# ASHEBORO CITY BOARD OF EDUCATION North Asheboro Middle School Theater

October 20, 2022 7:30 p.m.

6:30 p.m. Policy Committee 6:45 p.m. Finance Committee

#### I. Opening

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

#### II. Special Recognition and Presentations

- A. School Spotlight Mr. Graham Groseclose, Principal, North Asheboro Middle School
- B. Community Partner Spotlight Mr. Graham Groseclose, Principal, North Asheboro Middle School
- C. Principal of the Year Dr. Aaron Woody, Superintendent
- **D.** Points of Pride Mr. Anthony Woodyard, Director of Technology & Innovation

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

#### IV. Public Comments

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

#### V. \*Consent Agenda

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

#### VI. Information, Reports, and Recommendations

- A. Policies for Review Ms. Carla Freemyer, Executive Director of Human Resources
  - Policy 3420 Student Promotion and Accountability
  - Policy 4130 Discretionary Admission
  - Policy 4150 School Assignment
  - Policy 9400 Sale, Disposal, and Lease of Board-Owned Real Property
- **B.** Facilities and Asheboro High School Phase III Updates Mr. Christopher Scott, Director of Facilities & Maintenance
- **C.** Introduction of Continuous Improvement Plans Dr. Wendy Rich, Assistant Superintendent of Curriculum & Instruction
  - Asheboro City School District Dr. Wendy Rich, Assistant Superintendent of Curriculum & Instruction

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

#### VII. \*Action Items

A. Approval of Utility Easement - Ms. Sandra Spivey Ayers, Finance Officer

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

- A. Calendar of Events
- B. NCSBA Fall Law Conference Comments

#### IX. Adjournment

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

<sup>\*</sup>Item(s) requires action/approval by the Board of Education

#### ASHEBORO CITY BOARD OF EDUCATION North Asheboro Middle School Theater October 20, 2022 7:30 p.m.

#### **Addendum**

6:30 -	<b>Policy C</b>	ommittee M	eeting
6:45 -	<b>Finance</b>	Committee	Meeting

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

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

# NAMS Media Design

Creativity and Opportunity



# **Students Presenters**

Kamryn Yow

Abigail Aguilera

Lorena Sanchez

Fatima Carrillo



# What is Media Design?

Media Design is an outlet for students to express themselves creatively. Students learn about different aspects of 'content creation' and learn to authentically express themselves creatively and learn how to edit media for mass consumption.



# The Goal

The goal of the NAMS Media Design is to promote opportunities for students to become creators and not just consumers of media. Students gain experience in producing work for a wider audience outside of the classroom.

Media Design is also extended into opportunities after school through the AV Club and Yearbook.

## AV Club

AV Club is an afterschool program that takes Media Design and extends it to after school opportunities for students to express themselves creatively in any form they want. Students are encouraged to express themselves and learn the skills to

promote their ideas to a larger audience.

## Yearbook

NAMS Yearbook Staff uses the skills from Media Design, specifically Photography, to promote the NAMS Yearbook. Students are encouraged to take ownership of the school culture through showing the diverse student body of NAMS and all the events, clubs, and sports opportunities the school has to offer.







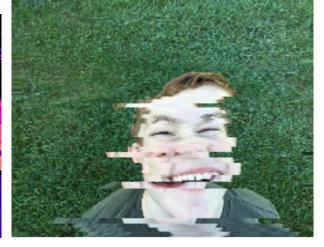
# Learning the Four C's

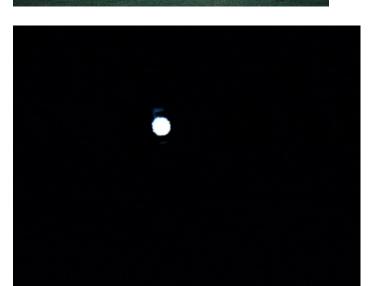
- Critical thinking
- Collaboration
- Creativity
- Communication



# Photo Editing











# **Video Creation**

#### What We Use:

- Camera
- Lighting Equipment
- Audio Recording









# Video Editing



# Video Editing



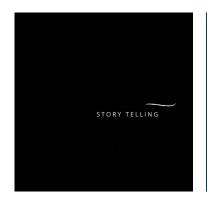
# Design







# Podcasting











# ASHEBORO CITY BOARD OF EDUCATION MINUTES North Asheboro Middle School Theater

September 8, 2022 7:30 p.m.

#### **Policy Committee**

**Committee Members Present:** 

Chairman Michael Smith Vice-Chairman Baxter Hammer Gidget Kidd

Linda Cranford Gwen Williams

**Committee Members Absent:** 

Hailey Lee Adam Hurley Ryan Patton

**Staff Members Present:** 

Dr. Aaron Woody Carla Freemyer

The meeting was called to order at 6:15 p.m. and Mrs. Freemyer presented to the following policies for consideration:

#### Policy 3420 - Student Promotion and Accountability

- Removes the statement that CTE students are not required to take the CTE Post Assessment (on page 4 of 12).
- The committee asked for additional information as to the rationale for removing this requirement.

#### Policy 4400 – Attendance

Expands reasons for excused absences (changes on pages 2 and 3 of 5).

#### Policy 4130 – Discretionary Admission

- Requesting title change (Discretionary Admission to Discretionary School Assignment).
- Updated title and use of Discretionary School Assignment throughout policy.
- Added attendance to the description of "in good standing".

#### Policy 4150 – School Assignment

- Updated language to align with the wording in Policy 4130, Discretionary School Assignment.
- Removes sections C. D. and E. (these areas are now consolidated into Policy 4130).

#### Policy 9400 – Sale, Disposal and Lease of Board-Owned Real Property

- Updated language to include alignment with constitutional and statutory requirements.
- Adds statement that the Board will lease available board-owned buildings and land to charter schools when required by law.
- Updated legal references.

The meeting adjourned at 6:35 p.m.

#### **Finance Committee**

**Board Members Present:** 

Chairman Michael Smith Gwen Williams Adam Hurley Vice-Chairman Baxter Hammer Linda Cranford Dr. Beth Knott

Gidget Kidd Adam Hurley

**Staff Members Present:** 

Dr. Aaron Woody Sandra Spivey Ayers

Gwen Williams, Finance Committee Chairman, called the meeting to order at 6:55 p.m. and referred to Sandra Spivey Ayers.

Mrs. Spivey Ayers reviewed the Average Daily Membership (ADM) numbers for the first eight days of school. DPI projected the ADM at 4,588 and our current ADM is 4,382. If we are not within 100 students or 2% of the projection, DPI will reduce our state funding.

Mrs. Spivey Ayers provided an update of Pierce Group Benefits, our third party insurance provider for employee benefits. Pierce Group has provided a savings of \$6,000 for dental premiums for the employer provided individual dental insurance. We have used this saving plus an additional \$5,000 to provide a guaranteed \$10,000 life insurance policy for all active employees. This increase in benefit will help in recruiting.

Mrs. Spivey Ayers reviewed the progress of the HVAC study that Brady Trane Services has been performing. We will be able to address significant HVAC needs at Guy B. Teachey Elementary, North Asheboro Middle and the Professional Development Center. We also intend to address some coil cleaning needs at our other locations.

Mrs. Spivey Ayers gave a brief update of the Asheboro High School renovation project. The gym floor design has been approved. We are currently obtaining quotes for a new floor in Performing Arts Center and lockers for the gym locker rooms.

There being no further business, Gwen Williams adjourned the meeting at 7:07 p.m.

#### **Board of Education**

**Board Members Present:** 

Chairman Michael Smith Adam Hurley Gidget Kidd
Vice-Chairman Baxter Hammer Linda Cranford Gwen Williams

Dr. Beth Knott Gus Agudelo

**Board Members Absent:** 

Phillip Cheek Hailey Lee Ryan Patton

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

Dr. Aaron Woody
Carla Freemyer
Dr. Robin Harris
Angel Etheridge
Deanna Wiles
Brian Nance
Ann Evans
Julie Brady
Chris Burian

Sandra Spivey Ayers
Dr. Wendy Rich
Tracie Ross
Lee Clark
Dr. Penny Crooks
Sarah Beth Robbins
Chris Tuft
Dr. Ryan Moody

Anthony Woodyard Jonas Hancock Chris Scott Chandra Manning Christina Kinley Elizabeth Pack Graham Groseclose Nikki Domally Amber Andrews

#### **Opening**

Chairman Smith called the meeting to order at 7:31 p.m. and welcomed all in attendance. Chairman Smith began with a moment of silence. Following the moment of silence, Mr. Smith asked Mr. Chris Tuft, Principal of Balfour Elementary School, to introduce the Balfour students who led the Pledge of Allegiance.

Laurie Johnson

Upon motion by Gwen Williams and seconded by Gus Agudelo, the Board unanimously approved the meeting agenda.

#### **Special Recognitions**

- A. Dr. Aaron Woody, Superintendent, recognized Dr. Robert Shackleford, Retired President of Randolph Community College (RCC), for his outstanding leadership and unwavering commitment to the partnership shared between Randolph Community College (RCC), Asheboro City Schools (ACS), and the Randolph County School System (RCSS). Dr. Woody shared that in 2015, with Dr. Shackleford's leadership, RCC, ACS, and RCSS began discussions around the concept of Pathways to Prosperity and Apprenticeship Randolph evolved from these discussions. This partnership is regarded as exemplary throughout the state. Dr. Woody acknowledged that Dr. Shackleford has always inspired and motivated his students to find their path and never give up. Dr. Shackleford has been immersed in our community for many years and ACS is grateful for his important contributions to our students. Dr. Woody presented Dr. Shackleford with a plaque awarding him "Blue Comet For Life" status.
- **B.** Mr. Chris Tuft, Principal of Balfour Elementary School, shared a presentation spotlighting Balfour Elementary School. The presentation centered on peer tutoring. Mr. Tuft explained the great need for additional instruction due to the impacts of the pandemic on learning, and peer tutoring has been beneficial to both the student tutor and the student receiving tutoring. Mr. Tuft explained the process of selecting peer tutors. The tutoring takes place at 7:25-7:50 a.m. on Wednesday, Thursday, and Friday each week during the school year. Spanish tutoring is also available for students in the Dual Language program.
- **C.** Mr. Chris Tuft, Principal of Balfour Elementary School, shared the various ways that Balfour Baptist Church has supported Balfour Elementary School as their community partner over the years.
- D. Ms. Sarah Beth Robbins, Director of Career & Technical Education (CTE), presented the Points of Pride highlighting Apprenticeship Randolph. Apprenticeship Randolph is an industry driven initiative that began in 2017 as a result of Pathways to Prosperity

conversations identifying Advanced Manufacturing as the greatest skills gap in Randolph County.

Ms. Robbins shared the following information about Apprenticeship Randolph:

•21 Industry Partners • 52 current apprentices • 20 graduates • Four-year program with a progressive pay scale • Students apply as a junior or senior • College tuition, books, and fees are covered • Participants are paid for work and seat time • Students earn employer benefits • Students earn an Associates Degree and graduate debt free • Students earn a journeyworkers credential • The program guarantees post-graduation wages • We currently have nine apprentices in the program • Four graduates • Four new apprentices

Ms. Robbins concluded by saying that we are proud to be a part of such an outstanding organization and are appreciative of the opportunity to collaborate with each of our educational and industry partners.

#### **Action Item**

**A.** Ms. Sandra Spivey Ayers, Finance Officer, requested approval of a Naming of Facilities Request to name the Asheboro High School gymnasium after retired educator and coach, Mr. Martin Smith, per the request made at the August board meeting. Upon motion by Vice-Chairman Baxter Hammer and seconded by Linda Cranford, the request was unanimously approved as presented.

#### Superintendent's Report

Dr. Aaron Woody, Superintendent, shared the following:

We have had a great start to the school year. Open houses at all schools were a success and there's a general feeling of excitement and hopefulness across the district. He acknowledged the principals who were in attendance and stated he is truly grateful for their work in our school. He also shared his pride of our team and the Board, and wants to continue to lift up our pride as Blue Comets. Staff across the district have been working diligently to make sure the beginning of the school year is successful for every student. We strive to have a championship culture in Asheboro City Schools and we have a lot to celebrate!

Dr. Woody recognized the following people in the audience:

- Coach Martin Smith We are dedicating the new gym at Asheboro High School in his honor;
- Pastor Gary Mason of Balfour Baptist Church Balfour Baptist is a great community faith-based partner;
- Dr. Robert Shackleford, retired Randolph Community College President we are grateful for his great leadership and support of Asheboro City Schools; and
- Dr. Tim Allgood, retired Asheboro City Schools Assistant Superintendent of Human Resources – Happy Birthday!

#### **Public Comments**

There were no public comments.

#### **Consent Agenda**

Upon motion by Gidget Kidd and seconded by Vice-Chairman Baxter Hammer, the following items were unanimously approved by the Board:

- **A.** Approval of Minutes for the August 11, 2022, Board of Education Meeting, and August 22, 2022, Special Called Meeting.
- **B.** Policies Recommended for Approval:
  - Policy 3102 Online Instruction
  - Policy 3430 School Improvement Plan
  - Policy 3460 Graduation Requirements
  - Policy 6220 Operation of School Nutrition Services
  - Policy 6560 Disposal of Surplus Property
  - Policy 7620 Payroll Deductions
  - Policy 7810 Evaluation of Licensed Employees
  - Policy 7815 Evaluation of Non-Licensed Employees
  - Policy 8320 Depositories
- **C.** Personnel (Personnel List Below)

# Asheboro City Schools Personnel Transactions September 8, 2022

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

LAST	FIRST	SCHOOL	SUBJECT	<b>EFFECTIVE</b>
Copeland	Wendy	CO	AIG Talent Development	8/17/2022
Cox	Julia	CWM	Physical Education	8/30/222
Goldston	Boyce "Junior"	NAMS	Head Custodian	10/31/2022
Kilby	Keith	SAMS	Instructional Assistant/EC	9/30/2022

#### \*B. APPOINTMENTS

LAST	FIRST	SCHOOL	SUBJECT	<b>EFFECTIVE</b>
Albea	William	CO	Bus Driver	8/19/2022
Brooks	Vanessa	NAMS	ELA (temporary)	8/26-9/9/2022
Cloninger	Niki	GBT	CNA/EC Assistant	8/29/2022
Farrar	Alicia	AHS	Instructional Assistant/Online Facilitator	8/18/2022
Gomez	Adrianna	AHS	Instructional Assistant/OCS Job Coach	9/6/2022
Price	Robbie	NAMS	Non-Faculty Coach - Boys Basketball	10/1/2022
Ridley	Brianna	NAMS	Non-Faculty Coach - Cheerleading	8/23/2022
Robinson	Alexandria	GBT	Lead After School Program Assistant (PT)	8/29/2022
Weston	Debra	AHS	English Interventionist (PT)	8/18/2022
Woodle	Timothy	CO	Substitute Bus Driver	8/18/2022

#### **\*C. LEAVES OF ABSENCE**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Tinnin	Jessica	AHS	Instructional Assistant/LTIP	8/18/2022-1/2/2023

#### **D. TRANSFERS**

LAST	FIRST	SCHOOL	SUBJECT	<b>EFFECTIVE</b>
Chavez	Nicholas	SAMS to BAL	Custodian	8/23/2022
Gibson	Lakeia	CO	Bus Driver to Substitute Bus Driver	8/22/2022
Yow	Russell	BAL to AHS/SAMS	Custodian	8/18/2022

#### Asheboro City Schools Personnel Addendum September 8, 2022

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Vilanova	Gabriela	AHS	School Secretary	9/8/2022

#### \*B. APPOINTMENTS

LAST	FIRST	SCHOOL	SUBJECT	<b>EFFECTIVE</b>
Cash-Cummings	Jennifer	SAMS	Interventionist	9/6/2022
Clegg	Byron	NAMS	Non-Faculty Coach (Football)	8/16/2022
Huffstler	Susan	CO	Occupational Therapist	10/3/2022
Rodriguez	Nardhy (Allie)	BAL	4th Grade Dual Language	9/1/2022
Teague	Thomas (Kurt)	CO	Bus Driver	9/8/2022

#### **Information and Reports**

A. Ms. Sarah Beth Robbins, Director of Career & Technical Education (CTE), shared a presentation on the CTE summer programming. Ms. Robbins stated that the CTE summer programming goals were to provide real world, career exploration experiences for students and to help students make real world connections between academics and career opportunities. Ms. Robbins introduced Ms. Elizabeth Pack, Asheboro High School Agriculture teacher, who shared information about the following CTE Pathways Camps offered: Middle School Agriculture, Media Production, PULSE (Health Science Academy), High School Agriculture, and Design & Engineering Camp.

