

**ASHEBORO CITY SCHOOLS  
BOARD OF EDUCATION  
September 8, 2016  
7:30 p.m.  
Asheboro High School  
Professional Development Center**

**6:00 p.m. – Policy Committee**

**6:45 p.m. – Finance Committee Meeting**

**I. Opening**

- A. Call to Order
- B. Approval of Agenda
- C. Moment of Silence
- D. Pledge of Allegiance

**II. Special Recognition and Presentations**

- A. Community Partner Spotlight – Tienda Mexicana Los Potrillos - Balfour Elementary
- B. Board Spotlight – Dual Language Immersion Program – Ms. Jusmar Maness, Principal, Balfour Elementary School

**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 – August 11, 2016
- B. Charter Bus Approval
- C. North Asheboro Middle School Field Trip Request
- D. Personnel

**V. Information, Reports and Recommendations**

- A. Continuous Improvement Plan for Donna Lee Loflin Elementary
- B. NC READY Data Release – Dr. Drew Maerz
- C. Policies for 30-Day Review – Dr. Drew Maerz
  - Policy 6400 - Goals of the Purchasing Function
  - Policy 6410 - Organization of the Purchasing Function
  - Policy 6420 - Contracts with the Board
  - Policy 6421 - Pre-Audit Certification
  - Policy 6430 - State Purchasing Requirements for Equipment, Materials, and Supplies
  - Policy 6440 - Local Purchasing Requirements for Equipment, Materials, and Supplies
  - Policy 6442 - Vendor Lists
  - Policy 6450 - Purchase of Services
  - Policy 6500 - Goals of Equipment, Materials and Supplies Services
  - Policy 8000 - Fiscal Goals
  - Policy 8510 - School Finance Officer
  - Policy 9030 – Facility Construction

**VI. Action Items**

**\*A. Policies Recommended for Approval – Dr. Drew Maerz**

- Policy 2500 – Hearings Before the Board
- Policy 3410 – Testing and Assessment Program
- Policy 6525 – Instructional Materials Services
- Policy 6530 – Resource Conservation

**\*B. 2016-2017 Budget Resolution – Mr. Harold Blair**

**VII. Superintendent's Report/Calendar of Events**

- A. Calendar of Events – Leigh Anna Marbert**
- B. Points of Pride – Leigh Anna Marbert**
- C. Membership and Class Sizes – Superintendent Terry Worrell**
- D. 2016-2017 Board Goals, September Update – Superintendent Terry Worrell**

**VIII. Board Operations**

- 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

**Mission**

We are committed to providing rigorous, individualized, and engaging learning opportunities for all students in a safe and inviting environment to ensure our students can become successful lifelong learners, prepared for global citizenship.

**ASHEBORO CITY BOARD OF EDUCATION**

**September 8, 2016**

**7:30 p.m.**

**Asheboro City Schools**

**Professional Development Center**

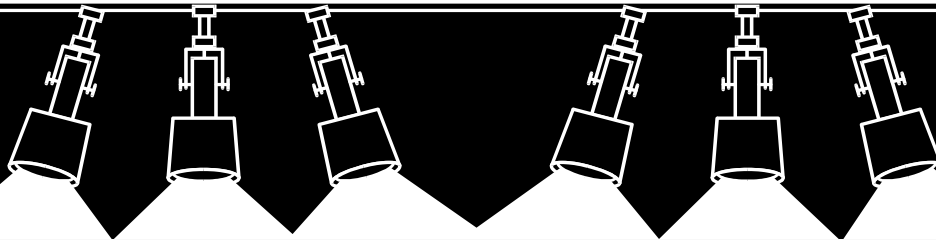
**Addendum**

- I. Opening**
  - E. Pledge of Allegiance – Jose Salinas, 5<sup>th</sup> grader at Balfour Elementary
- II. Special Recognition and Presentations**
- III. Public Comments**
- IV. \*Consent Agenda**
  - A. Approval of Minutes – August 11, 2016 (updated Action Item B)
  - D. Lindley Park Elementary Overnight Field Trip to Camp Hanes, King, NC, September 21-23, 2016 (5<sup>th</sup> grade)
  - E. Lindley Park Elementary Overnight Field Trip to Camp Hanes, King, NC, September 28-30, 2016 (4<sup>th</sup> grade)
  - F. Personnel – Addendum
- V. Information, Reports, and Recommendations**
- VI. Action Items**
- VII. Superintendent's Report/Calendar of Events**
- VIII. Board Operations**
- IX. Adjournment**

**Mission Statement**

**We are committed to providing rigorous,  
individualized, and engaging learning  
opportunities for all students in a safe and inviting  
environment to ensure our students can become  
successful lifelong learners, prepared for global  
citizenship.**

**September 8, 2016**



**Board Spotlight:**

Tonight's Board Spotlight will be presented by Mrs. Jusmar Maness, principal at Balfour Elementary School. Mrs. Maness is excited to tell you about the Dual Language Immersion Program at Balfour Elementary School. Please welcome Mrs. Maness.

**Community Partner Spotlight:**

Tonight's Community Partner Spotlight will recognize Mr. and Mrs. Perez of Tienda Mexicana Los Potrillos. Last summer, a partnership between Randolph Public Library, Tienda Mexicana Los Potrillos, and First Baptist Church of Randleman gifted books to students at Lakeview Apartments once a week. Organizers of the free book giveaway knew they could reach more than 150 Balfour Elementary students at Lakeview Apartments. Tienda Mexicana Los Potrillos allowed students, families, and the community to use their parking lot, which served as a safe location where free books were given to those who participated. The store even helped in the marketing efforts of the free book giveaway by promoting to their patrons who visited the store. Owners of Tienda Mexicana Los Potrillos, Mr. and Mrs. Perez, as well as their employees, continually welcomed Balfour families and our community partners throughout the summer. The teachers, administrators, and students from Balfour Elementary would like to publicly recognize Mr. and Mrs. Perez, and the employees of Tienda Mexicana Los Potrillos for their warm support of last summer's free book giveaway program. Please join me in welcoming Mr. and Mrs. Perez.

## **Minutes of the Asheboro City Schools**

### **Board of Education**

**August 11, 2016**

### **Policy Committee**

Staff members present: Superintendent Terry Worrell, Dr. Aaron Woody, Carla Freemyer, and Dr. Drew Maerz.

Board members present: Dr. Beth Knott, Kyle Lamb, Michael Smith, Gidget Kidd, Baxter Hammer, and Gustavo Agudelo

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

- Policy 6400 - Goals of the Purchasing Function
  - Minor and technical language updates
- Policy 6410 - Organization of the Purchasing Function
  - Updated legal references
- Policy 6420 - Contracts with the Board
  - Statement added to exclude contracts with a person or entity that are on the state treasure's Final Divestment List or Iran and Subsidiary Guidance list.
  - Minor language updates
- Policy 6421 - Pre-Audit Certification
  - Language clean up based on pre-audit process
  - Statement added covering pre-audit certificate requirements
- Policy 6430 - State Purchasing Requirements for Equipment, Materials, and Supplies
  - Policy updated based on current General Statute
  - Updated list of exceptions
  - Updated legal references
- Policy 6440 - Local Purchasing Requirements for Equipment, Materials, and Supplies
  - Policy updated based on current General Statute
  - Updated legal references
- Policy 6442 - Vendor Lists
  - Minor language updates and clarification
  - Updated policy based on current General Statute
  - Updated legal references
- Policy 6450 - Purchase of Services
  - Updated policy based on current General Statute
  - Updated legal references
- Policy 6500 - Goals of Equipment, Materials and Supplies Services
  - Minor formatting and language updates
- Policy 8000 - Fiscal Goals
  - Updated based on current legal precedent (Leandro Case)
  - Updated legal references
- Policy 8510 - School Finance Officer
  - Updated list of duties
- Policy 9030 – Facility Construction

- o Policy updated to reflect new law requiring the notification of the school board about change orders

All policies will go to the Board for 30-day review at the September Board meeting. With no further business, the meeting was adjourned at 6:14 p.m.

### **Finance Committee**

The Finance Committee convened at 6:30 p.m. in the Professional Development Center conference room. The following Board members were present:

Gustavo Agudelo	Kyle Lamb
Phillip Cheek	Jeni Martin
Baxter Hammer	Archie Priest
Joyce Harrington	

Staff members present: Dr. Terry Worrell, Sandra Spivey, and Harold Blair

Ms. Spivey presented the contract amendment with Sodexo for the 2016-2017 school year. The contract amendment allows Sodexo to increase their Fixed Price Cost per meal by the CPI Index of 2.6%. DPI has approved the contract amendment.

There being no further business, the meeting adjourned at 6:40 p.m.

### **Board Of Education**

The Asheboro City Schools Board of Education met in open session at 6:54 p.m. in the Professional Development Center with the following members present:

Kyle Lamb, Chairman	Gustavo Agudelo
Phillip Cheek	Baxter Hammer
Joyce Harrington	Michael Smith
Gidget Kidd	Dr. Beth Knott
Archie Priest, Jr.	Jeni Martin
Wilson Alexander, Attorney	

Staff members present were: Superintendent Terry Worrell, Harold Blair, Dr. Aaron Woody, Carla Freemyer, Robin Harris, Dr. Cayce McCamish, Dr. Julie Pack, Dr. Drew Maerz, Leigh Anna Marbert, Mike Mize, Wendy Rich, Anthony Woodyard, and Andrew Hurley.

Chairman Lamb called the meeting to order and welcomed all in attendance.

Upon motion made by Ms. Kidd, seconded by Mr. Agudelo, the agenda was unanimously approved by the Board.

### **Executive Session**

Upon motion made by Mr. Cheek, seconded by Mr. Smith, and unanimously approved by the Board, an executive session was held beginning at 6:55 p.m. to discuss the Superintendent's annual evaluation.

Superintendent Worrell discussed test results from the 2015-2016 school year.

Upon motion made by Ms. Kidd, seconded by Mr. Agudelo, the executive session was adjourned at 7:40 p.m. and the Board members returned to open session.

### **Open Session**

Chairman Lamb led the meeting in a moment of silence, followed by the Pledge of Allegiance led by Jessica Diaz, a rising 4<sup>th</sup> grade student at Balfour Elementary School.

### **Special Recognition and Presentations**

Leigh Anna Marbert, Public Information Officer, recognized Lowe's Home Improvement of Asheboro for the valuable support they have provided Asheboro City Schools. During the past year the Lowe's Heroes Volunteers assisted with renovating the blacktop area at Balfour Elementary School. Lowe's also donated supplies and materials used to refresh the landscaping at The Central Boys & Girls Club.

### **Public Comments**

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

### **Consent Agenda**

Upon motion made by Ms. Kidd seconded by Mr. Agudelo, the following items under the Consent Agenda were unanimously approved by the Board:

- *\*Approval of Minutes – July 14, 2016*
- *\*Articulation of Credit Agreement between Asheboro City Schools and Randolph Community College*
- *\*2016-2017 Board Goals*
- *\*Sodexo Contract Amendment*
- *\*Asheboro High School FFA Field Trip Request – October 19-23, 2016*
- *Personnel*

\*Copies of these items are made a part of these minutes.

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Allred	Melissa	NAMS	English Language Arts	7/19/2016
Baltes	Samantha	BAL	GBT	7/25/2016
Davis	Janet	AHS	Science	7/31/2016
Johnson	Sheri	LP	2nd grade	7/20/2016
Macaulay	Carolyn	SAMS	Social Studies	7/29/2016
Mondragon	Marisol	LP	Instructional Assistant	8/4/2016
Palm	Leslie	CWM	1st grade	7/20/2016
Wright	Lee	SAMS	Mathematics	8/2/2016
Harrison	Mary	BAL	Daycare Assistant	8/4/2016
Hawks	Amanda	GBT	School Nurse	8/4/2016
Hayes	David	CO	Transportation Supervisor	9/30/2016
Morris	Audrey	GBT	Exceptional Children	9/8/2016

**\*B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Bassett	Dana	NAMS	English Language Arts	8/18/2016
Carranza	Javier	CWM	1st grade	8/15/2016
Carrera	Antonio	AHS	Non-faculty coach / Asst. Mens Soccer Coach	7/31/2016
Clodfelter	Bryan	SAMS	Non-faculty coach Head / Football Coach	8/1/2016
Harper	Jonathan	AHS	Non-faculty coach / Asst. Football Coach	8/1/2016
Hayes	Amy	GBT	1st grade	TBD
Knepper	Jarret	DLL	Art	8/15/2016
Mabe	Roger	SAMS	Non-faculty Coach / Men's Basketball	10/1/2016
Marks	Jessica	DLL	Music	8/15/2016
McDonald	Heather	DLL	Instructional Facilitator	8/18/2016
Newman	Sara	CO	EC Lead Program Specialist	TBD
Patton	Kelly	NAMS/BA	Academically Gift	8/18/2016
Stone	Mary	AHS	Science	8/15/2016
Walter	Shea	GBT	Therapeutic Classroom Teacher	TBD
Brittan	Marcella	LP	Secretary (part-time; Temporary)	8/18/2016 – 9/30/2016
Groseclose	Terry	CWM	AIG Consultant (part-time)	8/18/2016
Hughes	Caleb	GBT	Instructional Assistant (TC)	8/18/2016
Jackson	Beverly	CWM	Reading Specialist (part-time)	8/18/2016
Johnson	Pam	NAMS	EC Program Facilitator (part-time)	8/18/2016
Kidd	Patsy	LP	Secretary (part-time; Temporary)	8/18/2016 – 9/30/2016
Pugh	Betsy	CWM	Exceptional Children (part-time)	8/18/2016
Smith	Charlene	GBT	AIG Consultant (part-time)	8/18/2016
Steele	Frank	NAMS	Exceptional Children	8/18/2016
Tamayo Osorio	Natalia	BAL	Kindergarten (Spanish Immersion)	8/18/2016
Thornburg	Zack	AHS	Mathematics (part-time)	8/18/2016
Trichtinger	Kristen	SAMS	English Language Arts	8/15/2016
Wang	Xiaojue	AHS	Chinese	8/18/2016

**\*C. LEAVES OF ABSENCE**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Beck	Margaret	GBT	Kindergarten	8/18/16-06/14/17

**\*D. TRANSFERS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Phillips	Mari Beth	AHS to ECDC	Exceptional Children	8/18/2016
Dawalt	Keisha	BAL	Media to Instructional Facilitator	8/18/2016
Cagle	Lynn	LP to GBT	EC Instructional Assistant	8/18/2016
Craven	Kevin	SAMS to AHS	EC Instructional Assistant	8/18/2016
Dunn	Derek	AHS to SAMS	EC Instructional Assistant	8/18/2016
Graham	Wendy	BAL to AHS	STEM Facilitator to Science	8/18/2016
Speedling	Shannon	CWM to LP	EC Instructional Assistant	8/18/2016
Williams	Brian	GBT to SAMS	EC Instructional Assistant	8/18/2016



### **Information, Reports and Recommendations**

**A.** Dr. Drew Maerz presented the following policies for 30-day review:

- Policy 2500 – Hearings Before the Board
- Policy 3410 – Testing and Assessment Program
- Policy 6525 – Instructional Materials Services
- Policy 6530 – Resource Conservation

**B.** Advanced Placement Exams Update:

Dr. Julie Pack reviewed the Advanced Placement Exam Performance Summary. Dr. Pack noted 152 Asheboro High School students took Advanced Placement exams at the end of the 2015-2016 school year. Twenty-three students earned the distinction of AP Scholar, AP Scholar with Honors, or AP Scholar with Distinction. (A copy of this summary will become a part of these minutes.)

### **Action Items**

**A.** Following a 30-day review, a motion was made by Mr. Agudelo, and seconded by Ms. Kidd, to approve the following policies:

- Policy 5000 - Schools and the Community
- Policy 5026/7250 - Smoking and Tobacco Products
- Policy 5028/6130/7267- Automated External Defibrillator
- Policy 5030 - Community Use of Facilities
- Policy 5120 - Relationship with Law Enforcement
- Policy 6000 - Support Services
- Policy 6120 - Student Health Services
- Policy 6402 - Participation by Historically Underutilized Businesses
- Policy 7635 - Return to Work
- Policy 7810 - Evaluation of Licensed Employees
- Policy 7950 - Non-Career Status Teachers: Nonrenewal
- Policy 9000 - Planning to Address Facility Needs
- Policy 9010 - Site Selection
- Policy 9020 - Facility Design
- Policy 9220 - Security of Facilities
- Policy 9400 - Sale, Disposal, and Lease of Board-Owned Real Property

The Board unanimously approved to accept the policies as presented. (A copy of these policies will become a part of these minutes.)

**B.** Wes Barrier, Athletic Director at South Asheboro Middle School, and Graham Groseclose, Athletic Director at North Asheboro Middle School, reviewed the North Carolina State Board of Education policy HRS-D-001 regarding interscholastic athletics. The new policy changes the grade level at which students may participate in interscholastic competition from grades 7-12 to grades 6-12. As a part of this change, 6<sup>th</sup> grade students may participate in all interscholastic sports with the exception of football. Upon motion by Mr. Agudelo, and seconded by Mr. Priest, the Board unanimously approved for policy HRS-D-001 to be followed in Asheboro City Schools allowing 6<sup>th</sup> graders to participate in interscholastic sports with the exception of football.

### **Superintendent's Report/Calendar of Events**

Leigh Anna Marbert reviewed the latest edition of *Points of Pride* highlighting our summer camps and celebrations. She noted that Meet and Greet events have been held to introduce new staff members to students and families.

Leigh Anna Marbert shared the Calendar of Events noting the next Board of Education meeting will be on September 8, 2016, and she highlighted upcoming back-to-school events.

Superintendent Worrell presented an update on the 2016-2017 Board Goals. (A copy of the 2016-2017 Board Goals will become a part of these minutes.)

**Board Operations**

Chairman Lamb noted the Board Member School Assignments for the 2016-2017 school year was included in the meeting packet (a copy of this document will become a part of these minutes). He also reviewed important upcoming dates with the Board.

**Executive Session**

Upon motion made by Ms. Harrington, and seconded by Mr. Cheek, the Board unanimously approved to enter executive session at 8:42 p.m. to discuss the Superintendent's compensation package and contract extension.

Upon motion by Ms. Harrington, seconded by Mr. Smith, the Board unanimously approved to return to open session at 9:30 p.m.

**Open Session**

Upon motion by Mr. Priest, seconded by Ms. Kidd, the Board unanimously approved the Superintendent's compensation package and contract extension for one additional year through June 30, 2020.

**Adjournment**

There being no further business, a motion was made by Mr. Agudelo, seconded by Ms. Martin, and unanimously approved by the Board, to adjourn at 9:35 p.m.

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Chairman

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Secretary

# Asheboro City Schools

*...the subject is excellence*

*Support Services  
Executive Director: Dr. Sean McWherter*

Box 1103, Asheboro, NC 27204-1103 • 1126 S. Park St. • (336) 625-5104 • (336) 625-9238, fax

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After completing the proper paperwork requirements and successful site inspections by Asheboro City Schools Support Services, the Asheboro City Schools Board of Education has approved the following charter bus companies for use in the 2016-2017 school year:

Sunway Charters  
Trolley Inc.  
3636 North Glenn Av  
Winston-Salem, NC 27105

Holiday Tours Inc.  
10367 Randleman Rd  
Randleman, NC 27317

Cross Roads Charters & Tours  
275 Barber Junction Rd  
Cleveland, NC 27013

**To:** Ms. Candace Call, Principal, North Asheboro Middle School (NAMS)  
**Cc:** Dr. Terry Worrell, Superintendent, Asheboro City Schools (ACS)  
The Asheboro City Schools Board of Education  
**From:** Clyde Ward and 8<sup>th</sup> grade teachers, North Asheboro Middle School  
**Re:** NAMS 8<sup>th</sup> grade Field Trip to Washington DC, March 2017

The teachers and students of the 8<sup>th</sup> grade class of North Asheboro Middle School request permission to travel to Washington, DC in March 2017.

**Proposal:**

The students will travel to Washington, DC via motor coaches secured through the ACS Board – approved company, Holiday Tours. The length of the stay will be two nights and two days. Students will depart immediately after school on Wednesday, March 22 and return by 7:30 p.m. on Friday, March 24, 2017.

The trip will be contracted through Group Travel, LLC of Hickory. Accommodations will be a 3 or 4 star hotel in Virginia. Rooms will be reserved with 4 students per room. Lodging in Virginia provides a more economical and affordable trip, which in turn provides opportunity for more students to participate.

While in Washington, DC students will have the opportunity to see many of the monuments, museums, historical sites, and Arlington National Cemetery. A copy of the itinerary is attached.

Student safety is top priority in planning and the application of the trip. Students will have a travel buddy they will stay with for the entire trip. Students will be assigned a chaperone that will be with their same group throughout the trip. Our #1 rule is: Never Be Alone. Students will be made aware of the trip safety rules, expectations, and consequences. Students and parents will be made aware of behavior expectations, including dress code and curfew rules. There will be a security guard on duty on both the boys' and the girls' halls each night at the hotel.

**Financial Considerations:**

The cost will be \$450.00 per student. This includes entry to all the sites and museums we visit in Washington, all meals, lodging, and transportation. Meal allotments and locations are listed on the attached itinerary. All student meals are provided with the cost of the trip.

Other expenses which the student might incur will be spending money for souvenirs and snacks. A non-refundable deposit of \$125.00 will be required of each student participating in the trip. This amount secures tickets to the Holocaust Museum, the tour buses, etc. The remaining cost will be paid in installments. Students will be offered the opportunity to participate in a Krispy Kreme fundraiser which will be exclusively for the Washington DC field trip. We also have community member and scholarship sponsors.

