

**ASHEBORO CITY BOARD OF EDUCATION**  
**North Asheboro Middle School Theater**  
**November 17, 2022**  
**7:30 p.m.**

**6:00 p.m.      Policy Committee**  
**6:45 p.m.      Finance Committee**

**I. Opening**

- A.** Call to Order
- B.** Moment of Silence
- C.** Pledge of Allegiance – Lindley Park Students
- \*D.** Approval of Agenda

**II. Special Recognition and Presentations**

- A.** School Spotlight – Ms. Nikki Domally, Principal, Lindley Park Elementary School
- B.** Community Partner Spotlight – Ms. Nikki Domally, Principal, Lindley Park Elementary School
- C.** Special Recognitions (Rep. Pat Hurley, Rep. Allen McNeill) – Dr. Aaron Woody, Superintendent
- D.** 2022 Educator of Excellence Award – Ms. Tracie Ross, Director of Exceptional Children
- E.** Points of Pride – Ms. Sandra Spivey Ayers, Finance Officer

**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 individual 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 October 20, 2022 Board of Education Meeting
- B.** Policies Recommended for Approval:
  - Policy 3420 – Student Promotion and Accountability
  - Policy 4130 – Discretionary School Assignment
  - Policy 4150 – School Assignment
  - Policy 9400 – Sale, Disposal, and Lease of Board-Owned Real Property
- C.** Personnel

**VI. Information, Reports, and Recommendations**

- A.** Policies for Review – Ms. Carla Freemyer, Executive Director of Human Resources
  - Policy 4400 - Attendance
- B.** Facilities and Asheboro High School Phase III Updates – Mr. Christopher Scott, Director of Facilities & Maintenance
- C.** ESSER Update – Dr. Wendy Rich, Assistant Superintendent of Curriculum & Instruction and Ms. Sandra Spivey Ayers, Finance Officer
- D.** Annual Media & Technology Report – Mr. Anthony Woodyard, Director of Technology & Innovation

**VII. \*Action Items**

- A.** Continuous Improvement Plans (CIP) – Dr. Wendy Rich, Assistant Superintendent of Curriculum & Instruction

**VIII. Board Operations – Chairman Michael Smith**

- A.** Calendar of Events

**IX. 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**  
**North Asheboro Middle School Theater**  
**November 17, 2022**  
**7:30 p.m.**

**Addendum**

**6:00 – Policy Committee Meeting**  
**6:45 – Finance Committee Meeting**

- I. Opening**
- II. Special Recognitions**
- III. Superintendent’s Report**
- IV. Public Comments**
- V. \*Consent Agenda**
  - C. Personnel **(addendum added)**
  - D. Asheboro High School New Course Request, Spring Semester 2023 – Theatre Arts (Beginning)
  - E. Budget Transfer Report 2021-2022 (For Information Only)
- VI. Information, Reports, and Recommendations**
  - C. ESSER Update – Dr. Wendy Rich, Assistant Superintendent of Curriculum & Instruction and Ms. Sandra Spivey Ayers, Finance Officer - **(presentation added)**
  - D. Annual Media & Technology Report – Mr. Anthony Woodyard, Director of Technology & Innovation – **(removed from agenda)**
- VII. \*Action Items**
- VIII. Board Operations**
  - A. Calendar of Events – (updated)
- IX. Adjournment**

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

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# **After School Clubs & Enrichment Grants**

Lindley Park Elementary School  
BOE Spotlight 2022



# AFTER SCHOOL ENRICHMENT

LEGO Club

Rubik's Cube Club

Girls Running Club

Gardening Club

Recycling Club

Battle of the Books

Cooking Club

Embroidery Club

Farm Club

Retro Video Gaming

# AFTER SCHOOL ENRICHMENT

115

STUDENTS

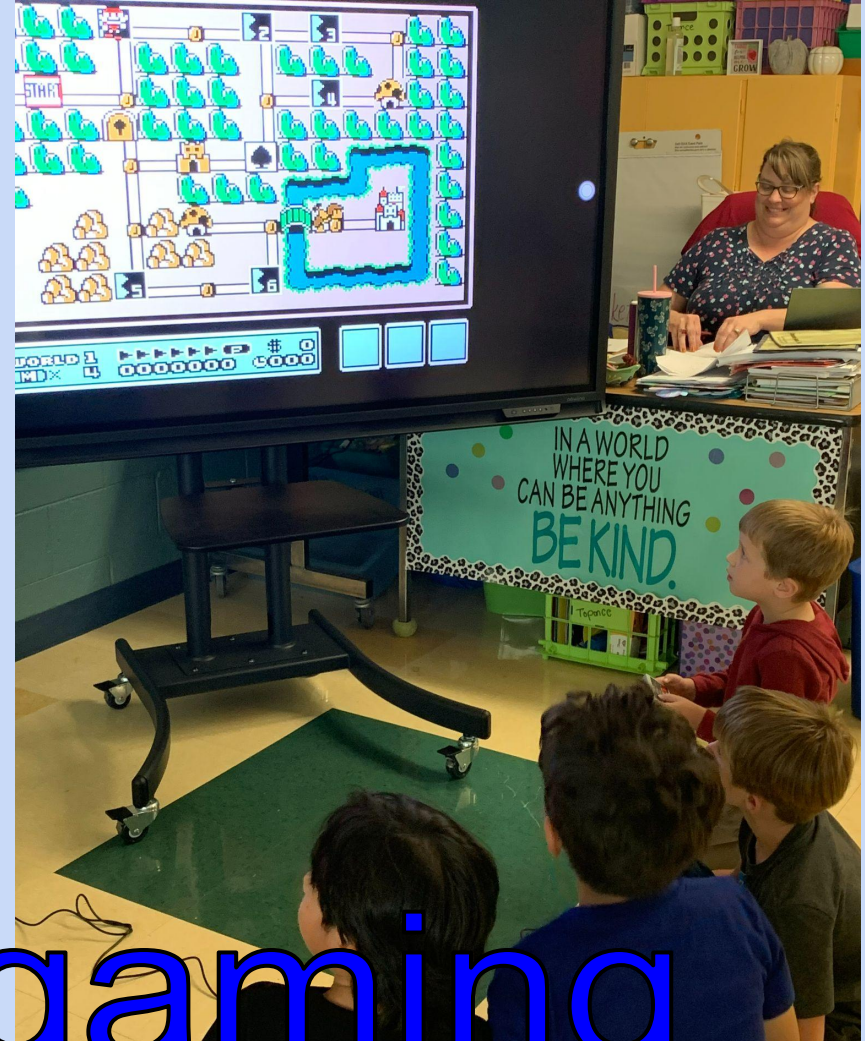
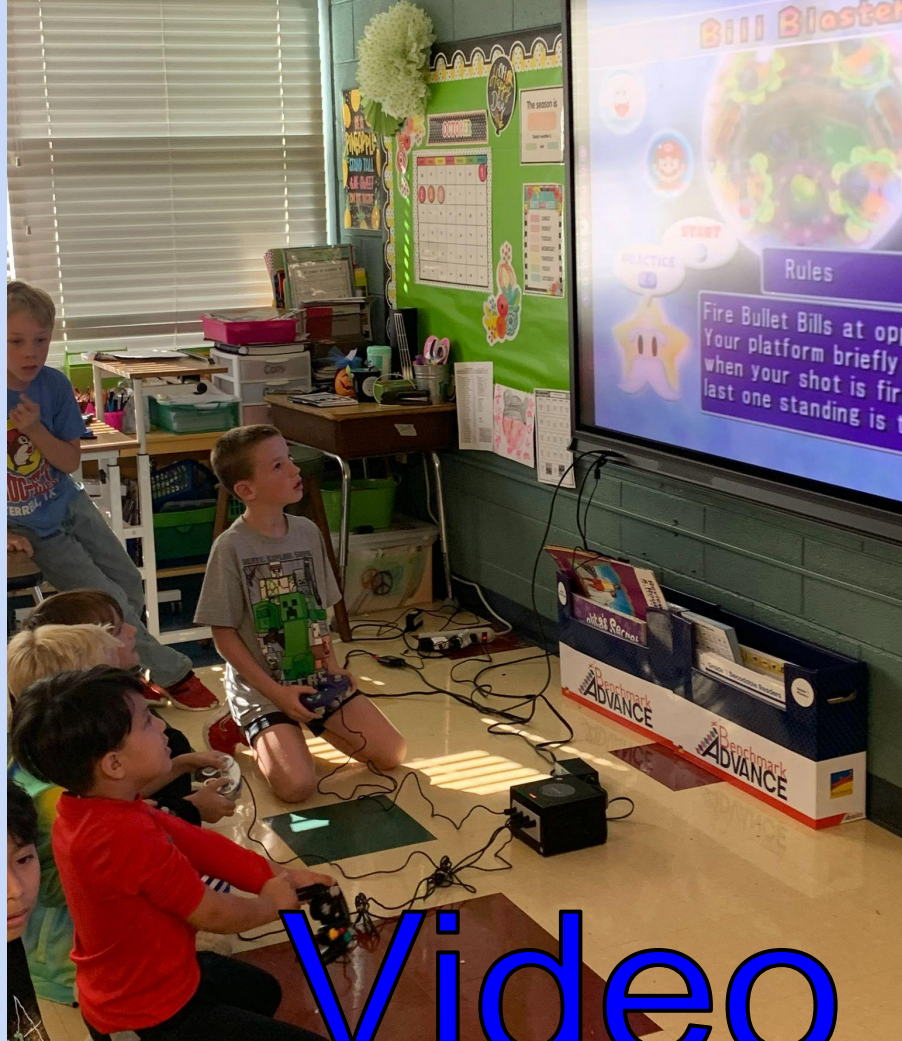
SERVED

# ACS ENRICHMENT GRANTS

**\$11,010.23**

**Dollars**

**Awarded to LPES**



Video gaming





# Farming

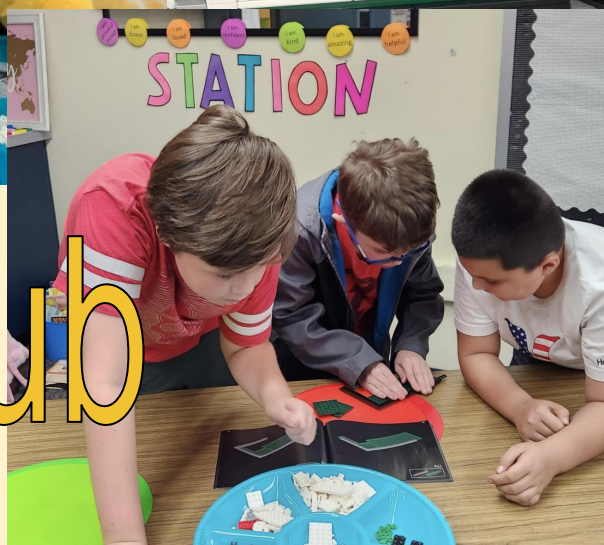








# LEGO Club







# Gardening



# Embroidery





# RECYCLING







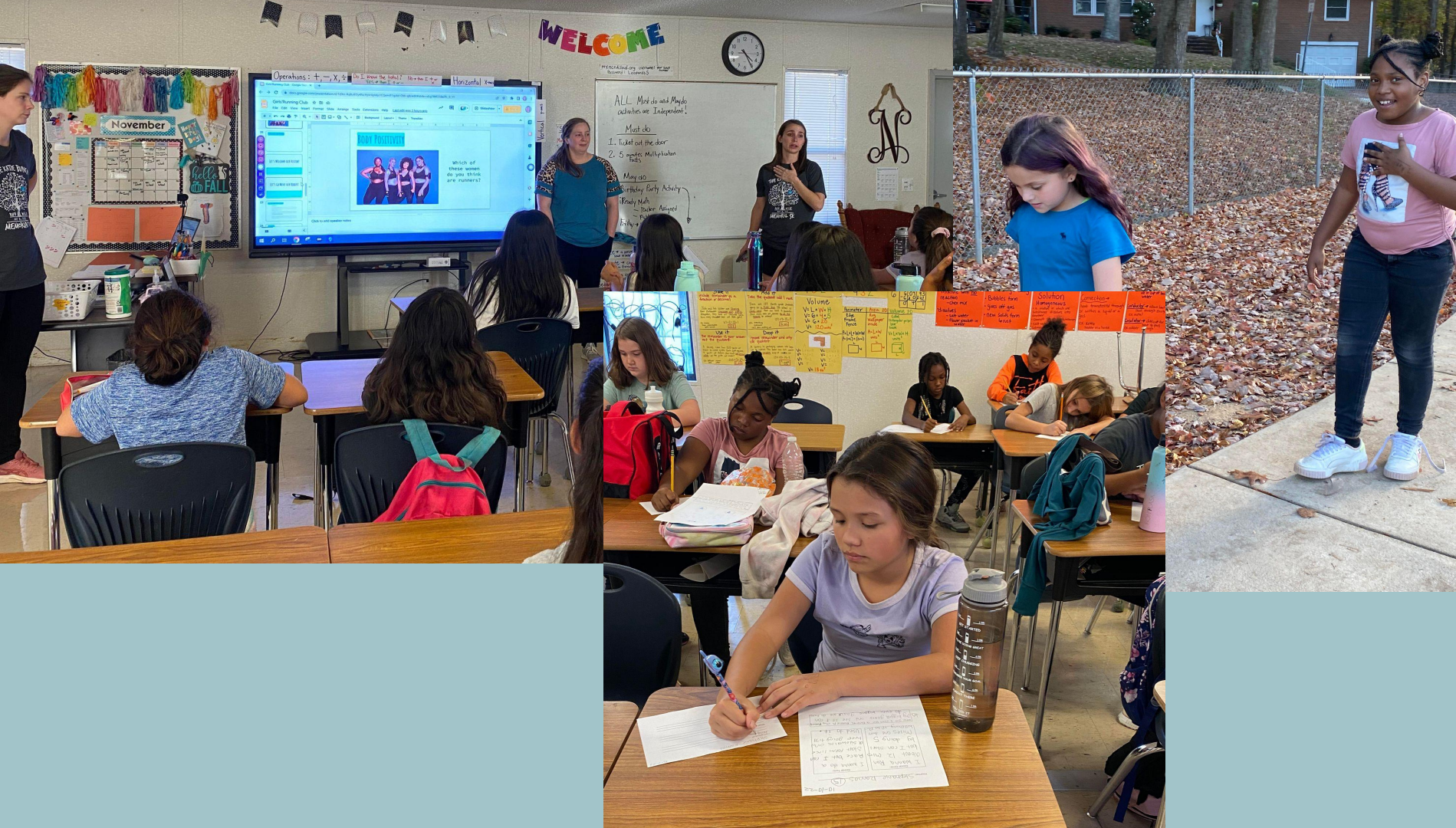
# Rubik's Cube Club





# Girls Running Club







Chess Club

Service Club

Baseball Club

Step Club

Pottery Club

Percussion Ensemble

Public Speaking

# **LPES Community Partner Recognition**

Kim Lemons, Patty Sanders, and the  
Randolph Cooperative Extension





Kim Lemons, Patty Sanders, and the  
Randolph Cooperative Extension



# BEFORE / AFTER





# BEFORE / AFTER



**ASHEBORO CITY BOARD OF EDUCATION MINUTES**  
**North Asheboro Middle School Theater**  
**October 20, 2022**

**Policy Committee**

**Committee Members Present:**

Chairman Michael Smith  
Linda Cranford  
Ryan Patton

Vice-Chairman Baxter Hammer  
Gwen Williams  
Adam Hurley

Gidget Kidd  
Hailey Lee

**Committee Members Absent:**

Linda Cranford

**Staff Members Present:**

Dr. Aaron Woody

Sandra Spivey Ayers

Carla Freemyer

The meeting was called to order at 6:30 p.m. and Mrs. Freemyer presented the following policy for consideration:

**Policy 4400 – Attendance**

- Expands reasons for excused absences (changes on pages 2 and 3 of 5).
- Added option for parents to send absence notes using the School Status online platform.

Ms. Sandra Spivey Ayers provided an update to the Policy Committee on the Asheboro High School construction project. Ms. Spivey Ayers shared that while supply chain disruption has created challenges, we are working hard to meet the December date for the certificate of occupancy.

The meeting was adjourned at 6:43 pm.

**Finance Committee**

**Board Members Present:**

Chairman Michael Smith  
Vice-Chairman Baxter Hammer  
Gus Agudelo

Gwen Williams  
Dr. Beth Knott

Ryan Patton  
Gidget Kidd

**Staff Members Present:**

Dr. Aaron Woody

Sandra Spivey Ayers

Gwen Williams, Finance Committee Chairman, called the meeting to order at 6:45 p.m. and referred to Sandra Spivey Ayers.

Mrs. Spivey Ayers reviewed the Recruitment Bonus Extension. We still have a number of certified vacancies. We are hopeful that the recruitment bonus will help compete with surrounding school

districts to fill these vacancies.