#### Ms. Robbins continued sharing the following:

- We also offered a CTE Summer Internship. Students applied and were matched with local industry partners. They worked three days per week and were paid a stipend. They worked a total of 120 hours which earned them an internship credit.
- They also earned an Employability Skills credential from RCC.
- We served a total of 113 students through the CTE Summer programming.
- Ms. Robbins introduced Miss Stephanie Cantu, Asheboro High School student, who shared her experience as an intern with Randolph Health over the summer. Miss Cantu shared that she learned a lot from the internship and the experience confirmed her

- passion to work in the medical field. She is grateful for the opportunity to continue her internship at Randolph Health this fall.
- Mr. Chris Scott, Director of Facilities & Maintenance, shared that it made him happy to see
  the students who interned with him try new things and get excited about learning. Mr. Scott
  also shared that watching his team lead the student interns inspired him.

Ms. Tracie Ross, Director of Exceptional Children, shared a presentation on summer learning opportunities offered to exceptional children over the summer to address unfinished learning from the COVID-19 pandemic. The students worked on their Individualized Education Plan (IEP) goals using visual supports, switches to aid in the ability to communicate and manipulatives for hands-on learning. Five students attended regularly. They also worked with other students to perform daily living skills. Ms. Ross shared that it was very exciting to have rising sixth graders, who were attending another camp, assist our students with daily living skills.

- **B.** Mr. Christopher Scott, Director of Facilities & Maintenance, shared an update on the Asheboro High School renovations. Mr. Scott stated that the contractors are working day and night to get the construction completed. He said that we are on still on schedule to complete construction by the end of the year. He gave a brief update on the work completed over the last 30 days and what will happen in the next 30 days.
- **C.** Ms. Christina Kinley, shared our District 2021-2022 Data released by the State School Board last week. We have made some gains over last year's proficiency data, however; we are not yet back to pre-pandemic levels. Offering summer credit recovery opportunities at the high school increased our 4-year cohort graduation rate resulting in an 86.2% rate, matching the state rate. The data also shows that achieved growth is almost on par with pre-pandemic levels. Asheboro City Schools met or exceeded growth in 75% of our schools.

Dr. Aaron Woody, Superintendent, shared metrics created for our 2022-2026 Strategic Plan that include data points for academic performance. The school performance report for the 2021-2022 school year was released on September 1. Student data across the state/nation was heavily impacted by challenges associated with the pandemic and our achievement mirrored what we see across the state. While we saw academic gains among student groups across grade levels, it will take additional and significant work to close gaps. Dr. Woody urged the Board to remember that test results are only one of many ways that we measure the progress we are making in our district. Dr. Woody explained that the metrics are baseline numbers to see where we are and that we want to see continued growth throughout the year and in future years.

Dr. Woody concluded with the following:

- Our proficiency will be enhanced using these metrics.
- We will track these numbers to learn how we are growing our students and where more work is needed.
- We will compile this information each year to gage our performance.
- We plan to lift up these metrics on a regular basis and want our accountability to be stronger than ever to ensure student achievement and success.
- We acknowledge that there are a number of things we need to improve upon in terms of teaching and learning for positive outcomes for our students and we are working in that direction. (There was a discussion with the Board.)

#### **Closed Session**

Under NC General Statute 143-318.11.A1, to prevent disclosure of information that is privileged or confidential pursuant to the law of this State or of the United States, or not considered a public record within the meaning of Chapter 132 of the General Statutes, upon motion by Gidget Kidd and seconded by Gwen Williams, the Board entered closed session to discuss the District School Risk Management Plan (SRMP) at 9:25 p.m.

Upon motion by Vice-Chairman Baxter Hammer and seconded by Gus Agudelo, the Board unanimously approved to close the Closed Session at 9:53 p.m.

Upon motion by Vice-Chairman Baxter Hammer and seconded by Dr. Beth Knott, the Board unanimously approved to reconvene the regular meeting at 9:54 p.m.

#### **Action Items**:

**B.** Dr. Aaron Woody, Superintendent, requested approval of the District School Risk Management Plan (SRMP) discussed in Closed Session. Upon motion by Gidget Kidd and seconded by Linda Cranford, the SRMP was unanimously approved as presented.

#### **Board Operations:**

- A. Chairman Smith reviewed upcoming events.
- **B.** Revised Asheboro City Board of Education Meeting Schedule 2022-2023 The October board meeting date has changed to October 20, 2022.

The NCSBA Fall Law Conference will be held in Asheville on October 12-14, 2022, and several Board members plan to attend.

#### **Closed Session**

Under NC General Statute 143-318.11.A1, to prevent disclosure of information that is privileged or confidential pursuant to the law of this State or of the United States, or not considered a public record within the meaning of Chapter 132 of the General Statutes, upon motion by Gus Agudelo and seconded by Vice-Chairman Baxter Hammer, the Board entered closed session to discuss the Superintendent's Evaluation at 9:59 p.m.

Upon motion by Adam Hurley and seconded by Vice-Chairman Baxter Hammer, the Board unanimously approved to close the Closed Session at 11:08 p.m.

#### Adjournment:

There being no further business	and upon motion by Dr.	Beth Knott and seconded by
Vice Chairman Baxter Hammer,	the Board unanimously	approved to adjourn at 11:09
p.m.		

Chairman	Secretary

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

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

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

#### \*B. APPOINTMENTS

LAST	FIRST	SCHOOL	SUBJECT	<b>EFFECTIVE</b>
Allmon	Terry	SAMS	Exceptional Children (part-time)	9/29/22-6/9/23
Collins	Latonya	CO	Bus Monitor	10/3/2022
Harris	Victoria	CO	Bus Monitor	10/3/2022
Kenan	Kimberly	CO	Speech Language Pathologist	11/14/2022
LaClair	Jennifer	AHS	Lead EC Teacher/Homebound Coordinator	11/3/2022
Nichols	Nancy	CO	Bus Driver	9/23/2022
Pagan	Nemesis	CO	Bus Monitor	9/19/2022
Pearson	Jordan	CO	Bus Monitor	10/3/2022
Sandoval	Ruth	CWM	English as a Second Language/Interventionist	9/19/2022
Smith	Tracey	GBT	Kindergarten Interventionist (part-time)	10/5/22-6/9/23

#### **\*C. LEAVES OF ABSENCE**

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

#### **D. TRANSFERS**

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

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

#### ASHEBORO CITY SCHOOLS CERTIFIED APPOINTMENTS October 20, 2022

NAMECOLLEGE/DEGREELICENSUREKenan, KimberlyEast Carolina UniversitySpeech

B: Speech Language Pathology M: Speech Language Pathology

Ms. Kimberly Kenan is recommended to serve as Speech Language Pathologist for Asheboro City Schools for the 2022-2023 school year. She is returning to our district where she served as the Lead Speech Therapist from 2005 through 2007. Most recently, Ms. Kenan served students with speech language therapy in Cabarrus County Schools. She brings a wealth of knowledge to this role and will be an asset to our students. Please join me in welcoming Ms. Kenan back to Asheboro City Schools. Welcome Ms. Kenan!

NAME COLLEGE/DEGREE LICENSURE

LaClair, Jennifer Pacific University (OR) Exceptional Children

**B:** Psychology

Ms. Jennifer LaClair is recommended to serve as Lead Exceptional Children's Teacher at Asheboro High School and Homebound Coordinator for the 2022-2023 school year. Ms. LaClair is a former ACS employee who taught 17 years at AHS before accepting a position with Randolph County Schools in 2020. In Randolph County Schools, she had the opportunity to work in the Social Emotional Learning Program (SELP), serving students in grades K through 5. We are pleased she is returning to Asheboro City Schools. Welcome home Ms. LaClair!

NAME COLLEGE/DEGREE LICENSURE

Sandoval, Ruth US Institute of Language/Clerical Studies (FL) English as a Second Language

B: Methods of Language Education/TESOL

Ms. Ruth Sandoval is recommended to serve as ESL Teacher and Interventionist at Charles W. McCrary Elementary School for the 2022-2023 school year. Ms. Sandoval joins Asheboro City Schools having previously worked as a substitute teacher for the district. Additionally, Ms. Sandoval has worked with students online through Magic Ears, a program that serves Chinese students aged 4 to 12 in small class groups. She is forward-thinking, innovative, and will be an asset in our classrooms. Welcome Ms. Sandoval!

#### Asheboro City Schools Personnel ADDENDUM October 20, 2022

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

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

#### \*B. APPOINTMENTS

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

#### **D. TRANSFERS**

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

# NC Career Coach

2023-2028 Application

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Memorandum of Understanding Template	26-27
Data collection requirements	28

#### **North Carolina Career Coach Program Application**

#### PURPOSE:

The purpose of the NC Career Coach Program is to place community college career coaches in high schools to assist students with determining career goals and identifying community college programs that would enable students to achieve these goals.

#### BACKGROUND:

The General Assembly appropriated funds to the North Carolina Community College System for the implementation of the NC Career Coach program. These funds shall only be used for salary, benefits, travel expenses, and technology needed to assist the advising process.

The board of trustees of a community college and a local board of education of a local school administrative unit within the service area of the community college jointly apply for available funds for the NC Career Coach Program funding from the State Board of Community Colleges. Effective July 1, 2019, Senate Bill 61 (Section 3.3) adjusted the matching formula (G.S. 115D21.5(c)(2)b.) based on county tiers.

#### TIMELINE:

**August 15, 2022** - Grant application period opens. Communicate to colleges with the grant application materials and share form for questions to be answered in first webinar.

August 18, 2022 - First webinar to answer questions about the grant (college focused)

September 1, 2022 – Second webinar with Department of Commerce to share data strategies for grant application

September 8, 2022 - Third webinar to answer questions about the grant (LEA focused)

November 4, 2022 - Grant application period closes

November 7-30, 2022 - Application screening by review committee

January 2023 - Approved programs are sent to the State Board of Community Colleges for approval

**February 2023** - Notifications to applicants about their application

July 1, 2023 - Funds available to awardees

#### INSTRUCTIONS:

Please complete the application with a focus on how coaches will be supported at your institution. This support includes professional development, local training, and introducing the coach to crucial contacts in the community. Proposals must include a work plan that establishes the coach at the local high school, the community college and within the business community.

Funded programs will be required to collect data on program impact and submit this information annually. Data fields will be shared with successful applicants in the form of an Excel and Word

template. Only one application will be accepted per college, however applications can include multiple counties and high schools in their proposed service area.

#### Checklist for Packet Submission:

 ${\it Please submit ONE PDF document to } \underline{{\it mcleanj@nccommunitycolleges.edu}} \ with the following \ title:$ 

 $Collegename\_NCC are er Coach\_2023\ Application.pdf.$ 

Application with 6 sections completed (Need for project, plan of operation, evaluation plan professional development plan, and the financial plan)
Memorandum of Understanding
Job Description
<b>Matching Funds Certification</b>
President Signature Page

# **President Signature Page**

By signing this page, I certify that the information contain true to the best of my knowledge. I also agree to comply we regulations if our college accepts the award.	
College President Signature	Date

### **ALLOCATION APPLICATION FOR NC CAREER COACH**

## Community College: Randolph Community College

INSTRUCTIONS: Complete this section with details of the college submitting the application.

#### **Program Details**

College Name	Randolph Community College
Address	629 Industrial Park Avenue Asheboro, NC 27205
Telephone	336-625-6085
Contact Person for Information Contained Within the Application for Funding	Name: Dr. Isaí Robledo Email: irobledo@randolph.edu

#### **Requested Number of Career Coaches**

Number of Coaches Requested  Please note that if the application is approved, programs will receive one coach.	Four (4) Coaches
Local School Administrative Unit (LEA) Name	Asheboro City Schools and Randolph County School System
High School	Asheboro High School, Eastern Randolph High School, Providence Grove High School, Randleman High School, Southwestern Randolph High School, Trinity High School, Uwharrie Ridge6-12, Wheatmore High School
County of High School	Randolph County
Total High School Enrollment	AHS (1344), ERHS (627), PGHS (655), UR6-12 (171), WHS (684), RHS (882), SWRHS (879), THS (664)
Amount of Time per Week	2 days at each high school per week
High School Address	Asheboro High School

	1221 South Park Street
	Asheboro, NC 27203
	Randolph County School System
	2222-C South Fayetteville Street
	Asheboro, NC 27205
Telephone	<b>AHS</b> 336-318-1002
	RCSS 336-633-5057
Contact Person	ACS Name: Sarah Beth Robbins
	Email: srobbins@asheboro.k12.nc.us
	RCSS Name: Dr. David Cross
	Email: dcross@randolph.k12.nc.us

#### I. Need for the Project

INSTRUCTIONS: In this section, share your targeted population and how you selected the high school(s).

In looking at Randolph County's 20-year Strategic Plan, the Randolph County Environmental Data Scan conducted in the Fall of 2015 revealed that while the county's population was projected to grow by 8% by 2020, 99% of the projected growth are older adults. The majority of our county's population that moves out of Randolph County are in the 18-24 age group while the age group accounting for the largest influx in migration are over the age of 60. Of our existing workforce, 54% of Randolph County's labor force commutes to surrounding counties for employment. Our county's per capita income is \$20,525 while one in four children in the county are living in poverty. These alarming statistics further highlight the dire need that our community has for reaching out to high school students and preparing them to address our local workforce demands.

The Randolph County School System and Asheboro City Schools have lower proportions of students deemed "college and career ready" than the state average. Given the aforementioned factors, the Randolph County School System, Asheboro City Schools, and Randolph Community College have jointly participated in the Central North Carolina Pathways to Prosperity project where we collaborate with local industry partners to create seamless grades 9-14 pathways. We completed the third iteration of our partnership where we have focused on Advanced Manufacturing, Health Sciences, and Agriculture. Having our local employers at the table has allowed the community college and our school systems to work closely together to adequately and efficiently serve Randolph County.

