



# Board Retreat

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Asheboro City Schools  
February 22, 2025

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# IMPACT



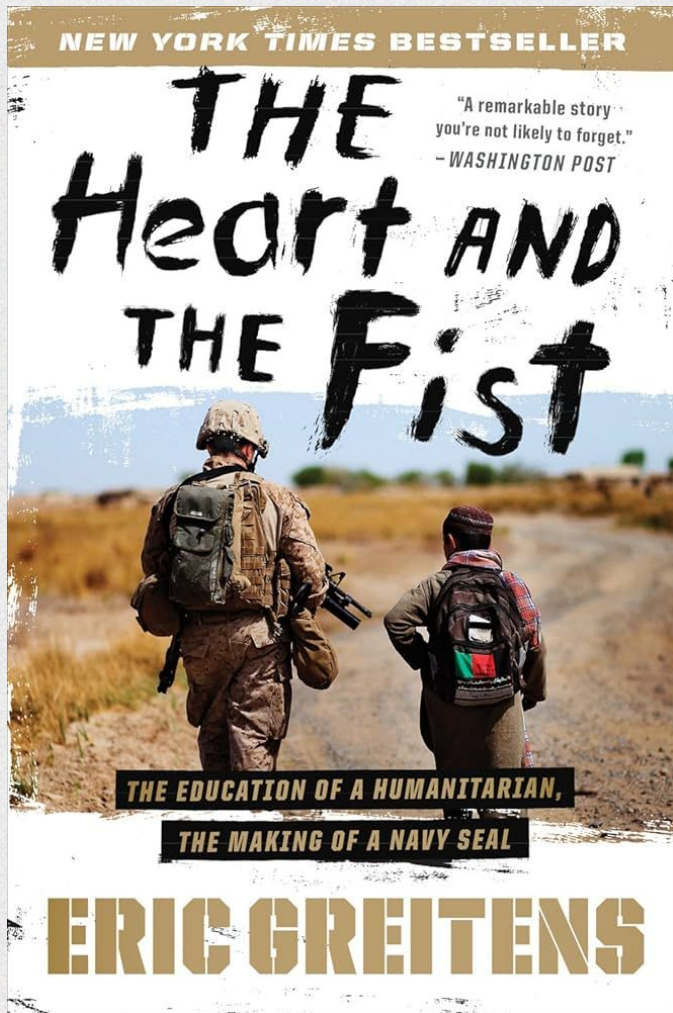


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# Your “Why”

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**Curiosity over Criticism**



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# HEART & FIST

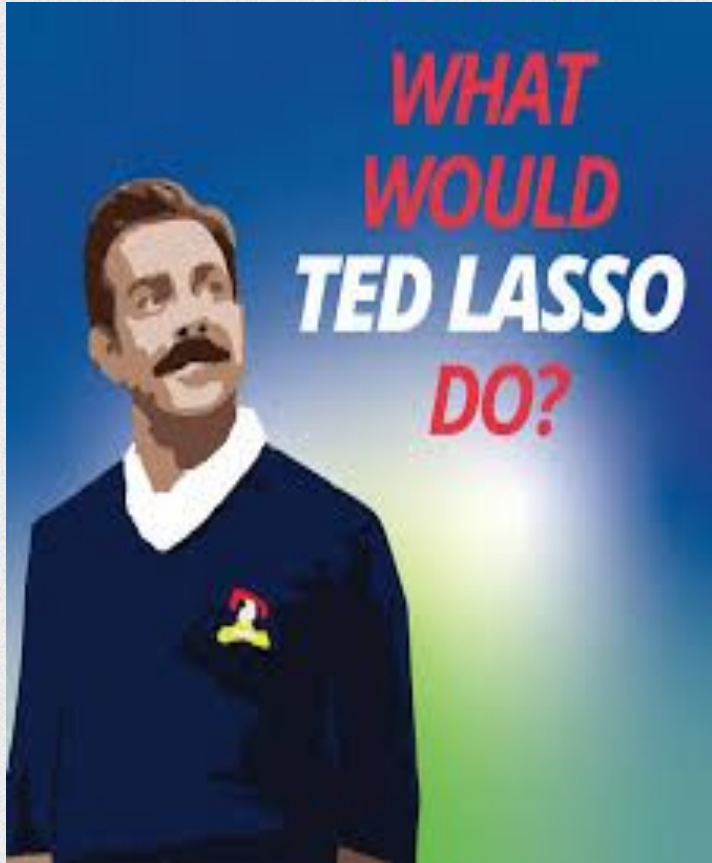
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Book: “The Heart and the Fist” - Navy Seal went as a soldier but found humanitarian aid was his impact. Went back as a photographer.

The beauty of leadership is the FIST - be tough, be prepared, equipped, focus on mission AND...

