigned classes that maximize their likelihood of success with students.

What are 2 significant findings in survey results?

1. Balfour teachers rated each element in Managing Student Conduct significantly higher than the other elementaries, ACS, or North Carolina.
2. Teachers indicate that Balfour is doing a great deal to promote teacher leadership.

Student Survey Results

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

1. 94% of students report that graduation from high school is one of their goals.
2. Over 97% of students report they know the rules at school
3. Over 95% of students report that safety is important at their school
4. 97% of students report that teachers expect them to do their best work.
5. 93% of students report that they push themselves to do their best academically.

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

1. 33% of students report that they do not participate in after school activities, even though every teacher was involved in offering at least one activity.
2. One third of students report that they have been bullied at school.
3. 47% of students indicate that they are afraid of making a mistake.
4. Students report that 24% of their parents have not talked with their teacher this year.

Parent Survey Results

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

1. 92% of parents agree with the following statement “I feel comfortable talking to my child’s teacher”.
2. Parents report that 96% of students know that learning is important to the future.
3. 94% of parents think going to college is important.
4. Parents report that 94% of students enjoy school.

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

1. 46% of parents report that students are afraid of making a mistake.
2. Students do not participate in after school activities according to 36% of parents.
3. Only 58% of parents believe that students provide leadership to help the school be successful.

*Balfour Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

Adequate Yearly Progress

Percent of AYP Targets Met		
2006-2007	81%	17 of 21 targets met
2007-2008	81%	17 of 21 targets met
2008-2009	100%	21 of 21 targets met
2009-2010	100%	21 of 21 targets met
2010-2011	95.2%	20 of 21 targets met
2011-2012	76.2%	16 of 21 targets met

Targets Not Met

	2009-10			2010-11			2011-12		
	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor
Reading 3-5			LEP	Hispanic		All, White, ED, LEP	All, Hispanic, White, ED	LEP	
Math 3-5			LEP			White, Hispanic, White, ED, LEP	White	All	

GENERAL CONCLUSIONS

1. Only 61% of current first graders, 62% of second graders and 44% of third graders are on grade level at the beginning of the year. These data indicate a significant need to focus on getting more students on grade level K-2.
2. Because almost half of students and parents report that the students are afraid to make a mistake, there is a need to alleviate this through activities designed to build confidence.
3. Because such a large proportion of parents and students report an expectation to go to college, there is a need to keep them regularly informed of curriculum changes.

D(1). Performance Goals and Benchmark Targets

Evidence of Need: Not all students are on grade level in reading, math and science

Strategic Plan Objective: Increase the number of students on grade level in reading, math and science

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

K-8 Reading, Writing, Math, Science

Goal 1: (Reading) -

Benchmark 1	Benchmark 2	Benchmark 3	Performance Target
By October, all kindergarten students will know at least half their letters and half their sounds.	By midyear, all kindergarten students will know all their letters and sounds and read on a level A.	By March, all kindergarten students will be reading on a B/C.	Sixty-five percent of all kindergarten students will be proficient by the end of 2012-13.
By October, all first grade students will be on an E reading level	By midyear, all first grade students will be at least on a beginning G level.	By March, all first grade students will be reading on an instructional H level.	Seventy percent of all first grade students will be proficient by the end of the 2012-13 school year.
By October, 62% second grade students will be on a level I or 300 on SRI.	By midyear, 65% second grade students will be on a level K or 375 on SRI.	By March, 70% second grade students will be on a level L or 450 on SRI.	Seventy-five percent of all second grade students will be on a level M and will be reading on 500 on SRI by the end of the 2012-13 school year.
By October, 50% third grade students will be on a level M or 500 on SRI.	By midyear, 55% third grade students will be on a level N or 575 on SRI.	By March, 60% third grade students will be on a level O or 650 on SRI.	Sixty-five percent of all third grade students will be at level P and reading on SRI 660 by the end of the 2012-13 school year.

*Balfour Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

Goal 2: (Writing) -

Benchmark 1	Benchmark 2	Benchmark 3	Performance Target
By October, 40% of kindergarten students will be proficient	By midyear, 50% of kindergarten students will be proficient	By March, 60% of kindergarten students will be proficient	Sixty-five percent of all kindergarten students will be proficient by the end of 2012-13.
By October, 65% of first grade students will be grade level	By midyear, 68% of first grade students will be on grade level.	By March, 70% of first grade students will be on grade level.	Seventy-five percent of all first grade students will be proficient by the end of the 2012-13 school year.
By October, 60% second grade students will be on grade level	By midyear, 65% second grade students will be on grade level	By March, 70% second grade students will be on grade level	Seventy-five percent of all second grade students will be on grade level by the end of the 2012-13 school year.
By October, 50% third grade students will be on grade level.	By midyear, 55% third grade students will be on grade level	By March, 60% third grade students will be on grade level	Sixty-five percent of all third grade students will be on grade level by the end of the 2012-13 school year.
By October, 60% fourth grade students will be on grade level	By midyear, 65% fourth grade students will be on grade level	By March, 70% fourth grade students will be on grade level	Seventy-five percent of all fourth grade students will be on grade level by the end of the 2012-13 school year.
By October, 50% fifth grade students will be on grade level	By midyear, 55% fifth grade students will be on a grade level	By March, 60% fifth grade students will be on grade level	Sixty-five percent of all fifth grade students will be on grade level by the end of the 2012-13 school year.

Goal 3: (Math) –

Benchmark 1	Benchmark 2	Benchmark 3	Performance Target
84% of 5th grade students will be proficient.	86% of 5th grade students will be proficient.	88% of 5th grade students will be proficient.	90% of 5th grade students will be proficient.
76% of 4th grade students will be proficient.	80% of 4th grade students will be proficient.	82% of 4th grade students will be proficient.	85% of 4th grade students will be proficient.
68% of 3rd grade students will be proficient.	70% of 3rd grade students will be proficient.	73% of 3rd grade students will be proficient.	75% of 3rd grade students will be proficient.

Goal 4: (Science) –

Benchmark 1	Benchmark 2	Benchmark 3	Performance Target
70% of 5th grade students will be proficient.	70% of 5th grade students will be proficient.	70% of 5th grade students will be proficient.	70% of 5th grade students will be proficient.

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

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

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

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

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

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

(Repeat Steps 1-5)

D(2). Goals and Action Plans

Goal 1: Students will use summarizing strategies at least three times a week to improve reading skills

Evidence of Need: Data reflect that only 44% of students are reading on grade level by the end of grade 2.

Strategic Plan Objective: 1.4 – Increase the number of students reading on grade level by Grade 3.
 1.1 – Every student graduates college and career ready.

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

Action Plan: Summarizing Texts

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
Students orally and in writing summarize a reading selection using techniques through the LiveBinder	Reported/discussed at the first grade level meeting each month.	Kari Allred, Robin Ackland, Elizabeth Cook, Stacy Dillion, Sarah Bartlett, Kathy Baughman, Beth Bender, Sharon Blalock, Sarah Coatoam, Mary Lou Diener, Rosemary Dietrick, Sarah Gallimore, Melanie Golding, Maxine Goldston, Wendy Graham, Rebekah Hanson, Cynthia Hardister, Myra Howell, Lesley Hynd, Karen Jackso Natalia Johns, Alisha Jones, Desiree Langbeen, Tracy Little, Molly Maness, Melanie McDonald, Suzette Miller, Laura Porreca, Sarah Prouty, Mary Jo Przybylowski, Michelle Race, Sara Ralph, Emily Ramon, Reagina Roberson, Melissa Skoglund,	Monthly grade level minutes, items updated from the LiveBinder.		

*Balfour Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

		Kristen Smith, Jennifer Speer, Lauren Stepp, Sara Tonkin, Toshia Watson, Mark Williams, Andrea Yates, Stephen Yorkus , Janet Means and Holly White			
In K-5, teachers will use grade-appropriate text daily in read aloud, shared reading, guided reading and independent reading.	Elements of balanced literacy checked regularly by walkthroughs Monitored bi-weekly beginning on September 10, 2012	Elizabeth Cook, Stacy Dillion, Sarah Bartlett, Sharon Blalock, Sarah Coatoam, Sarah Gallimore, Melanie Golding, Maxine Goldston, Rebekah Hanson, Cynthia Hardister, Myra Howell, Lesley Hynd, Karen Jackson Alisha Jones, Desiree Langbeen, Tracy Little, Molly Maness, Melanie McDonald, Suzette Miller, Sarah Prouty, Mary Jo Przybylowski, Michelle Race, Emily Ramon, Reagina Roberson, Kristen Smith, Jennifer Speer, Lauren Stepp, Sara Tonkin, Toshia Watson, Stephen Yorkus	Weekly lesson plans, data from walkthroughs and formal observations		
Utilize and update database of exemplary question samples based on Bloom’s Revised Taxonomy for a variety of texts	At the end of each month beginning in September 2012 and ending in April 2013.	Elizabeth Cook, Stacy Dillion, Sarah Bartlett, Sharon Blalock, Sarah Coatoam, Sarah Gallimore, Melanie Golding, Maxine Goldston, Rebekah Hanson, Cynthia Hardister, Myra Howell, Lesley Hynd, Karen Jackson Alisha Jones, Desiree Langbeen, Tracy Little, Molly Maness, Melanie McDonald, Suzette Miller, Sarah Prouty, Mary Jo Przybylowski, Michelle Race, Emily Ramon, Reagina Roberson, Kristen Smith,	Weekly lesson plans, updated Live Binder		

*Balfour Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

		Jennifer Speer, Lauren Stepp, Sara Tonkin, Toshia Watson, Stephen Yorkus			
Teachers conduct a reflection period at the end of each lesson and day to summarize learning	Completion of 3-5 planners at the end of the day. K-2 shared reflective writing.	Elizabeth Cook, Stacy Dillion, Sarah Bartlett, Sharon Blalock, Sarah Coatoam, Sarah Gallimore, Melanie Golding, Maxine Goldston, Rebekah Hanson, Cynthia Hardister, Myra Howell, Lesley Hynd, Karen Jackson Alisha Jones, Desiree Langbeen, Tracy Little, Molly Maness, Melanie McDonald, Suzette Miller, Sarah Prouty, Mary Jo Przybylowski, Michelle Race, Emily Ramon, Reagina Roberson, Kristen Smith, Jennifer Speer, Lauren Stepp, Sara Tonkin, Toshia Watson, Stephen Yorkus, Janet Means, Holly White			
Identify and use a variety of grade-level appropriate texts from content areas and genres during shared and interactive reading	Monthly through minutes from grade level meetings and updates to the Live Binder	Janet Means, Holly White, Elisabeth Bernhardt			
In grades 3-5, employ Junior Great Books strategies to facilitate discussions of grade-level texts.	Uploaded videos to Eduvition from September-April.	Melanie Golding, Rebekah Hanson, Cynthia Hardister, Myra Howell, Lesley Hynd, Desiree Langbeen, Suzette Miller, Sarah Prouty, Emily Ramon, Reagina Roberson, Kristen Smith, Sara Tonkin, Stephen Yorkus, Janet Means, Holly White			
In grades K-2, conduct	Uploaded videos	Elizabeth Cook, Stacy Dillion,			

*Balfour Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

book talks around grade level texts	to Eduvision from September-April.	Sarah Bartlett, Sharon Blalock, Sarah Coatoam, Sarah Gallimore, Maxine Goldston Alisha Jones, Tracy Little, Molly Maness, Melanie McDonald, Mary Jo Przybylowski, Michelle Race, Reagina Roberson, Jennifer Speer, Lauren Stepp, Sara Tonkin, Toshia Watson, Janet Means, Holly White			
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Professional Development for this Objective

- **PD on summarizing provided by grade level using PD360; PD includes support personnel.**
- **Use Livebinder to access teaching strategies for summarizing.**
- **At monthly faculty meetings, schedule time for each grade level to share successful summarizing strategies.**
- **PD in Pixie for graphic organizers to help summarizing**
- **PD in Pebble-Go for summarizing**

Goal 2: Through consistent involvement with writing and presenting, students will Increase their writing abilities.

Evidence of Need: Data indicate that only 53% K-2 students and 52% 3-5 students are proficient in writing,

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

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

Action Plan: Opinion Based Writing

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
As a school, update templates for students to use to organize their thoughts on opinion-based writing.	September 14, 2012, January 21, 2013.	Elizabeth Cook, Stacy Dillion, Sarah Bartlett, Sharon Blalock, Sarah Coatoam, Sarah Gallimore, Melanie Golding, Maxine Goldston, Rebekah Hanson, Cynthia Hardister, Myra Howell, Lesley Hynd, Alisha Jones, Desiree Langbeen, Tracy Little, Molly Maness, Melanie McDonald, Suzette Miller, Sarah Prouty, Mary Jo Przybylowski, Michelle Race, Emily Ramon, Reagina Roberson, Kristen Smith, Jennifer Speer, Lauren Stepp, Sara	Completed template(s)		

*Balfour Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

		Tonkin, Toshia Watson, Stephen Yorkus			
Teachers meet at grade level to determine appropriate strategies for writing about opinions/different points of view using the common template.	Biweekly beginning in September 2012 and continuing through April 2013.	Elizabeth Cook, Stacy Dillion, Sarah Bartlett, Sharon Blalock, Sarah Coatoam, Sarah Gallimore, Melanie Golding, Maxine Goldston, Rebekah Hanson, Cynthia Hardister, Myra Howell, Lesley Hynd, Alisha Jones, Desiree Langbeen, Tracy Little, Molly Maness, Melanie McDonald, Suzette Miller, Sarah Prouty, Mary Jo Przybylowski, Michelle Race, Emily Ramon, Reagina Roberson, Kristen Smith, Jennifer Speer, Lauren Stepp, Sara Tonkin, Toshia Watson, Stephen Yorkus	Lesson plans submitted on a weekly basis		
Teachers will use the existing LiveBinder resources to enhance their writing.	Weekly lesson plans.	Wendy Graham, Elizabeth Cook, Stacy Dillion, Sarah Bartlett, Sharon Blalock, Sarah Coatoam, Sarah Gallimore, Melanie Golding, Maxine Goldston, Rebekah Hanson, Cynthia Hardister, Myra Howell, Lesley Hynd, Alisha Jones, Desiree	Writing portfolios on each student.		

*Balfour Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

		Langbeen, Tracy Little, Molly Maness, Melanie McDonald, Suzette Miller, Sarah Prouty, Mary Jo Przybylowski, Michelle Race, Emily Ramon, Reagina Roberson, Kristen Smith, Jennifer Speer, Lauren Stepp, Sara Tonkin, Toshia Watson, Stephen Yorkus			
Teachers model, design and implement writing activities that require opinions and/or different points of view at least 3 times per week.	Beginning in September with monthly monitoring at grade level meetings. Results will be updated in a LiveBinder	Wendy Graham, Elizabeth Cook, Stacy Dillion, Sarah Bartlett, Sharon Blalock, Sarah Coatoam, Sarah Gallimore, Melanie Golding, Maxine Goldston, Rebekah Hanson, Cynthia Hardister, Myra Howell, Lesley Hynd, Alisha Jones, Desiree Langbeen, Tracy Little, Molly Maness, Melanie McDonald, Suzette Miller, Sarah Prouty, Mary Jo Przybylowski, Michelle Race, Emily Ramon, Reagina Roberson, Kristen Smith, Jennifer Speer, Lauren Stepp, Sara Tonkin, Toshia Watson, Stephen Yorkus	Lesson plans, student work displayed, writing portfolios, walkthrough data		

*Balfour Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

<p>Students will complete at least 2 grade level appropriate works that included opinion-based writing every six weeks (including shared pen)</p>	<p>At the end of each third week and sixth week of each grading period beginning on October 8th . .</p>	<p>Wendy Graham, Elizabeth Cook, Stacy Dillion, Sarah Bartlett, Sharon Blalock, Sarah Coatoam, Sarah Gallimore, Melanie Golding, Maxine Goldston, Rebekah Hanson, Cynthia Hardister, Myra Howell, Lesley Hynd, Alisha Jones, Desiree Langbeen, Tracy Little, Molly Maness, Melanie McDonald, Suzette Miller, Sarah Prouty, Mary Jo Przybylowski, Michelle Race, Emily Ramon, Reagina Roberson, Kristen Smith, Jennifer Speer, Lauren Stepp, Sara Tonkin, Toshia Watson, Stephen Yorkus</p>	<p>Teachers will maintain evidences of student writing in writing folders. Each grade level submits an exemplar of writing each six weeks.</p>		
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Professional Development for this Objective

- Elisabeth Bernhardt will support teachers in matching teaching practices with the Common Core Standards.
- Seek input from the Instructional Facilitators and Explore PD on elementary opinion-based writing.

*Balfour Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

Goal 3: All students will participate in structured speaking and listening activities on a daily basis

Evidence of Need: Research and anecdotal evidence indicate that speaking skills have a strong positive correlation to writing skills.


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

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

Action Plan: Turn and Talk

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
Veteran teachers conduct grade level professional development for new teachers on strategies for Turn and Talk.	September 14, 2012	Elizabeth Cook, Stacy Dillion, Sarah Bartlett, Sharon Blalock, Sarah Gallimore, Melanie Golding, Maxine Goldston, Rebekah Hanson, Cynthia Hardister, Myra Howell, Lesley Hynd, Alisha Jones, Desiree Langbeen, Tracy Little, Molly Maness, Sarah Prouty, Michelle Race, Emily Ramon, Reagina Roberson, Kristen Smith, Jennifer Speer, Sara Tonkin, Toshia Watson	Minutes from grade level meetings.		
Teachers design turn and talk activities on a daily basis with specific elements of the learning target to address higher order thinking.	Weekly beginning in September	Wendy Graham, Elizabeth Cook, Stacy Dillion, Sarah Bartlett, Sharon Blalock, Sarah Coatoam, Sarah Gallimore, Melanie Golding, Maxine Goldston, Rebekah Hanson, Cynthia Hardister, Myra Howell, Lesley Hynd, Alisha Jones, Desiree Langbeen, Tracy Little, Molly Maness, Melanie McDonald, Suzette Miller, Sarah Prouty, Mary Jo Przybylowski, Michelle Race, Emily Ramon, Reagina Roberson, Kristen Smith, Jennifer Speer, Lauren Stepp, Sara Tonkin, Toshia Watson, Stephen Yorkus	Weekly lesson plans, results of walkthroughs, Evidence of Standard IV, elements e and g of NC Teacher Evaluation Instrument.		

*Balfour Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

Teachers establish expectations for student behavior during turn and talk.	During the first week of the 2012-13 school year.	Wendy Graham, Elizabeth Cook, Stacy Dillion, Sarah Bartlett, Sharon Blalock, Sarah Coatoam, Sarah Gallimore, Melanie Golding, Maxine Goldston, Rebekah Hanson, Cynthia Hardister, Myra Howell, Lesley Hynd, Alisha Jones, Desiree Langbeen, Tracy Little, Molly Maness, Melanie McDonald, Suzette Miller, Sarah Prouty, Mary Jo Przybylowski, Michelle Race, Emily Ramon, Reagina Roberson, Kristen Smith, Jennifer Speer, Lauren Stepp, Sara Tonkin, Toshia Watson, Stephen Yorkus	Results of formal and informal classroom observations.	Continue to monitor behavior.	
Teachers in grades 2-5 conduct seminars using Junior Great Book Strategies to enhance speaking and listening skills.	Fall, Winter and Spring for grades 3-5; Winter and Spring for Grade two.	Wendy Graham, Elizabeth Cook, Stacy Dillion, Sarah Bartlett, Sharon Blalock, Sarah Coatoam, Sarah Gallimore, Melanie Golding, Maxine Goldston, Rebekah Hanson, Cynthia Hardister, Myra Howell, Lesley Hynd, Alisha Jones, Desiree Langbeen, Tracy Little, Molly Maness, Melanie McDonald, Suzette Miller, Sarah Prouty, Mary Jo Przybylowski, Michelle Race, Emily Ramon, Reagina Roberson, Kristen Smith, Jennifer Speer, Lauren Stepp, Sara Tonkin, Toshia Watson, Stephen Yorkus	Results of formal and informal classroom observations; lesson plans		

Professional Development for this Objective

- **Veteran teachers provide staff development on turn and talk strategies**
- **Plan cross-grade level walkthroughs with the specific purpose of observing turn and talk strategies**

*Balfour Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

Goal 4: Maintain overall math scores 3-5 while targeting instruction for the Black, EC and LEP subgroups.

Evidence of Need: The Black, EC and LEP subgroups are significantly lower than the subgroups to which they are being compared.

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

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

Action Plan:

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
Monitor results of benchmarks	Fall, winter, spring	Stacy Dillion, Melanie Golding, Maxine Goldston, Rebekah Hanson, Cynthia Hardister, Myra Howell, Lesley Hynd, Karen Jackson Alisha Jones, Desiree Langbeen, Suzette Miller, Sarah Prouty, Mary Jo Przybylowski, Michelle Race, Emily Ramon, Kristen Smith, Jennifer Speer, Lauren Stepp, Sara Tonkin, Stephen Yorkus	Results of common assessments		
Use district probes to identify needs for remediation	Three times per year within a week of when the probes are scored.	Elizabeth Cook, Stacy Dillion, Sarah Bartlett, Sharon Blalock, Sarah Coatoam, Sarah Gallimore, Melanie Golding, Maxine Goldston, Rebekah Hanson, Cynthia Hardister, Myra Howell, Lesley Hynd, Alisha Jones, Desiree Langbeen, Tracy Little, Molly Maness, Melanie McDonald, Suzette Miller, Sarah Prouty, Mary Jo Przybylowski, Michelle Race, Emily Ramon, Reagina Roberson, Kristen Smith, Jennifer Speer, Lauren Stepp, Sara Tonkin, Toshia Watson, Stephen Yorkus	Results of common assessments		

*Balfour Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

Initiate after school and small group remediation for subgroups	Every Monday, with weekly common/formativ e assessment data	Elizabeth Cook, Stacy Dillion, Sarah Bartlett, Sharon Blalock, Sarah Coatoam, Sarah Gallimore, Melanie Golding, Maxine Goldston, Rebekah Hanson, Cynthia Hardister, Myra Howell, Lesley Hynd, Alisha Jones, Desiree Langbeen, Tracy Little, Molly Maness, Melanie McDonald, Suzette Miller, Sarah Prouty, Mary Jo Przybylowski, Michelle Race, Emily Ramon, Reagina Roberson, Kristen Smith, Jennifer Speer, Lauren Stepp, Sara Tonkin, Toshia Watson, Stephen Yorkus	Results of common assessments		
Continue use of First in Math	Maintain or increase points Monthly.	Stacy Dillion, Melanie Golding, Maxine Goldston, Rebekah Hanson, Cynthia Hardister, Myra Howell, Lesley Hynd, Karen Jackson Alisha Jones, Desiree Langbeen, Suzette Miller, Sarah Prouty, Mary Jo Przybylowski, Michelle Race, Emily Ramon, Kristen Smith, Jennifer Speer, Lauren Stepp, Sara Tonkin, Stephen Yorkus	Results of common assessments		
Teachers use 8 Standards for Mathematical Practices	Daily	Elizabeth Cook, Stacy Dillion, Sarah Bartlett, Sharon Blalock, Sarah Coatoam, Sarah Gallimore, Melanie Golding, Maxine Goldston, Rebekah Hanson, Cynthia Hardister, Myra Howell, Lesley Hynd, Alisha Jones, Desiree Langbeen, Tracy Little, Molly Maness, Melanie McDonald, Suzette Miller, Sarah Prouty, Mary Jo Przybylowski, Michelle Race, Emily Ramon, Reagina Roberson, Kristen Smith, Jennifer Speer, Lauren Stepp, Sara Tonkin, Toshia Watson, Stephen Yorkus	Lesson Plans, Walk throughs		

Professional Development for this Objective

- Teachers trained in TAP math will provide professional development at grade level.
- Common Core training provided through the district

APPENDIX

VOCABULARY:

- By grade level, teachers introduce a word of the day (3-5 words per week). These words can be selected from any content area.
- Students will be required to kinesthetically, orally, and visually represent the word.
- Introduce also synonyms and antonyms.
- Use Greek and Latin stems as appropriate to enhance vocabulary development.

MATH

- Teachers work to establish a risk-taking environment
- Provide multiple opportunities for manipulatives inside and outside school.
- Expand the use of math kits.
- Utilize First In Math as a resource to build skills.
- Teachers will lead students in defining Common Core math practices using grade-level appropriate vocabulary.

SCIENCE

- Teachers in grades K-4 will develop and administer at least one common assessment aligned to the Common Core
- Teachers will reorganize the Foss science kits to more closely align to the Common Core/SS

PARENT INVOLVEMENT

- Conduct a Parent Involvement Science Night emphasizing the Common Core/SS.
- Conduct writing celebrations at each grade level, sending invitations to all parents.
- Conduct a Math and Literacy Parent Night.
- Conduct an Internet Safety program for parents.
- Provide professional development for student-led conferences; every teacher schedules at least 2 student-led conferences.
- Expand home visits
 - Establish as a priority parents/families new to the school
 - Extend an offer to NAMS to conduct joint home visits with siblings of Balfour students.
 - Prioritize home visits to new enrollees during the year.
 - Prioritize home visits to students who have regressed from the previous year.

*Balfour Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

COMMUNITY SERVICE

- Participate in the JDRF Walk on October 20, 2012
- Participate as a school in the Relay for Life program
- Student council will choose a community service program
- Fifth grade students participate in operation Clean Sweep

AFTER SCHOOL

- Provide after school tutoring in reading and math, depending on the needs of the child.
- Every certified staff member will be involved in participation in an after-school club
- Participate in Battle of the Books
- Recruit a team for participation in the Math/Tech Fair.
- Participate in Honors Chorus
- Participate in a variety of after school physical education activities.

OTHER

Strategic Plan:

Goal/Objective	Action Plan with Timeline	Evaluation
Graduation rate for 5-year cohort at 84% or better	During the fall, contact members of the Key Club to involve high school students in remediation <ul style="list-style-type: none"> • In the spring, schedule high school students to speak to classes grades 3-5 about the importance of continuing their education • During the fall, identify students in upper elementary grades to become reading buddies in grades K-2. 	<ul style="list-style-type: none"> • Records of Key Club participants and their participation with students. • Schedule of speakers • Informal records of students participating in Reading Buddies

*Balfour Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

Each school develops a plan to implement student-led conferences.	BAL – All classroom teachers will conduct at least two student-led conferences.	Record of student-led conferences conducted
All staff focus on relationship building with students, assuring that every student has a caring adult in the school, and every student’s passion is known by a caring adult.	BAL –Each grade level will meet and create a plan to communicate this focus to students and families.	Grade level plans
All schools will develop and implement a plan for home visits.	<ul style="list-style-type: none"> • BAL – Establish as a priority parents/families new to the school • Extend an offer to NAMS to conduct joint home visits with siblings of Balfour students. 	Record of home visits BAL -
Asheboro City Schools staff and students participate in fitness walk in the fall and/or in the spring.	Teams will be formed at each school site to participate in a walk. Team Leaders/number of walkers BAL – Wendy Graham & Felecia Foster	Fitness walk/number of participants BAL –

E. Additional Information

Title 1 Compliance

Actions taken to meet the ten essential components of a School Wide program:

Below is what we are doing to meet the ten essential components of a school wide program.

1. A Comprehensive Needs Assessment of the Entire School
 - Section B describes our community profile, including our ethnicity, student information regarding special needs and free/reduced, attendance data, and staffing summary.
 - Section C 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.
 - Section D outlines Balfour's goals and action plans, based on multiple data.
2. School wide Reform Strategies
 - Section D describes our plans to improve student performance in reading, writing, math and science. There is a special focus on reducing the achievement gap. Section E describes our plan to provide intervention to students in grades 3-5 who need additional support to perform on grade level.
3. Instruction by a Highly Qualified Professional Staff
 - Every teacher at Balfour is Highly Qualified.
4. High Quality and Ongoing Professional Development
 - In Section D, necessary professional development is listed for each goal area.
 - Each school administrator maintains a spreadsheet of professional development activities, which teacher has participated in these activities, and the goal to which it pertains.
5. Strategies to Attract Highly Qualified Teachers to High Need Schools
 - Asheboro City Schools conducts ongoing recruitment in a number of states to attract highly qualified teachers.
 - Asheboro City Schools partners with UNCG 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.

*Balfour Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

6. Including Teachers in Decisions Regarding the Use of Assessment

- Through the leadership team, teachers provide their peer representatives with suggestions for ongoing student assessment.
- On a quarterly basis, 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.
- On the basis of teacher recommendation, the media specialist provides the results of monthly assessments in accelerated reading.
- 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.

7. Strategies to Increase Parent Involvement

- 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 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.
- The principal keeps parents informed by sending AlertNow messages in English and Spanish on a regular basis.

8. Preschool Transition Strategies

- DIAL 4 screening is conducted each spring and fall. During the upcoming year, Balfour will conduct a multi-day spring screening to better facilitate the process.
- 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 for 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.

9. Activities for Children Experiencing Difficulty

- 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 4.5 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.

*Balfour Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

- All certified staff participate in after-school tutoring to provide tutoring for students grades 3-5 who have scored below grade level on the EOG or who have been identified by their classroom teacher as experiencing significant difficulty.
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). We had recently been identified as part of a 5-year grant from the state’s USTARS program to help us identify gifted students in under-represented populations. Although this grant has now ended, we continue to implement the identification procedures.
 - Coordination and integration of these programs are outlined in the school’s intervention plan and individual federal grant applications.

SAFE SCHOOL PLAN – Action Plan

Annual	Date of Completion	Monthly	Date of Completion	Bi-Annual	Date of Completion	Ongoing
Register school-sex offender registry		Check Fire Extinguishers		CPR training for crisis response teams/coaches		Monitor sex offender registry/update database
Written supervision plan		Conduct fire drills		Conduct lockdown drill		Pair at-risk youth with mentors
Staff supervision training		Conduct sanitation inspections		Conduct safety inspection		Record incidents in eSIS
Distribute and explain code of conduct		Maintain Science Chemical Inventory on \\Central02		Drug dog search (secondary)		Attendance letters
Distribute and explain bus code of conduct		Maintain first aid kits		Alternate route fire drill		Utilize student success teams
Update crisis response plans		Review ISS and OSS incidents; apply interventions as needed				Visitor control plan
Fire extinguisher training						Volunteer background check
Customer satisfaction survey						
Seclusion & restraint training						
Train EC staff in non-violent crisis intervention						
Train crisis teams in crisis response						
SLT updates PBIS School Action Plan	October 19, 2012					

PBIS SCHOOL ACTION PLAN

Updated by: School Leadership Team

Date: October 19, 2012

TASK	WHO	WHEN	DATE OF COMPLETION
PBIS team at each school schedules monthly meetings, maintains a PBIS notebook or electronic folder with meeting agendas, minutes, and documentation of team activities.	In-School Coach/PBIS team leader, principal or assistant principal	Monthly through the 2012-2013 school year.	
Each PBIS team at the school level will complete an Implementation Inventory and submit to the Central Office.	In-School Coach/PBIS team leader, principal or assistant principal	By October 1, 2012	

Compliance Statements

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

Healthy Active Children Policy

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

Each student participates in strenuous physical activity each day. If a student has lost his privilege to interact freely with his peers, he is required to walk laps around the playground, blacktop or soccer field.

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

Each student participates in a minimum of 30 minutes of physical activity each day, amounting to 150 minutes per week.

Pledge of Allegiance

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

The Pledge of Allegiance is recited each morning at 7:55 AM. The principal or a student leads this recitation.

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

Flags of the United States and North Carolina are displayed outdoors and in our multipurpose room. Each classroom displays the United States and North Carolina flag.

Duty-free Lunch

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

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

Duty-free Instructional Planning

6. Every full-time assigned classroom teacher must be provided duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week.

Duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week, must be provided for every full-time assigned classroom teacher.

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>	<p>Home visits to parents of every kindergarten child Individual parenting session to distribute whiteboards with magnetic letters and numbers; show parents how to use these with their child over the summer.</p>
<p>2. Communicating: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.</p>	<p>Kindergarten conducts parent conferences at the end of the first grading period. Each teacher will conduct a minimum of two student-led conferences. Teachers K-5 maintain an ongoing log of home visits.</p>
<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>Letter sent at beginning of year to all parents asking them to indicate ways in which they can volunteer (regularly volunteer, chaperone, class mother, etc.)</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>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 in September</p>

*Balfour Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

<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>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>
<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>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.</p>

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

Intervention Plan

A. Overview:

All certified staff will participate in after-school tutoring for students in grades K-5 who are below grade level and/or struggling in reading or math. There is a thirty-minute time period within the instructional day for grades K-5 to conduct remediation/acceleration. During this time, we will use the support teachers and teacher assistants to provide additional help within the classrooms.

For students in grades K-2, we will use RTI meetings and teacher recommendations to identify students who are struggling in reading. These students will be prioritized to participate in Leveled Literacy Intervention (LLI) provided by ESL teachers and reading facilitators. We will begin LLI in January for kindergarten students. Students who do not respond to LLI will be referred to the Student Success Team for further interventions.

B. Target Population:

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. Measurable Intended Outcomes:

The students will have increased scores on North Carolina End of Grade testing and end of year assessments.

D. Description of Activities or Services to Be Provided:

All certified staff will begin after school tutoring at the beginning of the second six weeks. Classroom teachers in grades K-5 and support teachers will provide after school tutoring 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 additional remediation. If the results of benchmark testing indicate that a student is no longer at risk, he/she may be removed, but will continue to be monitored in the classroom. If results of benchmark testing indicate that a student formerly on grade level is falling behind, he/she will be added to the tutoring group.

Students scoring level two on the end of grade test will be given the opportunity to take a retest. Those scoring level one will be given the opportunity to retest at parent request. Students who will be retesting will receive focused remediation before their second opportunity to test.

E. Evaluation of Results:

The results will be evaluated based on achievement gains on end of grade testing/assessments.

Waiver Requests

The Waiver to be Requested:

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

How the waiver will be used:

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

The Waiver to be Requested:

To waive the grade placement of teacher assistants allowing them to serve all students in the school according to (G.S. 115c-105.25.1)

How the waiver will be used:

To allow administration and staff at the school to determine placement of teacher assistants according to student needs.

Lindley Park Elementary School
2012-2013 Continuous Improvement and Title I
Implementation Plan

Asheboro City Schools

Contents

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

Approved by Staff

Date of Secret Ballot Election: 10/25/12

Results For: 52

Opposed: 0

Principal's Signature

Date

Approved by Superintendent of Schools

Signature

Date

Approved by Board of Education

Signature

Date

*Lindley Park Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

Leadership Team Members

The following team members collaborated with school staff to develop the School Improvement Plan for our school:

Name	Signature	Role
Julie Tucker	_____	Kindergarten Teacher
Helen Skeen	_____	1 st Grade Teacher
Tiffany Cooper	_____	2 nd Grade Teacher
Heather Pervier	_____	3 rd Grade Teacher
Sheena Wisnasky	_____	4 th Grade Teacher
Stephanie Wood	_____	5 th Grade Teacher
Crystal Baxter	_____	Instructional Assistant
Susan Jarrett	_____	Music Teacher
Rebecca Jones	_____	Exceptional Children Teacher
Karen Moss	_____	Reading Teacher
Donna Hall	_____	Media Specialist
Ruth Aquino	_____	Parent
Shaniquah Barilford	_____	Parent
Brooke Zehmer	_____	Assistant Principal
Robin Harris	_____	Principal

*Lindley Park Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

A. Vision, Mission, and Belief Statements
--

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

- 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.

*Lindley Park Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

B. School Community Profile

Historical Ethnicity Information (% of population, 20th school day)

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Black	26.5	27.3	23.0	26.1	25.5
Asian	1.5	.7	.5	1.1	1.3
White	41.4	39.9	42.2	41.5	61.0
Hispanic	23.4	23.2	25.5	25.6	28.6
American Indian	0.5	.2	.2	6.2	7.2
Other/Multi-Cultural	6.7	8.7	8.6	5.5	5.0
Total Population	415	457	443	472	444

Historical Population Data (percentages)

	2008-09	2009-10	2010-11	2011-12	2012-13
Exceptional Children	11.08	9.3	10.11	7.4	9.6
AIG (Grades 3-5)	6.26	12	3.8	6.8	6.9
Limited English Proficient	20.72	22	18.9	21.8	21.6
Total F/R Lunch	61.25	64.36	70.34	68.00	61.67

Student Attendance Data

	Percent
2007-2008	96.52
2008-2009	96.10
2009-2010	96.36
2010-2011	95.97
2011-2012	96.80

Lindley Park Elementary School
 Continuous Improvement and Title I Implementation Plan
 2012-2013

C. School Results

Summary

	2008-09	2009-10	2010-11	2011-12
Teachers "highly qualified" (classes taught)	100.0	100.0	100.0	100.0
Teachers with advanced degrees (above bachelors)	17.0	33.0	40.5	48.7
Teachers with NBPTS certification	6.0	8.0	10.8	12.1
Teachers trained as Mentors	13.0	22.0	21.6	17.1

Teacher Turnover Rate

2008-2009	2009-2010	2010-2011	2011-2012
11.75	6.3	3.0	9.4

Promotion Percentages

	2008-2009	2009-2010	2010-2011	2011-2012
Kindergarten	100.0	100.0	98.1	100.0
1 st grade	98.7	100.0	100.0	100.0
2 nd grade	100.0	100.0	100.0	100.0
3 rd grade	98.7	100.0	100.0	100.0
4 th grade	100.0	100.0	100.0	100.0
5 th grade	100.0	100.0	100.0	100.0

K-5 Literacy Summary

May 2012

Reading	Mem	Level 0	Level A	Level B	C & above	
K	81	9	4	31	57	
		Below D	D-E	F-G	H	I & above
Grade 1	68	4	10	10	4	72
		Below J	J	K	L	M & above
Grade 2	76	9	0	7	1	83
		Below N	N	O	P	Q & above
Grade 3	83	17	8	14	11	49
		Below Q	Q	R	S	T & above
Grade 4	84	21	5	7	17	50
		Below T	T	U	V	W & above
Grade 5	81	25	10	21	11	33

*Lindley Park Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

Writing	Mem	Level I	Level II	Level III	Level IV
K	81	4	17	42	37
Grade 1	68	9	21	40	31
Grade 2	76	18	47	26	8
Grade 3	83	16	33	43	7
Grade 4	81	10	35	40	16
Grade 5	80	6	18	61	16

Read SRI	Mem	BR	0-100	101-200	201-300	301-400	401-500	500-600	600-700	700-800	800-900	900-1000	1000 +
Grade 2	76	3%	17%	9%	7%	17%	18%	5%	14%	5%	4%	0%	0%
Grade 3	83	2%	5%	5%	6%	17%	17%	13%	7%	13%	6%	5%	4%
Grade 4	84	0%	0%	4%	0%	2%	12%	13%	17%	17%	14%	8%	12%
Grade 5	81	0%	0%	0%	0%	0%	5%	7%	7%	4%	9%	25%	43%

Grade 1 Math Assessment

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	% LEVEL III and IV			
				2009	2010	2011	2012
				83	100	100	

Grade 2 Math Assessment

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	% LEVEL III and IV			
				2009	2010	2011	2012
				70	63	70	

Total Performance Composite

	08-09	09-10	10-11	11-12
Performance Composite	69.9	74.2	81.4	80.7

End of Grade Percent Proficient by Grade
Historical

Grade	Reading				Math			
	08-09	09-10	10-11	11-12	08-09	09-10	10-11	11-12
3	69.2	59.4	71.2	71.4	85.9	87.1	90.4	86.9
4	65.2	72.2	67.1	69.8	76.8	88.6	91.1	94.2
5	62.7	64.0	79.2	75.3	84.0	78.7	89.9	92.6

Grade	Reading and Math			
	08-09	09-10	10-11	11-12
3	66.7	60.9	72.6	68.8
4	63.8	71.4	67.1	70.9
5	60.0	62.7	75.3	76.0

*Lindley Park Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

End of Grade Percent Proficient by Subgroup (Historical)
Reading

Grade	3			4			5		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
All	59.4	71.2	71.4	72.2	67.1	70.6	64.0	79.2	75.3
Am Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	100.0	-
Black	47.4	52.6	71.4	38.9	35.3	53.3	47.6	61.1	71.4
Hispanic	62.5	80.0	47.8	76.5	60.9	64.7	58.8	75.0	77.8
Multi Racial	40.0	100.0	66.7	71.4	80.0	-	57.1	100.0	66.7
White	66.7	78.1	>95	88.9	85.3	88.6	80.0	86.8	77.8
Male	68.8	60.6	68.9	71.8	85.7	65.0	60.9	71.1	85.7
Female	51.4	80.0	74.4	72.5	56.8	75.6	69.0	87.2	67.4
Acad. Gifted	-	-	-	-	>95.0	-	-	>95.0	-
EC	33.3	16.7	80.0	9.1	28.6	62.5	18.2	28.6	63.6
Non EC	62.5	76.1	70.3	82.4	70.8	71.4	71.9	84.3	77.1
LEP	64.7	73.3	38.1	68.8	33.3	50.0	45.5	66.7	66.7
Non LEP	58.5	70.7	82.5	73.0	73.1	74.0	67.2	80.3	76.4
F/R Lunch	58.0	63.8	62.5	66.7	58.9	65.5	52.1	74.5	68.9
Non F/R Lunch	65.0	84.6	>95	86.4	87.0	80.0	85.2	90.9	95.0

Math

Grade	3			4			5		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
All	87.1	90.4	86.9	88.6	91.1	>95	78.7	89.9	92.6
Am Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	100.0	-	-	-	100.0	-
Black	73.7	78.9	82.1	66.7	70.6	90.0	61.9	75.9	85.7
Hispanic	100.0	95.0	78.3	94.1	100.0	94.1	82.4	90.2	>95
Multi Racial	60.0	100.0	>95	100.0	80.0	-	85.7	90.0	83.3
White	93.3	93.8	>95	94.4	97.1	>95	86.7	96.2	94.4
Male	100.0	90.9	80.0	87.2	97.1	>95	71.7	92.5	>95
Female	76.3	90.0	94.9	90.0	84.1	91.1	89.7	88.0	89.1
Acad. Gifted	-	-	-	>95.0	>95.0	-	>95.0	-	-
EC	83.3	66.7	70.0	54.5	71.4	87.5	27.3	71.4	>95
Non EC	89.1	92.5	89.2	94.1	93.1	>95	87.5	93.0	91.4
LEP	>95.0	93.3	76.2	93.8	>95.0	91.7	81.8	85.7	>95
Non LEP	84.9	89.7	90.5	87.3	89.6	>95	78.1	91.5	91.7
F/R Lunch	88.0	87.2	84.4	86.0	87.5	94.5	72.9	87.5	91.8
Non F/R Lunch	90.0	>95.0	95.0	>95.0	>95.0	>95	88.9	>95.0	95.0

Lindley Park Elementary School
 Continuous Improvement and Title I Implementation Plan
 2012-2013

Achievement Gap Data
 Reading

White student scores compared to:	2008-09	2009-10	2010-11	2011-12
Black	52.9	35.4	33.7	22.0
Hispanic	21.2	14.2	12.5	24.5

Mathematics

White student scores compared to:	2008-09	2009-10	2010-11	2011-12
Black	30.8	25.5	20.3	10.8
Hispanic	6.2	0.7	6.0	8.8

End of Grade Results
 Developmental Scale Score Mean

Grade	Reading				Math			
	08-09	09-10	10-11	11-12	08-09	09-10	10-11	11-12
3	340.2	335.3	335.5	340.7	346.8	344.1	344.4	346.9
4	344.4	342.7	343.7	346.1	351.3	350.4	351.6	353.2
5	350.4	348.2	349.4	349.9	357.9	356.0	357.2	359.0

Goal Summaries, Grades 3-5, Percent Correct

	Gr 3			Gr 4			Gr 5		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
Goal 1: Cognition									
Goal 2: Interpretation	63.3	68.0	69.0	67.2	65.5	69.4	62.8	68.6	63.6
Goal 3: Critical Stance	65.6	69.3	68.7	66.0	62.7	65.0	66.6	70.9	67.9
Goal 4: Connections									
Goal 1: Numbers and Operations	73.8	72.1	67.4	67.2	70.8	68.7	67.1	68.3	67.7
Goal 2: Measurement	65.0	68.3	64.2	70.1	72.1	62.2	66.0	69.1	70.4
Goal 3: Patterns/Geometry	81.4	75.5	75.7	79.9	74.8	73.2	70.6	75.2	71.5
Goal 4: Data, Probability	66.9	65.6	64.0	78.1	76.5	76.8	71.6	80.9	79.8
Goal 5: Algebra (mathematical relationships)	70.8	72.3	66.4	62.1	64.5	67.3	67.3	70.0	72.6

Science

	08-09	09-10	10-11	11-12
Grade 5	45.3	66.7	79.5	82.7

*Lindley Park Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

Teacher Survey

In the space below, comment on 3 or more areas of strength noted in the NC Teacher Working Conditions Survey.

