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- 6:00 p.m. Policy Committee
- 6:45 p.m. Finance Committee
- 7:00 p.m. Points of Pride (Scrolling)

I. Opening

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

II. Special Recognitions

- A. School Spotlight – Lindley Park Elementary School, Ms. Keisha Dawalt, Principal
- B. Community Partner Spotlight – Ms. Keisha Dawalt, Principal, Lindley Park Elementary School
- C. Points of Pride – Ms. Chandra Manning, Director of Communications & Talent Development Coordinator

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

IV. Public Comments

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

V. *Consent Agenda

- A. Approval of Minutes for September 12, 2024, Board of Education Meeting
- B. Personnel
- C. Overnight Field Trip-Asheboro High School DECA to Charlotte, NC
- D. Out-of-State Field Trip-Asheboro High School Drone Soccer Team to Charlotte, NC & Rock Hill, SC
- E. Cone Health Amendment to Sewer Easement Agreement with Asheboro City Schools
- F. Bus Drivers Salary Schedule 2024-2025
- G. Facility Rental Fees 2024-2025
- H. School Fees 2024-2025
- I. Consolidated Federal Funding Application Summary 2024-2025
- J. Resolution to Increase Micro-Purchase Threshold 2024-2025

VI. Information, Reports, and Recommendations

- A. Policies for Review – Ms. Gayle Higgs, Director of Support Services
 - Policy 1760/7280 – Prohibition Against Retaliation
 - Policy 4040/7310 – Staff-Student Relations
 - Policy 7130 - Licensure
- B. Introduction of Continuous Improvement Plans – Dr. Wendy Rich, Chief Academic Officer/Assistant Superintendent
 - Early Childhood Development Center – Ms. Holly White, Coordinator

- Balfour Elementary School – Ms. Nikki Domally, Principal
- Charles W. McCrary Elementary School – Ms. Kelly Patton, Principal
- Donna Lee Loflin Elementary School – Ms. Lisa Hayes, Principal
- Guy B. Teachey Elementary School – Mr. Jordan Seagraves, Principal
- Lindley Park Elementary School – Ms. Keisha Dawalt, Principal
- North Asheboro Middle School – Mr. Graham Groseclose, Principal
- South Asheboro Middle School – Mr. Chris Burian, Principal
- Asheboro High School – Dr. Ryan Moody, Principal
- Asheboro City School District – Dr. Wendy Rich, Chief Academic Officer/Assistant Superintendent

VII. *Action Items

- A. Report from the Ad Hoc Committee of Board Candidate – Hailey Lee, Board Member and Ad Hoc Committee Chair

VIII. Board Operations – Chairman Michael Smith

- A. 2024 Voting Delegates at NCSBA Annual Conference
- B. Calendar of Events

IX. Adjournment

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*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.

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

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Lindley Park Elementary
“Leaping Beyond Limits”
Peer Mentoring



October 10, 2024



"Leaping Beyond Limits" Peer Mentoring Program

A new initiative at Lindley Park Elementary that is designed to foster connections and promote a sense of belonging for ALL students.



The program's primary goal is to enhance students' sense of community while providing meaningful leadership opportunities for older students.



**All students K-5 will be connected
to
at least 1 peer.**



**Reading
Buddies**

**Social
Emotional
Learning
Experiences**

**Cultural
Exchanges**

**Community
Outreach**

**Math
Tutoring**

Future Plans

**Painting
Kindness
Rocks**



**Community
Service
Projects**

**Making Cards for
Nursing Homes
and School Staff**

**School
Beautification
Projects**

Questions?



**Community
Spotlight**
The Marie C.
Boone Family



The Marie C. Boone Family



Marie C. Boone Legacy Library
announces an annual

BOOK DONATION DRIVE

STAY TUNED FOR MORE INFORMATION ON
HOW YOU CAN HELP ENSURE EVERY
LINDLEY PARK LEOPARD RECEIVES A BOOK!



Thank you!

Questions?



ASHEBORO CITY BOARD OF EDUCATION
Asheboro City Schools Central Office
Regularly Scheduled Meeting
September 12, 2024

Policy Committee

Committee Members Present:

Michael Smith, Chairman
Gidget Kidd, Policy Chair

Baxter Hammer, Vice Chairman
Adam Hurley

Linda Cranford
Hailey Lee

Other Board Members Present:

Scott Eggleston, Attorney

Dr. Beth Knott

Ryan Patton

Staff Members Present:

Dr. Aaron Woody

Gayle Higgs

Carla Freemyer

The meeting was called to order at 6:02 p.m. by Gidget Kidd, Policy Chair. Ms. Gayle Higgs reviewed the following policies:

- **1760/7280 Prohibition Against Retaliation**
 - Clarifies Language
- **4040/7310 Staff-Student Relations**
 - Revises language in subsection C.4 to reference policy 7130, which now contains the reporting requirements from new 16 N.C.A.C. 6C .0608
 - Updates the legal references
 - Updates the cross references
- **7130 Licensure**
 - Adds a new Section F regarding mandatory reporting of misconduct
 - *G.S. 115C-326.20 requires reporting that a licensed employee has engaged in conduct that would justify automatic revocation of the employee's license pursuant to G.S. 115C-270.35(b) or has inflicted physical injury against a child other than by accident or in self-defense. The reporting of other misconduct that would justify disciplinary sanctions against the employee's license is required by new proposed rule 16 N.C.A.C. 6C .0608*
 - Updates the legal references

Ms. Freemyer reviewed findings regarding Title IX from a recent law symposium she attended. The meeting adjourned at 6:15 p.m. by Gidget Kidd, Policy Chair.

Finance Committee

Committee Members Present:

Michael Smith, Chairman
Baxter Hammer, Vice Chairman

Ryan Patton, Finance Chair
Phillip Cheek

Dr. Beth Knott

Committee Members Absent:

Melissa Calloway

Other Board Members Present:

Adam Hurley

Scott Eggleston, Attorney

Gidget Kidd

Hailey Lee

Linda Cranford

Staff Members Present:

Dr. Aaron Woody

Sandra Spivey Ayers

Mr. Ryan Patton, Finance Chair, opened the meeting at 6:45 p.m.

Ms. Spivey Ayers reviewed the 2024-2025 budget, which is included as an Action Item in the Board Packet.

Ms. Spivey Ayers reviewed other items of interest related to Finance and Facilities:

Finance Department continues to navigate through the migration to SylogistEd, a DPI approved School Business Modernization platform.

Asheboro City Schools has partnered with Givebacks to provide an online fundraising platform. The fees associated with this service will be significantly less than other platforms used in the past. Our PTOs and Booster Clubs will also be able to use this platform. This platform will also include online fundraiser and field trip approval forms.

We are currently completing the application process for funding to assist with the cost of removing any lead paint from our premises. This would enable us to address needed updates to Donna Lee Loflin Elementary.

The renovation project at South Asheboro Middle School is underway with bi-weekly meetings. We are currently reviewing plumbing concerns and electrical load capacity needed so the switch gear can be ordered. We have a contract in place for upcoming asbestos testing.

There being no further business, Ryan Patton adjourned the meeting at 7:04 p.m.

Board of Education

Board Members Present:

Michael Smith, Chairman

Gidget Kidd

Dr. Beth Knott

Scott Eggleston, Attorney

Vice Chairman Baxter Hammer

Linda Cranford

Adam Hurley

Phillip Cheek

Ryan Patton

Hailey Lee

Board Members Absent:

Melissa Calloway

Staff Members Present:

Dr. Aaron Woody

Deanna Wiles

Sandra Spivey Ayers

Angel Etheridge

Jody Cox

Chandra Manning

Carla Freemyer

Barb Skelly

Anthony Woodyard

Christina Kinley

Scott Bainville

Claudia Marini

Graham Groseclose

Michelle Harger

Gayle Higgs

Opening

Chairman Smith called the meeting to order at 7:31 p.m. and welcomed all in attendance. Chairman Smith opened the meeting with a moment of silence. Chairman Smith then invited a student from North Asheboro Middle School led the Pledge of Allegiance.

Chairman Smith announced that board member Gus Agudelo resigned from the board effective August 25, 2024. Ms. Carla Freemyer, Chief of Human Resources & Support Services, read Mr. Agudelo's resignation letter. Chairman Smith shared that Mr. Agudelo was an asset to the board and will be missed. Mr. Agudelo was the first Latino board member in the state of North Carolina. Chairman Smith shared the applications to be appointed to fill the vacant seat will be available at the Asheboro City Schools Central Office and on the Asheboro City Schools' website beginning tomorrow through 4:00 p.m. on September 26. An Ad Hoc Committee will review the applications on September 27. Interviews will be conducted October 1-4. At the October 10 board meeting, the board will approve a candidate. At the November 14 board meeting the chosen candidate will be sworn in. The new board member will run for election in 2025.

Upon motion by Gidget Kidd and seconded by Phillip Cheek, the board unanimously approved the meeting agenda.

Special Recognitions

- A. Mr. Graham Groseclose, Principal, North Asheboro Middle School, presented the School Spotlight titled *Student Life at NAMS*. The presentation centered around the opportunity for students to be school leaders through student internships, the various clubs offered, and athletics available at North Asheboro Middle School. Drone Soccer will be a new team added this school year, and the Mustache Fraternity club is being brought back. Also, they will have their first Pep Rally tomorrow at 2:00 p.m.
- B. Mr. Graham Groseclose, Principal, North Asheboro Middle School, introduced Ms. Michelle Harger, Assistant Principal of North Asheboro Middle School, who recognized the Civil Air Patrol as their community partner. Ms. Harger introduced Captain Wayne Underwood, Aerospace Education Officer, and shared the partnership with Civil Air Patrol will promote their Aerospace Education program offerings, as well as their Youth Cadet Program. The Civil Air Patrol is a congressionally chartered federally funded non-profit organization.
- C. Ms. Chandra Manning, Director of Communications & Talent Development, recognized the Asheboro City Schools 2024-2025 Principal of the Year, Mr. Graham Groseclose, Principal, North Asheboro Middle School. Mr. Groseclose is a true leader who fosters strong relationships with students and staff.
- D. Ms. Chandra Manning, Director of Communications & Talent Development, presented Points of Pride, which featured a variety of student, staff, and district highlights. These included:

New Teacher Orientation: New Teacher Orientation kicked off on August 13 with 17 beginning teachers and 1 Educational Partners International teacher joining the Asheboro City Schools teams.

Staff Back to School: August 16 was optional teacher workday, and teachers chose to be a part of the first group to participate in Robotics Lab credentialing. The training was led by Ryan Disseler of BrickEd & More out of Salisbury, NC.

August PD: Teachers were fully back on campuses on August 19. Tuesday, August 20th was spent with various groups across the district from data managers and support services to teachers at every level participating in professional development tailored to their content areas.

Convocation: Convocation was held on August 22. The Asheboro High School band, cheerleaders, AFJROTC, and student body president, JaNila Hobby as well as secondary choral teachers and Board Chairman Smith helped

to get the event started. Our Apple of Excellence - Irena Owens, Teacher of the Year - Rebecca Kidd, and Superintendent - Dr. Woody, were insightful and inspiring.

Open Houses: Asheboro High School held their Open House on August 21, followed by ECDC, all elementary schools, and both middle schools on August 22.

First Day of School: The first day of school was filled with smiles (and maybe a few tears from parents of Kindergarteners). We hope these bright smiles and good vibes last all year!

ACS Educator of Excellence: Mari Beth Phillips, Preschool EC Teacher at ECDC, was selected by the Asheboro City Schools Exceptional Children Department leadership as our Educator of Excellence for her exemplary connections with students and families. She will be honored late in November at a statewide EC conference. Runners up include Keichelle Joyce of Guy B. Teachey and Michelle Cooper of North Asheboro Middle.

Instructional Leadership Training: On September 5th and 6th, school teams completed two days of Instructional Leadership Team training as part of the TSL Grant. Administrators are now equipped to tackle problems of instructional practice aimed at improving teacher practice and student outcomes through protocols and charting.

- E. Mr. Adam Deathe, President of the Asheboro/Randolph Chamber of Commerce introduced himself and shared information about Asheboro/Randolph Chamber events. Mr. Deathe was selected as the President of the Chamber in May of this year.

Superintendent's Report

- **Opening of the school year** - Monday begins the fourth week of school. We have had a very strong and coordinated opening to the school year. The central office staff and cabinet have been in buildings daily, principals have been conducting walkthrough observations, having leadership team and staff meetings, and connecting with parents and school stakeholders. Family Engagement Nights are beginning this month in our schools.
- **Individual meetings with principals** - I have met with principals this week to discuss reflections on the opening of the year, help to coordinate supports as needed, and kick off individual professional development plans with each leader.
- **Trainings** – On September 5th and 6th all Asheboro City Schools principals, assistant principals, instructional facilitators and members of the central office cabinet participated in targeted professional development to launch our 2024-2025 coaching support model we will be implementing throughout the year. This professional development is part of our TSL (Teacher and School Leader) Grant.
- **First Early Release Day** - Next Wednesday, September 18, Asheboro City Schools will hold its first early release day of the school year. We are offering 20 different professional development opportunities, which will be led by staff, and all staff are registered to attend sessions. These offerings are not only for teachers, but instructional assistants, administrative teams, and support staff.
- **Media Coverage** – We have had some positive and consistent coverage in the media in the last month. The first days of school brought attention from our local media, but we have also had interviews on digital platforms and television. Asheboro City Schools were showcased on WXII, Fox 8, and News 14. These pieces have given us nice exposure and positive interactions across the piedmont triad.
- **CLASS ACT** – On Sunday, September 8, Ms. Gayle Higgs and Dr. Woody attended an additional CLASS ACT Launch Meeting at the Performing Arts Center. This program is continuing to grow and will provide volunteers for our elementary classrooms. At this point we have almost every classroom “adopted” by volunteers who will support our teachers and students. A breakfast honoring our teachers was held at Central Church before the first day of school to further lift up the support of our teachers by our faith community.

- **Homecoming** – Homecoming will take place on Friday night, October 18th against North Davidson. At 4:30 p.m. that afternoon we will have our annual Homecoming Parade in downtown Asheboro. Ms. Key at the high school is gathering interest regarding sign up for floats and participants. The deadline for entering a float in the parade is October 7.
- **Athletics** – We have had a great start this school year with clubs, art, music, and athletic opportunities across the district. Athletic participation appears to be increasing this year. Tomorrow night we will have our first home football game of the year. There will be a fly over and paratroopers will be parachuting into the stadium just before kickoff. My understanding is there will be three paratroopers who will all land right at the “A” on the fifty-yard line. We have several exciting ways to kick off the home season with interactive components of our scoreboard, a new “STONE” that was excavated not far from the home of Lee J. Stone, our band, youth football, youth cheerleaders, and special presentations to honor our veterans and our country. The high school is distributing rally towels to get the crowd into the game. We’ve invited a variety of media outlets to come out and be here for all the festivities. We encourage everyone to be at the stadium by 7:00 p.m.

Dr. Woody ended his report with “our best days are ahead of us and our best days are right now.”

Public Comments

There were no public comments.

Consent Agenda

Upon motion by Linda Cranford and seconded by Ryan Patton, the board unanimously approved the following items:

- A. Approval of Minutes for August 8, 2024, Board of Education Meeting
- B. Personnel (see below)
- C. Overnight Field Trip-South Asheboro Middle School FFA to Indianapolis, IN
- D. Overnight Field Trip-North Asheboro Middle School FFA to Indianapolis, IN
- E. Overnight Field Trip-Asheboro High School FFA to Indianapolis, IN

**Asheboro City Schools
Personnel Transactions
September 12, 2024**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
York	Jeff	CO	Bus Driver	8/12/2024

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Amador	Dilia	AHS	Instructional Assistant/EC	8/27/2024
Auman	Jonathan	CO	Bus Driver	9/3/2024
Furr	James	AHS	Non-Faculty Coach (Football)	8/16/2024
Jaimes	Maria	AHS	Instructional Assistant/EC	8/21/2024
Martyn	Amanda	AHS	Instructional Assistant/EC	8/19/2024
Russell	Steven	SAMS	Non-Faculty Coach (Football)	8/16/2024
Smith	Jennifer C.	CO	Welcome Center Coordinator (part-time)	9/16/2024

**Asheboro City Schools
Personnel ADDENDUM
September 12, 2024**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
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***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Quigley	Caroline	BAL	Intervention/Teacher (part-time)	9/25/2024
Randall	Belinda	CO	Substitute Bus Driver	9/16/2024

C. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Bainville	Scott	CO	Maintenance to Director of Facilities	9/1/2024
Cox	Jody	CO	Director of Facilities/Maintenance to Director of Maintenance	9/1/2024

Information, Reports, and Recommendations

- A. Ms. Christina Kinley, Director of Accountability & Student Information, shared a data update. This included information about the End-of-Grade and End-of-Course Assessments, graduation rate, student contact average

through SchoolStatus, discipline data, and school level data. We are seeing good growth across the district. Some of the data points reviewed were:

- Our graduation rate is 90.2% which is three percent higher than the state rate.
 - Significant increases in proficiency in math and science
 - 27 students received credits by demonstrated mastery
 - CTE overall proficiency rate is 69.2% which exceeds the state rate.
- B. Mr. Wes Berrier, Asheboro High School Economics/Personal Finance teacher & Athletic Director, shared a presentation about the new Sports Media & Civic Engagement Class. Mr. Berrier's presentation included social media content and videos the students created for the jumbotron scoreboard on the football field. This course focuses on leadership development, communication, broadcasting, sports and civil engagement. This course empowers students to understand the influence and leverage it has for positive change and it prepares students for employment in various technology and media fields. Students will leave the course with industry standard skills that will make them marketable in the workforce.

Closed Session

Under NC General Statute 143-318.11.A1, to prevent disclosure of information that is privileged or confidential pursuant to the law of this State or of the United States, or not considered a public record within the Meaning of Chapter 132 of the General Statutes, upon the motion of Phillip Cheek and seconded by Linda Cranford, the Board unanimously approved to enter closed session to discuss District School Risk Management Plans (SRMP) at 9:14 p.m.

Upon motion by Ryan Patton and seconded by Phillip Cheek, the board unanimously approved to open the closed session at 9:19 p.m.

Upon motion by Gidget Kidd and seconded by Dr. Beth Knott, the board unanimously approved to close the closed session at 9:50 p.m.

Upon motion by Gidget Kidd and seconded by Vice Chairman Baxter Hammer, the board unanimously approved to reopen the regular session at 9:51 p.m.

***Action Items**

- A.** Dr. Aaron Woody, Superintendent, requested approval of the District School Risk Management Plans (SRMP). Upon motion by Phillip Cheek and seconded by Ryan Patton, the board approved the plans as they were presented in closed session.
- B.** Ms. Sandra Spivey Ayers, Chief Financial Officer, presented the 2024-2025 Budget and requested approval. Upon motion by Vice Chairman Baxter Hammer and seconded by Phillip Cheek, the board approved the budget as presented.

Board Operations

- A.** Chairman Smith reviewed information regarding upcoming events.
 - o The next regularly scheduled board meeting will be on October 10, in the Professional Development Center, unless otherwise posted.

Closed Session

Under NC General Statute 143-318.11.A1, to prevent disclosure of information that is privileged or confidential pursuant to the law of this State or of the United States, or not considered a public record within the Meaning of Chapter 132 of the General Statutes, upon the motion of Phillip Cheek and seconded by Hailey Lee, the Board unanimously approved to enter closed session to discuss personnel matters at 10:10 p.m.

Upon motion by Ryan Patton and seconded by Hailey Lee, the board unanimously approved to open the closed session at 10:12 p.m.

Upon motion by Ryan Patton and seconded by Phillip Cheek, the board unanimously approved to close the closed session at 10:35 p.m.

Adjournment

There being no further business and upon motion by Linda Cranford and seconded by Dr. Beth Knott, the board unanimously approved to adjourn at 10:36 p.m.

Chairman

Secretary

**Asheboro City Schools
Personnel Transactions
October 10, 2024**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Davis	Matthew	CO	Computer Technician	10/11/2024
Gomez	Marystella	GBT	Instructional Assistant	9/16/2024
Hinshaw	Griffin	AHS	Instructional Assistant/EC	9/19/2024

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Brady	Deanna	CO	School Nurse	10/28/2024
Hardy	Crystal	CO	Bus Driver/Safety Assistant	9/23/2024

**Asheboro City Schools
Personnel ADDENDUM
October 10, 2024**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Diggs	Ronnie	CO	Bus Driver	10/9/2024
Pamler	Angela	CO	Transportation Supervisor	10/15/2024

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Parsons	Brett	CO	Bus Driver	10/9/2024
Ramirez	Jeanine	GBT	School Secretary	10/17/2024

C. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Brown	Laura	CO to DLL	Office Support to Instructional Assistant	10/21/2024

**ASHEBORO CITY SCHOOLS
FIELD TRIP / TRANSPORTATION REQUEST
SEND TO SUPERINTENDENT - CENTRAL OFFICE**

X Overnight Trip

Group Making Request: AHS DECA School: Asheboro High

Destination: Westin Charlotte, Charlotte, NC Date of Trip: November 15-17

Number of Students Involved: 7 Percent of Total Group: 2%

Reasons for Students Not Attending: This is a leadership conference designed for DECA chapter leaders.