The HEART - compassion, empathy, and meeting people where they are. ACS need toughness and heart!





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# BELIEF and Strategy

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*Excellence is really hard but  
mediocrity takes little effort*





# Clear Direction

***“September 3, 1967”***

*The day Sweden switched  
driving directions.*





**Asheboro City Schools**



**By the  
Numbers**



# ACS BY THE NUMBERS

## People + Schools

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Total Staff	<b>543</b>
Certified Staff	<b>376</b>
Beginning Teachers	<b>52</b>
Advanced Degree	<b>38%</b>
National Board Certified	<b>7%</b>
Number of AP Courses Offered	<b>17</b>
Number of CTE Pathways	<b>19</b>
HS CTE Courses	<b>45</b>
MS CTE Courses	<b>9</b>

## High School Intentions (2024)

4-Year University	<b>25%</b>
Community College/ Technical/Trade School	<b>37%</b>
Military Service	<b>6%</b>
Employment	<b>31%</b>

All classrooms are equipped with interactive technology. All students K-12 have iPads or Chromebooks and access to additional technology as needed.

## School Nutrition

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(2023-2024)

Daily Breakfasts	<b>350,776</b>
Daily Lunches	<b>497,413</b>
After-school Snacks	<b>28,566</b>
Dinners	<b>17,817</b>

(July 2024-December 2024)

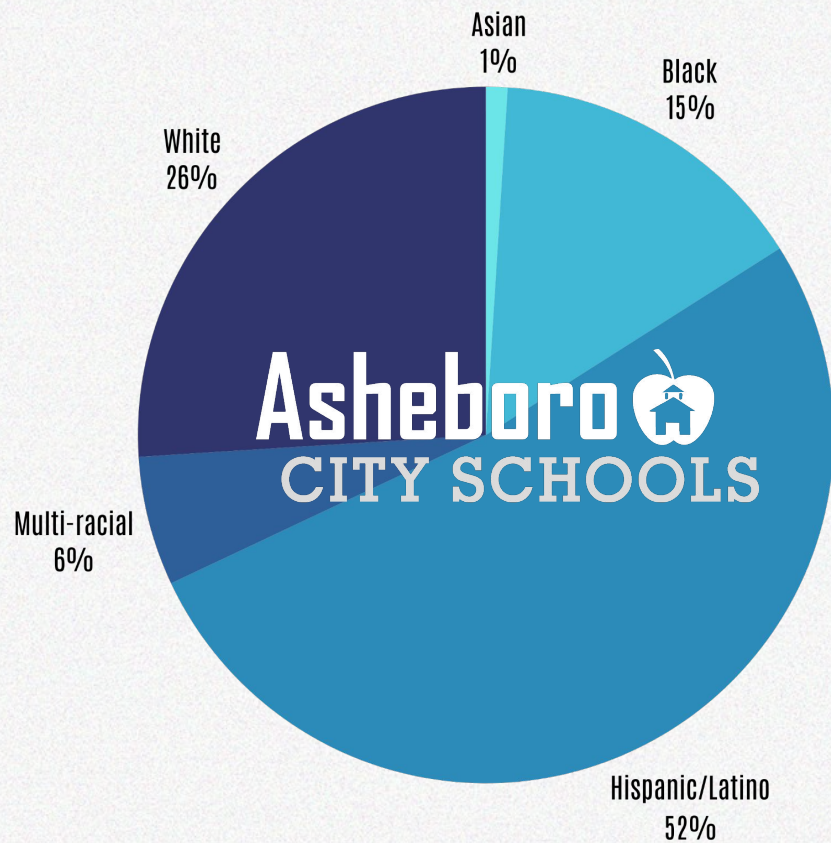
Daily Breakfasts	<b>133,498</b>
Daily Lunches	<b>219,861</b>

## Transportation

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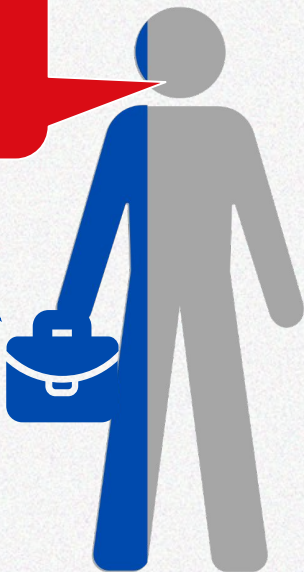
Buses	<b>23</b>
Avg Daily Ridership	<b>1,883</b>
Avg Daily Bus Mileage	<b>1,673</b>

