

**ASHEBORO CITY BOARD OF EDUCATION
WORK SESSION**

Professional Development Center

July 11, 2024

12:30 p.m.

Agenda

I. Opening

A. Call to Order

II. Work Session

A. General Opening - Dr. Woody

B. Continuous Improvement Plans (CIP) Highlights – Principals

- Asheboro High School – Dr. Ryan Moody, Principal or Assistant Principal
- South Asheboro Middle School – Ms. Julie Brady, Principal
- North Asheboro Middle School – Mr. Graham Groseclose, Principal
- Donna Lee Loflin Elementary School – Ms. Lisa Hayes, Principal
- Guy B. Teachey Elementary School – Ms. Ann Evans, Principal
- Lindley Park Elementary School – Ms. Nikki Domally, Principal
- Balfour Elementary School – Mr. Chris Tuft, Principal
- Charles W. McCrary Elementary School – Mr. Chris Burian, Principal
- Early Childhood Development Center – Ms. Holly White, Coordinator

C. Polarity Activity - Ms. Deanna Wiles, Director of Curriculum & Instruction

D. 2023-2024 Recap - Dr. Aaron Woody, Superintendent

III. 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 data and the Superintendent's annual evaluation.

IV. Adjournment



Asheboro High School

July 11, 2024

Introduction

Our plan was developed by our School Leadership Team and involved a continued focus on three key areas that define a high-achieving school.

These areas include the academic performance of our students and our steps to ensure their successful outcomes; an improvement of our student attendance rate; and a continued focus on further improving the positive perception of AHS in the eyes of our students.

Our goals were intended to further improve the experiences of our most important stakeholders...our students.

Goal 1

By the end of the 2023-24 school year we will meet or exceed growth in every subgroup category as measured by growth on end of course exams.

We will not have any official data until it is released in the Fall. However, initial data reviews indicate we have continued to improve our performance from previous years, including overall improvement from the 2022-2023 school year.

Goal 1 Actions

Current Actions:	Target Date	Complete?
All EOCs will have weekly CASA meetings to discuss common assessment data.	June 2024	Complete
Teachers will utilize daily 15 minute focused small group instruction based on common assessment data. .	January 2024 June 2024	Complete (needs additional focus)
All new teachers to AHS and veteran teachers not taking UNC-G micro-courses will participate in professional development in Engaged Classroom. Facilitators and the administrative team will pilot walk-throughs on a cohort group to refine the walk-through tool.	June 2024	Complete
Coaches will progress monitor their athletes during the week and submit comments or sports athletes' spreadsheets.	June 2024	Complete

Goal 2

Increase student attendance rate to an average of 96% by the end of the 2023-2024 school year.

The attendance rate at the end of the school year was 90.6%. We will analyze attendance trends and look for ways to capitalize on periods when attendance typically spikes. NCHSAA eligibility requirement updates should also have a positive impact on overall attendance.

Goal 2 Actions

We were able to meet nearly all of our action steps for Goal #2.

The main area of impact related to student attendance was exam exemptions; we are continuing to revamp our MTSS team and procedures, and hope to see positive changes moving forward.

Current Actions:	Target Date	Complete?
Recognize perfect attendance quarterly through PBIS breakfast and certificates.	Quarterly June 2024	Complete
The Attendance Committee will meet after each progress report and report card period to monitor student attendance.	Semi-quarterly June 2024	Complete
Continue use of exam exemption for teacher-made exams using a scale based on attendance and grades.	January 2024 June 2024	Complete
The School Level MTSS Team will meet monthly to discuss the following school wide academic, behavior, and attendance data; Tier 1 (Core), Tier 2 (Supplemental), and Tier 3 (Intensive) supports; progress monitoring data for students receiving tiered instruction.	June 2024	Progress Made (needs continued focus)

Because we did not have a great response rate in 2022-23, in part due to the number of surveys our students take, our AP Statistics class provided guidelines for surveying randomly-selected students.

Goal 3

Increase the percentage of students who have a positive perception of the culture of AHS to 95% by the end of the 2023-24 school year.

The percentage of students who responded positively to “Asheboro High School is a good place to attend school” in the beginning of the year survey was 90.7%, and this grew to 97.4%.

The percentage of students who indicated they had at least one trusted adult at AHS grew from 86.4% to 93.9%.

Goal 3 Actions

Current Actions:	Target Date	Complete?
Organize student ambassadors including students who are bilingual to assist at Open House and other events.	September 2023	Complete
Teachers will implement strategies of the Engaged Schools Framework to enhance relationships between students and staff.	June 2024	Complete
Pep rallies will resume along with the marching band parade in order to increase school spirit.	June 2024	Complete
Teachers will make weekly contact with parents through School Status for students who are in danger of failing.	January 2024 June 2024	Progress Made (needs continued focus)

Questions ?



Asheboro 
CITY SCHOOLS
A learning community of excellence!

South Asheboro Middle

CIP Update | July 11, 2024

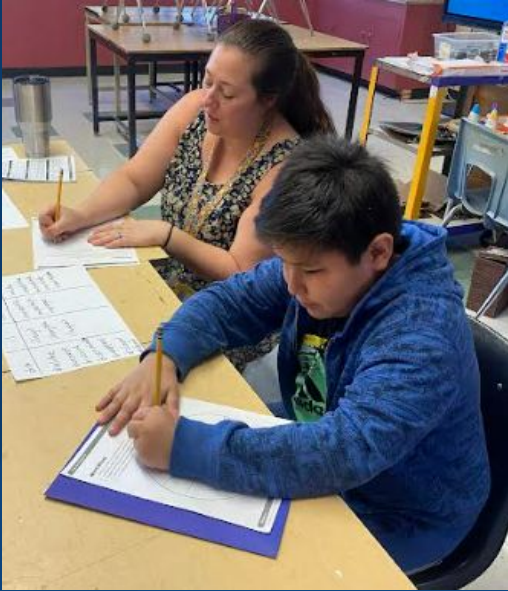


Introduction

This year, our Continuous Improvement Plan focused on:

- Utilizing the Multi-Tiered System of Support (MTSS) framework to improve our instruction,
- increasing active student learning and engagement,
- and fostering a positive sense of involvement and engagement throughout the SAMS community.





Goal 1 Details

South Asheboro Middle School will implement the Multi-Tiered System of Support (MTSS) framework with fidelity resulting in improved proficiency and student growth.

. . . understand the impact of their work and the connections between students' success in content areas and social emotional development, and adjust or refine the instruction, curriculum and/or the environment in their classroom

. . . infrastructure will be in place to support students receiving interventions

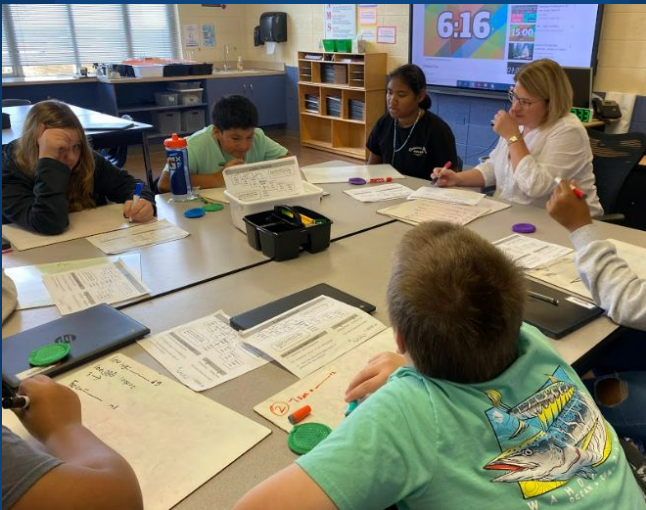
. . . we will look for patterns and trends and determine what needs to be addressed . . .





Goal 1 Actions

- Mastery Mondays, focused on differentiated small group instruction, will occur on Mondays in all core subjects.
- A full-time interventionist will help plan, guide and implement the intervention block and monitor Tier 2 and Tier 3 interventions.
- Incorporate a school-wide intervention block, Monday through Thursday, to provide grade-level ELA instruction for homeroom classes, and supplemental (Tier 2) and intensive (Tier 3) interventions for designated students.
- SAMS staff will participate in differentiated professional learning.



Goal 2 Details

Teachers will implement strategies to promote positive behavior of all students through the use of uniform classroom practices resulting in increased active learning and student engagement.

. . . establish and post classroom expectations and procedures along with providing direct instruction and reinforcement throughout the year to ensure student understanding of expectations and procedures

. . . demonstrate self-awareness, self-management, social efficacy and academic efficacy

. . . utilize de-escalation strategies and model prosocial and problem solving behaviors throughout their day

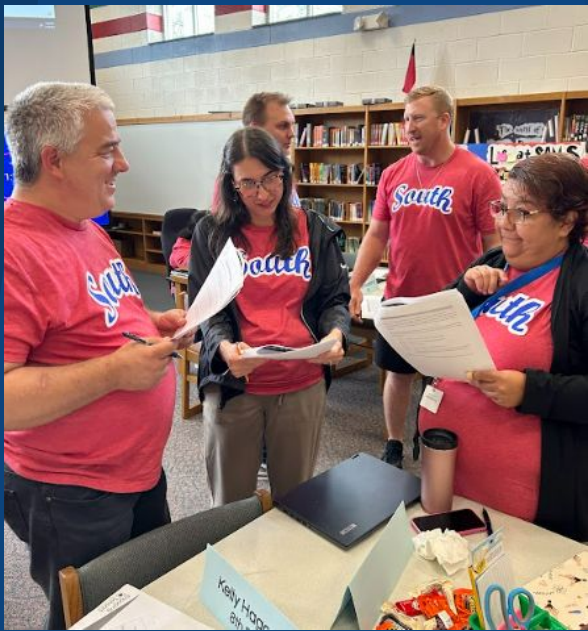
. . . understand and effectively execute their classroom organization, reinforcement of expectations and procedures thus determining the classroom culture





Goal 2 Actions

- Quarterly, SAMS staff will engage in professional learning and dialogue about discipline referral data and best next steps using strategies from Engaged Classrooms to guide those steps. ✓



- Implement—supplemental (Tier 2) and intensive (Tier 3) behavior interventions for students. *Still Working*
- Develop a classroom schedule for ISS that includes a morning meeting time, an academic schedule, a reflective closing and time for students to work on their individualized learning pathways. *Still Working*

Goal 3 Details

SAMS students, staff, and families will indicate a positive sense of involvement and engagement in the SAMS community.

