

ASHEBORO CITY BOARD OF EDUCATION
September 11, 2014
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 – Xazavier Evans and Terrell Taylor, 4th Grade, Guy B. Teachey Elementary
- *D. Approval of Agenda

II. Special Recognition and Presentations

- A. Community Partner Spotlight – Randolph County Public Library, Ross Holt
- B. Board Spotlight – Guy B. Teachey Elementary School
- C. Principal of the Year – Paula Owens, 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 – August 14, 2014
- B. Randolph Community College Articulation Agreement with Asheboro City Schools
- C. Overnight Field Trip Request – New York, NY, Asheboro High School Chorus
- D. Amended Title IIA Executive Summary
- E. Personnel

V. Information, Reports and Recommendations

- A. Pathways to Prosperity Report
- B. ACT and WorkKeys Report
- C. NC READY Data Release
- D. Policies
 - Policy 3100 – Curriculum Development
 - Policy 3130 – Grouping for Instruction
 - Policy 3135 – Homework
 - Policy 3140 – Evaluation of Instructional Programs
 - Policy 3320 – School Trips
 - Policy 3400 – Evaluation of Student Progress
 - Policy 3420 – Student Promotion and Accountability
 - Policy 3430 – School Improvement Plan
 - Policy 3450 – Class Rankings
 - Policy 3630 – Contests for Students (Remove)

VI. Action Items

***A. Policies**

- Policy 3150 – Curriculum Research (Remove)
- Policy 3221 – Student Information System Acceptable Use
- Policy 3431 – Conflict Resolution
- Policy 3440 – Recognizing Excellence

***B. 2014-2015 Budget Resolution**

VII. Superintendent's Report/Calendar of Events

- A. Calendar of Events**
- B. Membership and Class Sizes**
- C. 2014-2015 Board Goals, September Update**

VIII. Board Operations

***A. NCSBA Awards**

B. Important Dates to Remember:

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

IX. Adjournment

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

ASHEBORO CITY BOARD OF EDUCATION
September 11, 2014
7:30 p.m.
Asheboro High School
Professional Development Center

Addendum

- I. **Opening**

- IV. ***Consent Agenda**
 - E. Personnel

- V. **Information, Reports and Recommendations**
 - B. ACT and WorkKeys Report
 - C. NC READY Data Release

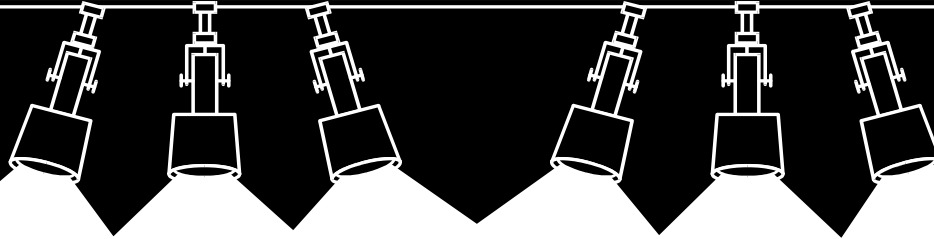
- VII. **Superintendent's Report/Calendar of Events**
 - B. Membership and Class Sizes (Day 10)

- IX. **Adjournment**

Mission Statement

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

September 11, 2014



Community Spotlight: Randolph Public Library, Ross Holt

We are pleased this evening to recognize and thank the Randolph Public Library for their continued support of our families. Their efforts to work with each school, attend each open house and build the capacity to support reading across our community is to be commended. This valuable partnership will continue throughout the school year to provide multiple opportunities for families to enjoy reading. Special thanks to the library staff for their commitment to Asheboro City Schools.

Board Spotlight:

Tonight's Board of Education Spotlight will be on the Summer Reading Program that we started this year at Coleridge Road Apartments. This complex is home to approximately 30 of our students. Our first annual reading program was conducted in the apartment that First Baptist Church owns. Teachey teachers first conducted 1-2 read alouds with the students. Then students picked books from ones that had been donated to the school and read their book with a PTO parent or a teacher. The students then kept the book or picked out a new book to take home and keep. Fruits and other snacks were provided after reading time. The summer concluded with the Asheboro Fire Department coming out and doing a Water Day for the kids who participated. While promoting reading was a primary goal, the relationships with the students and their families that were forged were even more valuable!

Special Recognition:

Paula Owens, DLL, 2014-2015 ACS Principal of the Year

Minutes of the Asheboro City Board of Education

August 14, 2014

Policy Committee

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

Phillip Cheek
Chris Yow
Steve Jones

Linda Cranford
Jane Redding
Gidget Kidd

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

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

- Policy 3100 – Curriculum Development
 - Updated formatting and language in policy to align with current terminology and practices
 - Included statements regarding duties and tasks of curriculum committee
- Policy 3130 – Grouping for Instruction
 - Minor and technical updates to policy
- Policy 3135 - Homework
 - Minor language updates to policy
- Policy 3140 – Evaluation of Instructional Programs
 - Statement regarding self-study by external accrediting agencies
- Policy 3320 – School Trips
 - Major revisions have been made to policy
 - Policy has been reorganized for ease of understanding and use
- Policy 3400 – Evaluation of Student Progress
 - Minor language and terminology updates
 - End-of-Course and End-of-Grade assessments added to list of items requiring system-wide procedures
- Policy 3420 – Student Promotion and Accountability
 - Percentage of End-of-Course, End-of-Grade and Final Exams changed from 25% to 20% of the final grade throughout the policy (used North Carolina State Board of Education recommended percentage)
 - Section added covering credit by demonstrated mastery
- Policy 3430 – School Improvement Plan
 - Statements added to policy including:
 - School improvement meetings will be held at times that are convenient for parents to be able to participate
 - New mandatory component: Plans will minimize redundancy
 - School boards may review school improvement plans
 - Right of employees, parents, other interested parties to report concerns regarding compliance
 - School improvement plans must be posted on school’s website
 - Minor language updates

- Policy 3450 – Class Rankings
 - Added policy references

- Policy 3630 – Contests for Students (Remove)
 - Recommended removal of this policy as it is no longer supported by the State Board of Education

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

Mr. Harold Blair addressed the committee regarding the North Carolina State Budget.

With no further business, the meeting was adjourned at 6:29 p.m.

Finance Committee

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

Gustavo Agudelo	Kyle Lamb
Joyce Harrington	Steve Jones
Jane Redding	Archie Priest

Committee member absent was Dr. Kelly Harris.

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

Mr. Blair presented 2014-2015 budget information including a State budget update and fund balance projections.

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

Board of Education

Opening

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

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

Wilson Alexander, Jr., Attorney

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

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

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

Public Comments

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

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

Consent Agenda

The following Consent Agenda items were approved:

Approval of Minutes – July 10, 2014

Executive Summary for Title I and Title II Applications 2014-2015 (A copy of the plans will become a part of these minutes.)

Personnel

RESIGNATIONS/RETIREMENTS/SEPARATIONS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Forsythe, Jennifer	NAMS-SAMS/EC Program Facilitator	7/29/14
Howe, Shaun	DLL/Music	7/10/14
Joyce, Heather	CWM/Inst. Assistant	7/29/14
Maner, Misty	AHS/Ins. Assistant	8/6/14
Mazur, Victoria	NAMS/ESL	7/15/14
Miley, James	SAMS/Mathematics	7/16/14
Partin, Melissa	AHS/Biology	7/28/14
Salamone, Jennifer	SAMS/Mathematics	7/22/14
Saunders, Kathleen	AHS/English	7/28/14
Shelton, Nicole	BAL/2nd Grade	7/28/14
Trotter, Lorraine	GBT/Inst. Assistant (PT)	7/30/14
Watson, Natasha	NAMS/ELS-SS	7/15/14
Johnson, Elizabeth	CO/Public Relations Coor.	8/25/14
Muse, Will	AHS/Social Studies	8/13/14
Small, Krystin	CO/Bus Driver	7/14/14
Stevenson, Matthew	AHS/Trade & Ind. Education	8/7/14

APPOINTMENTS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Arnold, Karen	NAMS/ESL	8/18/14
Banks, Chameika	BAL/Guidance	8/18/14
Briggs, Gerald	CO/Bus Driver	8/1/14
Causey, Joshua	DLL/Music	8/18/14
Cheek, Heather	LP/3RD Grade	8/18/14
Clapp, Hayleigh	AHS/Non-Faculty Coach	8/6/14
Croom, Robin	AHS/English (PT)	8/18/14
Elliott, Margaret	BAL/ESL	8/18/14
Everett, Callie	SAMS/Mathematics	8/18/14
Garcia, Lisa	NAMS/ELA	8/18/14
Garwood, Shannon	AHS/Health Science	8/18/14
Gonzalez, Cela	CO/Custodian (Temp)	8/4/14
Gonzalez, Priscila	ECDC-DLL/Custodian	7/30/14
Hoffmire, Jessica	LP/5th Grade	8/18/14

APPOINTMENTS cont'd

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Jessup, Mary	BAL/2nd Grade	8/18/14
Showole, Teresa	SAMS/ELA	8/18/14
Walden, Cassadi	AHS/English	8/18/14
Wiley, Sharon	NAMS/ESL	8/18/14
Wilson, Lynette	AHS/Health Science	8/18/14
Brown, Jeremy	SAMS/Technology Ed.	8/18/14
Horsley, Timothy	AHS/Social Studies	8/18/14
Jackson, Cleveland (Dee)	AHS/Technology Ed.	8/18/14
Xu, Xiaolin	AHS/Chinese	8/18/14

TRANSFERS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Richey, Melanie	NAMS to SAMS/Mathematics	8/18/14
Robbins, Christin	CWM/4th Grade to Globetrotters (PT)	8/18/14
Smith, Labreeksa	NAMS to SAMS-NAMS/EC to EC Program Facilitator	8/18/14
Davis, Benjamin	CO/Sub Bus Driver to Bus Driver (PT)	8/18/14
Harris, Vicky	GBT to SAMS/EC Instructional Assistant	8/18/14
Jones, Lisa	CWM to GBT/Instructional Assistant	8/18/14
Longoria, Alejandra	GBT to CO/Interpreter/Translator	8/18/14
Nichols, Nancy	SAMS to GBT/EC Instructional Assistant	8/18/14

Charter Bus Approval (A copy of the Charter Bus Approval will become a part of these minutes.)

Information, Reports and Recommendations

Dr. Rice reported on the 2013-2014 athletic program as follows: 11 of the 20 varsity teams qualified for the North Carolina High School Athletic Association's Scholar Athletic Team Award with a 3.10 average or better; there were 950 student athletes; and 183 varsity students/athletes qualified for the North Carolina High School Athletic Association's Scholar Athlete Award with a 3.50 (weighted) GPA during the 2013-2014 school year. Several awards were won by teams, coaches, and students.

Carla Freemyer gave the Teacher Turnover Report. The teacher turnover rate for the period of March 2013 to February 2014 was 19.5%. Fifteen of those teachers were retirees; 52 teachers resigned with two of those teachers resigning and not continuing in the education field; one deceased teacher; and two teachers who moved to a non-teaching position in the Asheboro City Schools system.

Julie Pack reported on the number of Asheboro City Schools' students who took Advanced Placement exams in 2014. A total of 183 students took the exams and the total number of exams taken was 263. A breakdown of the scores on the AP tests was presented as well. Asheboro High School had 18 AP Scholars which is an award given to students who have demonstrated college-level achievement through AP courses and exams.

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

- Policy 3150 – Curriculum Research (Remove)
- Policy 3221 – Student Information System Acceptable Use
- Policy 3431 – Conflict Resolution
- Policy 3440 – Recognizing Excellence

Action Items

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

- Policy 1310/4002 – Parental Involvement
- Policy 1320/3560 – Title I Parental Involvement
- Policy 3100 – Curriculum Development
- Policy 3460 – Graduation Requirements

The Board unanimously approved to accept the policies as presented. (A copy of the 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 and events: Zoo School Community Open House, August 19; open house dates for all schools; Convocation, August 22, first day of school for students, August 25; New Employee Reception, August 27; Board Members and Superintendent will attend Fall PTO meetings, and Asheboro High School Homecoming on October 24.

Superintendent Worrell presented an update on the 2014-2015 Asheboro City Schools' Strategic Plan goals. Dr. Worrell thanked the Maintenance Department for its work in preparing our schools for students' return. Open houses are set and we are partnering with Randolph Public Library to register students and families for library cards at the open houses.

Board Operations

Chairman Redding provided board members with school assignments for the 2014-2015 school year and urged them to attend events at their designated schools as well as other schools throughout the school year.

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

- Friday, August 22, 7:30 a.m., Back to School Convocation, Asheboro High School
- Monday, August 25, First Day of School for 2014-15
- Wednesday, August 27, 4:00 p.m., New Employee Reception, Professional Dev. Center
- Thursday, September 11, Board of Education Meeting
- Wednesday, September 17, 4:00 – 8:00 p.m. NCSBA District 5 Meeting/Margaret B. Pollard Middle, 185 Granite Mill Blvd., Chapel Hill, NC
- Thursday, October 9, Board of Education Meeting
- Wednesday, October 15-Friday, October 17, NCSBA Fall Law Conference in Asheville, NC
- Thursday, November 13, Board of Education Meeting
- November 17 – 21, 2014, American Education Week
- Monday, November 17-Wednesday, November 19, NCSBA Annual Conference in Greensboro
- Wednesday, December 10, 12:00 p.m. Senior Holiday Luncheon, Loflin Elementary
- Thursday, December 11, Board of Education Meeting
- Thursday, January 8, Board of Education Meeting
- Friday, January 16, 8:00 a.m., Legislative Breakfast (Location TBD)
- Friday, January 23, 12:00 p.m., Board Appreciation Luncheon (Location TBD)

Chairman Redding thanked Elizabeth Johnson for her work as Public Relations Coordinator. Ms. Johnson is leaving her post to pursue her career at John Hopkins University in Baltimore, Maryland.

Chairman Redding also expressed congratulations to Carla Freemyer for receiving the award for Volunteer of the Year from Central Boys and Girls Clubs.

A motion was made by Mr. Lamb, seconded by Ms. Cranford, and unanimously approved by the Board, to adjourn from open session and enter closed session under North Carolina General Statute §135-48.40(b)(8) for the purpose to discuss classified personnel reduction in force at 8:07 p.m.

Executive Session

Upon motion by Mr. Cheek, seconded by Mr. Lamb, and unanimously approved by the board, to close executive session, the Board adjourned from executive session.

Open Session

A motion was made by Mr. Cheek, seconded by Mr. Lamb to reconvene in open session, and unanimously approved by the board. Mr. Lamb motioned and seconded by Mr. Agudelo to approve the classified reduction in force request. Motion passed unanimously.

Adjournment

There being no further business, a motion was made by Mr. Lamb, seconded by Mr. Cheek, and unanimously approved by the Board, to adjourn at 8:12 p.m.

