

ASHEBORO CITY BOARD OF EDUCATION
Regularly Scheduled Meeting
Professional Development Center
October 16, 2025
6:30 p.m.

5:00 p.m. Policy Committee
6:00 p.m. Finance Committee

I. Opening

- A. Call to Order
- B. Moment of Silence
- C. Pledge of Allegiance – South Asheboro Middle School
- D. *Approval of Agenda

II. Special Recognitions

- A. Cone Health – Ms. Sarah Beth Cox, Director of Career & Technical Education (CTE)
- B. Points of Pride – Ms. Chandra Manning, Director of Communications & Talent Development

III. Superintendent's Report – Dr. Aaron Woody, Superintendent

IV. Public Comments

Citizens who signed up to address the Board will be called on to make comments. Each speaker will be allowed three minutes for remarks. Issues or concerns involving personnel matters are not appropriate for the public comment setting.

V. *Consent Agenda

- A. Approval of Minutes for September 11, 2025, Board of Education Meeting
- B. Personnel
- C. Overnight Field Trip – North Asheboro Middle School Student Council to Reidsville, NC-November 2025
- D. Low Performing Principal Recommendations

VI. Information, Reports, and Recommendations

- A. Policies for Review - Ms. Gayle Higgs, Chief of Human Resources & Support Services Officer
 - Policy 2110 Board Member Elections
 - Policy 3210 Parental Inspection of and Objection to Instructional Material
 - Policy 3510 Religious-Based Exemptions from School Programs
- B. Introduction of Continuous Improvement Plans – Dr. Ana Floyd, Director of School Improvement & Professional Development
 - North Asheboro Middle School – Mr. Graham Groseclose, Principal
 - South Asheboro Middle School – Mr. Chris Burian, Principal
 - Asheboro High School – Dr. Ryan Moody
 - District - Ms. Deanna Wiles, Director of Curriculum & Academic Program Support

VII. *Action Items

- A.** Elementary Schools Continuous Improvement Plans (CIP) Approval - Dr. Wendy Rich, Chief Academic Officer/Assistant Superintendent
- B.** National Fitness Campaign Grant – Ms. Sandra Spivey Ayers, Chief Financial Officer

VIII. Board Operations – Chairman Baxter Hammer

- A.** Calendar of Events
- B.** 2025 Voting Delegates at NCSBA Annual Conference

IX. 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, the Board will enter closed session to discuss confidential grievance appeal matters.

X. Adjournment

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

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

ASHEBORO CITY BOARD OF EDUCATION
Regularly Scheduled Meeting
Professional Development Center
October 16, 2025
6:30 p.m.

Addendum

5:00 p.m. Policy Committee
6:00 p.m. Finance Committee

- I. Opening**
- II. Special Recognitions**
- III. Superintendent's Report**
- IV. Public Comments**
- V. *Consent Agenda**
 - B. Personnel (addendum added)
- VI. Information, Reports, and Recommendations**
- VII. *Action Items**
- VIII. Board Operations**
- IX. Closed Session**
- X. Adjournment**

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

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ASHEBORO CITY BOARD OF EDUCATION
Professional Development Center
Regularly Scheduled Meeting
September 11, 2025

Policy Committee

Committee Members Present:

Gidget Kidd, Policy Committee Chair
Melissa Calloway
Ryan Patton, Vice Chairman
Baxter Hammer, Chairman

Adam Hurley
Hailey Lee

Linda Cranford

Staff Members Present:

Dr. Aaron Woody

Gayle Higgs

The meeting was called to order at 5:34 p.m. by Gidgett Kidd, Policy Committee Chair. Gayle Higgs reviewed the following policies:

- **1310/4002 Parental Involvement - Defer to Attorney**
 - Adds a reference to the new state law requirement that a school receive parental permission before allowing students to share sleeping quarters with a member of the other biological sex, other than an immediate family member, during any activity or event authorized by the school
 - Updates the legal references
 - Updates the cross references
- **3210 Parental Inspection of and Objection to Instructional Materials**
 - Clarifies that references to parent include legal guardian and certain other caregivers.
 - Revises the process for parental review of materials to allow for an extension of time to provide the materials due to the volume or complexity of the request.
 - Adds a reference to policy 3510.
 - Adds the new state law requirements that the titles of all library books at a school be accessible through a catalog on the school's website homepage and that parents be allowed to identify any library books that their student is prohibited from borrowing.
 - Updates the legal references.
 - Updates the cross references.
- **3320 School Trips - Defer to Attorney**
 - In accordance with a new state law, prohibits students from sharing sleeping quarters with anyone of the other biological sex during a school trip unless (1) the member of the other biological sex is the student's immediate family member or (2) the parents of all students sharing the sleeping quarters have provided written permission to the school.
 - Updates the legal references.
- **3510 Religious-Based Exemptions from School Programs**
 - Revises the policy to address new state law requirements that (1) a student be excused from specific classroom discussions, activities, or assigned readings that the student, parent, or guardian believes would impose a substantial burden on the student's religious beliefs or invade the student's privacy by calling attention to the student's religion; (2) to the extent practicable, students, parents, and guardians be notified in advance of upcoming discussions, activities, and readings; and (3) if excused from a discussion, activity, or reading, the student be provided an

- alternative activity or assignment aligned with the standard course of study.
 - Updates the legal references.
- **3620 Extracurricular Activities and Student Organizations - Defer to Attorney**
 - In accordance with a new state law, prohibits students from sharing sleeping quarters with anyone of the other biological sex during any activity or event authorized by the school unless (1) the member of the other biological sex is the student's immediate family member or (2) the parents of all students sharing the sleeping quarters have provided written permission to the school.
 - Updates the legal references.
- **4318 Use of Wireless Communication Devices - Continue Discussion on 10/16/25**
 - Adds Section A and updates new Section B to incorporate legal requirements.
 - Makes editorial changes throughout the policy.
 - Updates the legal references.

The meeting was adjourned at 6:12 p.m. by Gidget Kidd.

Board of Education

Board Members Present:

Baxter Hammer, Chairman
Gidget Kidd
Phillip Cheek
Hailey Lee

Ryan Patton, Vice Chairman
Linda Cranford
Adam Hurley

Melissa Calloway
Michael Smith
Hilda DeCortez

Board Members Absent:

Scott Eggleston, Attorney

Dr. Beth Knott

Staff Members Present:

Dr. Aaron Woody
Deanna Wiles
Sandra Spivey Ayers
Angel Etheridge
Keisha Dawalt
Jordan Seagraves

Gayle Higgs
Chandra Manning
Dr. Ana Floyd
Jody Cox
Lisa Hayes
Kelly Patton

Anthony Woodyard
Christina Kinley
Sarah Beth Cox
Scott Bainville
Nikki Domally
Corey Culp

Opening

Chairman Hammer called the meeting to order at 6:14 p.m. and welcomed all in attendance. Chairman Hammer opened the meeting with a moment of silence. Chairman Hammer then introduced a student from Lindley Park to lead the Pledge of Allegiance.

Upon motion by Linda Cranford and seconded by Phillip Cheek, the board voted unanimously to approve the meeting agenda.

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, upon motion by Melissa Calloway and seconded by Hilda DeCortez, the Board voted unanimously to enter closed session to discuss the District School Risk Management Plans (SRMP) at 6:18 p.m.

Upon motion by Michael Smith and seconded by Gidget Kidd, the board voted unanimously to reopen the regular session at 7:04 p.m.

Special Recognitions

- A. Mr. Adam Deathe, Asheboro/Randolph Chamber President, and Mr. Todd Dulaney, Community Member, shared information about Randolph Reads, a new collaboration with Asheboro businesses to make books accessible to children across the community. Mr. Deathe and Mr. Dulaney shared that Randolph Reads was born from a conversation with Dr. Woody about literacy and challenges getting students on reading level. Mr. Dulaney, Mr. Deathe along with the Asheboro/Randolph Chamber staff, developed the plan. To date, they have held three book drives resulting in a collection of several hundred books. Seven businesses are currently participating, with no cost to them. Each month, books will be restocked at the participating locations.
- B. Ms. Chandra Manning, Director of Communications & Talent Development, recognized Mr. Chris Burian as the Principal of the Year. Mr. Burian was selected for this honor by his peers across the district in recognition of his strong academic leadership. He is currently leading South Asheboro Middle School through a challenging project while also managing the school's daily operations.
- C. Ms. Chandra Manning, Director of Communications & Talent Development, presented Points of Pride, which featured a variety of student, staff, and district highlights. These included:
 - **Book Drive**: Lindley Park held the inaugural Marie C. Boone Legacy Library Book Drive and as a result, all 400 Lindley Park students received a new book for the 2025-2026 school year.
 - **Multilingual Family Night**: On September 2, 2025, Asheboro City Schools hosted the first Multilingual Family Night of the Year. Families connected with district and school ML staff learning about resources and supports for their children.
 - **Professional Development**: Before students returned to school on August 25, the Asheboro City Schools' staff were participating in professional development sessions focused on creating a strong sense of belonging for students and building coherence and consistency in the classrooms across the district.
 - **September Recognitions**: September is Attendance Awareness Month. Asheboro City Schools' social workers are working hard to spotlight students, staff, and schools who are showing up and making every day count.

Superintendent's Report

Dr. Woody shared the following:

- 1. An Incredible Start to the 2025–26 School Year** - We are nearly three weeks into the new school year, and we are encouraged by what we are seeing across our schools—clear routines, strong parent and student engagement, and significant enthusiasm from staff. Our theme this year is “Elevate to Excellence.” We are reinforcing this theme through three pillars that guide our district approach: belonging, consistency, and coherence.
- 2. Learn to Swim Program** - This week, Asheboro City Schools partnered with the Asheboro YMCA to launch a new Learn to Swim initiative. Second grade students from Lindley Park were the first to participate, and all our Elementary schools will have their turn between now and December. Lessons are offered during the school day, and we thank our transportation department, student support office, principals, teachers, and especially the YMCA staff for making this possible.
- 3. Instructional Coaching and District Support** - We are re-engaging our coaching model this school year to provide clear, focused, and targeted support at every school. This includes structured opportunities for leaders to

reflect on data, student evidence, and assessments, and to develop strategies that help students tackle challenging content. Tonight, and again next month, you will see aspects of this work outlined in our continuous improvement plans.

4. Early Release Professional Development - Next Wednesday, September 17, will be our first early release day of the school year. Students will dismiss at the scheduled time, and teachers will participate in professional development from 1:00–4:00 p.m. Elementary staff (PreK–5) will engage in district-led sessions, while secondary staff (6–12) will focus on school-based sessions. On our next early release day on October 15, these roles will switch. Thank you, Board of Education, for making these professional learning opportunities possible for our educators.

5. Attendance Awareness Month - September is Attendance Awareness Month in Asheboro City Schools. Each day in school is an opportunity to learn something new, sharpen skills, build connections, and move closer to achieving dreams. It's very important for our staff and students to be in attendance every day.

6. Family Night Out & Athletic Boosters - On Friday, September 26, we will partner with the City of Asheboro and our Global Innovation Center to host a Family Night Out in downtown Asheboro. Families are encouraged to enjoy a favorite restaurant, or shop, while also learning more about the Global Innovation Center and its services for all Asheboro City Schools families. Also on September 26, with no Asheboro High School football game scheduled, the Athletic Booster Club will sponsor a free student movie night at Lee J. Stone Stadium. The featured film will be *Remember the Titans*, generously sponsored by former City Manager John Ogburn and his wife Martha in honor of all former Blue Comet athletes and John's father, Jack Ogburn, one of the founding members of the Booster Club.

7. September 11th Observance - Today marks 24 years since the tragic events of September 11, 2001. Throughout our schools and throughout the community, observances were held to honor the lives lost and to remind us of the importance of freedom.

Public Comments

There were no public comments.