. . . foster communication, develop a sense of community and respond to the needs of our stakeholders (including students, families, Lindley Park, Loflin and Teachey Elementary Schools, Asheboro High School)

. . . flexible with our processes to ensure our students' success as they start 6th grade until they begin 9th grade at Asheboro High School

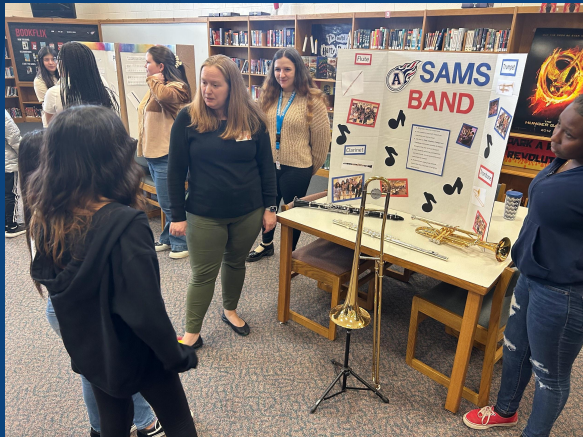
. . . meet regularly with families, families will have access to materials to help their children at home and families will hear regularly from teachers on how their children are doing . . . families will reach out for support when needed





Goal 3 Actions

- Staff and students will engage in Friday Focus lessons during the school-wide intervention block to build a positive sense of community. Sessions include: school-wide STEAM challenges, celebrating diverse perspectives, SEL topics, and service learning.
- Continue to develop and refine an explicitly stated and shared transition plan for all rising 6th and 9th graders including SAMS staff visits to elementary school and a redesigned transition night for students and their families involving team building, learning about electives and learning the “logistics” of 6th grade.
- During the 4th quarter, 6th and 7th grade students will take part in “moving up” activities to help facilitate a smooth transition to their 2024-2025 grade level.



Summary

We had a great year focused on:

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

We are ready for more in 2024-2025!



Questions ?



North Asheboro Middle School

July 11th, 2024



Goal 1 Details

During the 2023-2024 school year, NAMS will implement the MTSS framework into core instruction to meet the needs of individual students with the goal of exceeding growth measures on the North Carolina school report card.

Goal 1 Actions

- ✓ -A fulltime interventionist was hired to support tier 2 and tier 3 intervention work.
- ✓ -A Tier 3 Student Success team was established to discuss next steps for students. .
- ✓ -Professional development was provided to instructional staff on how to analyze data and determine appropriate interventions for students.
- ✓ -Data was compiled throughout the year and became a focus for CASA.
- ✓ -Instructional practices were streamlined.

Goal 2 Details

During the 2023-2024 school year, teachers will implement strategies to promote positive student behavior and academic growth through the use of universal classroom practices that they model, teach, practice, and assess.

Goal 2 Actions

- ✓ -The Comet Card incentive program will be implemented to encourage positive behavior and academic success across all grade levels.
- ✓ -Students will take the Panorama Survey 3x per year. Data will be reviewed in CASA meetings and at staff meetings throughout the year.
- ✓ -Partnerships will be utilized and strengthened with community resources including, but not limited to, JDRC, Teen Court, Communities in Schools, community mentors, one-to-one mentors, and success coaches.
- ✓ -Re-entry meetings will occur upon return from suspension.

Goal 3 Details

By the end of the 2023-2024 school year, 80% of all students at NAMS will meet or exceed their EVAAS projection as measured by end of grade assessments in math.

Goal 3 Actions

- ✓ -Compile historical data of students' math performance, EVAAS projections, and previous end-of-grade assessment results to identify areas of improvement and target groups.
- ✓ -Continue professional development opportunities for math teachers to enhance their instructional techniques, incorporate best practices, and address the needs of diverse learners such as Engaged Classrooms, ARC, and UNCG MicroCourses.
- ✓ -Implement compacted math curriculum in 6th grade to help students meet or exceed their EVAAS projections.
- ✓ -Integrate regular formative assessments throughout the school year to monitor student progress, identify learning gaps, and adjust instructional approaches accordingly.

Summary

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



Questions ?

DLL CIP Goals Update

ACS Board Meeting
July 11, 2024

Goal 1- Making Progress Towards Goal

At Donna Lee Loflin, we will focus on the fidelity and consistent implementation of available literacy resources and professional development, resulting in an increase of reading proficiency.

Definition of Successful Implementation:

At Donna Lee Loflin there will be an increase in reading proficiency by 14.1% as measured by schoolwide performance. All tiers of MTSS will allow teachers to align instruction to individual needs which will result in closing achievement gaps between subgroups. The number of students in Tier 2 and Tier 3 of MTSS will decrease through effective use of our school-wide intervention plan.



Tier 2 and 3 Implementation- Reading


BOY 2022- 122 students received Tier 2 and/or Tier 3 Instruction

EOY 2023- 91 students received Tier 2 and/or Tier 3 Instruction

EOY 2024- 86 students received Tier 2 and/or Tier 3 Instruction



Action Steps Update

- Continue daily interventions/enrichments K-2.
 - Continue having an intervention team, consisting of a reading specialist, instructional facilitator, specialists, and instructional assistants.
 - Begin innovative enrichment interventions for K-5 - taught by specialists.
 - Focus on grades 3-5 for interventions - Instructional Facilitator
 - Common planning time for teachers and intervention team to increase communication regarding student data, goals, and interventions.
 - LETRS Support - Teacher Learning Walks and Administrative Walkthroughs with specific feedback - Grade level PD with Mrs. Johnson to support consistent efforts to align instruction to LETRS work.
 - Ensure fidelity of Benchmark Advance by consistently reviewing lesson plans and completing walkthrough observations.
- 

Goal 2- Making Progress Toward Goal

At Donna Lee Loflin, we will focus on standards alignment, core instructional practices, and intervention goals, resulting in an increase of math proficiency.

Definition of Successful Implementation:

At Donna Lee Loflin there will be an increase in math proficiency by 10.3% as measured by school wide performance. All tiers of MTSS will allow teachers to align instruction to individual needs which will result in closing achievement gaps between subgroups. The number of students in Tier 2 and Tier 3 of MTSS will decrease through effective use of our school-wide intervention team.



Tier 2 and 3 Implementation- Math


BOY 2022- 18 students started the year receiving Tier 2 and/or Tier 3 Instruction

EOY 2023- 14 students ended the year receiving Tier 2 and/or Tier 3 Instruction

EOY 2024- 20 students ended the year receiving Tier 2 and/or Tier 3 Instruction



Action Steps Update

- Emphasis on Tier 2 and Tier 3 Math interventions.
 - Modifications to the 2024-2025 master schedule to include math small group support from Instructional Assistants and Instructional Facilitator.
 - Modifications to the master schedule allow time for the Intervention Team to focus on math PD with math resources to increase knowledge of mathematical content and best practices.
 - Common planning time for teachers and intervention team to increase communication regarding student data, goals, and interventions.
 - Professional Development with ARC math teachers.
 - Professional Development and support of new math curriculum, Illustrative.
 - Ensure best practices and fidelity of new math resources - Classroom walkthroughs, lesson plans and collaborative planning sessions with the Instructional Facilitator.
- 

Goal 3- Met Goal

At Donna Lee Loflin, we will focus on student engagement, social emotional learning, and restorative practices to support successful reentry to the classroom environment in order to decrease the amount of lost instructional time.

Definition of Successful Implementation:

At Donna Lee Loflin, there will be a decrease in the amount of lost instructional time by 25%. This will be measured by; Educators Handbook for office referrals and school counselor data collected on time away from instruction due to tier 2 and tier 3 social emotional support including student risk interviews.



Educator's Handbook- Record of Lost Instructional Time

2021-2022- 27.62 cost/days (131 Total Write Ups)

2022-2023- 47.24 cost/days (171 Total Write Ups)

2023-2024- 33.41 cost/days (71 Total Write Ups)



Risk/Threat Interviews- Lost Instructional Time

2021-22 Data - 37 Risk and/or Threat interviews on 25 different students

- 6 students - Repeat Risk and/or Threat interviews
 - 3 students had 2 interviews each
 - 1 student had 3 interviews
 - 1 student had 4 interviews
 - 1 student had 5 interviews

2022-23 Data - 19 Risk and/or Threat Interviews on 19 different students. We had zero repeat offenders for the 2022-23 school year.

2023-24 Data - 24 Risk and/or Threat Statements on 19 different students. We had five repeat offenders for the 2023-24 school year.

- 4 students had 2 statements each
- 1 student had 4 statements

Maintained the amount of Risk/Threat statements made in the 22-23 school year.



Action Steps Update

- Continue relationship mapping and building positive relationships and interactions with students.
- Continue emphasizing consistent school-wide expectations and procedures.
- Provide more professional development on de-escalation strategies and restorative practices.
- Provide dedicated time in the master schedule for Social Emotional Learning lessons and Restorative Practices
- Collaboration between teachers and school counselor on differentiated SEL lessons
- Provide consistent walkthroughs with specific feedback on teacher-student interactions and classroom management.
- Continue group and individual counseling sessions.
- Mentor groups for high risk students.



Continuous Improvement Plan Updates 2023-2024

Guy B. Teachey Elementary

Goal 1: Improve all tiers of instruction and vertical alignment across grade levels in core subjects of reading and math.