Mrs. Spivey Ayers reviewed the Utility Easement Agreement that will be presented for Board approval this evening. Moses Cone Memorial Hospital agreed to a price of \$150,000 payable to the Asheboro City Schools Education Foundation. In addition to this price, a fence will be installed at the entry point in the tree line. Both parties wish to partner in developing an internship program for the students at Asheboro City Schools.

Mrs. Spivey Ayers gave a brief update of the Asheboro High School renovation project. The schedule has been delayed due to labor shortages and supply chain issues. We are working closely with Smith Sinnett and JM Thompson to get to a substantial completion date in early December.

There being no further business, Gwen Williams adjourned the meeting at 6:57 p.m.

### **Board of Education**

#### **Board Members Present:**

Chairman Michael Smith  
Vice-Chairman Baxter Hammer  
Dr. Beth Knott  
Hailey Lee

Adam Hurley  
Linda Cranford  
Gus Agudelo  
Scott Eggleston, Attorney

Gidget Kidd  
Gwen Williams  
Ryan Patton

#### **Board Members Absent:**

Phillip Cheek

#### **Staff Members Present:**

Dr. Aaron Woody  
Carla Freemyer  
Dr. Robin Harris  
Angel Etheridge  
Deanna Wiles  
Brian Nance  
Chris Tuft  
Dr. Ryan Moody  
Chris Burian  
Jordan Seagraves  
Dr. Karen Burress

Sandra Spivey Ayers  
Dr. Wendy Rich  
Tracie Ross  
Lee Clark  
Dr. Penny Crooks  
Sarah Beth Robbins  
Graham Groseclose  
Nikki Domally  
Lisa P. Hayes  
Amber Andrews  
Brittany Roberts

Anthony Woodyard  
Gayle Higgs  
Kelly Patton  
Chandra Manning  
Christina Kinley  
Ann Evans  
Julie Brady  
Holly White  
Keisha Dawalt  
Michelle Harger

#### **Opening**

Chairman Smith called the meeting to order at 7:30 p.m. and welcomed all in attendance. Chairman Smith began with a moment of silence. Following the moment of silence, Mr. Smith asked Mr. Graham Groseclose, Principal of North Asheboro Middle School, to introduce the North Asheboro Middle student who led the Pledge of Allegiance.

Upon motion by Gidget Kidd and seconded by Gus Agudelo, the board unanimously approved the meeting agenda.

#### **Special Recognitions**

- A. Mr. Graham Groseclose, Principal of North Asheboro Middle School, shared that the School Spotlight would be a presentation spotlighting the AV Club and media design at North Asheboro Middle School. Mr. Groseclose introduced Mr. Ryan Gibbs, Career & Technical Education teacher at North Asheboro Middle School. Mr. Gibbs sponsors the AV Club and shared the club is an after

school program that extends media design to after school opportunities for students. Mr. Gibbs introduced North Asheboro Middle School students Kamryn Yow, Abigail Aguilera, and Fatima Carrillo who shared the benefits of media design. The students stated they learn about different aspects of content creation and learn to authentically express themselves creatively. The goal of media design is to promote opportunities for students to become creators and not just consumers of media. Media design is extended into after school opportunities through the AV Club and Yearbook.

- B.** Mr. Graham Groseclose, Principal of North Asheboro Middle School, shared that Balfour Baptist Church has been a long-time community partner with North Asheboro Middle School. This year, members of the church went above and beyond to donate school supplies and other items to support efforts to revitalize our Comet Store. Members of Balfour Baptist have also volunteered their time to work the Comet Store. In addition to supporting students, the church also provides treats and other supports to the North Asheboro Middle School staff.
- C.** Dr. Aaron Woody, Superintendent, recognized the 2022-2203 Principal of the Year, Ms. Lisa P. Hayes, Principal of Donna Lee Loflin Elementary School. Dr. Woody shared Ms. Hayes has been Principal at Donna Lee Loflin for five years and she has a deep passion for students and connects well with her staff. Dr. Woody stated he was proud to award this honor to Ms. Hayes.
- D.** Mr. Anthony Woodyard, Director of Technology & Innovation, shared Points of Pride highlighting the work and accomplishments of our staff and students, including:
- National Hispanic Heritage Month was September 15-October 15. Many of our schools provided recognition and hosted various events to honor our Hispanic community.
  - We celebrated School Lunch Week October 10-14. We appreciate Sodexo and our school cafeteria staff for their dedication and hard work to provide meals to our students each day.
  - October is also National Principals Month. Earlier this week, Ms. Etheridge delivered some sweet treats to each of them as a small token of appreciation for their work.
  - Ms. Lisa Hayes was recently selected by her peers as the Asheboro City Schools Principal of the Year. We are so proud of Ms. Hayes and this is a well-deserved honor.
  - We also recently honored our Teachers of the Year at the Teacher of the Year banquet on September 13. Congratulations to Ms. Heather Carr, our Asheboro City Schools Teacher of the Year, and all these amazing teachers.
  - We have resumed participation with in-person career fairs. Ms. Chandra Manning visited Boone where she connected with various teacher candidates while recruiting at Appalachian State. Ms. Manning also represented our district at the career fair at Winston Salem State University.
  - Family Engagement Nights at the schools provides time for teachers to connect with parents, and provide information about Paper tutoring, PowerSchool, our community partners, among many other things.
  - Asheboro City Board of Education and Dr. Woody attended the NCSBA Law Conference in Asheville last week. It was also a time to connect with the Board and refresh their knowledge of school law.
  - Several members of the Board served in the concession stand at a recent home football game.
  - Schools across the district have been celebrating Spirit Week, with activities such as South Asheboro Middle School's 60th day, 90s day, Croc days, among others.
  - We resumed our homecoming tradition of a bonfire on the practice field and hosted a lively game of powderpuff football. Activities were enjoyed by students and staff.
  - Ms. Angie Berrier, School Counselor at North Asheboro Middle School, was recently recognized by Modern Woodmen as a hometown hero for her work in the community.
  - Ms. Gina Delk was recognized as the NCAEOP District 7 Lula M. Burrell Educational Office Professional of the Year.
  - Ms. Laura Holland, Media Specialist at Asheboro High School, and Ms. Kathy Malpass, Media

Specialist at Charles W. McCrary Elementary, presented concurrent sessions at the NCSLMA conference in Winston Salem on October 6.

- The Career & Technical Education (CTE) staff and students have been very busy this year. The Health Occupations Student Organization (HOSA) has resumed activities put on hold by Covid and four FFA members are attending the national convention in November.
- Recently we had the opportunity to showcase current and potential innovative projects to three Apple executives. During their time in Asheboro, the Apple executives visited our Zoo School and met with our Curriculum and Instruction leadership. We look forward to developing a stronger partnership with Apple.
- Over the course of the last month, our executive team met with each school administrative team. School teams shared three focus areas for improvement resulting in many productive discussions. These meetings will be scheduled quarterly to measure progress.
- The statewide initiative, Portrait of a Graduate, has been finalized by NCDPI. The design team included board members Linda Cranford and Gwen Williams, along with approximately 20 staff, students, community members, business representatives, and parents from Asheboro City Schools.
- We continue to see greater usage of the Paper tutoring platform. Paper has also added review of college applications and resumes for our juniors and seniors.

### **Superintendent's Report**

Dr. Aaron Woody, Superintendent, shared the following:

- The district celebrates Principal Appreciation Month this month. We showed appreciation for our esteemed principals this week with lunch at our principals meeting, a box of sweet treats from Nannie Mae's Bakery, and a card from our executive team. We could not be more proud and grateful for the leadership of our team.
- Students Salem Lee, Morgan Coward, and Addison Allen all made regional runners-up in golf and will participate in the state golf tournament next week.
- Soccer has continued to have a stellar season with the hopes of a strong seed in the regional and state tournament.
- Dr. Woody attended the NCSBA Fall Law Conference with many Board members last week in Asheville, NC. There were several updates on school policies and legal precedents throughout the nation and our state.
- Ms. Gwen Williams represented Asheboro City Schools at the North Carolina Caucus of Black School Board Members two weeks ago. We are very proud to have her representing our district in that leadership venue.
- Dr. Woody had the opportunity to represent our district two weeks ago (October 4) at a meeting of the Realtor's Association of High Point, Greensboro, and Randolph counties. He had the privilege of sharing a few of the Asheboro City Schools' innovative programs and visions for moving forward with our construction project, technology, and strategic plan.
- We continue to refine our Strategic Plan and we have a draft brochure prepared. We seek to distribute this after the first of the year with community meetings and updates to our families and advisory groups. The plan captures our vision and planning as well as pictures and quotes of our students and organizational goals.
- For the last several weeks the executive cabinet team has visited each school in our district and held data meetings to discuss continuous improvement plans, as well as goals and strategies to address learning gaps, discipline challenges, and data that helps our schools continue to better serve students.

- Each school held family and community parent nights over the last several weeks. These events have been well attended and have continued to lift up the work of our teachers, principals, and staff as well as enhance the enthusiasm.
- The Asheboro High School construction project continues to move forward with a projected date of December for obtaining the certificate of occupancy.
- Dr. Woody had the chance to visit with Board member, Philip Cheek, yesterday. Mr. Cheek advised that his treatments were successful, and he was feeling well.

Dr. Woody concluded by saying that he could not be more pleased with the district's progress this first nine weeks of school.

#### **Public Comments**

There were no public comments.

#### **Consent Agenda**

Upon motion by Gwen Williams and seconded by Ryan Patton, the following items were unanimously approved by the board:

- A.** Approval of Minutes for the September 8, 2022, Board of Education Meeting.
- B.** Personnel (Personnel List Below)
- C.** Randolph Community College Career Coach Grant Renewal
- D.** Overnight Field Trip for Asheboro High School – National FFA Convention in Indianapolis, IN
- E.** Extension of Recruitment Bonus

### **Asheboro City Schools Personnel Transactions October 20, 2022**

#### **\*A. RESIGNATIONS/RETIREMENTS/SEPARATIONS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Chavez	Nicasio	BAL	Custodian	10/31/2022
Cheek	Brenda	CO	Bus Monitor	9/23/2022
Cox	Isaac	CO	Computer Technician	10/3/2022
Hailey	Alexis "Lee"	AHS	Exceptional Children	9/19/2022
Lardiere	Danielle	CWM	4th Grade	9/12/2022
Reynosa	Rosa	BAL	4th Grade	11/10/2022
Teague	Thomas	CO	Bus Driver	9/16/2022

#### **\*B. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Allmon	Terry	SAMS	Exceptional Children (part-time)	9/29/22-6/9/23
Collins	Latonya	CO	Bus Monitor	10/3/2022
Harris	Victoria	CO	Bus Monitor	10/3/2022
Kenan	Kimberly	CO	Speech Language Pathologist	11/14/2022
LaClair	Jennifer	AHS	Lead EC Teacher/Homebound Coordinator	11/3/2022
Nichols	Nancy	CO	Bus Driver	9/23/2022
Pagan	Nemesis	CO	Bus Monitor	9/19/2022

Pearson	Jordan	CO	Bus Monitor	10/3/2022
Sandoval	Ruth	CWM	English as a Second Language/Interventionist	9/19/2022
Smith	Tracey	GBT	Kindergarten Interventionist (part-time)	10/5/22-6/9/23

**\*C. LEAVES OF ABSENCE**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Tinnin	Jessica	AHS	Instructional Assistant/LTIP	8/18 - 10/14/2022^

**D. TRANSFERS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Beck	Ilena	BAL to CWM	Kindergarten	9/23/2022

^end date changed for original request approved at the 9/8/22 board meeting

**Asheboro City Schools  
Personnel Addendum  
October 20, 2022**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Creed	Stacy	DLL	4th Grade	11/22/2022
Gonzalez	Shandra	GBT	Instructional Assistant	10/28/2022
Sanchez	Elva	GBT	Instructional Assistant/Exceptional Children	10/28/2022

**\*B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Auman	Robert	SAMS	Instructional Assistant/Exceptional Children	10/17/2022
Escobar	Aileen	SAMS	Instructional Assistant/Exceptional Children	10/24/2022
Fisher	Danielle	CO	School Nurse	11/1/2022
Gentry	Donna	CO	Clerical Support (temporary/part-time)	10/3 - 11/19/2022
Hobson	Donna	LP		
Miranda	Obed	AHS	Interventionist (part-time)	10/3/22-5/24/23
Quigley	Caroline	LP	School Secretary	10/24/2022
			Interventionist (part-time)	10/3/22-5/24/23

**D. TRANSFERS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Berry	Eric	NAMS	Custodian to Head Custodian	11/1/2022



### **Information and Reports**

- A. Ms. Carla Freemyer, Executive Director of Human Resources shared the following Policies for Review:
- Policy 3420 – Student Promotion and Accountability
  - Policy 4130 – Discretionary School Assignment
  - Policy 4150 – School Assignment
  - Policy 9400 – Sale, Disposal, and Lease of Board-Owned Real Property
- B. Ms. Sandra Spivey Ayers, Finance Officer, shared an update on the Asheboro High School renovations. Ms. Spivey Ayers stated that the contractors are working day and night to have substantial completion of construction by December. Ms. Spivey Ayers gave a brief update on the work completed over the last 30 days and what will happen in the next 30 days. Ms. Spivey Ayers also shared that Balfour Elementary has a new swing set, South Asheboro Middle School has new scoreboard, and Donna Lee Loflin Elementary has new outside locks and handicap ramps.
- C. Dr. Wendy Rich, Assistant Superintendent of Curriculum & Instruction, shared the Central Office Administrative Leadership Team drafted a district Continuous Improvement Plan (CIP) and each school drafted a Continuous Improvement Plan (CIP). 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 November board meeting. After the board's approval, the Continuous Improvement Plans (CIP) must be submitted to NCDPI by the December deadline. Dr. Rich stated that she would share the district CIP and each principal would share their school's CIP. She explained that each principal would share a video highlighting the top three goals and actions steps to meet those goals. Following the video, the principal would answer questions.

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

- Asheboro City School District – Dr. Wendy Rich, Assistant Superintendent of Curriculum & Instruction
- Early Childhood Development Center – Ms. Holly White, Coordinator
- 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
- North Asheboro Middle School – Mr. Graham Groseclose, Principal
- South Asheboro Middle School – Ms. Julie Brady, Principal
- Asheboro High School – Dr. Ryan Moody, Principal

### **Action Items:**

- A. Ms. Sandra Spivey Ayers, Finance Director, requested approval of granting a utility easement to Moses H. Cone Memorial Hospital. The easement will cross over a section of the North Asheboro Middle School property. Upon motion by Vice-Chairman Baxter Hammer and seconded by Linda Cranford, the request was unanimously approved as presented.

### **Board Operations:**

- A. Chairman Smith reviewed upcoming events.
- B. The Board shared information from the NCSBA Fall Law Conference. The board learned about updated school policies and law updates.

The next regularly scheduled Board meeting will be on November 10, 2022, at 7:30 p.m. in the North Asheboro Middle School Theater.

**Adjournment:**

There being no further business and upon motion by Gidget Kidd and seconded by Gus Agudelo, the board unanimously approved to adjourn at 9:48 p.m.

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Chairman

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Secretary

# Policies For Approval

**A. PURPOSE**

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

**B. STUDENT PROMOTION STANDARDS**

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

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

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

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

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

- a. K-5 Portfolio, including writing samples
- b. K-2 math benchmark assessments
- c. Demonstration of the current state grade level instructional standards
- d. Teacher observation and recommendation
- e. Reading 3D Diagnostic Data

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

2. Grades 3-5

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

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

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

3. Grades 6-8

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



- a. Standardized test scores from the North Carolina End-of-Grade tests
- b. Pass five courses: one of which must be language arts, one of which must be mathematics, one of which must be science or social studies
- c. Grades
- d. Student work portfolios, including writing samples
- e. Benchmark assessments
- f. Teacher observation and recommendation

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

4. Grades 6-8 End of Course and End of Grade Assessments

The End of Course (EOC) and End of Grade (EOG) Assessments results shall count as twenty percent (20%) of a student's final grade in each middle school course for which such a test is administered. However, the results of such assessments will not factor into a student's final grade in a course during the initial implementation year of a new assessment for that course where scores are not immediately available due to standard setting. Middle school students requiring multiple final assessments, within a single subject, should have the assessments averaged for the final exam score. This requirement does not apply for students assessed on the Extended Content Standards or English Learner students in their first year in the United States.

