

**ASHEBORO CITY SCHOOLS
BOARD OF EDUCATION
November 8, 2018
7:30 p.m.
Asheboro City Schools
Central Office Board Room**

6:00 p.m. – Policy Committee

6:45 p.m. – Finance Committee Meeting

I. Opening

- A. Call to Order
- B. Moment of Silence
- C. Pledge of Allegiance – Hannah Charles, Erin Eames, and Dolly Gladden – North Asheboro Middle School Students – Candace Call, Principal
- *D. Approval of Agenda

II. Special Recognition and Presentations

- A. Community Partner Spotlight – The Flying Pig – Leigh Anna Marbert
- B. Board Spotlight – North Asheboro Middle School FFA Program – Candace Call, Principal
- C. Principal of the Year Recognition - Superintendent Terry Worrell
- D. Recognition of Asheboro City Schools Receiving Top Ten School District Distinction – Superintendent Terry Worrell
- E. Positive Behavior Interventions and Supports (PBIS) Outstanding Elementary Schools Recognition – Dr. Sean McWherter
- F. State Superintendent Academic Growth Awards – Superintendent Terry Worrell
- G. Superintendent’s Service Leadership Award – Dr. Sean McWherter
- H. Accomplished Student Recognition – Congress of Future Medical Leaders Representative Joshua Castro – Gayle Higgs, Assistant Principal of Asheboro High

III. Public Comments

- A. Citizens who signed up to address the Board will be called on to make comments. Each individual speaker will be allowed 3 – 5 minutes for remarks. Issues or concerns involving personnel matters are not appropriate for the public comment setting.

IV. *Consent Agenda

The following items are presented for Board approval:

- A. Approval of Minutes for October 15, 2018
- B. Overnight Field Trip Request – Asheboro High School Wrestling – 12-21-18 – Chapel Hill High School
- C. Overnight Field Trip Request – Asheboro High School Wrestling – 12-27-18 – Charlotte
- D. Personnel
- E. Budget Amendments: State-01, Current Expense-01, Federal-01, Capital Outlay-01
- F. Bank Resolution for Asheboro High School

V. Information, Reports, and Recommendations

- A. Policies for 30-Day Review – Dr. Drew Maerz
 - Policy 1310/4002 – Parental Involvement
 - Policy 2670 – Business Advisory Council

- Policy 3410 – Testing and Assessment Program
- Policy 3420 – Student Promotion and Accountability
- Policy 3430 – School Improvement Plan
- Policy 7610 – Defense of Board Employees

- B. Career Development Month - Comets to Careers – Courtney McGowan and Sarah Beth Robbins
- C. Course Proposals for Asheboro High School for the 2019-2020 School Year – Dr. Julie Pack
- D. After-School Programs Update – Dr. Sean McWherter

VI. Action Items

- *A. Continuous Improvement Plans for Secondary Schools:
 - Asheboro High School – Dr. Kathy Rogers and Dr. Larry Riggan, Interim Principals
 - South Asheboro Middle School – Mr. Ron Dixon, Principal
 - North Asheboro Middle School – Ms. Candace Call, Principal
 - Early Childhood Development Center – Ms. Holly White, Preschool Coordinator

VII. Superintendent’s Report/Calendar of Events

- A. Points of Pride – Leigh Anna Marbert
- B. Calendar of Events – Leigh Anna Marbert
- C. 2018-2019 Board Goals, November Update – Superintendent Terry Worrell

VIII. Board Operations – Chairman Lamb

- A. Important Dates to Remember

IX. Adjournment

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

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

**ASHEBORO CITY SCHOOLS
BOARD OF EDUCATION
November 8, 2018
7:30 p.m.
Asheboro City Schools
Central Office Board Room
Addendum**

6:00 p.m. – Policy Committee

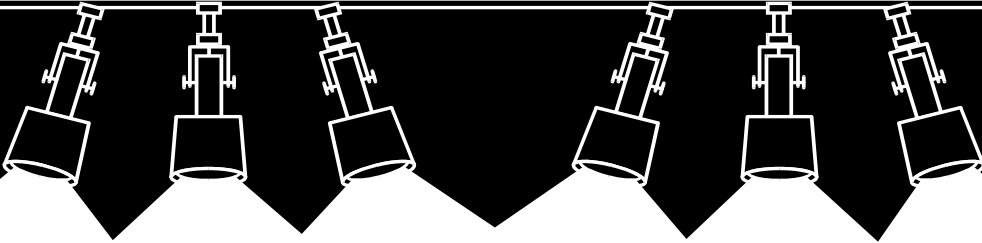
6:45 p.m. – Finance Committee Meeting

- I. **Opening**
- II. **Special Recognition and Presentations**
- III. **Public Comments**
- IV. ***Consent Agenda**
 - D. Personnel Addendum - added
- V. **Information, Reports, and Recommendations**
 - C. Course Proposals for Asheboro High School for the 2019-2020 School Year - added
Python Programming I
 - E. Asheboro High School Construction Update – Mike Mize - added
 - F. Trees Committee Update – Dr. Drew Maerz - added
- VI. **Action Items**
- VII. **Superintendent’s Report/Calendar of Events**
 - B. Calendar of Events - updated
- VIII. **Board Operations – Chairman Lamb**
- IX. **Adjournment**

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

November 8, 2018



Community Partner Spotlight:

Asheboro City Schools will recognize The Flying Pig as the November Community Partner. The Flying Pig has allowed the staff and families from North Asheboro Middle School to host a private event prior to the beginning of the school year for the past five years. This event provides a non-structured atmosphere where friendships between staff members and NAMS families have a chance to develop. The Flying Pig helps to bring the entire “NAMily” together!

Board Spotlight:

Candace Call, principal of North Asheboro Middle School, will share information with the board about the FFA program that was initiated at the school last year.

Superintendent’s Service Award Recipients:

Dr. Sean McWherter will present the recipients of the Superintendent’s Service Leadership Awards. These students volunteered their time during the summer months at the reading camps held at Piedmont Place and Coleridge apartment complexes.

Joshua Castro, Congress of Future Medical Leaders

A member of the Asheboro High School administrative team will introduce Joshua Castro, an AHS student who participated in the 2018 Congress of Future Medical Leaders in Boston, MA. The **Congress of Future Medical Leaders** was created by the National Academy of **Future** Physicians and **Medical** Scientists to gather many of the country’s finest high school students who aspire to careers in **medicine**.

Candace Call, Principal of the Year for 2018-19

We look forward to recognizing Ms. Call as the 2018-19 Principal of the Year for Asheboro City Schools. Ms. Call was selected by her peers for this honor. During the time Ms. Call has served as the principal at NAMS, the school has met or exceeded expected growth year after year. Congratulations Ms. Call!

**Board of Education Meeting
October 15, 2018**

Policy Committee

Staff members present:

Dr. Terry Worrell

Dr. Aaron Woody

Dr. Drew Maerz

Board members present:

Kyle Lamb

Gidget Kidd

Linda Cranford

Mrs. Cranford called the meeting to order at 6:00 p.m. and referred to Dr. Maerz who began review of the agenda.

- Policy 1310/4002 – Parental Involvement
 - Updated legal references
- Policy 2670 – Business Advisory Council
 - Updated legal references
- Policy 3410 – Testing and Assessment Program
 - Language added to exclude assessment scores from counting as 20% of the student’s final grade when a new end-of-course or final exam is being implemented and scores are delayed. (Usually due to standard settings for the new assessment.)
- Policy 3420 – Student Promotion and Accountability
 - Language added to exclude assessment scores from counting as 20% of the student’s final grade when a new end-of-course or final exam is being implemented and scores are delayed. (Usually due to standard settings for the new assessment.)
 - Section added covering credit recovery courses
 - Added section M., that covers resources
 - Updated legal references
- Policy 3430 – School Improvement Plan
 - Removed statement regarding Focus and Priority schools
 - Updated legal references
- Policy 7610 – Defense of Board Employees
 - Minor language updates
 - Addition of a fourth condition that brings policy into alignment with current practice
 - Statement added to clarify that no contractual rights are established.
 - Updated legal references

All policies will go to the Board for 30-day review in November.

With no further business, the meeting was adjourned at 6:30 p.m.

Finance Committee

The Finance Committee convened at 6:50 p.m. in the Professional Development Center conference room. The following board members were present:

Kyle Lamb
Gwen Williams

Joyce Harrington

Baxter Hammer

Staff members present were:

Dr. Terry Worrell

Harold Blair

Sandra Spivey

Mr. Blair discussed the bank resolution to add Dr. Rogers as a signor on the Asheboro High School account. Mr. Blair also discussed the journal entry duplicated by DPI at year-end.

There being no further business, the meeting adjourned at 7:12 p.m.

Board of Education

The Asheboro City Board of Education met in open session in the Professional Development Center with the following members present:

Kyle Lamb, Chair

Gustavo Agudelo – 8:08 p.m. arrival

Phillip Cheek, Vice Chair

Linda Cranford

Baxter Hammer

Joyce Harrington

Gidget Kidd

Dr. Beth Knott

Archie Priest, Jr. – 7:45 p.m. arrival

Michael Smith – 7:45 p.m. arrival

Gwen Williams

Scott Eggleston, Attorney

Staff members present:

Dr. Terry Worrell, Superintendent

Dr. Aaron Woody

Anthony Woodyard

Dr. Drew Maerz

Dr. Sean McWherter

Dr. Cayce Favasuli

Harold Blair

Jordi Roman

Robin Harris

Leigh Anna Marbert

Chairman Lamb called the meeting to order and welcomed all in attendance at 7:30 p.m.

Following a moment of silence, Morgan Green and Cole Trogdon, Guy B. Teachey Elementary students, led the Pledge of Allegiance.

Upon motion made by Mr. Cheek, seconded by Mr. Hammer, the Board unanimously approved the meeting agenda.

Special Recognitions

Asheboro City Schools recognized the Parent Teacher Organization (PTO) from Guy B. Teachey Elementary School as this month's Community Partner. This group of enthusiastic parents of Teachey Tigers has been instrumental in the relationships formed between parents, students, and teachers. The PTO is assisting with this year's book fair, themed the Enchanted Forest, and they will host the first ever Tiger Trek on Friday, October 19, 2018. Ms. Karla Rush, 2018-2019 President, and Dina Tutterow, Immediate Past President, accepted the certificate of appreciation.

Ann Evans, Principal of Guy B. Teachey Elementary School, shared information about the Reading Intervention for Students to Excel (RISE) program that is used at their school. These literacy strategies are derived from Dr. Jan Richardson's *The Next Step in Guided Reading*. The model is designed for core small group instruction and provides additional face-to-face time for students in grades 1-4. Students who participated in the research studies for RISE grew as much as 5.5 months in their reading development at the end of the eight-week intervention. Over the summer, the reading specialists read the book and watched many professional development videos that model each component of the RISE intervention.

Public Comments

Chairman Lamb opened the floor to public comments. There were no requests to address the Board.

Consent Agenda

Upon motion by Ms. Harrington, seconded by Ms. Williams, the following items under the Consent Agenda were approved:

- A. Minutes – September 20, 2018 Board of Education Meeting
- *B. Overnight Field Trip Request for the Asheboro High School Chorus Trip to New York, April 4-8, 2019.
- C. Policies Recommended for Approval:
 - Policy 1710/4021/7230 – Prohibition Against Harassment, Discrimination, and Bullying
 - Policy 1720/4015/7225 – Discrimination, Harassment, and Bullying Compliant Procedure
- D. Personnel:

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Arellano	Rigoberto	AHS	Custodian	9/26/2018
Espino	Arely	SAMS	Spanish	10/19/2018
McWherter	Sean	CO	Executive Director for Support Services	12/4/2018
Staley	Jennifer	CO	Bus Driver	10/5/2018
Toponce	Paul	LP	Instructional Assistant/EC (part-time)	10/19/2018

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Bazen	Johnny	CO	Substitute Bus Driver	9/19/2018
Brown	Laura	CO	Secretary (CTE/Federal Programs)	10/29/2018
Butler	Annette	CWM	After-School Program Assistant	10/8/2018
Cranford	Cindy	CO	EC Program Facilitator support (temporary/pt)	12/1/18 - 3/29/19
Garcia	Beatriz	SAMS	Spanish	10/22/2018
Rivera	Janet	BAL	After-School Program Assistant	9/25/2018
Spivey	Jill	SAMS	Mathematics	10/3/2018
Strelko	Suzanne	NAMS	Tutor (part-time)	10/1/18 - 6/8/19
Williams	Marie	CO	Substitute Bus Driver	9/21/2018
Ahmed	Ragda	AHS	Testing Coordinator	10/15/2018
De Leon	Elizabeth	AHS	Custodian	10/22/2018
Green	Erie	AHS	Non-Faculty Coach; Boys Varsity Basketball	10/15/2018
Ingold	Stefanie	CO	Substitute/\$80 per day	10/15/2018
McKeown	Jeffrey	CO	Substitute/\$80 per day	10/15/2018
Pittman	Michelle	CO	Bus Drive	10/15/2018
Sheppard	Lea	CO	Substitute/\$80 per day	10/12/2018

- *E. Beginning Teacher Support Program Plan
- *F. Bank Resolution for Asheboro High School

*A copy is made a part of these minutes.

Information, Reports, and Recommendations

- *A. Dr. Aaron Woody, Superintendent of Curriculum and Instruction presented information regarding teacher turnover from March 2017 to February 2018. Asheboro City Schools had a turnover rate of 15.9 percent, with approximately 52 of the district's 327 teachers leaving the classroom.
- *B. North and South Asheboro middle school counselors, Ms. Angie Berrier and Ms. Leslie Smith-Moore, and Dr. Sean McWherter discussed the Middle School Kindness Challenge. The Middle School Kindness Challenge is a nation-wide initiative to promote kindness in and among our schools. The Middle School Kindness Challenge is a unique collaboration among leading education organizations, distinguished teachers, and acclaimed researchers. The program provides access to free research-based tools and resources to those who want to incorporate kindness into the school day and make kindness a practical, commonplace skill.

Action Items

- *A. The Continuous Improvement Plans for all elementary schools were presented by principals and members of their leadership teams. Upon motion by Ms. Cranford, seconded by Ms. Kidd, the plans were unanimously approved as presented.

Superintendent's Report/Calendar of Events

- A. Ms. Leigh Anna Marbert shared the *Points of Pride* and upcoming events including the November 2, 2018, groundbreaking ceremony for the Asheboro High School addition and renovation project. The next Board of Education meeting will be held on November 8, 2018, at 7:30 p.m.
- B. Superintendent Worrell provided updates to the 2018-2019 Strategic Plan Goals and other updates including the following:
 - Seventeen teachers completed the Introduction to AIG (Academically/Intellectually Gifted) professional development through Canvas in preparing to teach our AIG students and add on AIG licensure.
 - We continue to expand the use of North Carolina Check-In assessments for interim progress monitoring.
 - Our leadership teams are working on "next steps" for strengthening our delivery of differentiated instruction.
 - Our Exceptional Education Department (EC) is gathering data and will provide additional coaching and support with identifying EC students who are three or more grade levels behind and ensure appropriate Individualized Education Plan (IEP) goals and service delivery are being considered.
 - We continue to share the accomplishments of our students and staff along with upcoming events on WKXR and WZOO radio monthly.

Board Operations

- A. Chairman Lamb noted that Asheboro City Schools, under the leadership of Dr. Worrell, will conduct a presentation at the North Carolina School Boards Association annual conference on November 13, 2018, entitled *Translating Theory into Practice*.
- B. Chairman Lamb thanked the members of the board who assisted with running the concession stand at the Asheboro High School Athletic Hall of Fame (October 5, 2018) football game. All proceeds are used by the AHS Booster Club to support AHS athletics.

Adjournment

There being no further business and upon motion by Ms. Cranford, seconded by Mr. Cheek, and unanimously approved, the meeting was adjourned at 8:53 p.m.

Chairman

Secretary

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

Overnight Trip

Group Making Request: AHS Wrestling School: Asheboro High School
Destination: Chapel Hill High School Date of Trip: 12-21-18
Number of Students Involved: 17 Percent of Total Group: 50%
Reasons for Students Not Attending: Varsity Only
Transportation Method: Activity Bus Charter Bus Private Automobile Other:
Charter Bus Service, state name of vendor here: NA
If using Travel Company, state name of Vendor here: _____

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

Number of Vehicles Needed (to be secured by the Central Office): 1 - Activity Bus
Number of Drivers Needed (to be secured by the Central Office): 1 - Coach Berrier*
Departure Time: 12/21 6:00am Return Time: 12/22 6:00pm Round Trip Miles (estimated) 156
Estimated Cost to the Student: \$0

Purpose(s) of the Field Trip: In season wrestling tournament at Chapel Hill High School for the Tiger Holiday Wrestling Tournament.

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

Wes Berrier, Jake Berrier, Stan Hicks

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

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

Smithy R. Allgood 10/26/18
Wes Berrier - AHS Athletics 10-25-18
Sponsor (Group Responsible for Paying for the Trip) Date

Kathryn Rogers 10-26-18
Approved: Principal Date

[Signature] 10/27/18
Approved: Superintendent or Designee Date

Transportation Scheduled: _____
Transportation Supervisor Date

Special Comments/Response: _____

→ WR Berrier
please get OK from Dr. Allgood 1st.
K. Rogers

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

Form 8
Procedure No. 3320.01
5/2017

Overnight Trip

Group Making Request:

AHS Wrestling

School:

Asheboro High School

Destination:

Bojangle Arena - Charlotte, NC

Date of Trip:

12-27-18

Number of Students Involved:

17

Percent of Total Group:

50%

Reasons for Students Not Attending:

Varsity Only

Transportation Method:

Activity Bus

Charter Bus

Private Automobile

Other:

Charter Bus Service, state name of vendor here:

If using Travel Company, state name of Vendor here:

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

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

1 - Activity Bus

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

1 - Coach Berrier*

Departure Time:

12/27 6:00am

Return Time:

12/28 7:00pm

Round Trip Miles (estimated)

140 miles

Estimated Cost to the Student:

\$0

Purpose(s) of the Field

Trip: In season wrestling tournament at the Bojangle Arena in Charlotte, NC. Tournament is hosted by Charlotte Catholics

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

* Wes Berrier*, Jake Berrier, Stan Hicks

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

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

Stephany R. Seligson 10/26/18

Wes Berrier - AHS Athletics

10-25-18

Sponsor (Group Responsible for Paying for the Trip)

Date

Kathryn Rosen

10-26-18

Approved:

Principal

Date

Approved:

Superintendent or Designee

Date

10/27/18

Transportation Scheduled:

Transportation Supervisor

Date

Special Comments/Response:

**Asheboro City Schools
Personnel Transactions
November 8, 2018**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Bagley	Lois	AHS	School Nurse	1/31/2019
Henley	Samantha	CWM	After-school Program Assistant (part-time)	TBD
Willett	Ruth	DLL	Media Specialist	10/19/2018

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Columbia	Lori	NAMS	Instructional Facilitator	12/10/2018
Deleon	Elizabeth	AHS	Custodian	10/22/2018
Dunn	Tina	AHS	Exceptional Children	11/13/2018
Shinn	Carla	DLL	Media Specialist (part-time; temporary)	10/29/18-12/21/18
Trogdon	Quinton	CO	Bus Driver	11/8/2018

***C. LEAVES OF ABSENCE**

Silva	Prisila	DLL	Custodian	11/19/18-1/2/19
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D. TRANSFERS

Crooks	Penny	BAL to AHS	Principal	12/1/2018
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**Asheboro City Schools
Personnel Transactions - ADDENDUM
November 8, 2018**

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Brim	Laura	CO	Substitute/\$80 per day	11/13/2018
Grimsley	Alan	AHS	Non-Faculty Coach - Wrestling	11/8/2018
Horton	Ray	CO	Lead Exceptional Children Program Specialist	12/12/2018
McGuine	Deonte	AHS	Non-Faculty Coach - Boy's Asst. Basketball	11/8/2018
Nicholson	Kathy	CO	Substitute/\$80 per day	11/13/2018
Snuggs	Amber	CO	Substitute/\$80 per day	11/13/2018
Whitten	Christina	DLL	Media Specialist (part-time; temporary)	11/13 - 12/21/2018

**ASHEBORO CITY SCHOOLS
CERTIFIED APPOINTMENTS
November 8, 2018**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Columbia, Lori	UNC-Greensboro B: English	English

Ms. Lori Columbia is recommended as the Instructional Facilitator at North Asheboro Middle School for the 2018-2019 school year. Ms. Columbia is a veteran educator coming to us from Eastern Randolph High School where she has taught English for the past 16 years. In addition to teaching and sponsoring a number of student activities, she is the school's swim coach. She has worked part-time in the aquatics department at the YMCA for twenty-three years. Ms. Columbia has a passion for students and is looking forward to the opportunity to work with teachers to improve student outcomes. Please welcome Ms. Lori Columbia to Asheboro City Schools!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Dunn, Tina	UNC-Greensboro B: English	Exceptional Children

Ms. Tina Dunn is recommended as an Exceptional Children teacher at Asheboro High School for the 2018-2019 school year. Ms. Dunn worked as an Exceptional Children instructional assistant at North Asheboro Middle School before transitioning to the high school in this same role in 2015. Ms. Dunn has been serving as the long-term substitute in an Exceptional Children role since the beginning of the school year and is looking forward to beginning her teaching career as a lateral entry teacher at Asheboro High School. Please welcome Ms. Dunn to her new role at Asheboro High School!