Chairman

Secretary

**ARTICULATION AGREEMENT
BETWEEN
ASHEBORO CITY SCHOOLS AND
RANDOLPH COMMUNITY COLLEGE
2014-2015**

Articulation is a systematic, seamless student transition process from secondary to postsecondary education which maximizes use of resources and minimizes content duplication. Articulated credit is credit that is granted in specific courses by Randolph Community College to students who have satisfactorily completed equivalent high school courses.

CRITERIA TO AWARD COLLEGE CREDIT

To receive articulated credit, students must enroll at Randolph Community College within two years of their high school graduation date and meet the following criteria:

- Final grade of **B** or higher in the course and
- A score of **93** or higher on the standardized CTE post-assessment

The student must inform the RCC registrar that he/she wishes to receive articulated college credit and must be enrolled the semester for which credit is granted.

High school students who enroll in a Career and College Promise pathway may earn articulated college credit as described in this agreement while enrolled in high school if the CTE articulated college credit is part of their Career and College Promise Pathway and they meet the articulation criteria.

PROCESS TO DOCUMENT CREDIT

The official high school transcript and all official standardized CTE post-assessment scores will be required to verify that the criteria to award credit for articulated course work has been met. Where indicated, students will submit supporting documentation to Randolph Community College.

Randolph Community College officials will have responsibility for verifying eligibility and acceptance of the articulated course or courses on the high school transcript for college credit.

EVALUATION

This agreement will be evaluated annually.

This is to certify that this articulation agreement has been developed in accordance with the "North Carolina High School-to-Community College Articulation Agreement" and will be carried out according to the terms of the agreement.

This Articulated Credit Agreement between Asheboro City Schools and Randolph Community College will become effective for students who enroll at Randolph Community College beginning with the fall semester.



Signature of Superintendent, Asheboro City Schools

8/21/14

Date

Signature of Board Chairman, Asheboro City Schools

Date

Signature of President, Randolph Community College

Date

Signature of Board of Trustees Chairman, Randolph Community College

Date

ARTICULATED COURSES
Asheboro City Schools and Randolph Community College
2014-2015

Courses Articulated by the NC High School to Community College Articulation Agreement - Effective - July 1, 2012
 Students completing the following courses at Asheboro High School and who meet the requirements of this document will receive credit as indicated.

Asheboro High School Course

Randolph Community College

College Credits

BUSINESS & INFORMATION TECHNOLOGY / BUSINESS EDUCATION

BM102 Microsoft Word & Power Point	OST 136 Word Processing	3
BD102 Multimedia and Webpage Design	WEB 110 Internet/Web Fundamentals	3

FAMILY & CONSUMER SCIENCE / EARLY CHILDHOOD EDUCATION

FE112 Early Childhood Education I AND FE122 Early Childhood Education II	EDU 119 Intro to Early Childhood Education	4
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HEALTH OCCUPATIONS / HEALTH SCIENCES

HU102 Health Sciences I	MED 121 Medical Terminology I AND MED 122 Medical Terminology II	3 3
HN432 Nursing Fundamentals	NAS 101 Nursing Assistant I	6

MARKETING EDUCATION / ENTREPRENEURSHIP

MMS12 Marketing I	MKT 120 Principles of Marketing	3
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TRADE & INDUSTRIAL / INDUSTRIAL ENGINEERING & TRANSPORTATION

IC612 Drafting I AND

IC625 Honors Drafting II- Architectural

DFT 119 Basic CAD

2

Form 8
Procedure No. 3320.01
09/2011
RECEIVED JUL 23 2014

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

Group Making Request: AHS Chorus School: Asheboro High School

Destination: New York, NY Date of Trip: March 26 – March 30, 2015

Number of Students Involved: Approximately 90 Percent of Total Group: 100%

Reasons for Students Not Attending: None

Transportation Method: Activity Bus Charter X Bus Private Automobile Other ()

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

Number of Vehicles Needed (to be secured by the Central Office): None

Number of Drivers Needed (to be secured by the Central Office): None

Departure Time: 2:00 pm on Thursday, March 26, 2015 Return Time: 8:00 pm on Monday, March 30, 2015

Estimated Cost to the Student: \$725.00

Purpose(s) of the Field Trip: Students will attend 2 Broadway musicals, participate in a Broadway workshop, perform for Mass at St. Paul the Apostle and in a concert following Mass, and participate in a guided tour of New York City and in a dinner cruise in the harbor of New York City. (See attached proposal for more details.)

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

Approved parents of students will serve as chaperones. (See attached proposal for more details.)

An AHS Administrator and an additional AHS Faculty member (Ms. Lynn Fisher) will accompany the students on the trip.

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

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

Delores B. "Dee" Crutchfield July 9, 2014
Sponsor (Group Responsible for Paying for the Trip) Date

Approved: [Signature] 7-21-14
Principal Date

Approved: [Signature] 9/2/14
Superintendent or Designee Date

Transportation Scheduled: _____
Transportation Supervisor Date

Special Comments/ Response: _____

To: Dr. Brian Toth, Principal, Asheboro High School (AHS)
Cc: Dr. Terry Worrell, Superintendent, Asheboro City Schools (ACS)
The Asheboro City Schools Board of Education
From: Delores Crutchfield, Choral Director, Asheboro High School
Re: AHS Chorus Trip to New York City, Spring 2015

The teacher and students of the Park Street Vocal Ensemble and the Concert Chorus of Asheboro High School request permission to travel to New York City in March, 2015.

Proposal:

The students will travel to New York City via motor coaches secured through the ACS Board-approved company, Holiday Tours. The length of stay will be four nights and four days. Students will depart on Thursday, March 26, at 2:00 P.M. and return by 8:00 P.M. on Monday, March 30, 2015.

The trip will be contracted through the Triad Travel Club of Greensboro. Accommodations for the first night of travel will be at a 3-star hotel in Maryland. Accommodations while in the New York City area will be at a 3-star hotel in Newark, New Jersey, for three nights in proximity to New York City. Rooms will be reserved with 4 people per room. Lodging in New Jersey rather than New York City provides a more economical and affordable trip, which in turn provides opportunity for more students to participate.

While in New York City, students will attend two Broadway shows. Students will participate in a Broadway workshop that focuses on vocal preparation and production and/or audition preparation. Students will participate in several tours, such as a tour of the Metropolitan Museum of Art or other museum, and a tour of the NBC Studios or a 3 hour tour of Manhattan by a step-on guide. Trip participants will also enjoy a dinner and dance cruise with a view of the Statue of Liberty and Manhattan skyline aboard the Spirit Cruises.

The AHS Park Street Ensemble has been invited to perform as the featured choir for a Mass at St. Paul the Apostle Cathedral in New York City. The Ensemble, as well as the AHS Concert Chorus, will also present a concert immediately following Mass.

Student safety will be first and foremost throughout the trip. Buses will take students to all activities. Students will be assigned in groups with a parent/adult chaperone; a chaperone will typically supervise only 5 or 6 students. Students will be assigned to the same bus as their chaperone. Students will be required to be with their group/chaperone at all times. No student may go sightseeing or exploring on his/her own. An evening curfew will be in place. No student may leave his/her room after curfew except with a chaperone. A security guard will be provided at night in the hotel to

further enhance a feeling of safety for the students (and for parents' peace of mind, as well).

◦Financial Considerations:

The total cost of the trip is expected to be approximately \$725.00 to \$745.00 per person. The cost of the trip includes all show and tour tickets, participation in a Broadway workshop, lodging for 4 nights, transportation, and seven meals. Those meals included in the trip are: breakfast each morning at both of the hotels, 2 dinners at restaurants such as HB Burgers and Mama Sbarro's, and a dinner cruise aboard Spirit Cruises.

Other expenses that a student might incur during the trip would include some meals, snacks, souvenirs, and incidentals. A non-refundable deposit of \$125.00 will be required of each person participating in the trip. This amount is necessary to secure tickets to a popular Broadway show such as "Aladdin". The remaining trip cost of approximately \$600.00 will be paid in installments.

For students who have financial circumstances/hardship that would prevent them from participating in the trip because of cost, students will be given the opportunity to participate in two fund-raisers to help defray a portion of or the entire cost of the trip. Some monies in the AHS choral fund will be available to help defray a portion of the cost for students. Other sources of funding will also be explored.



TRIAD TRAVEL CLUB, LLC

5411 Greenough Way • Greensboro, NC 27410
e: 336-393-0210 • FAX: 336-393-0410 • Email: tsmith260@triad.rr.com

ESTIMATE

DATE: July 2, 2014

QUOTE FOR: Asheboro High School Choir
Asheboro, NC

PACKAGE INCLUSIONS:

- 1 nights accommodations in 3-star hotel en route to New York
- 1 breakfast buffet at the hotel
- 3 nights accommodations in 3-star hotel in New Jersey
- 3 breakfast buffets at the hotel
- Admission to Metropolitan Museum of Art
- Rear Mezzanine seating to *A Gentlemen's Guide to Love & Murder*
- Dinner at HB Burgers (or similar)
- Dinner at Mama Sbarro's Italian Restaurant
- Orchestra seating to *Aladdin*
- Broadway workshop
- Performance for Mass at The Church of St. Paul the Apostle with concert after Mass
- Step-on guide for 3 hour tour of Manhattan
- Dinner/Dance Cruise with DJ aboard Spirit Cruises
- 2 Free packages for Director (in double occupancy)

DESCRIPTION

Package as described above (transportation additional):

\$535/Quad \$575/Triple \$655/Double \$895/Single

Note: Costs above based on projected pricing for Broadway shows. A quote will be offered once pricing for shows is announced.

TRANSPORTATION:

Holiday Tours - **\$8495** per bus including driver's accommodations

Proposed Itinerary
Asheboro High School Choir
March 26 – 30, 2015
New York, NY

Itinerary

- **Thursday, March 26th**
- 1:30 pm – Buses arrive at AHS
- 2 pm – Depart for New York
- 10 pm - Overnight accommodations en route in Maryland
- **Friday, March 27th**
- 7 am – Breakfast at the hotel
- 8:30 am – Depart for New York
- Lunch en route to New York City
- 2 pm – Admission to Metropolitan Museum of Art
- 4 pm – Free time for shopping or exploring New York with chaperone group
- 5 pm – Dinner at Mama Sbarro's Italian restaurant
- 8 pm – Rear Mezzanine seating to *A Gentleman's Guide to Love & Murder*
- 11 pm – To hotel; check in
- **Saturday, March 28th**
- 7 am – Breakfast at the hotel
- 8:30 am - Depart for Manhattan
- 10 am – Broadway workshop
- Lunch on your own with chaperone group
- 2 pm – Step-on guide for 3 hour tour of Manhattan
- 5:30 pm – Dinner at HB Burgers or similar
- 8 pm – Rear Mezzanine seating to *Aladdin*
- 10 pm – To hotel
- **Sunday, March 29th**
- 7 am – Breakfast at the hotel
- 8:15 am - Depart for Manhattan
- 9 am – Arrive at The Church of St. Paul the Apostle; prepare for performance
- 10 am - Perform for Mass (featured Choir)
- 11:30 am – Concert after Mass
- Lunch and shopping with chaperone group
- 2 pm – Free time
- 6:30 pm – Boarding for dinner cruise
- 7 pm – Dinner cruise with DJ aboard Spirit Cruises
- 11 pm – To hotel
- **Monday, March 30th**
- 7 am – Breakfast at the hotel
- 8 am – Depart for home

About Your Trip With Triad Travel Club

Thank you for allowing Triad Travel Club to offer a quote for your school group's trip. Rest assured that arrangements for your trip will be prepared in a professional manner to afford your group a smooth, well-planned and safe trip. Below are some of the guiding principles used in planning your trip:

- Select only reputable hotels accustomed to housing school groups and aware of the unique needs of such groups.
- Select only reputable motor coach companies that are properly insured and approved by your school system.
- Book tours and attractions that are appropriate and prepared to handle school groups.
- Hire only licensed and insured tour guides.

You may also want to consider the following:

- Hire a reputable, insured security guard for use at the hotel.
- Prepare a "Code of Conduct" that emphasizes appropriate and safe behavior for your students while on the trip.
- Encourage the purchase of travel insurance for all participants.

Although everything is done to insure a safe and trouble-free trip, Triad Travel Club has developed a Crisis Management Plan to handle the unexpected emergency. Prior to your trip, you will receive a document entitled *In Case of An Emergency*, which will highlight the Crisis Management Plan. In addition, Triad Travel Club will prepare and submit to the group, the following:

- A complete itinerary for the group that includes names and addresses of all hotels, venues, tour guides, security guards, and attractions, etc. with contact information.
- Include address and phone numbers of local emergency agencies, including police, fire, and hospital.
- Submit document to group pertaining to driver fatigue including U.S. Department of Transportation guidelines.

Please Note: Triad Travel Club carries \$1 million in liability insurance.

Responsibility

Triad Travel Club acts only as an agent for the various independent suppliers that provide hotel accommodations, transportation, sightseeing, activities, or other services connected with this tour. Such services are subject to the terms and conditions of those suppliers. Triad Travel Club accepts no liability for injury, damage, loss, accident, delay, or any other incident, which may be caused by the negligence, defect, and default of any company or person in performing these services. Responsibility is not accepted for circumstances beyond the control of Triad Travel Club including injury, damages, or expenses of any kind due to sickness, weather, strikes, hostilities, wars, acts of terrorism, acts of nature, local laws or other such causes. All services and accommodations are subject to the laws and regulations of the country in which they are provided. Triad Travel Club is not responsible for any baggage or personal effects of any individual participating in the tours/trips arranged by Triad Travel Club. Individual travelers may purchase a travel insurance policy, if desired, that will cover some of the expenses associated with the loss of luggage or personal effects.

**Title II, Part A – Executive Summary
Improving Teacher Quality
Asheboro City Schools – 2014-2015 Grant Application**

The No Child Left Behind (NCLB) Act of 2001 establishes ESEA, Title II, Part A funding for Improving Teacher Quality. Major factors in determining uses of this funding are:

- District-Wide Needs Assessment to determine professional development to enhance subject matter and teaching skills;
- District-Wide Needs Assessment to determine professional development to enhance instructional leadership for principals;
- Recruitment, hiring, and retention of Highly Qualified Teachers (HQT);
- Equitable distribution of HQT to Title I schools.

I. Participation in Planning

- A. Non-public school participation: Directors of non-public schools with students in our attendance area were invited to a meeting for explanation of federal programs. A letter of intent for participation was completed by each non-public school. No non-public school chose to participate.
- B. Needs Assessment: A comprehensive needs assessment is completed annually, including: ACS Strategic Plan; ACS Professional Development Survey; ACS Self-Assessment of Professional Development; Beginning Teacher Support needs; and various focus groups that include beginning teachers, mentors, and administrators.
- C. Use of Title II-A funds was determined to be the following:
 1. Instructional Support: Fund lead teachers to provide coaching and professional development at the secondary level. Specifically providing support to infuse literacy across all content areas, as well as further develop math and science content knowledge.
 2. Tuition Assistance Program and Recruitment and Retention of HQT: Funding will be used to support teachers and administrators who wish to add area(s) of licensure or to obtain a higher level of licensure. Funding may be used for emerging best practices in recruiting and retaining HQT.
 3. Professional Development: Funds will be used to support the fifth cohort of the ACS Teacher Leadership Academy (TLA). This professional development opportunity focuses on the development of teacher leaders. Additionally, funds will be used to support a reading cohort (15) working with High Point University.
 4. Mentoring Support: Funds will be used to provide support to beginning teachers in their first and second year of employment.