■ Utilization of common planning to focus on standard-aligned (and LETRS aligned) instructional practices in reading, math and science.

■ Supporting beginning teachers with individualized coaching based around instructional strategies, classroom management and routines.

■ Intentional progress monitoring to guide decisions around core instruction and assess student growth/needs.

Outcomes

Grades 3,4, 5 will exceed expected growth in reading, math, and science.

Based on preliminary data, it we are hopeful we will exceed growth, particularly in areas of math and science.

K-2 will reach 80% proficiency on mClass

K: 58%

K Spanish: 95%

1st: 51%

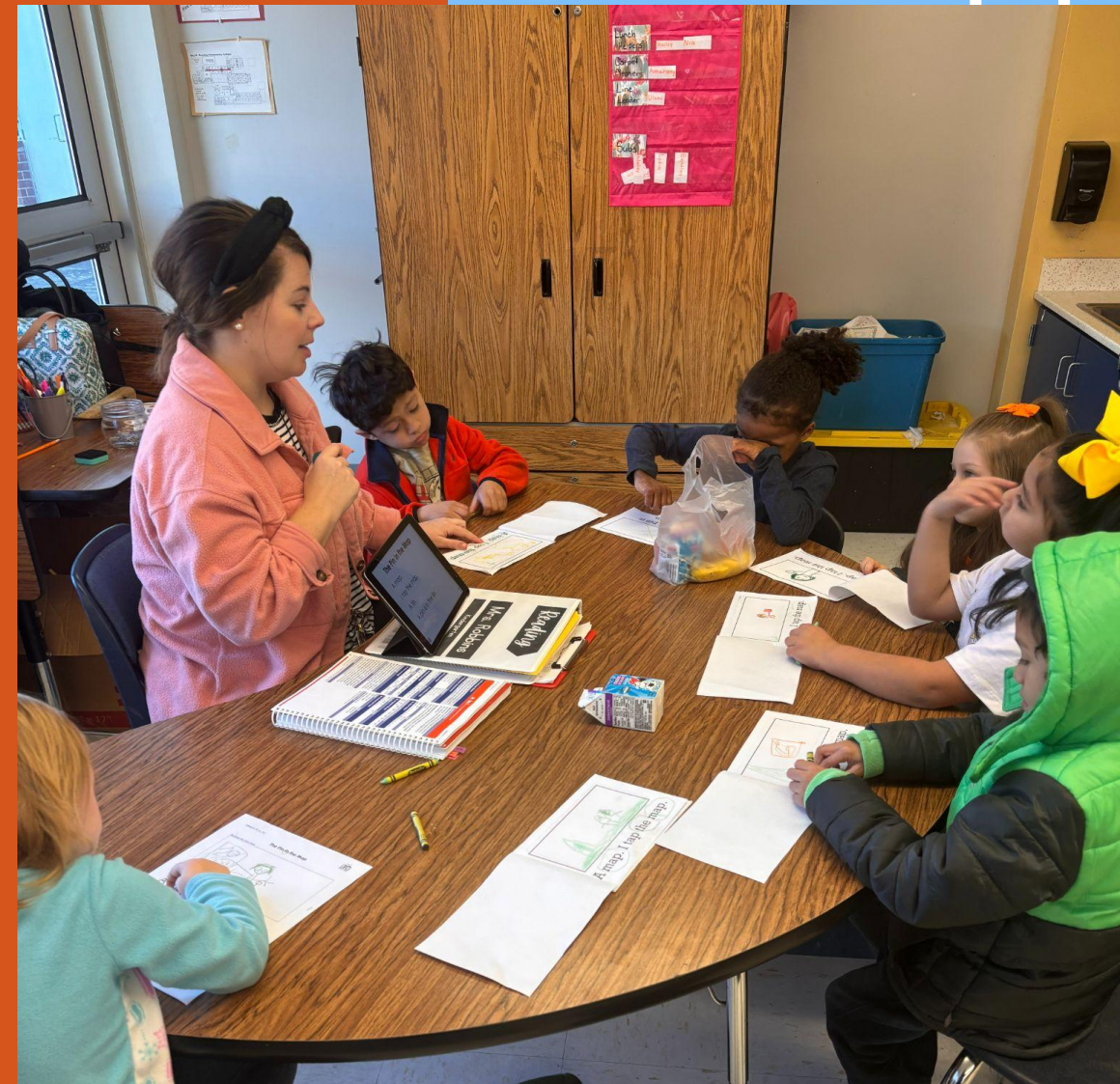
1st Spanish: 57%

2nd: 63%

Teachers & IF made a lot of progress in common grade level planning by making adjustments, particularly in LETRS implementation with phonics instruction and comprehension.

Continued Areas for Improvement:

- Continue to refine LETRS implementation and using what works from the get-go/with fidelity
- Systematic model to make use of intervention more effectively



Goal 2: Reinforce common school-wide expectations and provide support and professional development around student needs, relationship-building and discipline.

Utilize book study “Connections Over Compliance” for professional development in staff meetings and CASA’s

Implement SEL and behavioral interventions with students who exhibit repeated infractions to target behaviors that impact academic success

Regularly review data from Educator Handbook in order to address trends or concerns with specific teachers and/or school leadership team

Outcomes

Decreasing major official referrals by 50%

We did not meet this. Our referrals increased.

2022-23: 400 office discipline referrals

2023-24: 412 discipline referrals

Staff surveys will indicate positive feedback regarding safety and taking steps to solve problems.

Teacher Working Conditions Survey:

68% - Students follow the rules for school conduct (decrease)

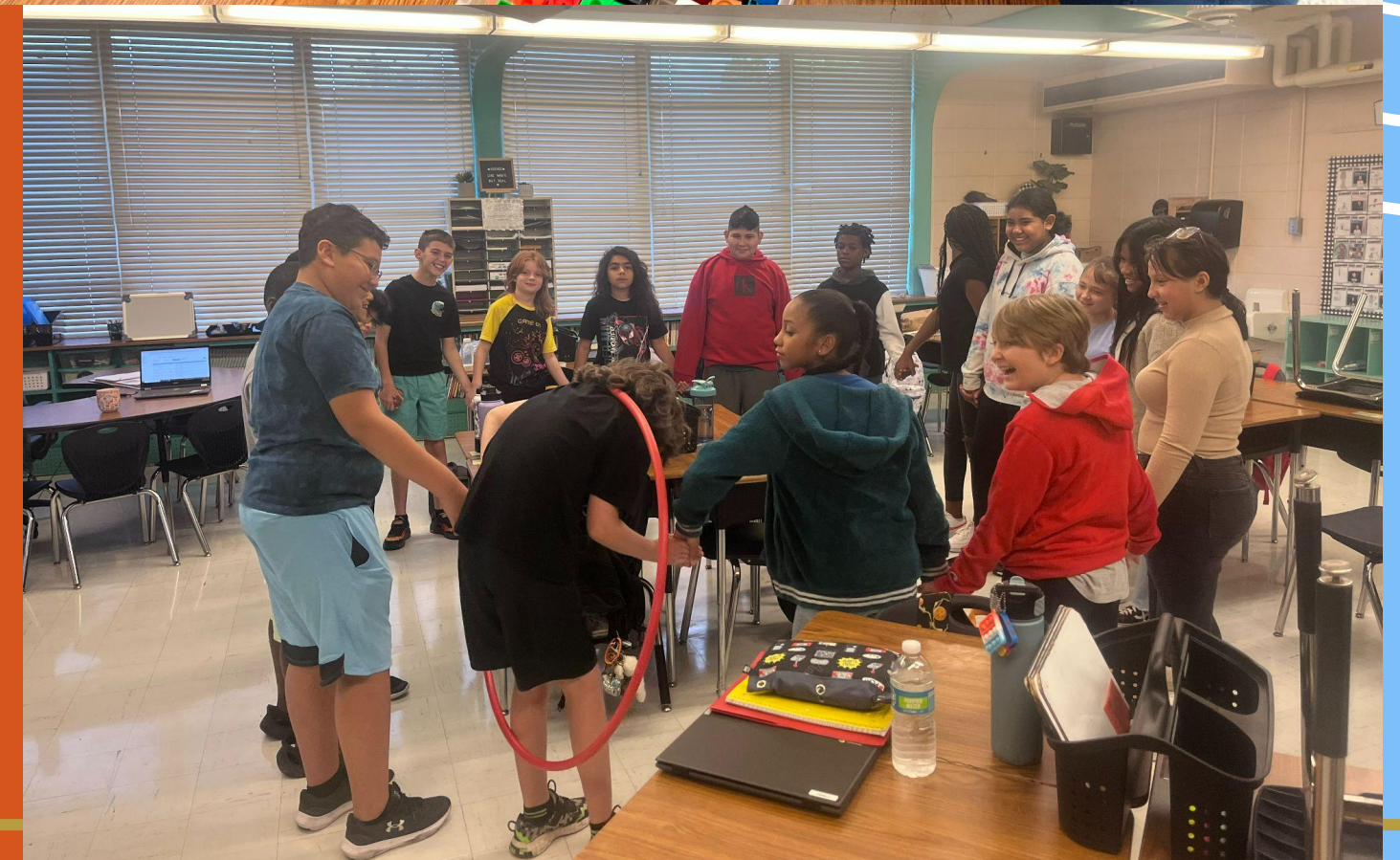
91.8% - School Leadership supports teachers' efforts to maintain discipline in the classroom (increase)

88.2% - School Leadership routinely enforces rules for student conduct (increase)

97% - I feel comfortable raising issues and concerns important to me.

Continued Areas for Improvement:

- Support/resources for students with the most significant behavioral/SEL needs
 - * 4 students account for 25% of office referrals for year
- More intentional use of a standard protocol matrix for Tier II/Tier III behavior and SEL intervention



Goal 3: Promote engagement among the school community, including students, staff and families, to foster student growth and positive school culture.