**ASHEBORO CITY SCHOOLS
CERTIFIED APPOINTMENTS - ADDENDUM
November 8, 2018**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Horton, Ray	North Carolina A&T State University B: Social Work M: School Administration	Exceptional Children

Mr. Ray Horton is recommended as the district's Lead Exceptional Children Program Specialist. Mr. Horton is coming to Asheboro City Schools from Guilford County Schools where he currently serves as their district Behavior Support Coordinator and previously an EC Program Coordinator. Mr. Horton is originally from Lexington, NC, where he taught in the exceptional children program area for twelve years. He brings a strong background in case management, compliance and behavior support, and we are looking forward to his contributions to benefit our students, families and staff. Please welcome Mr. Ray Horton to Asheboro City Schools.

Budget Amendment
 Asheboro City Schools Administrative Unit
 State Public School Fund

The Asheboro City Board of Education at a regular meeting on the 8th day of November, 2018, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2019.

REVENUE

1.3100.000	State Allocation	\$ <u>113,119</u>
		\$ <u><u>113,119</u></u>

EXPENDITURE

1.5120.014	CTE - Career Technical Education	\$ 993
1.5320.039	School Resource Officers - School Mental Health	74,480
1.5850.039	School Resource Officers - Safety Equipment	22,575
1.5410.048	Instructional Bonus Pay - Other Performance Bonuses	<u>15,071</u>
		\$ <u><u>113,119</u></u>

Total Appropriation in Current Budget	\$ 29,796,350
Total Increase/Decrease of above amendment	<u>113,119</u>
Total Appropriation in Current Amended Budget	\$ <u><u>29,909,469</u></u>

Passed by majority vote of the Board of Education of Asheboro City on the 8th day of November, 2018.

 Chairman, Board of Education

 Secretary

Budget Amendment
Asheboro City Schools Administrative Unit
Current Expense Fund

The Asheboro City Board of Education at a regular meeting on the 8th day of November, 2018, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2019.

<u>REVENUE</u>		
2.4910.000	Fund Balance Appropriated	\$ <u>186,423</u>
		\$ <u><u>186,423</u></u>
 <u>EXPENDITURE</u>		
2.5110.028	Regular Instruction	\$ 10,510
2.5400.005	School Leadership Services	16,539
2.5870.028	Staff Development	1,000
2.6400.015	Technology Support Services	99,277
2.6580.802	Maintenance Services	1,607
2.6910.801	Policy and Leadership Services	57,490
		\$ <u><u>186,423</u></u>
Total Appropriation in Current Budget		\$ 9,816,169
Total Increase/Decrease of above amendment		<u>186,423</u>
Total Appropriation in Current Amended Budget		\$ <u><u>10,002,592</u></u>

Passed by majority vote of the Board of Education of Asheboro City on the 8th day of November, 2018.

Chairman, Board of Education

Secretary

Budget Amendment
Asheboro City Schools Administrative Unit
Federal Funds

The Asheboro City Board of Education at a regular meeting on the 8th day of November, 2018, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2019.

Revenue

3.3600.058	CTE Capacity Building	\$ 8,833.62
3.3600.082	IDEA VI-B State Improvement	5,382.26
3.3600.118	IDEA-Part B Targeted Assistance	7,466.22
3.3600.119	IDEA Preschool Part B Targeted Assistance	15,863.58
		<u>15,863.58</u>
		<u>\$ 37,545.68</u>

Expenditure

3.5120.058	CTE Curricular Services	\$ 8,833.62
3.5210.082	Children w/ Disabilities Curricular Services	5,382.26
3.5210.118	Children w/ Disabilities Curricular Services	7,466.22
3.5230.119	Pre-K Children w/ Disabilities Curricular Services	15,863.58
		<u>15,863.58</u>
		<u>\$ 37,545.68</u>

Total Appropriation in Current Budget	\$ 3,727,190.00
Total Increase/Decrease of above amendment	<u>37,545.68</u>
Total Appropriation in Current Amended Budget	<u>\$ 3,764,735.68</u>

Passed by majority vote of the Board of Education of Asheboro City on the 8th day of November, 2018.

Chairman, Board of Education

Secretary

Budget Amendment
Asheboro City Schools Administrative Unit
Capital Outlay Fund

The Asheboro City Board of Education at a regular meeting on the 8th day of November, 2018 passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2019.

REVENUE

4.4910.999	Fund Balance Appropriated	\$	494,660
		\$	494,660

EXPENDITURE

4.9101.999.529.304	Fence Installation - AHS	\$	6,825
4.9103.999.529.328	Building Controls Replacement - GBT		159,689
4.9107.999.529.308	Restroom Doors Installation - SAMS		2,600
4.9108.999.529.332	Roofing Projects Design - LP		950
4.9118.999.529.304	Stadium Repair Project - AHS		1,200
4.9118.999.529.304.000.17	Addition/Renovation Project - AHS		8,048
4.9130.999.529.320	Window Replacement - CWM		167,250
4.9130.999.529.308	Window Replacement - SAMS		126,655
4.9234.999.541.304	Security Upgrades for Doors - AHS		21,443
		\$	494,660

Total Appropriation in Current Budget	\$	20,560,500
Total Increase/Decrease of above amendment		494,660
Total Appropriation in Current Amended Budget	\$	21,055,160

Passed by majority vote of the Board of Education of Asheboro City on the 8th day of November, 2018.

Chairman, Board of Education

Secretary

CERTIFIED RESOLUTIONS OF ASSOCIATION OR SIMILAR UNINCORPORATED ORGANIZATION

Deposit Accounts, Loan and Services Agreement



I, Dr. Terry Worrell, hereby certify that I am the duly elected and qualified secretary of Asheboro City Board of Education, an unincorporated association, and as such officer the keeper of its records, and that at a regular called meeting of the Asheboro City Board of Education of such association, held on the 11th day of October, 2018, at which a quorum was present, the following were elected to the office opposite their respective names and the following resolutions were adopted, and that such persons are now such officers of said association and that said resolutions are now in full force and effect:

The following officers were duly elected to serve for the ensuing year or until their respective successor shall be elected and duly qualified:

Officer Name:			
Home Address:	City:	State:	Zip:

Officer Name:			
Home Address:	City:	State:	Zip:

Officer Name:			
Home Address:	City:	State:	Zip:

The following resolutions were adopted and are now in full force and effect:

1. BANK DEPOSITORY. RESOLVED, that **Capital Bank**, a div of **First Tennessee Bank N.A.** ("Bank") is hereby designated as a depository of this association and that an account or accounts, for and on behalf of this association, be revised or opened and operated in said Bank in the name of

Account Name:	Asheboro High School	Account Number:	110116
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2. AUTHORIZED SIGNERS FOR DEPOSIT ACCOUNT. RESOLVED, that delivery to Bank of funds, checks, drafts or other property, with or without endorsement, and if endorsed, in whatever manner effected, unless specifically restricted, shall be authority to said Bank to place the same to the credit of the association under the terms set forth in the Bank's Depository Agreement, and such credits may be withdrawn by check, draft, debit card or other order of withdrawal executed for the association by any of the following signers, even though the association may have a requirement for more than one signature, with the understanding that Bank shall be under no obligation to see or make inquiry as to the application of the funds so withdrawn, even though such withdrawal order may be payable to the agent of the association executing same and funds be withdrawn for personal use:

Title	Typed Name	Signer's SSN	Signature
Asst. Superintendent	Barney H. Blair, Jr		
Treasurer	Jamie A. Baker		
Principal	Penny A. Crooks		

CERTIFIED RESOLUTIONS OF ASSOCIATION OR SIMILAR UNINCORPORATED ORGANIZATION

Deposit Accounts, Loan and Services Agreement



3. **AUTHORIZED FOR INFORMATION ONLY.** *RESOLVED*, that Bank is authorized to release account information to the following person(s) upon request or inquiry.

Title	Typed Name	Signer's SSN	Signature
N/A			

4. **FACSIMILE SIGNATURES.** *RESOLVED*, that Bank is authorized and directed to honor checks, drafts and other instruments on said account which bear or purport to bear the facsimile signature(s) appearing below, and Bank is entitled to charge said account regardless of by whom or by what means a facsimile signature may be affixed **if** such signature resembles the following:

Title	Typed Name	Facsimile Specimen
N/A		

5. **LOANS.** *RESOLVED*, that any _____ of the following officers of the association (is) (are jointly) authorized at any time, until this authority shall be revoked by proper action of the association and official notice thereof given in writing to Bank, to effect loans or other credit extensions from the Bank for the association, including renewals, modifications or extensions, to pledge, mortgage, hypothecate, or in any other manner create a lien upon the assets of the association as collateral and security for any such loans or other obligations owned by the association to the Bank, and to execute any related documents required by the Bank, the Bank being under no obligation to observe or inquire as to application of any proceeds.

Name	Office or Title
N/A	

CERTIFIED RESOLUTIONS OF ASSOCIATION OR SIMILAR UNINCORPORATED ORGANIZATION

Deposit Accounts, Loan and Services Agreement



6. SERVICES AGREEMENTS. *RESOLVED*, that any one of the following officers of the association (is) (are jointly) authorized to sign agreements under which Bank provides certain services:

Title	Typed Name	Signature
Asst. Superintendent	Barney H. Blair, Jr	

IN WITNESS WHEREOF, I hereunto affix my signature on this the ____ day of _____, _____.

Secretary Name:	Secretary Signature:
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APPROVED (*)

Officer Title	Typed Name	Officer Signature

*If these resolutions authorized the Secretary to withdraw or borrow funds, the signature of another officer of the organization above confirms the Secretary's authorization to do so.

Policies
For
30-Day Review

The board recognizes the critical role of parents in the education of their children and in the schools. The board directs school administrators to develop programs that will promote and support parental involvement in student learning and achievement at school and at home and encourage successful progress toward graduation. Each parent is encouraged to learn about the educational program, the educational goals and objectives of the school system, and his or her own child's progress. The board also encourages parents to participate in activities designed by school personnel to involve them, such as parent conferences, in order to encourage effective communication.

The board directs each principal or designee to develop a parental involvement plan as a part of the school improvement plan. This plan must include, at a minimum, efforts that meet the requirements established in this policy. In addition, the plan must include ways to enhance parental involvement in the following areas:

1. meaningful two-way communication between home and school;
2. promotion of responsible parenting;
3. involvement of parents and guardians in student learning;
4. promotion of volunteering;
5. involvement of parents and guardians in school decisions that affect children and families;
6. parental training;
7. community collaboration; and
8. promotion of student health awareness.

This policy applies to the parents, legal guardians, and legal custodians of students who are under 18 years old and are not married.

A. PARENT COMMUNICATION AND CONFERENCES

The board encourages school personnel to have regular contact with parents for commendation as well as for notification of concerns. Principals or designees shall plan for periodic communication with parents. Teachers are responsible for scheduling conferences with parents.

The principal or designee shall strive, through oral or written communication or other means, to include the parents of students identified as at-risk in the implementation and review of academic and/or behavioral interventions for their children, in accordance with policy 3405, Students at Risk of Academic Failure.

The principal or designee shall provide the parent of each student in kindergarten, first, or second grade with written notification of the student's reading progress. The notice will be provided three times a year, following each benchmark assessment and will include: (1) assessment results, (2) whether the child may not reach reading proficiency by the end of third grade; and (3) instructional support activities for use at home.

The board encourages the superintendent to work with local business leaders, including the local chambers of commerce, to encourage employers to adopt as part of their stated personnel policies time for employees who are parents or guardians to attend conferences with their child's teachers.

B. PARENTAL NOTIFICATION

Each principal or designee of a Title I school shall effectively notify parents of all parental rights and other required information regarding Title I schools and programs, in accordance with federal law. Parents of students in Title I schools shall receive a copy of the system-wide Title I parent and family engagement policy (policy 1320/3560) and the school-wide parent involvement plan.

In addition, annually every building principal or designee shall effectively notify parents of the following:

1. parental rights related to student records (see policy 4700, Student Records);
2. parental rights related to student surveys (see policy 4720, Surveys of Students);
3. the approximate dates of any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance, (b) administered and scheduled in advance by the school administration, and (c) not necessary to protect the immediate health and safety of students;
4. the schedule of pesticide use on school property and their right to request notification of nonscheduled pesticide use (see policy 9205, Pest Management);
5. student behavior policies, the Code of Student Conduct, and school standards and rules (see policies in the 4300 series);
6. the permissible use of seclusion and restraint in the schools (see regulation 4302-R, Rules for Use of Seclusion and Restraint in Schools);
7. policy 1720/4015/7225, Discrimination, Harassment, and Bullying Complaint Procedure;
8. policy 1740/4010, Student and Parent Grievance Procedure;
9. the dates of the system-wide and state-mandated tests that students will be required

to take during that school year, how the results from the tests will be used and the consequences thereof, and whether each test is required by the State Board of Education or by the local board;

10. grading practices that will be followed at the school and, for parents of high school students, the method of computing the grade point averages that will be used for determining class rank (see policies 3400, Evaluation of Student Progress and 3450, Class Rankings);
11. available opportunities and the enrollment process for students to take advanced courses and information explaining the value of taking advanced courses;
12. a clear and concise explanation of the North Carolina testing and accountability system that includes all information required by federal law;
13. a report containing information about the school system and each school, including, but not limited to:
 - a. the following information both in the aggregate and disaggregated by category: student achievement, graduation rates, performance on other school quality and/or student success indicators, the progress of students toward meeting long-term goals established by the state, student performance on measures of school climate and safety, and, as available, the rate of enrollment in post-secondary education;
 - b. the performance of the school system on academic assessments as compared to the state as a whole and the performance of each school on academic assessments as compared to the state and school system as a whole;
 - c. the percentage and number of students who are:
 - i. assessed,
 - ii. assessed using alternate assessments,
 - iii. involved in preschool and accelerated coursework programs, and
 - iv. English learners achieving proficiency;
 - d. the per pupil expenditures of federal, state, and local funds;
 - e. teacher qualifications;
134. the grade earned by the school on the most recent annual report card issued for it by the State Board of Education if the grade was a D or F;
15. supportive services available to students, including guidance, counseling and health services (see policy 3610, Counseling Program);

16. information about meningococcal meningitis and influenza, including the causes, symptoms, and vaccines, how the diseases are spread, and places where parents and guardians may obtain additional information and vaccinations for their children;
17. for parents of students in grades 5 through 12, information about cervical cancer, cervical dysplasia, and human papillomavirus, including the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and places parents and guardians may obtain additional information and vaccinations for their children;
18. how to reach school officials in emergency situations during non-school hours;
19. information about and an application form for free and reduced price meals and/or free milk (see policy 6225, Free and Reduced Price Food Services);
20. information about the school breakfast program;
21. information about the availability and location of free summer food service program meals for students when school is not in session;
22. for parents of children with disabilities, procedural safeguards (see also policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities);
23. information on the availability of the asbestos management plan and planned or in-progress inspections, re-inspections, response actions, and post-response actions, including periodic re-inspection and surveillance activities;
24. education rights of homeless students (see policy 4125, Homeless Students);
25. the content and implementation of the local school wellness policy (see policy 6140, Student Wellness);
26. their right to take four hours of unpaid leave from their jobs every year in order to volunteer in their child's school as stated in G.S. 95-28.3 (see policy 5015, School Volunteers);
27. that the school system does not discriminate on the basis of race, color, national origin, sex, disability, or age (see policies 1710/4021/7230, Prohibition Against Discrimination, Harassment, and Bullying and 1730/4022/7231, Nondiscrimination on the Basis of Disabilities);
28. that the school system provides equal access to its facilities, programs and activities to the Boy Scouts and other designated youth groups (see policy 1710/4021/7230, Prohibition Against Discrimination, Harassment, and Bullying); and

29. the availability of and the process for requesting a waiver or reduction of student fees (see policy 4600, Student Fees).

C. OPPORTUNITIES TO WITHHOLD CONSENT/OPT OUT

As a part of the annual notification described above, parents will be effectively notified that they may opt out of any of the following:

1. release of student directory information about their child for school purposes or to outside organizations (see policy 4700, Student Records);
2. release of their child's name, address, and telephone listing to military recruiters or institutions of higher education (see policy 4700, Student Records);
3. their child's participation in curricula related to (a) prevention of sexually transmitted diseases, including HIV/AIDS; (b) avoidance of out-of-wedlock pregnancy; or (c) reproductive health and safety education, as provided in policy 3540, Comprehensive Health Education Program. A copy of the materials that will be used in these curricula will be available in the school media center during the school year and at other times that the media center is available to the public. To meet any review periods required by law, materials also may be made available for review in the central office;
4. their child's participation in academic or career guidance or personal or social counseling services of a generic nature offered to groups of students (e.g., peer relations strategies offered to all sixth graders). However, parental notification and permission are not required for: (a) short-duration academic, career, personal, or social guidance and counseling and crisis intervention that is needed to maintain order, discipline, or a productive learning environment; (b) student-initiated individual or group counseling targeted at a student's specific concerns or needs; and (c) counseling if child abuse or neglect is suspected (see policies 3610, Counseling Program, and 4240/7312, Child Abuse – Reports and Investigations);
5. their child's participation in non-Department of Education-funded surveys concerning protected topics (see policy 4720, Surveys of Students);
6. their child's participation in any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance; (b) administered and scheduled in advance by the school administration; and (c) not necessary to protect the immediate health and safety of students;
7. the collection, disclosure, or use of their child's personal information for marketing purposes (see policy 4720, Surveys of Students); and
8. release of their child's free and reduced-price meal information to State Medicaid

or State children's health insurance program (SCHIP).

Any parent or legal guardian who wishes to opt out/withhold consent must do so in writing after receiving notice. Otherwise, consent to the programs or activities is presumed. After the annual notification, the school is not required to provide further notice to the parent or legal guardian as to the manner in which student directory information is used, the curriculum is provided, or guidance programs are made available.

D. PARENTAL PERMISSION REQUIRED

Written parental permission is required prior to the following activities:

1. the administration of medications to students by employees of the school system (see policy 6125, Administering Medicines to Students);
2. the release of student records that are not considered directory information, unless the release is allowed or required by law (see policy 4700, Student Records);
3. off-campus trips;
4. students' participation in high-impact or high-risk sports or extracurricular activities, such as football or mountain climbing (see policy 4220, Student Insurance Program);
5. all decisions or actions as required by the IDEA with regard to providing special education or related services to students with disabilities (see policy 3520, Special Education Programs/Rights of Students with Disabilities);
6. certain health services, as required by law;
7. participation in a mental health assessment or mental health services under circumstances prescribed by federal law;
8. students' participation in programs or services that provide information about where to obtain contraceptives or abortion referral services;
9. students' participation in surveys funded by the Department of Education that are conducted concerning protected topics (see policy 4720, Surveys of Students);
9. disclosure of students' free and reduced price lunch eligibility information or eligibility status; and
11. students' independent access to the Internet, as described in policy 3225/4312/7230, Technology Responsible Use.

Legal References: Elementary and Secondary Education Act, as amended, 20 U.S.C. 6301 *et seq.*, 34 C.F.R. pt. 200; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, 34 C.F.R. pt. 99; Protection of Pupil Rights Amendment, 20 U.S.C. 1232h, 34 C.F.R. pt. 98; Individuals with Disabilities Education Act, 20 USC 1400, *et seq.*; Asbestos Hazard Emergency Response Act, 15 U.S.C. 2641, *et seq.*; McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431, *et seq.*; 42 U.S.C. 1758, 7 C.F.R. pt. 245; 42 U.S.C. 1758b; National School Lunch Program, 42 U.S.C. 1751 *et seq.*, 7 C.F.R. 210.12; Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 C.F.R. 108.9; 20 U.S.C. 7908; G.S. 90-21.1; 95-28.3; 115C-47(47), -47(51), -47(54), -47(58), -81.25, -81.30, -81.36, -105.41, -109.1, 174.26(d) -307(c), -375.4, -390.2, -391.1, -407.16; State Board of Education Policies KNEC-002, PRNT-000, TEST-001

Cross References: Title I Parent and Family Engagement (policy 1320/3560), Prohibition Against Discrimination, Harassment, and Bullying (policy 1710/4021/7230), Discrimination, Harassment, and Bullying Complaint Procedure (policy 1720/4015/7225), Nondiscrimination on the Basis of Disabilities (policy 1730/4022/7231), Student and Parent Grievance Procedure (policy 1740/4010), Technology Responsible Use (policy 3225/4312/7320), Evaluation of Student Progress (policy 3400), Students at Risk of Academic Failure (policy 3405), Class Rankings (policy 3450), Special Education Programs/Rights of Students with Disabilities (policy 3520), Comprehensive Health Education Program (policy 3540), Counseling Program (policy 3610), Extracurricular Activities and Student Organizations (policy 3620), Homeless Students (policy 4125), Student Insurance Program (policy 4220), Child Abuse – Reports and Investigations (policy 4240/7312), Student Behavior Policies (4300 series), Rules for Use of Seclusion and Restraint in Schools (regulation 4302-R), Student Fees (policy 4600), Student Records (policy 4700), Surveys of Students (policy 4720), School Volunteers (policy 5015), Registered Sex Offenders (policy 5022), Administering Medicines to Students (policy 6125), Student Wellness (policy 6140), Free and Reduced Price Meal Services (policy 6225), Pest Management (policy 9205)

Adopted: April 14, 2011

Revised: March 14, 2013, August 8, 2013, August 14, 2014, January 8, 2015, May 12, 2016, March 9, 2017, July 13, 2017, March 8, 2018

The board will receive assistance from a business advisory council in the performance of its duty to provide career and technical education instruction, activities, and services. In accordance with the requirements of state law, the business advisory council will serve the board by identifying economic and workforce development trends related to the training and educational needs of the community and advocating for strong, local career and technical education programs, including career pathway development that provides work-based learning opportunities for students and prepares students for post-secondary educational certifications and credentialing for high-demand careers.