II. Planning Budget Summary:

A. Planning Allocation	\$153,936
B. Instructional Support	38,865
C. Tuition Assistance	5,000
D. Professional Development	85,270
E. Mentoring Support	20,000
F. Indirect Costs	4,800

**Asheboro City Schools
Personnel Transactions
September 11, 2014**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Barnes	Sally	GBT	Music	6/12/2015
Evans	Madonna	BAL	Custodian	8/18/2014
Gerringer	Linda	AHS	Clerical Support (Media)	9/30/2014
Lucas	Ronald	GBT	Physical Education	6/12/2015
Reynolds	Amy	AHS	Family Consumer Science	8/20/2014

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Vuncannon	Kathleen	AHS	Instructional Assistant (EC)	8/25/2014
Winslow	Dawn	GBT	Hearing Impaired	9/3/2014

C. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Craven	Kevin	CWM to SAMS	Instructional Assistant (EC)	9/3/2014
Landers	Lonnette	CO	Accounts Payable to Payroll	9/1/2014
Little	Delores	CO	Sub Bus Driver to PT Bus Driver	8/18/2014
Parsons	Jamie	CO	Sub Bus Driver to PT Bus Driver	8/18/2014

**Asheboro City Schools
Personnel Transactions - Addendum
September 11, 2014**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Ellington	Chadwick	AHS	NOVA Academy	9/9/2014
Foster	Felicia	BAL	Instructional Assistant	10/3/2014

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Whatley	David "Sean"	CO	Maintenance	9/9/2014
Beane	William		Substitute \$75/day	9/15/2014
Beaver	Freda		Substitute \$98/day	9/15/2014
Bodsford	Sarah		Substitute \$75/day	9/15/2014
Bryant	Sonya		Substitute \$75/day	9/15/2014
Chaney	Janet		Substitute \$98/day	9/15/2014
Davis	Deanna		Substitute \$75/day	9/15/2014
Greene	Julia		Substitute \$75/day	9/15/2014
Henley	Gail		Substitute \$75/day	9/15/2014
Hicks	Teresa		Substitute \$75/day	9/15/2014
Holden	Sara		Substitute \$75/day	9/15/2014
Hunt	Jessica		Substitute \$75/day	9/15/2014
Jarmon	Sharayontra		Substitute \$75/day	9/15/2014
Jones	Aisha		Substitute \$75/day	9/15/2014
King	Ricky		Substitute \$75/day	9/15/2014
LaCoss	Mischele		Substitute \$75/day	9/15/2014
Lambert	Elizabeth		Substitute \$75/day	9/15/2014
Lawson	Andrea		Substitute \$75/day	9/15/2014
Marley	Jalea		Substitute \$75/day	9/15/2014
McPherson	Kimberly		Substitute \$75/day	9/15/2014
Mercer	John		Substitute \$75/day	9/15/2014
Palmer	Kelly		Substitute \$75/day	9/15/2014
Pinales	Carmen		Substitute \$75/day	9/15/2014
Renna	Brandy		Substitute \$75/day	9/15/2014
Robbins	Janie		Substitute \$75/day	9/15/2014
Shaw	Kris		Substitute \$75/day	9/15/2014
Suber	Allen		Substitute \$98/day	9/15/2014
Thornburg	Zachary		Substitute \$98/day	9/15/2014
York	Sheryl		Substitute \$75/day	9/15/2014

C. TRANSFERS

Domally	Marc	AHS	IA from EC to NOVA Academy	9/5/2014
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**Asheboro City Schools
Certified Appointments
September 11, 2014**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Winslow, Dawn	UNC-Greensboro B: B-K Education and K-12 Hearing Impairment	Hearing Impaired

Ms. Dawn Winslow is recommended as Asheboro City Schools Hearing Impaired teacher. Ms. Winslow comes to Asheboro from the Randolph County Head Start program where she served as a Lead Teacher. Ms. Winslow is excited to begin her career in public education with Asheboro City Schools. Welcome Ms. Winslow.



PATHWAYS TO PROSPERITY

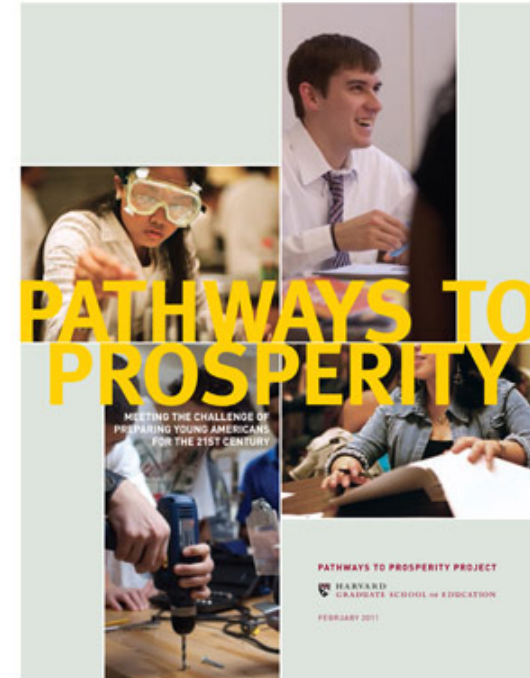


WHY THE PATHWAYS TO PROSPERITY APPROACH?

- NC Adopted approach for CTE Program evaluation
 - Mandated by Perkins Legislation
- “4 year College for All” culture is not working for everyone
 - Success in the New Economy
- Regional approach advantage

WHAT IS PATHWAYS TO PROSPERITY?

- Pathways to Prosperity is a process that helps communities and schools build career pathways for students integrating high school and college-level work—for example, a career academy or comprehensive program of study that includes all requirements for completing of a high school diploma and a postsecondary credential with value in the labor market.
- The pathways would be clearly outlined for students at the start of high school, and students would see how their course choices directly prepare them for careers through work-based learning opportunities such as job-shadowing and internships.
- The educational programs will be designed with the help of industry leaders and be responsive to local and regional market demands.



GOALS

- To develop a 9-14 curriculum approach with heavy emphasis on career counselling and education.
- To offer students multiple pathways to success
- To engage employers in the crucial process of preparing students for success through work-based learning opportunities and/or actual employment
- To create a collaborative planning team in which key stakeholders in a region work to improve pathways for the students that best meet the student and regional skill gap needs.



NEXT STEPS

- Consultant Eric Leazer
- Strategic Leadership Team will meet to prepare for Planning Team meetings with stakeholders
- Planning Teams will meet this fall (October-November) to work on Advanced Manufacturing Pathway



QUESTIONS?



**2013-2014 ACT & WORKKEYS RESULTS
ASHEBORO HIGH SCHOOL**

The ACT college readiness assessment is a tool that assesses students' academic readiness for college. The ACT test measures what students have learned in their courses and measures their skills in English, math, science and reading. North Carolina Department of Public Instruction requires The ACT test to be administered to all 11th grade students during a March statewide administration and uses the results to assess career and college readiness of students. During the 2014 administration, Asheboro City Schools assessed 275 students.

The ACT Test is composed of 5 subtests in English, math, reading, science, and writing. The English, math, reading, and science subtests are compiled to determine the composite score. Asheboro City Schools' students had an average composite score of 17.5 (Table 1) with subtest scores of 16.0 in English, 17.6 in math, 17.6 in reading and 17.7 in science. While below the state (18.5), this mean composite score was the highest for Asheboro High School students in the three year history of administering The ACT test in North Carolina (Table 2). When comparing system and state data with the national mean, it is important to remember that North Carolina is one of a few states that require all students to take The ACT test. In most states, only students planning on attending college choose to participate in The ACT test.

Table 1: The 2014 ACT Results

Measure	Composite	English	Math	Reading	Science
Score Range	1-36	1-36	1-36	1-36	1-36
Benchmark		18	22	22	23
ACS Mean	17.5	16.0	17.6	17.6	17.7
ACS % Met Benchmark		37.8%	25.1%	22.9%	16.0%
NC Public School Mean	18.5	17.0	19.2	18.7	18.6
NC Public School % Met Benchmark		44.3%	29.6%	30.7%	23.0%
NC Mean	18.9	17.5	19.6	19.0	18.9
NC % Met Benchmark		47%	33%	30%	23%
US Mean	21.0	20.3	20.9	21.3	20.8
US % Met Benchmark		64%	43%	44%	37%

**Students Tested ACS (275), NC Public (94,210) NC (97,443), and US (1,845,787)*

Over the three year history of administering The ACT Test to all students in grade 11, the Asheboro High School students have demonstrated consistent improvement. As shown in Table Two, the mean composite score has risen each year to 17.5 in 2014. Within the subtests, a similar three year trend in improvement is seen English, Reading and Science. The performance on the Math subtest saw a decrease in the mean score in 2014.

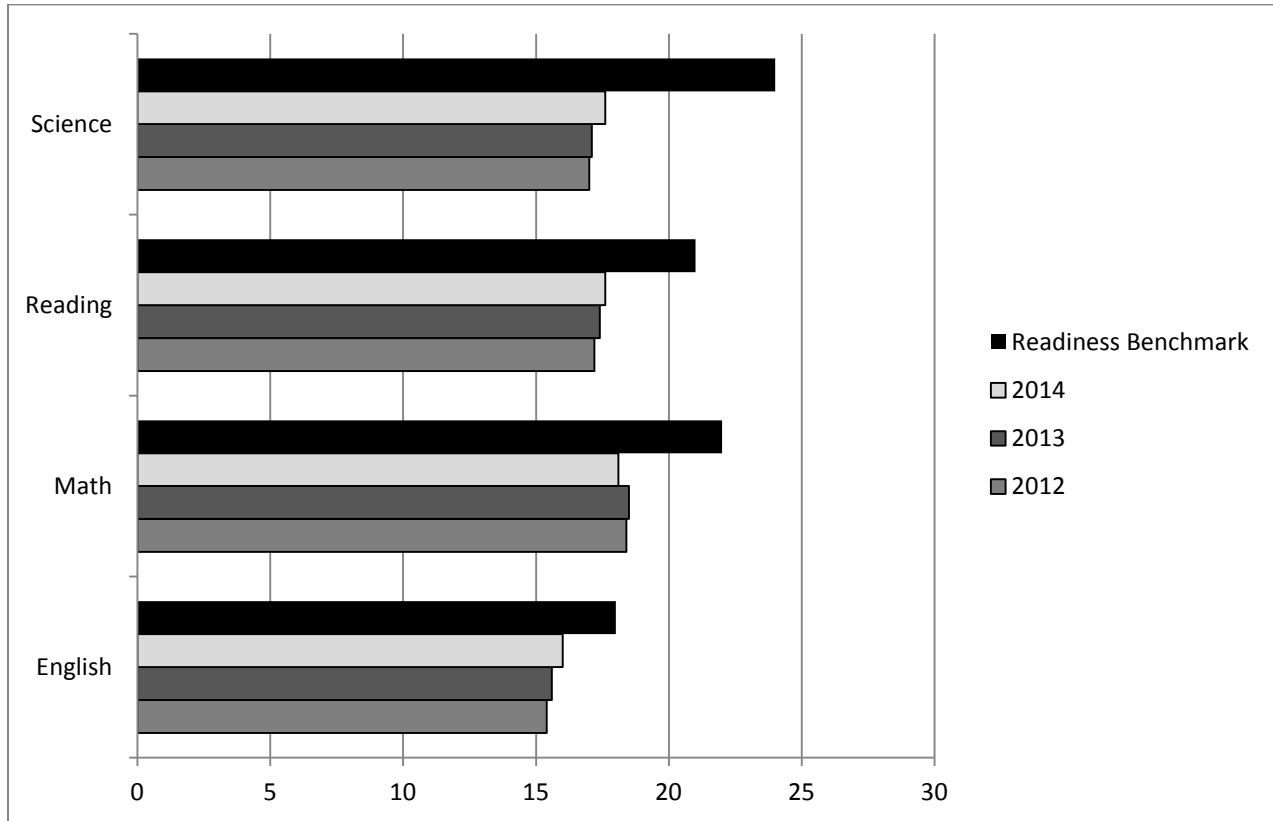
**2013-2014 ACT & WORKKEYS RESULTS
ASHEBORO HIGH SCHOOL**

Table 2: Historical ACT Results

Test	2012		2013		2014	
	Mean Score	% met benchmark	Mean Score	% met benchmark	Mean Score	% met benchmark
English	15.4	33.7%	15.6	37%	16.0	37.8%
Math	18.4	24.5%	18.5	24%	18.1	22.9%
Reading	17.2	28.4%	17.4	22%	17.6	25.1%
Science	17.0	12.1%	17.1	17%	17.7	16.0%
Composite	17.2		17.3		17.5	

To determine the college readiness, student performance on each subtest is compared to an established benchmark (Table 1). The ACT shares that benchmarks are scores on the ACT subject-area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses. These college courses include English composition, college algebra, introductory social science courses, and biology. Based on performance, 37.8% of Asheboro High School students met the benchmark in English (Chart 1). The fewest students meeting the readiness benchmark was in science.

Chart 1: The ACT Subtest Scores and Readiness Benchmark Scores



**2013-2014 ACT & WORKKEYS RESULTS
ASHEBORO HIGH SCHOOL**

In addition to The ACT assessment, the North Carolina Department of Public Instruction requires all CTE Concentrators to participate in the ACT WorkKeys assessment. The ACT WorkKeys assessment provides a gauge of career readiness and is widely recognized as an industry credential. The ACT WorkKeys is administered to Asheboro High School seniors who will complete a CTE concentration prior to graduation. To complete a CTE concentration, students must complete a sequence of four CTE courses.

The ACT WorkKeys includes assessments in Applied Mathematics, Reading for Information, Locating Information, Applied Technology, Business Writing, Teamwork and Writing. Level Scores are earned in each tested area. Certifications on the ACT WorkKeys are earned on a progressive scale including Bronze, Silver, Gold, and Platinum certificates. In North Carolina, students must earn a Silver, Gold, or Platinum Certificate to be considered career ready.

Ninety-nine seniors at Asheboro High School were CTE Concentrators in 2014 and participated in the ACT WorkKeys assessment. Of these 99 students, 17 students earned Gold Certification and 59 earned Silver Certification (Table 3). Overall, 77% of these seniors were considered career ready.

Table 3: ACT WorkKeys Results

	CTE Concentrators	Bronze	Silver	Gold	Platinum	Proficiency (Silver +)	% Proficient
2012	136	38	55	13	0	68	50%
2013	103	19	57	13	0	70	68%
2014	99	22	59	17	0	76	77%

Bronze - scores at least a level 3 in each of the three core areas
 Silver - scores at least a level 4 in each of the three core areas
 Gold - scores at least a level 5 in each of the three core areas
 Platinum- scores at least a level 6 in each of the three core areas

The ACT and ACT WorkKeys 2014 Results



Drew R. Maerz
Asheboro City Schools
September 11, 2014

What is The ACT



The ACT college readiness assessment is a tool that assesses students' academic readiness for college.