5. High School End of Course Exams and Assessments

The End of Course (EOC) assessment and vocational post assessment results shall count as twenty percent (20%) of a student's final grade in each high school course for which such a test is administered. However, the results of such assessments will not factor into a student's final grade in a course during the initial implementation year of a new assessment for that course where scores are

not immediately available due to standard setting. This applies to the English, Mathematics, and Science End-of-Course assessments. (State Board of Education Policy TEST-003, -011, -016) All other high school courses are also required to administer a final exam that shall count as twenty percent (20%) of a student's final grade. This requirement does not apply for students following the Future Ready Occupational Course of Study or English Learner students in their first year in the United States

6. Diploma Standards

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

**D. INTERVENTION FOR STUDENTS UNLIKELY TO MEET PROMOTION STANDARDS**

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

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

1. Intervention Plans

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

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

2. Intervention Strategies

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

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

**E. REVIEW OF STUDENT PROMOTION STANDARDS**

1. Previous retentions

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

2. Review Process

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

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

1. Student work samples;
2. Other assessment data;



3. Information supplied by parents;
4. For student with disabilities, information that is included in the individualized education program; and
5. Other information that verifies that a student is at grade level or, is making adequate progress to meet grade level requirements.

Light's Retention Scale should be considered for deciding whether or not a student should be retained.

**F. APPEALS OF PROMOTION DECISIONS****1. Appeal to the Superintendent**

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

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

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

**2. Appeal to the Board of Education**

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

**G. READING CAMPS**

The board will provide reading camp opportunities as required by law at no fee for students who have not yet demonstrated reading proficiency on a third grade level at the end of third grade and for first and second grade students whose demonstrated reading comprehension is below grade level. The superintendent or designee shall encourage parents of eligible students to enroll their students in a reading camp. To the extent resources permit, the board may offer fee-based reading camp opportunities to students who have successfully demonstrated reading proficiency appropriate for a third

grade student and to first and second grade students who have demonstrated appropriate developmental abilities in reading comprehension. Annually, the board may establish criteria for priority enrollment in its fee-based reading camps and may set the attendance fee at an amount not to exceed the statutory limit. If offered, the superintendent or designee shall notify interested parents of the application procedure for the fee-based reading camps.

#### **H. PROMOTION AND ACCOUNTABILITY STANDARDS FOR STUDENTS WITH DISABILITIES**

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

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

#### **I. PROMOTION AND ACCOUNTABILITY STANDARDS FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY**

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

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

#### **J. CREDIT BY DEMONSTRATED MASTERY**

The superintendent, or designee, shall provide opportunities for students in grades 9 through 12 to earn course credit by demonstrating mastery of course material without first completing the regular period of classroom instruction in the course. Students in grades 6 through 8 may earn credit by demonstrated mastery for high school courses offered in middle school. To earn credit by demonstrated mastery, students must demonstrate a deep understanding of the content standards and application of knowledge through a multi-phase assessment, in accordance with standards established by the State Board of Education and any additional standards established by the superintendent.

#### **K. CREDIT RECOVERY**



Students who fail a high school course may retake parts of the course through credit recovery to earn credit for the course. Credit recovery delivers a subset of the blueprint of the original course in order to specifically address deficiencies in a student's mastery of the course and target specific components of a course necessary for completion. A pre-assessment of the student's understanding of the course material will be administered at the beginning of the course and the credit recovery will be tailored to meet the needs of the individual student. The length of a credit recovery course is dictated by the skills and knowledge the student needs to recover and not a fixed length of seat time.

Any EOC exam associated with the credit recovery course will be administered no later than 30 days upon completion of the credit recovery course. The credit recovery will be graded as pass or fail and will not impact the student's grade point average. The original grade for the course will remain on the student's transcript.

The superintendent shall develop procedures addressing the implementation of credit recovery opportunities across the school system.

#### **L. REPEATING A COURSE FOR CREDIT**

##### **1. Repeating a Previously Failed Course**

As provided in State Board of Education policy CCRE-001, high school students who fail a course for credit may repeat that course. To take advantage of this option, the student must repeat the entire course. When a student initially fails a high school course and successfully repeats the course for credit, the new course grade will replace the original failing grade for the course on the student's transcript and in calculations of the student's GPA, class rank, and honor roll eligibility. The superintendent may develop procedures for students to indicate their intent to repeat a course for credit under this paragraph and may establish any other rules as necessary and consistent with State Board policy.

##### **2. Repeating a Course for which Credit was Earned (Grade Replacement)**

The board recognizes that high school students may need to repeat a course for which they have earned credit in order to increase their understanding of the course content, to improve skill mastery, or to meet postsecondary goals. Students may repeat a course for which they have previously earned credit, subject to the following preconditions and any other reasonable rules established by the superintendent:

- a. the student must make a written request to repeat the course;



- b. the principal or designee must approve the request;
- c. there must be space available after seats have been assigned to students who are taking the course for the first time or repeating a previously failed course;
- d. the course to be repeated must be a duplicate of the original class and course number and must be taken during the regular school day at a high school in this school system or through the North Carolina Virtual Public School;
- e. upon completion of the repeated course, the higher course grade, current or original mark, will be used on the student's transcript and in calculations of the student's GPA, class rank, and honor roll eligibility;
- f. credit towards graduation for the repeated course will be given only once;
- g. a course may be repeated only one time; and
- h. students may repeat a maximum of four previously passed courses during their high school careers.

The superintendent shall require notice to students and parents of these preconditions and of any other relevant information deemed advisable by the superintendent.

#### **M. ACCELERATION**

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

#### **N. REPORTING REQUIREMENTS**

1. Superintendent's Report to the Board

At least on an annual basis, the superintendent shall provide the board with the following information for each school:

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

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

3. Publication on the School System Website

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

## **O. RESOURCES**

Consistent with the objective of improving student performance, the board will provide schools with maximum flexibility in the allocation of state funds. School personnel are expected to budget financial resources in a manner that will meet the standards established in this policy. The board will consider requests to transfer funds from other funding allotment categories to intervention strategies as part of the school improvement plan submitted by school officials. All funds will be used in a fiscally sound manner in accordance with policy 8300, Fiscal Management Standards.

## **P. NOTIFICATION TO PARENTS**

The superintendent or designee shall provide information regarding promotion



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

The teacher of a student who does not meet promotion standards must notify the student's parents that the student has failed to meet the standards for progression to the next level of study and must provide the parents with information concerning retesting, intervention, review and appeal opportunities. When a student is to be retained, the principal shall provide the student's parents written notice of the retention and, if the student will be retained in accordance with G.S. 115C-83.7(a) for failure to demonstrate reading proficiency, (1) written notice of the reason the student is not eligible for a good cause exemption as provided in G.S. 115C-83.7(b) and (2) a description of proposed reading interventions that will be provided to the student to remediate identified areas of reading deficiency. Teachers shall provide parents of students retained under G.S. 115C-83.7(a) at least monthly written reports on student progress toward reading proficiency. The evaluation of a student's progress will be based upon the student's classroom work, observations, tests, assessments and other relevant information.

#### **Q. CHILDREN OF MILITARY FAMILIES**

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

Legal References: G.S. 115C-36, -45(c), -47, -81, -83.2, -83.3, -83.6, -83.7, -83.8, -83.9, 83.10, -83.11, -105.21, -174.11, -288(a), -407.5; State Board of Education Policy CCRE-001, KNEC-002, KNEC-003

Cross References: Student and Parent Grievance Procedure (policy 1740/4010), Goals and Objectives of the Educational Program (policy 3000), Dual Enrollment (policy 3101), Students At-Risk of Academic Failure (policy 3405), School Improvement Plan (policy 3430), Graduation Requirements (policy 3460), Extracurricular Activities and Student Organizations (policy 3620),



Children of Military Families (policy 4050), Assignment to Classes (policy 4155), Fiscal Management Standards (policy 8300)

Other Resources: *Guidelines for Testing Students Identified as English Learners*, (N.C.

Department of Public Instruction) available at

<http://www.dpi.state.nc.us/docs/accountability/policyoperations/lep/testinglep1314.pdf>; *North Carolina Read to Achieve: A Guide to Implementing House Bill 950/S.L. 2012-143 Section 7A*

(N.C. Department of Public Instruction), available at

<http://www.dpi.state.nc.us/docs/k-3literacy/resources/guidebook.pdf>

Adopted: August 11, 2011

Revised: August 8, 2013, January 9, 2014, October 9, 2014, March 12, 2015, July 14, 2016, July 13, 2017, May 10, 2018, December 13, 2018, September 12, 2019, November 12, 2020

The Asheboro City Board of Education believes that in almost all cases the child should attend the school that serves his/her domicile. There are situations in which the superintendent or designee shall approve of an admission to the district from a different school system, release a student from the district to attend a different school system, or approve for a student to attend a school within the district other than the one the student is domiciled to attend. The superintendent or designee shall approve or deny requests for Discretionary School Assignment for students who do not meet the domicile or residence requirements outlined in policy 4120, Domicile or Residence Requirements. Applications from residents of the school system will be given consideration before others. Requests may be granted for up to one full school year. An application for Discretionary School Assignment must be submitted each subsequent school year in which Discretionary School Assignment is desired.

**A. CRITERIA FOR DISCRETIONARY SCHOOL ASSIGNMENT**

The parent, legal guardian, or legal custodian must make a written application to the office of the superintendent for Discretionary School Assignment. Such an application must be submitted by June 1. A decision will be made and notice mailed by June 30. In instances where there are extraordinary, compelling and specific circumstances that make the June 1 deadline impossible to comply with, the superintendent or designee may accept the application after June 1. In such cases, a decision will be made and notice mailed within 20 working days. A non-domiciled student may be admitted, at the discretion of the superintendent, or designee, under the following conditions.

1. One of the following criteria are met:

a. Employee of a Public School System

A student whose parent, legal guardian, or legal custodian is a permanent employee of the Asheboro City Schools may be admitted.

b. Change of Domicile

A student whose parent, legal guardian, or legal custodian plan to move within 90 days after the beginning of the school year may be assigned at the beginning of the school year to the school serving the student's new domicile. A student who changes his/her domicile during the course of the school year may be admitted to the school previously attended for the remainder of the school year. However, the student will be assigned according to the area in which they live at the beginning of the next school year. A student who changes his/her domicile during or after the completion of the 11<sup>th</sup> grade may be admitted for the 12<sup>th</sup> grade to the school serving his/her prior domicile.

c. Hardship

A student may be admitted because of undue hardship, or extraordinary, compelling, specific circumstances.

d. Special Curricular Needs

A student who is unable to obtain specially needed courses or programs in their regularly assigned school may be admitted to the Asheboro City Schools.

e. School Utilization

A student may be admitted when it would provide for the more orderly and efficient administration and operation of the schools in the district.

2. The superintendent or designee has determined that space is available in the school district and in the particular school or program in which the student seeks to enroll.
3. The student must demonstrate that he or she was in good standing in the previous school attended by that student, in terms of academics, discipline, attendance, and other measures of standing and progress in the school district. The student also must satisfy the requirements in policy 4115, Behavior Standards for Transfer Students.
4. With the initial application, the student must furnish a transcript and other student record data, including evidence of compliance with the North Carolina immunization requirements.
5. If the student is transferring from another school district in North Carolina, the student must submit a release approved by the board of education of the other school district from which the transfer is being made.
6. The student resides with his/her parent, legal guardian, or legal custodian.

**B. INTER-DISTRICT AGREEMENT**

In full compliance with North Carolina General Statutes 115C-366 and 366.1:

The Asheboro City Schools shall not accept a non-domiciliary student, who is not otherwise entitled to enroll, from another public school system in North Carolina unless



the student presents a release of assignment from the public school system in which he/she is domiciled. If the release is accepted by the superintendent, subject to the standards established in policy 4130, this release and acceptance shall serve as the agreement between the two school systems. The release and acceptance shall be filed in the office of the superintendent and shall serve as the official records of the board. A copy of the acceptance will be sent to the school system in which the student is domiciled in order to complete that district's official records of agreement between the two boards.

**C.     ATHLETICS**

Athletics or participation in athletics is not a lawful reason for admission, reassignment, or release.

**D.     CONDITIONS FOR ADMISSION**

Any admission granted pursuant to this policy will be for one school year and a written application for renewal must be made annually during the application period of March 1- June 1.

The superintendent may issue administrative regulations necessary for the implementation of this policy.

Non-domiciled students who are admitted based upon false or misleading information on their application will have their release voided and rescinded immediately.

Non-domiciled students who are admitted to Asheboro City Schools are responsible for their own transportation.

Non-domiciled students who are admitted to Asheboro City Schools must be in good standing in terms of academic performance, discipline, attendance, and other measures of good standing and progress in the school district. The student must also satisfy the requirements of policy 4115, Behavior Standards for Transfer Students.

**E.     APPEAL OF DISCRETIONARY SCHOOL ASSIGNMENT DECISIONS**

A decision of the superintendent's designee may be appealed to the superintendent. An appeal to the superintendent must be received in writing no later than five working days following receipt of the decision of the superintendent's designee. The superintendent will review the appeal and make a written determination within 30 days of receiving the appeal.

A final decision regarding Discretionary School Assignment may be appealed to the board of education. An appeal to the board of education must be received in writing no later than

## **DISCRETIONARY SCHOOL ASSIGNMENT**

*Policy Code:* **4130**

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five working days following receipt of the decision of the superintendent. The board or a panel of the board will hear the appeal. If a panel hears the appeal, the panel's recommendation will be submitted to the full board for a final determination. The board will make a written determination within 30 days of receiving the appeal.

Legal References: G.S. 7B art. 35; 35A, art. 6; 50-13.1 to 13.3; 115C-231, -364 to -366.1

Cross References: Student and Parent Grievance Procedure (policy 1740/4010), School Assignment (policy 4150), Behavior Standards for Transfer Students (policy 4115), Domicile or Residence Requirements (policy 4120) Adopted: June 11, 1998 to become effective July 1, 1998 Revised: April 12, 2001, November 10, 2005, February 12, 2009, March 8, 2018

Administrative Procedure: Yes

The Asheboro City Board of Education believes that in almost all cases the child should attend the school that serves his/her domicile. Exceptions to this will be made in limited circumstances within the criteria provided below and any administrative procedures established by the superintendent.

**A. ASSIGNMENT AREAS**

The superintendent shall recommend to the board school assignment areas for the schools in the district.

The assignment areas will be developed in accordance with applicable Legal Requirements, the need to serve all school-age children who live in the school district; and the effective use of each school facility. Assignments will be made in a non-discriminatory manner.

The superintendent shall review periodically the assignment areas and submit recommendations for revisions to the board when necessary.

**B. ASSIGNMENT OF STUDENTS**

The superintendent or designee shall assign students to particular schools in accordance with the following standards.

**1. Students Admitted Based on Domicile**

Except as otherwise provided in this policy, students admitted to the school system based on domicile will be assigned to the school of the appropriate grade span within the assignment area of the student's domicile (or residence location if the student is exempted from the domicile requirement, as described in policy 4120, Domicile or Residence Requirements).

**2. Students Accepted for Discretionary School Assignment**

Students who are accepted for discretionary school assignment under policy 4130, Discretionary School Assignment, will be assigned to a school that meets the best interest of the student and the orderly and efficient administration of the school system.

**3. Homeless Students and Students in Foster Care**



Notwithstanding any other provisions of this policy, the superintendent or designee shall (1) assign homeless students in a manner consistent with state and federal law and policy 4125, Homeless Students; and (2) assign students in foster care to their school of origin unless contrary to their best interest, as required by federal law and as feasible.

4. Students Participating in the Address Confidentiality Program

Students who are participating in or whose parent is participating in the North Carolina Address Confidentiality Program established by G.S. Chapter 15C will be assigned on the basis of their actual address, but such address will remain confidential in accordance with law and policy 4250/5075/7316, North Carolina Address Confidentiality Program.

5. Students with Disabilities

Students with disabilities receiving services under an Individualized Education Program (IEP) or Section 504 plan will be assigned to schools in accordance with this policy unless the superintendent or designee determines the student needs a different assignment to provide access to a program or service required under the IEP or Section 504 plan, as determined by the student's IEP or Section 504 team.

6. Administrative Assignment

The superintendent or designee may administratively assign a student to a school other than the one to which the student would otherwise be assigned under this policy when deemed in the best interest of the student and/or the effective administration of the schools, such as for reasons related to student safety, discipline, or programmatic issues, or when required by law.

7. Assignment to Alternative Program or School

Students will be assigned to an alternative education program or school in accordance with policy 3470/4305, Alternative Learning Programs/Schools.