# **WASHINGTON DC TRIP MARCH**

## **DAY ONE:**

- Depart NAMS 6:00 am sharp!!**
- Breakfast stop Butner, NC**
- Lunch at Air and Space Museum (included) \$8**
- Visit Udvar-Hazy Air and Space Museum**
- Walking tour of Arlington National Cemetery with Changing of the Guard Ceremony**
- Photo Stop at Iwo Jima Memorial**
- World War II Memorial**
- Lincoln Memorial**
- Korean War Memorial**
- Vietnam War Memorial**
- Dinner at Old Country Buffet (included)**
- return to hotel**

## **DAY TWO:**

- Full hot breakfast at hotel**
- Guided Tour of U.S. Capitol Building**
- Lunch at Union Station Food Court (included) \$8**
- National Archives (Dec. of Independence, Constitution, Bill of Rights)**
- Smithsonian Museum of Natural History**
- Smithsonian Museum of American History**
- United States Holocaust Museum**
- Koshland Science Museum**
- Washington Memorial**
- Martin Luther King Jr. Memorial**
- FDR Memorial**
- Dinner at Pentagon City Food Court (Included) \$10**
- Return to hotel**

## **DAY THREE:**

- Full hot breakfast at hotel**
- Pack up and depart from hotel**
- Tour of Mount Vernon**
- Tour National Museum of the Marine Corps, Quantico, VA**
- Lunch stop in Fredericksburg, VA (Included) \$8**
- Arrive back at NAMS 7:00-7:30 pm**

**Trip Price: \$490.00**

**Tour price includes:**

- 2 Night stay at Holiday Inn Express, Springfield, Va.
- 7 meals or cash allowances as stated in itinerary
- Admission to museums, monuments, and memorials
- Nightly security at hotel exclusively for our travel group
- Round trip motor coach accommodations with a qualified, experienced coach operator
- Full time trained, professional Group Travel tour director for duration of tour

**IMPORTANT DATES AND PAYMENT INFORMATION**

- 1st Payment/Deposit due Wednesday Oct. 15th (\$125)
- Deposit is Non-Refundable
- Final Payment due Friday December 19th
- Krispy Kreme Donut Fundraiser starts Monday November 17th and ends on Monday December 1st
- Donuts will be ordered Friday December 5th and delivered the week of December 8th
- Fundraising money is non-refundable

*In the event that the trip is cancelled due to circumstances beyond our control (i.e. weather, safety, etc.), students will receive a refund based upon what the school is refunded from the travel company.*  
*Remember the deposit and fundraising money is non-refundable.*

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

Group Making Request: \_\_\_\_\_ 5<sup>th</sup> Grade \_\_\_\_\_ School: \_\_\_\_\_ Lindley Park \_\_\_\_\_

Destination: \_\_\_\_\_ Camp Hanes, King NC \_\_\_\_\_ Date of Trip: \_\_\_\_\_ overnight  
September 21-23 \_\_\_\_\_

Number of Students Involved: \_\_\_\_\_ 75 \_\_\_\_\_ Percent of Total Group: \_\_\_\_\_ 100% \_\_\_\_\_

Reasons for Students Not Attending: overnight away \_\_\_\_\_

Transportation Method: ☒ Activity Bus ☐ Charter Bus ☐ Private Automobile ☐ Other ( \_\_\_\_\_ )

If using a Charter Bus service, state name of Vendor here: \_\_\_\_\_

Number of Vehicles Needed (to be secured by the Central Office): \_\_\_\_\_ 2 \_\_\_\_\_

Number of Drivers Needed (to be secured by the Central Office): \_\_\_\_\_ 1 if we can keep a bus \_\_\_\_\_

Departure Time: \_\_\_\_\_ 8:45 \_\_\_\_\_ Return Time: \_\_\_\_\_ 2:00 \_\_\_\_\_ Round Trip Miles (estimated): \_\_\_\_\_ 130 \_\_\_\_\_

Estimated Cost to the Student: \_\_\_\_\_ \$100 \_\_\_\_\_

Purpose(s) of the Field Trip: \_\_\_\_\_ Students will be involved in hands on science activities correlating directly with standards 5.P.1, 5.P.2, 5.E.1, and 5.L.2. Additionally, this program develops collaborative group skills and builds community among students as a grade level. \_\_\_\_\_

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.

Jessica Hoffmire, Stephanie Wood, Leslie Smith, Tracey Foscue\*, Colleen Stanley

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.

\_\_\_\_\_ Jessica Hoffmire \_\_\_\_\_ August 26, 2016 \_\_\_\_\_  
Sponsor, (Group Responsible for Paying for the Trip) Date

Approved: [Signature] \_\_\_\_\_ 9-6-16 \_\_\_\_\_  
Principal Date

Approved: [Signature] \_\_\_\_\_ 9/7/16 \_\_\_\_\_  
Superintendent or Designee Date

Transportation  
Scheduled: \_\_\_\_\_  
Transportation Supervisor Date

Special Comments/ Response: \_\_\_\_\_



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

Group Making Request: 4<sup>th</sup> grade School: Lindley Park overnight  
Destination: King, NC Camp Hanes Date of Trip: 9/28/16 - 9/30/16  
Number of Students Involved: 75 Percent of Total Group: 95%

Reasons for Students Not Attending: overnight away

Transportation Method: ☒ Activity Bus ☐ Bus ☐ Charter ☐ Private Automobile ☐ Other ( )

If using a Charter Bus service, state name of Vendor here: \_\_\_\_\_

Number of Vehicles Needed (to be secured by the Central Office): 2

Number of Drivers Needed (to be secured by the Central Office): 2

Departure Time: 8:30 Return Time: 2:00 (pick up 12:30) Round Trip Miles (estimated): 300

Estimated Cost to the Student: \$120

Purpose(s) of the Field Trip: Science and team building

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.

Rebecca Scotton, Mallory Nye, Colleen Stanley  
Tracey Foscoe, Donna Hall

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.

Donna Hall 9/1/16  
Sponsor (Group Responsible for Paying for the Trip) Date

Approved: Mike J. Donnelly 9/5/16  
Principal Date

Approved: [Signature] 9/7/16  
Superintendent or Designee Date

Transportation Scheduled: \_\_\_\_\_  
Transportation Supervisor Date

Special Comments/ Response: \_\_\_\_\_



**Asheboro City Schools  
Personnel Transactions  
September 8, 2016**

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

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Hicks	Brittany	GBT	Kindergarten	8/8/2016
Staley	Jennifer	CO	Bus Driver	8/4/2016
Lassiter	Reginald	SAMS	Instructional Assistant/ISS	8/12/2016
Somero	Rhiannon	ECDC	Afterschool Daycare Assistant	8/17/2016

**\*B. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Arnold	Lindsay	LP	Kindergarten	8/31/2016
Blakely	Erica	AHS	Health Occupations	9/6/2016
Cooper	Jason "Brett"	SAMS	Social Studies	8/18/2016
Gore	Chad	SAMS	Non-faculty Coach (football)	8/29/2016
Mondragon	Jose	SAMS	Exceptional Children	9/1/2016
Powell	Jimmy	NAMS	Non-faculty Coach (football)	8/18/2016
Ritch	Shirley	CO	Bus Driver	8/29/2016
Robinson	Leslie	GBT	Exceptional Children (part-time)	8/29/2016 - 12/21/2016
Runyon	Martha "Renee"	CWM	Exceptional Children	8/25/2016
Teresa	O'Connor	SAMS	Exceptional Children	9/21/2016
Watson	Elizabeth	BAL	3rd grade	8/18/2016
Williams	Marie	CO	Bus Driver	8/29/2016
Zepp	Nikki	SAMS	Non-faculty Coach (cheerleading)	8/18/2016

**Asheboro City Schools Personnel Transactions - Addendum**  
**September 8, 2016**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Bramos	Brittany	SAMS	Health Occupations (CTE)	10/7/2016
Tonkin	Sarah	DLL	5th Grade	9/23/2016
Staley	Jesse	BAL	Custodian	9/2/2016

**\*B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Clodfelter	Bryan	SAMS	Instructional Assistant/ISS	9/6/2016
Bowman	Deborah	CO	Substitute; \$80/day	9/12/2016
Clinton	Melanie	CO	Substitute; \$80/day	9/12/2016
Frisby	Timothy	CO	Substitute; \$80/day	9/12/2016
Harper	Johnathon	CO	Substitute; \$80/day	9/12/2016
Ingold	Lauren	CO	Substitute; \$80/day	9/12/2016
Sugg	Amy	CO	Substitute; \$80/day	9/12/2016
Trantham	Andrea	CO	Substitute; \$80/day	9/12/2016
Wright	Elsie	CO	Substitute; \$80/day	9/12/2016

**\*C. ADMINISTRATIVE CONTRACT**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Blair	Harold	CO	Assistant Superintendent Business & Finance	7/1/2016 - 6/30/2020

**D. TRANSFERS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Williams	April	CO	Bus Driver; part-time to full time	8/29/2016

**Asheboro City Schools  
Certified Appointments  
September 8, 2016**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Arnold, Lindsay	Elon University B: Early Childhood Education	B-K

Ms. Lindsay Arnold is recommended as a kindergarten teacher at Lindley Park Elementary School for the 2016-2017 school year. Ms. Arnold is a first year teacher and comes to us from Creative Minds International Public Charter School in Virginia where she was a Lead Pre-School teacher last year. Ms. Arnold completed her student teaching at The Burlington School where she taught in a kindergarten classroom. Ms. Arnold has a passion for early childhood education and she is eager to join the teaching staff at Lindley Park and begin teaching and nurturing her students in a positive environment. Please join me in welcoming Ms. Arnold to North Carolina and to Asheboro City Schools. Welcome Ms. Arnold!

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Blakely, Erica	Guilford Technical Community College A: Pharmacy Technology	Health Occupations

Ms. Erica Blakely is recommended as a Health Science/CTE teacher at Asheboro High School for the 2016-2017 school year. Ms. Blakely comes to us from GTCC where she was an Adjunct Pharmacy Technology Instructor. Additionally, she has several years experience as a Lead Pharmacy Technician. We believe the combination of experience she brings will be an asset to her students. Ms. Blakely is excited to become a member of our District and a valued team member at Asheboro High School. We are pleased to welcome Ms. Blakely to Asheboro City Schools.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Cooper, Jason "Brent"	University of N.C. at Chapel Hill B: Secondary Social Studies Education M: School Administration Ed.D: Educational Leadership	Social Studies

Dr. Jason "Brent" Cooper is recommended as a social studies teacher at South Asheboro Middle School for the 2016-2017 school year. Dr. Cooper has extensive teaching and educational experience. He taught in different high school and middle school settings from 1996-2002. He served as an Assistant Principal at three different schools from 2003-2010. Most recently Dr. Cooper has been employed by Durham Public Schools in the Research and Accountability Department. Dr. Cooper is eager to get back into the classroom and we are excited to have him join our teaching staff at South Asheboro Middle School. Welcome Dr. Cooper!

<u><b>NAME</b></u>	<u><b>COLLEGE/DEGREE</b></u>	<u><b>LICENSURE</b></u>
Mondragon, Jose	University of N.C. at Greensboro B: Psychology, Minor in Communication Studies	Exceptional Children

Mr. Jose Mondragon is recommended as an EC teacher at South Asheboro Middle School for the 2016-2017 school year. Mr. Mondragon will be a first year teacher at Asheboro City Schools. He is eager to become a valued team member at South Asheboro Middle School and serve students with special needs. We are very pleased that Mr. Mondragon has made a commitment to Asheboro City Schools and to the students at South Asheboro Middle School. Welcome Mr. Mondragon!

<u><b>NAME</b></u>	<u><b>COLLEGE/DEGREE</b></u>	<u><b>LICENSURE</b></u>
O'Connor, Teresa	University of South Florida B: Elementary Education	Elementary Exceptional Children

Ms. Teresa O'Connor is recommended as an EC teacher at South Asheboro Middle School for the 2016-2017 school year. Ms. O'Connor comes to from Montgomery County Schools where she serves as an Exceptional Childrens teacher. Prior to that, Ms. O'Connor taught second, fourth, fifth and sixth grades while living in Florida. Ms. O'Connor is an experienced teacher and she is eager to continue her teaching career in the EC classroom at South Asheboro Middle School. We are very pleased to welcome Ms. O'Connor to Asheboro City Schools!

<u><b>NAME</b></u>	<u><b>COLLEGE/DEGREE</b></u>	<u><b>LICENSURE</b></u>
Runyon, Martha "Renee"	Concord University B: Elementary Education and Special Education K-12	Elementary Exceptional Children

Ms. Martha "Renee" Runyon is recommended as an EC teacher at Charles W. McCrary Elementary School for the 2016-2017 school year. Ms. Runyon is a veteran teacher with 20 years of classroom experience and 12 of those years she was in a cross categorical classroom. She comes to us from Moore County Schools where she taught in an EC classroom for the past three years. Ms. Runyon hopes to build a positive rapport with her students and with the staff at McCrary Elementary School. We welcome Ms. Runyon to our District and we look forward to the positive influence she will bring to the EC classroom. Welcome Ms. Runyon!

<u><b>NAME</b></u>	<u><b>COLLEGE/DEGREE</b></u>	<u><b>LICENSURE</b></u>
Watson, Elizabeth	East Carolina University B: Elementary Education	Elementary Ed.

Ms. Elizabeth Watson is recommended as a third grade teacher at Balfour Elementary School for the 2016-2017 school year. Ms. Watson was employed as a kindergarten teacher at Balfour Elementary School from 2009-2013. She left our district to move to Fayetteville where she continued her teaching career at Long Hill Elementary School as a second and third grade teacher. Ms. Watson is excited to return to Asheboro City Schools, and she is eager to resume her teaching career at Balfour Elementary School. We are pleased to welcome Ms. Watson back to Asheboro City Schools and we anticipate a smooth transition due to her experience and familiarity with our system. Welcome back Ms. Watson!

# MEASURES OF OUR SUCCESS:

2015-2016 READY DATA RELEASE



# DATA RELEASED:

1. Student Participation Objectives
2. NC READY Accountability Data
3. EOG and EOC Performance
4. Other Performance Measures



# PARTICIPATION IN GRADES 3-8

	All	American Indian	Asian	Black	Hisp.	Multi- Racial	White	EDS	LEP	SWD	AIG
Reading and Math #	2184	>10	34	306	997	94	750	1676	336	313	253
Reading Tested	Met	-	Met	Met	Met	Met	Met	Met	Met	Met	Met
Math Tested	Met	-	Met	Met	Met	Met	Met	Met	Met	Met	Met
Science #	724	<10	<10	103	302	34	277	518	87	97	121
Science Tested	Met	-	-	Met	Met	-	Met	Met	Met	Met	Met



# PARTICIPATION - HIGH SCHOOL

	All	Amer. Indian	Asian	Black	Hisp.	Multi- Racial	White	EDS	LEP	SWD	AIG
# Reading 10	355	<10	<10	50	151	<10	137	249	27	41	57
Reading 10 Tested	Met	-	-	Met	Met	-	Met	Met	-	Met	Met
# Math10	355	<10	<10	50	151	<10	137	249	27	41	57
Math 10 Tested	Met	-	-	Met	Met	-	Met	Met	-	Met	Met
# Science 11	299	<10	<10	45	129	15	107	188	26	25	47
Science Tested	Met	-	-	Met	Met	-	Met	Met	-	-	Met





*We are proud to see improvement in student proficiency and the continued growth demonstrated by the students of Asheboro City Schools. However, we continue to focus on literacy in all our schools and strive to find the unique strategies that meet each student's needs.*