The ACT test measures what students have learned in their courses and measures their skills in

- ✧ English
- ✧ Math
- ✧ Science
- ✧ Reading

The ACT is Required



Since the 2011-2012 school year, all students in grade 11 are required to take The ACT or a modified version of this test to assess Career and College Readiness.

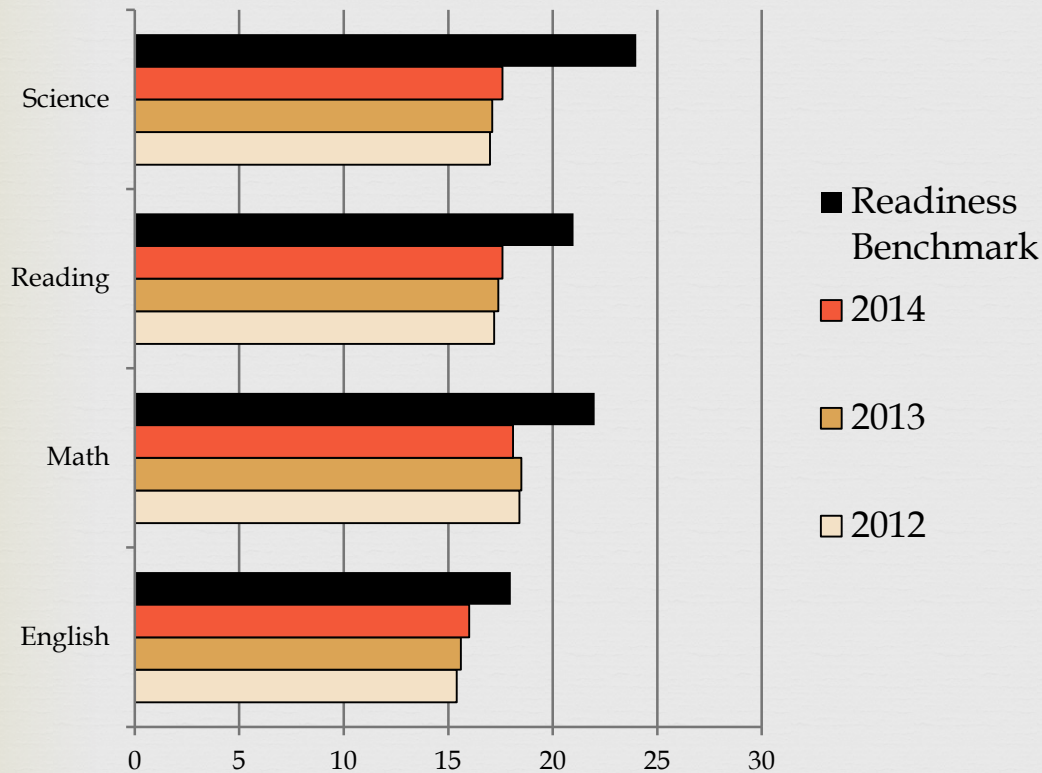
ACS results on The ACT



Test	2012		2013		2014	
	Mean Score	% met benchmark	Mean Score	% met benchmark	Mean Score	% met benchmark
English	15.4	33.7%	15.6	37%	16.0	37.8%
Math	18.4	24.5%	18.5	24%	18.1	22.9%
Reading	17.2	28.4%	17.4	22%	17.6	25.1%
Science	17.0	12.1%	17.1	17%	17.7	16.0%
Composite	17.2		17.3		17.5	

Asheboro City Schools has seen an improvement in the average composite score in each of the three years The ACT has been administered.

Performance on Benchmarks



Benchmarks are scores on the ACT subject-area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses.

Asheboro High School students show steady improvement against the benchmarks on three of the four subtests.

Results compared to NC & US



Measure	Composite	English	Math	Reading	Science
Score Range	1-36	1-36	1-36	1-36	1-36
<i>Benchmark</i>		18	22	22	23
ACS Mean	17.5	16.0	17.6	17.6	17.7
<i>ACS % Met Benchmark</i>		37.8%	25.1%	22.9%	16.0%
NC Public School Mean	18.5	17.0	19.2	18.7	18.6
<i>NC Public School % Met Benchmark</i>		44.3%	29.6%	30.7%	23.0%
NC Mean	18.9	17.5	19.6	19.0	18.9
<i>NC % Met Benchmark</i>		47%	33%	30%	23%
US Mean	21.0	20.3	20.9	21.3	20.8
<i>US % Met Benchmark</i>		64%	43%	44%	37%

Mean scores for grade 11 students in Asheboro City Schools continue to score below the North Carolina and United States Means, but the gap is closing.

The ACT WorkKeys



The ACT WorkKeys assessment provides a gauge of career readiness and is widely recognized as an industry credential.

The ACT WorkKeys is administered to Asheboro High School and North Carolina seniors who will complete a CTE concentration prior to graduation.

To complete a CTE concentration, students must complete a sequence of four CTE courses.

Performance on the ACT WorkKeys




Credentials are offered at four levels. Students must earn a Silver Certificate or higher to be proficient.

- Bronze - scores at least a level 3 in each of the three core areas
- Silver - scores at least a level 4 in each of the three core areas
- Gold - scores at least a level 5 in each of the three core areas
- Platinum- scores at least a level 6 in each of the three core areas

	CTE Concentrators	Bronze	Silver	Gold	Platinum	Proficiency (Silver +)	% Proficient
2012	136	38	55	13	0	68	50%
2013	103	19	57	13	0	70	68%
2014	99	22	59	17	0	76	77%

Questions

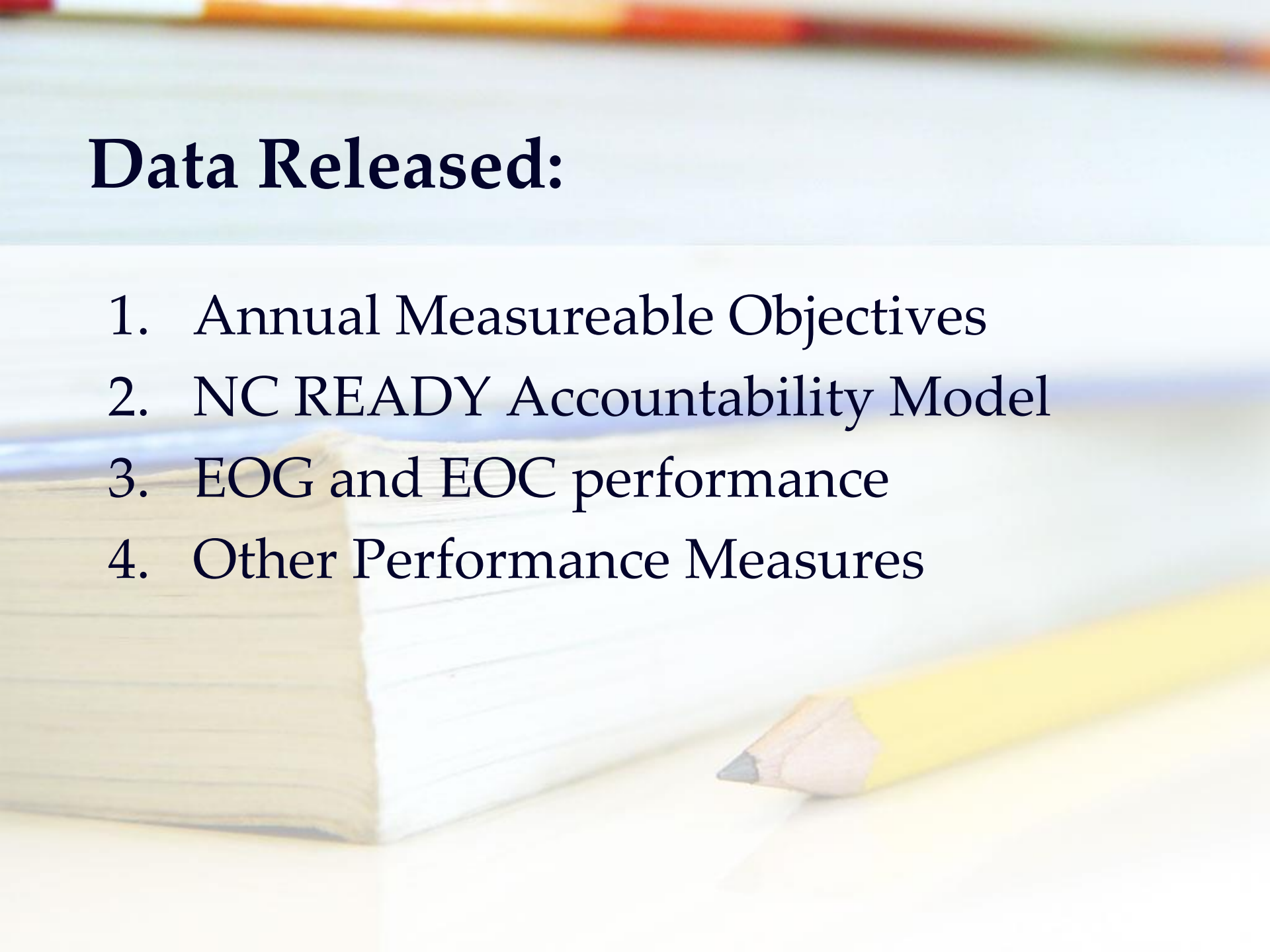


A yellow pencil lies diagonally across the bottom half of the image, resting on a stack of white papers. The papers have a blue binding visible at the top. The background is a soft-focus view of the papers and pencil.

Measures of Our Success: 2013-2014 Annual Data Release

Drew R. Maerz
Asheboro City Schools
September 11, 2014

Data Released:

1. Annual Measureable Objectives
 2. NC READY Accountability Model
 3. EOG and EOC performance
 4. Other Performance Measures
- 
- The background of the slide features a soft-focus image of a white notebook with lined pages and a yellow pencil with a sharpened lead tip, resting on a light-colored surface.

Elementary and Secondary Education Act (ESEA) Annual Measurable Objectives

With the ESEA waiver, North Carolina now reports Annual Measurable Objectives (AMOs) in

- English Language Arts/Reading (Grades 3-8 and English 2)
- Mathematics (Grades 3-8 and Math I)
- Science (Grades 5 & 8 and Biology)
- EOC participation rates
- The ACT
- ACT WorkKeys
- Math Course Rigor (Completing Math III)
- 4-Year Cohort Graduation Rate

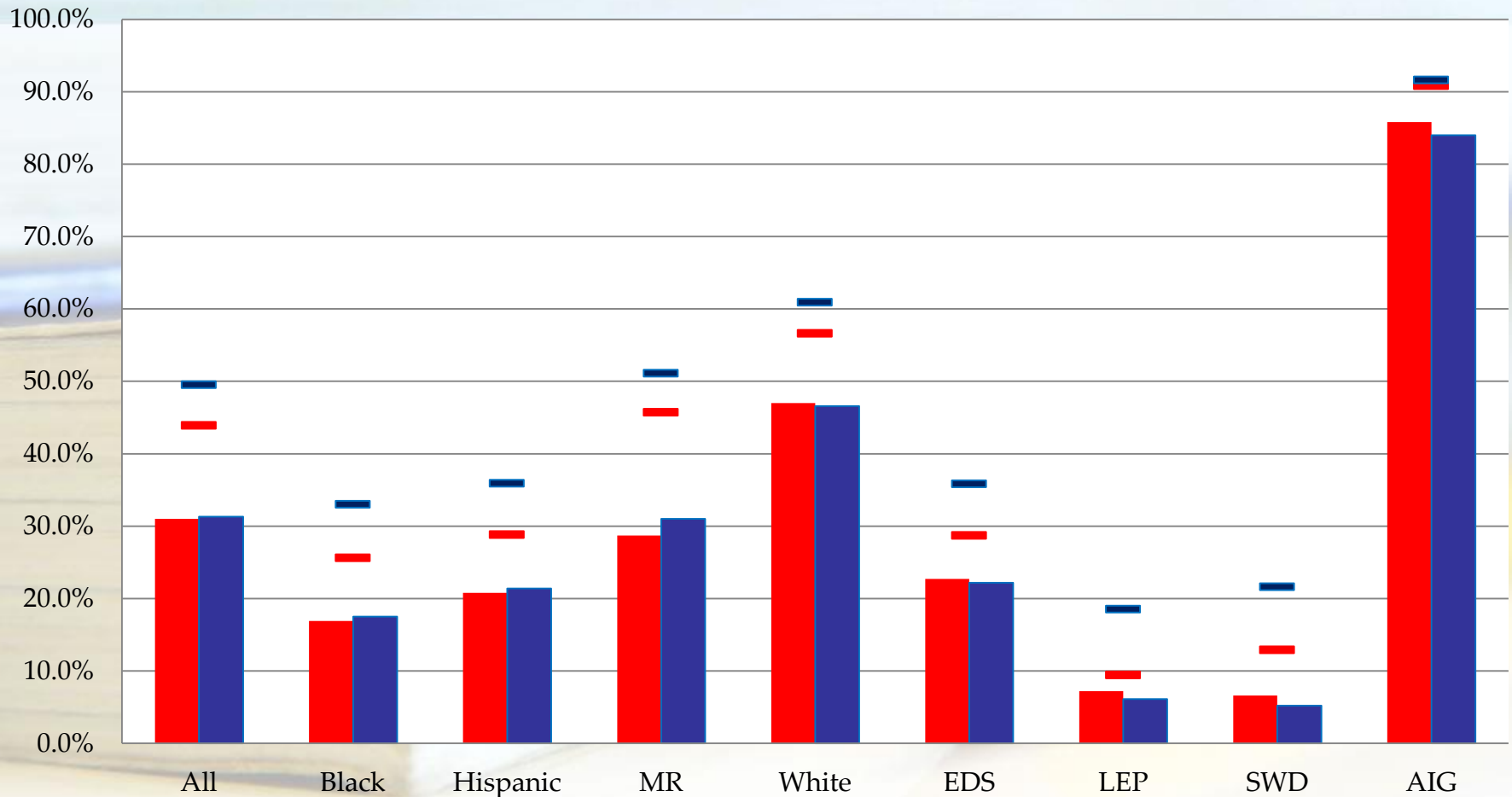
AMOs include student participation and performance measures.