Transportation Method: Activity Bus Charter Bus Private Automobile Other:

Charter Bus Service, state name of vendor here: _____

If using Travel Company, state name of Vendor here: _____

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

Number of Vehicles Needed (to be secured by the Central Office): 1

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

Departure Time: 8:30 am Return Time: 2:00 pm Round Trip Miles (estimated) 172 miles

Estimated Cost to the Student: \$260.00

Purpose(s) of the Field Trip: This field trip is for this year's DECA officers only. This is a conference designed to help DECA officers learn tips and strategies to better lead their chapters toward a more successful year in competition, service, and overall organization operations.

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

Kim Hoffman, DECA Advisor

IAHS DECA and CTE
Sponsor (Group Responsible for Paying for the Trip) 9/3/2024
Date

Approved: [Signature] 9-5-24
Principal Date

Approved: [Signature] 9/9/24
Superintendent or Designee Date

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

Transportation
n
Scheduled: _____
Transportation Supervisor Date

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

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

**ASHEBORO CITY SCHOOLS
FIELD TRIP / TRANSPORTATION REQUEST
SEND TO SUPERINTENDENT - CENTRAL OFFICE**

Procedure No. 3320.01
6/2017

Overnight Trip

Group Making Request: Drone Soccer School: Asheboro High School
 Destination: Charlotte, NC (Rock Hill, SC) Date of Trip: 8-16 and 17
 Number of Students Involved: 10 Percent of Total Group: 85%
 Reasons for Students Not Attending: other summer obligations
 Transportation Method: Activity Bus Charter Bus Private Automobile Other: minivans
 Charter Bus Service, state name of vendor here: _____
 If using Travel Company, state name of Vendor here: _____

dates changed to Feb 15 + 16 2025 per Wendy Graham 8/12/24

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

Number of Vehicles Needed (to be secured by the Central Office): 2
 Number of Drivers Needed (to be secured by the Central Office): _____
 Departure Time: 7:00 AM Return Time: 9:00 PM Round Trip Miles (estimated) 235
 Estimated Cost to the Student: Free

Purpose(s) of the Field Trip: Drone Soccer - sports conference

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

_____ * Wendy Graham

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

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

Wendy E. [Signature] _____ 7-24-24
 Sponsor (Group Responsible for Paying for the Trip) Date

Approved: [Signature] _____ _____
 Principal Date

Approved: [Signature] _____ 8/5/24
 Superintendent or Designee Date

Transportation Scheduled: _____ _____
 Transportation Supervisor Date

Special Comments/Response: _____

STATE OF NORTH CAROLINA

AMENDMENT TO SEWER EASEMENT

COUNTY OF RANDOLPH

AGREEMENT

This AMENDMENT TO SEWER EASEMENT AGREEMENT (this “Agreement”) is made as of October 10, 2024, by **ASHEBORO CITY BOARD OF EDUCATION** (“Grantor”) to **THE MOSES H. CONE MEMORIAL HOSPITAL**, a North Carolina nonprofit corporation (“Grantee”).

RECITALS:

A. Grantor and Grantee entered into a Sewer Easement Agreement recorded in Book 2830, Page 1572, Randolph County Registry (the “Easement Agreement”).

B. The Easement Agreement provided that, upon request by Grantee or Grantor following the final alignment of the Sewer Easement Area, Grantor and Grantee agree to execute an amendment of this Agreement in order to establish the final location of the Sewer Easement Area, and Grantor and Grantee desire to enter into such an amendment.

C. Unless otherwise defined herein, capitalized terms used herein shall have the meanings ascribed to such terms in the Easement Agreement.

NOW, THEREFORE, in consideration of the mutual promises herein contained and other good and valuable considerations, the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

1. **Final Alignment of Sewer Easement Area.** The Sewer Easement Area shall be the area labeled “20’ PERMANENT UTILITY EASEMENT” on Sheet 3 of the plat titled “Easement and Right-of-Way Dedication Cone Health 1319 Spero Road” recorded in **Book _____, Page _____**, Randolph County Registry. Grantor hereby reaffirms, gives, grants and conveys to Grantee, its successors and assigns, the Sewer Easement, twenty (20) feet in width, over, under and across the Grantor’s Tract for the benefit of the Cone Health Tract for the purposes of access to and installing, operating, maintaining, repairing and replacing the Sewer Line on the Grantor’s Tract within the Sewer Easement Area.

*Prepared by and return to: Stephen E. Klee, Fox Rothschild LLP
PO Box 21927, Greensboro, NC 27420*

2. Grantor's Ownership. Grantor covenants that it is seized of the Grantor's Tract in fee, and has the full right and authority to convey the easement described herein free and clear of all liens, encumbrances and restrictions that might otherwise interfere with or prohibit Grantee's enjoyment of the easement granted hereby.

3. Miscellaneous. This Agreement shall be construed in accordance with and governed by the laws of the State of North Carolina. The Sewer Easement and the rights and obligations contained herein are appurtenant to and run with the Cone Health Tract and are covenants running with the land for the benefit of Grantee and its successors and assigns. The Sewer Easement and the rights and obligations herein shall run with the Grantor's Tract and shall be binding upon Grantor, and Grantor's successors and assigns, and successors in interest as owners of the Grantor's Tract. This Agreement may not be modified except by written agreement signed by the party against whom such amendment is sought to be enforced. This Agreement may be executed in any number of counterparts, each of which shall be deemed to be an original and all of which, taken together, shall constitute one and the same instrument.

[SIGNATURES BEGIN ON FOLLOWING PAGE]

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date and year first above written.

GRANTOR:

ASHEBORO CITY BOARD OF EDUCATION

By: _____
Name: Michael B. Smith
Title: Chairman

STATE OF NORTH CAROLINA

COUNTY OF RANDOLPH

I certify that the following person personally appeared before me this day, acknowledging to me that he or she signed the foregoing document: Michael B. Smith.
[Name of signer.]

WITNESS my hand and official seal or stamp, this the ____ day of _____, 2024.

NOTARY PUBLIC

My Commission Expires:

[NOTARY SEAL/STAMP]

Printed Name of Notary Public

GRANTEE:

THE MOSES H. CONE MEMORIAL HOSPITAL

By: _____
Ann Macner, Chief Administrative Officer

STATE OF NORTH CAROLINA

COUNTY OF _____

I certify that the following person personally appeared before me this day, acknowledging to me that he or she signed the foregoing document: Anne Macner.

WITNESS my hand and official seal or stamp, this the _____ day of _____, 2024.

NOTARY PUBLIC

My Commission Expires:

[NOTARY SEAL/STAMP]

Printed Name of Notary Public

SALARY SCHEDULE 2024-2025

BUS DRIVER/BUS MONITOR

PAY GRADE	PAY STEP	23-24 HOURLY SALARY
51	0	15.00
51	1	15.45
51	2	16.39
51	3	16.39
51	4	16.39
51	5	16.67
51	6	16.67
51	7	16.67
51	8	16.67
51	9	16.67
51	10	16.67
51	11	16.90
51	12	16.90
51	13	16.90
51	14	16.90
51	15	16.90
51	16	17.80
51	17	17.80
51	18	17.80
51	19	17.80
51	20	17.80
51	21	19.27
51	22	19.27
51	23	19.27
51	24	19.27
51	25+	19.27

PLUS: Eligible for \$25.00 Safety Bonus per month

Substitute Driver Pay = 15.00

ASHEBORO CITY SCHOOLS

Rental of School Facilities

Fee Schedule

2024-2025

Providing school facilities for community functions such as meetings of a civic, recreational, cultural, or educational nature when sponsored by responsible organizations or groups is considered a desirable public service, but it is not considered a financial obligation on the part of the school system. Priority for facility use will be given to community groups whose mission is similar or complimentary to that of the school district. The following fee schedule for the use of school facilities is therefore established:

Seating	Location	Fee - 4 hours or less	Each Additional Hour
1037	AHS Performing Arts Center	\$200.00	\$50.00
200	AHS Walker Commons	\$100.00	\$25.00
200	AHS Professional Development Center	\$100.00	\$25.00
263	SAMS Theater	\$100.00	\$25.00
400	NAMS Theater	\$100.00	\$25.00
225	ECDC	\$ 50.00	\$25.00
200	McCrary	\$ 50.00	\$25.00
250	Loflin	\$ 50.00	\$25.00
244	Teachey	\$ 50.00	\$25.00
230	Lindley Park	\$ 50.00	\$25.00
400	Balfour	\$ 50.00	\$25.00

SCHOOL FACILITIES

Additional Classroom Space Available for \$25.00 per hour

Custodial Fee - \$35.00 per hour

Sound/Light Tech. & Equip. Fee for AHS Performing Arts Center - \$50.00 per hour

ATHLETIC FACILITIES

Seating	Location	Fee - 2 hours or less	Each Additional Hour
1700	AHS Gym – not available for 23-24 school year	\$150.00	\$25.00
3000+	AHS stadium	\$250.00	\$50.00
650	SAMS Gym	\$ 75.00	\$25.00
500	NAMS Gym	\$ 75.00	\$25.00

Custodial Fee - \$35.00 per hour

CAFETERIAS

Seating	Location	Fee if Kitchen is Used 4 hours or less	Each Additional Hour	Fee for Cafeteria Seating Area Only 4 hours or less	Each Additional Hour
289	AHS	\$ 75.00	\$ 35.00	\$ 50.00	\$ 25.00
188	SAMS	\$ 75.00	\$ 35.00	\$ 50.00	\$ 25.00
250	NAMS	\$ 75.00	\$ 35.00	\$ 50.00	\$ 25.00
135	CWM	\$ 75.00	\$ 35.00	\$ 50.00	\$ 25.00
150	DLL	\$ 75.00	\$ 35.00	\$ 50.00	\$ 25.00
400	GBT (Combination)	\$ 75.00	\$ 35.00	\$ 50.00	\$ 25.00
175	LP	\$ 75.00	\$ 35.00	\$ 50.00	\$ 25.00

Custodial Fee - \$35.00 per hour

Kitchen Manager Fee required if Kitchen is used for All Locations - \$35.00 per hour

2024-2025 Consolidated Federal Funding Application Summary

Title I Part A - ESEA Chapter I Low Income

Planning Allotment - \$1,485,827

Carryover - \$275,682.53

Asheboro City Schools uses Title I funds to support all elementary and middle schools. Individual school improvement teams meet to determine the best use of these funds. All school teams choose to use the majority of funds to provide additional classroom teachers to reduce class size. In total, Title I funds provide 23 classroom teachers. Additional instructional materials, professional development opportunities and tutoring services are other ways schools choose to spend their funds. Title I funds are used to supplement the level of federal, state, and local funds provided by other sources designated to increase the academic achievement of our students.

A portion of the Title I allocation is set-aside to provide support to the Early Childhood Development Center as well as any homeless students in the district.

Title I funds also support Parent and Family Engagement in accordance with Board Policy # 1320 – Title I Parent and Family Engagement.

Title II-A – Supporting Effective Instruction

Planning Allotment - \$218,877

Carryover - \$230,905.69

Asheboro City Schools will use Title II funds to focus on the following areas:

Instructional Support through a targeted approach with Beginning Teachers and those whose data does not demonstrate effectiveness in the classroom. Provide instructional support through the use of Instructional Facilitators at all levels to include curriculum support for beginning teachers.

Tuition Assistance to support staff who pursue advanced degrees, work toward expanding their teaching license, or successfully complete the National Board Certification renewal process.

Teacher Recruitment and Retention to support emerging best practices in recruiting, hiring and retaining highly qualified teachers. Funds will be used to support the Beginning Teacher Support programming, licensure, and teacher evaluation.

Professional Development offerings focus on building the capacity of teachers and leaders. We will include targeted training sessions focused on the newly implemented science standards, training to orient elementary math teachers to new curriculum resources, UNCG micro-courses on a variety of current educational topics, and sessions that will equip teachers to use innovative spaces and practices with their students. These initiatives aim to enhance teaching effectiveness and ultimately improve student outcomes across our district.

Mentoring Support to provide funds for a Lead Mentor at each school. Lead Mentors are key to the implementation of the district's Beginning Teacher Support Plan, and play an integral part in the success of beginning teachers.

Class Size Reduction to create smaller class sizes at the elementary school level. Funds will be used to employ one class size reduction teacher.

Title III Part A - English Language Acquisition

Planning Allotment - \$107,967

Carryover - \$152,792.49

Asheboro City Schools uses Title III funds to carry out highly focused, innovative, locally designed activities to expand and enhance existing language instruction educational programs and academic content instruction

programs for English learners and immigrant children and youth. A full time Lead Teacher is funded through this grant to enhance the engagement of staff, students, families and community.

Title III Part A – Significant Increase - English Language Acquisition

Planning Allotment - \$0 Carryover - \$3,717.17

Asheboro City Schools uses Title III funds to purchase materials to be provided to support newcomers and their families in order to the acquire English language.

Title IV – Student Support and Academic Enrichment

Planning Allotment - \$108,692 Carryover - \$96,178.33

There are three components to the Title IV grant that focus on well-rounded educational opportunities, safe and healthy students, and effective use of technology. The funds may be used for a variety of activities to improve student outcomes and address opportunity gaps.

Well-Rounded Education

Asheboro City Schools will utilize funds to improve access to foreign language, arts, and music education. Each school submits a plan to provide experiences for students through after school clubs or through extended learning opportunities. STEAM experiences will also be used to provide students with supplemental activities that enhance grade level curriculum.

Safe and Healthy Students

There is an increased need for additional support for social-emotional learning support and a need for mental health services. Funds will be used to provide school-based mental health services and counseling to students. Panorama, a social-emotional screener, will be implemented to gather data on our students social and emotional well-being. This data will assist counselors, mental health specialists, and teachers in determining how to best meet the needs of our students. Funds will be used to provide professional development for counselors and teachers related to social emotional skills and appropriate responses to mental health needs.

Effective Use of Technology in Schools

Asheboro City Schools will utilize funds to build our technological capacity as a district. We will purchase a software management program for student Chromebook computers. This instructional tool allows teachers to monitor student devices and communicate with students both on campus and remotely to maximize time on task. Features include the ability to lock student screens and easily take screenshots of student activity in order to provide meaningful feedback during class. Teachers can remotely monitor student progress without hovering over them to provide redirection and assistance.

**RESOLUTION
OF
THE BOARD OF EDUCATION
OF ASHEBORO CITY SCHOOLS
AUTHORIZING INCREASE IN MICRO-PURCHASE THRESHOLD**

* * * * *

WHEREAS, from time to time, the Asheboro City Schools (the “school district”) purchases goods and services using federal funding subject to the procurement standards in 2 C.F.R. Part 200, Subpart D; and

WHEREAS, the school districts procurement of such goods and services is subject to Purchasing Requirements for Equipment, Materials, and Supplies, as most recently amended on June 14, 2018; and

WHEREAS, the school district is a non-Federal entity under the definition set forth in 2 C.F.R. § 200.1; and

WHEREAS, pursuant to 2 C.F.R. § 200.320(a)(1)(ii), a non-Federal entity may award micro-purchases without soliciting competitive price or rate quotations if the non-Federal entity considers the price to be reasonable based on research, experience, purchase history or other information and documents that the non-Federal entity files accordingly; and

WHEREAS, pursuant to 2 C.F.R. § 200.320(a)(1)(iii), a non-Federal entity is responsible for determining and documenting an appropriate micro-purchase threshold based on internal controls, an evaluation of risk, and its documented procurement procedures; and

WHEREAS, pursuant to 2 C.F.R. § 200.320(a)(1)(iv), a non-Federal entity may self-certify on an annual basis a micro-purchase threshold not to exceed \$50,000 and maintain documentation to be made available to a Federal awarding agency and auditors in accordance with 2 C.F.R. § 200.334; and

WHEREAS, pursuant to 2 C.F.R. § 200.320(a)(1)(iv), such self-certification must include (1) a justification for the threshold, (2) a clear identification of the threshold, and (3) supporting documentation, which, for public institutions, may be a “higher threshold consistent with State law”; and

WHEREAS, G.S. 143-129(a) and G.S. 143-131(a) require the school district to conduct a competitive bidding process for the purchase of (1) “apparatus, supplies, materials, or equipment” where the cost of such purchase is equal to or greater than \$30,000, and (2) “construction or repair work” where the cost of such purchase is greater than or equal to \$30,000; and

WHEREAS, North Carolina law does not require a unit of local government to competitively bid for purchase of services other than services subject to the qualifications-based selection process set forth in Article 3D of Chapter 143 of the North Carolina General Statutes (the “Mini-Brooks Act”); and

WHEREAS, G.S. 143-64.32 permits units of local government to exercise, in writing, an exemption to the qualifications-based selection process for services subject to the Mini-Brooks Act for particular projects where the aggregate cost of such services do not exceed \$50,000; and

WHEREAS, pursuant to 2 C.F.R. § 200.320(a)(1)(iv), the Board of Education of the school district now desires to adopt higher micro-purchase thresholds than those identified in 48 C.F.R. § 2.101.

NOW THEREFORE, BE IT RESOLVED BY BOARD OF EDUCATION OF THE SCHOOL DISTRICT:

1. In accordance with 2 C.F.R. § 200.320(a)(1)(iv) and the applicable provisions of North Carolina law, the school district hereby self-certifies the following micro-purchase thresholds, each of which is a “higher threshold consistent with State law” under 2 C.F.R. § 200.320(a)(1)(iv)(C) for the reasons set forth in the recitals to this resolution.

2. The self-certification made herein shall be effective as of the date hereof and shall be applicable until the ending June 30, 2025 of the Unit, but shall not be applicable to Federal financial assistance awards issued prior to November 12, 2020, including financial assistance awards issued prior to that date under the Coronavirus Aid, Relief, and Economic Support (CARES) Act of 2020 (Pub. L. 116-136).

3. In the event that the school district receives funding from a federal grantor agency that adopts a threshold more restrictive than those contained herein, the Unit shall comply with the more restrictive threshold when expending such funds.

4. The Unit shall maintain documentation to be made available to a Federal awarding agency, any pass-through entity, and auditors in accordance with 2 C.F.R. § 200.334.

5. The Board of Education Board Members of the school district are hereby authorized, individually and collectively, to revise the Purchasing Policy of the Unit to reflect the increased micro-purchase thresholds specified herein, and to take all such actions, individually and collectively, to carry into effect the purpose and intent of the foregoing resolution.

* * * * *

Adopted this the 10th day of October, 2024.

Chairman, Board of Education: _____ Date: _____

Policies
For
Review

PROHIBITION AGAINST RETALIATION

Policy Code: 1760/7280

Board members and employees are expected to be honest and ethical in the performance of their duties and to comply with applicable federal, state, and local laws, policies, and regulations. The board encourages employees to report possible financial improprieties, ethical violations, and other illegal practices and intends that employees who report such matters in good faith will not be subject to retaliation or other adverse employment consequences.

If an employee reasonably believes that (1) there has been a violation of federal, state, or local law, policy, or regulation, public policy, or an individual's ethical duties and (2) the violation is due to a practice, policy, act, or omission of the board of education, an individual board member, a school system employee, or an entity/person with whom the school system has a business relationship, the employee should report that matter in accordance with policy 1750/7220, Grievance Procedure for Employees, unless a policy with a more specific reporting or complaint procedure applies. Any complaint alleging a violation by the superintendent or the board should be filed with the board chair for investigation. The board chair will report the complaint to the board, and the board will authorize a prompt and thorough investigation or other action as necessary.

The board prohibits and will not tolerate any form of reprisal, retaliation, or discrimination against any employee who (1) in good faith, has made or intends to make a report of wrongdoing described in this policy; or (2) has refused to carry out a directive which may constitute a violation of federal, state, or local law, policy, or regulation, or poses a substantial or specific danger to public health and safety.

To be protected by this policy, employees who report violations or suspected violations must be acting in good faith based on a reasonable belief that the reported information represents wrongdoing of the sort described in this policy. The protection extends to those whose allegations are made in good faith but prove to be mistaken. The board reserves the right to discipline employees who know or have reason to believe that the report is inaccurate. Further, except as otherwise required by law, the provisions of this policy apply only to those situations in which an employee brings the alleged wrongdoing to the attention of school officials or the board and provides school officials or the board with a reasonable opportunity to investigate and correct the alleged wrongdoing. If necessary, school officials or the board may specify reasonable steps to protect the complaining employee from retaliation.

Each employee will receive a copy of this policy and will sign a statement verifying his or her receipt and understanding of this policy.

Legal References: Sarbanes-Oxley Act, 18 U.S.C. 1513(e); G.S. 115C-335.5; 126-5(c5), -84, -85, -86, -87, -88

Cross References: Discrimination and Harassment Prohibited by Federal Law (policy 1710/4020/7230), Title IX Sexual Harassment – Prohibited Conduct and Reporting Process (policy 1725/4035/7236), Title IX Sexual Harassment Grievance Process (policy 1726/4036/7237), Nondiscrimination on the Basis of Disabilities (policy 1730/4022/7231), Grievance Procedure for

Employees (policy 1750/7220), Code of Ethics for School Board Members (policy 2120), Board Member Conflict of Interest (policy 2121), Ethics and the Purchasing Function (policy 6401/9100), Discrimination and Harassment in the Workplace (policy 7232), Staff Responsibilities (policy 7300), Employee Conflict of Interest (policy 7730)

Adopted: October 9, 2008

Revised: July 12, 2012, July 14, 2016, May 13, 2021

The board expects all employees to maintain the highest professional, moral, and ethical standards in their interactions with students. Employees are required to provide an atmosphere conducive to learning through consistently and fairly applied discipline and established and maintained professional boundaries. Employees are expected to motivate each student to perform to his or her capacity while modeling the behavior expected of students in staff-student relationships.