The High School Career Coaches' positions are integral in bridging the communication gaps that had previously existed between the college and our high school students. Rather than having students trying to navigate the various educational and occupational opportunities before them alone, having a community college representative present at their high schools has and will continue to be a valuable resource for students. The Career Coaches have been able to facilitate better relationships with high school counselors and teachers, strengthening our partnership to serve our students by providing educational opportunities for students that may otherwise never

been afforded. Our Career Coaches work very closely with students individually and collectively to make them aware of their academic opportunities at Randolph Community College while in high school as well as after graduation.

Randolph County K12 partners and Randolph Community College hosted an event this past spring for all undecided seniors in the county, exposing the high school students to programs at the college as well as employers around the county. Surprisingly, the data revealed that almost 70% of graduating seniors did not have a plan beyond high school graduation. The Career Coaches played a significant role in the success of the event. While Covid may have contributed to students' uncertainties, it has been more important than ever before to have a college connection for students to explore and develop educational paths that lead to the earning potential of a livable wage. This is critical for our community, especially since the Department of Commerce's Regional Labor Market Overview for August 2022 reflects a 3.9% unemployment rate for Randolph County, which is higher than the state and national averages.

Randolph County, and in turn Randolph Community College, are uniquely positioned to address a critical aspect of the local, regional, and state workforce demands. The Greensboro-Randolph Megasite was chosen as the location for Toyota's electric vehicle battery production facility. As such, we will see an influx of a minimum of 2,500 jobs to our county in the facility's initial employment phase. The second phase of the facility could bring an additional 3,000 jobs to our region, taking the grand total to well over 5,000 new jobs for our community. Randolph County also borders Chatham County, which was recently chosen as the site for VinFast's first North American vehicle manufacturing plant and will bring 7,500 new jobs to our region. Chatham County was also selected as the site for WolfSpeed's new microchip plant that will create 1,800 jobs for our neighboring county.

This not only means that we will have employment needs to satisfy for Toyota, VinFast, and WolfSpeed, but many of the other industries in our county are going to lose employees to these new jobs. Our current industry partners are anxiously trying to fill their workforce needs and even the Apprenticeship Randolph program is continuously growing their cohort numbers to address the employment needs of Randolph County. In one of our initial meetings with executives from Toyota, they made it clear that creating a K-12 to community college to career pipeline is essential to their success.

All of these elements combined are precisely why RCC is requesting four Career Coaches to serve the eight traditional, public high schools from two school systems in Randolph County. As outlined, Career Coaches are more important than ever in our community. With the influx of new industries to the region, as well as existing industries, our high school, business and industry partners, rely more heavily on the college to provide employment information and services directly to the students within their own high schools. Career Coaches are vital to RCC's vision for and our ability to collaborate with our school and industry partners to positively impact our existing and upcoming community needs.

#### II. Plan of Operation

INSTRUCTIONS: Include a description of the plan for deployment of coaches detailing how the program will:

- a) Address targeted population(s) shared in the Need for Project section.
- b) Be sufficiently supported when serving at a LEA location.
- c) Effectively and appropriately serve local school administrative service area based on rationale supported by local community leaders.
- d)Ensure that the number of Coach(es) requested can effectively serve the LEA population. Please share the enrollment of the high school selected and the anticipated number of students the coach will serve.
- e) Communicate with stakeholders, including, but not limited to high school students, high school and middle school faculty and staff, parents and guardians, and service area employers.

Randolph is fortunate to have received the NC Works Career Coach program since its inception in the 2015-16 academic year. Having this lengthy experience with these positions, we have found that they are most effective with each Coach serving two high schools and by being present at each school two days a week. In essence, the Coaches are out at their assigned schools on Monday through Thursday of each week and are at the college on Fridays. This has helped them build and maintain professional relationships with colleagues at both of their schools while also doing so at the college on Fridays. Their Fridays are spent working on their grant report, scheduling meetings with our academic departments, visiting our community industry partners, participating in college professional development opportunities, and hosting individual and group tours for their high schools. We have found that having this time on the college campus has been extremely beneficial for them to stay abreast of academic and career opportunities available for their students, while also validating the Coaches' status as college employees. In our initial grant cycles, the Coaches would only spend one day a month at the college, so it was difficult for them to feel like they truly were college employees. Modifying their work schedules to be at the college on Fridays has significantly improved their individual and collective sense of belonging on our campus.

Another aspect of having a longer body of work with these positions is that we have established communication protocol at each high school to ensure clear and consistent lines of communication between both entities. The Career Coaches are the main facilitators of these conversations in that they have monthly meetings with high school administrators, counselors, and career development coordinators. Through these semi-structured meetings, Career Coaches share information that they learned from their Fridays at the college and out in the community with their high school colleagues. This allows the Career Coaches to collaboratively brainstorm ways of enhancing services, how opportunities are presented to students, and doing so in ways that incorporate school personnel from various levels. The Career Coaches also participate in all high school open houses and monthly faculty meetings, where they are allowed to share a few updates with the entire faculty and staff at each school.

This, too, helps them maintain a presence amongst the school employees and the parents at each of their respective schools.

If we were to be granted the four positions that we are requesting, then their school assignments would be as follows: Coach One would serve Asheboro High School (1344) and Uwharrie Ridge 6-12 (171) for a total of 1,515 students, Coach Two would serve Eastern Randolph High School (627) and Providence Grove High School (655) for a total of 1,282 students, Coach Three would serve Randleman High School (882) and Southwestern Randolph High School (879) for a total of 1,761 students, and Coach Four would serve Trinity High School (664) and Wheatmore High School (684) for a total of 1,348 students. This would position each Coach to have relatively similar caseloads while also having their schools geographically near the other.

#### III. Evaluation Plan

INSTRUCTIONS: Describe an evaluation plan which includes expected outcomes resulting from NC Career Coach deployment. (Please note data that will be required as part of the annual reporting).

We are proud to share that throughout the 2018-2022 Career Coach grant cycle, our Coaches individually counselled 4,354 students. This means that over 4,000 students, families, and community members have been positively impacted by our ability to have Career Coaches in Randolph County high schools. Through those individual counseling sessions, Career Coaches helped students develop personalized academic and career plans to benefit them beyond high school.

Data is compiled each semester, tracking student appointments, enrollment in Career and College Promise, and industry visits. While the Career and College Promise program is not their sole responsibility, working with 9<sup>th</sup> and 10<sup>th</sup> grade students helps connect them to tuition-free opportunities available at community colleges before students leave high school. Through their various information sessions at all grade level meetings and at parent nights, the Career and College Promise program enrollment has increased by 129% since we have received these grant funds. This means that thousands of students and their families, who may not have been able to afford a post-secondary education, were able to do so prior to graduating from high school. Additionally, with the use of Aviso, the Coaches can also track student success and address any areas of concern which contribute to better student retention and to ensure that students maintain their academic progress toward earning employable credentials.

An additional method of measuring Career Coaches' impact in our high schools is that we send out an annual, anonymous survey to school counselors, career development coordinators, and school administration teams to help us evaluate the positions. RCC plans to expand this survey to include the industries that Career Coaches visited this year to allow local employers to provide RCC with feedback on future visits and opportunities for improvement. We feel that having their input is critical to establishing and maintaining successful partnerships.

Another way that we plan to measure the Career Coaches' impact at RCC is to closely examine data on the number of high school graduates that enroll at the college the fall semester following their graduation. While we understand that not every high school graduate will attend RCC, we do want to look at the information closely to see how we can continue to remind students of the return on investment that their enrollment at RCC can have on their academic and professional outcomes. We are currently working with the CTE Departments from both of our LEAs to collect data on their high school CTE Concentrators so that we can make intentional, and data driven outreach efforts for those students to understand their post-secondary options available to them through RCC.

#### IV. Professional Development Plan

INSTRUCTIONS: Outline the proposed training for NC Career Coach(es) that:

- a) Prepares NC Career Coaches to work in a high school setting
- b) Ensures NC Career Coaches are aware of, and have the tools/resources to remain current in their knowledge of, current career opportunities and required education and/or training
- c) Prepares the NC Career Coach by enrolling them in the Career Development Facilitator training within 6 months of hiring.
- d) Prepares NC Career Coaches to serve as effective advisors, as college personnel in a high school setting
- e) Ensures that the NC Career Coach develops and maintains a relationship with local business and industry leaders.

Given the unique skill sets needed to acclimate to a high school setting, RCC has made two years' experience working in a high school a requirement for our Career Coaches. We feel that having that backdrop allows the Coaches to smoothly transition from their training phase at RCC into our local high schools. Another layer of our commitment to hiring Career Coaches for our schools is that the CTE Directors for Asheboro City Schools and the Randolph County School System serve on the interview committees as we hire our Coaches. This allows the school systems to be directly involved in the hiring of the college employees that will be working directly with their students and they also help us determine school assignments for the Coaches. Our Career Coaches are passionate educators who thoroughly enjoy working with students to explore their academic and employment opportunities in Randolph County.

As part of the Career Coaches' training, RCC requires that they meet with all academic Department Heads to see how their positions can address the specific needs of the college and our labor market before they are placed in high schools. We feel that these meetings provide Career Coaches with the most accurate career advising information for them to share with their students. This also provides an opportunity for Coaches to build relationships with Department Heads as they work to enhance students' knowledge of their educational and professional opportunities. In the past, our Career Coaches have also participated in professional development through the Facilitating Career Development (FCD) Program offered through the NCWorks Training Center. The e-learning hybrid course, which is comprised of 120 hours, uses the National Career Development Association's curriculum and includes hands-on activities as well as opportunities to interact with colleagues from a variety of work settings. We have new Career Coaches on staff this year who will be participating in upcoming FCD courses during the Spring 2023 semester.

Additionally, during this current grant cycle, RCC has been committed to providing professional development to our Career Coaches. They have participated in sessions held by the NC Community College System that pertains to all forms of coaching and advising. The current coaches participated in the inaugural Coach Academy and an academic advising conference at Cape Fear Community College, focusing on academic and career advising, positioning the coaches to be better informed about best practices. Our Coaches are members of the North Carolina Community College Advising Association (N3C2A), the National Academic Advising Association (NACADA), and the National Career Development Association (NCDA) to ensure that they stay abreast of all tools and resources available to them and their students.

We have modified our current Career Coaches' work schedules to ensure that they have consistent and accurate professional development at RCC on Fridays. One Friday a month, our Coaches visit a local industry partner to learn what their specific workforce demands are and how they can serve as a link between the industry and high school students. We understand that their direct contact with students makes them a valuable resource for our community's needs. We hope to expand the Coaches' industry visits to include two site visits a month for this year. The remaining Fridays are spent meeting with various academic and enrollment-related departments on campus to bridge the communication gap between the college and our high schools. This, in turn, will allow the Coaches to provide the best possible customer service to students and to our community. The Career Coaches attend monthly faculty meetings, monthly Career & Technical Education Leadership meetings, and weekly administration meetings at their high schools, which allows them to find appropriate ways to help their schools.

#### V. Financial Plan

INSTRUCTIONS: Complete the budget table below and provide a budget narrative describing expenditures for the NC Career Coach program. This budget should reflect state funds only. Your budget narrative must also include a statement that you acknowledge and understand that you currently have or will purchase data collection software that meets the requirements provided in the Appendix.

#### Budget

Line Item	
Salaries, Non-instructional:	50,000
Staff salaries budgeted to work as student-facing support.	
Range for this line item: \$35,000-55,000	
Benefits	23,000
Employer's Retirement	
Fund to pay the institutions' contribution to the employee's retirement.	
Employer's Social Security	
Fund to pay the institutions' contribution to the employee's Social Security.	
Employer's Hospitalization	
Fund to pay the institutions' contribution to the employee's healthcare coverage.	
Range for this line item: \$ 10,000-25,000	
Staff Travel	5,000
Funds which will support the NC Career Coach in travel to professional development, conferences, or training.	
Maximum for this line item: \$ 5,000	
Staff Training	
Funds which support the employee's professional development and training.	5,000
Maximum for this line item: \$ 5,000	
Technology for Advising	5,000
Funds which will support technology to enhance the advising process.	
Maximum for this line item: \$ 5,000	
Total amount requested: \$88,000 per Career Co	oach for a total of \$352,000 per year

## Budget Narrative

Describe each of the key line items in the budget, why the item is required, and how the cost of the item was estimated. Please indicate if your staff will be 9/10/12 month. Programs that hire new coaches are required to provide the Facilitating Career Development Course training within six (6) months of the hire.

Our Career Coaches are 11-month employees but are paid over 12 months. We have found that professionally, things quiet down during the month of July while students and high school personnel are on summer break. We also learned that personally, the Coaches have extremely busy schedules during their 11 months so having that month off in the summer helps them spend quality time with their loved ones, which helps them return much more refreshed and energized in August.

The figures in this proposed budget were calculated in conjunction with our Business Office and with the Career Coach supervisor to ensure that the funds are best spent. Professional development is an essential component of each Coach's professional growth so we will absolutely need and use the maximum amounts for travel and training. The requested amount in the technology for advising section will be used to make sure that each Coach has reliable devices to use at their schools every year. Once these devices are secured, we will then use the remaining technology funds to help offset the cost of the Watermark Student Success & Engagement (Aviso) platform.

We acknowledge that there are data collection requirements with this grant, and we have developed a Microsoft Form to use during student meetings that captures most of what is required for the grant report. Our Coaches then follow up in PowerSchool to confirm the student demographic information.

## VI. Sustainability Plan

INSTRUCTIONS: Describe how the results of the NC Career Coach Program will be maintained in the long term. Colleges should anticipate the costs of the program and provide a detailed plan of how each cost will be continued after the 2023 cohort funding ends. For example, through integration into existing institutional organizational areas, seeking local partnerships for funding, etc.

Career Coaches play a critical role in the college's efforts to build and to strengthen existing partnerships with our local high schools. Having a presence in each of the high schools in our county has allowed us to be intentional with how we communicate with and educate high school students about careers and RCC's academic programs.

We place significant importance on their positions and have the matching funds to sustain their positions beyond the 2023 cohort, should we be awarded all four grant-funded positions. The college is committed to the coaching model and recognizes its significance by supporting two full-time positions, in addition to the grant funded Career Coaches, using state budget dollars, to enable the department to meet the need for services to all our high school partners.

However, the reality is that we are still in COVID related budgetary restrictions and we would be hard pressed to continue serving upwards of 4,000 families in Randolph County, should we not receive our requested positions. We will make every effort to shift our existing Coaches into any upcoming vacancies at the college, but we cannot guarantee how that will play out over the next few months. Our high school partners and local employers are also faced with financial and staffing issues of their own, so we must be forthcoming in acknowledging that receiving this grant is vital to our college and to our community.

We cannot do what we currently do, at the level we currently operate at, in providing quality services and experiences without our Career Coaches as they serve students in exploring careers and educational opportunities in their high school years and beyond.

It is our sincere hope that with the influx of jobs coming to Randolph County, our college enrollment and in turn our budget, will thrive throughout the 2023-28 grant cycle. That would then better position us to sustain these positions for the 2028-2033 grant allocations.