■ Students will utilize growth folders to track their growth on specific grade level indicators and share on family nights

■ Volunteer opportunities will be promoted/shared regularly with families, as well as parent surveys to gather feedback about parent engagement and ideas for improvement.

■ Contact community organizations in order to enhance student experiences and strengthen the school-community connection.

Outcomes

75% will meet or surpass expected yearly growth on iReady reading/math.

Reading: 48% met or exceeded

Math: 52% met or exceeded

Students demonstrated increased awareness of their own personal goals and learning

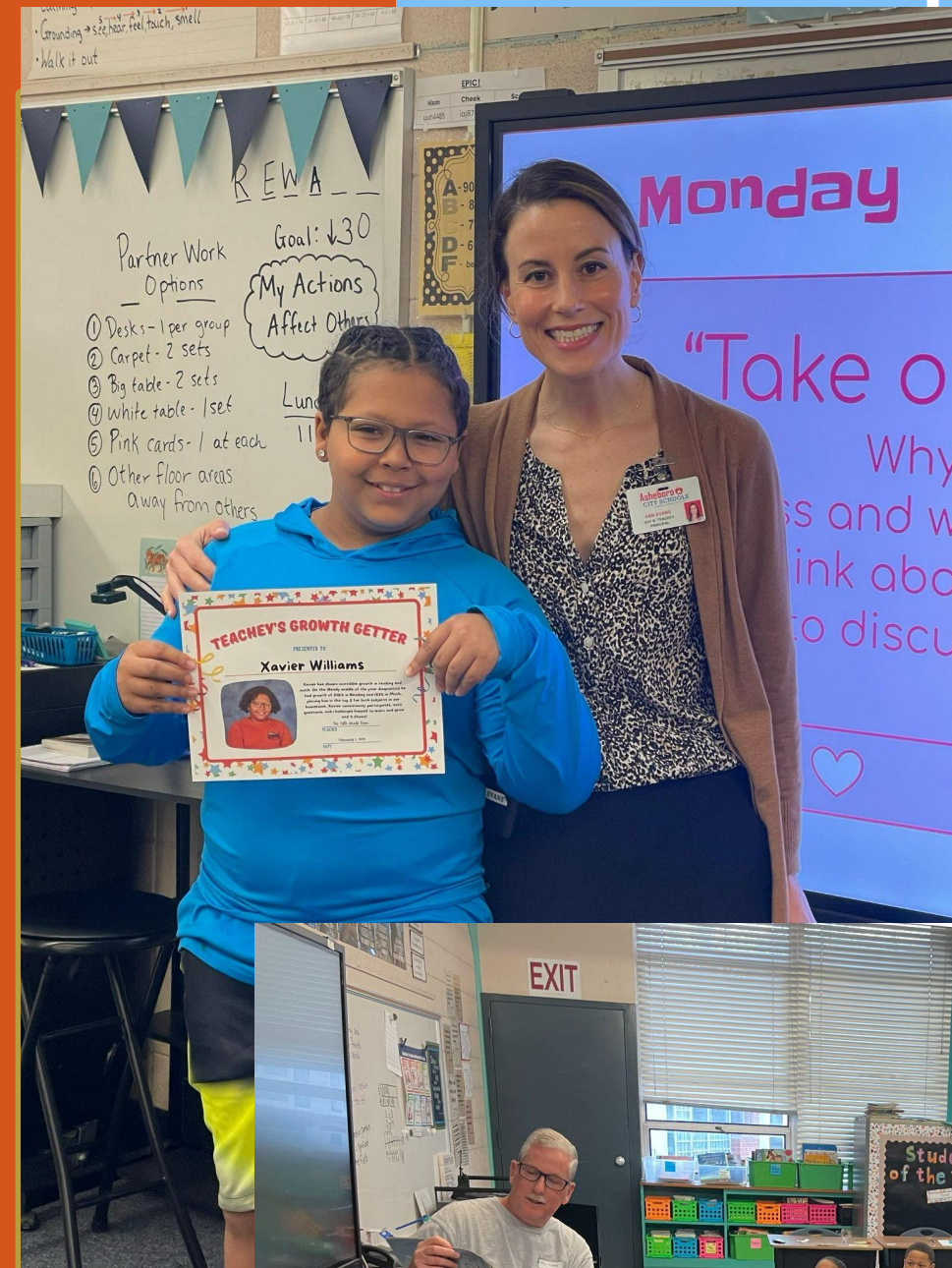
We recognized Growth-Getters monthly with personalized recognition in each class and a bulletin board

We will have at least 100 parent volunteers in some capacity (PTO, guest reader, school event, field trip)

We had 92 students represented by 1 or more parent volunteer.

Continued Areas for Improvement:

- Continuing to find creative ways to increase extracurricular/enrichment opportunities for all students (beyond afterschool clubs)
- Creating more partnerships to bring in male mentors to the building





Questions?

Thank you!

2023-2024 CIP

Report on our **Goals** and **Progress**



CIP GOALS



01 STUDENT GROWTH

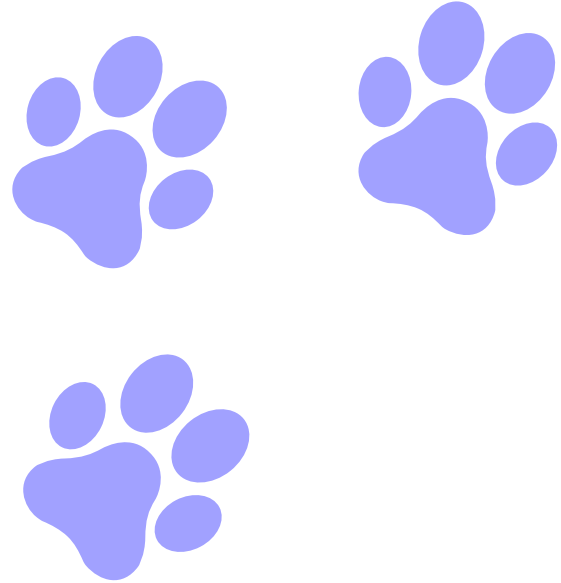
02 STUDENT PROFICIENCY

03 SOCIAL EMOTIONAL LEARNING

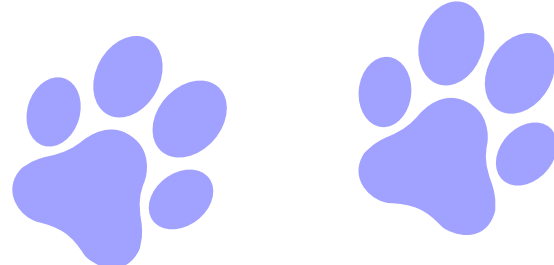
DREAM BIG!

Results for Math

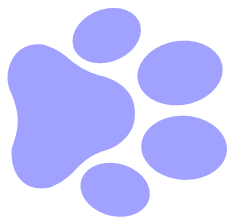
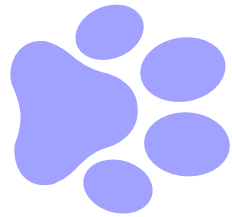
	22-23 Math % Proficient	Math Goal for 23-24	Goal Met?	Difference from 22-23
3rd	33%	55%	No	■ ■
4th	55%	60%	No	■ ■
5th	37%	50%	YES	■ ■