A. COMPOSITION OF THE COUNCIL

The business advisory council will have nine members, including the superintendent or designee, the career and technical education program director, the president of the local community college or designee, and a principal assigned by the superintendent. The career and technical education program director will be a nonvoting member on the council and will serve as secretary to the council. The majority of members on the council will be business, industry, and workforce and economic development stakeholders, and community members (“business and industry representatives”), such as: local business and industry owners; representatives from local manufacturing centers and factories; human resource directors employed at businesses and industries in the community; representatives from community-based organizations; representatives from economic and workforce development organizations; parents of students enrolled in career and technical education courses; or a representative or manager of the local apprenticeship coalition.

B. APPOINTMENT OF BUSINESS AND INDUSTRY REPRESENTATIVES

1. Initial Appointment of Business and Industry Representatives

The board will make the initial appointments of business and industry representatives for terms beginning January 1, 2018. The board will divide the initial appointments into four groups as equal in size as practicable and will designate appointments in group one to serve four-year terms, in group two to serve three-year terms, in group three to serve two-year terms, and in group four to serve one-year terms.

2. Subsequent Appointment of Business and Industry Representatives

a. Reasons for Appointment

As terms expire for business and industry representatives initially appointed by the board, the council will appoint subsequent members to the council for four-year terms. Any vacancy of a business and industry representative seat will be filled by the remaining members of the council to serve until the end of that seat’s term.

At any time the council may decide, by two-thirds majority vote, to add one or more seats to the council. The council will appoint a business and industry representative to the vacant, newly created seat(s). When increasing the council size, the council may adjust the length of the initial term of a newly created seat in order to keep as equal as practicable the number of members whose terms expire each year.

b. Appointment Process

Any individual interested in serving on the council should contact the career and technical education program director and submit a statement of interest. School system employees, board members, and council members are encouraged to recommend individuals who they believe would be positive additions to the council. The superintendent or designee shall make an effort to recruit a diverse field of qualified candidates.

When a business and industry representative's seat is set to expire or is vacant, a committee of at least two council members appointed by the council chair shall interview the candidates. The committee shall provide all council members with the candidate's statement of interest, the interview information, and the committee's appointment recommendations. The council members shall review the materials provided by the committee and, by majority vote, choose a candidate to fill each seat that is set for expiration or is vacant.

When appointing new members, the council should choose candidates who are concerned with the best interests of the students and the local economy and who are willing to devote the time and effort required of council membership. Ideal candidates will have a particular knowledge or expertise or a unique perspective relevant to economic and workforce development trends related to the training and educational needs of the community. Candidates also should be advocates for strong, local career and technical education programs. Preference will be given to candidates who reside within the school administrative unit. Membership on the council must reasonably reflect the education, business, and community makeup of the school administrative unit.

C. OPERATION OF THE COUNCIL

The business advisory council will operate in accordance with G.S. 115C-172. The superintendent shall provide the council with a meeting space and shall assign necessary administrative staff to assist the council. The council shall report back to the board annually on its recommendations for the school system's career and technical education instruction, activities, and services. Meetings of the council are subject to the requirements of the open meetings law in Article 33C of Chapter 143 of the General Statutes.

Legal References: G.S. 115C-47(30), -55, -172; 143 art. 33C

Cross References: Compliance with the Open Meetings Law (policy 2320)

Adopted: June 14, 2018

The board believes that an effective testing and assessment program evaluates the progress of individual students and helps ensure that educational goals and objectives are being met for every child. A testing program also assists in the continued refinement of the instructional program. In addition, data from tests and assessments provide measures of student learning that are useful for evaluating educator effectiveness.

Every effort will be made to ensure that the testing program contributes to the learning process rather than detracts from it. Efforts also will be made to use only culture-free or culture-fair tests in order to ensure that measurements are reasonably accurate.

A. ADMINISTRATION OF TESTS, SCREENINGS, AND OTHER ASSESSMENTS

The superintendent shall provide for the proper administration of all state-required tests, screenings, and other assessments and any state-required remedial instruction and/or retesting in accordance with all requirements established by law or the State Board of Education.

Results from the North Carolina End of Course, End of Grade, and North Carolina Final Exams will be used in determining students' final grades in accordance with policy 3420, Student Promotion and Accountability.

The superintendent shall provide for the online administration of state-required tests to the extent required by the State Board of Education or the Department of Public Instruction, and otherwise as feasible within available resources. The superintendent shall keep the board informed of any resources or other measures needed to support online test administration.

Students may participate in field testing and other sample testing as designated by the State Board or the Department of Public Instruction.

The superintendent shall develop security and administration procedures for the state testing program and other assessments that are consistent with State Board of Education requirements and relevant law. The superintendent shall ensure that all relevant personnel are instructed in such procedures. All testing personnel, teachers, and school administrators are required to be familiar with and adhere to all applicable testing manuals, handbooks, and guides, including the Testing Code of Ethics, for state and locally-required. Failure to follow procedures may result in disciplinary sanctions, including termination or revocation of administrative and/or teaching licenses.

B. HIGH SCHOOL AND MIDDLE SCHOOL FINAL EXAMS AND END-OF-COURSE TESTING

The End of Course (EOC), End of Grade (EOG) and North Carolina Final Exam results will 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.

The End of Course (EOC) assessment, North Carolina Final Exam and Career and Technical Education State Assessments results will 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 requirement does not apply for students following the Occupational Course of Study Pathway Standards or English Learner students in their first year in the United States. This applies to English/Language Arts/Reading, Mathematics, Science, and Social Studies EOC and NCFE assessments. All other high school courses are also required to administer a final exam which shall count as twenty percent (20%) of a student's final grade. Further, CTE students who earn a credential that is approved under Department of Public Instruction guidelines as evidence of technical skill attainment will not be required to take the CTE Post-Assessment in the course.

C. MINIMIZING TIME SPENT TESTING

The superintendent or designee shall ensure that the time students spend taking standardized state and local tests and the frequency of field testing at a particular school are minimized. Specifically, the superintendent shall ensure the following.

1. Schools will devote no more than two days of instructional time per year to the taking of practice tests that do not have the primary purpose of assessing current student learning.
2. Students will not be subject to field tests or national tests during the two-week period preceding their school's administration of end-of-grade tests, end-of-course tests, or regularly scheduled final exams.
3. No school will participate in more than two field tests at any one grade level during a school year.
4. All annual assessments of student achievement adopted by the State Board of Education pursuant to G.S. 115C-174.11(c)(1) and (3) and all final exams for

courses will be administered within the final ten instructional days of the school year for year-long courses and within the final five instructional days of the semester for semester courses. Exceptions will be permitted on an individual basis to accommodate a student's individualized education program or Section 504 plans; for the administration of final exams for courses with national or international curricula required to be held at designated times; for make-up testing; and as otherwise permitted by the Department of Public Instruction.

Legal References: The Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, -h; 34 C.F.R. pt. 99; G.S. 115C, art. 10A; 115C-47, -81, -83.5, -83.6, -174.11, -174.12(a), -174.22, -174.25, -276, -288, 307, -402.5; State Board of Education Policy Series TEST and GRAD; EVAL-006; EVAL-006, EVAL-025 through -31

Cross References: Professional and Staff Development (policy 1610/7800), Goals and Objectives of the Educational Program (policy 3000), Student Promotion and Accountability (policy 3420), Student Records (policy 4700), Public Records – Retention, Release, and Disposition (policy 5070/7350)

Other References: *NC Final Exams Test Administrators' Guides*, available at <http://www.dpi.state.nc.us/accountability/testing/common-exams/>; *North Carolina Test Coordinators' Policies and Procedures Handbook*, available at <http://www.dpi.state.nc.us/accountability/policies/generalinfo>

Adopted: January 9, 2014

Revised: June 12, 2014, January 8, 2015, September 8, 2016, August 10, 2017, May 10, 2018

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 use individual growth plans as required in policy 3405, Students at Risk of Academic Failure, to address the needs of students who are not making adequate academic progress.

C. LOCAL PROMOTION STANDARDS

1. Grades Kindergarten, 1 and 2

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

- a. K-5 Portfolio, including writing samples
- b. K-2 math benchmark assessments

- c. Demonstration of the current state grade level instructional standards
- d. Teacher observation and recommendation
- e. Reading 3D Diagnostic Data

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

2. Grades 3-5

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

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

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

3. Grades 6-8

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

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

- e. Benchmark assessments
- f. Teacher observation and recommendation

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

4. Grades 6-8 End of Course, End of Grade, and North Carolina Final Exams

The End of Course (EOC), End of Grade (EOG) and North Carolina Final Exam 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 Tests

The End of Course (EOC) assessment, North Carolina Final Exam 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 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. This applies to English/Language Arts/Reading, Mathematics, Science, and Social Studies EOC and NCFE 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.

6. Diploma Standards

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

D. INTERVENTION FOR STUDENTS UNLIKELY TO MEET PROMOTION STANDARDS

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

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

1. Intervention Plans

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

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

2. Intervention Strategies

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

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

E. REVIEW OF STUDENT PROMOTION STANDARDS

1. Previous retentions

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

2. Review Process

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

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

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

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

F. APPEALS OF PROMOTION DECISIONS

1. Appeal to the Superintendent

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

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

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

2. Appeal to the Board of Education

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

G. 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.

H. 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.

I. 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 middle school 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.

J. 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.

K. 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. Beginning with the 2015-16 school year, when a student initially fails a high school course and successfully repeats the course for credit, the new course grade will replace the original failing grade for the course on the student's transcript and in calculations of the student's GPA, class rank, and honor roll eligibility. The superintendent may develop procedures for students to indicate their intent to repeat a course for credit under this paragraph and may establish any other rules as necessary and consistent with State Board policy.

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

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

- a. the student must make a written request to repeat the course;
- b. the principal or designee must approve the request;
- c. there must be space available after seats have been assigned to students who are taking the course for the first time or repeating a previously failed course;
- d. the course to be repeated must be a duplicate of the original class and course number and must be taken during the regular school day at a high school in

this school system or through the North Carolina Virtual Public School;

- e. upon completion of the repeated course, the higher course grade, current or original mark, will be used on the student's transcript and in calculations of the student's GPA, class rank, and honor roll eligibility;
- f. credit towards graduation for the repeated course will be given only once;
- g. a course may be repeated only one time; and
- h. students may repeat a maximum of four previously passed courses during their high school careers.

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

L. 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).

M. REPORTING REQUIREMENTS

1. Superintendent's Report to the Board

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

- a. aggregate student performance scores on state-mandated tests and any other standardized tests used by a school or the school system;
- b. the number and percentage of students retained and/or not meeting the standards for their grade level;
- c. the number and percentage of third grade students exempt from mandatory third grade retention by category of exemption as listed in state law; and

- d. remedial or additional educational opportunities provided by the school system and the success of these efforts in helping students meet promotion standards.
2. Report to the North Carolina State Board of Education and Department of Public Instruction

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

3. Publication on the School System Website

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

M. 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.

O. 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.

P. 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), Concurrent Enrollment and Other Curriculum Expansions (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), Students At Risk of Academic Failure (Policy 3405), 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

A. PRINCIPLES

Principals, assistant principals, teachers, and other instructional staff at each school are responsible for designing and implementing strategies to reach the educational goals of the board. Input from the school community, including parents, students, and representatives from businesses and other agencies, is critical in developing an educational program that will meet the needs of the students and the community.

The board affirms the General Assembly's belief that all children can learn and that the mission of public schools is to challenge, with high expectations, each child to learn, achieve, and fulfill his or her potential.

Accordingly, the board has established in its policies its vision, standards, and means of accountability for the educational program. The superintendent shall provide guidance and establish any other standards necessary for effective implementation of the board's policies. Principals shall lead each school in implementing the policies. The school improvement plan is one tool that school administrators should use to draw upon the creativity and innovation of the staff and the community. This plan, in its two parts, should identify the school's efforts to improve student performance and reach the educational goals of the board.

B. PART ONE OF THE SCHOOL IMPROVEMENT PLAN: STATE PROGRAM FOR SCHOOL-BASED MANAGEMENT AND ACCOUNTABILITY

The board endorses the principles set forth by the State Board of Education that all children need to master basic skills and knowledge and build upon this foundation for lifelong learning. Therefore, in developing their school improvement plans, all schools should ensure, to the extent possible, that sufficient resources and curricula are directed toward meeting the goal of having all students performing at grade level or higher in the basic subject and skill areas identified by the State Board.

1. School Improvement Team

Each school must have a school improvement team that develops the school improvement plan. The school improvement team will consist of the principal, representatives of the assistant principals, instructional personnel, instructional support personnel and instructional assistants assigned to the school building, and parents of students attending the school. Each group of school personnel shall elect representatives from their respective group by secret ballot. Parents are to be elected in accordance with G.S. 115C-105. 27(a). The school improvement team is encouraged to involve and seek assistance from central office personnel. The school improvement team, especially at the middle and high schools, also is encouraged to seek input from students. The superintendent shall provide guidance

to principals to ensure that the principals establish and work together with school improvement teams to develop, review, and amend school improvement plans.

The school improvement team shall follow all legal requirements in developing and obtaining school approval of the school improvement plan. School improvement team meetings will be held at a convenient time to facilitate substantial parent participation. The principal shall ensure that the school improvement team, as a public body, complies with the Open Meetings Law in regard to its meetings. Deliberations on the school safety components of the plan must be in closed session in accordance with G.S. 143-318.11(a)(8).

2. Mandatory Components of the State Plan

A school improvement plan must include the following components.

- a. The plan must specify the effective instructional practices and methods to be used to improve the academic performance of students identified as at risk of academic failure or at risk of dropping out of school.
- b. The plan must take into consideration the minimum annual performance goal established by the State Board and the goals set out in the mission statement for public schools adopted by the State Board of Education.
- c. The plan must be, to the greatest extent possible, data driven. The team shall use the Education Value Added Assessment System (EVAAS) or a compatible and comparable system approved by the State Board of Education to analyze student data to identify root causes for problems and determine actions to address them and to appropriately place students in courses such as Math I. The plan must contain clear, unambiguous targets, explicit indicators and actual measures, and expeditious time frames for meeting measurement standards.
- d. The plan must identify how staff development funds allocated to the school will be used.
- e. The plan must provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the school improvement team.
- f. The plan must provide duty-free instructional planning time for every full-time assigned classroom teacher, with the goal of providing an average of at least five hours of planning time per week.
- g. The plan must attempt to identify and eliminate unnecessary and redundant reporting requirements for teachers and, to the extent practicable, streamline the school's reporting system and procedures, including requiring forms and reports to be in electronic form when possible and incorporating relevant

documents into the student accessible components of the Instructional Improvement System.

- h. As part of the school system's efforts to maintain safe and orderly schools, the plan must address safety and discipline concerns. These concerns include any special conditions at the school. The plan should include the components of any positive behavior management or positive behavior support programs that have been adopted at the school and should comply with the requirements of policy 1510/4200/7270, School Safety, and all protocols established by the superintendent or designee under that policy.
- i. In accordance with policy 1310/4002, Parental Involvement, the plan must identify the goals and strategies for parents to be involved in their child's education and in the educational program of the school.
- j. The plan must include a process by which the school improvement team will review the school improvement plan at least once a year. The annual review process must include (1) a review of student scores on all state- and board-mandated tests and (2) a means for the school improvement team to modify the plan, if necessary, when the school has not met the expected growth score established by the state.
- k. The plan must require the principal to notify the superintendent if the school improvement team modifies a board-accepted school improvement plan.

3. Optional Components of the State Plan

Part One of the school improvement plan may include any or all of the following components.

- a. The plan may include a request to transfer state funds from one allotment category to another, as permitted by state law. The request must identify the funding allotment categories involved in the transfer and identify how the transfer will facilitate improving student performance.
- b. The plan may include a comprehensive conflict resolution plan, as provided in G.S. 115C-81(a4), in order to help create a safe school.
- c. The plan may provide for the use of textbooks that have not been adopted by the State Board.

4. Development and Review of the Plan

School Leadership teams should review student performance data from the preceding school year in developing the school improvement plan. Based on the availability of data and when specific school standards are established by the State

Board, the superintendent shall establish the date by which school improvement plans must be submitted.

The principal first shall present the proposed school improvement plan to all of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building for their review and vote by secret ballot. The principal then shall submit the school improvement plan to the superintendent only if the proposed school improvement plan has the approval of a majority of the staff who voted on the plan.

The superintendent or designee shall review the plans and seek legal review as necessary prior to presenting the plans with written recommendations to the board. If the superintendent intends to recommend that a plan be rejected, the superintendent shall notify the principal of the school and explain the reasons for the decision. The school improvement team may then submit a modified plan, approved by staff vote, to the superintendent. The superintendent should submit all school improvement plans to the board at the earliest possible date.

The board will review the school improvement plans. The review of the school safety components of the plans must be in closed session. The board shall make findings on the safety components of the plan. Neither the safety components of the plans nor the board's findings on the safety components of the plans may be set out in the minutes of the board.

After review of the school improvement plans, the board will accept or reject each school improvement plan. If a plan is rejected, the board will explain the specific reason (s) for the rejection.

Any plan modified by the school improvement team after being rejected by the board must be resubmitted to the school personnel for vote and, upon majority approval, resubmitted to the superintendent for review. The superintendent shall resubmit the modified plan to the board with his or her recommendations as soon as is practical. The board will review the modifications along with any recommendations from the superintendent and accept or reject the plan.

If the board and the school improvement team cannot reach agreement on the plan within 60 days after its initial submission, the board or school may request to use the dispute resolution process developed by the State Board under G.S. 115C-105.20(b)(5). Alternatively, if use of the dispute resolution process is not requested, the board may develop a school improvement plan for the school.

A school improvement plan may be in effect for no more than two years. The plan must be reviewed at least annually by the school improvement team in accordance with the review process established in the school's plan. If a school does not meet its expected growth standard as established by the State Board or if more than 25% of the students performed below grade level, the principal must submit to the

superintendent and the board a report of the school improvement team. The report must explain the reasons for the standard(s) not being met and describe any modifications that will be made in the school improvement plan. After considering any recommendations of the superintendent, if the board is not satisfied with the response of the school improvement team, the board may suggest modifications to the plan or may vacate those portions of the plan that impede student performance and require the school improvement team to revise the plan.

5. Elimination of Redundant or Unnecessary Reporting Requirements

If, at any time before or after the board approves the school improvement plan, the school improvement team identifies a more expeditious manner of providing information to the board that will eliminate a redundant or unnecessary reporting requirement for teachers at its school, the team may make a written request to the superintendent to eliminate the redundant or unnecessary report. The superintendent shall recommend to the board whether the reporting requirement should be eliminated for that school. If the superintendent does not recommend elimination of the reporting requirement, the school improvement team may request a hearing by the board as provided in policy 2500, Hearings Before the Board.

6. Compliance with Requirements

Any employee, parent, or other interested party is encouraged to notify the principal of any concerns regarding compliance with this policy or G.S. 115C-105.27. In addition, any employee, parent, or other interested party may submit in writing to the superintendent concerns regarding compliance with this policy or G.S. 115C-105.27. The superintendent shall make a good faith effort to investigate the concern and shall provide a written response upon request.

C. POSTING THE SCHOOL IMPROVEMENT PLAN ONLINE

The school improvement plan, except for its school safety components which are not public record, must be posted on the school's website. The names and positions of the members of the school improvement team, along with the date of each member's election to the team, must also be posted on the website.

D. STAFF DEVELOPMENT

The superintendent shall develop a process by which schools can learn from other schools' improvement plans. The superintendent and the schools are encouraged to use staff development resources to provide training to staff on the development, implementation, and evaluation of school improvement plans.

School administrators must be evaluated by their supervisors on the school-based management process as required by board policy and state law and on the effectiveness of

the school improvement plan.

Legal References: G.S. 115C-47(38), -81.15, -84.2, -98, -105.20, -105.21, -105.25, -105.26, -105.27, -105.32, -105.35, -105.37, -105.41(b), -301.1, -307(g); 143 art. 33C

Cross References: Parental Involvement (policy 1310/4002), School Safety (policy 1510/4200/7270), Compliance with the Open Meetings Law (policy 2320), Hearings Before the Board (policy 2500), Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), Innovation in Curriculum and Instruction (policy 3110), Lesson Planning (policy 3120), Evaluation of Instructional Programs (policy 3140), School Calendar and Time for Learning (policy 3300), Students at Risk of Academic Failure (policy 3405), Student Promotion and Accountability (policy 3420)

Adopted: April 11, 2013

Updated: October 9, 2014, February 11, 2016

It is generally the board's policy to provide for the defense of any civil or criminal action or proceeding brought against an employee in his or her official or individual capacity, or both, on account of an act done or an omission so long as the following conditions are met:

1. The act or omission occurred in the scope and course of employment;
2. Defense of the action would not create a conflict of interest between the board and the employee; and
3. The employee did not act or fail to act because of fraud, corruption or malice on his or her part.
4. All potential liability insurance carriers and/or liability coverage providers have provided written notification to the employee that the carrier(s) and/or liability coverage provider(s) will not provide a defense for the employee.