#### **Memorandum of Understanding**

Include in your grant packet Attachment A, a signed memorandum of understanding (MOU) between the board of trustees of a community college and the partner local board of education that meets the statutory requirements described in the directions. Access to PowerSchool is **imperative** for the success of the NC Career Coach.

See pages 32 & 33 for links to the executed MOUs for the 2022-23 academic year.

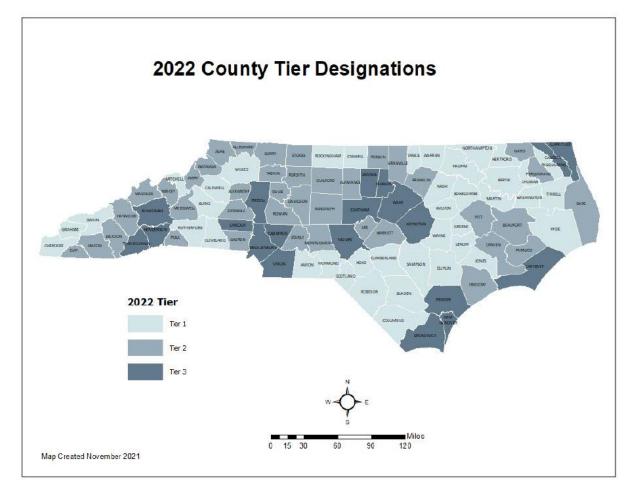
## **Job Description**

Include in your grant packet Attachment B, a job description of the NC Career Coach. Candidates MUST have the required credential and work experience at the time of application.

See page 34 for a link to the job description.

#### **Tier Designation**

The North Carolina Department of Commerce annually assigns each North Carolina County with a Tier based on the economic state of the county. The 2022 Department of Commerce map is below for your reference. According to NC Career Coach legislation (G.S. 115D-21.5), programs in tier one counties are not required to provide a match, programs in tier two counties as defined in G.S. 143B-437.08, one dollar (\$1.00) of local funds for every two dollars (\$2.00) in State funds shall be required. Tier three counties as defined in G.S. 143B-437.08, one dollar (\$1.00) of local funds for every one dollar (\$1.00) in State funds shall be required. Please see additional information regarding these designations here: <a href="https://www.nccommerce.com/grants-incentives/county-distress-rankings-tiers">https://www.nccommerce.com/grants-incentives/county-distress-rankings-tiers</a>. The 2022 designations are what will determine your matching funds and will be used for the entire grant cycle.



# Certification

Complete the certification below regarding how the funding request will be matched with local funds (if applicable). Local funds may come from public or private sources.

The community college board of trustees and the local board of education of the local school administrative unit within the service area have assessed the need for the NC Career Coach Program and have determined that the program will assist students with determining career goals and identifying community college programs that would enable students to achieve these goals. These funds shall only be used in alignment with the submitted financial plan.

Each year the North Carolina Department of Commerce designates county distress rankings (or tiers) based on economic health. For the NC Career Coach program, tiers will be assigned based on the LEA county in which the career coach will serve. This determination will be made when the program is recommended to the State Board and will remain for the duration of funding.

If the program is designated as a tier two or tier three county, a match will be required. The funding request will be matched dollar-for-dollar for tier three counties and one dollar of local funds for every two dollars of state funds for tier two counties. These funds will come from the following source(s):

Public Source(s): RCC Institutional Funds

Private Source(s):	
We further certify that the board of trustees of the community college employing coaches shall report annually to the State Board of Community Colleges on impoutcomes of the program, including the following information:	
a. Number of career coaches employed.	
b. Number of local school administrative units served, and names of school coaches are placed.	ools in which career
c. Number of students annually counseled by career coaches.	
d. Impact of career coaches on student choices, as determined by a valid State Board of Community Colleges.	measure selected by the
Signature, Chairperson, Randolph County School System Board of Education	Date
Signature, Chairperson, Asheboro City Schools Board of Education	Date

Signature, Chairperson, Local Board of Trustees of Community College

Date

Competitive
Application for
Second NC
Career Coach

# COMPETITIVE APPLICATION FOR A SECOND NC CAREER COACH

Number of Coaches Requested	Four (4) Career Coaches
Local School Administrative Unit (LEA) Name	Asheboro City Schools and Randolph County School System
High Schools	Asheboro High School, Eastern Randolph High School, Providence Grove High School, Randleman High School, Southwestern Randolph High School, Trinity High School, Uwharrie Ridge6-12, Wheatmore High School
<b>County of High Schools</b>	Randolph County
Total High School Enrolment	AHS (1344), ERHS (627), PGHS (655), UR6-12 (171), WHS (684), RHS (882), SWRHS (879), THS (664)
Number of Coaches	4
<b>Amount of Time per Week</b>	2 days at each high school per week
Address	629 Industrial Park Avenue Asheboro, NC 27205
Website	www.randolph.edu
Telephone	336-625-6085
<b>Contact Person</b>	Name: Dr. Isaí Robledo
	Email: irobledo@randolph.edu

# **Memorandum of Understanding**

Include in your grant packet Attachment A, a signed memorandum of understanding (MOU) between the board of trustees of a community college and the partner local board of education that meets the statutory requirements described in the directions. Access to PowerSchool is **imperative** for the success of the NC Career Coach.

#### **Financial Plan**

INSTRUCTIONS: Complete the budget table below and provide a budget narrative describing expenditures for the NC Career Coach program. This budget should reflect state funds only. Your budget must also include a statement that you acknowledge and understand that you currently have or will purchase data collection software that meets the requirements provided in the Appendix.

Budget

Line Item	
Salaries, Non-instructional:	50,000
Staff salaries budgeted to work as student-facing support.	
Range for this line item: \$ 35,000-55,000	
Benefits	23,000
Employer's Retirement	
Fund to pay the institutions' contribution to the employee's retirement.	
Employer's Social Security	
Fund to pay the institutions' contribution to the employee's Social Security.	
Employer's Hospitalization	
Fund to pay the institutions' contribution to the employee's healthcare coverage.	
Range for this line item: \$ 16,000-25,000	
Staff Travel	5,000
Funds which will support the NC Career Coach in travel to professional development, conferences, or training.	
Maximum for this line item: \$ 5,000	
Staff Training	5,000
Funds which support the employee's professional development and training.	
Maximum for this line item: \$ 5,000	
Technology for Advising	5,000
Funds which will support technology to enhance the advising process.	
Maximum for this line item: \$ 5,000	
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Total amount requested: \$88,000 per Career Coach for a total of \$352,000 per year

#### **Budget Narrative**

Describe each of the key line items in the budget, why the item is required, and how the cost of the item was estimated. Please indicate if your staff will be 9/10/12 month. Programs that hire new coaches are required to provide the Facilitating Career Development Course training within six (6) months of the hire.

Our Career Coaches are 11-month employees but are paid over 12 months. We have found that professionally, things quiet down during the month of July while students and high school personnel are on summer break. We also learned that personally, the Coaches have extremely busy schedules during their 11 months so having that month off in the summer helps them spend quality time with their loved ones, which helps them return much more refreshed and energized in August.

The figures in this proposed budget were calculated in conjunction with our Business Office and with the Career Coach supervisor to ensure that the funds are best spent. Professional development is an essential component of each Coach's professional growth so we will absolutely need and use the maximum amounts for travel and training. The requested amount in the technology for advising section will be used to make sure that each Coach has reliable devices to use at their schools every year. Once these devices are secured, we will then use the remaining technology funds to help offset the cost of the Watermark Student Success & Engagement (Aviso) platform.

We acknowledge that there are data collection requirements with this grant, and we have developed a Microsoft Form to use during student meetings that captures most of what is required for the grant report. Our Coaches then follow up in PowerSchool to confirm the student demographic information.

#### REVIEW PROCESS

#### Review Criteria

The advisory committee shall disqualify any application that fails to include all required components described in the directions and this document. Complete applications shall be evaluated using the criteria provided in the attached rubric.

#### Submission of Application

The completed application(s), accompanied by the signed Memorandum of Understanding(s), Certification and job description should be submitted via email to Jennifer McLean at mcleanj@nccommunitycolleges.edu. These documents should be collected into one PDF before submission. The application must be submitted and received via e-mail by no later than Friday, November 4, 2022.

#### Notification of Award of Funding

The advisory committee will provide their recommendations to the State Board of Community Colleges. Community Colleges submitting applications will be notified of approval status via letter from the NC Community College System during spring 2023.

Statutory Annual Reporting Requirements

The board of trustees of a community college that employs one or more career coaches must report annual to the State Board of Community Colleges on implementation and outcomes of the program, including the following information:

- a. Number of career coaches employed
- b. Number of local school administrative units served, and names of schools in which career coaches are placed.
- c. Number of students annual counselled by career coaches.
- d. Impact of career coaches on student choices, as determined by a valid measure selected by the State Board of Community Colleges.

# NC CAREER COACH GRANT REVIEW RUBRIC

# Need for the project 20 points

Exemplary: The application clearly described and documented the targeted needs of the community with appropriate data to support their claims. There is a plan in place to address the specific needs of this population.

Meets Standard: The application described the targeted needs of the community with data to support their claims. There is a general plan in place to address the specific needs of this population.

Does Not Meet Standard: The application somewhat described the targeted needs of the community with little to no data to support their claims. There is a vague plan in place to address the specific needs of this population.

#### Plan of operation 25 points

Exemplary: The strategy is thoroughly described and support for the Coach at the LEA location is sufficiently supported. The plan details how the College will effectively and appropriately serve the local school administrative service area based on rationale supported by local community leaders and ensure that the number of Coach(es) requested are able to effectively serve the LEA population.

Meets Standard: There is a limited description of the strategies and support for the Coach. The plan is not well supported or clearly aligned to the goals of the Career Coach program.

Does Not Meet Standard: There is little evidence of deployment strategies for the Career Coach.

# Evaluation plan 15 points

Exemplary: Proposal includes a comprehensive evaluation plan that identifies expected outcomes resulting from Career Coach deployment.

Meets Standard: Proposal includes an evaluation plan that does not clearly state the expected outcomes resulting from Career Coach deployment.

Does Not Meet Standard: Proposal includes an evaluation plan with limited details.

# Professional development plan 10 points

Exemplary: Proposal thoroughly describes the plan for preparing the Career Coach to work in the high school culture. There is a plan in place to ensure the Coach has the tools and resources needed to remain current on career opportunities and the required education and training. Strategies to develop and maintain a relationship with local businesses and industry leaders are clearly outlined.

Meets Standard: Proposal states a plan for preparing the Career Coach to work in the high school culture. A plan is described to provide the Coach has the tools and resources needed to remain current on career opportunities and the required education and training. Strategies to develop and maintain a relationship with local business leaders are described.

Does Not Meet Standard: Proposal provides limited description of acclimating the Coach to high school culture. Limited information is provided that would ensure the Coach has the tools and resources needed to remain current on career opportunities and the required education and training. Few strategies are noted to develop and maintain a relationship with local business leaders.

# Financial plan 10 points

Exemplary: The financial plan is clear, reasonable, and related to coach activities. The plan follows appropriate fiscal guidelines as provided in the application.

Meets Standard: The financial plan is reasonable and somewhat related to coach activities. The plan somewhat follows the appropriate fiscal guidelines as provided in the application.

Does Not Meet Standard: The financial plan is not clear, reasonable, and/or related to coach activities.

#### Sustainability plan 15 points

Exemplary: The sustainability plan is clear, reasonable with articulated goals to integrate the coach position into the college fiscal and organizational structure.

Meets Standard: The sustainability plan is reasonable with general goals to integrate the coach position into the college fiscal and organizational structure.

Does Not Meet Standard: The sustainability plan is not clear and includes vague goals to integrate the coach position into the college fiscal and organizational structure.

# Memorandum of understanding 5 points

Exemplary: The Memorandum of Understanding (MOU) is clear, reasonable and related to coach activities. The MOU specifies that the Coach will have full access to PowerSchool.

Meets Standard: The MOU is reasonable and somewhat related to coach activities. Coach access to PowerSchool is not clear.

Does Not Meet Standard: The MOU is not clear, reasonable and/or related to coach activities.

# ٨ مممما ١٠٠٠

# § 115D-21.5. NC Career Coach Program.

- (a) Purpose. There is established the NC Career Coach Program to place community college career coaches in high schools to assist students with determining career goals and identifying community college programs that would enable students to achieve these goals.
- (b) Memorandum of Understanding. The board of trustees of a community college and a local board of education of a local school administrative unit within the service area of the community college shall enter into a memorandum of understanding for the placement of career coaches employed by the board of trustees of the community college in schools within the local school administrative unit. At a minimum, the memorandum of understanding shall include the following:
  - (1) Requirement that the community college provides the following:
    - a. Hiring, training, and supervision of career coaches. The board of trustees may include a local board of education liaison on the hiring committee to participate in the decision making regarding hiring for the coach positions.
    - b. Salary, benefits, and all other expenses related to the employment of the career coach. The coach will be an employee of the board of trustees and will not be an agent or employee of the local board of education.
    - Development of pedagogical materials and technologies needed to enhance the advising process.
    - d. Criminal background checks required by the local school administrative unit for employees working directly with students.
    - e. Agreement that, while on any school campus, the career coach will obey all local board of education rules and will be subject to the authority of the school building administration.
  - (2) Requirement that the local school administrative unit provides the following to career coaches:

- Evidence of a signed memorandum of understanding that meets, at a minimum, the requirements of this section.
- b. Evidence that the funding request will be matched with local funds in accordance with the following:
  - Matching funds may come from public or private sources.
  - 2. The match amount shall be determined based on the development tier designation of the county in which the local school administrative unit is located where the career coach is assigned on the date of the award of funds by the State Board of Community Colleges according to the following:
    - If located in a tier one county as defined in G.S. 143B-437.08, no local match shall be required.
    - II. If located in a tier two county as defined in G.S. 143B-437.08, one dollar (\$1.00) of local funds for every two dollars (\$2.00) in State funds shall be required.
    - III. If located in a tier three county as defined in G.S. 143B-437.08, one dollar (\$1.00) of local funds for every one dollar (\$1.00) in State funds shall be required.
- (3) Awards criteria. The State Board of Community Colleges shall develop criteria for consideration in determining the award of funds that shall include the following:
  - Consideration of the workforce needs of business and industry in the region.
  - Targeting of resources to enhance ongoing economic activity within the community college service area and surrounding counties.
  - Geographic diversity of awards.
- (d) Annual Report.
  - (1) The board of trustees of a community college that employs one or more career coaches shall report annually to the State Board of Community Colleges on implementation and outcomes of the program, including the following information:
    - Number of career coaches employed.
    - Number of local school administrative units served and names of schools in which career coaches are placed.
    - c Number of students annually counselled by career coaches

# **NC Career Coach**

# **Job Description Template**

# **Primary Purpose**

To cultivate programs and services for the high school learner, so that the individual can successfully enter and advance in a career path.