– Dr. Terry Worrell

Summer Learning  
Opportunities

Literacy Focus

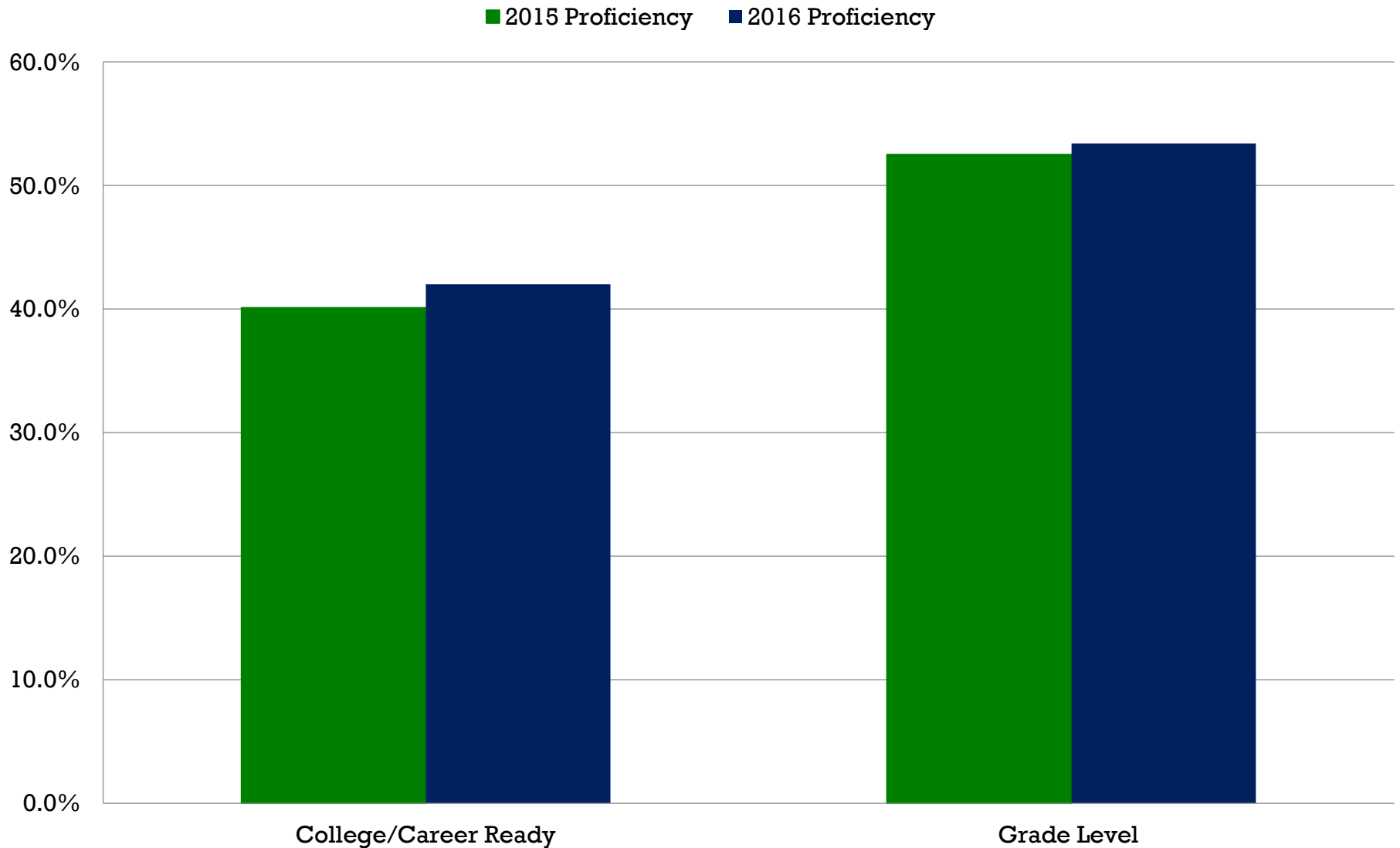
Reading &  
Math Training

Collaboration Around  
Student Achievement

Reading  
Challenge

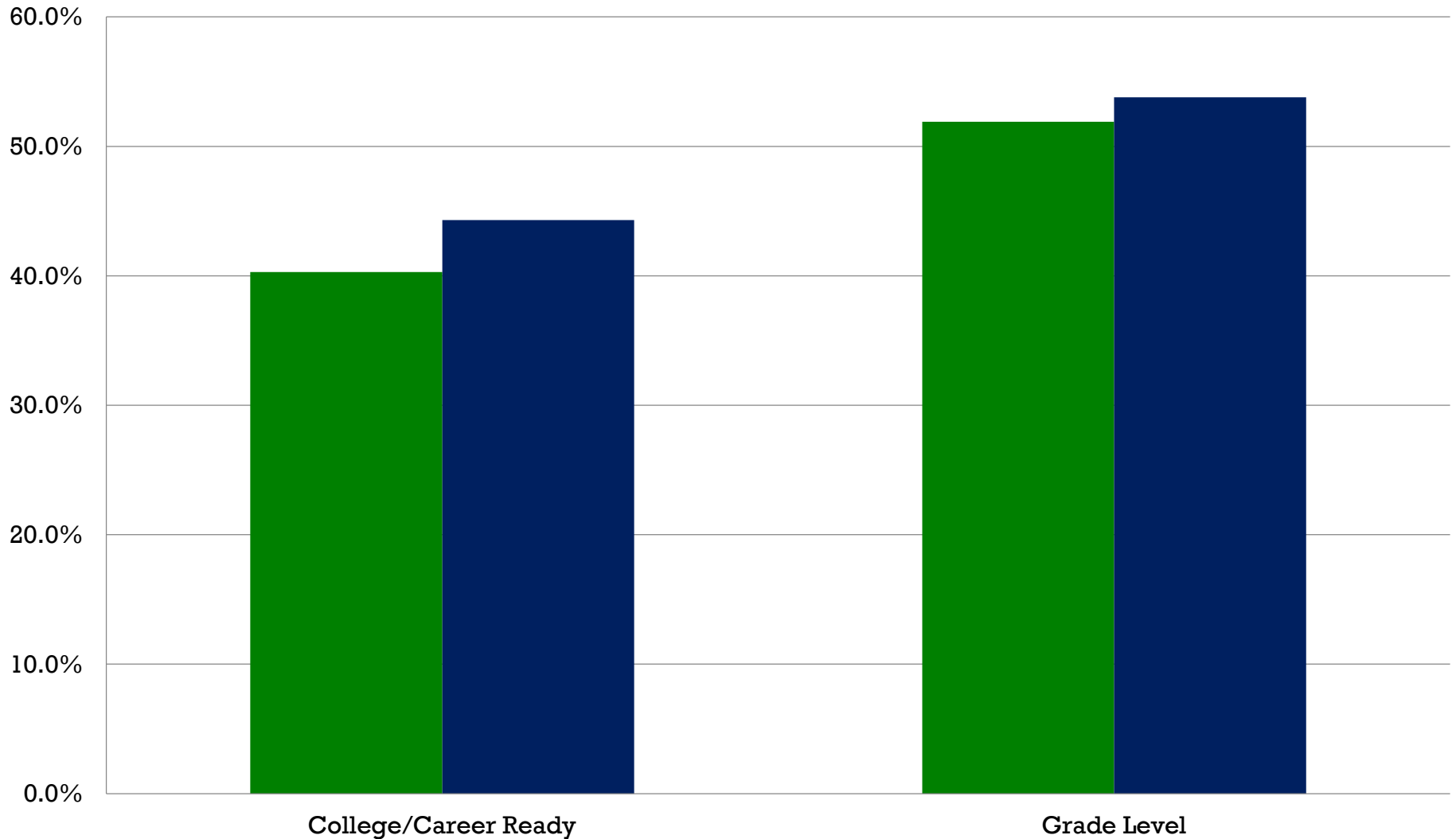


# OVERALL PERFORMANCE COMPOSITE

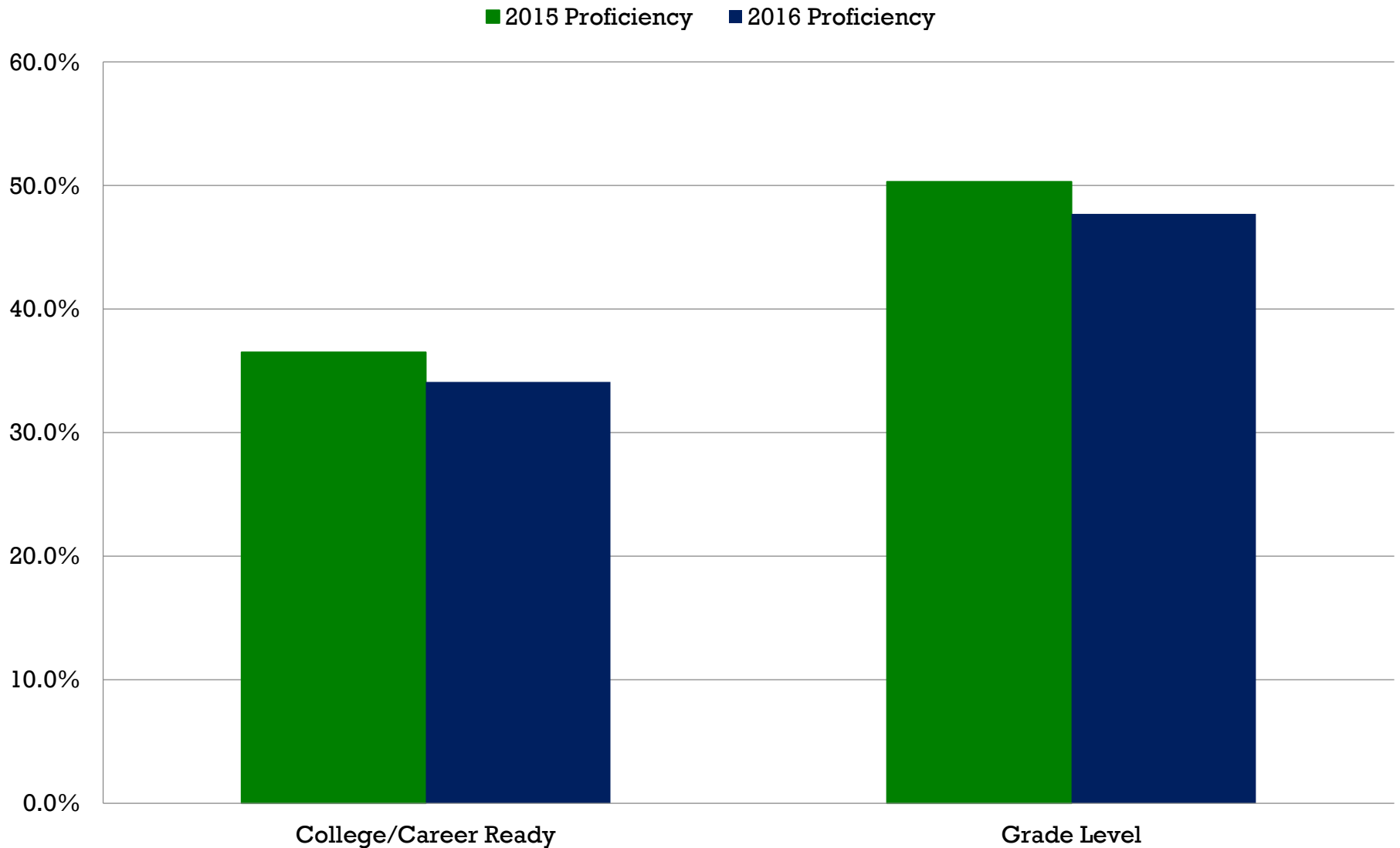


# GRADE 3-8 MATH PROFICIENCY

■ 2015 Proficiency ■ 2016 Proficiency

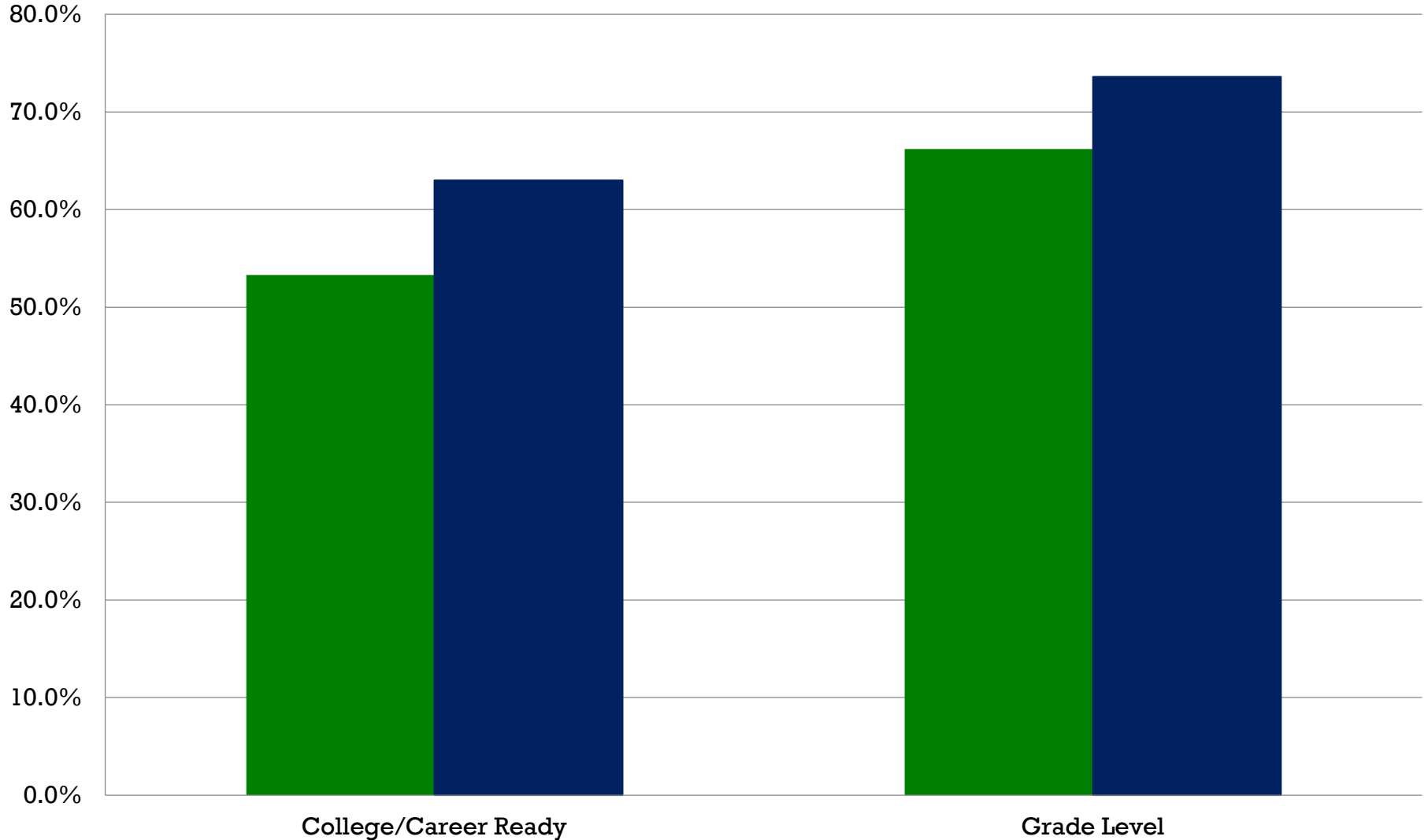


# GRADE 3-8 READING PROFICIENCY

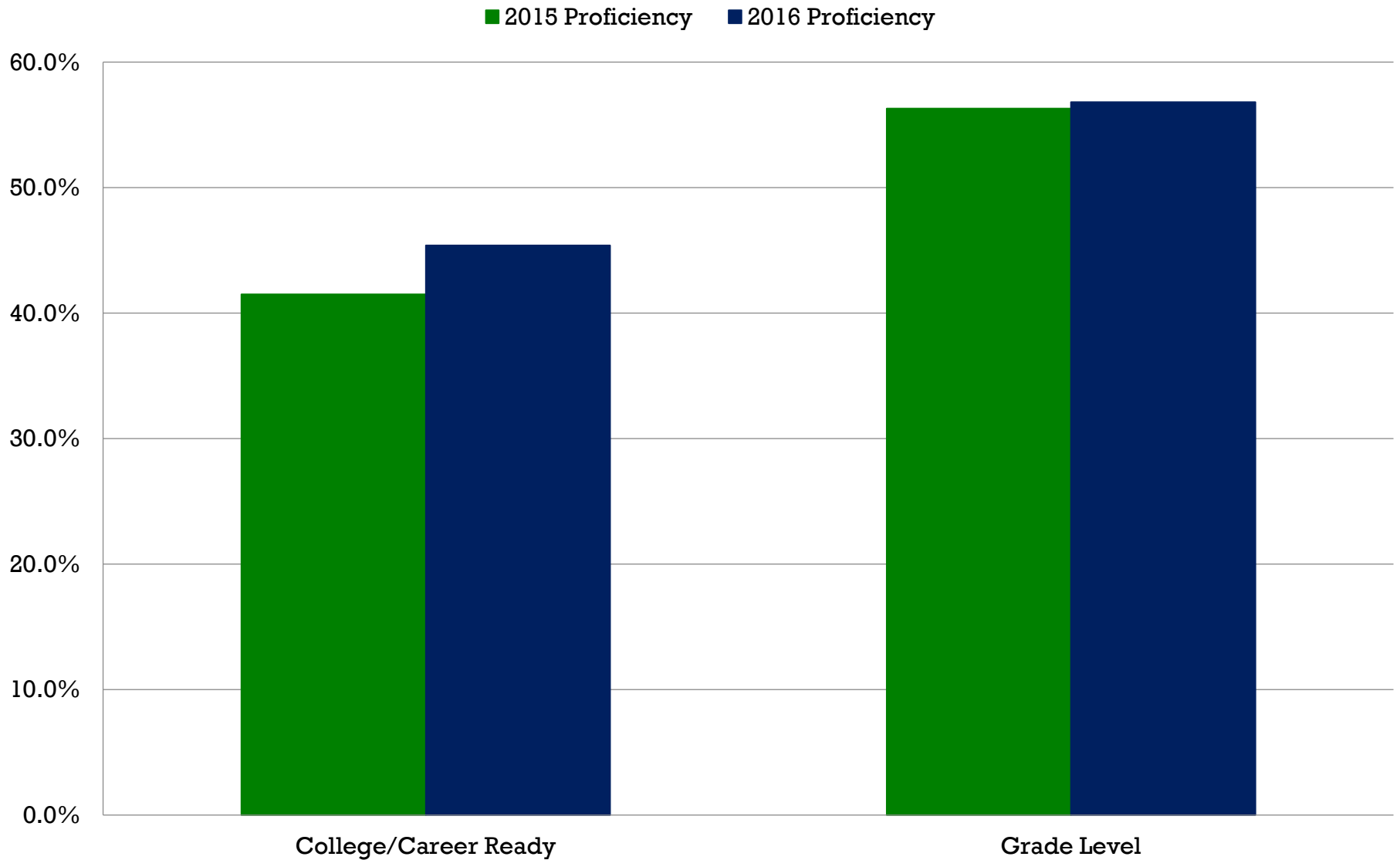


# GRADES 5 & 8 SCIENCE PROFICIENCY

■ 2015 Proficiency ■ 2016 Proficiency

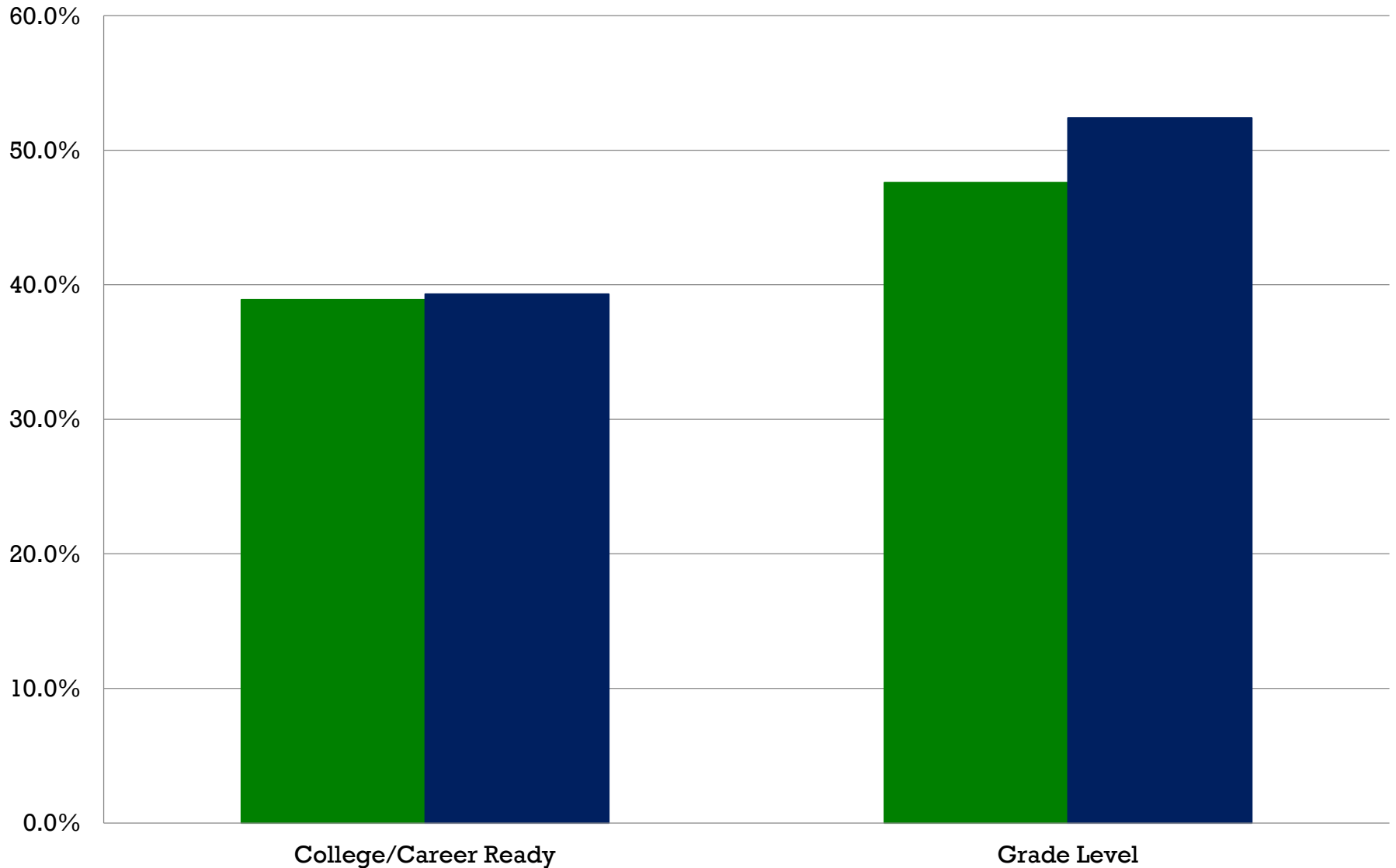


# MATH 1 EOC PROFICIENCY



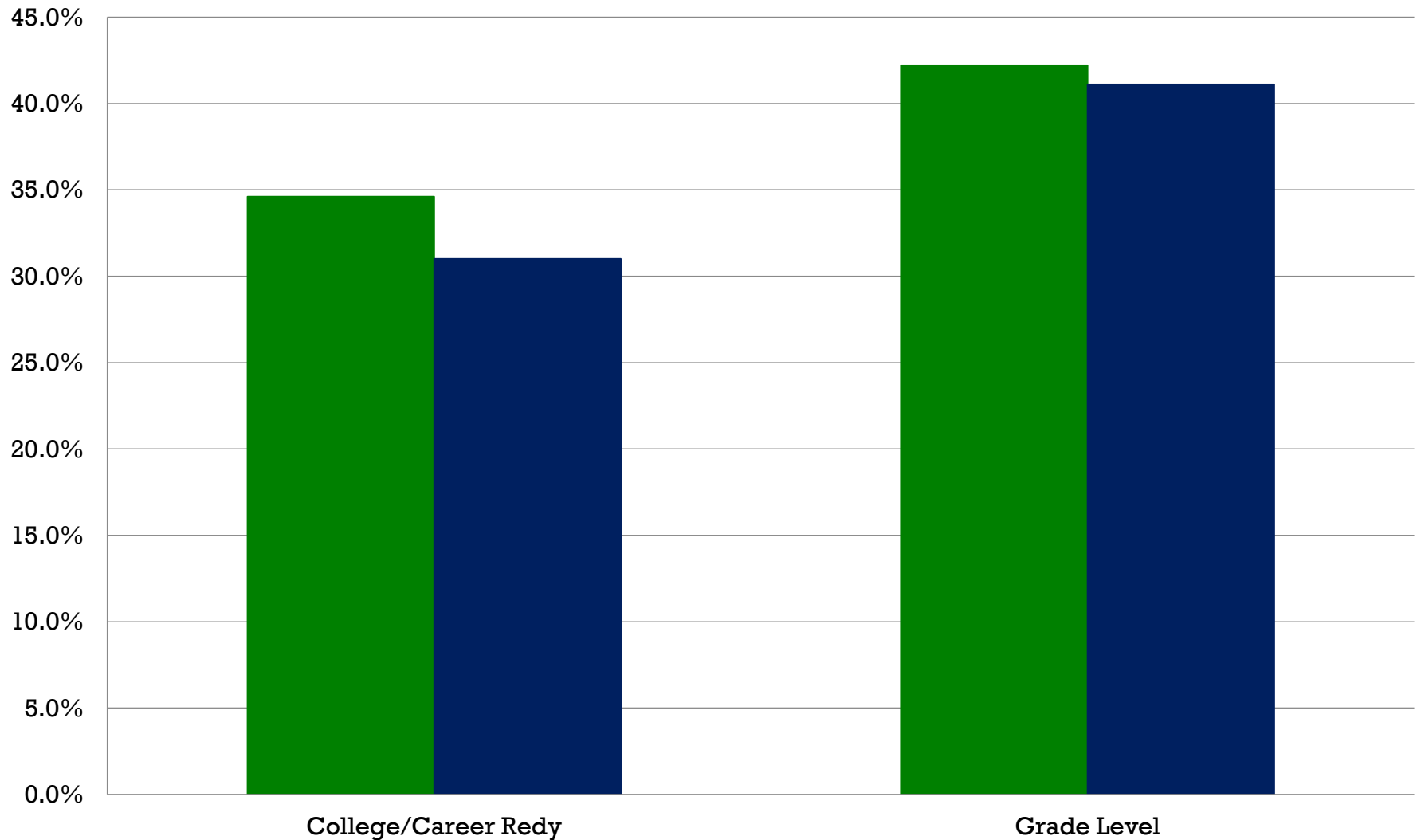
# ENGLISH 2 EOC PROFICIENCY

■ 2015 Proficiency ■ 2016 Proficiency



# BIOLOGY EOC PROFICIENCY

■ 2015 Proficiency ■ 2016 Proficiency





# 2015-16 ACS RESULTS

School Name	Performance Composite CCR	Performance Composite GLP	Participation Targets
<b>ELEMENTARY SCHOOLS</b>			
Balfour Elementary	31.8	43.4	15 of 15 (100%)
McCrary Elementary	36.0	48.9	14 of 14 (100%)
Loflin Elementary	36.9	46.7	12 of 12 (100%)
Teachey Elementary	53.6	64.6	20 of 20 (100%)
Lindley Park Elementary	51.7	61.9	17 of 19 (89.5%)
<b>MIDDLE SCHOOLS</b>			
North Asheboro Middle	46.1	56.5	21 of 21 (100%)
South Asheboro Middle	42.8	55.1	25 of 25 (100%)
<b>HIGH SCHOOL</b>			
Asheboro High School	34.7	46.8	39 of 39 (100%)
<b>DISTRICT</b>			
Asheboro City Schools	42.0	53.4	68 of 68 (100%)