1. Teachers are held to high professional standards for delivering instruction. 97.3%
2. Teachers provide parents/guardians with useful information about student learning. 97.3%
3. Teachers have sufficient access to instructional technology. 91.9%
4. Teachers use assessment data to inform their instruction. 89.2%
5. The community we serve is supportive of this school. 87.9%

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

1. There is an atmosphere of trust and mutual respect in this school. 22.2% (-41.0%)
2. Teachers have an appropriate level of influence on decision making in the school. 27.8% (-38.0%)
3. The non-instructional time provided for teachers in my school is sufficient. 21.6% (-33.7%)
4. Teachers feel comfortable raising issues and concerns that are important to them. 29.7% (21.7%)
5. Efforts are made to minimize the amount of routine paperwork teachers are required to do. 25.7% (-17.5)

What are 2 significant findings in survey results?

1. Overall my school is a good place to work and learn. 69.4% (-22.7)
2. The community is supportive and involved in our school. 86.5% (identical response)

*Lindley Park Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

Student Survey

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

1. Students are proud of their school. – 88%
2. Teachers care about students as individuals. – 90%
3. Students have a teacher who is a positive role model to them. – 91%
4. Students can use what they learn in everyday life. – 93%
5. Students feel that their parents care about their education. – 99%

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

1. Students feel bullied at school. – 51%
2. Students are afraid to make mistakes. – 38%
3. Students at my school respect each other. – 44%
4. Student ideas to improve the school are not heard. – 65%

*Lindley Park Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

Parent Survey

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

1. Parents feel going to college is important – 90%
2. My child’s teacher expects them to do their best. – 90%
3. Parents feel comfortable talking to their child’s teacher. – 90%
4. My child knows that learning is important to their future. – 90%

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

1. My child is afraid to make a mistake. – 44%
2. Students at my child’s school respect each other. – 64%
3. Students at my child’s school respect teachers. – 73%
4. Students at my child’s school provide leadership to help their school be successful. – 63%

*Lindley Park Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

Adequate Yearly Progress

Percent of AYP Targets Met		
2008-2009	21 of 21 targets	100.0
2009-2010	25 of 25 targets	100.0
2010-2011	21 of 21 targets	100.0
2011-2012	23 of 23 targets*	100.0

*Annual Measurable Objectives (AMOs)

Targets Not Met

	2009-10			2010-2011			2011-2012		
	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor
Reading 3-5	0	Black, Hisp., Econ. Disad.	0	0	0	Black, Econ. Disad.	0	All, Hisp.	0
Math 3-5	Black, Econ. Disad.	0	Black, Econ. Disad.	0	0	Black	0	0	0

GENERAL CONCLUSIONS

We are extremely proud of the success we have had as a school. Our first celebration is the increasing proficiency level of our EC students. The 3rd grade EC cohort from 2010-2011 increased reading proficiency from 16.7% to 62.5% and the 4th grade EC cohort increased reading proficiency from 28.6% to 63.6%. The 3rd grade EC cohort from 2010-2011 increased math proficiency from 66.7% to 87.5% and the 4th grade EC cohort increased math proficiency from 71.4% to >95%. A second area of celebration is that our 5th grade science proficiency has continued to increase each year. In 2008-2009 our science proficiency was 45.3% and in 2011-2012 it was 82.7%. Our third area of celebration is our black to white achievement gap has decreased in reading each year. In 2008-2009 the gap was 52.9% and in 2011-2012 it was 22%. In 2008-2009 the math achievement gap was 30.8% and in 2011-2012 it was 10.8%.

Although we have been designated a School of Distinction, we realize that we have a lot of room for growth and improvement. We have come to the conclusion that reading is still a major area of weakness for many students in all subgroups. In mathematics, we met expected growth. However, the Hispanic subgroup proficiency decreased in both reading and mathematics. In 2011-2012 Hispanic to white achievement gap in reading grew from 12.5% to 24.5%. The Hispanic to white achievement gap in math grew from 6.0% to 8.8%. Therefore, working with our Hispanic students and families is a priority for their growth and the progress of our school.

Our student survey shows that our students are proud of their school and feel they are cared about as individuals. It is evident that our parents feel comfortable talking with their child's teachers and know that they have high expectations for their students from the parent survey. Our Teacher Working Conditions survey shows that our teachers feel they are held to high professional standards for teaching. We are aware that there are areas of concern, and we are committed to creating a positive environment for our school community.

Lindley Park Elementary School
 Continuous Improvement and Title I Implementation Plan
 2012-2013

D(1). Performance Goals and Benchmark Targets

Evidence of Need: Benchmark and summative assessment results from the 2011-2012 academic year indicate the need for higher levels of proficiency.

Strategic Plan Objective: 1.4 – Increase the number of students reading on grade level by grade 3 to 66%.
 1.5 – All students in grades 3-8 indicate yearly academic growth in reading and mathematics.

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

Goal 1: (Reading) -

Grade Level & Focus	End of October	End of January	End of March	End of 2012-2013
Kindergarten All students	50% ½ of their letters and ½ of their sounds	75% All letters and sounds Level A	85% Level B	85% Level C
1 st Grade Hispanic subgroup	60% Level D	70% Level F	70% Level H	85% Level I
2 nd Grade Hispanic subgroup	70% Level I	75% Level K	80% Level L	85% Level M.
3 rd Grade Hispanic subgroup	60% Level M	65% Level N	75% Level O	85% Level P
	Fall Case 21 Benchmark	Winter Case 21 Benchmark	Spring Case 21 Benchmark	End of 2012-2013
4 th Grade Hispanic subgroup	43.0% On grade level	48.0% On grade level	53.0% On grade level	58% On grade level
5 th Grade Hispanic subgroup	54.0% On grade level	61.0% On grade level	68.0% On grade level	72.0% On grade level
4 th Grade Black subgroup	70.0% On grade level	73.0% On grade level	76.0% On grade level	79.0% On grade level
5 th Grade Black subgroup	51.0% On grade level	55.0% On grade level	60.0% On grade level	65.0% On grade level

*Lindley Park Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

Goal 2: (Math) –

Grade Level & Focus	Fall Case 21 Benchmark	Winter Case 21 Benchmark	Spring Case 21 Benchmark	End of 2012-2013
4 th Grade	60.0%	67.0%	75.0%	83.0%
Hispanic subgroup	On grade level	On grade level	On grade level	On grade level
5 th Grade	81.0%	86.0%	91.0%	96.0%
Hispanic subgroup	On grade level	On grade level	On grade level	On grade level
4 th Grade	75.0%	79.0%	83.0%	87.0%
Black subgroup	On grade level	On grade level	On grade level	On grade level
5 th Grade	90.0%	92.0%	94.0%	96.0%
Black subgroup	On grade level	On grade level	On grade level	On grade level

*Lindley Park Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

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

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

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

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

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

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

(Repeat Steps 1-5)

Lindley Park Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013

D(2). Goals and Action Plans

Goal 1: To increase reading proficiency in grades K-2 to 85% as assessed by the Fountas and Pinnell Benchmark Assessment System (BAS) and grades 3-5 as assessed by the NC Ready End-of-Grade (EOG) test by 5%.

Evidence of Need: 2011-12 Proficiency Results-
BAS- Kindergarten- 57%; 1st grade- 72%; 2nd grade- 83%;
EOG- 3rd grade- 71.4%; 4th grade- 69.8%; 5th grade- 75.3%

Strategic Plan Objective: 1.4 – Increase the number of students reading on grade level by grade 3 to 66%.
1.5 – All students in grades 3-8 indicate yearly academic growth in reading and mathematics.

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

Action Plan:

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
Introduce Tier II vocabulary and other unusual features about the text during pre-reading to enhance reading comprehension skills.	October 3rd November 19th January 16th March 5th April 24th	All certified staff, Instructional assistants, Administrators	Vocabulary logs, journals, lesson plans, classroom observations		
Use Note-taking to enhance reading comprehension skills.	October 3rd November 19th January 16th March 5th April 24th	2 nd -5 th grade teachers, Reading Facilitators, Media specialist, Technology teacher, Instructional assistants, Administrators	Lesson plans, student work samples, classroom observations		
Administer common assessments every grading	October 3rd November 19th	K-5 th grade teachers, Administrators	Lesson plans, student work samples,		

*Lindley Park Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

period.	January 16th March 5th April 24th		common assessments		
Form skill groups based on DIBELS results.	Check portfolio due dates	K-2 nd grade teachers, RtI Chairperson, Administrators	Rosters of skill groups, DIBELS results sheets		
Utilize data notebooks/forms and assist students in goal setting and reflection.	October 3rd November 19th January 16th March 5th April 24th	K-5 th grade teachers, EC Teachers, Administrators	Data notebooks/forms		
Schedule appropriate amounts of time for Self Sustained Reading (SSR) to ensure that students are actively reading through coaching and questioning.	October 3rd November 19th January 16th March 5th April 24th	Classroom teachers, Administrators	Conference logs, student response journals, classroom observations		
Establish and implement an incentive program throughout the school year to keep students excited about reading. (Book It!)	October 31 November 30 December 20 January 31 February 28 March 28	Classroom teachers, Media Specialist, Administrators	Student logs, certificates		
Utilize Study Island at least three times each six weeks to practice reading skills and provide motivation for students.	October 3rd November 19th January 16th March 5th April 24th	2 nd -5 th grade teachers, Technology Teacher, Administrators	Lesson plans, student logs, reports, classroom observations		
Utilize the Tier Tracking Table to chart student progress.	Check portfolio due dates	K-5 th grade teachers, EC teachers, ESL teachers, Reading Facilitators, AIG Consultant, Administrators	Assessment Wall minutes, Tier Tracking Table		

*Lindley Park Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

Professional Development for this Objective:

- Benchmark Assessment System Refresher Course
- *I've DIBEL'd, Now What?* – School-based
- Designing and Understanding-based Curriculum based on Common Core State Standards- PTEC
- Scientific-Literacy Practices for English Language Learners-PTEC
- Balanced Literacy Review- School-based
- Common Assessment- School and District-based
- Using Bloom's Taxonomy for Creating Assessments- School/District-based
- Effective Lesson Planning and Using Formative and Summative Assessment Data- PTEC
- Data Notebooks & Student-led Conferences- School-based

*Lindley Park Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

Goal 1a: To ensure that all students gain adequate mastery in the skill and application of discussion about grade-level appropriate text through listening and speaking.

Evidence of Need: NC Standard Course of Study

Strategic Plan Objective: 1.4 – Increase the number of students reading on grade level by grade 3 to 66%.
1.5 – All students in grades 3-8 indicate yearly academic growth in reading and mathematics.

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

Action Plan:

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
Facilitate whole class novel studies in grades 4-5 through shared reading for exposure to grade level text.	Grade 2- March 26 Grades 3-5: October 26 January 16 March 26	4 th -5 th grade teachers, Administrators	Lesson plans, student work samples, student journals		
Implement shared inquiry through usage of Jr. Grade Books for exposure to grade level text in grades 3-5.	October 26 January 16 March 26	3 rd -5 th grade teachers, AIG Consultant, Administrators	Lesson plans, student work samples		
Implement integrated units during the literacy block.	October 26 January 16 March 26	K-5 th grade teachers, Administrators	Unit plans, Lesson plans, student work samples		
Plan intentional text dependent questions for read-alouds.	Daily	K-5 th grade teachers, Administrators	Lesson plans, classroom observations		
Create an equal balance of	October 3rd	K-5 th grade teachers,	Lesson plans		

*Lindley Park Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

informational and literary texts usage during literacy, science and social studies.	November 19th January 16th March 5th April 24th	Administrators			
Integrate literacy in music and art classes to enhance regular classroom instruction.	October 3rd November 19th January 16th March 5th April 24th	Art teacher, Music teacher, Administrators	Unit plans, Lesson plans, student work samples, classroom observations		
Utilize components of the Comprehension Toolkit (as a supplemental resource) in 3 rd grade to assist in building vocabulary and comprehension.	October 3rd November 19th January 16th March 5th April 24th	3 rd grade teachers, Administrators	Lesson plans, classroom observations		

Professional Development for this Objective:

- District Grade level meetings (monthly)
- Unit Planning
- CIA Committee

*Lindley Park Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

Goal 1b: To ensure that all students gain adequate mastery in the skill and application of summarizing.

Evidence of Need: NC Standard Course of Study

Strategic Plan Objective: 1.4 – Increase the number of students reading on grade level by grade 3 to 66%.
1.5 – All students in grades 3-8 indicate yearly academic growth in reading and mathematics.

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

Action Plan:

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
Use intentional questioning that focuses on Bloom’s Revised Taxonomy’s higher levels (remembering, understanding, applying, analyzing, evaluating and creating)	October 3 rd November 19 th January 16 th March 5 th April 24 th	All certified staff, Administrators	Lesson plans, student work samples, classroom observations		
Use the reverse Gradual Release Model (you do, we do, I do) in each lesson.	October 3 rd November 19 th January 16 th March 5 th April 24 th	All certified staff, Administrators	Lesson plans, classroom observations		
Use “I can” statements by students to clarify learning targets	October 3 rd November 19 th January 16 th March 5 April 24	All certified staff, Administrators	Lesson plans, classroom observations		
Implement Whole class novel studies in grades 4-5	Grades 4-5: October 26 th	4 th -5 th teachers, Administrators	Lesson plans, student journals, classroom		

*Lindley Park Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

through shared reading for exposure to grade level text.	January 16 March 26		observations		
Focus on Marzano’s high-yield strategy of identifying, summarizing and note-taking.	October 3 November 19 January 16 March 5 April 24	K-5 th grade teachers, Administrators	Lesson plans, classroom observations		
Participate in Book Talks by students shared through various media	Monthly	K-5 th grade teachers, Media Specialist	Student videos (EduVision)		

Professional Development for this Objective:

- CIA Committee (Novel Studies)
- District Grade level meetings

*Lindley Park Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

Goal 1c: To ensure that all students gain adequate mastery in the skill and application of argumentative, informational, and narrative writing.

Evidence of Need: NC Standard Course of Study

Strategic Plan Objective: 1.4 – Increase the number of students reading on grade level by grade 3 to 66%.
5.5 – All students in grades 3-8 indicate yearly academic growth in reading and mathematics.

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

Action Plan:

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
Provide opportunities each 9 weeks for students to write argumentative, informational and narrative pieces.	October 26 January 16 March 26	K-5 th grade teachers, Reading Facilitators, Media Specialist, Technology Specialist, Administrators	Lesson plans, student work samples		
Use advanced organizers to plan and develop argumentative, informational and narrative pieces.	October 26 January 16 March 26	K-5 th grade teachers, Reading Facilitators, Media Specialist, Technology Specialist, Administrators	Lesson plans, student work samples		
Use relevant current events.	October 26 January 16 March 26	K-5 th grade teachers, Reading Facilitators, Media Specialist, Technology Specialist	Lesson plans, Time for Kids activities, NC Weekly activities, Scholastic News activities, classroom observations		
Focus on Marzano’s high	October 3rd	Classroom teachers,	Lesson plans,		

*Lindley Park Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

yield strategy for identifying similarities and differences.	November 19th January 16th March 5th April 24th	Reading Facilitators, Media Specialist, Technology Specialist	classroom observations		
Use technology to produce and publish writing.	October 26 January 16 March 26	K-5 th grade teachers, Media Specialist Technology Specialist	Student work samples, classroom observations		
Provide students the opportunity to showcase their writing as well as developing their speaking skills.	October 26 January 16 March 26	K-5 th grade teachers, AIG Consultant	Writing celebrations, curriculum nights, EduVision		

Professional Development for this Objective:

- NCWiseOwl
- Technology Tools (Big Universe, ixl.com, PebbleGo, SRI, Iknowthat.com, Study Island, First in Math, etc).

*Lindley Park Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

Goal 2: To increase math proficiency from 91.2% to 95% by the end of the 2012-2013 academic year as assessed by the NC Ready EOG test.

- 2nd Grade 2011-2012 cohort will achieve at least 90.0% in the 2012-2013 school year.
- 3rd Grade 2011-2012 cohort will increase from 86.9% to 90.0% in the 2012-2013 school year.
- 4th Grade 2011-2012 cohort will increase from 94.2% to 98.0% in the 2012-2013 school year.

Evidence of Need: 2011-12 Proficiency Results-
EOG- 3rd grade- 86.9%; 4th grade- 94.2%; 5th grade- 92.6%

Strategic Plan Objective: 1.4 – Increase the number of students reading on grade level by grade 3 to 66%.
1.5 – All students in grades 3-8 indicate yearly academic growth in reading and mathematics.

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

Action Plan:

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
Utilize the Eight Mathematical Practices in math lessons.	Weekly	K-5 th grade teachers, EC teachers	Lesson plans, classroom observations, CCL4s		
Utilize First in Math to provide students with additional practice with math concepts. Students will participate in classroom competitions to increase engagement.	Weekly	1 st -5 th grade teachers	Data notebooks, First in Math reports, classroom observations		
Create and implement weekly common formative assessments to guide planning for teaching and re-	Weekly	All certified staff, Instructional assistants, Administrators	Collaborative planning minutes, lesson plans, assessment samples, classroom		

*Lindley Park Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

teaching.			observations		
Utilize data notebooks/forms and assist students in goal setting and reflection.	October 3rd November 19th January 16th March 5th April 24th	K-5 th grade teachers, Administrators	Data notebooks		
Plan and implement units using Common Core State Standards (CCSS), NC Essential Standards, Trailblazers and other resources.	Daily	All certified staff, Administrators	Lesson plans, collaborative planning minutes, classroom observations		
Use Study Island at least three times per grading period to practice math skills and provide motivation for students.	October 3rd November 19th January 16th March 5th April 24th	2 nd -5 th grade teachers, Technology Specialist	Data notebooks, student logs, classroom observations		
Implement small math groups during the math block.	Daily	K-5 th grade teachers, Instructional assistants	Lesson plans, collaborative planning minutes, classroom observations		

Professional Development for this Objective:

- Common and formative assessment Professional Development
- District grade level meetings
- Professional Development on how to best use the technology tools we have (ixl.com, Iknowthat.com, Study Island, First in Math, etc).
- TAP Math Professional Development

*Lindley Park Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

Goal 3: To increase science proficiency from 82.7% to 88.0% by the end of the 2012-2013 academic year as assessed by the READY EOG Assessment for Grade 5 Science.

Evidence of Need: NC Standard Course of Study

Strategic Plan Objective: 1.4 – Increase the number of students reading on grade level by grade 3 to 66%.
1.5 – All students in grades 3-8 indicate yearly academic growth in reading and mathematics.

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

Action Plan:

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
Integrate Scientific vocabulary into the literacy block in K-5.	Weekly	K-5 th grade teachers, Instructional assistants, Reading Facilitators, Administrators	Lesson plans, student work samples, collaborative planning minutes, classroom observations		
Explore the components of the scientific method in literacy in grades 2-5.	October 26 January 16 March 26	K-5 th grade teachers	Lesson plans, student work samples, collaborative planning minutes		
Increase the amount of science instruction time.	October 3rd November 19th January 16th March 5th April 24th	K-5 th grade teachers, Administrators	Lesson plans, student work sample, classroom observations		
Use science notebooks to assist students in developing, practicing, and refining their science understanding while	October 3rd November 19th January 16th March 5th	5 th grade teachers	Science notebooks		

*Lindley Park Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

also enhancing reading, writing, mathematics, and communications.	April 24th				
Continue to have a designated science block each day in fifth grade.	Daily	5 th grade teachers, Administrators	Lesson plans, student work samples, classroom observations		

Professional Development for this Objective:

- District grade level meetings
- Professional Development on how to best use the technology tools we have (Big Universe).

E. Additional Information

Title 1 Compliance

Actions taken to meet the ten essential components of a School Wide program:

1. A Comprehensive Needs Assessment of the Entire School
Section B- School Community Profile
Section C- School Results
Section D- Goals and Action Plans
2. School wide Reform Strategies
Section D- Goals and Action Plans
3. Instruction by a Highly Qualified Professional Staff
Section B, Staffing Summary, Continuous Improvement Plan
4. High Quality and Ongoing Professional Development
Professional development plan listed for each goal area
5. Strategies to Attract Highly Qualified Teachers to High Need Schools
District recruitment plan
Section B, Staffing Summary, Continuous Improvement Plan
6. Including Teachers in Decisions Regarding the Use of Assessment
Participation in grade level planning/collaborative conversations
Participation in assessment wall/data meetings
Participation in school leadership team
Participation in district leadership planning
Participation in district strategic planning
7. Strategies to Increase Parent Involvement
Annual Title I Parent Nights

*Lindley Park Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

- ESL Parent Nights
- Quarterly Curriculum Nights (Family Reading, Math, Science, Social Studies Nights)
- Satellite Parent Meetings
- Student-led Conferences
- Student Performances/Showcases
- Writing Celebrations
- Volunteers in school
- Teacher Newsletters
- Teacher- Parents Communicator Folder
- Lindley Park website
- Blackboard Connect 5 Phone Messaging System
- PTO Events
- Home Visits

8. Preschool Transition Strategies

- 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

9. Activities for Children Experiencing Difficulty

- District use of Personal Education Plans (PEPs)
- Response to Instruction
- Student Success Team (SST)
- Remediation/Intervention Program
- 2 Reading Teachers
- 2 ESL Teachers
- 2 EC Teachers with 1 EC Assistant
- Summer Academy
- Parent conferences
- Community volunteers
- Reading Buddies

*Lindley Park Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

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

*Lindley Park Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

SAFE SCHOOL PLAN – Action Plan

Annual	Date of Completion	Monthly	Date of Completion	Bi-Annual	Date of Completion	Ongoing
Register school-sex offender registry	8/1/12	Check Fire Extinguishers		CPR training for crisis response teams/coaches	8/20/12	Monitor sex offender registry/update database
Written supervision plan		Conduct fire drills		Conduct lockdown drill	10/22/12	Pair at-risk youth with mentors
Staff supervision training		Conduct sanitation inspections		Conduct safety inspection		Record incidents in eSIS
Distribute and explain code of conduct	8/22/12	Maintain Science Chemical Inventory on \\Central02		Drug dog search (secondary)		Attendance letters
Distribute and explain bus code of conduct	8/22/12	Maintain first aid kits		Alternate route fire drill		Utilize student success teams
Update crisis response plans	8/20/12	Review ISS and OSS incidents; apply interventions as needed	9/27/12			Visitor control plan
Fire extinguisher training						Volunteer background check
Customer satisfaction survey						
Seclusion & restraint training	8/15/12					
Train EC staff in non-violent crisis intervention	1/17/13					
Train crisis teams in crisis response						

*Lindley Park Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

PBIS SCHOOL ACTION PLAN

Updated by: LP PBIS Team
Date: September 13, 2012

TASK	WHO	WHEN	DATE OF COMPLETION
The PBIS team schedules monthly meetings and maintains a PBIS electronic folder with meeting agendas, minutes, and documentation of team activities.	In-School Coach/PBIS team leader, principal or assistant principal	Monthly through the 2012-2013 school year.	
School team representative will attend District level bi-annual PBIS meetings.	Co-chairpersons	One meeting in the fall and one meeting in the spring	
The PBIS will complete the Implementation Inventory and submit it to the Central Office.	Chairperson and PBIS Team	By October 25, 2012	October 11,2012
The PBIS Team will complete the Level 3 Training and Score greater than 80 on the SET.	PBIS Team	March 3-4, 2013	

Compliance Statements

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

Healthy Active Children Policy

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

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

Every classroom has a daily scheduled thirty minute recess time. Each class has 35-45 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.

Every morning the student news show leads 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.

Every classroom displays the United States flag and it displayed outside the front of the school building. The North Carolina flag is displayed in the general assembly area.

*Lindley Park Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

Duty-free Lunch

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

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

Duty-free Instructional Planning

6. Every full-time assigned classroom teacher must be provided duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week.

Duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week, must be provided for every full-time assigned classroom teacher.

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) through Parent Outreach Specialist ▪ 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"> ▪ Home School Connection Monthly Newsletter ▪ Class Newsletter ▪ Blackboard Connect 5 Phone and Email Messages ▪ 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) ▪ Parent Outreach Specialist ▪ Randolph County Alliance for Educational and Economic Empowerment (RCAEEE) ▪ Asheboro Boys and Girls Club ▪ First E & R Church

*Lindley Park Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

<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.
<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 ▪ 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 ▪ RCAEEE ▪ Family Crisis Center

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

Intervention Plan

- A. **Overview:** In a daily 30 minute block, we will provide short-term instructional interventions, practice reinforcement, re-teaching, special services, and various forms of enrichment. No new basic instruction will be conducted during this period except for pre-teaching to individual students and small groups with special needs. All staff will be involved in this single school-wide Intervention/Enrichment period initiative.
- B. **Target Population:** All students will receive interventions or enrichment at the same time. We are targeting all students equally to ensure that all students show growth regardless of their ability levels.
- C. **Measurable Intended Outcomes:** 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 other formative assessments throughout the year.
- D. **Description of Activities or Services To Be Provided:** Each day, each student will be provided a 30 minute time period in which to receive instruction in areas of need. Students will be placed in leveled intervention groups with a skill-deficit focus to receive instruction to master their gaps in knowledge and application. The students that will receive enrichment services will take part in such activities as Jr. Great Books, math and science projects, presentations, interviews and other learning challenges and extension activities.
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.
- E. **Evaluation of Results:** We will evaluate the success of the program 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.

*Lindley Park Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

Waiver Requests

The Waiver to be Requested:

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

How the waiver will be used:

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

The Waiver to be Requested:

To waive the grade placement of teacher assistants allowing them to serve all students in the school according to (G.S. 115c-105.25.1)

How the waiver will be used:

To allow administration and staff at the school to determine placement of teacher assistants according to student needs.

Donna Lee Loflin Elementary School
2012-2013 Continuous Improvement and Title I
Implementation Plan
Asheboro City Schools

Contents

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

Approved by Staff
Date of Secret Ballot Election: 10/2/12-10/3/12

Results For: 55
Opposed: 0

Principal's Signature

Date

Approved by Superintendent of Schools

Signature

Date

Approved by Board of Education

Signature

Date

*Donna Lee Loflin Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

Leadership Team Members

The following team members collaborated with school staff to develop the School Improvement Plan for our school:

Name	Signature	Role
Heather Carr	_____	Co-Chair, Teacher
Roberta Gavin	_____	Co-Chair, Media Specialist
Missy Foster	_____	Instructional Facilitator
Donna Cabiness	_____	School Counselor
Ella Kern	_____	Teacher, 4 th grade
Laura Johnson	_____	Reading Teacher
Reid Lawrence	_____	Instructional Assistant
DeAnna Lyons	_____	Teacher, 2 nd grade
Ashley Smith	_____	Teacher, 1 st grade
Pepper Staggs	_____	Teacher, K
Re'Ann Stefan	_____	Teacher, 5 th grade

A. Vision, Mission, and Belief Statements
--

Our School's Vision	Donna Lee Loflin Elementary will be a school of excellence dedicated to the learning and success of all.
--------------------------------	--

Our School's Mission	To demonstrate respect, invite participation and empower all learners to reach their full potential.
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To lead us toward our vision and mission, our school community shares the following beliefs:

- 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.

*Donna Lee Loflin Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

B. School Community Profile

Historical Ethnicity Information (% of population, 20th school day)

	2008-2009	2009-2010	2010-2011	2011-12	2012-13
Black	16.80	13.43	13.60	11.30	13.3
Asian	1.06	1.55	1.06	.56	1.4
White	38.90	38.24	37.33	38.42	38.3
Hispanic	39.20	43.66	42.70	44.35	41.4
American Indian	0	0	0	0	.3
Other/Multi-Cultural	4.04	3.12	5.30	5.08	5.3
Total Population	375	387	356	354	360

Historical Population Data (percentages)

	2008-09	2009-10	2010-11	2011-12	2012-13
Exceptional Children	12.80	10.07	13.3	10.5	11
AIG	2.13	3.61	3.5	1.9	3.8
Limited English Proficient	27.30	26.09	21.3	19.2	21
Total F/R Lunch	70.90	73.47	68.89	77.1	74.4

Student Attendance Data

	Percent
2007-2008	96.60
2008-2009	96.24
2009-2010	96.36
2010-2011	96.80
2011-2012	96.79

Staffing Summary

	2008-09	2009-10	2010-11	2011-12
Teachers “highly qualified” (classes taught)	100%	100%	100%	100%
50% Teachers with advanced degrees (above bachelors)	50%	50%	34%	38%
Teachers with NBPTS certification	10%	10%	14%	8.3%
Teachers trained as Mentors	35%	35%	31%	16.6%

Teacher Turnover Rate

2006-2007	2007-2008	2008-2009	2009-2010	2010-11	2011-12
6%	8%	10%	18.1%	10%	28.6%

*Donna Lee Loflin Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

C. School Results

Promotion Percentages

	2007-2008	2008-2009	2009-2010	2010-11	2011-12
Kindergarten	95	100	100	100	94.4%
1 st grade	99	100	100	97.1	100
2 nd grade	100	100	100	100	98.2%
3 rd grade	94	100	100	100	100
4 th grade	100	100	100	100	100
5 th grade	100	100	100	100	100

K-2 Progress

Grade 1 Math Assessment

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	% LEVEL III and IV			
				2009	2010	2011	2012
				77	68	94.0	N/A

Grade 2 Math Assessment

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	% LEVEL III and IV			
				2009	2010	2011	2012
				84	58	71.0	N/A

EOG PT3-EOG Comparison % Proficient

Reading	PT3	EOG	Difference
2006-07	63.5	71.0	+ 7.5
2007-08	Field test	34.4	
2008-09	15.1	52.6	+37.5
2009-10	N/A		
2010-11	N/A		
2011-12	N/A	*	*

Math	PT3	EOG	Difference
2005-06	58.7	59.3	+ .6
2006-07	58.7	69.4	+10.7
2007-08	53.2	54.7	+ 1.5
2008-09	53.4	71.1	+17.7
2009-2010	N/A		
2010-2011	N/A		
2011-2012	N/A	*	*

Donna Lee Loflin Elementary School
Continuous Improvement and Title I Implementation Plan
 2012-2013

Total Performance Composite

	07-08	08-09	09-10	10-11	11-12
Performance Composite	59.8	55.3	65.0	68.7	68.2

End of Grade Percent Proficient by Grade
 Historical

Grade	Reading				Math			
	08-09	09-10	10-11	11-12	08-09	09-10	10-11	11-12
3	52.6	55.3	48.1	54.4	71.1	85.1	75.5	75.4
4	55.2	53.5	64.2	65.4	67.2	74.6	86.8	80.8
5	42.9	55.4	61.9	52.1	64.3	78.5	77.8	87.5

Reading and Math				
Grade	08-09	09-10	10-11	11-12
3	48.7	58.7	46.2	49.1
4	47.8	52.2	62.3	63.5
5	44.4	57.1	58.7	54.2

End of Grade Percent Proficient by Subgroup (Historical)
 Reading

Grade	3			4			5		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
All	55.3	58.3	54.4	53.5	64.2	65.4	55.4	61.9	58.3
Am Indian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	100	N/A	N/A	100	100	N/A	N/A	N/A	N/A
Black	22.2	71.4	40.0	12.5	50	66.7	41.7	16.7	80
Hispanic	47.6	29.2	51.7	42.3	47.8	57.1	25	59.1	47.8
Multi Racial	*	100	*	50	100	*	*	50	*
White	84.6	63.2	60.9	70.6	93.3	70.8	80	75.0	68.8
Male	53.8	33.3	54.8	50	73.1	58.3	63.6	48.5	66.7
Female	57.1	58.1	53.8	58.1	55.6	71.4	46.9	76.7	50.0
Acad Gifted		N/A	N/A		100	*		100	>95
EC	*	<5	*	<5%	60.0	25	50	25.0	57.1
Non EC	56.8	55.6	55.6	55.9	64.6	72.7	55.9	67.3	61.9
LEP	50	27.3	25.0	<5%	<5	66.7	<5%	16.7	40.0
Non LEP	58.6	63.3	65.9	61.0	75.6	65.2	61.0	66.7	60.5
F/R Lunch	41.2	39.5	50.0	44.2	55.8	61.4	44.2	55.1	50.0
Non F/R Not Not F/R	92.3	88.9	69.2	77.3	>95	87.5	77.3	85.7	83.3

Donna Lee Loflin Elementary School
Continuous Improvement and Title I Implementation Plan
 2012-2013

Math

Grade	3			4			5		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
All	85.1	75.5	75.4	74.6	86.8	80.8	78.5	77.8	89.6
Am Indian	NA	NA	*	N/A	NA	*	N/A	NA	*
Asian	100	NA	*	100	100	*	*N/A	100	*
Black	55.6	85.7	60	62.5	66.7	66.7	83.3	50.0	80
Hispanic	85.7	72.0	69	73.1	87.0	81	65	68.2	91.3
Multi Racial	100	100	*	50	100	*	*	100	*
White	>95	78.9	87	79.4	100	83.3	86.7	87.5	87.5
Male	84.6	77.3	77.4	65	88.5	79.2	81.8	75.8	>95
Female	85.7	74.2	73.1	87.1	85.2	82.1	71.9	80.0	83.3
Acad Gifted	N/A	N/A	N/A	N/A	100	*	N/A	100	>95
EC	*	42.9	*	22.2	40.0	50	66.7	25.0	85.7
Non EC	86.4	80.0	77.8	82.3	91.7	86.4	79.7	85.5	90.2
LEP	83.3	68.2	62.5	40.0	75.0	66.7	50.0	33.3	80
Non LEP	86.2	80.0	80.5	80.3	88.9	82.6	81.4	82.5	90.7
F/R Lunch	82.4	74.4	72.7	71.9	83.7	77.3	69.8	75.5	86.1
Non F/R Lunch	92.3	77.8	84.6	85.7	>95	>95	>95	85.7	>95

Achievement Gap Data

Reading

White student scores compared to:	2007-08	2008-09	2009-10	2010-11	2011-12
Black	39.2	45.4	49	27.8	4.2
Hispanic	40.5	35	37.8	30.9	14.6

Math

White student scores compared to:	2007-08	2008-09	2009-2010	2010-11	2011-12
Black	20.6	35	16.7	19.9	16.9
Hispanic	12.3	18.2	11.1	12.2	6.2

End of Grade Results
 Developmental Scale Score Mean

Grade	Reading				Math			
	08-09	09-10	10-11	11-12	08-09	09-10	10-11	11-12
3	333.6	337.4	333.9	335.7	341.4	345.6	342.9	342.7
4	341.7	341.8	343.5	342.3	347.4	350.9	352.5	349.9
5	344.7	348.3	349.1	347.1	351.9	356	356.7	356.9

Donna Lee Loflin Elementary School
Continuous Improvement and Title I Implementation Plan
 2012-2013

Goal Summaries, Grades 3-5, Percent Correct

	Gr 3			Gr 4			Gr 5		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
Goal 1: Cognition									
Goal 2: Interpretation	63.4	56.8		60.1	63.8		60.9	61.4	
Goal 3: Critical Stance	67.7	58.6		57.4	61.8		65.0	68.5	
Goal 4: Connections			60.6			58.3			63.7
Calculator Inactive	65.6	59.4	59.6	64.4	69.8	59.4	65.1	66.8	63.0
Calculator Active	63.4	58	58.3	61.5	62	62.4	64.3	65.4	68.1
Goal 1: Numbers and Operations	64.2	60.6	60.8	63.4	64.7	62.2	58.6	61.9	58.7
Goal 2: Measurement	60.3	60.6	57.6	67.1	66.7	54.3	61.7	68.5	71.1
Goal 3: Patterns/Geometry	73.6	62.1	62.9	68.1	77.4	70.7	68.6	69.3	66.7
Goal 4: Data, Probability	58.7		56.9	65.7	76.7	69.8	66.9	73.8	73.7
Goal 5: Algebra (mathematical relationships)	67.5	48.1	54.4	58.5	61.6	54.2	67.4	62.7	68.9

Writing

NC Writing Assessment

Grade 4	08-09	09-10	10-11	11-12
		NA	N/A	64%

Science

North Carolina Science End-of-Grade Test

5 th Grade	08-09	09-10	10-11	11-12
		26.8	55.4	66.7

Writing Sample Assessment (May % proficient)

Grade	08-09	09-10	10-11	11-12
Kindergarten	72	96.6	91.0	89%
1 st Grade	48	73.9	60.0	77%
2 nd Grade	32	58.5	67.0	54%
3 rd Grade	*	53.2	58.0	32%
4 th Grade	*	45.1	64.0	66%
5 th Grade	*	47.6	72.0	76%

*Donna Lee Loflin Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

Teacher Survey

In the space below, comment on 3 or more areas of strength noted in the Teacher Survey for your site: We are pleased that 100% of our teachers expect our students to do their best and report that they care for their students as individuals. We are also encouraged that 96% of our teachers report that our students are recognized when they do something positive. We want to take these strengths and build upon them, continuing to build strong teacher/student relationships and seek ways to celebrate student success.

