

ASHEBORO CITY BOARD OF EDUCATION

October 11, 2018

7:30 p.m.

Asheboro High School

Professional Development Center

6:00 p.m. - Policy Committee

6:45 p.m. - Finance Committee

I. Opening

- A. Call to Order
- B. Moment of Silence
- C. Pledge of Allegiance – Morgan Green, Cole Trogdon, and McKenzie Voncannon, Guy B. Teachey Elementary School Students.
- *D. Approval of Agenda

II. Special Recognition and Presentations

- A. Community Partner Spotlight – Parent Teacher Organization of Guy B. Teachey Elementary School – Carla Freemyer
- B. Board Spotlight – Guy B. Teachey Elementary School RISE Intervention Program – Ann Evans, Principal
- C. Accomplished Student Recognition – Congress of Future Medical Leaders Representative Joshua Castro – Gayle Higgs, Assistant Principal of Asheboro High 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 three to five minutes for remarks. Issues or concerns involving personnel matters are not appropriate for the public comment setting.

IV. *Consent Agenda

- A. Approval of Minutes – September 20, 2018
- B. Overnight Field Trip Request for the Asheboro High School Chorus Trip to New York, April 4-8, 2019
- C. Policies Recommended for Approval:
 - Policy 1710/4021/7230 – Prohibition Against Harassment, Discrimination, and Bullying
 - Policy 1720/4015/7225 – Discrimination, Harassment, and Bullying Compliant Procedure
- D. Personnel
- E. Beginning Teacher Support Program Plan

V. Information, Reports and Recommendations

- A. Teacher Turnover Summary – Ms. Carla Freemyer
- B. Asheboro City Schools Kindness Challenge – Angie Berrier and Leslie Smith-Moore, Middle School Counselors, and Dr. Sean McWherter

VI. Action Items

***A. Continuous Improvement Plans for Elementary Schools:**

- Donna Lee Loflin Elementary School – Lisa Hayes, Principal
- Charles W. McCrary Elementary School – Julie Brady, Principal
- Lindley Park Elementary School – Nikia Domally, Principal
- Guy B. Teachey Elementary School – Ann Evans, Principal
- Balfour Elementary School – Dr. Penny Crooks, Principals

VII. Superintendent's Report/Calendar of Events

- A. Points of Pride – Carla Freemyer
- B. Calendar of Events – Carla Freemyer
- C. 2018-2019 Strategic Plan Goals and Other Updates – Superintendent Terry Worrell

VIII. Board Operations

- A. Important Dates to Remember – Chairman Kyle Lamb

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.

*Item(s) requires action/approval by the Board of Education

ASHEBORO CITY BOARD OF EDUCATION

October 15, 2018

7:30 p.m.

Asheboro High School

Professional Development Center

Agenda Addendum

6:00 p.m. – Finance Committee

6:45 p.m. – Policy Committee

7:30 p.m. – Board of Education

I. Opening

II. Special Recognitions

C. Accomplished student recognition – Moved to November

III. Public Comments

IV. *Consent Agenda

D. Personnel Addendum

F. Bank Resolution for Asheboro High School

V. Information, Reports, and Recommendations

VI. *Action Items

VII. Superintendent's Report / Calendar of Events

B. Calendar of Events - Updated

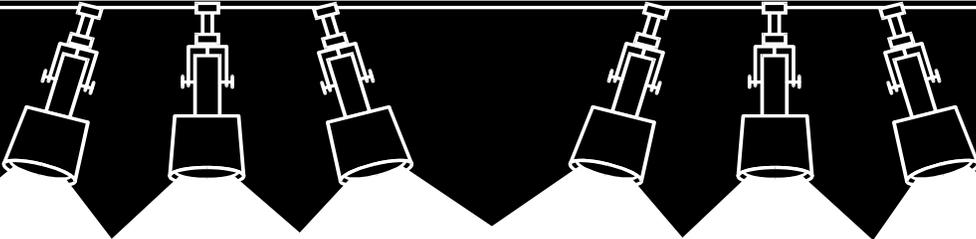
VIII. Board Operations

IX. Adjournment

*Item(s) requires Board approval

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 meeting.

October 11, 2018



Community Partner Spotlight:

Asheboro City Schools will recognize the Parent Teacher Organization from Guy B. Teachey Elementary School. This group of enthusiastic parents of Teachey Tigers has been instrumental in the relationships formed between parents, students, and teachers. The PTO is assisting with this year's book fair, themed the Enchanted Forest, and they will host the first ever Tiger Trek next Friday (Oct. 19).

Board Spotlight:

Ann Evans, principal of Guy B. Teachey Elementary School, along with Jennifer Brumley and Ginny Dunn, reading specialists, will share information about the Reading Intervention for Students to Excel (RISE) program that is used at their school. These literacy strategies are derived from Dr. Jan Richards's ***The Next Step in Guided Reading***. The model is designed for core small group instruction and provides additional face-to-face time for students in grades 1-4. Students who participated in the research studies for RISE grew as much as 5.5 months in their reading development at the end of the eight-week intervention. Over the summer, the reading specialists read the book and watched many professional videos that model each component of the RISE intervention.

Joshua Castro, Congress of Future Medical Leaders

A member of the Asheboro High School administrative team will introduce Joshua Castro, an AHS student who participated in the 2018 Congress of Future Medical Leaders in Boston, MA. The **Congress of Future Medical Leaders** was created by the National Academy of **Future Physicians and Medical Scientists** gather many of the country's finest high school students who aspire to careers in **medicine**.

**Board of Education Meeting
September 20, 2018**

Policy Committee

Staff members present:

Dr. Terry Worrell
Carla Freemyer

Dr. Aaron Woody
Robin Harris

Dr. Sean McWherter
Dr. Cayce Favasuli

Board members present:

Phillip Cheek
Dr. Beth Knott

Linda Cranford
Kyle Lamb

Gidget Kidd

Dr. Worrell called the meeting to order at 6:00 p.m. to discuss Policy 6430 – Purchasing Requirements for Equipment, Materials, and Supplies, specifically E.5 regarding sole source items.

Included in this evening’s board packet are two items for which sole source procurement is being requested.

-ELLEVATION – An English Language Learners comprehensive software program specifically designed for ELL educators and the English Learners they serve at a cost of \$24,558.00 for 2018-2019. This software has been used by Asheboro City Schools since 2014 and is also used by 85 other school districts. This program works with Power School and provides instructional support.

-BAYADA – Providers of nursing services for a quadriplegic student identified as having extreme healthcare needs at a projected cost of \$50,000 for 2018-2019. Note: This company has provided services for this student since the onset of his paralysis in middle school. This company is recommended for continuity of services in meeting the complex needs of the student. (Nurse accompanies the student at school.) The Exceptional Children’s Department has applied for risk pool funding of \$50,000 to reimburse Asheboro City Schools for this cost.

Dr. Worrell, Robin Harris, and Dr. Cayce Favasuli reviewed both of these items and the unique circumstances surrounding the services of both companies. Under G.S. 143-129(e)(6)(3), the Board of Education will be asked to approve the use of sole source providers in these two situations during the full board meeting to follow.

The session ended at 6:18 p.m.

Finance Committee

The Finance Committee convened at 6:48 p.m. in the Professional Development Center conference room. The following board members were present:

Kyle Lamb	Gus Agudelo	Joyce Harrington
Baxter Hammer	Archie Priest, Jr.	Michael Smith
Gwen Williams		

Staff members present were:

Dr. Terry Worrell	Harold Blair	Kristen Wright
Sandra Spivey		

Mr. Blair discussed the Sole Source waivers for ELLEVATION and Bayada. He also provided information about the 2017-2018 year-end close out. During the close out, the State Department of Public Instruction (DPI) duplicated an entry which caused Asheboro City Schools' expenses to be overstated. The finance department and DPI are working to reconcile the difference.

Sandra Spivey discussed the 2018-2019 budget. The Local Current Expense budget does not include a 1% employee bonus as it has in the past two years. As we receive additional financial data from DPI, we will reevaluate the possibility of reinstating the bonus. The Capital Outlay budget does include the Asheboro High School Addition/Renovation Project.

Kristen Wright discussed the contract for the General Contractor, J.M. Thompson. The contract does include the base bid and all of the bid alternates.

There being no further business, the meeting adjourned at 7:27 p.m.

Board of Education

The Asheboro City Board of Education met in open session in the Professional Development Center with the following members present:

Kyle Lamb, Chair	Gustavo Agudelo	Phillip Cheek, Vice Chair
Linda Cranford	Baxter Hammer	Joyce Harrington
Gidget Kidd	Dr. Beth Knott	Archie Priest, Jr.
Michael Smith	Gwen Williams	
Scott Eggleston, Attorney		

Staff members present:

Dr. Terry Worrell, Superintendent	Dr. Aaron Woody	Anthony Woodyard
Dr. Drew Maerz	Carla Freemyer	Dr. Julie Pack
Dr. Sean McWherter	Michael Mize	Dr. Cayce Favasuli
Harold Blair	Jordi Roman	Robin Harris
Leigh Anna Marbert	Kristen Wright	Sandra Spivey

Chairman Lamb called the meeting to order and welcomed all in attendance at 7:30 p.m.

Following a moment of silence, Jared Garay, Balfour Elementary School student, led the Pledge of Allegiance.

Upon motion made by Ms. Kidd, seconded by Mr. Cheek, the Board unanimously approved the meeting agenda.

Special Recognitions

Asheboro City Schools recognized the Dream Center as this month's Community Partner. Several Balfour Elementary School students attend this unique after-school program where they receive help with their homework, are given an afternoon snack, and are provided a number of learning opportunities in which they may participate with their teachers and family members.

Dr. Penny Crooks, Balfour Elementary School principal, recognized the Balfour Watch D.O.G.S. (Dads of Great Students) program. Watch D.O.G.S. is one of the nation's largest and most respected school-based, family, and community engagement organizations in the country. In 1998, the very first Watch D.O.G.S. program launched at Gene George Elementary in Springdale, AR. Today, more than 6,450 schools across the country have launched a Watch D.O.G.S. program of their own. Each school year hundreds of thousands of fathers and father-figures make a positive impact on millions of children by volunteering time in their local schools through this amazing one-of-a-kind program.

The Board recognized Ariana Tatum, Asheboro High School sophomore, who has written a novel titled "World of Secrets." The novel tells the story of Kamber Lucan, a 17-year-old girl living in a young country with dominating government officials and laws who, following a number of events, begins to see her world in a whole new light, realizing that there are always more secrets to uncover. Tatum wrote the novel from June – October 2017, between her eighth-grade and ninth-grade years. The novel can be purchased on Amazon, Barnes and Noble.com, and Google Play.

Public Comments

Chairman Lamb opened the floor to public comments. There were no requests to address the Board.

Consent Agenda

Mr. Agudelo recused himself from voting participation on the following Consent Agenda items.

Upon motion by Ms. Kidd, seconded by Mr. Smith, the following items under the Consent Agenda were approved:

- A.** Minutes – August 16, 2018 Board of Education Meeting
- B.** Personnel:

I. RESIGNATIONS/RETIREMENTS/SEPARATIONS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Newman	Sara	CO	EC Lead Program Specialist/MTSS Coord.	9/26/2018
Saunders	Brian	AHS	Principal	9/28/2018
Tinnin	Jessica	LP	After-School Program Assistant (PT)	9/7/2018
Wyatt	Kathleen	CO	Bus Driver	8/21/2018
Nguyen	Andre	AHS	Testing Coordinator	10/01/2018

II. APPOINTMENTS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Carroll	Aileene	SAMS	Math (PT)	8/21 - 12/20/2018
Fonville	Shekinah	GBT	After-School Program Assistant (PT)	8/27/2018
Henley	Samantha	CWM	After-School Program Assistant (PT)	8/27/2018
Hupp	Alexa	ECDC	After-School Program Assistant (PT)	8/27/2018
Maness	Tommy	SAMS	Math (PT)	8/21 - 12/20/2018
Toponce	Paul	LP	Instructional Assistant/EC (PT)	8/24/2018
Tucker	Lakisha	SAMS	Exceptional Children	8/27/2018
Westover	Kelly	DLL	After-School Program Assistant (PT)	8/28/2018
Alvarado	Al	GBT	Custodian	9/17/2018
Barnes	Joanna	CO	CTE Special Populations Coordinator (part-time)	10/1/18 - 6/30/19
Cagle	Lynn	NAMS	Instructional Assistant/Exceptional Children	10/1/2018
Cash	Suzanne	CO	School Based Mental Health Specialist	TBD
Dye	Kari	CO	Substitute/\$103 per day	9/17/2018
Fowler	Marilyn	CO	Substitute/\$80 per day	9/17/2018
Hildreth	Crystal	CO	Substitute/\$80 per day	9/17/2018
Hildreth	Darlene	CO	Substitute/\$80 per day	9/17/2018
Jarmon	Shay	LP	After-school Program Assistant	9/6/2018
Leong	Oi-Lin	CO	Substitute/\$80 per day	9/17/2018
Lovell	Carla	ECDC	After-school Program Assistant	9/24/2018
Lowery	Roslyn	LP	After-school Program Assistant	9/24/2018
Palmer	Angela	CO	Transportation Supervisor	9/27/2018
Settle	Ma'Kira	AHS	Non-faculty coach (varsity cheerleading)	9/12/2018
Shumaker	Sue	NAMS	Tutor (part-time)	9/17/18 - 5/30/19
Weaver	Christina	CWM	School Nurse	9/17/2018
Woodle	Gene	GBT	Instructional Assistant/Exceptional Children	9/17/2018

III. ADMINISTRATIVE CONTRACTS

Wood	Kasey	NAMS	Assistant Principal	9/17/18 - 6/30/20
Riggan	Larry	AHS	Interim Principal (part-time/temporary)	10/1/18 - 11/30/18
Rogers	Katherine	AHS	Interim Principal (part-time/temporary)	10/1/18 - 11/30/18

IV. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Agudelo	Gustavo	SAMS to AHS	Non-Faculty Coach - Soccer	8/1/2018
Staley	Jennifer	CO	Sub Bus Driver to Bus Driver	8/28/2018
Sanchez	Silver	CO to GBT	Maintenance to Head Custodian	10/1/2018

*C. Recommendation for Sole Source Waiver Under Federal Uniform Guidance for:

-Ellevation

-Bayata

- * D. Application Requesting Funding for NC Career Coach(es)
- * E. Overnight Field Trip Request for Asheboro High School FFA Chapter, October 24-27, 2018, Indianapolis, IN
- *F. Charter Bus Companies for Use in 2018-2019

*A copy is made a part of these minutes.

Information, Reports, and Recommendations

- A. The following policies were presented and recommended for 30-Day Review by Dr. Drew Maerz:
 - Policy 1710/4021/7230 – Prohibition Against Harassment, Discrimination, and Bullying
 - Policy 1720/4015/7225 – Discrimination, Harassment, and Bullying Compliant Procedure
- *B. School Nurse Kim Richau and Dr. Sean McWherter made a presentation entitled *Communication and Outreach to Students, Staff, and Community* which detailed the services provided by the school nursing staff including:
 - Nurses had contact with over 4,300 parents and over 800 medical personnel.
 - Nurses work with families to ensure that students have the proper immunizations.
 - Served students with over 6,400 nursing hours and 13,000 individual student cases.
 - Referred over 500 student cases to a healthcare provider.
 - Conducted over 1,900 vision screenings and 2,000 dental screenings.
 - Provided numerous health and safety trainings for staff and students.
- *C. District Writing Initiative – Dr. Aaron Woody, Dr. Julie Pack, Jordi Roman, and Sara Beth Robbins presented the 2018-2019 district writing plan noting:
 - Writing will be a PreK-12 focus at each grade level and in all content areas.
 - Writing instruction will follow the district writing framework and expectations.
 - Writing goals will be addressed by school based on the Asheboro City Schools instructional framework, needs assessments, and relevant data.
- *D. 2017-2018 Accountability Data – Dr. Drew Maerz presented recently released data noting that Asheboro City Schools is one of three North Carolina school systems in which all schools met or exceeded expected growth for two consecutive years. It was also reported that our graduation rate continues to increase reaching 92.7% for 2017-2018. Additional data can be found in the attached documentation.

*A copy is made a part of these minutes.

Action Items

- *A. 2018-2019 Budget Proposal was presented by Sandra Spivey noting the following:

- Proposed Total Local Current Expense Fund Appropriation	\$9,816,169.00
- Total Local Current Expense Fund Revenue	\$9,816,169.00
- Total Other Designated Accounts Fund Appropriation	\$1,953,140.00
- Total Other Designated Accounts Fund Revenue	\$1,953,140.00
- Total State Public School Fund Appropriation	\$29,796,350.00
- Total State Public School Fund Allocation	\$29,796,350.00
- Total Federal Grants Fund Appropriation	\$3,727,190.00
- Total Federal Grants Fund Allocation	\$3,727,190.00
- Total Child Nutrition Fund Appropriation	\$3,725,000.00
- Total Child Nutrition Fund Revenue	\$3,725,000.00
- Total Capital Outlay Projects	\$20,560,500.00
- Total Capital Outlay Fund Revenue	\$20,560,500.00
- Estimated Revenues to be available	\$69,578,349.00

Upon motion by Ms. Harrington, seconded by Ms. Cranford and unanimously carried, the 2018-2019 Budget Proposal was approved as presented.

- *B. Kristen Wright presented the Asheboro High School Project Budget as of September 20, 2018 noting the sources of revenues totaling \$21,172,000.00 and project expenses of \$21,172,000.00. Upon motion by Ms. Cranford, seconded by Mr. Agudelo, the Asheboro High School Project Budget was approved as presented.
- *C. Michael Mize presented the J.M. Thompson Company (general contractors for the Asheboro High School project) contract. Upon motion by Ms. Kidd, seconded by Mr. Cheek, the contract was unanimously approved as presented.

Superintendent's Report/Calendar of Events

- A. Ms. Leigh Anna Marbert shared the *Points of Pride*.
- B. Superintendent Worrell provided updates to the 2018-2019 Strategic Plan Goals noting the following:
 - Ten Asheboro High School students are participating in the Student LIFT program through the Chamber of Commerce for this school year. Asheboro High School students include: Michael Britt, Jonah Hydzik, Jarrett Kidd, Diamond McDowell, Angel Perez, Leah Reid, Logan Richardson, Piper Shipley, Riley Smith, and Anuragh Sriram.
 - We now have a new employee assistance provider, MYgroup. Included in their services are:
 - Free, confidential help with personal or work-related concerns.
 - Referrals to other sources for assistance.
 - 24-hour emergency coverage.
 - The Catalyzing CTE Through Enhanced Career Pathways grant was renewed for a second year. The activities for year two will include: Funding two part-time Special Populations Coordinators (one per LEA) to assist special populations students in accessing and achieving greater success in pathway activities; additional summer camps in Health Sciences and Agriculture (like our AMP Camp this past summer) to introduce teachers and students to these pathway opportunities; continue to support pathway activities like Advanced Manufacturing, Healthcare Day, and the new Agriculture Day through purchase of supplies and travel to expose students to local industries and Randolph Community College pathway program courses; and attend and present at the National Career Pathways Network Conference in Louisville, Kentucky to tell the Randolph County pathway story and build capacity with team members. The grant awards \$50,000 per LEA and \$25,000 per community college for a total grant of \$125,000 towards pathway enhancement. We are excited to have received this grant again, as only seven total grants were awarded this year.
 - We hosted an Employee Health Fair at the opening of the school year. Various community health and wellness partners provided screenings and information regarding services in Asheboro and Randolph County.
 - The Randolph County Commissioners approved \$20.5 million to fund the Asheboro High School Renovation and Expansion project.
 - North Asheboro Middle School hosted a memorial ceremony on September 7, 2018, to celebrate the life of Assistant Principal Herschelle Watkins.

Board Operations

- A. Chairman Lamb reviewed the calendar of upcoming events noting that the next meeting of the Board of Education will be October 11, 2018.
- B. Chairman Lamb congratulated all board members for their continued participation in professional

development. The board was once again awarded the North Carolina School Boards Association (NCSBA) Silver Bell Award for all members completing a minimum of 12 hours of professional development during the 2017-2018 NCSBA academy year.

- C. Chairman Lamb noted that the North Carolina School Boards Association annual conference will be held November 12-14, 2018.

Closed Session

Upon motion by Ms. Harrington, seconded by Mr. Cheek, and unanimously carried, the Board approved to reconvene in closed session under NC General Statute 143-318.11.A1, to prevent disclosure of information that is privileged or confidential pursuant to the law of this State or of the United States, or not considered a public record within the Meaning of Chapter 132 of the General Statutes to review the Superintendent’s annual evaluation at 10:05 p.m..

Upon motion by Ms. Cranford, seconded by Mr. Agudelo, and unanimously carried, the Board opened closed session at 10:17 p.m. to conduct a review of the Superintendent’s annual review.

Upon motion by Ms. Cranford, seconded by Mr. Cheek, and unanimously carried, the Board moved to adjourn closed session at 11:10 p.m. and return to open session.

Open Session – Resumed at 11:11 p.m.

Upon motion by Mr. Cheek, seconded by Mr. Agudelo, and unanimously carried, the board approved Superintendent Worrell’s contract extension to 2022 and compensation package.

Adjournment

There being no further business and upon motion by Mr. Cheek, seconded by Mr. Agudelo, and unanimously approved, the meeting was adjourned at 11:15 p.m.

Chairman

Secretary

Will go to Bd of Ed on 10-11-18

ASHEBORO CITY SCHOOLS
FIELD TRIP / TRANSPORTATION REQUEST

Overnight Trip **SEND TO TRANSPORTATION SUPERVISOR - CENTRAL OFFICE**

Group Making Request: Chorus School: Asheboro High School

Destination: New York, New York Date of Trip: 4-4-18 to 4-8-18

Number of Students Involved: 50 Percent of Total Group: 57

Reasons for Students Not Attending: This is an optional opportunity, and is not required

Transportation Method: Activity Bus Charter Bus Private Automobile Other:

Charter Bus Service, state name of vendor here: Holiday Tours

If using Travel Company, state name of Vendor here: Triad Travel Club, LLC

****The Travel Company must use an approved ACS Charter Bus Company**

Number of Vehicles Needed (to be secured by the Central Office): N/A

Number of Drivers Needed (to be secured by the Central Office): N/A

Departure Time: 10:00pm Return Time: 8:30pm Round Trip Miles (estimated) 1200

Estimated Cost to the Student: \$550.00

Purpose(s) of the Field Trip: To provide students with enriching musical experiences with some of the top performances in the world.

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.

This will be determined as deposits for the trip are submitted.

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.

Roissey A. Gallagher (Chorus) 9-10-18
Sponsor (Group Responsible for Paying for the Trip) Date

J. Bus 9/10/18
Approved: Principal Date

[Signature] 9/25/18
Approved: Superintendent or Designee Date

[Signature] _____
Transportation Scheduled: Transportation Supervisor Date

Special Comments/Response: _____

Policies
For
Approval

PROHIBITION AGAINST DISCRIMINATION, HARASSMENT, AND BULLYING

Policy Code: 1710/4021/7230

The board acknowledges the dignity and worth of all students and employees and strives to create a safe, orderly, caring, and inviting school environment to facilitate student learning and achievement. The board prohibits discrimination on the basis of race, color, national origin, sex, disability, or age and will provide equal access to the Boy Scouts and other designated youth groups as required by law. The board will not tolerate any form of unlawful discrimination, harassment, or bullying in any of its educational or employment activities or programs. Any violation of this policy will be considered serious and school officials shall promptly take appropriate action to address the violation.

A. PROHIBITED BEHAVIORS

1. Discrimination, Harassment, and Bullying

Students, school system employees, volunteers, and visitors are expected to behave in a civil and respectful manner. The board expressly prohibits unlawful discrimination, harassment, and bullying by students, employees, board members, volunteers, or visitors. “Visitors” includes parents and other family members and individuals from the community, as well as vendors, contractors, and other persons doing business with or performing services for the school system.

Students are expected to comply with the behavior standards established by board policy, the Code of Student Conduct, and school and classroom rules. Employees are expected to comply with board policy, school system regulations, and school rules. Volunteers and visitors on school property also are expected to comply with board policy, school system regulations, and school rules and procedures.

This policy applies to behavior that takes place: (1) in any school building or on any school premises before, during or after school hours; (2) on any bus or other vehicle as part of any school activity; (3) at any bus stop; (4) during any school-sponsored activity or extracurricular activity; (5) at any time or place when the individual is subject to the authority of school personnel; or (6) at any time or place when the behavior has a direct and immediate effect on maintaining order and discipline in the schools.

B. DEFINITIONS

For purposes of this policy, the following definitions apply:

1. Discrimination

Discrimination means any act or failure to act, whether intentional or unintentional, that unreasonably and unfavorably differentiates treatment of others based solely on their membership in a socially distinct group or category, such as race, ethnicity, sex, pregnancy, religion, age, or disability.

2. Harassment and Bullying

a. Harassment or bullying behavior is deliberate conduct intended to harm another person or group of persons. Such conduct violates this policy when any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication:

- 1) places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or
- 2) creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits or by adversely altering the conditions of an employee's employment.

"Hostile environment" means that the victim subjectively views the conduct as harassment or bullying and that the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is harassment or bullying. A hostile environment may be created through pervasive or persistent misbehavior or a single incident, if sufficiently severe.

Harassment and bullying include, but are not limited to, behavior described above that is reasonably perceived as being motivated by any actual or perceived differentiating characteristic or motivated by an individual's association with a person who has or is perceived to have a differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability. Examples of behavior that may constitute bullying or harassment include, but are not limited to, acts of disrespect, intimidation, or threats, such as verbal taunts, name-calling and put-downs, epithets, derogatory comments or slurs, lewd propositions, exclusion from peer groups, extortion of money or possessions, implied or stated threats, assault, impeding or blocking movement, offensive touching, or any physical interference with normal work or movement, and visual insults, such as derogatory posters or cartoons. Harassment and bullying may occur through electronic means ("cyberbullying"), such as through the Internet, emailing, or text messaging, or by use of personal websites to support deliberate and repeated behavior intended to cause harm to persons or groups. Legitimate age-appropriate pedagogical techniques are not considered harassment or bullying.

Harassment, including sexual or gender-based harassment, as described below, is not limited to specific situations or relationships. It may occur between fellow students or co-workers, between supervisors and subordinates, between employees and students, or between non-employees, including visitors, and employees or students. Harassment may occur between members of the opposite sex or the same sex.

- b. Sexual harassment is a form of harassment that violates this policy. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:
- 1) submission to the conduct is made, either explicitly or implicitly, a term or condition of an individual's employment, academic progress, or completion of a school-related activity;
 - 2) submission to or rejection of such conduct is used as the basis for employment decisions affecting the individual, or in the case of a student, submission to or rejection of such conduct is used in evaluating the student's performance within a course of study or other school-related activity; or
 - 3) such conduct is sufficiently severe, persistent, or pervasive that it has the purpose or effect of (a) unreasonably interfering with an employee's work or performance or a student's educational performance, (b) limiting a student's ability to participate in or benefit from an educational program or environment, or (c) creating an abusive, intimidating, hostile, or offensive work or educational environment.

Sexually harassing conduct includes, but is not limited to, deliberate, unwelcome touching that has sexual connotations or is of a sexual nature, suggestions or demands for sexual involvement accompanied by implied or overt promises of preferential treatment or threats, pressure for sexual activity, continued or repeated offensive sexual flirtations, advances or propositions, continued or repeated verbal remarks about an individual's body, sexually degrading words used toward an individual or to describe an individual, sexual assault, sexual violence, or the display of sexually suggestive drawings, objects, pictures or written materials. Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex, but not involving sexual activity or language, may be combined with incidents of sexually harassing conduct to determine if the incidents of sexually harassing conduct are sufficiently serious to create a sexually hostile environment.

As provided in policy 4040/7310, Staff-Student Relations, employees are strictly prohibited from engaging in a romantic or sexual relationship with any student enrolled in the school system, whether or not the relationship is consensual. Such conduct is prohibited whether or not it constitutes sexual harassment.

- c. Gender-based harassment is also a type of harassment that violates this policy. Gender-based harassment may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping but not involving conduct of a sexual nature.

C. REPORTING AND INVESTIGATING COMPLAINTS OF DISCRIMINATION, HARASSMENT, OR BULLYING

Any person who believes that he or she has been discriminated against, harassed, or bullied in violation of this policy by any student, employee, or other person under the supervision and control of the school system, or any third person who knows or suspects conduct that may constitute discrimination, harassment, or bullying, should inform a school official designated to receive such complaints, as described in policy 1720/4015/7225, Discrimination, Harassment, and Bullying Complaint Procedure.

Any employee who has witnessed, or who has reliable information that another person may have been subjected to discrimination, harassment, or bullying in violation of this policy has a duty to report such conduct in accordance with policy 1720/4015/7225. Employees who observe an incident of harassment or bullying are expected to intervene to stop the conduct in situations in which they have supervisory control over the perpetrator and it is safe to do so. If an employee knows of an incident involving discrimination, harassment, or bullying and the employee fails to report the conduct or take proper action or knowingly provides false information in regard to the incident, the employee will be subject to disciplinary action up to, and including, dismissal.

Reports, except mandatory employee reports, may be made anonymously, and all reports will be investigated in accordance with policy 1720/4015/7225.

D. RESPONDING TO OCCURRENCES OF DISCRIMINATION, HARASSMENT, OR BULLYING

- 1. Consequences for the Perpetrator
 - a. Disciplinary Consequences for Students

Students will be disciplined in accordance with the school's student behavior management plan (see policy 4302, School Plan for Management of Student Behavior). Based on the nature and severity of the offense and the circumstances surrounding the incident, the student will be subject to appropriate consequences and remedial actions ranging from positive behavioral interventions up to, and including, expulsion. In addition, the violation may also be reported to law enforcement, as appropriate.

Incidents of misbehavior that do not rise to the level of discriminatory harassment or bullying may violate acceptable standards of student behavior, including, but not

limited to, the expectation that students will demonstrate civility and integrity in their actions and interactions with others. See policy 4310, Integrity and Civility. The consequences for such behavior will be consistent with applicable board policy and the Code of Student Conduct.

b. Disciplinary Consequences for Employees

Employees who violate this policy will be subject to disciplinary action up to, and including, dismissal. In addition, the violation may also be reported to law enforcement, as appropriate. Nothing in this policy will preclude the school system from taking disciplinary action against an employee when the evidence does not establish unlawful discrimination, harassment, or bullying, but the conduct otherwise violates board policy or expected standards of employee behavior.

c. Consequences for Other Perpetrators

Volunteers and visitors who violate this policy will be directed to leave school property and/or reported to law enforcement, as appropriate, in accordance with policy 5020, Visitors to the Schools. A third party under the supervision and control of the school system will be subject to termination of contracts/agreements, restricted from school property, and/or subject to other consequences, as appropriate.

2. Consideration of Need for More Extensive Response

School administrators shall consider whether the misconduct warrants more than just a response at the individual level. Given the nature and severity of the misconduct, the administrators may determine that a classroom, school-wide, or school system-wide response is necessary. Such classroom, school-wide, or school system-wide responses may include additional staff training, harassment and bullying prevention programs, and other measures deemed appropriate by the superintendent to address the behavior. The actions taken must be reasonably calculated to end the behavior, eliminate a hostile environment and its effects if one has been created, and prevent recurrence of the behavior.

3. Retaliation Prohibited

The board prohibits reprisal or retaliation against any person for (a) reporting or intending to report violations of this policy, (b) supporting someone for reporting or intending to report a violation of this policy, or (c) participating in the investigation of reported violations of this policy.

After consideration of the nature and circumstances of the reprisal or retaliation and in accordance with applicable federal, state, or local laws, policies, and regulations, the

superintendent or designee shall determine the consequences and remedial action for a person found to have engaged in reprisal or retaliation.

E. TRAINING AND PROGRAMS

The board directs the superintendent to establish training and other programs that are designed to prevent discrimination, harassment, and bullying and to foster an environment of understanding and respect for all members of the school community. Information about this policy and the related complaint procedure must be included in the training plan.

As funds are available, the board will provide additional training for students, employees, and volunteers who have significant contact with students regarding the board's efforts to address discrimination, harassment, and bullying and will create programs to address these issues. The training or programs should (1) provide examples of behavior that constitutes discrimination, harassment, or bullying; (2) teach employees to identify groups that may be the target of discrimination, harassment, or bullying; and (3) train school employees to be alert to locations where such behavior may occur, including locations within school buildings, at school bus stops, on cell phones, and on the Internet.

F. NOTICE

The superintendent is responsible for providing effective notice to students, parents, and employees of this policy and of the procedures for reporting and investigating complaints of discrimination, harassment, and bullying established in policy 1720/4015/7225, Discrimination, Harassment, and Bullying Complaint Procedure. The superintendent must ensure that each school principal provides a copy of this policy and policy 1720/4015/7225 to students, employees, and parents or other responsible care givers at the beginning of each school year. In addition, both policies must be posted on the school system website, and copies of the policies must be readily available at each school and worksite. Notice of the policies must appear in all student and employee handbooks and in any school or school system publication that sets forth the comprehensive rules, procedures, and standards of conduct for students and employees.

G. COORDINATORS

The superintendent has appointed the following individuals to coordinate the school system's efforts to comply with and carry out its responsibilities under federal non-discrimination laws. These responsibilities include investigating any complaints communicated to school officials alleging noncompliance with Title VI or Title IX of the Civil Rights Act, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), the Age Discrimination Act, and/or the Boy Scouts Act, or alleging actions which would be prohibited by those laws.

1. Title IX Coordinator
Executive Director for Support Services
1126 S. Park Street, Asheboro, NC 27203
(336) 625-5104
2. Section 504 Coordinator
Director of Exceptional Child Services
1126 S. Park Street, Asheboro, NC 27203
(336) 625-5104
3. ADA Coordinator
Director of Exceptional Child Services
1126 S. Park Street, Asheboro, NC 27203
(336) 625-5104
4. Age Discrimination Coordinator
Executive Director for Human Resources
1126 S. Park Street, Asheboro, NC 27203
(336) 625-5104
5. Coordinator for Other Non-discrimination Laws
Executive Director for Human Resources
1126 S. Park Street, Asheboro, NC 27203
(336) 625-5104

H. RECORDS AND REPORTING

The superintendent or designee shall maintain confidential records of complaints or reports of discrimination, harassment, or bullying. The records must identify the names of all individuals accused of such offenses and the resolution of such complaints or reports. The superintendent also shall maintain records of training conducted and corrective action(s) or other steps taken by the school system to provide an environment free of discrimination, harassment, and bullying.

The superintendent shall report to the State Board of Education all verified cases of discrimination, harassment, or bullying. The report must be made through the Discipline Data Collection Report or through other means required by the State Board.

I. EVALUATION

The superintendent shall evaluate the effectiveness of efforts to correct or prevent discrimination, harassment, and bullying and shall share these evaluations periodically with the board.

Legal References: Age Discrimination in Employment Act of 1967, 29 U.S.C. 621 *et seq.*, 34 C.F.R. pt. 110; Americans with Disabilities Act, 42 U.S.C. 12101 *et seq.*, 28 C.F.R. pt. 35; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d *et seq.*, 34 C.F.R. pt. 100; Title VII of the Civil Rights Act of 1964, 42 U.S.C. 2000e *et seq.*, 29 C.F.R. pt. 1604; Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 *et seq.*, 34 C.F.R. pt. 106; Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 C.F.R. pt. 108; *Racial Incidents and Harassment Against Students at Educational Institutions; Investigative Guidance*, U.S. Department of Education, Office for Civil Rights (1994); *Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties*, U.S. Department of Education, Office for Civil Rights (2001); *Notice of Non-Discrimination*, U.S. Department of Education, Office for Civil Rights (2010); *Dear Colleague Letter (Bullying)*, U.S. Department of Education, Office for Civil Rights, (2010), available at <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.pdf>; *Dear Colleague Letter (Sexual Harassment)*, U.S. Department of Education, Office for Civil Rights (2006) available at <https://www2.ed.gov/about/offices/list/ocr/letters/sexhar-2006.html>; Q&A on Campus Sexual Misconduct, U.S. Department of Education, Office for Civil Rights (2017), available at <https://www2.ed.gov/about/offices/list/ocr/docs/qa-title-ix-201709.pdf>; *Oncale v. Sundowner Offshore Services*, 523 U.S. 75 (1998); G.S. 115C-335.5, -407.15 through -407.18; 126-16; State Board of Education Policy SSCH-000

Cross References: Discrimination, Harassment, and Bullying Complaint Procedure (policy 1720/4015/7225), Nondiscrimination on the Basis of Disabilities (policy 1730/4022/7231), Prohibition Against Retaliation (policy 1760/7280), Equal Educational Opportunities (policy 4001), Staff-Student Relations (policy 4040/7310) School Plan for Management of Student Behavior (policy 4302), Visitors to the Schools (policy 5020), Community Use of Facilities (policy 5030), Recruitment and Selection of Personnel (policy 7100), Professional Employees: Demotion and Dismissal (policy 7930), Classified Personnel: Suspension and Dismissal (policy 7940)

Adopted: February 18, 2010

Updated: May 10, 2012, April 10, 2014, May 14, 2015, March 11, 2016, August 10, 2017

DISCRIMINATION, HARASSMENT, AND BULLYING COMPLAINT PROCEDURE

Policy Code: **1720/4015/7225**

The board takes seriously all complaints of unlawful discrimination, harassment, and bullying. The process provided in this policy is designed for those individuals who believe that they may have been discriminated against, bullied, or harassed in violation of policy 1710/4021/7230, Prohibition Against Discrimination, Harassment, and Bullying or policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities. Individuals who have witnessed or who have reliable information that another person has been subject to unlawful discrimination, harassment, or bullying also should use the process provided in this policy to report such violations to one of the school system officials listed in subsection C.1. In addition, the process in this policy should be used to report a violation of policy 4040/7310, Staff-Student Relations.