# TRENDS IN ACS

School Name	2013-2014		2014-2015		2015-2016	
	Performance Composite CCR	Performance Composite GLP	Performance Composite CCR	Performance Composite GLP	Performance Composite CCR	Performance Composite GLP
<b>ELEMENTARY SCHOOLS</b>						
Balfour Elementary	28.8	42.3	33.2	47.7	31.8	43.4
McCrary Elementary	28.1	39.2	38.0	49.4	36.0	48.9
Loflin Elementary	28.7	39.7	36.2	48.5	36.9	46.7
Teachey Elementary	48.6	59.5	51.7	65.5	53.6	64.6
Lindley Park Elementary	43.0	53.2	41.2	54.2	51.7	61.9
<b>MIDDLE SCHOOLS</b>						
North Asheboro Middle	32.5	41.9	41.6	53.1	46.1	56.5
South Asheboro Middle	35.6	43.5	42.2	55.4	42.8	55.1
<b>HIGH SCHOOL</b>						
Asheboro High School	35.1	45.3	34.9	45.4	34.7	46.8
<b>DISTRICT</b>						
Asheboro City Schools	35.1	45.1	40.1	52.5	42.0	53.4
<b>PROFICIENCY:</b>	<b>CCR</b> - College and Career Ready		<b>GLP</b> - Grade Level Proficiency Objective		<b>AMO</b> - Annual Measurable	

# GROWTH IN ACS

## Rules for Growth Level Determination

**Exceeds Expected Growth:** Significant evidence that the school's students made more progress than the Growth Standard

**Meets Expected Growth:** Evidence that the school's students made progress similar to the Growth Standard

**Does Not Meet Expected Growth:** Significant evidence that the school's students made less progress than the Growth Standard



School Name	Growth Level
<b>ELEMENTARY SCHOOLS</b>	
Balfour Elementary	Exceeds Expected Growth
McCrary Elementary	Meets Expected Growth
Loflin Elementary	Does Not Meet Expected Growth
Teachey Elementary	Meets Expected Growth
Lindley Park Elementary	Meets Expected Growth
<b>MIDDLE SCHOOLS</b>	
North Asheboro Middle	Exceeds Expected Growth
South Asheboro Middle	Meets Expected Growth
<b>HIGH SCHOOL</b>	
Asheboro High School	Exceeds Expected Growth

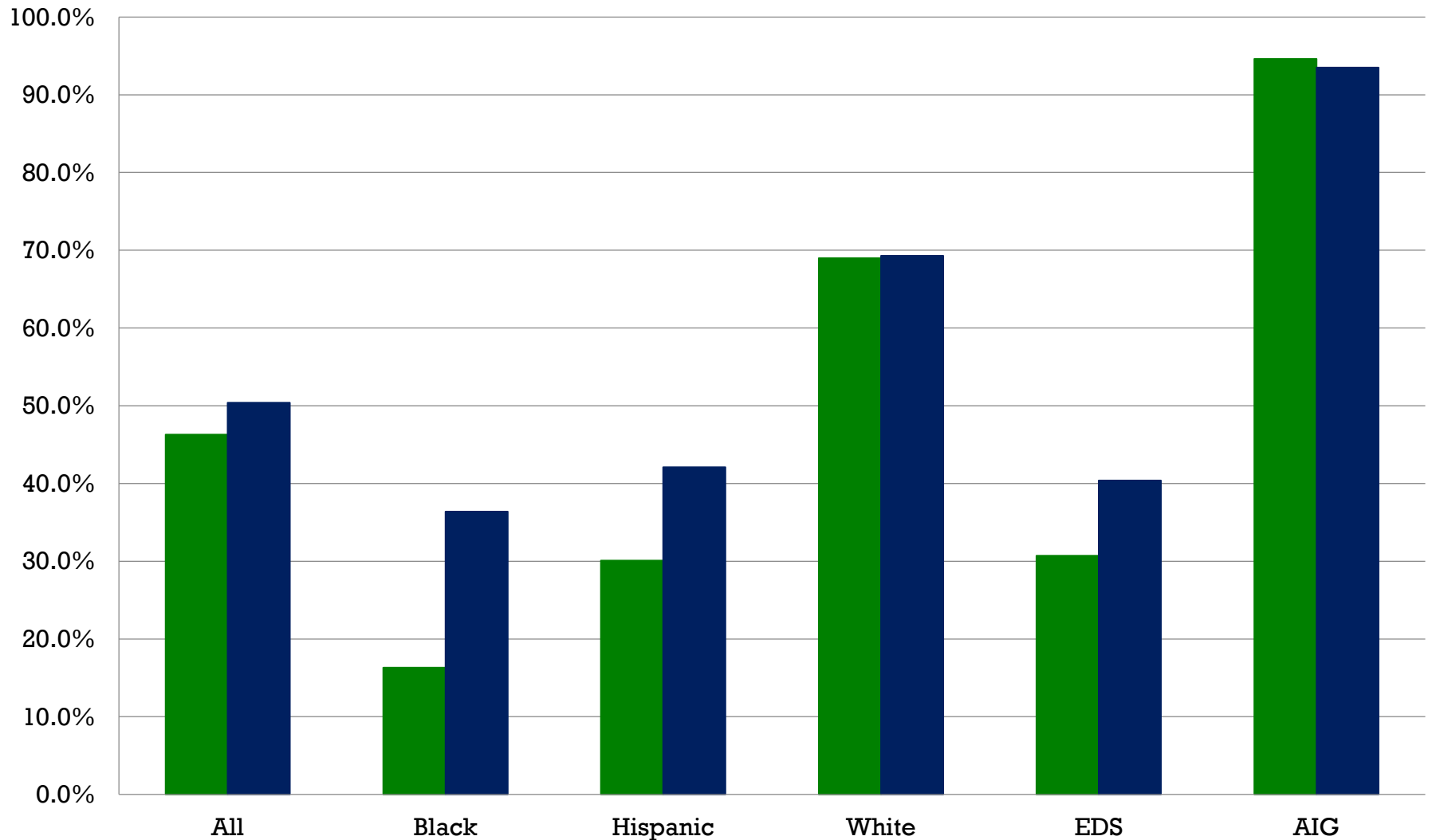
# READY RESULTS - *HIGHLIGHTS*

- The overall College/Career Ready Performance Composite for Asheboro City Schools improved by 1.9% last year.
- 5 schools improved their College and Career Readiness Performance Composite
- 7 schools met expected growth and 3 of these schools exceeded expected growth.
- Overall Grade Level Proficiency on the Grade 3 - 8 Math and Science, English 2, and Math 1 increased.
- The Grade Level Proficiency Composite for Asheboro City Schools improved to 53.4%, an 8.4% increase over the past two years.
- Asheboro City Schools met 100% of the district participation targets.



# THE ACT GRADE 11 STUDENTS

■ 2015 Proficiency ■ 2016 Proficiency

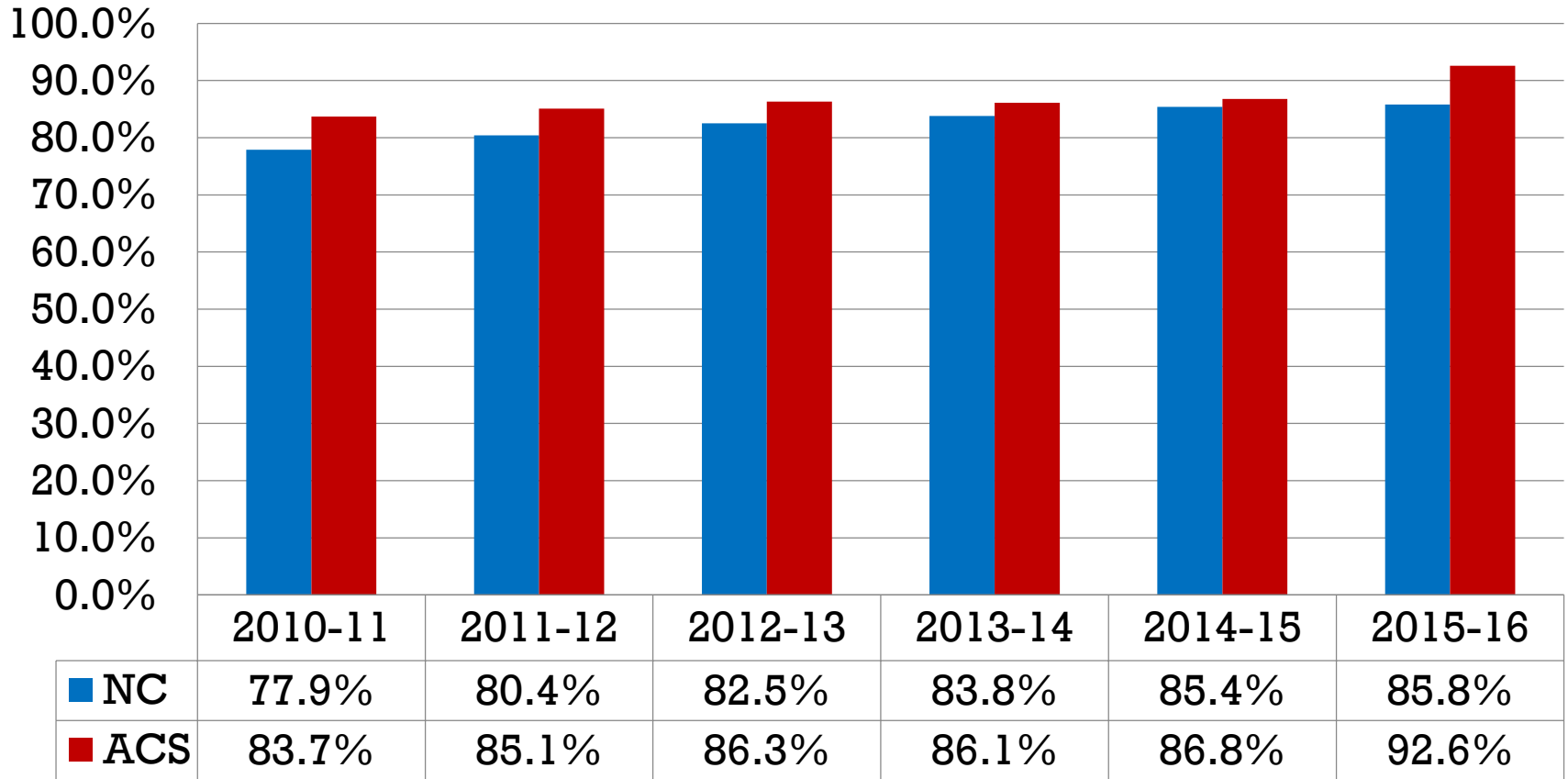


# ACT WORKKEYS

The ACT WorkKeys assessment provides a gauge of career readiness and is widely recognized as an industry credential. Credentials are offered at four levels. Students must earn a Silver Certificate or higher to be proficient.

	Concentrators	Tested	Bronze	Silver	Gold	Platinum	Proficiency (Silver +)	% Proficient
2012	136	136	38	55	13	0	68	50%
2013	98	98	19	57	13	0	70	68%
2014	101	94	22	59	17	0	76	77%
2015	125	121	23	73	15	0	88	73%
2016	115	114	19	61	27	0	88	77%

# GRADUATION RATE



Policies  
For  
30-Day Review



The board is committed to using its authority to purchase goods and services in a manner most likely to help students succeed. The board, superintendent and any other employees authorized to participate in purchasing decisions or the purchasing process will strive to meet the following goals:

1. obtaining the maximum benefits from all school district monies and furthering the educational goals of the board;
2. conducting all purchasing activities according to applicable laws, rules and regulations, good purchasing practices and ethical principles;
3. providing a climate of fair and open competition for all qualified vendors;
4. requiring satisfactory and proper performance of all contractual obligations of vendors; and
5. providing prompt and courteous service to other school system personnel, other governmental entities and vendors.

Legal References: G.S. 14-234, -234.1; 115C-36

Cross References: Goals and Objectives of the Educational Program (policy 3000)

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

Administrative Procedure: None

The superintendent shall organize the purchasing function in a manner intended to meet the purchasing goals of the board. The purchasing function includes the following responsibilities:

1. making purchases for all departments in accordance with applicable laws and regulations, including the requirements of the State Division of Purchase and Contract when applicable, board policy, the superintendent's directives, good purchasing practices, and ethical principles;
2. establishing and enforcing a system for approving and accounting for purchases;
3. maintaining appropriate records on price quotations of supplies most frequently purchased;
4. maintaining other supplemental data to assist in making purchases at the most economical prices possible;
5. maintaining NC E-Procurement compliance and making purchases through the E-Procurement Service to the extent appropriate to maximize savings and efficiency in the purchasing function;
6. establishing a practical degree of standardization of equipment, supplies, and materials with sufficient flexibility to meet unique needs of schools and departments;
7. operating a central inventory warehouse;
8. supervising the receiving of all materials, including establishing procedures to ensure received goods are properly inspected, counted, and documented;
9. maintaining lists of potential bidders for various types of materials, equipment, and supplies;
10. providing information regarding bidding opportunities to vendors;
11. providing information and service to schools and departments that wish to make purchases; and
12. maintaining current information on all applicable laws, regulations, board policies, and administrative procedures.

Legal References: G.S. 143-49, -52, -52.3; 115C-522; 143, art. 6A; N.C. Session Law 2003-147; N.C. Procurement Manual, Department of Administration, Division of Purchase and Contract, available at <http://www.pandc.nc.gov/Default.aspx>

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

Updated: August 13, 2015

The board is the sole agency authorized to execute formal contracts between the school district and any firm or person offering to provide materials, equipment or services to the school district. Creditors are on notice that the board may choose not to honor contracts made without proper authorization by designated school or school district officials.

**A. AUTHORIZATION TO ENTER INTO CONTRACTS**

No contract requiring the expenditure of funds may be agreed upon unless the budget resolution adopted pursuant to board policy 8110, Budget Resolution, authorizes the expense and there is a sufficient unencumbered balance to pay the amount to be disbursed. (See policy 6421, Pre-Audit Certification.) No contract may be entered into with a person or entity that is on the state treasurer's Final Divestment List or Iran Parent and Subsidiary Guidance list, except as permitted by G.S. 147, art. 6E.

Unless otherwise prohibited by statute or regulation, the Superintendent or Finance Officer is authorized to enter into contracts or approve change orders.

To provide greater flexibility at the school level, the superintendent also may establish circumstances in which principals may enter contracts involving amounts up to \$500.00. The superintendent, with appropriate involvement of the finance officer, will establish any procedures necessary to ensure fiscal accountability and reporting by principals who enter into contracts.

**B. CONTRACT FORMS**

The board attorney shall review any contract forms developed for use by a school or the school system.

**C. LEASE PURCHASE CONTRACTS**

The finance officer must approve any request to enter lease purchase contracts as authorized by G.S. 115C-528, regardless of dollar amount. After considering the principal and amount of interest, the superintendent must determine that the lease purchase is a fiscally prudent choice that is consistent with board policy.

The finance officer shall provide the board with periodic reports on lease purchase contracts, including the amount of the principal, interest paid and the amount of the outstanding obligation.

**D. OTHER APPLICABLE POLICIES AND LAWS**

Purchases may be made through the State Division of Purchase and Contract in accordance with the Division's rules and regulations, as authorized by G.S. 115C-522.

All contracts involving construction or repair work or purchase of apparatus, supplies, materials or equipment must be undertaken in compliance with Chapter 143 of the North Carolina General Statutes, except as provided elsewhere by state law. Contracts must also comply with applicable board policies.

All contracts subject to the E-Verify requirement will contain a provision stating that the contractor and the contractor's subcontractors must comply with the requirements of Article 2 of Chapter 64 of the General Statutes.

Legal References: G.S. 64, art. 2; 115C-36, -47, -264, -440, -441, -522, -528; 143-49 and art. 8

Cross References: Pre-Audit Certification (policy 6421), Budget Resolution (policy 8110)

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

Administrative Procedure: None

Revised: January 11, 2007, May 9, 2013

Except as otherwise provided by law, no obligation may be incurred by the school district unless the budget resolution includes an appropriation authorizing the obligation and an unencumbered balance remains in the appropriation sufficient to pay in the current fiscal year the sums obligated by the transaction for the current fiscal year.

If an obligation is reduced to a written contract or written agreement requiring the payment of money or is evidenced by a purchase order; for supplies and materials, the written contract, agreement, or purchase order will include on its face a certificate stating that the instrument has been preaudited to assure compliance with state law. The finance officer shall sign the certificate, which will take substantially the following form:

This instrument has been preaudited in the manner required by the School Budget and Fiscal Control Act.

(*signature of finance officer*) \_\_\_\_\_ (date)\_\_\_\_\_.

No pre-audit certificate is required for (1) an obligation, or a document related to the obligation, that has been approved by the Local Government Commission; (2) payroll expenditures, including employee benefits; or (3) electronic payments, upon adoption of and in compliance with rules adopted by the Local Government Commission.

An obligation incurred in violation of the requirements of state law as specified in this policy is invalid and may not be enforced. The finance officer will establish procedures in accordance with any rules adopted by the Local Government Commission to assure compliance with statutory requirements and this policy.

Legal References: G.S. 115C-441

Cross References:

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

Administrative Procedure: None

## **STATE PURCHASING REQUIREMENTS FOR EQUIPMENT, MATERIALS, AND SUPPLIES**

*Policy Code:*

**6430**

All purchases of apparatus, supplies, materials, and equipment will be made in accordance with all applicable laws and regulations, including Chapter 143, Article 8, of the North Carolina General Statutes, board policy, and school system purchasing procedures. Purchasing contracts subject to the E-Verify requirement will contain a provision stating that the contractor and contractor's subcontractors must comply with the requirements of G.S. Chapter 64, Article 2. For purchases and contracts valued at \$1,000 or more, the board will require each bidder or vendor to certify that it is not listed on the state treasurer's Final Divestment List or Iran Parent and Subsidiary Guidance list, as required by G.S. 143C, Article 6A, and that it will not engage subcontractors who are on either list. All employees involved in purchasing must be familiar with applicable requirements.

The finance officer or designee shall ensure that written specifications for desired products are descriptive and clear and incorporate the quality requirements and service needs of the school system. There is no minimum number of bids, proposals, or quotes required for the purchase of apparatus, supplies, materials, and equipment (whether formally or informally bid); however, the board encourages the finance officer or designee to obtain at least two (2) bids, proposals, or quotes when feasible.

Except as otherwise required by law or specified by the board, the board delegates to the superintendent or finance officer the authority to award contracts for the purchase of apparatus, equipment, materials, and supplied. The finance officer or designee and any additional staff deemed appropriate by the superintendent shall review submissions of bids, proposals, or quotes to determine if they are responsive to the system's specifications and will make recommendations to the superintendent or finance officer. The superintendent or finance officer may award the contract based upon such recommendations or will make a recommendation to the board for award of the contract by the board.

Apparatus, equipment, materials, and supplies must be purchased in accordance with the following requirements.

### **A. FORMAL BIDS (EQUAL TO OR MORE THAN \$90,000)**

The purchase of apparatus, supplies, materials, or equipment for expenditures equal to or more than \$90,000 must be secured through the competitive bid process governed by G.S. 143-129. The superintendent or finance officer is authorized to determine the best method for formally bidding a product or, as appropriate, utilizing one of the exceptions to formal bidding as provided below in Section E. The finance officer or designee shall oversee the use of any purchasing method and ensure that all state requirements are met, including advertisement, sealed bids, maintaining records, and public opening of bids. The board authorizes the use of newspaper advertisement, electronic advertisement, or both for formal bids; however, the superintendent has the authority to determine which method will be used for a specific purchase or categories of purchases.

Awards will be made to the lowest responsible bidder(s) whose bid or proposal meets the requirements and criteria set forth by the school system, taking into consideration quality, performance, and the time specified in the proposal for the performance of the contract. To be eligible for an award of a contract subject to G.S. 143-129, the contractor and its subcontractors, if any, must demonstrate compliance with all applicable provisions of G.S. Chapter 64, Article 2, including the responsibility to use E-Verify. All contracts awarded must be in writing.

The board permits the use of the following processes for contracts that require formal bidding.

1. Competitive Sealed Bids

A competitive sealed bid (or invitation to bid) may be used to request the cost of particular goods by providing detailed specifications in advance.

2. Reverse Auction

Pursuant to G.S. 143-129.9(a)(1), the school system may use reverse auctions as an alternative to sealed bid procedures. For purposes of this policy, “reverse auction” means a real-time purchasing process in which bidders compete to provide goods at the lowest selling price in an open and interactive environment. The superintendent or finance officer shall determine whether reverse auctions are appropriate for a specific purchase or category of purchases. To conduct a reverse auction, the finance officer may use a third party, may use the state’s electronic procurement system, or, if appropriate equipment is available, may conduct the auction using school system equipment.

3. Exceptions to Formal Bids

Any of the processes outlined below in Section E may be used in lieu of formal bidding, so long as all requirements of state law are met.