# OUR STUDENTS



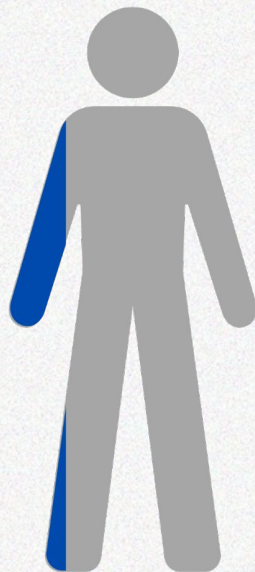


**22%**  
Multilingual  
Learners

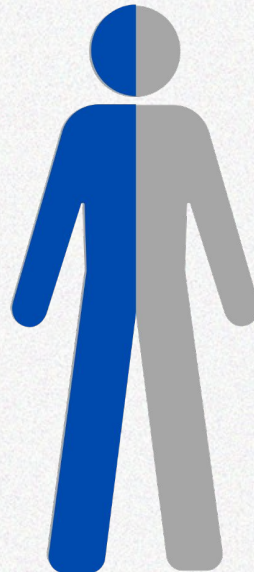


Additional 12% of Students:  
-Speak a language other than English at home  
-Not ML  
-Language Interference

**14%**  
Exceptional  
Children



**54%**  
Directly Certified  
for Free Meals





# PERFORMANCE: ALL SUBJECTS/GRADES



## Trend

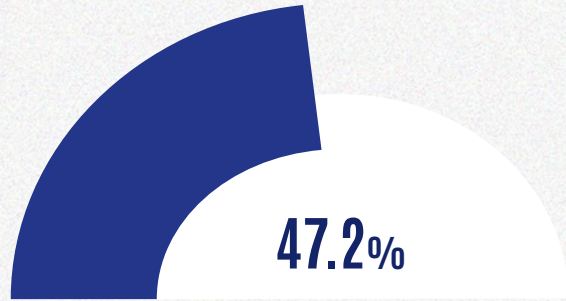
Percentage GLP by year...



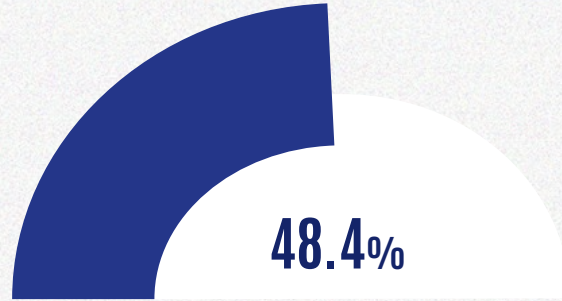
...and change in percentage points from baseline year.



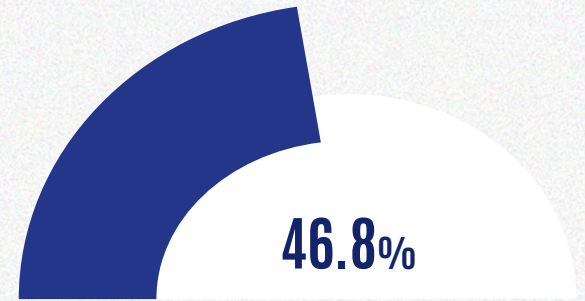
# STUDENTS MEETING/EXCEEDING GROWTH



**Reading**



**Math**



**Science**





# Student Narratives





# TODAY'S AGENDA



**01**

## **Student Support & Services**

How social-emotional health impacts learning.

**02**

## **Language Acquisition**

How language impacts learning for our English-Language Learners.

**03**

## **State of Our Teaching Force**

How we recruit and retain a high-quality teaching force.

**04**

## **Planning for Future Growth**

Where we are now and how we plan for growth.

**01**

**Student Supports & Services  
Through Social-Emotional Learning**

Gayle Higgs  
Barb Skelly

# Greeting Frenzy







# Panorama SEL Data Points



*Collected from students in grades 4-12*

**66%**

## **School Climate**

Perceptions of the overall social and learning climate of the school

*EOY 23/24*

**77%**

## **Self Management**

When upset, calming & remaining calm

*EOY 23/24*

*\*Up from 46% at EOY 22/23*

**78%**

## **Emotional Regulation**

Recognize and name your emotion

*EOY 23/24*

*\*Up from 46% at EOY 22/23*



★ MindSet is a comprehensive training that emphasizes restorative practices and is intentionally trauma-responsive, providing a shared language for conflict resolution. ★

