

**ASHEBORO CITY SCHOOLS
BOARD OF EDUCATION
November 9, 2017
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.** Moment of Silence
- C.** Pledge of Allegiance – Nico Otero, Trevor Cassidy, Hagar Shalabi, and Heidi Koch - Guy B. Teachey Elementary Students – Ms. Amy Day, Principal of Guy B. Teachey Elementary
- *D.** Approval of Agenda

II. Special Recognition and Presentations

- A.** Community Partner Spotlight – Mr. Kelvin McComb – Watch D.O.G.S. program – Leigh Anna Marbert
- B.** Board Spotlight – Polar Bear Club – Guy B. Teachey Elementary Staff and Students - Ms. Amy Day, Principal
- C.** Principal of the Year – Julie Brady, Principal of Charles W. McCrary Elementary School - Superintendent Terry Worrell

III. Public Comments

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

IV. *Consent Agenda

The following items are presented for Board approval:

- A.** Approval of Minutes for October 5, 2017
- B.** Overnight field trip request – Asheboro High School Wrestling Team – Tournament in Charlotte, NC, December 29-30, 2017
- C.** Overnight field trip request – Asheboro High School Wrestling Team – Tournament in Chapel Hill, NC, December 22-23, 2017
- D.** Personnel

V. Information, Reports, and Recommendations

- A.** Policies for 30-Day Review – Dr. Drew Maerz
 - Policy 4115 – Behavior Standards for Transfer Students
 - Policy 4302 – School Plan for Management of Student Behavior
 - Policy 4360 – Appeals of Consequences No Greater Than Short-Term Suspension
 - Policy 5015 – School Volunteers
 - Policy 6100 – Goals of Student Health Services

VI. Action Items

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

- Policy 4001 – Equal Educational Opportunities
- Policy 4210 – Release of Students from School
- Policy 4240/7312 – Child Abuse – Reports and Investigations
- Policy 5230 – Participation in Research Projects
- Policy 6450 – Purchase of Services

***B. Continuous Improvement Plans for Elementary Schools:**

- Balfour Elementary School
- Guy B. Teachey Elementary School
- Lindley Park Elementary School
- Charles W. McCrary Elementary School
- Donna Lee Loflin Elementary School

VII. Superintendent's Report/Calendar of Events

- A. Calendar of Events – Leigh Anna Marbert
- B. Points of Pride – Leigh Anna Marbert
- C. 2017-2018 Board Goals, November Update – Superintendent Terry Worrell

VIII. Board Operations – Chairman Lamb

- A. Important Dates to Remember

IX. Closed Session

X. Adjournment

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

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

**ASHEBORO CITY SCHOOLS
BOARD OF EDUCATION
November 9, 2017
7:30 p.m.
Asheboro High School
Professional Development Center
Addendum**

6:00 p.m. – Policy Committee

6:45 p.m. – Finance Committee Meeting

- I. Opening**
- II. Special Recognition and Presentations**
 - D. Positive Behavior Interventions and Supports (PBIS) Outstanding Elementary Schools Recognition – Dr. Sean McWherter**
 - E. State Superintendent Academic Growth Awards – Superintendent Terry Worrell**
- III. Public Comments**
- IV. *Consent Agenda**
 - *D. Personnel Addendum**
- V. Information, Reports, and Recommendations**
- VI. Action Items**
- VII. Superintendent's Report/Calendar of Events**
- VIII. Board Operations**
- IX. Closed Session**
- X. Adjournment**

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

**Board of Education Meeting
October 5, 2017**

Policy Committee

Staff members present: Dr. Terry Worrell, Dr. Aaron Woody, Carla Freemyer, Dr. Sean McWherter, Dr. Drew Maerz

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

Mr. Lamb called the meeting to order at 5:58 p.m. and referred to Dr. Maerz who began review of the agenda.

Policy 4115 – Behavior Standards for Transfer Students

- Minor language updates throughout policy
- Updated legal references

Policy 4302 – School Plan for Management of Student Behavior

- Updated language throughout policy
- Removal of list of possible consequences
- Removal of section A2. Parental Involvement
- Updated legal references and cross references

Policy 4360 – Appeals of Consequences No Greater Than Short-Term Suspension

- Policy removed – no longer recommended

Policy 5015 – School Volunteers

- Updated language
- Updated cross references

Policy 6100 – Goals of Student Health Services

- Updated language throughout policy
- Updated legal references

All policies will go to the Board for 30-day review in November 2017.

With no further business, the meeting was adjourned at 6:05 p.m.

Finance Committee

The Finance Committee convened at 6:45 p.m. in the Professional Development Center conference room. The following board members were present:

Baxter Hammer
Joyce Harrington
Kyle Lamb

Jeni Johnson
Archie Priest, Jr.

Staff members present were: Dr. Terry Worrell and Harold Blair

Mr. Blair presented Budget Amendments CE-01 and CO-01. He also reviewed the signature card change at Donna Lee Loflin Elementary School

There being no further business, the meeting adjourned at 7:10 p.m.

Board of Education

The Asheboro City Schools Board of Education met in open session at 7:31 p.m. in the Professional Development Center with the following members present:

| | | |
|---------------------------|---------------------------|--------------------|
| Kyle Lamb, Chair | Phillip Cheek, Vice Chair | Gustavo Agudelo |
| Baxter Hammer | Joyce Harrington | Gidget Kidd |
| Dr. Beth Knott | Jeni Johnson | Archie Priest, Jr. |
| Michael Smith | | |
| Scott Eggleston, Attorney | | |

Staff members present: Superintendent Terry Worrell, Harold Blair, Dr. Aaron Woody, Carla Freemyer, Dr. Julie Pack, Dr. Drew Maerz, Leigh Anna Marbert, Anthony Woodyard, Dr. Sean McWherter, Michael Mize, Dr. Cayce McCamish, and Robin Harris

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

Following a moment of silence, Jayda Salama, student at North Asheboro Middle School, led the Pledge of Allegiance.

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

Special Recognition and Presentations

Community Partner Spotlight: Leigh Anna Marbert, Public Information Officer, recognized Zeko's Restaurant of Asheboro as the Community Partner Spotlight. Mr. Salamas and Ms. Rafari, owners of Zeko's, have provided many celebratory meals for North Asheboro Middle School students over the years. In addition, Ms. Rafari is a dependable testing proctor.