**B. INFORMAL BIDS (\$30,000 TO \$90,000)**

The purchase of apparatus, supplies, materials, or equipment for expenditures of at least \$30,000 but less than \$90,000 must be secured through the informal bidding process governed by G.S. 143-131. The superintendent or finance officer is authorized to determine the best method for securing informal bids on a product. The finance officer or designee shall oversee the use of any purchasing method and ensure that all state requirements are met, including maintaining records of all bids submitted. Awards will be made to the lowest responsible, responsive bidder(s) whose bid or proposal meets the requirements and criteria set forth by the school system, taking into consideration quality, performance, and the time specified in the proposal for the performance of the contract.



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1. Competitive Sealed Bids

Informal bid requirements may be met by the use of sealed bids. The finance officer or designee may utilize the methods for formal competitive bids provided in section A or may determine other appropriate methods for soliciting sealed bids. The bid specifications must include the time, date, and place for opening bids. No advertisement for bids is necessary (unless the formal bid process is used); however, the finance officer or designee may advertise for bids as he or she deems appropriate.

2. Quotations

Informal bid requirements may be met by the solicitation of quotes from prospective vendors. Quotations may be solicited and submitted via telephone, fax, e-mail, or the North Carolina E-Procurement system. Telephone quotes must be placed in writing before a final contract will be awarded. Written quotations must be on the vendor's letterhead or an official quotation form.

3. Reverse Auction

A reverse auction may be used to solicit informal bids, consistent with the process provided in section A.2.

4. Exceptions to Informal Bids

Any of the processes outlined below in Section E may be used in lieu of informal bidding, so long as all requirements of state law are met.

**C. PURCHASES FOR LESS THAN \$30,000**

Purchases for apparatus, supplies, materials, and equipment costing less than \$30,000 will be awarded pursuant to the standards provided in policy 6440, Local Purchasing Requirements for Equipment, Materials, and Supplies.

**D. ELECTRONIC BIDDING**

Pursuant to G.S. 143-129.9(a)(2), the school system may receive bids electronically in addition to or instead of paper bids. If electronic bids are used for purchases that must be formally bid, procedures for receipt of electronic bids must be designed to ensure the security, authenticity, and confidentiality of the bids to at least the same extent as provided with paper bids. The superintendent or finance officer shall determine whether electronic bidding is appropriate for a specific purchase or category of purchases.

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**E. EXCEPTIONS TO THE FORMAL AND INFORMAL BIDDING REQUIREMENTS**

The school system may utilize the following purchasing options instead of pursuing competitive bidding. Formal or informal bidding is not required if any of these processes are used. The finance officer or designee shall gather information to document the basis for the use of any exceptions to the competitive bidding requirements. The superintendent or finance officer will determine that using one of the following exceptions is appropriate for a specific purchase or group of purchases.

1. Purchases from Other Governmental Agencies

Pursuant to G.S. 143-129(e)(1), the school system may contract for the purchase, lease, or other acquisition of apparatus, supplies, materials, or equipment from any other federal, state, or local governmental agency.

2. Special Emergencies

Pursuant to G.S. 143-129(e)(2), competitive bidding is not required in cases of special emergencies involving the health and safety of people or their property. For an emergency to exist under the statute, the following factors must exist: (1) the emergency is present, immediate, and existing; (2) the harm cannot be averted through temporary measures; and (3) the emergency was not self-created by the school system.

3. Competitive Group Purchasing

Pursuant to G.S. 143-129(e)(3), the school system may make purchases through a competitive bidding group purchasing program, through which another entity uses a competitive process to establish contracts on behalf of multiple entities at discount prices.

4. State Term Contract

Pursuant to G.S. 143-129(e)(9), the school system may purchase products included in state term contracts with the state vendor for the price stipulated in the state contract, if the vendor is willing to extend to the school system the same or more favorable prices, terms, and conditions as established in the state contract.

5. Sole Source Items

Pursuant to G.S. 143-129(e)(6), upon approval of the board of education, the school system may purchase an item through a single or sole source contract under the following circumstances: (1) when performance or price competition is not available; (2) when a needed product is available from only one source of supply; or (3) when standardization or compatibility is the overriding consideration. When requesting a purchase under the sole source exception, the

finance officer or designee shall provide the board with documentation that justifies the use of the exception.

6. “Piggybacking” or Previously Bid Contracts

Pursuant to G.S. 143-129(g), upon approval of the board of education, the school system may purchase from any supplier that, within the previous 12 months, has contracted to furnish the needed item to the federal government, to any state government, or to any agency or political subdivision of the federal government or any state government. Before recommending a purchase using the piggybacking exception, the finance officer or designee shall ensure that the following requirements are met: (1) the price and other terms and conditions of the contract are at least as favorable as the prior contract; (2) the contract was entered into following a public, formal bidding process substantially similar to that required by North Carolina General Statutes; (3) the same vendor is used; and (4) notice of intent to award the contract without bidding is publicly advertised at least 10 days prior to the regularly-scheduled board meeting at which the contract will be approved. Before approving the contract, the board must determine that using the contract is in the best interest of the school system.

7. Purchases of Information Technology Goods and Services

Pursuant to G.S. 143-129(e)(7) and 143B-1324(b), the school system may purchase or lease information technology through contracts established by the Department of Information Technology. The finance officer or designee shall work with the information technology department to ensure that any such purchases meet the needs of the school system.

In addition, the school system also may purchase information technology goods and services by using a request for proposal (RFP) pursuant to G.S. 143-129.8, provided that the following requirements are met: (1) notice of the request is provided consistent with the formal bidding notice requirements and (2) contracts are awarded to the person or entity that submits the best overall proposal as determined by the superintendent and finance officer. The RFP should describe the scope of work, general terms and conditions, specifications of the product needed by the school system, and the application process. The information technology supervisor shall assist the finance officer or designee in reviewing the responsiveness of any RFP submitted pursuant to this subsection. RFPs will be evaluated using the “best value” method as defined in G.S. 143-135.9(a)(1) so that the system may select the most appropriate technological solution to meet the school system’s objectives. However, if the finance officer or designee considers the purchase to be highly complex or is unable to clearly determine what the optimal solution for the school system is, the “solution-based solicitation” or “government-vendor partnership” method may be used. The finance officer or designee may negotiate with the proposer to obtain a final contract that meets the best needs of the school system, so long as the alterations based on such

negotiations do not deprive proposers or potential proposers of the opportunity to compete for the contract and do not result in the award of the contract to a different person or entity than would have received it if the alterations had been included in the RFP.

8. Gasoline, Fuel, and Oil Purchases

Pursuant to G.S. 143-129(e)(5), the school system may purchase gasoline, fuel, and oil products without using formal competitive bidding. However, such purchases are subject to the informal bidding requirements provided above.

9. Used Products

Pursuant to G.S. 143-129(e)(10), the school system may purchase previously used apparatus, supplies, materials, or equipment without using formal competitive bidding. Before purchasing used products, the finance officer or designee shall ensure that the products are in good, usable condition and will be sufficient to meet the school system's needs for a reasonable period of time.

10. Published Materials

Pursuant to G.S. 115C-522(a), compliance with Article 8 of Chapter 143 of the General Statutes is not mandatory for the purchase of published books, manuscripts, maps, pamphlets, and periodicals. Such purchase shall be made in accordance with policy 6440, Local Purchasing Requirements for Equipment, Materials, and Supplies.

**F. LEASE PURCHASE CONTRACTS AND OTHER CONTRACTS FINANCED OVER TIME**

Lease purchase contracts, contracts that include options to purchase, and leases for the life of equipment all must be bid consistent with the requirements of G.S. 143-129 and 143-131. The finance officer shall ensure that such contracts meet the legal requirements and the provisions of policy 6420, Contracts with the Board.

**G. USE OF SCHOOL SYSTEM TERM CONTRACTS**

The school system may create and use term contracts for items that are routinely purchased by the school system. If the estimated expenditure for a routine item under the term contract is equal to or exceeds \$90,000, the contract must be formally bid. If the estimated expenditure is at least \$30,000 but less than \$90,000, the contract must be informally bid. The finance officer or his designee may incorporate the use of a term contract in the bidding specifications. If term contracts are used, the contracts will be created and/or reviewed by the board attorney, in consultation with the finance officer or designee.

**H. HISTORICALLY UNDERUTILIZED BUSINESSES**

The board affirms the state's commitment to encouraging the participation of historically underutilized businesses in purchasing functions. The board will comply with all legal requirements and the standards in policy 6402, Participation by Historically Underutilized Businesses.

Legal References: G.S. 64. Art. 2; 115C-522; 143, art. 8; 143B, art. 14; 143C, art. 6A; Sess. Law 2013-128

Cross References: Participation by Historically Underutilized Businesses (policy 6402), Organization of the Purchasing Function (policy 6410), Contracts with the Board (policy 6420), Local Purchasing Requirements for Equipment, Materials and Supplies (policy 6440)

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

Updated: August 13, 2015

## **LOCAL PURCHASING REQUIREMENTS FOR EQUIPMENT, MATERIALS AND SUPPLIES**

*Policy Code:*

**6440**

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All purchases of equipment, materials and supplies will be made in accordance with laws and regulations, including Chapter 143, Article 8, of the North Carolina General Statutes, board policy, and any school system purchasing procedures. For purchases and contracts valued at \$1,000 or more, the board will obtain certification from each bidder or vendor affirming that it is not listed on the state treasurer's "Final Divestment List," as required by G.S. 143C, Article 6A. All employees involved in purchasing must be familiar with these requirements.

When competitive bidding is not required, purchases should be made under conditions which foster competition among potential vendors. Purchase decisions should be made after considering price, quality, suitability for specified need, and timeliness of delivery and performance. The board will not enter into a contract with any supplier or contractor when performance on any previous contract has been found to be unsatisfactory by the superintendent or the board.

Records of all informal bids will be kept but will not be available for public inspection until the contract has been awarded. Such records should include the date the bid is received, from whom it is received, and for what item it is made.

Legal References: G.S. 115C-36, -522; 143, art. 8; 143-129, -129.9, -131, -135.9; 143C, art. 6A

Cross References: Contracts with the Board (policy 6420), State Purchasing Requirements for Equipment, Materials and Supplies (policy 6430)

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

Administrative Procedure: None

The board desires to provide opportunities to responsible suppliers to do business with the school system. To this end, the superintendent or designee is directed to develop and maintain lists of potential vendors for the various types of materials, equipment and supplies. Such lists will be used in the development of a mailing list for distribution of specifications, invitations to bid, and notice of other competitive purchasing processes.

The superintendent or designee has the discretion to determine which vendors are included on the list and may establish standards for being placed on the list or for remaining on the list. The standards shall comply with the requirements of G.S. 143C, art. 6A. The superintendent is encouraged to include vendors listed as historically underutilized businesses with the Division of Purchase and Contracts at the State Department of Administration.

Legal References: G.S. 115C-522; 143C, art. 6A

Cross References: Local Purchasing Requirements for Equipment, Materials and Supplies (policy 6440), Participation by Women and Minority-Owned Businesses (policy 9125)

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

Administrative Procedure: None

Services will be purchased in a manner consistent with the board's purchasing goals. Competitive bidding is not required for the purchase of services; however, contracts for services will be made under conditions which foster competition among potential providers when feasible and after careful pricing.

For all purchases and contracts valued at \$1,000 or more, the board will require the service provider to certify that it is not listed on the state treasurer's "Final Divestment List" or "Iran Parent and Subsidiary Guidance," as required by G.S. 143C, Article 6A, and that it will not engage subcontractors who are on either list.

Legal References: G.S. 115C-36; 143C, art. 6A

Cross References: Goals of the Purchasing Function (policy 6400)

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

Administrative Procedure: None



## **GOALS OF EQUIPMENT, MATERIALS AND SUPPLIES SERVICES**

*Policy Code:*

**6500**

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Services for managing the school district's equipment, materials and supplies will be organized by the superintendent or designee and operated in a manner consistent with the following goals:

1. enhancing students' opportunity to learn;
2. utilizing technological advances and other improvement in equipment, materials and supplies to increase the effectiveness and efficiency of personnel;
3. obtaining uniformity in the equipment, materials and supplies used throughout the system to the extent that such uniformity promotes efficiency;
4. efficiently storing, maintaining and retrieving equipment, materials and supplies;
5. maximizing the useful life of equipment, materials and supplies;
6. extending the usefulness of equipment, materials and supplies through reuse;
7. using and disposing of property in an environmentally sound manner; and
8. providing prompt and courteous service to vendors, school system personnel and others who have a need to interact with the school system in regard to equipment, materials and supplies.

Legal References: G.S. 115C-36

Cross References:

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

Administrative Procedure: None

## **FISCAL GOALS**

*Policy Code:*

**8000**

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The board is committed to obtaining, managing and using financial resources to further the goals of supporting a system of free public schools and to further the educational goals of the board and the State. All decisions regarding the use of financial resources will be consistent with the board's objective of providing all students with a sound basic education, as required by law.

Legal References: G.S. 115C-36, -47, -427, -431, -432; Leandro v. State, 346 N.C. 336 (1997)

Cross References: Board Authority and Duties (policy 1010), Goals and Objectives of the Educational Program (policy 3000)

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

Updated: June 14, 2012

**A. SELECTION AND EVALUATION**

The superintendent will select and the board will approve a school finance officer. The finance officer serves at the pleasure of the superintendent. The superintendent shall evaluate the finance officer to help ensure that all duties as required by law, board policy and/or the superintendent are met.

**B. DUTIES**

The school finance officer provides critical services for the effective planning and use of fiscal resources. The school finance officer shall be responsible to the superintendent for:

1. keeping the accounts of the school system in accordance with generally accepted principles of governmental accounting, board policy, the rules and regulations of the State Board of Education, and the rules and regulations of the Local Government Commission;
2. giving the preaudit and disbursements certificates required by G.S. 115C-441(a1) and (d1), respectively, and establishing procedures to assure compliance with the preaudit requirements;
3. approving or disapproving a disbursement, in accordance with G.S. 115C-441(b), when a bill, invoice, or other claim is presented and establishing procedures to assure compliance with all applicable legal requirements for disbursements;
4. signing and issuing all checks, drafts and state warrants by the school system;
5. investing the cash balance of any funds, subject to board policy 8110, Budget Resolution;
6. receiving and depositing all moneys accruing to the school system;
7. preparing and filing a statement of the financial condition of the school system as often as requested by the superintendent;
8. preparing and filing a statement of the financial condition of the school system when requested by the board of education or the board of county commissioners, but only if such requests are in writing and copied to the superintendent;
9. performing such other duties as may be assigned by law, by the superintendent, or by rules and regulations of the State Board of Education and the Local Government Commission;

10. submitting reports to the Secretary of the Local Government Commission as required by law;
11. receiving and accounting for all clear proceeds of fines, penalties and forfeitures and notifying the superintendent and board of such funds;
12. reviewing school improvement plans as they relate to the transfer of funds between funding allotments or lease purchase contracts;
13. evaluating all continuing contracts, including the principal and interest to be paid, and making recommendations to the superintendent and reports to the superintendent and board as provided in board policy 6425, Continuing Contracts;
14. assisting the superintendent in the development of the budget;
15. prescribing the form and detail of records maintained by the school treasurer;
16. making salary deductions as provided in policy 7620, Payroll Deductions;
17. maintaining custody of the facsimile signature device as provided in policy 8330, Facsimile Signatures; and
18. maintaining custody of insurance policy and programs as provided in policy 8340, Insurance.

**C. FIDELITY BOND**

The finance officer will carry a true accounting and faithful performance bond as provided in board policy 8530, Fidelity Bonds.

Legal References: G.S. 115C-105.25, -435, -436, -441, -442, -443, -445, -446, -448, -452, -528

Cross References: Continuing Contracts (policy 6425), Payroll Deductions (policy 7620), Budget Resolution (policy 8110), Facsimile Signatures (policy 8330), Insurance (policy 8340), Fidelity Bonds (policy 8530)

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

Revised: May 8, 2014, August 13, 2015

Facility construction will be undertaken in accordance with the long range plan adopted by the board of education and the facility design approved by the board. Any repairs or renovations of school facilities should be undertaken in such a way as to minimize disruption of instructional time and the educational environment.

**A. QUALITY OF CONSTRUCTION**

Buildings should be constructed with durable materials that, when possible, permit space to be adapted to various purposes and to be adjusted to changes in technology or the educational program.

The board will not be involved in substandard construction. In the event of insufficient funding for a project, the board will defer parts of the long range plan.

**B. CHANGE ORDERS**

After a contract for construction or repair work has been awarded, the need may arise to amend the terms, conditions, or specifications of the contract. The contract may be amended by a change order, but change orders may not be used to evade bidding requirements.

When amendments to a contract are necessary, the contractor shall submit a proposed change order in writing to the superintendent or designee. Any request for expedited review must also be in writing and accompany the proposed change order.

Unless otherwise prohibited by statute or regulation, the superintendent or designee is authorized to approve or deny change orders. The superintendent shall report all such change order requests and whether they were approved or denied to the board at the next regular board meeting.

Legal References: G.S. 115C-521, -524

Cross References: Planning for Facility Needs (policy 9000), Facility Design (policy 9020)

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

Updated: July 10, 2014

Policies  
For  
Approval

The board is guided by generally accepted standards of fairness in establishing processes for hearings before the board. Given the board's considerable responsibilities for overseeing the educational program and operations of the schools, the board also strives to be efficient in carrying out its various functions, including conducting hearings.

Unless other hearing processes are required by law or board policy, the following procedures will apply in board hearings. The board reserves the right to modify the procedures described in this policy as necessary in any particular hearing in order to be fair, efficient, meet legal requirements or for any other reason the board deems sufficient.

1. A hearing will be open to the public unless a closed session is permitted by law.

It is the express policy of the State and this board to make hearings open to the public except for certain purposes specified in the Open Meetings Law.

Grievance appeals pursuant to board policies 1740/4010 (Student and Parent Grievance Procedures) and 1750/7220 (Grievance Procedure for Employees) typically will be heard in closed sessions in order to present the disclosure of confidential information. Closed sessions will be conducted in accordance with board policy 2320, Compliance with the Open Meetings Law.

The board will consider requests made by a parent, student or employee to conduct a hearing in open session that is permitted by law to be held in closed session. However, the board will make the final determination of whether a hearing will be held in open or closed session.

2. The superintendent is responsible for providing sufficient notice of the time and place a hearing will be held and the nature of the hearing that will be available.

In order to resolve complaints expeditiously, board hearings will be scheduled as promptly as possible and notice given to the parties. The superintendent should provide as much notice as is feasible given the particular circumstances. The superintendent will provide a copy of this policy and, when possible, specify time limitations on the oral presentation if different from what is provided in number 5 of this policy.

3. Individual hearings will be held unless the board determines that a group hearing would be a more effective process for hearing and addressing the matter.

Where two or more individuals share the same or similar concern or are involved in the same matter to be heard by the board, the board may consider whether to conduct a group hearing. The board may consider factors such as generally accepted standards of fairness, the need for efficiency and the ability to prevent the disclosure of confidential

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information. The board will consider requests for group or individual hearings and will make the final determination.

4. Unless otherwise required by law, the board may designate a panel of two or more board members to hear and act on behalf of the board.

The superintendent shall confer with the chairperson of the board to determine whether the full board or a panel of the board will conduct a hearing. The board also may establish a panel to hear certain types of appeals, such as student grievances.

5. All parties involved in the hearing may submit written position statements and will be given the opportunity for a limited oral presentation.

Written statements may be submitted at the hearing or in advance of the hearing unless otherwise specified. All parties will be given the opportunity to orally address the board as well. The board may establish time limitations for oral presentations for different types of hearings or may set the time limitation for a particular hearing. Unless a different time frame is established in the notice, applicable board policies or at the hearing, each party will be offered 15 minutes to present his or her position to the board.

6. The board may limit oral presentation to be made by the parties themselves: other witnesses may be excluded.

The board believes that in most instances, permitting the parties to speak before the board enables a fair presentation of the parties' positions. The board may designate types of hearings in which parties may or may not be represented by legal counsel. Any individual intending to be represented by legal counsel must notify the superintendent in advance of the hearing so that there will be an opportunity to clarify whether legal counsel may be used and to provide the superintendent and board with the opportunity to be represented by legal counsel. If necessary, the meeting may be rescheduled so that the board and/or superintendent can secure legal counsel for the hearing.

7. Legal rules of evidence do not apply to information considered by the board.

The board may consider any information that a reasonably prudent person would consider in conducting the serious affairs of a business.

8. In reviewing any appeal of a decision of school personnel, the board will determine whether the administrative record as a whole provides sufficient evidence to justify the decision of the superintendent. New evidence will not be permitted unless necessary to prevent a threat of substantial unfairness.



The board will review the administrative record, including any administrative proceedings, and will provide an opportunity for the superintendent and the party contesting the decision to a limited oral presentation of their positions. The submission of documentary evidence and presentation of additional witnesses will be allowed at the discretion of the board.

9. The superintendent is responsible for making a record of the hearing.

The superintendent will make any record required by law. At a minimum, the board record will incorporate the administrative record provided to the board for review and any written documents submitted by the parties. The record also will provide the decision of the board and the basis for the decision when such information is required or specified in law or board policy.

Legal References: G.S. 115C-45(c); 143-318.11

Cross References: Discrimination, Harassment, and Bullying Complaint Procedure (policy 1720/4015/7225), Student and Parent Grievance Procedure (policy 1740/4010), Grievance Procedure for Employees (policy 1750/7220), Compliance with the Open Meetings Law (policy 2320), Long-Term Suspension, 365-Day Suspension, Expulsion (policy 4353), Requests for Readmission of Students Suspended for 365 Days or Expelled (policy 4362), Teacher Contracts (policy 7410), School Administrator Contracts (policy 7425), Classified Personnel: Suspension and Dismissal (policy 7940)

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

Updated: October 11, 2012

Reviewed by Policy Committee on August 9, 2012

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.