The interactions and relationships between staff and students must be based upon cooperation, mutual respect, and an understanding of the appropriate boundaries between adults and students inside and outside of the educational setting. Employees are expected to demonstrate good judgment and to avoid the appearance of impropriety in their interactions with students. Employees must consult their supervisor any time they suspect or are unsure whether conduct is inappropriate or otherwise constitutes a violation of this or other board policy.

For the purposes of this policy, the terms “staff” and “employees” include independent contractors, school safety officers, and volunteers, but do not include student employees or student volunteers.

A. ROMANTIC RELATIONSHIPS AND SEXUAL CONTACT PROHIBITED

All employees are prohibited from dating, courting, or entering into a romantic relationship or having sexual contact with any student enrolled in the school system regardless of the student’s age. Employees engaging in such inappropriate conduct will be subject to disciplinary action, up to and including dismissal, and may be subject to criminal action as provided in G.S. 14-202.4 and 14-27.32. Further, school system personnel shall provide no assistance to an employee in finding another job, beyond the routine transmittal of personnel or administrative files, if the employee engaged in sexual misconduct with a minor or a student in violation of the law.

B. RESTRICTIONS ON ELECTRONIC COMMUNICATIONS

1. In accordance with policy 7335, Employee Use of Social Media, employees are prohibited from communicating with current students through non-school-controlled social media without parental permission except to the extent that the employee and student have an appropriate relationship which originated outside of the school setting. Any communication through social media authorized under policy 7335 must meet the professional standards established in this policy and must otherwise be consistent with law and all other board policy.
2. Instant messages will be treated as a form of communication through social media subject to the terms of policy 7335 and subsection B.1 above, regardless of whether the messaging service is actually provided through a social media service or otherwise.
3. Employees are prohibited from engaging in other forms of one-to-one electronic

communications (e.g., voice, voice mail, email, texting, and photo or video transmission) with students without written prior approval of the employee's supervisor and the student's parent. This rule shall not apply, however, if one or more of the following circumstances exist:

- a. the communication (1) is for an educational purpose, (2) is conducted through a school system-provided platform which archives all such communications for a period of at least three years (this requirement does not apply to telephone or voice mail communications), or is conducted via an electronic video-conferencing platform (e.g., Zoom, Webex, Google Meet) that has been approved by the superintendent or designee for instructional use, and (3) occurs after the employee has given prior notice to his or her supervisor or designee that such communications will occur and when they will occur;
- b. the communication serves an educational purpose and is simultaneously copied or transmitted to the employee's supervisor or designee and, upon request, to the parent or guardian;
- c. the communication is necessary in a bona fide emergency, provided the communication is disclosed to the supervisor and parent or guardian as soon as reasonably possible; or
- d. the communication derives from a relationship or association outside of the school setting and occurs with the consent of the parent or guardian, provided such communication does not otherwise violate this or other board policy.

Any one-to-one electronic communication permitted by this subsection must meet the professional standards established in this policy and must otherwise be consistent with law and all other board policies.

4. It is the duty of every employee to notify his or her supervisor of any unsolicited one-to-one communication, in any form, electronic or otherwise, received from a student when the communication lacks a clear educational purpose. School counselors are excluded from this requirement only to the extent that it conflicts with their professional duties.
5. Violations of this subsection will be considered unprofessional behavior subject to discipline, up to and including dismissal. Factors that may be relevant to the determination of an appropriate disciplinary response to unauthorized communications with students include, but are not limited to:
 - a. the content, frequency, subject, and timing of the communication(s);
 - b. whether the communication(s) was appropriate to the student's age and

maturity level;

- c. whether the communication(s) could reasonably be viewed as a solicitation of sexual contact or the courting of a romantic relationship, including sexual grooming;
- d. whether there was an attempt to conceal the communication(s) from the employee's supervisor and/or the student's parent or guardian;
- e. whether the communication(s) created a disruption of the educational environment; and
- f. whether the communication(s) harmed the student in any manner.

C. REPORTING INAPPROPRIATE CONDUCT

1. Reporting by Employees

Any employee who has reason to believe any of the following shall immediately report that information to the superintendent or designee:

- a. that another employee is involved in a romantic or other inappropriate relationship or has had sexual contact with a student;
- b. that another employee has engaged in other behavior prohibited by this policy; or
- c. that the employee has witnessed behavior by another employee that has the appearance of impropriety, whether or not the behavior may have a valid purpose.

An employee who fails to inform the superintendent or designee as provided in this subsection may be subject to disciplinary action, up to and including dismissal.

2. Reporting by Students

Any student who believes that he or she or another student has been subject to misconduct that violates this policy should immediately report the situation to the principal, school counselor, or the Title IX coordinator designated in policy 1720/4030/7235, Title IX Nondiscrimination on the Basis of Sex.

3. Report of Criminal Misconduct

Any principal who has reason to believe that a student has been the victim of criminal conduct shall immediately report the incident in accordance with policy 4335, Criminal Behavior.

4. Report to State Board of Education

In accordance with Section F of policy 7130, Licensure, administrators shall report to the State Board of Education certain misconduct by licensed employees involving a student and resulting in dismissal, disciplinary action, or resignation.

This reporting requirement applies in addition to any duty to report suspected child abuse in accordance with state law and policy 4240/7312, Child Abuse and Related Threats to Child Safety, as applicable.

Legal References: Elementary and Secondary Education Act, 20 U.S.C. 7926; Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 *et seq.*, 34 C.F.R. pt. 106; G.S. 14-27.32, -202.4; 115C-47(18), -270.35(b), -326.20; 16 N.C.A.C. 6C .0601, .0602, .0604, .0608; State Board of Education Policy EVAL-014

Cross References: Governing Principle – Removal of Barriers (policy 1700), Title IX Nondiscrimination on the Basis of Sex (policy 1720/4030/7235), Title IX Sexual Harassment – Prohibited Conduct and Reporting Process (policy 1725/4035/7236), Title IX Sexual Harassment Grievance Process (policy 1726/4036/7237), Student and Parent Grievance Procedure (policy 1740/4010), Child Abuse and Related Threats to Child Safety (policy 4240/7312), Bullying and Harassing Behavior Prohibited (policy 4329/7311), Criminal Behavior (policy 4335), School Volunteers (policy 5015), Licensure (policy 7130), Staff Responsibilities (policy 7300), Employee Use of Social Media (policy 7335)

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

Revised: December 11, 2008, March 11, 2016, September 14, 2017, February 8, 2018, May 14, 2020, September 10, 2020, March 11, 2021, August 12, 2021, January 11, 2024

The board intends to comply fully with all licensure requirements of the Elementary and Secondary Education Act, state law, and State Board of Education policies.

A. LICENSURE AND OTHER QUALIFICATION REQUIREMENTS

1. Except as otherwise permitted by the State Board of Education or state law, a person employed in a professional educator position must hold at all times a valid North Carolina professional educator's license appropriate to his or her position.
2. To the extent possible, all professional teaching assignments will be in the area of the professional employee's license except as may be otherwise allowed by state and federal law and State Board policy.
3. The board may employ candidates entering the teaching profession from other fields who hold a residency license or an emergency license.
4. In extenuating circumstances when no other appropriately licensed professionals or persons who are eligible for a residency license are available to fill a position, the board may employ an individual who holds a permit to teach issued by the State Board of Education.

B. EXCEPTIONS TO LICENSURE REQUIREMENTS

1. Adjunct CTE Instructors

An unlicensed individual who meets the adjunct hiring criteria established by the State Board of Education for a specific career and technical education (CTE) career cluster may be employed as an adjunct CTE instructor for up to 20 hours per week or up to five full consecutive months of employment, provided the individual first completes preservice training and meets all other statutory requirements for serving as an adjunct instructor established by G.S. 115C-157.1.

2. Adjunct Instructors in Core Academic Subjects, Fine and Performing Arts, and Foreign Languages

In accordance with G.S. 115C-298.5, an unlicensed faculty member of a higher education institution who meets the adjunct hiring criteria established by the State Board of Education may be employed as a temporary adjunct instructor for specific core academic subjects, fine and performing arts, and foreign language courses in grades kindergarten through twelve provided the individual first completes preservice training and meets all other statutory and State Board of Education requirements.

In addition, an individual with a related bachelor's or graduate degree may be employed as a temporary adjunct instructor to teach high-school level courses in core academic subjects, fine and performing arts, and foreign language in the individual's area of specialized knowledge or work experience provided the individual first completes preservice training required under G.S. 115C-298.5(a1).

3. Interim Principals

A retired former principal or assistant principal may be employed as an interim principal for the remainder of any school year, regardless of licensure status.

4. Cherokee Language and Culture Instructors

An individual approved to teach in accordance with an MOU entered into pursuant to G.S. 115C-270.21 will be authorized to teach Cherokee language and culture classes without a license.

5. Driver Education Instructors

An individual not licensed in driver education is authorized to work as a driver education instructor if the individual holds Certified Driver Training Instructor status according to minimum standards established by State Board of Education Policy DRIV-003.

6. Service Members and their Spouses Relocating to North Carolina

A service member or the spouse of a service member who is under military orders to relocate to North Carolina, is in possession of a current educator's license from another jurisdiction, and meets any other conditions established by 50 U.S.C. 4025a or State Board of Education Policy LICN-001 will be considered to hold a valid North Carolina educator's license until the military orders expire or June 30th of the year in which the military orders expire, whichever is later.

C. BEGINNING TEACHER SUPPORT PROGRAM

The superintendent or designee shall develop a plan and a comprehensive program for beginning teacher support. The plan must be approved by the board and the Department of Public Instruction and kept on file for review. The plan must be aligned to the State Board of Education's beginning teacher support program standards and, when monitored, must demonstrate proficiency. The school system will also participate in implementing a regionally-based annual peer review and support system.

Teachers with fewer than three years of teaching experience will be required to participate in the Beginning Teacher Support Program.

D. LICENSE CONVERSION

Teachers must meet all requirements of the State Board of Education in order to move from an initial professional license or residency license to a continuing professional license or to move from a continuing professional license to a lifetime license.

E. LICENSE RENEWAL

Licensure renewal is the responsibility of the individual, not of the school system. Any employee who allows a license to expire must have it reinstated prior to the beginning of the next school year. A teacher whose license has expired is subject to dismissal.

The school system may offer courses, workshops, and independent study activities to help school personnel meet license renewal requirements. Any renewal activity offered must be consistent with State Board of Education policy. In addition, the superintendent or designee shall develop a procedure to determine the appropriateness of any credit offered in advance of renewal activities.

Decisions regarding the employment of teachers who fail to meet the required proficiency standard for renewal of a continuing professional license will be made in accordance with G.S. 115C-270.30(b)(4) and applicable State Board of Education requirements. The superintendent or designee shall determine the professional development required of a teacher whose continuing professional license has reverted to an initial professional license and/or has expired due to performance issues. The superintendent or designee may authorize or direct principals to prescribe professional development to such employees in accordance with the employee's demonstrated deficiencies.

Although lifetime license holders do not have to complete continuing education credits to maintain licensure, the superintendent may require them to participate in professional development opportunities as a condition of employment. (See policy 1610/7800, Professional and Staff Development.)

F. REPORTING MISCONDUCT

Any administrator who knows, has reason to believe, or has actual notice of a complaint that a licensed employee has engaged in misconduct that (1) would justify automatic revocation of the employee's license pursuant to G.S. 115C-270.35(b), has resulted in a criminal charge or indictment for any of the crimes listed in G.S. 115C-270.35(b), involved the infliction of physical injury against a child or student other than by accident or in self-defense, or involved any sexual contact with a child or student, and (2) resulted in dismissal, disciplinary action, or resignation shall report the misconduct in writing to the State Board of Education within five days of the dismissal, determination of disciplinary action, or acceptance of resignation. If the employee resigns within 30 days of a complaint for misconduct or during an ongoing investigation of a complaint, the alleged misconduct is presumed to have resulted in the resignation.

In addition, if a licensed employee is dismissed, is demoted, or resigns as the result of

conduct that is not covered by the preceding paragraph but that may otherwise justify disciplinary sanctions against the employee's license under 16 N.C.A.C. 6C .0604, the superintendent or designee shall report the conduct in writing to the State Board of Education within 30 days of the dismissal, demotion, or resignation.

G. PARENTAL NOTIFICATION

At the beginning of each school year, school system officials shall notify the parents or guardians of each student attending a Title I school or participating in a Title I program of their right to request the following information about qualifications of their child's teacher: whether the teacher has met NC qualification and licensing criteria for the grade level(s) and subject area(s) in which the teacher provides instruction; whether the teacher is teaching under emergency or other provisional status through which North Carolina qualification or licensing criteria have been waived; whether the teacher is teaching in the field of discipline of his or her certification; and whether the child is provided services by a paraprofessional, and if so, the paraprofessional's qualifications.

The school system will give notice within 10 school days to the parents of children who have been assigned or, after four consecutive weeks, have been taught by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

H. EQUITABLE DISTRIBUTION OF TEACHERS

The superintendent shall assess whether low-income, minority, learning disabled, and/or English learners are being taught by inexperienced, ineffective, or out-of-field teachers at higher rates than students who do not fall into these categories and shall develop a plan to address any such disparities. If DPI does not require such a plan of the LEA, the superintendent is not required to develop a plan under this subsection unless he or she determines that one is needed to address inequities within the school system.

Legal References: Elementary and Secondary Education Act, 20 U.S.C. 6301 *et seq.*; 50 U.S.C. 4025a; 34 C.F.R. 200.55-57, 200.61; G.S. 115C art. 17E; 115C-157.1, -270.15, -270.20, -270.21, -270.35, -284, -295, -298.5, -325(e)(1)(m) (applicable to career status teachers), -325.4(a)(12) (applicable to non-career status teachers), -326.20, -333, -333.1; 16 N.C.A.C. 6C .0604, .0608; State Board of Education Policies CTED-004, DRIV-003, DRIV-004, EVAL-004, EVAL-023, EVAL-034, LICN-001, LICN-005, LICN-021, LICN-022, TCED-016; *Beginning Teacher Support Program Handbook* (NCDPI) available at <https://sites.google.com/dpi.nc.gov/ncref/bt-support-program-resources>

Cross References: Professional and Staff Development (policy 1610/7800)

Adopted: June 1997

Revised: January 22, 1999; December 20, 2006; June 30, 2008; September 30, 2011; March 28, 2013, September 12, 2013, June 12, 2014, June 8, 2017, February 8, 2018, August 8, 2019, March

12, 2020, January 14, 2021, August 12, 2021, February 10, 2022, February 9, 2023, March 14, 2024

GOAL 1:

At ECDC, we will focus on professional growth and recruitment of staff by orienting and acclimating new staff members to ECDC.

Target date for Implementation:

August 2024 - June 2025

Definition of Successful Implementation:

At ECDC there will be a 90% success on our culture survey, 90% attendance at monthly socials, and 90% at our instructional meetings. Our goal is to retain 7 out of 8 new staff members (88%).

Current Actions:	Assigned to:	Target Date:
The back to school meeting will focus on orienting new staff to ECDC processes and procedures. Team building and 'getting to know you' activities will help teachers know the school and expectations.	Holly White	August 19,2024
We will hold monthly instructional assistant meetings on the first Wednesday of each month. These meetings will address specific needs of the instructional assistant staff.	Holly White	1st Wednesday, 2024-2025
We will hold monthly staff socials on the second Tuesday of each month. The social committee will be responsible for planning and setting the climate for the meetings	Holly White Marie Peele	2nd Tuesday 2024-2025
Each classroom will develop a substitute guide that provides specific detailed information about each portion of the day to ensure consistency. This will also be helpful for our new instructional assistants.	Holly White Each classroom teacher	By August 27,2024
A culture survey will be conducted at the beginning of the year and at the end of the year.	Holly White	September, 2024 May 2025

GOAL 2:

At ECDC, we will equip teachers and families with professional development, support, and information in order to increase the growth and development of students with Individualized Education Plans.

Target date for Implementation:

August 2024 - June 2025

Definition of Successful Implementation:

At ECDC, we have had an increase of 52% of students with Individualized Education Plans. Our goal will be to have an increase in overall development by more than 10% for students with an Individualized Education Plans on overall development in math, literacy and social skill concepts as measured on Teaching Strategies Gold.

Current Actions:	Assigned to:	Target Date:
The exceptional children’s team will lead the staff meetings on the first Tuesday of each month to problem solve for our students with Individualized Education Plans.	Kimberly Borden MariBeth Phillips Erin Britton Laura Roberts Erica Rosencrans	1st Tuesday of each month
We will provide information to families to support behavior management with their child. These are parent resources from CSEFEL. They are specific to individual behavior issues.	Kimberly Borden	August 28, 2024 - June 10, 2025
Professional development will be provided for staff about behavior management, determining the meaning of challenging behaviors, and supporting children's social emotional development as well as addressing challenging behaviors. Conscious Discipline training will be offered to all staff members.	Holly White	August 24, 2024
All classrooms will consistently use the Incredible Flexible You curriculum that helps children build foundational social competencies and essential life skills.	Holly White	September, 2024 - May, 2025

GOAL 3:
ECDC will implement intentional strategies to increase the social emotional development of all students.

Target date for Implementation:
 August 2024 - June 2025

Definition of Successful Implementation:
 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 by the end of the year.

Current Actions:	Assigned to:	Target Date:
Teachers will complete beginning of year home visits to establish positive transitions to ECDC.	All staff Holly White	August 28, 2024
Teachers will regularly and explicitly teach and reinforce routines, rituals, and daily schedules.	Holly White Kimberly Borden	October 2024
All staff will use CSEFEL and Conscious Discipline strategies throughout the school year.	Kimberly Borden Amber Watts Venise Lawrence-Smith Holly White	August 2024-May 2025
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 2024-May 2025



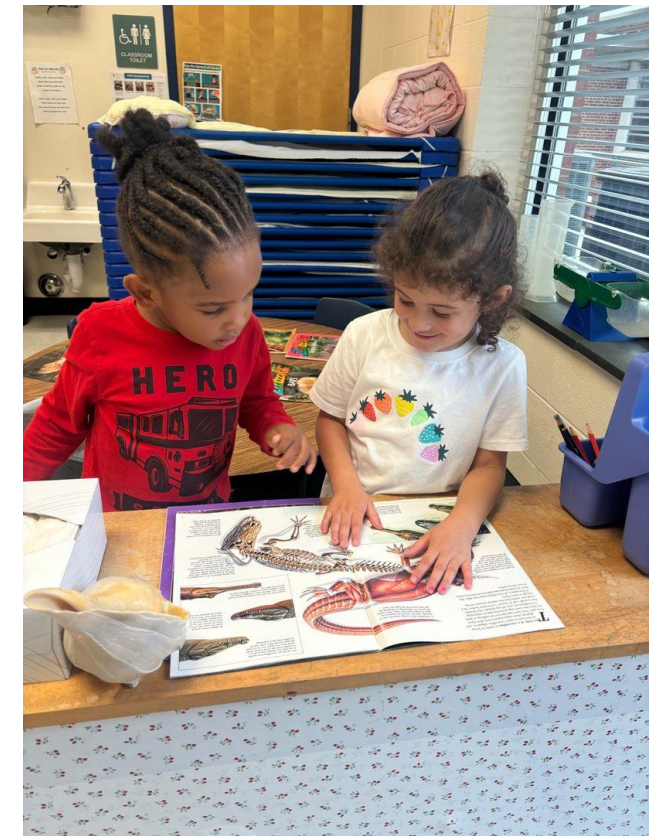
Early Childhood Development Center

Thursday, October 10, 2024



Introduction

Our focus this year is on orienting new staff, ensuring that our exceptional children meet and exceed goals, and continue our focus on social emotional development.



Goal 1 Details



At ECDC, we will focus on professional growth and recruitment of staff by orienting and acclimating new staff members to ECDC. Our goal is to retain 7 out of 8 new staff members (88%).





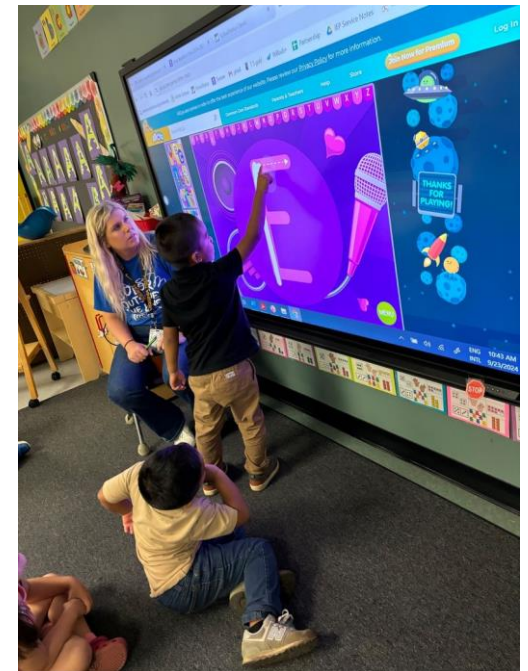
Goal 1 Actions

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

Goal 2 Details



At ECDC, we have had an increase of 52% of students with Individualized Education Plans. Our goal will be to have an increase in overall development by more than 10% for students with an Individualized Education Plans on overall development in math, literacy and social skill concepts as measured on Teaching Strategies Gold.