Legal References: McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431 et seq.; Elementary and Secondary Education Act, 20 U.S.C. 6301 et seq.; *Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care*, U.S. Department of Education and U.S. Department of Health and Human Services (June 2016) and *Non-Regulatory Guidance on Education for Homeless Children and Youths Program*, U.S. Department of Education (July 2016), both available at <https://www2.ed.gov/policy/elsec/leg/essa/index.html>; *Unsafe School Choice Option Non-Regulatory Guidance*, U.S. Department of Education (May 2004), available at <https://www2.ed.gov/policy/elsec/guid/edpicks.jhtml?src=ln>; G.S. 15C-8; 115C-36, -366, -367, -369; State Board of Education Policy SSCH-006

Cross References: Alternative Learning Programs (policy 3470/4305), Domicile or Residence Requirements (policy 4120) Homeless Students (policy 4126), Discretionary School Assignment (policy 4130), North Carolina Address Confidentiality Program (policy 4250/5075/7316)  
Adopted: April 9, 1998 to become effective July 1, 1998  
Revised: April 12, 2001, November 10, 2005, March 12, 2009, June 14, 2012, April 11, 2013, July 13, 2017, March 10, 2022

Administrative Procedure:  
Yes

## **SALE, DISPOSAL AND LEASE OF BOARD-OWNED REAL PROPERTY**

*Policy Code:*

**9400**

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The board will consider the sale and disposal of board-owned real property, including land and buildings, as authorized by law. The board is guided in its decisions by its commitment to help students succeed by providing appropriate facilities and to use its resources in a fiscally and environmentally sound manner.

Any sale or disposal of real property, including school buildings, will be conducted in accordance with constitutional and statutory requirements. The superintendent should secure the services of consultants as necessary to conduct feasibility assessments and determine the fair market value. No building or land will be sold below the fair market value or exchanged for less than full and fair consideration, except as permitted by law. The board will afford the board of county commissioners the first opportunity to obtain any real property at the fair market price or a price negotiated between the two boards.

The board may when the board decides to lease board-owned real property to another entity in accordance with constitutional and statutory requirements. The board will lease available board-owned buildings and land to charter schools when required by law.

All contracts for the sale, disposal, or lease of real property must be consistent with G.S. 147, art. 6E and art. 6G.

Legal References: N.C. Const. art. IX, § 7; G.S. 115C-72, -218.35 -518, -521; 147 art. 6E, art. 6G; 160A, art. 12; *Boney v. Board of Trustees*, 229 N.C. 136 (1948)

Cross References: Planning to Address Facility Needs (policy 9000), Site Selection (policy 9010), Use and Selection of Architects, Engineers, Surveyors, and Construction Managers At Risk (policy 9110)

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

Revised: May 8, 2014, January 12, 2017, January 11, 2018



**Asheboro City Schools  
Personnel Transactions  
November 10, 2022**

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

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Davidson	Tammy	CO	Purchasing	2/28/2023
Wilson	Judy	CO	Custodian	2/28/2023

**\*B. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Covington	Keione	AHS	Non-Faculty Coach - Head Girl's JV Basketball	10/31/2022
Headen	Natasha	CO	Bus Monitor	11/7/2022
Huff	Susan	CO	Occupational Therapist (temporary; part-time)	10/28-12/2/2022

**C. TRANSFERS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Williams	Brian	SAMS to GBT	Instructional Assistant/EC	10/26/2022

**Asheboro City Schools  
Personnel ADDENDUM  
November 17, 2022**

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

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Butts	Julita	LP	Kindergarten	12/31/2022
Lambeth	Samantha	GBT	Kindergarten	12/31/2022
Sterling	Selena	GBT	Instructional Assistant/EC	12/19/2022

**\*B. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Arroyo	Lindsey	LP	Interventionist (part-time)	11/28/22-5/26/23
Nesta	Christopher	CO	Computer Technician	11/28/2022
Ornelas	Vince	DLL	4th Grade	11/18/2022
Rabon	Francia	SAMS	Instructional Assistant/EC	11/28/2022
Tester	Katelyn	CWM	Physical Education	1/3/2023

**C. TRANSFERS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Coble	Austin	BAL	After School Assistant to Instructional Assistant	11/14/2022

**ASHEBORO CITY SCHOOLS**  
**CERTIFIED APPOINTMENTS - ADDENDUM**  
**November 17, 2022**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Ornelas, Vince	Colorado Technical University B: Criminal Justice	Elementary, K-6

Mr. Ornelas is recommended as a fourth grade teacher for the 2022-2023 school year at Donna Lee Loflin Elementary School. Mr. Ornelas served in the Coast Guard for approximately ten years and started work with ESS this past year as an instructional assistant at Donna Lee Loflin Elementary School. Mr. Ornelas has a passion for working with children and wants to motivate them by making connections and understanding the concepts being taught. He has led successful intervention groups where data shows student growth at DLL. Please join me in welcoming Mr. Ornelas as he begins his new career as a teacher in Asheboro City Schools.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Tester, Katelyn	Appalachian State University B: Health and Physical Education	Physical Education, K-12

Ms. Katelyn Tester is recommended as a Physical Education teacher for the 2022-2023 school year at Charles W. McCrary Elementary School. Ms. Tester comes to us from the Boone area and will graduate from Appalachian State University on December 16, 2022. She is in the process of completing her student teacher experience at Hardin Park Elementary School in Boone. Ms. Tester is excited to begin her teaching career with us motivating students to build on their inner strengths and abilities. She looks forward to providing a stimulating learning environment that encourages students to take initiatives in their own education to realize their full potential. We are pleased to welcome Ms. Tester to Asheboro City Schools!



## **AHS 2022 / 2023 New Course Request, Spring Semester 2023**

**Course Title: Theatre Arts (Beginning)**

**Credit: 1**

**Grade: 9-12**

**GPA Weight: Standard Level**

**Prerequisites: None**

Description: Beginning Theatre Arts explores an introduction to the theatre with general background knowledge in pantomime, voice production, acting, directing, and theatre history. Gain actual acting experience.

**Asheboro City Schools**  
**Budget Transfer Report**  
**Information Only**  
**2021-2022**

<b>Fiscal Period</b>	<b>Fund</b>	<b>Purpose</b>	<b>Description</b>	<b>Sum of Amount</b>
6	2	5100	Regular Instructional Services	\$ (16,300.00)
	2	5400	School Leadership Services	\$ 16,300.00
<hr/>				
8	1	5200	Alternative Programs and Services	\$ (2,240.00)
	1	5800	School-Based Support Services	\$ 2,240.00
<hr/>				
	3	5100	Regular Instructional Services	\$ (9,554.14)
	3	5300	Alternative Programs and Services	\$ 7,737.14
	3	6100	Support and Development Services	\$ 1,112.00
	3	6200	Special Population Support and Development Services	\$ 638.40
	3	6500	Operational Support Services	\$ 66.60
<hr/>				
10	3	5100	Regular Instructional Services	\$ (61,470.84)
	3	5200	Special Population Services	\$ (5,623.23)
	3	5300	Alternative Programs and Services	\$ 31,623.21
	3	5800	School-Based Support Services	\$ 77,331.89
	3	6200	Special Population Support and Development Services	\$ (30,494.81)
	3	6500	Operational Support Services	\$ (9,554.46)
	3	8100	Payments to Other Governmental Units	\$ 2,878.15
	3	8200	Unbudgeted Funds	\$ (4,689.91)
<hr/>				
11	1	5100	Regular Instructional Services	\$ 742,945.00
	1	5200	Special Population Services	\$ (20,080.00)
	1	5300	Alternative Programs and Services	\$ (239,002.00)
	1	5400	School Leadership Services	\$ (12,933.00)
	1	5800	School-Based Support Services	\$ (158,128.00)
	1	6100	Support and Development Services	\$ (312,802.00)
	3	5100	Regular Instructional Services	\$ (77,531.13)
	3	5200	Special Population Services	\$ 25,836.00
	3	5300	Alternative Programs and Services	\$ 25,836.00
	3	5800	School-Based Support Services	\$ 25,836.00
	3	8200	Unbudgeted Funds	\$ 23.13
<hr/>				

**Asheboro City Schools**  
**Budget Transfer Report**  
**Information Only**  
**2021-2022**

<b>Fiscal</b>				
<b>Period</b>	<b>Fund</b>	<b>Purpose</b>	<b>Description</b>	<b>Sum of Amount</b>
12	1	5100	Regular Instructional Services	\$ (955,336.74)
	1	5200	Special Population Services	\$ (218,172.05)
	1	5300	Alternative Programs and Services	\$ (27,960.51)
	1	5400	School Leadership Services	\$ 335,895.96
	1	5800	School-Based Support Services	\$ 536,869.38
	1	6100	Support and Development Services	\$ 122,991.18
	1	6200	Special Population Support and Development Services	\$ 2,691.25
	1	6300	Alternative Programs and Services Support	\$ (4,088.31)
	1	6400	Technology Support Services	\$ (53,822.17)
	1	6500	Operational Support Services	\$ (407,586.21)
	1	6600	Financial and Human Resource Services	\$ 311,562.27
	1	6700	Accountability Services	\$ 68,165.53
	1	6800	System-wide Pupil Support Services	\$ 95,450.70
	1	6900	Policy, Leadership and Public Relations Services	\$ 190,110.22
	1	7200	Nutrition Services	\$ 3,229.50
	3	5100	Regular Instructional Services	\$ 100,187.83
	3	5200	Special Population Services	\$ 15,245.90
	3	5300	Alternative Programs and Services	\$ (223,006.05)
	3	5400	School Leadership Services	\$ (12,315.16)
	3	5800	School-Based Support Services	\$ (16,654.08)
	3	6100	Support and Development Services	\$ (136,691.48)
	3	6200	Special Population Support and Development Services	\$ 2,309.03
	3	6400	Technology Support Services	\$ (66,248.70)
	3	6500	Operational Support Services	\$ (13,172.10)
	3	6600	Financial and Human Resource Services	\$ 107.65
	3	6800	System-wide Pupil Support Services	\$ 1,076.50
	3	7200	Nutrition Services	\$ (37,115.00)
	3	8100	Payments to Other Governmental Units	\$ 386,396.77
	3	8200	Unbudgeted Funds	\$ (121.11)
	8	4400	Local Sources - Unrestricted	\$ 415,000.00
	8	4800	Local Sources - Restricted	\$ (415,000.00)



**Asheboro City Schools**  
**Budget Transfer Report**  
**Information Only**  
**2021-2022**

<b>Fiscal</b>				
<b>Period</b>	<b>Fund</b>	<b>Purpose</b>	<b>Description</b>	<b>Sum of Amount</b>
13	2	5100	Regular Instructional Services	\$ 96,550.85
	2	5200	Special Population Services	\$ (240,000.00)
	2	5300	Alternative Programs and Services	\$ 185,000.00
	2	5400	School Leadership Services	\$ (70,000.00)
	2	6200	Special Population Support and Development Services	\$ (4,550.85)
	2	6400	Technology Support Services	\$ 60,000.00
	2	6500	Operational Support Services	\$ 40,000.00
	2	6900	Policy, Leadership and Public Relations Services	\$ (70,000.00)
	2	7200	Nutrition Services	\$ 3,000.00
	8	3200	State Revenue - Other Funds	\$ (1,416.93)
	8	3700	Federal Revenue - Other Funds	\$ (142,356.36)
	8	3800	Other Restricted Grants	\$ 12,219.69
	8	4200	Local Sources - Tuition and Fees	\$ 25,337.50
	8	4400	Local Sources - Unrestricted	\$ (7,024.18)
	8	4800	Local Sources - Restricted	\$ 113,240.28
	8	5100	Regular Instructional Services	\$ (43,219.69)
	3	5200	Special Population Services	\$ 249,161.58
	3	5300	Alternative Programs and Services	\$ (23,076.83)
	3	5800	School-Based Support Services	\$ (106,147.59)
	3	6200	Special Population Support and Development Services	\$ 28,081.70
	3	6400	Technology Support Services	\$ 7,024.18
	3	6500	Operational Support Services	\$ (111,823.35)

# Policies For Review

School attendance and class participation are an integral part of academic achievement and the teaching-learning process. Regular attendance develops patterns of behavior essential to professional and personal success in life. Regular attendance by every student is mandatory: The State of North Carolina requires that every child in the State between the ages of seven (or younger if enrolled) and 16 years attend school.

Parents or legal guardians have the responsibility for ensuring that students attend and remain at school daily. School administrators shall communicate attendance expectations to parents and guardians and work with students and their families to overcome barriers to attendance.

**A. ATTENDANCE RECORDS**

School officials will keep an accurate record of attendance, including accurate attendance records in each class. Students will be considered in attendance if present at least half of the instructional day on-site in the school or at a place other than the school attending an authorized school-related activity.

To be in attendance during remote instruction days (with the exception of the initial enrollment day), students must:

- (1) complete their daily assignments, either online or offline; and/or
- (2) have a daily check-in through two-way communication with
  - (a) the homeroom teacher for grades K-5; or
  - (b) each course teacher, as scheduled, for all other grade levels.

School officials shall communicate the attendance procedures to students and their families before the first day remote instruction begins.

**B. LATE ARRIVALS AND EARLY DEPARTURES**

Students are expected to be at school on time and to remain at school until dismissed. During the school day, students are expected to be present at the scheduled starting time for each class and to remain until the class ends.

When a student must be late to school or leave school early, a written excuse signed by a parent or guardian should be presented upon the student's arrival at school. Tardies or early departures may be excused for any of the reasons listed below in Section C.

Any disciplinary consequences for unexcused tardiness or unexcused early departures from school or class will be consistent with Section D of policy 4300, Student Behavior Policies. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for such offenses. Consequences may not exceed a short-term suspension of two days.

**C. EXCUSED ABSENCES**

When a student must miss school, a written excuse signed by a parent or guardian must be presented to the teacher or principal designee within 2 days after returning from an absence. A parent or guardian may submit a detailed message through the SchoolStatus communication platform within 2 days in lieu of a written excuse. Absences due to extended illness may also require a statement from a health care practitioner. An absence may be excused for any of the following reasons:

1. personal illness or injury that makes the student physically unable to attend school;
2. isolation ordered by the local health officer or by the State Board of Health;
3. death in the immediate family;
4. medical or dental appointment;
5. attendance at the proceedings of a court or administrative tribunal in which the student is party to the action or under subpoena as a witness;
6. observance of an event required or suggested by the religion of the students or the student's parent(s);
7. participation in a valid educational opportunity, such as travel or service as a legislative or Governor's page, with prior approval from the principal;
8. pregnancy and related conditions or parenting, when medically necessary;
9. a minimum of two days each academic year for visitation with the student's parent or legal guardian if the student is not identified as at risk of academic failure because of unexcused absences and the student's parent or legal guardian (a) is an active duty member of the uniformed services as defined by policy 4050, Children of Military Families, and (b) has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting.



Extended illnesses generally require a statement from a physician. Once a student has accumulated more than 15 absences in a school year (or more than five consecutive absences), a doctor's note, or other documentation approved by the principal, will be needed to excuse further absences. This standard does not apply to medically fragile students as defined in the North Carolina School Attendance and Student Accounting Manual and approved by the principal.

**D. SCHOOL-RELATED ACTIVITIES**

While recognizing the importance of classroom learning, the board also acknowledges that out-of-classroom, school-related activities can provide students with valuable experiences not available in the classroom setting. The following school-related activities will not be counted as absences from either class or school:

1. field trips sponsored by the school;
2. job shadows and other work-based learning opportunities, as described in G.S.115C-47(34a);
3. school-initiated and scheduled activities;
4. athletic events requiring early dismissal from school;
5. Career and Technical Education student organization activities approved in advance by the principal.

In addition, students participating in disciplinary techniques categorized as in-school suspensions will not be counted as absent.

**E. MAKEUP WORK**

In the case of excused absences, short-term out-of-school suspensions, and absences under G.S. 130A-440 (for failure to submit a school health assessment form within 30 days of entering school), the student will be permitted to make up his or her missed work. (See also policies 4110, Immunization and Health Requirements for School Admission, and 4351, Short-Term Suspension.) Assignments missed due to participation in school-related activities also are eligible for makeup by the student. The teacher shall determine when work is to be made up. The student is responsible for finding out what assignments are due and completing them within the specified time period.

**F. UNEXCUSED ABSENCES**

The principal will notify parents and take all other steps required by G.S. 115C-378 for excessive, unexcused absences.

Any school disciplinary consequences for unexcused absences will be consistent with Section D of policy 4300, Student Behavior Policies. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for such offenses. Consequences may not exceed a short-term suspension of two days.

**G. CHRONIC ABSENTEEISM**

Because class attendance and participation are critical elements of the educational process, any absences, whether excused or unexcused, can have a negative impact on a student's academic achievement. Regular attendance must be prioritized within each school and encouraged throughout the community. School administrators shall monitor and analyze attendance data to develop and implement strategies for reducing chronic absenteeism. Such strategies should involve engaging students and parents, recognizing good and improved attendance, providing early outreach to families of students missing school, and identifying and addressing barriers to attendance.

If a student is absent from school for five or more days in a semester, the principal or a committee established by the principal shall consider whether the student's grades should be reduced because of the absences. The principal or committee shall review other measures of academic achievement, the circumstances of the absences, the number of absences, and the extent to which the student completed missed work. A committee may recommend to the principal and the principal may make any of the following determinations:

1. the student will not receive a passing grade for the semester;
2. the student's grade will be reduced;
3. the student will receive the grade otherwise earned; or
4. the student will be given additional time to complete the missed work before a determination of the appropriate grade is made.