AMOs Grades 3-8

	All	American Indian	Asian	Black	Hisp.	Multi-Racial	White	EDS	LEP	SWD	AIG
# Tested	2281	5	32	334	931	92	887	1723	369	286	296
Reading Tested	Met	-	Met	Met	Met	Met	Met	Met	Met	Met	Met
Reading Target	Not Met	-	-	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
Math Tested	Met	-	Met	Met	Met	Met	Met	Met	Met	Met	Met
Math Target	Not Met	-	-	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Met
Science Tested	Met	-	-	Met	Met	-	Met	Met	Met	Met	Met
Science Target	Not Met	-	-	Not Met	Not Met	-	Not Met	Not Met	Met C A	Not Met	Met C

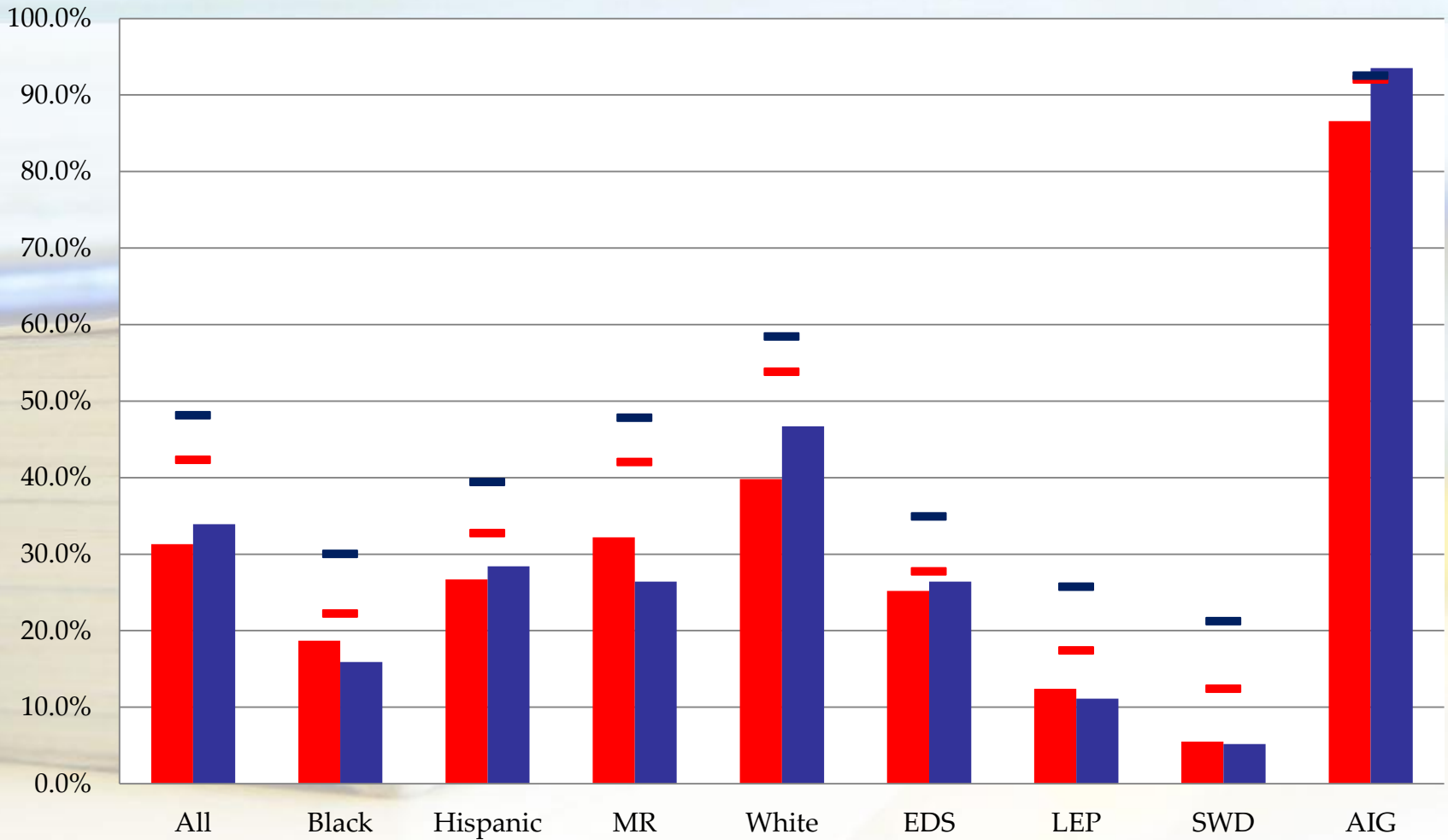
Grade 3-8 Reading AMOs

■ 2013 Proficiency ■ 2014 Proficiency - 2013 Target - 2014 Target



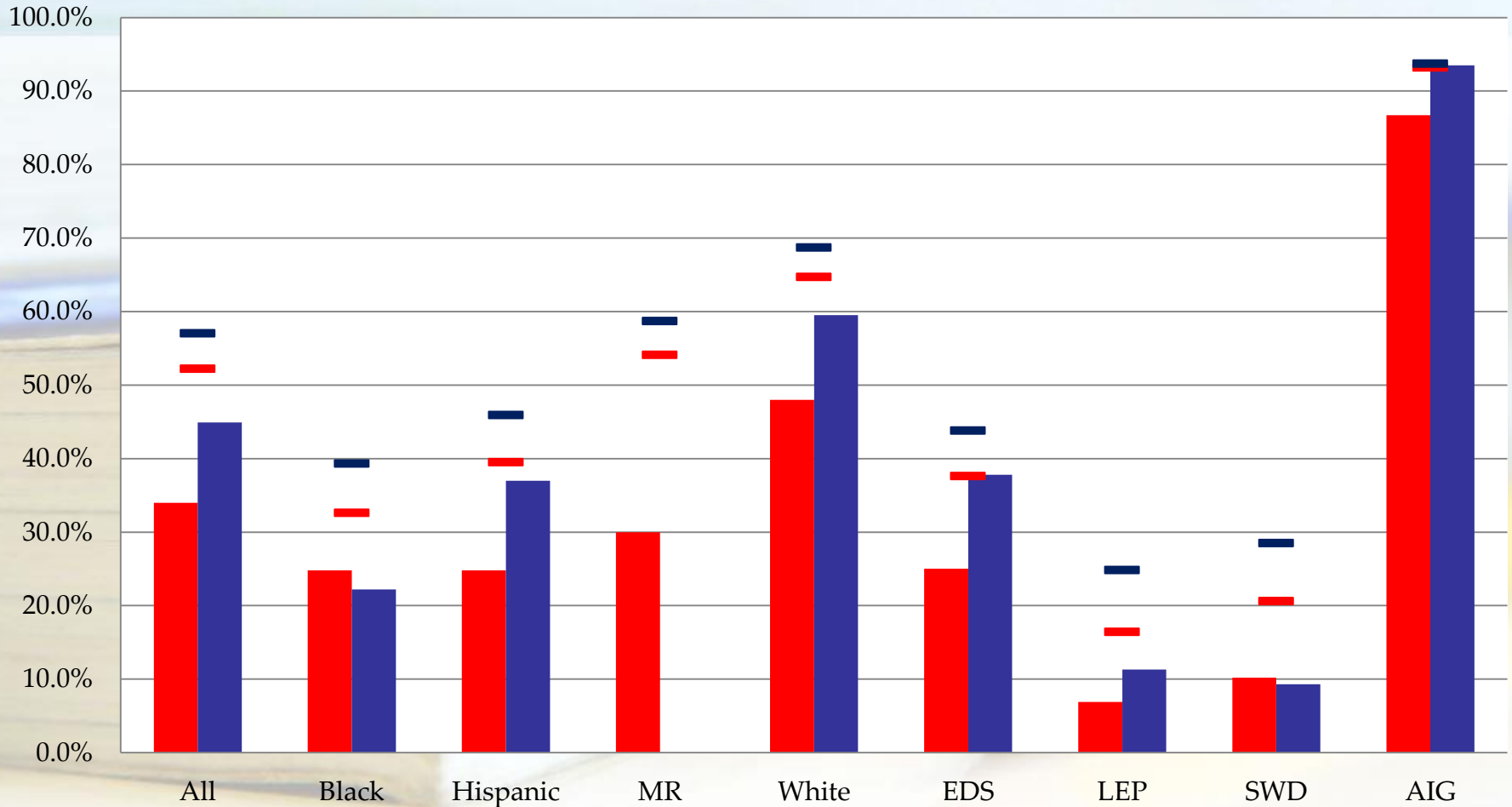
Grade 3-8 Math AMOs

■ 2013 Proficiency ■ 2014 Proficiency - 2013 Target - 2014 Target



Grades 5 & 8 Science AMOs

■ 2013 Proficiency ■ 2014 Proficiency - 2013 Target - 2014 Target

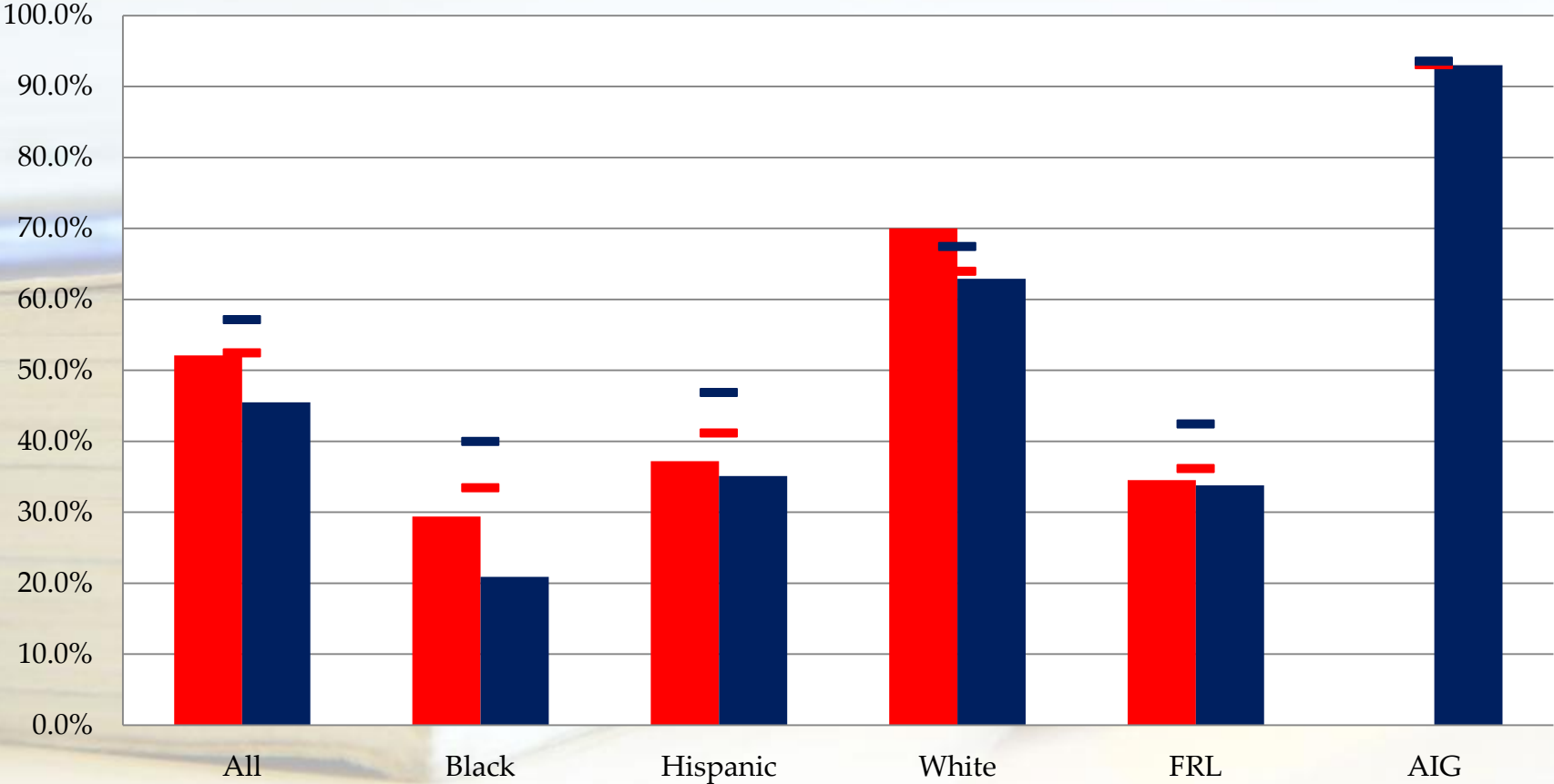


AMOs High School

	All	Amer. Indian	Asian	Black	Hisp.	Multi- Racial	White	EDS	LEP	SWD	AIG
# Reading 10	311	<5	6	46	113	8	137	200	20	31	59
Reading Tested	Met	-	-	Met	Met	-	Met	Met	-	Met	
Reading Target	Not Met			Not Met	Not Met		Met	Not Met		-	Met C
# Math 10	311	<5	6	46	113	8	137	200	20	31	59
Math Tested	Met	-	-	Met	Met	-	Met	Met	-	Met	
Math Target	Not Met			Not Met	Not Met		Met C	Not Met		Not Met	Met
# Science 11	293	<5	9	35	105	9	133	171	12	23	55
Science Tested	Met			Not Met	Met		Met	Met			Met
Science Target	Not Met			Not Met	Not Met		Not Met	Not Met			Met C