Goal 2 Actions

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



Goal 3 Details

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





Goal 3 Actions

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



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

Summary



The 2024-2025 is going to be a great school year at ECDC! It will be filled with professional growth and development, students achieving and exceeding their goals, and constructing meaningful relationships that promote social emotional learning in both students and teachers.

Questions?

GOAL 1:

Balfour Elementary School will enhance core instructional practices across all grade-level teams and departments, ensuring that all students receive high-quality, engaging, and differentiated instruction to meet the diverse learning needs of our student population.

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.

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

Target date for Implementation:

June 2025

Definition of Successful Implementation:

At successful implementation, CORE instruction will be observably improved by the instructional leadership team as evidenced by the level of student engagement and the utilization of instructional strategies that speak to varied learning styles including but not limited to visual, auditory, and tactile. Teachers also demonstrate proficiency in the area of serving diverse learners; ensuring that all students have access to the curriculum through the differentiation of content, process, product, and environment. For reading instruction specifically, implementation of the science of reading will be evident. For math, each lesson will include at minimum mathematical practices 1(make sense of problems and persevere in solving them), 3(construct viable arguments and critique the reasoning of others), and 6(attend to precision). Teachers will receive regular and timely feedback through the kick-up application and NCEES to support their continued growth and development.

Current Actions:	Assigned to:	Target Date:
The instructional support team will help to build capacity for utilizing culturally responsive, engaging instructional strategies by modeling reading and/or math lessons for teachers including, but not limited to all BTs and those newly assigned to a grade level.	Leigha Banner Ashley Hutton Beth Bender Kerry Garner Michelle Race	Throughout the school year, beginning September 9
Laurie Johnson will collaborate with Kerry Garner and the instructional leadership team to continue to build capacity on LETRS implementation for certified staff by providing resources and supports for lesson planning.	Kerry Garner	Ongoing

<p>A peer observation protocol will be established where teachers can observe colleagues' classrooms (on-site and at other schools) to learn new instructional strategies, compare the implementation of learned skills in both reading and math, and provide structured feedback for continued growth and improvement.</p>	<p>Nikki Domally</p>	<p>October 16, 2024</p>
<p>Refresher training for experienced staff will be provided as well as full PD for new employees on crafting precise, measurable learning targets that align with grade-level standards, include kid-friendly language, and that drive instructional focus.</p>	<p>Kerry Garner Amber Andrews</p>	<p>November 5, 2024</p>
<p>A refresher of "Active Learning" PD will be provided for all staff to encourage student discourse, active student engagement, and to reduce the amount of teacher talk in any given lesson.</p>	<p>Instructional Leadership Team</p>	<p>October 8, 2024</p>
<p>All instructional assistants will attend PD on LETRS with Laurie Johnson to build their capacity for supporting whole group instruction, small group instruction, as well as tier 2 intervention groups.</p>	<p>Nikki Domally</p>	<p>September 18, 2024</p>
<p>Collaborative planning time will be optimized to focus on the implementation of instructional strategies—specifically the "how" of lesson delivery—rather than solely on the "what" content, with the objective of enhancing student engagement and deepening students' understanding across all subjects.</p>	<p>Kerry Garner Michelle Race</p>	<p>Ongoing</p>

GOAL 2:

Balfour Elementary School will enhance instructional effectiveness by focusing on responsiveness to student data with the objective of closing the achievement gap between student subgroups.

Student Success Indicator:

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

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 2025

Definition of Successful Implementation:

At successful implementation, the CASA meeting time will be effectively used to determine the efficacy of instruction and interventions. Teams of teachers will work collaboratively with the administration and instructional support staff to make data-based decisions that respond to all students' academic needs. The instructional leadership team will regularly analyze disaggregated data in order to assess efficacy of practices across subgroups and problem solve accordingly.

	23-24 Math % Proficient	Math Goal for 24-25	23-24 ELA % Proficient	ELA Goal for 24-25	23-24 SCI % Proficient	SCI Goal for 24-25
3rd	57.3	60%	31.5	50%	-----	
4th	30.1	65%	28.9	50%	-----	
5th	40	50%	22	50%	47.3	70%

Current Actions:	Assigned to:	Target Date:
Establish and implement structured protocols for CASA (Collaboration Around Student Achievement) to maintain high standards for both teacher and student accountability, to focus on data analysis, and to drive student achievement through systematic changes in practice based on data.	Nikki Domally Kerry Garner	October 2, 2024

Utilize assessments that are rigorously designed, focused on grade-level standards/skills, and include performance based tasks	Grade Level Teams	Ongoing
Conduct professional development sessions to train teachers on effective data analysis techniques, including interpreting assessment results and identifying trends to make instructional decisions.	Kerry Garner	October 4, 2024
Implement flexible grouping during the literacy block to provide targeted support that meets individual student needs and improves overall reading proficiency.	Grade Level Teams	October 14, 2024
Create user-friendly data dashboards, disaggregated by subgroups, that provide real-time insights into student performance.	Kerry Garner Amber Andrews	Ongoing, beginning October 18, 2024
Develop and deploy targeted interventions for students who are underperforming, with a focus on subgroups with significant achievement gaps.	Grade Level Teams and Support Staff	Ongoing, beginning October 7, 2024
Engage parents throughout the MTSS process with timely communication about student progress, meaningful		

GOAL 3:

Balfour Elementary School will foster student social and emotional learning to ensure that students can manage emotions and behaviors to reduce classroom learning disruptions and increase student engagement in learning.

Student Success Indicator:

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

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

Target date for Implementation:

June 2025

Definition of Successful Implementation:

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

Current Actions:	Assigned to:	Target Date:
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.	Grade Level Teams	Ongoing, beginning October 7, 2024
Complete relationship mapping exercises to ensure every student has a trusted adult in the building with whom they feel safe, supported, and able to whom they can communicate.	Nikk Domally John Beard	October 15th, 2024
The School Counselor will analyze the results of the Panorama survey, referrals from teachers, and the SchoolStatus “At Risk” dashboard to define those groups that need tier 2 or 3 SEL support.	John Beard	October 31st, 2024
Provide resources for parents on supporting students SEL at quarterly parent nights.	Nikk Domally	October 3rd December 5th

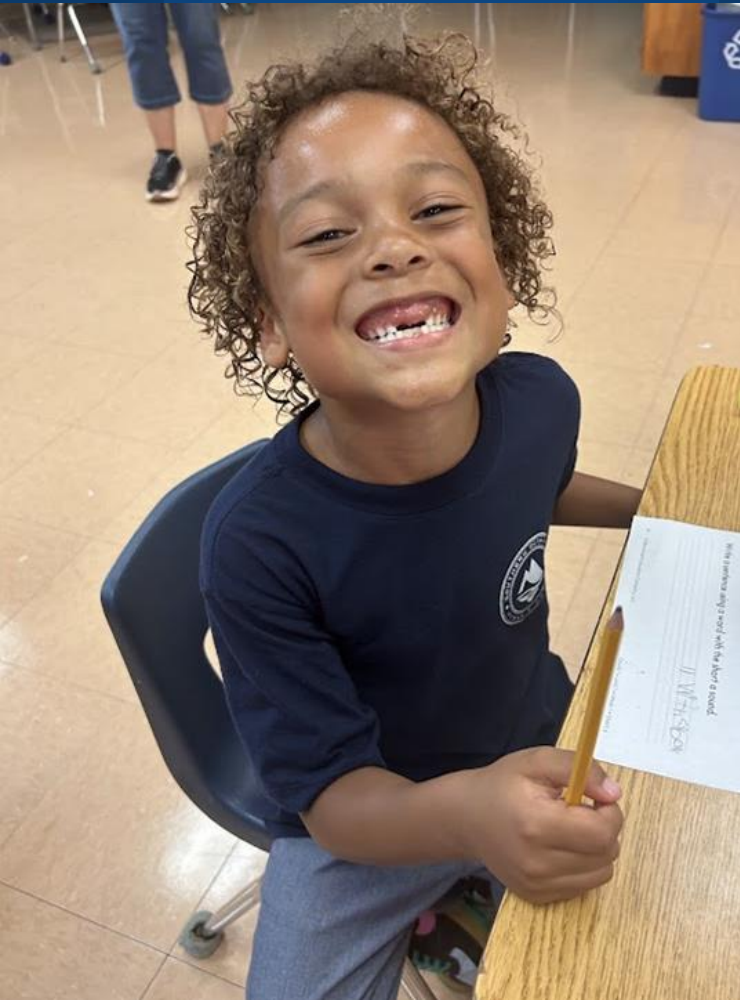
Targeted professional development will be provided to focus on strategies for building classroom community and best practices for addressing behavioral needs.	Instructional Leadership Team (ILT)	December, 2024
Ensure that all students, following disciplinary actions, are taught how to appropriately reflect on both their behaviors and the emotions that led to their choices in order to set goals for future success.	John Beard	February, 2025

Balfour Elementary School



October 10, 2024



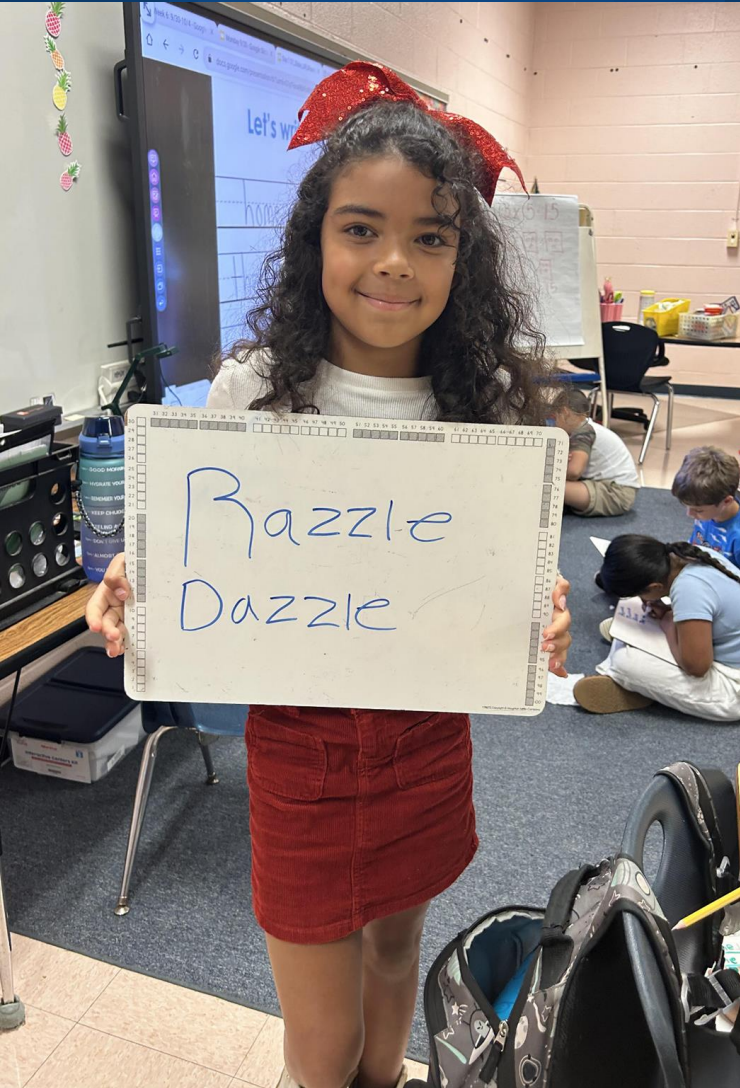


BES: The Bulldog ERA

The theme at Balfour this year is **“IN MY BULLDOG ERA.”** This means that Bulldogs, staff and students alike, are reflecting on how we can take ownership of *this time*, and how we capitalize on each *moment of the 2024-25 school year*.

Please join on us on our journey to make a **noteworthy** difference in the lives of students!





Goal 1:



CORE INSTRUCTION

Balfour Elementary School will enhance core instructional practices across all grade-level teams and departments, ensuring that all students receive high-quality, engaging, and differentiated instruction to meet the diverse learning needs of our student population.

Goal 1 Action Steps

Peer Observation Protocols

Active Learning PD Refreshers

LETRS PD for Instructional Assistants

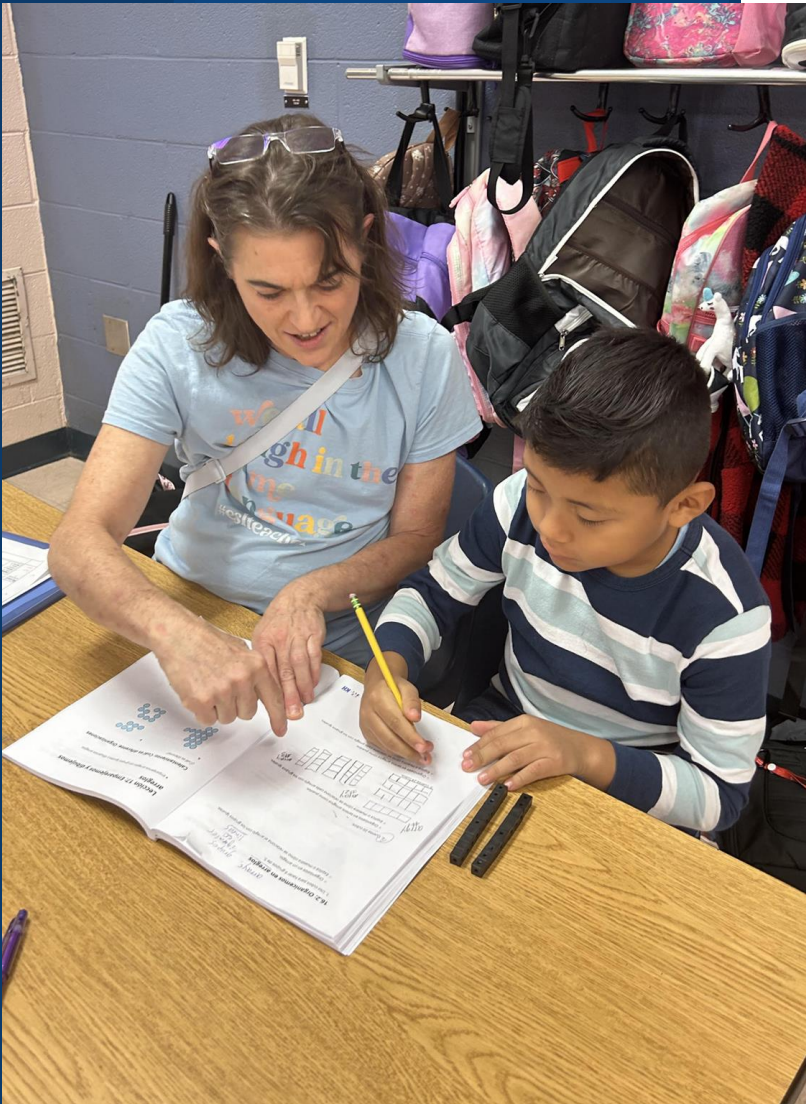
Classroom Implementation of BEST Practices - A Focus on the "HOW"





Goal 2: Responsiveness to Data

Balfour Elementary School will enhance instructional effectiveness by focusing on responsiveness to student data with the objective of closing the achievement gap between student subgroups.





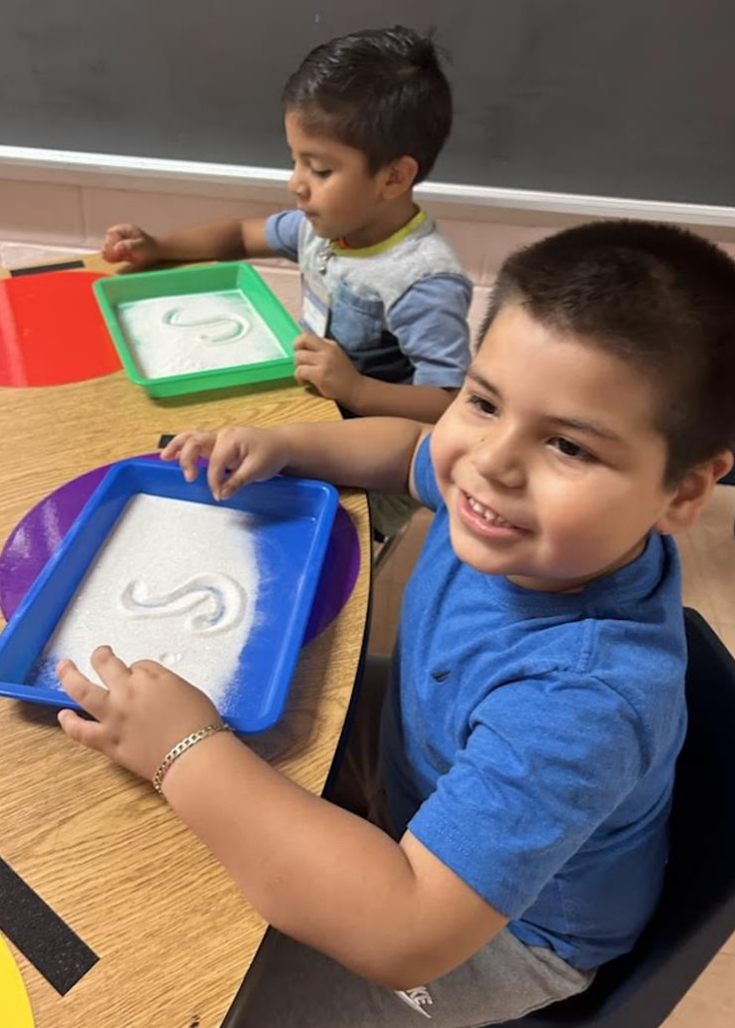
Goal 2 Actions

Data Analysis & Interpretation

Data Dashboards

LETRS PD for Instructional Assistants

Classroom Implementation of BEST Practices - A Focus on the "HOW"



Goal 3:

Social Emotional Learning

Balfour Elementary School will foster student social and emotional learning to ensure that students can manage emotions and behaviors to reduce classroom learning disruptions and increase student engagement in learning.



Goal 3 Actions

At-Risk Identification & Support

SEL Skill Development

Relationship Mapping

Family Engagement & Education



Summary

The full CIP is available in NCSTAR and can be accessed from this link with the following credentials:

View the “Comprehensive Plan” Report.

We are excited to see how our initiatives will help us to go faster, higher, and be stronger together in our Bulldog Era.

School Board/Guest Login

GuestS17122 - GuestS17122





Questions?

GOAL 1:

McCrary Elementary will implement consistent use of three high-leverage, high-impact instructional strategies (academic vocabulary, critical questioning techniques, and meaningful discourse) in all core subject areas.

Student Success Indicator:

A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

Target date for Implementation:

Beginning 2024 through June 2025

Definition of Successful Implementation:

We will see students discussing content, using appropriate vocabulary and answering high level questions during classroom instruction. Student engagement will increase, as evidenced by more students on task during lessons. Students will move to a deeper level of content understanding and toward mastery of grade level standards. Students will show growth based on EVAAS data.

There will be a minimum increase on the following subject area EOG results:

An increase of 7% on Math EOGs

An increase of 5% on Reading EOGs

An increase of 10% on Science EOGs

Current Actions:	Assigned to:	Target Date:
Teachers will participate in professional development (PD) on the three instructional strategies (questioning, discourse, and academic vocabulary). The strategies will be reinforced and monitored bi-monthly by the Instructional Leadership Team (ILT).	Blake Brewer	June 10, 2025
First quarter will focus on academic vocabulary implemented in lesson plans during weekly CASA meetings with all teachers. CASAs will focus on <i>how</i> to introduce and reinforce vocabulary.	Laura King	October 28, 2024
Second quarter will focus on discourse strategies for all classrooms.	Kelly Patton	January 17, 2025
Third quarter will focus on selecting critical questions for lesson plans during weekly CASA meetings with all teachers.	Laura King	March 27, 2025

Fourth quarter will focus on the continued and integrated use of these strategies to prepare for end of year assessments.	K. Patton	June 1, 2025
Students create and utilize personal word walls and academic vocabulary journals throughout the year.	E. Williams	June 10, 2025

GOAL 2:
Increase fifth graders' sense of connectedness to school and mitigate the effects of learning loss by enhancing student engagement and academic support.

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.
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.

Target date for Implementation:
 Beginning 2024 through June 2025

Definition of Successful Implementation:
 Fifth grade students will increase participation in after school clubs, have less discipline referrals than the previous school year, show growth in all academic areas, and have a reduced number of threat and risk assessments to put them on a positive pathway to graduation.