Any report made through the process established in this policy may be made anonymously, except mandatory employee reports. The school system will ensure that institutional interests do not interfere with the impartiality of the process for investigating and resolving complaints established in this policy.

The process set forth in this policy does not apply to allegations regarding or related to the identification, evaluation, educational placement, or free appropriate public education of a student under Section 504 or the IDEA. Such allegations may be raised through the procedures established under policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities (for Section 504 complaints), or in accordance with the procedures described in the Parents Rights Handbook published by the NC Department of Public Instruction (for IDEA complaints).

A. DEFINITIONS

1. Alleged Perpetrator

The alleged perpetrator is the individual alleged to have discriminated against, harassed, or bullied the complainant.

2. Complaint

A complaint is an oral or written notification made by a person who believes he or she is the victim of unlawful discrimination, harassment, or bullying.

3. Complainant

The complainant is the individual complaining of being discriminated against, harassed, or bullied.

4. Days

Days are the working days, exclusive of Saturdays, Sundays, vacation days, or holidays, as set forth in the school calendar. In counting days, the first day will be

the first full working day following receipt of the complaint. When a complaint is submitted on or after May 1, time limits will consist of all weekdays (Monday–Friday) so that the matter may be resolved before the close of the school term or as soon thereafter as possible.

5. Investigative Report

The investigative report is a written account of the findings of the investigation conducted in response to a complaint.

6. Investigator

The investigator is the school official responsible for investigating and responding to the complaint.

7. Report

A report is an oral or written notification that an individual, other than the reporter, is a suspected perpetrator or victim of unlawful discrimination, harassment, or bullying.

B. REPORTING BY EMPLOYEES OR OTHER THIRD PARTIES

1. Mandatory Reporting by School Employees

Any employee who witnessed or who has reliable information or reason to believe that a student or other individual may have been discriminated against, harassed, or bullied in violation of policy 1710/4021/7230 or policy 1730/4022/7231 must report the offense immediately to an appropriate individual designated in subsection C.1, below. Suspected violations of policy 4040/7310, Staff-Student Relations, should be reported directly to the superintendent or designee. An employee who does not promptly report possible discrimination, harassment, or bullying or violations of policy 4040/7310 shall be subject to disciplinary action.

2. Reporting by Other Third Parties

All members of the school community including students, parents, volunteers, and visitors are also strongly encouraged to report any act that may constitute an incident of discrimination, harassment, or bullying.

3. Anonymous Reporting

Reports of discrimination, harassment, or bullying may be made anonymously (except mandatory reports by school employees) but formal disciplinary action may not be taken solely on the basis of an anonymous report.

4. Investigation of Reports

School officials shall sufficiently investigate all reports of discrimination, harassment, or bullying, even if the alleged victim does not file a complaint or see action by school officials, to understand what occurred and to determine whether further action under this policy or otherwise is necessary. School officials shall take such action as appropriate under the circumstances, regardless of the alleged victim's willingness to cooperate. At the option of the alleged victim, the report may be treated as a complaint by the alleged victim under this policy.

C. COMPLAINTS BROUGHT BY ALLEGED VICTIMS OF DISCRIMINATION, HARASSMENT, OR BULLYING

1. Filing a Complaint

Any individual, who believes that he or she has been discriminated against, harassed, or bullied is strongly encouraged to file a complaint orally or in writing to any of the following individuals:

- a. the principal or assistant principal of the school at which either the alleged perpetrator or alleged victim attends or is employed;
- b. an immediate supervisor if the individual making the complaint is an employee;
- c. the executive director of human resources if the alleged perpetrator or alleged victim is an employee of the school system (or the superintendent if the assistant superintendent of human resources is the alleged perpetrator);
- d. the Title IX coordinator for claims of sex discrimination or sexual harassment (see policy 1710/4021/7230 for contact information);
- e. the Section 504 coordinator or the ADA coordinator for claims of discrimination on the basis of a disability (see policy 1710/4021/7230 for contact information); or
- f. for claims of other forms of prohibited discrimination, the applicable civil rights coordinator as established in policy 1710/4021/7230.

2. Time Period for Filing a Complaint

A complaint should be filed as soon as possible but no later than 30 days after disclosure or discovery of the facts giving rise to the complaint. Complaints submitted after the 30-day period may be investigated; however, individuals should recognize that delays in reporting may significantly impair the ability of school officials to investigate and respond to such complaints.

3. Informal Resolution

The board acknowledges that many complaints may be addressed informally without a full investigation and/or hearing, through such methods as conferences or mediation. The board encourages the use of informal procedures such as mediation to the extent possible in appropriate cases and when all parties voluntarily agree after receiving a full disclosure of the allegations and the option for formal resolution; however, mediation or other informal procedures will not be used to resolve complaints alleging sexual assault or sexual violence complaints by a student of sexual harassment perpetrated by an employee, or when otherwise deemed inappropriate by the investigator or applicable civil rights coordinator.

If an informal process is used, the principal or other designated personnel must (1) notify the complainant that he or she has the option to end the informal process and begin formal procedures at any time and (2) make a copy of this policy and other relevant policies available to the complainant. Any informal process should be completed within a reasonable period of time, not to exceed 30 days unless special circumstances necessitate more time. If informal procedures fail to resolve the matter in a reasonable period of time or are inappropriate, or if the complainant requests formal procedures, the complaints will be investigated promptly, impartially, and thoroughly according to the procedures outlined in the remainder of this policy.

D. PROCESS FOR ADDRESSING COMPLAINTS OF ALLEGED INCIDENTS OF DISCRIMINATION, HARASSMENT, OR BULLYING

1. Initiating the Investigation

a. Whoever receives a complaint of discrimination, harassment, or bullying pursuant to subsection C.1. shall immediately notify the appropriate investigator who shall respond to the complaint and investigate. The investigator of a complaint is ordinarily determined as follows; however, the superintendent or designee may determine that individual circumstances warrant the assignment of a different investigator.

- 1) If the alleged incident occurred under the jurisdiction of the principal, the investigator is the principal or designee, unless the alleged perpetrator is the principal, the executive director of human resources, the superintendent, or a member of the board. If the alleged perpetrator is any other employee, the principal or designee shall conduct the investigation in consultation with the director of human resources or designee.
- 2) If the alleged perpetrator is the principal, the executive director of human resources or designee is the investigator.

- 3) If the alleged incident occurred outside of the jurisdiction of a principal (for example, at the central office), the assistant superintendent of human resources or designee is the investigator unless the alleged perpetrator is the executive director of human resources, the superintendent, or a member of the board.
 - 4) If the alleged perpetrator is the executive director of human resources, the superintendent or designee is the investigator.
 - 5) If the alleged perpetrator is the superintendent, the board attorney is the investigator. (In such cases, whoever receives a complaint of discrimination, harassment, or bullying shall immediately notify the executive director of human resources who shall immediately notify the board chair. The board chair shall direct the board attorney to respond to the complaint and investigate.)
 - 6) If the alleged perpetrator is a member of the board, the board attorney is the investigator. (In such cases, whoever receives a complaint of discrimination, harassment, or bullying shall immediately notify the superintendent who shall direct the board attorney to respond to the complaint and investigate. Unless the board chair is the alleged perpetrator, the superintendent shall also notify the board chair of the complaint.)
- b. As applicable, the investigator shall immediately notify the Title IX, Section 504, ADA, or other relevant coordinator of the complaint, and, as appropriate, may designate the coordinator to conduct or assist with the investigation.
 - c. The applicable coordinator and the investigator shall jointly assess the need for interim measures of support for either party and, as necessary, shall implement appropriate measures in a timely manner and monitor the Interim measures that restrict the ability of either party to discuss the investigation (“gag orders”) may not be used.
 - d. The investigator shall explain the process of the investigation to the complainant and inquire as to whether the complainant would like to suggest a course of corrective action.
 - e. Written documentation of all reports and complaints, as well as the school system’s response, must be maintained in accordance with policy 1710/4021/7230.
 - f. Failure to investigate and/or address claims of discrimination, harassment, or bullying shall result in disciplinary action.

2. Conducting the Investigation

The investigator is responsible for determining whether the alleged act(s) constitutes a violation of policy 1710/4021/7230, policy 1730/4022/7231, or policy 4040/7310. In so doing, the investigator shall impartially, promptly, and thoroughly investigate the complaint. In complaints alleging sexual misconduct between students, each party will receive notice and access to information consistent with guidance from the U.S. Department of Education, Office for Civil Rights.

- a. The investigator shall interview all individuals who may have relevant information, including (1) the complainant; (2) the alleged perpetrator(s); (3) individuals identified as witnesses by the complainant or alleged perpetrator(s); and (4) any other individuals, including other possible victims, who may have relevant information. The investigation will include a review of all evidence presented by the complainant or alleged perpetrator.
- b. If the investigator, after receipt of the complaint, an interview with the complainant, and consultation with the board attorney, determines that the allegations submitted, even if factual, do not constitute discrimination, harassment, or bullying as defined in policy 1710/4021/7230 or policy 1730/4022/7231, school officials will address the matter outside the scope of this policy. Information regarding the investigator's determination and the process for addressing the complaint will be provided to the complainant.
- c. The complaint and investigation will be kept confidential to the extent possible. Information may be shared only with individuals who need the information in order to investigate and address the complaint appropriately and those with a legal right to access the information. Any requests by the complainant for further confidentiality will be evaluated within the context of the legal responsibilities of the school system. Any complaints withdrawn to protect confidentiality must be recorded in accordance with policy 1710/4021/7230.
- d. The investigator shall review the factual information gathered through the investigation to determine whether, based on a preponderance of the evidence, the alleged conduct constitutes discrimination, harassment, or bullying, giving consideration to all factual information, the context in which the alleged incidents occurred, the age, and maturity of the complainant and alleged perpetrator(s), and any other relevant circumstances. The investigator shall submit a written investigative report to the superintendent and, as applicable, to the Title IX, Section 504, ADA, or other coordinator.

3. Notice to Complainant and Alleged Perpetrator

- a. The investigator shall provide written notification to the complainant of the results of the investigation within 15 days of receiving the complaint, unless additional time is necessary to conduct an impartial, thorough investigation. The investigator shall specify whether the complaint was substantiated and, if so, shall also specify:
 - 1) reasonable, timely, age-appropriate, corrective action intended to end the discrimination, harassment, or bullying, and prevent it from recurring;
 - 2) as needed, reasonable steps to address the effects of the discrimination, harassment, or bullying on the complainant; and
 - 3) as needed, reasonable steps to protect the complainant from retaliation as a result of communicating the complaint.
 - b. If required by federal law, information regarding specific disciplinary action imposed on the alleged perpetrator(s) will be given to the complainant, such as when the information relates directly to the complainant (e.g., an order requiring the perpetrator not to have contact with the complainant). School officials are encouraged to consult with the superintendent and board attorney before releasing such information, however.
 - c. If the investigator determines that the complaint was substantiated, the perpetrator(s) shall be subject to discipline or other corrective steps, as described in policy 1710/4021/7230. If the corrective steps involve actions outside the scope of the investigator's authority, the superintendent will be notified so that responsibility for taking the corrective steps may be delegated to the appropriate individual.
 - d. Each alleged perpetrator will be provided with a written summary of the results of the investigation in regard to whether the complaint was substantiated, whether the alleged perpetrator violated relevant law or board policies by his or her actions, and what, if any, disciplinary actions or consequences will be imposed upon the perpetrator in accordance with board policy. The perpetrator may appeal any disciplinary action or consequence in accordance with board policy and law. However, an appeal by the perpetrator of disciplinary action does not preclude school officials from taking appropriate action to address the discrimination, harassment, or bullying.
4. Appeal
- a. If the complainant is dissatisfied with the results of the investigation, he or she may appeal the decision to the superintendent (unless the alleged perpetrator is the assistant superintendent of human resources or the

superintendent, in which cases the complainant may appeal directly to the board in accordance with the procedure described in subsection D.4.b below). The appeal must be submitted in writing within five days of receiving the notice of the results of the investigation. The superintendent may review the documents, conduct any further investigation necessary, or take any other steps the superintendent determines to be appropriate in order to respond to the complaint. The superintendent shall provide a written response within 10 days after receiving the appeal, unless further investigation is needed.

- b. If the complainant is dissatisfied with the superintendent's response, he or she may appeal the decision to the board within five days of receiving the superintendent's response. The board will review the documents, direct that further investigation be conducted if necessary, and take any other steps that the board determines to be appropriate in order to respond to the complaint. Upon request of the complainant, the board will hold a hearing pursuant to policy 2500, Hearings Before the Board. The board will provide a written response within 30 days after receiving the appeal, unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

E. TIMELINESS OF PROCESS

The school system will make a good faith effort to conduct a fair, impartial investigation in a timely manner designed to provide all parties with a prompt and equitable resolution. The number of days indicated at each step of the process should be considered a maximum. Every effort should be made to expedite the process. The school system reserves the right to extend any deadline contained in this policy for good cause with written notice to the parties of the delay and the reason for the delay.

If any school official charged with investigating the complaint or reviewing the investigation fails at any step in the process to communicate a decision within the specified time limit, the complainant will be entitled to appeal the complaint to the next step unless the official has notified the complainant of the delay and the reason for the delay, such as the complexity of the investigation, review, or report. The school official shall make reasonable efforts to keep the complainant apprised of progress being made during any period of delay. Delays that interfere with the exercise of any legal rights are not permitted.

Failure by the complainant at any step in the process to appeal a complaint to the next step within the specified time limit will be considered acceptance of the decision at that step, unless the complainant has notified the investigator of a delay and the reason for the delay and the investigator has consented in writing to the delay.

F. GENERAL REQUIREMENTS

1. No reprisals or retaliation of any kind will be taken by the board or by an employee of the school system against the complainant or other individual on account of his or her filing a complaint or report or participating in an investigation of a complaint or report filed and decided pursuant to this policy, unless the person knew or had reason to believe that the complaint or report was false or knowingly provided false information.
2. All meetings and hearings conducted pursuant to this policy will be private.
3. The board and school system officials will consider requests to hear complaints from a group, but the board and officials have the discretion to hear and respond to complainants individually.
4. The complainant may be represented by an advocate, such as an attorney, at any meeting with school system officials. Should the complainant choose to be represented by an attorney, the complainant should notify school officials in advance so that an attorney for the school system may also be present.
5. Should, in the judgment of the superintendent or designee, the investigation or processing of a complaint require that an employee be absent from regular work assignments, such absences shall be excused without loss of pay or benefits. This shall not prevent the superintendent or designee from suspending the alleged perpetrator without pay during the course of the investigation.

G. RECORDS

Records will be maintained as required by policy 1710/4021/7230.

Legal References: Age Discrimination in Employment Act of 1967, 29 U.S.C. 621 *et seq.*, 34 C.F.R. pt. 110; Americans with Disabilities Act, 42 U.S.C. 12101 *et seq.*, 28 C.F.R. pt. 35; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d *et seq.*, 34 C.F.R. pt. 100; Title VII of the Civil Rights Act of 1964, 42 U.S.C. 2000e *et seq.*, 29 C.F.R. pt. 1604; Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 *et seq.*, 34 C.F.R. pt. 106; Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 C.F.R. pt. 108; *Racial Incidents and Harassment Against Students at Educational Institutions; Investigative Guidance*, U.S. Department of Education, Office for Civil Rights (1994); *Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties*, U.S. Department of Education, Office for Civil Rights (2001); *Notice of Non-Discrimination*, U.S. Department of Education, Office for Civil Rights (2010); *Dear Colleague Letter (Bullying)*, U.S. Department of Education, Office for Civil Rights (2010), available at <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.pdf>; *Dear Colleague Letter (Sexual Harassment)*, U.S. Department of Education, Office for Civil Rights (2006), available at <https://www2.ed.gov/about/offices/list/ocr/letters/sexhar-2006.html>; *Q&A on Campus Sexual Misconduct*, U.S. Department of Education, Office for Civil Rights (2017), available at <https://www2.ed.gov/about/offices/list/ocr/docs/qa-title-ix-201709.pdf>; *Gebser v. Lago Vista*

Independent School District, 524 U.S. 274 (1998); *Davis v. Monroe County Board of Education*, 526 U.S. 629 (1999); G.S. 115C-407.15 through -407.18

Cross References: Prohibition Against Discrimination, Harassment, and Bullying (policy 1710/4021/7230), Nondiscrimination on the Basis of Disabilities (policy 1730/4022/7231), Student and Parent Grievance Procedure (policy 1740/4010), Hearings Before the Board (policy 2500), Staff-Student Relations (policy 4040/7310), Assaults, Threats, and Harassment (policy 4331)

Adopted: February 18, 2010

Updated: May 10, 2012, May 14, 2015, June 9, 2016

**Asheboro City Schools
Personnel Transactions
October 11, 2018**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Arellano	Rigoberto	AHS	Custodian	9/26/2018
Espino	Arely	SAMS	Spanish	10/19/2018

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Bazen	Johnny	CO	Substitute Bus Driver	9/19/2018
Brown	Laura	CO	Secretary (CTE/Federal Programs)	10/29/2018
Butler	Annette	CWM	After-School Program Assistant	10/8/2018
Cranford	Cindy	CO	EC Program Facilitator support (temporary/pt)	12/1/18 - 3/29/19
Garcia	Beatriz	SAMS	Spanish	10/22/2018
Rivera	Janet	BAL	After-School Program Assistant	9/25/2018
Spivey	Jill	SAMS	Mathematics	10/3/2018
Strelko	Suzanne	NAMS	Tutor (part-time)	10/1/18 - 6/8/19
Williams	Marie	CO	Substitute Bus Driver	9/21/2018

**Asheboro City Schools
Personnel Transactions - ADDENDUM
October 11, 2018**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
McWherter	Sean	CO	Executive Director for Support Services	12/4/2018
Staley	Jennifer	CO	Bus Driver	10/5/2018
Toponce	Paul	LP	Instructional Assistant/EC (part-time)	10/19/2018

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Ahmed	Ragda	AHS	Testing Coordinator	10/15/2018
De Leon	Elizabeth	AHS	Custodian	10/22/2018
Green	Erie	AHS	Non-Faculty Coach; Boys Varsity Basketball	10/15/2018
Ingold	Stefanie	CO	Substitute/\$80 per day	10/15/2018
McKeown	Jeffrey	CO	Substitute/\$80 per day	10/15/2018
Pittman	Michelle	CO	Bus Driver	10/15/2018
Sheppard	Lea	CO	Substitute/\$80 per day	10/12/2018

**ASHEBORO CITY SCHOOLS
CERTIFIED APPOINTMENTS
October 11, 2018**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Garcia, Beatriz	Universidad de Caldas B: Modern Language Education	Spanish

Ms. Beatriz Garcia is recommended to teach Spanish at South Asheboro Middle School for the 2018-2019 school year. Ms. Garcia is a veteran teacher who has taught languages in Columbia for the past twelve years. From 2003 – 2006, Ms. Garcia taught Spanish at South Asheboro Middle School through the Visiting International Faculty program. She is excited to return to Asheboro City Schools and her South Asheboro Middle School family. Welcome Ms. Garcia!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Spivey, Jill	UNC – Pembroke B: Business Management UNC – Pembroke Teacher Certification	K-6 6-9 Mathematics

Ms. Jill Spivey is recommended to teach mathematics at South Asheboro Middle School for the 2018-2019 school year. Ms. Spivey most recently taught in a private school setting, focusing on students with autism. Previously, she spent twelve years teaching middle school math in Guilford County Schools, five of those years as a teacher leader at a Mission Impossible School. Additionally, Ms. Spivey taught mathematics for two years at North Asheboro Middle School. We are excited to have Ms. Spivey returning to Asheboro City Schools. Welcome Ms. Spivey!



Beginning Teacher Support Program Plan State Board of Education Policy: TCED – 016

Introduction:

In accordance with NC State Board of Education Policy TCED – 016, The Asheboro City Schools Beginning Teacher Support Program (BTSP) provides for: new teacher orientation accompanied by a three-year induction period; beginning teacher assignment within the area of licensure supported by a trained mentor; annual Professional Development Plan (PDP) designed to help each beginning teacher to grow in the profession; attention to the NC Teacher Working Conditions Survey; training in the NC Professional Teaching Standards and the NC Educator Evaluation System; and an annual evaluation of the Beginning Teacher Support Program.

Asheboro City Schools Beginning Teacher Support Program is aligned with the North Carolina Beginning Teacher Support Program Standards:

- Standard 1 – Systematic Support for High Quality Induction Programs
- Standard 2 – Mentor Selection, Development, and Support
- Standard 3 – Mentoring for Instructional Excellence
- Standard 4 – Beginning Teacher Professional Development
- Standard 5 – Formative Assessment of Candidates and Programs

Describe adequate provisions for efficient management of the program.

The Assistant Superintendent of Curriculum and Instruction, in partnership with the Executive Director of Human Resources, will oversee the efficient management of the program for beginning teachers. Beginning teachers will be supported through the licensure process as well as in developing their teaching skills related to curriculum, instruction and assessment.

Designate, at the local level, an official to verify eligibility of beginning teachers for a continuing license.

The Executive Director of Human Resources will serve as the official who will verify eligibility of beginning teachers for a continuing license. Processes are in place to monitor and support Beginning Teachers to successfully meet all North Carolina State Board of Education testing requirements. This will also include collaboration with each building level principal as they supervise and evaluate beginning teachers who teach at their individual schools. Verification of mentor support and completion of professional development requirements is included in this process.

Provide for a formal orientation for beginning teachers which includes a description of available services, training opportunities, the teacher evaluation process, and the process for achieving a continuing license.

The formal induction for beginning teachers will be held each August which includes the above mentioned learning. Make-up orientations will be scheduled for teachers who were hired after the August induction, as needed. Make-up orientations may include a combination of face-to-face sessions and online modules to support induction requirements.

Address compliance with the optimum working conditions for beginning teachers identified by the State Board of Education.

We believe all beginning teachers in Asheboro City Schools will have the opportunity to develop into outstanding teachers. With this in mind, the following working conditions will be implemented in every situation to the extent possible.

- Assignment in the area of licensure;
- Lead Mentor assigned at each school;
- Buddy teacher assigned as determined by the principal, in the licensure area, and in close proximity;
- Orientation that includes state, district, and school expectations;
- Limited preparations;
- Limited non-instructional duties;
- Limited number of students with identified challenges; and
- No extracurricular assignments unless requested in writing by the beginning teacher.

Address compliance with the mentor selection, assignment, and training guidelines identified by the State Board of Education.

Asheboro City Schools will continuously improve practices associated with Standard 2: Mentor Selection, Development and Support of the NC Standards for Beginning Teacher Support Programs. The areas for focus include:

- Time,
- Instructional Focus, and
- Issues of Diversity (race, ethnicity, gender, religion, and other aspects of culture).

Prospective mentors must complete an application and receive the recommendation of their principal, meet or exceed the minimum mentor qualifications as outlined in State Board policy, and complete mentor training. New mentors, will be trained via the NC online module entitled *21st Century Mentoring*, which provides mentors with 21st century skills, knowledge, and dispositions needed to support beginning teachers. Lead mentors will be identified at each school and will serve as a liaison to support for beginning teachers at the school level in partnership with the school Instructional Facilitator who will provide professional development specific to the beginning teacher needs at their school.

Provide for the involvement of the principal or the principal's designee in supporting the beginning teachers.

A specific date will be designated for principals and their designees to provide an onsite school-based orientation. This introductory session will lay the groundwork for future continued, ongoing support for the beginning teacher. The lead mentor will also provide support along with the principal. Lead mentors will provide support each month to ensure the success of the beginning teacher. Lead mentors at each school will provide regular differentiated Professional Development for beginning teachers.

Provide for a minimum of 4 observations per year in accordance with GS115C-333, using the North Carolina Educator Evaluation System. The plan must address the appropriate spacing of observations throughout the year, and specify a date by which the annual summative evaluation is to be completed.

A detailed timeline for all observations is planned, shared and implemented with each building level administrator from the Executive Director of Human Resources. Additionally, the Executive Director of Human Resources will carefully monitor the timeliness of each observation, the accuracy for the completion of each document for all beginning teachers as well as monitoring for evidences of support for beginning teachers. The Executive Director of Human Resources will work in close collaboration with the principal or designee to ensure all processes and procedures are consistently and correctly followed for each observation for all beginning teachers.

In compliance with the Excellent Schools Act and subsequently GS 115C-333, each beginning teacher shall be observed at least three times annually by a qualified school administrator or a designee and at least once annually by a teacher, and shall be evaluated at least once annually by a qualified school administrator. Mentors may be assigned to complete peer observations within their school as a part of the evaluation process, but they should not be assigned to evaluate the beginning teachers, which they mentor. Each observation must last for at least one continuous period of instructional time and must be followed by a post-conference. All persons who observe teachers must be appropriately trained. The required observations must be appropriately spaced throughout the school year. The Beginning Teacher Support Program Plan must specify the role of the beginning teacher's assigned mentor in the observations.

Provide for the preparation of a Professional Development Plan (PDP) by each beginning teacher in collaboration with the principal or the principal's designee, and the mentor teacher.

Each beginning teacher is required to develop a Professional Development Plan in collaboration with his/her principal (or the principal's designee) and lead mentor. The plan is to be based on the North Carolina Professional Teaching Standards, and must include goals, strategies, and assessment of the beginning teacher's progress in improving professional skills. In developing the plan, the beginning teacher, principal (or designee), and lead mentor should begin with an assessment of the beginning teacher's knowledge, dispositions, and performances. Throughout the year, formative assessment conferences should be held to reflect on the progress of the

beginning teacher in meeting the goals established for professional growth. The plan should be updated on an annual basis, each year of the Beginning Teacher Support Program. Professional Development Plans will be audited as part of the Title II monitoring process.

Provide for a formal means of identifying and delivering services and technical assistance needed by beginning teachers.

Building level administrators will provide a minimum of 4 observations per year in accordance GS115C-333, using the North Carolina Educator Evaluation System, within the timeline established by the Executive Director of Human Resources. Other informal observations will be completed consistently and frequently in order to monitor the progress of the beginning teacher in areas noted on the PDP, classroom management, and student progress. If, at any point in time, the administrator notes a need for assistance to a beginning teacher; such assistance will be provided immediately. This assistance may be provided by the lead mentor and/or the instructional facilitator, and through professional development by one or more members of the Curriculum and Instruction team, or other departments as deemed necessary by the building administrator. Support will continue to be provided until the beginning teacher becomes successful in such area as noted needing improvement or until the building administrator feels the support is no longer necessary.

Provide for the maintenance of a cumulative beginning teacher file that contains the PDP and evaluation report(s).

The Assistant Superintendent of Curriculum and Instruction will partner with the Executive Director of Human Resources to work together to ensure the maintenance of a cumulative beginning teacher file that contains all the necessary documentation for beginning teachers.

Provide for the timely transfer of the cumulative beginning teacher file to successive employing LEAs, charter schools, or non-public institutions within the state upon the authorization of the beginning teacher.

The Executive Director of Human Resources will provide for the timely transfer of all documents as authorized by the beginning teacher.

Describe a plan for the systematic evaluation of the Beginning Teacher Support Program to assure program quality, effectiveness, and efficient management.

The Teacher Working Conditions Survey will be used to evaluate the effectiveness, efficient management and the program quality of the Beginning Teacher Support Program. An internal survey will be administered to beginning teachers and lead mentors annually. Feedback will also be gathered from Principals, and other teacher groups as needed.

Document that the local board of education has adopted the LEA plan, or that the charter school or non-public institution plan has been approved by the SBE.

Documentation of the adoption of the LEA plan by the local board of education will be noted in the Board of Education meeting minutes.

Conclusion

The Asheboro City Board of Education, district administrators, building administrators and the Curriculum and Instruction team are all fully committed to ensuring and supporting beginning teachers in their success as professionals, as teacher leaders, and in their individual growth. Lead mentors and instructional facilitators will work collegially with each beginning teacher so that a professional colleague will be available to provide an individualized continuum of support and encouragement. Asheboro City Schools is committed to ensuring each beginning teacher is equipped to be a future-ready professional who prepares our students to be college and career ready.

Asheboro City Schools Beginning Teacher Support Plan, approved by the Asheboro City Board of Education on:

Date

Submitted to Department of Public Instruction: _____

Date

CERTIFIED RESOLUTIONS OF ASSOCIATION OR SIMILAR UNINCORPORATED ORGANIZATION

Deposit Accounts, Loan and Services Agreement



I, Dr. Terry Worrell, hereby certify that I am the duly elected and qualified secretary of Asheboro City Board of Education, an unincorporated association, and as such officer the keeper of its records, and that at a regular called meeting of the Asheboro City Board of Education of such association, held on the 11th day of October, 2018, at which a quorum was present, the following were elected to the office opposite their respective names and the following resolutions were adopted, and that such persons are now such officers of said association and that said resolutions are now in full force and effect:

The following officers were duly elected to serve for the ensuing year or until their respective successor shall be elected and duly qualified:

Officer Name:			
Home Address:	City:	State:	Zip:

Officer Name:			
Home Address:	City:	State:	Zip:

Officer Name:			
Home Address:	City:	State:	Zip:

The following resolutions were adopted and are now in full force and effect:

1. BANK DEPOSITORY. RESOLVED, that **Capital Bank**, a div of **First Tennessee Bank N.A.**

("Bank") is hereby designated as a depository of this association and that an account or accounts, for and on behalf of this association, be revised or opened and operated in said Bank in the name of

Account Name:	Asheboro High School	Account Number:	110116
---------------	-----------------------------	-----------------	---------------

2. AUTHORIZED SIGNERS FOR DEPOSIT ACCOUNT. RESOLVED, that delivery to Bank of funds, checks, drafts or other property, with or without endorsement, and if endorsed, in whatever manner effected, unless specifically restricted, shall be authority to said Bank to place the same to the credit of the association under the terms set forth in the Bank's Depository Agreement, and such credits may be withdrawn by check, draft, debit card or other order of withdrawal executed for the association by any of the following signers, even though the association may have a requirement for more than one signature, with the understanding that Bank shall be under no obligation to see or make inquiry as to the application of the funds so withdrawn, even though such withdrawal order may be payable to the agent of the association executing same and funds be withdrawn for personal use:

Title	Typed Name	Signer's SSN	Signature
Asst. Superintendent	Barney H. Blair, Jr		
Treasurer	Jamie A. Baker		
Principal	Kathryn Rogers		

CERTIFIED RESOLUTIONS OF ASSOCIATION OR SIMILAR UNINCORPORATED ORGANIZATION

Deposit Accounts, Loan and Services Agreement



3. **AUTHORIZED FOR INFORMATION ONLY. RESOLVED**, that Bank is authorized to release account information to the following person(s) upon request or inquiry.

Title	Typed Name	Signer's SSN	Signature
N/A			

4. **FACSIMILE SIGNATURES. RESOLVED**, that Bank is authorized and directed to honor checks, drafts and other instruments on said account which bear or purport to bear the facsimile signature(s) appearing below, and Bank is entitled to charge said account regardless of by whom or by what means a facsimile signature may be affixed **if** such signature resembles the following:

Title	Typed Name	Facsimile Specimen
N/A		

5. **LOANS. RESOLVED**, that any _____ of the following officers of the association (is) (are jointly) authorized at any time, until this authority shall be revoked by proper action of the association and official notice thereof given in writing to Bank, to effect loans or other credit extensions from the Bank for the association, including renewals, modifications or extensions, to pledge, mortgage, hypothecate, or in any other manner create a lien upon the assets of the association as collateral and security for any such loans or other obligations owned by the association to the Bank, and to execute any related documents required by the Bank, the Bank being under no obligation to observe or inquire as to application of any proceeds.

Name	Office or Title
N/A	

CERTIFIED RESOLUTIONS OF ASSOCIATION OR SIMILAR UNINCORPORATED ORGANIZATION

Deposit Accounts, Loan and Services Agreement



6. SERVICES AGREEMENTS. *RESOLVED*, that any one of the following officers of the association (is) (are jointly) authorized to sign agreements under which Bank provides certain services:

Title	Typed Name	Signature
Asst. Superintendent	Barney H. Blair, Jr	

IN WITNESS WHEREOF, I hereunto affix my signature on this the ____ day of _____, _____.

Secretary Name:	Secretary Signature:
-----------------	----------------------

APPROVED (*)

Officer Title	Typed Name	Officer Signature

*If these resolutions authorized the Secretary to withdraw or borrow funds, the signature of another officer of the organization above confirms the Secretary's authorization to do so.

**Asheboro City Schools
Historical Teacher Turnover**

YEAR	AHS	BAL	CWM	DLL	GBT	LP	NAMS	SAMS	DISTRICT	STATE
2018	22.36%	9.88%	7.58%	29.09%	13.92%	0.00%	13.51%	22.50%	15.90%	
2017	10.76%	10.00%	14.06%	7.69%	13.16%	13.33%	7.69%	17.50%	11.73%	13.70%
2016	16.05%	9.76%	14.29%	28.13%	19.44%	16.67%	20.45%	8.89%	16.28%	14.06%
2015	15.98%	20.22%	16.44%	6.15%	2.70%	9.09%	15.56%	17.65%	13.78%	14.84%
2014	17.54%	33.33%	7.79%	11.11%	9.88%	18.75%	17.07%	36.78%	19.50%	14.12%
2013	21.82%	15.19%	15.28%	20.75%	17.72%	9.23%	31.58%	23.53%	19.88%	14.33%
2012	12.00%	20.00%	10.50%	28.60%	4.90%	9.40%	13.90%	12.20%	13.30%	12.13%
2011	8.90%	13.10%	10.80%	10.00%	11.90%	3.00%	13.90%	10.20%	10.22%	11.17%
2010	10.20%	11.90%	5.80%	18.10%	5.00%	6.30%	10.50%	24.40%	11.53%	11.10%
2009	18.30%	22.50%	26.50%	11.10%	16.70%	6.40%	17.90%	21.90%	18.20%	12.72%

	AHS	BAL	CWM	DLL	GBT	LP	NAMS	SAMS	DISTRICT
5 YR AVG	16.54%	16.64%	12.03%	16.43%	11.82%	11.57%	16.65%	20.66%	15.44%
10 YR AVG	15.39%	16.59%	12.90%	17.07%	11.53%	9.22%	17.15%	19.56%	15.03%

Teacher Turnover Summary
Reporting Period: March 2017 – February 2018

Number of Classroom Teachers Employed = 327

Number of Classroom Teachers Leaving = 52

Asheboro City Schools Rate of Teacher Turnover = 15.90%

Turnover Category	Category Total
Deceased	2
Resigned in lieu of dismissal	1
Retired with Full Benefits	3
Retired with Reduced Benefits	2
Interim contract ended	1.5
Resigned to teach in another NC public school system	20
Resigned to teach in a NC Charter School	3
Resigned to teach in a NC non-public/private school	1
Resigned to teach in another state	5
Resigned –Career Change	4
Resigned- Family Responsibility/Child Care	1
Resigned – Because of Health/Disability	1
Moved to a non-teaching position within the LEA	3.5
Moved to a non-teaching position in another LEA	1
Resigned – end of VIF term	2
Resigned – dissatisfied with teaching	1

Teacher Rate of Turnover by School

Balfour Elementary School	9.88%
Charles W. McCrary Elementary School	7.58%
Donna Lee Loflin Elementary School	29.09%
Guy B. Teachey Elementary School	13.92%
Lindley Park Elementary School	0.0 %
North Asheboro Middle School	13.51%
South Asheboro Middle School	22.50%
Asheboro High School	22.36%
Early Childhood Development Center – not included in state report	



The logo features a white, scalloped-edged shape centered on a yellow background. The text "MIDDLE SCHOOL KINDNESS CHALLENGE" is written in a bold, black, sans-serif font across three lines within this shape. A dark brown vertical bar is visible on the far left edge of the image.