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**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. 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.

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. This requirement does not apply for students following the Future Ready Occupational Course of Study (State Board of Education Policy GCS-C-003). 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.

**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 to accommodate a student's individualized education program and Section 504 plans and for the administration of final exams for courses with national or international curricula required to be held at designated times.

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 Policies GCS-A series; GCS-C series; GCS-N series; TCP-C-006; 16 N.C.A.C. 6D .0301 – .0306

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: *Online Assessments Best Practices Guide* (NC DPI, July 2011), available at <http://www.dpi.state.nc.us/acre/assessment/guide/>; *Measures of Student Learning: NC's Common Exams* (NC DPI, March 2013), available at <http://www.ncpublicschools.org/docs/accountability/common-exams/implementation-guide.pdf>

Adopted: January 9, 2014

Updated: June 12, 2014, January 8, 2015

All students will be issued the necessary textbooks for their course work free of charge. In an effort to reduce educational costs and to promote individual responsibility for public property, the board establishes the following requirements for this service:

1. Records will be kept on the condition of all textbooks, including the condition of the books at the time they are issued to students.
2. Instructional personnel will emphasize to students their responsibility to maintain materials in good condition.
3. Students who lose or fail to return issued textbooks will be charged the cost of the book before a replacement will be issued.
4. Students who return a book in such condition as to make it unusable for another student will be charged.
5. Parents or guardians will be notified of the student's responsibility in caring for textbooks properly and of the parents' or guardians' responsibility for paying for any textbooks which are lost or appreciably damaged.

Legal References: G.S. 115C-99, -100

Cross References:

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

Administrative Procedure: None

The board is committed to making resource conservation an integral part of the school system's operation and to providing an example to students and the community of responsible stewardship of natural resources.

The superintendent is responsible for establishing programs that will help the school district meet the following board goals:

1. integrating the concept of resource conservation, including waste reduction and recycling, into the curriculum;
2. reducing the consumption of consumable materials whenever possible;
3. fully utilizing all materials prior to disposal;
4. minimizing the use of nonbiodegradable products whenever possible;
5. purchasing recycled products when financially viable; and
6. encouraging suppliers, both private and public, to make recyclable products and unbleached paper products available for purchase by public schools.

Legal References: G.S. 115C-36

Cross References:

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

Administrative Procedure: None

**ASHEBORO CITY SCHOOLS  
BUDGET RESOLUTION  
2016 - 2017  
Adopted September 8, 2016**

Be it resolved by the Board of the Asheboro City Schools Administrative Unit that for the fiscal year beginning July 1, 2016 and ending June 30, 2017:

**Section 1:** The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Local Current Expense Fund**.

Instructional Services	
5100 - Regular Instructional Services	\$ 2,032,714
5200 - Special Populations Services	230,025
5300 - Alternative Programs and Services	338,500
5400 - School Leadership Services	507,600
5500 - Co-Curricular Services	220,000
5800 - School-Based Support Services	329,800
System-wide Support Services	
6100 - Support and Development Services	158,700
6200 - Special Population Support and Development Services	124,400
6400 - Technology Support Services	203,100
6500 - Operational Support Services	2,528,457
6600 - Financial and Human Resource Services	628,854
6700 - Accountability Services	170,000
6800 - System-wide Pupil Support Services	76,600
6900 - Policy, Leadership and Public Relations Services	772,250
Non-Programmed Charges	
8100 - Payments to Other Governmental Units	240,000
8400 - Interfund Transfers	10,000
<b>Total Local Current Expense Fund Appropriation</b>	<b><u>\$ 8,571,000</u></b>

**Section 2:** The following revenues are estimated to be available to the **Local Current Expense Fund**.

County Appropriation	\$ 4,827,759
Voted Supplement	3,240,000
Local Revenues	200,500
Fund Balance Appropriated	302,741
<b>Total Local Current Expense Fund Revenue</b>	<b><u>\$ 8,571,000</u></b>

**ASHEBORO CITY SCHOOLS  
BUDGET RESOLUTION  
2016 - 2017  
Adopted September 8, 2016**

**Section 3:** The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Other Designated Accounts Fund**.

Instructional Services	
5100 - Regular Instructional Services	\$ 101,000
5200 - Special Populations Services	342,200
5300 - Alternative Programs and Services	614,600
5800 - School-Based Support Services	176,000
System-wide Support Services	
6200 - Special Population Support and Development Services	7,200
6500 - Operational Support Services	405,200
<b>Total Other Designated Accounts Fund Appropriation</b>	<b><u>\$ 1,646,200</u></b>

**Section 4:** The following revenues are estimated to be available to the **Other Designated Accounts Fund**.

State and Federal Funds	\$ 925,000
Local Revenues	546,200
Fund Balance Appropriated	175,000
<b>Total Other Designated Accounts Fund Revenue</b>	<b><u>\$ 1,646,200</u></b>



**ASHEBORO CITY SCHOOLS  
BUDGET RESOLUTION  
2016 - 2017  
Adopted September 8, 2016**

**Section 5:** The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **State Public School Fund**.

Instructional Services	
5100 - Regular Instructional Services	\$ 16,502,932
5200 - Special Populations Services	4,312,565
5300 - Alternative Programs and Services	883,457
5400 - School Leadership Services	2,008,717
5800 - School-Based Support Services	2,016,850
System-wide Support Services	
6100 - Support and Development Services	93,225
6200 - Special Population Support and Development Services	206,750
6400 - Technology Support Services	43,744
6500 - Operational Support Services	1,698,789
6600 - Financial and Human Resource Services	157,100
6700 - Accountability Services	108,600
6900 - Policy, Leadership and Public Relations Services	251,471
Non-Programmed Charges	
8400 - Interfund Transfers	45,000
<b>Total State Public School Fund Appropriation</b>	<b><u>\$ 28,329,200</u></b>

**Section 6:** The following revenues are estimated to be available to the **State Public School Fund**.

<b>Total State Public School Fund Allocation</b>	<b><u>\$ 28,329,200</u></b>
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**ASHEBORO CITY SCHOOLS  
BUDGET RESOLUTION  
2016 - 2017  
Adopted September 8, 2016**

**Section 7:** The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Federal Grants Fund**.

Instructional Services	
5100 - Regular Instructional Services	210,000
5200 - Special Populations Services	1,211,700
5300 - Alternative Programs and Services	1,640,900
5800 - School-Based Support Services	150,000
System-wide Support Services	
6200 - Special Population Support and Development Services	152,400
6300 - Alternative Programs Support and Development Services	73,800
6500 - Operational Support Services	140,000
Non-Programmed Charges	
8100 - Payments to Other Governmental Units	115,700
<b>Total Federal Grants Fund Appropriation</b>	<b><u><u>3,694,500</u></u></b>

**Section 8:** The following revenues are estimated to be available to the **Federal Grants Fund**.

<b>Total Federal Grants Fund Allocation</b>	<b><u><u>3,694,500</u></u></b>
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**ASHEBORO CITY SCHOOLS  
BUDGET RESOLUTION  
2016 - 2017  
Adopted September 8, 2016**

**Section 9:** The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Child Nutrition Fund**.

Ancillary Services	
7200 - Nutrition Services	\$ 3,300,000
Non-Programmed Charges	
8100 - Payments to Other Governmental Units	200,000
<b>Total Child Nutrition Fund Appropriation</b>	<b><u>\$ 3,500,000</u></b>

**Section 10:** The following revenues are estimated to be available to the **Child Nutrition Fund**.

Federal Allocation	\$ 2,905,000
Local School Child Nutrition Fund	595,000
<b>Total Child Nutrition Fund Revenue</b>	<b><u>\$ 3,500,000</u></b>

**ASHEBORO CITY SCHOOLS  
BUDGET RESOLUTION  
2016 - 2017  
Adopted September 8, 2016**

**Section 11:** The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Capital Outlay Fund**.

9000 - Capital Outlay	\$ 1,053,350
<b>Total Capital Outlay Projects</b>	<b><u>\$ 1,053,350</u></b>

**Section 12:** The following revenues are estimated to be available to the **Capital Outlay Fund**.

County Appropriation	941,634
Fund Balance Appropriated	111,716
<b>Total Capital Outlay Fund Revenue</b>	<b><u>\$ 1,053,350</u></b>

**Section 13:** The following revenues are estimated to be available to the Asheboro City Schools budget.

Local Current Expense Fund	\$ 8,571,000
Local Grant Fund	\$ 1,646,200
State Public School Fund	\$ 28,329,200
Federal Grants Fund	\$ 3,694,500
Child Nutrition Fund	\$ 3,500,000
Capital Outlay Fund	\$ 1,053,350
	<b><u>\$ 46,794,250</u></b>

**ASHEBORO CITY SCHOOLS  
BUDGET RESOLUTION  
2016 - 2017  
Adopted September 8, 2016**

**Section 14:** All appropriations shall be paid firstly from revenues restricted as to use, and secondly from general unrestricted revenues.

**Section 15:** The Superintendent is hereby authorized to transfer appropriations within a fund under the following conditions:

- A. Between functions and objects of expenditures within a purpose without limitations and without a report to the Board of Education being required.
- B. Between purposes of the same fund without a report to the Board of Education being required.
- C. May not transfer any amounts between funds nor from any contingency appropriation within a fund without Board approval.

**Section 16:** Copies of the budget resolution shall be entered in the minutes of the Board of Education, and within 5 days after adoption, copies shall be filed with the Superintendent, School Finance Officer, and County Finance Officer.

Adopted the 8th day of September, 2016

ASHEBORO CITY BOARD OF EDUCATION

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CHAIRMAN

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SECRETARY

## **Donna Lee Loflin Elementary School**

### **2016-2017 Continuous Improvement and Title I Implementation Plan**

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#### **Staff Approval**

Date of Secret Ballot \_\_\_\_\_  
Results For \_\_\_\_\_  
Results Against \_\_\_\_\_

\_\_\_\_\_  
Signature Date

#### **Approved by Superintendent of Schools:**

\_\_\_\_\_  
Signature Date

#### **Approved by Board of Education:**

\_\_\_\_\_  
Signature Date

<b>Our School's Vision</b>	Donna Lee Loflin Elementary will be a school of excellence that fosters lifelong learning and is dedicated to challenging all students to be successful 21 <sup>st</sup> century citizens.
<b>Our School's Mission</b>	We will empower all students to be inquisitive learners and critical thinkers in order to reach their full potential. We will educate the whole child by demonstrating respect, inviting participation, and working collaboratively to foster creativity through the integration of the arts.
<b>Core Beliefs</b>	<p>To lead us toward our vision and mission, our school community shares the following core beliefs:</p> <ul style="list-style-type: none"><li>• We recognize the need to partner with families, who are a child's first and most important teacher.</li><li>• All members of our learning community will demonstrate the importance of high expectations in teaching and learning.</li><li>• Teachers and students will be actively engaged in the learning process, which will include higher-order thinking skills, problem-solving skills, and decision-making skills.</li><li>• Teachers will create an environment that embraces individuality and encourages risk-taking in the learning process.</li><li>• Our community will value diversity, demonstrating an understanding and appreciation of their own cultural heritage as well as that of others.</li><li>• Our learning community will ensure that children and learning are the priorities for all decision-making.</li><li>• We have made a commitment to integration of the arts as a key component of our teaching and learning at Donna Lee Loflin.</li></ul>

### ACS Strategic Plan Goals

- ✓ Prepared for further education, work, and citizenship.
- ✓ Personalized education
- ❑ Excellent Educators
- ❑ Up-to-date systems
- ❑ Healthy, safe, and responsible

### Strategic Plan Objective(s):

- ★ GOAL 1 – Each student in Asheboro City Schools graduates prepared for further education, work, and citizenship.

GOAL 2 - Each student has a personalized education.

### Current Level of Performance:

#### 2015-2016 Reading Proficiency

Grade	Assessment	Proficiency
K	Composite/TRC	77% / 60%
1	Composite/TRC	51% / 59%
2	Composite/TRC	43% / 66%
3	Composite/EOG	38% / 39.7%
4	EOG	55.6%
5	EOG	31.4%

### Annual Goal 1: Reading

We will increase our K-2 mCLASS average Composite proficiency from 66% to 80%. We will increase our K-2 average TRC proficiency from 61% to 80%; 3rd grade Composite score from 38% to 80%; and 3-5 Reading EOG from 42.3% to 80% by strengthening our students' ability to decode, comprehend complex text with fluency and accuracy, and increase academic vocabulary.



## Implementation Summary Reading Part I

Loflin Elementary will ensure that students receive a minimum of 120 minutes of evidence-based balanced literacy instruction that aligns to North Carolina Standard Course of Study (including 60 minutes of guided reading, 30 minutes of direct instruction, and 30 minutes of word study).

### Action Steps:

1. Vertical teams will regularly analyze the foundational standards in North Carolina's Standard Course of Study (NCSCS) to ensure teachers are deepening their understanding of the depth and breadth in each standard.
2. K-3 teachers will utilize a systematic phonics-based methodology that follows an evidence-based scope and sequence during word study. (K-Letterland, K-3 Fountas & Pinnell)
3. Teams will ensure each direct word study lesson is followed up with small group teacher supported phonics/word study application center.
4. 4th and 5th grade teachers will provide daily direct word study lessons including word origins, word-problem solving strategies, and word application opportunities with direct fluency instruction based on the students' needs
5. Teams will ensure direct vocabulary instruction using a gradual release of responsibility model (One Stop Word Shop and ExC-ELL)
6. Reading assistants and certified staff will provide intensive vocabulary intervention through evidence-based strategies to supplement classroom instruction.
7. Certified staff will meet weekly to analyze NCSCS standards and create assessments that reach the depth and breadth of the standards.
8. Grade Level CASA will meet weekly to analyze instruction based on common assessment, instruction, and/or progress monitoring.
9. Coaching support will be provided for teachers to personalize instruction in order to ensure student proficiency and mastery.

Implementation			Monitoring			Completion
Team Members	Resources	Professional Development	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date
<ul style="list-style-type: none"> <li>Administrators</li> <li>Instructional Facilitator</li> <li>Grade level teachers</li> </ul>	1. North Carolina Department of Public Instruction (NCDPI) Foundation standards unpacking	1. Bi-monthly vertical foundational skills analysis PD sessions	<ul style="list-style-type: none"> <li>Grade level Chairs</li> <li>IF</li> <li>Administration</li> </ul>	Universal Screeners  DIBELS Progress Monitoring	Weekly	

<ul style="list-style-type: none"> <li>• Reading Assistants</li> <li>• Specialists</li> </ul>	<p>documents and mentoring minds unpacking guides</p> <ol style="list-style-type: none"> <li>2. Fountas and Pinnell K-3 phonics lessons (book) and K-Letterland. Scope and Sequence from Fountas &amp; Pinnell and Letterland</li> <li>3. Fountas &amp; Pinnell Phonics lessons book</li> <li>4. One Stop Word Shop, ExC-ELL, and TextProject.org</li> <li>5. One Stop Word Shop</li> <li>6. Florida Center for Reading Research (FCRR), Intervention Central, NCDPI Master Literacy training models and support documents</li> <li>7. NCDPI's foundation standards, unpacking documents and mentoring minds unpacking guides, SchoolNet, and 3rd grade portfolio passages</li> <li>8. District Collaboration Around Student Achievement (CASA) forms that outline the 4 essential questions for problem solving</li> <li>9. Multi-tiered System of Support (MTSS) documents, District CASA documents, and District Problem Solving Document.</li> </ol>	<ol style="list-style-type: none"> <li>2. Weekly team planning sessions for pacing of phonics lessons.</li> <li>3. Reading assistants initial trainings and follow-up support throughout the year as needed</li> <li>4. Initial Training: 2 hour training with GRR (Gradual Release of Responsibility) during Tuesday Staff Development. Four additional sessions to support the Gradual Release Model during the 120 block. Personalized coaching session with gradual release model based on teacher's needs</li> <li>5. One 35-minute training session with the authors of One Stop Word Shop to maximize usage and fidelity. Two 20-minute refresher trainings with ExC-ELL teacher trainers.</li> <li>6. Training sessions for reading assistants and certified staff with evidence-based interventions.</li> <li>7. Weekly CASA meetings and planning meetings focused on standards unpacking aligned to ACS pacing guides</li> <li>8. 3-5 refresher training on "how to's" of SchoolNet</li> <li>9. Personal Coaching sessions based on teacher's needs.</li> </ol>		<p>Intervention lessons plans.</p> <p>Core lesson plans</p> <p>Lesson plans and "Walk Through" documents created by FCRR and NCDPI</p> <p>CASA minutes</p> <p>Benchmark Data</p>		
<p><b>Reflections on Progress/Outcomes:</b> <a href="#">Updates and reflection on current data</a></p>				<p><b>Notes and Coaching:</b> <a href="#">School Notes/Coaching comments</a></p>		

**Implementation Summary**  
**Reading Part II**

Loflin Elementary will ensure students are provided with targeted enrichment, maintenance remediation, and/or intervention during an intensive 30 minutes of targeted instruction (PAW time).

1. All teachers will administer universal screeners and frequent evidence-based assessments to all students to determine targeted needs based on strengths and skill deficits.
2. All teachers and staff will analyze common formative assessments to determine the given enrichment, maintenance, and/or remediation.
3. All teachers will administer frequent DIBELS progress monitoring probes to monitor intervention success using realistic and aggressive “rate of growth” goals.
4. Instructional teams will set realistic measurable goals for each student using DIBELS and mCLASS data.
5. Staff will align coaching supports to student skill deficits and evidence-based interventions.
6. Reading assistants and certified staff will provide targeted, intensive, evidence-based interventions to supplement small group and whole group instruction.

Implementation			Monitoring			Completion
Team Members	Resources	Professional Development	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date
<ul style="list-style-type: none"> <li>Administration</li> <li>IF</li> <li>Reading Assistants</li> <li>Teachers</li> <li>Specialists</li> </ul>	<u>Resources:</u> <ol style="list-style-type: none"> <li>DIBELS, TRC, Core Literacy Probes</li> <li>International Reading Association scholarly research articles, EdWeekly, Jim Knights coaching book, and Orton-Gillingham methods and research</li> <li>DIBELS, TRC, and “Rate of Growth” document.</li> </ol>	<u>Professional Development:</u> <ol style="list-style-type: none"> <li>New teacher training with Dibels and TRC. Refresher trainings during K-5 planning sessions on all DIBELS measures</li> <li>Team coaching sessions on data analysis during CASA and planning times</li> <li>Refresher sessions on progress monitoring using</li> </ol>	<ul style="list-style-type: none"> <li>Grade level chairs</li> <li>IF Specialist</li> </ul>	<ul style="list-style-type: none"> <li>Progress monitoring in each of the interventions</li> </ul> <p>Example: HELPs Literacy- graphing Word Count Proficiency Rate (WCPR) weekly, RAZ- Kids student report, FCCR- mClass progress monitoring</p>	Weekly	

	<ul style="list-style-type: none"> <li>4. mCLASS Pathways to Progress templates</li> <li>5. Florida Center of Reading Research (FCRR), Scholarly Articles, Director of Elementary Services, and NCDPI K-3 Literacy Team</li> <li>6. Fountas and Pinnell Phonics books, FCRR, Text-Project, One Stop Word Shop, Raz-Kids, Reading A-Z, mCLASS intervention lessons, and Helping Early Literacy with Practice Strategies (HELPS) Literacy passages and binders</li> </ul>	<p>lowest level of skills not mastered</p> <ul style="list-style-type: none"> <li>4. Pathways to Progress coaching/trainings during CASA and grade-level planning sessions.</li> <li>5. Based on interventions needed, trainings included HELPs Literacy and Orton-Gillingham methods.</li> </ul>				
<b>Reflections on Progress/Outcomes:</b>				<b>Notes and Coaching:</b>		

### ACS Strategic Plan Goals

- ✓ Prepared for further education, work, and citizenship
- ✓ Personalized education
- ☐ Excellent Educators
- ☐ Up-to-date systems
- ☐ Healthy, safe, and responsible

### Strategic Plan Objective(s):

- ★ Goal 2 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.

### Current Level of Performance:

15-16 EOG Data  
3rd Grade - 46.6%  
4th Grade - 53.7%  
5th Grade - 39.2%

## Annual Goal 2: Mathematics

**Increase grade 3-5 math EOG proficiency from 46.5% to at least 80% by strengthening the students' number sense, computational fluency, and conceptual understanding through student-centered instruction.**

### Implementation Summary Mathematics Part I

Loflin Elementary will ensure that students receive a minimum of 90 minutes of evidence-based math instruction per day that aligns to NCSCS .

#### Action Steps:

1. Certified staff will meet weekly to analyze NCSCS standards and create assessments that reach the depth and breadth of the standards.
2. Grade Level CASAs will meet weekly to analyze instruction based on common assessment, instruction, and/or progress monitoring
3. Coaching support will be provided for teachers to personalize instruction in order to ensure student proficiency and mastery.
4. Teachers will provide opportunities for frequent fluency drills to increase student fact fluency.
5. Teachers will provide direct instruction on problem-solving skills.