Board Spotlight: The 2016-2017 North Asheboro Middle School Soccer Team and Principal Candace Call highlighted the coveted Randolph County Sportsmanship Award. North Asheboro Middle School student athletes have earned this award for the past nine years.

Community Organization Collaboration Update – Mr. Lennitt Bligen, presented an update on the East Side Local Development Corporation's (ESLD) support of the educational curriculum. ESLD coordinated community volunteers to serve as reading buddies and mentors. In North and South Asheboro Middle Schools, over 150 students were served through the career exposure program. At Asheboro High School,

thirteen students participated in the job-shadowing program. Ms. Courtney McGowan, Career Counselor, was honored for her collaboration and outstanding contributions to the job-shadowing program.

Mr. Brian Saunders, Principal, recognized Jeremiah Yarborough, a junior at Asheboro High School, who represented North Carolina at the Congress of Future Medical Leaders during the summer of 2017.

Mr. Brian Saunders, Principal, recognized Benjamin Carroll, an Asheboro High School senior, who has been named a 2018 National Merit Scholarship Commended Student.

Public Comments

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

Consent Agenda

Upon motion by Ms. Johnson, seconded by Mr. Agudelo, the following items under the Consent Agenda were unanimously approved.

- A. Approval of Minutes – September 14, 2017 Board of Education meeting
- B. *Budget Amendment CE-01
- C. *Budget Amendment CO-01
- D. *Comprehensive Continuous Improvement Plan (Title I – Part A, Title II – Part A, Title III – Part A)
- E. *Overnight Field Trip Request for March 22-26, 2018, for the Asheboro High School Band Trip to New York and Washington, D.C.
- F. *Overnight Field Trip Request for September 30-October 1, 2017, for South Asheboro Middle School Student Council Trip to NC Student Council Middle Level Leadership Workshop in Winston-Salem, NC
- G. *Overnight Field Trip Request for March 8-9, 2018, for Lindley Park 5th Grade Trip to Camp Caraway
- H. Personnel

A. RESIGNATIONS/RETIREMENTS/SEPARATIONS

| LAST | FIRST | SCH | SUBJECT | EFFECTIVE |
|--------|--------------|------|--|------------|
| Arroyo | Edward "Joe" | SAMS | Physical Education | 10/30/2017 |
| Smith | Kimberly | BAL | After School Program Assistant (part-time) | 10/6/2017 |

B. APPOINTMENTS

| LAST | FIRST | SCH | SUBJECT | EFFECTIVE |
|-----------|----------|------|---|------------------------|
| Bailey | Amanda | CWM | After School Program Assistant - PT | 9/18/2017 |
| Hunt | Susan | AHS | Instructional Assistant/Exceptional Children | 9/18/2017 |
| Small | Donna | GBT | Instructional Assistant | 9/25/2017 |
| Ulysse | Edwine | CO | Substitute Bus Driver | 9/22/2017 |
| Wood | Stephani | GBT | 2nd Grade | 10/9/2017 |
| Dalke | Sonya | CO | Substitute/\$80 per day | 10/9/2017 |
| Harris | Jermelia | CO | Substitute Bus Driver | 10/2/2017 |
| Hernandez | Laura | CO | Substitute/\$80 per day | 10/9/2017 |
| Maye | Takirah | ECDC | After School Program Assistant (part-time; temporary) | 10/09/2017 -12/21/2017 |
| Moore | Gabriel | CO | Substitute/\$80 per day | 10/9/2017 |
| Nguyen | Andre | AHS | Testing Coordinator / Office Support | 10/2/2017 |
| Nichols | Patsy | CO | Office Support (part-time as needed; temporary) | 10/02/2017 - 6/13/2018 |
| Quezada | Angel | CO | Substitute/\$80 per day | 10/9/2017 |
| Rush | Laurel | GBT | Kindergarten | 10/30/2017 |
| Sneed | Meredith | NAMS | English Language Arts/Social Studies | 10/30/2017 |
| Spencer | Tristan | CO | Substitute/\$80 per day | 10/9/2017 |

| | | | | |
|---------|--------|----|----------------------------|------------|
| Storie | Laura | CO | Substitute/\$80 per day | 10/9/2017 |
| Vickery | Marsha | CO | Child Nutrition Accountant | 10/16/2017 |

C. ADMINISTRATOR CONTRACTS

| LAST | FIRST | SCH | SUBJECT | EFFECTIVE |
|---------|----------|------|--|-----------------------|
| Hammond | Betsy | SAMS | Assistant Principal | 8/1/2017 - 6/30/2021 |
| Hayes | Lisa | DLL | Assistant Principal/ Instructional Facilitator (Interim) | 11/1/2017 - 6/13/2018 |
| Rush | Caroline | LP | Assistant Principal/Instructional Facilitator (Interim) | 11/1/2017 - 6/13/2018 |

D. LEAVE OF ABSENCE

| LAST | FIRST | SCH | SUBJECT | EFFECTIVE |
|---------|-------|-----|-------------------------|-----------------------|
| Cockman | Joan | CWM | Instructional Assistant | 8-18-2017 – 6-13-2018 |

E. TRANSFERS

| LAST | FIRST | SCH | SUBJECT | EFFECTIVE |
|---------|--------|-----|---|------------|
| Dority | Carrie | DLL | School Secretary to Data Manager/Treasurer | 10/2/2017 |
| Phelps | Karla | AHS | Exceptional Children to English | 10/11/2017 |
| Robbins | Sarah | AHS | Business/Marketing to CTE Coordinator | TBD |
| White | Jenny | AHS | EC Program Specialist to Exceptional Children Teacher | TBD |

I. *Overnight Field Trip Requests for Asheboro High School FFA to Indianapolis, IN, October 24-28, 2017

J. *Signature Card – Donna Lee Loflin Elementary

K. *Excess/Obsolete Items for Discard

*A copy of this item is made a part of these minutes.

Information, Reports and Recommendations

A. Carla Freemyer presented the Teacher Turnover Summary for March 2016-February 2017.

*A copy is made a part of these minutes.