In the space below, comment on 3 or more areas of possible improvement noted in the Teacher Survey for your site: 75% of our teachers report that our students are pushing themselves—i.e. that all of our students are not motivated to consistently do their best. We further recognize that we need to expand our after school offerings /activities for our students. Our survey shows that 48% of our teachers agree that students are offered a wide variety of after school activities. We hope to add a drumming club to our slate of activities this year, add a homework lab, and continue our Science Club and SMARTS programs.

We are concerned that, based upon our survey results, 83% of the teachers agree that our students respect each other. We will seek ways to build this respect, particularly through a dedicated restructuring of our PBIS/FISH program.

What are 2 significant findings in survey results?

1. The effort of our students is significant as we recognize it is a key component to student success. This will be an area of focus as we work to improve our student achievement.
2. Our teacher data supports our belief that building relationships with students and parents is a key factor in a successful school. We feel these relationships are quite successful in our school, but that we must work to maintain them and continue to cultivate these key relationships.

Student Survey

In the space below, comment on 3 or more areas of strength noted in the Student Survey for your site: *At Loflin, 60 of 350 student surveys were returned for a 17% participation rate. We are proud that 98% of our students expect to graduate from high school and that 95% see learning as important for their future. 95% of our students also feel that their teachers expect them to do their best. This correlates to the survey results from our teachers.

In the space below, comment on 3 or more areas of possible improvement noted in the Student Survey for your site: 39% of our students report that they are in a gang. We recognize that many of them may have misinterpreted the survey question, but also that we must be diligent about ensuring gang symbols, dress, or gang activities are NOT tolerated in our school. Through educating our students about gangs, we hope to clear up any confusion around this survey question and its responses.

46% of our students also report that many of them are afraid to make mistakes at school. This is alarming as school is the place where we want our students to feel safe to take risks and to understand that making mistakes is one way in which we all learn. 39% of our students also report they have been bullied. We are taking immediate steps to solve this issue. We have purchased the Olweus Bullying program for our school. This program will be implemented this school year at DLL, through our school counselor.

Donna Lee Loflin Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013

Parent Survey Results

In the space below, comment on 3 or more areas of strength noted in the Parent Survey for your site: *At Loflin, we had 350 students in 2011-2012. 214 parents responded to this survey.

1. 96% of our parents think going to college is important.
2. 94% of our parents indicate they are proud of our school.
3. 96% of our parents indicate that our teachers respect students.

These strengths affirm many of our staff beliefs and point to the value we place upon lifelong learning in our school's vision and mission.

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

1. Per our survey, 75% of our parents believe that students respect each other.
2. According to our survey, 48% of our parents state that their child is afraid to make mistakes. This area mirrors our student results (46% agree) and is of great concern. This will be a focus area this year as we strive to communicate with our students the importance of questioning and taking risks in the learning process.
3. Parent/teacher communication as evidenced by 87% reporting that they have spoken to their child's teacher. We want this number to be 100%. As we stress the importance of home visits in our school this year, we hope to increase this percentage.

*Donna Lee Loflin Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

Adequate Yearly Progress

Percent of AYP Targets Met		
2006-2007	88.2	15 of 17
2007-2008	70.6	12 of 17
2008-2009	82.4	14 of 17
2009-2010	100	17 of 17
2010-2011	82.4	14 of 17
2011-12 (AMO)	77	13 of 17

Targets Not Met

	2009-10			2010-11			2011-12		
	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor
Reading 3-5	0	Hispanic		ED		All, Hisp	All, Hisp ED		
Math 3-5	0		Econ. Disadv.	Hisp All		White, ED		All, Hisp	White

GENERAL CONCLUSIONS

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 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 2012-2013 and 2013-2014 school years.

1. Considering the fact that 74.47% of our student population is economically disadvantaged, we recognize the need to implement to fidelity all of the strategies herein to improve the performance of our economically disadvantaged students in reading and math, as well as all of our fifth grade students' science scores.
2. Our achievement gaps at Donna Lee Loflin decreased from the previous school year. In reading, our black/white achievement gap decreased from 27.8% in 2010-2011 to 4.2% in 2011-2012. Our Hispanic/white reading achievement gap decreased from 30.9% to 14.6%. In math, our Hispanic achievement gap decreased from 12.2% to 6.2%. This is point of great pride for our staff at DLL.
3. Our population of exceptional children showed significant growth in the 2011-2012 school year. Our fourth grade to fifth grade cohort of students' proficiency in math increased from 40% to 85.7%.
4. The RtI process (Response to Instruction) has been implemented to fidelity at Donna Lee Loflin. Our Student Services Team (SST) functions well to provide and support interventions when students have not been successful with core instruction. Of the students that were referred to the Student Services Team during the 2011-2012 school year, 9 qualified for support services in the exceptional children's program. We are committed to this process and will continue to work to ensure interventions are targeted and measurable and that progress is carefully monitored.
5. Based on the historical data of our district and at Donna Lee Loflin, literacy has been identified as a targeted area for improvement. For the past four school years, the proficiency in reading at all grade levels has been less than 66% based on the End of Grade tests.
6. Our School-wide Evaluation Tool data from PBIS for the 2011-2012 school year showed that Donna Lee Loflin only met 59% of their expectations. Based on this evaluation, we have merged the PBIS and FISH philosophies and practices into a single school-wide behavior management plan that builds respect within our learning community.

D(1). Performance Goals and Benchmark Targets
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Evidence of Need: Our 2011-2012 benchmark and summative assessments indicate that our second grade math proficiency, our third grade reading proficiency and our 5th grade proficiency in science are areas of concern.

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

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

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

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

K-8 Reading, Math, Science

Goal 1: (Reading) – Our third grade economically disadvantaged students will increase their reading proficiency to 66% by the end of the 2012-2013 academic year.

Benchmark 1	Benchmark 2	Benchmark 3	Performance Target
52%	57%	62%	66%

Goal 2: (Math) – Our second grade students will increase their math proficiency to 84% for the 2012-2013 school year.

Benchmark 1	Benchmark 2	Benchmark 3	Performance Target
72%	76%	80%	84%

Donna Lee Loflin Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013

Goal 3: (Science) – Our fifth grade students will increase their proficiency in science to 69% for the 2012-2013 school year.

Benchmark 1	Benchmark 2	Benchmark 3	Performance Target
50%	56%	63%	69%

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

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

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

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

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

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

(Repeat Steps 1-5)

D(2). Goals and Action Plans

Goal 1: Our third grade economically disadvantaged students will increase their reading proficiency to 66% by the end of the 2012-2013 academic year.

Evidence of Need: 2011-2012 EOG data shows that 50% of our economically disadvantaged third graders were reading on grade level. Our March 2012 CASE 21 data shows that 52% of our second graders were reading on grade level.

**Strategic Plan Objective: 1.1– Every student graduates college and career ready.
1.4 – Increase the number of students reading on grade level by Grade 3 to 66%.**

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

Action Plan:

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
1. Student discussions around grade level text using text dependent questioning, aligned with Common Core and Essential Standards.	Monitor in grade level PLCs; Nov. 30, 2012 for first recording; second recording by April 30, 2013.	All instructional staff	Grade level benchmarks will be established and monitored. All classes will videotape conversations around text. Teachers will view, discuss and evaluate in PLCs, using results to guide instruction. Written student reflections in various formats.	Students self-evaluate discussions using rubrics.	
2. Recounting grade level text using Comprehension	Monitor in grade level PLCs	All Instructional staff	Grade level Common Assessments based on	Student weekly practice recounting grade level	

*Donna Lee Loflin Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

Tool Kit as framework for instruction. (aligned with Common Core and Essential Standards)	By February, 2013		toolkit content; Grade level rubrics including samples of student writing. Common assessments created for every curriculum area and analyzed on ACS Common assessment form	text. Continue development of common assessments targeting recounting skills.	
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Professional Development for this Objective

- **IF will lead school-wide professional development on implementation of comprehension Tool Kit.**
- **IF and trained staff members will lead school-wide professional development on text-dependent questioning.**
- **Reinforce professional development by sharing grade level examples of strategies 1 and 2 in monthly staff meetings**
- **Revisit ACS K-5 Comprehensive Literacy Framework in grade level and vertical PLCs**

*Donna Lee Loflin Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

Goal 2: Our second grade students will increase their math proficiency, as measured by benchmark and state assessments, to 84% for the 2012-2013 school year.

Evidence of Need: Our 2011-2012 EOG data show that only 75% of our third grade students were proficient in math. Our benchmark data show that only 77% of our second grade students were proficient in math.

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

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

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

Action Plan:

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
1. Students will employ TAP Math strategies (inquiry based, high cognitive demand) problem solving, reasoning	Students' weekly work samples that analyze and explain their reasoning; teachers review in grade level PLCs monthly.	Instructional staff	Work samples from all grade levels show student proficiency in the 8 Standards for Mathematical Practice; Common Assessments, District Assessments	Small group interventions based on skills deficits.	
2. Students model and explain concrete understandings of number sense and relationship of numbers	Formative common assessments created by grade level PLCs tri-weekly	Instructional staff	Formative, Common Summative Assessments	Use student data to determine co-teaching assignments for small group interventions based on student performance and teacher strengths.	

Professional Development for this Objective

- TAP-trained teachers will lead school-wide PD beginning September 25, 2012, additional training: Oct. 4, 2012.
- Differentiated PD based on student and staff needs—October 4 and March 8

Donna Lee Loflin Elementary School
Continuous Improvement and Title I Implementation Plan
 2012-2013

Goal 3: Our fifth grade students will increase their proficiency in science to 69% on the science EOG for the 2012-2013 school year.

Evidence of Need: Our 2011-2012 end of grade science results indicated that 62.5 % of our students were proficient.

Strategic Plan Objectives: **1.1 – Every student graduates college and career ready.**
 4.3 – Collaborate with community colleges and public and private universities and colleges to provide enhanced educational opportunities for students and staff. (Collaborate with new STEM partners)

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

Action Plan:

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
1. Students will conduct four STEM science labs using the scientific method.	Completion of four labs within the scope of Common Core Curriculum (approximately every nine weeks)	Betsy Hammond, instructional staff, AIG Consultant	Common rubrics, Case 21 results	Revisit concepts throughout the curriculum	
2. Students will participate in a 5 th Grade science fair to include student projects, career/community experts	Community Scientists' Day-Nov. 2 January – Student science project fair	Betsy Hammond, fifth grade teachers, AIG Consultant	Participation, project rubrics, written reflections, science portfolios	Use student performance as students build their portfolios to guide instruction.	
3. Teachers will integrate science within literacy and math instruction using digital and print resources. Students will read informational text aligned with science standards.	Lesson plans developed and shared within grade level PLCs	Instructional staff	Benchmark assessments; common assessments, student writing samples, Student digital presentations.	Identify additional resources; incorporate project-based learning	

Professional Development for this Objective

- STEM training for 5th grade teachers

E. Additional Information

Title 1 Compliance

Actions taken to meet the ten essential components of a School Wide program:

1. A Comprehensive Needs Assessment of the Entire School

- 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

2. School wide Reform Strategies

- Participation in Common Core professional development
- Instructional Assistants will participate in district professional development and school PD tailored to our specific DLL student needs
- Effective collaborative planning and assessment
- Response To Instruction
- Increased Co-teaching in the areas of EC, ESL, Reading, and AIG services
- 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
- All classrooms will have Interactive Boards to provide 21st Century Instruction for all students
- Teacher assistants will continue to evolve into instructional assistants to assist with small group and

individualized instruction for students. Instructional assistants will receive professional development to them in their instructional roles.

support

3. Instruction by a Highly Qualified Professional Staff

- Current staff meets the definition of “highly qualified” per the definition of No Child Left Behind.
- Thirty-eight percent of our staff has an advanced degree.
- Staff members assist in selection of new staff members.

*Donna Lee Loflin Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

4. High Quality and Ongoing Professional Development

- Professional Development will be provided by Central Office personnel on the local level
- Professional Development will be offered to teachers through the Consortium (PTEC)
- Professional Development will be provided at PLCs and DLL Faculty Meetings

5. Strategies to Attract Highly Qualified Teachers to High Need Schools

- District recruitment 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.

6. Including Teachers in Decisions Regarding the Use of Assessment

- 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

7. Strategies to Increase Parent Involvement

- PTA meetings and grade level curriculum nights
- School wide fund raisers
- Parent volunteers – Field trips, PTA, in classrooms
- Family Reading Nights/Book Fair
- Relay for Life
- Talent show
- DARE and CARE graduation
(Drug Awareness Resistance Education and Child Abuse Reduction Effort)
- Grandparents breakfast
- Classroom presentations

Donna Lee Loflin Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013

- Honors Chorus Festival
- Summer Reading Program with Splash Pad Celebration
- ESL night
- 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 2 – 5
- Paw packs sent home weekly
- 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

8. Preschool Transition Strategies

- 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
 - Loflin pre-school class visiting kindergarten classroom
 - 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

- Daily Intervention Block
- District use of Personal Education Plans (PEPs)
- Implementation of strategies developed at SST
- Remediation (gr. 3-5) for students performing below grade level as funds are available
- Individual teachers tutoring (after school)
- Targeting specific needs through small groups instruction in the classroom
- EC program (exceptional children)
- Title I/Reading Teachers/LLI
- ESL program (English as Second Language)
- St. Joseph's tutoring program (ESL students)
- Speech services

Donna Lee Loflin Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013

- 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

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

- 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

*Donna Lee Loflin Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

SAFE SCHOOL PLAN – Action Plan

Annual	Date of Completion	Monthly	Date of Completion	Bi-Annual	Date of Completion	Ongoing
Register school-sex offender registry		Check Fire Extinguishers		CPR training for crisis response teams/coaches		Monitor sex offender registry/update database
Written supervision plan	August 2012	Conduct fire drills		Conduct lockdown drill		Pair at-risk youth with mentors
Staff supervision training		Conduct sanitation inspections		Conduct safety inspection		Record incidents in eSIS
Distribute and explain code of conduct		Maintain Science Chemical Inventory on \\Central02		Drug dog search (secondary)		Attendance letters
Distribute and explain bus code of conduct		Maintain first aid kits		Alternate route fire drill		Utilize student success teams
Update crisis response plans		Review ISS and OSS incidents; apply interventions as needed				Visitor control plan
Fire extinguisher training						Volunteer background check
Customer satisfaction survey						
Seclusion & restraint training	N/A					
Train EC staff in non-violent crisis intervention response	August 2012, January 2013					
Train teams in crisis response						

*Donna Lee Loflin Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

PBIS SCHOOL ACTION PLAN

Updated by: DLL PBIS Team
Date: 8/17/12 & 9/18/12

TASK	WHO	WHEN	DATE OF COMPLETION
PBIS team at each school schedules monthly meetings, maintains a PBIS notebook or electronic folder with meeting agendas, minutes, and documentation of team activities.	In-School Coach/PBIS team leader, principal or assistant principal	Monthly through the 2012-2013 school year.	
School team representative will attend District level bi-annual PBIS meetings.	In-School Coach/PBIS team leader, principal or assistant principal	One meeting in the fall and one meeting in the spring	
Each PBIS team at the school level will complete an Implementation Inventory and submit to the Central Office.	In-School Coach/PBIS team leader, principal or assistant principal	By October 1, 2012	

Compliance Statements

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

Healthy Active Children Policy

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

Physical activity 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.

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.

Teachers lead their class in the Pledge of Allegiance daily.

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

US and NC 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.

*Donna Lee Loflin Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

Members of each grade level team, on an alternating schedule, will provide coverage for a duty-free lunch period for the teachers in 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.

A minimum of 2 hours and 40 minutes of Duty-free instructional planning time is provided for all teachers weekly. On alternate weeks, teachers are provided 3 hours and 20 minutes of duty-free planning time.

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 sent home in two languages: Spanish and English • Monthly Principal newsletter to parents
<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 as liaison between home and school—recruiting of parent volunteer base • Volunteer recruitment flyer sent home (two languages) at beginning of school year • Personal phone calls from PTA, teachers, administration to recruit volunteers
<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 regular basis with focus on new Common Core curriculum. Include make-and-take strategies/tools for parents. • Continue use of Raz Kids as reading program students and parents can access at home or with school computers.

*Donna Lee Loflin Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

<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"> • PTA Board meets once monthly with staff representation and administrative representation to discuss projects to support students and overall success of school programs. • Parent representation on the School Leadership Team.
<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"> • Continue partnership with St. Joseph’s Catholic Church—homework help for Hispanic students. • Extend partnership with St. Joseph’s to include volunteers coming to the school to mentor, tutor, etc. • Include community service projects for Loflin student groups (Student Council) and Loflin Staff (Relay for Life, JRDC walk, United Way)

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

Intervention Plan

- A. **Overview:** To enhance the instruction provided for all students at DLL School, teachers will participate in collaborative planning and assessment. Collaborative planning will be used to discuss individual student needs and strategies to meet those needs. Teachers will actively seek assistance from resources available such as the Instructional Facilitator, Lead Teachers, and Principal. Using information gained from ongoing formative assessments, teachers will identify students who need instruction and support in addition to the daily classroom instruction provided by the classroom teacher. Assessment Wall meetings, SST meetings and implementation of the RTI process will all play a key role in the intervention provided to students. The Principal, Instructional Facilitator and teachers will all work in tandem to secure the personnel and resources needed for struggling students to succeed academically.
- B. **Target Population:**
- Math-All students below grade level in Math
 - Reading—All students below grade level
 - We are targeting our ED students, a subgroup in which our AMO goals were not met.
 - We are also focusing on our K-2 instructional program with the focus of increasing the percentage of students entering 3rd grade on grade level.
 - Parents-We are focusing on building supportive and meaningful relationships with our parents to ensure the academic success of our students. The first step in this process is developing avenues where parents feel comfortable to share concerns and ask questions. The end goal is to create a school culture that models parents and teachers working together with mutual respect for the crucial role they play in our children's' lives.
- C. **Measurable Intended Outcomes:**
- Reading scores will increase by 10% in all subgroups.
 - Donna Lee Loflin School will meet AMOs in all subgroups and in all subjects.
 - Our Economically disadvantaged subgroup will increase their proficiency by 10% in all subjects.
 - We will show increased growth for all subgroups, but particularly our white subgroup.
- D. **Description of Activities or Services To Be Provided:**
- A 30-minute, daily intervention block will be included in all grade level schedules. This year the grade levels have flexibility as to when in their schedule this intervention is included.
 - LLI (Leveled Literacy Intervention) will be provided for all First Grade students below grade level in reading based upon the beginning of year Fountas and Pinnell benchmark assessments given to all students. This intervention will also be

Donna Lee Loflin Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013

provided to second grade students below grade level. Two groups of third grade students will also be served with the LLI program. This program is delivered by our Title I reading teachers.

- Student Success Team (SST) will oversee the RtI process and progress in our school. Student PEPs will be developed and monitored by the SST chairperson, the Principal and the Instructional Facilitator. Students who do not respond to core instruction will be moved to Tier 2 and Tier 3 if and when interventions (monitored by SST) are not successful.
- Individual student concerns will be discussed weekly in grade level PLCs as facilitated by the Instructional Facilitator and the Principal.
- Enrichment and Remediation programs will be available for students. (St. Joseph's after-school ESL Program, SMARTS (Students Building Character thru Martial Arts), Science Club, Math club and a new African drumming group
- A Homework Lab will be implemented at DLL, one day per week, staffed by our DLL teachers on a rotating basis. This will be developed and monitored by our Teacher Leadership Academy representatives.
- A school wide discipline program will be enhanced that merges the Positive Behavior Intervention and Support (PBIS) System and FISH practices to eliminate missed instructional time due to inappropriate behavior.
- Provide training in Module 2 for the PBIS team and Module 3 training for selected staff.
- Implementation of the Olweus Bullying program through our school counseling department.

E. Evaluation of Results:

- NC End of Grade summative assessment results
- School progress monitoring results
- Discipline Data
- PBIS Set Observation Score
- Attendance Data
- Parent, Student and Teacher surveys

*Donna Lee Loflin Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

Waiver Request

The Waiver to be Requested:

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

How the waiver will be used:

The textbook waiver would allow Donna Lee Loflin Elementary School to purchase materials supportive of school goals and to better meet student individual needs toward closing the Achievement Gap.

The Waiver to be Requested:

To waive the grade placement of teacher assistants allowing them to serve all students in the school according to (G.S. 115c-105.25.1)

How the waiver will be used:

To allow administration and staff at the school to determine placement of teacher assistants according to student needs.

Charles W. McCrary Elementary School

2012-2013 Continuous Improvement and Title I Implementation Plan

Asheboro City Schools

Contents

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

Approved by Staff

Date of Secret Ballot Election: _____

Results For:

Opposed:

Principal's Signature

Date

Approved by Superintendent of Schools

Signature

Date

Approved by Board of Education

Signature

Date

A. Vision, Mission, and Belief Statements

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

- 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.

*Charles W. McCrary Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

B. School Community Profile

Historical Ethnicity Information (% of population, 20th school day)

	2008-09	2009-10	2010-11	2011-12	2012-13
Black	17.7%	17%	16.96%	19.95%	22%
Asian	.9%	1%	.76%	1.04%	0%
White	37.9%	31%	31.65%	30.83%	27%
Hispanic	37%	42%	42.53%	44.04%	46%
American Indian	0%	.2%	.51%	0%	0%
Other/Multi-Cultural	6%	9%	7.59%	4.15%	5%
Total Population	433	393	395	386	429

Historical Population Data (percentages)

	2008-09	2009-10	2010-11	2011-12	2012-13
Exceptional Children	10%	8%	9%	10%	10%
AIG	1%	4%	1%	2%	2%
Limited English Proficient	33.3%	39%	31%	34%	35%
Total F/R Lunch	69%	72.45%	77%	81%	81%

Student Attendance Data

	Percent
2006-2007	95.73
2007-2008	95.69
2008-2009	96.12
2009-2010	95.66
2010-11	95.87
2011-12	96.25

*Charles W. McCrary Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

Staffing Summary

	2008-09	2009-10	2010-11	2011-12	2012-13
Teachers “highly qualified” (classes taught)	100%	100%	100%	100%	100%
Teachers with advanced degrees (above bachelors)	32%	42%	41%	42%	41%
Teachers with NBPTS certification	8%	9%	7%	7%	11%
Teachers trained as Mentors	32%	32%	32%	32%	32%

Teacher Turnover Rate

2005-2006	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
20%	22%	26.5%	5.8%	10.8%	10.5%

*Charles W. McCrary Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

C. School Results

Promotion Percentages

	2007-08	2008-09	2009-10	2010-11	2011-12
Kindergarten	98.6%	100%	100%	97%	100%
1 st grade	100%	100%	100%	100%	100%
2 nd grade	100%	100%	100%	100%	100%
3 rd grade	100%	100%	100%	100%	100%
4 th grade	100%	100%	100%	100%	100%
5 th grade	100%	100%	100%	100%	100%

K-2 Progress

Grade 1 Math Assessment

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	% LEVEL III and IV			
				2009	2010	2011	2012
				83%	77%	74%	

Grade 2 Math Assessment

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	% LEVEL III and IV			
				2009	2010	2011	2012
				64%	34%	52%	

Total Performance Composite

Performance Composite	07-08	08-09	09-10	10-11	11-12
	47.2%	52.7%	49.8%	54.3%	51.4%

End of Grade Percent Proficient by Grade

Historical

Grade	Reading				Math			
	08-09	09-10	10-11	11-12	08-09	09-10	10-11	11-12
3	35.2%	28.4%	42.5%	36.6%	46.5%	54.2%	66.1%	57.3%
4	39%	39.4%	48.1%	54%	54.5%	60.6%	72.2%	76.2%
5	56.3%	39.1%	44.3%	37.5%	78.1%	68.8%	61.4%	64.1%

Grade	Reading and Math			
	08-09	09-10	10-11	11-12
3	31	32.1	35.5	32.9
4	36.4	41.3	48.1	50.8
5	53.1	36.5	41.4	34.4

*Charles W. McCrary Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

End of Grade Percent Proficient by Subgroup (Historical)

Reading

Grade	3			4			5		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
All	28.8	42.5	36.6	39.4	48.1	55.6	39.1	44.3	37.5
Am Indian									
Asian	0			*			100		
Black	30	53.8	20	35.7	25	61.5	45.5	28.6	30.8
Hispanic	20.8	39.3	30.2	29.6	39.1	42.9	25	33.3	22.2
Multi Racial	33	20		*	33.3		42.9	0	
White	40	53.5	66.7	59.1	72.2	66.7	52.9	69.6	47.2
Male	27	40.7	46.2	33.3	39.3	56.7	42.9	41.4	32.4
Female	31.8	48.6	27.9	43.6	57.7	54.5	34.5	46.3	44.4
Acad Gifted		>95		>95	>95	>95	>95	>95	>95
EC	8.3	14.3	16.7	0	44.4	62.5	*	15.4	20
Non EC	34	49.1	38.2	44.8	48.9	54.5	41.7	50.9	40.7
LEP	20.8	35.7	23.3	10.5	31.6	33.3	9.5	30.8	5.9
Non LEP	34.3	52.9	44.2	51.1	57.1	66.7	53.5	53.7	48.9
F/R Lunch	28.6	42.9	26.1	33.3	41.3	49	64.7	40.3	30.8
Non F/R Lunch	29.4	53.8	92.3	52.4	87.5	83.3	29.8	71.9	66.7

Math

Grade	3			4			5		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
All	55.9	66.1%	57.3	65.2	72.2%	77.8	70.3	61.4	64.1
Am Indian									
Asian	100	*		*	100%		100	*	
Black	40	30.8	33.3	42.9	75	69.2	72.7	42.9	36.4
Hispanic	58.3	71.4	55.8	63	73.9	75	67.9	56.7	59.3
Multi Racial	66.7	60		66.7	66.7		>95	33.3	
White	55	86.7	81	81.8	77.8	83.3	52.9	87	77.3
Male	59.5	63	61.5	70.4	53.6	76.7	80	65.5	59.5
Female	50	68.6	53.5	61.5	73.1	78.8	58.6	61	70.4
Acad Gifted	>95	>95		>95	>95	>95	>95	>95	>95
EC	25	71.4	<5	62.5	77.8	75	*	53.8	40
Non EC	63.8	65.5	61.8	65.5	75.6	78.2	73.3	64.9	68.5
LEP	58.3	71.4	50	57.9	73.7	81	61.9	38.9	52.9
Non LEP	54.3	61.8	61.5	68.1	77.1	76.2	74.4	71.2	68.1
F/R Lunch	54.8	63.3	52.2	62.2	73.9	78.4	66	57.6	61.5
Non F/R Lunch	58.8	76.9	84.6	71.4	87.5	75	82.4	90.9	75

*Charles W. McCrary Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

Achievement Gap Data

Reading

White student scores compared to:	2007-08	2008-09	2009-10	2010-11	2011-12
Black	-34.6	-31.2	-13.7	-29	-14.5%
Hispanic	-29.1	-9.4	-25.5	-29.1	-20.6%

Mathematics

White student scores compared to:	2007-08	2008-09	2009-10	2010-11	2011-12
Black	-21.9	-17.8	-13	-38.2	-23.8%
Hispanic	-24.4	-18.7	-.2	-17.2	-6.2%

End of Grade Results
Developmental Scale Score Mean

Grade	Reading				Math			
	08-09	09-10	10-11	11-12	08-09	09-10	10-11	11-12
3	330.8	330.6	334	333.65	335.3	338.4	340.7	331.22
4	338.8	339	342.2	343	345.8	346.8	349.3	348.62
5	347.3	345.6	345.5	345.54	355.6	354.1	351.6	352.74

Goal Summaries, Grades 3-5, Percent Correct

	Gr 3			Gr 4			Gr 5		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
Goal 1: Cognition									
Goal 2: Interpretation	51.8	57.3	54.1	54.8	62.7	62.7	54.9	53.7	51
Goal 3: Critical Stance	51.8	56.6	56.1	52.6	54.8	58.1	59.8	60.3	59.5
Goal 4: Connections									
Calculator Inactive	49.7	53.9	53.5	52.6	63.3	57.7	60.5	55.3	57.7
Calculator Active	49.6	55.2	53.1	55.6	55.5	54.7	60.6	53.8	50.5
Goal 1: Numbers and Operations	49.2	54.9	56.6	52.8	59.4	55.2	53.4	48.5	46.8
Goal 2: Measurement	44.1	52.7	51.1	53.4	65.6	49.2	62.2	54.4	55.8
Goal 3: Patterns/ Geometry	60.1	61.1	52.8	60.8	64.6	67.5	63.7	57.4	56.8
Goal 4: Data, Probability	43.7	45.7	50.8	64.1	66.3	62.3	65.9	58.2	64
Goal 5: Algebra (mathematical relationships)	50.7	55	54.5	49.2	56.1	54.1	60.6	56.9	59.1

*Charles W. McCrary Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

Writing

NC Writing Assessment—Content Specific

Grade 4	08-09	09-10	10-11	11-12
		62%		45%

Writing Sample Assessment (May % proficient)

Grade	08-09	09-10	10-11	11-12
Kindergarten	85	86	89	78
1 st Grade	34	73	70	39
2 nd Grade	46	60	45	38
3 rd Grade		46	32	37
4 th Grade		45	29	35
5 th Grade		55	42	33

Science

North Carolina Science End-of-Grade Test

Grade	09-10	10-11	11-12
5 th Grade	46.9%	41.4%	39.1%

Teacher Survey

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

97% agreed with “My school is a welcoming and friendly place.”

100% agreed with “I have made myself available to talk with students who have a problem.”

100% agreed with “I enjoy working with the students at my school.”

These positives indicate that the teachers are working here because they do want to help and work with our students and their families.

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

84% agreed with “I am proud of my school.”

86% agreed with “I believe that the teachers at this school are positive role models for students.”

81% agreed with “I give students opportunities to use technology to show what they have learned.”

Although these are 80%+, we feel they are an indication of a decrease in staff morale. We feel this is understandable, as it is difficult to be proud of or confident incorporating new technology components to lessons in a school that continues to be rated as low performing.

What are 2 significant findings in survey results?

All three stakeholders (teachers, students, and parents) agreed that respect was lacking at CWM.

- Teachers at my school respect students.
- Students at my school respect teachers.
- Students at my school respect each other.

All three stakeholders indicated that classroom activities could be more exciting and better at keeping students’ attention.

- Classroom activities are exciting and keep my (my child’s, my students’) attention.
72% parents agreed – 74% of students agreed - 84% of teachers

We have implemented plans to encourage respect among the students and staff at CWM and increased recognitions and celebrations in hope of increasing excitement and focus.

Student Survey Results

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

- 82% agreed with “Teachers at my school enjoy working with students.”
- 87% agreed with “At school, I am encouraged to be creative.”
- 94% agreed with “I can use what I learn at school in my everyday life.”

These positives indicate that students feel that teachers like them and that school will help them prepare for the future.

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

- 78% agreed with “I am proud of my school.”
- 64% agreed with “I feel accepted for who I am at school.”
- 75% agreed with “Adults at school recognize me when I do something positive.”
- 48% agreed with “I participate in after-school activities.”
- 49% agreed with “I have been bullied at school.”

These results indicated that CWM had a need to incorporate additional programs and incentives/recognitions in hopes of increasing student self-image and confidence.

Parent Survey Results

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

- 41% agreed with “My child is afraid to make a mistake.”
- 82% agreed with “My child is excited to tell their friends when they get good grades.”
- 84% agreed with “I have talked with my child’s teacher(s) this year.”

The teachers at CWM continue to work on parent communication. The results indicate that the students want to please and be proud of their academic efforts and successes.

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

- 72% agreed with “I am proud of my child’s school.”
- 78% agreed with “The teachers at my child’s school are positive role models.”
- 14% disagree with “Students at my child’s school provide leadership to help their school be successful.”

These results indicate that some parents have concerns about the school and the teachers. We want all our parents to be proud of CWM and will continue to work to reduce these concerns.

*Charles W. McCrary Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

Adequate Yearly Progress

Percent of AYP Targets Met		
2007-2008	16/23	69.6
2008-2009	16/21	76.2
2009-2010	17/21	81
2010-2011	21/21	100
2011-2012	11/21	52.4

Targets Not Met

	2009-10			2010-11			2011-12		
	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor
Reading 3-5							All, Hispanic, White, ED, LEP		
Math 3-5	White	ED, Hispanic, LEP	White		White	ED, Hispanic, LEP	All, Hispanic, White, ED, LEP		

GENERAL CONCLUSIONS

3rd and 5th grades saw little to no improvement in student proficiency in both reading and math.

4th grade noted overall improvement in the areas of reading and math, both for the cohort and grade-level.

5th grade science has experienced a decline in scores since the 2008-2009 school year.

Our student, parent and teacher surveys indicate respect among and between all three groups needs improvement. The overall view of our school needs improvement.

*Charles W. McCrary Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

D(1). Performance Goals and Benchmark Targets
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Evidence of Need: Current level of proficiency

Strategic Plan Objective: 1.1 Every student graduates college and career ready.
1.4 Increase number of students reading on grade level by Grade 3.
1.5 All students in grades 3-8 (3-5), demonstrate yearly academic growth in reading and mathematics.

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

K-8 Reading, Math, Science

Goal 1: (Reading) - Eighty percent of students will meet or exceed an expected level of growth in reading as measured by year-end summative assessments.

Measures	Nov 2012 Goal	Nov 2012 Actual	Feb 2013 Goal	Feb 2012 Actual	Apr 2013 Goal	Apr 2013 Actual	June 2013 Goal	June 2013 Actual
Guided Reading Growth	30%		50%		70%		80%	
SRI Growth	30%		50%		70%		80%	

*Charles W. McCrary Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

Goal 2: (Math) – Eighty percent of students will meet or exceed an expected level of growth in math as measured by year-end summative assessments.

	BOY	October 2012	Jan/Feb 2013 Goal	Jan/Feb 2013 Actual	Mar 2013 Goal	Mar 2013 Actual	June 2013 Goal	June 2013 Actual
CASE 21		Baseline data collected	50% (students will increase score by 15 points or maintain 80% or above)		65% (students will increase score by 15 points or maintain 80% or above)			

Goal 3: (Science) – Fifth grade will increase proficiency from 39.1% to 50% as measured by the end of grade science assessment.

	Oct 2012 Goal (proficiency)	Oct 2012 Actual	Jan 2013 Goal (proficiency)	Jan 2013 Actual	Mar 2013 Goal (proficiency)	Mar 2013 Actual
CASE 21	40%		55%		65%	

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

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

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

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

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

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

(Repeat Steps 1-5)

*Charles W. McCrary Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

D(2). Goals and Action Plans

Goal 1: Eighty percent of students will meet or exceed an expected level of growth in reading as measured by year-end summative assessments.

Evidence of Need: **Current level of proficiency**

Strategic Plan Objective: 1.4 – Increase the number of students reading on grade level by Grade 3.
 1.1 – Every student graduates college and career ready.

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

Action Plan:

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Strategy Met? Yes/No
Specific Guided Reading Strategies					
All below grade level students will receive daily guided reading instruction.	<ul style="list-style-type: none"> ▪End of 1st 6 weeks ▪End of 2nd 6 weeks ▪End of 3rd 6 weeks ▪End of 4th 6 weeks ▪End of 5th 6 weeks 	<ul style="list-style-type: none"> ▪Classroom teachers ▪Reading teachers 	<ul style="list-style-type: none"> ▪Guided Reading schedules ▪Lesson plans ▪Increased student proficiency 		
Utilize research based resources to enhance student learning (Jan Richardson, Fountas and Pinnell, NC Public Schools resources, Harvey and Gouvis).	<ul style="list-style-type: none"> ▪Mid-month, during PLC meetings 	<ul style="list-style-type: none"> ▪Classroom teachers ▪Reading teachers ▪Instructional Facilitator 	<ul style="list-style-type: none"> ▪Lesson plans ▪Increased student proficiency 		
Students will examine high interest texts during shared reading aligned to the science and social studies NC Essential Standards.	<ul style="list-style-type: none"> ▪At least one PLC meeting per month 	<ul style="list-style-type: none"> ▪Classroom teachers ▪Instructional Facilitator ▪Administration 	<ul style="list-style-type: none"> ▪Lesson plans ▪PLC Meeting minutes ▪Increased student engagement 		
Students will participate in common assessments as well as other formative assessment during	<ul style="list-style-type: none"> ▪PLC meetings 	<ul style="list-style-type: none"> ▪Classroom teachers ▪Instructional Facilitator ▪Administration 	<ul style="list-style-type: none"> ▪Common Assessments ▪Common Assessment Data sheet 		

*Charles W. McCrary Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

math lessons. Data will be analyzed for reteaching areas.			<ul style="list-style-type: none"> ▪PLC meeting minutes ▪Increased student proficiency 		
Students will clearly identify essential learning targets in their daily lessons.	<ul style="list-style-type: none"> ▪PLC meetings 	<ul style="list-style-type: none"> ▪Certified teachers ▪Instructional Facilitator ▪Administration 	<ul style="list-style-type: none"> ▪Walk-through data ▪Lesson plans ▪PLC meeting minutes ▪Increased student proficiency 		
Students will use RAZ-Kids as a reading incentive	<ul style="list-style-type: none"> ▪Mid-September, 2012 ▪October 1, 2012 ▪Bi-weekly participation check 	<ul style="list-style-type: none"> ▪Classroom teachers ▪Reading teachers 	<ul style="list-style-type: none"> ▪<i>Reading Champions</i> grade-level winners ▪Increased student proficiency 		
Incorporate specific literacy lessons in at least 1 out of 4 special classes (guidance, media, technology, music, art, physical education) during lessons.	<ul style="list-style-type: none"> ▪November, 2012 ▪February, 2013 ▪April 2013 	<ul style="list-style-type: none"> ▪Special area teachers ▪Instructional facilitator 	<ul style="list-style-type: none"> ▪Lesson plans ▪Walk-through data 		

Professional Development for this Objective:

- **PD provided by Instructional Facilitator during PLC meetings**
- **NC Falcon**
- **DPI Instructional Coach feedback**
- **Vocabulary Strategies from ACS ESL Lead Teacher**

*Charles W. McCrary Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

Goal 2: Eighty percent of students will meet or exceed an expected level of growth in math as measured by year-end summative assessments.

Evidence of Need: **Current level of proficiency**

Strategic Plan Objective: 1.4 – Increase the number of students reading on grade level by Grade 3.
 1.1 – Every student graduates college and career ready.

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

Action Plan:

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Strategy Met? Yes/No
Students will participate in common assessments as well as other formative assessment during math lessons. Data will be analyzed for reteaching areas.	<ul style="list-style-type: none"> ▪PLC meetings ▪monthly 	<ul style="list-style-type: none"> ▪Classroom teachers ▪Instructional Facilitator ▪Administration 	<ul style="list-style-type: none"> ▪Common Assessments ▪Common Assessment Data sheet ▪PLC meeting minutes ▪Increased student achievement 		
Students will clearly identify essential learning targets in their daily lessons.	<ul style="list-style-type: none"> ▪PLC meetings ▪monthly 	<ul style="list-style-type: none"> ▪Certified teachers ▪Instructional Facilitator ▪Administration 	<ul style="list-style-type: none"> ▪Walk-through data ▪Lesson plans ▪PLC meeting minutes ▪Increased student achievement 		
Students will make clear connections between their learning and the 8 Mathematical Practices	<ul style="list-style-type: none"> ▪November 2012 ▪January 2013 ▪March 2013 ▪May 2013 	<ul style="list-style-type: none"> ▪Instructional Facilitator ▪Classroom Teachers 	<ul style="list-style-type: none"> ▪Student work ▪Increased student proficiency 		
Use Math Trailblazers as the primary resource to teach the Common Core Standards	<ul style="list-style-type: none"> ▪PLC meetings ▪monthly 	<ul style="list-style-type: none"> ▪Certified teachers ▪Instructional Facilitator ▪Administration 	<ul style="list-style-type: none"> ▪Walk-through data ▪Lesson plans ▪PLC meeting minutes ▪Increased student achievement 		

*Charles W. McCrary Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

Implement <i>Math Champions</i> to increase fluency of basic math facts	<ul style="list-style-type: none"> ▪September 15, 2012 ▪November 15, 2012 ▪January 15, 2013 ▪March 15, 2013 ▪May 15, 2013 	<ul style="list-style-type: none"> ▪Classroom teachers ▪Instructional Facilitator ▪Administration 	<ul style="list-style-type: none"> ▪Weekly <i>Math Champions</i> contest winners ▪<i>Math Champions</i> bulletin board ▪Increased student achievement 		
Students will use Khan Academy resources in 4 th and 5 th grades	<ul style="list-style-type: none"> ▪November 15, 2012 ▪January 15, 2013 ▪March 15, 2013 ▪May 15, 2013 	<ul style="list-style-type: none"> ▪Melissa Belote ▪4th and 5th grade teachers 	<ul style="list-style-type: none"> ▪Walk-through data ▪Lesson plans ▪PLC meeting minutes ▪Student log-in record ▪Teacher log-in record ▪Increased student achievement 		

Professional Development for this Objective:

- **PD is provided by Instructional Facilitator during grade level PLCs**

*Charles W. McCrary Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

Goal 3: Fifth grade will increase proficiency from 39.1% to 50% as measured by the end of grade science assessment.