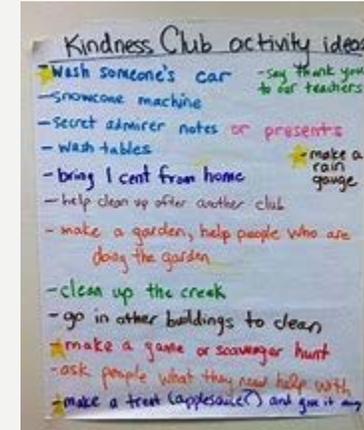
**MIDDLE SCHOOL
KINDNESS
CHALLENGE**

WHAT IS IT

- The Kindness Challenge is an easy zero-cost way to help schools continue improving their school climate.
- The challenge will be lead by our middle school counselors but will involve school staff as they deliver lessons over the course of 30 days to our students.
- A variety of lessons produced by Harvard, Yale, and other leading partners offer teachers multiple pathways to help students develop positive mindsets, strengthen peer relationships, foster empathy, and promote cyber-kindness

WHAT ARE THE STEPS

- Accept the challenge and sign-up teachers and staff to participate.
- Teachers complete a kindness reflection exercise and then teach four kindness building lessons
- Schools create a kindness ritual routine at their school.



BUILDING ON CURRENT INITIATIVES AT THE MIDDLE SCHOOLS

- Implementation and buy-in
- What we hope to gain
- Supporting initiatives



Comprehensive Progress Report

Mission:

We will empower all learners to reach their full potential. We will educate the whole child by demonstrating respect, inviting participation, and working collaboratively to foster creativity through the integration of the arts.

Vision:

Donna Lee Loflin Elementary will be a school of excellence that fosters lifelong learning and is dedicated to challenging the whole child to be a successful 21st century citizen.

Goals:

Every student at Loflin will be prepared for further education, work, and citizenship.

Every student has a personalized education.

Every student has excellent educators every day.

Donna Lee Loflin will have up-to-date business, technology and communication systems to serve its students, families, and staff.

Every student is healthy, safe, and responsible.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.01	The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices.(5082)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Our administrator is actively ensuring that there is a commitment to positive change through the following forms of communication: email, open door policy, presence at CASA, presentations during PD. Our administrator is proactive and models expected behaviors when he is in the classroom. He follows protocols for incident reports and treats students fairly. Our administrator uses distributive leadership. We are currently implementing several research-based practices. However, it takes time to reach fidelity.</p> <p>2018-19 School Year - New Administration</p> <p>The principal of the school is committed to modeling expectations for best instructional practices. Planning sessions and professional developments will be aligned to the instructional needs for our staff. Observation data and student data will be monitored closely to ensure support for teachers in areas needing growth.</p>	Limited Development 11/01/2016		
		Priority Score: 1	Opportunity Score: 3	Index Score: 3	
<i>How it will look when fully met:</i>		The school's vision is enacted and upheld by the administrator. She will model high expectations in the school and in the community. The day-to-day operations are smoothly managed and teachers view the leader as an effective change agent.		Lisa Hayes	06/06/2019
<i>Actions</i>			4 of 5 (80%)		
	2/27/17	The Leadership Team will rewrite the school's mission and vision to capture the desired culture. The vision will be posted throughout the building and incorporated into student-friendly slogans to inspire students and families with the culture and value of the school.	Complete 10/03/2017	Pam Clinard	12/06/2017
<i>Notes:</i>					
	4/4/17	Elicit input from student council members about core values and beliefs for our school. Compile data and determine key phrases in order to help us rework our mission and vision statements.	Complete 05/02/2017	Pam Clinard	05/03/2017

<i>Notes:</i>				
4/4/17	Elicit input from staff members about core values and beliefs for our school. Compile data and determine key phrases in order to help us rework our mission and vision statements.	Complete 09/06/2017	Lisa Hayes	09/06/2017
<i>Notes:</i>				
4/4/17	Elicit input from PTA members about core values and beliefs for our school. Compile data and determine key phrases in order to help us rework our mission and vision statements.	Complete 05/24/2017	Danielle Hunter	05/31/2017
<i>Notes:</i>				
9/20/18	The principal will collect data from classroom observations and student assessments to determine areas of need for support and student growth. Professional developments will be conducted monthly that align to data.		Lisa Hayes	05/05/2019
<i>Notes:</i>				
Implementation:		09/04/2018		
<i>Evidence</i>	1/30/2018			
<i>Experience</i>	1/30/2018			
<i>Sustainability</i>	1/30/2018			
A1.02	ALL teachers improve their practice by responding to principal's observations and/or observations by peers.(5083)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Our Leadership Team meets to discuss data and some professional development needs. We are completing limited peer observations. Some teachers reflect and make changes based on principal's observations. Priority Score: 2 Opportunity Score: 1	Limited Development 11/01/2016 Index Score: 2		
<i>How it will look when fully met:</i>	Teachers will reflect on observation feedback and seek input from others. A culture of professional growth will permeate the building where all teachers seek out coaching feedback and exude a growth mindset by continuously desiring to learn and grow.	Objective Met 05/01/18	Summer Forcini	05/30/2018
Actions				
2/27/17	All teachers will conduct peer observations in at least one classroom of their choosing. Teachers will provide feedback for the room observed and have a grade-level conversation with teachers on what was learned from the process.	Complete 05/01/2018	Danielle Hunter	05/17/2018

Notes: This will be the first step for shifting the culture to a coaching mindset and opening up classrooms for future visits. Next steps could be to incorporate a lesson study model.

Implementation:		05/01/2018		
<i>Evidence</i>	5/1/2018			
<i>Experience</i>	5/1/2018			
<i>Sustainability</i>	5/1/2018			

	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>Loflin provides whole staff Positive Behavioral Interventions and Supports (PBIS) professional development. Classroom teachers provide intense focus during the first week of school. We are currently assisting our new staff in the implementation of the program through ongoing professional development throughout the school year.</p> <p>2018-19 School Year: Administration will evaluate PBIS strategies during walk-throughs to assess the program effectiveness and it's impact on classroom management and student engagement.</p>	Limited Development 09/05/2017		
			Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:			All teachers will utilize PBIS strategies and reinforce classroom rules and procedures effectively. Walk-through data will show that PBIS strategies create a well managed environment that is conducive to student learning. PBIS will allow teachers to create a safe learning environment where students are encouraged to take risks and contribute to the learning process.		Lisa Hayes	06/07/2019
Actions				4 of 5 (80%)		
	9/19/17		We will reduce office discipline referrals by 25% this school year by modeling and enforcing appropriate, culturally relevant classroom management in collaboration with administration.	Complete 06/05/2018	Jordi Roman	06/08/2018
<i>Notes:</i>						
	9/19/17		We will ensure that all classroom teachers are implementing classroom meetings at least once a month.	Complete 11/28/2017	Donna Cabiness	12/07/2017
<i>Notes:</i>						
	9/19/17		Students with two or more office referrals will be provided with a tier two behavior intervention.	Complete 01/16/2018	Kristen Faircloth	01/17/2018
<i>Notes:</i>						
	10/17/17		We will provide whole staff PBIS professional development at least four times a year at our faculty meetings.	Complete 05/01/2018	Natalie Grady	05/02/2018
<i>Notes:</i>						
	9/10/18		Administration will conduct classroom walkthroughs with a focus on Positive Behavioral Interventions and Support (PBIS) "look fors" to evaluate effectiveness of the program.		Lisa Hayes	06/07/2019

Notes:

Implementation:		06/05/2018		
Evidence	6/5/2018 Spreadsheets will be uploaded.			
Experience	6/5/2018 We worked as a team and participated in PBIS and other behavior professional development. We also implemented a school wide initiative called "Stop and Think".			
Sustainability	6/5/2018 We will continue to teach expectations and have a plan in place for restorative justice next school year.			

Core Function: Dimension A - Instructional Excellence and Alignment

Effective Practice: Curriculum and instructional alignment

KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
-----	-------	--	-----------------------	-------------	-------------

Initial Assessment:	2018-2019: We currently have a district pacing guide for all subject areas. We have mapped out units for the year in ELA with our instructional team. Some grade levels have partially mapped out units for math. The staff will meet every 15 days (by grade level) for planning sessions that will create an outline of instruction for the next 15 days. These outlines of instruction will then be completed and fine tuned in the common planning sessions each Tuesday and Wednesday. The Assistant Principal of Instruction will assist at these planning sessions as needed to provide feedback and data interpretation.	Limited Development 10/25/2016		
----------------------------	--	-----------------------------------	--	--

How it will look when fully met:	Each grade will have units of instruction for mathematics, ELA, science, and social studies. The units will include assessments, rubrics, and exemplars of quality student work. The units will be built on research-based best practices and utilize vetted resources that have proven to increase student achievement. When fully met, this objective will be exemplified through well-planned lessons aligned to objectives, instruction with differentiation, and data that shows students growth and mastery of objectives.		Lisa Hayes	05/31/2019
---	--	--	------------	------------

Actions 4 of 7 (57%)

2/27/17	Most grade levels will implement at least two units from EngageNY or Massachusetts in English Language Arts this year to determine the effectiveness of these units and the impact on student learning.	Complete 06/06/2017	Lisa Hayes	06/07/2017
---------	---	---------------------	------------	------------

	<i>Notes:</i> This will be the pilot phase for ELA units to determine the direction for whether to proceed with these units next year or to modify the units based on our students or to create our own.			
2/27/17	Analyze the data from the unit assessments and End-of-Year data to determine effectiveness of using the vetted English Language Arts resources.	Complete 11/30/2017	Lisa Hayes	11/30/2017
	<i>Notes:</i> Use the data to determine the next task for ELA.			
8/16/17	Grades K-5 will develop and administer common formative assessments for "power standards" to drive and differentiate instruction.	Complete 01/30/2018	Lisa Hayes	02/05/2018
	<i>Notes:</i>			
8/16/17	We will utilize EngageNY Units for all grade levels in ELA and Math while considering best instructional practices that engage diverse learners.	Complete 11/01/2017	Lisa Hayes	11/01/2017
	<i>Notes:</i> Data to collect: -units paced out on Google Drive -Lesson Plans -Walk-through data			
9/10/18	Grade-level planning sessions every 15 days to create unit outlines for the following 15 days of instruction.		Chris Burian	05/31/2019
	<i>Notes:</i>			
9/10/18	Grade-level planning sessions twice a week (Tuesdays and Wednesdays) that will create more in-depth lesson plans from the outlines created on 15-day planning periods.		Chris Burian	05/31/2019
	<i>Notes:</i>			
9/10/18	5th-Grade Science will begin to implement a curriculum with a focus on unit topics and vocabulary. Teachers will utilize interactive notebooks as a tool for students to reference in order to be successful in the 2018-2019 school year and beyond.		Chris Burian	03/31/2019
	<i>Notes:</i>			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The school schedule allows for common CASA (Collaboration Around Student Achievement) times for the grade level teams to meet with the administrators to discuss instructional practices, as well as next steps due to data results and trends. If students are not making growth, or common assessment results are not where they should be, new instructional practices are put into place, and steps are taken to acquire different results. If these new practices that differentiate core instruction are not successful with students, students will be referred to the school's MTSS team for a more intense intervention. In order for this to be successful, student data must be entered into common assessment forms immediately after testing, so that actions can happen the next day to work toward student mastery.	Limited Development 10/25/2016		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:		When fully implemented, teachers will have specific data on their students that dictates why instruction in their class is differentiated, and unfolding the way it is. The teachers will have data that stems from common assessment, universal screeners, and diagnostics that will reflect instructional decisions of grade - level core. Every student will have data that determines reading level, and diagnostics (if needed) based on skill deficits. Students will also be logged school-wide on common assessment forms with every common assessment that is aligned to objectives.		Donna Cabiness	06/05/2019
Actions			2 of 5 (40%)		
2/27/17	Teachers will write Core Success Plans that utilize evidence-based instructional practices for their English Language Arts core. They will track progress for a targeted group of students against the core in order to determine the effectiveness of their plan.		Complete 06/06/2017	Summer Lee	06/07/2017
<i>Notes:</i> Core Success Plans with progress monitoring data will be documentation.					
10/3/17	Teachers will write Small Group Success Plans that utilize evidence-based instructional practices for their English Language Arts core. They will track progress for a targeted group of students against the core in order to determine the effectiveness of their plan.		Complete 06/05/2018	Lisa Hayes	06/05/2018

Notes:

9/10/18 After teachers give common assessments, they will log their data into the Loflin common assessment forms the same day, which administration can access. These forms will be used in planning sessions to determine next steps with students and instruction. Chris Burian 04/15/2019

Notes:

9/10/18 Lesson plans will be created with small group instruction in mind. Students will have access to core instruction with scaffolding based on individual needs. Universal screeners and diagnostics will be used to group students and differentiate instruction. Chris Burian 04/15/2019

Notes:

9/11/18 Teachers will use PAW Intervention time (30 mins/day) to provide students with academic and behavioral interventions. This data will be tracked and utilized for MTSS purposes and small group plans. Donna Cabiness 03/31/2019

Notes:

Implementation: 06/05/2018

Evidence 6/5/2018
Agenda/plans will be uploaded.

Experience 6/5/2018
After further training by our IF, the expectations were much easier to understand.

Sustainability 6/5/2018
We will continue to write small group plans next year, and write some individual plans as well.

KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers currently receive bullying intervention training and Positive Behavioral Interventions and Supports (PBIS) training. The PBIS committee also discusses students with office referrals in order to assist teachers with necessary interventions. Teachers are attentive to students' emotional needs and seek assistance when needed.	Limited Development 10/25/2016		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
How it will look when fully met:		Teachers at Donna Lee Loflin (DLL) will learn to help students to manage their own emotional state because our teachers understand that emotional development is critical to social relationships and learning as well as being a predictor of later academic and social success in school. All teachers at DLL help students learn to identify and understand their emotions and can teach students strategies for successfully managing their own emotions.		Jessica Marks	11/15/2018
Actions			3 of 4 (75%)		
	2/27/17	Teachers will be trained on knowing how to help students deal with emotions in productive ways.	Complete 09/05/2017	Donna Cabiness	09/15/2017
		<i>Notes:</i>			
	9/19/17	Teachers will utilize the student reflection sheets as needed in order to help students process their own feelings and behavior choices.	Complete 11/29/2017	Donna Cabiness	11/29/2017
		<i>Notes:</i>			
	10/17/17	Teachers will have access the Donna Lee Loflin (DLL) Google Team Drive in order to utilize suggested behavioral and emotional interventions and supports.	Complete 04/17/2018	Natalie Grady	05/02/2018
		<i>Notes:</i>			
	9/10/18	All staff will teach and model the "Stop and Think" strategy with students. "Stop and Think" will allow students time to think about decisions they are making and how it will impact their learning environment.		Jessica Marks	11/15/2018
		<i>Notes:</i>			
Implementation:			04/17/2018		
	Evidence	4/17/2018			
	Experience	4/17/2018			

	A4.11	The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs). (5129)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Donna Lee Loflin is entering year two of the After-School Academic Program. Initial meetings with administration and after-school staff occurred to create academic goals for the program.	Limited Development 09/10/2018		
<i>How it will look when fully met:</i>		We will strengthen the After-School Academic Program by creating clear communication and collaboration among the after-school staff and classroom teachers. This will ultimately help to identify the needs of students that are enrolled in the program. The program will be centered around academic interventions and acceleration for students providing more one-on-one instruction and support. Data collection on the group of students enrolled with the program will aid in monitoring growth and performance.		Meghan Joyce	05/31/2019
Actions			0 of 1 (0%)		
		9/10/18 Teachers will collaborate with After-School Program staff via a Google Spreadsheet to address individual student needs. This will create a focus for student interventions in the after-school program.		Meghan Joyce	05/31/2019

Notes:

KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Grade-level teams and all instructional support staff will meet monthly for vertical planning. At these sessions, the staff will discuss how ELA and Math objectives build upon one another throughout grades K-5. This knowledge will be used to plan for the implementation of standards, not only to build mastery of the standards now, but to prepare students for future grades. These sessions will also be used for professional development opportunities to model ELA lessons that will encapsulate many objectives at a time into mini-lessons that will align with Independent Sustained Reading time and guided reading.	Limited Development 10/03/2017		
		Priority Score: 1	Opportunity Score: 3	Index Score: 3	
<i>How it will look when fully met:</i>		Teachers will have a greater understanding of the objectives they teach from an unpacking perspective in addition to a knowledge of standards below and above the grade they teach. This will be met with teaching mastered lessons that incorporate rigor and higher order thinking through the lens of literacy. Lesson plans, observations, and walk-through data will reflect a deep understanding of the progression of standards in each grade level.		Chris Burian	04/15/2019
<i>Actions</i>			2 of 3 (67%)		
	10/3/17	Students will visit students in the grade level below and answer any questions about what to expect in the next grade level.	Complete 06/01/2018	Meghan Joyce	06/06/2018
	<i>Notes:</i>				
	10/17/17	Our grade level teams will participate in vertical planning at least two times a year so that teachers can effectively transition students from grade level to grade level.	Complete 05/01/2018	Ashley Smith	05/10/2018
	<i>Notes:</i>				
	9/10/18	Staff will participate in vertical planning professional development once a month with agendas that support objective alignment through grade levels and model lessons with rigor and higher order thinking practices.		Chris Burian	04/15/2019
	<i>Notes:</i>				
<i>Implementation:</i>			06/05/2018		
	<i>Evidence</i>	6/5/2018 Dates will be uploaded.			

Experience	6/5/2018 Every class had 2 visiting students from the next grade came to answer questions during guidance class.		
Sustainability	6/5/2018 We will do this process again next year.		

Core Function:	Dimension B - Leadership Capacity
-----------------------	--

Effective Practice:	Strategic planning, mission, and vision
----------------------------	--

KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The district has an LEA Support and Improvement Team that meets weekly (every Monday). A member of this team is assigned to work exclusively with Loflin (Dr. Woody) to support needs for our school as they arrive. He reports on progress for our school during the LEA meetings and asks for support or additional problem solving for Loflin as needed. See document titled, LEA Support Team List.	Full Implementation 10/11/2016		
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our leadership team currently meets on the first and third Tuesday of every month.	Full Implementation 11/01/2016		

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The master schedule allows for teachers to have a common planning time to create an instructional outline for three weeks of school at a time. After this initial outline is planned, teachers will have collaborative planning times every Tuesday and Wednesday to finalize lesson plans and differentiation for their students. During CASA (Collaboration Around Student Achievement) each Thursday, lesson plans, differentiation strategies, and core instruction will be discussed and developed. Data will also be used to dictate the above topics. Teachers, administration, and Instructional Facilitator will participate in these CASA sessions.	Limited Development 11/01/2016		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
How it will look when fully met:		The structures of these planning sessions will be utilized to keep strong communication between teachers and administration on the academic progress of our students. These standards-based sessions will allow for in depth planning of the core which will be reflected through school-wide core success plans. Evidence of content mastery will be observable through walk-throughs, evaluations, and student data.		Lisa Hayes	10/31/2018
Actions			1 of 2 (50%)		
	2/27/17	The teams in each of the three structures; instruction and instructional methods, whole school improvement planning and family community connections will provide agendas and other relevant documents reflecting evidence of progress.	Complete 04/17/2018	Kathy Robbins	04/26/2018
		<i>Notes:</i>			
	9/10/18	Create a structured schedule that allows for the successful common planning time of teachers and administration for student success.		Lisa Hayes	10/31/2018
		<i>Notes:</i>			
Implementation:			05/01/2018		
	Evidence	5/1/2018			
	Experience	5/1/2018			
	Sustainability	5/1/2018			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers will be able to access school wide instructional practices data trends logged in the CASA (Collaboration Around Student Achievement) room. Teachers will receive weekly comments on lesson plans from administration that will guide them to continue a more rigorous style of instruction. Teachers will receive weekly walk throughs that will focus on high yield practices, as well as district instructional framework "look fors".	Limited Development 11/01/2016		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:		When implemented, the instruction in the building will be fully data driven, as well as differentiated based on walk-through trends, administrative feedback on lesson plans and personal reflection. This will be evident not only in the lesson plans but the implementation of instruction.		Sarah Ondek	03/15/2019
Actions			3 of 6 (50%)		
11/28/16 Actively participate in weekly, grade-level CASA meetings.			Complete 01/11/2017	Jaime Noack	01/11/2017
Notes: CASA agendas and minutes					
11/28/16 Mr. Roman and Assistant Principal will provide feedback on formal observations within 10 days.			Complete 01/11/2017	Donna Cabiness	01/11/2017
Notes: Record of observations and post-observation conferences					
11/28/16 Mr. Roman (principal) and the Assistant Principal will provide verbal and/or written feedback on classroom walk-throughs within 72 hours. Each teacher will have a minimum of one walk-through per month.			Complete 05/01/2018	Donna Cabiness	05/10/2018
Notes: Copy of completed walk-through tool and data from walk-throughs.					
9/10/18 Staff will be provided with weekly comments and feedback on lesson plans to guide instruction, as well as provide instructional reflection for teachers.				Chris Burian	03/15/2019
Notes:					
9/10/18 Staff will receive weekly walk-throughs from administration with feedback to help guide instruction for future lessons.				Lisa Hayes	03/15/2019
Notes:					

9/11/18 Teachers' lesson plans will reflect data-driven instruction and common assessment forms will be completed immediately to allow for differentiation of instruction to impact student achievement.

Chris Burian

11/30/2018

Notes:

Implementation:		05/01/2018		
<i>Evidence</i>	5/1/2018			
<i>Experience</i>	5/1/2018			
<i>Sustainability</i>	5/1/2018			

Core Function: Dimension C - Professional Capacity

Effective Practice: Quality of professional development

KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
-----	-------	---	-----------------------	-------------	-------------

Initial Assessment:

Weekly walk-throughs will be conducted by school administration. On these walk-through, administration will be looking for Marzano high-yield practices. These practices will be logged and tracked in the CASA (Collaboration Around Student Achievement) location. These best practices will be referenced and discussed during CASAs. The results of the best practices (over and under utilized) will then be used to dictate professional development.

Limited Development
11/01/2016

Priority Score: 3

Opportunity Score: 2

Index Score: 6

How it will look when fully met:

When this objective is fully met, the staff will be able to reference the school's walk-through data, develop professional development from results, adapt instruction based on the strengths and areas of need, and continue to implement best instructional practices.

Lisa Hayes

04/30/2019

Actions

3 of 4 (75%)

2/27/17 The Leadership Team will create a walk-through tool for gathering classroom data so that patterns of professional practice can be analyzed in order to determine needs for professional development.

Complete 05/23/2017

Jordi Roman

05/24/2017

Notes:

2/27/17 Teachers will complete a professional development needs survey. The Leadership Team will analyze results of the survey and compare the requested needs to see if the student and classroom observation data as well as other data sources (office referral data, PBIS data, etc.) supports the requested needs.

Complete 03/20/2018 Christopher Golden 03/20/2018

Notes: Add an action step before completed. Survey development will be looked at and developed by March.

10/17/17 The Leadership Team will analyze classroom observation data and the needs survey to make improvements and plan for professional development.

Complete 03/20/2018 Danielle Hunter 04/11/2018

Notes:

9/10/18 Walk-throughs will be conducted weekly based on Marzano high-yield practices. These practices will be gathered via OneNote, sent to the teacher and the administration, and logged in the collaborative planning location.

Chris Burian 04/30/2019

Notes:

Implementation:		03/20/2018	
------------------------	--	------------	--

Evidence 3/20/2018

Experience 3/20/2018

Sustainability 3/20/2018

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The LEA has a set evaluation process. The LEA visits local colleges and universities during job fairs to recruit new staff.	Limited Development 11/01/2016		
		Priority Score: 2	Opportunity Score: 1	Index Score: 2	
How it will look when fully met:		The LEA will have procedures in place to recruit high-quality teachers to all schools by ensuring that the neediest schools receive the most qualified applicants. The LEA will provide the necessary resources and professional development opportunities for new teachers by having a quality BT (Beginning Teacher) program that is sustained, provides instructional support and spirals PD from year-to-year. The school will have full utilization of the state's evaluation model and provide all teachers with quality feedback in a timely manner. Teachers will have multiple opportunities for rewards and/or incentives for working in the district.		Lisa Hayes	06/28/2019
Actions			1 of 2 (50%)		
2/27/17		The district will begin a Teacher Fair to recruit high-quality teachers. Our school will be present and ready to interview stand out teachers on the spot.	Complete 03/07/2017	Jordi Roman	03/15/2017
		Notes: Copy of names of teachers that visited each booth and expressed interest in Loflin will be an artifact.			
9/10/18		The principal of Donna Lee Loflin will establish a team of teachers to interview potential candidates.		Lisa Hayes	06/07/2019
		Notes:			
Implementation:					
Evidence		3/7/2017 Please see attachments that list names of possible candidates interviewed at this event.			
Experience		3/7/2017 The district advertised the job fair on social media, staff members shared with colleagues, and it was on the Asheboro City Schools website. The job fair was well organized. The district provided a very welcoming environment.			
Sustainability		3/7/2017 The district will hold this event annually.			

Core Function:

Dimension E - Families and Community

Effective Practice:

Family Engagement

KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
-----	-------	--	-----------------------	-------------	-------------

Initial Assessment:

We currently send home weekly parent newsletters by grade level with academic tips as well as hosting Academic Family Teacher Team curriculum nights. Our goal is to increase parent involvement with these curriculum nights. However, we would like to provide more information to educate parents about how to help their children at home.

Limited Development
10/11/2016

Priority Score: 3

Opportunity Score: 3

Index Score: 9

How it will look when fully met:

Parents will know the expectations for students to reach mastery of standards. They will know what level their children are currently performing and the strategies to use with them at home. Parents will have opportunities to practice these strategies and will be able to track progress of their children at home. At least 80% of our parents will attend the AFTT (Karen Mapp training nights).

Students will conduct student-led conferences during AFTT nights in order to engage parents in their child's learning process. The goal is to increase parent participation with curriculum nights while allowing students to be involved with the process.

Summer Forcini

04/12/2019

Actions

3 of 4 (75%)

11/28/16 1. All school staff will implement Karen Mapps model of linking family engagement to learning by having three classroom Academic Family Teacher Team (AFTT) meetings. 80% parent/guardian participation is the goal.

2016-2017 K-2 AFTT Meeting Dates:

10-27-16

1-26-17

3-30-17

2016-2017 3-5 AFTT Meeting Dates:

11-3-16

2-2-17

4-6-17

2017-2018 AFTT nights (All grade levels)

Nov. 7th

Feb. 6th

April 17th

Complete 04/17/2018

Meghan Joyce

05/02/2018

Notes: Log parent/guardian attendance

We've discussed with PTA and will implement their ideas regarding family engagement nights.

Brainstorm incentives for attendance and child care for these nights.
Plan menus for serving dinner for those who attend.

11/28/16 2. School staff will offer technology support in both English and Spanish during family engagement nights (AFTT) to help parents navigate apps that support student achievement and align with the North Carolina Standard Course of Study. Complete 05/02/2017 Natalie Grady 05/03/2017

Notes: Apps/Websites?Resources Teachers use

Each grade level will suggest two and they will be added to the school website.

Anthony Woodyard for support

10/17/17 3. All grade levels will send home weekly newsletters with academic tips, calendar updates, "I can statement" and overarching goals in English and in Spanish. Complete 11/08/2017 Crystal Ray 11/08/2017

Notes:

9/10/18 Increase parent involvement in AFTT curriculum nights by involving students with the process. Students will conduct student-led conferences with their parents to involve them with the learning process.

Summer Forcini

04/12/2019

Notes:

Implementation:

04/17/2018

Evidence 4/17/2018

Experience 4/17/2018

Sustainability 4/17/2018

Comprehensive Progress Report

Mission: MISSION STATEMENT The faculty and staff of Balfour School, working together with parents and community members, will create a culture that empowers students to become informed and active citizens and lifelong learners.

Vision: VISION STATEMENT Balfour Elementary School will be a school of excellence where students are honored, learning is valued, and our community is dedicated to the success of all.

Goals:

C 2.01 By June 2019, through modification of instruction, curriculum and environment, 80% of students will be proficient in reading as measured by Dynamic Indicators of Basic Early Literacy Skills (DIBELS for K-5) and 60% as measured by End of Grade Assessment (3-5).

E 1.06 80% of Balfour families will be engaged in their student's learning through Class Dojo and Parent Nights.

E1.06 Balfour will develop 1 new community relationship through a faith based partner.

C 2.01 By June 2019, through modification of instruction, curriculum and environment, 80% of students will be proficient in math as measured by Math End of Grade Assessment (3-5), North Carolina Department of Public Instruction Math Summative (K-2).



I = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We currently follow a Positive Behavior Intervention Support model and use the BARK acronym. B is for being respectful, A is for acting responsibly, R is for remembering kindness, and K is for keeping safe. Students receive Class Dojo Points for following these school-wide expectations. We have implemented a school-wide behavior management program called Class Dojo.	Limited Development 08/27/2017		
<i>How it will look when fully met:</i>		At full implementation, a school-wide behavior management system (ie Class Dojo) will be in place. Students will clearly demonstrate expectations and understand consequences.		John Beard	06/05/2019
Actions			0 of 3 (0%)		
	8/27/17	Specifically teach PBIS lessons for various areas of the school so that all students have the same expectations. <i>Notes:</i> 10/18 and 4/1		John Beard	10/18/2018
	8/27/17	Have a system in place where school-wide positive reinforcers and consequences are consistently carried out throughout the school. <i>Notes:</i>		John Beard	02/07/2019
	8/27/18	Utilize Educator's Handbook as a behavior incident tracker. <i>Notes:</i>		Christopher Tuft	05/01/2019
Core Function:		Dimension A - Instructional Excellence and Alignment			

Effective Practice: Curriculum and instructional alignment

KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers meet together three times a week as a grade level with the instructional facilitator to plan for English Language Arts, math, and discuss and analyze data.	Limited Development 08/27/2017		
<i>How it will look when fully met:</i>		<p>Upon full implementation, instructional teams consisting of grade-level teachers, EC teachers, ESL teachers, and the instructional facilitator will meet 3 days per week as a team to plan for all subjects. Teachers will also discuss and analyze data during these meetings to help align instructional units to the needs of the students within their classrooms and adjust units as needed. The instructional facilitator will use these meetings to provide differentiated PD for grade levels to help support unit development and insure that all units meets the Standard Course of Study.</p> <p>Unit development will include:</p> <ul style="list-style-type: none"> • ELA units on instruction that include the use of EngageNY materials for ELA (K-5). • ELA units on instruction that include the use EngageNY materials for Math (K-5). • Science units that include the use of Discovery Techbook as a resource for 3-5 students. • Unit development for Word Study that directly and indirectly provide instructional strategies for vocabulary instruction. • Units will also include common and formative assessments that align to the current NC Standard Course of Study and to the Asheboro City Schools Pacing Guides provided by the district. 		Keisha Dawalt	06/07/2019
Actions			0 of 2 (0%)		
		8/27/17 Classroom teachers participate in grade-level planning and CASAs in the data room with the instructional facilitator.		Keisha Dawalt	11/08/2018

Notes:

10/23/17 Extended Planning sessions will occur monthly beginning in October and ending in May to provide uninterrupted time for teachers to map out upcoming instructional units.

Keisha Dawalt

05/09/2019

Notes:

Core Function: Dimension A - Instructional Excellence and Alignment

Effective Practice: Student support services

KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
-----	-------	--	-----------------------	-------------	-------------

Initial Assessment: Classroom teachers reinforce standards through daily intervention time. Other teachers, including the reading specialist, EC, ESL, music, PE, art, media, and guidance, are supporting intervention instruction as well by working with small groups on specific skills.

Limited Development
08/27/2017

How it will look when fully met: A tiered instructional system inclusive of daily PAW time and evidence-based interventions and enrichment are implemented with fidelity.

Penny Crooks

06/07/2019

Actions 0 of 6 (0%)

8/27/17 Administrators will revisit and revise classroom and school-wide schedule as needed so PAW time maximizes intervention and enrichment opportunities.

Penny Crooks

05/02/2019

Notes:

8/27/17 Administrators will conduct consistent walk-throughs during Paw Time throughout the school year using the School Walk-through Instrument.

Christopher Tuft

01/10/2019

Notes:

8/27/17 Teachers continue to discuss evidence-based instruction, interventions, and enrichment during planning and CASA.

Keisha Dawalt

12/06/2018

Notes:

8/27/18 Students will engage in intervention and enrichment by Sept 4, 2018

Keisha Dawalt

10/15/2018

Notes:

8/27/18 Support Staff will be developed into an intervention team with requisite training.

Keisha Dawalt

12/01/2018

Notes:

9/27/18 ESL will meet weekly as a CASA, looking at student mCLASS and access data to make meaningful adjustments to ESL instruction and service delivery.

Beth Bender

12/15/2018

Notes:

KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:		A school-wide PBIS system is in place to manage student behavior. Students who require additional behavior or emotional support can be referred to the PBIS committee for Tier 2 interventions. Students participate in biweekly Guidance classes that address emotional wellness with the school counselor. Morning announcements include a character trait of the month and a social skill of the week, which are reinforced in Guidance classes. The school counselor counsels students individually as needed.	Limited Development 08/27/2017		
How it will look when fully met:		A school-wide PBIS system is in place to manage student behavior. Students who require additional behavior or emotional support can be referred to the PBIS committee for Tier 2 interventions. Student social and emotional well-being is discussed in CASA meetings and referrals are made to the PBIS team and school counselor, if appropriate. Students participate in biweekly Guidance classes led by the school counselor that address emotional wellness, and are tied to needs established in CASA. Morning announcements include a character trait of the month and a social skill of the week, which are reinforced in Guidance classes. The school counselor meets with students individually and in small groups as needed.		John Beard	06/05/2019
Actions			0 of 5 (0%)		
8/27/17		EC and ESL teachers are represented in appropriate CASA regularly with school nurse and social worker participating as needed.		Beth Bender	04/18/2019
<i>Notes:</i>					
8/27/17		Professional development will be provided from the school counselor and support services on emotional states and support.		John Beard	10/01/2018
<i>Notes:</i>					
8/27/17		Professional development will be provided from EC and ESL staff on emotional states with learning of Special Populations.		Jacob Berrier	10/01/2019
<i>Notes:</i>					
8/27/17		Professional development will be provided from the school nurse and/or social worker as needed.		Crooks	04/18/2019

Notes:

8/27/18 Weekly small group sessions for students who demonstrate socio-emotional needs

John Beard

12/15/2018

Notes:

		A4.11	The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs).(5129)	Implementation Status	Assigned To	Target Date
--	--	--------------	--	------------------------------	--------------------	--------------------

Initial Assessment:

We have Junior Mustache Fraternity, the Academic and Social Achievement Program, Battle of the Books, after-school tutoring, the Esteemed Club, Soccer Club, Volleyball Club, and Cooking Club.

Limited Development
09/20/2017

How it will look when fully met:

There will be accessible data by program participants. There will be professional development based on the needs and gaps in the extended learning programs. There will be implementation of research-based strategies in the extended learning programs.

Christopher Tuft

06/07/2019

Actions

0 of 3 (0%)

9/20/17 Students will be grouped in data warehouses using mCLASS and Aimsweb.

Keisha Dawalt

10/06/2018

Notes:

9/20/17 Professional development opportunities will be provided for extended learning instructors.

Keisha Dawalt

06/06/2019

Notes:

9/20/17 Administrators will analyze trends within disaggregated subgroups.

Christopher Tuft

11/08/2018

Notes:

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
--	------------	--------------	---	------------------------------	--------------------	--------------------

Initial Assessment:

There is vertical planning among grade levels. There were transition meetings between grade levels and with programs.

No Development
08/27/2017

How it will look when fully met:

A support system will be in place for student transitions for grade-to-grade by June 2019. A support system will be in place for student transitions for level-to-level by September 2019.

Myra Howell

06/06/2019

Actions

0 of 7 (0%)

8/27/17 End-of-Year transition meetings will take place between grade levels to discuss core success plans.

Keisha Dawalt

06/06/2019

Notes:

8/27/17	There will be an End-of-Year transition meetings between NAMS and Balfour's fifth grade team to discuss core success plans.	Emily Ramon	06/06/2019
<i>Notes:</i>			
8/27/17	The fifth-grade team will conduct a site visit to North Asheboro Middle School in January to identify transition needs.	Penny Crooks	02/07/2019
<i>Notes:</i>			
8/27/17	There will be a meet and greet for teachers and students to the next grade level.	Penny Crooks	06/06/2019
<i>Notes:</i>			
9/19/17	NAMS will conduct Middle School Tours for current 5th graders.	Leigh Anna Marbert	12/06/2018
<i>Notes:</i>			
9/19/17	We will have End-of-Year Transition meetings between NAMS and Balfour with Exceptional Children, English as a Second Language, and Academically and Intellectually Gifted students.	Penny Crooks	06/06/2019
<i>Notes:</i>			
9/19/17	Class recommendations for the next school year will include EC and ESL representative input.	Penny Crooks	08/31/2019
<i>Notes:</i>			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The district has an LEA Support and Improvement Team that meets weekly (every Monday). A member of this team (Mr. Roman) is assigned to work with Balfour to support needs for our school as they arise. He reports on progress for our school during the LEA meetings and asks for support or additional problem-solving as needed. The district support team leads a data review meeting twice a year.	Limited Development 08/27/2017		
<i>How it will look when fully met:</i>		A strong and consistent LEA Support and Improvement Team is in place.		Penny Crooks	06/07/2019
Actions			0 of 3 (0%)		
		8/27/17 Extended planning sessions every month.		Keisha Dawalt	05/31/2019
<i>Notes:</i>					

8/27/17 Invite Mr. Roman (our school thought partner) to School Leadership meetings to strengthen relationships and develop school context.