In order for the board to provide for the defense pursuant to this policy, the employee must provide a written request to the superintendent as soon as possible upon learning of the claim or action and receiving written notice from all potential insurers and/or liability coverage providers pursuant to item 4 above.

The superintendent, with advice from the board attorney, will make a recommendation to the board as to whether the board will provide legal representation for the employee. Board approval of an employee's request to provide legal representation will only relate to the initial trial or proceeding. The employee must make an additional request in writing to the board for legal representation at each subsequent stage of the appeal of the action or proceeding.

If an employee's request for legal representation in any civil or criminal action or proceeding is denied and subsequently the employee is found to not be liable or guilty, the board may reimburse the employee a reasonable attorney's fee upon written request of the employee.

To protect its own financial resources, the board will provide for sufficient liability coverage for personnel, workers' compensation coverage and unemployment compensation insurance.

By enacting this policy, the board does not intend to create any contractual rights between the board and any employee and this policy should not be construed to create any contract term or substantive right whatsoever. Further, this policy should not be construed to waive any claim of immunity that the board might otherwise be entitled to make

Legal References: G.S. 115C-43, *Wray v. City of Greensboro*, 370 N.C. 41 (2017)

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

Reviewed by Policy Committee on September 9, 2010

Course Proposals for Asheboro High School for the 2019-2020 School Year

Course Descriptions:

Course Title: Honors Math I

Credit: 1

Grade: 9-10

Prerequisites: Math Grade 8

The Math I Curriculum provides students the opportunity to develop understanding of Equations; Linear Exponential, and Quadratic Functions; Systems of Equations and Inequalities; and Statistics. Math I continues to build the foundation of understanding for the higher level mathematics and for understanding how math works in the world around us. Honors Math I will allow students ready for a challenge to dig deeper into the standards and move at a faster pace.

Course Title: Honors Discrete Mathematics

Credit: 1

Grade: 9-12

Prerequisites: Math III

Discrete Mathematics introduces students to the mathematics of networks, social choice, and decision making. The course extends students' application of matrix arithmetic and probability. Applications and modeling are central to the course of study. Honors Discrete Mathematics will allow students ready for a challenge to dig deeper into the standards and move at a faster pace.

Course Title: Honors Advanced Functions and Modeling

Credit: 1

Grade: 9-12

Prerequisites: Math III

Advanced Functions and Modeling provides students an in-depth study of modeling and applying functions. Home, work, recreation, consumer issues, public policy, and scientific investigations are just a few of the areas from which applications should originate. Honors Advanced Functions and Modeling will allow students ready for a challenge to dig deeper into the standards and move at a faster pace.

Course Title: Interior Design II

Credit: 1

Grade: 9-12

Prerequisites: Interior Design I

This course prepares students for entry-level and technical work opportunities in the residential and non-residential interior design fields. Students deepen their understanding of design fundamentals and theory by designing interior plans to meet living space needs of specific individuals or families. Topics include application of design theory to interior plans and production, selection of materials, and examination of business procedures. Art and mathematics are reinforced.

Course Title: Python Programming I
Credit: 1
Grade: 9-12
Prerequisites: none

Introduction to Python is a beginning course (not intended for experienced programmers) in which students can learn and practice coding in an online environment. Unit 1 focuses on Python language basics, introducing data types, variables, input, functions, operators, conditional statements, loops, and incrementing. Unit 2 focuses on Python data structures such as strings, lists, and range sequences, as well as methods for working with these structures. Unit 3 focuses on using Python to develop sustainable code.

ASHEBORO CITY SCHOOLS AFTER-SCHOOL PROGRAM



BACKGROUND

- STARTED 2017-18 – ALL ELEMENTARY SCHOOLS
- SERVES AS A CONVENIENT OPTION FOR FAMILIES, PRODUCTIVE AND FUN FOR STUDENTS
 - SELF-DIRECTED AND ADULT-GUIDED ACADEMIC ACTIVITIES
 - PHYSICAL AND RECREATIONAL ACTIVITIES

2017-18 DATA

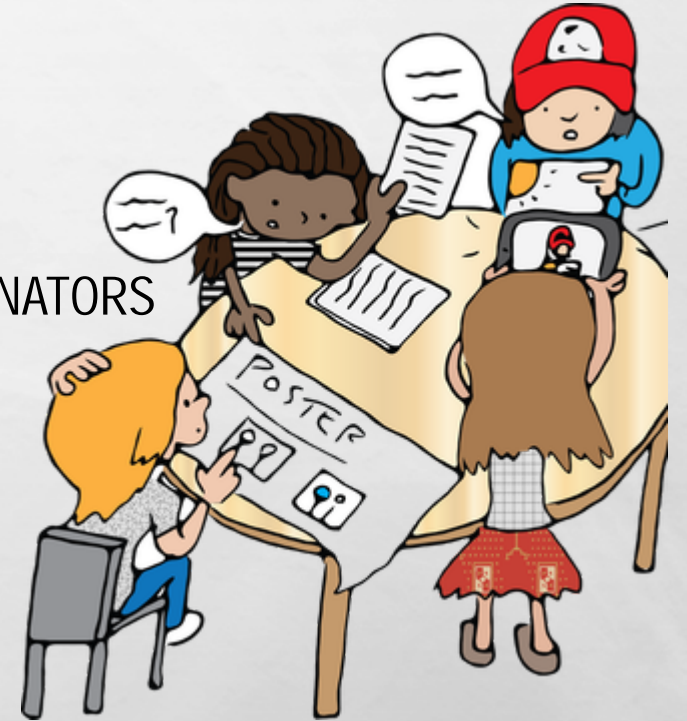
WHEN COMPARED TO STUDENTS NOT ATTENDING THE AFTER-SCHOOL PROGRAM

1.5% HIGHER ELA PROFICIENCY RATE (10% SWD)

7.5% HIGHER MATH PROFICIENCY RATE (28% SWD)

NEXT STEPS

- INTEGRATED PLANNING AND DATA MEETINGS WITH AFTER-SCHOOL COORDINATORS
- PBL, GUIDED READING, AND STUDENT MANAGEMENT TRAINING
- TARGETED INTERVENTIONS



EXTENDING THE CLASSROOM

After School Care
Curriculum Connection Template

Week(s): October 29-November 30
Grade Level: K

Reading Math

Unit Name/ Theme	Domain 3: Tell It Again	Unit Name/ Theme	Cluster 3- Comparing Quantities with Counting and Spatial Relationships
Essential Skills	Focus Standards: RL.1-5, 7, 9	Essential Skills	Focus Standards: CC.1, 3, 4, 5, 6; MD.2, G.1

Reading/ Math Big Ideas and Look fors

ELA:

- Story Elements:
 - Characters
 - Setting
 - Beginning, Middle, and End
- Oral Retell:
 - Students should be able to retell a story in order with specific details from the text.
- Students should be able to refer to pictures to help them understand the story events.
- meaning of unknown words

Math:

- Oral counting to at least 50 (goal is 100 by the end of the year)
- Read and write numbers 0-20
- Count a set of objects with up to 20 items and then tell how many are in the set.
- Count by 10's to at least 50 (100 by the end of the year)

After extended planning sessions, the instructional facilitator and after-school director meet and review the upcoming lessons for the next month.

The instructional facilitator provides a connection document listing skills / standards that will be addressed as well as the big ideas within those skills / standards.

Comprehensive Progress Report

Mission: Mission: We are committed to providing students with opportunities that will enable them to become confident, self-directed, life-long learners and productive 21st century global citizens.

Vision: We will be a school of excellence where students are honored, learning is valued, and our partnership with the entire community is dedicated to the success for all.

Goals:

Each student in Asheboro City Schools graduates prepared for further education, work, and citizenship.

Each student has a personalized education.

Each student has excellent educators every day.

Asheboro City Schools will have up-to-date business, technology, and communication systems to serve its students, families, and staff.

Each student is healthy, safe, and responsible.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Some teachers employ effective classroom management through positive reinforcement of class rules and procedures, but it is not a practice with which all teachers have shown mastery. Positive Behavior Interventions and Supports (PBIS) is the model we are moving forward with fully in 2018, following an implementation of it last school year that did not occur until October/November. Each classroom has a classroom matrix and matrices are posted strategically around the school. These provide opportunities for teachable moments with students who have forgotten the school rules.	Limited Development 08/10/2017		
<i>How it will look when fully met:</i>		When this is fully implemented, all teachers will have established a set of class norms, rules, and/or procedures that explicitly communicate expectations, rewards, and consequences. School discipline data will also reflect fewer incidences of disciplinary infractions. Additionally, student, parent, and teacher survey results will represent a positive learning environment where everyone exhibits respect, responsibility, and safe actions.		Gayle Higgs	06/10/2019
Actions			0 of 4 (0%)		
	8/27/18	Create an ODR review team and allow teachers to submit specific ODR questions to the team for review each quarter.		Beth Beckwith	10/31/2018
<i>Notes:</i>					
	8/10/17	Share a detailed view of office discipline referral data each month with the staff and provide a comparison to 2017-2018 when doing so.		Gayle Higgs	06/01/2019
<i>Notes:</i>					
	8/14/17	Provide ongoing support and reinforcement through classroom observations/walkthroughs, faculty meetings, and professional development.		Donnie Wright	06/01/2019
<i>Notes:</i>					
	8/14/17	Host a series of professional development sessions focused on creating and sustaining positive teacher-student relationships.		Jonathan Dillion	06/01/2019
<i>Notes:</i>					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Some subject areas have created unit plans and pacing guides, but plans have not been developed for each subject and grade level. All units have not been properly vetted to ensure alignment and integration of appropriate instructional materials. Most of the existing units address big picture objectives, but do not include differentiated lessons and formative assessments. Our professional learning communities, known here as Collaboration Around Student Achievement (CASAs), meet weekly to discuss lesson plans and student data. There are some groups that have succeeded in collaborating to build units as a teams, but increased vertical and horizontal alignment is needed.	Limited Development 06/12/2017		
<i>How it will look when fully met:</i>		Every grade and subject will have standards-aligned units of instruction accessible by all stakeholders. The units will include backwards designed unit maps along with pacing guides, differentiated lesson plans, formative assessments, and summative assessments that include district initiatives, such as Writing Across the Curriculum.		Gayle Higgs	08/24/2020
Actions			0 of 5 (0%)		
	8/14/17	Develop our teachers' skills with teaching writing as well as a comprehensive school plan for how each department will handle writing instruction.		Carlos Gomez	01/31/2019
<i>Notes:</i>					
	8/14/17	Ensure weekly lesson plans take into consideration the needs of special populations through the cooperation of EC and ESL teacher leaders.		Carlos Gomez	06/01/2019
<i>Notes:</i>					
	8/14/17	Review weekly lesson plans through a schedule that best fits for Mr. Gomez and provide feedback on those lesson plans each Monday.		Carlos Gomez	06/01/2019
<i>Notes:</i>					
	8/14/17	Review, implement, and revise previously created instructional units and ensure that gaps are filled where unit plans do not exist.		Carlos Gomez	06/01/2019
<i>Notes:</i>					
	8/14/17	Support teachers with unit development feedback from Content Coaches in English/Language Arts (ELA), Math, Science, Social Studies.		Adam Reeder	06/01/2019
<i>Notes:</i>					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	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.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		AHS now has an MTSS team in place and is awaiting "next step" instructions/guidance from the ACS Central Office.	No Development 06/12/2017		
<i>How it will look when fully met:</i>		A clearly communicated and understood set of procedures will be in place for all teachers to identify and respond to the needs of struggling students.		Brian Saunders	01/31/2019
Actions			0 of 3 (0%)		
	8/14/17	Provide PD on what student data tracking can look like in a Core Success Plan model, as well as PD on how to conduct interventions with students within the 90 minute teaching block available each day.		Wendy Graham	10/31/2018
<i>Notes:</i>					
	8/14/17	Implement and monitor teacher integration of 30 minute in-class intervention time and student data tracking within the CASA group.		Jonathan Jessup	06/01/2019
<i>Notes:</i>					
	8/14/17	Develop and communicate an intervention protocol for teachers to use to document and refer Tier 3 struggling students to the SIT team.		Jenny White	12/05/2019
<i>Notes:</i>					

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Asheboro High School has a student services support staff consisting of four school counselors, a college adviser, a school social worker, and a school nurse. There are also mental health counselors that regularly meet with students in need. Although we have a strong support staff, we want ALL teachers and faculty to increase their knowledge and ability to support students' emotional states. School leaders are working to develop a Positive Behavior Intervention System (PBIS) that will be age appropriate and sustainable.	Limited Development 06/12/2017		
<i>How it will look when fully met:</i>			Each student will feel his/her emotional needs are well supported daily at Asheboro High School and will be able to communicate what the support looks like via a student survey administered near the end of the 2018/19 school year. Teachers will also be better equipped to identify students in need. PBIS implementation and data tracking will support students in making positive decisions through coaching as well clear and consistent expectations throughout the building. Behavior intervention plans will assist in preventing large scale discipline issues.		Gayle Higgs	06/01/2019
Actions				1 of 6 (17%)		
	8/27/18		Provide Mental Health Awareness training to the staff so they're familiar with how to handle students who may be in crisis through the ALGEE approach	Complete 08/17/2018	Gayle Higgs	08/17/2018
<i>Notes:</i>						
	8/14/17		School Counselors will be visible during at least 4 of the school's 7+ transitions in the hallways daily and will spend at least 20 minutes in classrooms weekly, observing teaching practices and taking in the content of the particular course.		D'Vera Tune	09/15/2018
<i>Notes:</i>						
	8/14/17		Create a spreadsheet of students failing more than one subject.		D'Vera Tune	11/01/2018
<i>Notes:</i>						
	8/14/17		Administer a student survey in Spring 2019 to collect student perspective data.		Sean McWherter	05/01/2019
<i>Notes:</i>						
	8/14/17		Share monthly PBIS and discipline professional development, information, data, or strategies with teachers during staff meetings.		Gayle Higgs	06/01/2019
<i>Notes:</i>						

	8/14/17	Implement functional behavior assessments and behavior intervention plans.		Jenny White	06/01/2019	
<i>Notes:</i>						
	KEY	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.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			While we feel good about opportunities students have to recover credits, we would prefer that students demonstrate proficiency the first time they take a course so they can move to the next grade or the next level within a subject area. Movement of students toward 4-year cohort graduation is vital. We have NOVA Academy and the Success Academy to assist students who fall behind with their necessary credits, but overall we want students to better understand their 4-year plan from the time they walk onto our campus.	Limited Development 08/14/2017		
<i>How it will look when fully met:</i>			Student data will be used to help guide and counsel students, resulting in a lower failure and retention rate. Mentoring, from both staff and peers, will help students navigate through each year of high school. The 4-year cohort graduation rate will be at 98% or higher every school year, with students prepared for careers or college through interest tests, counseling, and relative assignments.		Donnie Wright	06/10/2019
Actions				1 of 3 (33%)		
	8/14/17	Re-launch Long-Term Intervention Program (LTIP) within our Success Academy with a new focus on therapeutic intervention, course credit completion, and successful re-entry into the regular classroom.		Complete 08/27/2018	Donnie Wright	08/28/2018
<i>Notes:</i> The Success Academy is a re-envisioning of the Long-Term Intervention Program (LTIP) that will allow students with emotional, academic, or behavioral needs an environment to receive the specific support they need in order to be successful in the program while also working toward graduation requirements that mirror that of Nova Academy Students.						
	8/14/17	Increase ASVAB participation 10% over the previous year.			Andre Nguyen	10/31/2018
<i>Notes:</i> We want students to take better ownership over their academic progress. To encourage this ownership, we want them to have a vision for their future. The ASVAB (or another career aptitude test) provides a glimpse of potential post-graduation careers.						
	8/14/17	Implement a grade-by-grade spreadsheet of students failing more than one subject.			D'Vera Tune	11/01/2018
<i>Notes:</i>						

Core Function:		Dimension B - Leadership Capacity				
Effective Practice:		Strategic planning, mission, and vision				
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		A Support & Improvement Team has once again been established for the 2018/19 school year.	Full Implementation 06/12/2017			
KEY	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. (5137)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		The whole team meets once a month on the first Wednesday of every month at 4pm. A smaller group of members meet each Monday morning to discuss CIP action steps and issues affecting student outcomes positively or negatively. The team is comprised of administrators and teachers who are elected by their department. There are some special appointments to the team by the principal. There are two student reps and at least two parent reps. Most teachers serve 1-2 year terms.	Limited Development 06/12/2017			
<i>How it will look when fully met:</i>		AHS's Leadership Team will meet at least twice a month to progress monitor student achievement data, beginning in September 2018. Team meetings may include the larger School Leadership Team, Department Chairs, or School Leadership Team Subcommittees.		Jonathan Dillion	06/11/2019	
Actions			0 of 4 (0%)			
	8/15/17	Establish School Leadership Team subcommittees to work based on needs to meet school improvement plan objectives.		Jonathan Dillion	09/30/2018	
<i>Notes:</i>						
	8/15/17	Set agendas to guide each School Leadership Team meeting.		Jonathan Dillion	06/11/2019	
<i>Notes:</i>						
	8/15/17	Have minutes recorded and shared with the principal and School Leadership Team process manager.		Laura Holland	06/11/2019	
<i>Notes:</i>						
	8/15/17	Schedule administrative and department chair meetings for the third week each month to discuss subject area student achievement.		Brian Saunders	06/11/2019	
<i>Notes:</i>						

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		Teachers meet with content partners in "Collaboration Around Student Achievement" (CASA) meetings.	Limited Development 06/12/2017			
<i>How it will look when fully met:</i>		Teachers will have CASA teams that meet on a weekly basis or a monthly departmental basis if there is no other teacher who teaches that same subject.		Carlos Gomez	06/07/2019	
Actions			0 of 3 (0%)			
	8/15/17	Train teachers in student achievement data documentation and collection.		Carlos Gomez	03/15/2019	
		<i>Notes:</i>				
	8/15/17	Utilize student achievement & progress data to reflect as a CASA and adjust individual instruction.		CASA team members	06/01/2019	
		<i>Notes:</i>				
	8/15/17	Ensure that teacher teams will attend content area CASA meetings three times a month and a planning period meeting once a month.		Brian Saunders	06/07/2019	
		<i>Notes:</i>				

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Monitoring instruction in school			
!	B3.01	The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		The school currently has block scheduling, which provides a 90 minutes of instruction every day. Teachers offer 1-2 days of tutoring help after school. Snacks are available for students during this after-school tutoring time. intervention time of 30 minutes per block occurs daily so that students remain connected to grade-level content.	Limited Development 08/30/2017			
<i>How it will look when fully met:</i>		Students will have options available to them, within AND beyond their classroom time, to gain the assistance they need to master the standards in a course.		Jonathan Jessup	09/28/2018	
Actions			0 of 3 (0%)			
	9/15/17	Form a committee to review our current practice and evaluate its effectiveness.		Jonathan Jessup	09/30/2018	
		<i>Notes:</i>				

	9/15/17	Determine those individuals who are finding success with after-school tutoring with their students and seek to have them present to their peers in September or October of 2018.		Carlos Gomez	10/31/2018	
	<i>Notes:</i>					
	9/15/17	Gain data on the frequency of tutoring in the building.		Jonathan Jessup	04/01/2019	
	<i>Notes:</i>					
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
	<i>Initial Assessment:</i>		Formal evaluations take place based on state and/or district time tables and expectations within the NCEES TruNorth Logic system online. Walkthroughs, classroom visits, and feedback in a timely manner for the teachers is a high priority for the administration and is something the teaching staff has indicated as a desire as well.	Limited Development 06/12/2017		
	<i>How it will look when fully met:</i>		School administration spends an average of 20% of their time being visible and/or observing teaching and learning.		Brian Saunders	06/11/2019
	<i>Actions</i>			1 of 5 (20%)		
	8/28/18	Do a more comprehensive training on TruNorth Logic NCEES so that teachers more fully understand the teacher evaluation system.	Complete 08/24/2018	Brian Saunders	08/24/2018	
	<i>Notes:</i>					
	8/15/17	Assign an administrator to each CASA team to monitor.		Brian Saunders	09/01/2018	
	<i>Notes:</i>					
	8/15/17	Assign school administration duties so they are able to roam for supervision versus staying in one location		Brian Saunders	09/15/2018	
	<i>Notes:</i>					
	8/28/18	Ensure that each teacher is observed by the first administrator again, later in the school year, so that feedback provided early on is then assessed for progress.		Brian Saunders	09/15/2018	
	<i>Notes:</i>					
	8/15/17	Provide teachers with their walkthrough feedback within 24 hours.		Administrative Team	06/11/2019	
	<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	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.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Professional development and school improvement is not always based on performance data and classroom observation data across all content areas throughout the district.	Limited Development 06/12/2017		
<i>How it will look when fully met:</i>		The School Leadership Team members will review student performance data and aggregate classroom observation data to inform professional development strategies. Additionally, however, the section of the Teachers' Working Conditions Survey that details professional development desired by the staff will be leaned on heavily in 2018-2019. Furthermore, and most importantly, CASA groups will review student progress and achievement data weekly or bi-weekly in order to inform instruction and intervention.		Brian Saunders	06/11/2019
Actions			0 of 5 (0%)		
	8/30/17	Use the eleot instrument to determine a schedule for walkthroughs and a weekly or bi-weekly focus for said walkthroughs.		Jonathan Jessup	09/22/2018
		<i>Notes:</i> The district has requested administrators use the Effective Learning Environments Observation Tool (eleot).			
	9/15/17	Review aggregate data within School Leadership Team.		Carlos Gomez	06/08/2019
		<i>Notes:</i>			
	8/30/17	Identify and train staff on most effective instructional practices.		Carlos Gomez	06/08/2019
		<i>Notes:</i> This will occur on the 2nd Tuesday of each month in what we refer to as Comet Collaborations. Mr. Gomez will plan and either lead these sessions or have speakers set up to do it.			
	8/30/17	Review classroom walkthrough data as an instructional and administrative team.		Carlos Gomez	06/11/2019
		<i>Notes:</i>			
	8/30/17	Review and analyze biweekly common formative assessment data in CASA groups.		CASA Team Members	06/11/2019
		<i>Notes:</i>			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		There have been recent strides in recruiting high-quality teachers. Supports are in place to retain teachers from year to year. The area of growth here is in rewarding and celebrating the staff more often, and not just admin to teacher, but peer to peer as well.	Limited Development 06/12/2017		
<i>How it will look when fully met:</i>		When we are successful here, teacher turnover will be at 10% or less and our school-issue "TWC" will indicate upward movement of percentages for that survey.		Brian Saunders	06/10/2019
Actions			0 of 2 (0%)		
	8/15/17	Establish our own Teachers' Working Conditions Survey for odd years.		Jonathan Jessup	03/31/2019
		<i>Notes:</i>			
	8/15/17	Display within the building, and digitally, staff accomplishments and innovation highlights.		Laura Holland	06/10/2019
		<i>Notes:</i>			

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	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).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We have hosted some Academic Family-Teacher Team meetings recently, but they have not been widely attended or very effective in connecting parents with the school community. Only 1% of parents participated in our 2017-18 AFTT events.	Limited Development 06/12/2017		
<i>How it will look when fully met:</i>		We will increase our family engagement participation by 10% during the 2018-2019 school year.		Gayle Higgs	06/11/2019
Actions			0 of 2 (0%)		
	8/15/17	Hold family engagement events where teachers and students share classroom progress through data, discussion, and student work/performance.		Gayle Higgs	05/01/2019
		<i>Notes:</i>			
	8/15/17	Host the 3rd annual Community Engagement Night for students to share their service experiences and reflections.		Gayle Higgs	05/03/2019

Notes:

Comprehensive Progress Report

Mission: Mission Statement South Asheboro Middle School's mission is to provide a caring, collaborative, and challenging learning environment with high expectations for all. Vision Statement South Asheboro Middle School will be a school of excellence where each student is prepared to be globally competitive for college, careers, and citizenship.