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

- Policy 4001 – Equal Educational Opportunities
- Policy 4210 – Release of Students from School
- Policy 4240/7312 – Child Abuse – Reports and Investigations
- Policy 5230 – Participation in Research Projects
- Policy 6450 – Purchase of Services
- Policy 9400 – Sale, Disposal and Lease of Board-Owned Real Property

Action Items

A. Dr. Aaron Woody, Assistant Superintendent of Curriculum and Instruction, presented an overview of the new NC Star process used in creating Continuous Improvement Plans followed by plan presentations for secondary education and the Early Childhood Development Center as follows:

- Early Childhood Development Center – Ms. Holly White, Pre-School Director
- North Asheboro Middle School – Ms. Candace Call, Principal
- South Asheboro Middle School – Mr. Ron Dixon, Principal
- Asheboro High School – Mr. Brian Saunders, Principal

Upon motion by Ms. Harrington, seconded by Ms. Kidd, the Continuous Improvement Plans were unanimously approved as presented.

B. Following a 30-day review and upon motion made by Ms. Kidd, seconded by Mr. Cheek, the Board unanimously approved the following board policies:

- Policy 3470/4305 - Alternative Learning Programs, Minor language updates including policy title, Paragraph added addressing the assignment of students with disabilities to alternative programs, Section added covering the appeals process, Updated legal references and policy references
 - Policy 6524 - Network Security, Updated legal references
 - Policy 7100 - Recruitment and Selection of Personnel, Updated legal references
 - Policy 7130 – Licensure, Updated legal references
 - Policy 7265 - Occupational Exposure to Hazardous Chemicals in Science Laboratories, Minor and technical language updates, Updated legal references
 - Policy 7335 - Employee Use of Social Media, Updated legal references
 - Policy 7405 - Extracurricular and Non-Instructional Duties, Updated legal references
 - Policy 7410 - Teacher Contracts, Updated legal references
 - Policy 7430 - Substitute Teachers, Updated legal references
 - Policy 7510 – Leave, Updated legal references
 - Policy 7635 - Return to Work, Updated legal references
 - Policy 7810 - Evaluation of Licensed Employees, Updated legal references
 - Policy 9020 - Facility Design, Updated legal references
- *A copy is made a part of these minutes.

Superintendent's Report/Calendar of Events

- A. Leigh Anna Marbert, Public Information Officer, shared the latest edition of *Points of Pride* and reviewed the *Calendar of Events* noting the next Board of Education meeting will be on November 9, 2017.
- B. Superintendent Worrell provided an update on the 2017-2018 Board Goals.

Board Operations

- A. Chairman Lamb reviewed important upcoming events.
- B. Chairman Lamb presented the Silver Bell Award certificate to the Board which was received at the North Carolina School Boards Association's District meeting for training excellence and commitment during the 2016-2017 NCSBA Academy Year of School Boardsmanship. This award acknowledges that all members of the Asheboro City Schools Board of Education received training towards the required twelve hours every two years.

Adjournment

There being no further business and upon motion made by Mr. Agudelo, seconded by Mr. Cheek, and unanimously approved, the meeting was adjourned at 9:18 p.m.

Chairman

Secretary

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

Group Making Request: AHS Wrestling School: Asheboro High School
 Destination: Bojangle Arena - Charlotte, NC Date of Trip: 12-29-17
 Number of Students Involved: 17 Percent of Total Group: 50%

Reasons for Students Not Attending: —

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

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

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

Number of Drivers Needed (to be secured by the Central Office): Wes B will drive (5)

Departure Time: 12/29 6:00 am Return Time: 12/30 7:00 pm Round Trip Miles (estimated): 140 miles

Estimated Cost to the Student: \$0

Purpose(s) of the Field Trip: In season wrestling tournament at the Bojangle Arena in Charlotte, NC. Tournament is hosted by Charlotte Catholic.

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

* Wes Berrier*, Jake Berrier, & Stan Hicks

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

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

Wes Berrier - AHS Athletics 10-6-17
 Sponsor (Group Responsible for Paying for the Trip) Date

Approved: [Signature] 10/6/17
 Principal Date

Approved: [Signature] 10/18/17
 Superintendent or Designee Date

Transportation Scheduled: _____
 Transportation Supervisor Date

Special Comments/ Response: _____

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

Group Making Request: AHS Wrestling School: Asheboro High School

Destination: Chapel Hill High School Date of Trip: 12-22-17

Number of Students Involved: 17 Percent of Total Group: 50%

Reasons for Students Not Attending: —

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

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

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

Number of Drivers Needed (to be secured by the Central Office): 0 Wes B will drive (BS)

Departure Time: 12/22 6:00am Return Time: 12/23 6:00pm Round Trip Miles (estimated): 156 miles

Estimated Cost to the Student: \$0

Purpose(s) of the Field Trip: In season wrestling tournament at Chapel Hill High School.

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

* Wes Berrier*, Jake Berrier, & Stan Hicks

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

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

Wes Berrier - AHS Athletics 10-6-17
Sponsor (Group Responsible for Paying for the Trip) Date

Approved: [Signature] 10/6/17
Principal Date

Approved: [Signature] 10/18/17
Superintendent or Designee Date

Transportation Scheduled: _____
Transportation Supervisor Date

Special Comments/ Response: _____

**Asheboro City Schools
Personnel Transactions
November 9, 2017**

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

| LAST | FIRST | SCHOOL | SUBJECT | EFFECTIVE |
|-------------|--------------|---------------|--|------------------|
| Miller | Tracii | SAMS | Instructional Assistant/Exceptional Children | 11/10/2017 |
| Popp | James | AHS | Assistant Principal | 12/15/2017 |
| Rich | Wendy | CO | Director of Elementary Education | 4/30/2017 |
| Skoglund | Melissa | BAL | Exceptional Children Teacher | 12/1/2017 |

***B. APPOINTMENTS**

| LAST | FIRST | SCHOOL | SUBJECT | EFFECTIVE |
|-------------|--------------|---------------|--|------------------------|
| Agudelo | Mariana | DLL | School Secretary | 11/6/2017 |
| Bascombe | Clearvon | BAL | Custodian (part-time) | 11/6/2017 |
| Carroll | Aileene | AHS | Mathematics Teacher (part-time) | 10/25/2017 - 1/19/2018 |
| Cox | Sarahi | DLL | Head Custodian | 10/23/2017 |
| Fulwood | Anacharitie | BAL | After School Program Assistant (part-time) | 10/30/2017 |
| Moffit | Lori | AHS | Non-Faculty Coach Girls Varsity Basketball | 11/1/2017 |