Penny Crooks

10/04/2018

Notes:

8/27/17 Invite Dr. Favasuli and Sarah Newman.

Penny Crooks

12/13/2018

Notes: Share EC Support Opportunities.

KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:		SLT includes representation from all stakeholders and currently meets once a month for at least an hour.	Limited Development 08/27/2017		
How it will look when fully met:		Leadership team members will meet twice a month to review and assess the effective practices and the fidelity of their implementation.		Christopher Tuft	06/07/2019
Actions			0 of 2 (0%)		
	10/23/17	A Multi-Tiered System of Support Team meeting will be scheduled each month to monitor the implementation of Core Success Plans, Small Group Plans, and Individual Student Plans. The team will make recommendations for professional development and changes in practices and/or policy.		Penny Crooks	02/06/2019
Notes:					
	8/28/18	We will recruit and retain a parent, who is not a Balfour employee, to serve on SLT.		Penny Crooks	10/15/2018
Notes:					

Core Function:	Dimension B - Leadership Capacity				
-----------------------	--	--	--	--	--

Effective Practice:	Distributed leadership and collaboration				
----------------------------	---	--	--	--	--

KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
-----	-------	--	-----------------------	-------------	-------------

<i>Initial Assessment:</i>	Teams are provided time for instructional planning on a daily basis. The school provides a framework for instructional planning. Not all teams have specific duties for members of team for instructional planning.		Limited Development 08/27/2017		
----------------------------	---	--	-----------------------------------	--	--

<i>How it will look when fully met:</i>	<p>Instructional Teams will develop and follow norms for instructional planning that include SMART Goals. Norms will be posted in the planning room and will be reviewed quarterly so teams can make necessary adjustments. Teams will divide specific duties as necessary and will comply with all norms during meeting times. All teams should plan to meet together on Monday and Friday in the Grade-Level Chair classroom and Tuesday-Thursday in the Data/Planning room.</p> <p>The School Leadership Team will develop and follow norms for bi-weekly meetings. Norms will be re-evaluated every quarter and necessary changes will be made. The School Leadership team will discuss indicator progress and the fidelity in which the action steps have been implemented.</p> <p>A School Community Council will be developed and will meet once per quarter to discuss specific issues that impact whole school improvement.</p>			Keisha Dawalt	10/04/2019
---	--	--	--	---------------	------------

Actions			0 of 5 (0%)		
----------------	--	--	--------------------	--	--

8/27/17	Teams develop norms for each grade level.			Keisha Dawalt	11/08/2018
---------	---	--	--	---------------	------------

Notes:

8/27/17	CASA will review norms and discuss any necessary changes in norms or team structure.			Keisha Dawalt	02/07/2019
---------	--	--	--	---------------	------------

Notes:

10/23/17	Teams will determine specific duties for each team member and communicate them to the Principal.			Penny Crooks	01/17/2019
----------	--	--	--	--------------	------------

Notes:

10/23/17	The schedule will provide adequate time for instructional teams, the School Improvement Team, and PTO (School Community Council) to meet.			Penny Crooks	12/06/2018
----------	---	--	--	--------------	------------

Notes:

10/23/17 Instructional Leadership Teams (SLT and MTSS Implementation Team) will meet twice a month to review NC Star indicators (inclusive of Continuous Improvement Plan and MTSS plan) and monitor fidelity of action step implementation.

Penny Crooks

02/07/2019

Notes:

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Administrators participate in CASA meetings and meet weekly to discuss instructional needs. Priority Score: 3	Limited Development 08/27/2017		
		Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Administrators participate in weekly CASA meetings and meet weekly to discuss instructional needs. An administrator/Instructional Facilitator has walked through each classroom each week and provided feedback (positive and/or constructive) on that walk-through to the teacher.		Penny Crooks	06/07/2019
Actions			0 of 2 (0%)		
		8/27/17 A common walk-through tool and feedback form will be utilized. Notes:		Penny Crooks	09/20/2018
		8/27/17 The administrative schedule will be arranged so that walk-through time is a priority. Notes: Share feedback from walkthroughs.		Christopher Tuft	01/17/2019
Implementation:			10/23/2017		
<i>Evidence</i>		10/3/2017 ELEOT has been adopted by the district as a district wide walkthrough instrument. We also use https://docs.google.com/forms/d/e/1FAIpQLScnLLiXGD77iF_TtYweNoNMh92SnXwzt5LI6hD_ex5jBkPMgA/viewform for further descriptive feedback to teachers. ELEOT Walkthrough Summary Data			
<i>Experience</i>		10/3/2017. Administrative staff has divided grade levels on a weekly basis for regular walkthroughs.			
<i>Sustainability</i>		10/3/2017 Weekly administrative meetings need to discuss aggregated walkthrough data.			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We are strong at looking at individual student and classroom level data, but we don't share out with Leadership Team that level of data. We've never discussed aggregated observation data. We do not yet align our aggregated observation data with professional development.	Limited Development 08/16/2017		
<i>How it will look when fully met:</i>		The Leadership Team will discuss walk-through data, classroom data, and student data monthly to determine trends and needs for professional development. Evidence data will include: <ul style="list-style-type: none"> • ELEOT walk-through summary data • SLT Minutes • Administrative Leadership Team Minutes • Curriculum Mapping 		Penny Crooks	06/14/2019
Actions			0 of 5 (0%)		
	8/16/17	The school instructional leaders will utilize the walk-through instrument every week.		Penny Crooks	11/08/2018
	<i>Notes:</i>				
	8/16/17	The Administrative Team will discuss aggregated walk-through data twice a month.		Penny Crooks	11/08/2018
	<i>Notes:</i>				
	8/16/17	Classroom and individual student data will be collected during Collaboration Around Student Achievement meetings every week.		Keisha Dawalt	12/06/2019
	<i>Notes:</i>				
	8/16/17	The Administrative Team will analyze walk-through and classroom data (mCLASS and Aimsweb) to determine trends once a month.		Keisha Dawalt	12/06/2019
	<i>Notes:</i>				
	8/16/17	The instructional team will share data with the Leadership Team and discuss professional development needs.		Christopher Tuft	05/02/2019
	<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The LEA has a system and the school follows all requirements from the LEA. The school does not have a consistent system for rewarding teachers.	Limited Development 08/27/2017		
<i>How it will look when fully met:</i>		The district system of procedures and protocols for recruiting, evaluating, and replacing staff will be consistently followed. A system for recognizing and rewarding school-level staff will be implemented.		Christopher Tuft	06/07/2019
Actions			0 of 2 (0%)		
	8/27/17	We will develop and share guidelines for peer observers. <i>Notes:</i> Bulldog of the Month?		Penny Crooks	11/08/2018
	8/27/17	We will develop a system of regularly and consistently rewarding/celebrating staff. <i>Notes:</i>		Penny Crooks	01/10/2019

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, we have three Academic Family Teacher Team nights per year for grades K-5, weekly teacher newsletters, teacher websites, an updated Facebook page with upcoming events, World Heritage Night, a school website, an interpreter onsite three days per week for parent communication, and weekly Connect 5 phone messages. Priority Score: 3 Opportunity Score: 2 Index Score: 6	Limited Development 08/16/2017		
<i>How it will look when fully met:</i>		80% of parents will be involved with Balfour AFTT nights. 100% of teacher webpages will be updated bi-weekly. Weekly newsletters will be sent by 100% of teachers. 100% of teachers will use Class DOJO to communicate with parents.		Emily Cappello	06/05/2019
Actions			0 of 4 (0%)		
	8/16/17	The PBIS Team will introduce and begin professional development on Class DOJO (online behavior management system).		Christopher Tuft	10/04/2018

Notes:

8/16/17 Teachers will implement Class DOJO in their classrooms and send appropriate information home to parents.

Christopher Tuft

10/04/2018

Notes:

8/16/17 Analyze classroom trends from the first AFTT night and form a group of teachers to share tips on how to boost AFTT attendance.

Emily Ramon

02/07/2019

Notes:

8/16/17 Teachers will turn in newsletters weekly to Google Folder.

Kristen Smith

11/08/2018

Notes:

Implementation:

04/27/2018

Evidence

3/13/2018

New website:

http://www.asheboro.k12.nc.us/balfourelementary_home.aspx

Experience

3/13/2018

Balfour has made an effort to improve communication with parents through using Class Dojo. Many parents have the app on their phone and check it consistently to see how their child is doing at school. Weekly newsletters are being sent home in both English and Spanish and are posted on Class Dojo so that parents know what students are learning in their classroom and what they can work on with them at home. We have boosted AFTT night attendance by having special programming for students to attend while their parents go to the classrooms to learn about their child's academic progress. Mrs. Smith keeps the Balfour website running smoothly and ensures that each grade level posts their newsletters and relevant information there weekly.

Sustainability

3/13/2018

We will continue to promote Class Dojo for families who are not connected yet and we will continue to promote the April AFTT night as an important piece in each child's success. Newsletters will continue to be sent home weekly.

Comprehensive Progress Report

- Mission:** Mission: Guy B. Teachey Elementary will be an inviting school where high expectations, respect for one another, and life-long learning are valued and promoted. Vision: Guy B. Teachey Elementary will be a safe, nurturing school that works collaboratively with all stakeholders; preparing students to be productive 21st century citizens.
- Vision:** Vision: Guy B. Teachey Elementary will be a safe, nurturing school that works collaboratively with all stakeholders; preparing students to be product 21st century citizens.
- Goals:**
- Each student in Asheboro City Schools graduates prepared for further education, work, and citizenship.
 - Each student has a personalized education.
 - Each student has excellent educators every day.
 - Asheboro City Schools will have up-to-date business, technology, and communication systems to serve its students, families, and staff.
 - Each student is healthy, safe, and responsible.



! = Past Due Objectives KEY = Key Indicator						
Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date	

Initial Assessment:

Teachers integrate our school motto into classroom rules: we are respectful, responsible, learners. These are posted in each classroom. Teachers also take time to teach mini-lessons and model correct school and classroom behaviors. Morning announcements include the school motto. One hundred percent of classroom teachers and Encore teachers utilize Class Dojo as a classroom management tool as well as a way to communicate with parents. A laptop station is set up during Open House so that new parents/guardians can sign up for Class Dojo. Parents who are not able to connect to Dojo receive information in another form (printed newsletters in weekly take-home folders, phone messages, etc.) Classroom teachers present their expectations for students with parents at beginning-of-the-year meetings and include a Q/A session. We have a school-wide incentive program (Tiger Tickets) that allows students to shop for prizes with tickets earned by demonstrating positive behavior. Our school has been awarded Exemplar status as a PBIS (Positive Behavior Interventions and Supports) school for the last three years.

Full Implementation
08/16/2017

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		With recent updates to standards in ELA and Math at the state level, existing units are being implemented as they are revised. Additional units are being developed, primarily in math and ELA.	Limited Development 05/09/2017		
<i>How it will look when fully met:</i>		Teachers will continue to build and refine units aligned to the standards to meet the needs of an ever-changing student population on a year-to-year basis. Evidence will include unit/lesson plans from each grade level team.		Sharon Andrews	06/11/2019
Actions			3 of 6 (50%)		
	6/14/17	Grade level teams will design units of instruction in ELA based around EngageNY modules. Our goal is to design, plan, and implement one per quarter (4 for the 2017-2018 school year).	Complete 04/03/2018	Sharon Andrews	04/01/2018
	<i>Notes:</i>				
	6/14/17	Grade level teams will design units of instruction in Math based around EngageNY modules. Goal is to design, plan, and implement one per quarter (4 for the 2017-2018 school year).	Complete 04/03/2018	Sharon Andrews	04/01/2018
	<i>Notes:</i>				

6/14/17	Grade level teams will design units of instruction in science based NC Essential Standards for Science. Goal is to design, plan, and implement one per quarter (4 for the 2017-2018 school year).	Complete 04/03/2018	Sharon Andrews	04/01/2018
---------	---	---------------------	----------------	------------

Notes:

9/9/18	Training with updated standards, DPI (Department of Public Instruction) resources, vertical alignment, etc. to take place during PD (professional development) Tuesdays.		Ann Evans	06/07/2019
--------	--	--	-----------	------------

Notes:

9/9/18	Extended planning is built into the master schedule to facilitate unit development.		Rhonda McHenry	04/04/2019
--------	---	--	----------------	------------

Notes:

9/9/18	Each grade level develops 1-2 units in ELA, Math, and Science this year.		Grade Level Chairs	04/04/2019
--------	--	--	--------------------	------------

Notes:

Core Function:	Dimension A - Instructional Excellence and Alignment
-----------------------	---

Effective Practice:	Student support services
----------------------------	---------------------------------

KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Teachers are continuing to implement the Core Success Plan in each homeroom. All student needs are screened and the data is used to create an instruction plan to meet needs indicated in math and ELA during core instruction. Evidence-based strategies are matched to the indicated needs and are used to make sure students can access lesson content. Teachers document implementation data as well as student performance data. This is used to determine effectiveness and to make decisions regarding next steps. (Target: 80% of class are successful with core instruction, demonstrating proficiency with lesson content.)</p> <p>Teachers will learn to implement the Small Group Success Plan for groups of targeted students who need additional support/intervention. Implementation and student performance data is tracked for individual students. (Target: 15%--students who need moderate catch-up growth and additional support in order to access lesson content/demonstrate proficiency with lesson content.) For students who need intensive, more individualized support, teachers are using the Individual Success Plan (the former Personal Education Plan), providing individual intervention and are using response data to determine effectiveness of intervention strategy, etc.(Target: 5%--students needing the most intense support in order to access lesson content, meet catch-up growth goals, etc.)</p>	Limited Development 06/14/2017		
<i>How it will look when fully met:</i>		<p>When fully implemented, all homeroom teachers will: 1) Have Core Success Plans for ELA and Math, update data for both implementation and student achievement data, and evaluate overall effectiveness of Core Instruction and 2) Have Small Group Success Plans for ELA and Math, update data for both implementation and student achievement data, and evaluate overall effectiveness of intervention strategies for the targeted students. Some homeroom teachers will have Individual Success Plans for ELA and/or Math, update data for both implementation and student achievement data, and evaluate overall effectiveness of the intervention plan for the individual student.</p>		Sharon Andrews	06/07/2019
Actions			6 of 12 (50%)		
	10/15/17	Collect and analyze Beginning-of-Year data during CASA (Collaboration Around Student Achievement) meetings using mCLASS (North Carolina Department of Public Instruction K-3 assessment system), SRI (Scholastic Reading Inventory for grades 3-5), Fountas and Pinnell (instructional reading levels 4-5), and aimsweb Plus (K-5 Universal Screening Program for reading 4-5 and math K-5).	Complete 10/10/2017	Sharon Andrews	10/16/2017

Notes:

10/15/17 The Instructional Success Plan (ISP) team will provide professional development on MTSS (Multi-Tiered Support System) that includes an overview of the Core Success Plan, Small Group Success Plan and Individual Plan. Beginning Teachers and interested teachers will have a strategy session to further support them as they write their first plans. Complete 10/17/2017 Sharon Andrews 11/30/2017

Notes:

10/15/17 In grade level CASAs, develop Core Success Plans that add one or more strategies to core instruction to support skill deficits common for a high percentage of students so that 80% of students master standards. Data for implementation and student growth will be collected and analyzed regularly. Plans will be revised according to that data during CASA meetings a minimum of once per quarter. Complete 05/08/2018 Sharon Andrews 05/01/2018

Notes:

10/15/17 Individual teachers will develop Small Group Success Plans for students who need additional support in order to master standards. Data for implementation and student growth will be collected and analyzed regularly. Plans will be revised according to the data regularly. Complete 05/08/2018 Sharon Andrews 05/01/2018

Notes:

10/15/17 The ISP team will meet with grade levels to assist with individual plans and to monitor student success. This will be used along with other information to determine which additional supports may be required to ensure student growth. Complete 05/08/2018 Kim Clodfelter 04/01/2018

Notes:

9/9/18 Hold Professional Development on Sept. 25, 2018 to define components of MTSS (Multi-tiered System of Support) process, work on writing core success plans and add plans to shared Team Drive. Complete 10/02/2018 Sharon Andrews 09/28/2018

Notes:

9/9/18 Conduct core success plan "check-ins" quarterly to give feedback and monitor progress. MTSS Grade Pair Reps 10/12/2018

Notes:

9/9/18 Update core success plans using Middle of Year and March data. Sharon Andrews 04/01/2019

Notes:

9/9/18 Use Student Folders (purple) to collect data and work samples for at-risk students as part of MTSS process; use 2017-2018 data when applicable. Kim Clodfelter 06/07/2019

Notes:

9/9/18 Work collaboratively during CASA to refine core success plans/develop small group plans at scheduled points throughout the year (BOY, MOY, March, and EOY)

Grade Level Chairs

06/07/2019

Notes:

9/9/18 Clodfelter to attend CASA once a month to ensure students are included in small group plans as needed.

Kim Clodfelter

06/07/2019

Notes:

9/9/18 Continue grade-level meetings with ISP team two times a year.

Kim Clodfelter

06/07/2019

Notes:

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
--	-----	-------	---	-----------------------	-------------	-------------

Initial Assessment:

Limited Development
06/14/2017

PBIS support, classroom guidance lessons, and classroom discussions provide instruction, modeling, and a positive environment to help students learn ways to manage, identify, and express their emotions. Classroom guidance topics include understanding emotions, ways to express those emotions, appreciating differences, cause and effect, self management, and resolving conflict. All teachers ensure that students emotional needs are met so that they may learn. Available resources are used when necessary. Teachey has a full -ime school counselor, full-time nurse, and part-time school social worker to assist students, families, and teachers with meeting the emotional needs of our students. Teachey has a Watch DOGS (Dads of Great Student) program to provide positive male role models for our students. Project Bridge provides a male mentor to meet with a select group of 4th and 5th grade male students to discuss emotional needs and how to deal with those issues. Teachey has a therapeutic classroom specifically designed to support the severe behavioral and mental health needs of elementary students in Asheboro City Schools. The Therapeutic classroom works in partnership with Evans-Blount to provide individual and group therapy needs. Teachey also meets our students' needs through the following initiatives:

PAWS Program/Check-in Check-out (Positive Action With Support)

Lunch buddies/mentor program

Communities in Schools volunteers and mentors

Class Dojo growth mindset units on social and emotional learning

Communication of needs to parents through Class Dojo, phone calls, conferences, and home visits

Student recognition programs (Awards Days, "Ask Me" stickers)

Partnership with Kiwanis Terrific Kids

How it will look when fully met:	All students have developed self-management skills in order to establish positive emotional climates in the classroom that promotes a healthy learning environment. The school has an established support system in place that partners trusted adults with students so that self-management skills are monitored and strengthened on an on going basis.		Kim Clodfelter	06/07/2019
Actions		5 of 9 (56%)		
10/16/17	Create and utilize a check-in/check-out system for students who need additional support and guidance where students meet with PBIS team members daily to set goals and assess progress. Effectiveness is assessed each quarter.	Complete 10/02/2017	Stephanie Wells	10/02/2017
<i>Notes:</i>				
10/16/17	Create class lists based on teacher input regarding student personalities.	Complete 08/24/2017	Amy Day	08/24/2017
<i>Notes:</i>				
10/16/17	Provide professional development regarding cultural responsiveness led by Tressie Sargent, Wendy Rich, and Cayce McCamish.	Complete 06/08/2018	Tressie Sargent	06/08/2018
<i>Notes:</i>				
10/23/17	The PBIS team and/or the ISP team assists teachers when an individual student needs an intervention strategy for learning self-management (social stories, the chart that rewards positive choices after a short span of time, use of stress toys, etc.).	Complete 05/08/2018	Kim Clodfelter	05/01/2018
<i>Notes:</i>				
9/9/18	Implement Stanford Harmony Social Emotional Curriculum in classroom guidance lessons.		Kim Clodfelter	06/07/2019
<i>Notes:</i>				
9/9/18	Expand use of Big Ideas within Class Dojo.		Grade Level SLT Reps	01/31/2019
<i>Notes:</i>				
9/9/18	Behavioral Tiger Time interventions offered on A Week Tuesdays.		Kim Clodfelter	06/07/2019
<i>Notes:</i>				
9/9/18	Collect survey data of students' trusted adults in the school.	Complete 10/01/2018	Kim Clodfelter	10/01/2018
<i>Notes:</i>				
9/9/18	Use student survey data to ensure all students are accounted for.		Kim Clodfelter	11/01/2019
<i>Notes:</i>				

	A4.11	The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs).(5129)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Clubs (Battle of the Books, Tuneful Tigers, Art Club, Tiger Fitness, Lego Robotics, Student Council, Polar Bear), Summer Academy (select students grades 3-5), Summer Camp (select students grades 1-3), informal after-school tutoring, After-School Program, Summer Program at Coleridge Apartments .	Limited Development 09/09/2018		
How it will look when fully met:		Access for ALL students to these opportunities, regardless of income, race, or where they live. Expanded summer programs for targeted students.	Objective Met 10/02/18	Ann Evans	06/14/2019
Actions					
	9/9/18	Determine number of students living in target area who would benefit from concentrated efforts to break down barriers that keep them from being involved in activities outside the school day.	Complete 10/02/2018	Rhonda McHenry	10/01/2018
	<i>Notes:</i>				

KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>In the spring, prior to enrollment in kindergarten, student and parents attend orientation. During this time, we gather required documents for enrollment and introducing families to our school. Parents make appointments for informal screening. Students attend in small groups as teachers observe academic as well as school preparedness behaviors. Students who may benefit from summer programs geared to introduce students to school are identified and invited. Parents of students with IEPs (Individualized Education Plans) also attend transition meetings. In addition, parents tour the school and learn more about making the kindergarten year a positive experience. School tours are also offered to newly enrolling students, regardless of grade level. Classroom guidance lessons are used to assist with the transition to middle school and fifth grade students tour the middle school each spring. Students in the therapeutic classroom also have transition meetings when needed. All 5th grade students with an IEP have transition meetings in April/May (with parents, current teachers, future teachers from SAMS) to ensure success for middle school.</p>	Limited Development 08/16/2017		
How it will look when fully met:		<p>When fully implemented, there will be a plan for introducing the next grade level in the spring of the year: K to 1; 1 to 2; 2 to 3; 3 to 4; and 4 to 5. Packets will be sent home with the last report card that include suggested books to read and math practice to help students be successful at the start of the next grade level. Teachers in previous grade levels will communicate with current teachers about strategies to help connect with struggling or difficult students. AFTT (Academic Family Teacher Team) meetings will front-load the next year's standards with particular attention paid to students moving from Grade 2 to Grade 3 and Grade 5 to Grade 6.</p>		Kim Clodfelter	06/07/2019
Actions			3 of 4 (75%)		
10/16/17		School tours are offered district-wide throughout the school year (both on set dates and by request) for potential students and their families.	Complete 08/24/2017	Amy Day	08/24/2017
Notes:					
10/16/17		ISP team meets to discuss student needs, interventions from previous years, and performance trends. Strategies are shared by grade-level representatives and specialists.	Complete 09/30/2017	Kim Clodfelter	09/30/2017

Notes:

10/16/17 Individual students have transition meetings with new faculty when transitioning from the therapeutic classroom (and/or regular classroom) back to the home school or the middle school, as needed. Complete 05/08/2018 Kim Clodfelter 05/01/2018

Notes:

9/9/18 Information packets with suggested reading list and math practice for next grade level sent home with last report card. Grade Level Chairs 06/07/2019

Notes:

Core Function:		Dimension B - Leadership Capacity				
Effective Practice:		Strategic planning, mission, and vision				
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date	
Initial Assessment:		Teachey has had a leadership team for many years following most of the criteria described in the indicator. In 2018-19, the team is comprised of elected representatives from each grade level (K-5), elected representatives from special areas (Exceptional Children, Reading/English Language Learners, Instructional Assistants, and Encore), a parent representative, a district thought partner, media specialist, guidance counselor, instructional facilitator, assistant principal, and principal. There is a membership rotation schedule so that at least half of the team are veteran members in any given year.	Limited Development 06/14/2017			
		Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		Changes for the 2017-18 school year to meet this indicator include meeting twice a month (vs. once a month) and focusing the team's work on school improvement planning and implementation.	Objective Met 09/09/18	Jonas Hancock	06/14/2019	
Actions						
	10/16/17	Create a calendar that specifies which indicators and action steps will be monitored during specific meeting dates and those reporting on our progress with the indicator. Monitor and change as needed.	Complete 12/05/2017	Jonas Hancock	11/04/2017	
<i>Notes:</i>						
Implementation:			09/09/2018			
Evidence	9/9/2018	Meeting dates are shared publicly and assigned indicators are documented in meeting agendas and minutes.				
Experience	9/9/2018	Scheduling meetings and assigning indicators to this Objective was the main tasks completed.				
Sustainability	9/9/2018	Each year, new dates and indicator assignments will need to be created.				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachey has embraced team structures to address instructional planning, individual student needs, school improvement, and family-community connections in a variety of ways. Committees and teams make year-long plans and develop work products, create agendas and meeting minutes that are archived for future reference, meet regularly (weekly and monthly), and are provided with timely student performance data to assist the decision-making process. The following teams meet regularly: Instructional Success Plan Team (Weekly on Wednesdays), School Leadership Team (First and Third Tuesday of the month), Positive Behavior Interventions and Supports Team (once a month), Collaboration Around Student Achievement Meetings (Weekly with grade-level teams (K-5)), Parent/Teacher Organization Board Meetings (Second Monday of the month.) The School Leadership Team meets twice a month and quarterly extended planning times allow each grade-level team to analyze current data and design instruction.	Limited Development 08/16/2017		
<i>How it will look when fully met:</i>		When this is fully implemented, the purpose of each committee/team will be clearly described and available to all shareholders.		Ann Evans	08/19/2019
Actions			1 of 2 (50%)		
	10/23/17	Implement twice monthly School Leadership Team meetings.	Complete 06/08/2018	Amy Day	06/08/2018
	<i>Notes:</i>				
	10/23/17	Each committee will submit a one-page document to the shared Team Drive outlining their purpose, meeting schedule, and members.		Committee Chairs	01/31/2019
	<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
	B3.01	The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Students participate in daily Tiger Time intervention groups based on current data discussed at CASA meetings. Select students also receive tutoring after school from their teachers and from an interventionist. Students in grades 3-5 are utilizing Study Island after school to target their specific skill needs and deficits. Students enrolled in the After School Academic and Social Achievement Program receive additional support from their classroom teacher and after school staff. Support from our AIG () specialist has dropped from four days a week in 2017-2018 to three days a week in 2018-2019.		Limited Development 08/16/2017		
How it will look when fully met:	Continue to utilize data-driven Tiger Time flexible groups in grades 2-5 to provide daily opportunities for academic catch-up growth (double and triple dip instruction for students achieving below proficiency in reading and/or math) or enrichment. Continued monitoring of growth of student achievement of all students participating in the after-school program.			Ann Evans	06/07/2019
Actions			2 of 5 (40%)		
	10/23/17	Fidelity of Tiger Time in grades 3-5 for reading, math, and fifth grade science. <i>Notes:</i>		Sharon Andrews	06/07/2019
	10/23/17	Develop a streamlined process for communicating with teachers of students in the after-school program. <i>Notes:</i>	Complete 11/28/2017	Rhonda McHenry	12/01/2017
	2/5/18	Monday, Wednesday, and Thursday: selected students from the ASAP will be provided extra opportunities for instruction. <i>Notes:</i>	Complete 05/31/2018	Rhonda McHenry	05/31/2018
	9/9/18	Begin utilizing added staff member in kindergarten, first, and second grades as part of the initial implementation of Tiger Time in those grade levels. <i>Notes:</i>		Sharon Andrews	06/07/2019

9/17/18 Implementation of Jan Richardson's RISE intervention with second grade team (and potentially other grade levels) to determine if this intervention produces more gains than previous forms of intervention with students who are behind grade level in reading.

Jennifer Brumley

06/07/2019

Notes:

KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Administration is present at weekly CASA meetings to discuss the current data and instructional strategies. Teachers are currently observed based on their renewal cycle (2x, 3x or 4x a year) and given constructive feedback with artifacts at their post-observation conference.	Limited Development 06/14/2017		
How it will look when fully met:		This objective is one that needs to be updated and addressed based on the needs of the staff and the students. When fully met the teachers would receive frequent walk-throughs in addition to the annual expectations of the evaluation system.		Ann Evans	06/07/2019
Actions			2 of 5 (40%)		
	10/16/17	Grade levels turn in weekly plans in the Google Team Drive each Friday for Ms. Day to review and give feedback.	Complete 08/24/2017	Amy Day	08/24/2017
		Notes:			
	10/16/17	Administrators perform formal and informal observations and provide constructive feedback to classroom teachers within ten days.	Complete 06/08/2018	Amy Day	06/08/2018
		Notes:			
	9/9/18	Lesson plans will be submitted weekly for review and feedback given as needed.		Ann Evans	06/07/2019
		Notes:			
	9/9/18	Administrators will create a walk-through schedule.		Ann Evans	10/01/2018
		Notes:			
	9/9/18	Administrators will conduct walk throughs according to schedule and provide immediate individual feedback, within 48 hours, along with trend data at staff meetings and/or leadership meetings.		Ann Evans	06/07/2019
		Notes:			

Core Function:	Dimension C - Professional Capacity
-----------------------	--

Effective Practice:	Quality of professional development
----------------------------	--

KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
-----	-------	---	-----------------------	-------------	-------------

<i>Initial Assessment:</i>	Grade levels meet weekly to discuss grade-level performance data. This student performance data is used to form differentiated intervention groups and to make adjustments to current lesson plans. Three times a year staff meets to view school-wide student performance data.	Limited Development 06/14/2017			
----------------------------	--	-----------------------------------	--	--	--

<i>How it will look when fully met:</i>	The use of aggregated classroom observation data is an area where we can improve. We can increase the amount of walkthroughs by creating and utilizing a school-wide observation form. We will then be able to use the data to make decisions about school improvement and professional development needs.		Ann Evans	06/07/2019
---	--	--	-----------	------------

Actions		0 of 1 (0%)		
----------------	--	--------------------	--	--

9/9/18	Look at areas of concern in classroom observation data and ELA using Check-In, TRC, and EOG data to inform school decisions.		Ann Evans	06/07/2019
--------	--	--	-----------	------------

Notes:

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Administration and selected staff participate and attend district-level career fairs in order to showcase our school. Teacher Teams are assembled to interview potential candidates to seek out those whose philosophy and vision are compatible with our stakeholders. All members of the interview team weigh in on recommendations for hire at the completion of the interview process. All beginning teachers are matched with a lead mentor in order to provide full support beyond the classroom which compliments district-level networking and support. School administration follows normal protocol with teachers for their required evaluation cycle. Administration provides coaching and individual conferences in order to review teacher EVAAS (Education Value-Added Assessment System) data, classroom achievement data and professional development plans periodically throughout the school year. Staff members are nominated by peers for teacher of the year recognition. During monthly staff meetings, administration recognizes staff members for their contributions and achievements.	Limited Development 06/14/2017		
<i>How it will look when fully met:</i>		The evaluation system will be uniformly applied to all staff, both high achieving and those working at the developing level. Systems in place for recruiting, evaluating, and rewarding staff will result in the creation of a "high performing" staff which in turn promotes high growth in student achievement.		Ann Evans	06/07/2019
Actions			0 of 2 (0%)		
	9/9/18	Mrs. Evans will seek out regional university job fairs to recruit staff for potential vacancies.		Ann Evans	06/07/2019
	<i>Notes:</i>				
	9/9/18	Mrs. Evans and Mrs. McHenry will collaborate to calibrate their evaluation process.		Ann Evans	10/01/2019
	<i>Notes:</i>				

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date

Initial Assessment:

The principal does a Sunday night phone/email message for all families that highlights upcoming important events. We host three Academic Family Teacher Team (AFTT) evening meetings. We offered two sessions each night at two different times to maximize parent participation. Teachers present class data and parents are given strategies on how to help their children at home. Incentives and awards are given to students for their participation in digital programs like Accelerated Reader and Study Island. The principal regularly writes words of encouragement on each student's report card. Our Guy B. Teachey school website is updated consistently to include important information for students and their families. Class Dojo is used school-wide to inform families of their student's behavior and accomplishments. Teachers and administration can also instant message parents and share Class Stories with photos and videos using Class Dojo.

Full Implementation
06/14/2017

Comprehensive Progress Report

Mission: Mission - Our mission is to teach students to be lifelong learners and productive citizens who will exhibit pride in themselves and their community. Vision - Lindley Park will be a school of excellence where students are honored, learning is valued, and our community is dedicated to the success of all.

Vision: **Lindley Park will be a school of excellence where students are honored, learning is valued, and our community is dedicated to the success of all.**

Goals:

GOAL 1 – Each student in Asheboro City Schools graduates prepared for further education, work, and citizenship.

GOAL 2 - Each student has a personalized education.

GOAL 3 – Each student has excellent educators every day.

GOAL 4 – Asheboro City Schools will have up-to-date business, technology and communication systems to serve its students, families, and staff.

GOAL 5 – Each student is healthy, safe, and responsible.



! = Past Due Objectives KEY= Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.02	ALL teachers improve their practice by responding to principal's observations and/or observations by peers.(5083)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>Currently, each teacher is observed <i>at least</i> the minimum number of times required by NCDPI with regard to the standards as outlined on the NC Teacher Evaluation Instrument. Each year, the standards are reviewed with our staff in a meaningful way (small group, hands-on activities, discussions) so that everyone in the building understands the expectations of NC teachers. Additionally, time is spent on dissecting the ratings according to the training the school administrators have received. Walkthroughs in classrooms are completed daily by the administration and the instructional facilitator. Feedback is given often, but not after every classroom visit. Additionally, some feedback is given verbally and other feedback is given in written format. Aggregate data from formal/informal observations has not yet been compiled as a tool for informing the leadership team about professional development needs; however, qualitative data is shared by the administrative team to help inform PD decisions and school improvement goals in the area of instruction.</p>	Limited Development 09/24/2018		
How it will look when fully met:		<p>At full implementation, all of the above will remain true <i>and</i>:</p> <p>Aggregate data from observations and or walk-throughs will be shared with the leadership team two times annually.</p> <p>Teachers will cite specifics from classroom observations when drafting their professional development plans.</p> <p>Every teacher will receive walk-through feedback digitally at least once per week.</p>		Heather Cheek	09/30/2019
Actions			0 of 2 (0%)		
	9/24/18	Create digital walkthrough tool using google forms so that teachers can receive immediate feedback following classroom visits. This tool will highlight areas of focus from the CIP, strategies outlined by our MTSS team for improved CORE instruction, and behavior management goals set by our PBIS team.		Nikki Domally	10/01/2018

Notes:

9/24/18 Work with teachers to outline PDP goals at the end of the year as opposed to the start of the following year. This will allow for more meaningful, timely reflection and will more closely align PDP goals to EOY evaluations.

Nikki Domally

06/07/2019

Notes:

KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
-----	-------	--	-----------------------	-------------	-------------

Initial Assessment:

All classrooms will have school-wide expectations posted along with classroom rules. At our school, each morning, the principal reminds students that Lindley Park Leopards LEAP (learn, encourage, achieve, and persevere)! Our teachers use this motto along with the MATRIX provided by the PBIS team to support classroom rules and behavior management. The administration also holds "town meetings" with each grade level to go over what is expected at Lindley Park and to provide a level of intervention at key times during the school year. Beginning teachers have mentors and co-teaching is provided with two teachers per classroom as much as possible. The PBIS team has procedures and expectations for all classrooms set in place.

Limited Development
08/16/2017

Priority Score: 2

Opportunity Score: 3

Index Score: 6

How it will look when fully met:

All of the above will remain true and all teachers will solve behavior problems creatively, using the resources available to them. These include but are not limited to the guidance counselor, MTSS team support, and DRIVE coaching support. Communicating with students in order to both understand their perspectives and actively teach them expectations will continue to be paramount for success in this area. The PBIS team will actively review discipline data and work with teacher teams to provide incentives for improving behavior outcomes. The administration team will include both instructional and classroom management feedback in communications with teachers post informal walkthroughs and/or formal observations.

Nikki Domally

01/19/2019

Actions

1 of 3 (33%)

8/16/17 Pair teachers with a management coach to model and support effective classroom management.

Complete 09/26/2017

Karen Moss

11/09/2017

Notes:

9/24/18 Provide professional development for teachers on why students behave the way that they do and provide them with the appropriate strategies for intervening with problem behaviors.

Nikki Domally

12/31/2018

Notes: We will utilize DRIVE and the research on perceptual control theory to help enhance our positive behavior support efforts.

9/24/18 Ensure that our walkthrough tool(s) includes 1-3 points related to our key classroom management expectations.

Karen Moss

10/01/2018

Notes:

Implementation:

04/12/2018

Evidence

4/12/2018

minutes of meeting, examples of "pawsome" awards, new matrix

Experience

4/12/2018

The MTSS team met with each grade level to reinforce our school wide behavior plan. Teachers were paired with a co-teacher to reinforce positive behaviors. The administration team also went to classrooms these procedures with students.