6. Teachers will utilize *Number Talks* to strengthen mental math and computation strategies.

Implementation			Monitoring			Completion
Team Members	Resources	Professional Development	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date
<ul style="list-style-type: none"> <li>Administrators</li> <li>Instructional Facilitator</li> <li>Grade level teachers</li> </ul>	<u>Resources:</u> <ol style="list-style-type: none"> <li>NCDPI Wiki, Math Tasks, and probes</li> <li>SchoolNet, District CASA documents</li> <li>Director of Elementary Services</li> <li>Sumdog, Fluency (ENGageNY)</li> <li>Number Talks, CGI Methods</li> <li>NumberTalks</li> </ol>	Professional Development: <ol style="list-style-type: none"> <li>Coaching sessions during grade- level meetings</li> <li>Refresher training as needed on School Net</li> <li>Model lessons by lead and/or mentor teachers</li> <li>Coaching</li> <li>New teacher training on Number Talks</li> <li>Peer observations</li> </ol>	Administration Instructional Staff	Math Probes *K-2 Benchmarks *3-5 Benchmarks Formative Assessments Teacher created fluency assessments	Weekly *3 times a year	
Reflections on Progress/Outcomes:				Notes and Coaching:		

### Implementation Summary Mathematics Part II

Loflin Elementary will ensure students are provided with targeted enrichment, maintenance remediation, and/or intervention during an intensive 30 minute targeted instruction time (PAW time).

#### Action Steps:

- All teachers will administer frequent evidence-based assessments to all students to determine targeted needs based on strengths and skill deficits.
- All teachers and staff will analyze common formative assessments to determine the given enrichment, maintenance, and/ or remediation.
- Staff will align coaching supports to student skill deficits and evidence-based interventions.

4. Instructional assistants and certified staff will provide targeted, intensive, evidence-based interventions to supplement small group and whole group instruction.

Implementation			Monitoring			Completion
Team Members	Resources	Professional Development	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date
Administrators  Instructional Facilitator  Grade Level Teachers	<u>Resources:</u> 1. Curriculum-based measures from Intervention Central 2. SchoolNet assessments and teacher created assessments 3. Curriculum based measures from Intervention Central 4. Elementary Director, peer observations, and mentors 5. Intervention Central	<u>Professional Development:</u> 1. ½ day extended planning sessions with Instructional Facilitator, Elementary Director, and administration. 2. Peer coaching 3. Coaching 4. Coaching during CASA and Team Meetings 5. Coaching	Administrative Staff Instructional Staff	Math Probes  *K-2 Benchmarks  *3-5 Benchmarks  Formative Assessments  Teacher created fluency assessments	*2 times a year  *3 times a year  Weekly	
Reflections on Progress/Outcomes:				Notes and Coaching:		

### ACS Strategic Plan Goals

- ✓ Prepared for further education, work, and citizenship.
- ✓ Personalized education
- ☐ Excellent Educators
- ☐ Up-to-date systems
- ☐ Healthy, safe, and responsible

### Strategic Plan Objective(s):

- ★ Goal 2 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.

### Current Level of Performance:

EOG Scores 2015-16  
60.5

### Annual Goal 3: Science

**We will increase our EOG Science scores from 60.8% to at least 80% by utilizing evidence-based best practices into K-5 Science instruction.**



**Implementation Summary  
Science Part I**

Loflin Elementary will ensure 30-40 minutes of daily science instruction that includes integrating technology and close reading using a variety of nonfiction complex text to support an inquiry-based learning approach.

1. Teachers will ensure text selection ranges are within the grade level appropriate lexile band while providing scaffolding support allowing all students access to the curriculum.
2. Teachers will integrate technology with smart boards, ipads, and laptops using digital print, interactive apps, and websites that directly align to the NCSCS
3. Teachers will create inquiry lessons that integrate problem-based learning centered around posing a question, problem, or scenario.

Implementation			Monitoring			Completion
Team Members	Resources	Professional Development	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date
Grade Level Teams Instructional Facilitator Administration	<ol style="list-style-type: none"> <li>1. Lexile.com</li> <li>2. Readworks.org, text project, newsELA, Discovery Techbook, Study Jams</li> <li>3. Edutopia PBLs, NCDPI Science Wiki, and PBLs aligned to science outcomes</li> </ol>	<ol style="list-style-type: none"> <li>1. Collaboration during grade level team meetings</li> <li>2. New Teacher training on Discovery Techbook, Refresher training on readworks.com, newsELA, and Study Jams</li> </ol>	Grade Level Teams Instructional Facilitator	CASA meeting documentation  Products with in inquiry-based learning units  Benchmarks	Bi-Monthly	
Reflections on Progress/Outcomes:				Notes and Coaching:		

**Implementation Summary  
Science Part II**

Loflin Elementary will integrate tier 2 and tier 3 (*academic science words*) vocabulary into daily, direct instruction following evidence-based vocabulary instructional method(s).

1. Vertical teacher teams will select NCSCOS tier 2 and 3 academic vocabulary from each standard and teach this vocabulary using evidence-based strategies.(ie. *Marzano's 6 steps*).
2. Certified staff will provide targeted, intensive, evidence-based interventions to supplement small group and whole group instruction.

Implementation			Monitoring			Completion
Team Members	Resources	Professional Development	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date
Grade Level teams Instructional Facilitator Administration	<ol style="list-style-type: none"> <li>1. NCDPI Science Wiki <a href="http://scnces.ncdpi.wikispaces.net/">http://scnces.ncdpi.wikispaces.net/</a></li> <li>2. Marzano's 6 steps evidence-based method and ExC-ELL</li> </ol>	<ol style="list-style-type: none"> <li>1. Grade level collaboration sessions analysis of tier 2 &amp; 3 words needed for achievement</li> <li>2. Marzano's 6 Steps Training Refresher and New teaching training with ExC-ELL</li> </ol>	Grade Level Teams  Instructional Facilitator  Administration	Common Formative Assessments  Benchmarks  CASA meetings documentation	Quarterly	
Reflections on Progress/Outcomes:				Notes and Coaching:		

### ACS Strategic Plan Goals

- ☐ Prepared for further education, work, and citizenship.
- ☐ Personalized education
- ☐ Excellent Educators
- ☐ Up-to-date systems
- ☐ Healthy, safe, and responsible

### Strategic Plan Objective(s):

- ★ Goal 2 Objective 5;  
Cultivate partnerships with families and the community, so that student learning experiences are enhanced.

### Current Level of Performance:

Parent Involvement: 60%  
(based on sign in sheets from Title I nights)

## Annual Goal 4: Family Engagement

Increase parent involvement from 60% to 80% at parental involvement activities and parent nights.

### Implementation Summary Family Engagement Part I

Loflin Elementary will ensure all school members promote and build family engagement capacity.

1. All school staff will implement Karen Mapps model of linking family engagement to learning
2. School staff will offer a “technology night” in both English and Spanish to help parents navigate apps that support student achievement and align with the North Carolina Standard Course of Study.

Implementation			Monitoring			Completion
Team Members	Resources	Professional Development	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date

Administration, staff, and teachers IF District level curriculum team	<ol style="list-style-type: none"> <li>Karen Mapps staff training documents and district materials</li> <li>NCDPI- app review form</li> </ol>	<ol style="list-style-type: none"> <li>35 minute PD session on introduction of the Karen Mapps model, Ongoing support and coaching</li> <li>Two 25 minute app training and alignment sessions</li> </ol>	Trained Karen Mapps Leaders  Leadership Team	Plus/delta surveys of parent data talks  Pre/post surveys collected from parents  Title I sign-in sheet	Monthly	
<b>Reflections on Progress/Outcomes:</b>				<b>Notes and Coaching:</b>		

Implementation Summary Family Engagement Part II						
Loflin Elementary will ensure, promote, and increase parent involvement with students' academic achievement. <ol style="list-style-type: none"> <li>School staff will inform parents on research from the Karen Mapps model.</li> <li>School staff will provide sessions for parent/student data talks in every classroom.</li> <li>School staff will conduct parent sessions to support academic achievement on skill deficits in reading and math</li> <li>School staff will create an environment that promotes academic achievement through displays, informational documents/flyers, and purposeful positive communication with parents.</li> <li>School Staff in collaboration with Randolph Community College will provide continued "English Academy sessions" for learning English</li> </ol>						
Implementation			Monitoring			Completion
Team Members	Resources	Professional Development	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date
Reading Assistants Instructional Facilitator All Certified Staff Academic Support Administration	<ol style="list-style-type: none"> <li>Karen Mapps video and district materials</li> <li>Parent-friendly choice activities and strategies that can be implemented at home to support individual student's academic</li> </ol>	<ol style="list-style-type: none"> <li>Staff Training with Karen Mapps model</li> <li>One - hour session after benchmark data to align standard deficits with parent</li> </ol>	Classroom Teachers Reading Assistants McDonald	Parent data conferences  Title I sign-in sheet  Parent surveys	3 times a year    monthly	

	<p>achievement, attendance incentives (bookmarks, hw pass), mClass data, and benchmark data</p> <p>3. Research that supports academic achievement and parent involvement, weekly grade-level newsletters, Connect 5 phone calls, Peachjar, and updated website</p> <p>4. Randolph Community College</p>	<p>friendly- strategies and activities that can be used at home.</p> <p>3. One 20 minute raining for the DLL newsletter expectations</p>	All Certified Staff and Academic Support			
<b>Reflections on Progress/Outcomes:</b>				<b>Notes and Coaching:</b>		

<b>Title I Compliance</b> <b>Actions taken to meet the ten essential components of a School-Wide Title I Program</b>	
<b>1. A Comprehensive Needs Assessment of the entire school</b>	<ul style="list-style-type: none"> <li>Continued use of surveys that seek opinions of students, staff, and parents</li> <li>Fluid CIP that is revised throughout the year to meet student needs</li> <li>Leadership Team meets monthly, or more often as needed, to have input into guidance of school</li> <li>Monitoring attendance reports</li> <li>Monitoring disciplinary logs</li> <li>Retentions</li> <li>mCLASS / Reading 3D data</li> <li>EVAAS</li> <li>EOG results</li> <li>PLC meeting agendas/minutes</li> <li>EC student referrals</li> <li>Poverty percentages</li> <li>Scholastic Reading Inventory</li> <li>North Carolina Teacher Working Condition Survey</li> <li>Master schedule, reflecting continued implementation of A+ program ( started in 2013)</li> <li>Master schedule, reflecting increased inclusion model for EC, ESL, AIG, and reading schedule, reflecting inclusion (EC and ESL)</li> </ul>
<b>2. School-Wide Reform Strategies</b>	<ul style="list-style-type: none"> <li>Participation in professional development around Literacy and ELL strategies provided by school and district staff</li> <li>Participation in professional development around ACS Literacy plan provided by school staff</li> <li>Instructional assistants will participate in school professional development tailored to our specific DLL student needs</li> <li>Effective collaborative planning for instruction and intervention.</li> <li>Implementation of MPI's (Model Performance Indicators) through "I can statements".</li> <li>Planning days with Wendy Rich to unpack standards</li> <li>Common assessments developed at each grade level and analyzed for student needs</li> <li>Response To Instruction; Student Support Team</li> <li>School-wide attendance incentive program</li> <li>School-wide discipline policy: PBIS/FISH</li> <li>LLI Reading program implemented targeting first and second grade students reading below grade level</li> <li>Benchmark Assessments for Literacy, Math, and Science</li> <li>Instructional assistants to assist with small group and individualized instruction for students; all lower-grade IAs partner with upper-grade classes</li> <li>Continued implementation of A+ program with a literacy focus</li> <li>School-wide collaboration/co-teaching with specialists to integrate the arts</li> </ul>

<b>3. Instruction by a Highly Qualified Professional Staff</b>	<ul style="list-style-type: none"> <li>• Current staff is 100% “highly qualified” per the definition of No Child Left Behind</li> <li>• 30% of our staff has an advanced degree</li> <li>• Staff members assist in selection of new staff members</li> </ul>
<b>4. High Quality and Ongoing Professional Development</b>	<ul style="list-style-type: none"> <li>• Professional development will be provided by central office personnel on the local level</li> <li>• Professional development will be provided at PLCs and DLL faculty meetings</li> <li>• Professional development will be provided by the NC A+ program director and fellows</li> </ul>
<b>5. Strategies to Attract Highly Qualified Teachers to High Need Schools</b>	<ul style="list-style-type: none"> <li>• District retirement plan</li> <li>• Provide an engaging and collaborative environment</li> <li>• Provide mentors for new certified staff and buddies for new classified staff</li> <li>• Provide new teachers with additional funds to help secure materials for their rooms.</li> <li>• Continue to work with the Chamber of Commerce to provide incentives for new teachers.</li> <li>• Provide all teachers with materials for their classroom.</li> <li>• Provide additional orientations for first year teachers beyond that which is arranged for staff</li> <li>• Assessment data is used to place highly-qualified teachers in areas of need, allowing for reduced class sizes to meet the developmentally appropriate needs of students.</li> <li>• Placing highly-qualified teachers in areas of need</li> </ul>
<b>6. Including Teachers in Decisions Regarding the Use of Assessment</b>	<ul style="list-style-type: none"> <li>• Decision making with goals for Continuous Improvement Plan</li> <li>• Teachers collaborate in weekly PLCs, 3 yearly Assessment Wall meetings, and SST meetings</li> <li>• Teacher participation in North Carolina Standard Course of Study curriculum training</li> <li>• Teacher involvement through RtI process, SST meetings, and PEP development and implementation</li> <li>• Teacher involvement in the development, implementation, and analysis of common, formative assessments</li> </ul>
<b>7. Strategies to Increase Parent Involvement</b>	<ul style="list-style-type: none"> <li>• PTA meetings and grade-level curriculum nights</li> <li>• School-wide fundraisers</li> <li>• Parent volunteers – field trips, PTA, in classrooms</li> <li>• Family Reading Nights / Book Fair</li> <li>• School / Parent Compacts</li> <li>• Read to Achieve parent meeting</li> <li>• DARE (5<sup>th</sup> grade) and CARE (2<sup>nd</sup> grade) graduation (Drug Awareness Resistance Education and Child Abuse Reduction Effort)</li> <li>• Grandparents breakfast</li> <li>• Classroom presentations</li> <li>• Summer reading program with project menu presentation</li> <li>• Leadership meetings on the first Tuesday of each month after school</li> <li>• Calendar of monthly events sent home/available in school office and on school website</li> <li>• School website linked to other informational sites</li> <li>• Daily planner grades 3 – 5; Tuesday folders for all written communication</li> <li>• Parents can come and eat lunch with students</li> </ul>

	<ul style="list-style-type: none"> <li>• Interim reports in addition to 9-week report cards</li> <li>• Information sent home is provided in English and Spanish</li> <li>• Spanish interpreter is available</li> <li>• A+ clubs and enrichment activities provided after school</li> <li>• Parent volunteers as mentors and lunch buddies</li> </ul>
<b>8. Preschool Transition Strategies</b>	<ul style="list-style-type: none"> <li>• DIAL 4 screening in the spring for entering Kindergartners (fall for Pre-K students)</li> <li>• Transition forms filled out on pre-school child coming to kindergarten from ECDC</li> <li>• Meetings between pre-school and kindergarten teachers at Loflin</li> <li>• Loflin kindergarten teachers visit ECDC to observe incoming class</li> <li>• Special needs of ECDC students are shared with kindergarten teachers</li> </ul>
<b>9. Activities for Children Experiencing Difficulty</b>	<ul style="list-style-type: none"> <li>• Daily intervention block</li> <li>• District use of Personal Education Plans (PEPs)</li> <li>• Implementation of strategies developed at Student Support Team</li> <li>• Individual teachers tutoring (after school)</li> <li>• Targeting specific needs through small group instruction in the classroom</li> <li>• EC program (exceptional children)</li> <li>• Title I/Reading Teachers/LLI targeting students not proficient in reading</li> <li>• ESL program (English as Second Language)</li> <li>• Speech services</li> <li>• Occupational Therapy</li> <li>• Mental Health and Social Services help is sought when needed</li> <li>• Resources are sought for children needing shoes and glasses</li> <li>• High school students are utilized in classrooms</li> <li>• Mentoring program with parent volunteers and Rushwood Park Wesleyan Church volunteers</li> </ul>
<b>10. Coordination and integration of Federal, State, and Local Services</b>	<ul style="list-style-type: none"> <li>• Federal programs implemented in this school include: Title I, Title II-A, Title II-D, Title III</li> <li>• State programs implemented in this school include: School Improvement funds (PRC 072), English as a Second Language (PRC 054)</li> <li>• Coordination and integration of these programs are outlined in the school's intervention plan and individual federal grant applications</li> <li>• Support from church partner: Rushwood Park Wesleyan Church</li> </ul>



PBIS School Action Plan			
Task	Who	When	Completion Date
School PBIS team schedules monthly meetings, maintains a PBIS notebook or electronic folder with meeting agendas, minutes, and documentation of team activities.	In-School coach/PBIS team leader, principal, or assistant principal	Monthly through the 2016-2017 school year.	
School team representative will attend district level bi-annual PBIS meetings.	In-School coach/PBIS team leader, principal, or assistant principal	One meeting in the fall and one meeting in the spring	
Each PBIS team at the school level will complete an Implementation Inventory and submit to the central office.	In-School coach/PBIS team leader, principal, or assistant principal	By October 1, 2016	
Each PBIS team at the school level will complete the School Evaluation Tool and score 100%.	In-School coach/PBIS team leader, principal, or assistant principal	By June 1, 2017	

Compliance Statements		
<b>Healthy Active Children Policy</b>	1. Physical activity is not denied to any student as a means of discipline, nor is physical activity used as a form of punishment.	1. Students are not denied recess. Physical activity is promoted for healthful living.
	2. Each student in this school participates in an average of 150 minutes per week of physical activity and/or physical education.	2. Each student receives a minimum of 190 minutes of physical activity and/or physical education per week.
<b>Pledge of Allegiance</b>	3. Time is scheduled for school-wide recitation of the Pledge of Allegiance.	3. Teachers lead the students in the Pledge of Allegiance each day following the morning announcements.
	4. Flags of the United States and North Carolina are displayed in this school.	4. The US and NC flags are flown daily outside our school and in our school auditorium. US flags are on display in every classroom.
<b>Duty-free Lunch</b>	5. Every teacher must be provided a duty-free lunch period on a daily basis or as otherwise approved by the school improvement team.	5. Members of each grade-level team, on an alternating schedule, will provide coverage for teachers in a duty-free lunch period for that grade level.
<b>Duty-free Instructional Planning</b>	6. Every full-time assigned classroom teacher must be provided duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week.	6. A minimum of 4.5 hours of duty-free planning time is provided to every classroom teacher each week.
<b>Redundant Reporting Requirements</b>	7. If the continuous 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.	7. The School Improvement Team will submit any redundant reporting requirements to the superintendent and document their submission in the monthly minutes.

Waiver Request	
The Waiver to be Requested	How the waiver will be used:
1. To use state funds allocated for textbooks to purchase textbooks which are not on the state-approved textbook list, should the need present itself.	1. The textbook waiver would allow DLL Elementary to purchase materials supportive of school goals and to better meet student individual needs toward closing the achievement gap.
2. To waive the grade placement of teacher assistants allowing them to serve all students in the school according to (G.S. 115c-105.25.1)	2. To allow administration and staff at the school to determine placement of teacher assistants according to student needs.