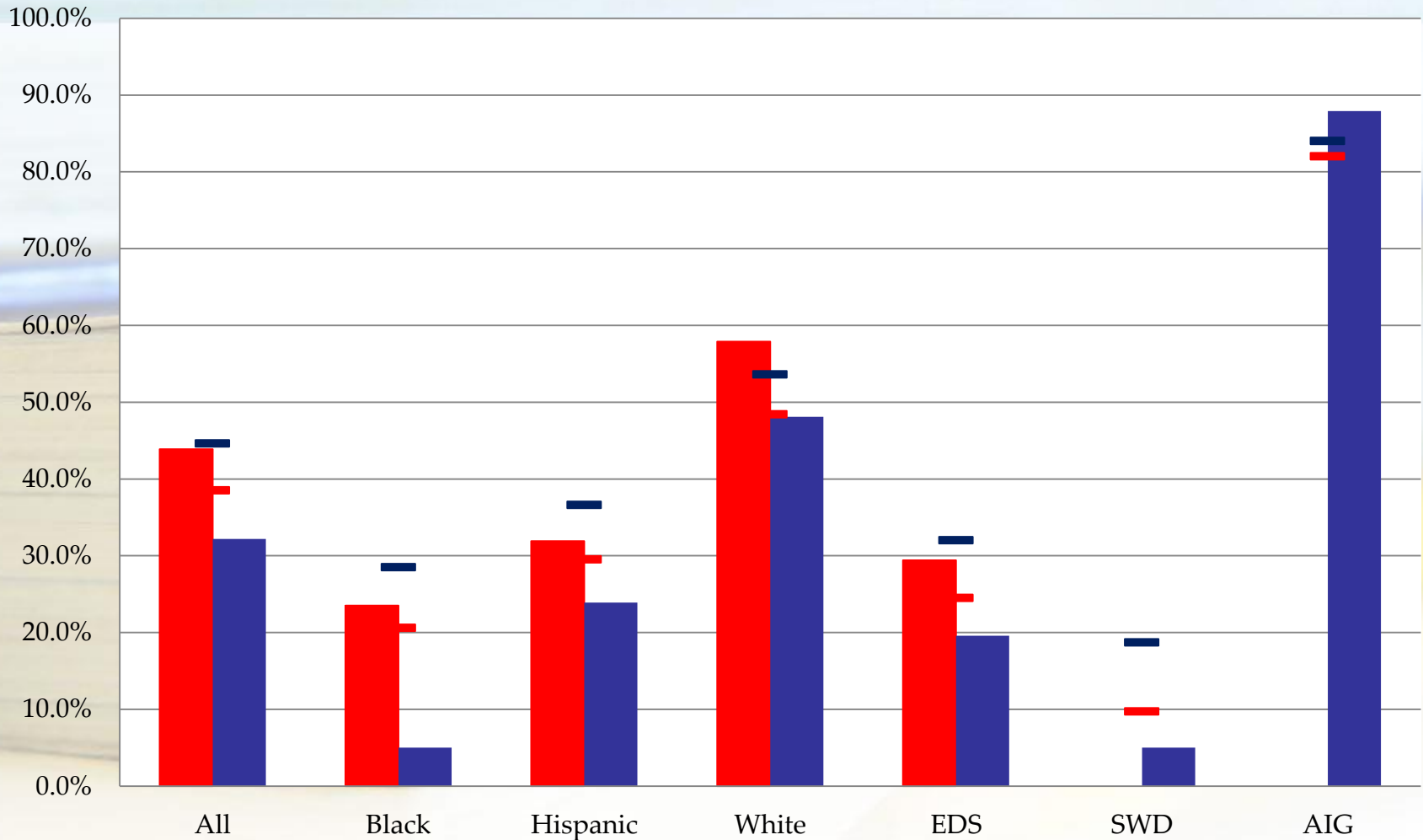
High School Reading AMOs

■ 2013 Proficiency ■ 2014 Proficiency - 2013Target - 2014Target



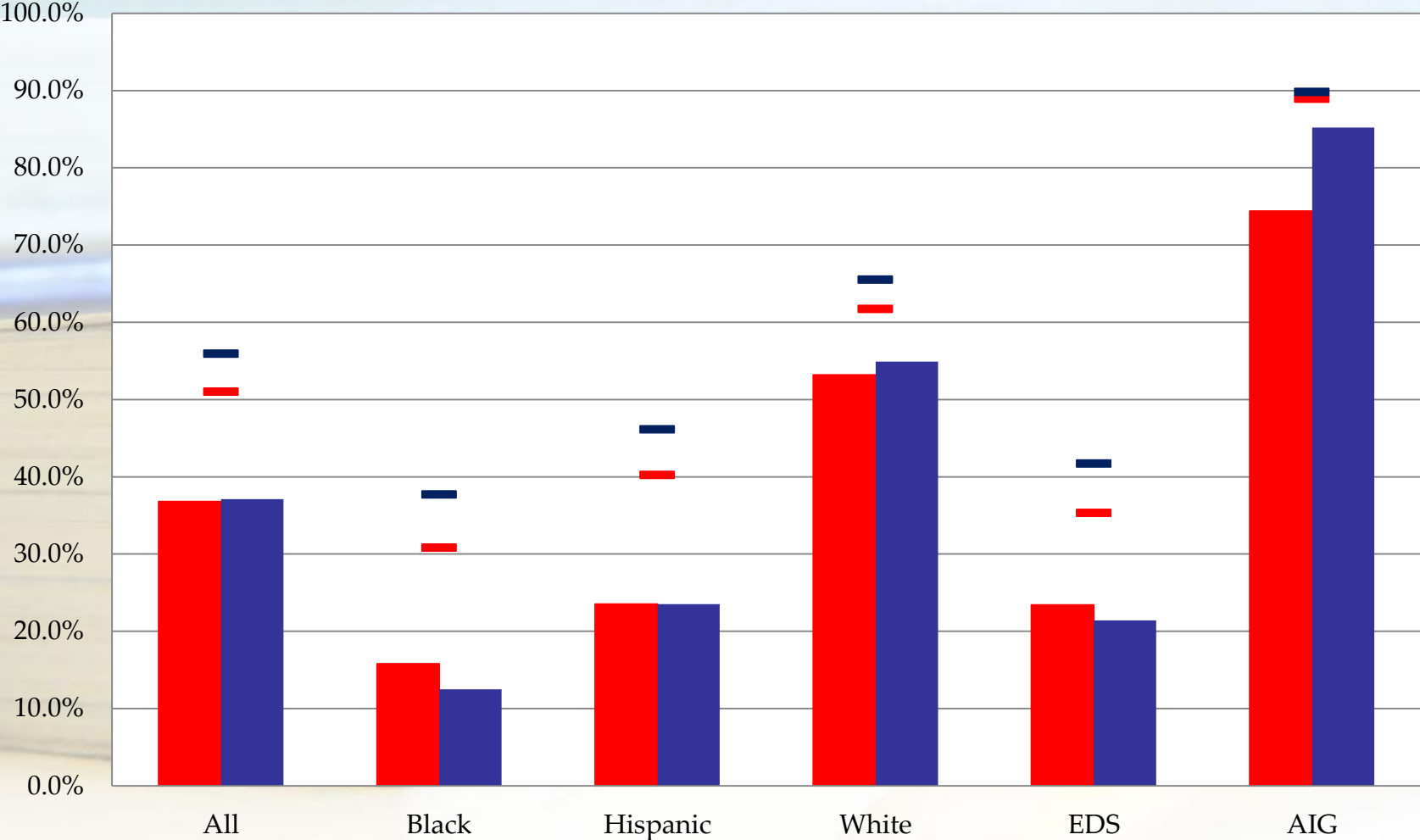
High School Math AMOs

■ 2013 Proficiency ■ 2014 Proficiency - 2013 Target - 2014 Target



High School Science AMOs

■ 2013 Proficiency ■ 2014 Proficiency - 2013 Target - 2014 Target



2013-14 ACS Results

School Name	2013-2014		
	College & Career Ready Performance Composite	Grade Level Proficiency Performance Composite	NC READY and Federal AMOs
ELEMENTARY SCHOOLS			
Balfour Elementary	28.8	42.3	21 of 31 (67.7%)
McCrary Elementary	28.1	39.2	18 of 29 (62.1%)
Loflin Elementary	28.7	39.7	14 of 25 (56.0%)
Teachey Elementary	48.6	59.5	29 of 31 (93.5%)
Lindley Park Elementary	43.0	53.2	26 of 30 (86.7%)
MIDDLE SCHOOLS			
North Asheboro Middle	32.5	41.9	29 of 43 (67.4%)
South Asheboro Middle	35.6	43.5	30 of 48 (62.5%)
HIGH SCHOOL			
Asheboro High School	35.1	45.3	56 of 79 (70.9%)
DISTRICT			
Asheboro City Schools	35.1	45.1	89 of 135 (65.9%)

	Exceeded Expected Growth
	Met Expected Growth
	Did Not Meet Expected Growth

Trends in ACS

School Name	Title I	2012-2013				2013-2014		
		Performance Composite CCR	NC READY Targets	Federal AMO	Federal AMOs Met	Performance Composite CCR	Performance Composite GLP	NC READY and Federal AMOs
ELEMENTARY SCHOOLS								
Balfour Elementary	✓	24.7	19 of 28 (67.9%)	71.4%	15 of 21	28.8	42.3	21 of 31 (67.7%)
McCrary Elementary	✓	28.3	24 of 29 (82.8%)	88.0%	22 of 25	28.1	39.2	18 of 29 (62.1%)
Loflin Elementary	✓	31.5	18 of 23 (78.3%)	84.2%	16 of 19	28.7	39.7	14 of 25 (56.0%)
Teachey Elementary	✓	38.3	30 of 35 (85.7%)	92.0%	23 of 25	48.6	59.5	29 of 31 (93.5%)
Lindley Park Elementary	✓	45.7	35 of 35 (100%)	100%	25 of 25	43.0	53.2	26 of 30 (86.7%)
MIDDLE SCHOOLS								
North Asheboro Middle		26.4	27 of 45 (60%)	55.2%	16 of 29	32.5	41.9	29 of 43 (67.4%)
South Asheboro Middle		32.2	34 of 49 (69.4%)	72.4%	21 of 29	35.6	43.5	30 of 48 (62.5%)
HIGH SCHOOL								
Asheboro High School		34.2	65 of 73 (89.0%)	96.0%	24 of 25	35.1	45.3	56 of 79 (70.9%)
DISTRICT								
Asheboro City Schools		32.1	99 of 130 (76.2%)	76.7%	46 of 60	35.1	45.1	89 of 135 (65.9%)
PROFICIENCY:	Grade 3-8 NC Targets: Reading & Math (3-8), Science (5&8), EOC Scores, and Attendance High School NC Targets: Reading & Math (10), Science (11), EOC Scores, Cohort Graduation Rate, The ACT, ACT WorkKeys, & Math Course Rigor Grade 3-8 Federal AMOs - Reading & Math (3-8) and Attendance High School Federal AMOs - Reading & Math (10) and Cohort Graduation Rate						CCR - College and Career Ready GLP - Grade Level Proficiency AMO - Annual Measurable Objective	
GROWTH:	<div style="display: flex; justify-content: space-between;"> <div style="width: 30%; background-color: #008000; height: 15px;"></div> Exceeds Expected Growth <div style="width: 30%; background-color: #90EE90; height: 15px;"></div> Meets Expected Growth <div style="width: 30%; background-color: #FFFF00; height: 15px;"></div> Does Not Meet Expected Growth </div>							

READY Results - *Highlights*

- 5 schools improved their College and Career Readiness Performance Composite
- 7 schools met expected growth and 3 of these schools exceeded expected growth
- The overall College and Career Ready Proficiency Composite for Asheboro City Schools improved by 3.0%.
- The Grade Level Proficiency Composite for Asheboro City Schools 45.1%

Grades 3-8 Reading Growth

Grade	Estimated District Mean NCE Gain						Mean NCE Gain over Grades Relative to Growth Standard
	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	
Growth Standard		0.0	0.0	0.0	0.0	0.0	
2012 Mean NCE Gain		0.8 G	-1.5 R	0.1 G	-2.1 R	-3.0 R	-1.2 R
Std Error		0.7	0.7	0.7	0.7	0.7	0.3
2013 Mean NCE Gain		1.1 G	0.7 G	0.7 G	-3.1 R	-1.6 R	-0.4 G
Std Error		0.7	0.7	0.7	0.7	0.7	0.3
2014 Mean NCE Gain		-0.3 G	-0.6 G	0.2 G	0.7 G	-0.4 G	-0.1 G
Std Error		0.8	0.7	0.7	0.7	0.7	0.3
3-Yr-Avg NCE Gain		0.5 G	-0.5 G	0.3 G	-1.5 R	-1.7 R	-0.5 R
Std Error		0.4	0.4	0.4	0.4	0.4	0.1

Grades 3-8 Math Growth

Grade	Estimated District Mean NCE Gain						Mean NCE Gain over Grades Relative to Growth Standard
	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	
Growth Standard		0.0	0.0	0.0	0.0	0.0	
2012 Mean NCE Gain		-1.3 G	-1.0 G	-2.9 R	-2.8 R	0.3 G	-1.5 R
Std Error		0.7	0.6	0.6	0.6	0.7	0.3
2013 Mean NCE Gain		-2.7 R	0.4 G	-4.8 R	-4.9 R	-0.7 G	-2.5 R
Std Error		0.6	0.7	0.7	0.6	0.6	0.3
2014 Mean NCE Gain		-3.2 R	1.4 B	0.0 G	-0.3 G	5.5 B	0.7 B
Std Error		0.7	0.6	0.7	0.6	0.6	0.3
3-Yr-Avg NCE Gain		-2.4 R	0.3 G	-2.6 R	-2.7 R	1.7 B	-1.1 R
Std Error		0.4	0.4	0.4	0.4	0.4	0.1

Grades 5 & 8 Science Growth

Subject	Grade	Year	N	Mean Student Score	Mean Score %-ile	Mean Pred Score	Pred Score %-ile	District Effect	Effect Std Err	District vs State Avg
Science	5	2012	295	153.2	33	154.7	39	-1.5	0.3	Does Not Meet Expected Growth
		2013	281	248.9	40	248.9	41	-0.0	0.4	Meets Expected Growth
		2014	315	250.3	40	250.1	39	<u>0.2</u>	0.4	Meets Expected Growth
	8	2012	296	150.9	33	152.4	39	-1.5	0.3	Does Not Meet Expected Growth
		2013	336	245.4	30	247.6	38	-2.1	0.3	Does Not Meet Expected Growth
		2014	346	247.0	33	248.1	37	<u>-1.1</u>	0.3	Does Not Meet Expected Growth

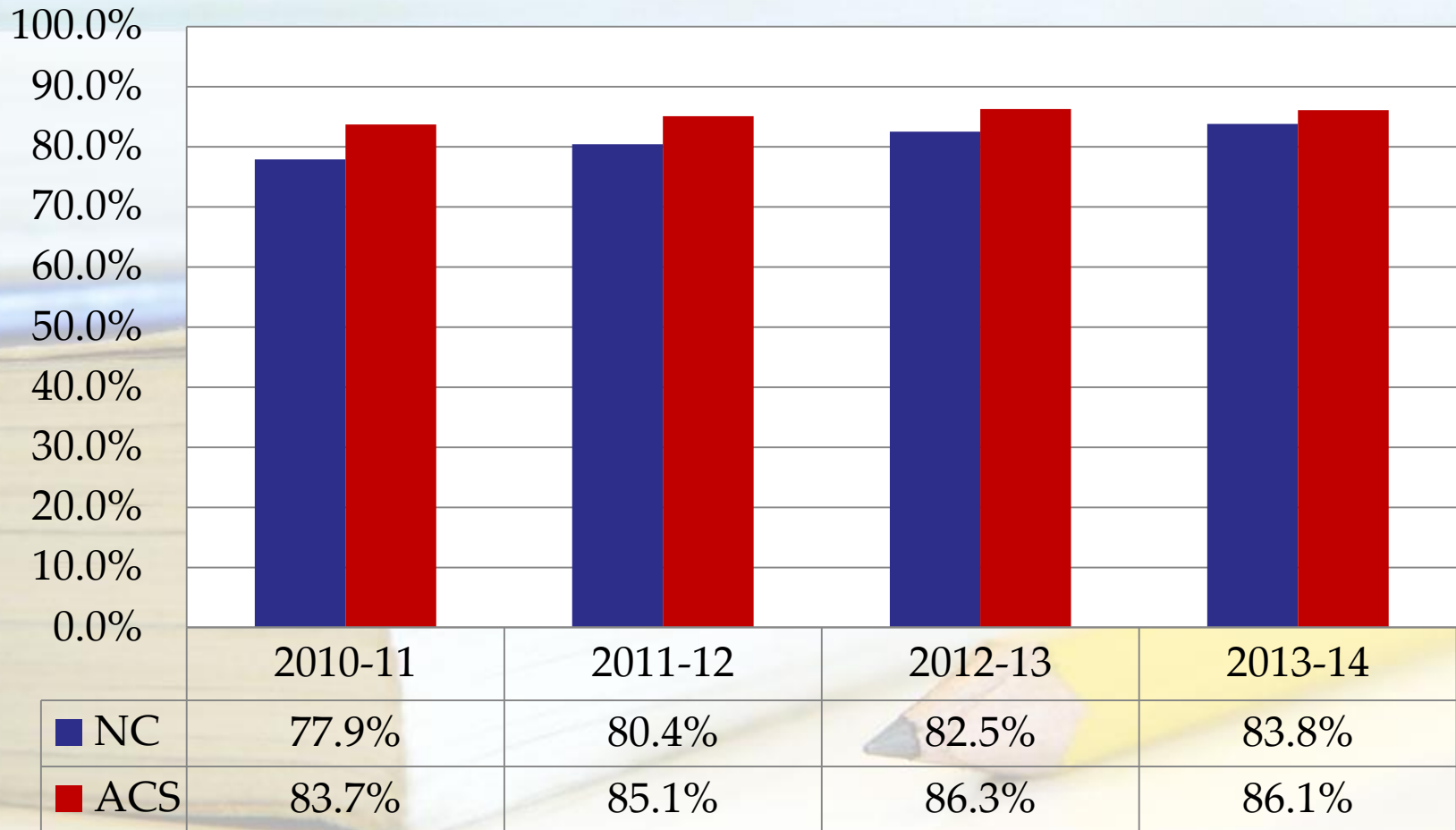
Growth on EOC Tests

Subject	Year	N	Mean Student Score	Mean Score %-ile	Mean Pred Score	Pred Score %-ile	District Effect	Effect Std Err	District vs State Avg
Math I	2012	317	153.8	49	152.6	45	1.2	0.3	Exceeds Expected Growth
	2013	629	248.9	47	248.2	45	0.6	0.2	Exceeds Expected Growth
	2014	363	249.1	44	248.9	43	<u>0.2</u>	0.3	Meets Expected Growth