Results for Reading


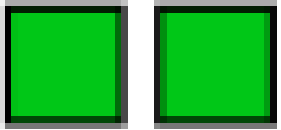


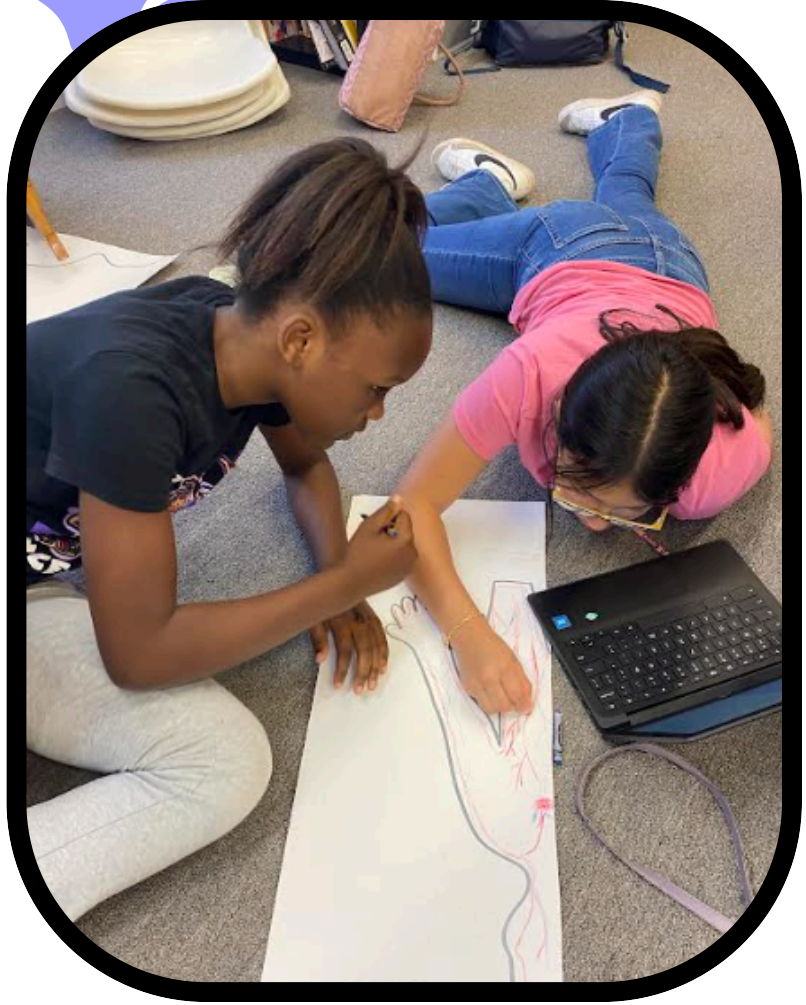
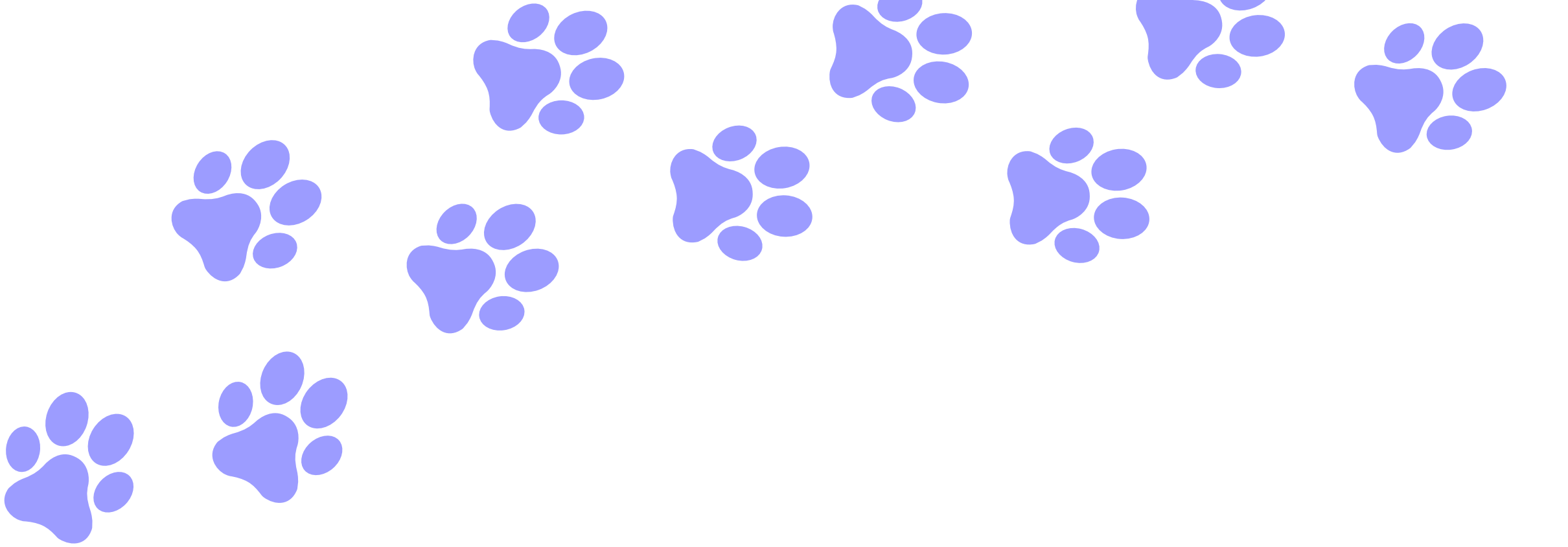
	22-23 ELA % Proficient	Reading Goal for 23-24	Goal Met?	Difference from 22-23
3rd	37%	50%	No	■
4th	41%	55%	No	■ ■
5th	37%	50%	No	■



Results for Science



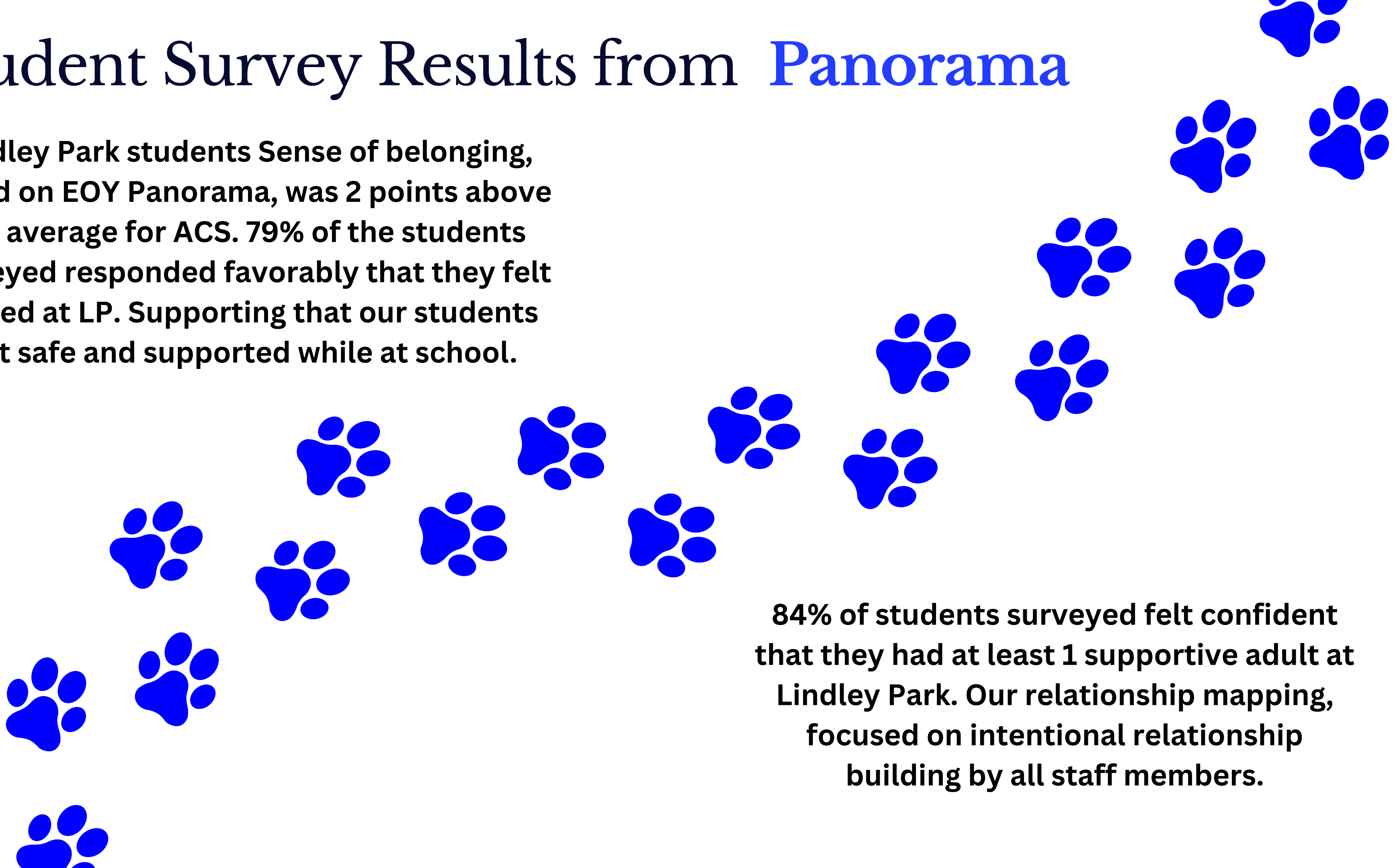
	22-23 SCI % Proficient	SCI Goal for 22-23	Goal Met?	Difference from 22-23
5th	64%	70%	YES	



Student Survey Results from **Panorama**

Lindley Park students Sense of belonging, based on EOY Panorama, was 2 points above the average for ACS. 79% of the students surveyed responded favorably that they felt valued at LP. Supporting that our students felt safe and supported while at school.

84% of students surveyed felt confident that they had at least 1 supportive adult at Lindley Park. Our relationship mapping, focused on intentional relationship building by all staff members.



*What
Worked*

STEP 1

Adherence to the plan / maintaining accountability for follow through

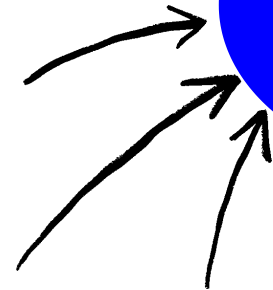
STEP 2

Focused intentional use of mentors, teacher leaders, school counselor, and instructional support personnel

STEP 3

Collaboration and planning with C&I Team and the Early Literacy Specialist.

*This
was key*



STEP 4

Responsiveness to feedback and a willingness to learn

STEP 5

Student buy-in and support of CIP goals and incentive programs (data meetings & Leopard Lounge)

What's Next?

Mrs. Dawalt and Mr. Wysong will provide excellent leadership and *fast* action in pushing the school forward!

Mrs. Dawalt already has plans to:

- **adjust the master schedule** to support improvements in math proficiency
- **analyze the social emotional and behavior needs** of our male students to further engage them in community and instruction
- **increase opportunities** for family and community engagement





Thank you!

Balfour CIP Update

July 11, 2024



Goal 1



GOAL 1:

By June 2024, Balfour Elementary will improve core instructional practices and fidelity of use of curricular resources to increase proficiency on the state End-of-Grade assessments.

Student Success Indicators:

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

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 2024

Definition of Successful Implementation:

By June 2024, student proficiency on the grades 3-5 math and ELA End-of-Grade tests, and the grade 5 science End-of-Grade test will meet or exceed proficiency and growth levels listed in the table below.

Subject	2023 data	Goal
Reading	30.3	40
Math	37.7	50
Science	59.1	70
Overall Growth Index Score	-2.33	>2.0

Goal 1

Preliminary data indicates that we did not meet those goals.

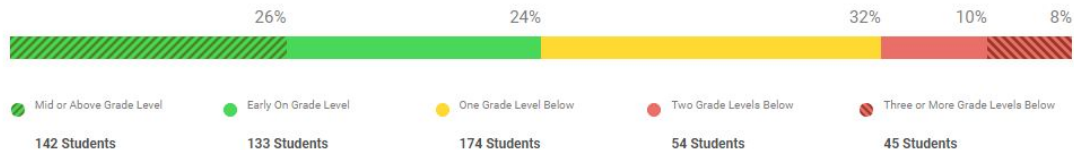
A few highlights:

- Third graders performed well in math.
- Several individual classes and grade levels met the target goals.
- mClass and iReady indicate that foundational reading skills are growing stronger in grades K-3.
- Improvement in foundational math skills thanks to additional professional development and coaching.