Evidence of Need: Current level of proficiency

Strategic Plan Objective: 1.4 – Increase the number of students reading on grade level by Grade 3.
1.1 – Every student graduates college and career ready.

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

Action Plan:

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Strategy Met? Yes/No
ACS Lead Science teachers will plan once per month with 5 th grade teachers	<ul style="list-style-type: none"> ▪September 2012 ▪October 2012 ▪November 2012 ▪December 2012 ▪January 2013 ▪February 2013 ▪March 2013 ▪April 2013 ▪May 2013 	<ul style="list-style-type: none"> ▪5th grade teachers ▪ACS Science Lead Teacher ▪Administration ▪Instructional Facilitator 	<ul style="list-style-type: none"> ▪Lesson plans ▪PLC minutes 		
Students will complete at least 3 hands-on investigations per month.	<ul style="list-style-type: none"> ▪October 2012 ▪November 2012 ▪December 2012 ▪January 2013 ▪February 2013 ▪March 2013 ▪April 2013 ▪May 2013 	<ul style="list-style-type: none"> ▪5th grade teachers ▪ACS Science Lead Teacher ▪Administration ▪Instructional Facilitator 	<ul style="list-style-type: none"> ▪Lesson plans ▪PLC minutes ▪Increase student proficiency 		
ACS Lead Science teacher will model inquiry lessons	<ul style="list-style-type: none"> ▪October 2012 ▪November 2012 	<ul style="list-style-type: none"> ▪5th grade teachers ▪ACS Science Lead 	<ul style="list-style-type: none"> ▪Feedback/follow-up 		

*Charles W. McCrary Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

for teachers three times per year.	▪January 2013	Teacher ▪Administration ▪Instructional Facilitator			
ACS Lead Teacher will provide inquiry science professional for teachers. Teachers will be expected to plan and teach 1 inquiry lesson before the end of the school year.	▪March 8, 2013	▪All Staff ▪Administration ▪ACS Lead Teacher			

E. Additional Information

Title 1 Compliance

Actions taken to meet the ten essential components of a School Wide program:

1. A Comprehensive Needs Assessment of the Entire School
 - 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

2. School wide Reform Strategies
 - Participation in Common Core professional development
 - Instructional Assistants will participate in district professional development and school PD tailored to our specific CWM student needs
 - Effective collaborative planning and assessment
 - Response to Instruction
 - School wide character education (PBIS) program
 - LLI Reading program implemented, targeting K-3 students reading below grade level
 - Benchmark Assessments for Literacy, Math and Science
 - All classrooms will have Interactive Boards to provide 21st Century Instruction for all students
 - Teacher assistants will continue to evolve into instructional assistants to assist with small group and individualized instruction for students. Instructional assistants will receive professional development to support them in their instructional roles.

3. Instruction by a Highly Qualified Professional Staff
 - Current staff meets the definition of “highly qualified” per the definition of No Child Left Behind.
 - Staff members assist in selection of new staff members.

*Charles W. McCrary Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

4. High Quality and Ongoing Professional Development

- Professional Development will be provided by Central Office personnel on the local level
- Professional Development will be offered to teachers through the Consortium (PTEC)
- Professional Development will be provided at PLCs and Faculty Meetings

5. Strategies to Attract Highly Qualified Teachers to High Need Schools

- District recruitment 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.
- Provide all teachers with materials for their classroom.
- Provide additional orientations for first year teachers beyond that which is arranged for staff.

6. Including Teachers in Decisions Regarding the Use of Assessment

- 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 Rtl process, SST meetings, PEP development and implementation

7. Strategies to Increase Parent Involvement

- PTA meetings and grade level curriculum nights
- School wide fund raisers
- Parent volunteers – Field trips, PTO, in classrooms
- Book Fair
- DARE and CARE graduation (Drug Awareness Resistance Education and Child Abuse Reduction Effort)
- Thanksgiving Meal for family members on Monday and Tuesday before Thanksgiving
- Classroom presentations
- Honors Chorus Festival
- Weekly Blackboard Connect meetings
- School web site linked to other informational sites
- Daily planner grades 3rd-5th
- Tuesday Folders sent home weekly
- Parents can come and eat lunch with students

*Charles W. McCrary Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

- Information sent home is provided in English and Spanish
- Spanish interpreter is available

8. Preschool Transition Strategies

- 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
- Pre-school classes visiting kindergarten classrooms
- Meetings between pre-school teachers and kindergarten teachers at McCrary
- McCrary kindergarten teachers visit ECDC to observe incoming class
- Special needs of ECDC students are shared with kindergarten teachers
- Head Start students visit kindergarten classrooms and tour the school

* ECDC – Early Childhood Developmental Center

9. Activities for Children Experiencing Difficulty

- District use of Personal Education Plans (PEPs)
- Implementation of strategies developed at SST
- Targeting specific needs through small groups instruction in the classroom
- EC program (exceptional children)
- Title I/Reading Teachers/LLI
- ESL program (English as Second Language)
- 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
- Mustang Buddies (lunch/breakfast buddies)
- Check-in/Check-out with targeted students
- Before school LLI groups

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

- 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

*Charles W. McCrary Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

SAFE SCHOOL PLAN – Action Plan

Annual	Date of Completion	Monthly	Date of Completion	Bi-Annual	Date of Completion	Ongoing
Register school-sex offender registry	P-2008, AP-2011	Check Fire Extinguishers		CPR training for crisis response teams/coaches		Monitor sex offender registry/update database
Written supervision plan		Conduct fire drills		Conduct lockdown drill		Pair at-risk youth with mentors
Staff supervision training		Conduct sanitation inspections		Conduct safety inspection		Record incidents in eSIS
Distribute and explain code of conduct		Maintain Science Chemical Inventory on \\Central02		Drug dog search (secondary)		Attendance letters
Distribute and explain bus code of conduct		Maintain first aid kits	Restocked 8/2012	Alternate route fire drill		Utilize student success teams
Update crisis response plans		Review ISS and OSS incidents; apply interventions as needed				Visitor control plan
Fire extinguisher training						Volunteer background check
Customer satisfaction survey						
Seclusion & restraint training						
Train EC staff in non-violent crisis intervention						
Train crisis teams in crisis response						

*Charles W. McCrary Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

PBIS SCHOOL ACTION PLAN

Updated by: Julie Brady
Date: September 21, 2012

TASK	WHO	WHEN	DATE OF COMPLETION
PBIS team at each school schedules monthly meetings, maintains a PBIS notebook or electronic folder with meeting agendas, minutes, and documentation of team activities.	In-School Coach/PBIS team leader, principal or assistant principal	Monthly through the 2012-2013 school year.	Meeting Dates: 2nd 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, 2012	
Complete PBIS Module 3 Training	Dana Wilkie, Kevin Craven, Jessica Hartong, Cassie Salabak, Brianne Crotts	March 2013	
Use common lessons for areas identified on our PBIS matrix.	Classroom teachers, PBIS team	September 2012-February 2013	
Systematically review procedures for identified common areas.	PBIS team, Administration	September 2012-May 2013	

*Charles W. McCrary Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

<p>Implement intentional activities to increase school pride and respect.</p> <ul style="list-style-type: none">▪All staff read, <u>Teaching with Poverty in Mind</u>, by Eric Jensen▪Students will be greeted with a handshake as they enter their classroom.▪A student in every class will be recognized as a Mustang of the Month for demonstrating specific character traits.▪Each classroom will “Adopt-a-Spot” around campus. Students and teachers will work to make their spot the best place it can be.▪Students and staff design character trait bulletin board.	<p>All Staff</p>		
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Compliance Statements

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

Healthy Active Children Policy

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

This policy is part of the staff handbook.

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

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

Pledge of Allegiance

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

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

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

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

Duty-free Lunch

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

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

Duty-free Instructional Planning

6. Every full-time assigned classroom teacher must be provided duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week.

Duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week, must be provided for every full-time assigned classroom teacher.

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. • In school parent conferences with teachers, administration, school counselor, interpreter and curriculum specialists • Love and Logic Parent Classes
<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 sent home in two languages: Spanish and English • Bi-monthly principal Connect 5 sent to parents • Positive postcards sent to all parents by January 15, 2013
<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
<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 regular basis with focus on new Common Core curriculum. Include make-and-take strategies/tools for parents. • Continue use of Raz Kids as reading program students; parents can access at home or with school computers.

*Charles W. McCrary Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

<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 Board meets to discuss projects to support students and overall success of school programs. • Parent representation on the School Leadership Team.
<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"> • Continue partnership with First United Methodist Church • Include community service projects for McCrary students and McCrary Staff (JRDC walk, United Way)

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

Intervention Plan

A. Overview:

Students below grade level in reading will be targeted for intervention.

B. Target Population:

- 1st Grade below grade level students (reading)
- 3rd grade below grade level students (reading)
- Kindergarten below grade level students in February (reading)

- All classrooms will utilize common assessments to determine student mastery. After data reflection, lessons will be adjusted (whole group, small group, one-on-one and teaching method)

C. Measurable Intended Outcomes

- Students reading level will increase
- Classroom proficiency will increase

D. Description of Activities or Services to be provided

- Reading and ESL teachers will implement LLI with all 1st grade below grade level students by September 17, 2012.
- Reading, ESL and Media Specialist will implement LLI with all 3rd grade below grade level students by October 1, 2012.
- Classroom common assessments will be discussed in PLC meetings.

E. Evaluation of Results

- 6 weeks data examined
- LLI semester reports

Waiver Requests

The Waiver to be Requested:

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

How the waiver will be used:

The textbook waiver would allow Charles W. McCrary Elementary School to purchase materials supportive of school goals and to better meet student individual needs toward closing the Achievement Gap.

The Waiver to be Requested:

To waive the grade placement of teacher assistants allowing them to serve all students in the school according to (G.S. 115c-105.25.1)

How the waiver will be used:

To allow administration and staff at the school to determine placement of teacher assistants according to student needs.

**Guy B. Teachey Elementary School
2012-2013 Continuous Improvement and Title I
Implementation Plan**

Asheboro City Schools

Contents

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

Approved by Staff

Date of Secret Ballot Election: 10/24/2012

Results For: 65

Opposed: 9

Principal's Signature

Date

Approved by Superintendent of Schools

Signature

Date

Approved by Board of Education

Signature

Date

Guy B. Teachey Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013

Leadership Team Members

The following team members collaborated with school staff to develop the Continuous Improvement Plan (CIP) for our school:

<u>Members</u>	<u>Signature</u>	<u>Role</u>
Brian Saunders	_____	Principal
Sherry Ficquette	_____	Assistant Principal
Kim Clodfelter	_____	School Counselor
Kellie Garcia	_____	Media Specialist
Amy Ralph	_____	Technology Specialist
Katherine McBride	_____	ELL Teacher
Beverly Moore	_____	EC Teacher
Tracey Smith	_____	Kindergarten Teacher
Michele Hinson	_____	First Grade Teacher
Valerie Runnfeltdt	_____	Second Grade Teacher
Denise Nixon	_____	Third Grade Teacher
Amanda Deaton	_____	Fourth Grade Teacher
Kathryn Escobar	_____	Fifth Grade Teacher
Sally Barnes	_____	Encore Teacher
Randy Woods	_____	Instructional Assistant
Casey Burgess- Blalock	_____	Parent
Silvina Trejola	_____	Parent

*Guy B. Teachey Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013*

A. Vision, Mission, and Belief Statements

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.
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Our School's Daily 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.
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To lead us toward our vision and mission, our school community shares the following beliefs:

- ✓ 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.

Guy B. Teachey Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013

B. School Community Profile

Historical Ethnicity Information (% of population, 20th school day)

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Black	12	12.90	13.48	14.31	12.85
Asian	1	1.09	1.7	1.81	2.21
White	57	57.45	57.50	55.62	56.22
Hispanic	23	19.45	19.28	23.01	23.90
American Indian	0	.18	.17	0	0
Other/Multi-Cultural	7	8.91	7.84	5.25	4.82
Total Population	531	550	586	552	498

Historical Population Data (percentages)

	2008-09	2009-10	2010-11	2011-12	2012-13
Exceptional Children	11	12.80	9.89	10.69	11.24
AIG	4	4	4.77	5.07	6.83
Limited English Proficient	19	17.27	11.62	12.86	12.65
Total F/R Lunch	49	52.45	63	59.24	58.22

Student Attendance Data

	Percent
2006-2007	96.53
2007-2008	95.97
2008-2009	96.19
2009-2010	96.2
2010-2011	95.52
2011-2012	96.68

Staffing Summary

	2008-09	2009-10	2010-11	2011-12
Teachers “highly qualified” (classes taught)	100%	100%	97%	100%
Teachers with advanced degrees (above bachelors)	26.0%	31.3%	23%	33%
Teachers with NBPTS certification	14%	12%	13%	16%
Teachers trained as Mentors	18.6%	18%	19.6%	16%

Teacher Turnover Rate

2006-2007	2007-2008	2008-2009	2009-10	2010-11	2011-12
3.6%	8.6%	13.3%	5.0%	11.9%	4.9%

Guy B. Teachey Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013

C. School Results

Promotion Percentages

	2007-08	2008-09	2009-10	2010-11	2011-12
Kindergarten	98.9%	100%	100%	100%	100%
1 st grade	97.8%	98.75%	100%	98.44%	100%
2 nd grade	100%	100%	100%	100%	100%
3 rd grade	98.5%	100%	100%	100%	100%
4 th grade	100%	98%	100%	100%	100%
5 th grade	100%	100%	100%	100%	100%

K-2 Progress

Grade 1 Math Assessment

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	% LEVEL III and IV			
				2009	2010	2011	2012
-	-	-	-	83%	85%	89%	No state assessment in 2012

Grade 2 Math Assessment

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	% LEVEL III and IV			
				2009	2010	2011	2012
-	-	-	-	62%	52%	68%	No state assessment in 2012

Reading 2011-2012

	Members	Level 0	Level A	Level B	C & above	
K	73	3%	5%	5%	86%	
Grade 1	Members	Below D	D-E	F-G	H	I & above
	91	2%	10%	9%	5%	74%
Grade 2	Members	Below J	J	K	L	M & above
	64	5%	0%	5%	6%	84%
Grade 3	Members	Below N	N	O	P	Q & above
	104	10%	4%	14%	19%	53%
Grade 4	Members	Below Q	Q	R	S	T & above
	92	27%	9%	17%	5%	41%
Grade 5	Members	Below T	T	U	V	W & above
	101	20%	3%	16%	23%	39%

Guy B. Teachey Elementary School
Continuous Improvement and Title I Implementation Plan
 2012-2013

Reading SRI (Scholastic Reading Inventory) September 2012													
	Members	Beginning Readers	0-100	101-200	201-300	301-400	401-500	500-600	600-700	700-800	800-900	900-1000	1000 +
Grade 2	64	3%	3%	11%	13%	16%	27%	11%	6%	8%	3%	0%	0%
Grade 3	105	3%	2%	2%	4%	10%	15%	17%	11%	18%	11%	4%	2%
Grade 4	92	1%	1%	2%	3%	3%	7%	16%	17%	16%	16%	9%	9%
Grade 5	101	1%	1%	0%	2%	5%	9%	4%	10%	14%	16%	18%	21%

End of Grade Percent Proficient by Grade
Historical

	Reading				Math			
	08-09	09-10	10-11	11-12	08-09	09-10	10-11	11-12
Grade 3	56.6	55.1	50.5	65.7	78.3	71.4	77.3	82.4
Grade 4	65.8	72.2	67.0	58.3	83.6	78.9	78.6	85.4
Grade 5	63.6	68.8	69.7	66.7	74	83.8	91.0	77.1

Reading and Math				
	08-09	09-10	10-11	11-12
Grade 3	56.6	53.1	48.5	63.0
Grade 4	63.6	71.6	64.1	58.3
Grade 5	59	68.4	65.7	61.0

Total Performance Composite

	07-08	08-09	09-10	10-11	11-12
Performance Composite	62.5	68.0	69.7	71.4	71.1

Proficient by End of Grade Percent Subgroup (Historical)

Reading

Grade	3 rd			4 th			5 th		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
All	55.1	50.5	65.7	72.2	67.0	58.3	68.8	69.7	66.7
Am Indian	N/A	N/A	N/A	100	N/A	N/A	N/A	N/A	N/A
Asian	100	0	N/A	N/A	100	N/A	N/A	100	N/A
Black	15.4	30.8	30.0	60	46.7	27.3	50	50.0	46.7
Hispanic	27.8	36.4	53.8	52.9	50.0	47.6	63.6	54.5	59.1
Multi Racial	42.9	60	80.0	N/A	60.0	20.0	N/A	50.0	60.0
White	72.9	60.7	73.0	78.9	79.3	72.4	78.3	79.7	74.2
Male	56.5	51.0	65.5	60.9	69.4	62.0	61.1	57.7	65.3
Female	53.8	50.0	66.0	84.1	64.8	54.3	75	83.0	67.9
Acad Gifted	N/A	N/A	N/A	>95	>95	>95	>95	>95	>95
EC	30.8	33.3	22.2	26.7	61.5	38.5	7.7	25.0	41.2
Non EC	58.8	52.3	69.7	81.3	67.8	61.4	80.6	81.0	71.6

Guy B. Teachey Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013

LEP	29.4	36.4	50.0	46.2	35.7	44.4	41.7	35.7	36.4
Non LEP	60.5	54.7	67.3	76.6	71.9	61.5	73.5	75.3	70.2
F/R Lunch	43.1	40.0	58.5	64.4	51.6	45.6	65.1	60.7	55.7
Non F/R Lunch	68.1	67.6	76.7	80	90.2	76.9	73	81.4	81.8

Math

Grade	3 rd			4 th			5 th		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
All	71.4	77.3	82.4	77.8	78.6	85.4	83.8	91.9	77.1
Am Indian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	100	0	N/A	100	100	N/A	N/A	100	N/A
Black	38.5	38.5	70.0	60	46.7	72.7	60	66.7	66.7
Hispanic	77.8	72.7	73.1	64.7	75.0	85.7	77.3	72.7	81.8
Multi Racial	42.9	80.0	60.0	N/A	60.0	60.0	N/A	100	40.0
White	79.7	89.3	88.9	86	89.7	91.4	93.5	89.8	80.6
Male	69.6	81.6	80.0	69.6	79.6	86.0	83.3	80.8	75.5
Female	73.1	72.9	84.9	88.6	74.1	84.8	84.1	91.5	78.6
Acad Gifted	N/A	N/A	N/A	>95	>95	>95	>95	>95	>95
EC	30.8	55.6	22.2	26.7	53.8	76.9	53.8	60.0	47.1
Non EC	77.6	79.5	87.9	89.3	82.2	86.7	89.6	92.4	83.0
LEP	76.5	72.7	70.0	53.8	78.6	83.3	50	64.3	63.6
Non LEP	70.4	78.7	83.7	83.1	78.7	85.9	89.7	89.4	78.7
F/R Lunch	83	66.7	78.5	71.1	66.1	80.7	76.7	78.6	67.2
Non F/R Lunch	60.8	94.6	88.4	86.7	>95	92.3	91.9	>95	90.9

Achievement Gap Data

Reading

White student scores compared to:	2009-2010	2010-2011	2011-2012	2012-2013
Black	37.1	30.3	34.3	
Hispanic	27.4	25.7	19.5	

Reading 2011-2012

White student scores compared to:	3 rd grade	4 th grade	5 th grade
Black	43.0	45.1	27.5
Hispanic	19.2	24.8	14.5

Mathematics

White student scores compared to:	2009-10	2010-11	2011-12	2012-13
Black	34.3	39.6	19	
Hispanic	12.1	16.1	7.2	

Guy B. Teachey Elementary School
Continuous Improvement and Title I Implementation Plan
 2012-2013

Math 2011-2012

White student scores compared to:	Grade 3	Grade 4	Grade 5
Black	18.9	18.7	13.9
Hispanic	15.8	5.7	-1.2

End of Grade Results
Developmental Scale Score Mean

	Reading				Math			
	09-10	10-11	11-12	12-13	09-10	10-11	11-12	12-13
Grade 3	336.1	335.4	340.0		343.5	343.3	346.7	
Grade 4	346.1	344.7	343.9		352.6	351	351.7	
Grade 5	350.5	351.6	349.4		357.4	360.9	354.9	

Goal Summaries, Grades 3-5, Percent Correct

	Grade 3			Grade 4			Grade 5		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
Literary Reading	62.8	69.7		66.4	65.4		68.9	64.9	
Goal 2: Interpretation	59.3	67.9		66.9	65.3		66.9	62.1	
Goal 3: Critical Stance	61.8	68.8		63.2	62.3		71.7	68.0	
Informational Reading	56.1	66.3		64.3	61.9		68.0	62.7	
Calculator Inactive	57.8	67.4		60	66.6		75.3	63.4	
Calculator Active	61.1	66.5		65.5	62.8		75.3	60	
Goal 1: Numbers and Operations	59.1	67.3		61.7	65.9		72.8	56.3	
Goal 2: Measurement	53.6	65.2		63.2	60.1		71.0	61.9	
Goal 3: Patterns/Geometry	67.4	75.8		71.5	72.9		77.2	63.1	
Goal 4: Data, Probability	56.5	62.2		71.0	77.0		79.0	70.9	
Goal 5: Algebra (mathematical relationships)	63.4	64.9		59.4	56.4		75.8	64.0	

Writing - On-Demand 11-12

	Members	Level I	Level II	Level III	Level IV
K	73	3%	12%	81%	4%
Grade 1	91	3%	32%	54%	11%
Grade 2	64	19%	27%	39%	16%
Grade 3	99	16%	37%	41%	6%
Grade 4	91	11%	36%	43%	9%
Grade 5	101	3%	24%	58%	15%

Science

Guy B. Teachey Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013

North Carolina Science End-of-Grade Test

	09-10	10-11	11-12
5 th Grade	65.4	70.7	61.9

Teacher Survey

In the space below, comment on three or more areas of strength noted in the *Teacher Working Conditions Survey* for 2012:

The following TWC questions were chosen because of significant percentage increases, as noted.

Question 10.6 – Overall my school is a good place to work and learn – 2010 83%, 2012 91.7%

Question 9.1h – Teachers are assigned classes that maximize their likelihood of success with students – 2010 62.8%, 2012 85.4%

Question 8.1a – Sufficient resources are available for professional development in my school – 2010 85.1%, 2012 93.5%

Question 8.1d – Professional learning opportunities are aligned with the school’s improvement plan – 2010 91.1%, 2012 100%

Question 7.1g – Teacher performance is assessed objectively – 2010 86.7%, 2012 95.7%

Question 3.1b – Teachers have sufficient access to instructional technology, including computers, printers, software, and internet access – 2010 93.8%, 2012 100%

Question 3.1c – Teachers have access to reliable communication technology, including phones, faxes, and email – 2010 72.9%, 2012 95.8%

In the space below, comment on three or more areas of possible improvement noted in the *Teacher Working Conditions Survey* for 2012:

The following TWC questions were chosen because of significant percentage increases, as noted.

Question 4.1f – Parents/guardians support teachers, contributing to their success with students – 2010 93.8%, 2012 78.7%

Question 4.1h – The community we serve is supportive of this school – 2010 100%, 2012 85.4%

Question 6.1b – Teachers are trusted to make sound professional decisions about instruction – 2010 93.8%, 2012 83.3%

Question 6.1c – Teachers are relied upon to make decisions about educational issues – 2010 89.6%, 2012 80.9%

Question 6.1e – The faculty has an effective process for making group decisions to solve problems – 2010 85.4%, 2012 72.7%

Question 8.1e – Professional development is differentiated to meet the individual needs of teachers – 2010 68.1%, 2012 58.7%

Question 8.1g – Teachers have sufficient training to fully utilize instructional technology – 2010 91.7%, 2012 71.7%

What are two significant findings in survey results from the teacher survey?

Noted strengths, according to the 2012 TWC are:

1. Guy B. Teachey is a good place to work and learn. Morale for teachers and students alike is on the rise (question 10.6).
2. Class lists are built by looking at each individual student's needs during the summer prior to that school year. The proper distribution of these needs is highly important if all students are to be successful and if teachers are to feel supported (question 9.1h).

Noted areas of improvement, according to the 2012 TWC are:

1. In 2011-2012, the administration at Teachey worked hard to re-invest in the local community we serve and re-establish their trust in us (questions 4.1 f & h). This process is clearly one that will take longer than just one school year to build upon and re-establish.
2. Teacher efficacy and empowerment is a key focus for the district and for administration here at Teachey. Asheboro City Schools desires to have teacher leaders and to that end, steps are being taken at the district-level and at the school-level to empower teachers in their daily practices, instructionally and professionally (questions 6.1 b, c, & e).

Student Survey

In the space below, comment on three or more areas of strength noted in the Student Survey:

The results that follow for Teachey, which is a PreK-5 school, were obtained from 53 4th grade students (roughly half of the student population in 4th grade) and 71 5th grade students (roughly 75% of the 5th graders):

Teachers at my school respect students → 85%

I can use what I learn at school in my everyday life → 89%

School is preparing me well for my future → 93%

I know the rules at my school → 95%

Graduation from high school is one of my goals → 98%

In the space below, comment on three or more areas of possible improvement noted in the Student Survey:

Students at my school respect teachers → 35%

Students at my school respect each other → 35%

I enjoy being at school → 51%

What are two significant findings in survey results from the student survey?

While graduation from high school is phenomenally high at 98%, we have to grow and develop the whole child and that means that we at Teachey need to model and take steps that will foster an understanding of respect for others.

Parent Survey

In the space below, comment on three or more areas of strength noted in the Parent Survey:

97% feel that “My child’s school is a welcoming and friendly place.” (highest in Asheboro City Schools)

98% feel that “My child knows the rules.”

98% feel that “Learning is important for their future.”

In the space below, comment on three or more areas of possible improvement noted in the Parent Survey:

24% feel that their child has been bullied at school

76% of students respect each other

87% feel that classroom activities are exciting and keep my child’s attention

What are two significant findings in the survey results?

We are excited to be first in the district, with regards to this year's survey, in terms of being a welcoming place, having parents that are proud of their child's school, and in having teachers who are positive role models. 24% of parents feeling that their child has been bullied at school at some point is 24% too high. Again, bullying is a respect-for-one-another issue that will be addressed.

Guy B. Teachey Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013

Adequate Yearly Progress

Percent of AYP Targets Met		
2006-2007	100%	13 of 13
2007-2008	84.6%	11 of 13
2008-2009	100%	21 of 21
2009-2010	91.3%	21 of 23
2010-2011	74.1%	20 of 27
2011-2012	88.2% AMOs	15 of 17 AMOs

Targets Not Met

	2009-10			2010-11			2011-12		
	Not Met	Confidence Interval	Safe Harbor	Not Met	Confidence Interval	Safe Harbor	Not Met	Confidence Interval	Safe Harbor
Reading 3-5		LEP		All, Hisp, ED, LEP, SWD			All, White		Hispanic
Math 3-5	LEP, ED	All, Hisp		Hisp, SWD		All, ED, LEP		White	

GENERAL CONCLUSIONS

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 2012-2013 school year, along with our *Intervention Plan* (which follows) for 2012-13.

As a school, Guy B. Teachey did not meet Annual Measurable Objectives (AMOs) for the 2011-2012 school year. 15 of 17 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:

- In math, the black-to-white achievement gap is down from 39.6 to 19. The gap is only 7.4 points for Hispanic-to-white.
- Third-grade reading proficiency rose from 50.5% in 2010-2011 to 65.7% last year.
- 92% of teachers (in the Teachers Working Conditions Survey) indicated that Teachey is a good place to work and learn.

Areas requiring attention and improvement:

- Reading proficiency is still below 70% for the tested grade-levels, third to fifth. Last year it was 65.7% for third grade, 58.3% for fourth, and 66.7% for fifth grade. 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.
- Reading proficiency remains extremely low for our black students (39.5%), leading to a widening of the reading achievement gap black-to-white. It increased from 30.3 points in 2010-2011 to 34.3 points in 2011-2012.
- The school's performance composite saw a slight decrease from 71.4% in 2010-2011 to 71.1% in 2011-2012. This slight decrease was offset by third grade's successes and attributable, in large part, to fifth grade's decline. Fifth grade saw a three-point decrease in reading proficiency, a fourteen-point decrease in math proficiency, and another decline of nine points in science proficiency.
- In 2011-2012, the administration at Teachey worked hard to re-invest in the local community we serve and re-establish their trust in us, but based upon Teacher Working Conditions Survey questions 4.1 f & h, this process is clearly one that will take longer than just one school year to build upon and re-establish.

D(1). Performance Goals and Benchmark Targets
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Evidence of Need:

Reading proficiency is still below 70% for the tested grade-levels, third to fifth. Last year it was 65.7% for third grade, 58.3% for fourth, and 66.7% for fifth grade. 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. Reading proficiency remains extremely low for our black students (39.5%), leading to a widening of the reading achievement gap black-to-white. It increased from 30.3 points in 2010-2011 to 34.3 points in 2011-2012.

Strategic Plan Objective:

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

State Board of Education Goal:

NC Public Schools will produce globally competitive students.

Goal 1: (K-2 Reading) –

If we at Teachey are to reach our reading proficiency goals at Grades 3-5, we must be successful through Grades K-2 at teaching students to read. The goal will be for 90% of students (or higher) to be at grade-level or higher on their Fountas & Pinnell reading assessment by the end of the school year.

Kindergarten	Benchmark 1 – Level A	Benchmark 2 – Level B	Benchmark 3 – Level C	Performance Target – Level C or higher
% of students				
1st grade	Benchmark 1 – Level D	Benchmark 2 – Level F	Benchmark 3 – Level H	Performance Target – Level I or higher
% of students				
2nd grade	Benchmark 1 – Level J	Benchmark 2 – Level K	Benchmark 3 – Level L	Performance Target – Level M or higher
% of students				

D(1). Performance Goals and Benchmark Targets

Evidence of Need:

Reading proficiency is still below 70% for the tested grade-levels, third to fifth. Last year it was 65.7% for third grade, 58.3% for fourth, and 66.7% for fifth grade. 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. Reading proficiency remains extremely low for our black students (39.5%), leading to a widening of the reading achievement gap black-to-white. It increased from 30.3 points in 2010-2011 to 34.3 points in 2011-2012.

Strategic Plan Objective:

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

State Board of Education Goal:

NC Public Schools will produce globally competitive students.

Goal 2: (3-5 Reading) –

Looking at where reading proficiencies 3-5 were at the end of last school year, we want to surpass 70% reading proficiency in each of these three grade-levels. We will use CASE21 benchmark assessments to measure progress.

Grade	Benchmark 1	Benchmark 2	Benchmark 3	Performance Target – 70% reading proficiency
Third %				
Fourth %				
Fifth %				

Goal 3: (Black subgroup in reading) –

The goal is to raise reading proficiency for our black student subgroup (3-5) to 50% this school year. We will use CASE21 benchmark assessments to measure progress.

Benchmark 1		Benchmark 2		Benchmark 3		Performance Target – 70% reading proficiency
# taken	% proficient	# taken	% proficient	# taken	% proficient	EOG proficiency

Guy B. Teachey Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013

At Teachey, we hope to accomplish this goal through the following strategies in 2012-2013:

- Writing & Student Progress Celebrations (two this year that will allow students to take ownership over their own learning through the use of a Data Folder) – administration and core teachers responsible
- Increased choice for our black students for the text they can read and the assignments they can complete in order to show mastery – core teachers responsible, with assistance from Ms. McClosky
- Individualized mentor pairings – Ms. Clodfelter responsible
- Certified staff will volunteer their time to tutor students, at least twice this school year, at either The Boys and Girls Club or MHMA at Coleridge Road Apartments after school
- Books for reading at home provided to students based upon their current reading level and their reading trajectory for this school year – books provided by Leaders for Readers and Communities-In-Schools; Ms. Clodfelter responsible for accessing the student’s reading level, goal for this school year, and books provided

D(1). Performance Goals and Benchmark Targets
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Process for Analyzing Data: Plan-Do-Study-Act Model

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

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

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

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

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

D(2). Goals and Action Plans

Goal 1:

We will improve school-wide literacy through quality professional development and implementation of classroom summarizing, discussion, vocabulary, and writing strategies.

Evidence of Need:

Data that reflects that students are not reading on grade level.

Strategic Plan Objectives:

1.4 – Increase the number of students reading on grade level by Grade 3.

1.1 – Every student graduates college and career ready.

State Board of Education Goal:

NC Public Schools will produce globally competitive students.

Action Plan:

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/ Evidence	Next Steps?	Goal Met? Yes/No; When?
<p>Strategy 1: School-wide Professional Development that aims to change teacher behavior in order to increase student achievement</p>	<ul style="list-style-type: none"> • Instructional Staff trainings monthly; every 3rd Tuesday • PD360 for certified staff by Oct. 16th 	<ul style="list-style-type: none"> ❖ <u>Literacy Team Members:</u> <ul style="list-style-type: none"> - All SLT members - M. Allred - J. McClosky ❖ Instructional Facilitator (IF) during grade-level collaborative meetings ❖ <u>Teacher Leadership Academy (TLA) participants:</u> <ul style="list-style-type: none"> - D. Nixon - S. Andrews 	<ul style="list-style-type: none"> <input type="checkbox"/> Attendance rosters <input type="checkbox"/> Monthly PD agendas <input type="checkbox"/> GBT's Balanced Literacy wiki space 	<ul style="list-style-type: none"> ➤ Schedule PD every 3rd Tuesday 	
<p>Strategy 2: Edmodo staff development & staff utilization to create a school-wide learning community</p>	<ul style="list-style-type: none"> • Tuesday, August 21st • Instructional Assts logged in and using by Sept. 15th 	<ul style="list-style-type: none"> ❖ Mr. Saunders ❖ Mrs. Ficquette ❖ A. Ralph 	<ul style="list-style-type: none"> <input type="checkbox"/> Regular postings from 80% or more of the instructional staff 	<ul style="list-style-type: none"> ➤ 	

Guy B. Teachey Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013

<p>Strategy 3: Teachers will provide daily modeling of summarizing strategies and/or graphic organizers while implementing “I do, We do, You do”.</p>	<ul style="list-style-type: none"> Summarizing evidence monitored at mid-year, final PDP conferences & ongoing through evals and walkthrough – continued into 2012-2013 	<p>Instructional Staff</p>	<input type="checkbox"/> EdModo reflections <input type="checkbox"/> Graphic organizers Summarizing strategies	➤	
<p>Strategy 4: Grade-levels and departments will maintain summarizing evidence for monitoring of student progress.</p>	<p>K-3 and 4-5 plans solidified by Sept. 15th</p>	❖ Instructional Staff	<input type="checkbox"/> Paper or digital portfolio	<p>Determine from district leadership on August 16th what their expectations are for the school-level</p>	
<p>Strategy 5: In grades K-5, teachers will form student groups for Guided Reading and begin within the first eight days.</p>	<ul style="list-style-type: none"> August 31st 	❖ K-5 th CORE Teachers ❖ <u>Specialists:</u> - M. Allred - V. Durham - S. Hardin - K. McBride - M. Spoonamore - A. Griffey ❖ L. Hayes	<input type="checkbox"/> RtI spreadsheets <input type="checkbox"/> Guided Reading lesson plans <input type="checkbox"/>	➤ Prioritize the F & P assessments ➤ Utilization of reading specialists and other support personnel	
<p>Strategy 6: Teachers will re-visit the www.readwritethink.org website in order to draw upon best literacy instruction practices.</p>	<ul style="list-style-type: none"> August 31st 	- SLT grade-level & department members	<input type="checkbox"/> Grade-level Team Meeting minutes Walkthroughs and formal observation data	➤ Email Mr. Saunders once your grade-level or department has explored the site together	
<p>Strategy 7: Creation of a student-friendly discussion rubric at each grade-level to help students own their own level of participation.</p>	<ul style="list-style-type: none"> September 14th 	❖ Grade-levels	<input type="checkbox"/> Grade-level rubrics	➤ Sent to Administration by Sept. 14 th ➤ Sharing with the Encore teachers for use in their classes	
<p>Strategy 8: Teachers in 2012-2013 will continue discussions of rigorous grade-level text</p>	<ul style="list-style-type: none"> Begin immediately and then each week during the school year Some level of text or 	❖ Instructional Staff ❖	<input type="checkbox"/> Specific lesson plans <input type="checkbox"/> Discussion rubric	➤ Provide professional development around these strategies; modeling of	

Guy B. Teachey Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013

using a variety of delivery methods.	concept discussion expected daily			strategies; J. McClosky	
Strategy 9: Teachers will facilitate opinion writing for K-1 and persuasive writing for 2-5, informally and formally, into each and every CommonCore unit.	Each unit, regardless of length of unit throughout the year	Instructional Staff	<input type="checkbox"/> Writing products <input type="checkbox"/> Unit plans <input type="checkbox"/> Daily lesson plans	➤	
Strategy 10: Utilizing NC FALCON training and other sources, teachers will provide descriptive feedback to students regarding their assignment products.	<ul style="list-style-type: none"> • Refresher training in August or September • Feedback provided as rough drafts and products are turned in 	❖ Instructional Staff	<input type="checkbox"/> Assignments products <input type="checkbox"/> Student growth		
Strategy 11: Teachers will introduce one to two Tier Two vocabulary words daily to increase student vocabulary knowledge.	<ul style="list-style-type: none"> • Expected daily once training is completed on October 4th, 2012 	❖ Instructional Staff	<input type="checkbox"/> Evidence in videos <input type="checkbox"/> Student Work <input type="checkbox"/> School-wide vocabulary parade	<input type="checkbox"/> Training for staff begins October 4 th , 2012 and continues throughout the school year (3 rd Tuesdays are available)	

Professional Development for this Goal or Objectives:

- EDModo* refresher training; August 21st
- Teacher Leadership Academy participants facilitating PD around *Tiered Vocabulary and Jr. Great Books Shared Inquiry*; August 21st, October 4th, and 3rd Tuesday sessions
- Reading Specialists provide training, as necessary, to teachers needing **support with Guided Reading best practices** (Jan Richardson material)
- Instructional Facilitator, Joel McClosky, to lead PD on **discussion strategies**; 3rd Tuesday of September or October
- Piedmont-Triad Consortium (PTEC) sessions** for teachers – differentiated for specific teachers
- PD360** utilized in 2012-2013 – Sarah Chaffin from PD360 to present on October 4th Teacher Workday

D(2). Goals and Action Plans

Goal 2:

We will improve communication and the relationship we maintain with the parents of our students and our school community in an effort to better serve the whole child.

Evidence of Need:

Survey results and student data indicate a need to strengthen the cooperative working relationship between school and home.

Strategic Plan Objectives:

1.4 – Increase the number of students reading on grade level by Grade 3.

1.1 – Every student graduates college and career ready.

State Board of Education Goal:

NC Public Schools will produce globally competitive students.