C. TRANSFERS

| | | | | |
|---------|--------|-------------|--|------------|
| Berrier | Wesley | SAMS to AHS | Business Teacher to Business and Marketing Teacher | 1/22/2018 |
| Kivett | Roger | DLL to AHS | Head Custodian to Custodian | 10/23/2017 |
| Kivett | Roger | AHS to ECDC | Custodian to Custodian (part-time) | 11/6/2017 |

**Asheboro City Schools
Personnel Transactions - Addendum
November 9, 2017**

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

| LAST | FIRST | SCHOOL | SUBJECT | EFFECTIVE |
|-------------|--------------|---------------|----------------|------------------|
| Ross | Moneka | CO | Bus Driver | 11/6/2017 |

***B. APPOINTMENTS**

| LAST | FIRST | SCHOOL | SUBJECT | EFFECTIVE |
|-------------|--------------|---------------|-------------------------|------------------|
| Baugh | Toni | CO | Substitute/\$80 per day | 11/13/2017 |
| Coble | Whitney | CO | Substitute/\$80 per day | 11/13/2017 |
| Hurd | Stephanie | CO | Substitute/\$80 per day | 11/13/2017 |
| Johnson | Waynette | CO | Substitute/\$80 per day | 11/13/2017 |
| Kindley | Ofilia | CO | Substitute/\$80 per day | 11/13/2017 |
| Moreau | Sheri | CO | Substitute/\$80 per day | 11/13/2017 |
| Murphy | Arleana | DLL | Instructional Assistant | 11/27/2017 |
| Price | Jerry | CO | Substitute/\$80 per day | 11/13/2017 |

C. TRANSFERS

| | | | | |
|---------|-------|----|-------------------------------------|-----------|
| Needham | Linda | CO | Substitute Bus Driver to Bus Driver | 11/7/2017 |
|---------|-------|----|-------------------------------------|-----------|

Policies For 30-Day Review

BEHAVIOR STANDARDS FOR TRANSFER STUDENTS

Policy Code:

4115

This policy applies to transfer students seeking admission to the school district. Transfer students are students who have been enrolled in or who have attended a private or public school in this state or another state.

In accordance with State law, the student's parent, guardian or custodian must provide a statement made under oath or affirmation before a notary indicating (1) whether at the time of the admission request the student is under suspension or expulsion from attendance at a private or public school in this or any other state or (2) whether the student has been convicted of a felony in this or any other state.

STUDENTS UNDER SUSPENSION/EXPULSION OR CONVICTED OF A FELONY

If at the time of the admission request the student is under suspension or expulsion or has been convicted of a felony, the parent, guardian or custodian must provide to the school district all requested information related to the conduct. The superintendent or designee shall review the information and make a determination as to whether the student should be admitted and, if so, whether any reasonable conditions should be imposed.

1. Suspension: Admission may be denied to a student who is under suspension for conduct that could have led to a suspension from a school within the school system. Admission may be denied until the suspension has expired.
2. Expulsion: Admission may be denied to a student expelled from school pursuant to G.S. 115C-390.11 or who has been expelled from a school for behavior that indicated the student's continued presence in school constituted a clear threat to the safety of other students or employees. The student may request reconsideration of the board's decision in accordance with G.S. 115C-390.12.
3. Felony Conviction: Admission may be denied to a student who has been convicted of a felony in this state or any other state. The student may request reconsideration of the decision in accordance with G.S. 115C-390.12.

In any of the above-described circumstances in which admission may be denied, the superintendent alternatively may place reasonable conditions on the admission of the student. Such conditions include, but are not limited to, behavior contracts, alternative school placement and limits on free time and extracurricular activities. Drug testing and weapon searches also may be reasonable conditions so long as they meet any constitutional requirements.

Notwithstanding the provisions of this policy, students under a suspension or an expulsion who have been identified as having a disability pursuant to the Individuals with Disabilities Education Act and otherwise meet the requirements for enrollment in the school system are entitled to services to the extent mandated by federal and state law.

Legal Reference: Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., 34 C.F.R. pt. 300; G.S. 115C-366(a3), (a4), (a5), -390.5, -390.7, -390.10, -390.11, -390.12

Cross Reference: Discretionary Admission (policy 4130)

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

Revised: June 10, 2010

SCHOOL PLAN FOR MANAGEMENT OF STUDENT BEHAVIOR

Policy Code: 4302

Each school must have a plan for managing student behavior that incorporates effective strategies consistent with the purposes and principles established in board policy 4300, Student Behavior Policies. Schools officials are encouraged to implement a system of positive behavior support and to seek other positive, innovative and constructive methods of correcting and managing student behavior in an effort to avoid repeated misbehavior and suspension.

A. COMPONENTS OF THE PLAN

The plan should address (1) the process by which student behavior will be addressed, including any use of a disciplinary committee and the means by which students at risk or repeated disruptive or disorderly conduct are identified, assessed, and assisted; (2) positive behavioral interventions and possible consequences that will be used; and (3) parental involvement strategies that address when parents or guardians will be notified or involved in issues related to their child's behavior (see policy 4341, Parental Involvement in Student Behavior Issues).

No school plan for managing student behavior may authorize the use of corporal punishment. Corporal punishment is the intentional infliction of physical pain upon the body of a student as a disciplinary measure. It includes, but is not limited to, spanking, paddling and slapping. The board prohibits corporal punishment, believing that other consequences are more appropriate and effective for teaching self-control. No teacher, substitute teacher, student teacher, bus driver, or other employee, contractor or volunteer may use corporal punishment to discipline any student. Reasonable force that is necessary to protect oneself or others is not considered corporal punishment. (See also policy 4301, Authority of School Personnel.)

Principals should avoid removing students from the classroom for a long period of time, including in-school or out-of-school suspension, unless necessary to provide a safe, and/or orderly environment that is conducive to learning. The principal is authorized to remove students in accordance with board policies for prohibited or criminal conduct or for other behavior that interferes with a safe, and/or orderly environment.