# The Four Step Counseling Model

## Step 1 – Say what you see and/or hear

*“I see you ...” “I hear you...”*

## Step 2 – Establish the feeling

*“It seems like...”*

## Step 3 – Connect the feeling to the source.

*“Who, What, Where, When, How” AVOID “Why”*

## Step 4 – Develop a Plan of Action.

*“What do you want / need?”*

*“What have you tried?”*

*“What else can you do?”*

*“What are you willing to do?”*

*“Is there anyone else you are willing to talk to?”*

*“What can you do right now to calm down?”*

*“What are the pros and cons?”*

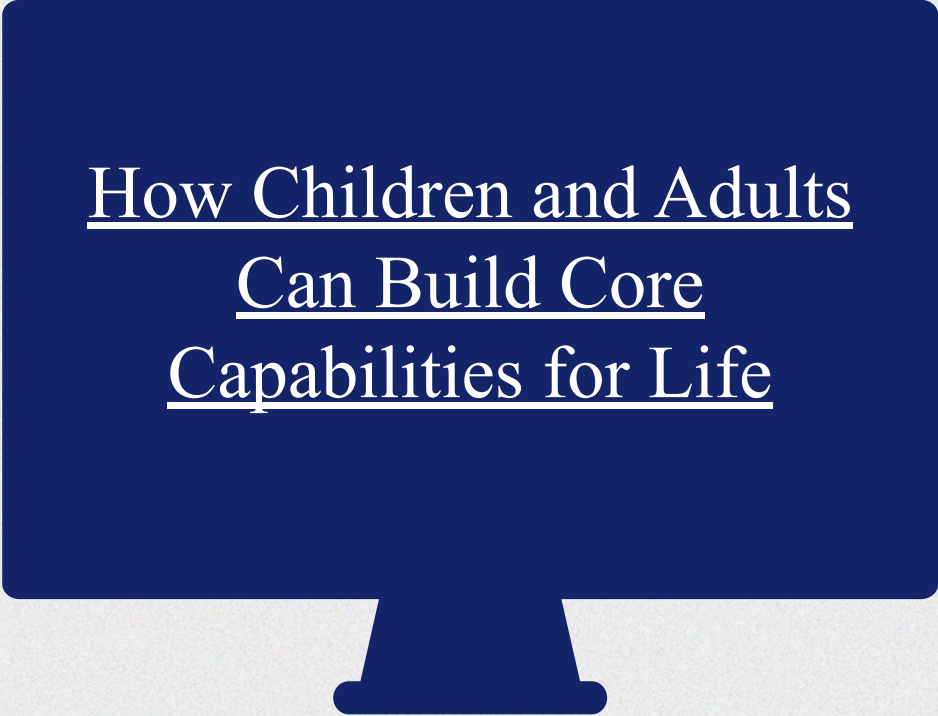
# Interactive Activity







# Executive Functioning



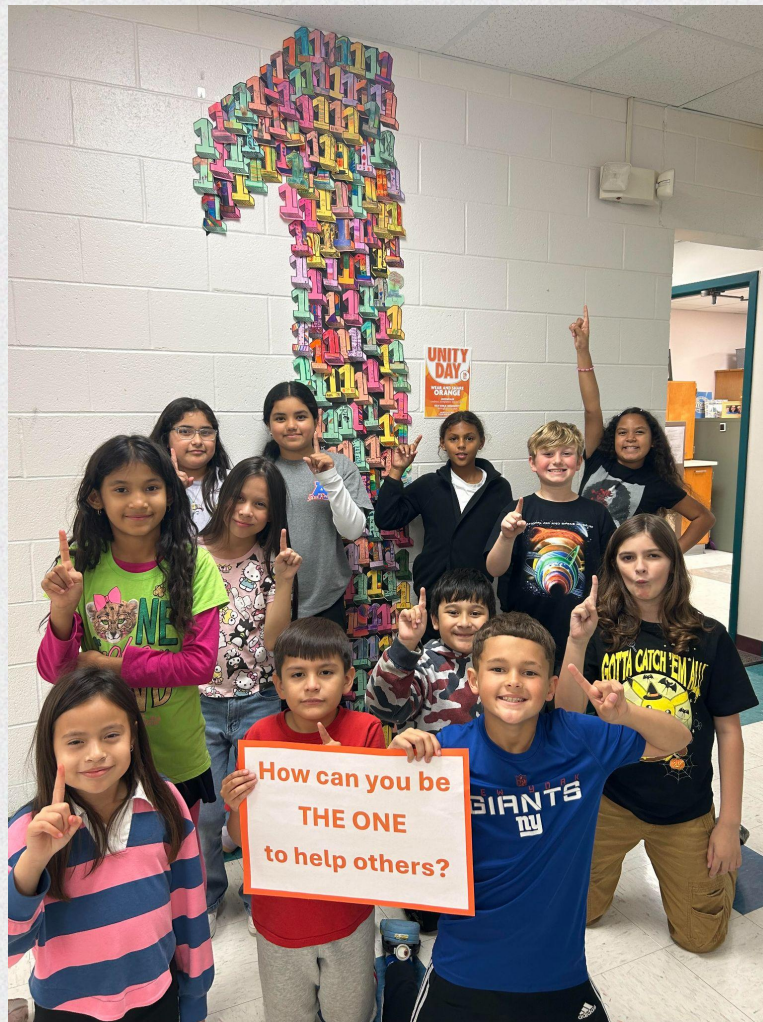
How Children and Adults  
Can Build Core  
Capabilities for Life