Current Actions:	Assigned to:	Target Date:
Students will participate in leadership opportunities, including Flag Team, Student Council, and the Recycling Team, on a rotational basis. Leadership seminars will be held quarterly for the fifth grade students.	K. Tester	June 10, 2025
Fifth grade teachers will participate in PD on high engagement strategies. The strategies will be reinforced and monitored bi-monthly by the Instructional Leadership Team (ILT).	L. King	June 10, 2025
After school clubs and school day experiences will be offered to fifth grade students. These experiences will address the opportunity gap as well as curriculum needs. Examples include a Girls' STEM Club, Robotics Club, and Pod Casting Club, experiences at the district's Global Innovation Center..	L. English	June 10, 2025
Fifth grade classrooms will have regularly scheduled classroom SEL lessons with the school counselor. Small groups will be formed based on common needs. These small groups will meet consistently with the school counselor and other support personnel.	S. Williams	June 10, 2025
Students and their families will be involved in frequent progress monitoring conferences gauging mastery of academic skills.	K. Gardner	June 10, 2025

<p>Individual student transition plans will be developed. Transition meetings will be held with the NAMS staff. Additional support sessions will be held for families as this group transitions to middle school.</p>	<p>C. Brown</p>	<p>June 10, 2025</p>
<p>Teachers and the school counselor will work with Ann Callicutt, CTE Career Development Coordinator, to explore career pathways and potential plans for designing their futures.</p>	<p>S. Willams</p>	<p>June 10, 2025</p>

GOAL 3:
McCrary Elementary will focus on foundational literacy skills for at-risk students.

Student Success Indicator:

A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

Target date for Implementation:

August 2024 through June 2025

Definition of Successful Implementation:

CWM's master schedule will reflect intentional blocks of time for analyzing and discussing student data. Students will show growth and make progress toward proficiency as measured by mClass (K-3) and reading EOG scores. Less than 20% of students will measure at-risk on EOY mClass assessments.

For the 24-25 school year, we want to increase our reading EOG scores by an average of 7 percentage points in grades 3-5 each year for the next five years, to steadily increase our scores to meet proficiency levels.

Current Actions:	Assigned to:	Target Date:
The CWM staff will facilitate Family Engagement Data Nights that include student-led conferences in order for families to be informed of reading goals, progress, and strategies.	J. Walker	
During core instruction, teachers will implement all research-based literacy materials to fidelity.	K. Gardner	
The literacy intervention block will be intentionally planned and adapted to reflect the needs of students based on data.	K. Patton	
The ILT team will monitor blocks of instructional time allocated in the master schedule for analyzing and discussing student data.	B. Brewer	
Students will set, assess, and track their own literacy goals.	S. Forcini	
A reading incentive program will be implemented to encourage minutes read by students.	K. Berry-Wilson	
Teachers will collaborate with support staff to ensure student needs are being met and consistent strategies are being implemented.	H. Hopkins	



Charles W. McCrary Elementary School

October 10, 2024



Introduction

This year at McCrary, our goals address areas identified from our data to improve student achievement. We are focusing on integrating vocabulary instruction, higher level questioning, and discourse into our daily instruction across all content areas. We are also targeting our foundational literacy skills instruction to help all students become proficient readers. In addition, based on data from last year, we want to address the needs of our fifth grade students to prepare them for middle school, high school, graduation and beyond.



Goal 1 Details

McCrary Elementary will implement consistent use of three high-leverage, high-impact instructional strategies (academic vocabulary, critical questioning techniques, and meaningful discourse) in all core subject areas.

We will see students discussing content, using appropriate vocabulary, and answering high level questions during classroom instruction. Student engagement will increase, as evidenced by more students on task during lessons. Students will move to a deeper level of content understanding and toward mastery of grade level standards. Students will show growth based on EVAAS data.



Goal 1 Actions



Teachers will participate in professional development (PD) on the three instructional strategies (questioning, discourse, and academic vocabulary). The strategies will be reinforced and monitored bi-monthly by the Instructional Leadership Team (ILT).

First quarter will focus on academic vocabulary implemented in lesson plans during weekly CASA meetings with all teachers. CASAs will focus on **how** to introduce and reinforce vocabulary.

Second quarter will focus on discourse strategies for all classrooms.

Third quarter will focus on selecting critical questions for lesson plans during weekly CASA meetings with all teachers.

Fourth quarter will focus on the continued and integrated use of these strategies to prepare for end of year assessments.

Students create and utilize personal word walls and academic vocabulary journals throughout the year.



Goal 2 Details

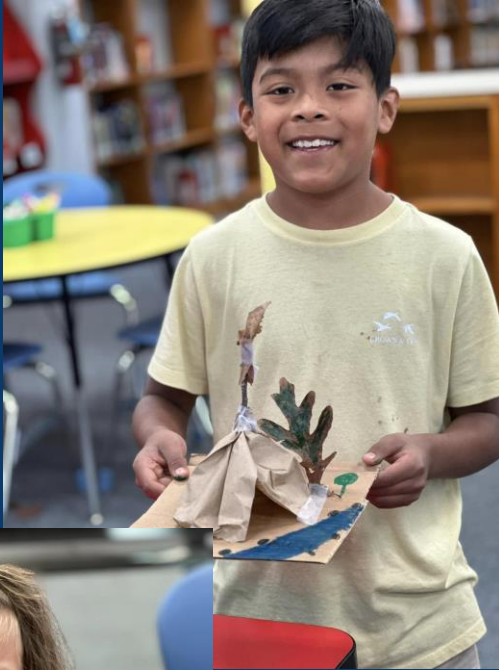
Increase fifth graders' sense of connectedness to school and mitigate the effects of learning loss by enhancing student engagement and academic support.

Fifth grade students will increase participation in after school clubs, have less discipline referrals than the previous school year, show growth in all academic areas, and have a reduced number of threat and risk assessments to put them on a positive pathway to graduation.





Goal 2 Actions



Students will participate in leadership opportunities, including Flag Team, Student Council, and the Recycling Team, on a rotational basis. Leadership seminars will be held quarterly for the fifth grade students.

Fifth grade teachers will participate in PD on high engagement strategies. The strategies will be reinforced and monitored bi-monthly by the Instructional Leadership Team (ILT).

After school clubs and school day experiences will be offered to fifth grade students. These experiences will address the opportunity gap as well as curriculum needs. Examples include a Girls' STEM Club, Robotics Club, and Pod Casting Club, experiences at the district's Global Innovation Center.

Fifth grade classrooms will have regularly scheduled classroom SEL lessons with the school counselor. Small groups will be formed based on common needs. These small groups will meet consistently with the school counselor and other support personnel.

Students and their families will be involved in frequent progress monitoring conferences gauging mastery of academic skills.

Individual student transition plans will be developed. Transition meetings will be held with the NAMS staff. Additional support sessions will be held for families as this group transitions to middle school.

Teachers and the school counselor will work with Ann Callicutt, CTE Career Development Coordinator, to explore career pathways and potential plans for designing their futures.



Goal 3 Details

McCrary Elementary will focus on foundational literacy skills for at-risk students.

CWM's master schedule will reflect intentional blocks of time for analyzing and discussing student data. Students will show growth and make progress toward proficiency as measured by mClass (K-3) and reading EOG scores. Less than 20% of students will measure at-risk on EOY mClass assessments. For the 24-25 school year, we want to increase our reading EOG scores by an average of 7 percentage points in grades 3-5 each year for the next five years, to steadily increase our scores to meet proficiency levels.



Goal 3 Actions



The CWM staff will facilitate Family Engagement Data Nights that include student-led conferences in order for families to be informed of reading goals, progress, and strategies.

During core instruction, teachers will implement all research-based literacy materials to fidelity.

The literacy intervention block will be intentionally planned and adapted to reflect the needs of students based on data.

The ILT team will monitor blocks of instructional time allocated in the master schedule for analyzing and discussing student data.

Students will set, assess, and track their own literacy goals.

A reading incentive program will be implemented to encourage minutes read by students.

Teachers will collaborate with support staff to ensure student needs are being met and consistent strategies are being implemented.





The full continuous improvement plan for McCrary Elementary School is available in NCSTAR and can be accessed from this link:

[CWM Indistar Plan](#)

Guest Login: GuestS17123
Guest Password: GuestS17123

Summary

Our Continuous Improvement Plan focuses on creating an inclusive, engaging, and academically rigorous environment for all students. These goals are designed to support our school's mission and drive student success through data-informed decision-making, stakeholder involvement, and a commitment to continuous improvement. For more information, please visit our full plan online in NCSTAR.





Questions?

GOAL 1:

At Donna Lee Loflin there will be an intentional focus on effective planning of core instruction while consistently implementing new resources and best instructional practice across all content areas.

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.

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.

B1.01: The LEA has an LEA Support & Improvement Team

Target date for Implementation:

August 2024 - June 2025

Definition of Successful Implementation:

Donna Lee Loflin will meet or exceed growth in the areas of math, reading, and science in 3rd-5th grade as measured by school wide performance on End-of-Grade Assessments. In grades K-2 less than 20% of students will be identified at-risk as measured by the End-of-Year mClass Assessments.

Current Actions:	Assigned to:	Target Date:
K-5 core reading instructional support will incorporate word study, phonics, and small groups using elements of Science of Reading and Benchmark Advance. Laura Johnson, Early Literacy Specialist, will be utilized to help plan and implement strategies.	Heather Carr Laura Johnson	June 2025
K-5 core math instructional support will focus on the standards of mathematical practice and the implementation of Illustrative math curriculum. Dr. Ana Floyd, district math curriculum specialist, will be utilized to help plan and implement strategies.	Heather Carr Ana Floyd	June 2025
Grade level planning will occur at least twice a week with dedicated time to plan for <i>how</i> instruction will be delivered in Math, Reading, and Science. Teachers will come prepared with a knowledge base of <i>what</i> they will teach in order to dig deeper into the <i>how</i> .	Heather Carr	June 2025
Administrators and the instructional facilitator will provide weekly feedback on lesson plans and conduct walkthroughs with an intentional focus on planning and implementing for the " <i>how</i> " across all content areas.	Lisa Hayes	June 2025
Teachers will implement practices from district-wide professional development across content areas. Math - K-5 Illustrative Training; K-2 Project AIM Effective Discourse; K-5 UNCG Micro Courses; Science - Implementing new Science Standards.	Danielle Hunter	June 2025
The Instructional Leadership Team (admin, IF, lab classroom teacher, lead mentor) will meet once a week using ILT Framework to determine areas of need to guide instructional coaching, model lessons, and PD.	Lisa Hayes	June 2025

GOAL 2:

At Donna Lee Loflin, a Multi-Tiered Systems of Support (MTSS) will be used to implement supplemental and intensive skills-based intervention groups to increase the number of students performing on grade level.

Student Success Indicator:

A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

B2.03: The school has established a team structure among teachers with specific duties and time for instructional planning.

Target date for Implementation:

September 2024 - June 2025

Definition of Successful Implementation:

Alignment of the MTSS process will align instruction to individual needs and as a result assist in closing achievement gaps. The number of students receiving supplemental and intensive interventions will decrease from the beginning of the year to the end of the year through effective tiered instructional practices.

Current Actions:	Assigned to:	Target Date:
The administrative team will develop a master schedule allowing for interventionists and teachers to support students at each grade level in both math and reading.	Lisa Hayes	September 2024
The instructional facilitator and reading specialist will meet weekly with grade level teams and interventionists to assist with planning for intervention groups.	Heather Carr Darlene Player	June 2025
Intervention teams (classroom teachers, IF, reading specialist, and support staff) will collaborate to track student data, re-evaluate interventions, address students of concern, and collaborate on intervention groups and tasks. Intervention teams will create a system allowing students to contribute to their goal projections and track data throughout the year.	Heather Carr	June 2025
The MTSS Academic Team will organize digital folders for all students to keep track of data that is being collected. Data will be reviewed during bi-weekly Academic MTSS meetings.	Taylor Seagraves	June 2025
The Instructional Leadership Team will meet weekly to track progress, complete walkthroughs, and give feedback on intervention groups.	Lisa Hayes	June 2025
Teachers and interventionists will access effective, research-based intervention resources. The instructional facilitator and reading specialist will assist in providing training on resources and support for implementation.	Heather Carr Darlene Player	June 2025

GOAL 3:

Donna Lee Loflin will focus on consistent student expectations documented in our School-wide Management Plan to increase positive student relationships, social emotional learning, and preferred student behavior.

StudentSuccessIndicator:

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.

TargetdateforImplementation:

August 2024-June 2025

DefinitionofSuccessfulImplementation:

Consistent school-wide expectations and classroom management plans will increase preferred student behavior and positive social engagement with peers and staff. This will be measured by walkthrough data, surveys, school-leadership team monitoring feedback, and a decrease in major office referrals.

Current Actions:	Assigned to:	Target Date:
All staff will have an 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.	Lisa Hayes	June 2025
The School Leadership Team will create and deliver a professional learning session at the back-to-school staff meeting to explicitly review the School-wide Management Plan.	SLT	August 2025
The School Leadership Team will meet monthly to discuss data and progress toward maintaining consistent, high expectations. Professional learning opportunities will be created based on data collected throughout the year.	Meghan Joyce	June 2025
In order to ensure the fidelity of consistent school-wide expectations and procedures, a walkthrough form will provide immediate feedback. Data will be reviewed monthly at SLT meetings and staff meetings.	Lisa Hayes	June 2025
Educators Handbook will be used as a data point to align student office referrals with school-wide expectations and classroom management plans.	DR Cash	June 2025
All students will receive Social Emotional Learning (SEL) lessons. Time to implement lessons is embedded into the master schedule. Teachers will be provided resources and ongoing support for implementing successful SEL lessons.	Donna Cabiness	June 2025
Staff will promote student growth by recognizing accomplishments and promoting student voice. Strategies will include shout outs on morning announcements, positive office referrals, goal setting, school store, classroom rewards, clubs, Student Council, and bi-weekly Lion's Den for positive behavior and expectations	Chris Golden Caitlin Holloway	June 2025



Donna Lee Loflin Elementary



October 10, 2024



Introduction

Classroom
Behavior Strategies

Standards-Based
Curriculum

Active Student
Engagement

Systematic
Explicit
Instruction

Flexible Grouping

Differentiated
Instruction



Each goal of Loflin's plan was created with an intentional focus on High-Quality Core Instruction to improve teacher effectiveness and student outcomes.



Goal 1 Details



At Donna Lee Loflin there will be an intentional focus on effective planning of core instruction while consistently implementing new resources and best instructional practice across all content areas.

Donna Lee Loflin will meet or exceed growth in the areas of math, reading, and science in 3rd-5th grade as measured by school wide performance on End-of-Grade Assessments. In grades K-2 less than 20% of students will be identified at-risk as measured by the End-of-Year mClass Assessments.



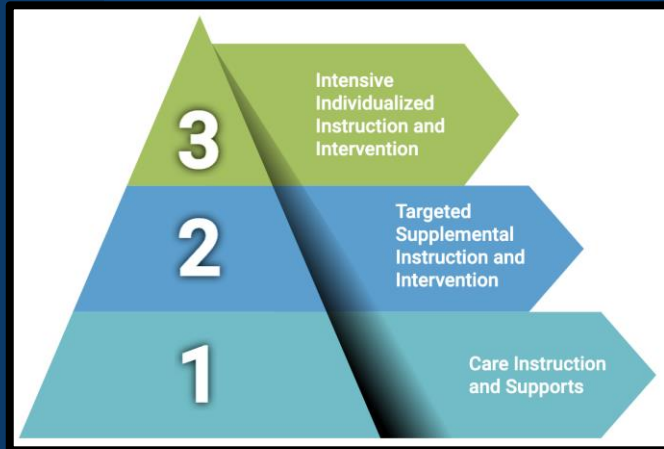
Goal 1 Actions

- Resources and support that align with the Science of Reading.
- Standards of Mathematical Practice and new Illustrative Math Curriculum
- Grade level support with planning for HOW instruction will be delivered in all content areas.
- Feedback for teachers – Lesson Plans and Walkthroughs
- District Professional Learning Opportunities
- Instructional Leadership Team – Determining areas of need



Goal 2 Details

At Donna Lee Loflin, a Multi-Tiered Systems of Support (MTSS) will be used to implement supplemental and intensive skills-based intervention groups to increase the number of students performing on grade level.



Alignment of the MTSS process will align instruction to individual needs and as a result assist in closing achievement gaps. The number of students receiving supplemental and intensive interventions will decrease from the beginning of the year to the end of the year through effective tiered instructional practices.



Goal 2 Actions



- Master schedule
- Intentional supplemental and intensive intervention planning
- Data tracking and collaboration
- Instructional Leadership Team will track progress, complete walkthroughs, and provide feedback
- Use of effective, research-based intervention resources
- Professional Learning opportunities aligned to resources and instructional support



Goal 3 Details



Donna Lee Loflin will focus on consistent student expectations documented in our School-wide Management Plan to increase positive student relationships, social emotional learning, and preferred student behavior.

Consistent school-wide expectations and classroom management plans will increase preferred student behavior and positive social engagement with peers and staff. This will be measured by walkthrough data, surveys, school-leadership team monitoring feedback, and a decrease in major office referrals.



Goal 3 Actions

- Intentional focus on consistent school-wide expectations and procedures.
- School Leadership Team will collect data and provide professional learning opportunities.
- Administration and Instructional Facilitator will provide feedback through regular walkthroughs.
- Educators Handbook will be used to collect discipline data.
- The master schedule will provide 20 minutes of SEL time each day.
- Staff will promote student growth by regularly recognizing student accomplishments.



The full continuous improvement plan for Loflin Elementary school is available in NCSTAR and can be accessed from [this link](#).

Summary



Questions?

GOAL 1:

Guy B. Teachey will reinforce common school-wide expectations and provide support and professional development surrounding student needs and relationship-building to increase positive and preferred student behavior.

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

Target date for Implementation:

June 2025

Definition of Successful Implementation:

- Reduction in the loss of instructional time by decreasing major office referrals by 50%.
- Students and staff will indicate positive feedback regarding safety and taking steps to solve problems on surveys.

Current Actions:	Assigned to:	Target Date:
A school-wide management plan will be created and consistently used during the school year.	Seagraves	June 2025
Revamp and update reward systems to build a more sustained alignment between expectations and rewards. -Weekly "Tiger Celebrations" will be implemented to reward positive behaviors. -Class Dojo will be used at teacher discretion to promote positive behaviors. -Positive Office Referrals will be implemented.	Seagraves	June 2025
The school counselor will provide lessons to homeroom classes regularly to include Zones of Regulation curriculum, SEL lessons, and character lessons based on student and classroom needs.	Prince	June 2025
Monthly meetings with school-level support teams will assess threat and risk data and track progress of specific students.	Seagraves	June 2025

Data from the Educator’s Handbook will be reviewed monthly in order to address trends or concerns with the school leadership team.	Culp	June 2025
SEL and behavioral interventions will be implemented with students who exhibit repeated infractions to target behaviors that impact academic success.	Prince	June 2025
SEL instructional time will be increased in the master schedule.	Seagraves	August 2024
Our mental wellness facilitator will support on a weekly basis to assist in meeting the social and emotional needs of students.	Prince	June 2025

GOAL 2:

Guy B. Teachey Elementary School will enhance instructional practices across all grade levels by leveraging the expertise of classroom lab leader and instructional facilitator, implementing a robust coaching model, and conducting targeted instructional walk-throughs. Our instructional leadership team will focus on ensuring that all teachers deliver high-quality, standards-aligned instruction that promotes student growth and achievement.

Student Success Indicator:

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

Target date for Implementation:

June 2025

Definition of Successful Implementation:

- There is a measurable improvement in student performance across all grade levels, particularly in reading, math, and science, as indicated by standardized assessments and classroom-based formative assessments.
- Classroom observations and walk-throughs consistently show teachers delivering standards-aligned, engaging, and effective instruction that meets the diverse needs of students.
- Teachers actively participate in coaching cycles, CASAs, and peer observations, leading to greater instructional expertise, collaboration, and shared best practices across the school.
- Teachers regularly analyze student data and adjust their instructional strategies accordingly, resulting in differentiated instruction that addresses individual student needs and fosters growth.
- Teachers engage in ongoing professional development, both in-house and externally, with a clear focus on enhancing instructional practices. New strategies are being successfully implemented in classrooms as a result of these efforts.
- Classrooms exhibit high levels of student engagement, with students taking ownership of their learning. Teachers use a variety of instructional techniques that promote active participation and critical thinking.