**H. SPECIAL CIRCUMSTANCES**

1. Students with Chronic Health Problems

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No penalties will be imposed for absences due to documented chronic health problems

2. Students Experiencing Homelessness

For students experiencing homelessness (see board policy 4125, Homeless Students), school officials must consider issues related to the student's homelessness, such as a change of caregivers or nighttime residence, before taking disciplinary action or imposing other barriers to school attendance based on excessive absences or tardies.

3. Attendance Requirements for Extracurricular Activities

Absences may impact eligibility for participation in extracurricular activities. Principals shall inform students and parents of the applicable attendance standards for the various types of extracurricular activities, including interscholastic athletics. Also see policy 3620, Extracurricular Activities and Student Organizations.

Legal References: McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431, et seq.; G.S. 115C-47, -84.2, -288(a), -375.5, -378 to -383, -390.2(d), -390.2(l), -390.5, -407.5; 130A-440; 16 N.C.A.C. 6E .0102, .0103, .0106; State Board of Education Policies ATND-000, -003

Cross References: Extracurricular Activities and Student Organizations (policy 3620), Education for Pregnant and Parenting Students (policy 4023), Children of Military Families (policy 4050), Immunization and Health Requirements for School Admission (policy 4110), Homeless Students (policy 4125), Student Behavior Policies (policy 4300), Short-Term Suspension (policy 4351)

Other Resources: NC DPI Multi-Tiered System of Support Implementation Guide, available at <https://www.livebinders.com/play/play/2052295?tabid=180c26e7-0236-1ff0-3f53-291910458e28#anchor>

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

Revised: April 10, 2008, May 14, 2009, September 10, 2009, November 10, 2011, June 13, 2013, July 9, 2015, July 14, 2016, September 14, 2017, August 16, 2018, February 14, 2019, January 9, 2020, January 14, 2021, July 15, 2021, March 10, 2022



## **ESSER Funds Update**

Dr. Wendy Rich, Assistant Superintendent of  
Curriculum & Instruction

Sandra Spivey Ayers, Finance Officer  
November 17, 2022





# COVID Funds Update

- State Funds – COVID-19 Supplemental Funds
  - Total Funds Received = \$178,446
  - Funds Remaining = \$0 (expired 6/30/2020)
  - Used to support COVID 19 cleaning protocols during Spring 2020 including staff, equipment and supplies



# COVID Funds Update

- CRF Funds - Cares Act Coronavirus Relief Funds (PRC 121, 123, 124, 125, 126, 128, 132, 134, 135, 138)
  - Total Funds Received = \$1,189,726
  - Funds Remaining = \$0 (expired 12/31/2021)
  - Technology purchases for 1:1 initiative – student devices, summer learning camps 2020, instructional materials to support remote instruction, online textbook subscriptions, custodian and bus driver pay, School Nutrition expenses, WIFI access, Additional support for Exceptional Children students



# COVID Funds Update

- ARP – American Rescue Plan – State Federal Reserve Fund – (PRC 141)
  - Total Funds Received = \$889,796
  - Funds Remaining = \$0 (expired 12/31/2021)
  - Bonuses for state-funded Public School Unit employees



# COVID Funds Update

- Cares Act - Elementary and Secondary School Emergency Relief Fund - ESSER I Funds (PRC 163)
  - Total Funds Received = \$1,158,358
  - Funds Remaining = \$0 (expired 9/30/2022)
  - Technology purchases for 1:1 initiative – student and teacher devices, hotspots for internet access, increased technology support, instructional materials, cleaning supplies and PPE, increased School Nutrition expenses





# COVID Funds Update

- Cares Act - ESSER I - State Reserve Funds (PRC 165, 166, 167)
  - Total Funds Received = \$66,920
  - Funds Remaining = \$0 (expired 9/30/2022)
  - I-Ready assessments, Interventionist and additional support for Exceptional Children



# COVID Funds Update

- Governor's Emergency Education Relief Fund - GEER Funds (PRC 169 and 170)
  - Total Funds Received = \$203,443
  - Funds Remaining = \$0 (expired 9/30/2022)
  - Additional Nurse, Counselor, Social Worker and Mental Health Support for Summer Camps, Occupational therapist, Interventionist



# COVID Funds Update

- Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) - Elementary and Secondary School Emergency Relief Fund - ESSER II Funds (PRC 171)
  - Total Funds Received = \$4,534,132
  - Funds Remaining = \$1,710,956 (expires 9/30/2023)
  - Summer Camps 2021 and 2022, student devices, outdoor learning – picnic tables, IT Technician, instructional supplies and support – I-Ready, Benchmark Advance, SpringBoard, Engage Schools Professional Development



# COVID Funds Update

- Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) - ESSER II - State Reserve Funds (PRC 173, 178)
  - Total Funds Received = \$56,341
  - Funds Remaining = \$36,867 (expires 9/30/2023)
  - I-Ready Reading Assessment for Summer Camp 2021





# COVID Funds Update

- Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) - ESSER II – (PRC 174, 176, 177)
  - Total Funds Received = \$224,846
  - Funds Remaining = \$129,290 (expires 9/30/2023)
  - School Nutrition retention bonus, summer bridge camps, and summer career accelerator camps



# COVID Funds Update

- American Rescue Plan Act (ARPA) - Elementary and Secondary School Emergency Relief Fund  
ESSER III Funds (PRC 181)

- Total Funds Received = \$10,178,917
- Funds Remaining = \$3,194,233 (expires 9/30/2024)
- Support unfinished learning – Interventionists and Paper online tutoring, Update HVAC systems, initiatives with new strategic plan, Retention and Recruitment Bonuses, carpet replacement, Executive Coaching, ARC Math Professional Development



# COVID Funds Update

- American Rescue Plan Act (ARPA) - Elementary and Secondary School Emergency Relief Fund - ESSER III Funds (PRC 183, 184, 185, 186, 188, 189, 191, 192, 193, 203)
  - Total Funds Received = \$983,726
  - Funds Remaining = \$472,540 (expires 9/30/2024)
  - Transportation costs, additional support for Exceptional Children, Gaggle Therapy contract, State COVID training bonus for instructional staff



# COVID Funds Summary as of 9/30/22

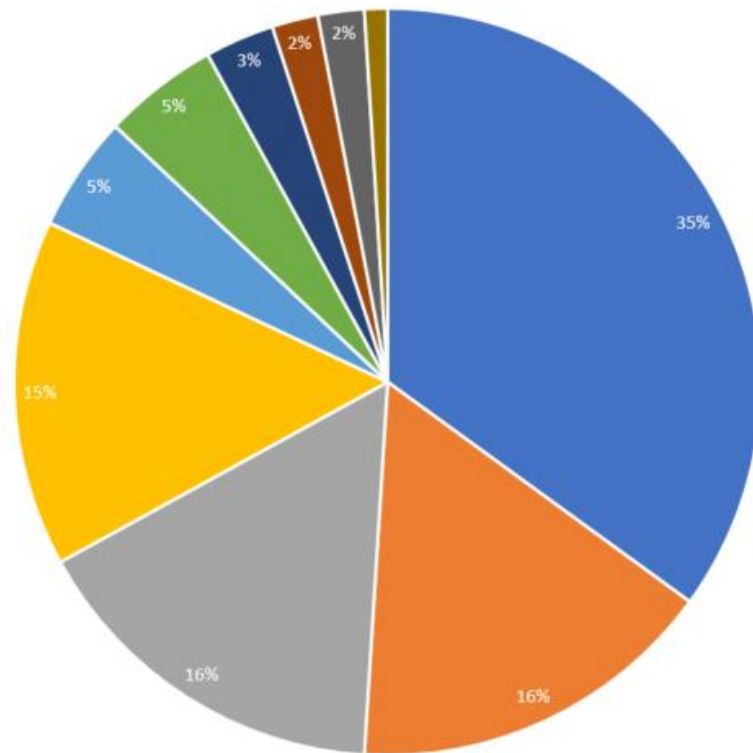
- Total Allocation = \$19,664,651
- Expenditures = \$11,338,191
- Encumbered = \$2,857,013
- Total Remaining = \$5,469,447 (27.8%)





# COVID Funds Summary as of 9/30/22

- Employee Bonuses
- Technology Devices & Support
- Classroom Instruction
- HVAC
- Summer Camp
- Indirect Costs
- COVID Protocols & PPE
- EC Student Support
- School Nutrition
- Busses



# COVID funds Monitoring Results

- DPI Monitoring – October 13, 2022
- Reviewed 18 PRCs
- Meets Requirements, Meets Requirements with Recommendations, and Findings
- Positive Feedback



# Questions



**GOAL 1:**

By the end of the 2022-23 academic school year, expectations for improved student learning will be clearly communicated and aligned to the 2022-2026 ACS Strategic Plan. Multiple data sources will be readily available and utilized at the district, school, and classroom levels.

**Student Success Indicators:**

- A.02** The superintendent models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices. (5623)
- D.02** The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels. (5626)

**Target date for Implementation: 06/09/2023**

**Definition of Successful Implementation:**

Asheboro City Schools' Superintendent will create a process of continuous improvement aligned to the district's four year strategic plan to promote and ensure excellent communication and commit to high expectations for all students. The superintendent will promote a culture of trust with principals as they establish district staff-to-school partnerships focused on meeting individual school needs.

The superintendent collaborates with the school boards so that board goals do not conflict with district goals and divert attention or key resources away from district goals. The superintendent spends significant time engaged in conversations with staff and community stakeholders and understands communication skills are essential for promoting the types of transformative changes that are needed for substantial school improvement. The district ensures that vision and goals reflect high expectations for ALL groups of students.

Teachers and administrators at the district, school, and classroom level will have access to key academic, behavioral, and social-emotional data points using the SchoolStatus platform. Administrators at the district and school-level will have access to instructional and coaching data using the KickUp platform. When this indicator is met, all stakeholders will have the necessary data in one place and use it to inform decisions to improve learning within the district.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
ACS will provide all students relevant, engaging instruction with clear learning goals.	Sarah Beth Robbins	05/31/2023
ACS will commit to working collaboratively with all stakeholders to enhance strategic communications that build trust, confidence, and support transparency.	Anthony Woodyard	06/09/2023
ACS will invest in the recruitment, retention, and professional growth of our staff to create a workforce that is representative of our district.	Carla Freemyer	06/09/2023

ACS will focus on the health and wellness for both students and staff in order to produce a safe learning environment where students and staff can thrive.	Sandra Spivey	06/09/2023
A district data platform will be used to gather classroom walkthrough trends on implementation of best practices learned during professional development sessions throughout the school year.	Deanna Wiles	05/31/2023
A district data dashboard will be used by all classroom teachers and used during monthly CASA meetings at every school to drive instructional decisions.	Christina Kinley	06/09/2023
School-level CASA agendas will be monitored to access fidelity of SchoolStatus and KickUp platforms.	Chandra Manning	06/09/2023



**GOAL 2:**

**By the end of the 2022-23 academic school year, schools will be provided with district instructional support to meet professional learning and academic goals as evidenced by school and district leadership team documentation.**

**Student Success Indicator:**

**B.02 All district and school teams prepare agendas for their meetings and keep minutes of their meetings. (5620)**

**B.10 The district will proactively support and emphasize student-centered instruction by seeking solutions to remove barriers, including those related to policies, practices, and traditions. (6832)**

**C.10 The district will develop and support a comprehensive professional development plan centered around district wide teaching and learning initiatives. (7032)**

**Target date for Implementation: 06/09/2023**

**Definition of Successful Implementation:**

Asheboro City Schools will have created a professional culture of learning throughout the district dedicated to creating student-centered learning environments. We will remove barriers for students, challenge staff and community mindsets, eliminate financial and time constraints, and work with local and state leaders to make the changes needed to support our students. School and District Leadership Team meetings will be well-planned with agendas and minutes that reflect this professional culture.

Teachers will collaborate to include the strategies and skills they are learning into their lessons. They will practice the new skills with colleagues in professional learning communities, and will then have sustained, job-embedded coaching as they implement the new learning in their classrooms. Walk-throughs and coaching logs will be used to monitor the effectiveness of professional learning and plan for next steps with the administrators and Instructional Facilitators.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
District and school leadership team meeting agendas and minutes will be monitored to ensure they are being posted monthly on the Indistar platform.	Anthony Woodyard	05/31/2023
Coaching comments will be provided monthly that provide feedback on how well the team is accomplishing the meeting agenda objectives.	Barb Skelly	5/31/2023
Increase executive leadership participation in community engagements to share our vision for change and increase our students' success in learning for all.	Dubraska Stines	06/09/2023
Reduce the discipline disproportionality of EC students, specifically black male students, by teaching and reinforcing appropriate	Tracie Ross	06/09/2023

<p>routines and behaviors throughout all learning spaces and transportation provided by the district.</p>		
<p>Reduce the discipline disproportionality throughout the district by increasing student engagement in our classrooms.</p>	<p>Sarah Beth Robbins</p>	<p>06/09/2023</p>
<p>Secondary teachers will engage in monthly meetings to review the content, practice strategies, and discuss implementation data from the Engaged Classrooms PD.</p>	<p>Chandra Manning</p>	<p>05/31/2023</p>
<p>Elementary teachers will engage in LETRS training and monthly Bridge to Practice sessions in CASAs.</p>	<p>Deanna Wiles</p>	<p>05/31/2023</p>
<p>Lesson plans will demonstrate the inclusion of newly learned content (LETRS or Engaged Classrooms).</p>	<p>Deanna Wiles</p>	<p>05/31/2023</p>
<p>Review walkthrough instructional data and coaching logs monthly to determine common coaching/PD needs and the success of coaching to change practice.</p>	<p>Wendy Rich</p>	<p>06/09/2023</p>

**GOAL 3:**

**By the end of the 2022-23 academic school year, evidence of effective parent engagement and communication across the district will show regular communication, positive interactions, and active participation of parents and families in engagement opportunities.**

**Student Success Indicator:**

**E01 The district will include parent organizations in district and school improvement planning and will maintain regular communication with them. (5846)**

**Target date for Implementation: 06/09/2023**

**Definition of Successful Implementation:**

When this indicator is fully met, the aspects of effective parent engagement will be evident throughout these four areas: district policy, high-level leadership involvement, district accountability, and support and resources.

Additionally, positive interactions will be established and maintained with parents. Parents will be aware of engagement opportunities and actively participate in areas of interest. Families will be knowledgeable of instructional strategies used within classrooms and accommodations will be thoughtfully incorporated to meet diverse needs.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
Each school will have at minimum one active parent representative on the School Leadership Team.	Robin Harris	11/01/2022
Parent organization membership and officer listing(s) from each school will be maintained at the district-level.	Robin Harris	11/04/2022
Distribute an interest inventory to gather family preferences in order to guide the delivery of engaging, choice-based instruction.	Robin Harris	12/20/2022
Determine the depth and breadth of accommodations required for students and families in order to be culturally responsive.	Dubraska Stines	5/31/2023
Develop a district parent engagement center that offers resources and professional learning opportunities for our families. The center acts as a hub for important educational information for our families.	Wendy Rich	6/09/2023

**Goal 1:**

**At ECDC, we will focus on mastery of mathematical concepts and monitor student understanding to increase mathematical proficiency by 10% on Teaching Strategies Gold.**

**Target date for Implementation:**

**August 2022 - June 2023**

**Definition of Successful Implementation:**

At ECDC there will be an increase in math proficiency by 10% as measured by Teaching Strategies Gold. 70% of all students will have mastered mathematical concepts expected by their age level. Cross-curricular opportunities will be utilized for mathematical concepts integrated throughout the day. The level of rigor during the whole and small group will be increased to optimize mathematical understanding.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
Identify and consistently implement at least five transitional mathematics activities in geometry and shapes to review and reinforce geometry concepts throughout the year.	Holly White	September 30, 2022
Consistently utilize five frames and manipulatives to quantify sets up to five throughout all classrooms.	Holly White	September 30, 2022
PLCs will track student progress for geometric and quantifying sets age appropriate objectives for mastery on a monthly basis.	Marie Peele	September - May 2023
Students that are not on target with quantifying sets and geometric concepts at the target dates will have intervention plans developed to meet their needs. Plans will be progress monitored on a weekly basis.	Kimberly Borden	September - May 2023

**Goal 2:**

**At ECDC, we will focus on mastery of language development concepts and monitor student understanding to increase language development proficiency by 10% on Teaching Strategies Gold.**

**Target date for Implementation:**

**August 2022 - June 2023**

**Definition of Successful Implementation:**

At ECDC there will be an increase in language development proficiency by more than 10% as measured by Teaching Strategies Gold. At least 85% of all students will have mastered language development concepts expected by their age level. Language will be modeled throughout the day and students will be utilizing age appropriate language on a consistent basis.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
Identify and consistently model social rules of language during small and whole instruction.	Holly White	September 30, 2022
Consistently relate classroom conversations and literacy activities with prior personal experiences.	Holly White	September 30, 2022
PLCs will track student progress for mastery of language development age appropriate objectives on a monthly basis.	Marie Peele	September - May 2023
Students that are not on target with language development concepts at the target dates will have intervention plans developed to meet their needs. Plans will be monitored weekly.	Kimberly Borden	September - May 2023



**Goal 3:**

ECDC will use intentional strategies to increase social-emotional development by 10% on Teaching Strategies Gold.