Goal 1 - EOY Reading (iReady)

Overall Placement

Students Assessed/Total: 548/549



[The Mapping Between 5-Level and 3-Level Placements](#)

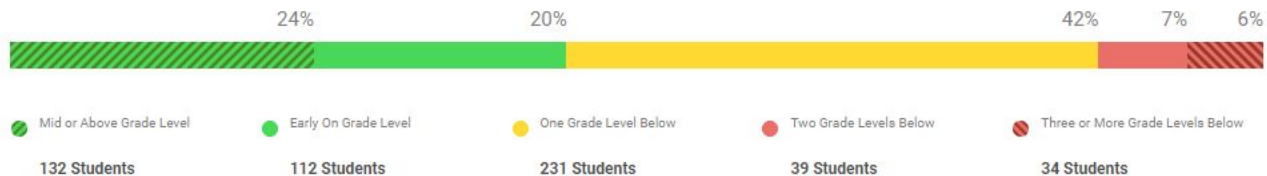
Placement by Domain



Goal 1 - EOY Math (iReady)

Overall Placement

Students Assessed/Total: 548/549



[i The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain



Goal 2



GOAL 2:

During the 2023-2024 school year, students will be actively engaged during core instruction using Social and Emotional Learning strategies.

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 2024

Definition of Successful Implementation: Social and emotional learning will be aligned across the school and a regular part of instruction in all grade levels. Students will use social and emotional strategies learned, with staff support, to regulate their behavior. The school counselor will function as an “instructional facilitator” for social and emotional learning. Students in all classrooms participate and contribute to their learning. Social and emotional learning lessons will have a schoolwide completion rate of 90% or higher. Office referrals decrease by 10% from their 2022-2023 level.

Goal 2

Character Trait of the Month:

Perseverance

As we come to the end of the school year, how might you show perseverance?

Character Trait of the Month:

Perseverance

Perseverance is:

- Being persistent in the pursuit of worthy objectives in spite of difficulty, opposition, or discouragement.
- Exhibiting patience and having the determination and strength to try again when confronted with delays, mistakes, or failures.

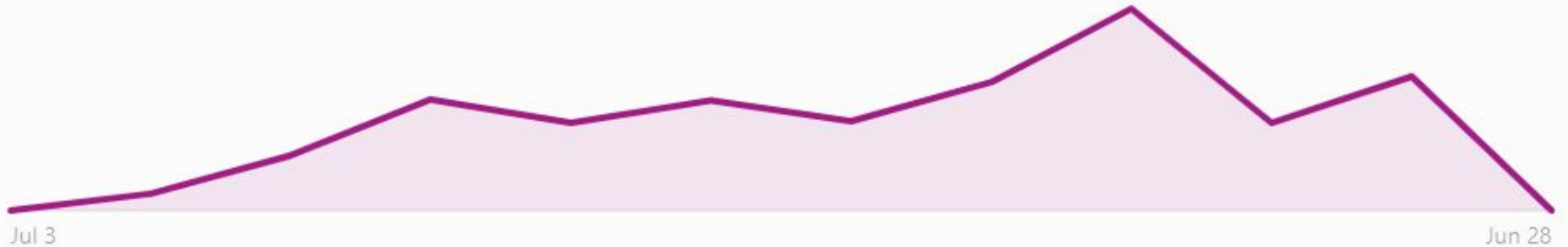
Each month there was a Character Trait of the Month. Morning announcements included something about the character trait and the trait and an application question were featured on the scrolling announcements.

Goal 2

173 Office Referrals
(218 in 22-23 - 21% decrease)

Referrals per School Day

[More >](#)



Goal 3



GOAL 3:

Provide opportunities for all students and families to feel valued and connected to the school community so that we create a more equitable school environment as measured by family engagement through SchoolStatus and attendance at family engagement nights.

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:

June 2024

Definition of Successful Implementation: Representation of multiple cultures, races, ethnicities, and future stories will be available to each student at the school. Policies and practices will not create barriers to success for any group of students. All students and families feel valued and connected to the school community.

Goal 3



PTO Schedule At A Glance

August

August 24 - Open House
 August 28 - First Day of School
 August 29, 5-8pm - Spirit Night: McDonald's
 August 30 - Legacy Paw Prints on sale!

September

Sept. 5 - PTO Leadership Meeting
 Sept. 8 - Legacy Paw Prints orders due
 Sept. 19, 5-7pm - Spirit Night: Dairi-O's
 Sept. 25 - Read-A-Thon Kick Off

October

Oct. 6 - Read-A-Thon Winner Celebration
 Oct. 30 - Teacher Appreciation

November

Nov. 17 - World Heritage Night

December

Dec. 4-8 - Penguin Patch Holiday Store
 Dec. 13 - Teacher Appreciation: Duty Free Lunch

Bulldog Spirit Night at McDonald's

Please join us for our first Balfour Spirit Night!
 ¡Únase a nosotros en nuestra primera Noche Espiritual Balfour!

Tuesday, August 29 | **5pm - 8pm**
 1436 N. Fayetteville Street Asheboro, NC 27203

McDonald's donates a percentage of all sales to Balfour's PTO! Funds raised will support our teacher scholarships and playground.

¡McDonald's dona un porcentaje de todas las ventas al PTO de Balfour! Los fondos recaudados apoyarán nuestras becas para maestros y nuestro patio de juegos.

BALFOUR ELEMENTARY

BLACK HISTORY MONTH

SPirit WEEK 2024

MONDAY GREEN OUT
GREEN REPRESENTS RENEWAL

Tuesday YELLOW/GOLD
YELLOW REPRESENTS WEALTH AND JOY

Wednesday RED OR HEARTS
RED REPRESENTS POWER AND SPIRIT

THURSDAY BEST DRESSED
COME DRESSED AS A QUEEN OR KING OR WEAR PURPLE THAT REPRESENTS ROYALTY

FRIDAY

WEAR BALFOUR GEAR OR COLORS AS WE CELEBRATE THE HISTORY OF BLACK MUSIC AT OUR SCHOOL ASSEMBLY

FEB 12TH -16TH

Join Us For S.T.E.M. NIGHT

Balfour Elementary
 Tuesday, February 20

5:00 - 5:30
 PTO Information Session

5:30 - 7:00
 Dinner, science, and engineering activities for the whole family!

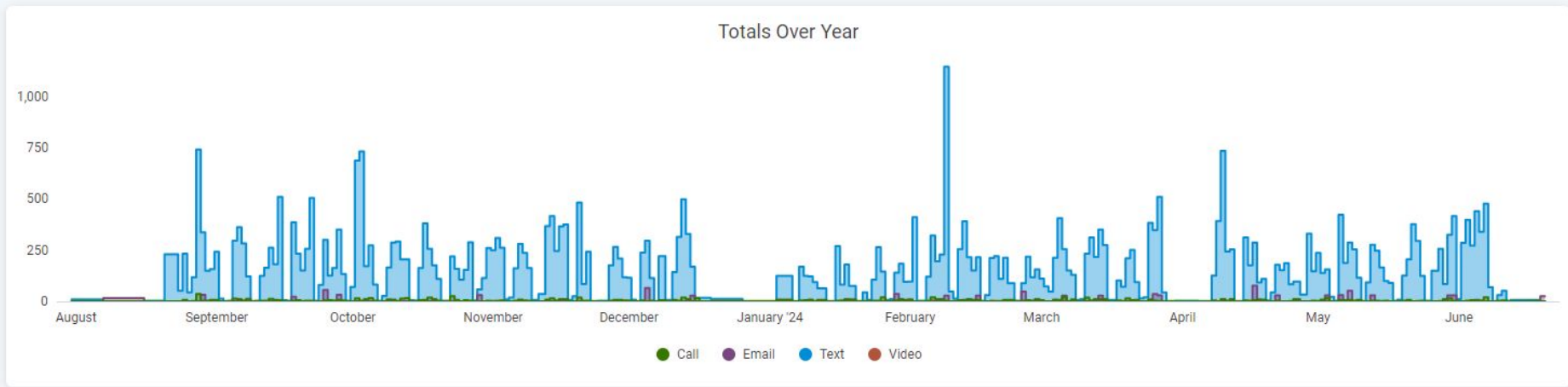
BALFOUR ELEMENTARY

JANUARY 2024 CALENDAR

	January 1 New Year's Day No School	January 2 No School	January 3	January 4 School Leadership Team 3:00	January 5 December Behavior Celebration	January 6
January 7	January 8 MOY Assessment Window Opens Leaders of the Pack 2:45 - 3:45	January 9	January 10	January 11	January 12	January 13
January 14	January 15 MLK Jr. Holiday No School	January 16	January 17	January 18 School Spelling Bee 1:00	January 19 End of Second Quarter	January 20
January 21	January 22 Teacher Workday No School	January 23 Teacher Workday No School	January 24	January 25	January 26 January Learning Bulldogs Celebration	January 27
January 28	January 29	January 30	January 31 MOY Assessment Window Closes			

CHARACTER TRAIT OF THE MONTH: DEDICATION

Goal 3 - School Status Data



1,119

total calls

887

total emails

44,539

total texts

0

total videos



Charles W. McCrary

CIP Goal
Follow Up
23/24



Our CIP Goals for 23/24

Goal 1: McCrary Elementary will create a school community where all students feel a sense of belonging, are supported in their social and emotional development, and are engaged in their learning.



Outcome: We will decrease the overall referrals by 15% from the 22/23 school year. Panorama Survey in regard to percent favorable will increase by 15% when compared to the EOY results from the 22/23 school year.