Vision:

Goals:

Each student is healthy, safe, and responsible.

Each student in Asheboro City Schools graduates prepared for further education, work, and citizenship.

Each student has a personalized education.

Each student has excellent educators every day.

Asheboro City Schools will have up-to-date business, technology and communication systems to serve its students, families, and staff.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		All classrooms currently have SAMS school wide expectations posted. During the first 10 days of school all teachers are expected to teach students the classroom rules and procedures. The school wide expectations are reviewed daily during morning announcements.	Limited Development 08/30/2017		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		ALL classroom teachers will be employing effective classroom management through teaching of rules and procedures. These will be reinforced through reteaching and modeling.	Objective Met 10/25/18	Betsy Hammond	06/21/2019
Actions					
	9/21/17	The administrative team will monitor the use of appropriate classroom management strategies. Teachers will submit quarterly lessons to document the reteaching and model of classroom rules and procedures.	Complete 06/15/2018	Betsy Hammond	06/15/2018
<i>Notes:</i>					
	8/30/17	Administration will hold grade level assemblies during the first 10 days of school to cover school wide procedures and expectations.	Complete 09/01/2017	Ronald Dixon	09/28/2018
<i>Notes:</i>					
	8/30/17	Teachers will be given a first ten days schedule describing how they will cover the student handbook and PBIS Matrix SAMS expectations with students.	Complete 09/01/2017	Ronald Dixon	06/21/2019
<i>Notes:</i>					
Implementation:			10/25/2018		
Evidence		9/19/2017 Evidence for this objective is in the folder.			
Experience		9/19/2017 The administrative team started the year with behavior expectations through grade level assemblies. Sixth grade social studies teachers devoted the first two weeks of school to teaching students about SAMS's school culture as part of the lessons on community. After each long break, (winter break and spring break) teacher integrated behavior expectations review into lessons and there was a school-wide assembly to communicate to all.			

Sustainability	9/19/2017 The administration has updated behavior signage. Teachers will review expectations, using the signage and PBIS guidelines. This teaching and reteaching will have to be an annual event.			
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Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Curriculum and instructional alignment			
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KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	Units are currently being developed in Core subject areas and CTE classes. Initial units are complete. Exploratory classes like art, P.E., band, chorus and Spanish have some units developed that need additional review. Other units still need to be created.	Limited Development 03/15/2017		
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How it will look when fully met:	All subject areas and grade levels will have standards aligned units that will have formative assessments, rubrics for grading and exemplars of student work units and include lesson plans. These units are used for instruction.		Chandra Manning	06/30/2019
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Actions		3 of 5 (60%)		
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8/16/17	SAMS non math teachers will develop and implement at least 3 lessons that integrate Powerful Literacy Practices.	Complete 05/02/2018	Kirsten Herrin	05/08/2018
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<i>Notes:</i>				
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8/16/17	Exploratory teachers will develop at least one standard aligned unit of instruction.	Complete 06/08/2018	Kathleen Lackey	06/08/2018
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<i>Notes:</i>				
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8/16/17	Core teachers will meet with school level and district level vertical teams regularly to develop standard aligned units of instruction.	Complete 05/02/2018	Keri Hill	06/29/2018
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<i>Notes:</i>				
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8/16/17	SAMS math teachers will develop and implement Mathematics Design Collaborative (MDC) [Formative Assessment Lessons (FALs) and TASKS] within 3 units of study.		Callie Everette	05/31/2019
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<i>Notes:</i>				
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10/1/18	Exploratory teacher will have at least two standards-aligned units of instruction.		Jaimie Carr	05/31/2019
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<i>Notes:</i>				
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Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	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.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers are using Formative Assessment Data Analyzes (FADA) forms to track preliminary assessment data. Some teachers are using this assessment data to regroup students for remediation. Fewer teachers are completing post remediation assessments to ensure student mastery of content and providing more intense remediation to those students who still have not mastered the content. We currently do not have a Multiple Tier System of Support (MTSS) team established.	Limited Development 03/16/2017		
<i>How it will look when fully met:</i>		There will be a school level MTSS team will be formed. The school team will support teachers in implementing effective teaching practices and tiered intervention/ instructional practices that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.		Ronald Dixon	06/28/2019
Actions			1 of 2 (50%)		
	9/21/17	A school level MTSS team will be trained as part of the readiness cohort in order to be prepared for full implementation in 2020.	Complete 06/08/2018	Patti Norton	06/04/2019
<i>Notes:</i>					
	8/30/17	Teachers will develop and maintain data documents that contain students Consortium On Reaching Excellence (CORE) Literacy, EOG, and benchmark data.		Chandra Manning	06/28/2019
<i>Notes:</i>					

KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Currently we have social workers and our school guidance counselor who mentor and arrange for supports and interventions when necessary. We also provide a weekly Social Skills class for students who have been identified. All teachers are aware that they can arrange for supports and interventions when necessary. As a model PBIS school we have set exceptions and matrix for all common areas that are taught and reinforced. We do not have a systematic way that ALL teachers are providing for students' emotional states and guide students in managing their emotions.	Limited Development 03/16/2017		
How it will look when fully met:		There will be a systemic approach for helping students. ALL students will have a designated staff member to foster a positive emotional development and the emotional needs of students.		Leslie Smith-Moore	06/28/2019
Actions			0 of 2 (0%)		
	8/30/17	Each students will be assigned a staff member to serve as a mentor. Our staff will be trained in a systematic way in order to meet the needs of all students.		Leslie Smith-Moore	06/28/2019
<i>Notes:</i>					
	9/22/17	Teachers will use implement a social and emotional curriculum to students in Grade 6 and 7 during the Intervention/Enrichment period.		Corey Masterson	06/28/2019
<i>Notes:</i>					

KEY	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.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We have a number of efforts in place in transitioning 5th graders to middle school such as: Transition letters to parents, a middle school tour and orientation, a counselor visit to 5th graders at the elementary school, Rising 6th Grade Parent Night, and Open House for 6th Graders. For the transition to 9th grade: Our counselor works with the 9th grade counselor in scheduling, 8th grade students participate in the "road show" where high school staff comes to the middle school to discuss high school life, all 8th grade students meet with the counselor to discuss high school options, and all 8th grade students participate in the Curriculum Fair at the High School in order to interact with students and staff from various departments and organizations.	Limited Development 08/30/2017		
<i>How it will look when fully met:</i>		SAMS will implement consistent, intentional, and on-going plans that support student transitions for grade to grade-to-grade and level-to-level. Parent survey data will reflect that parents feel prepared and equipped in sending their students to the next grade and level.		Leslie Smith-Moore	06/30/2020
Actions			0 of 3 (0%)		
	9/22/17	Implement a spring orientation for rising 7th and 8th grade students, led by teachers and counselor.		Leslie Smith-Moore	05/31/2019
<i>Notes:</i>					
	9/22/17	Implement a "Comet Academy" that takes place in August before the 6th Grade Open House in order to provide an additional and more in-depth layer of orientation for rising 6th graders.		Leslie Smith-Moore	06/28/2019
<i>Notes:</i>					
	9/22/17	Develop an explicitly stated transition plan for all students entering and matriculating at SAMS.		Leslie Smith-Moore	06/29/2019
<i>Notes:</i>					

Core Function: Dimension B - Leadership Capacity

Effective Practice: Strategic planning, mission, and vision

KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
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Initial Assessment:		Our school district's leadership team meets weekly in order to drive school improvement efforts for all schools. A member of the district leadership team is designated to support our school in all aspects as a "though partner". This person regularly spends time with all stakeholders within the school community by attending special events, participating in instructional meetings, conducting classroom walk-throughs, and providing consultation to the school's administrative team. This person also serves as a liaison between the school and school district to ensure that our school is progressing. The LEA also meets with the school academic team in order to conduct quarterly "data talks". Data talks are an opportunity to look closely at the strengths and weaknesses of the school's current data; and to ensure that there is a plan in place to improve teaching and learning for all students. We have a teacher who is designated as our representative on the Superintendent's Advisory Council. This provides another layer of collaboration where celebrations, concerns, and needs can be communicated on behalf of SAMS and the LEA.	Full Implementation 03/16/2017		
KEY	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. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Our Leadership Team consists of principal, teachers and other professional staff meet regularly (twice a month) to review implementation of effective practices.	Limited Development 03/16/2017		
How it will look when fully met:		Our Leadership Team will meet regularly (twice a month) to review student assessment data. This data will be use to evaluate the implementation of effective practices and to make school wide instructional decisions.	Objective Met 10/01/18	Megan Smith	06/29/2018
Actions					
	9/22/17	A monthly meeting will be held on the first Tuesday of every month to analyze student achievement.	Complete 05/31/2018	Betsy Hammond	05/31/2018
<i>Notes:</i>					
	9/22/17	Monthly meeting with teachers, administration, and instructional support staff to discuss subject area student achievement data utilizing Formative Assessment Data Analysis (FADA) documents.	Complete 06/11/2018	Betsy Hammond	05/31/2018
<i>Notes:</i>					
	9/22/17	Indistar agenda's will be used to direct School Leadership Team meetings.	Complete 06/11/2018	Megan Smith	06/15/2018
<i>Notes:</i>					

8/31/17	The SLT will utilize observational data from instructional rounds to review the effectiveness of school wide practices.	Complete 06/11/2018	Megan Smith	06/29/2018
<i>Notes:</i>				

Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Distributed leadership and collaboration			
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KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	Our school does have a structured duty schedule for teachers, however the schedule is not equitable for all faculty. All teachers do have at least one planning period daily. Core teachers and exploratory teachers have two instructional planning periods a day.		Limited Development 03/16/2017		
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	Priority Score: 1	Opportunity Score: 3	Index Score: 3		
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How it will look when fully met:	The Leadership Team meets once per month to discuss and develop the school improvement plan. Data discussion are often limited, additional professional development is needed with the School Leadership Team to effective evaluate instructional practices. Grade level chairs from each grade level are on the committee. The committee members serve in an advisory role to the principal making school wide decisions related to the school improvement process as a whole. This panel writes, reviews, and aligns the continuous improvement plan (CIP) to ensure each student's success. Each teacher has a common planning time assigned to a group of teachers from their grade level. During these planning meetings the teachers discuss the plan and provide feedback that is shared as needed at each planning committee meeting and discussed. Each grade level has a monthly grade level meeting where all of the grade level teachers meet together to discuss concerns or to share ideas. The Instructional Facilitator meets with each planning team weekly to share ideas and to provide additional.		Objective Met 09/21/17	Megan Smith	09/28/2017
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Actions					
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9/21/17	Adjustments will be made to the staff duty schedule in order to ensure equitable distribution of time and responsibilities.	Complete 08/21/2017	Megan Smith	08/21/2017
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Notes:

Implementation:		09/21/2017		
Evidence	9/21/2017 Schedule and survey evidence is uploaded under documents.			
Experience	9/21/2017 Teachers were surveyed in order to receive feedback related to staff duty preferences. This data was used in order to make informed decisions.			
Sustainability	9/21/2017 We will revisit staff configurations and assignments and determine what adjustments need to be made.			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
	B3.01	The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We currently offer enrichment and remediation for all students during the school day (3rd period). Students also have the opportunity to attend before school and/or after school tutoring sessions with teachers. We monitor the progress by the use of formative assessments (CORE Literacy assessments, teacher assessments, and district benchmarks/state Check-Ins).	Limited Development 09/01/2017		
<i>How it will look when fully met:</i>		We will continue to build in an enrichment/ intervention so that the students who need the most support are given more instructional opportunities. Our 5th period class as an intervention and enrichment time. Flexible grouping for 5th period will be based on CORE Literacy assessments, teacher assessments, and district benchmarks to ensure additional support is provided.		Betsy Hammond	06/28/2019
Actions			1 of 3 (33%)		
9/21/17	We will offer additional learning opportunities after school through our "Comet Scholar Academy". Enrichment opportunities will be available to students through: Science Fair, Science Olympiad, Finance Committee, STEAM, Honors Chorus, Math Fair, Battle of the Books, Coding, and a variety of others as determined by student interests and need.	Complete 04/30/2018	Kelly Hagood	04/30/2018	
<i>Notes:</i>					
9/1/17	We will structure our school day to utilize our 3rd period class as an intervention and enrichment time. Flexible grouping for 3rd period will be based on CORE Literacy assessments, teacher assessments, and district benchmarks to ensure additional support is provided.		Chandra Manning	06/28/2019	
<i>Notes:</i>					
10/1/18	Universal screeners purchased by the district will be used to identify at-risk students and to judge the effectiveness of core instruction.		Keri Hill	12/02/2019	
<i>Notes:</i>					

	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The administrators conduct short, regular observations of teachers utilizing the AdvancedED Eleot Classroom Walk-through tool. Paper copies, with feedback are provided to teachers.	Limited Development 09/01/2017		
How it will look when fully met:			Administrators will make short, regular classroom observations. These observations will give school leaders informal opportunities to see what instruction was like in classrooms throughout the school.		Ronald Dixon	06/28/2019
Actions				0 of 6 (0%)		
	9/1/17	Administrators will conduct short, regular observations to monitor teaching and best practice.			Ronald Dixon	06/28/2019
<i>Notes:</i>						
	9/1/17	Administrators will regularly review lesson plans in order to stay abreast of the instructional pacing and methods being used in classrooms.			Ronald Dixon	06/28/2019
<i>Notes:</i>						
	9/21/17	Administrators will regularly attend Collaboration Around Student Achievement (CASA) meetings in order to participate in conversations about instruction, data-driven assessment, and instruction/curriculum needs.			Ronald Dixon	06/28/2019
<i>Notes:</i>						
	9/21/17	Administrators will mobilize resources and coordinate efforts in order to ensure that professional development is implemented based on classroom walk-through data.			Ronald Dixon	06/28/2019
<i>Notes:</i>						
	9/21/17	Administrators will provide some form of feedback to teachers within 24 hours of conducting a classroom walk-through. These forms of feedback may be via the digital or paper copy of the Eleot Tool or a "Close Up" meeting where administrators and teachers meet in person to debrief about the instructional practices observed in a lesson.			Ronald Dixon	06/28/2019
<i>Notes:</i>						
	9/21/17	Administrators will communicate an instructional focus (equitable learning environment, high expectations, progress monitoring, etc.) at least bi-monthly to teachers.			Ronald Dixon	06/28/2019
<i>Notes:</i>						

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	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.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We have looked at school performance data to decide what professional development needs exist however we have not implemented any professional development. The team has not had any discussion about aggregated classroom observation data.	Limited Development 03/20/2017		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Teachers are receiving quality professional development that is needed to drive instruction.	Objective Met 05/02/18	Megan Smith	06/11/2018
Actions					
	8/16/17	School Leadership Team will identify key faculty members to offer school based PD based on individual teacher instructional strengths.	Complete 11/30/2017	Kerri Lamb	11/30/2017
<i>Notes:</i>					
	8/16/17	School Leadership Team will use the data gathered during instructional rounds to make decisions about school professional development based on instructional weaknesses and strengths.	Complete 05/02/2018	Kelly Hagood	05/31/2018
<i>Notes:</i>					
	8/16/17	The School Leadership Team will conduct instructional rounds to gather observational data.	Complete 05/02/2018	Kelly Hagood	05/31/2018
<i>Notes:</i>					
	8/16/17	School Leadership Team will analyze student performance data and classroom observational data to ensure research based best practiced are being implemented.	Complete 05/02/2018	Megan Smith	05/31/2018
<i>Notes:</i>					
Implementation:			05/02/2018		
<i>Evidence</i>		5/2/2018			
<i>Experience</i>		5/2/2018			
<i>Sustainability</i>		5/2/2018			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The district provides special induction training for beginning teachers in year 1 and 2 before and during the school year to support teacher development. The district holds recruiting fairs to attract possible highly qualified educators. Staff posts teacher vacancies on social media platforms such as Facebook. Beginning teachers are supported weekly by our site-based Beginning Teacher/Mentor. Additional support is provided to beginning teachers monthly by district leadership team. Currently, there is a system working where the principal involves other staff members in the interview and selection process. We have a number of efforts in place to reward staff in light of instructional practices, extra efforts, and student achievement accomplishments.	Limited Development 09/01/2017		
<i>How it will look when fully met:</i>		SAMS will be a school where its staff members have a high level of job satisfaction and actively support, encourage, and recognize fellow staff members. The NC Teacher Working Condition Survey will reflect a high percentage of staff who appreciate and enjoy their place of work.		Ronald Dixon	06/14/2019
<i>Actions</i>			1 of 3 (33%)		
	9/21/17	SAMS will continue efforts to consistently and systematically recognize and reward staff; and work to develop additional strategies where staff members consistently uplift one another.	Complete 03/30/2018	Keri Hill	03/30/2018
<i>Notes:</i>					
	9/22/17	The leadership team will use the NC Teacher Working Condition Survey to address areas of staff concern related to climate and job satisfaction.		Adriane Clarett	06/28/2019
<i>Notes:</i>					
	9/22/17	The NC Educator Effectiveness System will be used as a tool for teachers to collaborate and improve their practice. Administrators will train peer observers on how to use the evaluation instrument and maximize the process.		Ronald Dixon	06/28/2019
<i>Notes:</i>					

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	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).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We currently offer three Parent Engagement Nights for our parents/guardians to understand their students level of mastery with the literacy curriculum. We also provide at home resources and model strategies that support their student with learning.	Limited Development 03/20/2017		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Parents will be actively engaged in parent nights as reflected by survey data	Objective Met 10/01/18	Jaimie Cope	06/29/2018
Actions					
	8/22/17	SAMS will hold a report card pick up events for parents. Teachers will share information on student progress.	Complete 03/30/2018	Leslie Smith-Moore	03/30/2018
<i>Notes:</i>					
	8/16/17	SAMS will hold 3 Family Engagement Nights to share students academic progress and resources with parents.	Complete 04/30/2018	Leslie Smith-Moore	04/30/2018
<i>Notes:</i>					
	8/22/17	SAMS faculty will collaborate with community members to make parents aware of resources that are available to support students' success.	Complete 05/31/2018	Leslie Smith-Moore	05/31/2018
<i>Notes:</i>					
	8/16/17	All staff at SAMS will write 5 personal messages each month that communicate student celebrations and resources to foster a positive school home relationship.	Complete 06/08/2018	All Staff	06/08/2018
<i>Notes:</i>					
	8/16/17	Regularly Connect Ed message home to families from Mr. Dixon to keep them informed of upcoming expectations.	Complete 06/29/2018	Ronald Dixon	06/29/2018
<i>Notes:</i>					
<i>Implementation:</i>			10/01/2018		
<i>Evidence</i>		8/31/2018 Parents attended AFTT nights and completed survey to provide feedback.			