# Next Steps

- Policy





# Board Policies



**1310/  
4002**

**Parental Involvement**

**3405**

**Students at Risk of  
Academic Failure**

**3610**

**Counseling Program**

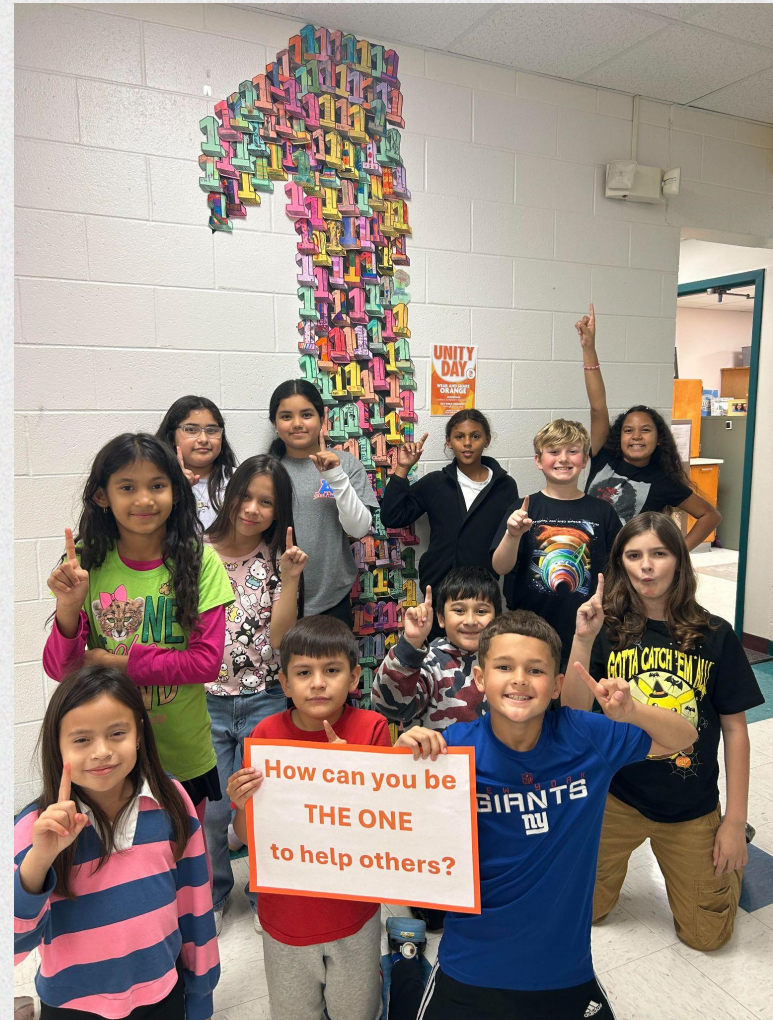
**6140**

**Student Wellness**



# Next Steps

- Policy
- Knowledge of Social-Emotional Learning (SEL) within our district
- Student interactions when visiting schools
  - "I'm so glad you're here!"
  - "What was the best part of today?"



02

# Language Acquisition

ACS C&I Team

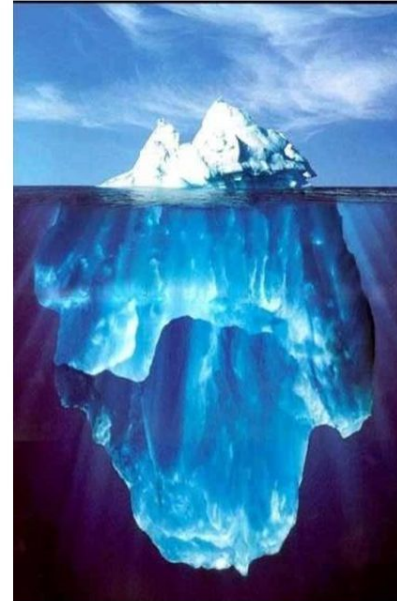




# BICS and CALP



## Iceberg



### BICS (1-2 years)

- Basic Interpersonal Communication Skills
- Surface level – Here and Now
  - Familiar Content
  - Face to Face Conversation
  - High Frequency Vocabulary – 2000 words
  - Simple Sentence Structure
  - Low Pressure

### CALP (5 or more years)

- Cognitive Academic Language Proficiency
- Experience and exposure to culture
  - Lectures, formal, written text, specialized terminology, humour, culture, idioms, textbook language, social appropriateness, non-verbal communications
  - Limited Interaction (textbook)
  - More Abstract
  - Less familiar content
  - Decontextualized
  - Low frequency Vocabulary
  - High Stakes (lots of pressure)