Consent Agenda

Chairman Baxter Hammer recused himself from the vote per Policy 7100. Upon motion by Phillip Cheek and seconded by Hailey Lee, the board approved the following items:

- A.** Approval of Minutes for August 14, 2025, Board of Education Meeting.
- B.** Policies for Approval:
 - 3225/4312/7320 Technology & Responsible Use
- C.** Personnel (see list below)
- D.** Overnight Field trip-Asheboro High School Zoo FFA to IN, October 2025
- E.** Overnight Field Trip-Asheboro High School Band/Chorus to NY, April 2026
- F.** Resolution for Purchasing Card Account with Pinnacle Financial Partners

**Asheboro City Schools
Personnel Transactions
September 11, 2025**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Moore	Donna	CO	Administrative Assistant/C&I	11/30/2025
Tune	D'Vera	AHS	School Counselor	10/10/2025

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Hammer**	Emilee	CO	School Social Worker	09/29/2025
Wall	Jamey	CO	Maintenance/Grounds Keeper	09/04/2025

C. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Auman	Jonathan	CO	Regular Bus Driver to Substitute	08/18/2025
Briggs	Gerald	CO	Substitute to Regular Bus Driver	08/18/2025

**In accordance with Policy 7100, this employee is an immediate family member of a current Board of Education member.

**Asheboro City Schools
Personnel Transactions ADDENDUM
September 11, 2025**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Mendoza-Hernandez	Lesly	AHS	Instructional Assistant	9/19/2025

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Carroll	Aileene	AHS	Math Teacher	08/14/2025
Jacobo Vargas	Sara	BAL	Spanish Teacher	08/29/2025
Massey	Syvonya	CO	Substitute Bus Driver	09/11/2025
Wallace	Logan	CO	Maintenance/Grounds Keeper	09/08/2025

***E. LEAVES OF ABSENCE**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Storie	Kenndel	CO	Administrative Assistant	08/14/2025-9/9/2025

Information, Reports, and Recommendations

- A. Dr. Christina Kinley, Director of Accountability & Student Development, shared the 2024-2025 School Performance Grades and Growth Data. This included final information about End-of-Grade Assessments, End-of-Course Assessments, School Performance Grades and Growth, and Graduation Rates. Four out of eight of

our schools met or exceeded growth and we have seen slight increases over the last three to four years in most subjects. We intend to improve those statistics with targeted instruction. Our 2025 graduation rate is 90.9%, which is three percent higher than the state average.

- B. Dr. Ana Floyd, Director of School Improvement & Professional Development, stated that the principal from each school would share their school's Continuous Improvement Plan (CIP). The North Carolina Department of Public Instruction (NCDPI) requires board approval of the CIPs. The CIPs will be posted for public review, and the board will be asked to approve the plans at the October board meeting.

The Continuous Improvement Plans (CIP) were shared as follows:

- Balfour Elementary School – Ms. Nikki Domally, Principal
- Charles W. McCrary Elementary School – Ms. Kelly Patton, Principal
- Donna Lee Loflin Elementary School – Ms. Lisa Hayes, Principal
- Guy B. Teachey Elementary School – Mr. Jordan Seagraves, Principal
- Lindley Park Elementary School – Ms. Keisha Dawalt, Principal

***Action Items**

- A. Dr. Aaron Woody, Superintendent, requested approval for the District School Risk Management Plans (SRMP) that were discussed in the closed session. Upon motion by Linda Cranford and seconded by Phillip Cheek, the board voted unanimously to approve the plans as presented.

Board Operations

- A. Chairman Hammer reviewed information regarding upcoming events.
- The next regularly scheduled board meeting will be on October 16, 2025, in the Professional Development Center, unless otherwise posted.

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, upon motion by Linda Cranford and seconded by Phillip Cheek, the Board voted unanimously to enter closed session to discuss the Superintendent's annual evaluation at 8:25 p.m.

Adjournment

There being no further business and upon motion by Linda Cranford and seconded by Hilda DeCortez, the board voted unanimously to adjourn at 9:53 p.m.

Chairman

Secretary

**Asheboro City Schools
Personnel Transactions
October 16, 2025**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Wood	Rachel Nanet	AHS	Exceptional Children	12/31/2025

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Diener	Mary Lou	BAL	School Counselor (Part-Time)	08/14/2025
Dumas	Paula	CO	Bus Driver - Substitute	10/01/2025
Garcia	Deashacria	GBT	Instructional Assistant - EC	09/29/2025
Garner	Amy	AHS	School Counselor	10/31/2025
Kelly	Linda	CO	Deaf and Hard of Hearing Teacher (Part-Time)	09/16/2025
Lewis	Brittany	AHS	School Counselor (Part-Time)	10/02/2025
Lewis	Brittany	AHS	School Counselor (Full-Time)	11/04/2025
Marini	Claudia	CO	Educational Diagnostician (Part-Time)	10/06/2025
Spivak	Phillip	CO	Bus Driver - Substitute	10/01/2025
Trogdon	Denise	LP	Teacher (Part-Time)	08/25/2025
Whitaker	David	CO	IT Support Specialist	09/30/2025

C. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Auman	Robert	SAMS	SAMS EC IA to DLL EC IA	09/15/2025
Delk	Gina	CO	Purchasing Agent to Administrative Assistant for Curriculum and Instruction	12/01/2025
Kidd	Robert	CO	Substitute Driver to Regular Driver (Part-Time)	09/22/2025
Rabon	Francia	DLL	DLL EC IA to SAMS EC IA	09/15/2025
Wing	Charles	CO	Regular Driver to Substitute Driver	09/27/2025

**ASHEBORO CITY SCHOOLS
CERTIFIED APPOINTMENTS
October 16, 2025**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Garner, Amy	UNC-Greensboro M: Counseling & K-12th Ed. Dev. UNC-Greensboro B: Child Dev. & Family Studies	Principal School Counselor CDC (6-12) AIG

Ms. Amy Garner is recommended as a school counselor at Asheboro High School for the 2025-2026 school year. With a strong academic foundation, Ms. Garner brings a well-rounded perspective to student support and development. Her professional experience spans roles as a Teacher, School Counselor, Career Development Coordinator, Career and College Coach, and Assistant Principal. Through these positions, Ms. Garner has cultivated a diverse skill set aimed at supporting students' academic success, social-emotional growth, and post-secondary planning. Welcome to Asheboro City Schools, Ms. Garner!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Lewis, Brittany	Liberty University M: School Counseling (2026) Western Governors University B: Elementary Education	School Counselor

Ms. Brittany Lewis is recommended as a school counselor at Asheboro High School for the 2025-2026 school year. With a background as a teacher and a teacher's assistant, Ms. Lewis is excited to start her career as a school counselor. She believes that the effective characteristics of school counseling include compassion, effective communication, active listening, cultural competency, and patience, which she strives to embody everyday. Welcome Ms. Brittany Lewis to Asheboro City Schools!

Asheboro City Schools
Personnel Transactions - ADDENDUM
October 16, 2025

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Barclift	Tenisha	CO	Bus Driver	10/10/2025
Davila	Miriam	GBT	Instructional Assistant	10/24/2025
Lawrence	Patrick	NAMS	Exceptional Children	10/09/2025

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
McBride	Makara	CO	Administrative Assistant to Support Services	11/03/2025
Trogdon	Laura	BAL/NAMS	Speech Language Pathologist (Part-Time)	10/27/2025

Asheboro City Schools Field Trip/Transportation Request

Submission ID: 49b2b131-232f-4969-92ab-71578012c1df

Status: **Approved**

Note: **8403- Over night trip**

General Details

Submission ID: 49b2b131-232f-4969-92ab-71578012c1df

North Asheboro Middle School

Donna

Hill

dhill@asheboro.k12.nc.us

Fields

☒ Overnight Trip

Group Making Request: *

NAMS STUDENT COUNCIL

School: *

NORTH ASHEBORO MIDDLE SCHOOL

Destination: *

BETSY-JEFF PEN 4-H CENTER, REIDSVILLE, NC

Date of Trip: *

 November 15, 2025

Number of Students Involved: *

10

Percent of Total Group: *

50

Reasons for Students Not Attending: *

STUDENT UNABLE TO ATTEND

Transportation Method: Check box

☒ Activity Bus

☐ Charter Bus

☐ Private Automobile

Other: Provide details

Charter Bus Service, state name of vendor here:

N/A

If using Travel Company, state name of Vendor here:

N/A

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

Number of Vehicles Needed (to be secured by the Central Office): *

1

Number of Drivers Needed (to be secured by the Central Office): *

0

Departure Time: *

8:00 AM 11/15/2025

Return Time: *

5:00 PM 11/16/2025

Round Trip Miles (estimated) *

110

Estimated Cost to the Student: *

\$ 0.00

Purpose of the Field Trip: *

STUDENT COUNCIL LEADERSHIP RETREAT - EMERGING LEADERS CONFERENCE

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. *

CARLY HUTTON*

Sponsor (Group Responsible for Paying for the Trip) *

If approved, the following procedures must be followed: (1) Written parental permission is required for all field trips.

This permission should be acquired using the Asheboro City Schools Parental Field Trip Permission Form; (2) No students can serve as drivers; private vehicles are used as a last resort; and (3) All Students in class or group shall have an opportunity to attend—means will be 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.

Special Comments/Response:

POLICY: FIELD TRIPS

When properly planned, supervised and evaluated, field trips can provide a valuable education experience. Indeed, it is often those events that are extraordinary, unique, or a departure from routine, which create the setting for significant retained learning.

All field trips require the prior approval of a school's principal. That Principal should know the reasons for the experience, the pre-trip work that has been done with the students and the specific objectives the sponsor hopes to accomplish and follow-up plans. It is the responsibility of the trip sponsor to review those matters with the school's principal. Because of the process we use for approval and because of the difficulty in scheduling of activity buses, sponsors need to seek approval as much in advance as possible.

Once trips are approved by the principal, requests will be sent to the central office where the superintendent or his designee will review them. Instructional merits of the trip will be considered and the transportation supervisor will determine whether vehicles/drivers are available on the desired date(s). Schools are encouraged to build a staff of building-level drivers, rather than rely on what might be available.

Also keep the following regulations governing field trips in mind:

1. All overnight field trips must have prior written approval of the Superintendent.

2. All overnight and out-of-state field trips must have prior written approval of the Board of Education.

3.Field trips must have a legitimate educational value and request to take such trips should be made at least 10 working days in advance.

4.Out-of-state requests must be submitted in time to be reviewed for approval by the Board of Education at a regular scheduled board meeting prior to the date of the proposed field trip.

5.The cafeteria manager should be informed as much in advance as possible (two weeks or more) if a group will miss lunch.

6.The principal should assure that adequate adult supervision is provided for all field trips.

7.Field trip costs are assumed by the sponsoring group. That organization or the school must make provisions for students who are financially unable to attend.

8.A list of students participating in the trip must be compiled and maintained in the office during the course of the trip; teachers whose schedules might be altered by the trip must be informed of which students will miss their classes several days in advance of the departure date.

9.Parental permission forms should be filed in the principal's office and maintained for 3 months after the date of the field trip.

10.Under no circumstance will students be allowed to drive their personal automobiles on school sponsored field trips.

Form History

	<u>Donna Hill</u> submitted form	9/12/2025, 2:48:43 PM
	<u>Graham Groseclose</u> approved form	9/15/2025, 1:27:31 PM
	<u>Tari Johnson</u> approved form	9/15/2025, 3:50:35 PM
	Notes: 8403- Over night trip	
	<u>Aaron Woody</u> approved form	9/15/2025, 3:51:25 PM

Recommendation of Principals - Low Performing Schools

School	School Code	Principal	Recommendation
Balfour Elementary	761312	Nikia Domally	Recommendation to the local board that the principal be retained in the same position.
Charles W. McCrary Elementary	761320	Kelly Patton	Recommendation to the local board that the principal be retained in the same position.
Lindley Park Elementary	761332	Keisha Dawalt	Recommendation to the local board that the principal be retained in the same position.
North Asheboro Middle School	761336	Graham Groseclose	Recommendation to the local board that the principal be retained in the same position.
South Asheboro Middle School	761308	Christopher Burian	Recommendation to the local board that the principal be retained in the same position.

Policies For Review

Policy Code: 2110 Board Member Elections

A. Qualifications

There is a basic concept of responsibility attached to service as a member of this board of education. Board members are individually and collectively trustees; they serve as trustees of our community's children. More specifically, the "estate" which members of this board hold "in trust" is (1) the present welfare of our children and community as it may be enhanced by a program of public education; and (2) the future welfare of our community, state and nation as the children in school today become the responsible adults of tomorrow.

In terms of this concept, this board of education is responsible to our community at-large and also to the State of North Carolina. This responsibility looms large, and it is one which can be filled best by persons of sound judgment, broad vision, dedication to the interest of education and unselfish concern for the public welfare.

As elected representatives of the public, board members are expected to be free from prejudice, bias or commitment to special interests.

Any person possessing the qualifications for election to public office as provided for in [Article VI, Section 6 of the Constitution of North Carolina](#) and who is a qualified voter and resident of the election district from which he/she seeks to be elected is eligible to serve as a member of the board of education.

Any person elected or appointed to the board and also employed by the board will resign his/her employment before taking office as a member of the board.