Sustainability

4/12/2018

We will sustain our efforts through continued reinforcement through morning announcements, "Pawsome" awards, guidance lessons, and daily teacher/staff reinforcement with leopard loot.

	A1.08	ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.(5089)	Implementation Status	Assigned To	Target Date
Initial Assessment:	<p>Currently, the concept of maintaining a growth mindset are sporadically discussed around the building. A small group of teachers have begun using the growth mindset language in their classrooms to facilitate whole and small group work. When visiting those classes, administrators here the active redirection of students when they say things like, "I can't" of "This is too hard." These classrooms also have visuals to remind students of the "growth mindset" expectations. Additionally, a bulletin board has been created in the cafeteria to highlight growth phrases and vocabulary. There is a disconnect for students regarding their personal data with regard to their growth and proficiency.</p>		Limited Development 09/24/2018		
How it will look when fully met:	<p>At full implementation, both students and teachers will evaluate their success based on not just achievement data, but growth data. Students will take ownership of their performance data and be able to discuss their strengths and areas of weakness with confidence. Moreover, they will be equipped with the skills to set SMART goals and the strategies to monitor their progress towards attaining them. The staff will employ the strategies outlined in the text, "The Growth Mindset Coach: A teacher's Month-by-Month Handbook for Empowering Students to Achieve." The language around students performance, particularly failures, will be centered on a "not yet" concept as we work towards reaching our goals. The words and phrases that align with a growth mindset will be visible in classrooms and common areas in the building.</p>			Leigha Banner	12/13/2019
Actions			0 of 3 (0%)		
	9/25/18	Purchase copies of the text, "The Growth Mindset Coach: A Teacher's Month-by-Month Handbook for Empowering Students to Achieve" and facilitate a book study with school leadership team.		Nikki Domally	12/01/2018
<i>Notes:</i>					
	9/25/18	Leadership Team Members will pair off to teach two chapters of the book to the entire staff at each staff meeting, January - May.		Leah Banner	05/31/2019
<i>Notes:</i>					

9/25/18 Every teacher will use the "growth mindset" tools embedded in our school-wide behavior management system ClassDojo to introduce the concepts to students during the first 10 days of school.

Samantha Casbarro

09/10/2019

Notes:

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		At Lindley Park Elementary School, our instruction is aligned to the standards provided by NCDPI and our pacing adheres to district pacing guides. Teachers have common planning times 4 days a week set aside for planning units and lessons. We give common assessments at each grade level, but need to work on the consistency of using pre-assessments in our units. We also need to invest time to work on vertical planning/continuity across grade levels. There are some discrepancies among teachers with regard to interpretation of the standards and best practices to teach them.	Limited Development 04/24/2017		
<i>How it will look when fully met:</i>		At full implementation, staff across grade levels will have a an accurate, deep understanding of the standards and that will be evidenced through the implementation of rigorous lesson plans that directly align with standards as well as the regular use of high quality, standards-aligned common assessments. Collaboration Around Student Achievement (CASA) meeting minutes, lesson plans, as well as observations of classroom practice and team planning time will provide evidence to support full implementation of this indicator.		Caroline Rush	12/31/2018
Actions			2 of 3 (67%)		
	8/16/17	CASA meetings will be held for each grade level and the instructional facilitator will provide staff members with a framework to support meaningful discussion and data analysis in these meetings.	Complete 08/31/2017	Caroline Rush	09/05/2017
	<i>Notes:</i>				
	10/3/17	Grade-level teams will participate in extended grade-level planning in order to unpack the EngageNY curriculum and ensure that our instructional choices from this resource are standards aligned.	Complete 02/05/2018	Caroline Rush	02/05/2018
	<i>Notes:</i>				
	10/3/17	Grade-level teams will discuss vertical alignment, specifically with regard to academic vocabulary and readiness, in vertical team meetings facilitated by teacher leaders.		Caroline Rush	12/20/2018
	<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Low-performing students currently receive all core instruction, small group intensive instruction, and tiered instruction from support staff. Each grade level has a set intervention block where students are grouped homogeneously by standards that they are below grade level in. Students that are currently going through the MTSS process are transient students that have come in from other schools. Our current data shows that students that have been at LP for consecutive years have been less likely to go through the MTSS process.	Limited Development 08/16/2017		
		Priority Score: 3	Opportunity Score: 1	Index Score: 3	
<i>How it will look when fully met:</i>		Teachers and administrators meet weekly during their Collaboration Around Student Achievement (CASA) meetings to look at student data. As a team, low-performing students are discussed and placed into small intervention groups. Students that are performing above grade level will receive acceleration from other teachers. We will be able to determine if students are challenged due to academics or other factors such as a learning disability or motivational reasons.	Objective Met 10/04/18	Rebecca Jones	06/13/2018
Actions					
	10/23/17	Grade levels will create and monitor Core Success Plans to ensure that all students are receiving and mastering core instruction.	Complete 10/13/2017	Caroline Rush	12/14/2017
<i>Notes:</i>					
	10/23/17	Based on the lowest twenty percent of students in core instruction, small group plans will be created and monitored to ensure student success. The small group plans will focus on specific deficits within core instruction.	Complete 03/06/2018	Caroline Rush	12/15/2017
<i>Notes:</i>					
	11/9/17	We will restructure our intervention block to allow for more intensive support of our neediest students based on specific skill deficits rather than reading levels alone.	Complete 12/04/2017	Karen Moss	12/04/2017
<i>Notes:</i>					
Implementation:			10/04/2018		

Evidence

4/12/2018

All teachers received an MTSS binder to provide documentation for students in a small group. This binder has progress monitoring tools, graphs, data, and student work examples.

Experience

4/12/2018

Grade-level teams met with the MTSS team to create small group plans to ensure students are receiving all needed interventions and extra instruction from classroom teacher and support staff.

Sustainability

4/12/2018

Teachers will be required to update their plans and track progress monitoring in literacy and math. Documentation needs to be current and updated so that this information will stay with the students in the next school year if needed.

KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>Teachers, along with support staff, and the guidance counselor teach students to accept one another through their emotional differences. Some teachers, though not all, currently have a quiet or safe place for students to stop, reflect, and regroup themselves as needed. Our most needy students who have an Individualized Education Program (IEP) have behavior plans in place where they are frequently rewarded for good choices and have scheduled emotional support times. Students are taught school-wide expectations in at least two methods--through weekly lessons with the school counselor and daily interactions with school staff. If students require additional support, it is given through individual and group sessions with the school counselor. We use Leopard Loot to reward our students who meet school-wide expectations. They use this money to buy items from our school store, classroom store, or school activities.</p>	Limited Development 08/16/2017			
	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>	<p>Students feel confident and safe expressing their emotions at school. Students will have a safe place for students to stop and reflect and regroup. All teachers will have an established location for students to go and we will have a procedure in place for what to do when a child has emotional needs. A check-in/check-out system will be in place for our students who have frequent needs so they can reflect and learn how to control their emotions and these assignments will be made systematically through the school's counseling program and/or through the Multi-Tiered System of Support (MTSS) team.</p>	Objective Met 10/04/18	Rebecca Jones	06/08/2018	
Actions					
	9/18/17 Each grade level will brainstorm and identify a set procedure and location for their students when they have emotional needs. Students that have regular needs will be referred to the guidance counselor so they can be set up with a check in/out plan, and be offered emotional support.	Complete 11/16/2017	Christa Hartman	11/16/2017	
<i>Notes:</i>					
	11/9/17 The guidance counselor will ensure that each team is provided training and/or materials to support classroom practices that ensure that each child has both a physically and emotionally safe learning environment where they can thrive.	Complete 02/15/2018	Kelly Toponce	02/15/2018	

Notes:

Implementation:

10/04/2018

Evidence

4/12/2018

Each teacher worked collaboratively with his/her team to create identifiable safe spaces for children inside their classrooms. Students are able to use these spaces to either cool down or express their frustrations in a way that is not disruptive to the instructional environment. Furthermore, for students with more significant needs, safe spaces outside of the classroom were established. These safe spaces were shared with the school leadership team and are outlined in the minutes.

Experience

4/12/2018

As we began to dig into this objective, we realized that we had more systems in place than we outlined in our initial assessment. Meeting full implementation was a matter of putting these systems in writing.

Sustainability

4/12/2018

Continued training and periodic updates from the school counselor on services available and best practices for teaching coping skills to students will help us to sustain our efforts in this area.

	A4.11	The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs). (5129)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>We currently have an after school program offered at reduced costs. This program is open 2:30-6:00 for enrolled students and each of these students has structured time to receive help on homework, take AR quizzes, and participate in a number of STEM activities in addition to outdoor play to help support the development of the whole child. Additionally, free after school tutoring is provided on an "at-will" basis by teachers on various grade levels.</p>	Limited Development 10/27/2017			
<i>How it will look when fully met:</i>	<p>There will be at least 3 after-school clubs operating to enrich students' social and/or academic experience at Lindley Park. Our library will have extended hours as needed in order to support the needs of our students who do not have internet access at home. We will continue to operate the ASAP program for students and work with the staff to continue to enhance opportunities for academic growth by assigning a teacher to support the after-school care personnel in their efforts to implement rigorous and relevant activities. Also, to fully meet this objective, we would need an after school bus to support the transportation needs of some of our most at-risk students for after-school tutoring opportunities.</p>		Kathy Malpass	02/28/2019	
Actions		1 of 2 (50%)			
	<p>10/27/17 The following clubs will be available to students in the 2018-2019 school year: Crafting, Book Club, Art Club, Pixar en Español, Lego Club, Drumming, Running, as well as Meditation/Mindfulness. Clubs will update each semester.</p> <p><i>Notes:</i> Some clubs will will meet the whole year, while others will have 6-8 week durations. The efforts to involve community members as club co-sponsors also builds relationships with our community.</p>		Heather Neal	02/28/2019	
	<p>9/24/18 Recruit community members to sponsor clubs at Lindley Park in order to diversify offerings and build partnerships with our community.</p> <p><i>Notes:</i></p>	Complete 09/14/2018	Nikki Domally	10/31/2018	

!	KEY	A4.16	The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:		As a school, we currently have days where local preschools visit our Kindergarten classrooms. We also make it possible for our 5th grade students to have an opportunity to visit the two middle schools. Our Kindergarten and first grade teams also collaborated and made it possible for the rising first graders to see what being in first grade is like.		Limited Development 08/16/2017		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		Students from each grade level, K-5, will have opportunities in the spring of each year to begin thinking about what they can expect both socially and academically in the upcoming year. The majority of these transitional conversations will take place during the guidance block for students. Our counselor will help to communicate grade-level expectations, provide tours of classrooms, and even show video clips of the next grade level's activities and lessons when appropriate. In addition, at the end of each year, students will be afforded an opportunity to talk with both student leaders and teachers from the next grade level about what to expect. All teachers across grade levels communicate about students' strengths and weaknesses, social and emotional needs, and any interventions that have been in place to support those students in order to ensure a smooth transition to the next grade level. There will be a specific, formalized process for ensuring that this communication takes place before the start of each new school year.			Rebecca Jones	05/31/2018
Actions				1 of 2 (50%)		
	10/27/17	The MTSS team will design a formalized process for communication about students' academic strengths and weaknesses, classroom behavior, social and emotional needs, and /or interventions needed to support the students' success at the next grade level.		Complete 09/19/2018	Rebecca Jones	05/30/2018
<i>Notes:</i>						
	10/4/18	The Leadership Team will outline a plan for grade-to-grade transitions, K-4. This plan will outline a formal communication plan about students behavior and academics from one grade level's teachers to the next. It will also include an orientation opportunity to the next grade level to be referred to as "LEAP Day" that will provide opportunities for classroom visits and Q & A.			Leigha Banner	05/18/2019

Notes:

Implementation:		09/24/2018		
Evidence	9/24/2018 Evidences will be uploaded as the various events occur. Currently, plans, calendar dates, and agendas are in the evidence folder.			
Experience	9/24/2018 Most teachers across the school were engaging in some kind of informal transition activity to prepare students for the next grade level. Some were visiting classes, others were sending home summer packets with preparation materials. We hoped with this objective to formalize the process and outline specific steps for all teachers to ensure consistency for our students with regard to their transition experiences.			
Sustainability	9/24/2018 None noted so far.			

Core Function: Dimension B - Leadership Capacity

Effective Practice: Strategic planning, mission, and vision

KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date	
Initial Assessment:		The team currently meets at least monthly to review school instructional needs and concerns. Team members are voted on by the whole school prior to the current instructional school year. Norms are established at the beginning of each school year and roles are voted on. Information is provided in notes post meetings and through email as follow ups. We review Continuous Improvement Plan (CIP) goals and address agenda items. The team chair and co-chair along with the school administrator create an agenda and remind team members of the goals and action steps that need to be discussed. Decisions are made as a team and voted on by the members. Grade-level team members are responsible for delivering the information provided at the meetings and following up with questions or concerns.	Full Implementation 09/18/2017			
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date

Initial Assessment:

The Lindley Park School Leadership Team (SLT) is comprised of representatives from each grade level as well as specialists and administration. This team currently meets bi-monthly for over an hour to lead the change process. The SLT meets monthly while the Multi-Tiered System of Support (MTSS) team, a subgroup, also meets monthly.

Full Implementation
09/18/2017

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Team planning times have been established by the instructional leadership team which is comprised of the principal, assistant principal, and the instructional facilitator. Each grade level has a set aside day to plan for math, one for reading, and then an additional day to review data as it relates to common assessments. Expectations and norms for Collaboration Around Student Achievement (CASA) meetings have been established in order to ensure the efficacy of the meetings. Additionally, grade-level teams across the district meet with one another to reflect on curriculum and best practices once every other month. Vertical team meetings have not been a part of our regular practice prior to the 2017-2018 school year, but this year vertical team meetings will take place bi-quarterly.	Limited Development 09/18/2017		
		Priority Score: 1	Opportunity Score: 2	Index Score: 2	
<i>How it will look when fully met:</i>		CASA is currently well established. The addition of vertical team planning will take place at least two times allowing one grade level above and below to meet.	Objective Met 03/08/18	Caroline Rush	06/08/2018
Actions					
	9/18/17	During vertical planning teachers will establish common academic vocabulary for the various core subjects. They will also discuss best practices for teaching core curriculum.	Complete 03/08/2018	Caroline Rush	06/08/2018
	<i>Notes:</i>				
Implementation:			03/08/2018		
<i>Evidence</i>	3/8/2018				
<i>Experience</i>	3/8/2018				
<i>Sustainability</i>	3/8/2018				

Core Function:	Dimension B - Leadership Capacity
-----------------------	--

Effective Practice:	Monitoring instruction in school
----------------------------	---

KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
-----	-------	--	-----------------------	-------------	-------------

<i>Initial Assessment:</i>		The administration team monitors classroom instruction daily in all grade levels. Lesson plans are viewed weekly as well as assessments given by the teacher. The Instructional Facilitator meets in weekly plannings with each grade level as well as Collaboration Around Student Achievement (CASA) meetings to insure instruction is targeted and reflective. The administration team uses a walk-through form that provides teachers with instant feedback, that is used to improve instruction. With this objective being fully met, the administration team is visible, supportive, and provides direct resources to improve instruction when needed. The principal models instruction when the opportunity lends itself. During pre-observation meetings, the principal discusses instructional strategies that the teacher would like her to hone in on and then discuss during the post conference. Classroom visits have been the key to succeeding in this objective.	Full Implementation 09/18/2017		
----------------------------	--	---	-----------------------------------	--	--

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The school leadership team reviews performance data at the beginning, middle, and end of the year to make to draft school improvement goals and actions steps. The data discussed include EOG scores, READY data (with subgroup details), and M-Class assessment data. In grade-level CASA meetings teachers analyze common assessment data as well as benchmark assessments. Grade-level teams report out to the leadership team and the staff at large about student progress and understanding using both performance data and aggregate classroom observation data (district benchmarks, M-Class assessment data, and common formative assessments). Though data is a part of our initial decision making and EOY assessment of our progress towards our goals, we need to be more purposeful about the inclusion of data analysis and discussion as a part of our regular progress monitoring efforts as a school improvement team.	Limited Development 08/16/2017		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
How it will look when fully met:		Data will be reviewed at regular intervals; not just to set goals as Beginning Of Year (BOY) or assess their attainment at EOY, but also to progress monitor and change direction if needed. Two-way communication between the school improvement team and the staff will be normalized through the development and implementation of a communication plan that reaches includes all stakeholders. The data that is shared with the SIT team will include performance data such as EOG scores and M-class assessment data, but also aggregate classroom data as reported by grade-level chairs and the school administration. Decisions made will be supported by data and those connections will be formally documented in meeting minutes and/or other documents used for communication with the staff.	Objective Met 10/04/18	Karen Moss	06/08/2018
Actions					
8/16/17		Develop a communication plan that closes the loop between the school improvement team and ALL stakeholders. Data will be shared from the school improvement team to the staff and community and from the staff to the school improvement team.	Complete 08/31/2018	Kathy Malpass	05/30/2018
<i>Notes:</i>					

8/16/17	Increase the number of parents on our SIT to represent multiple grade levels and subgroups.	Complete 11/07/2017	Lindsay Arnold	11/08/2018
	<i>Notes:</i>			
8/16/17	Clearly define roles for members of SIT : Chairperson(s), secretary, timekeeper	Complete 10/03/2017	Heather Cheek	09/08/2017
	<i>Notes:</i>			
8/16/17	Strategically place data on the SIT agenda so that we are regularly looking at school performance data.	Complete 10/03/2017	Karen Moss	10/10/2017
	<i>Notes:</i>			

Implementation:	10/04/2018
------------------------	------------

Evidence 9/12/2018
Visit the school's website for evidence:
http://www.asheboro.k12.nc.us/lindleyparkelementary_home.aspx

Experience 9/12/2018
From the start of the school year, Mrs. Malpass, our media specialist and webmaster posted the CIP minutes on the school's website.

Sustainability 9/12/2018
In the 2017-2018 school year, we will send an email to the staff when minutes are posted (in previous years, we have just posted without the additional notification) as well as sending a DOJO message to our parents to check them out online.

	C2.03	The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>The district provides PD at the start of each school year for teachers on various topics that range from reading instruction, to culturally responsive teaching, to implementing MTSS. Though the offerings are relevant, they are not always tailored to individual learners. Currently, teachers responses to written surveys and in focus groups indicate that we need to improve our differentiation of PD. Teachers want to see professional development that is more personalized to their individual needs as learners and professionals. Challenges lie in finding the time to address everyone's needs. There are often district and state-level initiatives that take priority on mandatory professional days leaving schools with limited flexibility in planning and implementing professional development designed to meet the needs of the school, particularly as it relates to CIP goals and individual teacher PDPs. At the school level, the principal includes mini PD sessions in each staff meeting related to school and district goals. In the past, teachers have presented on technology tools, differentiating whole-group instruction, differentiation in small groups, equity, and brain-based teaching/learning.</p>	Limited Development 09/26/2018			
<i>How it will look when fully met:</i>	<p>All professional development offerings at the school level will align with CIP goals and the skills needed to improve instruction in both reading and math. The school administration will create space for professional learning on school-based workdays (optional and required), during common plannings, and after school as needed so that teachers can maximize their time. PD provided on optional workdays will not be mandatory and will require teacher RSVPs. The media specialists along with the instructional team will collect and analyze survey data to help evaluate PD that has been provided and assess needs for PD to come. School administration will lead PD as well as teacher leaders and experts from around the district. The instructional team will be charged with making those connections in order to provide teachers with both a variety of topics to learn from and a variety of presenters to connect with. It is our vision that the professional learning that takes place never follows a "one and done" format. In order to maintain focus and retention of information; we will try to focus and align offerings so that the major concepts are revisited throughout the year.</p>		Kathy Malpass	05/31/2019	
Actions			1 of 3 (33%)		
	9/26/18 Professional development for every fifth Tuesday will be outlined for use with all certified teaching staff. It will be PD based on CIP goals and teacher responses to the PD needs survey(s).		Caroline Rush	11/30/2018	

Notes:

9/26/18 A PD needs survey will be created and distributed to staff to inform planning for the year's professional learning. Complete 09/25/2018 Kathy Malpass 09/30/2018

Notes:

9/26/18 Feedback surveys will be created, distributed to staff, and analyzed in order to assess the effectiveness of the provided PD for the 2018-2019 school year. Leslie Smith 06/07/2019

Notes:

Core Function: Dimension C - Professional Capacity

Effective Practice: Talent recruitment and retention

KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
-----	-------	---	-----------------------	-------------	-------------

<i>Initial Assessment:</i>		Currently, our school's recruitment efforts follow our district-level system of procedures and protocols for recruiting. Our Human Resource Office represents our school district at several university recruitment fairs each year. For the university fairs, an Asheboro City Schools (ACS) representative, typically a principal from one of our schools, is provided with recruitment materials such as fact sheets, an informational video, pens, and other paraphernalia to support recruitment and communication efforts. Additionally, the Human Resource Office hosts a local job fair during which each individual school is able to create a table display. Our school posts a tri-fold which includes pictures from the current year's activities. We want all of the things we display relevant and up-to-date. We provide a fact sheet for interested candidates and spend quality time discussing our school's culture and climate, our goals for the year, and the kind of team member we want to have join our staff. Each interaction is personal. This mirrors administrative interactions with other staff.	Full Implementation 09/18/2017		
----------------------------	--	---	-----------------------------------	--	--

Core Function:		Dimension E - Families and Community				
Effective Practice:		Family Engagement				
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date	
Initial Assessment:		We currently have weekly folders, weekly phone calls from administration (Blackboard), grade-level newsletters, a website, and a Facebook page to provide communication with parents. We also hold Academic Family Teacher Team (AFTT) nights at least 3 times a year as well as parent teacher conferences at least twice a year to communicate progress and offer materials to help with their children at home. Teachers also regularly communicate with parents by telephone and email accomplishments and concerns. Resources for parent engagement will be provided in multiple languages as well.	Limited Development 08/16/2017			
How it will look when fully met:		School wide AFTT nights will show an increase of parental participation due to improved publicity and incentive plans for students and parents. All teachers will run effective, individual parent conferences with a framework designed by the LP SIT team. The school administration will continue to send home weekly notifications about expectations and upcoming events. Grade levels will include strategies that parents can use at home. Parent survey data will be used to assess the effectiveness of our communication efforts.		Heather Cheek	12/08/2018	
Actions			3 of 4 (75%)			
	8/16/17	Develop a guide for teachers about parent conferences that list the required components. <i>Notes:</i>	Complete 10/10/2017	Caroline Rush	11/10/2017	
	8/16/17	Provide modeling and support for all teachers about conducting conferences so that they will run effective, individual parent conferences using a framework designed by the LP SIT. <i>Notes:</i>	Complete 10/10/2017	Heather Cheek	12/08/2017	
	11/9/17	Work collaboratively with the school's PTO to provide incentives for attending parent nights during the school year. <i>Notes:</i>	Complete 02/06/2018	Nancy LaMuraglia	02/15/2018	
	10/4/18	We will work with Sodexo and our PTO to provide meals for families on AFTT nights as a means of increasing attendance. <i>Notes:</i>		Nikki Domally	02/12/2019	

	E1.11	All teachers meet with family members (parents or guardians) formally at least two times a year to engage in two-way communication regarding students' cognitive, socio-emotional, and physical development outside the classroom.(5187)	Implementation Status	Assigned To	Target Date
--	--------------	---	------------------------------	--------------------	--------------------

Initial Assessment:

Full Implementation
09/26/2018

At Lindley Park Elementary School, a number of resources are available to keep an open line of communication between school and home. Three times a year, our schools host Academic Family Teacher Team (AFTT) nights. The purpose of these scheduled meetings is to provide an opportunity for parents and families to come into the building and see a highlight of their child's academic progress. AFTT nights bring the parents, teachers and students together to create a united academic team, focused on the success of each individual child. In effort to continually evolve and ensure that the needs of parents and students are met, surveys are conducted to monitor progress and effectiveness of the AFTT model.

Additionally, the Lindley Park staff has adopted the Class Dojo program as an added resource for direct communication with parents. Class Dojo allows parents to monitor their child's progress and development at school. An added feature of Class Dojo allows teachers to share photos and videos from their classroom during the day to allow parents to feel connected to their child's classroom. Administration has the capability of posting school updates, upcoming events, and school celebrations on the school's story. Class Dojo serves as an added resources for quickly relaying important information to our families.

Another method for communication that Lindley Park has implemented for the school year are the Tuesday folders. Each student has a blue folder that goes home every Tuesday. Parents know to expect this folder and to check it for important information, documents to be signed, or their child's schoolwork.

Lindley Park also sends out a Sunday night phone call every week. The purpose of the phone call is to update parents with important information from school. The phone system allows calls to be sent out to all students or select groups of students, which makes it a versatile tool for our school.

Last, but not least, Lindley Park maintains a school Facebook page, where important information is posted for our parents and community supporters. In addition to important information, photos and videos from school functions are shared with followers as an added method for showcasing the great things happening in our school.

Comprehensive Progress Report

Mission: Mission: Charles W. McCrary Elementary, in partnership with the community, provides a nurturing, safe, and inviting environment where all students grow academically, meet educational goals, appreciate the worth of each individual, and continue to be contributing members of society. Vision: Charles W. McCrary is a school where: All students are honored and learning is valued. Our staff, students, families, and community are dedicated to the success of all.

Vision: Vision: Charles W. McCrary is a school where: all students are honored; learning is valued; and our staff, students, families, and community are dedicated to the success of all.

Goals:
All students will reach their academic and social potential through demonstrated growth and proficiency.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Most teachers employ effective classroom practices and teach and reinforce routines and procedures. We have school-wide expectations that are a component of our PBIS plan. Classroom Dojo is used school-wide by all staff. Students state expectations daily with morning announcements and horse power tickets are used to positively reinforce positive student character.	Limited Development 08/16/2017		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		All teachers will employ effective classroom practices. These routines and practices will be taught and reinforced quarterly. Students will be able to recite the school-wide expectations and/or Mustang Pledge when asked. Office Discipline Referrals will be reduced from 94 to 65. Teachers will consistently hold students accountable for following school-wide expectations and recognize positive choices. There will be a plan in place for students who need tier 2 and tier 3 interventions.		Graham Groseclose	06/30/2019
Actions			2 of 3 (67%)		
	9/19/17	All teachers will develop a classroom matrix that aligns with the school-wide PBIS matrix.	Complete 09/15/2017	Graham Groseclose	09/15/2017
		<i>Notes:</i> Teachers will upload into Google drive and will be printed on yellow paper throughout the school.			
	10/17/17	Tier 2 interventions will be in place for students needing this level of support. Instructional staff will know how to access the resource and will implement strategies with fidelity.	Complete 06/01/2018	Brianne Crotts	06/15/2018
		<i>Notes:</i>			
	10/17/17	Tier 3 interventions will be in place for students needing this level of support. Instructional staff will know how to access the resources and will implement strategies with fidelity.		Brianne Crotts	01/25/2019
		<i>Notes:</i>			
Implementation:			09/19/2017		
Evidence	9/19/2017				
Experience	9/19/2017				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:		District-wide pacing guides are created for each core academic subject. The district has developed units of instruction aligned to Engage NY for ELA and math. Grade-level teams develop materials and lesson plans to implement aligned units of instruction.	Limited Development 08/16/2017		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:		Grade-level teams will develop common unit plans and pace lessons based on standards and district directives. As teachers plan, using a backwards design model, assessments will be planned to ensure student mastery. Teachers will continue to revise plans based on student needs, as determined during CASA (Collaborating Around Student Achievement) meetings, and local and state curriculum changes.		Rebecca Kidd	06/07/2019
Actions			2 of 3 (67%)		
	9/19/17	The school will implement extended planning sessions to determine how lessons and units will be taught in classrooms. A backwards design protocol will be implemented to ensure student mastery.	Complete 05/07/2018	Emily Bradshaw	06/08/2018
		<i>Notes:</i> Extended planning sessions will be implemented as needed for the 2018-2019 school year.			
	9/19/17	During CASA meetings, teams will make adjustments to units of instruction based on student data.	Complete 05/25/2018	Emily Bradshaw	06/08/2018
		<i>Notes:</i>			
	9/7/18	Grade-level teams will use the backwards design protocol to plan and implement instruction and assessment during weekly planning sessions.		Emily Bradshaw	06/07/2019

Notes:

Implementation:

05/29/2018

Evidence

5/29/2018

CASA agendas and Extended Planning notes have been provided to show evidence of meeting this objective.

Experience

5/29/2018

Teachers have worked hard this year to use their extended planning and CASA meetings to analyze student data and use this to make decisions about instruction.

Sustainability

5/29/2018

Teachers will continue to use extended planning and CASA meetings next year to analyze student data and use that data to inform their planning.

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our school has teams that monitors at-risk students . We implement Guided Reading and intervention to meet student needs in a small group setting. We employ large uninterrupted blocks of time for core instruction in literacy and math. We use Core Success Plans to determine evidence-based strategies for whole group instruction and Small Group Success Plans for students that need additional support; however, these plans need to be monitored regularly and implemented to fidelity.	Limited Development 08/16/2017		
<i>How it will look when fully met:</i>		Teachers will use assessment data to determine content (standards and skills) to be taught during the core instruction block. Teachers will utilize core assessment data to create small group learning plans as needed. Teachers will utilize small group assessment data to create individual learning plans as needed. Students will be progress monitored to determine next steps for students. These plans will be an active part of the everyday lesson planning process--a fluid and living document to guide daily instruction.		Julie Brady	06/14/2019
Actions			3 of 4 (75%)		
	9/5/17	Teachers will attend training explaining North Carolina's tiered instructional system and create a classroom core success plan.	Complete 12/07/2017	Julie Brady	02/09/2018
	<i>Notes:</i> This meeting will include ideas and procedures to collect, track, and organize data.				
	9/5/17	Core success plans will be reviewed, during CASA meetings, four times throughout the year and decisions made about core instruction.		Julie Brady	06/07/2019
	<i>Notes:</i> October 18, 2018 December 6, 2018 February 21, 2019 April 25, 2019				
	9/5/17	Grade levels will move to small group plans after success with core plans.	Complete 02/23/2018	Emily Bradshaw	04/20/2018
	<i>Notes:</i> November 15, 2018 January 10, 2019 March 21, 2019 May 2, 2019				

9/5/17 Whole school intervention will be taught daily with grouping based on a monthly review of student data as well as core plans. Complete 05/25/2018 Emily Bradshaw 06/08/2018

Notes:

KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Our district is fortunate to have a therapeutic classroom to serve students that need additional support managing their emotional states. Our teachers could benefit from additional professional development to assist with strategies for needs for all students; however, our teachers do an excellent job recognizing and guiding students to appropriate responses in a variety of emotional states.	Limited Development 08/16/2017		
How it will look when fully met:		Students will express their emotions and understand that the emotions of others is a critical aspect of early development, learning, and relationship building.. Children will recognize that different emotions are prompted by different situations and there are different ways to express emotions. Through this, they will gain an understanding that other people may not feel the same way they do and how they do things affects how they and others feel. Furthermore, teachers will use deescalation strategies when problems arise in their classrooms.		Melissa Belote	06/07/2019
Actions			0 of 3 (0%)		
9/19/17 All teachers will receive deescalation training from district psychologist.				Julie Brady	06/07/2019
Notes:					
10/17/17 During planning, we will plan for the discussion of emotions during reading instruction to focus on understanding a character's motives within fictional literature as well as understanding the motives of people within nonfiction literature. Discussions will include appropriate ways characters could have better managed their emotions in order to make better choices.				Brianne Crotts	12/07/2018
Notes: During planning we will intentionally plan purposeful conversations involving the characters from our stories.					
Use the Mustang of the Month character trait as the classroom focus.					
9/7/18 Guidance lessons will be increased from once every eight days to once every five days. The Sanford Harmony curriculum will be used to meet the North Carolina guidance standards.				Brianne Crotts	06/07/2019
Notes:					

KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We have consistent instructional practices across grade levels (reading and writing rubrics, reading strategies, Letterland, See/Plan/Do for Math, etc.). Fifth graders go to visit the middle school for a day and see the classrooms, cafeteria, and meet the principal. All rising kindergartners are invited to an informational meeting.	Limited Development 08/16/2017		
How it will look when fully met:		Students and families will know what to expect during each elementary grade level. They will understand how learning is continued from one grade level to the next. Teachers will have specific strategies to assist students in transitioning between grade levels.		Julie Brady	06/12/2020
Actions			1 of 4 (25%)		
	9/19/17	Second and third grade teachers will work together throughout the year to improve the transition of students from second to third grade. <i>Notes:</i> Letterland Reading Strategies Assessment practice and preparation	Complete 05/25/2018	Elizabeth Bennett	06/08/2018
	9/19/17	Teachers will design and implement a spring showcase for families and community members to gain awareness of academic expectations in the next grade level. <i>Notes:</i>		Melissa Belote	06/07/2019
	9/21/18	Second and third grade teachers will meet quarterly in a CASA to discuss student data and align instruction. <i>Notes:</i> Teachers will share standards-based assessments with student data. Teachers will align instructional strategies. This will support the vertical alignment of instruction and the transition from second to third grade.		Emily Bradshaw	06/05/2020
	9/21/18	The school writing committee will work on a school-wide writing program to build skills from grade to grade based upon the framework from ACS and additional resources. <i>Notes:</i> The writing team will complete a preliminary plan for writing instruction that all teacher will implement during the 2019-2020 school year. Teachers will provide feedback on the implementation to make adjustments to the writing program.		Emily Bradshaw	06/05/2020

Core Function:	Dimension B - Leadership Capacity
-----------------------	--

Effective Practice:	Strategic planning, mission, and vision
----------------------------	--

KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
-----	-------	--	-----------------------	-------------	-------------

<i>Initial Assessment:</i>	See attached document that describes the structure of the support team. There are weekly cabinet meetings each Monday where school data and needs are discussed. Schools are partnered with a cabinet member to attend leadership meetings and assist with the improvement process. Twice each year the Superintendent, Assistant Superintendent of Curriculum and Instruction, Director of Elementary Education, Director of Testing and Accountability and the Directors of EC and EL meet with our school to discuss data, next steps, and check on school improvement progress.	Full Implementation 08/16/2017		
----------------------------	---	-----------------------------------	--	--

KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
-----	-------	---	-----------------------	-------------	-------------

<i>Initial Assessment:</i>	The team meets twice a month (1st and 3rd Tuesdays) to review goals and progress.	Full Implementation 08/16/2017		
----------------------------	---	-----------------------------------	--	--

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our leadership team is comprised of the principal and elected leaders from instructional teams. A parent is invited to these meetings. At these meetings we review and amend our school improvement plan. An agenda and minutes are kept for these meetings. Grade level teams meet daily for 45 minutes for instructional planning. Our school currently provides four 40 minute times each month to discuss data during those meetings. For the last two years, we have used vertical teams to examine the curriculum across grade levels. We currently do not have a formal school community council. However, we implemented AFTT meetings to train the parents about supporting their child's learning at home.	Limited Development 08/29/2017		
<i>How it will look when fully met:</i>		There will be multiple groups of people (staff, families, and community) working together to specifically address: instruction and instructional methods, whole school improvement planning and family community connections.		Julie Brady	06/10/2019
Actions			1 of 3 (33%)		
	10/3/17	McCrary Elementary will host a Mustang Community Day. Community members will be invited to visit classrooms, learn about current educational practices, and ways they can help our school.		Julie Brady	03/01/2019
		<i>Notes:</i> The school will set up a panel discussion (including teachers, parents, students, and other community members) to share school information with visitors and allow visitors to ask questions.			
	10/3/17	Our school will partner with First United Methodist Church to provide literacy training so they can effectively implement small reading groups once per week during our intervention block with kindergarten and first graders.	Complete 05/25/2018	Jessica Hartong	06/08/2018
		<i>Notes:</i>			
	9/21/18	Social media will be used throughout the school year to highlight various successful instructional strategies occurring in the classrooms.		Julie Brady	06/07/2019
		<i>Notes:</i>			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
	B3.01	The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)	Implementation Status	Assigned To	Target Date
Initial Assessment:	We offer some professional development (PD) to aid teachers in using research based intervention strategies and monitoring data. We extended our school day by 30 minutes, which allowed us to add a 30 minute skill-based intervention time. Our district requires us to have 90 minutes of math instruction and 120 minutes of ELA instruction and both are blocked into our schedules, along with the 30 minute intervention time. The master schedule was constructed to address the needs of high need groups (EC, ESL, etc.) allowing for more targeted services. Even though we are doing all of these things, we are not always using data to see if targeted interventions are successfully meeting the needs of our students.		Limited Development 08/29/2017		
How it will look when fully met:	Teachers will plan targeted intervention based on classroom assessments as wells as benchmark and NC Check-in data. Teachers will work to set goals for intervention groups and plan lessons to meet the students' goals. Some students will use specific programs targeted for specific learning needs. Our students in our after school clubs will be monitored and intentional effort will be made to increase academic proficiency as well as the students' belief in themselves and the power of hard work and commitment. Students in our after school program will focus on math fact fluency regardless of grade level. We will keep parents informed of their students' progress throughout the year.			Emmy Biaggi	09/27/2019
Actions			3 of 6 (50%)		
	9/19/17	English Language Learner (ELL) teachers will implement the Academic Vocabulary Toolkit with targeted students. Student data will be reviewed quarterly through informal assessments, benchmark assessments, and WIDA and EOG scores.	Complete 05/25/2018	Emmy Biaggi	06/08/2018
	<i>Notes:</i> NC Check-Ins				
	10/17/17	Targeted Exceptional Children (EC) and English Language Learners (ELL) in 1st, 2nd and 3rd grades will utilize the Imagine Learning program to lessen skill deficits. Progress will be monitored throughout the year and examined quarterly.	Complete 05/25/2018	Emily Bradshaw	06/08/2018
	<i>Notes:</i>				
	10/17/17	During our after school clubs, adult leaders will emphasize the importance of commitment, school/work attendance, positive mindset and being a positive example for schoolmates.	Complete 06/01/2018	Elizabeth Bennett	06/08/2018

Notes:

10/17/17 Students in our after school program will focus on math fact fluency. Kindergartners, first, and second graders will work on addition facts and third, fourth and fifth graders will work on multiplication facts. Emmy Biaggi 06/07/2019

Notes:

10/17/17 At least 80% of first, second, and third grade students not proficient in reading will attend the Read to Achieve summer reading camp held at McCrary. Furthermore, at least 50% of students will increase their reading skills during the camp as measured by progress monitoring data during the summer and/or beginning of year (BOY) data for the following school year. Julie Brady 09/27/2019

Notes:

9/21/18 Classroom teachers will work together monthly to create targeted activities for the after school students that supports core instruction. Rebecca Kidd 06/07/2019

Notes:

KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
-----	-------	--	-----------------------	-------------	-------------

Initial Assessment: Principal uses a walk-through tool and the administration has a schedule to follow to ensure all instructional areas are at a high level and that all teachers receive feedback. Feedback is given to teachers within 24 hours of the walk-through. Limited Development 08/29/2017

Priority Score: 2 Opportunity Score: 3 Index Score: 6

How it will look when fully met: Principal will use walk-through and other data from instructional observations to specifically identify and target areas for growth. This will include having critical conversations and planning future professional development. Julie Brady 06/07/2019

Actions 1 of 2 (50%)

10/3/17 Compile and share walk-through data monthly. This could be face to face in large or small groups and/or written in the weekly notes to staff. Complete 06/01/2018 Julie Brady 06/08/2018

Notes:

9/21/18 Specific grade-level walk-through data will be shared by administrators during grade-level CASA meetings. Julie Brady 06/07/2019

Notes:

Implementation:

06/01/2018

Evidence

6/1/2018

Evidence that this objective has been fully and effectively implemented include data shared with staff members and emails shared with individual teachers. Data was analyzed at the school level, grade level, and individual teacher level.