B. PROCESS FOR DEVELOPING AND EVALUATING THE PLAN

Principals are encouraged to use a team approach for developing and evaluating the school's plan to manage student behavior. On at least an annual basis, the plan should be evaluated based upon data on disciplinary actions taken and the impact on student academic performance. Principals shall report on at least an annual basis to the superintendent on the effectiveness of the plan in minimizing classroom disruptions, referrals to the principal's office and use of out-of-school suspension. The report also will address the plan's effect on academic performance.

The superintendent also is encouraged to consider, develop and propose new and alternative discipline programs to the board.

Legal References: G.S. 115C-47, -288, -307, -390.1, -390.2, -390.3, -391.1, -397.1

Cross References: Student Behavior Policies (policy 4300), Authority of School Personnel (policy 4301), Parental Involvement In Student Behavior Issues (policy 4341)

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

Administrative Procedure: None

Revised: November 9, 2006

NO LONGER RECOMMENDED

APPEALS OF CONSEQUENCES

NO GREATER THAN SHORT-TERM SUSPENSION

Policy Code:

4360

A student may appeal to the superintendent any disciplinary consequence imposed by a school administrator for violating board policy, school standards or rules that is no greater than a short-term suspension (suspension of up to 10 days). The appeal must be in writing and must be received by the superintendent within three days of the disciplinary action. The consequence imposed by the school administrator need not be postponed pending the outcome of the appeal. However, either the principal or superintendent may decide to postpone the consequence until after the superintendent's review.

The student may submit in writing any statement or evidence to support his or her position. The principal must submit in writing a description of the misbehavior, and the board policy, school standard or rule that was violated and the basis for the consequence imposed. Unless the superintendent determines that evidence cannot be fairly presented in this manner, the written documents will constitute the record reviewed by the superintendent.

The superintendent must make a written decision within two school days of receiving the documents. The superintendent may uphold, modify, or reverse the school administrator's decision. The superintendent cannot impose a more severe consequence unless necessary to comply with board policy or unless further investigation brings additional information to light that was not part of the principal's original decision. If the superintendent determines that the student did not violate any board policy, school standard or rule, any reference to the alleged misbehavior is to be removed from the student's record and any days already served in the suspension will be waived and the student will not be held accountable for the absences.

The student has no right to a hearing before the board to challenge consequences no greater than a short-term suspension. The student does, however, have the right to petition the board for a hearing. The petition must be in writing and must be received by the superintendent within three days of when the student received the superintendent's decision. After receiving the petition, the board may choose, at its discretion, to grant a hearing. The board will notify the petitioner of its decision whether or not to grant a hearing.

If the board chooses to grant a hearing, the board or panel of the board will review the superintendent's decision and other documents reviewed by the superintendent, including those submitted by the principal or student. The board will review the superintendent's decision to be sure that (1) there was a reasonable basis for determining that the student engaged in the specified misbehavior; (2) a board policy, school standard or rule was violated; (3) the consequence for the violation was reasonable; and (4) procedures required by board policy were followed. Hearing procedures will follow policy 2500, Hearings Before the Board.

Legal References: G.S. 115C-45(c), -47, -391

Cross References: Short-Term Suspension (policy 4351), Removal of Student During the Day (policy 4352)

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

Revised: May 11, 2000, September 12, 2002, November 9, 2010

The board recognizes the valuable contributions that school volunteers ~~can~~ make to the learning process and educational goals of the school system. Instructional programs are enhanced through the contributions of student's parents and families, community members, and local business and industry. These volunteers contribute time, resources, and expertise that assist the school system to reach the goal of providing a sound basic education to all children.

The superintendent shall provide for parents to be notified of their right to take four hours of unpaid leave from their jobs every year in order to volunteer in their child's schools as stated in G.S. 95-28.3.

The board encourages schools administrators to develop and implement plans for utilizing school volunteers. The superintendent and designees will be responsible for implementing and supervising school volunteer programs. School volunteer programs must provide the following:

1. adequate screening of volunteers based upon the amount of contact they will have with students;
2. the requirement that volunteers comply with policy 5020, Visitors to the Schools;
3. reasonable supervision of volunteers based at least in part upon the amount of contact they will have with students; and
4. adequate training of volunteers, including familiarizing volunteers with applicable laws, board policies, administrative procedures and school rules.

Volunteers may be subject to background, criminal record and reference checks to the same extent as school system employees. Principals may limit or terminate the activities of a volunteer in the best interest of the school.

All school volunteers will be expected to be professional and dependable in their volunteer activities.

Legal References: G.S. 115C-36, -47; -203 to -209.1

Cross References: Parental Involvement (policy 1310/4002), Visitors to the Schools (policy 5020)

Administrative Procedure: Yes

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

Revised: November 8, 2007, March 12, 2009

The board recognizes the link between student health and learning. The goals of student health services are:

1. to encourage the physical well-being of all students;
2. to integrate health-related services provided in the school setting, including those provided by counselors and health specialists;
3. to provide health services in a manner that reinforces the objectives of the healthful living education curriculum;
4. to work cooperatively with other governmental agencies and professional associations interested and involved in the health of students;
5. to use up-to-date research findings to develop and provide health services to students;
6. to meet all legal obligations; and
7. to provide courteous service to students, parents, and families.

Legal References: G.S. 115C-36; -288(e); -307(b) and (c)

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

Administrative Procedure: None

Updated: March 12, 2009

Policies For Approval

The board affirms the principle that every student, regardless of race, creed, color, national origin, sex, cultural or economic background, or disability, should be given an equal opportunity for a sound basic education. Furthermore, no student, on the basis of sex, marital status, pregnancy, or parenthood, will be excluded from participating in, denied the benefits of, or subjected to discrimination under any educational program or activity conducted by the school system. The school system will treat its students without discrimination with regard to course offerings, athletics, counseling, employment assistance and extracurricular activities.

Any student, parent or guardian who feels that this policy has been misinterpreted, misapplied or violated may file a complaint in accordance with board policy 1740/40150/7225 Discrimination, Harassment and Bullying Complaint Procedure.

The superintendent shall develop appropriate procedures to ensure that public education is provided to each qualified student with disabilities in accordance with 34 C.F.R. pt. 104, subpart D.