Action Plan:

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/ Evidence	Next Steps?	Goal Met? Yes/No; When?
Strategy 1: Each teacher will build and maintain a class website in order to keep parent stakeholders well informed and involved.	<ul style="list-style-type: none"> • Grade-level and/or department pages updated by August 31st, 2012 • Teacher-specific pages fully prepared by Friday, Sept. 21, 2012 	<ul style="list-style-type: none"> ❖ A. Ralph ❖ Certified Staff 	<input type="checkbox"/> completed, current, maintained websites	<ul style="list-style-type: none"> ➤ Carla Freemyer to provide optional after-school training on Sept 10th 	
Strategy 2: Each teacher will make at least two quality visits outside of school, with at least two different students of need, during the school year.	<ul style="list-style-type: none"> • midyear evaluation January 2013 • final assessment June 2013 	<ul style="list-style-type: none"> ❖ Certified Staff 	<input type="checkbox"/> Update collected in January 2013 <input type="checkbox"/> final collection in June 2013	<ul style="list-style-type: none"> ➤ As home visits are completed, record the visit in the office Home Visits Notebook ➤ Use Judy Ebanks and/or former teacher for information as needed 	

Guy B. Teachey Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013

<p>Strategy 3: Students will have the opportunity to bring their parent to Family Reading Night.</p>	<ul style="list-style-type: none"> • Spring 2013 	<ul style="list-style-type: none"> ❖ K. Garcia ❖ L. Trotter ❖ Instructional Staff 	<input type="checkbox"/> Parent sign-in roster for the event	<ul style="list-style-type: none"> ➤ K. Garcia to determine a date for this event 	
<p>Strategy 4: Parent-Teacher Organization (PTO) will provide more regular communication to teachers and parents – building of “community” in which we all support the whole child.</p>	<p style="text-align: center;">August 2012</p>	<p style="text-align: center;">C. Burgess-Blalock & the PTO Board</p>	<p style="text-align: center;">Teacher & Parent Survey data</p>	<p style="text-align: center;">Adding parents to the email distribution list</p>	
<p>Strategy 5: Teachey PTO will host events throughout the year – building of “community” in which we all support the whole child.</p>	<ul style="list-style-type: none"> • Book Fair grand opening 2012 – scheduled for October 8th, 2012 • Dr. Frost & Board member to speak to teachers & PTO • Auction fundraiser – February 2013 • Spring Fling – May 2013 	<ul style="list-style-type: none"> ❖ C. Burgess-Blalock & the PTO Board 	<input type="checkbox"/> Book Fair schedule for Week of Oct. 8 th <input type="checkbox"/> PTO Meeting Agenda w/ Dr. Frost <input type="checkbox"/> Plans for the auction <input type="checkbox"/> Plans for the Spring Fling	<ul style="list-style-type: none"> ➤ 	
<p>Strategy 6: Students will have two opportunities to celebrate their writing during the school year with their parent.</p>	<ul style="list-style-type: none"> • midOctober to early November 2012 • February 2013 	<ul style="list-style-type: none"> ❖ All Staff 	<input type="checkbox"/> Completion of two evening events that are grade-level specific	<ul style="list-style-type: none"> ➤ develop the criteria for the celebration ➤ allow grade-levels to pick their date during a three-week window 	
<p>Strategy 7: Students will have two opportunities to lead a conference with their parent wherein they share their current academic progress.</p>	<ul style="list-style-type: none"> • midOctober to early November 2012 • February 2013 	<ul style="list-style-type: none"> ❖ All Staff 	<input type="checkbox"/> Completion of two evening events that are grade-level specific	<ul style="list-style-type: none"> ➤ develop the grade-level criteria that the student will be sharing with their parent ➤ grade-levels to pick their date during a three-week window 	

Guy B. Teachey Elementary School
Continuous Improvement and Title I Implementation Plan
 2012-2013

Strategy 8: Teachey will provide a monthly Reading Connections newsletter	Provided monthly on the Teachey website AND to below grade-level reading students	❖ Mr. Saunders & grade-level chairs (distribution) A. Ralph (Teachey website)	saved copies kept in Title I Notebook in front office		
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Professional Development for this Goal or Objectives:

- Carla Freemyer to provide training with **In10sity webpage interface** – Sept 10th
- Grade-level support for **student-led conferences** – Sept 18th
- Judy Ebanks to speak to staff regarding **home visits** – Sept 11th

D(2). Goals and Action Plans

Goal 3:

We will provide purposeful and intentional enrichment and intervention for students in order to best meet their needs and grow them academically.

Evidence of Need:

With there being no retest opportunity this year on the End-of-Grade (EOG) testing, we must be proactive versus reactive this school year. A true sense of urgency is needed each day of each week.

Strategic Plan Objective:

- 1.4 – Increase the number of students reading on grade level by Grade 3.
- 1.1 – Every student graduates college and career ready.

State Board of Education Goal:

NC Public Schools will produce globally competitive students.

Action Plan:

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/ Evidence	Next Steps?	Goal Met? Yes/No; When?
Strategy 1: K-2 Instructional Assistants support in Grades 3-5 for 50 minutes during literacy block and for all of Tiger Time (1:35-2:20pm daily).	<ul style="list-style-type: none"> • Every Thursday afternoon, the IAs and the 3-5 teachers meet to discuss the upcoming week – 3:00-3:45pm 	❖ Instructional Staff	<input type="checkbox"/> Common Assessments and lesson plans	➤	
Strategy 2: Teachers will design common assessments based on common core unit of study.	<ul style="list-style-type: none"> • Weekly or bi-weekly 	❖ Instructional Staff	<input type="checkbox"/> Common Assessment documentation as common assessments occur OR indicated in grade-level planning minutes	➤ J. McClosky to provide training on Sept 18 th	

Guy B. Teachey Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013

Strategy 3: PEP interventions will be carried out to fidelity in order to meet the needs of those students.	<ul style="list-style-type: none"> • Daily 	<ul style="list-style-type: none"> ❖ Response to Instruction Team (RtI) ❖ Instructional Staff 	<input type="checkbox"/> Signed PEPs by Mrs. Ficquette	<ul style="list-style-type: none"> ➤ Turn in PEPs to Mrs. Ficquette at end of every three weeks 	
Strategy 4: Students will engage in Tiger Time Enrichment/Intervention	<ul style="list-style-type: none"> • Daily intervention Tiger Time planning every 12th day 	All Staff	Tiger Time plans provided every two weeks or as they change		
Strategy 5: Identified 4th-5th graders will engage in a Reading Intervention program.	<ul style="list-style-type: none"> • purchase in fall 2012 • training for staff responsible in Nov. or Dec. 2012 • implementation Jan. 2013 	<ul style="list-style-type: none"> ❖ Administration ❖ Reading specialist(s) ❖ Instructional Staff (for TigerTime planning purposes) 	<input type="checkbox"/> Reading levels for select students	<ul style="list-style-type: none"> ➤ Mr. Saunders weighing best programming options -- Sept 2012 	
Strategy 6: Teachey is exploring options for a Lego Robotics Club	<ul style="list-style-type: none"> • Winter 2012/13 initiation • 8-week sessions 	<ul style="list-style-type: none"> ❖ Mr. Saunders ❖ H. Lawton 	<input type="checkbox"/> Successful completion of 8-week long sessions by students so that the next group of students can participate	<ul style="list-style-type: none"> ➤ Mr. Saunders and ➤ H. Lawton working on grant money to fund project currently 	
Strategy 7: Tiger Fitness Club – to build relationships with students while supporting physical fitness.	<ul style="list-style-type: none"> • Fall 2012 initiation 	<ul style="list-style-type: none"> ❖ K. Clodfelter ❖ R. Woods ❖ R. Lucas 	<input type="checkbox"/> Student informal feedback and survey data in April 2013	<ul style="list-style-type: none"> ➤ 	
Strategy 8: Teachey will engage in the Reading 3D diagnostic tool in order to gain information that will help drive core instruction and individualized intervention in K-3.	<ul style="list-style-type: none"> • January 2013 	<ul style="list-style-type: none"> ❖ Two K-2 teachers to serve as trainers (TBD) ❖ Administration ❖ RtI Team 	<input type="checkbox"/> Data conversations <input type="checkbox"/> actual Reading 3D data	<ul style="list-style-type: none"> ➤ District determining device Mr. Saunders to select the two teachers to serve as trainers and oversee this initiative 	
Strategy 9: Jan Richardson's Guided Reading	<ul style="list-style-type: none"> • Daily for select students 	<ul style="list-style-type: none"> ❖ Reading Specialists (literacy time or Tiger Time) ❖ Core staff (Tiger Time) 	<input type="checkbox"/> Reading levels for these students	<ul style="list-style-type: none"> ➤ 	

Guy B. Teachey Elementary School
Continuous Improvement and Title I Implementation Plan
 2012-2013

intervention support provided during regular guided reading and as an intervention for identified students.		“double dipping” of students for Guided Reading)			
Strategy 10: EC staff will provide after-school tutoring for identified students.	• Weekly	❖ <u>EC Staff:</u> - A. Griffey ❖ L. Hayes	<input type="checkbox"/> Student growth data <input type="checkbox"/> Student benchmark data	➤ EC staff to formulate fall schedule and letter to parents	
Strategy 11: Front loading of rigorous grade level text with ELL students through ESL teachers.	• Daily	❖ <u>ESL Staff :</u> - K. McBride - M. Spoonamore ❖ Core Teacher of LEP students	<input type="checkbox"/> Red ESL folder <input type="checkbox"/> Student growth data <input type="checkbox"/> Student benchmark data	➤	

Professional Development for this Goal or Objectives:

- Reading Specialists to provide **Jan Richardson support** for core teachers as needed throughout the school year.
- Reading 3D** training for staff involved will be provided once Teachey’s two teachers have been trained off campus.
- J. McClosky to assist **grade-levels with best practices** instructionally during weekly grade-level planning sessions.

E. Additional Information

Title I Compliance

Actions taken to meet the ten essential components of a School Wide program:

1. A Comprehensive Needs Assessment of the Entire School
-Sections B, C, and D of Continuous Improvement Plan
2. School wide Reform Strategies
-Section D of Continuous Improvement Plan
3. Instruction by a Highly Qualified Professional Staff
-Section B, Staffing Summary, Continuous Improvement Plan
4. High Quality and Ongoing Professional Development
-Professional development plan listed for each goal
5. Strategies to Attract Highly Qualified Teachers to High Need Schools
-District recruitment plan
-Section B, Staffing Summary, Continuous Improvement Plan
6. Including Teachers in Decisions Regarding the Use of Assessment
-Evaluation strategies for continuous improvement plan
-Participation in school leadership team
-Participation in district leadership planning
-Participation in Assessment Wall collaborative conversations
7. Strategies to Increase Parent Involvement
-ESL/ EC/Title I/ Curriculum Parent Nights
-Report Card Pickup Nights
-Home Visits or Quality Outside Visits
-Two writing celebrations
-Two student-led conferences
-PTO Special Events
-School-sponsored Special Events (Skate nights, etc)
-Parent Contact Logs

Guy B. Teachey Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013

- Volunteer Logs
- School Calendar on Website
- Connect5 phone & email messages
- PTO Communication in Monday folders
- PTO Communication via Email
- Improved Teacher Websites
- Parent Education opportunities

8. Preschool and 5th grade Transition Strategies

- DIAL 3 screening, spring and fall
- Kindergarten teachers visit pre-school classes
- Pre-school teachers participate in Literacy Council
- 5th graders visit South Asheboro Middle School
- Representative from South Asheboro Middle School provides overview of 6th grade
- Transition plan for rising Kindergarten and 6th grade students for visiting new schools

9. Activities for Children Experiencing Difficulty

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

Guy B. Teachey Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013

SAFE SCHOOL PLAN – Action Plan 2012-2013

<u>Annual</u>	<u>Date of Completion</u>	<u>Monthly</u>	<u>Date of Completion</u>	<u>Bi-Annual</u>	<u>Date of Completion</u>	<u>Ongoing</u>
Register school-sex offender registry	Sept. 2007; but verified annually (Mrs. Ficquette)	Check Fire Extinguishers	Monthly (Mr. Carter)	CPR training for crisis response teams/coaches	Aug. 2012; Jan. 2013 (Nurses)	<i>Monitor sex offender registry/update database</i>
Written supervision plan	July 2012 (Mr. Saunders)	Conduct fire drills	Monthly (Mrs. Ficquette)	Conduct lockdown drill	Sept.17, 2012 (Mr. Saunders)	<i>Pair at-risk youth with mentors</i>
Staff supervision training	Aug. 2012 (Mr. Saunders)	Conduct sanitation inspections	Monthly (Mr. Carter)	Conduct safety inspection	1x semester (Health Inspector)	<i>Record incidents in eSIS</i>
Distribute and explain code of conduct	Last week in Aug. 2012 (Teachers)	Maintain Science Chemical Inventory on \\Central02	N/A	Drug dog search (secondary)	N/A	<i>Attendance letters to parents and guardians</i>
Distribute and explain bus code of conduct	First days of school 2012 (Teachers)	Maintain first aid kits	Monthly (Mr. Carter & Nurse McDonald)	Alternate route fire drill	Oct. 2012; Feb. 2013 (Mrs. Ficquette)	<i>Utilize student success teams</i>
Update crisis response plans	Sept./Oct. 2012 (Mrs. Ficquette)	Review ISS and OSS incidents; apply interventions as needed	Monthly (Mrs. Ficquette & Mr. Saunders)			<i>Visitor control plan</i>
Fire extinguisher training	Oct. 2012 (Fire Dept. Rep.)					<i>Volunteer/ background check</i>
Customer satisfaction survey	Spring 2013					
Seclusion & restraint training	Sept. 2012 (Mrs. Ficquette)					
Train EC staff in non-violent crisis intervention	Aug. 2012; Jan. 2013; June 2013 (CO Staff)					
Train crisis teams in crisis response	Oct. 2012 (Mr. Saunders)					

PBIS SCHOOL ACTION PLAN

Updated by: Brian Saunders

Date: 10/24/12

** The items below are in addition to our current practices and represent new action items this school year **

TASK	WHO	WHEN	DATE OF COMPLETION
PBIS Team at each school schedules monthly meetings, maintains a PBIS notebook or electronic folder with meeting agendas, minutes, and documentation of team activities.	<ul style="list-style-type: none"> ❖ PBIS team leader – Stephanie Wells ❖ Principal Saunders will oversee PBIS team from admin standpoint 	<input type="checkbox"/> Monthly through the 2012-2013 school year.	
School team representative will attend District level bi-annual PBIS meetings.	❖ Ms. Wells or PBIS team member	<input type="checkbox"/> 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.	❖ Mr. Saunders	<input type="checkbox"/> By October 1, 2012	
Bigger signage around the school for the area-specific rules	❖ Ms. Wells & the PBIS team	<input type="checkbox"/> By September 20, 2012	
Consideration of a larger “prize or reward” at the end of the year	<ul style="list-style-type: none"> ❖ Ms. Wells ❖ Mr. Saunders ❖ PBIS Team 	<input type="checkbox"/> By January 30, 2013	

Compliance Statements

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

Healthy Active Children Policy

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

Physical activity is part of each student's daily educational plan.

Evidence: master schedule, teacher schedules, and lesson plans

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

Students receive 45 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

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

Two fifth or fourth grade students lead the Pledge of Allegiance daily during the morning announcements.
Every Monday morning, an individual or group of students sings a patriotic song over the intercom.

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

US Flags are displayed in classrooms, on the stage and throughout the building.
NC flags are displayed on the stage, media center and various classrooms.

Duty-free Lunch

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

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

Duty-free Instructional Planning

6. Every full-time assigned classroom teacher must be provided duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week.

Duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week, must be provided for every full-time assigned classroom teacher.

Guy B. Teachey Elementary School
Continuous Improvement and Title I Implementation Plan
 2012-2013

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:

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.	Family Alliance Network workshops ESL Parent Nights Parent-Teacher conferences formally 2X school year Reading Connection monthly newsletter made available on Teachey website Student-led conference 2X school year
2. Communicating: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.	Connect5 telephone and email messages Improved teacher websites in 2012-2013 PTO newsletters at least monthly PTO email distribution list for parents School calendar updated regularly on Teachey website PTO Family Nights Writing celebration 2X school year
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.	Ms. Perdue in front office schedules volunteers for teachers and also provides opportunities as volunteers reach out to us at GBT Foster St Wesleyan Church Asheboro Boys & Girls Club Communities In Schools PTO Family Nights
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.	Family Alliance Network workshops Home visits and/or quality outside visits Student-led conference 2X school year Homework guidance provided by classroom teacher via notes home Asheboro Boys & Girls Club Reading Connection monthly newsletter made available on Teachey website PTO Board meets 2 nd Monday of every month @ 6pm in the media

Guy B. Teachey Elementary School
Continuous Improvement and Title I Implementation Plan
 2012-2013

<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>center(public forum) School Leadership team meets 1st Tuesday of every month @ 3pm in the media center (public forum) 2-3 parents sit as members of the School Leadership team (Casey Burgess-Blalock and Silvina Trejola) Parents invited Sept 2012 to K-2 Report Card committee mtg Conferences with Mr. Saunders regarding schoolwide 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 TREESNC partnership to plant tree on property in memory of 4th grade student who passed away Mental Health agency partnerships with ACS Papa Johns night Teachey Skate night at Roll a'Bout Chick-fil-A night Discounts at area businesses Leaders for Readers program through Class of 2012 Leadership Randolph JDRF Walk for a Cure Oct 20, 2012</p>

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
- 3-5 Enrichment/Intervention Time 1:35-2:20pm
- K-2 Enrichment/Intervention Time for 45 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)
- Math Stars and Math Superstars
- First In Math
- Leveled Readers
- Differentiated lessons
- Modified assignments
- Formative Assessments
- Fountas and Pinnelle Reading Benchmark Assessments

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

- Flexible grouping for guided reading and word work (Balanced Literacy)
- 3-5 Enrichment/Intervention Time 1:35-2:20pm
- K-2 Enrichment/Intervention Time for 45 minutes; time varies per grade-level
- Personal Education Plans (PEP)
- Math Stars and Math Superstars
- Study Island
- Leveled Readers
- Reading Facilitators

Guy B. Teachey Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013

- Differentiated lessons
- RtI process
- Modified Assignments
- Formative assessments
- Mental Health Agencies
- Data Conversations (RtI)
- Afterschool Tutoring
- First In Math

The following information outlines the remediation plan designed for those students who are below grade level and are, therefore, at risk.

B. Target Population:

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.

The target populations for the Teachey Intervention Plan are as follows:

- Students in grades 3-5 who scored levels 1 or 2 in reading and/or mathematics on the 2011-2012 EOG, or those with a PEP, or those who are not showing proficiency in individual standards on benchmark assessments.
- Students in grades K-2 who show insufficient progress with Fountas & Pinnell grade-level milestones and/or Math **formative assessments**.

C. Measurable Intended Outcomes:

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:

- Students participating in the remediation program will score a minimum of level 3 on the May EOG in each area remediated.
- Students in grades K-2 will demonstrate improvement on reading level and number of high frequency words as compared with students not in the program.

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.

Guy B. Teachey Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013

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 from 1:35-2:20pm 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

Guy B. Teachey Elementary School
Continuous Improvement and Title I Implementation Plan
2012-2013

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
- Running records and reading assessments; Guided Reading
- Students in grades K-2: Sufficient progress based on the Math Matrix and/or the K-2 Literacy Portfolio
- Formative assessment data
- Data Conversations data/results
- RtI process

Waiver Requests

The Waiver to be Requested:

- 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.**

How the waiver will be used:

The textbook waiver would allow Guy B. Teachey Elementary School to purchase materials supportive of school goals and to better meet student individual needs toward closing the Achievement Gap.

The Waiver to be Requested:

- 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)**

How the waiver will be used:

To allow administration and staff at the school to determine placement of teacher assistants according to student needs.



PUBLIC SCHOOLS OF NORTH CAROLINA

STATE BOARD OF EDUCATION William C. Harrison, Ed.D., *Chairman and Chief Executive Officer*
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October 2, 2012

Dr. Diane Frost, Superintendent
Asheboro City Schools
1126 South Park Street
Asheboro, NC 27203

Dear Dr. Frost:

Thank you and your staff for your hospitality during the recent Career and Technical Education (CTE) Monitoring for Compliance visit. The Monitoring for Compliance visit on September 17 and 18, 2012 monitored compliance with the Career and Technical Education Assurances as outlined in the Asheboro City Schools' Career and Technical Education Local Plan. The Assurances establish the compliance criteria for school districts to receive state and federal funds for Career and Technical Education.

Attached are two documents that communicate the findings of the Monitoring for Compliance visit. The first document is the Summary of Findings. This document outlines three categories of findings of the visit. The categories are: (1) Commendations; (2) Non-Compliance Issues; and (3) Program Improvement Recommendations. The Commendations are recognition of quality practices and programs in Asheboro City Schools Career and Technical Education program. The Non-Compliance Issues are the areas of non-compliance that must be addressed with a compliance plan and/or in the Career and Technical Education Local Plan. The Program Improvement Recommendations are recommendations for program changes and enhancements that move CTE programs along a continuum of continuous improvement.

The second attached document is the CTE Monitoring for Compliance Report. This document provides the specific details on monitoring findings. The Summary of Findings is drawn from this document. The cover sheet of the Monitoring for Compliance Tool must be signed and returned to your CTE Regional Coordinator by November 9, 2012.

Additionally, a compliance plan outlining how Asheboro City Schools will address the Non-Compliance Issues must be prepared and submitted by November 9, 2012. This should be submitted to your CTE Regional Coordinator, Ted Summey at 1020 Brookstown Avenue, Suite 12, Winston Salem, NC 27101. Electronic submission of the signed coversheet and the compliance plan is acceptable. Should you have questions or concerns, please contact me at 336 721 2131.

Sincerely,

A handwritten signature in black ink that reads "Ted W. Summey".

Ted W. Summey

TWS/tws

cc: Julie Pack, CTE Administrator

CAREER AND TECHNICAL EDUCATION DIVISION

Jo Anne Honeycutt., *Division Director* | joanne.honeycutt.dpe.nc.gov
6361 Mail Service Center, Raleigh, North Carolina 27699-6301 | (919) 807-3818
AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Asheboro City Schools
CTE Monitoring for Compliance
Summary of Findings
September 17 and 18, 2012

Commendations:

- Asheboro City Schools voluntarily participated in a CTE Program Review during the 2010-2011 school year to provide guidance and direction for the CTE program. The review process involves the collaboration of educators, community members and business/industry representatives. The district's follow through on the recommendations and outcomes of the CTE Program Review is notable.
- CTE programs offered align with the recommendations of the Program Review. Asheboro City Schools has taken the business and industry input from the Program Review and put that input into action. Redirecting the heavy emphasis on Family and Consumer Sciences into other program areas such as Health Sciences and Project Lead the Way courses provides students with more meaningful options. Focusing Family and Consumer Science teachers in specific areas provides students an opportunity to complete pathways.
- Over the last three years, CTE in Asheboro City Schools has undergone transformational change. The programs have been updated in content and in equipment. Facilities are improved. While there is still "reinvention" to be done, the trajectory of Asheboro City Schools CTE program is a model for other districts.
- CTE leadership in the district continues to be the differentiating factor. Support from the superintendent and school board is evident in the transformation.
- CTE honors courses are offered which provides opportunities to students who might not otherwise consider CTE courses in their high school course of study. Offering of honors CTE courses supports the goals of Career and College Readiness for higher academic performers.
- The addition of a full time Career Development Coordinator will provide further career development opportunities. As a result of the full time CDC position, work-based learning opportunities will soon be provided for students. The current CDC is well connected with the business community
- Career and Technical Student Organizations such as HOSA, DECA and TSA are available for student leadership opportunities. CTSOs offer expanded opportunities for students to develop academic skills, technical skills, leadership skills, teamwork skills and interpersonal skills.
- The CTE Handbook provided for school administration and teachers includes the components of the CTE local plan. Teachers participated in the local plan development by writing strategies for improvement of each performance indicator.
- A progress monitoring tool is utilized to ensure continuous improvement. The progress monitoring tool provides a continuous check of progress in improving performance on the CTE Performance Indicators as outlined in the CTE Local Plan. The widespread involvement of teachers, principals, and other staff is indicative of a working plan that is monitored and adjusted as needed. This monitoring tool and subsequent self-monitoring by teachers and monitoring by CTE leadership is a model that other districts should aspire toward.
- CTE classes are well-equipped and provide the necessary resources to ensure a quality learning environment. Classrooms and labs present a welcoming environment and are beginning to reflect appropriate aspects of business and industry.

Non-Compliance:

- Use of Object Code 311 Contracted Service without a contract in place for TB testing of students in clinical experiences. Other appropriate codes (i.e. object code 319 Other Technical and Professional Services) should be used for services such as TB Testing for Health Sciences or Early Childhood Education students. No questioned costs involved – identified as miscoding.
- Mileage reporting/reimbursement forms need more detail included in the destination column. “Coordinating Early Childhood students” isn’t sufficient documentation of locations visited. Specific locations should be listed even if such listing requires multiple lines. Teachers and other staff must be instructed to provide more specific detail when recording locations visited. Purposes are two fold (1) accountability for the requirements of student supervision; and, (2) supervision of personnel doing the traveling. Should a teacher traveling between school and a work-based learning site be injured, there needs to be evidence that the individual traveling was traveling for work and on an authorized trip. No questioned costs involved.
- The media specialist/technology facilitator, Tina Webster, is the teacher of record for one student enrolled in a CTE Internship. Only properly licensed personnel may be the teacher of record for CTE work-based learning. NCDPI recommends adjusting this assignment to be in compliance with licensure requirements.
- Use of PRC 014 funds in object code 411 for retirement plaques is not an eligible expenditure for instructional supply funds. Items that become the personal property of teachers, staff or students that are not required to participate in the program may not be purchased with PRC 014 funds. The amount of funds involved is quite small. The district needs to ensure that such expenditures do not continue and ensure that PRC 014 and 017 funds supplement and do not supplant other state and local funds. The appropriate remedy is for CTE PRC 014 to be reimbursed for the amount of the retirement plaques.

Program Improvement Recommendations:

- Utilize the Analysis and Reporting system to develop follow up survey reports to be presented to all stakeholders. Follow-up reports document positive outcomes for students after participating in Career and Technical Education. Stakeholders with concerns regarding the effectiveness of CTE can be reassured through the sharing of the results of the Concentrator Feedback Survey. Additionally, teachers, who are heavily involved in the survey, will see that their efforts are rewarded both through teaching in effective programs and in positive outcomes for their students.
- Develop an articulation communication campaign that begins in the classroom. Teachers should reinforce this opportunity as it relates directly with the courses they offer. Consider developing articulation posters to be placed in each CTE class for further exposure.
- Continue to focus on the identification and accommodations for all CTE special population students.
- Continue efforts to report data with fidelity. Some Performance Indicators in the Local Plan have shown a decrease over the last three years. A combination of factors likely has caused the issue among them are:
 - New personnel in the CTE Administrator position, IMC and CDC positions in the last three years
 - Greater accuracy in reporting by new personnel
 - CTE Technical Attainment impacted by new teacher(s)
 - Concentrator Feedback Survey reported with greater fidelity

Division of Career & Technical Education - NC Department of Public Instruction

Monitoring for Compliance - Eligible Sub-recipients

Monitoring Tool

This Monitoring Tool is the mechanism for North Carolina Career & Technical Education to monitor LEA compliance with requirements under the federal Carl D. Perkins Career and Technical Education Act of 2006 (P.L. 109-270) and the North Carolina General Statutes as outlined in Article 10 of G.S. 115c and other portions of G.S. 115c as applicable. Additional monitoring requirements are drawn from the North Carolina State Plan for Career & Technical Education and State Board of Education Policy as well as the North Carolina Career and Technical Education Fiscal and Policy Guide. The source of each Audit Standard is cited parenthetically at the end of the standard. State Statutes are designated with an (S) and federal law is cited with an (F). Other Audit Standard requirements are cited individually.

Date Of Monitoring Activity **2011-2012 School Year**

LEA Number: 761

Regional Coordinator: Ted Summey

LEA: Asheboro City Schools

CTE Region: Central

CTE Administrator: Julie Pack

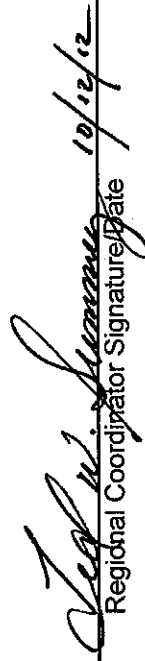
CTE Division Monitoring Team Members and Positions:
Mary Tobey, Northwest Region CTE Coordinator

Superintendent: Dr. Diane Frost

LEA Address: 1126 South Park Street, Asheboro, NC
27203

CTE Administrator Contact Information: Julie Pack,
Phone: 336.625.5104 Email:
jpack@asheboro.k12.nc.us

Superintendent Signature/Date


Regional Coordinator Signature/Date 10/12/12

CTE Administrator Signature/Date

State Director of Career and Technical Ed./Date

**North Carolina
Career and Technical Education
Monitoring for Compliance
Audit,**

**Department of Public Instruction,
Career and Technical Education Division**

conducted for

Asheboro City Schools

Author

Ted Summey, Central Region CTE Coordinator

Date

Sep 17, 2012

Location

Asheboro City Schools

P.O. Box 1103

Asheboro, NC 27204-110

Other Audit Team Member(s)

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**North Carolina Career and Technical Education Monitoring for Compliance Audit,
Department of Public Instruction, CTE Division 1**

Asheboro City Schools 1

AUDIT FINDINGS.....

 School Visits and Interviews 3

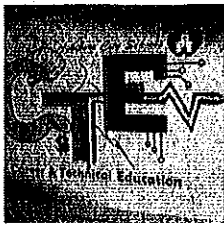
 Local Plan Review10

 Central Office Record Review14

AUDIT MEDIA.....25

School Visits and Interviews

<u>AUDIT STANDARD</u>	<u>Compliance</u>	<u>Finding</u>
<p>The LEA will provide a career and technical education program that is of such size, scope, and quality to bring improvement in the quality of career and technical education programs (C&I-8)</p> <ul style="list-style-type: none">- Classroom and laboratory visits - number of students- Observe for quality facilities, equipment, instruction- Teacher interviews	<p>Yes</p>	<p>Asheboro City Schools volunteered to participate in a program review in 2010-2011. The program review process involves the collaboration of educators, community members, and business and industry representatives to provide guidance and direction for the CTE program. The final plan has provided the foundation for the CTE Local Plan and decision making as it relates to the scope and quality of the CTE program. The following CTE program areas are offered: Technology Education, Business, Financial and Information Technology Education, Marketing Education, Trade and Industrial Education, Family and Consumer Sciences Education, and Health Sciences. The middle schools offer Health Science Biotechnology, Technology Education, Business, Financial and Information Technology Education, and Career Development courses. Due to labor market demand and the program review, FACS offerings at the high school were reduced and the Health Science offerings increased. CTSOs such as HOSA, TSA and DECA are offered to students. The district continues to encourage teachers to develop FBLA and FCCLA chapters to provide additional leadership opportunities for students. Work-based learning opportunities will soon be available to students. CTE Classrooms are well equipped and clutter free. In many cases, CTE facilities include a classroom and laboratory to provide optimal learning experiences for students. Rooms are inviting and provide a quality learning environment. Education and instructional materials are arranged neatly on the walls. Word walls and Thinking Maps were observed. Bell ringers, essential questions and objectives were observed in many of the classes. Students were well engaged and interviews provided evidence that CTE is highly valued among students. One student stated that he wished others would not perceive CTE in a negative light. All students interviewed stated that CTE has helped them learn more about the career that they are interested in and has helped prepare them for postsecondary intentions. Asheboro City Schools works closely with Randolph Community College and provides students with opportunities to receive college credit while in high school.</p>



Appendix 1

<p>Nothing in Perkins IV shall be construed to be inconsistent with applicable Federal law prohibiting discrimination on the basis of race, sex, national origin, age, or disability in the provision of Federal programs or services (GA-7)</p> <ul style="list-style-type: none"> - The CTE non-discrimination statement is prominently displayed in classrooms, career information areas and other areas that are frequently visited by students, parents and other visitors to CTE facilities. - Non-discrimination statement is evident on CTE publications, posters, registration materials and other documents distributed to students and/or the public. 	<p>Yes</p>	<p>Student population in the CTE courses observed were well diverse. Student interviews, teacher interviews and classroom observations provided evidence that students are not discriminated against on the basis of race, sex, national origin age or disability. Furthermore, the non-discrimination statement is posted in all CTE classrooms and was observed in the Student Internship Handbook that is currently under development.</p>
<p>No funds are used to require students to choose or pursue a specific career path or major: and to mandate that any individual participate in a career and technical education program (F-3)</p> <ul style="list-style-type: none"> - Student interviews - Teacher interviews 	<p>Yes</p>	<p>Student interviews indicate that no students are required to choose or pursue a specific career path. Students elect to take the CTE courses according to their interests or future career goals.</p>

<p>The LEA has developed a Career and Technical Education Local Plan which describes the career and technical education needs of students and potential students in the LEA and indicates how and to what extent the programs proposed in the plan meet such needs. (PP-1)</p> <ul style="list-style-type: none"> - Student interviews - Teacher interviews - Principal interviews 	<p>Yes</p>	<p>Teacher and school administration interviews provide evidence that the Local Plan is developed in collaboration with teachers. Teachers and school administration had CTE handbooks that include the strategic plan, performance indicator data, assurances, LCO information, CTE post-assessment achievement by course, CTE room assignments and enrollment data. During PLCs and staff development, teachers have the opportunity to focus on the performance indicators and answer questions such as: What are we doing right? What are we not currently doing that is called for in the Local Plan? How do we bridge the gap? Individual teachers then have the opportunity to answer: What can I contribute? How does this effect me? as related to each performance indicator. A progress monitoring tool is utilized and addresses each performance indicator, the section of the indicator, the improvement strategy, expected outcome, who is responsible, next steps and progress.</p>
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<p>The LEA will ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as are taught for all other students (C&I 6)</p> <ul style="list-style-type: none"> - Observe classrooms to determine level of instruction - Interview teachers, principal, students - Review course registration information and graduation requirements - Review Honors Teaching Portfolios for evidence of differentiated instruction 	<p>Yes</p>	<p>Student interviews, teacher interviews and school administration interview provide evidence that CTE courses provide the same challenging academic proficiencies as are taught for all other students. Student indicate that they are encouraged to think independently and develop new ideas related to their CTE courses. Teachers indicate they focus on developing student teamwork, collaboration and critical thinking skills. The district office has worked diligently through professional development and strategic course offerings to ensure all CTE courses are rigorous and challenging for students. Students value the opportunity to obtain industry credentials such as Microsoft Specialist Certification, and Certified Nurse Aide. Middle school students have the opportunity to achieve the IC3 credential during 8th grade.</p> <p>The following Honors Level CTE Courses are offered: Biomedical Technology, Drafting II Architectural, Computer Engineering II, Scientific and Technical Visualization, PLTW Intro to Engineering Design and PLTW Biomedical Sciences. Portfolios are on file in the classroom, the IMC's office and the central office.</p>
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<p>LEA will provide strong experiences in and understanding of "all aspects of industry" (C&I 7)</p> <ul style="list-style-type: none"> - Observe classrooms and labs for experiential components of CTE Essential Standards - Examine registration information for work-based learning offerings - Interview students 	<p>Yes</p>	<p>CTE classrooms are well equipped and provide business/industry type experiences. The CTE Essential Standards are followed and in many cases, teachers had the essential question and/or objective on the board. Another course had the entire CTE blueprint posted on the wall. Other than clinical interns, work-based learning opportunities such as co-op, internships, job shadowing and apprenticeships have not been offered to students. The addition of the full time CDC means that work-based learning in being expanded. The CDC is developing a new student internship handbook that will be utilized for all interns. The CDC provides other opportunities such as field trips to colleges to allow student to learn of the post-secondary opportunities available to them.</p>
<p>The LEA will link secondary career and technical education and postsecondary career and technical education, including by offering the relevant elements of at least one career and technical education program of study (C&I 10)</p> <ul style="list-style-type: none"> - Review articulation documents - Interview students who participate in articulation and community college representatives - Review College and Career Promise documents including pathway documents relevant to CTE 	<p>Yes</p>	<p>Although articulation information is available, students were not knowledgeable about the opportunity. After learning of the opportunity, students requested a list of articulated courses. NCDPI recommends that the district develop an articulation communication campaign that begins in the classroom. Teachers should reinforce this opportunity as it relates directly with the courses they offer. Consider developing articulation posters to be placed in each CTE class for further exposure.</p> <p>Students have the opportunity to participate in the following Career and College Promise opportunities: Advertising and Graphic Design, Automotive Service Technology, Collision Repair Technology, Computer Integrated Machining, Criminal Justice, Early Childhood Education, Electrical/Electronics, Healthcare Management, Medical Office Administration and Office Administration.</p>

<p>An organized system for conducting follow-up studies to determine the effectiveness of the career and technical education programs and guidance and counseling is used by the principal, and a compilation of all schools maintained in the office of the career and technical education director. Records and other information needed to carry out this function are maintained in the teacher's files. (PI-2)</p> <ul style="list-style-type: none"> - Review Concentrator Feedback results - Interview principal - Interview teachers - request to see evidence of follow-up information in files - Review director communications with principals on feedback results 	<p>Yes</p>	<p>An organized system for conducting the follow-up studies to determine effectiveness of the CTE program is completed each year through the annual Concentrator Feedback Survey. Teachers contact former concentrators to determine if former CTE students are enrolled in post-secondary, working or in the military. Asheboro City Schools works diligently to surpass the 75% required response rate. Hard copies of the survey responses are available and were reviewed. Once information is collected, the IMC enters the responses into the Concentrator Feedback website/Analysis and Reporting System.</p> <p>The district has seen declines in the performance indicators related to the concentrator feedback survey. It is believed that better reporting and greater fidelity in reporting has created the decline; however, the data is believed to be more accurate as a result.</p> <p>Recommendation: Utilize the Analysis and Reporting System to develop follow-up survey reports to be shared with all stakeholders to promote the effectiveness of CTE.</p>
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<p>The LEA will develop, improve or expand the use of technology in career and technical education (PI-5)</p> <ul style="list-style-type: none"> - Use of instructional technology observed in classrooms - Use of content specific technical equipment in observed in laboratories - Use of equipment that adheres to the latest state equipment lists observed in laboratories 	<p>Yes</p>	<p>Classroom observations provided evidence that the state equipment list is followed. Technology plays an integral role in Asheboro City Schools as evidenced by the 1:1 initiative in the high school. Students at the middle schools have access to laptops throughout the day as well. All classes are equipped with a "smartboard", mounted projector and wireless access is found throughout the schools. Every teacher has a moodle for each course taught. Livebinder is also used.</p> <p>Courses specifically related to technology are: Microsoft Word, PowerPoint and Publisher, Drafting, Scientific and Technical Visualization, Microsoft Excel and Access, Multimedia and Webpage Design, and PLTW Engineering and Design. Observations showed Drafting students using Google SketchUp.</p>
<p>The LEA will initiate, improve, expand and modernize quality career and technical education programs (PI-6)</p> <ul style="list-style-type: none"> - Interview teachers - Interview principal - Observe for modernized equipment/facilities 	<p>Yes</p>	<p>Classroom observations and teacher/principal interviews provide evidence that teachers have the necessary equipment and materials to effectively teach their classes. CTE facilities have been updated with modern equipment. Middle school classrooms such as Biotechnology are transitioning from former Family and Consumer Science classes. The CTE program review provides guidance as all CTE programs are evaluated for improvement or expansion.</p>
<p>Local programs using the cooperative career and technical education method will be approved subject to students enrolled being placed in employment commensurate with the respective program criteria (C&I 4)</p> <ul style="list-style-type: none"> - Interview teachers with Co-op - i.e. Marketing teachers specifically - Interview Co-op students where possible 	<p>N/A</p>	<p>Cooperative Education is not currently offered. Future plans include the development of an appropriate co-op program.</p>

Local Plan Review		
<p>The LEA will provide activities necessary for the proper and efficient performance of its duties under P.L. 109-270 (Perkins IV) including supervision. (GA-4)</p> <ul style="list-style-type: none"> - Monitor the LEA Performance Indicator data for compliance with state minimum requirements for performance and reporting - Review course offering via Teacher Assignment by Department (NCWISE) to ensure that at least one program of study is offered - Monitor to determine if data collection and reporting has been according to procedures and deadlines (PI Data, Enrollments, Tech Attainment and Concentrator Data) 	<p>Yes</p>	<p>All evidence supports that the district is fulfilling its responsibilities for the proper and efficient performance of its duties under the Perkins Act. Career Development Services and Special Populations Services are provided by appropriately licensed personnel. The district offers at least 11 different pathways under the Career Clusters adopted by North Carolina. Data collection and reporting processes are being refined and the district has had no major issues with data collection and reporting. Teachers appear to be properly licensed and teaching in field. The standard course of study is being followed and exceptions are covered by a properly documented and approved Local Course Applications.</p>
<p>The LEA expenditures of CTE funds adhere to the most recent NC Career and Technical Education Fiscal and Policy Guide (GA-5)</p> <ul style="list-style-type: none"> - Obtain CTE Budgets (PRCs 013, 014 and 017) review to ensure that only eligible codes are used - Monitor/approve budget amendments - Obtain and review a licensure audit report for the LEA from the Licensure Division to ensure an appropriately licensed teacher for every CTE class 	<p>No</p>	<p>Generally expenditures follow the NC CTE Fiscal and Policy Guide requirements. The following issues were identified. 1. Use of Object Code 311 without a signed contract - other appropriate codes should be used for TB Tests, breaks for meetings 2. Mileage reporting by staff needs to be more specific - details on location visited need to be more specific 3. Use of CTE funds for retirement plaques from Object Code 411 - not an instructional expense 4. Use of CTE funds for a dehumidifier - should have been provided by non-CTE source.</p>
<p>Not more than 5% of PRC 017 funds may be used for administrative purposes (F-1)</p> <ul style="list-style-type: none"> - Review electronically submitted PRC 017 budget - compare to PRC 017 Budget in BUD/BAAS to ensure that the 5% cap is not exceeded. Include indirect costs in the 5% administrative cap. 	<p>Yes</p>	<p>No evidence of exceeding the 5% administrative cap has been identified.</p>