B. Membership and Terms of Office

The board of education currently consists of eleven members with terms of six years, pursuant to North Carolina SL 2025-3 (House Bill 58), and the process described therein, the number of board members shall be reduced to seven members serving four year terms by the year 2030. A newly elected board member's term will begin the first Monday in December following their election.

C. Method C. Method of Election

All elections are partisan and are to be held at the time of the November general election in even-numbered years.

The elections shall be held and conducted by the Randolph County Board of Elections under the same provisions of the General Statutes which are applicable to the election of municipal officers in the City of Asheboro.

D. Oath of Office

Before taking office, newly elected board members will take and sign the following oath or affirmation at the regular December meeting of the board of education following their election:

"I, _____ do solemnly swear (or affirm) that I will support and maintain the Constitution and laws of the United States and the Constitution and laws of the State of North Carolina, not inconsistent therewith, and that I will faithfully discharge my duties as a member of the Asheboro City Board of Education to the best of my ability."

If a board member enters into the duties of his or her office before taking, subscribing and filing the oath of office, he or she will be ejected from office.

Legal References: [N.C. Const., art. VI](#), §§ 6 and 7; [G.S. 14-229](#); [115C-35](#); [-37](#), Local Modification, Randolph County: 1967, c. 739; 1973

Adopted: April 9, 1998 to become effective July 1, 1998

Updated: February 12, 2009; August 9, 2012; August 9, 2012; November 12, 2015

Reviewed by Policy Committee on June 14, 2012; January 10, 2019

Asheboro City Schools

PARENTAL INSPECTION OF AND OBJECTION TO INSTRUCTIONAL MATERIALS

Policy Code:

3210

In policy 3200, Selection of Instructional Materials, the board establishes a process for the selection of instructional materials to meet State Board of Education requirements and the educational goals of the board. That process provides an opportunity for parental input in the selection of materials.

The board recognizes that despite the opportunity to participate in the selection of materials, parents still may have concerns about instructional materials used in the school system. Thus, to further involve parents in the education of their children, the board also provides opportunities for parents to review instructional materials and a process for parents to use when they object to instructional materials.

For purposes of this policy, all references to “parent” include a parent, legal guardian, legal custodian, or other caregiver adult authorized to enroll a student under policy 4120, Domicile or Residence Requirements.

A. PARENTAL RIGHT TO INSPECT MATERIALS

Parents may review all instructional materials, as defined in policy 3200, Selection of Instructional Materials. Instructional materials do not include academic tests or assessments. Parents who would like to inspect and review instructional materials should make a request in writing to the principal identifying the instructional materials the parent is seeking to inspect. Within 10 business days of receiving the request, the principal shall either (1) provide access to the requested information or (2) provide an extension notice to the parent that, due to the volume or complexity of the request, access to the information will be provided no later than 20 business days from the date of the parent’s request. Access will be provided by supplying the parent with a copy of the materials or by scheduling a mutually agreeable date and time for the parent to come into the school to review the materials. All materials used in reproductive health and safety education shall be available for review as provided in policy 3540, Comprehensive Health Education Program.

B. PARENTAL OBJECTION TO MATERIALS

Parents may submit an objection in writing to the principal regarding the use of particular instructional materials. The principal may establish a committee to review the objection. While input from the community may be sought, the board believes professional educators are in the best position to determine whether a particular instructional material is appropriate for the age and maturity of the students and for the subject matter being taught.

If the principal or the committee determines that any material violates constitutional or other legal rights of the parent or student, the principal or the committee shall either remove the material from instructional use or accommodate the particular student and parent. (For

religious-based objections, also see policy 3510, Religious-Based Exemptions from School Programs.) Before any material is removed, the principal or the committee shall ensure that the curriculum is still aligned with current statewide instructional standards and articulated from grade to grade. If an objection made by a parent or student is not based upon constitutional or legal rights, the principal or the committee may accommodate the objection after considering the effect on the curriculum; any burden on the school, teacher, or other students that the accommodation would create; and any other relevant factors. Books and other instructional materials may be removed from the school media collection only for legitimate educational reasons and subject to the limitations of the First Amendment. The decision of the committee or principal may be appealed to the superintendent. The decision of the superintendent may be appealed to the board.

Any request by a student's parent that the student be prohibited from borrowing certain library books will automatically be granted. The request must be made in writing to the principal and identify by title the library book(s) that the student may not borrow. For purposes of this policy, library books are defined as all instructional materials, other than textbooks, that are available at a school, whether in the school library or in a classroom or other space, for independent use by students and school personnel outside of the standard course of study for any grade or course. The titles of all library books at a school may be accessed through a searchable web-based catalog displayed on the homepage of the school's website.

The superintendent shall develop the necessary administrative procedures to implement this policy.

Legal References: U.S. Const. amend. I; 20 U.S.C. 1232h; N.C. Const. art. I, § 14; *Board of Educ. v. Pico*, 457 U.S. 853 (1982); G.S. 115C art. 8 pt. 1; 115C-45, -47, -76.25(a)(5), -76.35(b), -76.40, -98, -98.1, -101

Cross References: Parental Involvement (1310/4002), Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), Selection of Instructional Materials (policy 3200), Religious-Based Exemptions from School Programs (policy 3510), Comprehensive Health Education Program (policy 3540), Domicile or Residence Requirements (policy 4120)

Adopted: January 10, 2013

Revised: January 8, 2015; November 9, 2023

RELIGIOUS-BASED EXEMPTIONS FROM SCHOOL PROGRAMS

Policy Code:

3510

The curriculum of the school system will be based on the current statewide instructional standards. The board and the school administrators will exercise their authority to select appropriate materials and teach the curriculum in an effective manner. The board supports the free exercise of religion and prohibits discrimination on the basis of religion. While students are expected to participate in all required courses and school activities, the board recognizes that at times a student or a student's parent or guardian may object to a specific classroom discussion, activity, or assigned reading. This policy is designed to provide students, parents, and guardians with a process for seeking a religious-based exemption for a student from a specific classroom discussion, activity, or assigned reading. To the extent practicable, students, parents, and guardians will be notified in advance of upcoming classroom discussions, activities, and assigned readings.

A student, parent, or guardian may petition to exempt the student from participation in a specific classroom discussion, activity, or assigned reading that the student, parent, or guardian believes would impose a substantial burden on the student's religious beliefs or invade the student's privacy by calling attention to the student's religion. Any request for exemption should be submitted to the superintendent or designee in accordance with the following guidelines.

1. The request must be in writing.
2. The request must specify the discussion, activity, or reading and explain how it would impose a substantial burden on the student's religious beliefs or invade the student's privacy by calling attention to the student's religion.
3. The request may suggest a proposed alternate activity or study.

The superintendent or designee shall review the request in accordance with any constitutional or statutory standards and shall accommodate the request as required by law. If accommodation is not required by law, the superintendent or designee may choose to accommodate such a request after weighing factors, such as the interest of the child, the impact on other students, and the availability of alternative activities or materials. An appeal of the decision may be made through the student grievance procedure.

If a student is excused from a classroom discussion, activity, or assigned reading, the student will be provided an alternative activity or assignment aligned with the standard course of study.

Legal References: U.S. Const. amend. I; N.C. Const. art. I, § 14; G.S. 115C-36, -47(33b)

Cross References: Student and Parent Grievance Procedure (policy 1740/4010), Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100)

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

Revised: June 13, 2013; January 13, 2022

GOAL 1: Belonging

Foster a schoolwide culture of belonging where every student and staff member feels valued, supported, and connected, by implementing structures and practices that promote positive relationships, enrichment opportunities, and inclusive classroom environments, as evidenced by annual district strategic plan metrics data.

Student Success Indicator:

A.4.06 All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions.

Target date for Implementation:

June 10th, 2026

Definition of Successful Implementation:

All students feel safe, respected, and valued in the school community. Students see their identities and cultures represented in the school environment and classroom instruction. Staff build strong, positive relationships with students and families and create inclusive classrooms where every student is engaged in learning and connected to at least one caring adult. Evidence of success is reflected in improved attendance, decreased discipline referrals, and increased student participation in both academic and extracurricular activities. Evidence will be tracked through yearly district strategic plan metrics and school-wide relationship mapping.

Action Steps / Strategies:	Assigned to:	Target Date:
Students will have access to a broad range of after-school opportunities—including sports, clubs, and events—designed to match diverse interests and encourage active participation.	John Anders, Raven Bias	June 10th, 2026
Student surveys will be conducted to gauge participation and interests in after school offerings and identify potential barriers to accessibility.	Chrystal Haigler, Rebekah Robbins	October 27th, 2025
Quarterly celebrations will be planned to recognize students who meet schoolwide expectations.	Carly Hutton, Carlie Abercrombie	June 10th, 2026
Students and teachers will be recognized as Comet Cup recipients each week through peer and staff nominations to highlight exceptional performance in the classroom.	Graham Groseclose	June 10th, 2026
Relationship mapping will be conducted with staff within the first semester to identify students who need an extra layer of support at school. Mapping will be revisited at the end of the year to measure growth and make plans for the next school year.	Brianne Crotts	June 10th, 2026

GOAL 2: Coherence

Ensure coherence in instructional planning and delivery by aligning grade-level and content-area teams around shared expectations for curriculum, instructional practices, and assessment, so that all students experience a consistent, high-quality learning experience across classrooms.

Student Success Indicator:

A.2.04 Instructional teams develop standards-aligned units of instruction for each subject and grade level.

C.2.01 The 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.

Target date for Implementation:

June 10th, 2026

Definition of Successful Implementation:

At least 80 % of teachers collaboratively plan using shared templates, aligned pacing guides, and grade-level standards to ensure instructional alignment across all content areas and grade levels. Instructional strategies and assessments are connected and intentional, so students experience a clear and logical progression of learning regardless of teacher or subject. Administrators and instructional leaders see alignment in walkthroughs, and student performance improves on formative, benchmark, and summative assessments as a result of consistent, high-quality planning and delivery.

Action Steps / Strategies:	Assigned to:	Target Date:
Schedule and protect regular, uninterrupted collaborative planning time for grade-level and content-area teams.	Graham Groseclose	June 10th, 2026
Instructional leadership team representatives will meet weekly with content teams to support the implementation of the NAMS collaborative planning protocol.	Melissa Belote	June 10th, 2026
A centralized NAMS Dashboard will be compiled to include school resources, policies and expectations, as well as instructional materials to support collaborative planning.	Melissa Belote	June 10th, 2026
The administrative team will monitor coherence through structured instructional walkthroughs that have a specific focus that are aligned with school and district PD needs.	Graham Groseclose, John Anders	June 10th, 2026

GOAL 3: Consistency

Build consistency in instructional practices, classroom procedures, and collaborative structures so that students benefit from predictable routines and staff experience streamlined systems that reduce variability and maximize learning time.

Student Success Indicator:

- A.1.07 All teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.
- B.3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, and constructive feedback to teachers.

Target date for Implementation:

June 10th, 2026

Definition of Successful Implementation:

Classroom routines and instructional practices are predictable, streamlined, and applied consistently across the school. Students experience equal access to learning due to common expectations, aligned grading practices, and schoolwide use of evidence-based strategies. Teachers collaborate regularly in PLCs to monitor student progress and adjust instruction, while administrators use walkthroughs and data reviews to ensure alignment. Learning time is protected and maximized, reflected in higher levels of student engagement, reduced disruptions, and measurable growth in academic achievement. Evidence will be tracked through walkthrough tools and 90% of classrooms will show alignment with schoolwide expectations.