Current Actions:	Assigned to:	Target Date:
Implement a Coaching Cycle: Establish regular coaching cycles where instructional leaders provide personalized feedback, model best practices, and support teachers in refining their instructional techniques.	Hartong	June 2025

<p>Conduct Instructional Walk-throughs: Schedule walk-throughs every 5-10 school days by the instructional leadership team, focused on observing classroom practices, identifying strengths, and providing immediate, actionable feedback.</p>	Seagraves	June 2025
<p>Offer Profession Developments: Organize professional developments based on identified instructional needs, such as differentiated instruction, engagement strategies, or effective assessment techniques.</p> <p>Create a Continuous Learning Culture: Foster a culture of continuous learning by encouraging teachers to pursue professional development opportunities outside of school (e.g., conference, webinars, online courses) and share their learnings with the staff.</p>	Culp	June 2025
<p>Collaborate in CASA (Collaborating Around Student Achievement) meetings: Facilitate structured CASA meetings where teachers analyze student data, share best practices, and plan aligned instruction based on curriculum standards.</p>	Hartong	June 2025
<p>Engage in Peer Observations: Encourage teachers to participate in peer observation opportunities, allowing them to observe and learn from one another's classrooms.</p>	Seagraves	June 2025
<p>Utilize Reflective Practice Journals: Have teachers maintain reflective journals on their instructional practices, discussing insights with their coach during coaching sessions.</p>	Culp	June 2025
<p>Create a Recognition Program: Establish a system to recognize and celebrate teachers who demonstrate excellence in instructional practices, fostering a culture of continuous improvement and shared success.</p>	Salabak	June 2025
<p>Host Demonstration Lesson: Lab leader and instructional facilitator will lead demonstration lessons to model effective teaching strategies, followed by debrief sessions to discuss the implementation of those strategies.</p>	Hartong/ Lawton	June 2025
<p>Utilize Instructional Rounds: Conduct instructional rounds where small groups of teachers observe different classrooms with a specific focus (e.g., questioning techniques, student engagement), followed by reflective discussion.</p>	Seagraves/ Hartong	June 2025

GOAL 3:

Guy B. Teachey will increase engagement among the school community, including students, staff, community partners, and families to foster student growth and create a positive school culture.

Student Success Indicator:

- 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).
- 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:

June 2025

Definition of Successful Implementation:

- Students will take ownership of their learning and experience fulfillment in the growth they have made while striving towards personal academic goals.
- Parent survey information will be utilized in order to maximize parent involvement.
- 60% of students will be represented at Family Engagement events.
- We will have at least 150 volunteers who support in some capacity (guest reader, school event volunteer, PTO, Watch Dogs).
- We will have at least 25 community organizations/agencies participate in school activities and interact with our students and/or staff.

Current Actions:	Assigned to:	Target Date:
Students will share goals and goal progress with family members at parent engagement nights.	Grade Level Teachers	June 10, 2025
Students will have the opportunity to share out school-wide suggestions and input through quarterly student advisory sessions (including surveys, voting for incentives, school-wide problem solving).	Seagraves/ Classroom Teachers	June 10, 2025
“Earn Your Stripes” 5th grade leadership will continue with revisions to enhance this program and student leadership.	Prince	June 10, 2025

<p>Parent surveys will be utilized to gather information about preferences regarding parent engagement nights, support needs, volunteer opportunities and ideas for improvement.</p>	<p>Culp</p>	<p>October 1, 2024</p>
<p>Staff will collaborate with GBT's PTO to make stronger connections between staff and parents.</p>	<p>Seagraves</p>	<p>June 10, 2025</p>
<p>Volunteer opportunities will be promoted through weekly updates on SchoolStatus and social media (Secret Family Reader, WatchDogs, school events) and volunteers recognized with an appreciation card.</p>	<p>Seagraves, Burton, Salabak</p>	<p>June 10, 2025</p>
<p>Administration and school staff will continue partnerships with community organizations to increase awareness of volunteer opportunities and upcoming events in order to enhance student experiences and strengthen the school-community connection.</p>	<p>Seagraves</p>	<p>June 10, 2025</p>



Guy B. Teachey Elementary



October 10, 2024



Introduction



GUY B. TEACHEY
ELEMENTARY

At Guy B. Teachey Elementary School we aim to improve all aspects of our student's education and experience at school by focusing on increasing positive and preferred student behavior, enhancing instructional practices across all grade levels by leveraging the expertise of classroom lab leader and instructional facilitator, and increasing engagement among the school community.



Goal 1 Details



GUY B. TEACHEY
ELEMENTARY

Guy B. Teachey will reinforce common school-wide expectations and provide support and professional development surrounding student needs, and relationship-building to increase positive and preferred student behavior.

Success will be measured by:



- Reduction in the loss of instructional time by decreasing major office referrals by 50%.
- Students and staff will indicate positive feedback regarding safety and taking steps to solve problems on surveys.





GUY B. TEACHEY
ELEMENTARY

Goal 1 Actions

- A School-wide management plan
- Weekly “Tiger Celebrations”
- Positive Office Referrals/ Shoutouts
- Zones of Regulation curriculum, SEL lessons, and character lessons
- Monthly meetings with support teams
- Implement SEL and behavioral interventions
- Increase time for SEL instruction.



Goal 2 Details



GUY B. TEACHEY
ELEMENTARY

Guy B. Teachey Elementary School will enhance instructional practices across all grade levels by leveraging the expertise of classroom lab leader and instructional facilitator, implementing a robust coaching model, and conducting targeted instructional walk-throughs. Our instructional leadership team will focus on ensuring that all teachers deliver high-quality, standards-aligned instruction that promotes student growth and achievement.

Success will be measured by:

- Measurable improvement in student performance across all grade levels.
- Teachers deliver standards-aligned, engaging, and effective instruction.
- Teachers participate in coaching cycles, CASAs, and peer observations.
- Teachers regularly analyze student data and adjust their instructional strategies.
- Teachers engage in ongoing professional development. New strategies are being successfully implemented in classrooms.
- Classrooms exhibit high levels of student engagement, with students taking ownership of their learning. Teachers use a variety of instructional techniques that promote active participation and critical thinking.





GUY B. TEACHEY
ELEMENTARY

Goal 2 Actions

- Implement a Coaching Cycle
- Conduct Instructional Walk-throughs
- Offer Professional Developments and create a continuous learning culture.
- Collaborate in CASA
- Engage in Peer Observations
- Utilize Reflective Practice Journals
- Create a Recognition Program
- Host Demonstration Lessons
- Utilize Instructional Rounds



Goal 3 Details



GUY B. TEACHEY
ELEMENTARY

Guy B. Teachey will increase engagement among the school community, including students, staff, community partners, and families to foster student growth and create a positive school culture.

Success will be measured by:

- Students will take ownership of their learning and experience fulfillment in the growth they have made while striving towards personal academic goals.
- Parent survey information will be utilized in order to maximize parent involvement.
- 60% of students will be represented at Family Engagement events.
- We will have at least 150 volunteers who support in some capacity (guest reader, school event volunteer, PTO, Watch Dogs).
- We will have at least 25 community organizations/agencies participate in school activities and interact with our students and/or staff.





GUY B. TEACHEY
ELEMENTARY

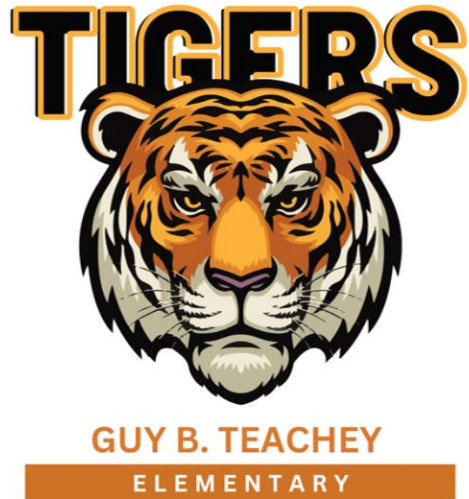
Goal 3 Actions

- Quarterly Student Advisory Session
- 5th Grade Leadership Program
- Parent Survey
- Collaboration between Staff and PTO
- Promote Volunteer Opportunities
- Continue Partnerships with Community Organizations



Summary

At Guy B. Teachey Elementary, we embrace our successes while viewing challenges as opportunities for growth. With our "Eye of the Tiger" theme, we aim to create a school environment where students feel supported, understood, and valued. Through reinforcing consistent expectations, enhancing instructional practices, and fostering strong community engagement, we are committed to empowering every student to thrive both academically and personally.



The full continuous improvement plan for Guy B. Teachey Elementary is available in [NCSTAR](#).

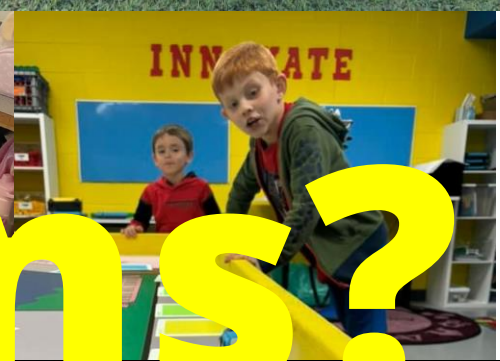
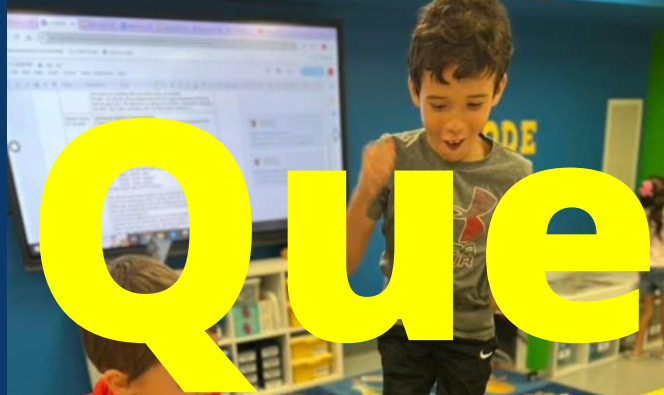
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TIGERS



GUY B. TEACHEY
ELEMENTARY



Questions?

Asheboro CITY SCHOOLS
A learning community of excellence!

GOAL 1:

Lindley Park will utilize research-based best practices to ensure solid core math instruction takes place in all K-5 classrooms.

Student Success Indicator:

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

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

A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

Target date for Implementation:

June 10, 2025

Definition of Successful Implementation:

At full implementation, all stakeholders (students, parents, teachers, support staff, and administrators) will have a comprehensive understanding of the mathematical practices and math standards used to support proficiency on the math EOG. Master schedules and school-wide expectations for staff promote and allow devoted time for both planning and implementation of math instruction. All teachers 3-5 will implement the Illustrative Mathematics Curriculum to fidelity and consistently monitor student progress by reviewing assessment data to determine next steps. Students who need additional support will be provided interventions through MTSS. Lindley Park Elementary School will increase math proficiency by 5.26% in 3rd grade, 6.21% in 4th grade, and 4.93% in 5th grade as measured by the End of Grade Assessment for math.

Current Actions:	Assigned to:	Target Date:
Grade-level teams will collaboratively design or select formative assessments for each lesson and unit of study in mathematics that include depth of knowledge questions. Grade-level teams will use the data gained from assessments to guide core instruction in math.	Caroline Rush	Ongoing- June 2025
Grade-level teams will implement strategies learned from the ACS Elementary Math Curriculum Specialist as presented in math training.	SLT Reps	Ongoing- June 2025
Grade-level teams will plan and implement all parts of Illustrative Mathematics lessons to fidelity during the math block to support implementation.	Keisha Dawalt	Ongoing- June 2025
The 3-5 LEAP block will be focused on mathematics using the intervention tools from Bridges.	Nicole Brewer	Ongoing- June 2025
Teachers will consistently collect and document intervention data for Tier 2 and Tier 3 students.	Karen Moss	Ongoing- June 2025

MTSS Teams will meet bi-weekly to review data for Tier 2 and Tier 3 students and use district data decision rules to determine next steps.	Caroline Rush	Ongoing- June 2025
The Instructional Leadership Team (ILT) team will review KickUp walkthrough data trends in weekly meetings and work to determine the next steps to address instructional gaps. The analysis will focus specifically on questioning strategies, student discourse, and teacher response to instruction.	Keisha Dawalt Brandon Wysong Caroline Rush	Ongoing- June 2025
The ILT will work together to identify instructional trends and discuss next steps to improve areas of concern. These trends will be shared with teachers in CASA.	Keisha Dawalt	Ongoing- June 2025
Administration and the Instructional Facilitator will use district-aligned walkthroughs in KickUp to monitor and assess the alignment of instruction to district expectations, adjusting the walk-through tool as needed based on identified areas of focus by the School Improvement Team (SIT).	Keisha Dawalt Brandon Wysong Caroline Rush	Ongoing- June 2025
K-2 teachers will implement discourse strategies from Project AIM (All Included in Mathematics) training.	Keisha Dawalt	September 2024- June 2025
Teachers will increase their level of questioning to include more DOK 2 and 3 questions to support a deeper understanding of the content. Questions will be preplanned and added to lesson plans.	Keisha Dawalt	Ongoing- June 2025
Students will engage in discourse around mathematics to improve their level of mastery.	Keisha Dawalt Brandon Wysong	Ongoing- June 2025
Teachers will incorporate strategies for multilingual learners listed in the Illustrative Mathematics curriculum to increase growth for this subgroup.	Kayla Smitherman	September 2024-June 2025

GOAL 2:

Lindley Park will utilize research-based best practices to ensure solid core literacy instruction takes place in all K-5 classrooms.

Student Success Indicator:

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

A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

Target date for Implementation:

June 10, 2025

Definition of Successful Implementation:

At full implementation, all stakeholders (students, parents, teachers, support staff and administrators) will be able to support all mCLASS domains as these components are used to support proficiency on mCLASS. Master schedules and school-wide expectations for staff promote and allow devoted time for both planning and implementation of literacy instruction. Students in grades K-2 will benefit from the coherent vertical alignment as their background knowledge will increase due to a focus on vocabulary and rich reading. Lindley Park will increase reading proficiency by 5% in Kindergarten, 5.8% in first grade, and 9.4% in 2nd grade as measured by composite scores from mCLASS.

Current Actions:	Assigned to:	Target Date:
The Early Literacy Specialist will provide ongoing literacy professional development for staff to address instructional needs.	Keisha Dawalt	Ongoing- June 2025
Grade-level teams will plan and implement all parts of Benchmark Advance lessons to fidelity during the literacy block to support the implementation of LETRS as well as vertical alignment K-2.	Caroline Rush	Ongoing- June 2025
Administration and the Instructional Facilitator will use district-aligned walkthroughs in KickUp to monitor and assess the alignment of instruction to district expectations, adjusting the walk-through tool as needed based on identified areas of focus by the SIT team.	Keisha Dawalt Brandon Wysong Caroline Rush	Ongoing- June 2025
K-2 LEAP block will be focused on Literacy and will utilize UFLI resources to support student deficits.	Karen Moss	Ongoing- June 2025
ILT team will review KickUp walkthrough data trends in weekly meetings and work to determine the next steps to address instructional gaps. The analysis will focus specifically on questioning strategies, student discourse, and teacher response to instruction.	Keisha Dawalt Brandon Wysong Caroline Rush	Ongoing- June 2025

After each administration of mCLASS, teachers will review data with the Early Literacy Specialist.	Caroline Rush	September 2024 January 2025 May 2025
Grade-level teams will collaboratively design or select formative assessments for each lesson and unit of study in literacy that include depth of knowledge questions. Grade-level teams will use the data gained from assessments to intentionally plan instruction in literacy.	Caroline Rush	Ongoing- June 2025
Teachers will consistently collect and document intervention data for Tier 2 and Tier 3 students.	Keisha Dawalt	Ongoing- June 2025
MTSS Teams will meet bi-weekly to review data for Tier 2 and Tier 3 students and use district data decision rules to determine the next steps.	Caroline Rush	Ongoing- June 2025
The ILT will work together to identify instructional trends and discuss next steps to improve areas of concern. These trends will be shared with teachers in CASA.	Keisha Dawalt	Ongoing- June 2025
Teachers will increase their level of questioning to include more DOK 2 and 3 questions to support a deeper understanding of the content. Questions will be preplanned and added to lesson plans.	Keisha Dawalt	Ongoing- June 2025
Students will engage in discourse around literacy content to improve their level of mastery.	Keisha Dawalt Brandon Wysong	Ongoing-June 2025
Teachers will incorporate strategies for multilingual learners listed in the Benchmark Advance curriculum to increase growth for this subgroup.	Kayla Smitherman	September 2024-June 2025

GOAL 3:

Lindley Park will implement a schoolwide Social Emotional Learning (SEL) block aimed at fostering restorative practices, building a strong sense of community, and promoting healthy emotional regulation. This time will support both social and emotional growth and academic growth across all K-5 classrooms.

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.
- 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).
- A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

Target date for Implementation:

June 10, 2025

Definition of Successful Implementation:

At full implementation, students will know that they are valued, experience support for social and emotional growth, and have the skills they need to recognize and regulate their emotions and behaviors. They will be able to build positive relationships with their peers and teachers. Lindley Park Elementary will decrease major office discipline referrals by 20% (322 to 258) as measured by Educator's Handbook.

Current Actions:	Assigned to:	Target Date:
Major and minor behavior incidents will be defined and expectations for how they are addressed will be established.	Keisha Dawalt	Ongoing- June 2025
All staff will review discipline data in the Educator's Handbook each month at the staff meeting in order to inform decision-making and next steps.	Brandon Wysong	Ongoing- June 2025
A comprehensive SEL Resource Guide will be created and utilized. The guide will support teachers in implementing restorative practices and supporting SEL instruction.	Jamie Reynolds	October 1, 2024
Small group interventions will be implemented at the beginning of the year for students based on incidents from the Educator's Handbook from 23-24 school year.	Jamie Reynolds	October 1, 2024
SEL themes will be created for weekly/monthly topics as a schoolwide focus for the month.	Jamie Reynolds	August 26, 2024

<p>A Peer Mentor Initiative, Leaping Beyond Limits Peer Mentoring, will be developed to promote student leadership and a sense of belonging across the school.</p>	<p>Keisha Dawalt</p>	<p>October 1, 2024</p>
<p>Relationship mapping will be utilized along with SchoolStatus and Panorama data to identify and intervene with students who are at risk.</p>	<p>Keisha Dawalt</p>	<p>October 1, 2024</p>
<p>Relationship mapping will be used to match students with staff mentors.</p>	<p>SLT Reps for each team</p>	<p>October 1, 2024</p>
<p>Professional Development will be provided to staff on MTSS behavior intervention.</p>	<p>Stacy Dillion</p>	<p>November 1, 2024</p>
<p>A SEL block will be implemented in the daily schedule (can be adjusted by grade level), Community/Restorative circle focus. Grade-level teams will implement foundational restorative practices during social-emotional learning (SEL) time including the use of community circles and affective statements to help students build healthy metacognitive skills to improve both social-emotional and academic learning. The school counselor will train and help teachers implement responsive practices.</p>	<p>Jamie Reynolds</p>	<p>Ongoing- June 2025</p>
<p>Positive parent contacts for every student will be made via SchoolStatus within the first 2 weeks of school.</p>	<p>Brandon Wysong</p>	<p>September 4, 2024</p>
<p>Parents will be offered at least two parent conferences per year (once each semester) to review student data and discuss progress toward mastery of standards. Teachers will maintain a contact log for face-to-face conferences with students' families and maintain a copy of the minutes from those meetings.</p>	<p>Brandon Wysong</p>	<p>Ongoing - June 2025</p>
<p>The equity team will collaborate with the school counselor and teacher teams to implement strategies for supporting the SEL needs of our Black and Hispanic subgroups, including but not limited to, parent group meetings and outreach, after-school enrichment, and partnerships with community agencies.</p>	<p>Brandon Wysong</p>	<p>Ongoing - June 2025</p>
<p>De-escalation strategies and whole staff Mindset Training to support relationships and student engagement will be fully implemented.</p>	<p>Keisha Dawalt</p>	<p>October 1, 2024</p>



Lindley Park Elementary School

October 10, 2024

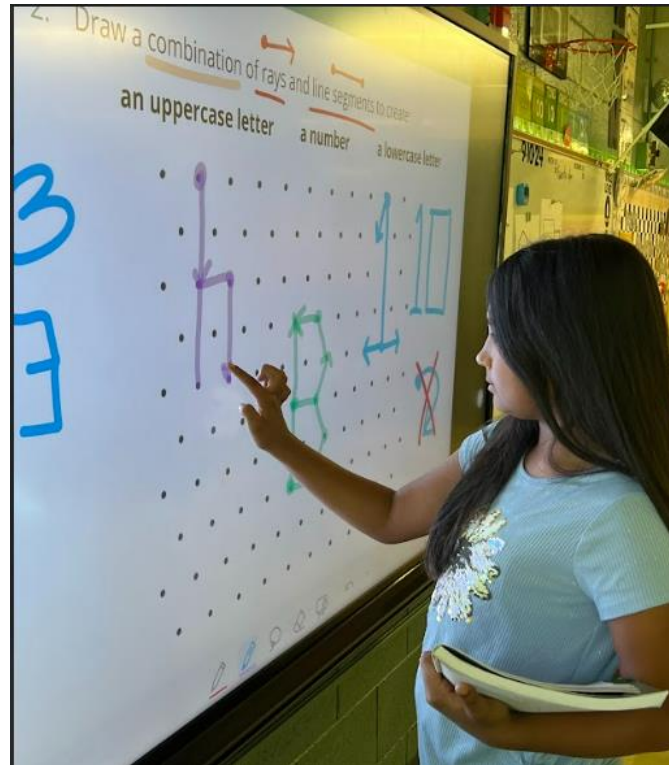


Introduction- Leaping Beyond Limits



Goal 1

Lindley Park Elementary School will utilize research-based best practices to ensure solid core math instruction takes place in all K-5 classrooms.