Biology	2012	330	150.2	34	150.9	36	-0.7	0.3	Does Not Meet Expected Growth
	2013	301	246.6	34	247.1	36	-0.5	0.3	Meets Expected Growth
	2014	276	248.2	40	246.4	33	<u>1.8</u>	0.3	Exceeds Expected Growth

English II	2013	308	149.3	43	148.8	41	0.4	0.3	Meets Expected Growth
	2014	297	148.7	40	147.6	37	<u>1.0</u>	0.3	Exceeds Expected Growth

Graduation Rate



Overall Performance on Targets

Subject	# Targets Met	# Targets	% Met
Reading Grades 3-8	10	19	52.6
Math Grades 3-8	11	19	57.9
Science Grades 5&8	10	16	62.5
Reading Grade 10	9	13	69.2
Math Grade 10	9	14	64.3
Science Grade 11	6	12	50.0
Current Year EOC	9	9	100.0
Attendance	1	1	100.0
Cohort Grad Rate	6	6	100.0
The ACT	6	12	50.0
ACT WorkKeys	6	8	75.0
Math Course Rigor	6	6	100.0
Total Targets	89	135	65.9

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

A. CURRICULUM DEVELOPMENT

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

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

B. CURRICULUM MODIFICATION BY INDIVIDUAL SCHOOLS

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

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

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

C. EVALUATION

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

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

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

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

Updated:

Administrative Procedure: Yes

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

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

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

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

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

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

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

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

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

Administrative Procedure: None

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

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

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

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

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

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

Administrative Procedure: None

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

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

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

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

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

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

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

Administrative Procedure: None

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

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

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

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

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

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

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

A. Authorization of School Trips

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

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

To be approved, a school trip must:

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

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

B. Costs

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

C. Student Safety and Discipline

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

D. Transportation

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

E. Chaperones and Volunteers

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

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

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

Revised: September 12, 2002, February 10, 2005

Administrative Procedure: Yes

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

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

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

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

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

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

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

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

Administrative Procedure: No

A. PURPOSE

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

B. STUDENT PROMOTION STANDARDS

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

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

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

C. LOCAL PROMOTION STANDARDS**1. Grades Kindergarten, 1 and 2**

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

- a. K-5 Portfolio, including writing samples

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

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

2. Grades 3-5

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

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

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

3. Grades 6-8

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

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

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

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

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

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

5. High School End of Course Tests

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

6. Diploma Standards

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

D. INTERVENTION FOR STUDENTS UNLIKELY TO MEET PROMOTION STANDARDS

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

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

1. Intervention Plans

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

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

2. Intervention Strategies

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

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

E. REVIEW OF STUDENT PROMOTION STANDARDS

1. Previous retentions

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

2. Review Process

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

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

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

F. APPEALS OF PROMOTION DECISIONS

1. Appeal to the Superintendent

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

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

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

2. Appeal to the Board of Education

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

G. PROMOTION AND ACCOUNTABILITY STANDARDS FOR STUDENTS WITH DISABILITIES

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

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

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

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

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

I. CREDIT BY DEMONSTRATED MASTERY

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

J.I. ACCELERATION

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

K.J. REPORTING REQUIREMENTS

1. Superintendent's Report to the Board

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

following information for each school:

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

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

3. Publication on the School System Website

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

L.K. NOTIFICATION TO PARENTS

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

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

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

M.L. CHILDREN OF MILITARY FAMILIES

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

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

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

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

Adopted: August 11, 2011

Revised: August 8, 2013, January 9, 2014

A. PRINCIPLES

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

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

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

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

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

1. School Improvement Team

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

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

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

2. Mandatory Components of the State Plan

A school improvement plan must include the following components.

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

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

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

3. Optional Components of the State Plan

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

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

waiver will permit the school to improve student performance.

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

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

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

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

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

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

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

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

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

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

5. Elimination of Redundant or Unnecessary Reporting Requirements

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

6. Compliance with Requirements

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

D. POSTING THE SCHOOL IMPROVEMENT PLAN ONLINE

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

E.D. STAFF DEVELOPMENT

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

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

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

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

Adopted:

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

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

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

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

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

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

Administrative Procedure: None

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

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

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

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

Legal References:

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

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

Administrative Procedure: None

The board of education recognizes the need and value of educational and psychological research in developing, validating, and standardizing newer programs and strategies in education. Staff members are encouraged to participate in and cooperate with such programs when these projects do not significantly interfere with the educational program. All research and experimental projects using either staff, pupils, or materials within the school system must be approved in advance by the superintendent, or designee. Research projects involving students must obtain written parental permission for the students' participation. A summary of the results of all such research must be submitted to the office of the superintendent.

Legal References: 20 U.S.C. §1232h (Supp. 1995); G.S. 115C-36, -47; G.S. 115C, art. 16

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

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

Administrative Procedure: None

NCWISE PASSWORD AND WORKSTATION STUDENT INFORMATION SYSTEM ACCEPTABLE USE

Policy Code: 3221

The Asheboro City Schools Board of Education has the legal and ethical responsibility to collect, use and disseminate appropriate student information as ~~one of its most important priorities~~. The legal aspects of the use of public school data are based upon ~~several~~ state and federal laws, including the Uniform Education Reporting System (UERS) umbrella as required by GS 115C-12. Additionally, the Family Educational Rights and Privacy Act (FERPA) ~~as amended in 1996~~ mandates ~~acceptable~~ procedures for protecting the privacy of student data, while acknowledging the necessity to collect it. North Carolina further defines the situations in which both student and education student data can (~~and cannot~~) be disclosed in GS 115C and State Board of Education Policy EEO-C-017.

~~The North Carolina Window of Information on Student Education (NCWISE) is the state's selected system for student accounting and collection and reporting of student information.~~ The following will govern the use of NCWISE the student information system adopted by North Carolina Department of Public Instruction in the Asheboro City Schools.

Purpose

The purpose of this standard is to reduce unauthorized access to information within the NCWISE student information system.

Application

All NCWISE student information system users are required to read and follow this policy concerning user identification (user ID), password protection, and workstation standards.

Background

~~This policy has been based on the guidelines of the Information Resource Management Commission (IRMC) policy set forth by the Department of Public Instruction while outlining specific guidelines for its own technology environment. The use of passwords in conjunction with unique user IDs is required in order to allow authorized access to the NCWISE information. It is intended to prohibit the possibility of compromising student information and to maintain the integrity, accuracy, and confidentiality of the student data for the school district.~~

Scope

~~This policy applies to anyone using the NCWISE application per State Board Policy EEO-C-018.~~

Policy – User ID and Password Standards

- Each user accessing the NCWISE application student information system shall be uniquely identified with an ID that is associated only with that user.
- The LEA ~~security~~student information system administrator, or ~~his/her~~ designee, is

responsible for promptly disabling the ~~NCWISE~~ student information system user ID upon termination of a user from the school or LEA or upon cessation of a user's need to access the ~~NCWISE~~ student information system.

- Unsuccessful login attempts shall be limited to three (3) attempts before the user account is locked from access ~~logon process is disabled~~.
- ~~User IDs that are inactive for thirty (30) days will be disabled.~~
- Only authorized security administrators ~~or help desk staff~~ shall be allowed to enable a user ID.
- Passwords used for the ~~NCWISE~~ student information system should be unique to ~~NCWISE~~ the student information system.
- Passwords will expire every ~~ninetyone~~ hundred and twenty (90/120) days.
- No ~~NCWISE~~ student information system passwords should be written or stored in clear text on or around the desktop systems.
- Passwords cannot be shared with any other person. Each user is personally responsible for all data entered and activity under her/his user ID.
- ~~**PASSWORDS CANNOT BE SHARED WITH ANYONE. EACH USER IS PERSONALLY RESPONSIBLE FOR ALL DATA ENTRY UNDER HIS/HER USER NAME.**~~

~~Workstation Security Standards~~

- ~~A. Users should not login using NCWISE user identification to a public access computer. This includes, but is not limited to computer labs, cyber cafes, coffee shops, bookstores, libraries, etc.~~
- ~~B. Anti-virus software should be installed on each desktop computer, and designated staff shall make certain that the desktop has the most current anti virus software and appropriate updates installed. Users should update the virus protection software weekly to avoid unwanted viruses or damage that can be caused by them.~~
- ~~C. Users should never leave the computer unattended while logged into NCWISE. The site must be locked using the feature built into the software.~~
- ~~D. Only approved software should be installed on an NCWISE designated computer.~~
- ~~E. Browsers should be configured so that passwords for websites are not stored in the browser.~~
- ~~F. Users should watch for keystroke monitors. These are small devices, less than an inch in size, which can be plugged in between the keyboard cable and the CPU. They record every character typed (including passwords) and save them in a text file or send them to a remote user.~~
- ~~G. Workstation must be protected by a firewall.~~
- ~~H. Users must create a separate user profile for students to use the NCWISE designated computer.~~
- ~~I. Accessing NCWISE from home will be permitted if the user can meet standards B, C, E and G above.~~

Areas of Responsibility

All information maintained by ~~NCWISE~~the student information system is confidential. Any employee who violates the confidentiality of the records may be subject to disciplinary action.

Each principal is responsible for enforcing and monitoring the implementation of this policy.

The Superintendent, or ~~his/her~~ designee, is responsible to ensure this policy is communicated to all ~~NCWISE~~student information system users.

Legal References: The Family Educational Rights and Privacy Act Statute (20 UCS § 1232g); Regulations-34 CFR Part 99

Adopted: May 12, 2005

Administrative Procedure: None

To create and maintain a safe, orderly and inviting learning environment, students must have the skills to resolve conflicts in non-violent ways.

All schools are encouraged ~~and any alternative school is required~~ to include a conflict resolution plan in the school improvement plan as provided in board policy 3430, School Improvement Plans.

~~In particular, schools are encouraged to explore opportunities to integrate conflict resolution skills into the standard course of study where appropriated.~~ The curriculum committee shall explore opportunities to integrate conflict resolution skills into the standard course of study and other curricula.

Legal References: G.S. 115C-47, -105.27

Cross References: School Improvement Plan (policy 3430), Alternative Schools (policy 3470/4305)

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

Revised:

Administrative Procedure: None

The board strongly encourages programs and activities which recognize and reward excellence among students in academic achievement, character and leadership.

A variety of programs, ~~may be implemented to recognize excellence~~ such as honor rolls, honor societies, and citizenship and leadership awards, may be implemented to recognize outstanding student achievement. The board encourages school recognition ceremonies and community recognition ceremonies to honor scholarship and distinguished character and leadership abilities.

Administrators and teachers will be responsible for developing and implementing ~~any~~ various means of recognizing ~~excellence~~ student achievement.

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

Cross References: Goals and Objectives of the Educational Program (policy 3000), Class Rankings (policy 3450)

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

Administrative Procedure: None

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2014 - 2015
Adopted September 11, 2014**

Be it resolved by the Board of the Asheboro City Schools Administrative Unit that for the fiscal year beginning July 1, 2014 and ending June 30, 2015:

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	\$ 1,987,000
5200 - Special Populations Services	200,000
5300 - Alternative Programs and Services	525,000
5400 - School Leadership Services	750,000
5500 - Co-Curricular Services	200,000
5800 - School-Based Support Services	325,000
System-wide Support Services	
6100 - Support and Development Services	275,000
6200 - Special Population Support and Development Services	80,000
6400 - Technology Support Services	450,000
6500 - Operational Support Services	2,350,000
6600 - Financial and Human Resource Services	820,000
6700 - Accountability Services	175,000
6800 - System-wide Pupil Support Services	50,000
6900 - Policy, Leadership and Public Relations Services	800,000
Non-Programmed Charges	
8100 - Payments to Other Governmental Units	135,000
8400 - Interfund Transfers	20,000
Total Local Current Expense Fund Appropriation	<u>\$ 9,142,000</u>

Section 2: The following revenues are estimated to be available to the **Local Current Expense Fund**.

County Appropriation	\$ 4,552,805
Voted Supplement	3,139,000
Local Revenues	200,195
Fund Balance Appropriated	1,250,000
Total Local Current Expense Fund Revenue	<u>\$ 9,142,000</u>

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2014 - 2015
Adopted September 11, 2014**

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	\$ 190,000
5200 - Special Populations Services	110,000
5300 - Alternative Programs and Services	575,000
5500 - Co-Curricular Services	35,000
5800 - School-Based Support Services	191,000
 System-wide Support Services	
6500 - Operational Support Services	320,000
 Total Local Grant Fund Appropriation	<u><u>\$ 1,421,000</u></u>

Section 4: The following revenues are estimated to be available to the **Local Grant Fund**.

State and Federal Funds	\$ 821,000
Local Revenues	500,000
Fund Balance Appropriated	100,000
 Total Local Grant Fund Revenue	<u><u>\$ 1,421,000</u></u>

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2014 - 2015
Adopted September 11, 2014**

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	\$ 17,000,000
5200 - Special Populations Services	3,800,000
5300 - Alternative Programs and Services	750,000
5400 - School Leadership Services	1,800,000
5800 - School-Based Support Services	1,900,000
System-wide Support Services	
6200 - Special Population Support and Development Services	225,000
6400 - Technology Support Services	130,000
6500 - Operational Support Services	1,450,000
6900 - Policy, Leadership and Public Relations Services	400,000
Non-Programmed Charges	
8400 - Interfund Transfers	45,000
Total State Public School Fund Appropriation	<u>\$ 27,500,000</u>

Section 6: The following revenues are estimated to be available to the **State Public School Fund**.