Action Steps / Strategies:	Assigned to:	Target Date:
An Instructional Expectations document will be compiled by the school leadership team and shared with all instructional staff.	Melissa Belote	October 27th, 2025
NAMS implementation of the Behavior Queen PD will be designed as an ongoing learning experience. We will revisit key concepts and continuously build upon them throughout the year to deepen understanding, strengthen practice, and support sustained growth.	Melissa Belote	June 10th, 2026
A consistent walkthrough schedule will be established and followed each week throughout the year to provide feedback for staff.	John Anders	June 10th, 2026
Monthly instructional rounds will be conducted collaboratively by the instructional leadership team to align expectations and feedback.	Graham Groseclose	June 10th, 2026
Individualized coaching will be provided to support teachers in setting personalized goals that promote consistency in delivering high-quality instruction, ensuring all students benefit from effective and reliable teaching practices.	Melissa Belote	June 10th, 2026



North Asheboro Middle School



October 16, 2025

Introduction





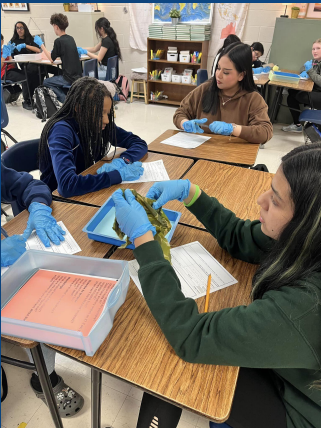
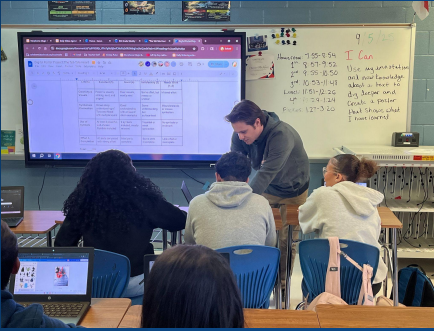
Goal 1

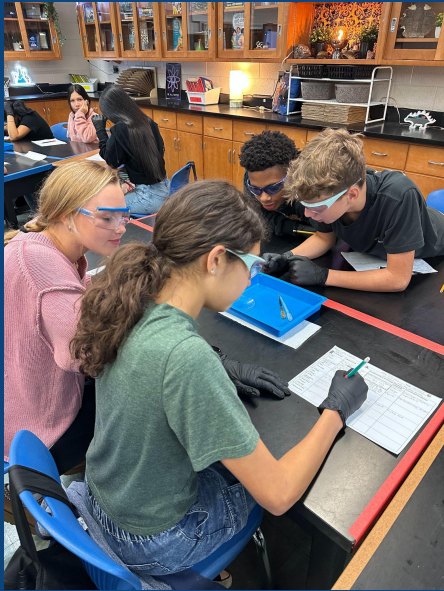
Foster a schoolwide culture of belonging where every student and staff member feels valued, supported, and connected, by implementing structures and practices that promote positive relationships, enrichment opportunities, and inclusive classroom environments, as evidenced by annual district strategic plan metrics data.

Success is reflected by improved attendance, decreased discipline referrals, and increased student participation in both academic and extracurricular activities.

Goal 1 Action Steps

- A broad range of after-school opportunities will be made available to students.
- Surveys will be conducted to gauge participation and interest in after school offerings and identify barriers to participation.
- Students and teachers will be recognized as Comet Cup recipients each week through peer and staff nominations.
- Relationship mapping will be conducted with staff.





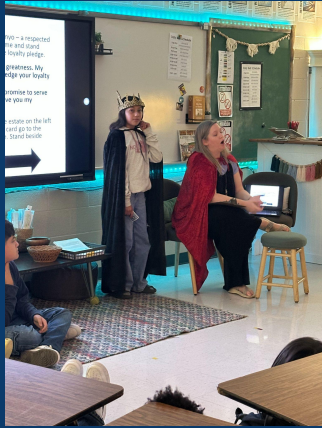
Goal 2

Ensure coherence in instructional planning and delivery by aligning grade-level and content-area teams around shared expectations for curriculum, instructional practices, and assessment, so that all students experience a consistent, high-quality learning experience across classrooms.

Success will be indicated by 80% of teachers collaboratively planning using shared templates, aligned pacing guides, and grade-level standards to ensure instructional alignment. Alignment will be seen through instructional walkthroughs and student performance will see positive trends as a result of high-quality planning and delivery.



Goal 2 Action Steps



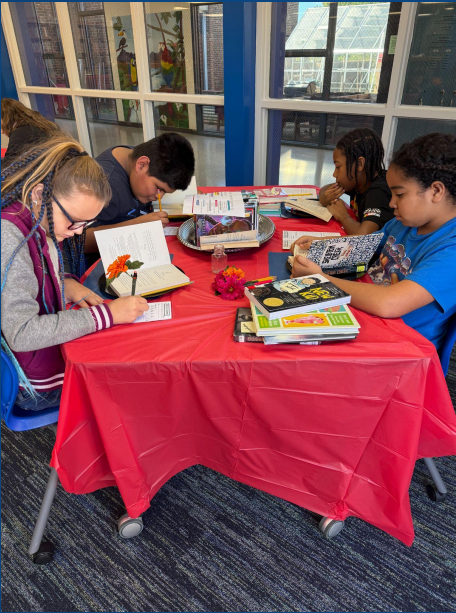
- Schedule and protect regular, uninterrupted collaborative planning time for grade-level and content-area teams.
- Instructional leadership team representatives will meet weekly with content teams to support the implementation of the NAMS Collaborative Planning Protocol.
- A centralized NAMS Dashboard will be compiled to include school resources, policies, and expectations, as well as instructional materials to support collaborative planning.
- Administrative team will monitor coherence through structured instructional walkthroughs that have a specific focus that are aligned with school and district PD needs.



Goal 3 Details

Build consistency in instructional practices, classroom procedures, and collaborative structures so that students benefit from predictable routines and experience streamlined systems that reduce variability and maximize learning time.

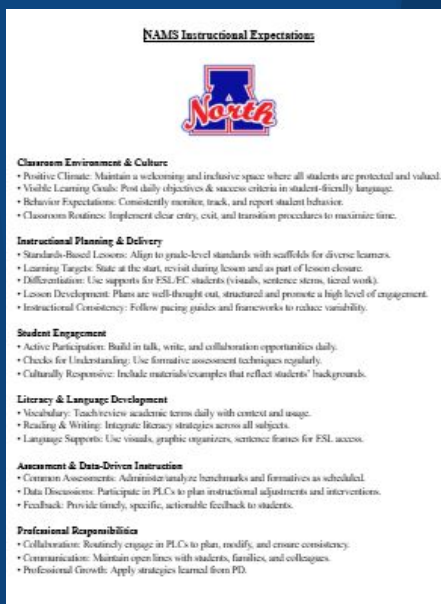
Success will be evident in classroom routines and instructional practices that are predictable, streamlined, and applied consistently across the school. Students will experience equal access to learning due to common expectations, aligned grading practices, and schoolwide use of evidence-based strategies. Walkthrough data will indicate 90% of classrooms in alignment with schoolwide expectations.





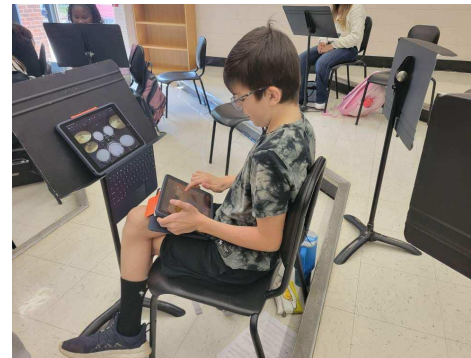
Goal 3 Action Steps

- An instructional expectations document will be compiled by the school leadership team and shared with all instructional staff.
- School implementation of the Behavior Queen PD will be designed as an ongoing learning experience for teachers.
- Consistent walkthrough schedule will be established and followed each week throughout the year to provide meaningful feedback for staff.
- Monthly instructional rounds will be conducted collaboratively by the instructional leadership team to align expectations and feedback.
- Individualized coaching will be provided to support teachers in setting personalized goals that promote consistency in delivering high-quality instruction.



Summary

The full continuous improvement plan for North Asheboro Middle School is available in NCSTAR and can be accessed from this [link](#).



Questions ?

GOAL 1: (Belonging)

South Asheboro Middle School students, families, and staff will feel more connected, valued, and actively engaged in the life of the school community.

Student Success Indicator:

A4.06: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions.

Target date for Implementation:

South Asheboro Middle School will begin this goal in September of 2025 and continue through June of 2026.

Definition of Successful Implementation:

By the end of the 2025–2026 school year, South Asheboro Middle School will increase the percentage of students who feel a positive sense of belonging at school as measured by the increase in extra curricular club participation by 50%, an increased sense of belonging on Panorama Survey when comparing BOY to EOY by 10%, and a decrease in discipline referrals by 10%.

Action Steps / Strategies:	Assigned to:	Target Date:
The instructional leadership team along with support services will create and monitor an implementation plan for social, emotional, and behavioral learning for core, supplemental and intensive levels.	Leslie Smith-Moore	April 2026
SAMS' staff will take part in professional development related to classroom management, core SEL supports, and deescalation practices that will be implemented into daily practice.	Chris Burian	May 2026
The creation of new committees in 24/25 will be streamlined into combined plans that will enhance the climate and culture of SAMS through various avenues.	Janeice Leonard	November 2026
SAMS will expand the number and variety of student clubs and extracurricular activities to promote more opportunities to increase student participation across all grade levels.	Megan Smith	May 2026

GOAL 2: (Consistency)

South Asheboro Middle School teachers will consistently implement rigorous, standards-aligned instruction in every classroom based on the specific needs of the students.

Student Success Indicator:

A2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

Target date for Implementation:

South Asheboro Middle School will begin this goal in September of 2025 and continue through June of 2026.

Definition of Successful Implementation:

SAMS will meet or exceed growth for the 2025-2026 school year. We will have an increase in reading, math, and 8th grade science proficiency by 10% as demonstrated on End of Grade tests when compared to the 2024-2025 school year.

Action Steps / Strategies:	Assigned to:	Target Date:
SAMS' leadership team will define and implement classroom environment essentials and instructional expectations of staff.	Danielle Williams	December 2025
SAMS' grade levels will create and implement student data trackers aligned to content standards to allow for student reflection and empowerment of their growth.	Keri Hill	October 2025
SAMS's instructional team (Comet Navigators) will have bi-weekly meetings to discuss walkthrough trends, lesson planning needs, content support, environmental essentials, instructional expectation trends, and next steps.	Chris Burian	April 2026

GOAL 3: (Coherence)

South Asheboro Middle School will strengthen communication systems to ensure students, staff, and families have a clear understanding of class expectations, school procedures, and home and school connections.

Student Success Indicator:

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).

Target date for Implementation:

South Asheboro Middle School will begin this goal in September of 2025 and continue through June of 2026.

Definition of Successful Implementation:

SAMS will increase the number of parent contacts in the SchoolStatus platform by 15% in the 2025-2026 school year when compared to the 2024-2025 school year.

Action Steps / Strategies:	Assigned to:	Target Date:
SAMS' Leadership Team will create new communication avenues for families on a monthly basis to communicate new initiatives, expectations, content, and --Monthly grade level newsletters, school status usage, and parent conferences.	Dustin Hagood	October 2025
SAMS' Leadership team will create, communicate, and model a revised school management plan to better specify school wide core behavior expectations.	Kelly Hagood	January 2026
The SAMS staff will take part in as well as implement professional development strategies related to classroom management, core SEL supports, and deescalation practices.	Zack Seabrease	March 2026



South Asheboro Middle School

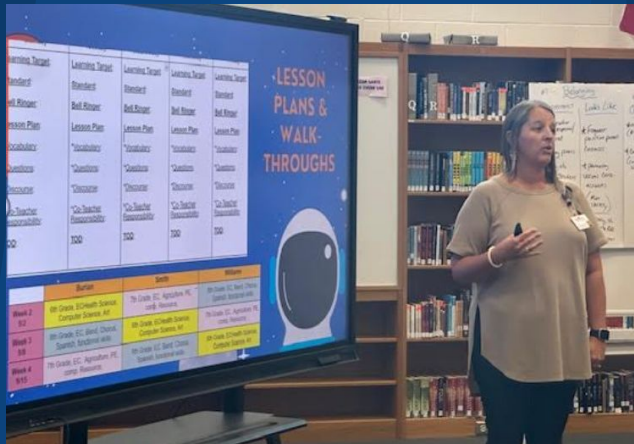
October 16, 2025



Introduction

In the 25/26 school year, our Continuous Improvement Plan focuses on the following:

- Increasing a sense of belonging to continuously enhance the climate and culture of SAMS.
- Building off of the instructional foundation from last year to consistently enhance a deeper level of higher order thinking.
- Strengthen and expand our communication methods with all stakeholders of SAMS





Goal 1 - Belonging

South Asheboro Middle School students, families, and staff will feel more connected, valued, and actively engaged in the life of the school community.

-The instructional leadership team along with support services will create and monitor an implementation plan for social, emotional, and behavioral learning for core, supplemental and intensive levels.

-SAMS' staff will take part in professional development related to classroom management, core SEL supports, and de escalation practices that will be implemented into daily practice.

-The creation of new committees in 24/25 will be streamlined into combined plans that will enhance the climate and culture of SAMS through various avenues.