**Target date for Implementation:**

**August 2022 - June 2023**

**Definition of Successful Implementation:**

Based on beginning of the year data from 2021-2022, over 60% of our students were below average in the social-emotional domain. At ECDC there will be an increase in social-emotional development proficiency by more than 10% as measured by Teaching Strategies Gold. At least 70% of all students will have mastered social development concepts expected by their age level.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
Teachers will complete beginning of year home visits to establish positive transitions to ECDC.	Holly White	August 29, 2022
Teachers will complete mid-year home visits to reinforce the home-school connection and share strategies to continue social development skills in the home.	Holly White	February 2023
An intentional instructional focus will be on setting and reinforcing routines, rituals, and daily schedules.	Kimberly Borden	October 2022
Reteaching of routines and procedures will occur during the first week of each month, after extended breaks and will be reinforced on a daily basis.	Marie Peele	September - May 2023
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.	Marie Peele	September - May 2023

**GOAL 1:**

**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.**

**Student Success Indicator:**

**A.4.01: 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 2022 - June 2023**

**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 from the beginning of the year to the end of the year through effective use of the newly implemented intervention team.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
<b>Tier 2 and Tier 3 Support:</b> A new intervention team process will be created for the 2022-23 school year. The intervention team is made up of 5 instructional assistants, the reading specialist, and our lead interventionist. The team will work with the lead interventionist on analyzing student data, planning for research based interventions, and delivering small group instruction to Tier 2 and Tier 3 students across all grade levels. The lead interventionist will provide ongoing professional development for the intervention team. The team will have a common collaboration time each day for 60 minutes.	Sharon Andrews	September 22-June 23
<b>Tier 1 Support</b> - To support the implementation of Benchmark Advance, teachers will engage in supported planning and coaching sessions led by our Instructional Facilitator. We will ensure the fidelity of this program with weekly ELA core planning sessions and reviewing lesson plans weekly.	Jordan Seagraves	September 22-June 23
<b>Tier 1, 2 and 3 Support</b> - CASA teams will collaborate on a weekly basis to track data on student subgroups, students of concern, and all tiers of students for intervention and enrichment. Each teacher will set goals for how their class will contribute to the overall proficiency goal and track this data throughout the year for progress.	Jordan Seagraves	September 22-June 23
<b>Tier 1, 2, and 3 Support</b> - Student Data Chats - Classroom teachers and interventionists will set reading goals with students based on their individual data. Teachers will discuss data with students and parents on how they are progressing towards the goals each quarter. Students will share their goals and data during student-led conferences each quarter during family engagement nights.	Heather Carr	September 22-June 23
<b>Tier 1 Support</b> - PLC Support for LETRS Training will be used during CASA meetings to discuss Bridge to Practice Activities and to apply LETRS in the classroom and offer coaching for all teachers.	Lisa Hayes	September 22-June 23

**GOAL 2:**

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

**Student Success Indicator:**

**A.4.01: 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 2022 - June 2023**

**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 from the beginning of the year to the end of the year through effective use of our newly implemented intervention team.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
<b>Tier I Support</b> - Core instructional practices will be implemented with fidelity in each math block. Extended Planning sessions once a quarter will allow teachers to plan for core instruction ensuring alignment with mathematical standards. Instructional resources will be explored to align standards to instructional tasks and practices that will best support mastery of the standard at each grade level.	Jordan Seagraves	September 22-June 23
<b>Tier 1, 2, and 3 Support</b> - Student Data Chats - Classroom teachers and interventionists will set math goals with students based on individual data. Teachers will discuss progress data on set goals with students and parents each quarter. Students will share their goals and data during student-led conferences quarterly during family engagement nights.	Heather Clark	September 22-June 23
<b>Tier 2 and Tier 3 Support:</b> A new intervention team process will be created for the 2022-23 school year. The intervention team is made up of 5 instructional assistants, the reading specialist, and our lead interventionist. The team will work with the lead interventionist on analyzing student data, planning for research based interventions, and delivering small group instruction to Tier 2 and Tier 3 students across all grade levels. The lead interventionist will provide ongoing professional development for the intervention team. The team will have a common collaboration time each day for 60 minutes.	Sharon Andrews	September 22-June 23
<b>Tier 1, 2 and 3 Support</b> - CASA teams will collaborate on a weekly basis to track data on student subgroups, students of concern, and all tiers of students for intervention and enrichment. Each teacher will set goals for how their class will contribute to the overall proficiency goal and track this data throughout the year for progress.	Jordan Seagraves	September 22-June 23
<b>Tier 3 support MTSS Academic Team-</b> The MTSS Academic Team will organize digital folders for all students to keep track of data that is being collected. A case manager (member of the team) will be assigned to each student in Tier 3. The case manager will ensure data points are being collected and interventions in place are being completed. This process will ensure accountability for all students to make progress toward their goals.	Darian Kennedy	September 22-June 23

**GOAL 3:**

**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 by 25% from 2022-2023.**

**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:**

**August 2022 - June 2023**

**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.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
Establish and consistently implement equity goals that address discipline inequities. Practices will be in place to support sustaining relationships with students - Reverse office referrals for teachers to support students and develop restorative practices for successful reentry to the learning environment. Administrators will support students in the learning environment if possible to prevent loss of instructional time.	Brandon Wyson	September 22-June 23
Intentional focus on consistent school-wide expectations and procedures. All teachers and specialists will develop and submit classroom procedures and routines that align with school-wide expectations. These will be taught, modeled, and reinforced all year.	Jordan Seagraves	September 22-June 23
Ensure the fidelity of consistent school-wide expectations and procedures, a walkthrough form will be created to provide immediate feedback in all areas of the school (classroom, cafeteria, playground, and hallways). Data will be reviewed monthly.	Lisa Hayes	September 22-June 23
All students will receive Social Emotional Learning lessons. Time to implement lessons will be embedded into our master schedule. Teachers will be provided resources, ongoing support and professional development, and a pacing guide for the curriculum.	Donna Cabiness	September 22-June 23
Walkthroughs will be specifically designed to give feedback on student engagement and active learning. Professional development and strategies will be implemented in monthly staff meetings. Informal peer observations will help build capacity with student engagement throughout the building	Meghan Joyce	September 22-June 23
Promote student growth by recognizing accomplishments and promoting student voice: Strategies; Shout Outs on Morning Announcements, Positive Office Referrals, Ask Me Stickers, Data Chats/Goal Setting, White Paws/School Store, Student Teams, Clubs	Crystal Cortez	September 22-June 23

**GOAL 1:**

**Guy B. Teachey Elementary will build instructional capacity in reading through professional development and implementation of an aligned reading curriculum.**

**Student Success Indicator:**

**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.**

**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 to teachers.**

**Target date for Implementation:**

**6/9/23**

**Definition of Successful Implementation:**

- Grades 3, 4 and 5 will exceed expected growth in the area of reading, as measured by end-of-grade exams.
- 75% of students in grades K-5 will meet or surpass expected yearly growth on iReady and/or mClass reading assessment.
- Teachers will remain on pace throughout the year with LETRS training and complete 4 out of 8 units by the end of the school year.
- All grade level teachers will be implementing Benchmark Advance in classrooms with fidelity and making connections between newly-learned LETRS components and the new curriculum.
- Administration will be utilizing KickUp in order to gather data about LETRS/Benchmark implementation in walk-through data, as well as provide feedback.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
Develop a professional development schedule for Language Essentials for Teachers of Reading and Spelling (LETRS) implementation.	<b>Michelle Harger</b>	<b>9/2/22</b>
Monitor progress of LETRS training monthly in CASA meetings to ensure pacing and support needs are met.	<b>Jessica Hartong</b>	<b>6/9/23</b>



Implement reading curriculum (Benchmark Advance) aligned with Science of Reading/LETRS training to ensure fidelity of new reading practices.	<b>Grade Level Teachers</b>	<b>6/9/23</b>
Utilize walkthrough tools in KickUp (district coaching platform) to ensure implementation and fidelity of Benchmark Advance in all grade levels.	<b>Ann Evans, Michelle Harger, Jessica Hartong</b>	<b>6/9/23</b>
Implement a schedule where teachers use mClass progress monitoring and iReady growth monitoring to track student achievement.	<b>Grade level Teachers, Jessica Hartong</b>	<b>1/20/23</b>
Monthly CASA meetings will be used to dig deeper into progress monitoring and formative assessment data to discuss needs and next steps.	<b>Jessica Hartong</b>	<b>6/9/23</b>
Establish an updated intervention schedule for interventionist, reading specialist, tutors and/or assistants to provide supplemental (Tier II) and intensive (Tier III) interventions.	<b>Ann Evans</b>	<b>10/30/22</b>

**GOAL 2:**

**Guy B. Teachey will foster relationships among the school community, including students, staff and family to promote positive school culture and academic engagement.**

**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.**

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

**A1.03: The LEA/School promotes a school culture in which professional collaboration is valued and emphasized by all.**

**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:**

**6/9/2023**

**Definition of Successful Implementation:**

- Guy B Teachey teachers and staff will utilize School Status to communicate with families, with a goal of 80% of parents engaged with School Status.
- Decrease office referrals by 20% due to implemented skills taught during SEL Lessons.
- At least 75% of students will be represented at parent/family nights.
- Parent surveys will indicate positive feedback regarding the events, as well as suggestions for future planning.
- School Growth Score will increase from 2.12 (Exceeded) to 3.5 (Exceeded)

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
Utilize restorative practices/strategies to build rapport and relationships between staff and students	<b>Lane Prince</b>	<b>6/9/23</b>
Utilize the new data platform, SchoolStatus, as the main communication tool between school and home.	<b>Michelle Harger</b>	<b>6/9/23</b>
Plan themed family events focused on student progress, family engagement and take-away tips to support students.	<b>Denise Nixon</b>	<b>6/9/23</b>
Gather feedback from parents/stakeholders regarding parent events and participation through family surveys.	<b>Michelle Harger</b>	<b>6/9/23</b>

Establish a 5th grade student leadership program (Earn Your Stripes) targeted at enhancing school-wide leadership, accountability and community.	<b>Ann Evans, Jonas Hancock, Cassie Lassiter</b>	<b>6/9/23</b>
Engage in culture and relationship-building activities among staff in order to promote collective efficacy and positive climate.	<b>Ann Evans, Michelle Harger, Nicole Faircloth</b>	<b>6/9/23</b>
Conduct informal quarterly check-ins similar to the Teacher Working Conditions survey to gauge where teachers feel success and growth is taking place.	<b>Ann Evans, Michelle Harger, Jessica Hartong</b>	<b>6/9/23</b>
Cultivate consistent professional growth through ongoing communication (i.e. weekly staff newsletter) with restorative practices, social and emotional learning and collective efficacy tips.	<b>Ann Evans, Lane Prince</b>	<b>6/9/23</b>
Connect with secondary schools and/or clubs to create district-wide connections, such as lunch/breakfast/recess mentors.	<b>Ann Evans, Michelle Harger</b>	<b>6/9/23</b>

### **GOAL 3:**

**Guy B. Teachey Elementary will re-establish and expand student enrichment activities and community partnerships.**

#### **Student Success Indicator:**

**A1.09: The school expects students to participate in activities to develop skills outside of the classroom (e.g., service learning, clubs, athletics, enrichment opportunities, internships).**

**A4.11: The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs).**

**E2.04: The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.**

#### **Target date for Implementation:**

**6/9/23**

#### **Definition of Successful Implementation:**

- The number of school-level clubs and district-wide programs will meet or surpass the number of clubs prior to the pandemic. (10 clubs, 5 district events).
- Our Watchdog program will bring in at least two Watchdog visits per month, with at least 10 different individuals participating.
- Teachey will engage 5-10 community partners in school events in order to enhance partnerships and connect families/students with the community.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
Our school will engage in district-wide programs (i.e. STEAM, Choral Festival, Battle of the Books, Hour of Code).	<b>Jonas Hancock</b>	<b>6/9/23</b>
Resume and expand after-school club opportunities (Honors Chorus, Tuneful Tigers, Art Club, Tiger Fitness Baseball Club, Tiger Fitness Running Club, Basic Robotics, We Do Lego Kids, Earn Your Stripes).	<b>Jonas Hancock</b>	<b>6/9/23</b>
Establish community partnerships that partake in our 5th Grade leadership development program to share skills that are applied in different professional roles and the real world.	<b>Ann Evans</b>	<b>6/9/23</b>
Reignite the Watchdog program at Teachey to increase mentorships and male presence.	<b>Cassie Lassiter</b>	<b>6/9/23</b>
Plan and invite volunteers and community partners to an appreciation brunch at the end of the year.	<b>Michelle Harger</b>	<b>6/9/23</b>

**GOAL 1:**

Growth- All students in grades K-2 will successfully demonstrate at least a year's worth of growth from BOY to EOY on content standards and skills as evidenced by iReady and mCLASS growth monitoring scores. All students grades 3-5 will demonstrate at least a year's worth of growth on content standards and skills as evidenced by EVAAS as well as iReady growth monitoring scores.

**Student Success Indicator: (A3.10) All teachers use assessment data and match instruction and supports to individual student needs.**

**Target date for Implementation: 6/9/2023**

**Definition of Successful Implementation:** At full implementation, students from a variety of demographic backgrounds as they relate to race, gender, socio-economics, students with disabilities, academic giftedness, and/or English language proficiency will be exposed to multimodal delivery of content standards that reflect differentiation of content, process, product, and/or environment. Teachers across all grade levels will analyze assessment data including common formative assessments, NC Check-in results, diagnostic screeners, as well as progress monitoring data from mClass and iReady. That analysis will serve to drive the design of daily lesson plans and small group instruction, including tier 2 and 3 level intervention groups. All levels of support will be assessed for efficacy and will remain flexible throughout the school-year.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
Grade level teams will collaboratively design or select formative assessments (pre and post tests) for each lesson and unit of study that include depth of knowledge questions.	<b>Caroline Rush</b>	<b>Ongoing, beginning 9/12/22</b>
Grade level teams will employ the use of data folders for students to track their individual growth from the start of study to the end of study on each unit's standards.	<b>K-5 Teachers</b>	<b>6/9/23</b>
A newly hired math interventionist will support teacher and student growth in NC Math standards and skills through modeling, co-teaching, and small group math instruction.	<b>Heather Pervier</b>	<b>8/19/22</b>
Grade level teams will implement foundational restorative practices during social-emotional learning (SEL) time including the use of restorative circles and affective statements to help students build healthy metacognitive skills to improve both social-emotional and academic learning.	<b>Christa Hartman</b>	<b>Ongoing, beginning 8/29/22</b>
Educational resources for students enrolled in the Boys & Girls Club program and LP's after school care will be extended by providing facilitators access to instructional resources and organizing volunteers to support academic initiatives in both of these spaces.	<b>Heather Pervier</b>	<b>6/9/23</b>



**GOAL 2:**

Proficiency- Lindley Park Elementary School will improve 3rd through 5th grade EOG proficiency by the following percentages in each subject:

	21-22 Math % Proficient	Math Goal for 22-23	21-22 ELA % Proficient	Reading Goal for 22-23	21-22 SCI % Proficient	SCI Goal for 22-23
<b>3rd</b>	43.8	55%	34.2	50%	-----	-----
<b>4th</b>	45.1	55%	39.4	55%	-----	-----
<b>5th</b>	30.0	50%	23.3	50%	54.2	70%

**Student Success Indicator:** (A.22) All teachers and teacher teams plan instruction based on the aligned and expanded curriculum that includes rich reading, writing, memorization, and vocabulary development.