<p><i>Experience</i></p>	<p>8/31/2018 SAMS offered 3 parent nights during the 2017-2018 to communicate students' literacy progress throughout the year and provide curriculum resources to support home learning. Notecards were sent home each month from staff to acknowledge and celebrate student successes. Regular connect ed messages went home on Sunday nights to communicate school events and information to parents and students. SAMS also held a report card pick up for parents to meet with their students' teachers and discuss needs for the academic year.</p>			
<p><i>Sustainability</i></p>	<p>8/31/2018 Continue to follow Academic Family and Teacher Team (AFTT) format for SAMS 3 parent night. Continue implementation on communication efforts through Connect ed messages, note cards home, and events such has parent report card pick up.</p>			

Comprehensive Progress Report

Mission: It is the mission of North Asheboro Middle School to care for and serve all students and staff while demonstrating a growth mindset for learning and preparing students for the next step in life.

Vision: North Asheboro Middle School, in partnership with parents and the community, will empower our 21st Century learners to embrace high standards for academic achievement, integrity, leadership, and responsible citizenship in a diverse, global society.

Goals:

All North Asheboro Middle School students will demonstrate academic growth and become successful citizens who are empowered to change the world.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The 2017-2018 school year yielded a greater number of positive office referrals than office discipline referrals. While historical discipline data demonstrates a steady decline in the number of referrals each year, there still exist gaps between subgroups and grade-levels. A focus will be placed on strategic and intentional professional development to support teachers. There will continue to be an increased focus on communicating with parents in order to create a partnership between school and home.	Limited Development 09/07/2017		
<i>How it will look when fully met:</i>		When this goal is achieved, the rules and policies of the school and classrooms should model effective communication skills to include respecting one another, promoting healthy human relationships, and the encouragement of ethical behavior. The administration of rewards and consequences should be very clear, explicitly taught to students, and upheld consistently throughout the year by staff. Rules and procedures should be retaught as needed, whether as a group or on an individual basis. Discussions about students who are not following rules and procedures should be fair and focused on reteaching and supporting students in a positive and helpful manner. Teachers should feel comfortable in asking peers and administration for any assistance needed. This system will help ensure classrooms at NAMS will provide students an environment where they feel safe and comfortable, allowing them to focus on their education. Yearly discipline data, PBIS data, or school survey data will be used to monitor progress.		Kasey Wood	06/04/2019
Actions			0 of 4 (0%)		
	9/7/17	All teachers will participate in Peer Observations.		Candace Call	02/19/2019
<i>Notes:</i>					
	9/17/18	Professional Development will be developed and offered throughout the year. Instructional and teacher leaders will conduct PD sessions.		Kasey Wood	03/19/2019
<i>Notes:</i>					

9/12/17	PBIS SOAR matrix and QUIT strategies are presented to all students at the beginning of the year and reviewed after any extended break. Grade levels will establish consistent procedures for students across classrooms. Expectations will be introduced and reviewed as a grade level to ensure fidelity.		Clyde Ward	04/23/2019
<i>Notes:</i>				
9/7/17	Teachers will turn in a parent contact log each week.		Ryan Gibbs	06/04/2019
<i>Notes:</i>				

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Curriculum and instructional alignment
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KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
	Initial Assessment:	Content area teachers in ELA and Math utilize district units and pacing guides that address changes in state standards. The math teams reference pacing guides throughout the year with content area objectives, and the same is evident in social studies and science based on common assessment data that is recorded in the school's common assessment folders. CASA meetings, as teams and content-areas, will address content-standard alignment and ensure all staff are working toward a vertical plan to maximize learning.	Limited Development 09/06/2017		
	How it will look when fully met:	When fully implemented the units will be paced out for teachers to not only monitor progress but also set a sense of urgency. The units will offer skills, texts, writing tasks, and interventions for teachers to use with instruction. We will organize times during CASA and planning to work on this as the year progresses.		Kasey Wood	05/21/2019
Actions			0 of 2 (0%)		
	9/6/17	Teachers will participate in weekly content/CASA meetings to plan, modify, and reflect on instruction aligned to grade level standards.		Kasey Wood	11/06/2018
<i>Notes:</i> Teachers are meeting with Instructional Facilitator to plan and review lessons. Standards and pacing guides are discussed as well as student data.					

9/17/18	Teachers will participate in content-specific professional development offered in and out of the district. Including, but not limited to, Writing in the Content Area offered through CANVAS.		Jennifer Gold	05/05/2019
<i>Notes:</i>				

Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Student support services			
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KEY	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.(5117)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>		NAMS continues to implement school-wide diagnostics, which allow teachers to gain new insight into the specific areas of need of individual students. Teachers also received training on how to analyze diagnostic data and design interventions to meet student needs. We have an MTSS team that meets monthly to discuss students in need of further intervention. Due to the need for a consistent remediation/enrichment time, NAMS will be utilizing a 30 min period, three days a week (NAMS Academy) to address individual learning needs and target students in need of remediation while also offering enrichment opportunities to students who are on or above grade level.	No Development 09/06/2017		
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<i>How it will look when fully met:</i>		At full implementation, teachers will continue to administer regular formative assessments and screenings to assess student needs, but we will also have the resources, time, and personnel to deliver meaningful interventions on a consistent and frequent basis to ensure students' needs are being fully addressed.		Candace Call	05/21/2019
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Actions			1 of 3 (33%)		
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9/6/17	Title I funds will be used to employ additional staff to provide interventions for targeted students based on data.	Complete 10/02/2018	Candace Call	10/02/2018
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Notes: Two retired teachers were hired to work three days a week with NAMS Academy in all three grade levels.

9/17/18	NAMS Academy will utilize a thirty minute enrichment/remediation block following lunch to address individual student needs.		Candace Call	05/07/2019
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Notes:

	9/6/17	NAMS will have a team of teachers participating in a MTSS Readiness cohort that will be provided by the district.		Kasey Wood	05/21/2019	
<i>Notes:</i>						
	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			At North Asheboro Middle School we have multiple supports and interventions in place to help teachers and students with their emotional states. We also know we can always get better and take more steps to help our students. Currently in place is the PBIS program in which we teach our students the SOAR (Safety, Ownership, Attitude, and Respect) matrix that shows them how to deal with situations in different parts of the building. There is also www.pbisworld.com, which serves as a tool for our teachers to help them understand and assist their students with positive behavior changes. Administrators, teachers, and students can use a referral sheet if they think a student needs to talk to our school counselor, psychologist, or social worker. EC teachers also collaborate with these positions on a regular basis to help students. NAMS also has our AND1 program which assigns a student to an adult in the building who he or she can always go to if he or she needs anything. Lastly, we also have the opportunity for district wide PD that addresses mental-health concerns.	Limited Development 09/07/2017		
<i>How it will look when fully met:</i>			At full implementation, we will be able to meet the emotional needs of all our students equally. While most students report they feel safe and supported at school, there are still pockets of students who do not always feel they have an ally or safe space to get help at school. We will need to expand our current programs and get additional help from outside organizations to fully meet this goal.		Angie Berrier	04/02/2019
Actions				0 of 3 (0%)		
	9/7/17	Increase our involvement and connections with Communities in Schools to provide needed resources for all our students.			Angie Berrier	11/27/2018
<i>Notes:</i>						
	9/17/18	Teacher leaders will participate in a book study, Emotional Poverty, and provide PD for colleagues.			Candace Call	02/05/2019
<i>Notes:</i>						

	9/7/17	Continue to develop and expand the And1 program to provide mentors for targeted students.		Angie Berrier	03/05/2019
<i>Notes:</i>					
	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).(5129)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We offer a wide array of academic, after-school activities: Science Olympiad, Battle of the Books, STEAM competitions, and athletic study halls. Additionally, we partner with community organizations like the Boys and Girls Club, YMCA, and UNCG to provide additional opportunities for our students. Heritage Language Academy will be offered for the 8th year.	Limited Development 09/17/2018		
<i>How it will look when fully met:</i>		Students will have a variety of opportunities to extended learning outside the classroom and normal school calendar. Every student at NAMS will be offered an opportunity to participate in an activity or program which enriches his or her educational experiences and provides opportunity for growth, both academically and emotionally.		Bryan Gallimore	01/29/2019
Actions			0 of 2 (0%)		
	9/17/18	Utilize already established programs/organizations such as Mustache Fraternity, Lipstick Sorority, and Gamers Club to supplement academic support received during NAMS Academy.		Bryan Gallimore	12/04/2018
<i>Notes:</i>					
	9/17/18	Promote and actively recruit students to participate in programs like Science Olympiad, Battle of the Books, and STEAM competitions.		Tresa Hatchett	04/02/2019
<i>Notes:</i>					
	KEY	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.(5134)	Implementation Status	Assigned To
				Target Date	

<p>Initial Assessment:</p>	<p>Our school counselor meets with each grade level throughout the year to discuss transitioning and available opportunities such as Asheboro Early College Academy, Credit by Demonstrated Mastery, Zoo School, and Health and Sciences Academy. Rising 6th graders tour the school, visit classrooms, have lunch in our cafe, meet our administrative staff, office team and media coordinator. We discuss the registration process, schoolwide expectations and have a Q&A session. There is a registration meeting with rising 6th and 7th graders held by our counselor and data manager where we discuss options for advanced classes and electives. Rising 9th graders visit the high school where they attend a curriculum fair. High school counselors meet with our students on our "Road Show" day to discuss high school expectations, extracurricular activities, daily schedule, CTE Pathways, honors and AP classes, college classes, and attendance policy. Registration forms are given out, 8th grade teachers and our counselor meet with students to approve advance classes, and answer any registration questions. One-on-one parent meetings are offered on all grade levels to discuss individual needs or concerns, as well as, a parent night to provide information on Asheboro Early College Academy. Grade level teachers provide lessons throughout the year to prepare students for social and academic changes as our students mature and advance to the next grade.</p>	<p>Full Implementation 09/06/2017</p>		
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<p>Core Function:</p>	<p>Dimension B - Leadership Capacity</p>				
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<p>Effective Practice:</p>	<p>Strategic planning, mission, and vision</p>				
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	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
			<p>The district has an LEA Support and Improvement Team that meets weekly (every Monday). A member of this team works with North Asheboro Middle School as a supportive thought-partner and consultant for meeting the needs of students and staff, as well as parents. The LEA Support person reports on progress for our school during LEA meetings and seeks solutions for challenges and support for North Asheboro Middle School. See document titled, LEA Support Team List.</p>	<p>Full Implementation 09/07/2017</p>		

KEY	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. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The Leadership Team at NAMS is an integral part of the decision making throughout our school. Our leadership team currently is led by our Principal Candace Call. Each grade level and electives have a member present. The leadership team also consists of the assistant principal, Exceptional Children's department representative, English as Second Language department representative, the Media Specialist, the data manager, the secretary, and the head of the custodial staff. All aspects of NAMS are represented on our team. Our school calendar already has the dates in place for meeting two times a month. All LT Meeting notes are sent out to the staff via email after the meeting. During the meetings the team discusses academic data, discipline data, and how to implement best practices throughout our school. Each member of the LT takes concerns from his or her area of operation at NAMS to the LT meeting and shares the results of the LT meeting with colleagues in a formal setting (Team Meetings). Evidence of this objective's fidelity can be found in the notes archives of each meeting taken by our data manager, Faye McLeod and the dates built into the school's master calendar.	Full Implementation 09/07/2017		

Core Function: Dimension B - Leadership Capacity

Effective Practice: Distributed leadership and collaboration

KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		At North Asheboro Middle School each grade level has a team of teachers who meet at least once a week as a team, as well as, content level groups with school administrators and instructional facilitators. These teams meet during planning time. They review data, plan interventions, review duties, and share successes and challenges. This is the forum where new duties, instruction, and expectations are presented. Staff are also reminded regularly about duties, expectations, and schedules outlined in staff handbook.	Full Implementation 09/07/2017		

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
	B3.01	The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We are an extremely diverse school, and thus, require a diverse set of strategies to extend the learning of all our students. Teachers are available before and after school to provide tutoring and additional help to students. We also have specialized staff during the school day who push in to core classes to provide extra support. We offer a wide array of academic, after-school activities, such as Science Olympiad, Battle of the Books, STEAM competitions, and athletic study halls. Additionally, we partner with community organizations like the Boys and Girls Club, YMCA, and UNCG to provide additional opportunities for our students. We will continue to implement Parent Nights which invite parents into NAMS to give them concrete ways to help their children at home. Teachers will provide Tutoring on Demand or other digital resources to assist parents and students outside of the school day.	Limited Development 09/12/2017		
<i>How it will look when fully met:</i>		While we offer many after-school opportunities, lack of transportation often keeps students from fully participating. At full implementation, we would have strategies in place to allow all students to access after school activities. We will also need to make structural changes to our school day to maximize the learning time during the regular school day. NAMS Academy will be consistent and data will be collected to provide evidence of student growth in CORE academic areas.		Alisa Hicks	05/07/2019
Actions			0 of 1 (0%)		
	9/17/18	NAMS Academy will utilize a thirty minute enrichment/remediation block following lunch to address individual student needs.		Bryan Gallimore	05/07/2019
<i>Notes:</i>					

	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The administrative team (principal, assistant principal, instructional facilitator) routinely visits classrooms, typically seeing each classroom at least once a week, if not more. Together, the team establishes norms and institutes a system to ensure administrative presence in all classes is fair and consistent. The admin team has instituted and will use a universal walk-through form focused on observable, best practices. Feedback is given to teachers after each walk-through. Data collected from these forms will help guide some of the PD offered during CASAs.	Limited Development 09/07/2017		
How it will look when fully met:			At full implementation, walk-throughs will continue regularly throughout the entire school year. Feedback will be given in a streamlined, consistent manner which allows teachers to continually grow. The results of walk-throughs will be used to plan multiple PD opportunities during the year.		Candace Call	01/08/2019
Actions				0 of 1 (0%)		
	9/7/17	Continue and improve administrative walk-throughs by streamlining the process by using a NAMS universal observation document and using trends in data to plan professional development, which is then emailed to the teacher. A Google Form provides immediate feedback to teachers and serves as a collection document for data that will influence instruction and professional development needs.			Kasey Wood	01/08/2019
<i>Notes:</i>						

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	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.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		At this time, the content areas and grade level team consistently extract, reference, and revisit data to guide levels of instruction at a classroom level. Data frequently comes from BOY diagnostics, in-class assignments, tests, common assessments, and district benchmarks.	Limited Development 09/07/2017		
<i>How it will look when fully met:</i>		When fully implemented, data trends from classrooms and grade levels can be compared across the school to guide staff PD, as well as using teachers who are distinguished in noted areas of need to model successful practices to all. For this to be done, a system of how grade-level data is communicated to leadership team on a regular basis must be created.		Kasey Wood	12/18/2018
Actions			0 of 1 (0%)		
	9/13/17	Continue and improve administrative walkthroughs by streamlining the process by using a NAMS universal observation document and using trends in data to plan professional development, which is then emailed to the teacher. A Google Form that provides immediate feedback to teachers and serves as a collection document for data that will influence instruction and professional development needs.		Kasey Wood	12/18/2018
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date

<p>Initial Assessment:</p>	<p>NAMS currently uses various methods for recruiting, evaluating, rewarding, and retaining staff. Recruitment occurs through job fairs, ACS student-teaching programs from local colleges and universities, as well as from abroad, posting of positions on educator portals, and teacher-teacher networking. The evaluation process utilizes candidates potential colleagues, by grade-level and, if possible, content area, as well as administrators to ensure that there are multiple relevant personnel present. Continuous evaluations have been established through walk-throughs and individual goal setting for teachers. Monthly staff meetings incorporate teacher self-reflection, in addition to weekly reviews of lesson plans with the school's instructional facilitator. Teacher evaluations are followed up with a meeting to receive clear and constructive feedback from the evaluator. NAMS evaluations are conducted through a standardized evaluation tool to ensure consistency in the process.</p>	<p>Full Implementation 09/07/2017</p>		
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Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	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).(5182)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Last year, we implemented Parent Nights that invited parents into NAMS to give them concrete ways to help their children at home. We also implemented Tutoring on Demand, which gave parents and students an easy, online format to access curriculum help at home. Weekly Connect 5 calls inform parents of events happening throughout the school and consistently reminds parents of the importance of reading at home.	Limited Development 09/07/2017		
How it will look when fully met:		While we have done many things to reach out to parents, we have found participation in our evening activities to be lacking. To reach full implementation for this goal, we will need to investigate different ways to reach our school population more effectively.		Maricela Zepeda	06/04/2019
Actions			1 of 5 (20%)		
	9/13/17	Simple curriculum resources, such as 12 powerful words and times tables, will be provided to all parents in back-to-school packets. Incentives will be offered for students who master these materials at home.	Complete 09/04/2018	Faye McLeod	09/20/2018
		<i>Notes:</i> These documents were included in student packets and extra copies of these documents were printed as needed.			
	9/13/17	The school will utilize multiple social media outlets to disseminate information to families, such as Facebook, Remind, and Connect5 calls.		Jennifer Gold	12/18/2018
		<i>Notes:</i>			
	9/7/17	Continue Tutoring on Demand website for teachers to upload videos which teach families how to help students practice skills at home and continue to learn about and implement other digital resources to support parents at home.		Jennifer Gold	03/19/2019
		<i>Notes:</i>			

9/7/17	AFTT nights will be held to provide opportunities to teach families how to use Tutoring on Demand and/or other digital resources and provide materials/alternatives for families without internet access. These nights can also be utilized to expand parents' use of PowerSchool.		Candace Call	05/21/2019
<i>Notes:</i>				
9/13/17	Special resources will be utilized to ensure we reach Spanish-speaking families, including Heritage Language Academy, ESL Parent Nights, and translations for home materials.		Adriana Paschal	06/04/2019
<i>Notes:</i>				

Early Childhood Development Center

**2018-2019 Continuous Improvement and
Title I Implementation Plan**

Asheboro City Schools

Contents

Leadership Team Members

- A. Vision, Mission and Belief Statements
- B. School Community Profile
- C. School Results
- D. Goals and Action Plans (including Safe Schools and Professional Development)
- E. Additional Information
 - Title I Compliance
 - Compliance Statements
 - Focused Intervention / Remediation Plan
 - Waiver Requests
 - Provision for Distribution of ABC Incentive

Approved by Staff

Date of Secret Ballot Election: 9/28/18

Results For: 25

Opposed: 0


Principal's Signature

10/29/18
Date

Approved by Superintendent of Schools

Signature

Date

Approved by Board of Education

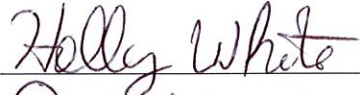



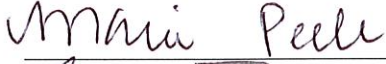
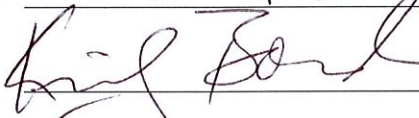
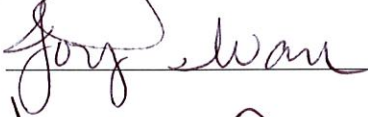

Signature

Date

Early Childhood Development Center
Continuous Improvement and Title I Implementation Plan
2017-2018

Leadership Team Members

The following team members collaborated with school staff to develop the School Improvement Plan for our school:

Name	Signature	Role
Holly White		Preschool Coordinator
Deb York		Secretary
Tracy Little		Preschool EC Teacher
Erica Rosencrans		Classroom Teacher
Marie Peele		Classroom Teacher
Kimberly Borden		Classroom Teacher
Joy Ivan		Classroom Teacher
Tammy Carson		Instructional Assistant



**Our School's
Vision**

The Early Childhood Development Center will be a place where students are nurtured, encouraged, and empowered to learn in a developmentally appropriate environment that provides the experience necessary for them to become life-long learners. Collaborative relationships with families and the community will provide a forum in which to share ideas and create an ongoing cooperative experience.

**Our School's
Mission**

The mission of the Early Child Development Center is to provide an inviting and inclusive school environment that encourages interactive learning between parents and children at home and at school, and that provides the foundation for a successful future.

Core Beliefs

To lead us toward our vision and mission, our school community shares the following core beliefs:

- Every individual is a person of value and deserves to be treated with respect and dignity.
- The family is the child's first and most important teacher.
- Positive early interactions between home and school help develop a meaningful relationship between parents and professionals.
- Children learn through active exploration of their environment.
- Positive interactions with adults and peers support children's development and learning.
- An inclusive setting is beneficial to children with disabilities as well as children who are typically developing.



<p>Strategic Objectives:</p> <ul style="list-style-type: none"> ○ Each Student Prepared at Graduation ✓ Personalized Education ○ Excellent Educators ○ Staff, Student, Family Communication ○ Healthy, Safe and Responsible

<p>Strategic Focus/Foci:</p> <ul style="list-style-type: none"> ★ Cultivate partnerships with families, so that student learning experiences are enhanced. ★ Cultivate partnerships with the community

<p>Current Level of Performance:</p> <p>Currently we do not use digital means to communicate with families or the community, with the exception of email.</p>
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Annual Goal 1:
School staff will implement communication with families and the community through digital means.