-SAMS will expand the number and variety of student clubs and extracurricular activities to promote more opportunities to increase student participation across all grade levels.



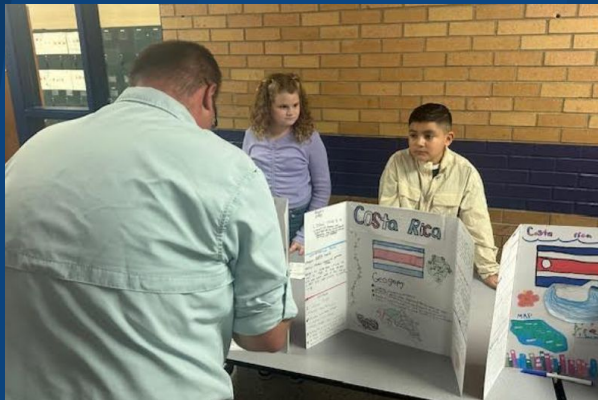
Goal 2 - Consistency

South Asheboro Middle School teachers will consistently implement rigorous, standards-aligned instruction in every classroom based on the specific needs of the students.

-SAMS' leadership team will define and implement classroom environment essentials and instructional expectations of staff.

-SAMS' grade levels will create and implement student data trackers aligned to content standards to allow for student reflection and empowerment of their growth.

-SAMS' instructional team (Comet Navigators) will have bi-weekly meetings to discuss walkthrough trends, lesson planning needs, content support, environmental essentials, instructional expectation trends, and next steps.



Goal 3 - Coherence

South Asheboro Middle School will strengthen communication systems to ensure students, staff, and families have a clear understanding of class expectations, school procedures, and home and school connections.

-SAMS' Leadership Team will create new communication avenues for families on a monthly basis to communicate new initiatives, expectations, content, and --Monthly grade level newsletters, school status usage, and parent conferences.

-SAMS' Leadership team will create, communicate, and model a revised school management plan to better specify school wide core behavior expectations.

-The SAMS staff will take part in as well as implement professional development strategies related to classroom management, core SEL supports, and de escalation practices.



The full continuous improvement plan for South Asheboro Middle School is available in NCSTAR and can be accessed from the link on our website.

Summary

We are looking forward to a great year focused on:

- improving our instruction,
- Increased student learning and engagement
- and continuing to foster involvement and engagement within the SAMS community.



GOAL 1: Consistency

Throughout the 2025-2026 school year, teachers will consistently provide active, engaging, standards-aligned lessons that incorporate daily student discourse and questioning.

Student Success Indicator:

A2.04 Instructional teams develop standards-aligned units of instruction for each subject and grade level.

B3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.

Target date for Implementation:

June 10, 2026

Definition of Successful Implementation:

At AHS, departments will consistently plan together, use adopted curriculum resources, and deliver rigorous, standards-aligned instruction. Consistency among classrooms will show high-quality teaching, student engagement, and differentiated support. Leadership provides ongoing feedback, and student work reflects progress toward mastery of content standards.

Action Steps / Strategies:	Assigned to:	Target Date:
Utilize student and staff surveys collected during the 2024-2025 School Year to identify our pillars of instructional practice at AHS.	Ryan Moody	August 2025
Clearly define expectations for what instruction should “look like” in each classroom on a daily basis at AHS through our School Leadership Team.	Ryan Moody	August 2025
Teachers will plan a “Do Now” activity for the start and end of each class period. - The first “Do Now” activity should begin immediately after the bell rings. - The last “Do Now” activity should take place at the end of class to check for understanding.	Jonathan Dillion Marian Gordon Allyson Key	June 2026
Teachers will plan lessons using a variety of engagement strategies. Throughout each lesson, teachers will incorporate a variety of engagement strategies, including teacher-to-student and student-to-student questioning and discourse, opportunities for student collaboration, and opportunities for students to reflect on their learning.	Jonathan Dillion Marian Gordon Allyson Key	June 2026
Teachers will attend monthly professional development opportunities related to the AHS Pillars of Engagement	Jonathan Dillion Marian Gordon Allyson Key	June 2026
Teachers will plan lessons after reflection and consideration of best practices	Ryan Moody Marian Gordon	June 2026
Teachers will visit classrooms twice per month in order to observe best practices that can be incorporated into their own instruction and provide constructive feedback.	Ryan Moody	June 2026
Administration will create and utilize a walkthrough tool to provide instructional feedback and coaching.	Ryan Moody AP's	June 2026

GOAL 2: Belonging

By the end of the 2025-2026 school year, student attendance will increase from 89.4% to 95% as measured by attendance data collected through School Status/Infinite Campus.

Student Success Indicator:

A4.05 ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions. (5123)

E1.01 ALL teachers maintain a file of communication with parents/guardians. (5177)

E1.05 The "ongoing conversation" between school personnel and parents/guardians is candid, supportive, and flows in both directions. (5181)

Target date for Implementation:

June 10, 2026

Definition of Successful Implementation:

At Asheboro High School, successful implementation means that every student feels connected to the school, accepted, and valued as a Blue Comet. This is demonstrated by an increase in attendance rates by our students and modeled by our staff. Successful implementation is also demonstrated by positive feedback from student surveys through Infinite Campus as to students' sense of self-worth and connection to AHS.

Action Steps / Strategies:	Assigned to:	Target Date:
Teachers will contact parents and maintain two-way communication with parents after three absences.	Ryan Moody	June 2026
Teachers, administration, and support staff will all actively monitor attendance and take steps to address individual student attendance problems.	Ryan Moody Jeff Melberger	June 2026
Teachers will provide instruction that encourages and incentivizes attendance and in-person student engagement.	Ryan Moody Allyson Key Jonathon Dillion Marian Gordon	June 2026
Students will be able to earn exam exemptions through meeting attendance criteria as determined by administration.	Ryan Moody	June 2026
Staff should make all reasonable efforts to maintain high staff attendance expectations. Administration will monitor staff attendance and address individual issues.	Ryan Moody	June 2026
AHS will provide periodic opportunities to celebrate and incentivize individual students for their attendance and academic success.	Ryan Moody Allyson Key Jonathon Dillion Marian Gordon	June 2026
An attendance review committee will be established in order to identify and address chronic student attendance problems.	Ryan Moody Jeff Melberger	June 2026
Teachers will submit daily attendance during the first 15 minutes of each class period.	Scarlett Boling	June 2026

GOAL 3: Coherence

Teachers will meet in CASA groups bi-weekly to discuss issues of best practices, student data, and issues of concern.

Student Success Indicator:

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.

B3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback for teachers.

Target date for Implementation:

June 2026

Definition of Successful Implementation:

At Asheboro High School, all students will experience high-quality instruction delivered by our teachers on a daily basis. Teachers will collaboratively plan and deliver lessons aligned to curriculum standards, use common instructional strategies focused on increasing active engagement in the classroom, and consistently implement the adopted curriculum. Evidence includes aligned CASA protocols, evidence of high-quality student expectations, regular data reviews, and observations showing shared practices and instructional focus.

Action Steps / Strategies:	Assigned to:	Target Date:
AHS administration will provide a CASA protocol document to be used to collect meeting data and track planning progress.	Marian Gordon	June 2026
Each department will plan to meet at a time when the majority of the whole department can be in attendance.	Ryan Moody Jonathon Dillion Marian Gordon Allyson Key	June 2026
Department chairs will notify administration as to the dates and times of departmental CASA meetings.	Ryan Moody Jonathon Dillion Marian Gordon Allyson Key	September 2026
Administration will attend each department CASA meeting assigned to them by the principal.	Ryan Moody Jonathon Dillion Marian Gordon Allyson Key	June 2026



Asheboro High School

October 16, 2025



Goal 1 - Consistency

Throughout the 2025-2026 school year, teachers will consistently provide active, engaging, standards-aligned lessons that incorporate daily student discourse and questioning.



Goal 1 Actions

- Clearly define expectations for what instruction should “look like” in each classroom on a daily basis at AHS through our School Leadership Team.
- Teachers will plan lessons using a variety of engagement strategies. Throughout each lesson, teachers will incorporate a variety of engagement strategies, including teacher-to-student and student-to-student questioning and discourse, opportunities for student collaboration, and opportunities for students to reflect on their learning.
- Teachers will plan a “Do Now” activity for the start and end of each class period.





Goal 2 - Belonging

By the end of the 2025-2026 school year, student attendance will increase from 89.4% to 95% as measured by attendance data collected through School Status/Infinite Campus.

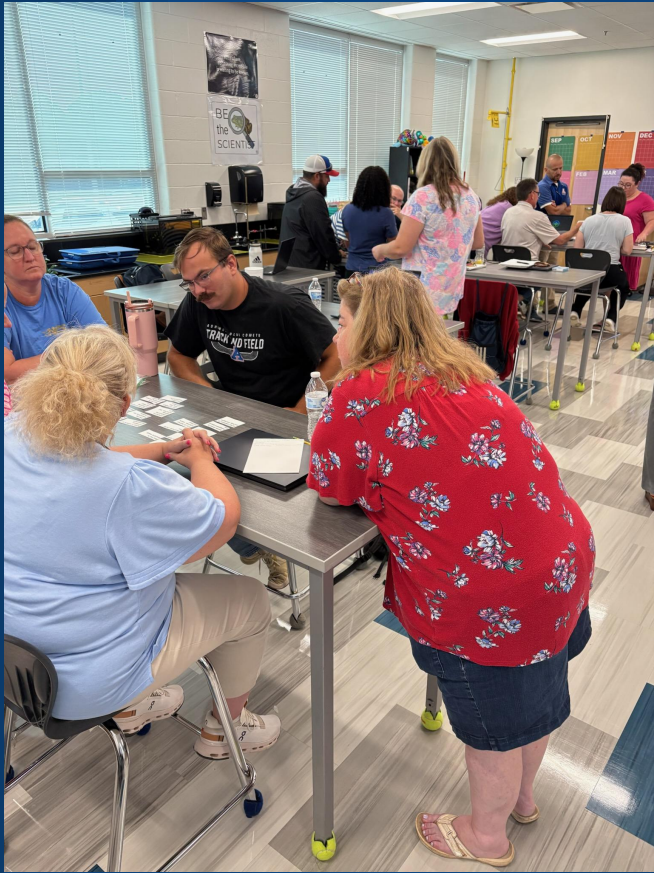


Goal 2 Actions

- Teachers will contact parents and maintain two-way communication with parents after three absences.
- AHS will provide periodic opportunities to celebrate and incentivize individual students for their attendance and academic success.
- An attendance review committee will be established in order to identify and address chronic student attendance problems.
- Staff should make all reasonable efforts to maintain high staff attendance expectations.

Goal 3 - Coherence

Teachers will meet in CASA groups bi-weekly to discuss issues of best practices, student data, and issues of concern.



Goal 3 Actions

- AHS administration will provide a CASA protocol document to be used to collect meeting data and track planning progress.
- Each department will plan to meet at a time when the majority of the whole department can be in attendance.
- Department chairs will notify administration as to the dates and times of departmental CASA meetings.
- Administration will attend each department CASA meeting assigned to them by the principal.



Questions ?



GOAL 1: Consistency

By June 2026, all schools in the district will implement consistent, high-quality, standards-aligned instruction as measured by a 10% increase in student proficiency and evidence of growth on district and state assessments, reflecting reduced variability and stronger mastery of standards across classrooms.

District Success Indicator:

C.08 The district implements and measures the effectiveness of personalized professional development to build the capacity of all educators through coaching, modeling, and networks of support.

Target date for Implementation:

Beginning in September 2025 and completing by May 2026

Definition of Successful Implementation:

All schools will establish instructional expectations, conduct classroom walkthroughs, facilitate collaborative planning and data analysis meetings, and provide coaching support to ensure consistent, high-quality, rigorous, standards-aligned instruction in every classroom. Consistent instruction and reduced variability across classrooms will result in improved data and mastery of standards across the schools in both proficiency and growth.