Experience

6/1/2018

The administration and IF team shared walk-through data with the entire school during staff meetings, with the SIT team during SIT meetings, and with individual teachers via email.

Sustainability

6/1/2018

The administration and IF team will continue to share walk-through data in staff meetings, SIT meetings, and with individual teachers via email.

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:		School data is examined primarily as grade-levels during planning time. Data is also shared at School Improvement Team and staff meetings. Principal, assistant principal, and instructional facilitator use a schedule, with a common template, for walk-throughs.	Limited Development 08/16/2017		
How it will look when fully met:		Professional development will be determined by the disaggregation of our data (student, teacher, walk-through, etc.). There will be a systematic process to share performance and classroom data. Data will be shared and decisions made at SIT meeting based on a schedule to review data. We will use common data review templates that will lead us towards a plan for differentiated professional development to be held primarily on our PD (Professional Development) Tuesdays (4th Tuesday of the month).		Graham Groseclose	06/14/2019
Actions			5 of 6 (83%)		
	8/16/17	At the first meeting of every month, we will examine a predetermined source of relevant data (student/grade/school assessments or observation/walk-through data) <i>Notes:</i> Ms. Bradshaw makes sure data is gathered and prepared for group discussion.	Complete 06/01/2018	Emily Bradshaw	06/15/2018
	8/16/17	Create a schedule to determine what data will be examined. <i>Notes:</i> Using the district testing calendar a schedule will be developed to determine the content of data discussions.	Complete 10/03/2017	Emily Bradshaw	10/06/2017
	8/16/17	Create data protocol (similar to CASA format) when problem solving and analyzing the data and planning next steps. <i>Notes:</i> Use system similar to grade-level CASA meetings to gather data.	Complete 10/03/2017	Emily Bradshaw	10/06/2017
	8/16/17	Implement protocol during SIT meetings to ensure data analysis and problem solving. <i>Notes:</i> Ms. Belote will type notes into the data protocol and Ms. Bradshaw will facilitate data discussion.	Complete 05/29/2018	Emily Bradshaw	06/07/2018
	8/16/17	Based on areas of need (after data analysis), implement professional development to meet the needs of teachers. (This will include a variety of modes including Teacher Experts.)		Emily Bradshaw	06/14/2019

Notes: After examining the data, we will determine key areas of need for our teachers and professional development will be planned. We will review twice a year.

8/16/17 Revise our walk-through tool based on data decisions to ensure fidelity of implementation. Complete 06/01/2018 Ann Evans 06/14/2018

Notes: After decisions are made about data, revise walk-through tool to check for implementation fidelity.

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our school follows procedures for observing and evaluating teachers including the North Carolina Educator Evaluation System (NCEES) formal process as well as walk-through protocols. Throughout the school year, different things are planned to demonstrate teacher appreciation. When hiring new teachers, interview teams include staff members. Our school has hosted student teachers in the past. Our school has a beginning teacher program for the first 3 years. This includes monthly meetings and a beginning of the year orientation to our school. Our district has additional methods to recruit teachers including job fairs.	Limited Development 08/29/2017		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<i>How it will look when fully met:</i>		Our school will continue to follow procedures for observing and evaluating teachers including the North Carolina Educator Evaluation System (NCEES) formal process as well as walk-through protocols focused on timely and actionable feedback. Instructional priorities will be shared and data collected to ensure positive celebrations about our growth. Throughout the school year, different things are planned to demonstrate teacher appreciation. When hiring new teachers, interview teams include staff members. We will continue our Beginning Teacher (BT) program and our Lead Mentor will visit our BT classrooms' frequently. Our teacher turn-over rate will be less than or equal to the district and state teacher turn-over rate and the North Carolina Teacher Working Conditions Survey will show growth in most areas.	Objective Met 10/04/18	Julie Brady	06/08/2018
Actions					
	10/17/17	Prioritize instructional goals for grade levels with timelines in place to ensure fidelity.	Complete 06/01/2018	Julie Brady	06/08/2018
		<i>Notes:</i> After one priority is met, we will move to another priority throughout the year.			
	10/17/17	Teachers will receive a "treat" throughout the school year to show our appreciation (from administrative team or PTO).	Complete 05/11/2018	Julie Brady	06/08/2018
		<i>Notes:</i>			

10/17/17	All BTs will receive informal feedback from our lead mentor after classroom visits. <i>Notes:</i> Some teachers may receive more support based on collaboration between administration, IF, and lead mentor.	Complete 06/01/2018	Steve Watson	06/08/2018
10/17/17	Provide timely and actionable feedback to certified staff based on classroom walk-throughs. <i>Notes:</i> Each staff member should receive feedback weekly if schedule is maintained.	Complete 06/01/2018	Julie Brady	06/08/2018

Implementation:

10/04/2018

Evidence

6/1/2018

Evidence that this objective has been fully and effectively implemented includes examples of lead mentor feedback, PowerPoint presentations used with the staff to identify instructional priorities, pictures of the teacher appreciate treats provided throughout the year, and examples of our walk-through schedule for the year.

Experience

6/1/2018

Pursuing this objective challenged the leadership team to evaluate the support provided to teachers throughout the year.

Sustainability

6/1/2018

We will continue our efforts by:

1. Providing beginning teachers with feedback from the lead mentor.
2. Determine instructional priorities for each grade level.
3. Schedule different teacher treats throughout the year to encourage the school staff.
4. Discuss walk-through data and provide teachers with feedback from their walk-throughs.

Core Function:	Dimension E - Families and Community
-----------------------	---

Effective Practice:	Family Engagement
----------------------------	--------------------------

KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
-----	-------	--	-----------------------	-------------	-------------

Initial Assessment: Parents learn student expectations for standard mastery and how they can contribute to their child's success during our Academic Family Teacher Team (AFTT) meetings. Parents learn what level their children are currently performing and strategies to use with them at home. During AFTT, parents have opportunities to practice these strategies and how to track the progress of their children at home.

How it will look when fully met: 80% of our students will be represented at our Academic Family Teacher Team (AFTT) meetings and rosters will be used to collect the names of those in attendance. All students will use data folders to track and set goals for their learning. Our students will be able to talk about their personal learning goals as well as know steps to help reach the goals. Parents will be kept up-to-date of student progress.

Actions **7 of 8 (88%)**

- | | | | | | |
|---|---|---------------------|-----------------|------------|--|
| 8/29/17 | Create data folder for individual students with a goal sheet, graph sheet, and parent information sheet. These revisions to data folders should correlate with AFTT focus areas. | Complete 11/17/2017 | Ann Evans | 11/20/2017 | |
| <i>Notes:</i> Utilize templates from 16-17 TLA project templates. | | | | | |
| 8/29/17 | To increase AFTT participation, we will partner with the public library to provide an engaging, hands-on activity for students to do during the parent meetings. | Complete 10/02/2017 | Cassie Lassiter | 10/06/2017 | |
| <i>Notes:</i> | | | | | |
| 8/29/17 | The school will provide snack/food for parents in attendance to encourage participation. An RSVP link will be sent out via class dojo, the school website, as well as paper copies. | Complete 10/02/2017 | Ann Evans | 10/06/2017 | |
| <i>Notes:</i> | | | | | |
| 9/5/17 | Teachers will plan together each grade-level session. | Complete 05/25/2018 | Ann Evans | 06/05/2018 | |
| <i>Notes:</i> This will occur during CASA meetings. | | | | | |
| 9/5/17 | Parents will complete an exit survey at the end of each AFTT meeting. | Complete 05/25/2018 | Jessica Hartong | 06/05/2018 | |
| <i>Notes:</i> | | | | | |
| 9/5/17 | 80% of parents will be connected on class dojo. | Complete 10/30/2017 | Cassie Lassiter | 01/05/2018 | |
| <i>Notes:</i> | | | | | |

9/5/17 Each grade level will upload two videos demonstrating math concepts for families to view at home.

Melissa Belote

06/07/2019

Notes:

10/17/17 Parents of select students will receive academic concern letters based on middle of year (MOY) data to further explain the efforts being made to help their child reach proficiency. Parents will also be given additional home strategies as well as school opportunities for success.

Complete 02/09/2018

Melissa Belote

03/09/2018

Notes:

Comprehensive Progress Report

Mission: Mission - Our mission is to teach students to be lifelong learners and productive citizens who will exhibit pride in themselves and their community. Vision - Lindley Park will be a school of excellence where students are honored, learning is valued, and our community is dedicated to the success of all.

Vision: **Lindley Park will be a school of excellence where students are honored, learning is valued, and our community is dedicated to the success of all.**

Goals:

GOAL 1 – Each student in Asheboro City Schools graduates prepared for further education, work, and citizenship.

GOAL 2 - Each student has a personalized education.

GOAL 3 – Each student has excellent educators every day.

GOAL 4 – Asheboro City Schools will have up-to-date business, technology and communication systems to serve its students, families, and staff.

GOAL 5 – Each student is healthy, safe, and responsible.



! = Past Due Objectives KEY= Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.02	ALL teachers improve their practice by responding to principal's observations and/or observations by peers.(5083)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>Currently, each teacher is observed <i>at least</i> the minimum number of times required by NCDPI with regard to the standards as outlined on the NC Teacher Evaluation Instrument. Each year, the standards are reviewed with our staff in a meaningful way (small group, hands-on activities, discussions) so that everyone in the building understands the expectations of NC teachers. Additionally, time is spent on dissecting the ratings according to the training the school administrators have received. Walkthroughs in classrooms are completed daily by the administration and the instructional facilitator. Feedback is given often, but not after every classroom visit. Additionally, some feedback is given verbally and other feedback is given in written format. Aggregate data from formal/informal observations has not yet been compiled as a tool for informing the leadership team about professional development needs; however, qualitative data is shared by the administrative team to help inform PD decisions and school improvement goals in the area of instruction.</p>	Limited Development 09/24/2018		
How it will look when fully met:		<p>At full implementation, all of the above will remain true <i>and</i>:</p> <p>Aggregate data from observations and or walk-throughs will be shared with the leadership team two times annually.</p> <p>Teachers will cite specifics from classroom observations when drafting their professional development plans.</p> <p>Every teacher will receive walk-through feedback digitally at least once per week.</p>		Heather Cheek	09/30/2019
Actions			0 of 2 (0%)		
	9/24/18	Create digital walkthrough tool using google forms so that teachers can receive immediate feedback following classroom visits. This tool will highlight areas of focus from the CIP, strategies outlined by our MTSS team for improved CORE instruction, and behavior management goals set by our PBIS team.		Nikki Domally	10/01/2018

Notes:

9/24/18 Work with teachers to outline PDP goals at the end of the year as opposed to the start of the following year. This will allow for more meaningful, timely reflection and will more closely align PDP goals to EOY evaluations.

Nikki Domally

06/07/2019

Notes:

KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
-----	-------	--	-----------------------	-------------	-------------

Initial Assessment:

All classrooms will have school-wide expectations posted along with classroom rules. At our school, each morning, the principal reminds students that Lindley Park Leopards LEAP (learn, encourage, achieve, and persevere)! Our teachers use this motto along with the MATRIX provided by the PBIS team to support classroom rules and behavior management. The administration also holds "town meetings" with each grade level to go over what is expected at Lindley Park and to provide a level of intervention at key times during the school year. Beginning teachers have mentors and co-teaching is provided with two teachers per classroom as much as possible. The PBIS team has procedures and expectations for all classrooms set in place.

Limited Development
08/16/2017

Priority Score: 2

Opportunity Score: 3

Index Score: 6

How it will look when fully met:

All of the above will remain true and all teachers will solve behavior problems creatively, using the resources available to them. These include but are not limited to the guidance counselor, MTSS team support, and DRIVE coaching support. Communicating with students in order to both understand their perspectives and actively teach them expectations will continue to be paramount for success in this area. The PBIS team will actively review discipline data and work with teacher teams to provide incentives for improving behavior outcomes. The administration team will include both instructional and classroom management feedback in communications with teachers post informal walkthroughs and/or formal observations.

Nikki Domally

01/19/2019

Actions

1 of 3 (33%)

8/16/17 Pair teachers with a management coach to model and support effective classroom management.

Complete 09/26/2017

Karen Moss

11/09/2017

Notes:

9/24/18 Provide professional development for teachers on why students behave the way that they do and provide them with the appropriate strategies for intervening with problem behaviors.

Nikki Domally

12/31/2018

Notes: We will utilize DRIVE and the research on perceptual control theory to help enhance our positive behavior support efforts.

9/24/18 Ensure that our walkthrough tool(s) includes 1-3 points related to our key classroom management expectations.

Karen Moss

10/01/2018

Notes:

Implementation:

04/12/2018

Evidence

4/12/2018

minutes of meeting, examples of "pawsome" awards, new matrix

Experience

4/12/2018

The MTSS team met with each grade level to reinforce our school wide behavior plan. Teachers were paired with a co-teacher to reinforce positive behaviors. The administration team also went to classrooms these procedures with students.

Sustainability

4/12/2018

We will sustain our efforts through continued reinforcement through morning announcements, "Pawsome" awards, guidance lessons, and daily teacher/staff reinforcement with leopard loot.

	A1.08	ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.(5089)	Implementation Status	Assigned To	Target Date
Initial Assessment:	<p>Currently, the concept of maintaining a growth mindset are sporadically discussed around the building. A small group of teachers have begun using the growth mindset language in their classrooms to facilitate whole and small group work. When visiting those classes, administrators here the active redirection of students when they say things like, "I can't" of "This is too hard." These classrooms also have visuals to remind students of the "growth mindset" expectations. Additionally, a bulletin board has been created in the cafeteria to highlight growth phrases and vocabulary. There is a disconnect for students regarding their personal data with regard to their growth and proficiency.</p>		Limited Development 09/24/2018		
How it will look when fully met:	<p>At full implementation, both students and teachers will evaluate their success based on not just achievement data, but growth data. Students will take ownership of their performance data and be able to discuss their strengths and areas of weakness with confidence. Moreover, they will be equipped with the skills to set SMART goals and the strategies to monitor their progress towards attaining them. The staff will employ the strategies outlined in the text, "The Growth Mindset Coach: A teacher's Month-by-Month Handbook for Empowering Students to Achieve." The language around students performance, particularly failures, will be centered on a "not yet" concept as we work towards reaching our goals. The words and phrases that align with a growth mindset will be visible in classrooms and common areas in the building.</p>			Leigha Banner	12/13/2019
Actions			0 of 3 (0%)		
	9/25/18	Purchase copies of the text, "The Growth Mindset Coach: A Teacher's Month-by-Month Handbook for Empowering Students to Achieve" and facilitate a book study with school leadership team.		Nikki Domally	12/01/2018
<i>Notes:</i>					
	9/25/18	Leadership Team Members will pair off to teach two chapters of the book to the entire staff at each staff meeting, January - May.		Leah Banner	05/31/2019
<i>Notes:</i>					

9/25/18 Every teacher will use the "growth mindset" tools embedded in our school-wide behavior management system ClassDojo to introduce the concepts to students during the first 10 days of school.

Samantha Casbarro

09/10/2019

Notes:

Core Function: Dimension A - Instructional Excellence and Alignment

Effective Practice: Curriculum and instructional alignment

KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
-----	-------	--	-----------------------	-------------	-------------

Initial Assessment:	At Lindley Park Elementary School, our instruction is aligned to the standards provided by NCDPI and our pacing adheres to district pacing guides. Teachers have common planning times 4 days a week set aside for planning units and lessons. We give common assessments at each grade level, but need to work on the consistency of using pre-assessments in our units. We also need to invest time to work on vertical planning/continuity across grade levels. There are some discrepancies among teachers with regard to interpretation of the standards and best practices to teach them.		Limited Development 04/24/2017		
----------------------------	---	--	-----------------------------------	--	--

How it will look when fully met:	At full implementation, staff across grade levels will have a an accurate, deep understanding of the standards and that will be evidenced through the implementation of rigorous lesson plans that directly align with standards as well as the regular use of high quality, standards-aligned common assessments. Collaboration Around Student Achievement (CASA) meeting minutes, lesson plans, as well as observations of classroom practice and team planning time will provide evidence to support full implementation of this indicator.			Caroline Rush	12/31/2018
---	--	--	--	---------------	------------

Actions **2 of 3 (67%)**

8/16/17	CASA meetings will be held for each grade level and the instructional facilitator will provide staff members with a framework to support meaningful discussion and data analysis in these meetings.	Complete 08/31/2017	Caroline Rush	09/05/2017
---------	---	---------------------	---------------	------------

Notes:

10/3/17	Grade-level teams will participate in extended grade-level planning in order to unpack the EngageNY curriculum and ensure that our instructional choices from this resource are standards aligned.	Complete 02/05/2018	Caroline Rush	02/05/2018
---------	--	---------------------	---------------	------------

Notes:

10/3/17	Grade-level teams will discuss vertical alignment, specifically with regard to academic vocabulary and readiness, in vertical team meetings facilitated by teacher leaders.		Caroline Rush	12/20/2018
---------	---	--	---------------	------------

Notes:

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Low-performing students currently receive all core instruction, small group intensive instruction, and tiered instruction from support staff. Each grade level has a set intervention block where students are grouped homogeneously by standards that they are below grade level in. Students that are currently going through the MTSS process are transient students that have come in from other schools. Our current data shows that students that have been at LP for consecutive years have been less likely to go through the MTSS process.	Limited Development 08/16/2017		
		Priority Score: 3	Opportunity Score: 1	Index Score: 3	
<i>How it will look when fully met:</i>		Teachers and administrators meet weekly during their Collaboration Around Student Achievement (CASA) meetings to look at student data. As a team, low-performing students are discussed and placed into small intervention groups. Students that are performing above grade level will receive acceleration from other teachers. We will be able to determine if students are challenged due to academics or other factors such as a learning disability or motivational reasons.	Objective Met 10/04/18	Rebecca Jones	06/13/2018
Actions					
	10/23/17	Grade levels will create and monitor Core Success Plans to ensure that all students are receiving and mastering core instruction.	Complete 10/13/2017	Caroline Rush	12/14/2017
<i>Notes:</i>					
	10/23/17	Based on the lowest twenty percent of students in core instruction, small group plans will be created and monitored to ensure student success. The small group plans will focus on specific deficits within core instruction.	Complete 03/06/2018	Caroline Rush	12/15/2017
<i>Notes:</i>					
	11/9/17	We will restructure our intervention block to allow for more intensive support of our neediest students based on specific skill deficits rather than reading levels alone.	Complete 12/04/2017	Karen Moss	12/04/2017
<i>Notes:</i>					
Implementation:			10/04/2018		

Evidence

4/12/2018

All teachers received an MTSS binder to provide documentation for students in a small group. This binder has progress monitoring tools, graphs, data, and student work examples.

Experience

4/12/2018

Grade-level teams met with the MTSS team to create small group plans to ensure students are receiving all needed interventions and extra instruction from classroom teacher and support staff.

Sustainability

4/12/2018

Teachers will be required to update their plans and track progress monitoring in literacy and math. Documentation needs to be current and updated so that this information will stay with the students in the next school year if needed.

KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>Teachers, along with support staff, and the guidance counselor teach students to accept one another through their emotional differences. Some teachers, though not all, currently have a quiet or safe place for students to stop, reflect, and regroup themselves as needed. Our most needy students who have an Individualized Education Program (IEP) have behavior plans in place where they are frequently rewarded for good choices and have scheduled emotional support times. Students are taught school-wide expectations in at least two methods--through weekly lessons with the school counselor and daily interactions with school staff. If students require additional support, it is given through individual and group sessions with the school counselor. We use Leopard Loot to reward our students who meet school-wide expectations. They use this money to buy items from our school store, classroom store, or school activities.</p>	Limited Development 08/16/2017			
	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>	<p>Students feel confident and safe expressing their emotions at school. Students will have a safe place for students to stop and reflect and regroup. All teachers will have an established location for students to go and we will have a procedure in place for what to do when a child has emotional needs. A check-in/check-out system will be in place for our students who have frequent needs so they can reflect and learn how to control their emotions and these assignments will be made systematically through the school's counseling program and/or through the Multi-Tiered System of Support (MTSS) team.</p>	Objective Met 10/04/18	Rebecca Jones	06/08/2018	
Actions					
	9/18/17 Each grade level will brainstorm and identify a set procedure and location for their students when they have emotional needs. Students that have regular needs will be referred to the guidance counselor so they can be set up with a check in/out plan, and be offered emotional support.	Complete 11/16/2017	Christa Hartman	11/16/2017	
	<p><i>Notes:</i></p> <p>11/9/17 The guidance counselor will ensure that each team is provided training and/or materials to support classroom practices that ensure that each child has both a physically and emotionally safe learning environment where they can thrive.</p>	Complete 02/15/2018	Kelly Toponce	02/15/2018	

Notes:

Implementation:

10/04/2018

Evidence

4/12/2018

Each teacher worked collaboratively with his/her team to create identifiable safe spaces for children inside their classrooms. Students are able to use these spaces to either cool down or express their frustrations in a way that is not disruptive to the instructional environment. Furthermore, for students with more significant needs, safe spaces outside of the classroom were established. These safe spaces were shared with the school leadership team and are outlined in the minutes.

Experience

4/12/2018

As we began to dig into this objective, we realized that we had more systems in place than we outlined in our initial assessment. Meeting full implementation was a matter of putting these systems in writing.

Sustainability

4/12/2018

Continued training and periodic updates from the school counselor on services available and best practices for teaching coping skills to students will help us to sustain our efforts in this area.

	A4.11	The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs). (5129)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>We currently have an after school program offered at reduced costs. This program is open 2:30-6:00 for enrolled students and each of these students has structured time to receive help on homework, take AR quizzes, and participate in a number of STEM activities in addition to outdoor play to help support the development of the whole child. Additionally, free after school tutoring is provided on an "at-will" basis by teachers on various grade levels.</p>	Limited Development 10/27/2017			
<i>How it will look when fully met:</i>	<p>There will be at least 3 after-school clubs operating to enrich students' social and/or academic experience at Lindley Park. Our library will have extended hours as needed in order to support the needs of our students who do not have internet access at home. We will continue to operate the ASAP program for students and work with the staff to continue to enhance opportunities for academic growth by assigning a teacher to support the after-school care personnel in their efforts to implement rigorous and relevant activities. Also, to fully meet this objective, we would need an after school bus to support the transportation needs of some of our most at-risk students for after-school tutoring opportunities.</p>		Kathy Malpass	02/28/2019	
Actions		1 of 2 (50%)			
	<p>10/27/17 The following clubs will be available to students in the 2018-2019 school year: Crafting, Book Club, Art Club, Pixar en Español, Lego Club, Drumming, Running, as well as Meditation/Mindfulness. Clubs will update each semester.</p> <p><i>Notes:</i> Some clubs will will meet the whole year, while others will have 6-8 week durations. The efforts to involve community members as club co-sponsors also builds relationships with our community.</p>		Heather Neal	02/28/2019	
	<p>9/24/18 Recruit community members to sponsor clubs at Lindley Park in order to diversify offerings and build partnerships with our community.</p> <p><i>Notes:</i></p>	Complete 09/14/2018	Nikki Domally	10/31/2018	

!	KEY	A4.16	The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:		As a school, we currently have days where local preschools visit our Kindergarten classrooms. We also make it possible for our 5th grade students to have an opportunity to visit the two middle schools. Our Kindergarten and first grade teams also collaborated and made it possible for the rising first graders to see what being in first grade is like.		Limited Development 08/16/2017		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		Students from each grade level, K-5, will have opportunities in the spring of each year to begin thinking about what they can expect both socially and academically in the upcoming year. The majority of these transitional conversations will take place during the guidance block for students. Our counselor will help to communicate grade-level expectations, provide tours of classrooms, and even show video clips of the next grade level's activities and lessons when appropriate. In addition, at the end of each year, students will be afforded an opportunity to talk with both student leaders and teachers from the next grade level about what to expect. All teachers across grade levels communicate about students' strengths and weaknesses, social and emotional needs, and any interventions that have been in place to support those students in order to ensure a smooth transition to the next grade level. There will be a specific, formalized process for ensuring that this communication takes place before the start of each new school year.			Rebecca Jones	05/31/2018
Actions				1 of 2 (50%)		
	10/27/17	The MTSS team will design a formalized process for communication about students' academic strengths and weaknesses, classroom behavior, social and emotional needs, and /or interventions needed to support the students' success at the next grade level.		Complete 09/19/2018	Rebecca Jones	05/30/2018
<i>Notes:</i>						
	10/4/18	The Leadership Team will outline a plan for grade-to-grade transitions, K-4. This plan will outline a formal communication plan about students behavior and academics from one grade level's teachers to the next. It will also include an orientation opportunity to the next grade level to be referred to as "LEAP Day" that will provide opportunities for classroom visits and Q & A.			Leigha Banner	05/18/2019

Notes:

Implementation:		09/24/2018		
Evidence	9/24/2018 Evidences will be uploaded as the various events occur. Currently, plans, calendar dates, and agendas are in the evidence folder.			
Experience	9/24/2018 Most teachers across the school were engaging in some kind of informal transition activity to prepare students for the next grade level. Some were visiting classes, others were sending home summer packets with preparation materials. We hoped with this objective to formalize the process and outline specific steps for all teachers to ensure consistency for our students with regard to their transition experiences.			
Sustainability	9/24/2018 None noted so far.			

Core Function: Dimension B - Leadership Capacity

Effective Practice: Strategic planning, mission, and vision

KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date	
Initial Assessment:		The team currently meets at least monthly to review school instructional needs and concerns. Team members are voted on by the whole school prior to the current instructional school year. Norms are established at the beginning of each school year and roles are voted on. Information is provided in notes post meetings and through email as follow ups. We review Continuous Improvement Plan (CIP) goals and address agenda items. The team chair and co-chair along with the school administrator create an agenda and remind team members of the goals and action steps that need to be discussed. Decisions are made as a team and voted on by the members. Grade-level team members are responsible for delivering the information provided at the meetings and following up with questions or concerns.	Full Implementation 09/18/2017			
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date

Initial Assessment:

The Lindley Park School Leadership Team (SLT) is comprised of representatives from each grade level as well as specialists and administration. This team currently meets bi-monthly for over an hour to lead the change process. The SLT meets monthly while the Multi-Tiered System of Support (MTSS) team, a subgroup, also meets monthly.

Full Implementation
09/18/2017

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Team planning times have been established by the instructional leadership team which is comprised of the principal, assistant principal, and the instructional facilitator. Each grade level has a set aside day to plan for math, one for reading, and then an additional day to review data as it relates to common assessments. Expectations and norms for Collaboration Around Student Achievement (CASA) meetings have been established in order to ensure the efficacy of the meetings. Additionally, grade-level teams across the district meet with one another to reflect on curriculum and best practices once every other month. Vertical team meetings have not been a part of our regular practice prior to the 2017-2018 school year, but this year vertical team meetings will take place bi-quarterly.	Limited Development 09/18/2017		
		Priority Score: 1	Opportunity Score: 2	Index Score: 2	
<i>How it will look when fully met:</i>		CASA is currently well established. The addition of vertical team planning will take place at least two times allowing one grade level above and below to meet.	Objective Met 03/08/18	Caroline Rush	06/08/2018
Actions					
	9/18/17	During vertical planning teachers will establish common academic vocabulary for the various core subjects. They will also discuss best practices for teaching core curriculum.	Complete 03/08/2018	Caroline Rush	06/08/2018
	<i>Notes:</i>				
Implementation:			03/08/2018		
<i>Evidence</i>	3/8/2018				
<i>Experience</i>	3/8/2018				
<i>Sustainability</i>	3/8/2018				

Core Function:	Dimension B - Leadership Capacity
-----------------------	--

Effective Practice:	Monitoring instruction in school
----------------------------	---

KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
-----	-------	--	-----------------------	-------------	-------------

<i>Initial Assessment:</i>		The administration team monitors classroom instruction daily in all grade levels. Lesson plans are viewed weekly as well as assessments given by the teacher. The Instructional Facilitator meets in weekly plannings with each grade level as well as Collaboration Around Student Achievement (CASA) meetings to insure instruction is targeted and reflective. The administration team uses a walk-through form that provides teachers with instant feedback, that is used to improve instruction. With this objective being fully met, the administration team is visible, supportive, and provides direct resources to improve instruction when needed. The principal models instruction when the opportunity lends itself. During pre-observation meetings, the principal discusses instructional strategies that the teacher would like her to hone in on and then discuss during the post conference. Classroom visits have been the key to succeeding in this objective.	Full Implementation 09/18/2017		
----------------------------	--	---	-----------------------------------	--	--

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The school leadership team reviews performance data at the beginning, middle, and end of the year to make to draft school improvement goals and actions steps. The data discussed include EOG scores, READY data (with subgroup details), and M-Class assessment data. In grade-level CASA meetings teachers analyze common assessment data as well as benchmark assessments. Grade-level teams report out to the leadership team and the staff at large about student progress and understanding using both performance data and aggregate classroom observation data (district benchmarks, M-Class assessment data, and common formative assessments). Though data is a part of our initial decision making and EOY assessment of our progress towards our goals, we need to be more purposeful about the inclusion of data analysis and discussion as a part of our regular progress monitoring efforts as a school improvement team.	Limited Development 08/16/2017		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
How it will look when fully met:		Data will be reviewed at regular intervals; not just to set goals as Beginning Of Year (BOY) or assess their attainment at EOY, but also to progress monitor and change direction if needed. Two-way communication between the school improvement team and the staff will be normalized through the development and implementation of a communication plan that reaches includes all stakeholders. The data that is shared with the SIT team will include performance data such as EOG scores and M-class assessment data, but also aggregate classroom data as reported by grade-level chairs and the school administration. Decisions made will be supported by data and those connections will be formally documented in meeting minutes and/or other documents used for communication with the staff.	Objective Met 10/04/18	Karen Moss	06/08/2018
Actions					
8/16/17		Develop a communication plan that closes the loop between the school improvement team and ALL stakeholders. Data will be shared from the school improvement team to the staff and community and from the staff to the school improvement team.	Complete 08/31/2018	Kathy Malpass	05/30/2018
<i>Notes:</i>					

8/16/17	Increase the number of parents on our SIT to represent multiple grade levels and subgroups.	Complete 11/07/2017	Lindsay Arnold	11/08/2018
	<i>Notes:</i>			
8/16/17	Clearly define roles for members of SIT : Chairperson(s), secretary, timekeeper	Complete 10/03/2017	Heather Cheek	09/08/2017
	<i>Notes:</i>			
8/16/17	Strategically place data on the SIT agenda so that we are regularly looking at school performance data.	Complete 10/03/2017	Karen Moss	10/10/2017
	<i>Notes:</i>			

Implementation:

10/04/2018

Evidence

9/12/2018

Visit the school's website for evidence:
http://www.asheboro.k12.nc.us/lindleyparkelementary_home.aspx

Experience

9/12/2018

From the start of the school year, Mrs. Malpass, our media specialist and webmaster posted the CIP minutes on the school's website.

Sustainability

9/12/2018

In the 2017-2018 school year, we will send an email to the staff when minutes are posted (in previous years, we have just posted without the additional notification) as well as sending a DOJO message to our parents to check them out online.

	C2.03	The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>The district provides PD at the start of each school year for teachers on various topics that range from reading instruction, to culturally responsive teaching, to implementing MTSS. Though the offerings are relevant, they are not always tailored to individual learners. Currently, teachers responses to written surveys and in focus groups indicate that we need to improve our differentiation of PD. Teachers want to see professional development that is more personalized to their individual needs as learners and professionals. Challenges lie in finding the time to address everyone's needs. There are often district and state-level initiatives that take priority on mandatory professional days leaving schools with limited flexibility in planning and implementing professional development designed to meet the needs of the school, particularly as it relates to CIP goals and individual teacher PDPs. At the school level, the principal includes mini PD sessions in each staff meeting related to school and district goals. In the past, teachers have presented on technology tools, differentiating whole-group instruction, differentiation in small groups, equity, and brain-based teaching/learning.</p>	Limited Development 09/26/2018			
<i>How it will look when fully met:</i>	<p>All professional development offerings at the school level will align with CIP goals and the skills needed to improve instruction in both reading and math. The school administration will create space for professional learning on school-based workdays (optional and required), during common plannings, and after school as needed so that teachers can maximize their time. PD provided on optional workdays will not be mandatory and will require teacher RSVPs. The media specialists along with the instructional team will collect and analyze survey data to help evaluate PD that has been provided and assess needs for PD to come. School administration will lead PD as well as teacher leaders and experts from around the district. The instructional team will be charged with making those connections in order to provide teachers with both a variety of topics to learn from and a variety of presenters to connect with. It is our vision that the professional learning that takes place never follows a "one and done" format. In order to maintain focus and retention of information; we will try to focus and align offerings so that the major concepts are revisited throughout the year.</p>		Kathy Malpass	05/31/2019	
Actions		1 of 3 (33%)			
	<p>9/26/18 Professional development for every fifth Tuesday will be outlined for use with all certified teaching staff. It will be PD based on CIP goals and teacher responses to the PD needs survey(s).</p>		Caroline Rush	11/30/2018	

Notes:

9/26/18 A PD needs survey will be created and distributed to staff to inform planning for the year's professional learning. Complete 09/25/2018 Kathy Malpass 09/30/2018

Notes:

9/26/18 Feedback surveys will be created, distributed to staff, and analyzed in order to assess the effectiveness of the provided PD for the 2018-2019 school year. Leslie Smith 06/07/2019

Notes:

Core Function: Dimension C - Professional Capacity

Effective Practice: Talent recruitment and retention

KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
-----	-------	---	-----------------------	-------------	-------------

<i>Initial Assessment:</i>		Currently, our school's recruitment efforts follow our district-level system of procedures and protocols for recruiting. Our Human Resource Office represents our school district at several university recruitment fairs each year. For the university fairs, an Asheboro City Schools (ACS) representative, typically a principal from one of our schools, is provided with recruitment materials such as fact sheets, an informational video, pens, and other paraphernalia to support recruitment and communication efforts. Additionally, the Human Resource Office hosts a local job fair during which each individual school is able to create a table display. Our school posts a tri-fold which includes pictures from the current year's activities. We want all of the things we display relevant and up-to-date. We provide a fact sheet for interested candidates and spend quality time discussing our school's culture and climate, our goals for the year, and the kind of team member we want to have join our staff. Each interaction is personal. This mirrors administrative interactions with other staff.	Full Implementation 09/18/2017		
----------------------------	--	---	-----------------------------------	--	--

Core Function:	Dimension E - Families and Community
-----------------------	---

Effective Practice:	Family Engagement
----------------------------	--------------------------

KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
-----	-------	--	-----------------------	-------------	-------------

Initial Assessment: We currently have weekly folders, weekly phone calls from administration (Blackboard), grade-level newsletters, a website, and a Facebook page to provide communication with parents. We also hold Academic Family Teacher Team (AFTT) nights at least 3 times a year as well as parent teacher conferences at least twice a year to communicate progress and offer materials to help with their children at home. Teachers also regularly communicate with parents by telephone and email accomplishments and concerns. Resources for parent engagement will be provided in multiple languages as well.