Action Steps

Goal 1 Actions

The administration at McCrary Elementary will create a master schedule that supports SEL time everyday where teachers will complete 100% of the district's core SEL lessons in the 23/24 school year.



The school counselor will utilize end of year data from the 22/23 school year Panorama Survey to determine weekly small group sessions with students to proactively supplement their social and emotional needs.



The McCrary Elementary staff will distribute and embrace Mustang Money with students in the 23/24 school year to recognize student choices that demonstrate attributes of The Mustang Pledge.



Each department will hold fall and spring after school clubs for students to sign up for at McCrary Elementary.



Students will take part in Class Dojo growth mindset activities, social stories, and other resources to incorporate the culture of having a growth mindset in school and life.



Our specialist team will use the positive behavior focus on The Mustang Roundup which will reward classes with horseshoes after each class session when classes demonstrate attributes of The Mustang Pledge.



Discipline Data

22/23 vs. 23/24

22/23
School Year

209
Referrals

22/24
School Year

284
Referrals

+36%

+75
Referrals

The Increase in Discipline Numbers

22/23 vs. 23/24

Asheboro City Student

26.09



21

Asheboro City Student

17.47



17

Asheboro City Student

14.49



15

Asheboro City Student

14.82



13

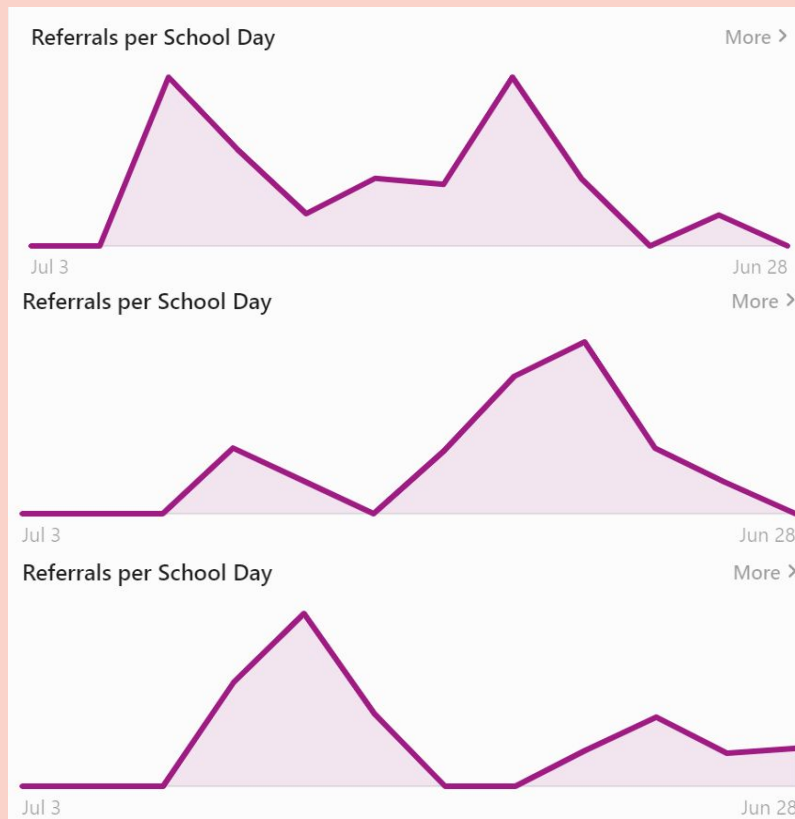
Asheboro City Student

15.19

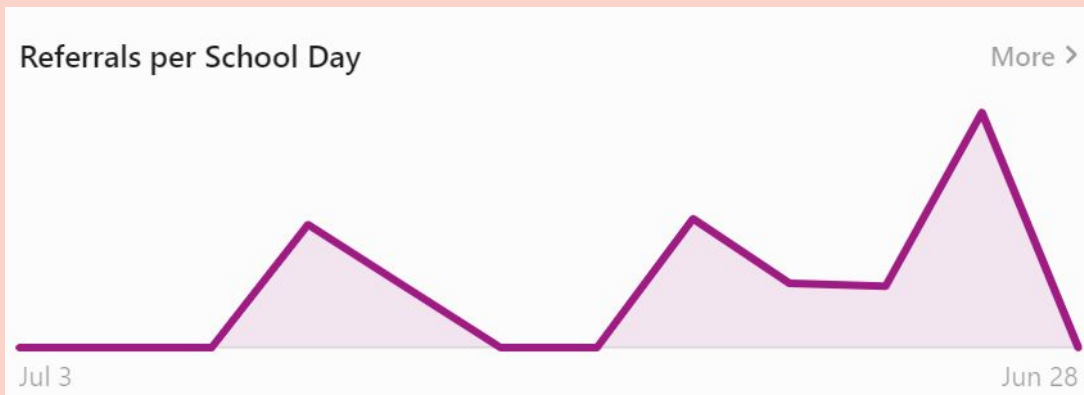
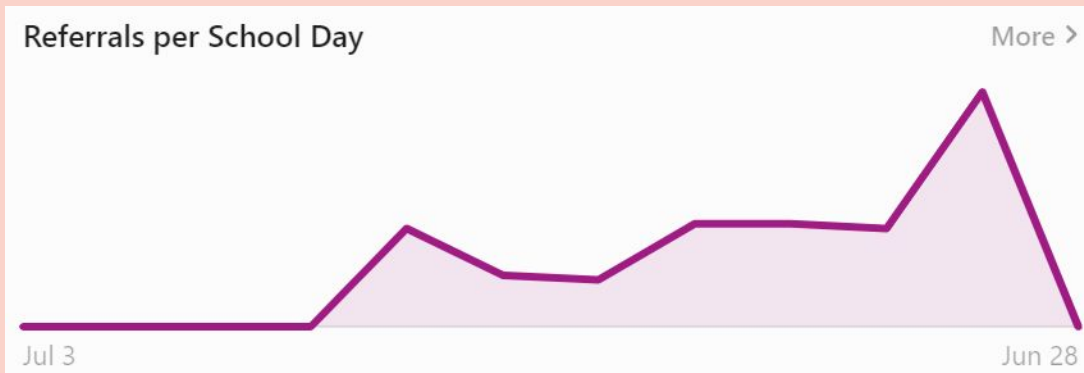


11

How We Worked With Our Top Five Students in 23/24



How We Worked With Our Top Five Students in 23/24



Discipline Data

23/24

Over half (61%) of our students are 1-2 times of office referrals.

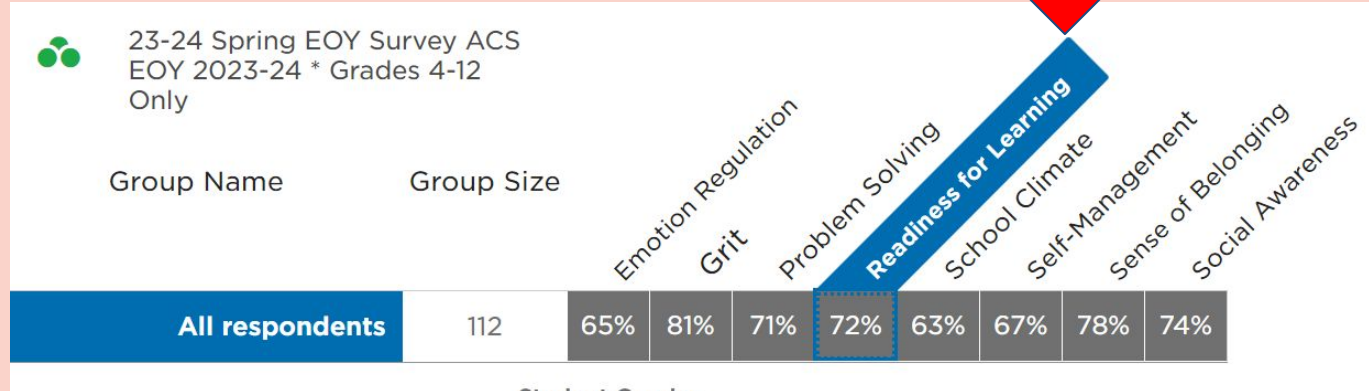
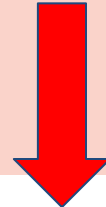
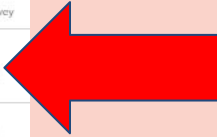
We always keep the mindset that at all times most of our students are always making good decisions and focused on the task at hand.

Panorama Survey Data

EOY 22/23 vs. EOY 23/24



Topic Description	Results
Emotion Regulation How well students regulate their emotions.	50% ▲11 since last survey
Engagement How attentive and invested students are in class.	76%
Grit How well students are able to persevere through setbacks to achieve important long term goals.	56% 0 since last survey
Problem Solving	64% ▲1 since last survey
School Climate Perceptions of the overall social and learning climate of the school.	66%
Self-Management How well students manage their emotions, thoughts, and behaviors in different situations.	49% ▲1 since last survey
Sense of Belonging How much students feel that they are valued members of the school community.	74%
Social Awareness How well students consider the perspectives of others and empathize with them.	57% ▼1 since last survey



Panorama Survey Data

EOY 22/23 vs. EOY 23/24



Category	22/23	23/24	Difference
Emotion Regulation	50%	65%	+15%
Grit	56%	81%	+25%
Problem Solving	64%	71%	+7%
School Climate	66%	63%	-3%
Self-Management	49%	67%	+18%
Sense of Belonging	74%	78%	+4%
Social Awareness	57%	74%	+17%

*Average of +12% increase when looking at all categories!

*86% of the categories were an increase!

Some thoughts about goal 1...

With our students and families who were in need of outside support and different resources and structure at school, we were able to serve them with the help that they needed and begin a process of successful progression.

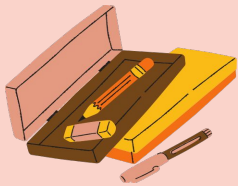
There was growth in 86% of the Panorama categories measured. Staff felt supported (TWC) which then reinforced the positive culture of school with the students.