# **High School Outreach Responsibilities**

### 1. Career Exploration and Programming

- a. Support outreach efforts involving high school learners to raise career awareness of opportunities and assist in enrollment of high school learners on the college level
- b. Support students' efforts for career pathways
- c. Coordinate events designed to promote awareness of career pathways
- d. Work with high school/college personnel to prepare information related to career pathways for distribution to students and parents
- e. Follow a communication plan to ensure consistent communication with students, faculty, staff, parents, etc.
- f. Organize college campus tours

### 2. Advising

- a. Maintain contact with select advisees using a proactive advising model
- b. Assist with academic/career advising for high school learners
- c. Maintain accurate and adequate student records to assist in the annual mandatory reporting required by the grant
- d. Provide information to college personnel regarding course needs for high school students
- e. Responsible for knowledge of information related to High School, Community Colleges, Universities, Military Pathways policies and procedures as well as information related to community workforce development resources to provide students with timely information and guidance, assisting students in making informed decisions
- f. Maintain compliance with NACADA core values and competencies for academic advising

# 3. Support Services

- a. Responsible for acquainting themselves with the roles of collaborators in the high school through the NC Career Coach Advisory Board. This partnership is between the college and high school, which includes the high school career development coordinator, counselor, and principal as well as community college personnel.
- b. Provide supportive interventions to help students succeed in high school/college courses; provide academic success strategies to facilitate successful transition into college environment
- c. Assist in communicating policy and procedure information to students and parents
- d. Conducts workshops and classroom visits with enrolled students at the high school and enhanced partnership to inform and instruct the students concerning Pathways requirements
- e. Recommend procedures for maintaining compliance with local, state, and federal guidelines, e.g., coordination ADA & IDEA, and FERPA, etc.

# **Workforce Engagement Responsibilities**

# 1. Business and Industry Engagement

- a. Develop professional relationships with business and industry leaders to remain knowledgeable about the careers available for graduates entering the workforce.
- b. Coordinate with local business leaders to offer high school learners opportunities to learn about career availability in the service area.
- c. Coordinate tours with local industries to expose students to various career pathways

### **Skills and Abilities**

1. Possess excellent skills for planning, organizing, implementing new initiatives.

- 2. Ability to establish, cultivate, and maintain positive/collaborative relationships with colleagues, students, peers, etc.
- 3. Effective communication skills (written and oral) in a variety of settings with people from diverse backgrounds, educational levels, and age groups
- 4. Working knowledge of MS Office and relevant applications, and internet platforms.
- 5. Possess a working knowledge of secondary and postsecondary education
- 6. Independently perform complex tasks and prioritize multiple projects
- 7. Enthusiasm to foster a collaborative team-based work environment with a willingness to see tasks through to completion

# **Qualifications**

- 1. Bachelor's degree, required
- 2. Two years' experience in secondary and/or postsecondary education
- 3. Demonstrated ability to build relationships within an education setting; plan, organize, and implement programs and services; and provide tracking and assessment to ensure quality
- 4. Commitment to the learning/student-centered environments
- 5. Working knowledge of Datatel/Colleague, preferred
- 6. Experience with or demonstrated knowledge of career services
- 7. Knowledge and practical application of student/career development theory
- 8. Knowledgeable in all aspects of the student experience to include: coaching, mentoring, academic/career advising, student/career services and progression

# **Physical Demands**

Mostly sedentary work with some moving of large and small items and occasional lifting

Funding is contingent upon annual approval of State General Fund Appropriations. The project period is based on a five-year grant cycle. The intention is to achieve outcomes that will allow selected colleges to sustain the position beyond the grant period.

NC Career Coach Program

**Memorandum of Understanding (MOU)** 

2023-28 Fiscal Years

This Memorandum of Understanding is entered into by the following parties for the purpose of placing community college career coaches in high schools to assist students with determining career goals and identifying community college programs that would enable students to achieve these goals:

Board of Trustees from the following Community College: Randolph Community College

and the

**Partnering Local Board of Education from the following Local School Administrative Units**: Asheboro City Schools and the Randolph County School System

Contact Person for Information Contained within the MOU

Name: Dr. Isai Robledo

Community College: Randolph Community College

Email Address: irobledo@randolph.edu

#### The community college listed above will provide the following:

- 1. Hiring, training, and supervision of career coaches. The board of trustees may include a local board of education liaison on the hiring committee and in the decision-making regarding hiring for the coach positions.
- Salary, benefits, and all other expenses related to the employment of the coach. The coach will be an employee of the board of trustees and will not be an agent or employee of the local board of education.
- 3. Development of pedagogical materials and technologies needed to enhance the advising process.
- 4. Criminal background checks required by the local school administrative unit for employees working directly with students.
- 5. Agreement that, while on any school campus, the coach will obey all local board of education rules and will be subject to the authority of the school building administration

#### The local school administrative unit will provide the following to the coach:

- 1. Access to student records, i.e., PowerSchool, as needed to carry out the coach's job responsibilities and data collection. *Please note that PowerSchool is required and an essential tool for all coaches*.
- 2. Office space on-site appropriate for student advising.
- 3. Information technology resources, including, but not limited to, Internet access, telephone, and copying.
- 4. Initial school orientation and ongoing integration into the faculty and staff community.
- 5. Promotion of school-wide awareness of coach duties.
- 6. Facilitation of coach's access to individual classes and larger assemblies for the purposes of awareness-building.

#### **Statutory Annual Reporting Requirements:**

The community college will prepare and submit an annual report to the State Board of Community

Colleges on implementation and outcomes of the program, including the following information:

- a. Number of career coaches employed.
- b. Number of local school administrative units served, and names of schools in which career coaches are placed.
- c. Number of students annually counselled by career coaches.
- d. Impact of career coaches on student choices, as determined by a valid measure selected by the State Board of Community Colleges.
- e. Other necessary data as determined by the System Office.

The LEA agrees to assist by providing appropriate data on impact of career coaches.

#### **Termination Time Frame and Conditions:**

Either party intending to terminate the MOU, will provide the other party with	90	_ days of
notice prior to termination and detailed process for returning any unexpended fund	ds.	
Signature, Chairperson, Asheboro City Schools Board of Education	Ι	Date
Signature, Chairperson, Randolph County School System Board of Education	I	Date
Signature, Chairperson, Local Board of Trustees of Community College		Date
Signature, Champerson, Local Board of Trustees of Community Conege	1	Jaic

# **Data Collection Requirements**

The NC Career Coach annual data report will collect data on each student that is served by the program. For one-on-one interactions, student demographic information, as well as the goal of the session and career activities that took place during the meeting will need to be recorded. Group meetings will be indicated in the report narrative.

The report narrative should include any student group meetings as well as all workforce engagement activities that took place over the past fiscal year.

## Memorandum of Understanding between

Randolph Community College and Randolph County School System

#### PURPOSE and AGREEMENT

e

This Memorandum of Understanding sets forth the framework between Randolph Community College (RCC) and Randolph County School System (RCSS) to provide educational opportunities to the high school students of RCSS. Of which, RCC may place or make available a High School Career Coach with RCSS to huild awareness of career and college pathways, and to conduct academic advising with students.

Randolph Community College (RCC) (herein called the "College" or RCC), and Randolph County School System (RCSS) enter into the following agreement for the 2022-2023 academic year. The college and the school referenced herein agree to the provisions outlined in the content of this document.

#### FOUNDATIONAL ROLES

RCC will agree to the following responsibilities:

- Employ a High School Career Coach in accordance with RCC's hiring processes;
   therefore, the salary, benefits, and other related expenses to the employment of the person is the responsibility of RCC.
- · Hire, train, and supervise the RCC High School Career Coach that serves RCSS.
- Provide services to students in accordance with Career and College Promise (CCP) guidelines, facilitating college admission processes, advising and registration in pathways for which students are qualified to enroll.
- Collaborate on marketing and communication efforts to promote these educational opportunities.
- Facilitate collaboration and communication between personnel of RCG and RCSS to ensure students have accurate and timely information.
- Conduct annual advisory committee meeting between both parties to review
  operational procedures and overall effectiveness of the program.
- Require the faculty member to follow RCSS policies and procedures when entering a specified school for the purposes of teaching and the use of technology if held in the high school setting.

RCSS will agree to the following responsibilities:

- Commit to creating conditions favorable for the success of the RCC High School Career Coach by supporting and facilitating the coach's role into the faculty and staff community of RCSS.
- Promote system-wide/school-wide awareness of CCP pathways and the High School Career Coach.

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### Memorandum of Understanding between

#### Randolph Community College and Asheboro City Schools

#### PURPOSE and AGREEMENT

This Memorandum of Understanding sets forth the framework between Randolph Community College (RCC) and Asheboro City Schools (ACS) to provide educational opportunities to the high school students of ACS. Of which, RCC may place or make available a High School Career Coach/Liaison with ACS to build awareness of career and college pathways, and to conduct academic advising with students.

Randolph Community College (RCC) (herein called the "College" or RCC), and Asheboro City Schools (ACS) enter into the following agreement for the 2022-2023 academic year. The college and the school referenced herein agree to the provisions outlined in the content of this document.

#### FOUNDATIONAL ROLES

RCC will agree to the following responsibilities:

- Employee a High School Career Coach/Liaison; therefore, the salary, benefits, and other related expenses to the employment of the person is the responsibility of RCC
- Hire, train, and supervise the RCC High School Career Coach/Liaison located within ACS.
- Provide services to students in accordance with Career and College Promise (CCP) guidelines, facilitating college admission processes, advising and registration in pathways for which students are qualified to enroll.
- Collaborate on marketing and communication efforts to promote these educational opportunities.
- Facilitate collaboration and communication between personnel of RCC and ACS to ensure students have accurate and timely information.
- Conduct annual advisory committee meeting between both parties to review operational procedures and overall effectiveness of the program.

#### ACS will agree to the following responsibilities:

- Commit to creating conditions favorable for the success of the RCC High School Career Coach/Liaison by integrating the coach/liaison into the faculty and staff community of ACS.
- Promote system-wide/school-wide awareness of CCP pathways and the High School Career Coach/Liaison.
- Assist the coach/liaison with recruitment of students to ensure sufficient enrollment to support instructional offerings.

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# Randolph Community College Job Description

#### TITLE: HIGH SCHOOL CAREER COACH

GENERAL JOB DESCRIPTION: The High School Career Coach will report to the Director of Educational Partnerships and Initiatives. The Career Coach will be based in area high schools and is responsible for helping high school students define their career aspirations and identifying community college programs and/or training to meet those aspirations and achieve their educational goals. The Career Coach will empower students to make informed decisions regarding career and educational plans in preparation for success in post-secondary education and training.

This is an 11 month, grant-funded position scheduled to end June 30, 2023. Continued employment is contingent upon grant funding.

#### QUALIFICATIONS:

#### Required:

- Bachelor's degree in education, counseling, human services or a related field from a regionally accredited institution
- Two years' experience working in a public high school or at a postsecondary institution
- Experience in advising high school students for college courses or career opportunities
- Demonstrated ability to build relationships within an educational setting; plan, organize, and implement programs and services; and provide tracking and assessment to ensure quality

#### Preferred:

- · Master's degree in business, counseling, marketing, education or a related field
- Two years' experience in academic advising
- Fluency in both English and Spanish

#### DUTIES:

- Work in collaboration with high school counselors and career development coordinators (CDCs) to promote CTE degree options/careers and develop Career Development Plans
- Assist in development of 9-14 career pathways
- Provide career exploration, planning, and development guidance and college advisement to high school students
- Engage students, counselors, faculty, parents, and all other stakeholders with information sessions related to college opportunities; participate in school-related activities in which RCC and articulated credit can be promoted (Parent Nights, grade-level meetings, etc.)
- Conduct academic advising sessions with students
- Maintain accurate and adequate student records to assist in academic/career advising and registration of high school learners

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Form 8 Procedure No. 3320.01 5/2017

# ASHEBORO CITY SCHOOLS FIELD TRIP / TRANSPORTATION REQUEST SEND TO SUPERINTENDENT – CENTRAL OFFICE

Group Making Request: AHS - Zoo FFA	School: AHS	
Destination: National FFA Convention Indinnapolis, IN	Date of Trip:	10/26-10/29
Number of Students Involved: 2	Percent of Total Group: .5%	
Reasons for Students Not Attending: Affordability, no leadeship re	ole	
Transportation Method: Activity Bus Bus Charter	☐ Private ☐ Other: Plar	ne/Rental Car
Charter Bus Service, state name of vendor here:		
If using Travel Company, state name of Vendor here:		
The state of the s	ust use an approved ACS Charter Bus C	Company
Number of Vehicles Needed (to be secured by the Central Office):	0	
Number of Drivers Needed (to be secured by the Central Office):	0	
Departure Time: 6 am Return Time: 4pm Rou	und Trip Miles (estimated)	1300
Estimated Cost to the Student: \$718	· · · · · · · · · · · · · · · · · · ·	
	is about growing the next generation of FFA sessions while meeting other FFA i	
If approved, the following procedures must be followed; (1) Written permission should be acquired using the Asheboro City Schools Pare serve as drivers; private vehicles are used as a last resort; and (3) All to attend—means will provided for students to participate when necess I certify that all those requirements, in addition to the general guidelines.	ntal Field Trip Permission Form; (2) N students in a class or group shall have ary.	lo students can an opportunity
Sarah Harkey - AHS FFAI	8/26/22	
Sponsor (Group Responsible for Paying for the Trip)	Date	
Approved: Principal	S/13/22	
Approved: Superintendent or Designee	7//3/27 Date	
Transportation Scheduled: Special Comments/Response: Transportation Supervisor	Date	
Special Comments/Response:	Date	

Asheboro Zoo School Na	I National FFA Convention	en de la companya de	CON TRANSPORTED TO THE PARTY OF
	Plans for the Day		
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	Concert- Gainbridge Fieldhouse	7:30 PM	55*3=165 total
	Air B& B for the night		
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	Rodeo-Fairgrounds	6:00 PM	3552±105 total
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	Lunch	W. I. Delinifer of Wissenson on the form	
	5th General Session	1:30	
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	Nice Supper	6-8	
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### **Bonus Recommendations**

October 20, 2022

#### **EXTENSION OF RECRUITMENT BONUS FROM ESSER FUNDS**

We recommend the use of ESSER funds to provide a recruitment bonus for open certified positions for the 2022-2023 school year. New employees must be employed by **January 23, 2022** (first day of second semester). Employees must remain employed for the remainder of the school year or the bonus will be refunded by the employee. Administrative, classified or contracted positions are not eligible for this bonus. Bonus will be paid in two increments. \$1,000 paid on first check and \$1,000 paid in June 2023. This bonus will be pro-rated for any qualifying part-time positions filled.

Estimated positions to be filled	5
Bonus to be paid per qualifying position	\$ 2,000
Estimated Bonus	\$ 10,000
Estimated FICA	\$ 765
Estimated Retirement	\$ 2,419
Estimated Total Recruitment Bonus Cost	\$ 13,184

This would extend the previously approved Retention Bonus that expired October 1, 2022.