Legal References: Americans With Disabilities Act, 42 U.S.C. 12101 *et seq.*, Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; 28 C.F.R. pt. 35; G.S. 115C-1, -367, art. 9

Cross References: Discrimination, Harassment and Bullying Complaint Procedure (policy 1720/4015/7225), Nondiscrimination on the Basis of Disabilities (policy 1730/4022/7231), Education for Pregnant and parenting Students (policy 4023)

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

Administrative Procedure: None

Updated: October 11, 2007, February 12, 2009

The safety of students is a paramount concern of the board and school district. The principal or principal's designee shall make reasonable efforts to verify that any person appearing at a school and requesting permission to take a student from the school is properly identified before the student is released to him or her.

Except in the most extreme circumstances, custody of a student will not be relinquished to any person without the prior approval of the parent or guardian who has physical custody of the student. However, if the parents are divorced or separated, the student may be released to either parent, unless the school has been provided with a copy of a court order or agreement that specifies otherwise.

If the principal or designee judges that the student's health or safety may be harmed by releasing the student, the principal shall contact law enforcement and/or the department of social services as appropriate.

Schools are encouraged to develop guidelines as necessary to implement this policy.

Legal References: G.S. 115C-36, -47, -288

Cross References: Child Abuse - Reports and Investigations (policy 4240/7312), Relationships with Other Governmental Agencies (policy 5100)

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

Administrative Procedure: None

Updated: March 12, 2009

CHILD ABUSE - REPORTS AND INVESTIGATIONS

Policy Code: 4240/7312

The board of education supports all employees who make a report of child abuse, neglect, dependency or death as a result of maltreatment in good faith.

Any school employee who knows or has cause to suspect child abuse, neglect, dependency or death as a result of maltreatment is legally required to report the case of the child to the director of social services. The employee also shall report the case immediately to the principal.

Any doubt about reporting a suspected situation shall be resolved in favor of reporting and the report shall be made immediately. A school employee is immune by statute from any civil and/or criminal liability when reporting in good faith suspected child abuse, neglect, dependency or death as a result of maltreatment. Failure on the part of any school employee to report may result in disciplinary action being brought against the employee by the school district or civil action under the law.

The principal may establish a contact person in the school to act as a liaison with social services. All employees shall cooperate fully with the department of social services in its investigation of suspected child abuse, neglect, dependency or death as a result of maltreatment. Employees shall permit the child to be interviewed by social services on school campuses during school hours and shall provide social services with confidential information, so long as the disclosure does not violate state or federal law. Any confidential information disclosed by the department of social services to employees shall remain confidential and shall only be redisclosed for purposes directly connected with carrying out the responsibilities of the school system or the employee.

Upon request and to the extent permitted by law, the school district shall share with other agencies designated in G.S. 7B-3100(a), information that is relevant (1) to any assessment of a report of child abuse, neglect, dependency or death as a result of maltreatment by the department of social services; (2) to the provision or arrangement of protective services in a child abuse, neglect, or dependency case by the department of social services; or (3) to any case in which a petition is filed alleging that a juvenile is abused, neglected, dependent, undisciplined or delinquent. School system officials and the designated agencies must continue to share such information until the protective services case is closed by the department of social services or, if a petition is filed, until the juvenile is no longer subject to the jurisdiction of juvenile court.

The superintendent shall develop any necessary procedures for reporting suspected child abuse, neglect, dependency or death as a result of maltreatment, for sharing information with designated agencies, and for cooperating with investigations by the department of social services. The board encourages school officials to provide staff development opportunities related to identifying and reporting child abuse, neglect, dependency or death as a result of maltreatment.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; G.S. 7B-101, -301, -302 -309, -3100; 8-53.4; 14-318.2; 115C-400, -402

Cross References: Student Records (policy 4700), Professional and Staff Development (policy 1610/7800)

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

Administrative Procedure: None

Revised: November 14, 2002, December 11, 2008

The board encourages agencies and individuals to conduct research on issues related to student achievement and the effective operation of schools.

The superintendent may approve a request for participation in a research project if:

1. the research results ultimately may benefit students of the school system;
2. the project's purpose and methodology are compatible with the goals and objectives of the board and school system; and
3. the project will not disrupt instructional time.

The superintendent is encouraged to involve central office administrators, school administrators, teachers and parents in making this assessment. The superintendent shall report on approved research projects at the next regularly scheduled board meeting.

A research project involving a survey of students must comply with policy 4720, Surveys of Students.

All research projects must comply with the confidentiality requirements of policy 4700, Student Records, and policy 4705/7825, Confidentiality of Personal Identifying Information.

Legal References: G.S. 115C-47, -230

Cross References: Student Records (policy 4700)

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

Administrative Procedure: Yes

Updated: March 12, 2009

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 comply with current federal and state laws.

This policy does not apply to contracts for architectural, engineering, surveying, and construction management at risk services, which are governed by policy 9110, Use and Selection of Architects, Engineers, Surveyors, and Construction Managers At Risk.

Legal References: G.S. 115C-36; 143-64.31; 147, art. 6A

Cross References: Goals of the Purchasing Function (policy 6400), Use and Selection of Architects, Engineers, Surveyors, and Construction Managers At Risk (policy 9110)

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

Updated: October 13, 2016

Comprehensive Progress Report

- Mission:**
- VISION STATEMENT Balfour Elementary School will be a school of excellence where students are honored, learning is valued, and our community is dedicated to the success of all. MISSION STATEMENT The faculty and staff of Balfour School, working together with parents and community members, will create a culture that empowers students to become informed and active citizens and lifelong learners.
- Goals:**
- A 4.16 All students will successfully transition between grade levels and between elementary school and middle school so that minimal time is lost in meeting student needs, thus maximizing student engagement in grade level curriculum.
 - C 2.01 By June 2018, through modification of instruction, curriculum and environment, 80% of students will be proficient in reading as measured by Dynamic Indicators of Basic Early Literacy Skills (DIBELS for K-5) and 60% as measured by End of Grade Assessment (3-5).
 - E 1.06 80% of Balfour families will be engaged in their student's learning.
 - E1.06 Balfour will develop 1 new community relationship.
 - C 2.01 By June 2018, through modification of instruction, curriculum and environment, 80% of students will be proficient in math as measured by Math End of Grade Assessment (3-5), North Carolina Department of Public Instruction Math Summative (K-2).