Our CIP Goals for 23/24

Goal 2: At McCrary Elementary, staff will foster foundational reading success by increasing mCLASS composite scores.



Outcome: At the end of the 23/24 school year, the percent of students performing at or above benchmark will increase by 15% or more for each grade level when compared to the 22/23 EOY results.



Action Steps



Goal 2 Actions

Kindergarten through third grade teachers will use the DIBELS data analysis protocol after diagnostic windows to set plans and student/class goals for the middle of the year diagnostic results.



Teachers will utilize weekly planning sessions to create reading plans in the new lesson plan template to support a more rigorous data driven small group time.



Teachers will participate in LETRS professional development in the 23/24 school year.

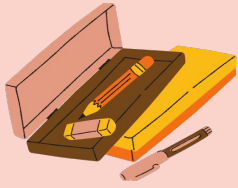


Teachers will incorporate LETRS instructional strategies acquired in the yearly professional development into their instructional practice.



McCrary's ML (multilingual learner) teachers and reading specialist will incorporate the Steps to Advance curriculum in Benchmark Advance as well as the Benchmark Advance phonics intervention kits into service time and intervention time.





EOY: 22/23 vs. 23/24

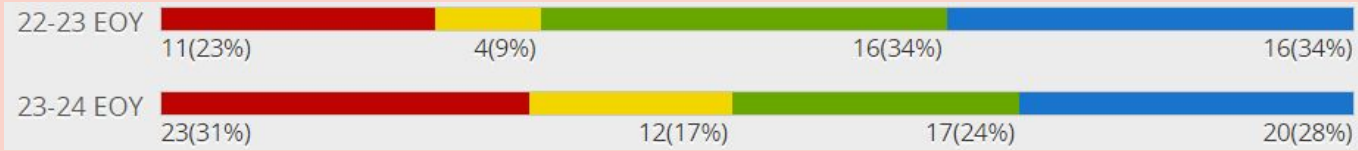


K



-3%

1st



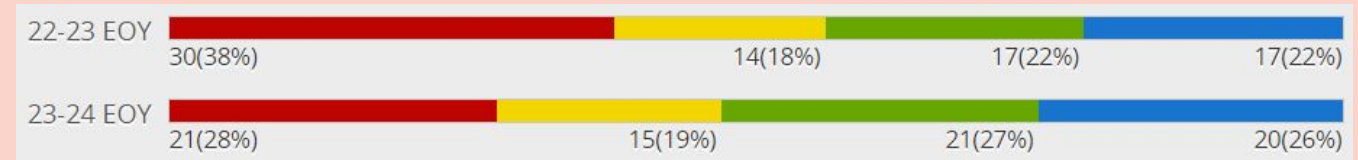
-16%

2nd

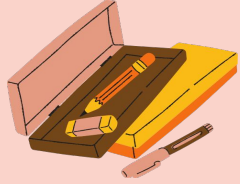


-3%

3rd



+9%



23/24: BOY – EOY



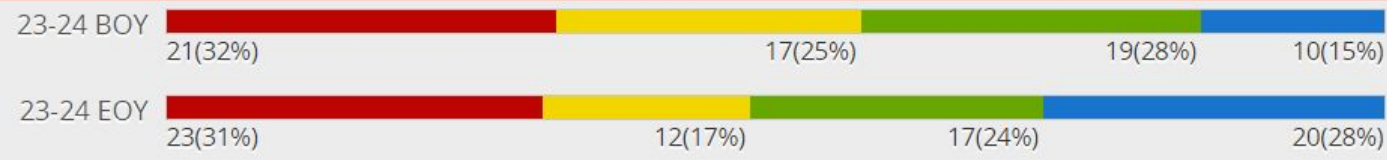
This year...

K



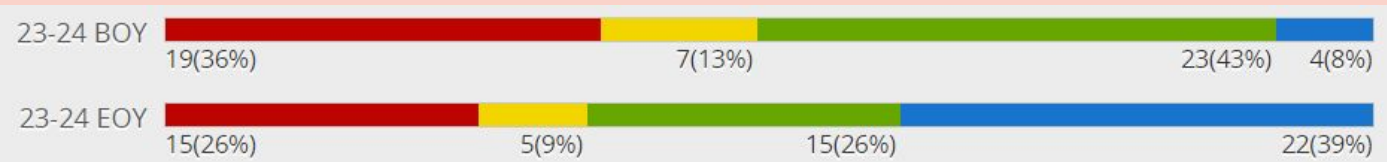
+45%

1st



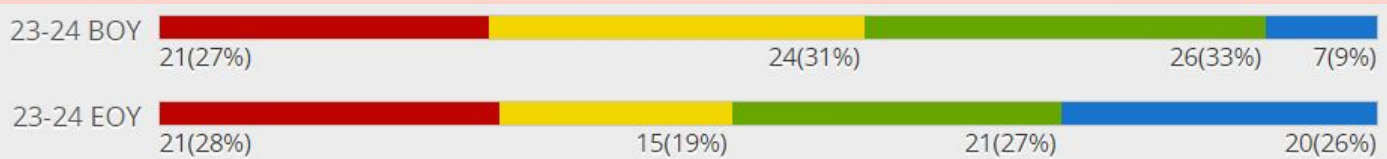
+9%

2nd



+14%

3rd



+13%

Some thoughts about goal 2...

Different
Perspective
on summer
engagement
opportunities!

Continued
focus on
intervention
times, and buy
in with the
MTSS process!

Different
focus on how
we incorporate
vocabulary and
literacy into
all classes in
the building!

Our CIP Goals for 23/24

Goal 3: Teachers will continue to use diagnostic and progress monitoring data to improve core instruction and small group support that will align with the school's Multi-Tiered System of Support.



Outcome: By the end of the 23/24 school year, students of McCrary's subgroups will increase their EOG subgroup proficiency in reading and math by 15% points from the 22/23 school year.

Action Steps

Goal 3 Actions

McCrary's ML (multilingual learner) teachers and reading specialist will incorporate the Steps to Advance curriculum in Benchmark Advance as well as the Benchmark Advance phonics intervention kits into service time and intervention time.



K-5 teachers will utilize pre-assessments in math to determine best instructional approaches to a more rigorous and engaging core instruction.



Students will track their pre/post data in math common assessments, mCLASS, and iReady to set goals and internalize individual growth throughout the school year.



Grade level teams will participate in extended planning sessions periodically through the school year, as planned in the master schedule, to create outlines for instruction for future weeks.



Grade level teams will participate in ongoing math professional development which will be debriefed in CASAs for implementation in instruction.



Teachers will utilize weekly planning sessions to create reading plans in the new lesson plan template to support a more rigorous, data-driven small group time.



At this time ...

Reading (3-5)

??

Math (3-5)

??



Questions?



Early Childhood Development Center

Thursday, July 11, 2024

Introduction

Our focus this year was on orienting new staff, ensuring that our exceptional children met and exceeded goals, and continued our focus on social emotional development.



Goal 1 Details

At ECDC, we will focus on professional growth and recruitment of our staff. We will orient and acclimate new staff members to ECDC. Our goal is to retain 13 out of 15 new staff members (90%).



We were able to retain 14 out of 15 new staff members (93%).

Goal 1 Actions

- Back to school meeting will focus on orienting new staff to ECDC processes and procedures. Team building and getting to know you activities will help teachers know the school and expectations.
- We will hold monthly instructional assistant meetings on the first Wednesday of each month. These meetings will address specific needs of the instructional assistant staff.
- We will hold monthly staff socials on the second Tuesday of each month. The social committee will be responsible for planning and setting the climate for the meetings.
- Each classroom will develop a substitute guide that provides specific detailed information about each portion of the day to ensure consistency. This will also be helpful for our new instructional assistants.
- A culture survey will be conducted at the beginning of the year and at the end of the year.

Goal 2 Details

At ECDC, we have had an increase of 45% of students with Individualized Education Plans. Our goal will be to have an increase in overall development by more than 10% for students with an Individualized Education Plan on overall development in math, literacy and social skill concepts as measured on Teaching Strategies Gold.



Students at ECDC with Individual Education plans grew in all areas. In the area of math, students grew from 20%-40% proficient. In the area of literacy, students grew from 30% to 55% proficient. In social skills, students grew from 25% to 55% proficient.

Goal 2 Actions

- The exceptional children's team will lead the staff meetings on the first Tuesday of each month to problem solve for our students with Individualized Education Plans.
- We will provide information to families to support behavior management with their child. These are parent resources from CSEFEL. They are specific to individual behavior issues.
- Professional development will be provided for staff about behavior management, determining the meaning of challenging behaviors, and supporting children's social emotional development as well as addressing challenging behaviors.
- All classrooms will consistently use the Incredible Flexible You curriculum that helps children build foundational social competencies and essential life skills.

Goal 3 Details

ECDC will focus on the social emotional learning of all of our children by using intentional strategies to increase social emotional development by 10% on Teaching Strategies Gold.



Students at ECDC grew in the area of social emotional development from 27% proficient at the beginning of the school year to 83% proficient at the end of the year according to the Teaching Strategies Gold.

Goal 3 Actions



- Teachers will complete beginning of year home visits to establish positive transitions to ECDC.
- An intentional instructional focus will be on setting and reinforcing routines, rituals, and daily schedules.
- We will participate in CSEFEL and Conscious Discipline Modules throughout the school year.
- Students that are not on target with social development concepts at the target dates will have intervention plans developed to meet their needs. Plans will be monitored weekly.

The full continuous improvement plan for ECDC is available in NCSTAR and can be accessed from this link.

Summary

The 2023-2024 was a great School year at ECDC! It was filled with professional growth and development, students achieved and exceeded their goals, and developed meaningful relationships that promoted social emotional learning in both students and teachers.

Questions ?