Policies
For
Review

#### A. PURPOSE

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

#### B. STUDENT PROMOTION STANDARDS

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

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

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

#### C. LOCAL PROMOTION STANDARDS

### 1. Grades Kindergarten, 1 and 2

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

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

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

#### Grades 3-5

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

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

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

#### Grades 6-8

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

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

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

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

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

5. High School End of Course Exams and Assessments

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

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

#### 6. Diploma Standards

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

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

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

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

#### 1. Intervention Plans

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

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

#### 2. Intervention Strategies

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

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

#### E. REVIEW OF STUDENT PROMOTION STANDARDS

1. Previous retentions

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

2. Review Process

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

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

- Student work samples;
- Other assessment data;

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

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

#### F. APPEALS OF PROMOTION DECISIONS

#### 1. Appeal to the Superintendent

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

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

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

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

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

#### G. READING CAMPS

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

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

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

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

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

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

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

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

#### J. CREDIT BY DEMONSTRATED MASTERY

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

#### K. CREDIT RECOVERY

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

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

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

#### L. REPEATING A COURSE FOR CREDIT

#### 1. Repeating a Previously Failed Course

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

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

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

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

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

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

#### M. ACCELERATION

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

#### N. REPORTING REQUIREMENTS

1. Superintendent's Report to the Board

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

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

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

3. Publication on the School System Website

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

#### O. RESOURCES

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

#### P. NOTIFICATION TO PARENTS

The superintendent or designee shall provide information regarding promotion

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

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

#### Q. CHILDREN OF MILITARY FAMILIES

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

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

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

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

Other Resources: Guidelines for Testing Students Identified as English Learners, (N.C. Department of Public Instruction) available at http://www.dpi.state.nc.us/docs/accountability/policyoperations/lep/testinglep1314.pdf; North Carolina Read to Achieve: A Guide to Implementing House Bill 950/S.L. 2012-143 Section 7A (N.C. Department of Public Instruction), available at http://www.dpi.state.nc.us/docs/k-3literacy/resources/guidebook.pdf

Adopted: August 11, 2011

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

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

#### A. CRITERIA FOR DISCRETIONARY SCHOOL ASSIGNMENT

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

#### 1. One of the following criteria are met:

#### a. Employee of a Public School System

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

#### b. Change of Domicile

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

#### c. Hardship

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

#### d. Special Curricular Needs

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

#### e. School Utilization

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

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

#### B. INTER-DISTRICT AGREEMENT

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

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

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

#### C. ATHLETICS

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

#### D. CONDITIONS FOR ADMISSION

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

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

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

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

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

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

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

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

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

Legal References: G.S. 7B art. 35; 35A, art. 6; 50-13.1 to 13.3; 115C-231, -364 to -366.1 Cross References: Student and Parent Grievance Procedure (policy 1740/4010), School Assignment (policy 4150), Behavior Standards for Transfer Students (policy 4115), Domicile or Residence Requirements (policy 4120) Adopted: June 11, 1998 to become effective July 1, 1998 Revised: April 12, 2001, November 10, 2005, February 12, 2009, March 8, 2018

Administrative Procedure: Yes

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

#### A. ASSIGNMENT AREAS

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

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

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

#### B. ASSIGNMENT OF STUDENTS

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

#### 1. Students Admitted Based on Domicile

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

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

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

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

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

#### 4. Students Participating in the Address Confidentiality Program

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

#### 5. Students with Disabilities

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

#### 6. Administrative Assignment

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

#### 7. Assignment to Alternative Program or School

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

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

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

Administrative Procedure: Yes

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

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

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

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

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

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

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

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



2022-2023 Continuous Improvement
District Success Indicators

#### GOAL 1:

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

#### **Student Success Indicators:**

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

Target date for Implementation: 06/09/2023

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

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

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

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

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



# 2022-2023 Continuous Improvement District Success Indicators

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



2022-2023 Continuous Improvement
District Success Indicators

#### GOAL 2:

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

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

- B.02 All district and school teams prepare agendas for their meetings and keep minutes of their meetings. (5620)
- B.10 The district will proactively support and emphasize student-centered instruction by seeking solutions to remove barriers, including those related to policies, practices, and traditions. (6832)
- C.10 The district will develop and support a comprehensive professional development plan centered around district wide teaching and learning initiatives. (7032)

Target date for Implementation: 06/09/2023

#### <u>Definition of Successful Implementation:</u>

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

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

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



# 2022-2023 Continuous Improvement District Success Indicators

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



2022-2023 Continuous Improvement
District Success Indicators

#### GOAL 3:

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

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

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

Target date for Implementation: 06/09/2023

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

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

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

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



# **Early Childhood Development Center**

2022-2023 Continuous Improvement

#### Goal 1:

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

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

August 2022 - June 2023

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

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

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



# **Early Childhood Development Center**

2022-2023 Continuous Improvement

#### Goal 2:

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

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

August 2022 - June 2023

#### <u>Definition of Successful Implementation:</u>

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

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



# **Early Childhood Development Center**

2022-2023 Continuous Improvement

#### Goal 3:

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

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

August 2022 - June 2023

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

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

Current Actions:	Assigned to:	Target Date:
Teachers will complete beginning of year home visits to establish positive transitions to ECDC.	Holly White	August 29, 2022
Teachers will complete mid-year home visits to reinforce the home-school connection and share strategies to continue social development skills in the home.	Holly White	February 2023
An intentional instructional focus will be on setting and reinforcing routines, rituals, and daily schedules.	Kimberly Borden	October 2022
Reteaching of routines and procedures will occur during the first week of each month, after extended breaks and will be reinforced on a daily basis.	Marie Peele	September - May 2023
Students that are not on target with social development concepts at the target dates will have intervention plans developed to meet their needs. Plans will be monitored weekly.	Marie Peele	September - May 2023



# **Donna Lee Loflin Elementary School**

2022-2023 Continuous Improvement Student Success Indicators

#### GOAL 1:

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

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

A.4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

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

August 2022 - June 2023

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

At Donna Lee Loflin there will be an increase in reading proficiency by 14.1% as measured by schoolwide performance. All tiers of MTSS will allow teachers to align instruction to individual needs which will result in closing achievement gaps between subgroups. The number of students in Tier 2 and Tier 3 of MTSS will decrease from the beginning of the year to the end of the year through effective use of the newly implemented intervention team.

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



# **Donna Lee Loflin Elementary School**

2022-2023 Continuous Improvement Student Success Indicators

#### GOAL 2:

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

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

A.4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

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

August 2022 - June 2023

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

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

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



# **Donna Lee Loflin Elementary School**

2022-2023 Continuous Improvement
Student Success Indicators

#### GOAL 3:

At Donna Lee Loflin, we will focus on student engagement, social emotional learning, and restorative practices to support successful reentry to the classroom environment in order to decrease the amount of lost instructional time by 25% from 2022-2023.

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

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

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

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

August 2022 - June 2023

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

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

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



2022-2023 Continuous Improvement
Student Success Indicators

#### GOAL 1:

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

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

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

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

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

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

#### Target date for Implementation:

6/9/23

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

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

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



2022-2023 Continuous Improvement Student Success Indicators

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



2022-2023 Continuous Improvement
Student Success Indicators

#### GOAL 2:

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

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

- A4.06: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.
- A1.07: ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.
- A1.03: The LEA/School promotes a school culture in which professional collaboration is valued and emphasized by all.
- E1.06: The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).

### <u>Target date for Implementation:</u>

6/9/2023

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

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

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



2022-2023 Continuous Improvement
Student Success Indicators

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

#### GOAL 3:

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

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

- A1.09: The school expects students to participate in activities to develop skills outside of the classroom (e.g., service learning, clubs, athletics, enrichment opportunities, internships).
- A4.11: The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs).
- E2.04: The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.

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

6/9/23

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

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



2022-2023 Continuous Improvement Student Success Indicators

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



2022-2023 Continuous Improvement
Student Success Indicators

#### GOAL 1:

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

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

Target date for Implementation: 6/9/2023

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

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



2022-2023 Continuous Improvement Student Success Indicators

#### GOAL 2:

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

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

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

Target date for Implementation: 6/9/2023

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

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



2022-2023 Continuous Improvement Student Success Indicators

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



2022-2023 Continuous Improvement Student Success Indicators

#### GOAL 3:

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

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

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

Target date for Implementation: 6/10/2024

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

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



2022-2023 Continuous Improvement Student Success Indicators

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



# **Balfour Elementary School**

2022-2023 Continuous Improvement
Student Success Indicators

#### GOAL 1:

By June 2023, Balfour Elementary will improve core instructional practices and fidelity of use of curricular resources to increase proficiency on the state End-of-Grade assessments.

#### **Student Success Indicators:**

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

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

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

June 2023

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

By June 2023, student proficiency on the grades 3-5 math and ELA End-of-Grade tests, and the grade 5 science End-of-Grade test will meet or exceed proficiency and growth levels listed in the table below.

Subject	2022 data	Goal
Reading	26.8	40
Math	38.7	50
Science	55.3	70
Overall Growth Index Score	1.72	>2.0

Current Actions:	Assigned to:	Target Date:
Walkthroughs will be conducted by the administrative team to identify instructional needs and alignment and provide feedback utilizing KickUp.	Christopher Tuft Amber Andrews Laurie Johnson	Weekly beginning September 2022
Monthly extended planning time will be used by grade level teams to meet with the instructional facilitator to bridge LETRS training to classroom practice and to facilitate literacy implementation.	Christopher Tuft Laurie Johnson	Monthly



Homeroom teachers will implement Benchmark Advanced/Adelante curriculum materials as the primary literacy resource. EL and interventionists will align instruction with the program to reinforce and support student learning.	All classroom teachers, ESL, EC, and Reading specialist	June 2023
Teachers of English literacy will participate in LETRS training and implement strategies from their training into instruction.	Teachers of English literacy	June 2024
CASA will be conducted weekly to examine reading, math and science performance data to track progress toward proficiency and growth goals.	CASA teams and Administrative team	Weekly
Implement Paper online tutoring service in math and science in grades 3-5 to increase student access to individual instruction.	Christopher Tuft	October 2022
Inform parents of progress toward standards mastery quarterly.	3-5 homeroom teachers, Christopher Tuft, Laurie Johnson	June 2023
Create & implement a school-wide, standards-based grading procedure.	Equity Team	October 2023



2022-2023 Continuous Improvement
Student Success Indicators

#### GOAL 2:

During the 2022-2023 school year, students will be actively engaged during core instruction using Social and Emotional Learning strategies.

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

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

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

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

June 2023

<u>Definition of Successful Implementation:</u> 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. Office referrals decrease by 10% from their 2021-2022 level.

Current Actions:	Assigned to:	Target Date:
Homeroom teachers will implement the district Social and Emotional Learning daily in their morning meetings.	John Beard, HomeroomTeach ers, Allison Currin	June 2023
The school counselor will be moved to a flexible schedule to allow for additional time meeting with small groups of students who are identified as having Tier 2 Social and Emotional Learning needs.	Christopher Tuft John Beard	June 2023
Bulldog Problem Solvers special will continue on the specials rotation. The special combines social & emotional learning with math review. The social & emotional learning part of the class will align with the district's curriculum of teaching self regulation of behaviors so that students are actively engaged in their learning.	John Beard Allison Currin	June 2023
All classrooms will have a designated area to support student self regulation strategies taught during Guidance, Bulldog Problem Solvers, and Morning Meeting.	Amber Andrews	October 2022



Students who meet their behavioral goals will participate in a monthly celebration.	Amber Andrews John Beard	June 2023
Students who are in need of additional support will be paired with a mentor through Communities in Schools.	John Beard Kellie Garcia	June 2023
Kindergarten classes will incorporate developmental play centers into their Paw Time to teach social and emotional skills.	Christopher Tuft Kindergarten Teachers	June 2023



2022-2023 Continuous Improvement
Student Success Indicators

#### **GOAL 3:**

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

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

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

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

June 2023

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

Current Actions:	Assigned to:	Target Date:
Four family engagement nights will be held throughout the year to connect parents with the math, science, and English/Language Arts curriculums, as well as the bilingualism throughout the school.	Christopher Tuft	June 2023
Staff will utilize School Status as the primary source of communication with parents.	Amber Andrews	January 2023
Implement a Person of the Month program to highlight a notable citizen in a position that counters stereotypes.	Specialists	June 2023
Hold a career day in which community members will come to speak to students about their professions. A variety of work or professions will be represented.	John Beard, Rebecca Lawson	June 2023
Expand classrooms libraries to broaden representation and increase the number of bilingual texts	Megan Lehman	June 2023
Panorama survey data will be examined in CASAs at the conclusion of each administration period.	John Beard, Laurie Johnson	June 2023
Families will have the opportunity to use Paper online tutoring. A demonstration of the service will be provided at one of the family engagement nights.	Christopher Tuft Cassandra Ruiz Sarah Tonkin	June 2023



2022-2023 Continuous Improvement
Student Success Indicators

#### GOAL 1:

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

<u>Student Success Indicator:</u> A4.06 ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for support and interventions.

<u>Target date for Implementation:</u> This goal will begin implementation in August of 2022, and will continue through the academic year until June of 2023.

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

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



2022-2023 Continuous Improvement Student Success Indicators

#### GOAL 2:

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

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

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

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

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



2022-2023 Continuous Improvement
Student Success Indicators

#### GOAL 3:

Teachers will begin using diagnostic and progress monitoring data to improve core instruction and small group support that will align with the school's Multi-Tiered System of Support (MTSS).

<u>Student Success Indicator:</u> C2.01 The school regularly looks at performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.

<u>Target date for Implementation:</u> By the end of the 2022-2023 academic year, the students of McCrary Elementary will increase their EOG proficiency by fifteen percentage points in each subgroup as well as overall proficiency when compared to the reading, math, and science data from the 2021-2022 school year.

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

data will achieve the following or higher in proficiency:						
22/23	BLCK	HISP	WHTE	EDS	ELS	SWD
Reading 3-5	29.7	34.3	46.8	36.1	24.3	20.0
Overall Reading 3-5	38.1					
22/23	BLCK	HISP	WHTE	EDS	ELS	SWD
Math 3-5	38.5	45.1	60.5	46.6	33.5	20.0
Overall Math 3-5	46.3					
22/23	BLCK	HISP	WHTE	EDS	ELS	SWD
Science 5	29.3	48.3	90.0	46.3	20.6	20.0
Overall Science	53.4					



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



2022-2023 Continuous Improvement Student Success Indicators

#### **GOAL 1:**

During the 2022-2023 school year, NAMS will implement the MTSS framework into core instruction to meet the needs of individual students with the goal of exceeding growth measures on the North Carolina school report card.

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

A.4.01- The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

<u>Target date for Implementation:</u> September 2022-May 2023

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

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

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



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



2022-2023 Continuous Improvement Student Success Indicators

#### GOAL 2:

During the 2022-2023 school year, teachers will implement strategies to promote positive student behavior and academic growth through the use of universal classroom practices that they model, teach, practice, and assess.

#### **Student Success Indicators:**

- A4.06 ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.
- B3.03: The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.
- A2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

Target date for Implementation: August 2022-June 2023

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

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

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



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



2022-2023 Continuous Improvement Student Success Indicators

#### GOAL 3:

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

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

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

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

Target date for Implementation: June 2024

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

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

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



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

# Asheboro CITY SCHOOLS A learning community of excellence!

#### South Asheboro Middle School

2022-2023 Continuous Improvement Student Success Indicators

#### GOAL 1:

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

#### **Student Success Indicators:**

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

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

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

Action Steps below--June 2023

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

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

A4.01 South Asheboro Middle School staff will implement common instructional strategies aligned to state standards. They will understand the impact of their work and the connections between students' success in content areas and social emotional development, and adjust or refine the instruction, curriculum and/or the environment in their classroom. Data from formative and summative assessments will be regularly used to determine what is taught as a part of core instruction. Differentiation will be a part of core and often include small groups. Data will be reviewed regularly and used to determine students needing small group (tier 2) and individual (tier 3) interventions. An infrastructure will be in place to support students receiving interventions. Throughout data review and reflection, our attention will focus on our quality of instruction instead of learner deficits.