<p>Funds allocated for Career and Technical Education will be transferred only in accordance with any rules that the State Board of Education considers appropriate. (F-2)</p> <ul style="list-style-type: none"> - Review ABC Transfer Reports to ensure that only appropriate amounts are transferred and that caps are not exceeded. 	<p>Yes</p>	<p>ABC transfers have been in accordance with State Board of Education rules.</p>
<p>Career and Technical Education funds are used to supplement and not supplant non-federal sources. (F-4)</p> <ul style="list-style-type: none"> - Obtain current PRC 017 Budget as entered into BUD/BAAS - Obtain current LEA expenditure report of PRC 017 expenditures - Review PRC 017 Purchase Orders for LEA - Compare budget, Expenditure Report and purchase orders, examine expenditures for evidence of supplanting - A review of other PRCs and expenditures may be necessary to establish supplanting - Review personnel assignments and compare to NCWISE Teacher Assignment by Department Report - ensure teacher assignment is in agreement with PRC 013 budget, PRC 014 budget and PRC 017 budget 	<p>Yes</p>	<p>No evidence of supplanting was identified. CTE funds are supplementing the basic funding provided for all instructional programs. The district has not pushed CTE to take over expenses previously paid from non-CTE sources for CTE purposes. Review of the PRC 017 budget and subsequent expenditures confirms that no supplanting is occurring.</p>
<p>Career and Technical Education programs are in keeping with General Statute 115c-151 which outlines the purposes of CTE as Occupational Skill Development, Preparation for Advanced Study and/or Career Development Introductory. (C&I 1)</p> <ul style="list-style-type: none"> - Review the CTE Local Plan for consistency with 115c-151 - Review School Profiles/Teacher Assignment by Department Reports to ensure consistency with 115c-151 - Request evidence that Career Development Planning for regular CTE and CTE Special Populations Students is occurring per 115c-151 	<p>Yes</p>	<p>Programs are in keeping with the definitions outlined in General Statutes. The three purposes of CTE are being emphasized at acceptable levels and in proper balance given the school demographics, school and community culture and goals of the district.</p>

<p>Career and Technical Education programs, services and activities will be carried out with respect to meeting State Adjusted Levels of Performance. (C&I 5)</p> <ul style="list-style-type: none"> - Review the LEA Local Plan; compare actual levels of performance by the LEA on Performance Indicators to LEA Benchmarks, affinity grouping and state benchmark. 	<p>Yes</p>	<p>Review of the Performance Indicators show that there have been some decreases in performance for the district. A review of the data indicates that greater accuracy and fidelity in data collection and reporting accounts for some of the decreases. It appears that inflated baseline numbers in some areas has created inflated benchmarks. Personnel changes in some teaching areas created dramatic decreases in Technical Attainment. Considering the decreases in performance the Local Plan and the strategies contained there are being carried out with respect to meeting the necessary benchmarks in the LPS. The decreases are not the result of neglect or disregard but rather the opposite. Cleaning up and redirection of the previous operating procedures has created a more accurate picture of performance.</p>
<p>The LEA will strengthen the academic and career and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education programs through a coherent sequence of courses to ensure learning in the core academic and career and technical subjects. (C&I-11)</p> <ul style="list-style-type: none"> - Review school profiles/Teacher Assignment by Department Reports for coherent sequences of CTE courses - Review Academic Attainment performance of the LEA - Review Graduation and Completion rates of CTE concentrators - Review course description guides/registration materials for evidence of coherent sequences of courses (academic and CTE) for CTE students 	<p>Yes</p>	<p>Registration materials, Career Development information and other CTE related resources indicate that strong coherent courses of study are expected of all students including students enrolled in CTE programs. Students enrolled in CTE programs must meet the same Future Ready Core requirements as all other students and complete a technical sequence of courses within a pathway in a Career Cluster</p>

<p>The LEA provides professional development program to teachers, counselors and administrators including: (1) in-service and pre-service training on effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practical; (2) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of industry; (3) internship programs that provide relevant business experience to teachers; and (4) programs designed to train teachers specifically in the use and application of technology to improve instruction. (PD-1, PD-2, PD-3, PD-4)</p> <ul style="list-style-type: none"> - Review the Local Plan for professional development activity - Ensure that professional development activity is in alignment with the purposes of CTE as outlined in General Statutes and in the descriptions above 	<p>Yes</p>	<p>CTE Professional Development is in alignment with the purposes of CTE. PLCs address a variety of topics including Common Core and CTCC, Literacy and Numeracy in CTE, Elements training, Cultural Responsiveness is specifically aligned with the LPS. A wide variety of local professional development is being provided - the most significant activity is the alignment of the LPS strategies and the work sessions that have been connected with a progress monitoring tool.</p>
<p>A formal system of evaluation is conducted annually to determine how the programs meet their state objectives, and is relevant to employment and occupational needs of students. Evaluation results are maintained in an LEA file designated by the superintendent and are used for improvement of programs. (PI-1)</p> <ul style="list-style-type: none"> - Review and approve the LEA's amended local plan to ensure that annual evaluation is conducted. 	<p>Yes</p>	<p>As a part of the Local Planning System, Asheboro City Schools conducts an annual evaluation. The annual evaluation drives strategy writing for the Local Plan. Teachers and other staff participate in the evaluation and strategy writing process. Implementation of strategies is monitored through a progress monitoring process developed by the CTE administrator, IMC, CDC and principals with heavy input from the CTE instructional staff.</p>

<p>The LEA has on file the findings of evaluations of career and technical education programs operated in the LEA during the previous one year and five years to ascertain the effectiveness of instruction, services and activities. (PI-3)</p> <ul style="list-style-type: none"> - Review file containing information on the annual evaluation of programs - files used in preparing the CTE Local Plan which serves as the annual evaluation - Review file and other evidences of a 5 year evaluation of effectiveness of instruction, services and activities. - Review files for evidence of input from groups identified in the CTE Local Planning System Strategic Plan (Part I) - i.e. advisory council or similar group 	<p>Yes</p>	<p>Asheboro City Schools conducted a comprehensive review of CTE programs in the spring of 2010. The scope of this Program Review meets the five year evaluation bar. The district has conducted annual reviews as a part of the Local Planning System Phase II Amendment process in addition to the annual evaluation conducted during Phase I of the Local Planning cycle.</p>
<p>Central Office Record Review</p>		
<p>The purposes of career and technical education as established in General Statutes, 115c Article 10, Section 151 are adhered to in planning, designing, implementing, supervising and evaluating the career and technical education programs within the LEA. (GA-1)</p> <ul style="list-style-type: none"> - Obtain a current copy of the LEA Career and Technical Education Program course offerings for the LEA (Teacher Assignment by Department) Review the course offerings for alignment with this assurance - Evaluate the CTE program for a comprehensive CTE program that provides, occupational skill development, preparation for advanced education and career development 	<p>Yes</p>	<p>Asheboro City Schools offers a comprehensive program that includes a well-rounded set of offerings. Program offerings include Business and Information Technology Education, FACS, T&I, Technology Ed., Health Sciences and Marketing. The CTE Program offers multiple programs of study or pathways within 13 Career Clusters. The purposes of CTE are reflected in the planning, designing, implementation, supervision and evaluation of the CTE program. The district offers a variety of opportunities for occupational skill development, career development and preparation for postsecondary education and training.</p>

<p>The LEA will provide free and appropriate career and technical education instruction, activities and services in accordance with General Statute 115c-157 for all youth who elect the instruction and shall have responsibility for administering the instruction, activities and services in accordance with federal and State law and State Board of Education Policies. (GA-3)</p> <ul style="list-style-type: none"> - Obtain PRC 013, 014 and 017 budgets, review for compliance - Review fee structures to ensure that fees are only charged for items over and above regular instructional (i.e. supplemental) items expected in a CTE program or course and/or fees are charged for the items that become property of the student (i.e. projects produced) - Review course registration materials, student handbooks or other documents to ensure free and appropriate CTE is offered 	<p>Yes</p>	<p>An interview with the CTE administrator confirmed that there are no fees required for participation in CTE courses in Asheboro City Schools.</p>
<p>Career and technical education programs are supervised, directed or coordinated by persons qualified under the State Board of Education policies (GA-2)</p> <ul style="list-style-type: none"> - Obtain CTE licensure report for the LEA from NCDPI Licensure Division to ensure appropriately licensed personnel are filling positions in CTE 	<p>No</p>	<p>Evidence substantiates that teachers are properly licensed for courses taught. Review of the NCWISE Teacher Assignment by Department Report indicates that Tina Webster, Technology Facilitator, is the teacher of record for one student enrolled in the CTE Internship.</p>
<p>The expenditures in the Local Plan and CTE budgets will adhere to the current NC Career and Technical Education (CTE) Fiscal and Policy Guide. (GA-5)</p> <ul style="list-style-type: none"> - Review the CTE Licensure Report and compare to the PRC 013, 014 and 017 budgets to ensure properly licensed personnel are being paid from appropriate sources - Review (sample as needed) purchase orders to date from PRC 014 and 017 to ensure guidelines in the F&PG are being followed - Compare expenditure report to budgets and purchase orders, examine for adherence to the F&PG 	<p>No</p>	<p>Review of the expenditures, purchase orders and CTE LPS show high degree of alignment. A minimal number purchase orders show evidence of supplanting, inappropriate use of CTE funding and/or miscoding of funds. Interviews with the CTE Administrator shows that these issues were isolated and not with intent to supplant or to misuse CTE funding. These items are previously noted.</p>

<p>The LEA will establish effective programs and procedures to enable informed and effective participation in CTE programs, services and activities. (PP-2)</p> <ul style="list-style-type: none"> - Review course selection materials and registration/scheduling procedures. - Ensure that non-discrimination statements are on printed materials for registration - Ensure that materials and procedures do not exclude protected classes or groups - Ensure that materials are clear and effective - Review marketing materials for CTE programs, services and activities to ensure open and effective participation is available to all eligible students 	<p>Yes</p>	<p>Asheboro High School Registration materials have the district's nondiscrimination statement included in multiple locations. Specifically, the CTE section has the statement included. Some courses have subjective "Recommendations" attached to them (Computer Programming I, CTE Internship, Health Science II). Subjective criteria have the possibility of excluding protected classes (i.e. Vocational Education Civil Rights Guidelines of 1972). Materials on graduation requirements are clear and concise but effective. District websites addressing CTE have the nondiscrimination statement included. Electronic materials have the</p>
<p>Career and Technical Education Programs in the LEA are in accordance with the purposes of G.S. 115c-151:</p> <ol style="list-style-type: none"> 1. Occupational Skill Development - To prepare individuals for paid or unpaid employment in recognized occupations, new occupations and emerging occupations 2. Preparation for Advanced Education - To prepare individuals for participation in advanced or highly skilled career and technical education 3. Career Development - To assist individuals in the making of informed and meaningful occupational choices (C&I 1) <ul style="list-style-type: none"> - Review job skill program justification - i.e. labor market reports, student demand, employer input on file in director's office - Review concentrator feedback results - relative to percentage and number of students attending postsecondary ed. - Review credential attainment data for the district and by school 	<p>Yes</p>	<p>The CTE Program in Asheboro City Schools adheres to the purpose of Occupational Skill Development, Career Development and Preparation for Advanced Education. No job skill programs are duplicated. Review of the Local Planning System Performance Indicator Six (5S1) Secondary Placement shows a marked decline in the positive placement of students as determined by the Concentrator Feedback Survey. An 8% decline since 2008-2009 from 95.7% to 87.7% indicates a need to examine the survey procedures. Performance in 2010-11 is 8.2% below the calculated benchmark goal for Asheboro City Schools and is 4.8% below the statewide goal for 2011-12. Credential attainment is on the rise in the district</p>

<p>Career and Technical Education Programs and courses are not duplicated within the LEA unless the LEA has data to justify the duplication OR has a plan to redirect the duplicative program in three years (PP-3)</p> <ul style="list-style-type: none"> - Review files in director's office justifying duplicative programs - such as labor market demand, employer input etc - Review registration data justifying duplication - numbers enrolled, numbers concentrating etc. 	<p>Yes</p>	<p>Programs are not duplicated in the district.</p>
<p>For all current job skill programs, there is documented need, based on labor market data or follow-up data, or there is a plan to redirect the program within two years (PP-4)</p> <ul style="list-style-type: none"> - Review labor market demand data and/or follow-up data used by the director to justify job skill programs 	<p>Yes</p>	<p>Computer Engineering, Drafting and Scientific and Technical Visualization, Health Sciences all fit in Career Clusters related to the Regional Economic Development Partnership's (Piedmont Triad Partnership) targeted Clusters - Health Sciences/Biotech, Architecture & Construction and Advanced Manufacturing. Additionally, labor market target sectors identified by the Triad Works website, the website of the six Workforce Development Boards in the Piedmont Triad, align with the job skill programs identified above - Advance Manufacturing, Creative Enterprises & Arts,</p>
<p>New Career and Technical Education Programs show documented need based on student demands, or for new job skill programs, based on student and labor market demands; OR, address high wage, or high skill or high demand occupations (C&I-2)</p> <ul style="list-style-type: none"> - Review data used by director to document need of new programs - enrollment reports, labor market demand/projections, employer input, wage/hour reports or projections 	<p>Yes</p>	<p>Enrollments in courses demonstrates student demand. FACS is the highest enrolled program in the school. New job skill areas include Scientific Visualization, Technology Engineering and Design, PLTW Intro to Engineering, PLTW Biomedical Tech and Robotics are emerging areas for the school district. Other areas have sufficient student demand to support the teaching positions allotted to them with no question.</p>

<p>If the LEA uses funds under this Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators and other personnel, it may, upon request, permit the participation in such programs of career and technical education teachers, administrators, and other personnel in nonprofit private schools offering career and technical education programs located in the geographic area serviced by such agency or recipient. (PD-6)</p> <ul style="list-style-type: none"> - Review professional development records - sign-in sheets, agendas - Examine requests/communications with non-profit private schools or charter schools regarding participation in professional development 	<p>Yes</p>	<p>A review of professional development (both internal and external) provided for CTE personnel are in alignment with the purposes of CTE. No requests from non-district entities have been received to include personnel from private or charter schools in such professional development</p>
<p>The LEA will involve parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations as appropriate, in development, implementation and evaluation of career and technical education programs authorized under this title. (PI-4)</p> <ul style="list-style-type: none"> - Review records of advisory council (or similar group) for evidence of input to the program - minutes of meetings, attendance of representative groups, agendas, committee reports etc. 	<p>Yes</p>	<p>Asheboro City Schools has initiated a CTE Advisory Council with one meeting in the 2011-12 school year. This Advisory Council emerged from a comprehensive CTE review (5 year evaluation) conducted by the district in 2010-11. The Advisory Council has representatives from appropriate groups but the makeup of the Council needs to be refined further with respect to representatives of Special Populations, representatives of students, parents and other groups. The efforts of the district demonstrate a commitment to continuation of the Advisory Council. An interview with the CTE Administrator indicates that counselors are consistently consulted regarding the CTE program, student interests and for other appropriate input.</p>

<p>The LEA will strengthen the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career technical education programs through a coherent sequence of courses to ensure learning in the core academic and career and technical subjects. (C&I 11)</p> <ul style="list-style-type: none"> - Review Teacher Assignment by Department Reports for coherent sequences - Review locally designed Career Cluster Pathway documents compare to Teacher Assignment by Department to ensure coherent sequences are actually scheduled - Review registration materials offered to high school students 	<p>Yes</p>	<p>Coherent sequencing is available in 11 of 13 Career Clusters. CCP pathways are available for students wanting programs in Advertising and Graphic Design, Automotive Systems Technology, Collision Repair and Refinishing, Computer Integrated Machining, Criminal Justice Technology, Early Childhood Education, Electrical/Electronics Technology, Healthcare Management, Medical Office Administration, Office Administration. Additionally the CC offers articulated programs that are articulated in Art & Design, Business Technology, Health Occupations, Human Services, Mechanical and Industrial Systems. The district also provides a full-time IMC/SPC, a full time CDC to support the academic and technical skills of students. CTE teachers are involved heavily in writing strategies for the CTE Local Plan and specifically assist in writing and implementing strategies for improvement of Academic Attainment ELA and Mathematics of CTE students. Interviews with teachers support the involvement with the Local Plan.</p>
<p>Local programs using the cooperative career and technical education method will be approved subject to students enrolled being placed in employment commensurate with the respective program criteria (C&I 4)</p> <ul style="list-style-type: none"> - Interview director - Examine guidelines communicated to schools and teachers regarding proper placement of cooperative ed. students 	<p>N/A</p>	<p>Cooperative Education is not utilized in the high school.</p>
<p>The LEA will link secondary career and technical education and postsecondary career and technical education, including by offering the relevant elements of at least one career and technical education program of study. (C&I-10)</p> <ul style="list-style-type: none"> - Review district articulation agreements - Review College and Career Promise documents - pathway documents, local guidelines 	<p>Yes</p>	<p>Linkages with Randolph Community College are outlined in the Asheboro High School course description guide. Articulation requirements and courses are documented on pages 65 and 66 in the guide. The district has worked with the community college on articulation and Career and College Promise on 11 different pathways in technical areas.</p>

<p>The LEA will ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught for all other students (C&I 6)</p> <ul style="list-style-type: none"> - Interview director - Review registration materials for evidence that CTE students must meet the same academic proficiencies taught all other students (i.e. mathematics-Future Ready Core designations) 	<p>Yes</p>	<p>Evidence provided through the registration materials indicates that all students are expected to meet Future Ready Core requirements. Graduation requirements are not differentiated for regular education students. Occupational Course of Study opportunities are available for identified Exceptional Children Program students for whom the OCS is appropriate. Again, OCS students must meet the appropriate Future Ready Core requirements appropriate for their course of study.</p>
<p>The LEA will provide a career and technical education program that is of such size, scope, and quality to bring improvement in the quality of career and technical education programs (C&I-8)</p> <ul style="list-style-type: none"> - Review Teacher Assignment by Department for size and scope - Review concentrator follow-up - Review registration materials - Review Career Cluster pathway documents 	<p>Yes</p>	<p>Asheboro City Schools offers programming in 7 CTE Program Areas and courses in 13 of the 16 Career Clusters. Not every cluster appears to have a complete pathway; however, the district does offer at least 11 complete pathways within the Career Clusters. Sections in the master schedule have sufficient enrollments to justify teacher assignments (verified through NCWISE Teacher Assignment by Department Reports).</p>
<p>The definitions of specific career and technical education program elements are adhered to (C&I-9)</p> <ul style="list-style-type: none"> - Examine course offerings in registration materials for alignment with the CTE Essential Standards - Ensure that course offerings as verified by Teacher Assignment by Department Reports are in alignment with CTE Essential Standards and that where applicable an approved Local Course Option Application has been filed and approved - Ensure that middle grades programs follow the Essential Standards for CTE 	<p>Yes</p>	<p>Course offerings are consistent with requirements of the CTE Essential Standards (SCoS). Registration materials indicate that the district is following the Essential Standards and Standard Course of Study for CTE. A Robotics Course is supported by an appropriate Local Course Option Application. A CTE Internship Handbook is being developed to ensure that standards are consistent for students participating.</p>

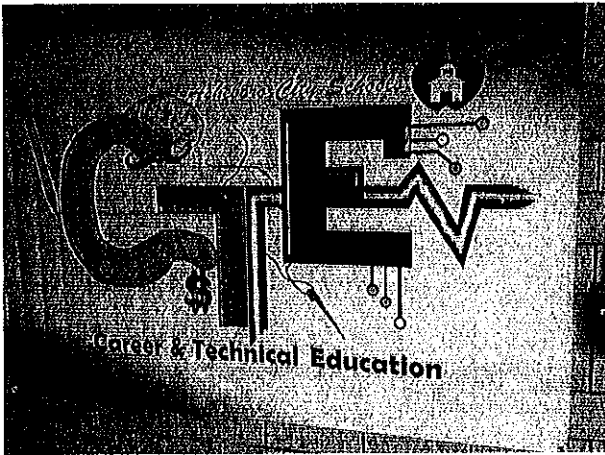
<p>All career and technical education programs are responsive to technological advances, including characteristics to the workforce, and the academic, technical and technical attitudinal development of students (C&I-3)</p> <ul style="list-style-type: none"> - Interview CTE director - Review purchases of equipment relative to CTE Equipment Guides - seek justification for variances - If indicated via interview, seek evidence of employer input for purchases of technologically advanced equipment beyond that specified in CTE Equipment Guide 	<p>Yes</p>	<p>CTE is undergoing a deliberated transformation in Asheboro City Schools. The program is seeing major updates in technology including computer equipment (the district is a one-to-one computing district). Additionally, new programs such as Biotechnology at the middle grades, Project Lead the Way Biomedical Technology, Robotics and AP Computer Science are aiding in the transformation of CTE into a 21st Century career readiness program. Instructional Technology, provide by the district, is available in classrooms for teacher and student use.</p>
<p>Career and Technical Education funds shall supplement and not supplant non-CTE funds expended to carry out career and technical education activities. (F-4)</p> <ul style="list-style-type: none"> - Review purchases and expenditures for two years (i.e. Expenditure Reports and purchase orders) Compare and examine for supplanting. - Review budgets for two years - including personnel budgeted from CTE funds - seek justification for personnel/positions appearing in any CTE budget for the first time - Interview CTE Director for evidence of supplanting especially in personnel - Examine Certification of Time and Effort to ensure agreement with assignment and with budget codes used for salary 	<p>Yes</p>	<p>No evidence of supplanting was found. CTE funds are supplementing the basic funding that the district provides. CTE funds have not "taken over" expenses covered previously from non-CTE funds. The district has found ways to pay for items like textbooks needed for new CTE programs, instructional technologies and other expenses that have previously been covered by non-CTE fund sources.</p>
<p>Funds allocated for career and technical education will be transferred only in accordance with any rules that the State Board of Education considers appropriate to ensure compliance with federal regulations (F-2)</p> <ul style="list-style-type: none"> - Review ABC Transfer Reports - Compare to State Board of Education Policies applicable for the specific years - Ensure that reversions and amounts transferred to non-CTE purposes do not exceed designated amounts 	<p>Yes</p>	<p>Transfers are according to ABC transfer rules.</p>

<p>The LEA will not use more than 5% of federal funds for administrative costs associated with the administration of Career and Technical Education activities. (F-1)</p> <ul style="list-style-type: none"> - Review PRC 017 budget in BUD/BAAS - ensure that amounts designated for administrative purposes do not exceed 5%. Includes indirect costs plus administrative expenditures 	<p>Yes</p>	<p>There are no indications of exceeding the 5% cap on administrative costs that may be paid from federal funds.</p>
<p>No funds from Perkins IV shall be used to require any secondary school student to choose or pursue a specific career path or major; and to mandate that any individual participate in a career and technical education program (F-3)</p> <ul style="list-style-type: none"> - Interview CTE director - specifically asking if any requirements to complete CTE courses or programs exist. - Review expenditures to verify that no PRC 017 funds are used in this requirement (i.e. documents distributed to students, parents or others funded by PRC 017) 	<p>Yes</p>	<p>Review of CTE materials, graduation requirements, interviews with CTE administrator etc do not indicate that CTE is a requirement or mandate for graduation if the student does not elect to participate in a CTE program.</p>
<p>None of the funds expended under this title will be used to acquire equipment (including software) in any instance in which acquisition results in direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity or any affiliate of such an organization. (F-5)</p> <ul style="list-style-type: none"> - Review purchase orders/expenditures in Object Codes 418, 461 and 541 - Verify that purchase procedures are followed including use of State Contract Vendors or e-Procurement 	<p>Yes</p>	<p>No evidence of noncompliance as found.</p>

<p>No funds under Perkins IV may be used to provide career and technical education programs to students prior to the seventh grade, except that the equipment and facilities purchased with funds under Perkins IV may be used by such students. (F-6)</p> <ul style="list-style-type: none"> - Review equipment inventory for middle schools - Obtain purchase orders for equipment listed on the inventory - Verify that Perkins IV funds are not used below 7th grade 	<p>Yes</p>	<p>No evidence indicated that PRC 017 is used below 7th grade. Purchase orders from PRC 017 for middle grades business education and Biotechnology are for programs targeted only to 7th and 8th graders.</p>
<p>The LEA will provide professional development programs to teachers, counselors and administrators including:</p> <ol style="list-style-type: none"> 1. In-service and pre-service training on effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable. (PD-2) 2. Support of education programs for teachers of career and technical education programs in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students to ensure that such teachers and personnel stay current with all aspects of an industry (PD-3) 3. Internship programs that provide relevant business experience to teachers (PD-4) 4. Programs designed to train teachers specifically in the use and application of technology to improve instruction. (PD-5) <ul style="list-style-type: none"> - Review expenditures from Object Code 312 and other appropriate codes for professional development provided - Review agendas, agendas and other records for supporting evidence for locally provided professional development - Review Local Planning System for professional development planned - Examine documents for consistency with PD 1-5 	<p>Yes</p>	<p>Professional development records indicate that professional development activities meet the components outlined in this audit standard. Of particular note is the teacher intern program sponsored jointly with Randolph County Schools that provides teachers with relevant business and industry experience.</p>

<p>Nothing in Perkins IV shall be construed by the LEA to permit, allow, encourage or authorize any Federal control over any aspect of private, religious, or home school regardless of whether a home school is treated as private school or home school under State Law. This section shall not be construed to bar students attending private, religious or home schools from participating in programs or services under this Act.</p> <p>- Documentation is evident that private, religious and home schools have had the opportunity to participate in federally funded CTE activities</p>	<p>Yes</p>	<p>Federal programs were represented in a letter to private schools offering services including the services provided by P.L. 109-270 The Career and Technical Act of 2006. No private schools elected to participate as evidenced by copies of the letters in the CTE Administrator's office. No private schools attended the meeting.</p>
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AUDIT MEDIA



Appendix 1

Asheboro City Schools UNC 2011 Freshman Measures Report

The University of North Carolina system releases an annual report on Freshman Measures. This report compiles data on the previous year's freshman class with respect to applications, enrollment, performance, and retention measures. The last reporting year was 2011, with data on the freshman class of 2010. Report data are disaggregated by type of high school or the specific North Carolina high school students attended.

The 2011 University of North Carolina (UNC) Freshman Measures reports the 2010 Asheboro High School (AHS) graduating class as consisting of 286 students. These graduates submitted 312 applications for admission to UNC Institutions with an overall acceptance rate of 67.6%. In comparison, the acceptance rate for the all North Carolina public high school (NCPHS) graduates was 62.4%. As shown in Figure 1, UNC-Greensboro (53) received the most applications and Elizabeth City State University (2) received the fewest. UNC-Greensboro and North Carolina State University experienced the greatest enrollment of 2010 AHS graduates with 14 each and no graduates chose to attend Fayetteville State University or UNC-Asheville.

Figure 1: 2010 AHS Graduate Applications and Enrollment in UNC Institutions

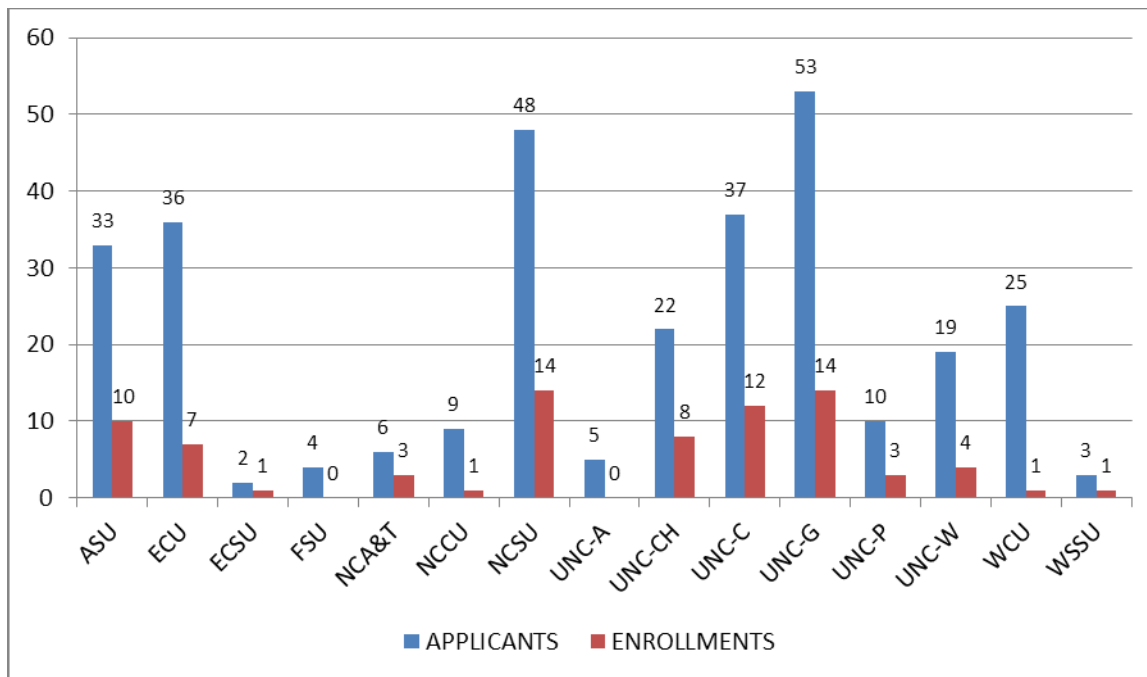
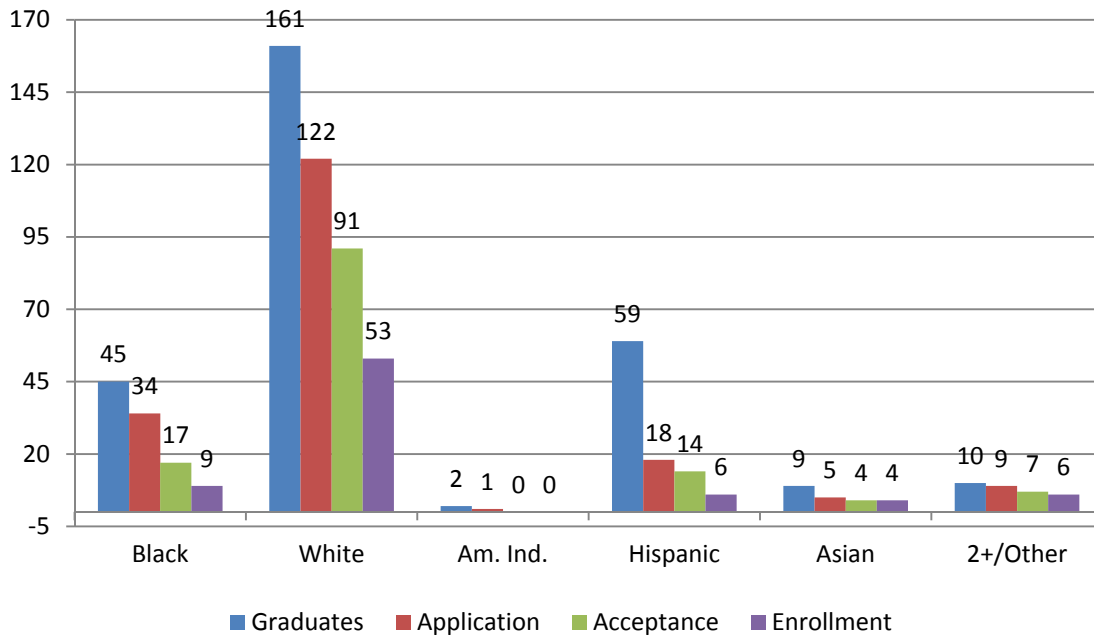


Figure 2: AHS Class of 2010 Applications and Enrollment in UNC Institutions



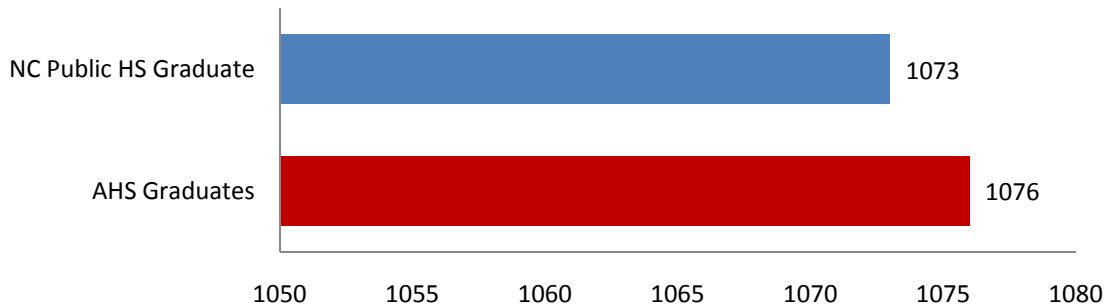
The Asheboro High Class of 2010 was ethnically diverse. According to UNC Freshman Measures, the graduating class consisted of 45 (16.7%) black, 161 (56.3%) white, 2 (0.6%) American Indian, 59 (20.6%) Hispanic, 9 (3.1%) Asian, and 10 (3.5%) multi-racial students. Among these 286 students, 194 (67.8%) applied for admission at one or more University of North Carolina (UNC) institutions with 133 individual students (46.5%) being accepted and 78 (27.3%) enrolling. The breakdown of enrollment is shown in Figure 2. The enrollment data of students in UNC Institutions is consistent with the data over the past 5 years (Table 1). With 78 enrollees, 2010 was an average year from enrollment in UNC Institutions. The greatest enrollment was in 2008 (88) and the lowest enrollment was in 2009 (57).

Table 1: 5-year Trend for ACS Enrollment at UNC Institutions

Class of	Black	White	Am. Ind.	Hispanic	Asian	2+/Other	TOTAL
2010	9	53	0	6	4	6	78
2009	6	43	0	3	3	2	57
2008	10	67	0	3	5	3	88
2007	4	67	0	6	3	1	81
2006	6	52	0	3	3	2	66

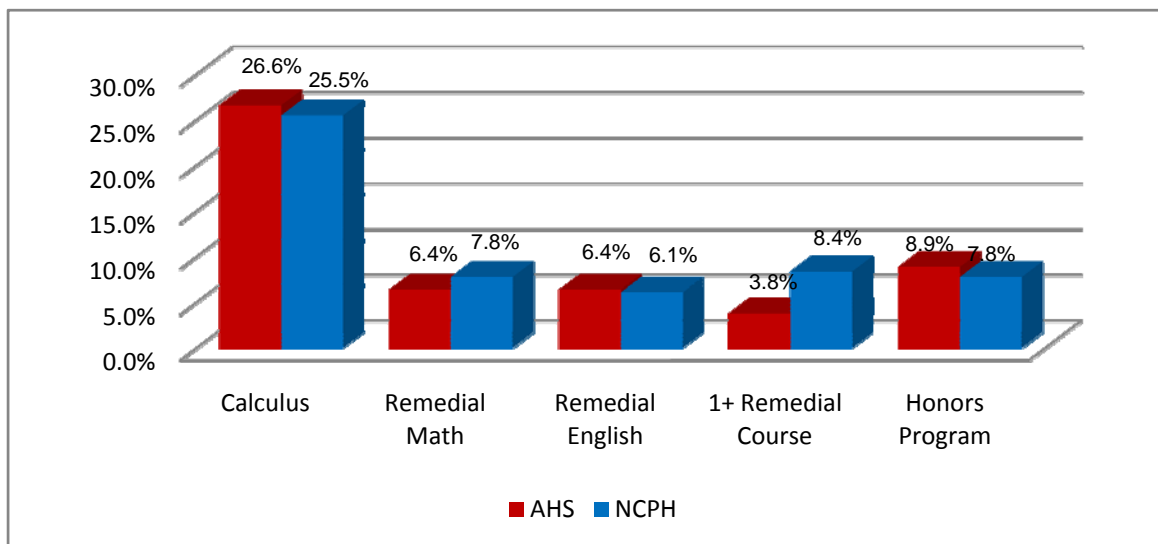
Asheboro High School graduates enrolling in UNC Institutions also had a higher average SAT score than enrollees from other NCPHS graduates. As shown in Figure 3, the average SAT score for AHS graduates was 1076 compared to 1073 for NCPHS graduates in general.

Figure 3: 2010 UNC Institution Enrollees' SAT Scores



The 2010 Asheboro High School graduates enrolling in UNC Institutions were well prepared for post-secondary academics. Over a quarter of these students (26.6%) enrolled in Calculus or above in mathematics, while the number in all public high schools was 25.5%. Only 6.4% of AHS graduates required remedial math, while the average for NC public high school graduates was 7.8%. AHS graduates were also more likely to enroll in honors programs (8.9%) than their public high school peers (7.8%).

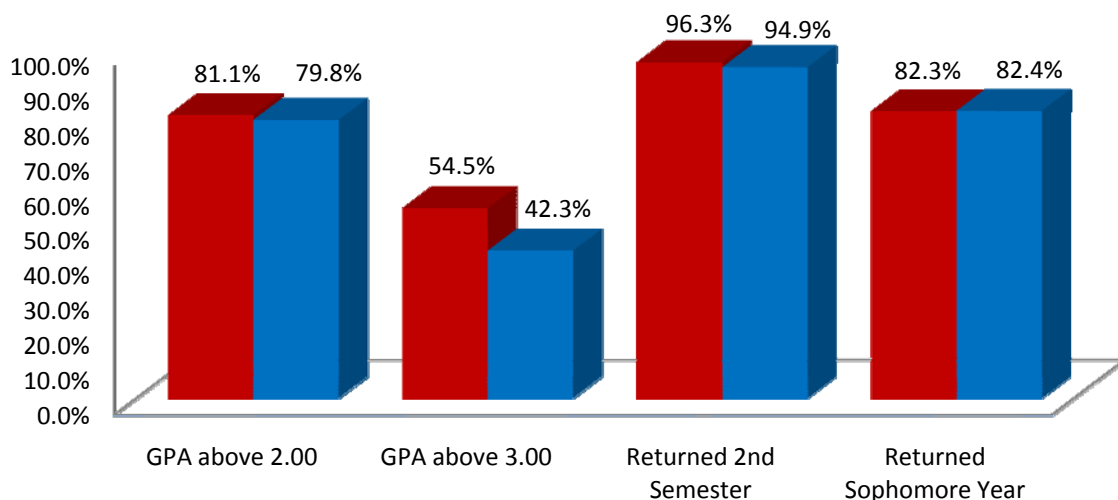
Figure 4: Course and Program Enrollment Percentages



AHS graduates did have a slightly higher rate of enrollment in remedial English courses (6.4%) when compared with all NC public high schools (6.1%). Overall, 3.8% of AHS and 8.4% of NCPH graduates were required to take at least one remedial course.