How it will look when fully met: School wide AFTT nights will show an increase of parental participation due to improved publicity and incentive plans for students and parents. All teachers will run effective, individual parent conferences with a framework designed by the LP SIT team. The school administration will continue to send home weekly notifications about expectations and upcoming events. Grade levels will include strategies that parents can use at home. Parent survey data will be used to assess the effectiveness of our communication efforts.

Actions	3 of 4 (75%)			
----------------	---------------------	--	--	--

8/16/17	Develop a guide for teachers about parent conferences that list the required components.	Complete 10/10/2017	Caroline Rush	11/10/2017
---------	--	---------------------	---------------	------------

Notes:

8/16/17	Provide modeling and support for all teachers about conducting conferences so that they will run effective, individual parent conferences using a framework designed by the LP SIT.	Complete 10/10/2017	Heather Cheek	12/08/2017
---------	---	---------------------	---------------	------------

Notes:

11/9/17	Work collaboratively with the school's PTO to provide incentives for attending parent nights during the school year.	Complete 02/06/2018	Nancy LaMuraglia	02/15/2018
---------	--	---------------------	------------------	------------

Notes:

10/4/18	We will work with Sodexo and our PTO to provide meals for families on AFTT nights as a means of increasing attendance.		Nikki Domally	02/12/2019
---------	--	--	---------------	------------

Notes:

	E1.11	All teachers meet with family members (parents or guardians) formally at least two times a year to engage in two-way communication regarding students' cognitive, socio-emotional, and physical development outside the classroom.(5187)	Implementation Status	Assigned To	Target Date
--	--------------	---	------------------------------	--------------------	--------------------

Initial Assessment:

Full Implementation
09/26/2018

At Lindley Park Elementary School, a number of resources are available to keep an open line of communication between school and home. Three times a year, our schools host Academic Family Teacher Team (AFTT) nights. The purpose of these scheduled meetings is to provide an opportunity for parents and families to come into the building and see a highlight of their child's academic progress. AFTT nights bring the parents, teachers and students together to create a united academic team, focused on the success of each individual child. In effort to continually evolve and ensure that the needs of parents and students are met, surveys are conducted to monitor progress and effectiveness of the AFTT model.

Additionally, the Lindley Park staff has adopted the Class Dojo program as an added resource for direct communication with parents. Class Dojo allows parents to monitor their child's progress and development at school. An added feature of Class Dojo allows teachers to share photos and videos from their classroom during the day to allow parents to feel connected to their child's classroom. Administration has the capability of posting school updates, upcoming events, and school celebrations on the school's story. Class Dojo serves as an added resources for quickly relaying important information to our families.

Another method for communication that Lindley Park has implemented for the school year are the Tuesday folders. Each student has a blue folder that goes home every Tuesday. Parents know to expect this folder and to check it for important information, documents to be signed, or their child's schoolwork.

Lindley Park also sends out a Sunday night phone call every week. The purpose of the phone call is to update parents with important information from school. The phone system allows calls to be sent out to all students or select groups of students, which makes it a versatile tool for our school.

Last, but not least, Lindley Park maintains a school Facebook page, where important information is posted for our parents and community supporters. In addition to important information, photos and videos from school functions are shared with followers as an added method for showcasing the great things happening in our school.

Comprehensive Progress Report

Mission: Mission: Guy B. Teachey Elementary will be an inviting school where high expectations, respect for one another, and life-long learning are valued and promoted. Vision: Guy B. Teachey Elementary will be a safe, nurturing school that works collaboratively with all stakeholders; preparing students to be productive 21st century citizens.

Vision: Vision: Guy B. Teachey Elementary will be a safe, nurturing school that works collaboratively with all stakeholders; preparing students to be product 21st century citizens.

Goals:

- Each student in Asheboro City Schools graduates prepared for further education, work, and citizenship.
- Each student has a personalized education.
- Each student has excellent educators every day.
- Asheboro City Schools will have up-to-date business, technology, and communication systems to serve its students, families, and staff.
- Each student is healthy, safe, and responsible.



! = Past Due Objectives KEY = Key Indicator						
Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date	

Initial Assessment:

Teachers integrate our school motto into classroom rules: we are respectful, responsible, learners. These are posted in each classroom. Teachers also take time to teach mini-lessons and model correct school and classroom behaviors. Morning announcements include the school motto. One hundred percent of classroom teachers and Encore teachers utilize Class Dojo as a classroom management tool as well as a way to communicate with parents. A laptop station is set up during Open House so that new parents/guardians can sign up for Class Dojo. Parents who are not able to connect to Dojo receive information in another form (printed newsletters in weekly take-home folders, phone messages, etc.) Classroom teachers present their expectations for students with parents at beginning-of-the-year meetings and include a Q/A session. We have a school-wide incentive program (Tiger Tickets) that allows students to shop for prizes with tickets earned by demonstrating positive behavior. Our school has been awarded Exemplar status as a PBIS (Positive Behavior Interventions and Supports) school for the last three years.

Full Implementation
08/16/2017

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		With recent updates to standards in ELA and Math at the state level, existing units are being implemented as they are revised. Additional units are being developed, primarily in math and ELA.	Limited Development 05/09/2017		
<i>How it will look when fully met:</i>		Teachers will continue to build and refine units aligned to the standards to meet the needs of an ever-changing student population on a year-to-year basis. Evidence will include unit/lesson plans from each grade level team.		Sharon Andrews	06/11/2019
Actions			3 of 6 (50%)		
	6/14/17	Grade level teams will design units of instruction in ELA based around EngageNY modules. Our goal is to design, plan, and implement one per quarter (4 for the 2017-2018 school year).	Complete 04/03/2018	Sharon Andrews	04/01/2018
	<i>Notes:</i>				
	6/14/17	Grade level teams will design units of instruction in Math based around EngageNY modules. Goal is to design, plan, and implement one per quarter (4 for the 2017-2018 school year).	Complete 04/03/2018	Sharon Andrews	04/01/2018
	<i>Notes:</i>				

6/14/17	Grade level teams will design units of instruction in science based NC Essential Standards for Science. Goal is to design, plan, and implement one per quarter (4 for the 2017-2018 school year).	Complete 04/03/2018	Sharon Andrews	04/01/2018
---------	---	---------------------	----------------	------------

Notes:

9/9/18	Training with updated standards, DPI (Department of Public Instruction) resources, vertical alignment, etc. to take place during PD (professional development) Tuesdays.		Ann Evans	06/07/2019
--------	--	--	-----------	------------

Notes:

9/9/18	Extended planning is built into the master schedule to facilitate unit development.		Rhonda McHenry	04/04/2019
--------	---	--	----------------	------------

Notes:

9/9/18	Each grade level develops 1-2 units in ELA, Math, and Science this year.		Grade Level Chairs	04/04/2019
--------	--	--	--------------------	------------

Notes:

Core Function:	Dimension A - Instructional Excellence and Alignment
-----------------------	---

Effective Practice:	Student support services
----------------------------	---------------------------------

KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Teachers are continuing to implement the Core Success Plan in each homeroom. All student needs are screened and the data is used to create an instruction plan to meet needs indicated in math and ELA during core instruction. Evidence-based strategies are matched to the indicated needs and are used to make sure students can access lesson content. Teachers document implementation data as well as student performance data. This is used to determine effectiveness and to make decisions regarding next steps. (Target: 80% of class are successful with core instruction, demonstrating proficiency with lesson content.)</p> <p>Teachers will learn to implement the Small Group Success Plan for groups of targeted students who need additional support/intervention. Implementation and student performance data is tracked for individual students. (Target: 15%--students who need moderate catch-up growth and additional support in order to access lesson content/demonstrate proficiency with lesson content.) For students who need intensive, more individualized support, teachers are using the Individual Success Plan (the former Personal Education Plan), providing individual intervention and are using response data to determine effectiveness of intervention strategy, etc.(Target: 5%--students needing the most intense support in order to access lesson content, meet catch-up growth goals, etc.)</p>	Limited Development 06/14/2017		
<i>How it will look when fully met:</i>		<p>When fully implemented, all homeroom teachers will: 1) Have Core Success Plans for ELA and Math, update data for both implementation and student achievement data, and evaluate overall effectiveness of Core Instruction and 2) Have Small Group Success Plans for ELA and Math, update data for both implementation and student achievement data, and evaluate overall effectiveness of intervention strategies for the targeted students. Some homeroom teachers will have Individual Success Plans for ELA and/or Math, update data for both implementation and student achievement data, and evaluate overall effectiveness of the intervention plan for the individual student.</p>		Sharon Andrews	06/07/2019
Actions			6 of 12 (50%)		
	10/15/17	Collect and analyze Beginning-of-Year data during CASA (Collaboration Around Student Achievement) meetings using mCLASS (North Carolina Department of Public Instruction K-3 assessment system), SRI (Scholastic Reading Inventory for grades 3-5), Fountas and Pinnell (instructional reading levels 4-5), and aimsweb Plus (K-5 Universal Screening Program for reading 4-5 and math K-5).	Complete 10/10/2017	Sharon Andrews	10/16/2017

Notes:

10/15/17	The Instructional Success Plan (ISP) team will provide professional development on MTSS (Multi-Tiered Support System) that includes an overview of the Core Success Plan, Small Group Success Plan and Individual Plan. Beginning Teachers and interested teachers will have a strategy session to further support them as they write their first plans.	Complete 10/17/2017	Sharon Andrews	11/30/2017
----------	--	---------------------	----------------	------------

Notes:

10/15/17	In grade level CASAs, develop Core Success Plans that add one or more strategies to core instruction to support skill deficits common for a high percentage of students so that 80% of students master standards. Data for implementation and student growth will be collected and analyzed regularly. Plans will be revised according to that data during CASA meetings a minimum of once per quarter.	Complete 05/08/2018	Sharon Andrews	05/01/2018
----------	---	---------------------	----------------	------------

Notes:

10/15/17	Individual teachers will develop Small Group Success Plans for students who need additional support in order to master standards. Data for implementation and student growth will be collected and analyzed regularly. Plans will be revised according to the data regularly.	Complete 05/08/2018	Sharon Andrews	05/01/2018
----------	---	---------------------	----------------	------------

Notes:

10/15/17	The ISP team will meet with grade levels to assist with individual plans and to monitor student success. This will be used along with other information to determine which additional supports may be required to ensure student growth.	Complete 05/08/2018	Kim Clodfelter	04/01/2018
----------	--	---------------------	----------------	------------

Notes:

9/9/18	Hold Professional Development on Sept. 25, 2018 to define components of MTSS (Multi-tiered System of Support) process, work on writing core success plans and add plans to shared Team Drive.	Complete 10/02/2018	Sharon Andrews	09/28/2018
--------	---	---------------------	----------------	------------

Notes:

9/9/18	Conduct core success plan "check-ins" quarterly to give feedback and monitor progress.		MTSS Grade Pair Reps	10/12/2018
--------	--	--	----------------------	------------

Notes:

9/9/18	Update core success plans using Middle of Year and March data.		Sharon Andrews	04/01/2019
--------	--	--	----------------	------------

Notes:

9/9/18	Use Student Folders (purple) to collect data and work samples for at-risk students as part of MTSS process; use 2017-2018 data when applicable.		Kim Clodfelter	06/07/2019
--------	---	--	----------------	------------

Notes:

9/9/18	Work collaboratively during CASA to refine core success plans/develop small group plans at scheduled points throughout the year (BOY, MOY, March, and EOY)	Grade Level Chairs	06/07/2019
--------	--	--------------------	------------

Notes:

9/9/18	Clodfelter to attend CASA once a month to ensure students are included in small group plans as needed.	Kim Clodfelter	06/07/2019
--------	--	----------------	------------

Notes:

9/9/18	Continue grade-level meetings with ISP team two times a year.	Kim Clodfelter	06/07/2019
--------	---	----------------	------------

Notes:

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
--	-----	-------	---	-----------------------	-------------	-------------

Initial Assessment:

PBIS support, classroom guidance lessons, and classroom discussions provide instruction, modeling, and a positive environment to help students learn ways to manage, identify, and express their emotions. Classroom guidance topics include understanding emotions, ways to express those emotions, appreciating differences, cause and effect, self management, and resolving conflict. All teachers ensure that students emotional needs are met so that they may learn. Available resources are used when necessary. Teachey has a full -ime school counselor, full-time nurse, and part-time school social worker to assist students, families, and teachers with meeting the emotional needs of our students. Teachey has a Watch DOGS (Dads of Great Student) program to provide positive male role models for our students. Project Bridge provides a male mentor to meet with a select group of 4th and 5th grade male students to discuss emotional needs and how to deal with those issues. Teachey has a therapeutic classroom specifically designed to support the severe behavioral and mental health needs of elementary students in Asheboro City Schools. The Therapeutic classroom works in partnership with Evans-Blount to provide individual and group therapy needs. Teachey also meets our students' needs through the following initiatives:

PAWS Program/Check-in Check-out (Positive Action With Support)

Lunch buddies/mentor program

Communities in Schools volunteers and mentors

Class Dojo growth mindset units on social and emotional learning

Communication of needs to parents through Class Dojo, phone calls, conferences, and home visits

Student recognition programs (Awards Days, "Ask Me" stickers)

Partnership with Kiwanis Terrific Kids

Limited Development

06/14/2017

How it will look when fully met:	All students have developed self-management skills in order to establish positive emotional climates in the classroom that promotes a healthy learning environment. The school has an established support system in place that partners trusted adults with students so that self-management skills are monitored and strengthened on an on going basis.		Kim Clodfelter	06/07/2019
Actions		5 of 9 (56%)		
10/16/17	Create and utilize a check-in/check-out system for students who need additional support and guidance where students meet with PBIS team members daily to set goals and assess progress. Effectiveness is assessed each quarter.	Complete 10/02/2017	Stephanie Wells	10/02/2017
<i>Notes:</i>				
10/16/17	Create class lists based on teacher input regarding student personalities.	Complete 08/24/2017	Amy Day	08/24/2017
<i>Notes:</i>				
10/16/17	Provide professional development regarding cultural responsiveness led by Tressie Sargent, Wendy Rich, and Cayce McCamish.	Complete 06/08/2018	Tressie Sargent	06/08/2018
<i>Notes:</i>				
10/23/17	The PBIS team and/or the ISP team assists teachers when an individual student needs an intervention strategy for learning self-management (social stories, the chart that rewards positive choices after a short span of time, use of stress toys, etc.).	Complete 05/08/2018	Kim Clodfelter	05/01/2018
<i>Notes:</i>				
9/9/18	Implement Stanford Harmony Social Emotional Curriculum in classroom guidance lessons.		Kim Clodfelter	06/07/2019
<i>Notes:</i>				
9/9/18	Expand use of Big Ideas within Class Dojo.		Grade Level SLT Reps	01/31/2019
<i>Notes:</i>				
9/9/18	Behavioral Tiger Time interventions offered on A Week Tuesdays.		Kim Clodfelter	06/07/2019
<i>Notes:</i>				
9/9/18	Collect survey data of students' trusted adults in the school.	Complete 10/01/2018	Kim Clodfelter	10/01/2018
<i>Notes:</i>				
9/9/18	Use student survey data to ensure all students are accounted for.		Kim Clodfelter	11/01/2019
<i>Notes:</i>				

	A4.11	The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs).(5129)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Clubs (Battle of the Books, Tuneful Tigers, Art Club, Tiger Fitness, Lego Robotics, Student Council, Polar Bear), Summer Academy (select students grades 3-5), Summer Camp (select students grades 1-3), informal after-school tutoring, After-School Program, Summer Program at Coleridge Apartments .	Limited Development 09/09/2018		
<i>How it will look when fully met:</i>		Access for ALL students to these opportunities, regardless of income, race, or where they live. Expanded summer programs for targeted students.	Objective Met 10/02/18	Ann Evans	06/14/2019
<i>Actions</i>					
	9/9/18	Determine number of students living in target area who would benefit from concentrated efforts to break down barriers that keep them from being involved in activities outside the school day.	Complete 10/02/2018	Rhonda McHenry	10/01/2018
	<i>Notes:</i>				

KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>In the spring, prior to enrollment in kindergarten, student and parents attend orientation. During this time, we gather required documents for enrollment and introducing families to our school. Parents make appointments for informal screening. Students attend in small groups as teachers observe academic as well as school preparedness behaviors. Students who may benefit from summer programs geared to introduce students to school are identified and invited. Parents of students with IEPs (Individualized Education Plans) also attend transition meetings. In addition, parents tour the school and learn more about making the kindergarten year a positive experience. School tours are also offered to newly enrolling students, regardless of grade level. Classroom guidance lessons are used to assist with the transition to middle school and fifth grade students tour the middle school each spring. Students in the therapeutic classroom also have transition meetings when needed. All 5th grade students with an IEP have transition meetings in April/May (with parents, current teachers, future teachers from SAMS) to ensure success for middle school.</p>	Limited Development 08/16/2017		
How it will look when fully met:		<p>When fully implemented, there will be a plan for introducing the next grade level in the spring of the year: K to 1; 1 to 2; 2 to 3; 3 to 4; and 4 to 5. Packets will be sent home with the last report card that include suggested books to read and math practice to help students be successful at the start of the next grade level. Teachers in previous grade levels will communicate with current teachers about strategies to help connect with struggling or difficult students. AFTT (Academic Family Teacher Team) meetings will front-load the next year's standards with particular attention paid to students moving from Grade 2 to Grade 3 and Grade 5 to Grade 6.</p>		Kim Clodfelter	06/07/2019
Actions			3 of 4 (75%)		
10/16/17 School tours are offered district-wide throughout the school year (both on set dates and by request) for potential students and their families.			Complete 08/24/2017	Amy Day	08/24/2017
<i>Notes:</i>					
10/16/17 ISP team meets to discuss student needs, interventions from previous years, and performance trends. Strategies are shared by grade-level representatives and specialists.			Complete 09/30/2017	Kim Clodfelter	09/30/2017

Notes:

10/16/17 Individual students have transition meetings with new faculty when transitioning from the therapeutic classroom (and/or regular classroom) back to the home school or the middle school, as needed. Complete 05/08/2018 Kim Clodfelter 05/01/2018

Notes:

9/9/18 Information packets with suggested reading list and math practice for next grade level sent home with last report card. Grade Level Chairs 06/07/2019

Notes:

Core Function:		Dimension B - Leadership Capacity				
Effective Practice:		Strategic planning, mission, and vision				
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date	
Initial Assessment:		Teachey has had a leadership team for many years following most of the criteria described in the indicator. In 2018-19, the team is comprised of elected representatives from each grade level (K-5), elected representatives from special areas (Exceptional Children, Reading/English Language Learners, Instructional Assistants, and Encore), a parent representative, a district thought partner, media specialist, guidance counselor, instructional facilitator, assistant principal, and principal. There is a membership rotation schedule so that at least half of the team are veteran members in any given year.	Limited Development 06/14/2017			
		Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		Changes for the 2017-18 school year to meet this indicator include meeting twice a month (vs. once a month) and focusing the team's work on school improvement planning and implementation.	Objective Met 09/09/18	Jonas Hancock	06/14/2019	
Actions						
	10/16/17	Create a calendar that specifies which indicators and action steps will be monitored during specific meeting dates and those reporting on our progress with the indicator. Monitor and change as needed.	Complete 12/05/2017	Jonas Hancock	11/04/2017	
<i>Notes:</i>						
Implementation:			09/09/2018			
Evidence	9/9/2018	Meeting dates are shared publicly and assigned indicators are documented in meeting agendas and minutes.				
Experience	9/9/2018	Scheduling meetings and assigning indicators to this Objective was the main tasks completed.				
Sustainability	9/9/2018	Each year, new dates and indicator assignments will need to be created.				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachey has embraced team structures to address instructional planning, individual student needs, school improvement, and family-community connections in a variety of ways. Committees and teams make year-long plans and develop work products, create agendas and meeting minutes that are archived for future reference, meet regularly (weekly and monthly), and are provided with timely student performance data to assist the decision-making process. The following teams meet regularly: Instructional Success Plan Team (Weekly on Wednesdays), School Leadership Team (First and Third Tuesday of the month), Positive Behavior Interventions and Supports Team (once a month), Collaboration Around Student Achievement Meetings (Weekly with grade-level teams (K-5)), Parent/Teacher Organization Board Meetings (Second Monday of the month.) The School Leadership Team meets twice a month and quarterly extended planning times allow each grade-level team to analyze current data and design instruction.	Limited Development 08/16/2017		
<i>How it will look when fully met:</i>		When this is fully implemented, the purpose of each committee/team will be clearly described and available to all shareholders.		Ann Evans	08/19/2019
Actions			1 of 2 (50%)		
	10/23/17	Implement twice monthly School Leadership Team meetings.	Complete 06/08/2018	Amy Day	06/08/2018
	<i>Notes:</i>				
	10/23/17	Each committee will submit a one-page document to the shared Team Drive outlining their purpose, meeting schedule, and members.		Committee Chairs	01/31/2019
	<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
	B3.01	The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Students participate in daily Tiger Time intervention groups based on current data discussed at CASA meetings. Select students also receive tutoring after school from their teachers and from an interventionist. Students in grades 3-5 are utilizing Study Island after school to target their specific skill needs and deficits. Students enrolled in the After School Academic and Social Achievement Program receive additional support from their classroom teacher and after school staff. Support from our AIG () specialist has dropped from four days a week in 2017-2018 to three days a week in 2018-2019.		Limited Development 08/16/2017		
How it will look when fully met:	Continue to utilize data-driven Tiger Time flexible groups in grades 2-5 to provide daily opportunities for academic catch-up growth (double and triple dip instruction for students achieving below proficiency in reading and/or math) or enrichment. Continued monitoring of growth of student achievement of all students participating in the after-school program.			Ann Evans	06/07/2019
Actions			2 of 5 (40%)		
	10/23/17	Fidelity of Tiger Time in grades 3-5 for reading, math, and fifth grade science. <i>Notes:</i>		Sharon Andrews	06/07/2019
	10/23/17	Develop a streamlined process for communicating with teachers of students in the after-school program. <i>Notes:</i>	Complete 11/28/2017	Rhonda McHenry	12/01/2017
	2/5/18	Monday, Wednesday, and Thursday: selected students from the ASAP will be provided extra opportunities for instruction. <i>Notes:</i>	Complete 05/31/2018	Rhonda McHenry	05/31/2018
	9/9/18	Begin utilizing added staff member in kindergarten, first, and second grades as part of the initial implementation of Tiger Time in those grade levels. <i>Notes:</i>		Sharon Andrews	06/07/2019

9/17/18 Implementation of Jan Richardson's RISE intervention with second grade team (and potentially other grade levels) to determine if this intervention produces more gains than previous forms of intervention with students who are behind grade level in reading.

Jennifer Brumley

06/07/2019

Notes:

KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Administration is present at weekly CASA meetings to discuss the current data and instructional strategies. Teachers are currently observed based on their renewal cycle (2x, 3x or 4x a year) and given constructive feedback with artifacts at their post-observation conference.	Limited Development 06/14/2017		
How it will look when fully met:		This objective is one that needs to be updated and addressed based on the needs of the staff and the students. When fully met the teachers would receive frequent walk-throughs in addition to the annual expectations of the evaluation system.		Ann Evans	06/07/2019
Actions			2 of 5 (40%)		
	10/16/17	Grade levels turn in weekly plans in the Google Team Drive each Friday for Ms. Day to review and give feedback.	Complete 08/24/2017	Amy Day	08/24/2017
		Notes:			
	10/16/17	Administrators perform formal and informal observations and provide constructive feedback to classroom teachers within ten days.	Complete 06/08/2018	Amy Day	06/08/2018
		Notes:			
	9/9/18	Lesson plans will be submitted weekly for review and feedback given as needed.		Ann Evans	06/07/2019
		Notes:			
	9/9/18	Administrators will create a walk-through schedule.		Ann Evans	10/01/2018
		Notes:			
	9/9/18	Administrators will conduct walk throughs according to schedule and provide immediate individual feedback, within 48 hours, along with trend data at staff meetings and/or leadership meetings.		Ann Evans	06/07/2019
		Notes:			

Core Function:	Dimension C - Professional Capacity
-----------------------	--

Effective Practice:	Quality of professional development
----------------------------	--

KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Grade levels meet weekly to discuss grade-level performance data. This student performance data is used to form differentiated intervention groups and to make adjustments to current lesson plans. Three times a year staff meets to view school-wide student performance data.	Limited Development 06/14/2017		
How it will look when fully met:		The use of aggregated classroom observation data is an area where we can improve. We can increase the amount of walkthroughs by creating and utilizing a school-wide observation form. We will then be able to use the data to make decisions about school improvement and professional development needs.		Ann Evans	06/07/2019
Actions			0 of 1 (0%)		

9/9/18	Look at areas of concern in classroom observation data and ELA using Check-In, TRC, and EOG data to inform school decisions.		Ann Evans	06/07/2019
--------	--	--	-----------	------------

Notes:

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Administration and selected staff participate and attend district-level career fairs in order to showcase our school. Teacher Teams are assembled to interview potential candidates to seek out those whose philosophy and vision are compatible with our stakeholders. All members of the interview team weigh in on recommendations for hire at the completion of the interview process. All beginning teachers are matched with a lead mentor in order to provide full support beyond the classroom which compliments district-level networking and support. School administration follows normal protocol with teachers for their required evaluation cycle. Administration provides coaching and individual conferences in order to review teacher EVAAS (Education Value-Added Assessment System) data, classroom achievement data and professional development plans periodically throughout the school year. Staff members are nominated by peers for teacher of the year recognition. During monthly staff meetings, administration recognizes staff members for their contributions and achievements.	Limited Development 06/14/2017		
<i>How it will look when fully met:</i>		The evaluation system will be uniformly applied to all staff, both high achieving and those working at the developing level. Systems in place for recruiting, evaluating, and rewarding staff will result in the creation of a "high performing" staff which in turn promotes high growth in student achievement.		Ann Evans	06/07/2019
Actions			0 of 2 (0%)		
	9/9/18	Mrs. Evans will seek out regional university job fairs to recruit staff for potential vacancies.		Ann Evans	06/07/2019
	<i>Notes:</i>				
	9/9/18	Mrs. Evans and Mrs. McHenry will collaborate to calibrate their evaluation process.		Ann Evans	10/01/2019
	<i>Notes:</i>				

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date

Initial Assessment:

The principal does a Sunday night phone/email message for all families that highlights upcoming important events. We host three Academic Family Teacher Team (AFTT) evening meetings. We offered two sessions each night at two different times to maximize parent participation. Teachers present class data and parents are given strategies on how to help their children at home. Incentives and awards are given to students for their participation in digital programs like Accelerated Reader and Study Island. The principal regularly writes words of encouragement on each student's report card. Our Guy B. Teachey school website is updated consistently to include important information for students and their families. Class Dojo is used school-wide to inform families of their student's behavior and accomplishments. Teachers and administration can also instant message parents and share Class Stories with photos and videos using Class Dojo.

Full Implementation
06/14/2017

Comprehensive Progress Report

Mission: MISSION STATEMENT The faculty and staff of Balfour School, working together with parents and community members, will create a culture that empowers students to become informed and active citizens and lifelong learners.

Vision: VISION STATEMENT Balfour Elementary School will be a school of excellence where students are honored, learning is valued, and our community is dedicated to the success of all.

Goals:

C 2.01 By June 2019, through modification of instruction, curriculum and environment, 80% of students will be proficient in reading as measured by Dynamic Indicators of Basic Early Literacy Skills (DIBELS for K-5) and 60% as measured by End of Grade Assessment (3-5).

E 1.06 80% of Balfour families will be engaged in their student's learning through Class Dojo and Parent Nights.

E1.06 Balfour will develop 1 new community relationship through a faith based partner.

C 2.01 By June 2019, through modification of instruction, curriculum and environment, 80% of students will be proficient in math as measured by Math End of Grade Assessment (3-5), North Carolina Department of Public Instruction Math Summative (K-2).



I = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We currently follow a Positive Behavior Intervention Support model and use the BARK acronym. B is for being respectful, A is for acting responsibly, R is for remembering kindness, and K is for keeping safe. Students receive Class Dojo Points for following these school-wide expectations. We have implemented a school-wide behavior management program called Class Dojo.	Limited Development 08/27/2017		
<i>How it will look when fully met:</i>		At full implementation, a school-wide behavior management system (ie Class Dojo) will be in place. Students will clearly demonstrate expectations and understand consequences.		John Beard	06/05/2019
Actions			0 of 3 (0%)		
	8/27/17	Specifically teach PBIS lessons for various areas of the school so that all students have the same expectations. <i>Notes:</i> 10/18 and 4/1		John Beard	10/18/2018
	8/27/17	Have a system in place where school-wide positive reinforcers and consequences are consistently carried out throughout the school. <i>Notes:</i>		John Beard	02/07/2019
	8/27/18	Utilize Educator's Handbook as a behavior incident tracker. <i>Notes:</i>		Christopher Tuft	05/01/2019
Core Function:		Dimension A - Instructional Excellence and Alignment			

Effective Practice: Curriculum and instructional alignment

KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers meet together three times a week as a grade level with the instructional facilitator to plan for English Language Arts, math, and discuss and analyze data.	Limited Development 08/27/2017		
<i>How it will look when fully met:</i>		<p>Upon full implementation, instructional teams consisting of grade-level teachers, EC teachers, ESL teachers, and the instructional facilitator will meet 3 days per week as a team to plan for all subjects. Teachers will also discuss and analyze data during these meetings to help align instructional units to the needs of the students within their classrooms and adjust units as needed. The instructional facilitator will use these meetings to provide differentiated PD for grade levels to help support unit development and insure that all units meets the Standard Course of Study.</p> <p>Unit development will include:</p> <ul style="list-style-type: none"> • ELA units on instruction that include the use of EngageNY materials for ELA (K-5). • ELA units on instruction that include the use EngageNY materials for Math (K-5). • Science units that include the use of Discovery Techbook as a resource for 3-5 students. • Unit development for Word Study that directly and indirectly provide instructional strategies for vocabulary instruction. • Units will also include common and formative assessments that align to the current NC Standard Course of Study and to the Asheboro City Schools Pacing Guides provided by the district. 		Keisha Dawalt	06/07/2019
Actions			0 of 2 (0%)		
		8/27/17 Classroom teachers participate in grade-level planning and CASAs in the data room with the instructional facilitator.		Keisha Dawalt	11/08/2018

Notes:

10/23/17 Extended Planning sessions will occur monthly beginning in October and ending in May to provide uninterrupted time for teachers to map out upcoming instructional units.

Keisha Dawalt

05/09/2019

Notes:

Core Function: Dimension A - Instructional Excellence and Alignment

Effective Practice: Student support services

KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
-----	-------	--	-----------------------	-------------	-------------

Initial Assessment: Classroom teachers reinforce standards through daily intervention time. Other teachers, including the reading specialist, EC, ESL, music, PE, art, media, and guidance, are supporting intervention instruction as well by working with small groups on specific skills.

Limited Development
08/27/2017

How it will look when fully met: A tiered instructional system inclusive of daily PAW time and evidence-based interventions and enrichment are implemented with fidelity.

Penny Crooks

06/07/2019

Actions 0 of 6 (0%)

8/27/17 Administrators will revisit and revise classroom and school-wide schedule as needed so PAW time maximizes intervention and enrichment opportunities.

Penny Crooks

05/02/2019

Notes:

8/27/17 Administrators will conduct consistent walk-throughs during Paw Time throughout the school year using the School Walk-through Instrument.

Christopher Tuft

01/10/2019

Notes:

8/27/17 Teachers continue to discuss evidence-based instruction, interventions, and enrichment during planning and CASA.

Keisha Dawalt

12/06/2018

Notes:

8/27/18 Students will engage in intervention and enrichment by Sept 4, 2018

Keisha Dawalt

10/15/2018

Notes:

8/27/18 Support Staff will be developed into an intervention team with requisite training.

Keisha Dawalt

12/01/2018

Notes:

9/27/18 ESL will meet weekly as a CASA, looking at student mCLASS and access data to make meaningful adjustments to ESL instruction and service delivery.

Beth Bender

12/15/2018

Notes:

KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:		A school-wide PBIS system is in place to manage student behavior. Students who require additional behavior or emotional support can be referred to the PBIS committee for Tier 2 interventions. Students participate in biweekly Guidance classes that address emotional wellness with the school counselor. Morning announcements include a character trait of the month and a social skill of the week, which are reinforced in Guidance classes. The school counselor counsels students individually as needed.	Limited Development 08/27/2017		
How it will look when fully met:		A school-wide PBIS system is in place to manage student behavior. Students who require additional behavior or emotional support can be referred to the PBIS committee for Tier 2 interventions. Student social and emotional well-being is discussed in CASA meetings and referrals are made to the PBIS team and school counselor, if appropriate. Students participate in biweekly Guidance classes led by the school counselor that address emotional wellness, and are tied to needs established in CASA. Morning announcements include a character trait of the month and a social skill of the week, which are reinforced in Guidance classes. The school counselor meets with students individually and in small groups as needed.		John Beard	06/05/2019
Actions			0 of 5 (0%)		
8/27/17		EC and ESL teachers are represented in appropriate CASA regularly with school nurse and social worker participating as needed.		Beth Bender	04/18/2019
<i>Notes:</i>					
8/27/17		Professional development will be provided from the school counselor and support services on emotional states and support.		John Beard	10/01/2018
<i>Notes:</i>					
8/27/17		Professional development will be provided from EC and ESL staff on emotional states with learning of Special Populations.		Jacob Berrier	10/01/2019
<i>Notes:</i>					
8/27/17		Professional development will be provided from the school nurse and/or social worker as needed.		Crooks	04/18/2019

Notes:

8/27/18 Weekly small group sessions for students who demonstrate socio-emotional needs

John Beard

12/15/2018

Notes:

		A4.11	The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs).(5129)	Implementation Status	Assigned To	Target Date
--	--	--------------	--	------------------------------	--------------------	--------------------

Initial Assessment:

We have Junior Mustache Fraternity, the Academic and Social Achievement Program, Battle of the Books, after-school tutoring, the Esteemed Club, Soccer Club, Volleyball Club, and Cooking Club.

Limited Development
09/20/2017

How it will look when fully met:

There will be accessible data by program participants. There will be professional development based on the needs and gaps in the extended learning programs. There will be implementation of research-based strategies in the extended learning programs.

Christopher Tuft

06/07/2019

Actions

0 of 3 (0%)

9/20/17 Students will be grouped in data warehouses using mCLASS and Aimsweb.

Keisha Dawalt

10/06/2018

Notes:

9/20/17 Professional development opportunities will be provided for extended learning instructors.

Keisha Dawalt

06/06/2019

Notes:

9/20/17 Administrators will analyze trends within disaggregated subgroups.

Christopher Tuft

11/08/2018

Notes:

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
--	------------	--------------	---	------------------------------	--------------------	--------------------

Initial Assessment:

There is vertical planning among grade levels. There were transition meetings between grade levels and with programs.

No Development
08/27/2017

How it will look when fully met:

A support system will be in place for student transitions for grade-to-grade by June 2019. A support system will be in place for student transitions for level-to-level by September 2019.

Myra Howell

06/06/2019

Actions

0 of 7 (0%)

8/27/17 End-of-Year transition meetings will take place between grade levels to discuss core success plans.

Keisha Dawalt

06/06/2019

Notes:

8/27/17	There will be an End-of-Year transition meetings between NAMS and Balfour's fifth grade team to discuss core success plans.	Emily Ramon	06/06/2019
<i>Notes:</i>			
8/27/17	The fifth-grade team will conduct a site visit to North Asheboro Middle School in January to identify transition needs.	Penny Crooks	02/07/2019
<i>Notes:</i>			
8/27/17	There will be a meet and greet for teachers and students to the next grade level.	Penny Crooks	06/06/2019
<i>Notes:</i>			
9/19/17	NAMS will conduct Middle School Tours for current 5th graders.	Leigh Anna Marbert	12/06/2018
<i>Notes:</i>			
9/19/17	We will have End-of-Year Transition meetings between NAMS and Balfour with Exceptional Children, English as a Second Language, and Academically and Intellectually Gifted students.	Penny Crooks	06/06/2019
<i>Notes:</i>			
9/19/17	Class recommendations for the next school year will include EC and ESL representative input.	Penny Crooks	08/31/2019
<i>Notes:</i>			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The district has an LEA Support and Improvement Team that meets weekly (every Monday). A member of this team (Mr. Roman) is assigned to work with Balfour to support needs for our school as they arise. He reports on progress for our school during the LEA meetings and asks for support or additional problem-solving as needed. The district support team leads a data review meeting twice a year.	Limited Development 08/27/2017		
<i>How it will look when fully met:</i>		A strong and consistent LEA Support and Improvement Team is in place.		Penny Crooks	06/07/2019
Actions			0 of 3 (0%)		
		8/27/17 Extended planning sessions every month.		Keisha Dawalt	05/31/2019
<i>Notes:</i>					

8/27/17 Invite Mr. Roman (our school thought partner) to School Leadership meetings to strengthen relationships and develop school context.