! = Past Due Actions KEY = Key Indicator

| | | | | | | |
|---|---------------------|---|---|-----------------------------------|--------------------|--------------------|
| Core Function: | | | Dimension A - Instructional Excellence and Alignment | | | |
| Effective Practice: | | | High expectations for all staff and students | | | |
| | KEY | A1.07 | ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | | We currently follow a Positive Behavior Intervention Behavior Support model and use the BARK acronym. B is for being respectful, A is for acting responsibly, R is for remembering kindness and K is for keeping safe. Students receive bulldog paws for following these school wide expectations. We are also starting a school wide behavior management program called Class Dojo. Every teacher in the school will be implementing this in their classroom throughout the school year. | Limited Development 08/27/2017 | | |
| <i>How it will look when fully met:</i> | | | At full implementation, a school wide behavior management system (ie Class Dojo) will be in place. Students will clearly demonstrate expectations and understand consequences. | | John Beard | 06/05/2019 |
| Action(s) | Created Date | | | 0 of 4 (0%) | | |
| 1 | 8/27/17 | Specifically teach PBIS lessons for various areas of the school so that all students have the same expectations. | | | Christopher Tuft | 05/31/2018 |
| <i>Notes:</i> 10/4, 2/7, 5/2 | | | | | | |
| 2 | 8/27/17 | Have a system in place where rewards for positive behavior are frequently and meaningfully carried out. | | | Emily Cappello | 12/06/2017 |
| <i>Notes:</i> | | | | | | |
| 3 | 8/27/17 | Have a system in place where schoolwide positive reinforcers and consequences are consistently carried out throughout the school. | | | Myra Howell | 12/06/2017 |
| <i>Notes:</i> | | | | | | |
| 4 | 8/27/17 | There is a process of self-reflection on the effectiveness of the behavior management system. | | | Penny Crooks | 01/03/2018 |
| <i>Notes:</i> | | | | | | |
| Core Function: | | | Dimension A - Instructional Excellence and Alignment | | | |

| Effective Practice: | | | Curriculum and instructional alignment | | | |
|---|-----|---------------------|---|-----------------------------------|---------------|-------------|
| | KEY | A2.04 | Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | | Teachers meet together three times a week as a grade level with the instructional facilitator to plan for English Language Arts, math, and discuss and analyze data. | Limited Development 08/27/2017 | | |
| <i>How it will look when fully met:</i> | | | <p>Upon full implementation, instructional teams consisting of grade level teachers, EC teachers, ESL teachers, and the instructional facilitator will meet 3 days per week as a team to plan for all subjects. Teachers will also discuss and analyze data during these meetings to help align instructional units to the needs of the students within their classrooms and adjust units as needed. The instructional facilitator will use these meetings to provide differentiated PD for grade levels to help support unit development and insure that all units meets the Standard Course of Study.</p> <p>Unit development will include:</p> <ul style="list-style-type: none"> • ELA units on instruction that include the use Engage NY Materials for ELA (K-5). • ELA units on instruction that include the use Engage NY Materials for Math (K-5). • Science units that include the use of Discovery Techbook as a resource for 3-5 students. • Unit development for Word Study that directly and indirectly provide instructional strategies for vocabulary instruction. • Units will also include common and formative assessments that align to the current NC Standard Course of Study and to the Asheboro City Schools Pacing Guides provided by the district. | | Keisha Dawalt | 06/06/2018 |
| Action(s) | | Created Date | | 0 of 4 (0%) | | |
| 1 | | 8/27/17 | Classroom teachers will use Engage NY materials in daily lessons. | | Keisha Dawalt | 06/06/2018 |

| | | | | | |
|--------|----------|--|--|----------------|------------|
| Notes: | | | | | |
| 2 | 8/27/17 | Classroom teachers participate in professional development to learn best practices for implementing Engage NY curriculum. | | Amanda Hinshaw | 02/07/2018 |
| Notes: | | | | | |
| 3 | 8/27/17 | Classroom teachers participate in grade level planning and CASAs in the data room with the instructional facilitator. | | Keisha Dawalt | 11/08/2017 |
| Notes: | | | | | |
| 4 | 10/23/17 | Extended Planning sessions will occur monthly beginning in October and ending in May to provide uninterrupted time for teachers to map out upcoming instructional units. | | Keisha Dawalt | 12/06/2017 |
| Notes: | | | | | |

| Core Function: | | | Dimension A - Instructional Excellence and Alignment | | | |
|----------------------------------|--------------|-------|--|-----------------------------------|------------------|-------------|
| Effective Practice: | | | Student support services | | | |
| | KEY | A4.01 | The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | | Classroom teachers reinforce standards through daily intervention time. Other teachers, including the reading specialist, EC, ESL, music, PE, art, media, and guidance, are supporting intervention instruction as well by working with small groups on specific skills. | Limited Development 08/27/2017 | | |
| How it will look when fully met: | | | A tiered instructional system inclusive of daily intervention block and evidence based interventions are implemented with fidelity. | | Mary Jessup | 06/06/2018 |
| Action(s) | Created Date | | | 0 of 3 (0%) | | |
| 1 | 8/27/17 | | Administrators will revisit and revise classroom and schoolwide schedule as needed to make intervention time meaningful. | | Penny Crooks | 05/02/2018 |
| Notes: | | | | | | |
| 2 | 8/27/17 | | Administrators will conduct consistent walkthroughs during intervention blocks throughout the school year. | | Christopher Tuft | 12/06/2017 |
| Notes: | | | | | | |
| 3 | 8/27/17 | | Teachers continue to discuss evidence based instruction and interventions during planning and CASA. | | Keisha Dawalt | 12/06/2017 |
| Notes: | | | | | | |