**Target date for Implementation:** 6/9/2023

**Definition of Successful Implementation:** At full implementation, all stakeholders (students, parents, teachers, support staff and admins) will be able to support reading, writing, memorization, and vocabulary as these components are used to aid each other and promote literacy and content-area skills and knowledge. Master schedules and school-wide expectations for staff ***promote and allow*** devoted time for both planning and implementation of literacy and math instruction. Students in grades K-5 will benefit from the coherent vertical alignment as their background knowledge will increase due to a school-wide focus on vocabulary and rich reading.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
Grade level teams will follow all parts of Benchmark Advance lessons to fidelity during the literacy block to support implementation of LETRS as well as vertical alignment K-5.	<b>K-5 Teachers</b>	<b>6/9/23</b>
Administration and the Instructional Facilitator will use district aligned walkthroughs in KickUp to monitor and assess the alignment of instruction to district expectations.	<b>Gayle Higgs</b>	<b>6/9/23</b>
LP administration will partner with Dubraska Stines to ensure that dual language teachers receive differentiated curriculum support that ensures Spanish-language instruction aligns with English language instructional goals and objectives.	<b>Nikki Domally</b>	<b>6/9/23</b>

The instructional leadership team which includes the reading specialist and the math interventionist will meet weekly to complete data dives, assess intervention progress, and determine <b>immediate</b> next steps for students and teachers to reach proficiency.	<b>Karen Moss</b>	<b>6/5/23</b>
Administrators, teachers, and support staff will utilize SchoolStatus to support positive communications home, the identification of students who are at-risk, and the plans for supporting early intervention for both academics and behavior.	<b>Jada Hazlett, SIT Chair</b>	<b>Ongoing, beginning 8/29/22</b>
The school administrators and the IF will increase the number of walkthroughs completed for certified teaching staff by 50% from 2021-2022 to 2022-2023 while adding a specific focus for each week that aligns with the goals and objectives outlined in Benchmark Advance, LETRS, and the 8 mathematical practices for delivering highly engaged, quality instruction.	<b>Nikki Domally</b>	<b>6/9/23</b>
The instructional facilitator and grade level teams will maintain a data wall organized by MTSS levels of support in order to have a visual representation of the progress of <b>all</b> students for <b>all</b> teachers creating unity around school-wide, cross grade-level goals.	<b>Caroline Rush</b>	<b>6/9/23</b>

**GOAL 3:**

**Lindley Park Elementary will retain 90% of the eligible, certified classroom teaching staff from 2023 to 2024.**

**Student Success Indicator:**

**C3.04: The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.**

**Target date for Implementation: 6/10/2024**

**Definition of Successful Implementation:** At full implementation, teachers will know that they are valued, experience administrative support for pedagogical growth, and be provided leadership opportunities within the school. Teachers will know expectations around job performance and receive both formal and informal feedback on their performance throughout the year. Administrators will plan and implement processes for acknowledging and celebrating teacher successes as seen in weekly walk-throughs and quarterly observations. The school will also utilize social media for both teacher recognition and recruitment efforts.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
Our lead mentor will host weekly teacher support meetings for our BT 1's, BT 2's, and BT 3's.	<b>Sam Casbarro</b>	<b>Weekly throughout the year with full implementation by 6/9/23</b>
The math interventionist will support BTs by modeling lessons and number talks during the math block and providing support during lesson planning sessions.	<b>Heather Pervier</b>	<b>Throughout the school year, assessing efficacy bi-monthly</b>
The school administration, IF, and/or a master teacher will offer once a month after school coaching conversations to all teachers that support the implementation of LETRS, Benchmark Advance, tiered instruction, pacing, classroom management and the like.	<b>Instructional Leadership Team</b>	<b>Monthly, throughout the school year with full implementation by June 2024</b>
LP Teacher teams will work to build a positive school culture and climate by engaging in team building activities, secret friend gift/note exchanges, seasonal celebrations and meals, and peer shout-outs at monthly staff meetings.	<b>Stacy Dillion Kelly Toponce</b>	<b>6/9/23</b>
LP administration will recognize and celebrate teacher successes through a variety of means including but not limited to,	<b>Nikki Domally Stacy Dillion</b>	<b>6/16/23</b>

instructional shout-outs in the weekly newsletter, a teacher/staff member of the month program, and social media highlights.		
Onboarding process will be created for new teachers to Lindley Park that are <i>not</i> beginning teachers that includes an orientation to the building, the people, and the school-wide expectations for academic achievement and student/teacher growth.	<b>Gayle Higgs Kelly Toponce</b>	<b>8/19/22</b>

**GOAL 1:**

**McCrary Elementary will implement 100% of Asheboro City Schools SEL (Social and Emotional Learning) lessons to focus on our young learners' continual growth in the areas of life skills, taking responsibility for their actions, and building strong relationships with the people they interact with.**

**Student Success Indicator:** 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:** This goal will begin implementation in August of 2022, and will continue through the academic year until June of 2023.

**Definition of Successful Implementation:** By the end of the 2022-2023 academic school year, Charles W. McCrary teachers will implement 100% of the district's social and emotional learning plan. This completion will be evidenced through the data taken from the SEL Google Classroom and Second Step lessons.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
The administration and McCrary Elementary Leadership Team will create a schoolwide behavior expectation plan that will lend to the academic success of students.	Chris Burian	August 2022
The school counselor will lead professional development on relationship mapping and best SEL practices.	Brianne Crotts	June 2023
Purposeful team building circles that are responsive to the needs of teachers' classrooms will be implemented in all classes.	Classroom Teachers	June 2023
McCrary administration will offer time for restorative practices between teacher and students to strengthen relationships when opportunities arise.	Admin Team	October 2022
After school clubs (ex: Girls volleyball, Student Council, Battle of the Books, etc) will be created and implemented through the school year to build student ownership in the school.	Stakeholder Engagement Committee	June 2023
A system of lunch buddies and mentoring programs will be offered for students who need extra support.	Kellie Garcia, CIS Kelly Patton	June 2023



**GOAL 2:**

**McCrary Elementary will ensure academic engagement during core instructional lessons each day so that students are in class participating and learning.**

**Student Success Indicator: A1.07 All teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.**

**Target date for Implementation: In August of 2022, Charles W. McCrary's school leadership team met to create an MTSS Implementation Plan that allows for effective creation of engaging lessons, data collections, teams to support next steps of interventions and enrichment, and teams for student opportunities. The implementation of these attributes will begin implementation in August of 2022, and will continue through the academic year until June of 2023.**

**Definition of Successful Implementation: The total number of office referrals at the end of the 2022-2023 academic year will be no more than +5% for each subgroup in proportion to the demographics of the total population. This implementation will decrease the number of overall office referrals at all times to assist with students' engagement in lessons to continuously impact their learning in a positive way.**

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
The creation of a master schedule will allow for periodic transitions and intentional environmental changes throughout the school day.	Chris Burian	August 2022
Intentional scheduling of support staff will increase small group instruction and/or interventions.	Chris Burian	August 2022
A dedicated daily time that lends to Asheboro City Schools social and emotional learning will include reteaching and reinforcing routines and procedures consistently throughout the school year.	Chris Burian Brienne Crotts	August 2022
The creation of a stakeholder engagement committee will increase student voice, decision making, and student empowerment in the school.	Charles W. McCrary's Leadership Team	August 2022
Creation of a planning schedule will support the unpacking of curriculum content, ensure that all teachers understand the standards they teach, and create lessons in a student centered way.	Sarah Moore	June 2023

**GOAL 3:**

**Teachers will begin using 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 (MTSS).**

**Student Success Indicator:** C2.01 The school regularly looks at 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:** By the end of the 2022-2023 academic year, the students of McCrary Elementary will increase their EOG proficiency by fifteen percentage points in each subgroup as well as overall proficiency when compared to the reading, math, and science data from the 2021-2022 school year.

**Definition of Successful Implementation:** By the end of the 2022-2023 academic year, 3rd-5th grade subgroup data will achieve the following or higher in proficiency:

22/23	BLCK	HISP	WHTe	EDS	ELS	SWD
Reading 3-5	29.7	34.3	46.8	36.1	24.3	20.0
Overall Reading 3-5	38.1					

22/23	BLCK	HISP	WHTe	EDS	ELS	SWD
Math 3-5	38.5	45.1	60.5	46.6	33.5	20.0
Overall Math 3-5	46.3					

22/23	BLCK	HISP	WHTe	EDS	ELS	SWD
Science 5	29.3	48.3	90.0	46.3	20.6	20.0
Overall Science	53.4					

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
McCrary Elementary teachers will administer and collect diagnostic data through the month of September in mCLASS and iReady to determine how to differentiate core instruction, small group tasks, and/or interventions.	Sarah Moore	October 2022
Teachers at McCrary Elementary will implement the Benchmark Advance program for ELA instruction.	Sarah Moore	June 2023
Teachers in grades 3-5 will implement the Paper tutoring online platform to assist with growth and enrichment of students in their classroom work.	Chris Burian	June 2023
The school's administration will alter ELA planning sessions for the implementation of Benchmark Advance to allow ample support for teachers to work with the instructional facilitator in regard to teaching the new lessons.	Chris Burian	June 2023
The master schedule will be created in a way that allows extended plannings to take place on alternate weeks to help better prepare teachers with an outline of core instruction in reading, math, and science for future weeks.	Kelly Patton	June 2023
McCrary Elementary teachers will put into practice methods learned in the LETRS training that aligns with The Science of Reading.	McCrary Instructional Leadership Team	June 2024
Teachers will utilize planning times, CASAs, and specific master schedule times to continue the growth of the MTSS process, as well as proficiency in reading, math, and science.	Sarah Moore	June 2023
The instructional facilitator will create a specific monthly CASA structure to ensure that teachers focus on core instruction, interventions, skill deficits, and data collection.	Sarah Moore	June 2023
McCrary Elementary will restructure intervention and small group times to allow for more staff support in regard to providing needed interventions for student skill deficits and the fidelity of the interventions.	Chris Burian	June 2023
McCrary Elementary students will track their diagnostic progress at the end of benchmark windows to ensure meeting personal goals that they set for themselves.	Sarah Moore	June 2023
McCrary EL teachers will implement the Benchmark Advance reading lessons to focus on the reading and writing domains of ELA to increase student comprehension.	Sarah Moore	June 2023

**GOAL 1:**

**During the 2022-2023 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.**

**Student Success Indicator:**

A.4.01- 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:** September 2022-May 2023

**Definition of Successful Implementation:**

The school schedule and culture will support MTSS implementation. Data from diagnostics will direct participation of students throughout the tiers. The structure will align with the ACS MTSS Core Expectations plan. All instructional staff will use and progress monitor iReady diagnostic data and common assessment data to track student progress and drive instruction throughout the course of the 2022-2023 school year. The school overall growth index score will increase from -0.46 to 2.0 or more.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
Administer reading and math iReady diagnostic assessments three times during the 2022-2023 school year.	Lori Columbia	September 2022, January 2023, May 2023
Implement a schoolwide intervention block in the master schedule.	Graham Groseclose	August 2022
Teachers will engage in weekly data discussions in CASA meetings to track student progress on iReady and common assessments.	Lori Columbia	August 2022-June 2023
Professional development will be provided to instructional staff on how to analyze iReady data and determine appropriate interventions for students.	Lori Columbia and Keisha Dawalt	Ongoing
Teachers will use a common assessment spreadsheet to track student performance.	Keisha Dawalt	September 2022-June 2023
All math teachers in grades 6th-8th will implement Open Up for core math instruction.	Mattison Callahan	August 2022-June 2023
All ELA teachers in grades 6th-8th will implement Spring Board for core reading instruction.	Jennifer Holland	August 2022-June 2023

Implementation of Engaged Classrooms strategies will be noted in weekly lesson plans by all instructional staff.	Lori Columbia	September 2022-June 2023
A structure for MTSS will be established that addresses student needs at all tiers.	Lori Columbia	August 2022-June 2023
Establish schoolwide norms for iReady.	Lori Columbia	August 2022-June 2023
School administrators will conduct weekly walkthroughs using the KickUp platform to track schoolwide data. Data will be reviewed weekly by the admin team to discuss trends, evidence of collaboration, and next steps.	Keisha Dawalt Graham Groseclose Lori Columbia	September 2022-June 2023
Teachers will assign classroom and homework Paper tutoring sessions for students who are not demonstrating content mastery.	All Classroom Teachers	September 2022-June 2023
Teachers will make 10 or more contacts with families via SchoolStatus each week.	Carlie Abercrombie, Jennifer Holland, Mattison Callahan, Janet Longerbeam	September 2022-June 2023



**GOAL 2:**

**During the 2022-2023 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.**

**Student Success Indicators:**

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

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

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

**Target date for Implementation:** August 2022-June 2023

**Definition of Successful Implementation:**

All instructional staff will implement strategies from the Engaged Classrooms professional development and implementation will be monitored through lesson plan review and Kick-Up walkthrough data. All content teachers will participate in weekly collaborative planning with their content partner and instructional facilitator to create standards-aligned units of instruction. As a result of deeper student engagement, the percentage of students with 2 or more major office discipline referrals will decrease from 26% to 13% as measured by offenses in Educator's Handbook. School wide norms and expectations are observed as a key foundation of the operations of the school, and revisited as needed throughout the 2022-2023 school year. It will be a normal practice for staff and administration to use academic and behavior data to identify at-risk students and determine next steps for support.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
Teachers will make 10 or more contacts with families via SchoolStatus each week.	Carlie Abercrombie, Jennifer Holland, Mattison Callahan, Janet Longerbeam	September 2022-June 2023
All instructional staff will implement and document Engaged Classrooms strategies in their weekly lesson plans.	Lori Columbia	September 2022-June 2023
School administrators will conduct weekly walkthroughs using the Kick-Up platform to track schoolwide data. Data will be reviewed weekly by the administrative team to identify trends and next steps.	Keisha Dawalt Graham Groseclose Lori Columbia	September 2022-June 2023

Grade level and school leadership teams will review walkthrough data on a regular basis to track progress with overall classroom engagement.	Carlie Abercrombie, Jennifer Holland, Mattison Callahan, Janet Longerbeam	September 2022-June 2023
Weekly SEL lessons will be provided by the School Counselor and implemented by homeroom teachers every Monday during the intervention block.	Angie Berrier	September 2022-June 2023
Students will take the Panorama Survey 3x per year. Data will be reviewed in CASA meetings and at staff meetings throughout the year.	Angie Berrier	September 2022-June 2023
PBIS team will support tier 2 behavior intervention implementation.	Angie Berrier	September 2022
PD on intervention strategies for areas of academic concern will be provided for staff.	Lori Columbia	Ongoing
The ACS Behavior Specialist will be invited to the November staff meeting to provide professional development on classroom behavior interventions.	Keisha Dawalt and Graham Groseclose	November 2022
Administrators will use the ACS Code of Conduct to address student discipline concerns.	Keisha Dawalt and Graham Groseclose	August 2022-June 2023
Students with 10 or more referrals will be provided small group SEL interventions in the first 6 weeks of school to address individual behavior needs.	Angie Berrier	September 2022-November 2022
Teachers demonstrate understanding of the difference between minor and major office referrals.	Keisha Dawalt and Graham Groseclose	August 2022
Re-entry meetings will occur upon return from suspension.	John Lopienski	August 2022-June 2023
Teachers will conduct parent conferences for students who are identified in CASA for academic concerns and/or receive two or more office referrals.	Carlie Abercrombie, Jennifer Holland, Mattison Callahan, Janet Longerbeam	September 2022-June 2023
Partnerships will be developed with community resources including, but not limited to, JDRC, Teen Court, Communities in Schools, community mentors, one-to-one mentors, and success coaches.	Graham Groseclose Keisha Dawalt Angie Berrier	August 2022-June 2023

**GOAL 3:**

**During the 2022-2023 school year, NAMS will create a positive school culture built on professional collaboration where all members of the school community contribute to the success of students and are valued professionals.**

**Student Success Indicator:**

B2.01 School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel.

A1.03 The LEA/School promotes a school culture in which professional collaboration is valued and emphasized.

**Target date for Implementation:** June 2024

**Definition of Successful Implementation:**

Teachers will demonstrate leadership in the school and contribute to a positive school community. Faculty will have an effective process for making group decisions to solve problems. Teachers will feel supported in an atmosphere of mutual respect where they feel comfortable raising issues and concerns to contribute and work towards a shared vision. Faculty are regularly recognized for their accomplishments and work together to ensure the success of all students.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
The School Leadership Team members will share information with their team, bring concerns to the team for problem solving with administrators, and share new ideas for building community.	Carlie Abercrombie, Jennifer Holland, Mattison Callahan, Janet Longerbeam	August 2022-June 2024
A School Culture Committee will be established to plan special school wide events to promote a positive school culture.	Tiffany Freeman	August 2022-June 2024
Grade level Google Classrooms will be created and utilized as a tool to promote effective communication between staff and students.	Jen Gold	August 2022
Clear and consistent communication between all stakeholders will be provided on a regular basis through various platforms (School Status, NAMS News, team meetings).	Graham Groseclose, Keisha Dawalt, Lori Columbia	August 2022-June 2024
The Hospitality team will provide periodic incentives and/or activities to boost staff morale.	Elizabeth White	August 2022-June 2024
Teachers will conduct peer observations each semester.	Lori Columbia	January 2023 and

		January 2024
Staff will be recognized for their accomplishments on a regular basis.	Graham Groseclose and Keisha Dawalt	August 2022-June 2023
School administrators will conduct weekly walkthroughs using the Kick-Up platform to track schoolwide data. Data will be reviewed weekly by the administrative team to discuss trends, evidence of collaboration, and next steps.	Keisha Dawalt Graham Groseclose Lori Columbia	September 2022-June 2023

**GOAL 1:**

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

**Student Success Indicators:**

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:**

Action Steps below--June 2023

Full Implementation of Student Success Indicators A4.01 and C2.01--June 2024

**Definition of Successful Implementation:**

A4.01 South Asheboro Middle School staff will implement common instructional strategies aligned to state standards. They will 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. Data from formative and summative assessments will be regularly used to determine what is taught as a part of core instruction. Differentiation will be a part of core and often include small groups. Data will be reviewed regularly and used to determine students needing small group (tier 2) and individual (tier 3) interventions. An infrastructure will be in place to support students receiving interventions. Throughout data review and reflection, our attention will focus on our quality of instruction instead of learner deficits.