# High-Needs Student Population



**52%**

Hispanic

Many do not speak English at home or in their communities



Many only speak English at school





# High-Needs Student Population



**26%**

Identified as High  
Needs with a  
Language Barrier

**1049 ML**

Identified Students



**22%** Of the Student Body

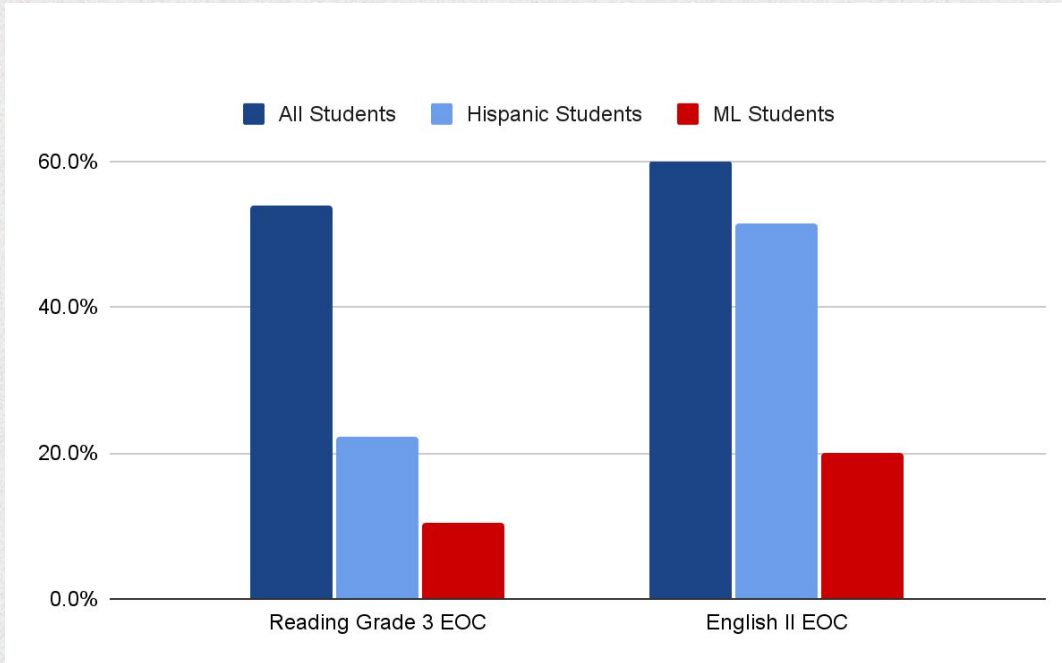
**174 EC/ML**

Identified Students

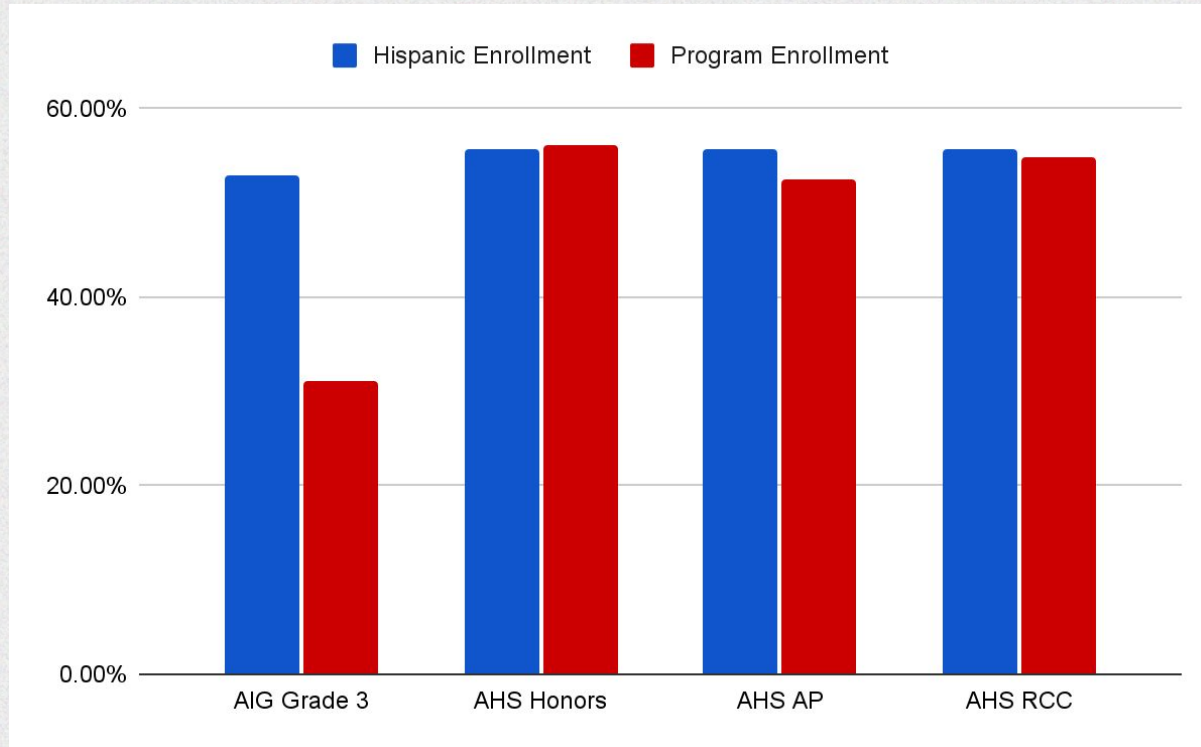


**4%** of the Student Body

# Language Acquisition & Academic Growth: Progress from Grade 3 to English II



# Enrollment in Advanced Learning Programs



“Without controlling for poverty, a “good” school district may receive credit for student learning that it actually had little part in. This issue is especially misleading in reading. Unlike math, where learning is more closely tied to school-based instruction, reading skills are multi-faceted, and they’re more closely tied to language skills and background knowledge that children acquire at home. As a result, some wealthier districts may show high (raw) reading scores even though their students are picking up their skills at home — or, worse, from private tutors that families with means are able to afford out of their own pockets. Meanwhile, districts doing a good job serving low-income students have a harder time showing the same proficiency rates.” — [the74million.org](https://www.the74million.org)

**(Imagine how scores are impacted for a high poverty and high English Learner district...)**



# Let's Test!



Consider your student narrative  
as you take a mock EOG

<http://bit.ly/ACSEOG>