Action Steps / Strategies:	Assigned to:	Target Date:
Aligned Instructional Practices - Each school creates instructional expectations and non-negotiables that will be used to align instructional practices and ensure consistency across classrooms.	Deanna Wiles	September 2025
Monitor Instructional Consistency - Administrators and instructional facilitators monitor instructional consistency by conducting a minimum of two classroom walkthroughs per month, using consistency protocols in Kickup and use the walkthrough data to provide follow-up, feedback, and/or coaching as needed.	Ana Floyd	May 2026
Collaborative Meetings - Schools will facilitate biweekly collaborative meetings to intentionally plan high-quality, rigorous, standards-aligned instruction and analyze data to increase student proficiency and standards mastery.	Wendy Rich	May 2026
Professional Development & Coaching - Professional development on classroom environment, classroom behavior, and instructional strategies. Administrators and coaches will provide ongoing instructional coaching to build the capacity of our educators.	Ana Floyd	March 2026
BOE Policy Review - The board will review monthly policies related to student achievement to address any changes needed for low performing schools. School administrators will discuss student achievement related policies at monthly administrative meetings.	Gayle Higgs	June 2026

GOAL 2: Coherence

By June 2026, all schools in the district will strengthen behavior support systems and alternative learning programs to ensure equitable, effective supports for all students, including those most at risk. Success will be demonstrated by:

- 100% of school staff participating in at least two professional development sessions on behavioral supports and interventions.
- All schools implement district-supported behavioral support systems with fidelity, as measured by quarterly monitoring.
- An increase in access to academic and social-emotional services for students in specialized programs, as documented through academic service logs and program reports.

District Success Indicator:

C.10 The district develops and supports a comprehensive professional development plan centered around district wide teaching and learning initiatives.

Target date for Implementation:

Beginning in August 2025 and completing by June 2026

Definition of Successful Implementation:

100% of schools will have completed initial implementation of the district behavior professional development.

100% of schools will show improvement from the 2024-2025 school year to the 2025-2026 school year on the “Three Tiered Instruction and Intervention Model” of the FAM-S.

Elementary students will be provided with access to additional social and emotional services through the Blue Comet Quest program.

Action Steps / Strategies:	Assigned to:	Target Date:
Conduct Fidelity Checks - The district will conduct MTSS behavior fidelity checks with all schools at least twice per year.	Melvin Diggs	November 2025, May 2026
Enact Professional Development - Implement behavior professional development district-wide by January, 2026.	Christina Kinley	January 31, 2026
Enhance Services - Strengthen academic services and support for Blue Comet Quest: A Youth Haven Day Treatment Program, and expand services to K-5 students.	Deanna Wiles	May 2026
Support Alternative Learning Programs - Strengthen oversight of alternative learning programs to ensure effective support for at-risk students.	Michelle Harger	May 2026

GOAL 3: Belonging

By June 2026, the district will strengthen community engagement and financial sustainability by building at least five new partnerships with local organizations, launching a donation system through the ACS Education Foundation, and securing at least two new grants to support future opportunities. Progress will be measured by increased family and community participation in district events (with a target of 10% growth), documented coalition membership growth, and implementation of a communications and marketing strategy that results in a measurable increase in outreach and engagement.

District Success Indicator:

E.02 The district has assigned priority team members the task of creating a plan to work and communicate with stakeholders (e.g., municipal and civic leaders, community organizations, and parent organizations) prior and during implementation of the plan.

Target date for Implementation:

Beginning in August 2025 and completing by June 2026

Definition of Successful Implementation:

Successful implementation will be achieved when the district demonstrates measurable progress in building sustainable community engagement and financial support systems. Collectively, these outcomes will ensure that the district has built a broad, inclusive, and sustainable foundation of support that strengthens student learning opportunities and long-term district growth.

Action Steps / Strategies:	Assigned to:	Target Date:
Build Partnerships – Establish at least five new partnerships with local businesses, nonprofits, and community organizations that directly support student learning and district initiatives.	Sarah Beth Cox	June 2026
Community & Parent Inclusivity – Increase family and community participation in district Global Innovation Center events and decision-making processes by 10% through inclusive outreach efforts and opportunities for engagement.	Julie Brady	June 2026
Donation System – Develop and implement a donation system through the ACS Education Foundation to provide a sustainable source of funding for district priorities by June 2026.	Sandra Spivey	May 2026
Grant Sustainability & Future Opportunities – Identify, apply for, and secure at least two new grants that align with district goals and provide long-term opportunities for innovation and student success.	Anthony Woodyard	May 2026
Broad Coalition of Support – Continue to grow a district-wide coalition of support by implementing a thoughtful communications and marketing strategy that increases visibility, strengthens trust, and highlights the impact of district initiatives.	Chandra Manning	May 2026



A learning community of excellence!

**District Continuous Improvement
Plan**

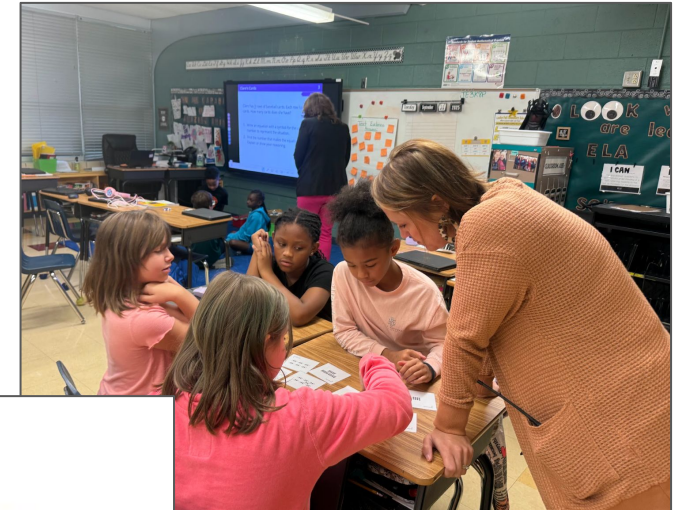
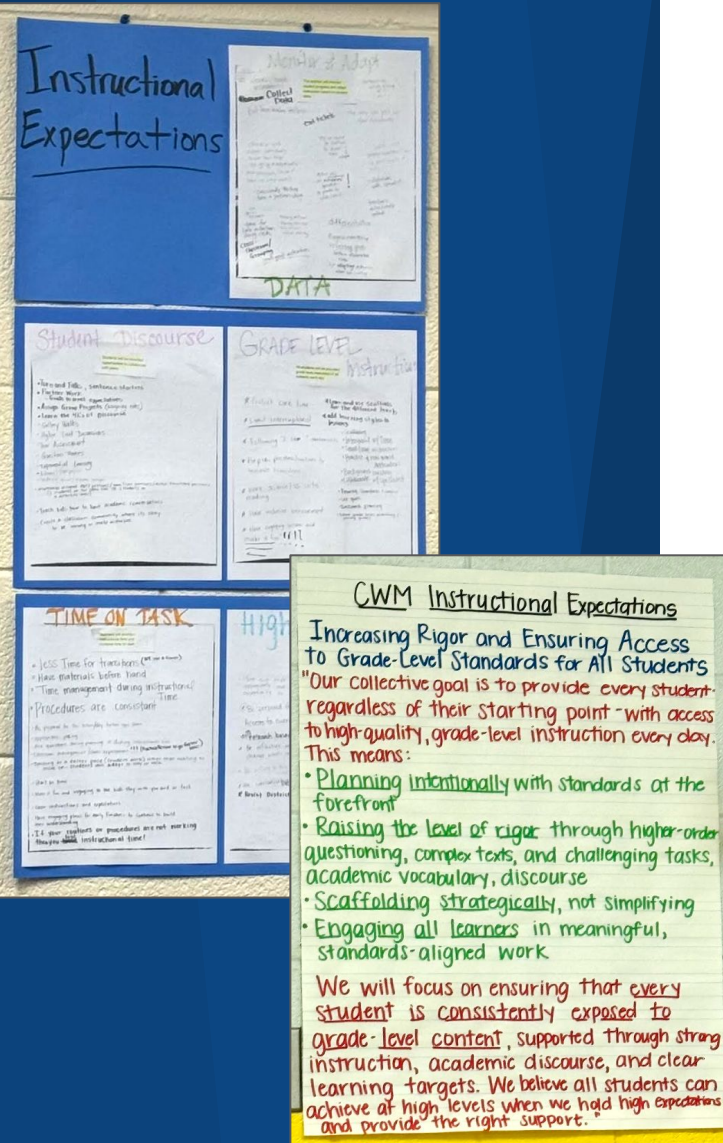
2025-2026

Goal 1 - Consistency

By June 2026, all schools in the district will implement consistent, high-quality, standards-aligned instruction as measured by a 10% increase in student proficiency and evidence of growth on district and state assessments, reflecting reduced variability and stronger mastery of standards across classrooms.

Goal 1 Actions

- Aligned Instructional Practices
- Monitor Instructional Consistency
- Collaborative Meetings
- Professional Development & Coaching
- BOE Policy Review

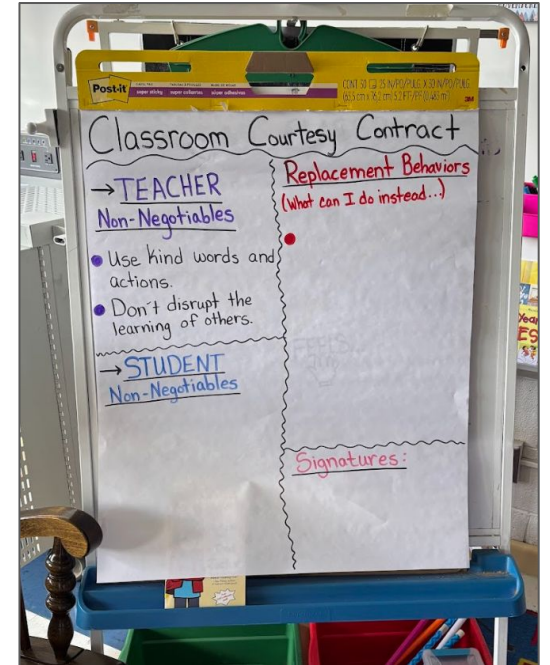
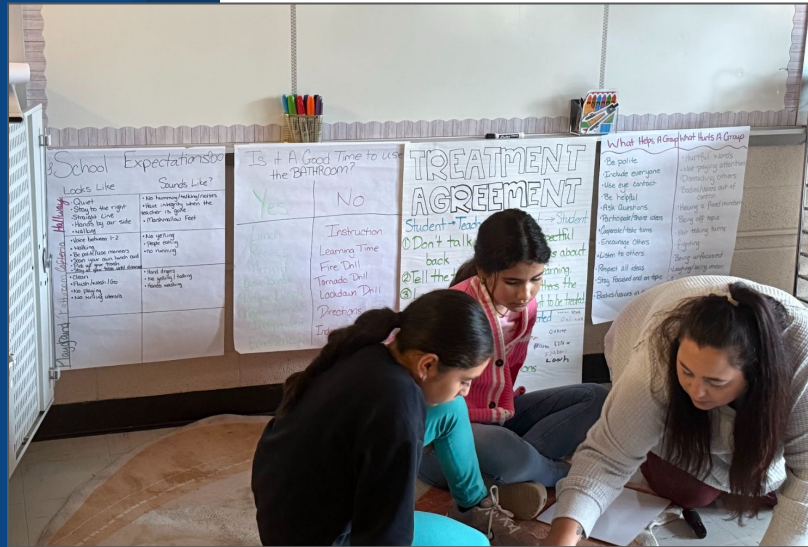
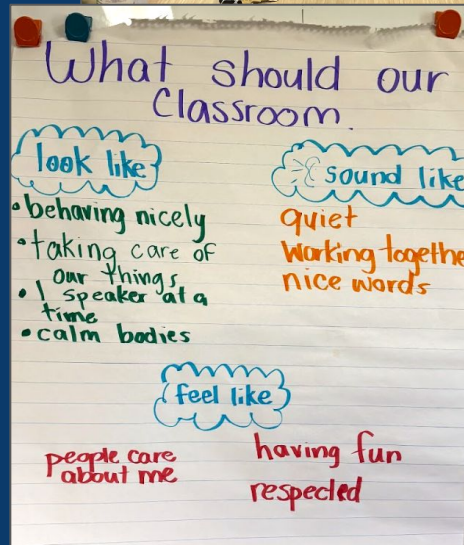


Goal 2 - Belonging

By June 2026, all schools in the district will strengthen behavior support systems and alternative learning programs to ensure equitable, effective supports for all students, including those most at risk.

Goal 2 Actions

- Conduct Fidelity Checks
- Enact Professional Development
- Enhance Services
- Support Alternative Learning Programs



Goal 3 - Coherence

By June 2026, the district will strengthen community engagement and financial sustainability by building at least five new partnerships with local organizations, launching a donation system through the ACS Education Foundation, and securing at least two new grants to support future opportunities.

Goal 3 Actions

- Build Partnerships
- Community & Parent Inclusivity
- Donation System
- Grant Sustainability & Future Opportunities
- Broad Coalition of Support



Questions?