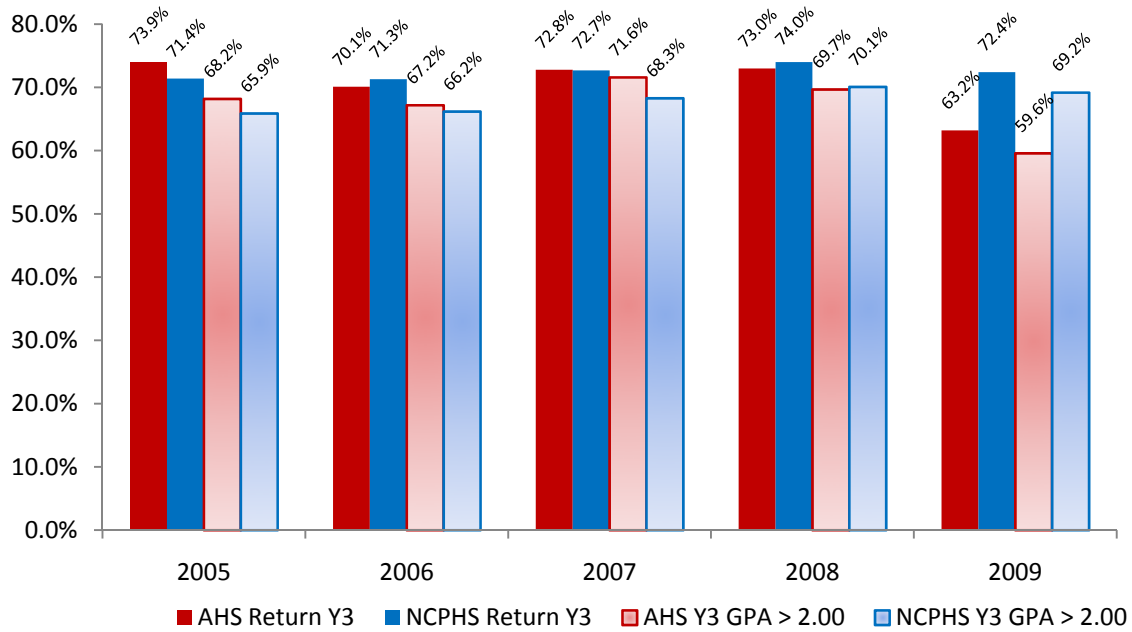
The 2010 Asheboro High School graduates enrolling in UNC Institutions also performed better than other NCPHS graduates. Figure 5 shows 81.1% percent of AHS students earned a grade point average (GPA) above 2.00, 79.8% for all NCPHS graduates. The percent with a GPA above 3.00 was 54.5% (42.3% for NC PHS). Over 95 percent (96.3%) of AHS graduates returned for the second semester and 82.3% returned for the second year at a UNC Institution. The comparable numbers for NCPHS were 94.9% and 82.4%, respectively.

Figure 5: 2010 Freshman Performance Measures: GPA and Retention



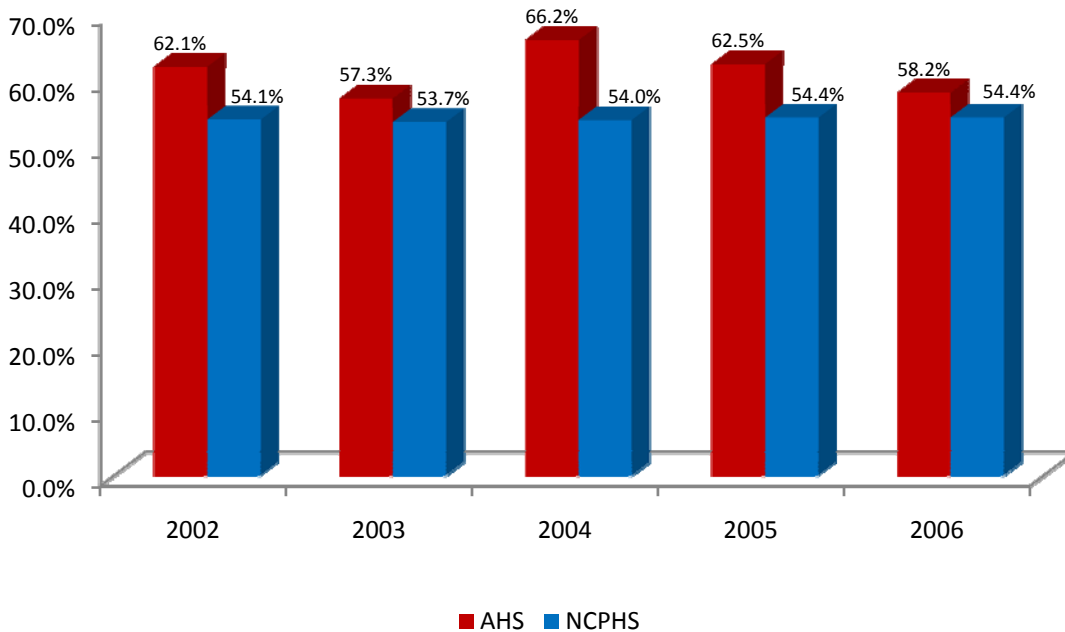
The longitudinal data for Asheboro High School Graduates attending UNC Institutions is consistent with other NCPHS graduates. With the exception of the freshman class of 2009 (Figure 6), the number of AHS graduates returning for their junior year at a UNC Institution and the holding a GPA above 2.00 in their third year is comparable with other NCPHS students. For the 2009 graduates of AHS, the retention and GPA are significantly lower than the other NCPHS graduates.

Figure 6: Junior Year Retention and Performance Data



The five-year graduation rates from UNC Institutions for ASH graduates are significantly greater than the rates for NCPHS graduates. Figure 7 shows the differential in five-year graduation rates has been as large as 12.2% for 2004 AHS graduates.

Figure 7: Five Year Graduation Rates



The board believes that an effective testing and assessment program evaluates the progress of individual students and helps ensure that educational goals and objectives are being met for every child. A testing program also assists in the continued refinement of the instructional program.

Every effort will be made to ensure that the testing program contributes to the learning process rather than detracts from it. Efforts also will be made to use only culture-free or culture-fair tests in order to ensure that measurements are reasonably accurate.

A. NORTH CAROLINA AND LOCAL TESTING PROGRAM

The board directs the superintendent to administer all state-required tests. Students not meeting testing standards must be provided remedial instruction and retesting in accordance with legal requirements.

B. TEST ADMINISTRATION

The instructional staff is responsible for the development and administration of the testing program. All testing personnel, teachers and school administrators are required to be familiar with and adhere to the Testing Code of Ethics for state tests and individual school tests. Failure to follow the Code may result in disciplinary sanctions, including termination or revocation of administrative and/or teaching licenses.

C. PARTICIPATION IN FIELD TESTING

The superintendent or designee shall ensure that the time students spend taking standardized state and local tests and the frequency of field testing at a particular school are minimized. Specifically, the superintendent shall ensure the following.

1. Schools will devote no more than two days of instructional time per year to the taking of practice tests that do not have the primary purpose of assessing current student learning.
2. Students will not be subject to field tests or national tests during the two-week period preceding their school's administration of end-of-grade tests, end-of-course tests or regularly scheduled final exams.
3. No school will participate in more than two field tests at any one grade level during a school year unless that school volunteers, through a vote of its school improvement team, to participate in an expanded number of field tests.

Legal References: G.S. 115C, art. 10A; 115C-47, -81, -174.11, -174.12(a), -276, -288, -307;

State Board of Education Policies GCS-A series; GCS-C series; GCS-N series;16 N.C.A.C. 6D .0301 – .0306

Cross References: Professional and Staff Development (policy 1610/7800), Goals and Objectives of the Educational Program (policy 3000), Student Promotion and Accountability (policy 3420)

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

Updated: May 11, 2000, November 9, 2006, April 9, 2009₂

Administrative Procedure: Yes

Proposal for Chinese World Language Program in Partnership with The Center for International Understanding and Hanban in Beijing, China

How does the partnership work?

Asheboro High School will partner with the CIU and Hanban to institute a Confucius Classroom. Through the CIU's program, AHS would

- Host a qualified Chinese language teacher from China for three years with partial salary subsidies from the program (\$13,000)
- Send school and district leaders to China to learn about its culture, history, and education system
- Engage guest teachers and local teachers in professional development opportunities, focused on improving language development
- Receive academic and technical support from the Center

How is the program funded?

Major funding and program support is provided by Hanban, an affiliate of the Chinese Ministry of Education, and College Board. In North Carolina, the State Board of Education and Department of Public Instruction provide policy leadership to expand Chinese language opportunities in schools. Participating school districts provide a financial commitment to secure a Chinese guest teacher.

Why is this right for Asheboro High School?

Asheboro City Schools' strategic location and resources underscores the need for our students to have global skills, and in particular Chinese language and cultural knowledge (see the "Why China?" Attachment). Asheboro High School sees Mandarin Chinese as one of the key language offerings for students' future. Partnering with the CIU and Hanban and becoming a Confucius Classroom will enable Asheboro High School to build the foundations of a Chinese language program in ways that would not otherwise be possible.



THE CENTER *for* INTERNATIONAL UNDERSTANDING

K-12 schools across North Carolina are joining the Center for International Understanding's Confucius Classroom Network to learn about Chinese language and culture.

Why China?

Economics

One of the biggest emerging players in economic globalization is China, and China will likely become North Carolina's largest trading partner in the foreseeable future.

- China is North Carolina's second largest export market (U.S. Department of Commerce, 2012)
- China is North Carolina's fastest growing trade partner: Exports to China increased 96% between 2006 and 2011 (WISER, from U.S. Census Bureau, Foreign Trade Division, 2012)
- China purchased \$271 million in agricultural products from North Carolina in 2008, accounting for nearly 10% of the state's agricultural exports (N.C. Department of Agriculture and Consumer Services, 2008)
- Six China-owned firms are operating in North Carolina, providing jobs to North Carolinians (N.C. Department of Commerce)

Our students need to be prepared for the global economy. North Carolina graduates will be

- Selling to China
- Buying from China
- Working in multi-national teams in both the private sector and public sector
- Competing with countries around the world for jobs and markets

Education

Students who study Chinese culture, language and history will be in stronger position to take advantage of global opportunities.

- Nearly one-third of the world's people, 31%, speak Mandarin (Chinese) and 15% speak English. A student who speaks both languages will greatly increase his/her career potential.
- Students who study foreign language have shown to perform better in subjects like science and math (Drs. Collier and Thomas, George Mason University)
- Employers say they want workers who can speak more than one language and who know how to be effective members of multi-cultural teams (Committee for Economic Development, 2006)

Global education helps prepare globally competent students who are:

- Culturally aware
- Aware of world events and global dynamics
- Effective communicators across cultures
- Effective members of multi-cultural teams

The University of North Carolina's Center for International Understanding leads Chinese language and cultural programs for North Carolina schools. CIU provides teachers with skills, knowledge and resources needed to help their students become globally competent, and helps connect North Carolina schools to international teachers and resources.

The University of North Carolina

Proposal to add the following courses to Asheboro High School for 2013-2014:

8221 Introduction to Game Art and Design

Prerequisite: 8006 Scientific and Technical Visualization I

This course introduces students to techniques used in the electronic game industry. Students will focus on the principles used in game design including mathematical and virtual modeling. Emphasis is placed on areas related to art, history, ethics, plot development, storyboarding, programming, 2D visual theory, and interactive play technologies. Students develop physical and virtual games using hands-on experiences and a variety of software. Activities integrate physical and social sciences, mathematics, language and fine arts. Work-based learning strategies appropriate for this course include internship, service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

8222 Advanced Game Art and Design

Prerequisite: 8221 Game Art and Design

This course emphasis advance concepts in the field of game design. Students are exposed to visual design, evaluating, scripting and networking protocols and legal issues as well as 3D visual theory. Students compile a game portfolio. Advanced topics include the use of audio and visual effects, rendering, modeling, and animation techniques. Students work in collaborative teams to develop a final 3D game project. Activities integrate physical and social sciences, mathematics, language and fine arts. Work-based learning strategies appropriate for this course include internship, service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Rationale

The “Game Art and Design” classes fit well within the technology program area in that they are the natural next step for the Scientific Visualization courses. Both the “Scientific and Technical Visualization” and “Game Art and Design” courses fit within the STEM cluster. In addition, the courses fit within the Arts, A/V Technology, and Communication cluster. An informal survey of students has shown high interest in the classes and with access to game design programs at local colleges there are opportunities for postsecondary studies. (Note: These courses will replace Computer Engineering courses that are currently taught, which are also available to students to take through Career & College Promise courses at RCC)

7075 Foods II- Technology

Required Prerequisite: Foods I – Fundamentals and Chemistry or Physical Science

Exploring the food industry from “the farm to the table” is a major emphasis of 7075 Food Technology. The student will examine production, processing, preparation, preservation, and packaging principles along the farm to table continuum. This course will integrate the application of basic food science

principles, government regulations, emerging trends, biotechnology, and career opportunities as it relates to the world of food technology. The student will begin to understand how food technology affects the food that they eat. Work-based learning strategies appropriate for this course include field trips, job shadowing, and internships. FCCLA leadership activities incorporated into all units will provide students with the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

Rationale

Foods II- Technology is a part of the Agriculture, Food & Natural Resources career cluster as part of the Food Products & Processing Systems pathway. The course incorporates principles of microbiology, biotechnology, chemistry, nutrition, engineering, and other STEM-related careers. Students who take this course will develop skills in scientific abilities, analysis, mathematics, mechanical abilities, communication & teamwork. According to the Occupational Outlook Handbook, the employment of agricultural and food scientists is expected to increase by 10 percent from 2010 to 2020, about as fast as the average for all occupations. Foods II- Technology would be a viable addition to the AHS Career & Technical Education course offerings. It would serve as an alternative second-level course to Foods II- Enterprise, which is focused on the food service industry. (Note: This course will replace Foods I course section(s).)

Foundations of Information Technology

Prerequisites: None

This course provides students with the essential competencies to pursue further study in information technology. Emphasis is on the career concentrations of network systems, information support and services, programming and software development, and interactive media. Students will study new and emerging developments in information technology basics, applications, and systems, while enhancing technical skills, academic foundations, communication, leadership, teamwork, ethics, and legal responsibilities. Communication skills, problem solving, research, and critical thinking are reinforced in this course. Work-based learning strategies appropriate to this course are service learning, field trips, and job shadowing. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

Rationale

This course would provide a solid foundation for the first levels of Blooms Taxonomy: understanding and remembering. It would also provide a consistent and common foundation for industry vocabulary. This course also provides the opportunity for the introduction and teaching of 'soft skills'. Industry feedback shows that adults are entering the workforce lacking in skills such as communication (both written and verbal) and team-building skills. By providing an introduction to Business and Information Technology this course would be helpful toward marketing the departments by enabling students to make strong personal choices within the departments.

PLTW Civil Engineering and Architecture

Students learn about various aspects of civil engineering and architecture and apply their knowledge to the design and development of residential and commercial properties and structures. In addition, students use 3D design software to design and document solutions for major course projects. Students communicate and present solutions to their peers and members of a professional community of engineers and architects.

PLTW Human Body Systems

Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases and often play the roles of biomedical professionals to solve medical mysteries.

Business Financial Planning

Prerequisites: Principles of Business & Finance

This course expands student understanding of finance as it is impacted by globalization, convergence and consolidation, technological innovation, and increased regulation. Accounting and financial services including banking, insurance, and securities and investments are emphasized throughout the course. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Rationale

This course would serve as a completer course for students in the Business Finance Cluster. Currently, we do not offer a completer course in this cluster.

Chinese Language (Mandarin) Program

- Mandarin Chinese I

The goal of this course is to give students basic listening, speaking, reading, and writing skills through diverse activities based on pedagogically proven methods of foreign language instruction. Simple grammatical structures are practiced in innovative and interesting ways with a variety of learning styles in mind. Culture is presented throughout the course to help students understand the context of the language and to better understand the perspectives of the Mandarin Chinese language.

- Mandarin Chinese II
(Prerequisite—Mandarin Chinese I)

The goal of this course is to build on the listening, speaking, reading, and writing skills learned in level I.

- We will hope to add the additional courses in the program over the next 2 years:
 - Mandarin Chinese III Honors
 - Mandarin Chinese IV Honors
 - AP Mandarin V

VoCATS Course Blueprint

Technology Education *8190 Introduction to Game Art and Design*

*Public Schools of North Carolina
State Board of Education • Department of Public Instruction
Curriculum and School Reform Services
Secondary Education Division
Career-Technical Education
Tom Shown, Project Director*

*Raleigh, North Carolina
Summer 2008*

*Special thanks to the following educators who developed
this blueprint.*

<Aaron Clark> - <NC State University>

<Phyllis Jones> - <Page High School>

<Roy Kimmins> - <Weaver Academy>

*This blueprint has been reviewed by business and
industry representatives for technical content and
appropriateness for the industry. Contact
tshown@dpi.state.nc.us for more information.*

VoCATS Course Blueprint

A course blueprint lays out the framework of the curriculum for a given course.

The blueprint includes units of instruction, competencies in each unit, and the specific objectives for each competency. The blueprint illustrates the relative weight of the units, competencies, and objectives within the course. Since skill development is not always linear, and often complex, it is not required that objectives be taught in the order they appear on the blueprint. Each competency and objective reflects the intended level of learning through two dimensions that reflect the Revised Bloom's Taxonomy (RBT). The Knowledge Dimension is represented with letters A-D, and the Cognitive Process Dimension is represented by numbers 1-7.

The blueprint should be used by teachers to plan the course of work for the year, prepare daily lesson plans, and construct instructionally valid interim assessments. Statewide assessments are aligned directly with the course blueprint. This blueprint and other aligned curriculum products and assessments are developed using the Revised Bloom's Taxonomy.

For additional information about this blueprint, contact tshown@dpi.state.nc.us or VoCATS, Career-Technical Education, Division of Secondary Education, North Carolina Department of Public Instruction, 6359 Mail Service Center, Raleigh, North Carolina 27699-6359.

Reference: Anderson, Lorin W., et al. (eds), *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*, Addison Wesley Longman, Inc., New York, 2001.

Interpretation of Columns on VoCATS Course Blueprints

No.	Heading	Column information
1	Comp# Obj.#	Comp=Competency number (two digits); Obj.=Objective number (unique course identifier plus competency number and two-digit objective number).
2	Unit Titles/Competency and Objective Statements	Statements of unit titles, competencies per unit, and specific objectives per competency. Each competency statement or specific objective begins with an action verb and makes a complete sentence when combined with the stem "The learner will be able to. . ." (The stem appears once in Column 2.) Outcome behavior in each competency/objective statement is denoted by the verb plus its object.
3	Local Use	Space for use by Local Education Agencies
4	Course Weight	Shows the relative importance of each objective, competency, and unit. Course weight is used to help determine the percentage of total class time that is spent on each objective.
5	RBT Designation	Classification of outcome behavior in competency and objective statements in Dimensions according to the Revised Bloom's Taxonomy. (Cognitive Process Dimension: 1 Remember, 2 Understand, 3 Apply, 4 Analyze, 5 Evaluate, 6 Create) (Knowledge Dimension: A Factual Knowledge, B Conceptual Knowledge, C Procedural Knowledge, D Metacognitive Knowledge)
6	Integrated Skill Area	Shows links to other academic areas. Integrated skills codes: A=Arts; E=English Language Arts; CD=Career Development; CS=Information/Computer Skills; H=Healthful Living; M=Math; SC=Science; SS=Social Studies
7	Core Supp	Designation of the competencies and objectives as Core or Supplemental. Competencies and objectives designated "Core" must be included in the Annual Planning Calendar and are assessed on the statewide assessments.

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TRADE AND INDUSTRIAL EDUCATION
COURSE BLUEPRINT for 7999 Game Art and Design
 (Recommended hours of instruction: 135-180)

Comp # Obj #	Section Titles/Competency and Objective Statements (The Learner will be able to:)	Time hours	Course Weight	RBT Designation	Integrated Skill Areas	Core Supp
1	1	3	4	5	6	7
	Course Level 1	135				
	Total Course Weight		100%			
A	Leadership					
V101	Remember Basic Business Meeting and Goal Setting		4%			
V101.01	<i>Recognize teaming concepts related to gaming</i>		2%	B1		
V101.02	<i>Recognize the steps of the design brief and the SAFE design process</i>		2%	C1		
B	History including Ethics of Game Design					
V102	Understand Basic History of Game Design		8%			
V102.01	<i>Recall the general history and development of gaming, non-electronic and electronic</i>		3%	A1		
V102.02	<i>Explain how technology and ethics have affected game development</i>		3%	B2		
V102.03	<i>Produce and evaluate a working model of an ancient board games</i>		2%	B/C4		

C	Popular Game Culture					
V103	Evaluate Popular Game Culture		21%			
V103.01	Explain Formal Game elements		7%	B2		
V103.02	Explain Dramatic Game elements		5%	B2		
V103.01	Explain Social game interaction		2%	B2		
V103.02	Summarize basic game theory		5%	B2		
V103.03	Deconstruct popular games by identifying the game elements, social game interaction and game theory for each game.		2%	C3		
D	Game Design					
V104	Evaluate Game Design		17%			
V104.01	Understand principles and methodologies behind rules of play		4%	B2		
	Package for game		3%	B3		
V104.02	Evaluate game design using methodologies behind rules of play		4%	B/C5		
V104.03	Produce an original board game		6%	B/C6		

F	Visual Design					
V106	<i>Produce games that use appropriate visual theory</i>		36%			
V106.01	<i>Understand visual design fundamentals</i>		6%	B2		
V106.02	<i>Understand static and dynamic 2D modeling</i>		6%	B2		
V106.03	<i>Understand simple static and dynamic modeling using image processing</i>		6%	B2		
V106.04	<i>Apply appropriate texturing, character design, and rendering techniques</i>		6%	C3		
	<i>Understand basic programming as applied to 2D games</i>		3%	B2		
V106.05	<i>Apply skills involved in scene creation</i>		3%	C3		
V106.06	<i>Produce 2D scenes with character development and animation</i>		6%	B/C6		
G	Game production					
V107	Produce 2D games		14%			
V107.01	<i>Produce 2D games using existing game theory and design</i>		12%	B/C6		
V107.02	<i>Evaluate 2D games using existing game theory and design</i>		2%	B/C5		

VoCATS Course Blueprint

Technology Education *8190 Advanced Game Art and Design*

*Public Schools of North Carolina
State Board of Education • Department of Public Instruction
Curriculum and School Reform Services
Secondary Education Division
Career-Technical Education
Tom Shown, Project Director*

*Raleigh, North Carolina
Summer 2008*

Special thanks to the following educators who developed this blueprint.

<Aaron Clark> - <NCSU>

<Phyllis Jones> - <Page High School>

<Roy Kimmins> - <Weaver Center>

This blueprint has been reviewed by business and industry representatives for technical content and appropriateness for the industry. Contact tshown@dpi.state.nc.us for more information.

VoCATS Course Blueprint

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6	Integrated Skill Area	Shows links to other academic areas. Integrated skills codes: A=Arts; E=English Language Arts; CD=Career Development; CS=Information/Computer Skills; H=Healthful Living; M=Math; SC=Science; SS=Social Studies
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TRADE AND INDUSTRIAL EDUCATION
COURSE BLUEPRINT for 7999 Art and Design of Gaming II
 (Recommended hours of instruction: 135-180)

Comp # Obj #	Unit Titles/Competency and Objective Statements (The Learner will be able to:)	Time hours	Course Weight	RBT Designation	Integrated Skill Areas	Core Supp
1	2	3	4	5	6	7
	Course Level 2	135				
	Total Course Weight		100%			
A	Leadership					
V201	Remember Basic Business Meeting and Goal Setting		4%			
V201.01	Recall basic business meeting procedures		1%	C1		
V201.02	Recognize personal and organizational goals		1%	B1		
V201.03	Recognize career choices		1%	D1		
V201.04	Recognize ethics related to gaming		1%	B1		
B	Advanced Visual Design					
V202	Evaluate advanced visual design		25%			
V202.01	Understand 3D modeling		15%	C2		
V202.02	Understand game action/ interaction design		3%	B2		
V202.03	Understand game tuning and dynamic systems		2%	C2		
V202.04	Critique game play and procedures using standardized criteria		5%	C5		

C	Advanced Game design					
V203	Evaluate advanced game design		20%			
V203.01	Understand the correct use of audio in game design		5%	C2		
V203.02	Analyze sound theory in game design		2%	B/C4		
V203.03	Apply appropriate audio to an existing game		3%	C3		
V203.04	Understand limitations of interface design on game theory		2%	B/C2		
V203.05	Understand advanced interactive storytelling		3%	B/C2		
V203.06	Evaluate interface design in selected games based on standard audio principles		5%	B/C5		
D	3D Game Engines					
V204	Create scenes using popular 3D game engine		15%			
V204.01	Critique existing 3D game engines on functionality		2%	B5		
V204.02	Understand the basic mechanics of how 3D game engines work		8%	C2		
V204.03	Produce advanced 3D scenes with characters and animation		5%	B/C6		
E	Game Programming		9%			
V205	Create simple game scripting					
V205.01	Understand the rules of the universe in relation to character actions		2%	C2		
V205.02	Understand networking and protocols		2%	B2		
V205.03	Create scripts that generate simple game actions		5%	B/C6		
F	Business of gaming					

V206	Understand the business of gaming		5%			
V206.01	Understand global game market dynamics		3%	B2		
V205.02	Understand market regulations		2%	C2		
G	Game production					
V206	Create 3D Games		22%			
V206.01	Develop Advanced interactive 3D games		20%	C6		
V206.02	Evaluate the games produced according to basic gaming standards		2%	B/C5		
H	Game Marketing					
V207	Create marketing plans		5%			
V207.01	Create marketing plans for games		2%	B/C6		
V207.02	Produce websites, newsletters, flyers, and press releases		3%	B/C6		

Career and Technical Education Course Blueprint

Family and Consumer Sciences Education

7075 Foods II-Food Technology (Revision of Foods II-Foods Science)

Public Schools of North Carolina
State Board of Education • Department of Public Instruction
Academic Services and Instructional Support
Division of Career and Technical Education
Judith C. Simon, Project Director
Angela Fraser, Project Director

Raleigh, North Carolina
Summer 2009

Special thanks to the following educators who developed this blueprint.

Robert Clarke – Northern High School
William Forsythe – East Carolina University
Joan Giampaoli – Meredith College
Salam Ibrahim – North Carolina A & T State University
Ellen Mabry – West Stanly High School
Rosa Purcell – North Carolina A & T State University
C.W. Seo – North Carolina A & T State University
Deborah Thomas – Retired
Lynn Turner – North Carolina State University
Janet Ward – Retired

This blueprint has been reviewed by business and industry representatives for technical content and appropriateness for the industry. Contact FACSEducation@dpi.state.nc.us

CTE Course Blueprint

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For additional information about this blueprint, contact Career and Technical Education, North Carolina Department of Public Instruction, 6358 Mail Service Center, Raleigh, North Carolina 27699-6358.

Reference: Anderson, Lorin W. (Ed.), Krathwohl, David R. (Ed.), et al., *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*, Addison Wesley Longman, Inc., New York, 2001.

Interpretation of Columns on CTE Course Blueprints

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**FAMILY AND CONSUMER SCIENCES EDUCATION
COURSE BLUEPRINT for 7075 Food Technology
(Recommended hours of instruction: 135-180 of hours)**

Comp # Obj #	Unit Titles/Competency and Objective Statements (The learner will be able to:)	Local Use	Course Weight	RBT Designation	Integrated Skill Area	Core Supp
1	2	3	4	5	6	7
	Total Course Weight		100%			
A	BASIC FOOD TECHNOLOGY PRINCIPLES		20%			
FT01.00	Understand food analysis.		10%	B2	E/CS/H/M/SC	
<i>FT01.01</i>	<i>Understand objective methods in a food analysis laboratory.</i>		5%	B2	E/CS/H/M/SC	Core
<i>FT01.02</i>	<i>Understand subjective methods in a food analysis laboratory.</i>		5%	B2	E/CS/H/M/SC	Core
FT02.00	Understand the physical and chemical properties of food.		10%	B2	E/CS/H/M/SC	
<i>FT02.01</i>	<i>Understand changes to physical properties of food.</i>		5%	B2	E/CS/H/M/SC	Core
<i>FT02.02</i>	<i>Understand the changes to the chemical properties of food.</i>		5%	B2	E/CS/H/M/SC	Core
B	FOOD CONSTITUENTS		30%			
FT03.00	Understand the functions of food constituents.		24%	B2	E/CS/H/M/SC	
<i>FT03.01</i>	<i>Understand the functions of water in food.</i>		3%	B2	E/CS/H/M/SC	Core
<i>FT03.02</i>	<i>Understand the functions of nutrients in food.</i>		16%	B2	E/CS/H/M/SC	Core
<i>FT03.03</i>	<i>Understand the functions of enzymes and phytochemicals.</i>		5%	B2	E/CS/H/M/SC	Core
FT04.00	Understand food additives and food substitutes.		6%	B2	E/CS/H/M/SC	
<i>FT04.01</i>	<i>Understand food additives and food substitutes.</i>		3%	B2	E/CS/H/M/SC	Core
<i>FT04.02</i>	<i>Understand government regulations related to food additives and food substitutes.</i>		3%	B2	E/CS/H/M/SC	Core
C	FOOD MICROBIOLOGY AND FOOD SAFETY		20%			
FT05.00	Understand how microorganisms affect food quality and safety.		13%	B2	E/CS/H/M/SC	
<i>FT05.01</i>	<i>Understand microorganisms associated with food quality and safety.</i>		9%	B2	E/CS/H/M/SC	Core
<i>FT05.02</i>	<i>Understand fermentation and its influence on food quality and safety.</i>		4%	B2	E/CS/H/M/SC	Core
FT06.00	Understand non-microbial food hazards and allergen labeling		7%	B2	E/CS/H/M/SC	
<i>FT06.01</i>	<i>Understand non-microbial food hazards and allergen labeling.</i>		3%	B2	E/CS/H/M/SC	Core
<i>FT06.02</i>	<i>Understand ways to control common food hazards.</i>		4%	B2	E/CS/H/M/SC	Core

D	FOOD PRODUCTION, BIOTECHNOLOGY, AND FOOD PROCESSING		30%			
FT07.00	Understand food production systems.		6%	B2	CD/E/CS/H/M/S C	
<i>FT07.01</i>	<i>Understand “farm to table” as related to food production.</i>		<i>3%</i>	<i>B2</i>	<i>CD/E/CS/H/M/S C</i>	<i>Core</i>
<i>FT07.02</i>	<i>Compare organically-produced foods to conventionally-produced foods.</i>		<i>3%</i>	<i>B2</i>	<i>E/CS/H/M/SC</i>	<i>Core</i>
FT08.00	Understand the impact of biotechnology on the food industry.		7%	B2	CD/E/CS/H/M/S C	
<i>FT08.01</i>	<i>Understand how biotechnology affects the quality and safety of food.</i>		<i>4%</i>	<i>B2</i>	<i>E/CS/H/M/SC</i>	<i>Core</i>
<i>FT08.02</i>	<i>Understand the ethical issues of biotechnology and its use in the food industry.</i>		<i>3%</i>	<i>B2</i>	<i>CD/E/CS/H/M/S C</i>	<i>Core</i>
FT09.00	Apply procedures to get a new food product to market.		17%	C3	E/CS/H/M/SC	
<i>FT09.01</i>	<i>Understand the types of preservation methods used in food product development.</i>		<i>3%</i>	<i>B2</i>	<i>E/CS/H/M/SC</i>	<i>Core</i>
<i>FT09.02</i>	<i>Classify food packaging procedures used in product development.</i>		<i>3%</i>	<i>B2</i>	<i>E/CS/H/M/SC</i>	<i>Core</i>
<i>FT09.03</i>	<i>Implement steps to get a new food product to market.</i>		<i>11%</i>	<i>C3</i>	<i>E/CS/H/M/SC</i>	<i>Core</i>

Career and Technical Education Adapted CTE Course Blueprint of Essential Standards

Business, Finance and Information Technology Education

8811 Foundations of Information Technology

Public Schools of North Carolina
State Board of Education • Department of Public Instruction
Academic Services and Instructional Support
Division of Career and Technical Education

Developed by ExplorNet for NCDPI
Janice Johnson, ExplorNet Project Director
Deborah Seehorn, NCDPI Project Director

Raleigh, North Carolina

Summer 2012

Contact businessandITeducation@dpi.nc.gov for more information

Special thanks to the following educators who developed this Adapted CTE Course Blueprint.

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Seth Davis – Forbush High School
Karen Gregory – Reagan High School
Daniel Hutchens – Forbush High School
Danny Jugan – South Mecklenburg High School
Linda Mackey – Centers for Quality Teaching and Learning
Bryan Morrissey – Asheville High School
Kathy Wright – West Montgomery High School

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Adapted CTE Course Blueprint of Essential Standards

Essential standards are big, powerful ideas that are necessary and essential for students to know to be successful in a course. Essential standards identify the appropriate verb and cognitive process intended for the student to accomplish. Essential standards provide value throughout a student's career, in other courses, and translate to the next level of education or world of work.

The essential standards use Revised Bloom's Taxonomy (RBT) category verbs (remember, understand, apply, analyze, evaluate, create) that reflect the overall intended cognitive outcome of the indicators written by the certifying body. Each essential standard and indicator reflects the intended level of learning through two dimensions; The Knowledge Dimension is represented with letters A-C, and the Cognitive Process Dimension by numbers 1-6.

The Adapted CTE Course Blueprint includes units of instruction, essential standard(s) for each unit, and the specific indicators. Also included are the relative weights of the units and essential standards within the course.

This document will help teachers plan for curriculum delivery for the course, prepare daily lesson plans, and construct valid formative, benchmark, and summative assessments. Assessment for this course is written at the level of the **ESSENTIAL STANDARD** and assesses the intended outcome of the sum of its indicators.

For additional information about this blueprint, contact the Division of Career and Technical Education, North Carolina Department of Public Instruction, 6361 Mail Service Center, Raleigh, North Carolina 27699-6361.

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Interpretation of Columns on the NCDPI Adapted CTE Course Blueprint

No.	1	2	3	4
Heading	Essential Std #	Unit Titles, Essential Standards, and Indicators	Course Weight	RBT Designation
Column information	Unique course identifier and essential standard number.	Statements of unit titles, essential standards per unit, and specific indicators per essential standard. If applicable, includes % for each indicator.	Shows the relative importance of each unit and essential standard. Course weight is used to help determine the percentage of total class time to be spent on each essential standard.	Classification of outcome behavior in essential standards and indicators in Dimensions according to the Revised Bloom's Taxonomy. Cognitive Process Dimension: 1 Remember 2 Understand 3 Apply 4 Analyze 5 Evaluate 6 Create Knowledge Dimension: A Factual Knowledge B Conceptual Knowledge C Procedural Knowledge

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**Adapted CTE Course Blueprint of Essential Standards for
8811 FOUNDATIONS OF INFORMATION TECHNOLOGY**
(Recommended hours of instruction: 135-180)

Essential Std #	Unit, Essential Standards, and Indicators (The Learner will be able to:)	Course Weight	RBT Level
1	2	3	4
	Total Course Weight	100%	
1.00	Understand Information Technology career pathways and foundation skills.	12%	B2
	1.01 Understand information technologies and knowledge pathways. (6%) 1.02 Understand documents, files and folders. (6%) 1.03 Explore advanced concepts in Information Technology career pathways and foundation skills. (supplemental)		
2.00	Understand the Information Support and Services pathway.	19%	B2
	2.01 Understand how computers and high tech communication devices work. (11%) 2.02 Understand tech support and basic troubleshooting of hardware and software. (8%) 2.03 Explore advanced concepts in Information Support and Services. (supplemental)		
3.00	Understand the Network Systems pathway.	19%	B2
	3.01 Understand networking technologies. (10%) 3.02 Understand connectivity through networks and the Internet. (9%) 3.03 Explore advanced concepts in network systems. (supplemental)		
4.00	Understand the Web and Digital Communications pathway.	19%	B2
	4.01 Understand Web development and basic digital communications. (10%) 4.02 Understand social media in personal and business contexts. (9%) 4.03 Explore advanced concepts in web development (supplemental)		
5.00	Understand the Programming and Software Development pathway.	19%	B2
	5.01 Understand software types and uses. (5%) 5.02 Understand basic programming concepts. (14%) 5.03 Explore advanced concepts in Programming and Software Development. (supplemental)		
6.00	Understand emerging technologies and career options in Information Technology.	12%	B2
	6.01 Understand emerging technologies. (6%) 6.02 Understand personal skills and practices needed in the workplace. (6%) 6.03 Investigate careers in information technologies. (supplemental)		

**Career and Technical Education
Adapted CTE Course Blueprint
of
Essential Standards**

Business, Finance, and IT Education

6316 Business Financial Planning

Public Schools of North Carolina
State Board of Education • Department of Public Instruction
Academic Services and Instructional Support
Division of Career and Technical Education
Curt C. Miller, Project Director

Raleigh, North Carolina
Summer 2012

Contact BusinessandITEducation@dpi.nc.gov for more information.

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Essential standards are big, powerful ideas that are necessary and essential for students to know to be successful in a course. Essential standards identify the appropriate verb and cognitive process intended for the student to accomplish. Essential standards provide value throughout a student's career, in other courses, and translate to the next level of education or world of work.

The essential standards use Revised Bloom's Taxonomy (RBT) category verbs (remember, understand, apply, analyze, evaluate, create) that reflect the overall intended cognitive outcome of the indicators. Each essential standard and indicator reflects the intended level of learning through two dimensions; The Knowledge Dimension is represented with letters A-C, and the Cognitive Process Dimension by numbers 1-6.

This document will help teachers plan for curriculum delivery for the course, prepare daily lesson plans, and construct valid formative, benchmark, and summative assessments. Assessment for this course is written at the level of the **ESSENTIAL STANDARD** and assesses the intended outcome of the sum of its indicators. Curriculum provider is MBA Research & Curriculum Center.

For additional information about this blueprint, contact the Division of Career and Technical Education, North Carolina Department of Public Instruction, 6361 Mail Service Center, Raleigh, North Carolina 27699-6361.

Reference: Anderson, Lorin W. (Ed.), Krathwohl, David R. (Ed.), et al., *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*, Addison Wesley Longman, Inc., New York, 2001.

Interpretation of Columns on the NCDPI Adapted CTE Course Blueprint

No.	1	2	3	4
Heading	Essential Std #	Unit Titles, Essential Standards, and Indicators	Course Weight	RBT Designation
Column information	Unique course identifier and essential standard number.	Statements of unit titles, essential standards per unit, and specific indicators per essential standard. If applicable, includes % for each indicator.	Shows the relative importance of each unit and essential standard. Course weight is used to help determine the percentage of total class time to be spent on each essential standard.	Classification of outcome behavior in essential standards and indicators in Dimensions according to the Revised Bloom's Taxonomy. Cognitive Process Dimension: 1 Remember 2 Understand 3 Apply 4 Analyze 5 Evaluate 6 Create Knowledge Dimension: A Factual Knowledge B Conceptual Knowledge C Procedural Knowledge

Career and Technical Education conducts all activities and procedures without regard to race, color, creed, national origin, gender, or disability. The responsibility to adhere to safety standards and best professional practices is the duty of the practitioners, teachers, students, and/or others who apply the contents of this document.

Career and Technical Student Organizations (CTSO) are an integral part of this curriculum. CTOS are strategies used to teach course content, develop leadership, citizenship, responsibility, and proficiencies related to workplace needs.