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# Reflection

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- How might your scenario student feel taking these types of assessments?
- What are some challenges your scenario student might experience when taking these assessments?
- What skills are needed to be successful on these assessments?



Read  
“The Opportunity Makers,”  
pages 6-9.

Paths of Opportunity Series



## The Opportunity Makers

**How a Diverse Group of Public Schools Helps Students Catch Up — and How Far More Can**





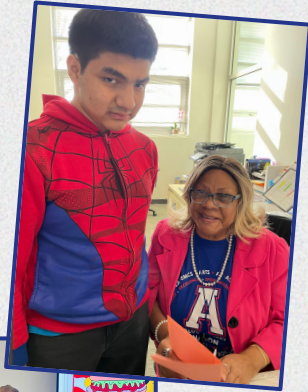


# BELONGING



## Individual Recognition

Every student is known well. Schools have a full understanding of each young person.





# BELONGING



## Individual Acceptance

Every student feels connected.





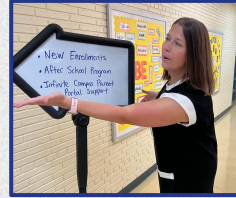
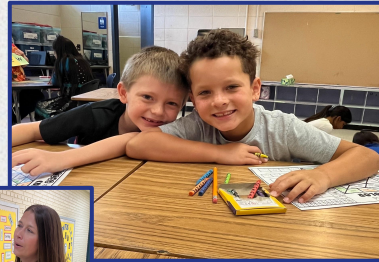
# BELONGING



## Individual Needs

Every student is supported.

Support structures in place for each student.





# Student Survey Results



74%

of grades 4-5  
students feel like they  
belong at school



70%

of grades 6-12  
students feel like they  
belong at school

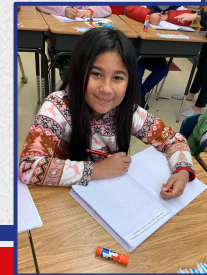
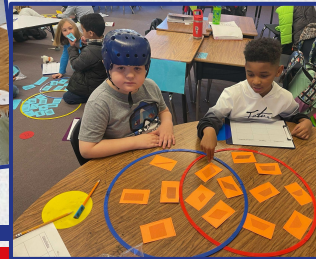
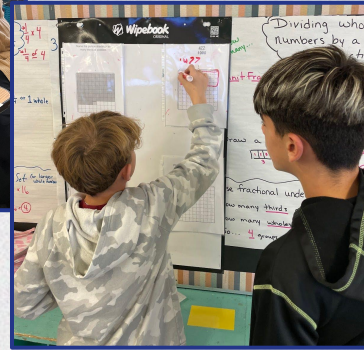


# CONSISTENCY



## Grade-Level Content

All students have access to rigorous, grade level content, with appropriate supports and feedback.





# CONSISTENCY



## Curriculum Resources

Consistent curriculum, aligned intervention materials, and structured planning and collaboration times.