C2.01 South Asheboro Middle School will use many data points to make decisions on how to best use our resources (human, physical, and financial). When reviewing data we will look for patterns and trends and determine what needs to be addressed: schoolwide issues, classroom instructional strengths and weaknesses or individual students. Throughout this process, we will work to review research, share and test new practices, and help each other integrate best practice into our classrooms in a sustainable way.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
SAMS staff will review and refine our SAMS core values in regards to instruction, curriculum and environment and develop non-negotiable items within those areas.	Julie Brady	May 16, 2023
Mastery Mondays, focused on differentiated small group instruction, will occur on Mondays in all core subjects.	Megan Smith	May 2, 2023



A full time interventionist will help plan, guide and implement the intervention block and monitor Tier 2 and Tier 3 interventions.	Julie Brady	June 9, 2023
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.	Jennifer Cash-Cummings	June 9, 2023
ELA/Math teachers will complete student progress growth monitoring in iReady between benchmark assessments and use the data to make instructional decisions.	Keri Hill	June 9, 2023
SAMS staff will participate in bi-weekly CASA meetings focused on differentiated professional development (PD), student growth and intervention/enrichment. PD topics will include: <ul style="list-style-type: none"> <li>• Vocabulary/Small Group Instruction</li> <li>• MTSS</li> <li>• iReady</li> <li>• Engaging Schools</li> <li>• Differentiated topics as indicated by staff, as well as data from instructional walk-throughs</li> </ul>	Megan Smith	May 2, 2023
Core teachers will collaborate in weekly CASAs focused on lesson planning, creation of common assessments and data review.	Dustin Hagood	May 2, 2023
All instructional staff will incorporate strategies acquired from Engaged Classrooms professional development. Walkthroughs (administration and Instructional Facilitator) will be used to ensure fidelity of implementation.	Leslie Smith	May 16, 2023
Core teachers will introduce students to the online tutoring platform Paper using the Paper Launch activities during the first 20 days of school in order for students and families to access real time academic support throughout the school year.	Carey Smith	October 18, 2022

**GOAL 2:**

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.

**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:**

Action Steps below--June 2023

Full Implementation of Student Success Indicators A1.07 and A4.06--June 2024

**Definition of Successful Implementation:**

A1.07 Teachers will 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. Students will demonstrate self-awareness, self-management, social efficacy and academic efficacy. Staff will use reflective conversations with students and each other to ensure positive behavior is modeled. Office referrals will steadily decrease as will the number of students receiving multiple referrals.

A4.06 Teachers will establish and post classroom expectations and procedures plus provide direct instruction and reinforcement throughout the year to ensure student understanding of expectations and procedures. Teachers will utilize de-escalation strategies and model prosocial and problem solving behaviors throughout their day. School staff will be aware of what additional services are available for students needing extra support and will seek out our staff who are best able to support our students and their families so that they receive the support they may need. Teachers will understand and effectively execute their classroom organization, reinforcement of expectations and procedures thus determining the classroom culture.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
SAMS staff will review and refine our SAMS core values in regards to instruction, curriculum and environment and develop non-negotiable items within those areas.	Julie Brady	May 16, 2023
Students and each classroom teacher will collaborate to establish classroom procedures based on SAMS Expectations that are revisited and/or revised quarterly.	Corey Masterson	September 28, 2022

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.	D.R. Cash	April 25, 2023
Following an out of school suspension, a re-entry meeting with the school counselor or school social worker will occur as well as scheduled, weekly follow-up for at least the 3 weeks following reentry.	Jennifer Page	April 25, 2023
All instructional staff will incorporate strategies learned during Engaged Classrooms professional development. Walkthroughs (administration and Instructional Facilitator) will be used for fidelity of implementation.	Leslie Smith	May 16, 2023
SAMS will implement Check-in/Check-out as a supplemental (Tier 2) Behavior intervention for students.	D.R. Cash	April 25, 2023
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.	Shay Ball	April 25, 2023

**GOAL 3:**

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

**Student Success Indicator:**

**A4.16:** The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.

**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:**

Action Steps below--June 2023

Full Implementation of Student Success Indicators A4.16 and E1.06--June 2024

**Definition of Successful Implementation:**

A4.16 South Asheboro Middle School will 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). An ongoing and sustained program will address student concerns, enhance parent-school communication and build rapport between our stakeholders. We will be flexible with our processes to ensure our students' success as they start 6th grade until they begin 9th grade at Asheboro High School.

E1.06 South Asheboro Middle School will engage families in ways that directly relate to their children's academic and social emotional progress. Teachers will 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. Furthermore, families will reach out for support when needed.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
SAMS staff will review and refine our SAMS core values in regards to instruction, curriculum and environment and develop non-negotiable items within those areas.	Julie Brady	May 13, 2023
Utilize survey data gathered from students, families, and staff at least three times during the year (September 2022, January 2023, and May 2023) to plan and enhance Family Engagement Nights as well as school events.	Dustin Hagood	April 4, 2023
All instructional staff will incorporate strategies learned from Engaged Classrooms professional development. Walkthroughs	Leslie Smith	May 16, 2023

(administration and IF) will be used for fidelity of implementation.		
The school counselor will meet with all students for a whole group lesson, once per quarter.	Leslie Smith-Moore	June 9, 2023
Every student will participate in a grade-level SEL lesson provided each week by a core teacher.	Leslie Smith-Moore	June 9, 2023
SAMS community will host quarterly family engagement/ involvement nights to educate stakeholders on school and community resources. Tentative topics include: <ul style="list-style-type: none"> <li>• Academic (BOY iReady data) and goal setting</li> <li>• Exploratory Exposition</li> <li>• 5th/9th Grade Transition</li> <li>• Literacy strategies</li> <li>• Community Resource Fair</li> </ul>	Donna Hall	April 4, 2023
SAMS 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.	Julie Brady	June 9, 2023
Develop an explicitly stated and shared transition plan for all rising 6th 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.	D.R. Cash	May 16, 2023
Increase collaboration with Asheboro High School to ensure multiple opportunities for 8th graders and their families to learn about next steps and opportunities during high school.	Julie Brady	April 30, 2023
During the 4th quarter, 6th and 7th grade students will take part in “moving up” activities to help facilitate a smooth transition to their 2023-2024 grade level.	Megan Smith	June 9, 2023
SAMS staff will utilize the SchoolStatus platform to maintain two way communication with families and make at least one positive, specific contact with each family every quarter.	Susan Butler	April 4, 2023

### GOAL 1:

**By the end of the 2022-23 school year we will meet or exceed growth in every subgroup category as measured by growth on end of course exams.**

#### Key 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.

B 3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.

**Target date for Implementation: June 9, 2023**

#### Definition of Successful Implementation:

Successful implementation and attainment of this goal will occur when AHS meets or exceeds growth in all of the categories listed in the chart below, as indicated by performance on EOC exams. The overall growth index from the 2021-2022 school year was a (-8.92); success in regards to this goal will be a growth index of +2.0 or higher (exceeding expected growth).

State Designation(s)		Federal Designation(s)	School Performance Grade	Overall Growth	Subgroup Growth									
					Black	Hisp	Multi	White	EDS	ELS	SWD	AIG	Reading	Math
AHS	Low Performing School	none	D	Not Met	Not Met	Not Met	Met	Not Met	Not Met	Not Met	Met	Not Met	-	-

Current Actions:	Assigned to:	Target Date:
Recognize AB Honor Roll quarterly through PBIS breakfast and certificates.	Roberts	Quarterly
Parent Interim Pickup for progress reports 1st and 3rd quarters at Family Engagement Nights.	Roberts	October 2022 March 2023
All students will have access to academic help available 24/7 via Paper Tutoring and progress of at risk students will be monitored by teachers.	Beckwith	June 2023
Teachers will make weekly contact with parents through School Status for students who are in danger of failing.	Dillion	January 2023 June 2023
All EOC teachers will give a common assessment weekly.	Beckwith	January 2023 June 2023



All EOCs will have a weekly CASA meeting to discuss common assessment data.	Moody Beckwith	June 2023
Teachers will provide timely meaningful feedback on assignments.	Beckwith	June 2023
Based on bi-quarterly reports, teachers will submit a list of names of students who are in danger of failing due to grades or attendance so that counselors/administrators will meet individually with those students.	Admin Counselors Melberger	Bi-quarterly June 2023
Teachers will utilize daily 15 minute focused small group instruction based on common assessment data.	Beckwith	January 2023 June 2023
Teachers will notify all EC, ESL, and 504 case managers of potential failures bi-quarterly at time of progress report.	Moody Key	October 2022 January 2023 March 2023 June 2023
Teachers will participate in professional development by Engaged Classroom instructors. Administrative team will follow up with walk-throughs to check for implementation of new strategies.	Rich	June 2023
The athletic academy will ensure that student-athletes complete class assignments and prepare for ACT/SAT/EOC testing before sports.	Roberts Berrier	June 2023
Coaches will progress monitor their athletes during the week and submit comments on sports athletes' spreadsheets.	Berrier	June 2023

**GOAL 2:**  
**Increase student attendance rate to an average of 95% by the end of the 2022-23 school year.**

**Key Indicator:**

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

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 2023

**Definition of Successful Implementation:** Based on the 2021-22 Average Daily Attendance Report, overall attendance was 90%, the report at the end of this year will show an average of 95% of students present on a daily basis.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
Recognize perfect attendance quarterly through PBIS breakfast and certificates.	Roberts	Quarterly
Implement exam exemption for teacher made exams using a scale based on attendance and grades.	Dillion	January 2023 June 2023
Implement Student Ambassadors Mentorship Program in order to help students feel more connected at school.	Tune	January 2023 June 2023
Staff attendance will be monitored so that students see the importance of being at school reflected in their teachers.	Moody Vickery	January 2023 June 2023
Implement Comet Cash through PBIS to reward attendance and behavior.	Roberts	January 2023 June 2023
The Attendance Committee will meet after each progress report and report card period to monitor student attendance.	Melberger	Semi-Quarterly June 2023
The attendance committee will create individualized attendance plans for identified at-risk students and follow up bi-weekly with those students to track progress through the use of the school social worker and counselors.	Melberger/ Counselors	Semi-Quarterly June 2023

**GOAL 3:**

**Increase the percentage of students who have a positive perception of the culture of AHS to 70% by the end of the 2022-23 school year.**

**The current percentage of students who responded positively to “Asheboro High School is a good place to go to school” in the beginning of the year survey was 48.62%.**

**Key Indicator:**

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

A 4.06 All teachers are attentive to students’ emotional states, guide students in managing their emotions, and arrange for support and interventions when necessary.

A4.16 The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.

B1.03 A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.

E 1.06 The school regularly communicates with parents/guardians about its expectations of them and the importance of curriculum of the home (what parents can do at home to support their children’s learning).

**Target date for Implementation: June 2023**

**Definition of Successful Implementation:** Perception data (as based on Panorama Survey and other surveys) indicate that students’ positive perception of Asheboro High School culture and climate is at least 70% based on the question “Asheboro High School is a good place to go to school.”

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
Survey all students using Panorama survey and other surveys at the beginning of each semester and the end of the school year in order to determine student perception of culture of Asheboro High School.	Tune Clodfelter Cash	September 2022 January 2023 June 2023
Recognize AP students who earned college credit based on 2022 exam scores with certificate and verbal announcement.	Roberts Beckwith	September 2022

Organize student ambassadors including students who are bilingual to assist at open houses and other events.	Tune	August 2022 June 2023
Pep rallies will resume along with the marching band parade in order to increase school spirit.	Moody	June 2023
Teachers will have grades updated every Thursday by 5 pm in PowerSchool.	Beckwith	January 2023 June 2023
Teachers will implement strategies of the Engaged Schools Framework to enhance relationships between students and staff.	AHS Admin Curriculum & Instruction	June 2023
Parent Interim Pickup for progress reports 1st and 3rd quarters at Family Engagement Nights.	Roberts	October 2022 March 2023
Teachers will make weekly contact with parents through School Status for students who are in danger of failing.	Dillion	January 2023 June 2023
Recognize students who have perfect attendance, A honor roll, A/B honor role, and/or sign with the military.	Roberts	Quartely by progress report March 2023

# CALENDAR OF UPCOMING EVENTS

November 17, 2022

DATE	TIME	EVENT	LOCATION
Friday, November 18	5:00-7:00 p.m.	Balfour Family Engagement Night	Balfour Elementary School
Tuesday, November 22	11:30 a.m. - 12:30 p.m.	Faith-Based Advisory Council Meeting	Central Office Boardroom
Tuesday, November 22	5:15-6:15 p.m.	Latino Advisory Council Meeting	Central Office Boardroom
Wednesday, November 23	All Day	Optional Teacher Workday	All Schools
Thursday, November 24 - Friday, November 25	All Day	HOLIDAY	All Schools
Monday, November 28	3:45-5:00 p.m.	Superintendent's Staff Advisory Council Meeting	Central Office Boardroom
Monday, November 28	5:00-7:00 p.m.	SAMS Family Engagement Night	South Asheboro Middle School
Tuesday, November 29	5:30-7:00 p.m.	Loflin Family Engagement Night	Donna Lee Loflin Elementary School
Tuesday, November 29	6:00 p.m.	All County Chorus	Journey Church Asheboro
Thursday, December 1	7:30 p.m.	Jazz/Percussion Concert	Asheboro High School Walker Commons
Monday, December 5	6:00 p.m.	Randolph County Commissioners Meeting	Old Historic Courthouse, Asheboro
Thursday, December 8	7:30 p.m.	Board of Education Meeting	North Asheboro Middle School Theater
Thursday, December 15	5:30-6:30 p.m.	McCrary Family Engagement Night	Charles W. McCrary Elementary School
Thursday, December 15	7:00 p.m.	Winter Choral Concert	TBA
Tuesday, December 20 (early release day) - Thursday, December 22	All Day	Annual Leave/Vacation	All Schools
Friday, December 23	All Day	Holiday	All Schools
Monday, December 26 - Tuesday, December 27	All Day	Holiday	All Schools
Wednesday, December 28 - Friday, December 30	All Day	Annual Leave/Vacation	All Schools
<b>2023</b>			
Monday, January 2	All Day	Holiday	All Schools
Tuesday, January 3	6:00 p.m.	Randolph County Commissioners Meeting	Old Historic Courthouse
Thursday, January 5	1:00 p.m.	Balfour Spelling Bee	Balfour Elementary School
Tuesday, January 10	1:00 p.m.	Teachey Spelling Bee	Guy B. Teachey Elementary School
Tuesday, January 10	1:00 p.m.	Lindley Park Spelling Bee	Lindley Park Elementary School
Tuesday, January 10	7:30 p.m.	Winter Band Concert	Asheboro High School Performing Arts Center
Thursday, January 12	9:00 a.m.	South Asheboro Middle School Spelling Bee	South Asheboro Middle School
Thursday, January 12	1:00 p.m.	McCrary Spelling Bee	Charles W. McCrary Elementary School
Thursday, January 12	7:30 p.m.	Board of Education Meeting	North Asheboro Middle School Theater
Monday, January 16	All Day	Holiday	All Schools
Tuesday, January 17	9:30 a.m.	North Asheboro Middle School Spelling Bee	North Asheboro Middle School
Tuesday, January 17	5:15 p.m.	Black Advisory Council Meeting	Central Office Boardroom
Thursday, January 20	12:30 p.m.	Loflin Spelling Bee	Donna Lee Loflin Elementary School
Monday, January 23	All Day	Required Teacher Work Day	All Schools
Tuesday, January 24	All Day	Required Teacher Work Day	All Schools
Tuesday, January 24	11:30 a.m.	Faith-Based Advisory Council Meeting	Central Office Boardroom
Tuesday, January 24	5:15 p.m.	Latino Advisory Council Meeting	Central Office Boardroom

Thursday, January 26	5:00-6:30 p.m.	NAMS Family Engagement Night	North Asheboro Middle School	
Monday, January 30	3:45 p.m.	Superintendent Staff Advisory Council Meeting	Central Office Boardroom	
Monday, January 30	6:30 p.m.	Randolph Sports Council Banquet	Snyder Farms Restaurant, Sophia, NC	
Monday, January 31	4:30-6:00 p.m.	ECDC Family Engagement Night	Early Childhood Development Center	