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

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



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A full time interventionist will help plan, guide and implement the intervention block and monitor Tier 2 and Tier 3 interventions.	Julie Brady	June 9, 2023
Incorporate a school-wide intervention block, Monday through Thursday, to provide grade-level ELA instruction for homeroom classes, and supplemental (Tier 2) and intensive (Tier 3) interventions for designated students.	Jennifer Cash-Cummings	June 9, 2023
ELA/Math teachers will complete student progress growth monitoring in iReady between benchmark assessments and use the data to make instructional decisions.	Keri Hill	June 9, 2023
SAMS staff will participate in bi-weekly CASA meetings focused on differentiated professional development (PD), student growth and intervention/enrichment. PD topics will include:  • Vocabulary/Small Group Instruction  • MTSS  • iReady  • Engaging Schools  • Differentiated topics as indicated by staff, as well as data from instructional walk-throughs	Megan Smith	May 2, 2023
Core teachers will collaborate in weekly CASAs focused on lesson planning, creation of common assessments and data review.	Dustin Hagood	May 2, 2023
All instructional staff will incorporate strategies acquired from Engaged Classrooms professional development. Walkthroughs (administration and Instructional Facilitator) will be used to ensure fidelity of implementation.	Leslie Smith	May 16, 2023
Core teachers will introduce students to the online tutoring platform Paper using the Paper Launch activities during the first 20 days of school in order for students and families to access real time academic support throughout the school year.	Carey Smith	October 18, 2022

# Asheboro CITY SCHOOLS A learning community of excellence!

#### South Asheboro Middle School

2022-2023 Continuous Improvement
Student Success Indicators

#### GOAL 2:

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

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

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

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

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

Action Steps below--June 2023

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

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

A1.07 Teachers will establish and post classroom expectations and procedures along with providing direct instruction and reinforcement throughout the year to ensure student understanding of expectations and procedures. Students will demonstrate self-awareness, self-management, social efficacy and academic efficacy. Staff will use reflective conversations with students and each other to ensure positive behavior is modeled. Office referrals will steadily decrease as will the number of students receiving multiple referrals.

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

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



Quarterly, SAMS staff will engage in professional learning and dialogue about discipline referral data and best next steps using strategies from Engaged Classrooms to guide those steps.	D.R. Cash	April 25, 2023
Following an out of school suspension, a re-entry meeting with the school counselor or school social worker will occur as well as scheduled, weekly follow-up for at least the 3 weeks following reentry.	Jennifer Page	April 25, 2023
All instructional staff will incorporate strategies learned during Engaged Classrooms professional development. Walkthroughs (administration and Instructional Facilitator) will be used for fidelity of implementation.	Leslie Smith	May 16, 2023
SAMS will implement Check-in/Check-out as a supplemental (Tier 2) Behavior intervention for students.	D.R. Cash	April 25, 2023
Develop a classroom schedule for ISS that includes a morning meeting time, an academic schedule, a reflective closing and time for students to work on their individualized learning pathways.	Shay Ball	April 25, 2023

# Asheboro CITY SCHOOLS Alearning community of excellence!

#### **South Asheboro Middle School**

2022-2023 Continuous Improvement
Student Success Indicators

#### GOAL 3:

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

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

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

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

#### Target date for Implementation:

Action Steps below--June 2023

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

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

A4.16 South Asheboro Middle School will foster communication, develop a sense of community and respond to the needs of our stakeholders (including students, families, Lindley Park, Loflin and Teachey Elementary Schools, Asheboro High School). An ongoing and sustained program will address student concerns, enhance parent-school communication and build rapport between our stakeholders. We will be flexible with our processes to ensure our students' success as they start 6th grade until they begin 9th grade at Asheboro High School.

E1.06 South Asheboro Middle School will engage families in ways that directly relate to their children's academic and social emotional progress. Teachers will meet regularly with families, families will have access to materials to help their children at home and families will hear regularly from teachers on how their children are doing. Furthermore, families will reach out for support when needed.

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



A tearning community of exceuence:		. Juccess mulcators
(administration and IF) will be used for fidelity of implementation.		
The school counselor will meet with all students for a whole group lesson, once per quarter.	Leslie Smith-Moore	June 9, 2023
Every student will participate in a grade-level SEL lesson provided each week by a core teacher.	Leslie Smith-Moore	June 9, 2023
SAMS community will host quarterly family engagement/involvement nights to educate stakeholders on school and community resources. Tentative topics include:  • Academic (BOY iReady data) and goal setting • Exploratory Exposition • 5th/9th Grade Transition • Literacy strategies • Community Resource Fair	Donna Hall	April 4, 2023
SAMS staff and students will engage in Friday Focus lessons during the school-wide intervention block to build a positive sense of community. Sessions include: school-wide STEAM challenges, celebrating diverse perspectives, SEL topics, and service learning.	Julie Brady	June 9, 2023
Develop an explicitly stated and shared transition plan for all rising 6th graders including SAMS staff visits to elementary school and a redesigned transition night for students and their families involving team building, learning about electives and learning the "logistics" of 6th grade.	D.R. Cash	May 16, 2023
Increase collaboration with Asheboro High School to ensure multiple opportunities for 8th graders and their families to learn about next steps and opportunities during high school.	Julie Brady	April 30, 2023
During the 4th quarter, 6th and 7th grade students will take part in "moving up" activities to help facilitate a smooth transition to their 2023-2024 grade level.	Megan Smith	June 9, 2023
SAMS staff will utilize the SchoolStatus platform to maintain two way communication with families and make at least one positive, specific contact with each family every quarter.	Susan Butler	April 4, 2023



2022-2023 Continuous Improvement
Student Success Indicators

#### GOAL 1:

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

#### **Key Indicator:**

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

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

Target date for Implementation: June 9, 2023

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

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

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

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



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



2022-2023 Continuous Improvement Student Success Indicators

#### GOAL 2:

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

#### **Key Indicator:**

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

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

Target date for Implementation: June 2023

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

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



2022-2023 Continuous Improvement
Student Success Indicators

#### GOAL 3:

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

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

#### **Key Indicator:**

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

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

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

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

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

Target date for Implementation: June 2023

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

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



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

## STATE OF NORTH CAROLINA COUNTY OF RANDOLPH

# SEWER EASEMENT AGREEMENT

This SEWER EASEMENT AGREEMENT (this "Agreement") is made as of this \_\_\_\_\_ day of October, 2022, by **ASHEBORO CITY BOARD OF EDUCATION** ("Grantor") to **THE MOSES H. CONE MEMORIAL HOSPITAL**, a North Carolina nonprofit corporation ("Grantee").

#### RECITALS:

- A. Grantor is the owner of certain parcels of land located in Randolph County, North Carolina, as more particularly described on <u>Exhibit A</u> attached hereto and incorporated herein by reference (the "Grantor's Tract"). Grantee owns and/or plans to acquire that certain parcel of land more particularly described in <u>Exhibit B</u> attached hereto and incorporated herein by reference (the "Cone Health Tract").
- B. Grantee has requested that Grantor grant to Grantee an easement for the purpose of permitting Grantee to install a sanitary sewer line and related facilities on the Grantor's Tract in order to provide sanitary sewer service to the Cone Health Tract, and Grantor has agreed to grant such easement on the terms hereinafter provided.

**NOW, THEREFORE**, in consideration of Grantee's payment of the Easement Purchase Price (as defined below), 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. Grant of Sewer Easement. Grantor hereby gives, grants and conveys to Grantee, its successors and assigns, a perpetual, nonexclusive easement (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 a sanitary sewer line, manholes and related sanitary sewer facilities (the "Sewer Line") on the Grantor's Tract generally within the area labeled as "Permanent Easement" on Exhibit C attached (the "Sewer Easement Area"). The final alignment of the Sewer Easement Area may vary by up to thirty (30) feet north or south of the outside boundaries of the approximate Sewer Easement Area shown on Exhibit C, as determined necessary by Grantee's engineer and/or the City of Asheboro, and the alignment of the Temporary Construction Easement (as defined below) shall vary correspondingly. 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 the Temporary Construction Easement Area.

Without limiting the foregoing, subject to the terms of this Agreement, Grantee shall have the full and free right of access to and construction, use, maintenance, repair and replacement of the Sewer Line (including, but not limited to, the right to access the Grantor Tract and conduct land disturbance activities in the Sewer Easement Area).

- 2. <u>Maintenance Rights and Responsibilities</u>. Grantor and Grantee agree to cooperate to cause the Sewer Easement to be dedicated and accepted for public use and maintenance at the earliest time the municipality having jurisdiction over the Sewer Line will accept such public dedication. Upon request by Grantee, Grantor shall execute such additional documents as may be necessary to dedicate the Sewer Easement and Sewer Line to public use. Until dedication and acceptance of such portion of the Sewer Line for public use and maintenance, Grantee agrees to keep and maintain the Sewer Line in good condition and to repair any damage caused to ground cover and other landscaped areas within the Grantor's Tract as a result of Grantee's installation, maintenance or repair of the Sewer Line. The rights granted herein shall include, but are not in any way limited to, the right within the Sewer Easement Area to erect and maintain structures for access to the sewer line and the right to install operate and maintain other equipment necessary for all operations thereof.
- 3. <u>Grant of Temporary Construction Easement</u>. Grantor hereby grants and conveys to Grantee a temporary, non-exclusive construction easement over and upon the Grantor's Tract twenty feet (20') in width along each side of the Sewer Easement generally within the area labeled as "Construction Easement" on <u>Exhibit C</u> attached (the "Temporary Construction Easement Area" and, together with the Sewer Easement Area, the "Easement Areas") for the purposes of moving and storing construction materials, access by vehicles and all other activities necessary or appropriate in connection with the installation of the Sewer Line.

Without limiting the foregoing, subject to the terms of this Agreement, Grantee shall have the full and free right of access to and construction, use, maintenance and repair of the Temporary

Construction Easement Area. The foregoing temporary construction easement shall terminate on the date that the Sewer Easement is dedicated and accepted for public use and maintenance by the municipality having jurisdiction over the Sewer Line. Following completion of the construction and installation of the Sewer Line, Grantee shall, at its expense, install approximately eight hundred thirty (830) feet of fencing enclosing the Sewer Easement Area located between the right of way of U.S. 73/74 and the existing treeline on the Grantor's Tract, in the approximate location shown on Exhibit C attached hereto. Grantor and Grantee shall have keyed access to such enclosed area.

- 4. <u>Easement Purchase Price</u>. The purchase price to be paid by Grantee to Grantor's Designee (as defined below) for the purchase of the easements under this Agreement (the "Easement Purchase Price") is One Hundred Fifty Thousand Dollars (\$150,000.00). "Grantor's Designee" means Asheboro City Schools Education Foundation, a North Carolina nonprofit corporation and an organization described under Internal Revenue Code Section 501(c)(3). Grantor's Designee shall use the Easement Purchase Price Funds to establish a scholarship fund to benefit Asheboro City Schools titled "Cone Health Scholarship Fund".
- 5. <u>Use of the Easement by Grantor</u>. Grantor retains the right to use the Grantor's Tract for any and all purposes as long as its use thereof does not materially and adversely affect the use and enjoyment of the Sewer Easement for the purposes of providing sanitary sewer service to the Cone Health Tract. Grantor shall not construct any improvements, buildings, or structures on or within the Sewer Easement.
- 6. <u>Indemnification</u>. Grantee shall indemnify and hold harmless Grantor for any and all damage to property or injury to person arising from the construction, maintenance, repair, or replacement of facilities within the Easement Areas by Grantee, its employees, contractors, successors or assigns. Upon request by Grantor, Grantee will provide evidence of Grantee's commercial general liability insurance.
- 7. <u>Grantor's Ownership</u>. 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.
- 8. <u>Miscellaneous</u>. 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.

- 9. <u>Conditional Agreement</u>. This Agreement and the easements, obligations and covenants set forth herein shall be effective only if (a) Grantee acquires fee simple title to all or a portion of the Cone Health Tract; and (b) Grantee pays the Easement Purchase Price to Grantor's Designee. Upon Grantee's acquisition of all or a portion of the Cone Health Tract and payment of the Easement Purchase Price to Grantor's Designee, this Agreement and the easements, obligations and covenants set forth herein shall be effective immediately without the execution or recording of any additional instrument, provided Grantor shall execute such additional instruments as Grantee may request to confirm the granting of the easements set forth herein.
- 10. <u>Internship</u>. Grantor and Grantee share a desire to establish a mutually beneficial internship program between Grantor and Grantee, and the parties plan to continue discussions in good faith regarding such memorandum of understanding and internship program.

[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	
	person personally appeared before me this day, acknowledging going document: Michael B. Smith.  [Name of signer.]
WITNESS my hand and of 2022.	ficial seal or stamp, this the day of
My Commission Expires:	NOTARY PUBLIC
[NOTARY SEAL/STAMP]	Printed Name of Notary Public

#### **GRANTEE:**

# THE MOSES H. CONE MEMORIAL HOSPITAL By: John Miller, Chief Investment Officer and Treasurer 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: John Miller. WITNESS my hand and official seal or stamp, this the \_\_\_\_\_ day of \_\_\_\_\_, NOTARY PUBLIC

Printed Name of Notary Public

2022.

My Commission Expires:

[NOTARY SEAL/STAMP]

#### **EXHIBIT A**

[Grantor's Tract]

Address: 1861 North Asheboro School Road, Asheboro, Randolph County, North Carolina

Randolph County PINs: 7752583218, 7752569933, 7752563740, and 7752589198

PARCEL A. Randolph County PIN: 7752583218

TRACT NO. 2: BEGINNING at an iron pipe in the eastern right of way line of U. S. Highway No. 220 By-Pass, a common corner with Cynthia Mendenhall; thence along the eastern right of way line of U. S. Highway No. 220 By-Pass North 01 deg. 21 min. 30 sec. East 799.25 feet; thence continuing along the eastern right of way line of U. S. Highway No. 220 By-Pass as it curves a chord distance of 673.31 feet and an arc distance of 673.33 feet North 00 deg. 31 min. 30 sec. East to a point in the eastern right of way line of U. S. Highway No. 220 By-Pass; thence continuing along the eastern right of way line of U. S. Highway No. 220 By-Pass North 00 deg. 19 min. 30 sec. West 92.36 feet to a point in the eastern right of way line of U. S. Highway No. 220 By-Pass, a new corner of Raymond Freeman; thence

South 80 deg. 50 min. 30 sec. East 84.98 feet to an existing iron pipe, a common corner with Raymond Freeman; thence North along Freeman's line North 09 deg. 08 min. East 345.53 feet to an existing iron pipe, a new corner of Raymond Freeman and John W. Harris; thence South 84 deg. 27 min. East 642.25 feet to an iron pipe set, a new corner of John W. Harris and D. L. Chisholm; thence along Chisholm's and Asheboro City Board of Education's line South 8 deg. 58 min. 30 sec. West 1948.14 feet to an existing iron pipe, a common corner with Asheboro City Board of Education and Cynthia Mendenhall; thence along Mendenhall's line North 79 deg. 40 min. 30 sec. West 507.28 feet to a point in the eastern right of way line of U. S. Highway No. 220 By-Pass, the point and place of the Beginning, containing 27.30 acres, more or less.