## Leadership Team Members

*The following team members collaborated with school staff to develop this Continuous Improvement Plan for our school:*

Name	Signature	Role

## **Appendix 1: Current State of the School**

*Narrative of the 2015-16 school level data and highlights of successes and areas for improvement.*

## Appendix 2: School Profile

Historical Ethnicity Information (% of population on 20 <sup>th</sup> day)	2012-13	2013-14	2014-15	2015-16	2016-17
Black	13.3	14	14.5	15.4	
Asian	1.4	1.2	1.8	1.9	
White	38.3	39	36.1	30.9	
Hispanic	41.4	41	42.2	45.0	
American Indian	.3	.5	0.3	0	
2+ Races	5.3	5	5.1	6.8	
Total Population	360	407	391	369	

Historical Population (% of Population)	2011-12	2012-13	2013-14	2014-15	2015-16
Exceptional Children	10.5	11	10.8	10.4	13.8
AIG	1.9	3.8	2.7	3.5	2.7
Limited English Proficient	19.2	21	18.6	20	23.8
Total Free/Reduced Lunch	76.8	81.0	80.6	70.8	

Student Attendance Data	2011-12	2012-13	2013-14	2014-15	2015-16
Average Daily Attendance	96.79	96.13	96.27	98.45	98.74
Mobility (starting 2012-13)		20.0	16.3	18.7	20.2

Staffing Summary	2011-12	2012-13	2013-14	2014-15	2015-16
Teachers "highly qualified" (classes taught)	100%	100	100%	100%	100%
Teachers with advanced degrees	35%	32%	44%	34.4%	43.4%
Teachers with NBPTS Certification	5	4	3	3	2
Teacher Turnover Rate	29%	21%	11.11%	6.2%	

### Appendix 3: Student Performance Results

Promotion Rates	2011-12	2012-13	2013-14	2014-15	2015-16
Kindergarten	94.4	98.7	94	92.8	98%
Grade 1	100	98.25	100	93.3	100%
Grade 2	98.2	100	98	98.6	100%
Grade 3	100	100	100	98.3	100%
Grade 4	100	100	100	100	100%
Grade 5	100	100	100	100	100%

Grade Level Proficiency in Mathematics	2011-12	2012-13*	2013-14	2014-2015	2015-16
Grade 3 (EOG)	75.4	46.6	50.0	67.2	46.6
Grade 4 (EOG)	80.8	33.9	28.1	42.6	53.7
Grade 5 (EOG)	87.5	35.4	31.8	41.4	39.2

Grade Level Proficiency in Reading	2011-12*	2012-13	2013-14	2014-15	2015-16
Kindergarten (TRC)	59.0	48.0	59.0	71.0	60.0
Grade 1 (TRC)	61.0	65.0	30.0	58.0	59.0
Grade 2 (TRC)	61.0	53.0	57.0	65.0	66.0
Grade 3 (EOG)	54.4	31.0	38.3	51.7	39.7
Grade 4 (EOG)	65.4	32.3	43.8	42.6	55.6
Grade 5 (EOG)	52.1	14.6	39.4	44.8	31.4

Grade Level Proficiency in Science	2011-12	2012-13*	2013-14	2014-15	2015-16
Grade 5 (EOG)	62.5	22.9	47.0	48.3	60.8

Math GLP Proficiency by Subgroup	Grade 3			Grade 4			Grade 5		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
All	50.0	67.2	46.6	28.1	42.6	53.7	31.8	41.4	39.2
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black	33.3	57.1	*	5.0	50.0	*	42.9	16.7	*
Hispanic	56.5	47.4	53.8	25.8	36.4	38.1	25.0	46.9	41.7
2+ Races	*	*	*	*	*	*	*	*	*
White	61.9	84.0	52.6	34.8	47.6	78.3	40.0	44.4	44.4
Male	51.5	59.1	42.9	20.0	48.4	51.9	38.9	46.4	40.7
Female	48.1	72.2	50.0	35.3	34.8	55.6	23.3	36.7	37.5
AIG	*	*	*	85.7	95.0	*	95.0	95.0	*
EC	20.0	28.6	18.2	5	8.3	20.0	5.0	5.0	*
Non-EC	56.0	72.5	53.2	33.3	52.4	61.4	38.2	63.6	*
LEP	46.2	41.7	42.9	10.0	11.1	*	5.0	10.0	*
Non-LEP	51.1	73.9	47.8	31.5	48.9	*	34.7	47.9	*
F/R Lunch	46.2	61.9	43.1	24.5	40.4	41.2	25.5	36.2	37.2
Non-F/R Lunch	74.7	81.1	72.1	45.4	57.4	75.0	67.5	63.6	50.0

Math Achievement Gaps	Grade 3			Grade 4			Grade 5		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Black (to White)	-28.6	-26.9	*	-29.8	2.4	*	2.9	-27.7	*
Hispanic (to White)	-5.4	-36.6	1.2	-9	-11.2	-40.2	-15	2.5	-2.7
EC (to non-EC)	-36	-43.9	-35	-28.3	-44.1	-41.4	-33.2	-58.6	*
LEP (to non-LEP)	4.9	32.2	4.9	21.5	37.8	*	29.7	37.9	*
FRL (to non-FRL)	-28.5	-19.2	-29	-20.9	-17	-33.8	-42	-27.4	-12.8

Math EVAAS Growth	Grade 3			Grade 4			Grade 5		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
				-8.6	-5.3	-4.8	-6.0	3.5	-4.7



Reading GLP Proficiency by Subgroup	Grade 3			Grade 4			Grade 5		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
All	38.3	51.7	39.7	43.8	42.6	55.6	39.4	44.8	31.4
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black	16.7	28.6	*	28.6	37.5	*	42.9	5.0	*
Hispanic	30.4	31.6	34.6	38.7	27.3	38.1	31.3	40.6	25.0
2+ Races	*	*	*	*	*	*	*	*	*
White	61.9	76.0	52.6	52.2	61.9	82.6	48.0	72.2	44.4
Male	42.4	45.5	28.6	30.0	45.2	55.6	41.7	39.3	22.2
Female	33.3	55.6	50.0	55.9	39.1	55.6	36.7	50.0	41.7
AIG	*	*	*	95.0	95.0	*	95.0	95.0	*
EC	10.0	28.6	9.1	10.0	25.0	20.0	5.0	12.5	*
Non-EC	44.0	54.9	46.9	50.1	47.6	63.7	46.4	50.0	*
LEP	7.7	16.7	28.6	5.0	5.0	*	5.0	5.0	*
Non-LEP	46.8	60.8	43.2	51.9	51.1	*	31.4	54.1	*
F/R Lunch	32.7	42.9	33.3	37.7	36.2	41.2	31.4	34.0	25.6
Non-F/R Lunch	74.7	74.8	86.3	73.2	85.6	80.1	66.6	90.9	62.6

Reading Achievement Gaps	Grade 3			Grade 4			Grade 5		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Black (to White)	-45.2	-47.4	*	-23.6	-24.4	*	-5.1	-67.2	*
Hispanic (to White)	-31.5	-44.4	-18.0	-13.5	-34.6	-44.5	-16.7	-31.6	-19.4
EC (to non-EC)	-34.0	-26.3	-37.8	-40.1	-22.6	-43.7	-41.4	-37.5	*
LEP (to non-LEP)	39.1	44.1	14.6	46.9	46.1	*	26.4	49.1	**
FRL (to non-FRL)	-42.0	-31.9	-53.0	-35.5	-49.4	-38.9	-35.2	-56.9	-37.0

Reading EVAAS Growth	Grade 3			Grade 4			Grade 5		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
	0.4	0.7	-1.0	-1.6	1.2	0.0	-2.2	3.0	-2.0

Science GLP Proficiency by Subgroup	Grade 5		
	2013-14	2014-15	2015-16
All	47.0	48.3	60.8
American Indian	*	*	*
Asian	*	*	*
Black	42.9	5.0	*
Hispanic	31.3	50.0	58.3
2+ Races	*	*	*
White	68.0	61.1	72.2
Male	61.1	46.4	63.0
Female	30.0	50.0	58.3
AIG	95.0	95.0	*
EC	5.0	12.5	*
Non-EC	56.4	54.0	*
LEP	5.0	10.0	*
Non-LEP	51.3	56.3	*
F/R Lunch	39.2	40.4	58.1
Non-F/R Lunch	91.2	82.1	75.3

Science Achievement Gaps	Grade 5		
	2013-14	2014-15	2015-16
Black (to White)	-25.1	-56.1	*
Hispanic (to White)	-36.7	-11.1	-13.9
EC (to non-EC)	-51.4	-41.5	*
LEP (to non-LEP)	46.3	46.3	*
FRL (to non-FRL)	-52	-41.7	-17.2

Science EVAAS Growth	Grade 5		
	2013-14	2014-15	2015-16
	-2.3	-2.6	-0.1

mCLASS EVAAS Growth	Kindergarten			Grade 1			Grade 2		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
	-4.1	3.3		1.1	8.0		-2.4	11.4	

AYP Targets/*AMOs Met	Met	Total	Percent Met	Targets Missed
2009-10	17	17	100.0%	
2010-11	14	17	82.4%	Reading – ED
2011-12*	13	17	76.5%	Read – All, Hispanic, White, ED Math – All, Hispanic
2012-13*	16	19	84.2%	Read—All, White Math - White
2013-14*	14	25	56.0%	Reading – All, Hispanic, White & EDS Math – All, Hispanic, White & EDS Science – All, Hispanic, & EDS
2014-15*	17	25	68.0%	Reading - All, Hispanic & EDS Math - All & Hispanic Science - All, Hispanic & EDS
2015-16				No AMOs reported due to the transition to the Every Student Succeeds Act (ESSA)

## Appendix 4: Other Data Sources

### Teacher Survey

<b>Three or more areas of strength</b>	Immediate feedback, access to technology, and a culture of trust
<b>Three or more areas of possible improvement</b>	Interruptions during the instructional day, more planning time needed, and largest percentage of parent involvement
<b>Two significant findings</b>	Immediate feedback preferred and high request in promoting parent involvement to support students achievement.

### Student Survey

<b>Three or more areas of strength</b>	
<b>Three or more areas of possible improvement</b>	
<b>Two significant findings</b>	

### Parent Survey

<b>Three or more areas of strength</b>	Frequency with Connect 5 updates, caring staff, and informative newsletters.
<b>Three or more areas of possible improvement</b>	Requests for more field trips and less testing.
<b>Two significant findings</b>	Weekly newsletters and Connect 5 helped parents stay informed regularly.

Board of Education  
Important Dates to Remember

Wednesday, September 7	New Employee Reception	4 p.m.	Professional Development Center
Thursday, September 8	Board of Education Meeting	7:30 p.m.	Professional Development Center
Tuesday, September 13	Title 1 Night at CWM	6 p.m.	McCrary
Wednesday, September 14	Title 1 Night at NAMS	6 p.m.	NAMS
Friday, September 16	Teachey PTO Fun Run Event	8:30 - 10:30 a.m.	Teachey
Monday, September 19	Title 1 Night at BAL	5:30 p.m.	Balfour
Wednesday, September 21	North Carolina State School Board Association Meeti	4 - 8 p.m.	Asheboro High School
Tuesday, September 26	Title 1 Night at GBT	6 p.m.	Teachey
Tuesday, September 27	Title 1 Night at DLL	6 p.m.	Loflin
Wednesday, September 28	Title 1 Night at LPES	5:30 p.m.	Lindley Park
Thursday, September 29	Title 1 Night at SAMS	6:30 p.m.	SAMS
Thursday, October 6	AHS Choral Event	7:30 p.m.	AHS Performing Arts Center
Thursday, October 13	SAMS 6th Grade Band Concert	7:30 p.m.	AHS Performing Arts Center
October 12-14	NC School Board Association Law Conference	All Day	Asheville (details TBA)
Thursday, October 20	Board of Education Meeting	7:30 p.m.	Professional Development Center
Thursday, October 20	AHS Homecoming Bonfire	TBA	Asheboro High School
Thursday, October 21	AHS Homecoming Football Game	7:30 p.m.	Asheboro High School
Tuesday, October 25	AHS Bandarama	7:30 p.m.	AHS Performing Arts Center
Friday, November 4	AHS Senior Night at Football Game	7:30 p.m.	Asheboro High School
Thursday, November 10	Board of Education Meeting	7:30 p.m.	Professional Development Center
Friday, November 11	Veterans Day Holiday	All Day	All
November 14- 18	American Education Week	All Week	All
Wednesday, November 23	Teacher Workday	All Day	All
Thursday, November 24	Thanksgiving Holiday	All Day	All
Friday, November 25	Thanksgiving Holiday	All Day	All
Wednesday, December 7	Senior Holiday Lunch	11:45 a.m. - 1:30 p.m.	Loflin
Thursday, December 8	Board of Education Meeting	7:30 p.m.	Professional Development Center
Monday, December 12	NAMS Winter Band Concert	7:30 p.m.	AHS Performing Arts Center
Tuesday, December 13	SAMS Winter Band Concert	7:30 p.m.	AHS Performing Arts Center
Thursday, December 15	Superintendent's Holiday Luncheon	11:30 a.m. - 1 p.m.	Professional Development Center

Thursday, December 15	AHS Winter Band Concert	7:30 p.m.	AHS Performing Arts Center
Tuesday, December 20	Advanced Placement Reception	3:45 p.m.	AHS Media Center
Tuesday, December 20	AHS Jazz and Percussion Concert	7:30 p.m.	AHS Performing Arts Center
December 23-27	Christmas Holiday	All Day	All
December 28-30	Teacher Annual Leave Days	All Day	All



## **Points of Pride Update**

September 8, 2016

- **Asheboro City Schools Back to School BASH and Tailgate Event (first home football game)**
  - **August 19**
- **Great success with Open House Events**
  - **Week of August 22**
- **Pathways to Prosperity Press Conference – excited about new pathway (Health Sciences)**
  - **August 24**
- **Dr. Worrell spoke at Parent Meetings at Asheboro High School**
  - **August 24 & 25**
- **2016 Asheboro City Schools Convocation Event**
  - **August 26**
- **Great First Day of School**
  - **August 29**
- **New Employee Reception**
  - **September 7**



## **BOARD OF EDUCATION GOALS 2016-2017**

### **STRATEGIC GOAL:**

Recognizing that the long range goal of Asheboro City Schools is the successful preparation and graduation of each student, the goal for this plan is: **By 2021, 100 percent of Asheboro City Schools' students will graduate globally competitive for college, careers, and citizenship.**

### **Goal 1. Each student in Asheboro City Schools graduates prepared for further education, work, and citizenship.**

**Objective 1.** Align instruction with a guaranteed and viable curriculum, so that students master grade/course standards for career and college readiness.

- a) Develop a plan to ensure a consistent and connected pacing guide, K-12.
  - Elementary pacing guides revised and completed for all content areas.
  - Secondary pacing guides revised and completed for all content areas.
- b) Provide a Collaboration Around Student Achievement (CASA) toolkit for principals.
- c) Create a district scorecard to reflect up-to-date data.
- d) Enhance monitoring of core instruction through professional development, walk-through data, and administrative leadership team meetings.
  - August 19 and 22, core content teachers and support teachers participated in professional development to unpack standards, align pacing and unit plans, increase rigor, and delve into strategies for identifying and addressing literacy deficits.

**Objective 2.** Define and implement consistent grading practices, so that students and families have a clear understanding of performance.

- a) Develop a plan to reinforce consistency in grading practices across all schools.

**Objective 3.** Enhance the integration of technology with instruction, so that students use digital resources as tools for learning.



- a) Develop and present a digital framework that reflects the multiple aspects of instruction in ACS.
- b) Use technology as a tool to provide access to resources and support student achievement.
  - The Canvas Learning Management System and Accelerated Reader have been refreshed with current students and course rosters for 2016-2017.
  - Computer-Based SRI (Scholastic Reading Inventory) tests are being administered for each K-8 student. The Scholastic Reading Inventory (SRI) is a criterion-referenced test intended to measure reading comprehension and match students to text so they can read with confidence and control. Results from SRI are reported as scale scores (Lexile® measures).

**Objective 4.** Establish transition plans for the district and individual students, so that each student makes continual progress towards graduation.

- a) Develop a process to design measurable transition plans for all students.
- b) Expand opportunities for students to earn college credits.

**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.

- a) Provide literacy opportunities for primary grade students to improve reading skills and meet grade level expectations by the end of third grade.
  - Each school is designing a school schedule for the 2016-17 school year that provides a minimum of 90 minutes for Core Literacy Instruction and a structured intervention time to support remediation of reading skill deficits.
- b) Expand summer literacy camps and after-school opportunities to provide the extra support students need to read on grade level.
  - Summer camps have been extended for students in grades K-3 in literacy. Read to Achieve (RtA) served first and second grade students this year. Camps were located in 4 of the 5 elementary schools. 213 students attended the RtA camp. We also had an ELL camp for Kindergarten through third grade students. 53 students attended the ELL camp.
  - Students had multiple opportunities to check out books from the public library and school media centers this summer and take AR tests and receive incentives for reading.
- c) Provide high quality, evidenced-based interventions for students. Develop interventions based on assessment data, teacher observations, and other tools.
  - Professional development for supporting diagnostic literacy assessments was provided to secondary staff on 8/22/16.
  - Professional development for utilizing literacy diagnostic data to plan instruction and intervention was provided to all elementary teachers on 8/22/16.

- Select teachers will participate in evidence-based literacy program trainings focusing on phonemic awareness and multi-sensory literacy instruction between August 15 and October 30, 2016, to strengthen teacher instructional and intervention practices.

**Objective 6.** Provide each student service learning opportunities, so that all students will further develop their citizenship and contribute to their community.

- a) Integrate character education, service learning, and civic engagement into our educational /instructional standards.
- b) Promote the use of service learning as an instructional tool and structure opportunities for teachers to create and evaluate integrated units of study through community service learning projects.

## **Goal 2. Each student has a personalized education.**

**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.

- a) District Multi-Tiered System of Support (MTSS) team module training and identify pilot schools for cohort one.
  - The District MTSS Implementation Team will participate in the first session of MTSS Module training with Cohort 3 on 9/21/16.
- b) Provide Instructional Success Plan (ISP) training and support to begin implementation for all schools and grade levels, focusing on literacy.
  - Administrators and elementary teams from each school received training on Instructional Success Plans on August 22<sup>nd</sup> and will implement plans focusing on literacy in the fall of 2016.

**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 and/or employment.

- a) All students grades 7-8 will interact with Career Cruising to conduct an interest inventory to begin career exploration and individual career and course plans.
- b) Implement Early College Academy for ACS students in collaboration with Randolph Community College.
  - Teams from each elementary school received training on Instructional Success Plans on 8/22/16 to support implementation.
  - Teams will provide recommended forms and proposed timelines for initial implementation to the Curriculum and Instruction Department.
- c) Launch third Pathways to Prosperity Process with Randolph Community College and Randolph County Schools. Conduct Asset Mapping to determine high need area.

**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.

- a) Provide a variety of STEAM events at the district and school level.
  - Students attended STEM camps this summer through the following opportunities: Secondary students attended the STEM Camp at the AHS Zoo School and elementary students at Saint Luke's Church.
- b) Provide technology training as part of parent education offerings.

**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.

- a) Explore and implement additional after school, summer opportunities that align with student interest and improve proficiency.
  - Students had opportunities to attend camps this summer that were aligned to their interests. Some camps were the City Camp at Balfour Elementary, STEM camps, literacy camps, health sciences camps... the Read to Achieve camps added a new component this year that allowed students to research and study topics that were of high interest for the students.
- b) Provide opportunities for Asheboro City Schools' students to participate in cultural exchange activities.
- c) Pilot dual language program at Balfour Elementary School.
- d) Create and evaluate integrated units of study that personalize student learning.

**Objective 5.** Cultivate partnerships with families and the community so that student learning *experiences are enhanced*.

- a) Develop and implement Family Engagement initiatives that are connected to student learning and build strong relationships with parents.
  - All schools trained in the Karen Mapp model of family engagement and are currently planning the first of three Academic Family Teacher Team meetings.

**Objective 6.** Expand opportunities for each student to experience the cultural arts, so that all students strengthen and develop their creativity and collaboration.

- a) Expand opportunities for students to experience cultural/ performing arts.

### **Goal 3. Each student has excellent educators every day.**

**Objective 1.** Recruit, develop, and retain high quality professionals, so that students continue to learn and grow.

- a) Research and evaluate the feasibility of hosting a local career fair.
- b) Implement TeacherMatch and the North Carolina new online application process.

- c) Evaluate the impact of attending specific college career fairs.
- d) Work with Asheboro High School administration to determine steps to re-launch a teacher cadet program.

**Objective 2.** Foster a culture of professional growth, so that all employees are supported in achieving high standards and increased student performance.

- a) Develop a school administrator leadership program.
- b) Complete a professional development needs assessment, which will result in a comprehensive professional development plan.
- c) Evaluate and summarize Collaboration Around Student Achievement team data to determine professional development needs.

**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.

- a) Research employee recognition programs and recommend new ways to celebrate and recognize staff.
- b) Communicate regularly regarding the services provided through Asheboro City Schools Employee Assistance Program provider.

#### **Goal 4. Asheboro City Schools will have up-to-date business, technology, and communication systems to serve its students, families and staff.**

**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.

- a) Participate in Department of Public Instruction's Enterprise Resource Planning Systems software study.
- b) Document current telecommunication capabilities and needs.
- c) Develop implementation plan and budget for updated communications system.
- d) Conduct a needs assessment survey of students and families on home internet access.
- e) Communicate with city and local government to assess plans for community internet access.

**Objective 2:** Utilize technology-based collection systems for data analysis, so that data-based decisions are made about instruction, programs, and operations to ensure continuous improvement throughout the district.

- a) Deliver professional development for the Administrative Leadership Team and each school on the disaggregation and analysis of SchoolNet data generated through formative and benchmark assessments.

- SchoolNet data from the final benchmark of the 2015-2016 school year was disaggregated by standard for each school and shared with administrators in July and School Leadership Teams in August to support the EOG and EOC summative data analysis.
- b) Deliver professional development for administrators and each school on the effective use of EVAAS to support instruction.
- c) Update benchmark assessments and monitor alignment with the NC Standard Course of Study and state assessments.
- d) Provide additional professional development on the implementation of the Baldrige Performance Excellence Program.
- e) Implement district Long Range Facilities Plan and work with County Commissioners to secure funding to support the plan.
- f) Deliver professional development on the use of Canvas to support integration into instruction.
- “Coffee & Canvas” Professional Development was presented to new and veteran teachers at Asheboro High School on August 24.

**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.

- a) Continue to distribute a monthly community newsletter.
  - Newsletter is being sent on a monthly basis. The August newsletter is set to be sent the week of August 15.
- b) Develop a team and begin researching strategies for district marketing.
  - Members of the Marketing Team include: Maira Cortes, Carla Freemyer, Leigh Anna Marbert, and Andrew Hurley. No meeting with all members has occurred yet.
- c) Update the district website to better communicate with all stakeholders.
  - Facebook feed has been added to the front of the Asheboro City Schools website. The new logo should be added to the site within the next week.
- d) Develop materials featuring diverse programs throughout Asheboro City Schools for potential employee candidates.
- e) Integrate the new Asheboro City Schools logo across all mediums and platforms.
  - New logo has been added to ID badges, website, letterhead, presentations, presentation folders, and administrative apparel.

## **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.

- a) Research evidence-based practices in student mentor programs to develop an implementation plan.

**Objective 2.** Provide a system of support to ensure access to effective health and safety programs so that the physical, social, and emotional needs of students are met.

- a) Coordinate professional development related to mental health to best serve student needs.
- b) Review and update crisis response and threat assessment protocols to provide appropriate professional development.

**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.

- a) Collect and summarize policy documentation and disciplinary data.
- b) Present an annual summary to school and district stakeholders for review and utilization for planning.
- c) Utilize school and district problem-solving teams.
- d) Assess current needs and lead professional development on classroom management.

**Objective 4.** Expand community partnerships that promote a healthy lifestyle, so that the wellness of our students, families, and staff is improved.

- a) Work with community partners and agencies to increase common health and wellness activities.