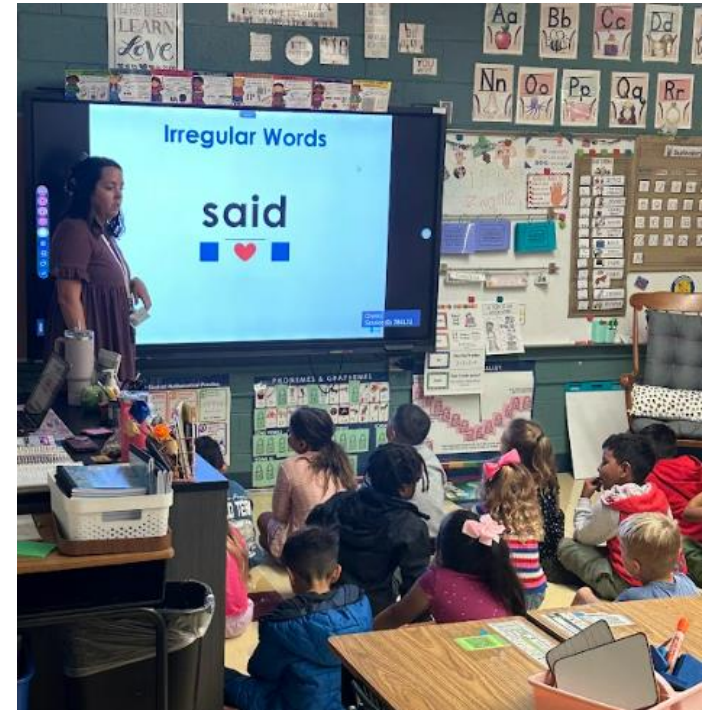
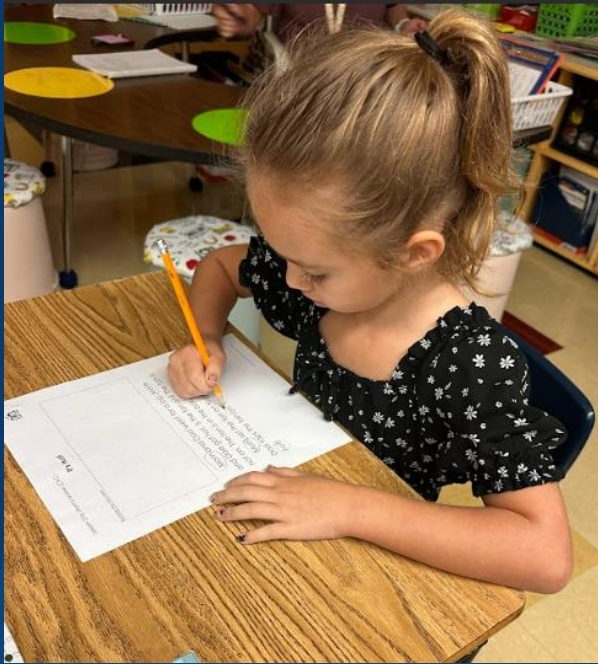
Goal 1 Actions

- Illustrative Mathematics to Fidelity
- Grade-level teams will collaboratively design or select formative assessments that include various depth of knowledge questions.
- Grade-level teams will use the data gained from assessments to guide core instruction in math.
- The Instructional Leadership Team (ILT) team will review Kick-Up walkthrough data trends in weekly meetings and work to determine the next steps to address instructional gaps.
- Teachers will increase their level of questioning to include more DOK 2 and 3 questions to support a deeper understanding of the content.
- Students will engage in discourse around mathematics to improve their level of mastery.



Goal 2

Lindley Park will utilize research-based best practices to ensure solid core literacy instruction takes place in all K-5 classrooms.



Goal 2 Actions

- Implement all parts of Benchmark Advance lessons to fidelity during the literacy block to support the implementation of LETRS practices.
- ILT team will review Kick-Up walkthrough data trends in weekly meetings and work to determine the next steps to address instructional gaps.
- Teachers will increase their level of questioning to include more DOK 2 and 3 questions to support a deeper understanding of the content.
- The Early Literacy Specialist will provide ongoing literacy professional development for staff to address instructional needs.
- Students will engage in discourse around literacy content to improve their level of mastery.





Goal 3

Lindley Park will implement a schoolwide Social Emotional Learning (SEL) block aimed at fostering restorative practices, building a strong sense of community, and promoting healthy emotional regulation. This time will support both social and emotional growth and academic growth across all K-5 classrooms.



Goal 3 Actions



- A SEL block will be implemented in the daily schedule (can be adjusted by grade level), Community/Restorative circle focus.
- The school counselor will train and help teachers implement responsive practices.
- SEL themes will be created for weekly/monthly topics as a schoolwide focus for the month.
- A Peer Mentor Initiative, Leaping Beyond Limits Peer Mentoring, will be developed to promote student leadership across the school and ensure that students have a strong sense of belonging.
- Parents will be offered at least two parent conferences per year (once each semester) to review student data, discuss progress toward mastery of standards, and to ensure strong connections are made between home and school.



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

Guest Password:
GuestS17126

#WatchUsLeap



Questions?

GOAL 1:

All teachers will effectively employ a variety of research based instructional strategies (discourse and questioning strategies) tailored to students’ learning needs.

Student Success Indicator:

A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

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

C2.01: The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.

Target date for Implementation:

06/2026

Definition of Successful Implementation:

Walkthrough data will reflect the use of research based instructional strategies by 100% of teachers. EOG cohort proficiency data will improve by ten percentage points and NAMS will meet or exceed growth for all subgroups as measured by the End of Grade tests in Math, Reading, and Science.

Current Actions:	Assigned to:	Target Date:
The Instructional Leadership Team (ILT) will compile historical data of students' math performance, EVAAS projections, and previous end-of-grade assessment results to identify areas of improvement and target groups.	Groseclose	9/30/2024
The ILT members will each focus on a separate content area to provide walkthroughs, feedback, coaching and professional development. This will ensure vertical alignment and depth of understanding of content.	Belote, Gold, Groseclose, Harger	6/10/2025
The ILT will establish a collaborative planning protocol focused on understanding how to unpack standards and how to intentionally plan opportunities for discourse and embedding higher depth of knowledge questions. This protocol will be used during planning sessions.	Belote, Freeman, Clawson, Haigler	6/2025

All math teachers will utilize Open Up curriculum to fidelity in the implementation of compacted math curriculum to help students meet or exceed their EVAAS projections.	Belote, Caviness, Robbins, Britt, Reedy	6/2025
Teachers will integrate formative assessments twice per quarter to monitor student progress, identify learning gaps, and adjust instructional approaches accordingly. Formative assessment results will be monitored during weekly Instructional Leadership Team (ILT) meetings.	Belote, Freeman, Clawson, Haigler	6/2025
The Instructional Facilitator will provide individual and content team coaching on research-based strategies. The Teaching Channel will be used to lead discussions around identified areas for improvement.	Belote	6/2025
The Instructional Facilitator will collaborate with the secondary math lead teacher to utilize instructional resources as it relates to long-term planning.	Belote, Gardner, Sheffield, Britt, Reedy	6/2025
Math teachers will participate in district-led professional development related to academic discourse in math.	Belote	6/2025
Implement targeted interventions for tier 2 and tier 3 students.	Belote, Freeman, Clawson, Haigler	6/2025

GOAL 2:

NAMS will increase opportunities for students and families to engage with the school community through enhanced communication, intentionally focused family events, and enrichment opportunities for students.

Student Success Indicator:

E1.06: The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).

Target date for Implementation:

06/2026

Definition of Successful Implementation:

As a school, we will increase the number of field trips and off campus learning opportunities for students by 20% from the 23-24 school year. There will be increased opportunities for students and families to choose to engage with the school community through clubs, family events, field trips, and additional opportunities outside of the classroom.

Current Actions:	Assigned to:	Target Date:
All grade levels will send a weekly newsletter to families via SchoolStatus to inform them of learning goals for the week and upcoming assignments and events.	Freeman, Clawson, Haigler	6/10/25
Data will be compiled to serve as a baseline for planning and implementation of enhanced opportunities for students and families.	Harger	9/30/2024
Select teachers will complete training to become credentialed to facilitate various innovative student learning opportunities off campus.	Belote	6/10/2025
Collaborative student engagement opportunities will be planned in effort to connect and engage ACS middle school students.	Groseclose	6/10/2025
Family engagement nights focused on topics important to families will be held once every academic quarter.	Groseclose	6/10/2025

Student club offerings will be developed and implemented to provide opportunities outside of the regular school day for students to engage with peers and staff.	Harger	6/10/2025
Field trips will be planned to enhance the curriculum while providing student experiences outside the classroom.	Harger	6/10/2025

GOAL 3:

Improve the student experience at NAMS by fostering a positive, inclusive, and engaging environment that supports their academic, social, and emotional well-being.

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:

06/2026

Definition of Successful Implementation:

Students will report higher levels of satisfaction with their overall school experience, including their interactions with peers, teachers, and the school environment and their sense of belonging on the Panorama survey. Office Discipline Referrals will decrease by 10%. There will be evidence of student leadership by their engagement in various realms of the school community, measured by the number of internships and leadership opportunities developed.

Current Actions:	Assigned to:	Target Date:
Data will be compiled from the 23-24 end of year Panorama survey to establish a baseline for student perception of the school.	Crotts	9/30/2024
The Comet card incentive program will be reviewed with the school leadership team to refine criteria and establish equitable practices and procedures.	Freeman, Clawson, Haigler	9/30/2024
Student internship opportunities will be established and promoted throughout the school for 8th grade students to engage in leadership roles.	Abercrombie	6/10/2025
School representatives will consistently showcase highlights that represent all aspects of our school community.	Groseclose, Harger	6/10/2025
A full-time therapist will be added to staff and serve a caseload of at-risk students who require school-based mental health services.	Crotts	6/10/2025

Data on instances of bullying will be monitored and discussed weekly with school administration.	Crotts	6/10/2025
A collaborative planning protocol will be implemented in CASA teams with intentional focus on individual students to determine enrichment opportunities, supports and next steps.	Belote	6/10/2025
Grade level student ambassadors will be selected to help new students acclimate to our school. New students, as noted on the student status report, will be monitored regularly.	Groseclose, Harger, Crotts	6/10/2025
A new positive office referrals program will be launched to recognize students who exceed behavior expectations	Clawson, Groseclose, Harger	6/10/2025



North Asheboro Middle School



October 10, 2024



Introduction





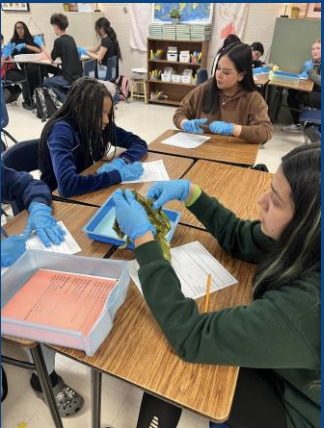
Goal 1

All teachers will effectively employ a variety of research based instructional strategies (discourse and questioning strategies) tailored to students' learning needs.

Walkthrough data will reflect the use of research based instructional strategies by 100% of teachers. EOG cohort proficiency data will improve by ten percentage points and NAMS will meet or exceed growth for all subgroups as measured by the End of Grade tests in Math, Reading, and Science.



Goal 1 Action Steps



- The Instructional Leadership Team (ILT) will compile historical data of students' math performance, EVAAS projections, and previous end-of-grade assessment results to identify areas of improvement and target groups.
- The ILT members will each focus on a separate content area to provide walkthroughs, feedback, coaching and professional development. This will ensure vertical alignment and depth of understanding of content.
- The ILT will establish a collaborative planning protocol focused on understanding how to unpack standards and how to intentionally plan opportunities for discourse and embedding higher depth of knowledge questions. This protocol will be used during planning sessions.



Goal 2



NAMS will increase opportunities for students and families to engage with the school community through enhanced communication, intentionally focused family events, and enrichment opportunities for students.

As a school, we will increase the number of field trips and off campus learning opportunities for students by 20% from the 23-24 school year. There will be increased opportunities for students and families to choose to engage with the school community through clubs, family events, field trips, and additional opportunities outside of the classroom.



Goal 2 Action Steps



DRONE SOCCER

Drone soccer is a team sport in which two teams play against each other to score the highest number of goals in their opponent's goal ring. This air sport combines radio controlled drone flying with soccer.

CLUB SPONSORS:
MR. SCHRADER, MR. SHEFFIELD,
MR. SATTERFIELD, MR. SMITH

Parent Portal

CAMPUS PARENT
The #1 Mobile App for Parents

Asheboro CITY SCHOOLS
Infinite Campus

- Visit this website: <https://qrco.de/ACSP>
(Initial setup works best on a computer)
- Select Parent and Click on "New User?" at the bottom of the login area
- Enter the Activation Key provided by your child's school
The QR code message will email the activation key to the parent/guardian email on file. You may copy and paste this information.
- Create your username and password
You may wish to write down this information.
- Enter and verify your email address. Enter the password you created

For assistance, please contact your child's school.

CURLY HAIR CARE CLUB

BOYS AND GIRLS are welcome to join and learn more about how to take care of their curly/curly hair, what hair products would be best to use, and more!

Location: Rm 901
(The ART room)

WOLF GANG

NAMS **When is the Club?**
2nd Semester of School
It will start late January/Beginning February.
If you have a love for animals please come and join us!

Our Roles:

- Making Treats
- Making Toys
- SPCA Awareness (spaying/neutering)
- Volunteerism
- Responsibility of Animal Care (feeding, walking)

Contact Us

- Ms. Charles Room 800
charles@asheboro.k12.nc.us
- Mrs. Hancock Library
jhancock@asheboro.k12.nc.us
- Mrs. Reedy 703
kreed@asheboro.k12.nc.us

North Asheboro Middle School

Expectations & Clarifications for Families
Principal - Ibrahim Brockhouse, Assistant Principal - Michelle Hagar

Infinite Campus
For more information on Infinite Campus, please contact your child's school.

Attendance Policy Attendance at school is crucial for student growth and achievement. Please submit notes to the front office for all absences.	Dress Code All students must adhere to the school's dress code. For more information, please contact the front office.	Athletics All students are encouraged to participate in school sports. For more information, please contact the athletic director.
Call Phone Policy Cell phones are prohibited during school hours and should remain turned off throughout the day. If your child's phone is taken, a parent will be required to come pick it up.	Grading Policy Schoology grading will be weighted as follows: 60% Assessments 40% Classwork Grades are a reflection of your child's mastery of grade level standards.	Chromabooks Students are encouraged to use their school-issued Chromebooks. For more information, please contact the IT department.
PTO Please see the information sheet for more details on how you can help support your child's education.	School Hours Monday - Friday 7:55 - Doors Open 8:20 - School Begins 3:20 - Dismissal	Social Media Follow us on Facebook, Twitter, and Instagram for the latest news and updates.

- All grade levels will send a weekly newsletter to families via SchoolStatus to inform them of learning goals for the week and upcoming assignments and events.
- Data will be compiled to serve as a baseline for planning and implementation of enhanced opportunities for students and families.
- Collaborative student engagement opportunities will be planned in effort to connect and engage ACS middle school students.
- Student club offerings will be developed and implemented to provide opportunities outside of the regular school day for students to engage with peers and staff.



Goal 3 Details



Improve the student experience at NAMS by fostering a positive, inclusive, and engaging environment that supports their academic, social, and emotional well-being.

Students will report higher levels of satisfaction with their overall school experience, including their interactions with peers, teachers, and the school environment and their sense of belonging on the Panorama survey. Office Discipline Referrals will decrease by 10%. There will be evidence of student leadership by their engagement in various realms of the school community, measured by the number of internships and leadership opportunities developed.



Goal 3 Action Steps

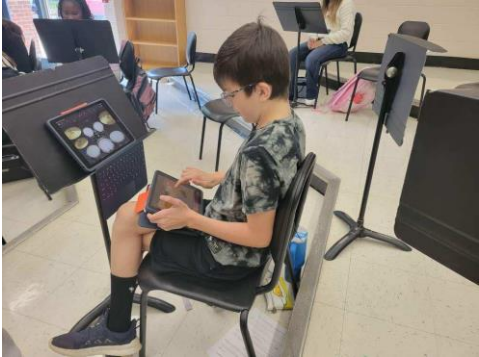


- Data will be compiled from the 23-24 end of year Panorama survey to establish a baseline for student perception of the school.
- Student internship opportunities will be established and promoted throughout the school for 8th grade students to engage in leadership roles.
- School representatives will consistently showcase highlights that represent all aspects of our school community.
- Grade level student ambassadors will be selected to help new students acclimate to our school. New students, as noted on the student status report, will be monitored regularly.



Summary

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



Questions?

GOAL 1:

South Asheboro Middle School students, staff, and families will indicate a positive sense of involvement and engagement in the school community.

Student Success Indicator:
E1.06: The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).

Target date for Implementation:
 South Asheboro Middle School will begin this goal in September of 2024 and continue through June of 2025.

Definition of Successful Implementation:
 We will increase engagement by 15%, as measured by Panorama Survey Data:

- Social and Learning Climate 80%
- Sense of Belonging 87%
- Engagement 50%

We will increase attendance at family engagement nights by doubling it from 12% to 25% for the yearly average. In addition, we will increase parent contacts (calls, texts, and emails) via School Status by 15% from 87,049 to 102,406 direct interactions.

Current Actions:	Assigned to:	Target Date:
The administrative leadership team will revise classroom procedures to ensure alignment to SAMS Expectations. Teachers will begin implementation during the first two weeks of school. These expectations will be revisited quarterly and/or after breaks in the school year. These will be consistently monitored and revised throughout the school year.	Chris Burian	September 2024
The instructional leadership team along with support services will create and monitor an implementation plan for social, emotional, and behavioral learning for core, supplemental and intensive levels.	Leslie Smith-Moore	October 2024
The instructional leadership team will create a quarterly family focus priority. The SchoolStatus platform will be utilized to maintain two-way positive and meaningful communication with families consistently from all teachers.	Cody Bennett	May 2025
SAMS will establish a Title 1/Family Engagement Committee to plan and facilitate family nights for the 2024-2025 school year.	Brianna King	October 2025

SAMS will establish a Stakeholder Committee to focus on student/staff centered events at the school.	Diara Pope	October 2025
The SAMS staff will expand club and extracurricular opportunities for all students. (i.e. Beta Club, Yearbook, Communities in Schools Clubs, Battle of the Books, FFA, etc.)	Kelly Hagood	January 2025

GOAL 2:

Teachers will implement strategies to increase active learning and student engagement while promoting positive behavior of all students through the use of consistent classroom practices and tiered interventions resulting in fewer office referrals.

Student Success Indicator:

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

Target date for Implementation:

South Asheboro Middle School will begin this goal in September of 2024 and continue through June of 2025.

Definition of Successful Implementation:

At the end of the 2024-2025 academic school year, the number of office referrals will decrease by 15% when compared to the 2023-2024 school year.

Current Actions:	Assigned to:	Target Date:
The instructional leadership team along with support services will create and monitor an implementation plan for social, emotional, and behavioral learning for core, supplemental and intensive levels.	Leslie Smith-Moore	October 2024
The SAMS staff will participate in Mindset Training that will focus on developing and shifting attitudes to foster positive thinking, resilience, and growth.	Kristen Toscano	October 2024
The support service team will 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	November 2024
On a quarterly basis, the administrative team will review major and minor referrals and revise protocols as needed.	Megan Smith	February 2025
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	March 2025
The administration will attend UNCG Micro Courses on the key Principles of Positive Behavior Supports that will guide implementation of practices at South Asheboro Middle School to support proactive approaches to support students' core behavior support for success.	Chris Burian	April 2025

GOAL 3:

The South Asheboro Middle School staff will follow the Instructional Leadership Team framework to increase efficient and effective instructional practices. Quarterly goals related to curriculum and instruction will be analyzed to guide instructional improvements.

Student Success Indicator:

A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

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

Target date for Implementation:

South Asheboro Middle School will begin this goal in September of 2024 and continue through June of 2025.

Definition of Successful Implementation:

At the end of the 2024-2205 school year, there will be an increase in the students who grow in reading and math 10% as demonstrated on end of grade data when compared to the 2023-2024 school year.

Current Actions:	Assigned to:	Target Date:
The instructional team will create a lesson plan template, walkthrough schedule, and walkthrough tools that will provide feedback to continuously grow and improve core instructional practices.	Chris Burian	October 2024
The Instructional Leadership Team (ILT) will create a structured planning schedule that allows content teams to plan with the IF, analyze data, collaboratively plan with colleagues (co-teachers), and backwards map from standard-aligned common assessments.	Betsy Hammond	November 2024
The instructional facilitator will provide differentiated coaching to instructional staff as needed based on the ILT focus.	Danielle Williams	May 2025
The instructional facilitator will hold weekly CASA meetings, providing a menu of strategies to increase student engagement.	Keri Hill	March 2025
The SAMS staff will implement frequent small group differentiated instruction lessons created and planned with the instructional facilitator during teacher/co-teacher planning sessions.	Janeice Leonard	April 2025

<p>The instructional facilitator will lead data discussions with staff to determine next steps for instruction, growth, progress monitoring, and student empowerment (NC Check-Ins, common assessments, progress monitoring data)</p>	<p>Megan Smith</p>	<p>March 2025</p>
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South Asheboro Middle School

October 10, 2024



Introduction

This year at South Asheboro Middle School, we will be focusing on increasing stakeholder engagement, growing active learning through consistent classroom practices, and embracing the focus of the Instructional Leadership Team (ILT) to increase more efficient and effective collaborative communication that will translate into higher engagement, student discourse, and student-centered learning.