**Adapted CTE Course Blueprint of Essential Standards for
6316 Business Financial Planning**
(Recommended hours of instruction: 135-180)

Essential Std #	Units, Essential Standards, and Indicators (The Learner will be able to:)	Course Weight	RBT Designation
1	2	3	4
	Total Course Weight	100%	
1.00	Understand professional development and financial analysis	12%	B2
	1.01 Utilize critical-thinking skills to determine best options/outcomes. (PD:019) 1.02 Acquire a foundational knowledge of accounting to understand its nature and scope. (FI:085, FI:351) 1.03 Acquire a foundational knowledge of finance to understand its nature and scope. (FI:354, FI:355) 1.04 Explore careers in finance to enhance potential for career success. (PD:152) 1.05 Understand financial markets to recognize their importance in business. (FI:336, FI:337) 1.06 Acquire knowledge of retail/business banking process and services to facilitate workplace activities. (PD:154, PD:204) 1.07 Acquire knowledge of the insurance industry to obtain a foundation for employment in insurance. (PD:157)		
2.00	Understand communication, selling, financial-information management, and financial analysis	20%	B2
	2.01 Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer (SE:406, SE:412, SE:407, SE:419, SE:405) 2.02 Acquire foundational knowledge of financial-information management to understand its scope and function. (FM:001, FM:002, FM:003) 2.03 Utilize financial information technology tools to manage financial information and perform work responsibilities. (FM:011) 2.04 Acquire fundamental knowledge of investment analysis and selection to make prudent investment decisions. (FI:276, FI: 277) 2.05 Write internal and external business correspondence to convey and obtain information effectively. (CO:040) 2.06 Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the client. (SE:428, SE:421, SE:429)		
3.00	Understand financial analysis and professional development	12%	B2
	3.01 Utilize sources of securities information to make informed financial decisions. (FI:274, FI:275) 3.02 Acquire knowledge of the securities and investments industry to understand the environment in which its services are offered. (PD:238, PD:236) 3.03 Acquire fundamental knowledge of investment analysis and selection to make prudent investment decisions. (FI:279, FI:280, FI:283) 3.04 Select investments to generate revenue for clients. (FI:281, FI:282, FI:284)		

4.00	Understand professional development, business law, financial analysis, compliance, and economics	12%	B2
	<p>4.01 Understand types of banking institutions to be aware of their roles in providing financial services. (PD:198)</p> <p>4.02 Understand government regulations pertaining to the finance industry to protect the company wellbeing. (BL:133, BL:134)</p> <p>4.03 Understand financial markets to recognize their importance in business. (FI:573)</p> <p>4.04 Acquire a foundational knowledge of compliance to understand its nature and scope. (CC:003, CC:004)</p> <p>4.05 Acquire knowledge of the impact of government on business activities to make informed economic decisions. (EC:072)</p> <p>4.06 Analyze cost/profit relationships to guide business decision-making. (EC:015, EC:014, EC:023)</p>		
5.00	Understand economics and financial analysis	16%	B2
	<p>5.01 Understand economic indicators to recognize economic trends and conditions. (EC:083, EC:081, EC:017, EC:082, EC:084, EC:018)</p> <p>5.02 Understand financial markets to recognize their importance in business. (FI:574, FI:575)</p> <p>5.03 Determine global trade's impact on business decision-making to acquire insight into the global forces affecting business. (EC:016, EC:045, EC:100)</p>		
6.00	Understand customer relations, communication skills, professional development, and marketing	20%	B2
	<p>6.01 Understand characteristics, motivations, and behaviors of clients in finance to facilitate client interaction. (CR:012)</p> <p>6.02 Foster positive relationships with customers to enhance company image. (CR:004, CR:005, CR:006, CR:019, CR:007)</p> <p>6.03 Write internal and external business correspondence to convey and obtain information effectively. (CO:039, CO:133)</p> <p>6.04 Resolve conflicts with/for customers to encourage repeat business. (CR:009, CR:010)</p> <p>6.05 Utilize critical-thinking skills to determine best options/outcomes. (PD:012)</p> <p>6.06 Reinforce company's image to exhibit the company's brand promise. (CR:001, CR:002)</p> <p>6.07 Acquire foundational/knowledge of customer/client/business behavior to understand what motivates decision-making. (MK:014, MK:015)</p> <p>6.08 Understand the nature of customer relationship management to show its contributions to a company. (CR:016, CR:017)</p> <p>6.09 Utilize technology to facilitate customer relationship management. (CR:018, CR:024)</p> <p>6.10 Understand marketing's role and function in business to facilitate economic exchanges with customers. (MK:002)</p>		
7.00	Understand human resources management and professional development	8%	B2
	<p>7.01 Manage staff growth and development to increase productivity and employee satisfaction. (HR:360)</p> <p>7.02 Utilize career-advancement activities to enhance professional development. (PD:082, PD:153)</p>		

Asheboro City Schools
Grant application to

The Edward M. Armfield, Sr. Foundation Inc.

Grant Application Form	Pages 1-6
Appendix A – Cost to Operate AHS Stadium	Page 7
Appendix B – Site Map with Phases	Page 8
Appendix C – Field Turf Cost Estimates	Page 9
Appendix D – ACS 2012-2013 Budget Resolution	Pages 10 – 16
Appendix E – Letters of Support City of Asheboro Asheboro/Randolph Chamber of Commerce Randolph County Tourism Development Authority	Pages 17 – 20

THE EDWARD M. ARMFIELD, SR. FOUNDATION INC.
324 WEST WENDOVER AVENUE, SUITE 130
GREENSBORO, NC 27408

GRANT APPLICATION FORM

Project Title AHS Lee J. Stone Stadium Upgrade/Field Turf Project

Amount Requested: \$700,000

Date Submitted: October 30, 2012

AGREEMENT and CERTIFICATION

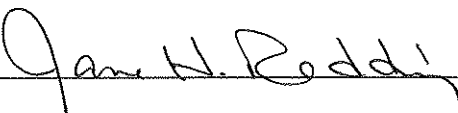
By signing below, we affirm that we are authorized representatives and have the authority to act on behalf of the organization applying for this grant. We further agree and acknowledge the following: The information provided in this material is correct and complete. The funds received by the applying organization will be used exclusively for field turf as outlined in the grant.

By signing below, we affirm that Asheboro City Schools is a tax exempt organization and that all funding and supporting information submitted to this organization are subject to the Public Records Act, and therefore, available for public inspection.

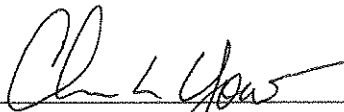
FOR Asheboro City Schools
Applicant Organization

SIGNATURE  DATE 10-30-12

NAME (Printed) Diane L. Frost TITLE Superintendent

SIGNATURE  DATE 10-30-12

NAME (Printed) Jane H. Redding TITLE Board of Education, Chair

SIGNATURE  DATE 10/30/12

NAME (Printed) Chris Yow TITLE BOE, Committee Chair

SECTION I. THE APPLICANT ORGANIZATION

A. Name of the Organization Asheboro City Schools

Mailing Address P.O. Box 1103

City Asheboro **County** Randolph

State North Carolina **Zip Code** 27204

Phone 336-625-5104 **Fax No.** 336-625-9238

E-Mail dfrost@asheboro.k12.nc.us **Website** www.asheboro.k12.nc.us

B. Officer, employee or contact person responsible for your grant request

Name Carla Freemyer

Phone 336-625-5104 X224 **Fax No.** 336-625-9238

Position Public Information Officer

C. Applicant Organization's Tax-Exempt Status (Please check one.)

 (501)(c)(3) organization **Governmental unit**

Federal Tax ID Number 56-6000989

D. Fiscal Information

Organization's Fiscal Year July 1 – June 30

Date of Incorporation chartered March 6, 1905

Total Annual Operating Budget \$50,329,353 (2012-2013 district budget)

Total Current Endowment or Reserve \$3,765,000

SECTION II. PROPOSAL DESCRIPTION In the space below, please answer the following questions.

A. What is the proposed plan of action (Please describe the need or problem the project will address and the project's plan of action and expected deliverables or results.)

The Asheboro High School football field is an Asheboro landmark with the first game played on this field in 1953. The field was named after legendary coach Lee J. Stone in 1960. For almost 60 years this field has served the Asheboro City Schools community. Asheboro High School is landlocked and no other location for future fields exists. Therefore, as we look forward, we envision this historical asset evolving into a community asset. To realize the full potential of this field it needs to be functional on a 24/7 basis. Installing field turf is the gateway to expanding opportunities for athletics, outdoor concerts and a variety of public events that currently have no local venue. Aside from the obvious programming benefits for our residents, the ancillary benefits to our local economy cannot be overlooked. Athletic and cultural events bring people who will eat in our restaurants, possibly stay overnight in our hotels, visit other attractions like the North Carolina Zoo, and shop in Asheboro/Randolph County as part of their experience.

B. Who benefits (Please describe the population to be served and/or impacted by this project.) All citizens in Randolph County will benefit from the opportunity to use this facility on a 24/7 basis. Citizens from surrounding counties may also benefit due to the variety of events Asheboro/Randolph County will be able to host, both athletic and cultural arts related.

Asheboro City Schools regularly partners with the City of Asheboro, Randolph Community College and other local groups to host events at our facilities. The completion of this project will enhance and expand these opportunities throughout Randolph County.

Aside from the community benefits, Asheboro City Schools will benefit from the reduced expense and labor necessary to maintain a quality athletic field.
(Appendix A)

C. How will the grant funds be expended?

Grant funds will be used to purchase and install field turf at Lee J. Stone Stadium.

SECTION III. EXPECTED PROJECT RESULTS

A. Expected economic impact and outcomes

B. Geographic area in North Carolina this project will serve

_____ Statewide (NC) _____ County(ies) Randolph
Community Asheboro, NC

C. Project Time Frame

Begin Spring 2013 (Phase I) **End** Summer 2014 (Phase II)

D. Requested Grant Time Frame January 2014 – August 2014

E. Project Director (Person responsible for the management of the project)

Name Mr. Mike Mize **Position** Director of Facilities

Mailing Address 1221 S. Park Street, Asheboro, NC 27203

Phone 336-625-5104 X246 **Fax** 336-625-9238

E-Mail mmize@asheboro.k12.nc.us

F. Budget Information

Amount of Grant
Requested \$700,000 **Total Project Budget** \$1,000,000

Other Sources of Funds For The Project

Name Asheboro City Schools **Amount** \$300,000

G. Sustainability (Describe plans to sustain funding for your project beyond the grant.)
Asheboro City Schools will set aside \$50,000 annually of capital outlay funds to cover the replacement cost and the occasional repairs needed to the turf. We anticipate the life of the turf to be approximately 12 years.

PROPOSAL DESCRIPTION:

It was 1960 when the AHS stadium was dedicated to legendary coach, Lee J. Stone, during halftime activities of the first home football game. During his tenure, Coach Stone served as teacher, head football coach, and athletic director. He began his career in Asheboro in 1949. He won Western NC High School Activities Association championships in 1950, 1958 and 1965. Stone coached 29 consecutive years without a losing season, was twice head coach in the NC Shrine Bowl, inducted into the NC Sports Hall of Fame, NC High School Sports Hall of Fame and the AHS Hall of Fame. He also served on the Asheboro City Board of Education from December 1973 to November 1995, four years as chairman.

On October 18, 2002, memorabilia from the Stone era was permanently located in the lobby of the AHS gymnasium. Today, we are looking forward to the renovation of Lee J. Stone Stadium to further the legacy of Coach Stone and provide lasting memories to a new generation of families.

The renovations and upgrades planned for Lee J. Stone Stadium are divided into three phases (Appendix B). Phase one: add a new concession stand and ADA accessible restroom facilities; Phase two: install field turf to allow 24/7 use of the facility; Phase three: add east end zone bleachers for the AHS band, end zone restrooms, and field house.

Asheboro City Schools is committed to completing phase one of this project, budgeting \$300,000 to construct a new concession stand and ADA accessible restroom facilities in the west end zone. Work is underway to survey the area and the initial design plan is complete. We anticipate phase one will be ready for our opening football game in August 2013. The new concession area will greatly enhance the work of AHS Booster Club and will provide much needed storage for AHS Booster Club items.

Phase two: install field turf (Appendix C). With funding from the Armfield Foundation, field turf will be installed and Asheboro City Schools will immediately begin working with our community partners to expand the use of the stadium. The location of Lee J. Stone stadium on Highway 64 further enhances the opportunities for a variety of events. Currently, there is no outdoor controlled access venue to support ticketed events in our area. The potential community and economic impact cannot be understated. We currently partner with the City of Asheboro Cultural and Recreation department, the YMCA, and Randolph Community College on several events. However, the potential to expand partnerships across Randolph County and bring new events to our area is significant. The primary goal of Phase two is to turn Lee J. Stone Stadium from a treasured school asset into a valuable community asset.

While the initial expense is considerable, Phase two is a long-term investment in the future of Asheboro and Randolph County. As demonstrated in Appendix A, the annual cost savings to the school district over time is noteworthy. These cost savings can be re-directed to other much needed projects.

Phase three: add east end zone bleachers for the AHS band, end zone restrooms, and field house. This is a long term goal that will not be pursued until Phase one and two are fully realized.

Board of Directors (Please list names, offices, addresses and phone numbers)

Asheboro City Board of Education

Jane Redding, Board Chair, member since 2005

237 South Elm Street, Asheboro NC 27203 336-626-3591

Archie Priest, Board Vice-Chair, member since 2003

1757 Shepherds Way, Asheboro NC 27205 336-626-9924

Gustavo Agudelo, member since 2011 (Policy Committee)

485 Oak Leaf Road, Apt. A, Asheboro NC 27205 336-302-7413

Phillip Cheek, member since 2006 (Policy Committee)

750 Booker T. Washington Ave., Asheboro NC 27203 336-626-0649

Linda Cranford, member since 1983 (Legislative Committee Chair; Finance Committee)

413 Lexington Road, Asheboro NC 27205 336-629-2040

Joyce Harrington, member since 1985 (Finance Committee; Legislative Committee)

919 Worth Street Ext., Asheboro NC 27203 336-625-6694

Kelly Harris, member since 2006 (Finance Committee, Chair)

859 Chartier Court, Asheboro NC 27205 336-629-0746

Steve Jones, member since 1995 (Policy Committee; Legislative Committee)

1683 Oakmont Drive, Asheboro NC 27205 336-626-7011

Gidget Kidd, member since 2005 (Finance Committee; past board chair)

816 Worth Street, Asheboro NC 27203 336-626-0644

Kyle Lamb, member since 2005 (Finance Committee)

1217 Timberlane Road, Asheboro NC 27205 336-626-4439

Chris Yow, member since 1997 (Policy Committee, Chair)

1676 Pine Needles Dr., Asheboro NC 27205 336-629-1723

Please attach the applicant organization's most recent balance sheet and profit (loss) statement to this grant request.

2012-2013 Asheboro City Schools Budget – Appendix D

Cost To Operate AHS Stadium Per Year

10/24/2012

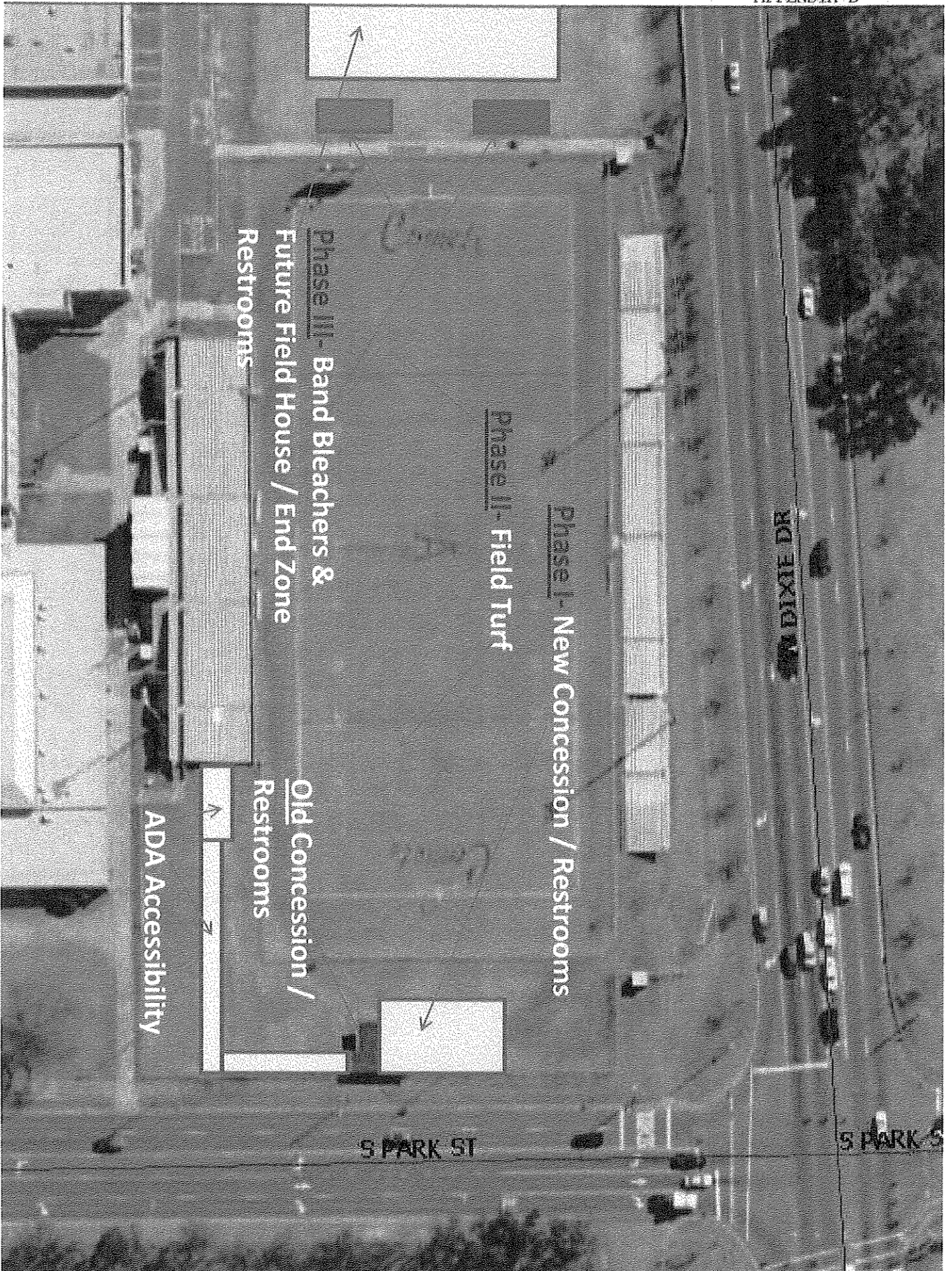
Field Task	Freq.	Men Used	Labor Hours	Labor Cost Per hr.	Total Labor Per year	Material Cost Per App.	Total Material Per year	Total Job Cost Per year
1 Roundup Chemical	2 /yr.	1	4	18	145	175	350	495
2 Fertilizer	5 /yr.	1	3	18	271	219	1,097	1,368
3 Core Aerate Stadium	3 /yr.	1	4	18	217	0	0	217
4 Sod Repair	1 /yr.	5	40	18	3,614	2,040	2,040	5,654
5 Mowing	22 wks	1	7	18	2,783	0	0	2,783
6 Weed Eating	22 wks	2	3	18	2,385	0	0	2,385
7 Roll Field	6 /yr.	1	3	18	325	0	0	325
8 Blow Field	12 /yr.	1	4	18	867	0	0	867
9 Paint Soccer	10 /yr.	2	3	18	1,084	80	803	1,887
10 Paint VS Football	6 /yr.	6	6	18	3,903	615	3,690	7,593
11 Paint JV Football	4 /yr.	2	3	18	434	174	696	1,130
12 Tarp	12 /yr.	3	2	18	1,301	1,500	1,500	2,801
13 Water for Irrigation								917
14 Equipment Cost / yr					1,000			1,000
15 Maintain Sprinklers					1,000			1,000
16 Misc. Repairs					1,000			1,000
Total Bermuda operating cost / yr:					20,329		10,176	31,422

First Installment Cost:

First time Field Turf installment cost:	700,000
12 Yrs. of Bermuda field operating cost:	377,064
Actual Field Turf cost for first 12 yrs.	322,936
Cost per year	26,911

Second Installment Cost:

Field Turf replacement cost:	424,960
12 Yrs. of Bermuda field operating cost:	377,064
Actual Field Turf cost for second 12 yrs.	47,896
Cost per year	3,991



Field Turf Cost Estimate:
10/24/2012

1 Carolina Green	
Base Construction:	\$326,269.00
Install Field Turf:	\$431,971.00
Add for fence replacement	\$12,000.00
Total Budget Cost: \$770,240.00	

2 Precision Turf LLC	
Base Construction:	\$96,617.00
Install syntehtic Turf	\$569,081.00
Add for fence replacement	\$12,000.00
Total Cost: \$677,698.00	

3 Deluxe Sports Company	
Base Construction:	\$264,000.00
Install Field Turf:	\$387,694.00
Add for fence replacement	\$12,000.00
Total Cost: \$663,694.00	

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2012 - 2013
Adopted August 9, 2012**

Be it resolved by the Board of the Asheboro City Schools Administrative Unit that for the fiscal year beginning July 1, 2012 and ending June 30, 2013:

Section 1: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Local Current Expense Fund**.

Instructional Services	
5100 - Regular Instructional Services	\$ 1,345,700
5200 - Special Populations Services	182,600
5300 - Alternative Programs and Services	405,700
5400 - School Leadership Services	780,600
5500 - Co-Curricular Services	200,000
5800 - School-Based Support Services	429,500
System-wide Support Services	
6100 - Support and Development Services	175,100
6200 - Special Population Support and Development Services	116,700
6400 - Technology Support Services	401,700
6500 - Operational Support Services	2,549,900
6600 - Financial and Human Resource Services	293,300
6700 - Accountability Services	32,700
6800 - System-wide Pupil Support Services	190,300
6900 - Policy, Leadership and Public Relations Services	907,200
 Total Local Current Expense Fund Appropriation	 <u>\$ 8,011,000</u>

Section 2: The following revenues are estimated to be available to the **Local Current Expense Fund**.

County Appropriation	\$ 4,506,116
Voted Supplement	2,923,000
Local Revenues	220,884
Fund Balance Appropriated	361,000
 Total Local Current Expense Fund Revenue	 <u>\$ 8,011,000</u>

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2012 - 2013
Adopted August 9, 2012**

Section 3: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Local Grant Fund**.

Instructional Services	
5100 - Regular Instructional Services	\$ 556,000
5200 - Special Populations Services	102,800
5300 - Alternative Programs and Services	654,400
5500 - Co-Curricular Services	60,000
5800 - School-Based Support Services	171,300
System-wide Support Services	
6100 - Support and Development Services	47,200
6200 - Special Population Support and Development Services	112,300
6500 - Operational Support Services	63,300
6600 - Financial and Human Resource Services	203,200
6700 - Accountability Services	49,700
Total Local Grant Fund Appropriation	<u><u>\$ 2,020,200</u></u>

Section 4: The following revenues are estimated to be available to the **Local Grant Fund**.

State and Federal Funds	\$ 950,000
Local Revenues	720,200
Fund Balance Appropriated	350,000
Total Local Grant Fund Revenue	<u><u>\$ 2,020,200</u></u>

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2012 - 2013
Adopted August 9, 2012**

Section 5: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **State Public School Fund**.

Instructional Services	
5100 - Regular Instructional Services	\$ 17,691,323
5200 - Special Populations Services	4,032,816
5300 - Alternative Programs and Services	815,864
5400 - School Leadership Services	1,877,200
5800 - School-Based Support Services	1,798,550
System-wide Support Services	
6200 - Special Population Support and Development Services	144,827
6400 - Technology Support Services	109,500
6500 - Operational Support Services	1,377,993
6600 - Financial and Human Resource Services	239,620
6700 - Accountability Services	128,262
6800 - System-wide Pupil Support Services	47,700
6900 - Policy, Leadership and Public Relations Services	168,345
Non-Programmed Charges	
8400 - Interfund Transfers	45,000
Total State Public School Fund Appropriation	<u>\$ 28,477,000</u>

Section 6: The following revenues are estimated to be available to the **State Public School Fund**.

Total State Public School Fund Allocation	<u>\$ 28,477,000</u>
--	-----------------------------

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2012 - 2013
Adopted August 9, 2012**

Section 7: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the Federal Grants Fund.

Instructional Services	
5100 - Regular Instructional Services	\$ 423,203.07
5200 - Special Populations Services	1,731,255.58
5300 - Alternative Programs and Services	2,009,969.05
5800 - School-Based Support Services	907,547.32
System-wide Support Services	
6100 - Support and Development Services	3,900.00
6200 - Special Population Support and Development Services	228,823.65
6500 - Operational Support Services	64,441.50
6700 - Accountability Services	4,900.00
Non-Programmed Charges	
8100 - Payments to Other Governmental Units	117,912.38
Total Federal Grants Fund Appropriation	<u>\$ 5,491,952.55</u>

Section 8: The following revenues are estimated to be available to the Federal Grants Fund.

Total Federal Allocation	<u>\$ 5,491,952.55</u>
---------------------------------	-------------------------------

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2012 - 2013
Adopted August 9, 2012**

Section 9: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Child Nutrition Fund**.

Ancillary Services	
7200 - Nutrition Services	\$ 3,140,000
Non-Programmed Charges	
8100 - Payments to Other Governmental Units	171,000
Total Child Nutrition Fund Appropriation	<u>\$ 3,311,000</u>

Section 10: The following revenues are estimated to be available to the **Child Nutrition Fund**.

Federal Allocation	\$ 2,390,000
Local School Child Nutrition Fund	921,000
Total Child Nutrition Fund Revenue	<u>\$ 3,311,000</u>

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2012 - 2013
Adopted August 9, 2012**

Section 11: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Capital Outlay Fund**.

9000 - Capital Outlay	\$	3,018,201
Total Capital Outlay Projects		<u>\$ 3,018,201</u>

Section 12: The following revenues are estimated to be available to the **Capital Outlay Fund**.

County Appropriation		2,754,566
Fund Balance Appropriated		263,635
Total Capital Outlay Fund Revenue		<u>\$ 3,018,201</u>

Section 13: The following revenues are estimated to be available to the Asheboro City Schools budget.

Local Current Expense Fund	\$	8,011,000.00
Local Grant Fund	\$	2,020,200.00
State Public School Fund	\$	28,477,000.00
Federal Grants Fund	\$	5,491,952.55
Child Nutrition Fund	\$	3,311,000.00
Capital Outlay Fund	\$	3,018,201.00
		<u>\$ 50,329,353.55</u>

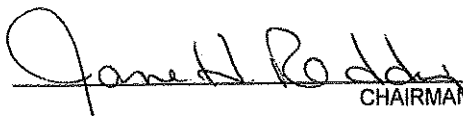
August 9, 2012

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2012 - 2013
Adopted August 9, 2012**


- Section 14:** All appropriations shall be paid firstly from revenues restricted as to use, and secondly from general unrestricted revenues.
- Section 15:** The Superintendent is hereby authorized to transfer appropriations within a fund under the following conditions:
- A. Between functions and objects of expenditures within a purpose without limitations and without a report to the Board of Education being required.
 - B. Between purposes of the same fund without a report to the Board of Education being required.
 - C. May not transfer any amounts between funds nor from any contingency appropriation within a fund without Board approval.
- Section 16:** Copies of the budget resolution shall be entered in the minutes of the Board of Education, and within 5 days after adoption, copies shall be filed with the Superintendent, School Finance Officer, and County Finance Officer.

Adopted the 9th day of August, 2012

ASHEBORO CITY BOARD OF EDUCATION



CHAIRMAN



SECRETARY

APPENDIX E

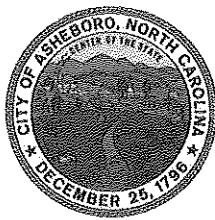
Letters of Support

The City of Asheboro

Asheboro/Randolph Chamber of Commerce

Randolph County Tourism Development Authority

JOHN N. OGBURN, III
City Manager



Tel: 336-626-1201 Ext. 201
Fax: 336-626-1218
E-mail: jogburn@ci.asheboro.nc.us

City of Asheboro

146 North Church Street
Post Office Box 1106
Asheboro, North Carolina 27204-1106

October 24, 2012

The Armfield Foundation
Greensboro, NC

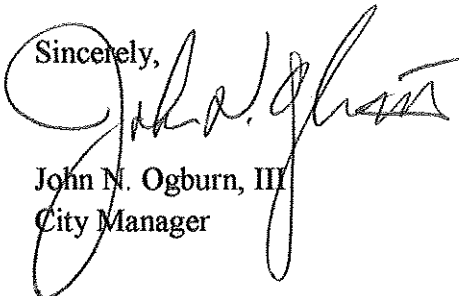
Re : Letter of Support

Dear Foundation Board Members:

Please accept this letter as support of the Asheboro City Schools application for grant funding for their proposed addition of permanent field turf to historic Lee J. Stone Stadium. The City of Asheboro and the Asheboro City Schools have maintained a joint use facility agreement for more than 50 years and our relationship is stronger than ever. This unique joint use facilities agreement "stretches" the taxpayer's dollar as duplication is avoided as both local governments share fields and facilities. As currently configured the Stadium cannot be used for community or City of Asheboro Recreation Department sponsored events due to the condition of the existing natural turf. The addition of permanent field turf would allow for multi seasonal and community events and expands the Stadium from a school resource to a community resource.

Thank you for your acceptance of this application and your support of our community!

Sincerely,


John N. Ogburn, III
City Manager



317 East Dixie Drive • Asheboro, North Carolina 27203 • Phone: (336) 626-2626

Officers

Kim Markham, Chairman
Asheboro Recycling Center

Reynolds Lisk, VP - Internal Affairs
Insurance Associates of the Triad

Jerry Moore, VP - Community Development
Prevo Drugs, Seagrove

Kurt Sullivan, VP - Business and Industry
The Timken Company

John Obgum, VP - Governmental Affairs
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Russ Williams
North Carolina Zoological Society

Area Chamber Representatives

Debbie Adams
Liberty Chamber of Commerce

Carla Burrow
Randleman Chamber of Commerce

October 26, 2012

The Edward M. Armfield, Sr. Foundation Inc.
324 West Wendover Avenue, Suite 130
Greensboro, NC 27408

Dear Trustees,

This letter is to express the support of the Asheboro/Randolph Chamber of Commerce for the Asheboro City Schools stadium renovation and upgrade project.

While it is obvious that the addition of the field turf and the other upgrades described in the grant request will certainly enhance the playability of the stadium as well as make it a safer facility for the athletes, we feel that completion of this project will have the potential to impact our community that will go well beyond enhancing the facilities.

As is the current story in many cities and towns across the nation Asheboro and Randolph County has been significantly impacted by the downturn in the economy, especially in the area of manufacturing. With the continued reduction of manufacturing positions Randolph County's unemployment rate has seen a steady increase from the historically 2.3% to 2.5% to over 8.0% and sometimes even beyond. While much has been and continues to be done to address this issue, it has become evident that tourism must play a vital part in our community's future. As you are aware, we have done much to create new opportunities in our community, such as enhancing our downtown business district. Projects such as the current renovation of the downtown mills and the historic Sunset Theater, which you have been a vital part of and we certainly thank you for your support, are helping us attract new residents and visitors. Redevelopment of the downtown business district has also attracted entrepreneurs that have opened new businesses in the area. The stadium project will allow us to continue to enhance our community, both from a livability standpoint as well as attracting visitors from the surrounding area. In addition to new athletic events, such as invitational soccer tournaments, the facility can also host many other activities such as band competitions and concerts that we currently do not have a venue for that allows us to control access.

Your support of this project will assist us by creating an additional resource that will greatly aid us in our continuing efforts to grow and develop our community. I sincerely urge you to approve this request and hope you will decide to support to this very worthy project.

Sincerely,

George W. Gusler, Jr.
President



ARCHDALE

October 26, 2012

ASHEBORO

The Edward M. Armfield, Sr. Foundation, Inc.
324 West Wendover Avenue, Suite 130
Greensboro, NC 27408

FRANKLINVILLE

Dear Trustees,

LIBERTY

On behalf of the Randolph County Tourism Development Authority, I strongly encourage the Edward M. Armfield, Sr., Foundation to consider Asheboro City School's grant application for the addition of field turf and renovations and expansion of their concession area and restrooms at the Asheboro High School stadium.

RAMSEUR

Completion of this project will award the community a much-needed additional venue for athletics, outdoor concerts, and marching band competitions. With the ability to offer these types of events, the City of Asheboro could attract tournaments and competitions that would bring participants and visitors to Asheboro to spend money in our community.

RANDLEMAN

In Randolph County, tourism is a key sector of our economy with nearly 900 jobs in the County directly attributable to the travel and tourism industry in 2011 – a large part of that including sporting events and school competitions that impact the lodging industry. When visitors attend these types of events spending their money on area accommodations, they also visit local restaurants, arts and entertainment venues, shops, history and heritage landmarks, farms, museums and attractions, and festivals and events that provide valuable educational opportunities for the student market. These dollars provide significant economic benefits for the City of Asheboro and its surrounding communities.

SEAGROVE

Equally important, this grant will help guarantee the success of Asheboro City Schools into the next generation and its impact on our local travel industry.

STALEY

Thanks & regards,

Tammy O'Kelley
Director of Tourism

TRINITY

cc: Carla Freemyer, Asheboro City Schools

Heart of North Carolina Visitors Bureau

145-B Worth Street | Asheboro, NC 27203 | O: 336.626.0364 | TF: 800.626.2672 | W: HeartofNorthCarolina.com

The Heart of North Carolina Visitors Bureau is the official destination marketing organization for Randolph County Tourism Development Authority

Proclamation

WHEREAS, throughout American history, public schools have helped democratize our nation, strengthen our communities, and widen opportunities for our people; and

WHEREAS, by integrating different groups into a common educational setting, public schools prepare this nation's diverse populations to live harmoniously in a free, democratic society; and

WHEREAS, the future of America in the next century depends on the students who are in our schools today; and

WHEREAS, all citizens have an important mutual interest in educating future citizens; and

WHEREAS, strong effective public schools are a springboard to a better tomorrow;

Now, therefore,

I, _____
serving as Chairperson
of the Asheboro City Board of Education

Do hereby proclaim November 11-17, 2012 as

American Education Week

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

Signed this 8th day of November, 2012

School/Location	Date	Event	Time
PDC	Monday, November 05, 2012	FAN Workshop - CC/ES for 6-12 Parents	6:30pm
PDC	Thursday, November 08, 2012	Board of Education Meeting	7:30pm
Downtown Asheboro	Sunday, November 11, 2012	Veterans Day Parade	4:00pm
Greensboro Sheraton	November 12 - 14, 2012	NCSBA Annual Conference	
DLL	Tuesday, November 13, 2012	Grade Level Math Night	5:30-7:00pm
AHS/PAC	Thursday, November 15, 2012	PSP - <i>Life with Mother Superior</i>	7:30pm
AHS/PAC	Friday, November 16, 2012	PSP - <i>Life with Mother Superior</i>	7:30pm
AHS/PAC	Saturday, November 17, 2012	PSP - <i>Life with Mother Superior</i>	7:30pm
AHS/PAC	Sunday, November 18, 2012	PSP - <i>Life with Mother Superior</i>	2:00pm
PDC	Monday, November 19, 2012	2013-2016 Future Plan - Planning Team	5:30-8:00pm
	Thursday, November 29, 2012	Report Cards go home	
PDC	Tuesday, December 04, 2012	Superintendent's Student Advisory Council	7:30am
DLL	Tuesday, December 04, 2012	Literacy Night	5:30-7:00pm
AHS/PAC	Tuesday, December 04, 2012	NAMS Winter Band Concert	7:30pm
AHS/PAC	Thursday, December 06, 2012	AHS Winter Choral Concert	7:30pm
Downtown Asheboro	Friday, December 07, 2012	Asheboro Christmas Parade	7:00pm
PDC	Monday, December 10, 2012	2013-2016 Future Plan - Planning Team	5:30pm - 8:00pm
AHS/PAC	Monday, December 10, 2012	SAMS Choral Concert	7:30pm
AHS/PAC	Tuesday, December 11, 2012	SAMS Winter Band Concert	7:30pm
DLL	Wednesday, December 12, 2012	Senior Holiday Lunch	12noon
SAMS	Thursday, December 13, 2012	Retirement Reception for Dr. Allgood	4:00 - 6:00pm
PDC	Thursday, December 13, 2012	Board of Education Meeting	7:30pm
AHS/PAC	Thursday, December 13, 2012	AHS Winter Band Concert	7:30pm
PDC	Tuesday, December 18, 2012	Superintendent's Holiday Lunch	11:30am to 1:00pm (floating)
AHS/PAC	Tuesday, December 18, 2012	AHS Jazz & Percussion Concert	7:30pm
AHS	Wednesday, January 09, 2013	Senior Board Night	5:30pm
PDC	Thursday, January 10, 2013	Board of Education Meeting	7:30pm

NAMS	Friday, January 25, 2013	Board Of Education Appreciation Luncheon	12noon
COBR	Monday, January 28, 2013	PTO/PTA President's Round Table	6:30pm
TBA	Saturday, February 02, 2013	Winter Board Retreat	8:00am
PDC	Thursday, February 14, 2013	Board of Education Meeting	7:30pm
PDC	Tuesday, February 19, 2013	District Spelling Bee	7:00pm



Student Achievements:

- Homecoming celebrations held at AHS
- HOSA sponsored Breast Cancer Awareness day

Staff Recognitions:

- Brian Saunders, GBT, ACS Principal of the Year
- Shea Setzer, AHS, and Brian Saunders, GBT, Leadership Randolph Graduates
- Cheryl Perkins, CWM, CT Reader's Choice Favorite Teacher

Parent Involvement:

- Parent/Teacher Conferences
- BOE presentations held at Teachey, Balfour and North Asheboro Middle School
- PTO/PTA President's Round Table

Events bringing community into our schools:

- 2012-2013 Future Plan Planning Committee
- SAMS Beginning Band Concert
- BANDORAMA
- The Bully Plays



Asheboro City Schools

...the subject is excellence!

Asheboro City Schools Strategic Plan Milestones

Board of Education Goals

2012-2013

November, 2013

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

1. Every student graduates college and career ready.

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

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

- Expand digital expo to increase student participation. Include a real world problem-solving theme.

The digital expo 2013 has been launched. Students are submitting their project ideas by November 9. The date for the expo is March 22, 2013.

- Implement North Carolina online testing in grades 3-12.

Online benchmark tests were used in grades 2-12 during the weeks of October 15 and 22. Both students and staff learned about the technical issues of online testing, and plans are being reviewed to address both the advantages and challenges of online testing.

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

- Develop internal Health Sciences small learning community with partners.

The internal Health Sciences Academy committee visited the Pitt County Schools Academy last week to learn more about possible ways to structure our academy at AHS.

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

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

- Use common assessments to monitor student growth.

6. Implement innovative after school enrichment and intervention programs.

- Evaluate effectiveness of current intervention programs.

7. Establish a rigorous and relevant CTE program.

- Implement CTE strategic plan.

The CTE Monitoring report conducted by DPI identified several strengths of our CTE program and its ongoing transformation. Ms. Pack will present the highlights of this report at our meeting November 8.

GOAL 2: Asheboro City Schools will be led by 21st century professionals.

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.

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

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

- Expand use of performance-based common assessments. Publish collection of exemplars.
- Each school develops a plan to implement student-led conferences.
- Revise K-2 report cards to implement standards-based grading practices.

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

- Continue Teacher Leadership Academy for cohort #3. Evaluate effectiveness of TLA on past participants. Include past participants in leading professional development.
- Refine use of teacher evaluation system with new standard #6 (student performance).
- Teachers will use student performance data in professional learning communities (collaborative conversations) to improve teaching and learning.

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

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

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

We received news today (October 30) that SAMS has been designated by State Superintendent Dr. June Atkinson as a **Model School of North Carolina Positive Behavior and Intervention Support (PBIS)**! Congratulations SAMS!

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

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

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

- Middle schools participate in Science of Healthful Living Physical Education project with UNCG.

Middle school PE teachers participated in a second day of training last on Monday, October 29, to continue learning how to integrate healthful living activities into physical education activities. Teachers and students are very positive about this project.

- Asheboro City Schools staff and students participate in a fitness walk in the fall (JDRF on October 20, 2012) and/or in the spring (the Human Race in March or April).

We had a tremendous turnout of Asheboro City Schools staff, students, and families participating at the October 20 JDRF walk to support research to find a cure for diabetes. Our schools and community raised over \$35,000 to support this worthy cause.

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

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

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

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

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

2. Increase communication and outreach to parents.

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

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

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

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

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

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

1. Implement long range facilities plan.

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

We are pursuing an athletic upgrade to the Lee J. Stone Stadium with a grant proposal to the Armfield Foundation to fund the installation of field turf. Also, progress continues with finalizing plans to replace the stadium restroom and concession stand facility.



NCSBA 2013-14 Legislative Agenda Item

Teacher Career Status Elimination – All Teachers or Future Teachers Exclusively

Issue Guide for Board Deliberations

Option 1 - Grandfather teachers who currently have career status

Pros:

- Stability for teachers that have earned career status
- Protection from multiple lawsuits
- Rewards teachers with longevity and begins the process of contracting new employees
- Grandfather approach was successfully taken when principal career status was eliminated in the 1990's

Cons:

- Keeps antiquated system in place
- Unfairly rewards teachers that may be subpar
- New system will take years to implement
- Children may receive subpar education because of a poor performing existing teacher who has career status
- Creates a rift between employees

Option 2 - Eliminate career status for all teachers

Pros:

- Creates a system where excellence is rewarded instead of longevity
- Creates a system where all employees are treated equally
- Businesses in America works in a similar fashion
- Implements the system in the first year
- Allows LEAs to remove antiquated teachers
- Allows LEAs to reward model employees
- Saves LEAs significant costs usually associated with dismissing a poor performing teacher

Cons:

- Lawsuits will be abundant (while a strong legal case can be made for eliminating career status for everyone, it is not crystal clear what the courts will do)
- School boards will have to adjust to new system; first year will be arduous as every employee will be under review
- Possible decrease in employee morale, especially among long-time employees who feel they may suddenly be at risk of arbitrary dismissal