Action Steps	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe		Progress Notes
Staff will implement SeeSaw communication system for families .	All Staff	Professional Development in the use of SeeSaw SeeSaw online modules	Holly White, Anthony Woodyard, Stacy Lovdahl (NCDPI) All Staff	Professional Development Rosters Each account activity	August 20, 2018 Throughout the year		August 20, 2018
Teachers will discuss and share ideas about SeeSaw during	All teachers	SeeSaw website	Joy Ivan Venise Lawrence-Smith	Collaborative Planning Minutes	August 28-October 9		October 9, 2018



collaborative planning the first 6 weeks of school. .			Kimberly Borden Amber Watts Marie Peele Erica Rosencrans Amy Slate				
Teachers will use See Saw to notify parents about upcoming events and daily learning that occurs in the classroom.	All teachers	SeeSaw App and website	All teachers	Weekly See Saw usage report	August 28-June 10		
Staff will create a Facebook page for ECDC to show the community all of the great things that happen at ECDC.	All teachers	Webmaster training	Amber Watts Holly White	Facebook posts	December 18-June 19		



<p>Strategic Objectives:</p> <ul style="list-style-type: none"> ○ Each Student Prepared at Graduation ○ Personalized Education ○ Excellent Educators ○ Staff, Student, Family Communication ✓ Healthy, Safe and Responsible

<p>Strategic Focus/Foci:</p> <ul style="list-style-type: none"> ★ Design, implement, and evaluate a comprehensive continuum of behavioral supports, so that students, families, and staff have clear expectations for appropriate behavior and resources are available to meet student needs.

<p>Current Level of Performance:</p> <p>Five classrooms at ECDC are SEFEL classrooms. There are three classrooms that are not SEFEL classrooms. SEFEL (Social Emotional Foundations for Early Learning)</p>
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Annual Goal 2:
Each classroom will become a SEFEL classroom by reaching fidelity by the end of the 2018-2019 school year.

Action Steps	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe		Progress Notes
SEFEL coaches will be matched with the three classrooms.	SEFEL Coaches Holly White Venise Lawrence-Smith Tracy Little	Resources provided on the website of the Center for Social Emotional Foundations of Early Learning.	Holly White	Coaching logs Collaborative Planning minutes	August 30, 2018	Holly White/Amy Slate Tracy Little/Marie Peele	



									Venise Lawrence/Erica Rosencrans	
SEFEL coaches will conduct a preliminary T-POT on each of the 3 classrooms and provide coaching to meet the goals that are developed.	SEFEL Coaches	Resources provided on the website of the Center for Social Emotional Foundations of Early Learning.	Holly White	Coaching logs PD Rosters	October 31 - T-POT completed Coaching throughout the year.					
. SEFEL module 1 and 2 professional development will be conducted for any staff who has not received the training and/or would like a refresher course.	Holly White Amber Watts Joy Ivan	SEFEL Module 1 and 2 training modules	Holly White	PD Rosters	November 6 January 21					
SEFEL coaches will conduct a post T-POT on each of the 3 classrooms and provide feedback.	SEFEL Coaches Holly White Venise Lawrence-Smith Tracy Little	Resources provided on the website of the Center for Social Emotional Foundations of Early Learning.	Holly White	Coaching logs PD Rosters	June 10, 2019 - T-POT					

Early Childhood Development Center
Continuous Improvement and Title I Implementation Plan
2018-2019

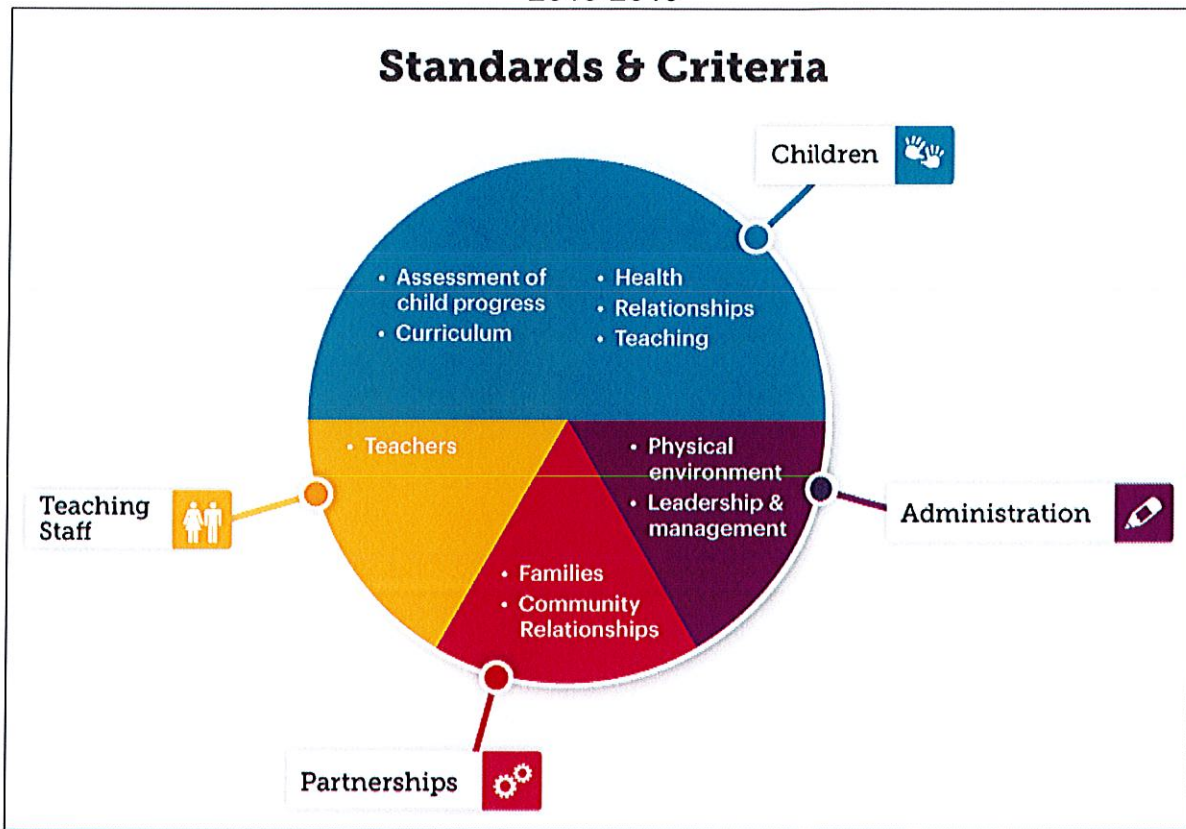
The Early Childhood Development Center will be finishing the NAEYC Reaccreditation process during the 2018-2019 school year.

The National Association for the Education of Young Children (NAEYC) is the world's largest organization of early childhood professionals. For more than 20 years, NAEYC Accreditation has ensured the quality of education and care provided by programs for young children. NAEYC has defined 10 standards for early childhood programs. These standards, and more than 400 related criteria, are based on research on the development and education of young children and were created with input from thousands of experts and educators from around the country.

NAEYC-Accredited programs must:

- Promote positive relationships for all children and adults to encourage each child's sense of individual worth
- Implement a curriculum that fosters all areas of child development: cognitive, emotional, language, physical and social
- Use developmentally, culturally and linguistically appropriate and effective teaching approaches
- Provide ongoing assessments of each child's learning and development and communicate the child's progress to the family
- Promote the nutrition and health of children and protect children and staff from illness and injury
- Employ and support a teaching staff that has the educational qualifications, knowledge and professional commitment necessary to promote children's learning and development and to support families' diverse interests and needs
- Establish and maintain collaborative relationships with each child's family
- Establish relationships with and use the resources of the community to support achievement of program goals
- Provide a safe and healthy learning environment
- Implement strong personnel, fiscal and program management policies so that all children, families and staff have high quality experiences

Early Childhood Development Center
Continuous Improvement and Title I Implementation Plan
2018-2019



The reaccreditation process has four steps:

1. Self - Study September - October 2017

During the self-study portion ECDC will:

- Create a shared understanding of the key concepts about accreditation, program standards, assessment items, and implications for the program
- Gather information
- Determine strengths and challenges
- Develop improvement plans, as needed
- Make improvements and document progress
- Evaluate results and determine next steps

We started the process during September by conducting the NAEYC staff survey and the NAEYC family survey. We are in the process of compiling the data at this time. We will evaluate the data and use this information to develop an improvement plan. We will also use the information to celebrate areas of strength.

2. Self-Assessment October 2017 - February 2018

Early Childhood Development Center
Continuous Improvement and Title I Implementation Plan
2018-2019

Once the self-study portion is complete the official accreditation process begins. We will use the reflective work of the self-study and we will compile sources of evidence to demonstrate how ECDC meets each program standard. The evidence includes portfolio evidence and observable evidence.

- Complete classroom portfolios
- Complete administrator portfolio
- Complete school portfolio

3. Candidacy February 2018

ECDC will submit all candidacy materials, NAEYC will review the materials and determine the readiness for a site visit. ECDC will demonstrate all of the key components of high-quality programming and preparedness for the site visit. At the completion of this step ECDC will be considered candidates for NAEYC Accreditation and will be scheduled for a site visit.

- Complete the candidacy materials
- Organize documentation according to the four sources of evidence:
 - Program portfolio
 - Program observation
 - Class portfolio
 - Class observation
- Continue to gather evidence of performance and make improvements using the self-assessment materials

4. Meeting Standards March - May 2018

ECDC will demonstrate the NAEYC Early Learning Program Standards and Assessment Items to an NAEYC assessor through observable and portfolio evidence. The site visit will provide an independent assessment that the program fully meets NAEYC's program standards. During the site visit, an NAEYC assessor will collect data on the program, based on observations and evidence the program compiled during the self assessment. Following the visit, the data is sent to NAEYC for scoring.

- Review the current pre-visit protocol and site visit protocol
- Review the administrator information packet
- Make sure the program portfolio and all classroom portfolios are complete and in one location
- Receive contact from your assigned assessor:
 - Receive a visit scheduling form (choose one exclusion date per month)
 - Receive a 15-day window
 - Receive business-day-prior call informing you of the actual visit day
- Participate in the site visit
- Complete an evaluation (after the site visit)



Early Childhood Development Center 2018-2019 Continuous Improvement

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Title I Compliance	page 6

Staff Approval

Date of Secret Ballot

Results For

Results Against

Date

Signature

Approved by Superintendent of Schools:

Signature

Approved by Board of Education:

Date



Signature

Date

<p>Our School's Vision</p>	<p>The Early Childhood Development Center will be a place where students are nurtured, encouraged, and empowered to learn in a developmentally appropriate environment that provides the experience necessary for them to become life-long learners. Collaborative relationships with families and the community will provide a forum in which to share ideas and create an ongoing cooperative experience.</p>
<p>Our School's Mission</p>	<p>The mission of the Early Child Development Center is to provide an inviting and inclusive school environment that encourages interactive learning between parents and children at home and at school, and that provides the foundation for a successful future.</p>
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Points of Pride Update

November 8, 2018

We BROKE ground!

Last Friday (November 2), we broke ground on the Asheboro High School Renovation and Expansion project. The first phase of the project will be the construction of the new addition which will provide new classrooms, multi-use commons spaces, expanded space for our cultural arts programs, and most importantly address our capacity needs. We are grateful for the board's leadership and for the generous support from our Randolph County Commissioners.

Welcoming A New AHS Principal

Dr. Penny Crooks will begin serving as principal of Asheboro High School effective December 1. Dr. Crooks is a strong educational leader, having served as a teacher, curriculum coach, and assistant principal for eight years at Asheboro High School. Dr. Crooks has most recently served as the principal at Balfour Elementary School. We are confident she will continue to uphold our tradition of educational excellence.

All-District Resiliency Trainings

All Asheboro City Schools staff participated in one of three resiliency trainings on Tuesday, November 6. The training included a screening of the one-hour documentary RESILIENCE: THE BIOLOGY OF STRESS & THE SCIENCE OF HOPE, followed by a facilitated discussion. RESILIENCE: THE BIOLOGY OF STRESS & THE SCIENCE OF HOPE is the recipient of nine film festival awards and it chronicles the birth of a new movement among pediatricians, therapists, educators and communities, who are using cutting-edge brain science to disrupt cycles of violence, addiction, and disease. What began as controversial research unearthed some of most important public health findings of a generation. By understanding and implementing "trauma-informed" policies and practices, we have the opportunity reduce rates of high-school drop-outs, teen pregnancy, youth suicide and domestic violence, and increase the health outcomes and longevity of our students.

SAMS Career Day

Students heard from a number of AHS alums at the Career Day event at South Asheboro Middle School last week. Special guests included Dr. James Fetner, Mr. Baxter Hammer, Ms. Aggie Ingold, Mr. Brandin Davis, Mr. Dustin Smith, Ms. Shannon Fox, Mr. Dwyane Lester, Ms. Pam Smith, Ms. Tahesia Carter, Mr. Charles Spencer, Ms. Tracy Hayes, Mr. Ryan McCoy, Ms. Kim Richau, Mr. Brian Shackelford, Mr. Jon Albertson, Ms. Felicia Hall, Ms. Tracey Burnette, Mr. Brandon Kiser, Ms. Anna Phillips, and Ms. Jaimie Campbell! Many thanks to all our community partners!

Teachey Red Ribbon Week

Teachey students participated in Red Ribbon Week activities the week of October 22. Students learned about making positive choices to stay safe, healthy, bully-free, and drug-free.

Special Thanks to Lowe's Home Improvement

A team from Lowe's Home Improvement supported Lindley Park Elementary School in service by constructing a storage building for loose parts and play materials for the school's Outdoor Learning Environment.

Schools Host Cultural Heritage Events

Each of our elementary and middle schools hosted their annual cultural heritage events over the past two weeks. At these events, students, families, and staff enjoyed native food, dancing, and singing from various cultures around the world. Students also had an opportunity to share art projects about different countries they have been researching and at McCrary Elementary, students participated in African drumming.

Congrats to NAMS Football Team

Congratulations to Coach Chester Gary and the North Asheboro Blue Comets for bringing "The Battle for Asheboro" trophy back to NAMS. The North Asheboro football team defeated the South Asheboro football team in an incredible game. The final score was 28-22 with the game being decided in the last minutes. The game ended with the tradition of the NAMS and SAMS players taking a knee at the 50-yard line and listening to both coaches emphasize that in one year many of them will be playing together for the AHS Blue Comets.

Middle School Manufacturing Day

We appreciate everyone who helped make Manufacturing Day at Randolph Community College a success! Students from both our middle schools had the opportunity to tour several local industries and participate in hands-on activities at Randolph Community College's machining, mechatronics, and welding labs. It was a great way for our students to learn about the many careers and opportunities in Advanced Manufacturing.

Spotlight on McCrary Volunteers

Over the past few years, the district has made concerted efforts to find and retain faith-based partners for each school. A great example of this effort is the partnership that has developed between McCrary Elementary School and volunteers from First United Methodist Church. Each week, 22 volunteers work with McCrary students through the Congregations for Children program. The focus is on reading, but the outcome is far greater! Many, many thanks to our partners at FUMC.

Calendar of Events as of 11-1-18

	DATE	MEETING	TIME	LOCATION
Tues	Nov. 6	WKXR Talks	8:30 - 9 a.m.	WKXR Studios
Tues	Nov. 6	Mandatory Teacher Workday	All Day	All Sites
Wed.	Nov. 7	WZOO Radio	8 a.m.	WZOO
Thurs	Nov. 8	Asheboro City Board of Education Meeting	7:30 p.m.	COBR
Sun.	Nov. 11	Veteran's Day Parade (Band performing)	4-5 p.m.	Downtown Asheboro
Mon - Fri.	Nov. 12- 18	National Apprenticeship Randolph	All Sites	All Week
Mon	Nov. 12	Veteran's Day Holiday	All Day	All Sites
Mon - Wed	Nov. 12-14	NC School Boards Association Conference	All Day	Koury Center
Mon - Fri	Nov. 12-16	American Education Week/Principal for a Day	All Day	All Sites
Tues	Nov. 13	AHS AFTT Night	5:30 - 8 p.m.	AHS
Tues	Nov. 13	DLL AFTT Night	5:30 p.m.	DLL
Thurs. - Sun.	Nov. 17-18	Park Street Players Fall Show	11-17 @ 12 p.m. / 11-18 @ 5 p.m.	Sunset Theatre
Thurs.	Nov. 15	Middle School Agriculture Day	9 a.m. - 2 p.m.	NC Zoo
Wed.	Nov. 21	Teacher Annual Leave	All Day	All Sites
Thurs	Nov. 22	Thanksgiving Holiday	All Day	All Sites
Fri	Nov. 23	Thanksgiving Holiday	All Day	All Sites
Thurs.	Nov. 29	Jazz and Percussion Concert	7:30 p.m.	TBD
Mon	Dec. 3	Hour of Code Event	5-7 p.m.	AHS Media Center
Tues	Dec. 4	WKXR Talks	8:30 - 9 a.m.	WKXR Studios
Tues	Dec. 4	SAMS AFTT Night	5:30-7:30	SAMS
Tues.	Dec. 4	NAMS Winter Concert (All grades)	7:30 p.m.	NAMS Little Theater
Fri	Dec. 7	WZOO Radio	8 a.m.	WZOO
Fri	Dec. 7	Asheboro Christmas Parade (band performing)	7 p.m.	Downtown Asheboro
Tues	Dec. 11	District Science Fair	8:30 a.m. - 12 p.m.	SAMS
Wed	Dec. 12	Senior Holiday Lunch	12 - 1:30 p.m.	DLL
Thurs	Dec. 13	Asheboro City Board of Education Meeting	7:30 p.m.	COBR
Fri	Dec. 14	Christmas on Sunset (band performing - optional)	5:30 p.m.	Downtown Asheboro
Tues	Dec. 18	Superintendents Holiday Lunch	11:30 a.m. - 1 p.m.	TBD
Tues	Dec. 18	AHS Winter Band Concert	7:30 p.m.	TBD
Wed	Dec. 19	Advanced Placement Scholar Event	4 p.m.	AHS Media
Fri	Dec. 21	Early Release Day		All Sites
Mon	Dec. 24	Winter Holiday Break	All Day	All Sites
Tues	Dec. 25	Winter Holiday Break	All Day	All Sites
Wed	Dec. 26	Winter Holiday Break	All Day	All Sites
Thurs	Dec. 27	Teacher Annual Leave	All Day	All Sites
Fri	Dec. 28	Teacher Annual Leave	All Day	All Sites
Mon	Dec. 31	Teacher Annual Leave	All Day	All Sites
Tues	Jan. 1	Holiday	All Day	All Sites
Wed.	Jan. 2	WZOO Radio	8 a.m.	WZOO
Thurs	Jan. 10	Board Appreciation Reception	5:30 - 6 p.m.	COBR
Thurs	Jan. 10	Asheboro City Board of Education Meeting	7:30 p.m.	COBR

Thurs.	Jan. 10	DLL Spelling Bee	1 p.m.	DLL
Fri.	Jan. 11	SAMS Spelling Bee	9 a.m.	SAMS
Thurs.	Jan. 17	McCrary Spelling Bee	1 p.m.	CWM
Fri	Jan. 18	Teacher Workday	All Day	All Sites
Mon	Jan. 21	MLK, Jr. Holiday	All Day	All Sites
Tues	Jan. 22	Professional Development for Teachers	All Day	All Sites
Wed.	Jan. 23	NAMS Spelling Bee	9 a.m.	NAMS
Thurs.	Jan. 24	BAL Spelling Bee	1 p.m.	BAL
Thurs	Jan. 24	DLL AFTT Night	5:30 p.m.	DLL
Mon.	Jan. 28	GBT Spelling Bee	1 p.m.	GBT
Mon	Jan. 28	TENTATIVE - Randolph Sports Council Banquet		
Fri. - Sat.	Feb. 1 - Feb. 2	Board of Education Winter Retreat	Friday evening - Saturday 4 p.m.	Graylyn Estate, Winston-Salem
Tues	Feb. 5	WKXR Talks	8:30 -9 a.m.	WKXR Studios
Tues	Feb. 5	CWM AFTT Night (K, 2, & 4)	5:30 p.m.	CWM
Wed.	Feb 6	WZOO Radio	8 a.m.	WZOO
Thurs	Feb. 7	CWM AFTT Night (1, 3, & 5)	5:30 p.m.	CWM
Thurs	Feb. 7	GBT AFTT Night	4:30 - 6:30 p.m.	GBT
Thurs.	Feb. 7	BAL AFTT Night	5-7 p.m.	BAL
Fri	Feb. 8	ACS Employee Appreciation Snacks	All day	All sites
Tues	Feb. 12	Lindley Park AFTT Night	5:30 p.m.	LP
Mon	Feb. 18	Annual Leave	All Day	All Sites
Tues	Feb. 19	District Spelling Bee	7 p.m.	TBD
Thurs	Feb. 21	ACS Board of Education Meeting	7:30 p.m.	COBR
Saturday	Feb. 23	ACS Teacher Recruitment Fair	9 a.m. - 12 p.m.	SAMS Media
Saturday	Feb. 23	STEAM Competition (Kick-Off for Secondary Students)	9 a.m. - 12 p.m.	AHS Media Center
Mon - Fri	Feb. 25-March 1	Read Across America Week	All Day	All Sites
Tues	Feb. 26	MAKE-UP date for District Spelling Bee	7 p.m.	TBD
Tues	Feb. 26	AHS AFTT Night	5:30-8 p.m.	AHS
Thurs	Feb. 28	Middle School Battle of the Books	10-11 a.m.	NAMS Little Theater
Fri	March 1	Read Across America Day	All Day	All Sites
Tues	March 5	WKXR Talks	8:30 - 9 a.m.	WKXR Studios
Tues	March 5	Kindergarten Registration and Info. Sessions	4-7 p.m.	All Elementary Schools
Tues.	March 5	NAMS 8th grade MPA Showcase	7:30 p.m.	TBD
Wed.	March 6	WZOO Radio	8 a.m.	WZOO
Wed	March 6	Youth Art Month Reception	4-6 p.m.	Randolph Arts Guild
Thurs.	March 7	AHS Band Concert	7:30 p.m.	TBD
Tues	March 12	SAMS AFTT Night	5:30-7:30	SAMS
Thurs	March 14	Asheboro City Board of Education Meeting	7:30 p.m.	COBR
Thurs.	March 21	Elementary Battle of the Books	9:30 a.m.	DLL
Thurs.	March 21	BAL AFTT Night	5-7 p.m.	BAL
Fri	March 29	Mandatory Teacher Workday	All Day	All Sites
Saturday- Mon	March 30 - April 1	National School Boards Association Annual Conference	All Day	Philadelphia, PA
Tues	April 2	WKXR Talks	8:30 - 9 a.m.	WKXR Studios
Tues.	April 2	STEAM Competition	9:30 a.m. - 2 p.m.	AHS Media Center
Tues.	April 2	STREAM Competition - Elementary	12-4 p.m.	AHS New Gym
Wed.	April 3	WZOO Radio	8 a.m.	WZOO