Goal 1: South Asheboro Middle School students, staff, and families will indicate a positive sense of involvement and engagement in the school community.



We will increase attendance at family engagement nights, increased parent contacts, and increase specific areas of our student Panorama Survey results.



Goal 1 Actions



*The administration will work with grade level teams to set the expectations for success at the beginning of the school year.

*A quarterly family focus will be created by the leadership team representatives to support communication and collaboration of the parent-teacher teams.

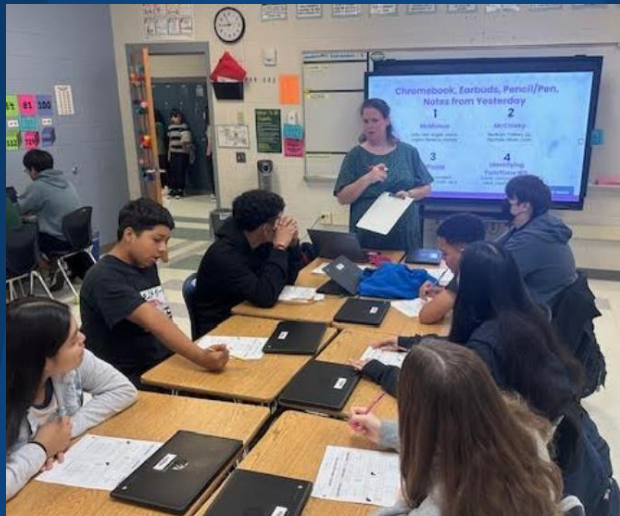
*SAMS will establish a Title I/Family Engagement Committee to create and facilitate family nights in the 24/25 school year.

*The SAMS staff will expand clubs and extracurricular opportunities for all students.





Goal 2: Teachers will implement strategies to increase active learning and student engagement while promoting positive behavior of all students using consistent classroom practices and tiered interventions resulting in fewer office referrals.



At the end of the 2024-2025 academic school year, the number of office referrals will decrease by 15% when compared to the 2023-2024 school year.



Goal 2 Actions

*Student support services will create and monitor an implementation plan for social, emotional, and behavioral learning for core, supplemental, and intensive levels.

*The support service team will 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 reflective pathways.

*Major and minor referrals will be reviewed on a quarterly basis to revise protocols as needed.

*The administration will attend UNCG micro courses on the key principles of positive behavior support that will guide proactive practices at South Asheboro Middle School.



Goal 3: The South Asheboro Middle School staff will follow the Instructional Leadership Team framework to increase efficient and effective instructional practices.



By the end of the 2024-2205 school year, there will be an increase in the students who grow in reading and math by 10% as demonstrated on end of grade data when compared to the 2023-2024 school year.



Goal 3 Actions

*The instructional team will create a lesson plan template, walkthrough schedule, and walkthrough tools to provide feedback to continuously grow core instructional practices.

*The Instructional Leadership Team (ILT) will create a structured planning schedule that allows content teams to plan with the instructional facilitator, analyze data, plan collaboratively with colleagues, and backwards map from standard-aligned common assessments.

*The instructional facilitator will provide differentiated coaching to the instructional staff as needed based on the ILT focus.

*The SAMS staff will implement frequent small group differentiated instruction lessons created and planned with the instructional facilitator during teacher/co-teacher planning sessions.



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



Username: NCS17121
Password: NC3761



Summary

At South Asheboro Middle School, we are confident that by increasing stakeholder engagement in the school community, implementing practices that will support the social and emotional needs of our students, and embracing the structure and expectations of the Instructional Leadership Team with a focus on quarterly goals, SAMS will successfully meet the definitions of successful implementation with our three goals.





Questions?

GOAL 1:

By the end of the 2024-25 academic year, we will meet or exceed growth in all subgroups as measured by student EOC assessment scores.

Key Indicators:

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

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: June 10, 2025

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 2023-2024 school year was 0.63; success in regards to this goal will be a growth index of +2.0 or higher (exceeding expected growth).

	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHT	EDS	ELS	SWD	Reading	Math	AIG	HMS
#Students	541			76	300	24	127	415	121	47			63	
#Scores	597			83	327	25	142	456	127	50			72	
Index	0.63			0.89	0.45	-1.66	0.49	-0.33	-1.60	0.36			0.83	
Status	Met			Met	Met	Met	Met	Met	Met	Met			Met	

Current Actions:	Assigned to:	Target Date:
Staff will attend professional development opportunities on the implementation of small group instruction.	Jonathan Dillion	June 2025
Classroom teachers will implement targeted small group instruction.	Ryan Moody Instructional Leadership Team	June 2025

ILT will progress monitor the effectiveness of small group instruction.	Instructional Leadership Team	June 2025
Classroom teachers will attend and actively participate in weekly subject area CASA meetings.	Roberts/Biology Hanner/Math 3 Evans/Math 1 Dillion/English 2	September 9, 2024 - June 2025
Classroom teachers and the ILT will analyze relevant student data weekly.	Classroom Teachers/ Instructional Leadership Team	October 2024-June 2025
Instructional staff will receive, review, and prioritize coaching and instructional feedback.	Admin. Team/ Instructional Staff	October 2024-June 2025
Select staff will be asked to visit the lab classroom and observe practices related to the Instructional Problem of Practice and/or other “look for” issues.	Admin. Team	October 2024-June 2025
Classroom teachers will implement Tier 2 interventions for students who have been identified during CASA meetings.	Marian Hanner	September 2024-June 2025
Classroom teachers will plan and implement standards aligned direct instruction.	Admin. Team/ Instructional Leadership Team	June 2025
The MTSS team will meet monthly to discuss student data and progress.	Marian Hanner	September 2024-June 2025
Teachers will make biweekly contact with parents through School Status for students who are in danger of failing.	Admin. Team	September 2024-June 2025

GOAL 2:

By the end of the 2024-25 school year, we will increase student attendance from 90.6% to 96% as measured by attendance data collected in School Status/Infinite Campus.

Key Indicators:

A4.06 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.

Target date for Implementation: June 2025

Definition of Successful Implementation:

Based on the 2023-24 Average Daily Attendance Report, overall attendance was 90.6%, the report at the end of this year will show an average of 96% of students present on a daily basis.

Current Actions:	Assigned to:	Target Date:
Classroom teachers will communicate biweekly through School Status on students in danger of failing due to attendance.	Admin. Team	September 2024-June 2025
Classroom teachers will complete the MTSS Concern Form if attendance issues apply.	Marian Hanner	September 2024-June 2025
The Administration Team will monitor the log of two-way parent/teacher communication from School Status.	Admin. Team	September 2024-June 2025
The Attendance Team will progress monitor student attendance bi-weekly. Members of the team will meet with identified students who have missed 12 blocks of class. At this point, a non-official Introductory Attendance Letter will be sent home to parents.	Jeff Melberger	September 2024 - June 2025
Classroom teachers will create engaging classroom lessons using Engaged Classroom strategies.	Instructional Leadership Team	September 2024 - June 2025



Asheboro High School
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Classroom Teachers will check in with Melberger or School Counselors when a student has missed five cumulative days.	Jeff Melberger	September 2024 - June 2025
Classroom teachers will reach out to Mr. Melberger and parents/guardians if a student has missed 3 consecutive days.	Jeff Melberger	September 2024 - June 2025
Classroom teachers will submit the attendance during the first 15 minutes of class.	Admin. Team	September 2024 - June 2025

GOAL 3:

By the end of the 2024-25 school year, we will increase parent engagement within our school community.

Key Indicator:

E1.06 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 2025

Definition of Successful Implementation: By the end of the 2024-25 school year, we will increase attendance at family engagement nights to at least 20%. We will measure by using sign-in logs.

When goal is complete:

- Family engagement has been shown to positively affect student performance. With more families involved, there will likely be a noticeable improvement in student motivation, attendance, and academic success.
- The use of sign-in logs to measure attendance will provide concrete data on which events are most effective, allowing the school to refine its approach and focus on what works best for engaging families in the future.

Current Actions:	Assigned to:	Target Date:
<p>School Leadership Team (SLT) will create and implement a family engagement night team/committee to plan the engagement nights on October 1, December 10, and March 4, 2025. The family engagement team will help plan additional events below.</p> <p>Additional Events: Military Appreciation Night, Hispanic Night, FASFA Night, Athletic Recruitment Night, Awards Night, Parent Meetings, College/Career Night (CTE), Freshman Meetings</p>	Ms. Roberts	September 2024

<p>The Family Engagement Team will communicate with more local businesses to hold sessions and provide incentives for attendance.</p>	<p>Family Engagement Team</p>	<p>September 2024-June 2025</p>
<p>The Family Engagement Team will incorporate more opportunities for students to showcase their learning and their talents during Family Engagement Night.</p>	<p>Family Engagement Team</p>	<p>September 2024-June 2025</p>
<p>Content area departments will develop themed family engagement nights facilitated by students.</p>	<p>Brittany Roberts, Department Chairs/Family Engagement Team</p>	<p>September 2024-June 2025</p>
<p>The Family Engagement Team will provide more opportunities for parents/guardians to volunteer/participate during family engagement nights by utilizing a Google Form for sign ups.</p>	<p>Family Engagement Team</p>	<p>Oct 1 Dec 10 Mar 4 June 10</p>



Asheboro High School



October 10, 2024

Introduction

Over the past two years we have seen tremendous gains in our growth and overall school performance due to the efforts of our staff and students. Our focus on creating a culture and environment which is welcoming to our Blue Comets will never change. As well, we will continue to focus on creating goals which are centered around students and their success in the classroom and throughout AHS.

With this focus in mind our School Leadership Team has developed the following goals to guide our actions throughout the year and approved by our AHS staff.



Goal 1 Details

By the end of the 2024-25 academic year, we will meet or exceed growth in all subgroups as measured by student EOC assessment scores.

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 2023-2024 school year was 0.63; success in regards to this goal will be a growth index of +2.0 or higher (exceeding expected growth).

	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHT	EDS	ELS	SWD	Reading	Math	AIG	HMS
#Students	541			76	300	24	127	415	121	47			63	
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Index	0.63			0.89	0.45	-1.66	0.49	-0.33	-1.60	0.36			0.83	
Status	Met			Met	Met	Met	Met	Met	Met	Met			Met	



Goal 1 Actions

Current Actions:	Assigned to:	Target Date:
Classroom teachers will implement targeted small group instruction.	Ryan Moody Instructional Leadership Team	June 2025
ILT will progress monitor the effectiveness of small group instruction.	Instructional Leadership Team	June 2025
Classroom teachers and the ILT will analyze relevant student data weekly.	Classroom Teachers/ Instructional Leadership Team	October 2024- June 2025
Classroom teachers will implement Tier 2 interventions for students who have been identified during CASA meetings.	Marian Hanner	September 2024-June 2025
Teachers will make biweekly contact with parents through School Status for students who are in danger of failing.	Admin. Team	September 2024-June 2025



Goal 2 Details

By the end of the 2024-25 school year, we will increase student attendance from 90.6% to 96% as measured by attendance data collected in School Status/Infinite Campus.

Definition of Successful Implementation:

Based on the 2023-24 Average Daily Attendance Report, overall attendance was 90.6%, the report at the end of this year will show an average of 96% of students present on a daily basis.



Goal 2 Actions

Current Actions:	Assigned to:	Target Date:
Classroom teachers will communicate biweekly through School Status on students in danger of failing due to attendance.	Admin. Team	September 2024-June 2025
Classroom teachers will complete the MTSS Concern Form if attendance issues apply.	Marian Hanner	September 2024-June 2025
Classroom teachers will create engaging classroom lessons using Engaged Classroom strategies.	Instructional Leadership Team	September 2024 - June 2025
Classroom Teachers will check in with Melberger or School Counselors when a student has missed five cumulative days.	Jeff Melberger	September 2024 - June 2025



Goal 3 Details

By the end of the 2024-25 school year, we will increase parent engagement within our school community.

Definition of Successful Implementation:

By the end of the 2024-25 school year, we will increase attendance at family engagement nights to at least 20%. We will measure by using sign-in logs.

When goal is complete:

- Family engagement has been shown to positively affect student performance. With more families involved, there will likely be a noticeable improvement in student motivation, attendance, and academic success.
- The use of sign-in logs to measure attendance will provide concrete data on which events are most effective, allowing the school to refine its approach and focus on what works best for engaging families in the future.



Goal 3 Actions

Current Actions:	Assigned to:	Target Date:
<p>School Leadership Team (SLT) will create and implement a family engagement night team/committee to plan the engagement nights on October 1, December 10, and March 4, 2025. The family engagement team will help plan additional events below.</p> <p>Additional Events: Military Appreciation Night, Hispanic Heritage Night, FASFA Night, Athletic Recruitment Night, Awards Night, Parent Meetings, College/Career Night (CTE), Freshman Meetings</p>	Ms. Roberts	September 2024
<p>The Family Engagement Team will communicate with more local businesses to hold sessions and provide incentives for attendance.</p>	Family Engagement Team	September 2024-June 2025
<p>The Family Engagement Team will incorporate more opportunities for students to showcase their learning and talents during Family Engagement Night.</p>	Family Engagement Team	September 2024-June 2025



Summary

In closing I would like to thank each of our Board Members; Superintendent, Dr. Woody; and the entire Central Office Staff for the support which we receive on a daily basis.

We believe that the goals we have set for AHS will help us to continue our gains in performance and create successful outcomes for our Blue Comets!

We are THE ONE AND ONLY BLUE COMETS and have to live up to this on a daily basis!!

Thank you again for your time.
Our full continuous improvement plan for AHS is available in the NCSTAR platform and can be accessed by from this link.

[AHS NC STAR](#)



Questions?

GOAL 1:

During the 2024-2025 school year, Asheboro City Schools will implement a holistic framework that prioritizes safety, mental and physical wellness, and academic and social advancement for all students and staff.

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. (5124)
D2.05 The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)

Target date for Implementation: 6/07/2025

Definition of Successful Implementation:
 Integrating safety, mental, and physical wellness into all practices. Active engagement with students, parents, and staff will foster collaboration, while ongoing professional development will equip staff with essential skills. Accessible mental health services and peer to peer mentoring programs will support individual needs, and regular data evaluation will guide improvements. Enhanced safety improvements, increased SROs, and implementation of BTAM teams will work to create a safe and positive school climate, all underpinned by the district's sustained commitment to prioritizing the well-being of students and staff.

Current Actions:	Assigned to:	Target Date:
Schools will update their School Risk Management Plan in conjunction with Asheboro Police Department Standard Operating Procedures to identify, evaluate, and prepare for potential risks.	School Principals	9/12/2024
The district will partner with Kintegra Health to house full time licensed mental health therapists at each secondary school location.	Gayle Higgs	11/01/2024
Professional development sessions will be offered throughout the year to ACS staff on adult social/emotional strategies and overall wellness.	Gayle Higgs	5/30/2025
Schools will implement the Say Something Anonymous Reporting System and SAVE Clubs to support Peer to Peer Mentoring and risk reporting by stakeholders.	Suzanne Cash Kim Clodfelter	5/30/2025
Enhance the safety and security of our facilities by obtaining grant funding to implement ongoing physical security updates and ensure a protected environment for all stakeholders.	Gayle Higgs	5/30/2025
Increase the number of School Resource Officers (SROs) in our district to enhance student safety, promote a positive school climate, and foster strong relationships between students and law enforcement.	Gayle Higgs	5/30/2025
Establish Behavioral Threat Assessment and Management (BTAM) resources and teams in all schools within the district to proactively identify, assess, and mitigate potential threats to student safety and well-being.	Suzanne Cash Kim Clodfelter Gayle Higgs	5/30/2025

GOAL 2:

During the 2024-2025 school year, district and school teams will form Instructional Leadership Teams (ILTs) to collaborate on *THE WORK* of teaching and learning. Teams will follow a school improvement model to achieve long-term priorities and focus on implementation to ensure concrete actions are taken toward achieving goals and increasing student achievement.

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)

Target date for Implementation: 6/07/2025

Definition of Successful Implementation:
 School and District Leadership Team meetings will be well-planned with agendas and minutes that reflect a professional culture of improvement and coaching. 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.

Current Actions:	Assigned to:	Target Date:
The district team will monitor Indistar and the Five Star Agendas to ensure school leadership team agendas are set and followed.	Sarah Beth Cox	5/30/2025
ILTs will work to identify specific problems of instructional practice aimed at improving both teacher practice and student outcomes.	Dr. Aaron Woody	5/30/2025
Administrators will engage in monthly leadership and coaching sessions in order to discuss progress and make adjustments to plans that address the instructional problems of practice.	Dr. Wendy Rich	5/30/2025
Instructional Facilitators and lead teachers will work strategically to provide intentional, job-embedded coaching support in planning, implementation and assessment of effective classroom instruction.	Deanna Wiles	5/30/2025
Classroom Lab Leaders will serve as a model for equitable, rigorous, and effective instruction in each school.	Chandra Manning	5/30/2025
The Teaching Channel Platform will be used to access and create video libraries of effective instruction.	Dr. Ana Floyd	5/30/2025
The district office will conduct quarterly data meetings with administrators to monitor progress of the work. There will also be monthly check-ins and professional development with administrators to assist with the leading of this work. Walkthrough instructional data and coaching logs will be reviewed monthly with administrative leaders.	Dr. Wendy Rich	5/30/2025

GOAL 3:

By the end of the 2024-25 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: 6/07/2025

Definition of Successful Implementation:
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. The Welcome Center will be a hub of our community.

Current Actions:	Assigned to:	Target Date:
Resources will be accessible to connect family and community engagement to learning, development, and relevant topics.	Dr. Wendy Rich	12/20/2024
The Welcome Center will be open to all family and community members throughout the week, with posted hours and coordinators in the center to assist families with needs and questions.	Dr. Wendy Rich	11/01/2024
Monthly sessions on a variety of topics will be offered and held at the family and community engagement center.	Dr. Wendy Rich	12/29/2024
The district will use a variety of media outlets, including social media, to communicate to families to engage them with positive interactions and events.	Chandra Manning	5/30/2025
Classes will be offered for parents at the Welcome Center throughout the year, including English for Spanish-speaking Adults offered by RCC as well as classes offered by other partner agencies.	Deanna Wiles	5/30/2025
Events will be held at the Welcome Center including; a Wellness Fair, STEM competitions and events for families, opportunities for engagement at the Global Innovation Center, and a variety of other opportunities for families based on their needs.	Julie Brady	5/30/2025
The Welcome Center Coordinator will schedule support staff and agencies to offer services for families at the Welcome Center based on high needs noted by school personnel. Coordinators will also schedule support for family needs by completing paperwork, forms, and registration.	Dr. Wendy Rich	5/30/2025

CALENDAR OF UPCOMING EVENTS - October 10, 2024 Board Meeting

DATE	TIME	EVENT	LOCATION
Tuesday, October 15	7:00 p.m.	SAMS Band Concert	AHS Performing Arts Center
Wednesday, October 16	11:30 a.m. Elementary 12:30 p.m. Secondary	Early Release Day-Staff Professional Development	All Schols
Thursday, October 17	7:00 p.m.	SAMS Choral Concert	AHS Performing Arts Center
Thursday, October 17	10:00 a.m. -1:00 p.m.	Asheboro High School Special Olympics Bowling	Family Sports Center
Friday, October 18	10:00 a.m. -1:00 p.m.	Elementary & Middle School Special Olympics Bowling	Family Sports Center
Thursday, October 24	7:00 p.m.	AHS Choral Concert	AHS Performing Arts Center
Monday, October 28	All Day	End of First Quarter	All Schools
Tuesday, October 29	7:00p.m.	BANDORAMA	AHS Performing Arts Center
Tuesday, October 29	6:00 p.m.	All County Chorus	Journey Church
Monday, November 4	5:00-6:30 p.m.	Loflin Family Engagement Night	Donna Lee Loflin Elementary School
Monday, November 4	6:00 p.m.	Randolph County Commissioners Meeting	725 McDowell Rd, First Floor Meeting Room A
Tuesday, November 5	All Day	Required Teacher Workday	All Schools
Monday, November 11	All Day	Holiday	All Schools
Thursday, November 14	2:00-6:00 p.m.	ECDC Family Engagement Night	Early Childhood Development Center
Thursday, November 14	7:30 p.m.	Board of Education Meeting	Professional Development Center
Friday, November 15 & Saturday, November 16	7:00 p.m.	Park Street Players Fall Play	AHS Performing Arts Center
Sunday, November 17	2:00 p.m. & 7:00 p.m.	Park Street Players Fall Play	AHS Performing Arts Center
Monday, November 18- Wednesday, November 20	All Day	NCSBA Annual Conference	Koury Convention Center, Greensboro, NC
Thursday, November 21	5:00-6:30 p.m.	Teachey Family Engagement Night	Guy B. Teachey Elementary School
Thursday, November 21	6:00 p.m.	AHS Fall Athletic Awards	AHS Performing Arts Center
Wednesday, November 27	All Day	Optional Teacher Workday	All Schools
Thursday, November 28 & Friday, November 29	All Day	Holiday	All Schools