Total State Public School Fund Allocation	<u>\$ 27,500,000</u>
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**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2014 - 2015
Adopted September 11, 2014**

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	\$ 185,000
5200 - Special Populations Services	\$ 1,310,000
5300 - Alternative Programs and Services	\$ 2,010,000
5800 - School-Based Support Services	\$ 215,000
System-wide Support Services	
6200 - Special Population Support and Development Services	\$ 100,000
6300 - Alternative programs and Services Support and Development Servi	\$ 15,000
6500 - Operational Support Services	\$ 75,000
Non-Programmed Charges	
8100 - Payments to Other Governmental Units	\$ 145,000
Total Federal Grants Fund Appropriation	<u>\$ 4,055,000</u>

Section 8: The following revenues are estimated to be available to the **Federal Grants Fund**.

Total Federal Allocation	<u>\$ 4,055,000</u>
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**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2014 - 2015
Adopted September 11, 2014**

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	\$ 3,000,000
Non-Programmed Charges	
8100 - Payments to Other Governmental Units	200,000
Total Child Nutrition Fund Appropriation	<u><u>\$ 3,200,000</u></u>

Section 10: The following revenues are estimated to be available to the **Child Nutrition Fund**.

Federal Allocation	\$ 2,250,000
Local School Child Nutrition Fund	950,000
Total Child Nutrition Fund Revenue	<u><u>\$ 3,200,000</u></u>

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2014 - 2015
Adopted September 11, 2014**

Section 11: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Capital Outlay Fund**.

9000 - Capital Outlay	\$ 1,532,200
Total Capital Outlay Projects	<u>\$ 1,532,200</u>

Section 12: The following revenues are estimated to be available to the **Capital Outlay Fund**.

County Appropriation	831,085
Fund Balance Appropriated	701,115
Total Capital Outlay Fund Revenue	<u>\$ 1,532,200</u>

Section 13: The following revenues are estimated to be available to the Asheboro City Schools budget.

Local Current Expense Fund	\$ 9,142,000
Local Grant Fund	\$ 1,421,000
State Public School Fund	\$ 27,500,000
Federal Grants Fund	\$ 4,055,000
Child Nutrition Fund	\$ 3,200,000
Capital Outlay Fund	\$ 1,532,200
	<u>\$ 46,850,200</u>

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2014 - 2015
Adopted September 11, 2014**

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 11th day of September, 2014

ASHEBORO CITY BOARD OF EDUCATION

CHAIRMAN

SECRETARY

	A	B	C	D
1	School/Location	Date	Event	Time
2	AHS PDC	Thursday, Sept. 11	Board of Education Meeting	7:30pm
3	AHS	Friday, Sept. 12	AHS Varsity Football vs. Randleman	7:30pm
4	BAL	Tuesday, Sept. 16	Board and Superintendent PTO Report	5:30pm
5	Chatham County	Wednesday, Sept. 17	Region 5 District Meeting	4:00pm - 8:00pm
6	DLL	Tuesday, Sept. 23	Board and Superintendent PTO Report	6:00pm
7	CWM	Thursday, Sept. 25	Board and Superintendent PTO Report	6:30pm
8	AHS	Friday, Sept. 26	AHS Varsity Football vs. Providence Grove (MS Night)	7:30pm
9	SAMS	Sept. 29	Board and Superintendent PTO Report	6:00pm
10	NAMS	Sept. 30	Board and Superintendent PTO Report	6:30pm
11	All Schools	Monday, Oct. 6	Teacher Workday; no school for students	all day
12	AHS PDC	Wednesday, Oct. 8	Superintendent's Student Advisory Council	7:30am
13	AHS PDC	Thursday, Oct. 9	Board of Education Meeting	7:30pm
14	AHS	Friday, Oct. 10	AHS Varsity Football vs. Ledford (Hall of Fame)	7:30pm
15	Renaissance Asheville	Wed. - Fri., Oct. 15-17	Fall Law Conference	all day
16	AHS/PAC	Thursday, Oct. 16	AHS Choral Concert	7:30am
17	CO	Monday, Oct. 20	Superintendent's PTO Round Table	11:45am
18	AHS	Friday, Oct. 24	AHS Homecoming V. Football vs. N. Forsyth	7:30pm
19	AHS/PAC	Tuesday, Oct. 28	Bandorama	7:30pm
20	AHS	Friday, Nov. 7	AHS Varsity Football vs. Central Davidson (Sr. Night)	7:30pm
21	All Schools	Tuesday, Nov. 11	Holiday; schools closed	all day
22	AHS PDC	Thursday, Nov. 13	Board of Education Meeting	7:30pm
23	All Schools	Mon. - Fri., Nov. 17-21	American Education Week	all day
24	Koury Convention Center	Mon. - Wed., Nov. 17-19	45th NCSBA Annual Conference	all day
25	AHS/PAC	Nov. 20-22	Park Street Players Fall Musical (Godspell)	7:00pm
26	AHS/PAC	Nov. 23	Park Street Players Fall Musical (Godspell)	2:00pm
27	All Schools	Wednesday, Nov. 26	Teacher Workday; no school for students	all day
28	All Schools	Thurs. - Fri., Nov. 27-28	Holiday; schools closed	all day

ASHEBORO CITY SCHOOLS MEMBERSHIP

Day 8, September 4, 2014

Grade Level	2014-15 Membership on Day 8 (September 4, 2014)	2013-14 Membership on Day 8 (September 5, 2013)	Change from previous year	2014-15 DPI Projected Membership
Kindergarten	384	400	-16	374
Grade 1	394	409	-15	411
Grade 2	414	373	41	401
Grade 3	366	360	6	349
Grade 4	366	338	28	381
Grade 5	331	439	-108	339
Grades K-5	2,255	2,319	-64	2,255
Grade 6	428	371	57	432
Grade 7	376	393	-17	380
Grade 8	383	394	-11	392
Grades 6-8	1,187	1,158	29	1,204
Grade 9	396	361	35	384
Grade 10	336	336	0	317
Grade 11	310	314	-4	337
Grade 12	266	251	15	265
Grades 9-12	1,308	1,262	46	1,303
Grades K-12	4,750	4,739	11	4,762

School	2014-15 Membership on Day 8	2013-14 Membership on Day 8	Change from previous year
Balfour	543	577	-34
McCrary	402	413	-11
Loflin	392	398	-6
Teachey	507	489	18
Lindley Park	411	442	-31
NAMS	518	512	6
SAMS	669	646	23
AHS	1,308	1,262	46
Total	4,750	4,739	11

ASHEBORO CITY SCHOOLS MEMBERSHIP

Day 10, September 8, 2014

Grade Level	2014-15 Membership on Day 10 (September 8, 2014)	2013-14 Membership on Day 10 (September 9, 2013)	Change from previous year	2014-15 DPI Projected Membership
Kindergarten	386	401	-15	374
Grade 1	396	409	-13	411
Grade 2	413	373	40	401
Grade 3	365	360	5	349
Grade 4	366	338	28	381
Grade 5	330	439	-109	339
Grades K-5	2,256	2,320	-64	2,255
Grade 6	428	370	58	432
Grade 7	378	389	-11	380
Grade 8	385	392	-7	392
Grades 6-8	1,191	1,151	40	1,204
Grade 9	397	363	34	384
Grade 10	338	337	1	317
Grade 11	310	314	-4	337
Grade 12	267	253	14	265
Grades 9-12	1,312	1,267	45	1,303
Grades K-12	4,759	4,738	21	4,762

School	2014-15 Membership on Day 10	2013-14 Membership on Day 10	Change from previous year
Balfour	543	577	-34
McCrary	403	413	-10
Loflin	392	399	-7
Teachey	507	488	19
Lindley Park	411	443	-32
NAMS	523	509	14
SAMS	668	642	26
AHS	1,312	1,267	45
Total	4,759	4,738	21

ELEMENTARY CLASS SIZE-- Day 10, September 8, 2014

	Balfour	McCrary	Loflin	Teachey	Lindley	LEA Avg
Kinder	16	19	18	22	21	
	17	20	17	22	21	
	15	21	18	22	21	
	16	20	18	23		
	14					
Average	15.6	20.0	17.8	22.3	21.0	19.1
Grade 1	18	17	18	22	20	
	18	17	18	21	22	
	19	19	19	21	23	
	18	17	16	21		
	18					
	12					
Average	17.2	17.5	17.8	21.3	21.7	18.8
Grade 2	23	19	19	21	22	
	23	19	19	21	21	
	22	20	21	19	22	
	14	20	19	22		
	23					
Average	21	19.5	19.5	20.8	21.7	20.5
Grade 3	18	21	19	19	18	
	19	22	18	18	19	
	19	21	19	18	20	
	18			19	20	
	18					
Average	18.4	21.3	18.7	18.5	19.3	19.1
Grade 4	21	12	19	23	15	
	21	14	18	23	19	
	21	14	17	24	21	
	22	15		24	21	
Average	21.3	13.8	18.0	23.5	19.0	19.2
Grade 5	20	19	21	21	21	
	19	18	21	21	21	
	20	19	20	21	23	
	20					
Average	19.75	18.7	20.7	21	21.7	20.3
Functional Skills Classrooms (Not included in Class Size Avg. but included in ADM)				19		
TOTAL	542	403	392	507	411	2,255
K-3 AVG	18.0	19.5	18.4	20.7	20.8	19.3
4-5 AVG	20.5	15.9	19.3	22.4	20.1	19.7
K-5 AVG	18.7	18.3	18.7	21.2	20.6	19.4

BOARD OF EDUCATION GOALS 2014-2015

Update: September 11, 2014

STRATEGIC GOAL:

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

STRATEGIC OBJECTIVES:

1. Engage each student

- A. Teach the standards through the lens of the **4 C's** (with particular focus on communication and collaboration).
- B. Implement **Problem-Based Learning units** using the district-wide PBL protocol and appropriate performance rubrics at each school

On August 19, 2014 all secondary teachers participated in Problem Based Learning professional development. The sessions were led by Jennifer Smith, Nathan Craver, Dr. Julie Pack, Chandra Manning and Betsy Hammond

- C. Identify and nurture problem-based **partnerships with the community** and beyond for planning and evaluating real world solutions.
- D. Implement **global awareness** recommendations.
- E. Continue **Positive Behavior Instructional Support** program at each school.
- F. Continue to address **discipline disproportionality**.
- G. Implement district-wide program to prevent **bullying**.
- H. Implement updated lockdown and **crisis plan procedures**.
- I. Implement approved **technology plan**.
- J. Provide professional development and support for teachers on **the SAMR model for integrating technology** and other identified needs based on staff surveys.
- K. Implement support for **new Chromebook devices** at AHS. Redistribute AHS laptops as needed throughout the district.

On August 24, 2014, all Asheboro High School students received Chromebooks. A special thank you to Tina Webster, Laura Holland, Carla Shinn, Linda Geringer, Dr. Toth,

Mr. Eggleston, Mr. Mock, Dr. Crooks, Lee Clark, Nathan Craver, the technicians, teachers and students, this process went very smoothly and minimal class time was missed. The entire distribution took less than two hours. Currently, we redistributed 250 AHS laptops (50 per school) to our elementary schools to be used K-3. 100 laptops were shifted to SAMS to offset increased enrollment. We will redistribute approximately 100 refurbished laptops to replace the oldest teacher computers. We set aside laptops for the high school to support students participating in the NCVPS program. The remaining laptops are being categorized into discards for parts, spares for current laptops in rotation that become damaged or broken, and reserves for future growth and needs.

2. Assess for learning

- A. Determine how to **systematically capture and share student data** at the classroom, school and district levels as it is collected to inform instruction and intervention.
- B. Develop an **online platform for sharing common assessments** linked to curriculum standards and units.

3. Improve achievement

- A. Share newly developed district literacy plan with teachers and staff and provide professional development aligned with the plan.
- B. Pilot **consistent phonics instructional approach** in pre-kindergarten and kindergarten classrooms at each school site.
- C. Implement **writing strategies** from 2014 UNCG summer partnership initiative.
- D. Continue **Reading Foundations training** for all K-2 teachers to increase reading content knowledge and enhance instructional skills as funding is available.

Our K-5 core teachers will have the opportunity to take the Reading Foundations training on our district's designated professional development days. They will begin the training on October 6, 2014.

- E. Convene Asheboro City Schools Transition Team and implement district-wide **transition plan**.
- F. Implement **Career Cruising as the structure** for academic planning, career and academic inventories, lessons and online access for students, teachers and parents.
- G. Determine areas of need for **middle school enrichment** not addressed in current offerings and research what activities would interest various groups of students.
- H. Develop process for expanding **Credit by Demonstrated Mastery** to other allowable course offerings.

4. Create opportunities

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

5. Build capacity

- A. Continue district support for **teacher-led professional development** initiatives.
- B. Continue **Teacher Leadership Academy** for Cohort #5.

Cohort 5 began on Tuesday, August 12, 2014.

- C. Evaluate and monitor **beginning teacher support program**.

NCSBA will present the following awards during the 2014 NCSBA Annual Conference slated for November 17-19 at the Koury Convention Center in Greensboro. All entries must be received on or before 5 PM on October 3.

- **Raleigh Dingman Award** - The Raleigh Dingman Award is the highest honor bestowed on a North Carolina school board member each year and is named in honor of Raleigh Dingman, NCSBA's first full-time executive secretary. Since 2003, recipients of this honor have served as an ex-officio member of the NC State Board of Education and the NCSBA Board of Directors. The honoree will be expected to attend meetings of both organizations.
- **County Commissioners of the Year** - This honor is presented to a board of county commissioners that has demonstrated extraordinary leadership that advances student achievement in the district.
- **School Board Member Leadership Award** - This honor recognizes a school board member who has demonstrated extraordinary leadership during the 2013-2014 school year. Unlike the Raleigh Dingman Award that focuses on longevity and requires the honoree to attend NCSBA and SBE board meetings, the Leadership Award for School Board Member considers the contributions of a board member over the previous school year.
- **School Board Leadership Award** - This honor is presented to one school board for extraordinary leadership during the 2013-2014 school year.
- **Award for Excellence in Educational Programs** - This award will be given to school boards in recognition of exemplary education programs that maximize student achievement.
- **Award for Excellence in Architectural Design** - The NCSBA Award for Excellence in Architectural Design is a People's Choice Award that will be given to architects for the building design of public schools. The goal is to raise awareness and discussion among board members about the relationship between good design and effective teaching and learning. NCSBA will invite architectural firms to submit exemplary projects that will promote this goal. Voting for this award will be held at the NCSBA Annual Conferences.

The nominees for Raleigh Dingman and School Board Member Leadership Award are also eligible for the All State Board.