GOAL 1:

Strengthen instructional consistency by building teacher capacity in content knowledge, data-driven practices, and aligned instructional delivery to ensure all students receive high-quality, rigorous, grade-level instruction.

Student Success Indicator:

A2.01 Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress. (5091)

B3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers. (5149)

Target date for Implementation:

March 2026

Definition of Successful Implementation:

When instructional practices are consistent, students will benefit from a learning experience that is both equitable and effective across classrooms and grade levels. They will come to understand what quality instruction looks like and how to engage with it successfully. As teachers strengthen their content knowledge and respond to student needs with aligned strategies, students will receive the right support at the right time. This stability will foster trust in the learning process, reduce gaps in understanding, and ultimately result in stronger academic performance and growing confidence in their abilities.

Action Steps / Strategies:	Assigned to:	Target Date:
Implement collaborative CASA Protocol to analyze data across classrooms to make instructional decisions that meet the needs of all learners and to ensure alignment among intervention materials.	Bender Garner	9/26/2025
Utilize collaboratively designed classroom observation tools to provide timely feedback, at regular intervals, to improve instruction and ensure alignment among classrooms.	Andrews	11/21/2025
Implement flexible grouping during a portion of the literacy block in grades K-2 to provide targeted support, while preserving ample time for rigorous grade level content in order to both close gaps in word recognition and extend knowledge in language comprehension.	Banner	1/30/2026
Participate in Project AIM and math content PD for grades 3-5 teachers and Project AIM-Next coaching for grades K-2 teachers to increase teacher capacity in math content knowledge.	Jessup	3/31/2026

GOAL 2:

Establish a coherent protocol for communication that reinforces aligned behavioral and instructional expectations to ensure clarity and shared understanding among students, staff, and families.

Student Success Indicator:

B1.04 The principal effectively and clearly communicates the message of change. (5138)

A1.07 All teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them. (5088)

Target date for Implementation:

December 2025

Definition of Successful Implementation:

With coherence in place, students will experience fewer inconsistent messaging and clearer expectations—whether transitioning through hallways, learning a new concept, or hearing from a family member about school. This clarity will build confidence and independence. Instruction will feel predictable and purposeful, allowing students to focus more deeply on learning. As teachers and families align their language and expectations, students will gain a stronger sense of direction, leading to increased engagement, fewer behavior disruptions, and steady academic growth

Action Steps / Strategies:	Assigned to:	Target Date:
Create a behavioral matrix for common spaces with slides and videos for all teachers to use to teach, model, practice, and reinforce expectations at the beginning of the year and throughout the school year as needed.	Pruitt Clark	8/25/2025
Create and maintain structured norms to support collaborative planning that focuses on <i>alignment of implementation</i> in Tier 1 instruction.	Garner	9/8/2025
Create and disseminate grade level monthly newsletters with a calendar of events and strategies for home academic support to advance student learning.	Delgado Baughman	12/10/2025
Collaborate to develop and maintain grade-level webpage resource hubs that are updated quarterly with activities and materials aligned to content standards and skills promoting coherent academic supports beyond the school day.	Smith Currin	10/1/25
Implement a schoolwide expectation for meaningful, low-burden homework beginning with a reading log at every grade level while maintaining an option for grade levels to extend homework to include simple, high-impact tasks (e.g., math fluency practice, vocabulary review) aligned to weekly instruction.	Walker Hinshaw	10/1/25

GOAL 3:

Balfour Elementary will implement intentional, tiered strategies to foster student belonging, including the celebration of individual and group achievements, structured relationship-building systems, and community partnerships that support student connection and school pride.

Student Success Indicator:

B3.05 The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, and behavior monitoring) to identify students at risk for dropping out. (5151)

Target date for Implementation:

January 2026

Definition of Successful Implementation:

By the end of the 2025-2026 school year, 100% of Balfour Elementary students will be celebrated or recognized at least once through school-wide communications, digital displays, or Bulldog Buddy acknowledgments, reflecting increased visibility, belonging, and connection across all tiers of support. When a true sense of belonging is achieved, students will show up more confidently, engage more fully, and take greater ownership of their school experience. Classrooms and common spaces will become places where students feel safe, supported, and celebrated—not just for their achievements, but for who they are. Relationships across the school will deepen, and students will be more likely to take positive risks, support one another, and contribute to the larger school community. This strong sense of belonging will lead to improved behavior, stronger peer relationships, and increased academic motivation.

Action Steps / Strategies:	Assigned to:	Target Date:
Include student celebrations, recognitions, and/or achievements in school-wide communication or digital displays.	Currin	1/21/2026
Establish a protocol for what occurs at tier 1, tier 2, and tier 3 after completing relationship mapping at BOY and MOY that outlines Bulldog Buddies (peer to peer or student to staff).	Diener	1/21/2026
Clarify and communicate school needs to our community partner agencies as it relates to mentorship.	Banner Diener	10/1/25
Institute grade level transition assemblies during the first weeks of school, where key personnel are introduced along with key concepts related to the school-wide expectations and Bulldog pride for the purpose of building a sense of community and school spirit.	Domally Andrews	9/5/2025

GOAL 1: Belonging

All teachers will create a safe, inclusive environment where every student feels a strong sense of belonging, acceptance, and support. All teachers will implement intentional strategies that foster inclusivity and meet the unique academic, social, and emotional needs of students.

Student Success Indicator:

A4.06: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.

Target date for Implementation:

August 2025 - June 2026

Definition of Successful Implementation:

Success will be measured through school-based student surveys, Panorama surveys, relationship mapping, classroom observations and walkthroughs, and discipline data.

Action Steps/Strategies:	Assigned to:	Target Date:
All staff members will complete Classroom Learning Environment professional development. Continuing support and follow up will be provided through coaching, walkthroughs, feedback and self-assessment tools.	L. King	August 2025
Each teacher will include a school-wide goal on their PDP that focuses on increasing a sense of belonging in our students.	B. Brewer	September 2025
Classroom walkthroughs will be conducted, focused on inclusivity and belonging, providing teachers with feedback and support.	K. Patton	May 2026
Time will be allocated in the Master Schedule for SEL lessons and teachers will provide these lessons daily based on student/class needs in addition to regular guidance lessons delivered by the school counselor.	S. Williams	May 2026

GOAL 2: Consistency

All staff will consistently implement high quality, grade-level content by using aligned curriculum resources, including intervention materials. Teachers will use weekly CASA meetings to analyze student data, identify ways to meet student needs and apply instructional strategies to improve student success.

Student Success Indicator:

A2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

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.

Target date for Implementation:

August 2025 - June 2026

Definition of Successful Implementation:

We will see students engaged in rigorous, grade level content daily in all core areas of instruction. Students will move to a deeper level of content understanding and toward mastery of grade level standards. Students will show growth based on EVAAS data. There will be a minimum increase on the following subject area EOG proficiency results:

An increase of 7% on Math EOGs

An increase of 5% on Reading EOGs

An increase of 10% on Science EOGs

Action Steps/Strategies:	Assigned to:	Target Date:
Intentional use of curriculum resources during planning in order to have a deep understanding of the instruction needed for standard mastery.	L. King	June 2026
The Instructional leadership team will provide walkthrough feedback on rigorous, grade level instruction, with well planned lessons. All teachers will receive feedback at a minimum by mid-October, January and by the end of April. Coaching cycles will take place as needed between these times.	B. Brewer	June 2026
Aligning assessments with standard mastery and testing expectations.	K. Patton	June 2026

GOAL 3: Coherence

By June 2026, 100% of staff will implement school-wide systems and instructional practices that enhance the learning environment by:

- establishing and maintaining clearly defined routines and procedures in every classroom
- delivering high-quality, grade-level content aligned to curriculum expectations
- engaging in weekly collaborative planning to analyze student work and adjust instruction
- providing regular communication with parents/families about expectations.

Student Success Indicator:

A1.07 ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.

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).

Target date for Implementation:

August 2025 - June 2026

Definition of Successful Implementation:

Progress will be measured by monthly administrative walkthrough data showing 95% or higher fidelity of implementation by midyear and 100% by year's end. Student survey results will indicate growth in ownership of learning, and SchoolStatus data will demonstrate consistent, two-way communication with caregivers.

Action Steps/Strategies:	Assigned to:	Target Date:
Implement consistent classroom systems, routines, and procedures based on strategies learned through Behavior Queen training.	B. Brewer	Aug. 2025 - Dec. 2026
Engage in weekly CASA meetings to analyze student work and formative data.	L. King	June 2026
Maintain regular family communication through monthly grade level newsletters and contact through School Status.	K. Patton	June 2026
Monitor and provide feedback through walkthroughs and/or student surveys at minimum by mid-September, January, and May.	B. Brewer	June 2026

GOAL 1: Consistency

Donna Lee Loflin will provide all students with rigorous, standards-aligned learning experiences by ensuring consistent grade-level collaboration, effective use of adopted curriculum resources, and high-quality instruction in every classroom.

Student Success Indicator:

A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

B3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.

Target date for Implementation:

June 10, 2026

Definition of Successful Implementation:

At Donna Lee Loflin, grade-level teams will consistently plan together, use adopted curriculum resources, and deliver rigorous, standards-aligned instruction. Consistency among classrooms will show high-quality teaching, student engagement, and differentiated support. Leadership provides ongoing feedback, and student work reflects progress toward grade-level standards.

Action Steps / Strategies:	Assigned to:	Target Date:
Assess the Students' Experience of Instruction ○ Conduct student surveys ○ Conduct student focus groups	Lisa Hayes	BOY - September 2025 EOY - May 2026
Assess Current Instruction ○ Explicitly name foundational academic expectations for what should happen in class ○ Collect initial data using the DLL Academic Protocols and Expectations	Lisa Hayes DR Cash Heather Carr	September 30, 2025
Consistent Collaboration ● Loflin teachers will engage in collaborative Grade-Level Planning using specific protocols to focus on teacher understanding of the content, consistent instructional strategies, and engaging students through academically rigorous content. ● Loflin teachers will engage in collaborative CASA meetings using specific protocols to focus on using student data to adjust instruction in a timely manner.	Heather Carr	June 2026
Leadership provides regular feedback on instruction, and teachers make adjustments based on data and student performance. The walkthrough feedback will be strengthened by following a structured walkthrough schedule to provide consistent, actionable feedback.	Lisa Hayes DR Cash Heather Carr	June 2026

GOAL 2: Belonging

Donna Lee Loflin will create a strong sense of belonging for every student by creating inclusive classroom communities, building positive relationships, and ensuring every child feels seen, valued, and supported in their learning environment.

Student Success Indicator:

A1.07 All teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.
A4.06 All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for support and interventions.

Target date for Implementation:

June 10, 2026

Definition of Successful Implementation

At Donna Lee Loflin, successful implementation means every student experiences an inclusive, supportive school environment where they feel accepted, valued, and connected. This is demonstrated by classrooms consistently showing inclusive practices, teachers fostering positive relationships, students expressing a sense of belonging, families being engaged in school life, and students actively participating in learning.

Action Steps / Strategies:	Assigned to:	Target Date:
Deliver consistent Tier 1 Social Emotional Lessons to all students using the <i>Core Essentials</i> program and lessons aligned with student needs. This is included in daily morning meetings and a designated time in the master schedule.	Donna Cabiness	June 2026
All staff will engage in <i>Behavior Queen</i> professional development to focus on schoolwide practices and support for students to reinforce preferred behaviors and self-control strategies.	Meghan Joyce	June 2026
Administrators will conduct regularly scheduled walkthroughs and provide specific and timely feedback aligned to student and class needs.	Lisa Hayes DR Cash	June 2026
Incorporate the <i>Core Essentials</i> character trait and lesson highlights into daily morning announcements to reinforce schoolwide values and support a sense of belonging.	Lisa Hayes	June 2026
Continue bi-weekly Lion's Den positive behavior reward system. Create goal specific small group SEL lessons aligned to the needs of the students not meeting bi-weekly goals to encourage preferred behaviors.	Donna Cabiness Natalie Schill	June 2026

GOAL 3: Coherence

Donna Lee Loflin will ensure a coherent learning experience for all students by aligning curriculum, instruction, and assessment across grade levels, creating clear communication among teachers, and maintaining consistent instructional practices throughout the school.

Student Success Indicator:

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.

B3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback for teachers.

Target date for Implementation:

June 2026

Definition of Successful Implementation:

At Donna Lee Loflin, all students will experience a connected and consistent learning journey across classrooms and grade levels. Teachers collaboratively plan and deliver lessons aligned to grade-level standards, use common instructional language and strategies, and consistently implement the adopted curriculum. Evidence includes aligned planning documents, consistent student work expectations, regular data review, and observations showing shared practices and instructional focus.