Penny Crooks

10/04/2018

Notes:

8/27/17 Invite Dr. Favasuli and Sarah Newman.

Penny Crooks

12/13/2018

Notes: Share EC Support Opportunities.

KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:		SLT includes representation from all stakeholders and currently meets once a month for at least an hour.	Limited Development 08/27/2017		
How it will look when fully met:		Leadership team members will meet twice a month to review and assess the effective practices and the fidelity of their implementation.		Christopher Tuft	06/07/2019
Actions			0 of 2 (0%)		
	10/23/17	A Multi-Tiered System of Support Team meeting will be scheduled each month to monitor the implementation of Core Success Plans, Small Group Plans, and Individual Student Plans. The team will make recommendations for professional development and changes in practices and/or policy.		Penny Crooks	02/06/2019
Notes:					
	8/28/18	We will recruit and retain a parent, who is not a Balfour employee, to serve on SLT.		Penny Crooks	10/15/2018
Notes:					

Core Function:	Dimension B - Leadership Capacity
-----------------------	--

Effective Practice:	Distributed leadership and collaboration
----------------------------	---

KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
-----	-------	--	-----------------------	-------------	-------------

<i>Initial Assessment:</i>	Teams are provided time for instructional planning on a daily basis. The school provides a framework for instructional planning. Not all teams have specific duties for members of team for instructional planning.		Limited Development 08/27/2017		
----------------------------	---	--	-----------------------------------	--	--

<i>How it will look when fully met:</i>	<p>Instructional Teams will develop and follow norms for instructional planning that include SMART Goals. Norms will be posted in the planning room and will be reviewed quarterly so teams can make necessary adjustments. Teams will divide specific duties as necessary and will comply with all norms during meeting times. All teams should plan to meet together on Monday and Friday in the Grade-Level Chair classroom and Tuesday-Thursday in the Data/Planning room.</p> <p>The School Leadership Team will develop and follow norms for bi-weekly meetings. Norms will be re-evaluated every quarter and necessary changes will be made. The School Leadership team will discuss indicator progress and the fidelity in which the action steps have been implemented.</p> <p>A School Community Council will be developed and will meet once per quarter to discuss specific issues that impact whole school improvement.</p>			Keisha Dawalt	10/04/2019
---	--	--	--	---------------	------------

Actions		0 of 5 (0%)			
----------------	--	--------------------	--	--	--

8/27/17	Teams develop norms for each grade level.			Keisha Dawalt	11/08/2018
---------	---	--	--	---------------	------------

<i>Notes:</i>					
---------------	--	--	--	--	--

8/27/17	CASA will review norms and discuss any necessary changes in norms or team structure.			Keisha Dawalt	02/07/2019
---------	--	--	--	---------------	------------

<i>Notes:</i>					
---------------	--	--	--	--	--

10/23/17	Teams will determine specific duties for each team member and communicate them to the Principal.			Penny Crooks	01/17/2019
----------	--	--	--	--------------	------------

<i>Notes:</i>					
---------------	--	--	--	--	--

10/23/17	The schedule will provide adequate time for instructional teams, the School Improvement Team, and PTO (School Community Council) to meet.			Penny Crooks	12/06/2018
----------	---	--	--	--------------	------------

<i>Notes:</i>					
---------------	--	--	--	--	--

10/23/17 Instructional Leadership Teams (SLT and MTSS Implementation Team) will meet twice a month to review NC Star indicators (inclusive of Continuous Improvement Plan and MTSS plan) and monitor fidelity of action step implementation.

Penny Crooks

02/07/2019

Notes:

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Administrators participate in CASA meetings and meet weekly to discuss instructional needs.	Limited Development 08/27/2017		
	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		Administrators participate in weekly CASA meetings and meet weekly to discuss instructional needs. An administrator/Instructional Facilitator has walked through each classroom each week and provided feedback (positive and/or constructive) on that walk-through to the teacher.		Penny Crooks	06/07/2019
Actions			0 of 2 (0%)		
	8/27/17	A common walk-through tool and feedback form will be utilized.		Penny Crooks	09/20/2018
	Notes:				
	8/27/17	The administrative schedule will be arranged so that walk-through time is a priority.		Christopher Tuft	01/17/2019
	Notes: Share feedback from walkthroughs.				
Implementation:			10/23/2017		
Evidence	10/3/2017	ELEOT has been adopted by the district as a district wide walkthrough instrument. We also use https://docs.google.com/forms/d/e/1FAIpQLScnLLiXGD77iF_TtYweNoNMh92SnXwzt5LI6hD_ex5jBkPMgA/viewform for further descriptive feedback to teachers. ELEOT Walkthrough Summary Data			
Experience	10/3/2017.	Administrative staff has divided grade levels on a weekly basis for regular walkthroughs.			
Sustainability	10/3/2017	Weekly administrative meetings need to discuss aggregated walkthrough data.			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We are strong at looking at individual student and classroom level data, but we don't share out with Leadership Team that level of data. We've never discussed aggregated observation data. We do not yet align our aggregated observation data with professional development.	Limited Development 08/16/2017		
<i>How it will look when fully met:</i>		The Leadership Team will discuss walk-through data, classroom data, and student data monthly to determine trends and needs for professional development. Evidence data will include: <ul style="list-style-type: none"> • ELEOT walk-through summary data • SLT Minutes • Administrative Leadership Team Minutes • Curriculum Mapping 		Penny Crooks	06/14/2019
Actions			0 of 5 (0%)		
	8/16/17	The school instructional leaders will utilize the walk-through instrument every week.		Penny Crooks	11/08/2018
	<i>Notes:</i>				
	8/16/17	The Administrative Team will discuss aggregated walk-through data twice a month.		Penny Crooks	11/08/2018
	<i>Notes:</i>				
	8/16/17	Classroom and individual student data will be collected during Collaboration Around Student Achievement meetings every week.		Keisha Dawalt	12/06/2019
	<i>Notes:</i>				
	8/16/17	The Administrative Team will analyze walk-through and classroom data (mCLASS and Aimsweb) to determine trends once a month.		Keisha Dawalt	12/06/2019
	<i>Notes:</i>				
	8/16/17	The instructional team will share data with the Leadership Team and discuss professional development needs.		Christopher Tuft	05/02/2019
	<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The LEA has a system and the school follows all requirements from the LEA. The school does not have a consistent system for rewarding teachers.	Limited Development 08/27/2017		
<i>How it will look when fully met:</i>		The district system of procedures and protocols for recruiting, evaluating, and replacing staff will be consistently followed. A system for recognizing and rewarding school-level staff will be implemented.		Christopher Tuft	06/07/2019
Actions			0 of 2 (0%)		
8/27/17 We will develop and share guidelines for peer observers. Notes: Bulldog of the Month?				Penny Crooks	11/08/2018
8/27/17 We will develop a system of regularly and consistently rewarding/celebrating staff. Notes:				Penny Crooks	01/10/2019

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, we have three Academic Family Teacher Team nights per year for grades K-5, weekly teacher newsletters, teacher websites, an updated Facebook page with upcoming events, World Heritage Night, a school website, an interpreter onsite three days per week for parent communication, and weekly Connect 5 phone messages. Priority Score: 3 Opportunity Score: 2 Index Score: 6	Limited Development 08/16/2017		
<i>How it will look when fully met:</i>		80% of parents will be involved with Balfour AFTT nights. 100% of teacher webpages will be updated bi-weekly. Weekly newsletters will be sent by 100% of teachers. 100% of teachers will use Class DOJO to communicate with parents.		Emily Cappello	06/05/2019
Actions			0 of 4 (0%)		
8/16/17 The PBIS Team will introduce and begin professional development on Class DOJO (online behavior management system).				Christopher Tuft	10/04/2018

Notes:

8/16/17 Teachers will implement Class DOJO in their classrooms and send appropriate information home to parents.

Christopher Tuft

10/04/2018

Notes:

8/16/17 Analyze classroom trends from the first AFTT night and form a group of teachers to share tips on how to boost AFTT attendance.

Emily Ramon

02/07/2019

Notes:

8/16/17 Teachers will turn in newsletters weekly to Google Folder.

Kristen Smith

11/08/2018

Notes:

Implementation:

04/27/2018

Evidence

3/13/2018

New website:

http://www.asheboro.k12.nc.us/balfourelementary_home.aspx

Experience

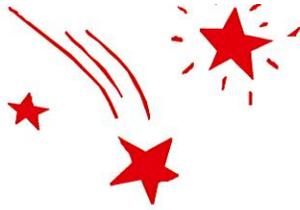
3/13/2018

Balfour has made an effort to improve communication with parents through using Class Dojo. Many parents have the app on their phone and check it consistently to see how their child is doing at school. Weekly newsletters are being sent home in both English and Spanish and are posted on Class Dojo so that parents know what students are learning in their classroom and what they can work on with them at home. We have boosted AFTT night attendance by having special programming for students to attend while their parents go to the classrooms to learn about their child's academic progress. Mrs. Smith keeps the Balfour website running smoothly and ensures that each grade level posts their newsletters and relevant information there weekly.

Sustainability

3/13/2018

We will continue to promote Class Dojo for families who are not connected yet and we will continue to promote the April AFTT night as an important piece in each child's success. Newsletters will continue to be sent home weekly.



Points of Pride Update

October 10, 2018

Title 1 Nights

Each of our schools have conducted their Title 1 Nights in which families and students hear from their principal and Dr. Worrell shares about the school district's initiatives and 2016-2021 strategic plan. Several schools paired their Title 1 Nights with PTO/PTA Nights or their first Academic Family Teacher Team/Family Engagement Nights. We want to thank our Board of Education for attending these meetings over the last few weeks.

New Sodexo Chef Manager

Asheboro City Schools is excited to welcome our new Sodexo Chef Manager. She began the week of Oct. 1 and has already proven to be a great addition to the district.

AHS Athletics Hall of Fame

On Friday, Oct. 5, we celebrated the annual Asheboro High School Athletics Hall of Fame induction ceremony. During the event, Athletic Director Dr. Tim Allgood recognized the following inductees:

- Doug Thomas (athlete) – Class of 1965; football, wrestling, track and field
- Lisa Robertson (coach) – One of the longest-tenured coaches (29 years) in AHS history
- 1955 Boys Basketball (team) – WNCHSAA Champions
- 1963 Baseball (team) – WNCHSAA Champions

Superintendent's Reading Challenge Underway

Students, staff, and the community started reading for the Superintendent's Reading Challenge this past summer. To date, we have reached 20 percent of our goal of 250,000 books.

AHS Rookie Anchor for FOX8

Asheboro High School Student Body President, Grayson Armstrong, was selected to be the rookie anchor for FOX8's Friday Night football segment on Friday, September 21. Grayson did a great job representing Asheboro High School!

Tatum Featured on FOX8 and Hosts Book Talk

Asheboro High School sophomore, Ariana Tatum, was featured on the FOX8 segment, "You Go Girl!" with Natalie Wilson. A book talk was also held for Ms. Tatum on Wednesday, October 10 in which Ariana had a chance to connect with her readers and sign copies of her book.

McKee Selected as Tubist for Greensboro Symphony Youth Orchestra

North Asheboro Middle School eighth-grade student Robert McKee has been selected by competitive audition to play the one and only tuba in the Greensboro Symphony Youth Orchestra. Concerts are free and open to the public with the first concert being on November 19 at 4 p.m. at Greensboro Day School.

Calendar - October 2018

	DATE	MEETING	TIME	LOCATION
2018-2019 School Year				
Thurs	Oct. 11	Asheboro City Board of Education Meeting	7:30 p.m.	PDC
Thurs.	Oct. 11	Flu Shot Clinics	8 a.m. - 4 p.m.	NAMS and COBR
Wed - Fri	Oct. 17-19	NCSBA Law Conference		Asheville
Thurs.	Oct. 18	DLL Cultural Heritage Night	5-7 p.m.	DLL
Thurs.	Oct. 18	LP Heritage Night	5:30 p.m. (?)	LP Media Center
Fri	Oct. 19	Senior Night (Williams)	7:30 p.m.	AHS
Wed.	Oct. 23	BANDORAMA	7:30 p.m.	AHS PAC
Thurs.	Oct. 25	CWM Multicultural Night	TBA	CWM
Fri	Oct. 26	BAL World Heritage Night	5-7 p.m.	
Mon	Oct. 29	Tentative - Randolph Sports Council Banquet	6-8 p.m.	
Mon.	Oct. 29	All-County Chorus	TBA	AHS PAC
Tues	Oct. 30	NAMS AFTT Night	6-7:30 p.m.	NAMS
Tues	Oct. 30	All-County Chorus	TBA	AHS PAC
Tues	Nov. 6	WKXR Talks	8:30 - 9 a.m.	WKXR Studios
Tues	Nov. 6	Mandatory Teacher Workday	All Day	All Sites
Wed.	Nov. 7	WZOO Radio	8 a.m.	WZOO
Thurs	Nov. 8	Asheboro City Board of Education Meeting	7:30 p.m.	PDC
Sun.	Nov. 11	Veteran's Day Parade (Band performing)	TBA	Downtown Asheboro
Mon	Nov. 12	Veteran's Day Holiday	All Day	All Sites
Mon - Wed	Nov. 12-14	NC School Boards Association Conference	All Day	Koury Center
Mon - Fri	Nov. 12-16	American Education Week/Principal for a Day	All Day	All Sites
Tues	Nov. 13	AHS AFTT Night	5:30 - 8 p.m.	
Tues	Nov. 13	DLL AFTT Night	5:30 p.m.	DLL
Thurs. - Sun.	Nov. 15 - 17	Park Street Players Fall Show	7:30 p.m.	AHS PAC
Wed.	Nov. 21	Teacher Annual Leave	All Day	All Sites
Thurs	Nov. 22	Thanksgiving Holiday	All Day	All Sites
Fri	Nov. 23	Thanksgiving Holiday	All Day	All Sites
Thurs.	Nov. 29	Jazz and Percussion Concert	7:30 p.m.	AHS PAC
Mon	Dec. 3	Hour of Code Event	5-7 p.m.	PDC
Tues	Dec. 4	WKXR Talks	8:30 - 9 a.m.	WKXR Studios
Tues	Dec. 4	SAMS AFTT Night	5:30-7:30	SAMS
Tues.	Dec. 4	NAMS Winter Concert (All grades)	7:30 p.m.	AHS
Fri	Dec. 7	WZOO Radio	8 a.m.	
Fri	Dec. 7	Asheboro Christmas Parade (band performing)	7 p.m.	Downtown Asheboro
Tues	Dec. 11	District Science Fair	Morning	SAMS
Wed	Dec. 12	Senior Holiday Lunch	12 - 1:30 p.m.	DLL

Thurs	Dec. 13	Asheboro City Board of Education Meeting	7:30 p.m.	PDC
Fri	Dec. 14	Christmas on Sunset (band performing - optional)	5:30 p.m.	Downtown Asheboro
Tues	Dec. 18	Superintendents Holiday Lunch	11:30 a.m. - 1 p.m.	PDC
Tues	Dec. 18	AHS Winter Band Concert	7:30 p.m.	AHS PAC
Wed	Dec. 19	Advanced Placement Scholar Event	4 p.m.	AHS
Fri	Dec. 21	Teacher Annual Leave	All Day	All Sites
Mon	Dec. 24	Winter Holiday Break	All Day	All Sites
Tues	Dec. 25	Winter Holiday Break	All Day	All Sites
Wed	Dec. 26	Winter Holiday Break	All Day	All Sites
Thurs	Dec. 27	Teacher Annual Leave	All Day	All Sites
Fri	Dec. 28	Teacher Annual Leave	All Day	All Sites
Mon	Dec. 31	Teacher Annual Leave	All Day	All Sites
Tues	Jan. 1	Holiday	All Day	All Sites
Wed.	Jan. 2	WZOO Radio	8 a.m.	WZOO
Thurs	Jan. 10	Board Appreciation Reception	5:30 - 6 p.m.	PDC
Thurs	Jan. 10	Asheboro City Board of Education Meeting	7:30 p.m.	PDC
Fri	Jan. 18	Teacher Workday	All Day	All Sites
Mon	Jan. 21	MLK, Jr. Holiday	All Day	All Sites
Tues	Jan. 22	Professional Development for Teachers	All Day	All Sites
Thurs	Jan. 24	DLL AFTT Night	5:30 p.m.	DLL
Mon	Jan. 28	TENTATIVE - Randolph Sports Council Banquet		
Tues	Jan. 29	State of Our Schools	5 - 6:30 p.m.	PAC
Fri. - Sat.	Feb. 1 - Feb. 2	Board of Education Winter Retreat	Friday evening - Saturday 4 p.m.	Graylyn Estate, Winston-Salem
Tues	Feb. 5	WKXR Talks	8:30 -9 a.m.	WKXR Studios
Tues	Feb. 5	CWM AFTT Night (K, 2, & 4)	5:30 p.m.	CWM
Wed.	6-Feb	WZOO Radio	8 a.m.	WZOO
Thurs	Feb. 7	CWM AFTT Night (1, 3, & 5)	5:30 p.m.	CWM
Thurs	Feb. 7	GBT AFTT Night	4:30 - 6:30 p.m.	GBT
Thurs.	Feb. 7	BAL AFTT Night	5-7 p.m.	BAL
Fri	Feb. 8	ACS Employee Appreciation Snacks	All day	All sites
Tues	Feb. 12	Lindley Park AFTT Night	5:30 p.m.	LP
Mon	Feb. 18	Annual Leave	All Day	All Sites
Tues	Feb. 19	District Spelling Bee	7 p.m.	PDC
Thurs	21-Feb	ACS Board of Education Meeting	7:30 p.m.	PDC
Saturday	Feb. 23	ACS Teacher Recruitment Fair	9 a.m. - 12 p.m.	PDC
Saturday	Feb. 23	STEAM Competition (Kick-Off for Secondary Students)	9 a.m. - 12 p.m.	AHS Media Center
Mon - Fri	Feb. 25- March 1	Read Across America Week	All Day	All Sites
Tues	Feb. 26	Secondary Battle of the Books	10:30 a.m.	?
Tues	Feb. 26	MAKE-UP date for District Spelling Bee	7 p.m.	PDC

Tues	Feb. 26	AHS AFTT Night	5:30-8 p.m.	AHS
Fri	1-Mar	Read Across America Day	All Day	All Sites
Tues	5-Mar	WKXR Talks	8:30 - 9 a.m.	WKXR Studios
Tues	5-Mar	Kindergarten Registration and Info. Sessions	4-7 p.m.	All Elementary Schools
Wed.	6-Mar	WZOO Radio	8 a.m.	WZOO
Wed	6-Mar	Youth Art Month Reception	4-6 p.m.	Randolph Arts Guild
Thurs.	7-Mar	AHS Band Concert	7:30 p.m.	AHS PAC
Tues	12-Mar	SAMS AFTT Night	5:30-7:30	SAMS
Thurs	14-Mar	Asheboro City Board of Education Meeting	7:30 p.m.	PDC
Thurs.	21-Mar	BAL AFTT Night	5-7 p.m.	
Wed	27-Mar	Elementary Battle of the Books	9:30 a.m.	?
Fri	29-Mar	Mandatory Teacher Workday	All Day	All Sites
Saturday- Mon	March 30 - April 1	National School Boards Association Annual Conference	All Day	Philadelphia, PA
Tues	2-Apr	WKXR Talks	8:30 - 9 a.m.	WKXR Studios
Tues	2-Apr	NAMS AFTT Night	6-7:30 p.m.	
Wed.	3-Apr	WZOO Radio	8 a.m.	WZOO
Thurs	4-Apr	SAMS AFTT Night	5:30 - 7:30 p.m.	SAMS
Thurs	4-Apr	DLL AFTT Night	5:30 p.m.	DLL
Fri	5-Apr	ACS Elementary Choral Festival	7:30 a.m. - 7 p.m.	AHS PAC
Tues	9-Apr	CWM Kindergarten Orientation	8:30 a.m. - 1 p.m., 3-6 p.m.	CWM
Tues.	9-Apr	GBT AFTT Night	4:30 - 6:30 p.m.	GBT
Thurs	11-Apr	Asheboro City Board of Education Meeting	7:30 p.m.	PDC
Fri	12-Apr	Greensboro Symphony for 4th-5th Graders-ACS & Rand. Co. Schools	9:30 a.m. ACS/ 11:30 Rand. Co.	AHS PAC
Tues	23-Apr	LP Kindergarten Orientation	8:30 a.m. - 1 p.m., 3-6 p.m.	LP
Wed	24-Apr	BAL Kindergarten Orientation PM ONLY	12- 6 p.m.	BAL
Thurs	25-Apr	BAL Kindergarten Orientation	8:30 a.m. - 1 p.m., 3-6 p.m.	BAL
Fri	26-Apr	NAMS 50th Anniversary	1-3:30 p.m.	NAMS
Tues	30-Apr	Lindley Park AFTT Night	5:30 p.m.	LP
Tues	30-Apr	GBT Kindergarten Orientation PM ONLY	12- 6 p.m.	GBT
Wed	1-May	GBT Kindergarten Orientation	8:30 a.m. - 1 p.m., 3-6 p.m.	GBT
Thurs	2-May	DLL Kindergarten Orientation	8:30 a.m. - 1 p.m., 3-6 p.m.	GBT
Fri.	3-May	BAL Spring Fling	5-7 p.m.	
Mon	6-May	TENTATIVE - Randolph Sports Council Banquet		
Tues	7-May	WKXR Talks	8:30 - 9 a.m.	WKXR Studios

Tues.	7-May	Teacher of the Year Banquet	6 p.m.	Pinewood Country Club
Wed.	8-May	NAMS Spring Concert	7:30 p.m.	AHS PAC
Thurs	9-May	Asheboro City Board of Education Meeting	7:30 p.m.	PDC
Thurs.	9-May	AHS Band Chamber/Percussion Concert	7:30 p.m.	AHS PAC
Mon	20-May	CWM AFTT Night (K, 2, & 4)	5:30 p.m.	CWM
Tues.	21-May	AHS Jazz Concert	7:30 p.m.	AHS PAC
Wed.	22-May	WZOO Radio	8 a.m.	WZOO
Thurs	23-May	CWM AFTT Night (1, 3, & 5)	5:30 p.m.	CWM
Thurs.	23-May	AHS Spring Band Concert	7:30 p.m.	AHS PAC
Mon	27-May	Memorial Day Holiday	All Day	All Sites
Fri	31-May	ACS Employee Appreciation Snacks	All day	All sites
Tues	4-Jun	WKXR Talks	8:30 - 9 a.m.	WKXR Studios
Wed.	5-Jun	WZOO Radio	8 a.m.	WZOO
Fri	7-Jun	Graduation/Last Day for Students	All Day	All Sites
Mon	10-Jun	Retirement Breakfast	8 - 10 a.m.	PAC
Mon	10-Jun	Mandatory Teacher Workday	All Day	All Sites
Tues	11-Jun	Teacher Workday	All Day	All Sites
Thurs	13-Jun	Asheboro City Board of Education Meeting	7:30 p.m.	PDC



**Board of Education Strategic Plan Goals
2018-2019**

Goals and Objectives	Annual Strategies
<p>GOAL 1: Each student in Asheboro City Schools graduates prepared for further education, work and citizenship.</p>	
<p>Objective 1. Align instruction with a guaranteed and viable curriculum, so that students master grade /course standards for career and college readiness.</p>	<ul style="list-style-type: none"> ● Implement consistent and connected pacing in English Language Arts and Math, K-12. <ol style="list-style-type: none"> 1. Monitored through CASA meetings and grade-level planning. 2. Pacing guide is used to guide grade-level and content-level planning at each school. ● Develop a PreK-12 writing focus across all subjects. <ol style="list-style-type: none"> 1. Developed K-12 Canvas course for K-12 teachers in writing across the curriculum. ● Monitor student progress at least quarterly with data team check-ins from assessment and walk-through data. <ol style="list-style-type: none"> 1. Central office teams and school-level administrators reviewed and analyzed Check-in data looking for patterns and examining next steps for instructional purposes. ● Provide research-based curriculum and support materials for teachers aligned to content standards. <ol style="list-style-type: none"> 1. Teachers were provided a hard copy of the revised standards in ELA and Math. ● Provide CASA fidelity checks. <ol style="list-style-type: none"> 1. Protocols are in place for weekly review and analysis of formative assessments, Check In data, and lesson plan reviews .

	<ul style="list-style-type: none"> ● Expand the use of North Carolina Check-In assessments for interim progress monitoring in grades 3 to 8, including family notification of student progress after each administration (Reading/ELA in grades 4-8 and mathematics in grades 3-8). <ol style="list-style-type: none"> 1. Assessments were used to guide conversations and “next steps” to deliver differentiated instruction. 2. Family notifications were sent home after each administration. 3. Test Coordinator Training for administration will occur on October 9.
<p>Objective 2. Define and implement consistent grading practices, so that students and families have a clear understanding of performance.</p>	<ul style="list-style-type: none"> ● Develop a grading practices committee to study grading practices across the district. ● Develop a common understanding of grading student performance for all schools at each level.
<p>Objective 3. Enhance the integration of technology with instruction, so that students use digital resources as tools for learning.</p>	<ul style="list-style-type: none"> ● Provide technology professional development opportunities for teachers and administrators. <ol style="list-style-type: none"> 1. Seventeen teachers completed an Introduction to AIG in Asheboro City Schools professional development through Canvas facilitated by Megan Smith and Melissa McKeown during the summer to prepare to teach AIG students and add-on AIG licensure. 2. Secondary teachers completed part one of Canvas Writing in the Content Area course on the August 22nd workday. The remainder of the course will be completed by the November workday. ● Develop and implement a systematic and equitable process for selecting technology tools and software for classroom use.
<p>Objective 4. Establish transition plans for the district and individual students, so that each student makes continual progress towards graduation.</p>	<ul style="list-style-type: none"> ● Develop a district and school transition plan for pivotal transition points in students’ educational journey (entering school, between elementary and middle, between middle and high, graduation, temporary removal, etc.). ● Initiate 4-year plans with all eighth graders in preparation for moving to high school.

<p>Objective 5. Expand opportunities for each student to utilize critical thinking, collaboration, communication, and creativity so that students develop skills necessary for further education and careers.</p>	<ul style="list-style-type: none"> ● Increase number of math and science related teams, projects, and resources. Increase number of arts-related projects and activities. ● Expand afterschool and summer opportunities to participate in competitive and problem-solving events. ● Increase options for opportunities to learn within Advanced Placement courses, Honors courses, Dual-Credit courses, technical courses, internships, and online courses.
<p>Objective 6. Provide each student service learning opportunities, so that all students will further develop their citizenship and contribute to their community.</p>	<ul style="list-style-type: none"> ● Create and publicize opportunities for service-learning within our Asheboro City Schools community for students. ● Develop a common language and procedure for integrating service-learning within the Asheboro City Schools community.
<p>GOAL 2. Each student has a personalized education.</p>	
<p>Objective 1. Implement a multi-tiered system of support (MTSS), so that all students are ensured equitable access to rigorous instruction aligned to their educational needs.</p>	<ul style="list-style-type: none"> ● School Multi-Tiered System of Support (MTSS) team trainings for all schools. <ol style="list-style-type: none"> 1. 2018-19 MTSS training dates have been scheduled for the elementary and secondary cohorts. ● Develop standard protocols for interventions. <ol style="list-style-type: none"> 1. The elementary cohort began developing Standard Protocols during the 8/22/18 professional development session. ● Ensure a universal screening system is intact in all schools to evaluate core instruction, determine the needs of students and make decisions for the district in a systematic way. <ol style="list-style-type: none"> 1. On 8/31/18 a multidisciplinary stakeholder group met to review and propose revisions to the Universal Screening System for K-9. 2. Monitoring through CASA and planning. ● Implement the ACS District Equity Plan to intentionally engage in problem-solving and action planning related to issues of equity. ● Develop an intervention plan for all students who are not on grade level <ol style="list-style-type: none"> 1. School CASA teams are developing small group intervention plans to support students who require additional support or intervention.

	<ul style="list-style-type: none"> ○ ACS EC Department is gathering data and will provide additional coaching and support with identifying EC students who are 3 or more grade levels behind to ensure appropriate IEP goals and service delivery are being considered.
<p>Objective 2. Increase the number of students who graduate with postsecondary credit, portable industry credentials, and work-based learning experiences, so that students are prepared for further education and/or employment.</p>	<ul style="list-style-type: none"> ● All students will have a career component to their 4-year graduation plan to include work-based learning experiences, industry credentials, and/or dual-learning credit. ● Increase the number of students participating in the Career and College Promise opportunities at Randolph Community College. ● Increase the number of CTE Concentrator graduates who score a level silver or above on the WorkKeys credential.
<p>Objective 3. Increase number of STEAM (science, technology, engineering, arts, and math) and global education experiences for all students, so that students are globally competitive.</p>	<ul style="list-style-type: none"> ● Partner with community organizations and industries to provide and expand additional STEAM activities for students and parents. ● Partner with academic institution in China to provide cultural opportunities for Asheboro High School students.
<p>Objective 4. Expand opportunities for personalized learning and engagement during and beyond the regular school day, so that student needs are met and personal interests are encouraged.</p>	<ul style="list-style-type: none"> ● Integrate equity into teaching, scheduling, and all student practices to ensure all students are treated fairly. ● Expand the dual-language program to a third elementary school. 1. School Leadership Teams are reviewing and gathering data to determine “next steps” in the adoption of dual -language program. ● Develop a virtual academy for Asheboro City Schools. ● Increase the number of students who take at least one Advanced Placement and/or college course ● Continue postsecondary education and career awareness exploration activities through annual summer college tours

<p>Objective 5. Cultivate partnerships with families and the community so that student learning experiences are enhanced.</p>	<ul style="list-style-type: none"> ● Enhance existing Family Engagement initiatives that are connected to student learning and build strong relationships with parents and community. ● Cultivate a learning partnership to provide dual enrollment to homeschool students. ● Provide opportunity for all 2nd grade students to learn how to swim in partnership with the City of Asheboro.
<p>Objective 6. Expand opportunities for each student to experience the cultural arts, so that all students strengthen and develop their creativity and collaboration.</p>	<ul style="list-style-type: none"> ● Conduct a comprehensive arts program planning process to explore methods for enhancement of the arts education program.
<p>GOAL 3. Each student has excellent educators every day.</p>	
<p>Objective 1. Recruit, develop, and retain high quality professionals, so that students continue to learn and grow.</p>	<ul style="list-style-type: none"> ● Expand and grow the Asheboro City Schools career fair. ● Evaluate the impact of implementing the TeacherMatch system. ● Develop an entrance and exit survey/process to collect data to assess employee satisfaction.
<p>Objective 2. Foster a culture of professional growth, so that all employees are supported in achieving high standards and increased student performance.</p>	<ul style="list-style-type: none"> ● Increase the number of teachers who attend at least one Pre-AP or AP workshop conducted by the College Board. ● Teachers will have the opportunity to participate in Reading Research, Math Foundations, and ACS Teacher Leadership Academy to enhance professional skills and provide opportunities for leadership. ● Teachers and administrators will participate in focused professional development to support English Learners. ● Content areas and grade level teachers will meet regularly to provide support and professional growth. ● Provide professional development and learning opportunities to increase teachers' awareness of culturally competent and equitable practices in the learning environment as outlined in the ACS District Equity Plan.
<p>Objective 3. Celebrate, recognize, and cultivate excellence in the profession,</p>	<ul style="list-style-type: none"> ● Work with building level leaders to identify additional ways to celebrate/recognize employees.

<p>so that faculty and staff feel supported, valued, and successful in order to maximize their full potential.</p>	<ul style="list-style-type: none"> ● Increase awareness of the Employee Assistance Program to provide resources and support to address personal or work-related challenges and concerns. <ol style="list-style-type: none"> 1. Implemented new Employee Assistance Program provider (Mygroup.com). Materials and introduction video provided for principals to introduce during opening staff meeting. Materials also available during ACS Health Fair. Monthly EAP newsletter made available through Monday Musings.
<p>GOAL 4. Asheboro City Schools will have up-to-date business, technology, and communication systems to serve its students, families, and staff.</p>	
<p>Objective 1: Provide access and up-to-date training on the use of technology and communication systems, so that students, families, and/or staff can effectively use these resources to support student progress.</p>	<ul style="list-style-type: none"> ● Train classroom teachers and implement the use of PowerTeacher Pro. <ol style="list-style-type: none"> 1. A train the trainer model was implemented or each school to be implemented at the start of each school year. Each school sent a trainer to training at RCC in April 2018. 2. Drew Maerz and Christina Kinley provided school support for training upon principal request. 3. PowerTeacher Pro training webinars, offered by NCDPI, are shared with teacher through email and Monday Musings. ● Train all staff on the new district telecommunications system. ● Conduct a needs assessment survey of students and families on home internet access. ● Continue to update signage throughout the district.
<p>Objective 2: Communicate with city and local government to assess plans for community internet access.</p>	<ul style="list-style-type: none"> ● Continue collaboration with Randolph Public Library to provide hotspots and internet access to our families through the public library ● Communicate low cost private internet options and free public wifi options to our families through multiple mediums
<p>Objective 3: Develop and execute a comprehensive marketing plan, so that our community is informed about student outcomes, opportunities, quality educators, and the benefit of the district to the community.</p>	<ul style="list-style-type: none"> ● Design and Implement the Asheboro High School Alumni and Friends Association ● Re-image the Advisory Councils to help carry the Asheboro City Schools message into the community. <ol style="list-style-type: none"> 1. Students have been selected for the Student Advisory Council and PTO/PTA representatives have been identified. First meetings with these advisory groups begin the week of Sept. 17. ● Develop “Talks with Terry” to update key community stakeholders about district initiatives and hear community concerns. ● Explore paid advertising options to continue carrying the message of Asheboro City

	<p>Schools.</p> <ol style="list-style-type: none"> 1. Annual report for 17-18 content has been collected and are we are working on layout/design now. The report serves two purposes - to inform and to market ACS. It will be sent to all supplemental tax payers by the winter break. 2. Although not paid advertising, since the last board meeting we have scheduled monthly LIVE radio spots with 99.9 WZOO radio.
<p>GOAL 5. Each student is healthy, safe and responsible.</p>	
<p>Objective 1. Design, implement, and evaluate a system-wide process to ensure students are connected to an adult advocate, so that each student collaborates regularly with a mentor or trusted adult.</p>	<ul style="list-style-type: none"> ● At the beginning of each year school will identify students that do not have a mentor or trusted adult and will work with their teachers, staff, and mentor/ volunteers to ensure each student has a trusted adult to whom they can reach out. ● Continue to build partnerships with organizations like Communities in Schools, Village of Barnabas, Eastside Development Corporation and faith based and civic partners to find mentors for students.
<p>Objective 2. Provide a system of support to ensure access to effective health and safety programs so that the physical, social, and emotional needs of students are met.</p>	<ul style="list-style-type: none"> ● Integrate the Sanford Harmony social emotional curriculum in grades K-6. ● Communicate the role and outreach of the school nurse to the school community. ● Resilience Training for educators to meet the needs of students who have experienced trauma. ● Increase student access to mental health services. ● Provide training on the updated threat assessment process. <ol style="list-style-type: none"> 1. Training on the revised Threat and Risk Assessment process was provided to administrators on 8/15/18 and for School Counselors and Social Workers on 8/16/18.
<p>Objective 3. Design, implement, and evaluate a comprehensive continuum of behavioral supports, so that students, families, and staff have clear expectations for appropriate behavior and resources are available to meet student needs.</p>	<ul style="list-style-type: none"> ● Conduct monthly PBIS district meetings for the the purpose of analyzing discipline data and facilitate collaborative problem solving ● Conduct monthly PBIS school level meetings to problem solve individual, group, and school wide discipline data, establish interventions and celebrations
<p>Objective 4. Expand community partnerships that promote a healthy</p>	<ul style="list-style-type: none"> ● Expand Employee Assistance Program to provide resources and support to address personal or work-related challenges and concerns.

lifestyle, so that the wellness of our students, families, and staff is improved.

1. Implemented new Employee Assistance Program provider ([Mygroup.com](https://www.mygroup.com)). Materials and introduction video provided for principals to introduce during opening staff meeting. Materials also available during ACS Health Fair. Monthly EAP newsletter made available through Monday Musings.

- Host a district wellness fair.
- Encourage ACS staff and students to participate in the Mayors fitness challenge.
- Partner with A3/ Healthy Randolph to offer classes for staff members on healthy eating and wellness.