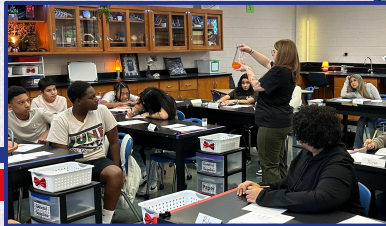
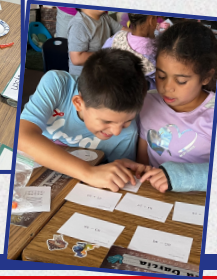
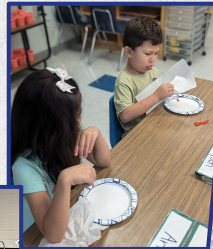
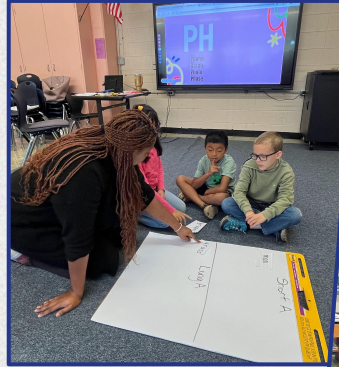


# CONSISTENCY



## Best Practices

Vocabulary instruction,  
comprehensible input,  
experiential learning,  
and high expectations.



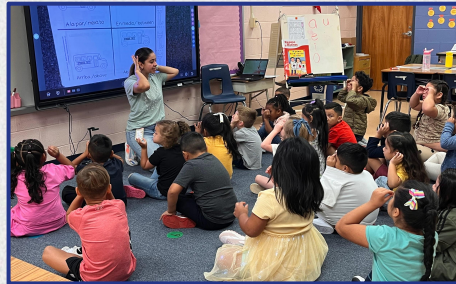
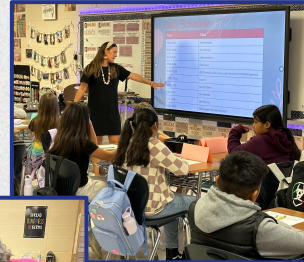
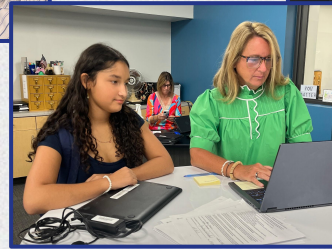


# COHERENCE



## Class Clarity

Clear procedures,  
routines, and  
instruction.





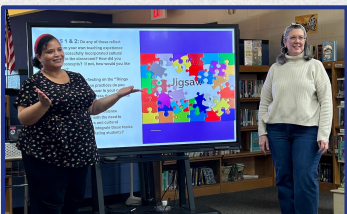
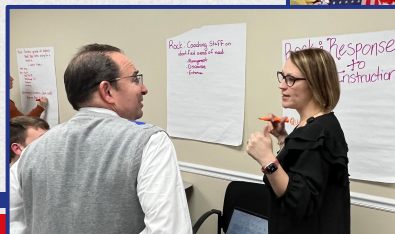
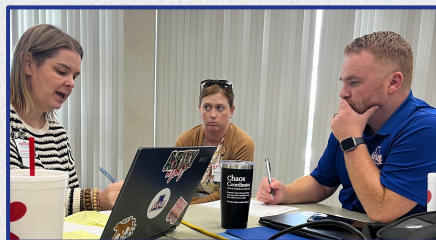


# COHERENCE



## School Clarity

Focused CIP goals,  
ILT Big Rocks, and  
clear behavior, SEL,  
and academic  
expectations



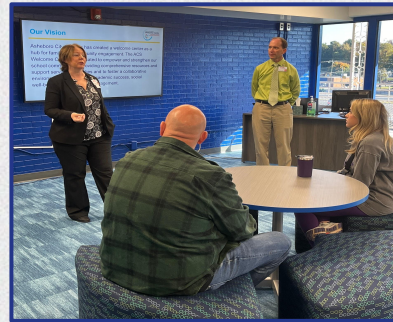


# COHERENCE



## Home Clarity

FACE school nights,  
CCR instructional  
sessions, and  
consistent  
communication.





# Policy Making Action - 3430

Review CIPs highlighting strategies for opportunity makers for our students. Highlight examples for:

- Belonging
- Consistency
- Coherence

Discuss questions to ask principals to check on their progress.



# Teams



## Group 1

Linda Cranford  
Melissa Callaway  
Hilda DeCortez  
Adam Hurley



## Group 2

Phillip Cheek  
Gidget Kidd  
Hailey Lee



## Group 3

Baxter Hammer  
Beth Knott  
Ryan Patton  
Michael Smith



**LUNCH**