The above described Parcel A is the same property conveyed to Asheboro City Board of Education by deed filed in Book 935, Page 462, Randolph County Registry.

BEGINNING at a railroad spike in a cross tie near the West ern right of way line of a public road and in the centerline of the Carolina and Northwest ern Railroad right of way at a point 1010 feet South along said centerline from the center of the pavement of the Spero Road, a new corner; thence South with the centerline of said railroad right of way the following courses and distances: South 41 degrees 54 minutes West 101.92 feet; South 46 degrees 18 minutes West 100 feet; South 49 degrees 44 minutes West 100 feet; South 50 degrees 57 minutes West 200 feet; South 50 degrees 16 minutes West 100 feet; South 47 degrees 02 minutes West 100 feet; South 41 degrees 09 minutes West 100 feet; South 34 degrees 55 minutes West 100 feet; South 28 degrees 53 minutes West 100 feet; South 16 degrees 48 minutes West 100 feet; South 18 degrees 24 minutes West 100 feet; South 16 degrees 40 minutes West 768.24 feet to an iron pipe, Allred's corner; thence North 84 degrees 52 minutes West 643.50 feet to an iron pipe placed, Allred's Northwest corner in Redding's Eastern boundary; thence North 5 degrees 50 minutes East 1,611.97 feet with Redding and Harris boundaries to an iron pipe placed, a new corner; thence South 88 degrees 56 minutes East 1,460.84 feet to the beginning, containing 33.84 acres, more or less.

SAVE AND EXCEPT AND NOT INCLUDED IN THE ABOVE DESCRIBED PARCEL B is that certain deed to The County of Randolph filed in Book 1145, Page 73, Randolph County Registry and also shown on plat duly recorded in Plat Book 24, Page 3, Randolph County Registry.

The above described Parcel B is the same property conveyed to Asheboro City Board of Education by deed filed in Book 782, Page 502, Randolph County Registry.

PARCEL C. Randolph County PIN: 7752563740

BEGINNING at an existing iron pipe in Allred's northwest corner and Asheboro City Board of Education's southwest corner; thence North 87 deg. 47 min. West 361.07 feet to a point in the eastern right of way of U.S. No. 220 By-Pass; thence North 01 deg. 21 min. 30 sec. East 1250.72 feet along the eastern right of way of U.S. No. 220 By-Pass to a point in the eastern right of way of U.S. No. 220 By-Pass, John Harris' southwest corner; thence along John Harris' southern boundary South 79 deg. 40 min. 30 sec. East 507.28 feet to an existing iron pipe in the Asheboro City Board of Education's western boundary; thence along the western boundary of Asheboro City Board of Education South 8 deg. 11 min. West 1162.74 feet to the point and place of the Beginning, containing 11.78 acres, more or less.

The above described Parcel C is the same property conveyed to Asheboro City Board of Education by deed filed in Book 935, Page 107, Randolph County Registry.

#### PARCEL D. Randolph County PIN: 7752589198

BEGINNING at an iron pipe in John Harris' western boundary, said iron pipe being located South 5 deg. 36 min. West 438.82 feet from the southern right of way line of North Carolina State Road No. 1504; thence South 61 deg. 40 min. East 23.57 feet to an iron pipe; thence South 18 deg. 23 min. 30 sec. West along a curve, a chord distance of 156.99, an arc distance of 157.49 feet to an iron pipe; thence South 26 deg. 24 min. East 674.81 feet to an iron pipe; thence South 9 deg. 53 min. 30 sec. West along a curve whose arc distance is 1035.76 and whose chord distance is 1021.49 feet to an iron pipe in the northern boundary line of Asheboro City School Board; thence along the northern boundary of Asheboro City School Board North 85 deg. 56 min. 30 sec. West 805.66 feet to an existing iron pipe; thence North 85 deg. 56 min. 30 sec. West 12.70 feet to an iron pipe set in John Harris' line, a common corner with John Harris and Asheboro City School Board; thence along John Harris' western boundary North 8 deg. 58 min. 30 sec. East 1500.12 feet to an iron pipe, said iron pipe set in John Harris' western boundary; thence North 8 deg. 58 min. 30 sec. East 233.83 feet along John Harris' western boundary, the point and place of Beginning, containing 20.09 acres more or less.

The above described Parcel D is the same property conveyed to Asheboro City Board of Education by deed filed in Book 935, Page 124, Randolph County Registry.

#### **EXHIBIT B**

[Cone Health Tract]

#### PARCEL A:

TRACT ONE: Beginning at an existing axle in place on the east side of Country Lane, said axle being set in the southwest corner of a 12.3454 acre tract now or formerly owned by First Assembly, said axle also being set the following courses and distances to a PK nail in the intersection of Country Lane and Spero Road: North 00 degrees 37 minutes 24 seconds East 136.63 feet, North 01 degrees 52 minutes 21 seconds East 181.10 feet, North 03 degrees 26 minutes 19 seconds East 75.24 feet and North 01 degrees 10 minutes 08 seconds East 309.65 feet to the PK nail; running from said axle beginning point, South 89 degrees 37 minutes 49 seconds West 231.12 feet to an existing axle; thence North 87 degrees 09 minutes 06 seconds East 104.30 feet to an axle; thence North 76 degrees 05 minutes 56 seconds East 118.36 feet to an axle; thence South 82 degrees 10 minutes 45 seconds East 68.67 feet to an axle; thence South 82 degrees 32 minutes 40 seconds East 307.58 feet to an axle; thence along the eastern line of that 14.6698 acres conveyed herewith as Tract Two, South 00 degrees 41 minutes 30 seconds West 1975.37 feet to an axle in the line of Mendenhall; thence along the Mendenhall northern line North 88 degrees 02 minutes 25 seconds West 866.28 feet to a point in the line of Lot 14 of Northmont Estates, Plat Book 52, page 25; thence along the eastern line of Lot 14 North 03 degrees 44 minutes 38 seconds East 206.51 feet to the northeast corner of Lot 14. thence along the eastern line of Lot 15 of Northmont, North 03 degrees 50 minutes 41 seconds East 267.50 feet to a point in the northeast corner of Lot 15; thence along the Clegg Pritchard Division North 01 degrees 20 minutes 46 seconds East 1490.16 feet to the point and place of the beginning containing 38.1199 acres more or less according to a survey for First Assembly of God Church of Asheboro, Inc. by Wm. Donald Smith, PLS dated October 7, 2000, bearing field number 121, page 63.

TRACT TWO: Beginning at an existing iron in place at a point which is located South 24 degrees 10 minutes 17 seconds East 230.99 feet and South 22 degrees 45 minutes 33 seconds East 200.74 feet from a concrete right of way monument which is located at the apparent right of way of the intersection of the apparent southern right of way of Spero Road and the apparent western right of way of the ramp leading from US 220 Bypass to Spero Road, said concrete monument being South 75 degrees 59 minutes 07 seconds West 378.15 feet from NCGS Station Central X=1,754,539.96 Y=729,950.50 NAD-27; running thence from said beginning point South 24 degrees 08 minutes 24 seconds East 280.79 feet to a concrete monument; thence South 17 degrees 51 minutes 21 seconds East 405.62 feet to a concrete monument; thence South 07 degrees 56 minutes 05 seconds East 124.82 feet to a point; thence along a curve South 05 degrees 02 minutes 10 seconds East a chord bearing of 667.43 and an Arc of 667.46 to a point; thence South 04 degrees 11 minutes 40 seconds East 828.25 feet to a concrete rigth of way monument; thence South 19 degrees 51 minutes 50 seconds East 64.17 feet to a concrete right of way monument: thence along the line of Mendenhall North 88 degrees 02 minutes 25 seconds West 424.77 feet to an axle; thence North 00 degrees 41 minutes 30 seconds East 1975.37 feet to an axle; thence North 00 degrees 23 minutes 00 seconds East 51.90 feet to an existing iron in place; thence North 00 degrees 36 minutes 25 minutes East 275.55 feet to the point and place of the beginning, containing 14.6698 acres more or less according to a survey for First Assembly of God Church of Asheboro, Inc., dated October 7, 2000, by Wm. Donald Smith, PLS.

BEGINNING at a right of way monument in the southern right of way line of Spero Road, a common corner with Bulla (formerly Worth Loflin's corner), being Bulla's northeast corner; thence along the northern right of way line of Spero Road South 78 degrees 09 minutes East 60 feet to a point in said right of way; thence South 87 degrees 35 minutes East 162.52 feet to a right of way monument in the western right of way line of U.S. Highway No. 220 By-Pass (Ramp); thence along the said right of way of U.S. Highway No. 220 By-Pass, South 19 degrees 01 minute East 200.89 feet to a right of way monument; thence continuing along said right of way South 20 degrees 25 minutes East 231.36 feet to a stake in said right of way; thence along the western boundary of Harris South 4 degrees 19 minutes West 327.56 feet; thence North 78 degrees 43 minutes West 376.40 feet; thence South 79 degrees 55 minutes West 118.67 feet; thence North 89 degrees 08 minutes West 103.92 feet; thence North 85 degrees 55 minutes West 231.28 feet to a point in the eastern boundary of Bulla; thence along Bulla's eastern boundary North 05 degrees 08 minutes East 318 feet to an existing iron pipe; thence continuing along said Bulla's eastern boundary North 07 degrees 16 minutes East 75.20 feet to an existing iron pipe; thence continuing along Bulla's boundary North 58 degrees 04 minutes 15 seconds East 307.71 feet to an existing iron pipe; thence continuing along Bulla's boundary South 84 degrees 34 minutes East 161.96 feet to an existing iron pipe; thence continuing along Bulla's boundary North 07 degrees 18 minutes East 143.80 feet to the point and place of beginning, and containing 9.987 acres, more or less.

#### PARCEL C

Beginning at an iron pipe in the Southern right-of-way line of the Spero Road, Lester M. Farlow's corner; thence with Farlow's line, South 6 degrees 30 minutes West 169.20 feet to an iron pipe in stone pile, Farlow's corner; thence continuing with Farlow's line North 89 degrees 22 minutes East 150 feet to an iron pipe, Worth Loflin's new corner; thence with Loflin's new line North 6 degrees 54 minutes East 155.45 feet to an iron pipe in the southern right-of-way line of the aforesaid road; thence with said right-of-way line North 85 degrees West 150 feet to the beginning. The above description was drawn according to a survey and plat of said property prepared by John G. Bane, Civil Engineer May, 1955, and designated as Job No, 222, Book No. 5. The above described property is a portion of the 38-acre tract conveyed to the grantors herein by J.R. King and wife, by deed recorded in Book 458, Page 245, and is located at the Northeast corner of said tract.

#### PARCEL D

BEGINNING at a state concrete right of way monument situaated on the southern most right of way of N.C.S.R. No. 1504, the northwest corner of Leon Bulla's hometract; running thence in said right of way North 79 degrees 10 minutes West 127.20 feet to a state concrete right of way monument; thence continuing in said right of way North 80 degrees 10 minutes West 138.50 feet to a nail and cap in the center line of N.C.S.R. \$504, the northeast corner of Clegg Pritchard; running thence along the east line of Pritchard's tract South 5 degrees 50 minutes West 341.30 feet to an axle, the northwest corner of the Lester Farlow tract; running thence along Farlow's north line North 58 degrees 40 minutes East 310.40 feet to an axle; thence continuing along Farlow's north line South 83 degrees 40 minutes East 11.7 feet to an iron pipe in Leon Bulla's west line; running thence along Leon Bulla's west line North 10 degrees East 130.40 feet to the BEGINNING, containing 1.35 acres, more or less, and being a portion of the lands shown in Deed Book 458, Page 245, Randolph County Registry.

## EXHIBIT C

## **Easement Areas**

See attached.



**Stimmel** 

MCHS - Randolph Campus #22-001 | 10:21:2022

October 20, 2022				
DATE	TIME	EVENT	LOCATION	
Tuesday, October 25	7:30 p.m.	BANDORAMA	South Asheboro Middle School Gym	
Thursday, October 27	7:00 p.m.	Asheboro High School Choral Concert	Central United Methodist Church Asheboro	
Tuesday, November 1	All Day	Required Teacher Workday	All Schools	
Monday, November 7	6:00 p.m.	Randolph County Commissioners Meeting	Old Historic Courthouse, Asheboro	
Thursday, November 10	7:30 p.m.	Board of Education Meeting	North Asheboro Middle School Theater	
Friday, November 11	All Day	HOLIDAY	All Schools	
Monday, November 14-Wednesday, November 16	N/A	NCSBA Annual Conference	Koury Convention Center, Greensboro, NC	
Tuesday, November 15	5:15-6:15 p.m.	Black Advisory Council Meeting	Central Office Boardroom	
Tuesday, November 15	5:00-6:30 p.m.	NAMS Family Engagement Night	North Asheboro Middle School	
Wednesday, November 16	5:00-7:00 p.m.	AHS Family Engagement Night	Asheboro High School	
Thursday, November 17	4:30-6:30 p.m.	Teachey Family Engagement Night	Guy B. Teachey Elementary School	
Friday, November 18	5:00-7:00 p.m.	Balfour Family Engagement Night	Balfour Elementary School	
Tuesday, November 22	11:30 a.m12:30 p.m.	Faith-Based Advisory Council Meeting	Central Office Boardroom	
Tuesday, November 22	5:15-6:15 p.m.	Latino Advisory Council Meeting	Central Office Boardroom	
Wednesday, November 23	All Day	Optional Teacher Workday	All Schools	
Thursday, November 24-Friday, November 25	All Day	HOLIDAY	All Schools	
Monday, November 28	3:45-5:00 p.m.	Superintendent's Staff Advisory Council Meeting	Central Office Boardroom	
Monday, November 28	5:00-7:00 p.m.	SAMS Family Engagement Night	South Asheboro Middle School	
Tuesday, November 29	5:30-7:00 p.m.	Loflin Family Engagement Night	Donna Lee Loflin Elementary School	
Tuesday, November 29	6:00 p.m.	All County Chorus	Journey Church Asheboro	Please Note: Moved from Oct. to Nov.
Thursday, December 1	7:30 p.m.	Jazz/Percussion Concert	Asheboro High School Walker Commons	
Monday, December 5	6:00 p.m.	Randolph County Commissioners Meeting	Old Historic Courthouse, Asheboro	
Thursday, December 8	7:30 p.m.	Board of Education Meeting	North Asheboro Middle School Theater	
Thursday, December 15	5:30-6:30 p.m.	McCrary Family Engagement Night	Charles W. McCrary Elementary School	
Thursday, December 15	7:00 p.m.	Winter Choral Concert	TBA	
Tuesday, December 20 (early release day)-Thursday, December 22	All Day	Annual Leave/Vacation	All Schools	
Friday, December 23	All Day	Holiday	All Schools	
Monday, December 26-Tuesday, December 27	All Day	Holiday	All Schools	
Wednesday, December 28-Friday, December 30	All Day	Annual Leave/Vacation	All Schools	