Action Steps / Strategies:	Assigned to:	Target Date:
Develop a shared language for academic routines, expectations, and strategies across classrooms - DLL Academic Expectations Protocol.	Lisa Hayes	August 2025
Provide professional development focused on coherent instructional practices and effective use of curriculum resources during weekly grade level collaborative planning sessions.	Heather Carr	June 2026
Analyze student work and assessment data collaboratively to identify gaps, adjust instruction, and maintain coherence during weekly CASA meetings.	Heather Carr	June 2026
Facilitate cross-grade collaboration to ensure skills and content progress logically from one grade to the next.	Lab Teachers	June 2026
Use a common walkthrough tool - DLL Academic Expectations - to provide feedback and coaching for all teachers.	Lisa Hayes DR Cash	June 2026

GOAL 1:

Develop and implement standards-aligned, rigorous lessons that are delivered consistently across classrooms with minimal variation, using student data to inform instructional decisions and ensure high-quality, learning experiences for all students.

Student Success Indicator:

A2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

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.

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.

Target date for Implementation:

June 2026

Definition of Successful Implementation:

By the end of the 2025- 2026 school year, Teachey will have systems and procedures in place where:

- ☐ Teachers use common planning protocols and data routinely to inform instruction.
- ☐ Walkthrough and student data show reduced variation in instructional quality across classrooms.
- ☐ Student outcome data (check-in scores, classroom assessments, growth measures) show increased consistency and growth across classrooms and grade levels.

Action Steps / Strategies:	Assigned to:	Target Date:
Instructional Planning with Purpose Facilitate collaborative planning sessions where grade-level teams unpack standards and align lessons to curriculum resources. Require lesson plans to include evidence of rigorous tasks aligned to standards and curriculum pacing. Provide administrators and coaches with a checklist or look-for tool to monitor curriculum use and rigor during walkthroughs.	Hartong	January 16, 2026
Consistent Core Instructional Routines Identify 3–5 high-leverage instructional routines. Provide professional development and model routines during faculty meetings, planning sessions, and in classrooms. Monitor the use of instructional routines through walkthroughs, peer observations, and feedback cycles. Collect and analyze evidence of impact (e.g., student engagement, discourse, formative assessment data).	Robbins	June 5, 2026

Instructional Coherence through Data Use

During CASA meetings, student data will be analyzed to inform planning, guide instructional adjustments, and apply strategies in class that promote access for all students.

Hartong

June 5, 2026

GOAL 2:

Create a school environment where every student feels known, seen, and valued by building strong relationships, inclusive practices, and a culture of care across all classrooms and common spaces.

Student Success Indicator:

A1.07: ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.

A4.06: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions.

Target date for Implementation:

June 2026

Definition of Successful Implementation:

By the end of the 2025- 2026 school year, Teachey will have:

- ☐ Increased student perception of belonging as measured by student surveys.
- ☐ Fewer overall discipline referrals, especially when tied to exclusionary or isolating behavior.
- ☐ Higher classroom engagement and participation rates.

Action Steps / Strategies:	Assigned to:	Target Date:
Launch and model daily relational routines (e.g., greetings, check-ins, morning meetings).	Culp/Prince	August 18, 2025
Embed schoolwide expectations into daily practice across classrooms and common areas.	Culp	September 30, 2025
Quarterly professional learning on all inclusive, trauma-informed practices.	Cheek	June 5, 2026
Use student voice tools to gather feedback and guide climate-related adjustments.	Culp/ Prince	June 5, 2026

GOAL 3:

Ensure instructional coherence by aligning expectations, instructional practices, and support systems across all grade levels, departments, and initiatives to minimize fragmentation and maximize student learning outcomes.

Student Success Indicator:

B3.03: The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.

Target date for Implementation:

June 2026

Definition of Successful Implementation:

- ☐ Increased alignment in lesson planning, delivery, and assessment practices.
- ☐ Teachers report greater clarity and purpose in professional learning and instructional priorities.
- ☐ Higher student achievement and reduced gaps between classrooms and grade levels.

Action Steps / Strategies:	Assigned to:	Target Date:
Define and clearly communicate instructional non-negotiables and aligned supports.	Seagraves	August 18, 2025
Align professional learning and coaching to schoolwide instructional priorities.	Seagraves	June 5, 2026
Conduct instructional rounds/learning walks to calibrate expectations and identify gaps.	Seagraves	June 5, 2026

GOAL 1: Consistency

Lindley Park will provide rigorous, grade-level instruction in all subjects using high-quality resources and tools.

Student Success Indicator:

A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.
 B3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.

Target date for Implementation:

June 10, 2026

Definition of Successful Implementation:

At full implementation, Lindley Park will provide consistent, rigorous, grade-level instruction in all subjects using high-quality resources. Teachers will plan together, deliver standards-aligned lessons with fidelity, and use assessments to meet all learners' needs.

Action Steps / Strategies:	Assigned to:	Target Date:
Implement and monitor MTSS systems by establishing expectations and procedures during CASA meetings and using CASA protocols to ensure consistent data reviews.	Caroline Rush	June 2026
Ensure consistent, high-quality Instruction by implementing school-wide instructional expectations, using high-quality resources, and providing rigorous, grade-level content across all subjects.	Brandon Wysong	June 2026
Strengthen observation and feedback cycles by following a structured walkthrough schedule to provide consistent, actionable weekly feedback to teachers.	Keisha Dawalt	June 2026
Track and support student growth by utilizing a data tracking tool to monitor individual student growth for all students. Use student data to adjust instruction, track assessments for timely remediation, and hold end-of-year meetings to support rising student needs.	Caroline Rush	June 2025
Grade level teams will consistently administer common assessments, track the data, and provide remediation.	Brandon Wysong	June 2025

GOAL 2: Coherence

Lindley Park will improve student learning by strengthening coherence in school communication and instructional practice to ensure high-quality teaching and clear supportive connections with families are established.

Student Success Indicator:

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)

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)

Target date for Implementation:

June 10, 2026

Definition of Successful Implementation:

At full implementation at Lindley Park, strengthening coherence in communication and instructional practice means all staff use consistent, clear messaging with families and students, while teachers collaboratively plan aligned, high-quality instruction across classrooms. Families know what their children are learning and how to support them, and students experience clear expectations and effective teaching in every class, every day.

Action Steps / Strategies:	Assigned to:	Target Date:
Strengthen family communication and engagement by sending weekly learning agendas, weekly messages from the Principal, and school-wide updates provided through SchoolStatus.	Keisha Dawalt and Brandon Wysong	June 2025
Promote a safe and orderly learning environment by having grade-level teams establish and implement common expectations for transitions and shared spaces.	Grade Level Chair	June 2025
School administration will maintain a shared school calendar and host quarterly family nights.	Brandon Wysong	June 2025
Develop and distribute quarterly family surveys to gather feedback on communication effectiveness, instructional support, and overall school experience, using the results to inform and improve family engagement strategies and strengthen connections between home and school. This data will be shared with the PTO leadership team.	Keisha Dawalt	June 2025

GOAL 3: Belonging

Lindley Park will create a sense of belonging as the foundation for learning, where every student is empowered to grow and supported by a united community that honors their identity, strengths, and potential.

Student Success Indicator:

A1.07 ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them
A4.06 All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.

Target date for Implementation:

June 10, 2026

Definition of Successful Implementation:

A school environment where every student feels a deep sense of belonging and is supported in their personal and academic growth. Through intentional relationship-building, collaborative practices, and a focus on the whole child, Lindley Park will ensure that all students are known, valued, and empowered to thrive within a connected and caring community.

Action Steps / Strategies:	Assigned to:	Target Date:
Build strong student-adult connections by using relationship mapping and Panorama data to identify students' need for meaningful connections and create action plans for support.	Jamie Reynolds	June 2025
Support a positive school culture by administering quarterly staff surveys to foster a supportive and collaborative working environment.	Keisha Dawalt	June 2025
All teachers will make at least 5 positive phone calls weekly and send one postcard per student each semester.	Karen Moss Grade Level Chairs	June 2025
Administrators will meet with student focus groups and individuals to gather feedback on classroom and schoolwide practices.	Keisha Dawalt and Brandon Wysong	June 2025
Align instruction and support across staff by having specialists meet bi-weekly with the instructional facilitator, and support staff will join one or more grade-level planning meetings a month to align practices so that all staff feel connected to student learning across the building.	Stacy Dillion	June 2025
Implement semester student-led conferences to empower students to take ownership of their learning, foster meaningful communication between	Karen Moss	June 2025

students, families, and teachers, and promote reflection on academic progress and personal growth.		
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Asheboro CITY SCHOOLS

A learning community of excellence!

Chartered in 1905

P.O. Box 1103, Asheboro, NC 27204-1103 ■ 1126 S. Park St. ■ (336) 625-5104 ■ (336) 625-9238, fax

October 16, 2025

Dear National Fitness Campaign Grant Committee,

On behalf of Asheboro City Schools, I am writing to accept the conditional National Grant Award of \$30,000 awarded to our institution and affirm our intention to join the National Fitness Campaign Community Wellness Initiative. We are proud to have been selected to join the collective efforts of America's largest public-private partnership to support physical wellbeing.

Our institution recognizes the growing health crisis in America of preventable diseases born of inactivity and sedentary lifestyles and acknowledges the important impact the built environment, pedestrian infrastructure and outdoor Fitness Courts® have on building healthier communities. We are educating tomorrow's leaders and believe the support of a healthy lifestyle is essential for our students and their future success.

I would like to express our school's good faith intention to complete the following:

- Cooperate with the scheduled Grant Program Requirements (GPR) dates issued to our institution by the NFC Grant Committee and affirmed by our staff.
- Endeavor to commit a minimum local match in the amount of \$50,000 from budgeted or internal funds within fiscal year 2026.
- Endeavor to secure any supplemental funding within 120 days from the NFC Notice of Award date as necessary through community sponsors and partnerships which will be made available and committed to this program for the procurement of the outdoor Fitness Court®.
- Endeavor to provide a local funding match confirmation in the amount designated on the quote detailing the remaining funds for participation, provided by the National Fitness Campaign no later than February 20, 2026 as identified on the Grant Program Requirement document.
- Endeavor to construct and launch the outdoor Fitness Court®(s), launch the initiative, and join the Campaign in accordance with agreed-upon GPR deadlines and local weather conditions.

While our institution understands the GPR dates developed in collaboration between our organization and National Fitness Campaign do not constitute a binding contract of any kind, we understand that grant funding is limited each year, and we may forfeit our grant award if we are unable to adhere to the agreed-upon GPR Deadlines.

Should you have any questions please feel free to contact me, or Sandra Spivey, Chief Financial Officer, at (336) 625-5104.

NFC recognizes that this letter does not constitute a binding contract of any kind.

Sincerely,

Dr. Aaron Woody, Superintendent

Baxter Hammer, Board of Education Chair

CALENDAR OF UPCOMING EVENTS - October 16, 2025 Board Meeting

Tuesday, October 21	7:00 p.m.	Asheboro High School Choral Concert	Asheboro High School
Thursday, October 23	7:00 p.m.	South Asheboro Middle Choral Concert	Performing Arts Center
Monday, October 27	All Day	End of First Quarter	All Schools
Tuesday, October 28	7:00 p.m.	All County Chorus	Performing Arts Center
Friday, October 31	All Day	Required Teacher Workday	All Schools
Monday, November 3	6:00 p.m.	Randolph County Commissioners Meeting	Old Historic Courthouse
Tuesday, November 11	All Day	Holiday	All Schools
Wednesday, November 12- Friday, November 14	All Day	NCSBA Annual Conference	Koury Convention Center, Greensboro
Thursday, November 13	4:30-6:30 p.m.	Balfour Family Engagement Night	Balfour Elementary School
Thursday, November 13	5:00-6:30 p.m.	Teachey Family Engagement Night	Guy B. Teachey Elementary School
Thursday, November 13	6:30 p.m.	Board of Education Meeting	Professional Development Center
Monday, November 17	5:30-7:00 p.m.	South Asheboro Middle School Family Engagement Night	South Asheboro Middle School
Thursday, November 20	5:00-6:30 p.m.	Donna Lee Loflin Family Engagement Night	Donna Lee Loflin Elementary School
Wednesday, November 26	All Day	Optional Teacher Workday	All Schools
Thursday, November 27- Friday, November 28	All Day	Holiday	All Schools