Wed - Fri	April 3-5	NAMS Student Trip to Washington DC		
Thurs	April 4	DLL AFTT Night	5:30 p.m.	DLL
Fri	April 5	ACS Elementary Choral Festival	7:30 a.m. - 7 p.m.	TBD
Tues	April 9	CWM Kindergarten Orientation	8:30 a.m. - 1 p.m., 3-6 p.m.	CWM
Tues.	April 9	GBT AFTT Night	4:30 - 6:30 p.m.	GBT
Thurs	April 11	Asheboro City Board of Education Meeting	7:30 p.m.	COBR
Fri	April 12	Greesboro Symphony for 4th-5th Graders-ACS & Rand. Co. Schools	9:30 a.m. ACS/11:30 Rand. Co.	TBD
Mon - Fri	April 15-19	ACS Spring Break (Annual Leave M-Th, Holiday - Friday)	All Day	All Sites
Tues	April 23	LP Kindergarten Orientation	8:30 a.m. - 1 p.m., 3-6 p.m.	LP
Wed	April 24	BAL Kindergarten Orientation PM ONLY	12- 6 p.m.	BAL
Thurs	April 25	BAL Kindergarten Orientation	8:30 a.m. - 1 p.m., 3-6 p.m.	BAL
Fri.	April 26	NAMS 50th Anniversary Celebration	1-3:30 p.m.	NAMS
Tues	April 30	Lindley Park AFTT Night	5:30 p.m.	LP
Tues	April 30	GBT Kindergarten Orientation PM ONLY	12- 6 p.m.	GBT
Wed	May 1	GBT Kindergarten Orientation	8:30 a.m. - 1 p.m., 3-6 p.m.	GBT
Thurs	May 2	DLL Kindergarten Orientation	8:30 a.m. - 1 p.m., 3-6 p.m.	GBT
Thurs	May 2	NAMS AFTT Meeting	6-7:30 p.m.	NAMS
Fri.	May 3	BAL Spring Fling	5-7 p.m.	BAL
Mon	May 6	TENTATIVE - Randolph Sports Council Banquet		
Tues	May 7	WKXR Talks	8:30 - 9 a.m.	WKXR Studios
Tues.	May 7	Teacher of the Year Banquet	6 p.m.	Pinewood Country Club
Wed.	May 8	NAMS Spring Concert	7:30 p.m.	NAMS
Thurs	May 9	Asheboro City Board of Education Meeting	7:30 p.m.	TBD
Thurs.	May 9	AHS Band Chamber/Percussion Concert	7:30 p.m.	TBD
Mon	May 20	CWM AFTT Night (K, 2, & 4)	5:30 p.m.	CWM
Tues.	May 21	AHS Jazz Concert	7:30 p.m.	TBD
Wed.	May 22	WZOO Radio	8 a.m.	WZOO
Thurs	May 23	CWM AFTT Night (1, 3, & 5)	5:30 p.m.	CWM
Thurs.	May 23	AHS Spring Band Concert	7:30 p.m.	TBD
Mon	May 27	Memorial Day Holiday	All Day	All Sites
Fri	May 31	ACS Employee Appreciation Snacks	All day	All sites
Tues	June 4	WKXR Talks	8:30 - 9 a.m.	WKXR Studios
Wed.	June 5	WZOO Radio	8 a.m.	WZOO
Thurs	June 6	NAMS Athletic Awards	TBD	NAMS
Fri	June 7	Graduation/Last Day for Students	All Day	All Sites
Mon	June 10	Retirement Breakfast	8 - 10 a.m.	TBD
Mon	June 10	Mandatory Teacher Workday	All Day	All Sites
Tues	June 11	Teacher Vacation/Annual Leave Day	All Day	All Sites
Thurs	June 13	Asheboro City Board of Education Meeting	7:30 p.m.	COBR
Thurs - Fri	June 20 - 21	Summer Academy EOG/EOC		
		Location to be determined due to unavailability of the PDC and PAC		
		Location updated		



**Board of Education Strategic Plan Goals
2018-2019**

Goals and Objectives	Annual Strategies
<p>GOAL 1: Each student in Asheboro City Schools graduates prepared for further education, work and citizenship.</p>	
<p>Objective 1. Align instruction with a guaranteed and viable curriculum, so that students master grade /course standards for career and college readiness.</p>	<ul style="list-style-type: none"> ● Implement consistent and connected pacing in English Language Arts and Math, K-12. <ol style="list-style-type: none"> 1. Monitored through CASA meetings and grade-level planning. 2. Pacing guide is used to guide grade-level and content-level planning at each school. ● Develop a PreK-12 writing focus across all subjects. <ol style="list-style-type: none"> 1. Developed K-12 Canvas course for K-12 teachers in writing across the curriculum. 2. Provided writing professional development for instructional leaders and administrators during October Curriculum Conversations. 3. Provided Hybrid (face-to-face/ CANVAS) writing professional development for elementary teachers during October Grade-Level Meetings. ● Monitor student progress at least quarterly with data team check-ins from assessment and walk-through data. <ol style="list-style-type: none"> 1. Central office teams and school-level administrators reviewed and analyzed Check-in data looking for patterns and examining next steps for instructional purposes. 2. The first round of NC Check-in Grades 3-8 for Math and Reading will be given

	<p style="text-align: center;">10/30 - 11/9. Data will be utilized to gauge student mastery on assessed standards and adjust instruction as necessary.</p> <ul style="list-style-type: none"> ● Provide research-based curriculum and support materials for teachers aligned to content standards. <ul style="list-style-type: none"> 1. Teachers were provided a hard copy of the revised standards in ELA and Math. ● Provide CASA fidelity checks. <ul style="list-style-type: none"> 1. Protocols are in place for weekly review and analysis of formative assessments, Check-In data, and lesson plan reviews. ● Expand the use of North Carolina Check-In assessments for interim progress monitoring in grades 3 to 8, including family notification of student progress after each administration (Reading/ELA in grades 4-8 and mathematics in grades 3-8). <ul style="list-style-type: none"> 1. Assessments were used to guide conversations and “next steps” to deliver differentiated instruction. 2. Family notifications were sent home after each administration. 3. Test Coordinator Training for administration will occur on October 9. 4. The first round of NC Check-in Grade 3-8 for Math and Reading will be given 10/30 - 11/9. Data will be utilized to gauge student mastery on assessed standards and adjust instruction as necessary.
<p>Objective 2. Define and implement consistent grading practices, so that students and families have a clear understanding of performance.</p>	<ul style="list-style-type: none"> ● Develop a grading practices committee to study grading practices across the district. ● Develop a common understanding of grading student performance for all schools at each level.
<p>Objective 3. Enhance the integration of technology with instruction, so that students use digital resources as tools for learning.</p>	<ul style="list-style-type: none"> ● Provide technology professional development opportunities for teachers and administrators. <ul style="list-style-type: none"> 1. Seventeen teachers completed an Introduction to AIG in Asheboro City Schools professional development through Canvas facilitated by Megan Smith and Melissa McKeown during the summer to prepare to

	<p>teach AIG students and add-on AIG licensure.</p> <p>2. Secondary teachers completed part one of Canvas Writing in the Content Area course on the August 22nd workday. The remainder of the course will be completed by the November workday.</p> <ul style="list-style-type: none"> ● Develop and implement a systematic and equitable process for selecting technology tools and software for classroom use.
<p>Objective 4. Establish transition plans for the district and individual students, so that each student makes continual progress towards graduation.</p>	<ul style="list-style-type: none"> ● Develop a district and school transition plan for pivotal transition points in students' educational journey (entering school, between elementary and middle, between middle and high, graduation, temporary removal, etc.). ● Initiate 4-year plans with all eighth graders in preparation for moving to high school.
<p>Objective 5. Expand opportunities for each student to utilize critical thinking, collaboration, communication, and creativity so that students develop skills necessary for further education and careers.</p>	<ul style="list-style-type: none"> ● Increase number of math and science related teams, projects, and resources. Increase number of arts-related projects and activities. ● Expand afterschool and summer opportunities to participate in competitive and problem-solving events. ● Increase options for opportunities to learn within Advanced Placement courses, Honors courses, Dual-Credit courses, technical courses, internships, and online courses.
<p>Objective 6. Provide each student service learning opportunities, so that all students will further develop their citizenship and contribute to their community.</p>	<ul style="list-style-type: none"> ● Create and publicize opportunities for service-learning within our Asheboro City Schools community for students. ● Develop a common language and procedure for integrating service-learning within the Asheboro City Schools community.
<p>GOAL 2. Each student has a personalized education.</p>	

Objective 1. Implement a multi-tiered system of support (MTSS), so that all students are ensured equitable access to rigorous instruction aligned to their educational needs.

- School Multi-Tiered System of Support (MTSS) team trainings for all schools.
 - 2018-19 MTSS training dates have been scheduled for the elementary and secondary cohorts. The elementary cohort has attended 1 session and the secondary cohort has attended 2 sessions.
 - Representatives from each school participated in a two-day train-the-trainer event to support the use of Aimsweb for universal screening and progress monitoring.
- Develop standard protocols for interventions.
 - The elementary cohort began developing Standard Protocols during the 8/22/18 professional development session.
- Ensure a universal screening system is intact in all schools to evaluate core instruction, determine the needs of students and make decisions for the district in a systematic way.
 1. On 8/31/18 a multidisciplinary stakeholder group met to review and propose revisions to the Universal Screening System for K-9.
 2. Monitoring through CASA and planning.
- Implement the ACS District Equity Plan to intentionally engage in problem-solving and action planning related to issues of equity.
- Develop an intervention plan for all students who are not on grade level
 1. School CASA teams are developing small-group intervention plans to support students who require additional support or intervention.
 - ACS EC Department is gathering data and will provide additional coaching and support with identifying EC students who are 3 or more grade levels behind to ensure appropriate IEP goals and service delivery are being considered.

Objective 2. Increase the number of students who graduate with postsecondary credit, portable industry credentials, and work-based learning experiences, so that students are prepared for further education

- All students will have a career component to their 4-year graduation plan to include work-based learning experiences, industry credentials, and/or dual-learning credit.
- Increase the number of students participating in the Career and College Promise opportunities at Randolph Community College.
- Increase the number of CTE Concentrator graduates who score a level silver or above on the

and/or employment.	<p>WorkKeys credential.</p> <ol style="list-style-type: none"> 1. The high school and PowerSchool teams are working to ensure all CTE Concentrator graduates are clearly identified and scheduled to participate in the WorkKeys administration.
Objective 3. Increase number of STEAM (science, technology, engineering, arts, and math) and global education experiences for all students, so that students are globally competitive.	<ul style="list-style-type: none"> ● Partner with community organizations and industries to provide and expand additional STEAM activities for students and parents. ● Partner with academic institution in China to provide cultural opportunities for Asheboro High School students.
Objective 4. Expand opportunities for personalized learning and engagement during and beyond the regular school day, so that student needs are met and personal interests are encouraged.	<ul style="list-style-type: none"> ● Integrate equity into teaching, scheduling, and all student practices to ensure all students are treated fairly. ● Expand the dual-language program to a third elementary school. <ol style="list-style-type: none"> 1. School Leadership Teams are reviewing and gathering data to determine “next steps” in the adoption of dual -language program. <ul style="list-style-type: none"> ● Develop a virtual academy for Asheboro City Schools. ● Increase the number of students who take at least one Advanced Placement and/or college course ● Continue postsecondary education and career awareness exploration activities through annual summer college tours
Objective 5. Cultivate partnerships with families and the community so that student learning experiences are enhanced.	<ul style="list-style-type: none"> ● Enhance existing Family Engagement initiatives that are connected to student learning and build strong relationships with parents and community. ● Cultivate a learning partnership to provide dual enrollment to homeschool students. ● Provide opportunity for all 2nd grade students to learn how to swim in partnership with the City of Asheboro.
Objective 6. Expand opportunities for each student to experience the	<ul style="list-style-type: none"> ● Conduct a comprehensive arts program planning process to explore methods for

<p>cultural arts, so that all students strengthen and develop their creativity and collaboration.</p>	<p>enhancement of the arts education program.</p>
<p>GOAL 3. Each student has excellent educators every day.</p>	
<p>Objective 1. Recruit, develop, and retain high quality professionals, so that students continue to learn and grow.</p>	<ul style="list-style-type: none"> ● Expand and grow the Asheboro City Schools career fair. ● Evaluate the impact of implementing the TeacherMatch system. ● Develop an entrance and exit survey/process to collect data to assess employee satisfaction. <p style="text-align: center;">Sample exit surveys collected from several districts to review.</p>
<p>Objective 2. Foster a culture of professional growth, so that all employees are supported in achieving high standards and increased student performance.</p>	<ul style="list-style-type: none"> ● Increase the number of teachers who attend at least one Pre-AP or AP workshop conducted by the College Board. <ul style="list-style-type: none"> 1. Five AHS AP teachers attended a one-day workshop on October 31st through a partnership with NC AP Partnership. ● Teachers will have the opportunity to participate in Reading Research, Math Foundations, and ACS Teacher Leadership Academy to enhance professional skills and provide opportunities for leadership. <ul style="list-style-type: none"> ■ 18 teachers are currently attending the fall cohort of Reading Research to Classroom Practice training and have completed 3 of the 5 days of training. ■ 10 teachers are currently participating in Math Foundations training and have completed 4 of the 5 days of training. ● Teachers and administrators will participate in focused professional development to support English Learners. <ul style="list-style-type: none"> ○ Lead teacher will participate in WIDA training for administrators and will bring back information to train administrators ○ Elementary teachers participated in Oracy (Academic Discourse) during the initial work days. ● Content areas and grade-level teachers will meet regularly to provide support and professional growth. <ul style="list-style-type: none"> ○ Provided Hybrid (face-to-face/ CANVAS) writing professional development for

	<p>elementary teachers and provided extra time for teachers to collaborate on “what works” and “areas of growth” during October grade-level meetings.</p> <ul style="list-style-type: none"> ● Provide professional development and learning opportunities to increase teachers’ awareness of culturally competent and equitable practices in the learning environment as outlined in the ACS District Equity Plan.
<p>Objective 3. Celebrate, recognize, and cultivate excellence in the profession, so that faculty and staff feel supported, valued, and successful in order to maximize their full potential.</p>	<ul style="list-style-type: none"> ● Work with building level leaders to identify additional ways to celebrate/recognize employees. ● Increase awareness of the Employee Assistance Program to provide resources and support to address personal or work-related challenges and concerns. <ol style="list-style-type: none"> 1. Implemented new Employee Assistance Program provider (Mygroup.com). Materials and introduction video provided for principals to introduce during opening staff meeting. Materials also available during ACS Health Fair. Monthly EAP newsletter made available through Monday Musings.
<p>GOAL 4. Asheboro City Schools will have up-to-date business, technology, and communication systems to serve its students, families, and staff.</p>	
<p>Objective 1: Provide access and up-to-date training on the use of technology and communication systems, so that students, families, and/or staff can effectively use these resources to support student progress.</p>	<ul style="list-style-type: none"> ● Train classroom teachers and implement the use of PowerTeacher Pro. <ol style="list-style-type: none"> 1. A train-the-trainer model was implemented or each school to be implemented at the start of each school year. Each school sent a trainer to training at RCC in April 2018. 2. Dr. Drew Maerz and Christina Kinley provided school support for training upon principal request. 3. PowerTeacher Pro training webinars, offered by NCDPI, are shared with teacher through email and Monday Musings. 4. Follow-up trainings are offered at individual schools on an “as needed” basis. ● Train all staff on the new district telecommunications system. ● Conduct a needs assessment survey of students and families on home internet access. ● Continue to update signage throughout the district.
<p>Objective 2: Communicate with city and local government to assess plans for community internet access.</p>	<ul style="list-style-type: none"> ● Continue collaboration with Randolph Public Library to provide hotspots and internet access to our families through the public library ● Communicate low cost private internet options and free public wifi options to our families

	through multiple mediums
Objective 3: Develop and execute a comprehensive marketing plan, so that our community is informed about student outcomes, opportunities, quality educators, and the benefit of the district to the community.	<ul style="list-style-type: none"> ● Design and Implement the Asheboro High School Alumni and Friends Association ● Re-image the Advisory Councils to help carry the Asheboro City Schools message into the community. <ol style="list-style-type: none"> 1. Students have been selected for the Student Advisory Council and PTO/PTA representatives have been identified. First meetings with these advisory groups begin the week of Sept. 17. 2. On October 3, the newly formed ACS Business Advisory Council met to provide feedback to the system from the business and industry perspective. Chris Harrington from Elastic Therapy was elected as the Advisory Council Chair. ● Develop “Talks with Terry” to update key community stakeholders about district initiatives and hear community concerns. ● Explore paid advertising options to continue carrying the message of Asheboro City Schools. <ol style="list-style-type: none"> 1. Annual report for 17-18 content has been collected and are we are working on layout/design now. The report serves two purposes - to inform and to market ACS. It will be sent to all supplemental tax payers by the winter break. 2. Although not paid advertising, since the last board meeting we have scheduled monthly LIVE radio spots with 99.9 WZOO radio.
GOAL 5. Each student is healthy, safe and responsible.	
Objective 1. Design, implement, and evaluate a system-wide process to ensure students are connected to an adult advocate, so that each student collaborates regularly with a mentor or trusted adult.	<ul style="list-style-type: none"> ● At the beginning of each year school will identify students that do not have a mentor or trusted adult and will work with their teachers, staff, and mentor/ volunteers to ensure each student has a trusted adult to whom they can reach out. ● Continue to build partnerships with organizations like Communities in Schools, Village of Barnabas, Eastside Development Corporation and faith based and civic partners to find mentors for students.
Objective 2. Provide a system of support to ensure access to effective health and safety programs so that the	<ul style="list-style-type: none"> ● Integrate the Sanford Harmony social emotional curriculum in grades K-6. ● Communicate the role and outreach of the school nurse to the school community. ● Resilience Training for educators to meet the needs of students who have experienced

<p>physical, social, and emotional needs of students are met.</p>	<p>trauma.</p> <ul style="list-style-type: none"> ● Increase student access to mental health services. ● Provide training on the updated threat assessment process. <ol style="list-style-type: none"> 1. Training on the revised Threat and Risk Assessment process was provided to administrators on 8/15/18 and for School Counselors and Social Workers on 8/16/18.
<p>Objective 3. Design, implement, and evaluate a comprehensive continuum of behavioral supports, so that students, families, and staff have clear expectations for appropriate behavior and resources are available to meet student needs.</p>	<ul style="list-style-type: none"> ● Conduct monthly PBIS district meetings for the the purpose of analyzing discipline data and facilitate collaborative problem solving ● Conduct monthly PBIS school level meetings to problem solve individual, group, and school wide discipline data, establish interventions and celebrations
<p>Objective 4. Expand community partnerships that promote a healthy lifestyle, so that the wellness of our students, families, and staff is improved.</p>	<ul style="list-style-type: none"> ● Expand Employee Assistance Program to provide resources and support to address personal or work-related challenges and concerns. <ol style="list-style-type: none"> 1. Implemented new Employee Assistance Program provider (Mygroup.com). Materials and introduction video provided for principals to introduce during opening staff meeting. Materials also available during ACS Health Fair. Monthly EAP newsletter made available through Monday Musings. ● Host a district wellness fair. ● Encourage ACS staff and students to participate in the Mayors fitness challenge. ● Partner with A3/ Healthy Randolph to offer classes for staff members on healthy eating and wellness.