| | KEY | A4.06 | ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124) | Implementation Status | Assigned To | Target Date |
|----------------------------------|--------------|--|---|-----------------------------------|------------------|-------------|
| Initial Assessment: | | | A schoolwide PBIS system is in place to manage student behavior. Students who require additional behavior or emotional support can be referred to the PBIS committee for Tier 2 interventions. Students participate in biweekly Guidance classes that address emotional wellness with the school counselor. Morning announcements include a character trait of the month and a social skill of the week, which are reinforced in Guidance classes. The school counselor counsels students individually as needed. | Limited Development 08/27/2017 | | |
| How it will look when fully met: | | | A schoolwide PBIS system is in place to manage student behavior. Students who require additional behavior or emotional support can be referred to the PBIS committee for Tier 2 interventions. Student social and emotional well-being is discussed in CASA meetings and referrals are made to the PBIS team and school counselor if appropriate. Students participate in biweekly Guidance classes led by the school counselor that address emotional wellness, and are tied to needs established in CASA. Morning announcements include a character trait of the month and a social skill of the week, which are reinforced in Guidance classes. The school counselor meets with students individually and in small groups as needed. | | John Beard | 06/05/2019 |
| Action(s) | Created Date | | | 0 of 4 (0%) | | |
| 1 | 8/27/17 | EC and ESL teachers are represented in appropriate CASA regularly with school nurse and social worker participating as needed. | | | Melissa Skoglund | 02/07/2018 |
| Notes: | | | | | | |
| 2 | 8/27/17 | Professional development will be provided from the school counselor on emotional states and support. | | | John Beard | 06/06/2018 |
| Notes: | | | | | | |
| 3 | 8/27/17 | Professional development will be provided from EC and ESL staff on emotional states with learning of Special Populations. | | | Melissa Skoglund | 03/07/2018 |
| Notes: | | | | | | |
| 4 | 8/27/17 | Professional development will be provided from the school nurse and/or social worker. | | | Melissa Skoglund | 04/04/2018 |

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|---|--------------|--|---|-----------------------------------|------------------|-------------|
| Notes: | | | | | | |
| | | A4.11 | The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs).(5129) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | | We have Junior Mustache Fraternity, the Academic and Social Achievement Program, Battle of the Books, after school tutoring, the Esteemed Club, Soccer Club, Volleyball Club, and Cooking Club. | Limited Development 09/20/2017 | | |
| How it will look when fully met: | | | There will be accessible data by program participants. There will be professional development based on the needs and gaps in the extended learning programs. There will be implementation of research based strategies in the extended learning programs. | | Christopher Tuft | 06/08/2018 |
| Action(s) | Created Date | | | 0 of 3 (0%) | | |
| 1 | 9/20/17 | Students will be grouped in data warehouses using mClass and Powerschool. | | | Keisha Dawalt | 05/09/2018 |
| Notes: According to cumulative progress. 10/4 and 5/8 10/3 mClass groups for Exceptional Children, English as a Second Language, After school program, Read to Achieve, Grade Levels. | | | | | | |
| 2 | 9/20/17 | Professional development opportunities will be provided for extended learning instructors. | | | Keisha Dawalt | 11/08/2017 |
| Notes: | | | | | | |
| 3 | 9/20/17 | Administrators will analyze trends within disaggregated subgroups. | | | Christopher Tuft | 11/08/2017 |
| Notes: | | | | | | |
| | | A4.13 | The LEA/School provides all high school students with opportunities to enroll in and master rigorous coursework for college and career readiness.(5131) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | | Balfour does not have P-K. | No Development 10/17/2017 | | |
| How it will look when fully met: | | | | | | |
| Action(s) | Created Date | | | | | |
| | | | | | | |
| Notes: | | | | | | |

| | KEY | A4.16 | The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134) | Implementation Status | Assigned To | Target Date |
|---|---------------------|---|--|------------------------------|--------------------|-------------------|
| <i>Initial Assessment:</i> | | | There is occasional vertical planning among grade levels. | No Development 08/27/2017 | | |
| <i>How it will look when fully met:</i> | | | A support system will be in place for student transitions for grade to grade by June 2018. A support system will be in place for student transitions for level to level by September 2018. | | Myra Howell | 06/06/2018 |
| <i>Action(s)</i> | <i>Created Date</i> | | | 0 of 7 (0%) | | |
| 1 | 8/27/17 | End of Year transition meetings will take place between grade levels to discuss core success plans. | | | Keisha Dawalt | 06/06/2018 |
| <i>Notes:</i> | | | | | | |
| 2 | 8/27/17 | There will be an End of Year transition meetings between NAMS and Balfour's fifth grade team to discuss core success plans. | | | Emily Ramon | 06/06/2018 |
| <i>Notes:</i> | | | | | | |
| 3 | 8/27/17 | The fifth grade team will conduct a site visit to North Asheboro Middle School in January to identify transition needs. | | | Kari Dye | 02/07/2018 |
| <i>Notes:</i> | | | | | | |
| 4 | 8/27/17 | There will be a meet and greet for teachers and students to the next grade level. | | | Penny Crooks | 06/06/2018 |
| <i>Notes:</i> | | | | | | |
| 5 | 9/19/17 | NAMS will conduct Middle School Tours for current 5th graders. | | | Leigh Anna Marbert | 12/06/2017 |
| <i>Notes:</i> | | | | | | |
| 6 | 9/19/17 | We will have End of Year Transition meetings between NAMS and Balfour with Exceptional Children/English as a Second Language/Academically and Intellectually Gifted students. | | | Penny Crooks | 06/06/2018 |
| <i>Notes:</i> | | | | | | |
| 7 | 9/19/17 | Class Recommendations for the next school year will include EC and ESL representative input. | | | Melissa Skoglund | 08/31/2018 |
| <i>Notes:</i> | | | | | | |

| Core Function: | | | Dimension B - Leadership Capacity | | | |
|---|---------------------|---|--|-----------------------------------|------------------|-------------|
| Effective Practice: | | | Strategic planning, mission, and vision | | | |
| | KEY | B1.01 | The LEA has an LEA Support & Improvement Team.(5135) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | | The district has an LEA Support and Improvement Team that meets weekly (every Monday). A member of this team (Dr. McWherter) is assigned to work exclusively with Balfour to support needs for our school as they arrive. He reports on progress for our school during the LEA meetings and asks for support or additional problem solving as needed. A strong partnership exists with Dr. Rich around curriculum development. The district support team leads a data review meeting twice a year. | Limited Development 08/27/2017 | | |
| <i>How it will look when fully met:</i> | | | A strong and consistent LEA Support and Improvement Team is in place. | | Penny Crooks | 06/06/2018 |
| <i>Action(s)</i> | <i>Created Date</i> | | | 1 of 5 (20%) | | |
| 1 | 8/27/17 | Extended planning sessions every month. | | | Keisha Dawalt | 11/08/2017 |
| <i>Notes:</i> | | | | | | |
| 2 | 8/27/17 | Invite Dr. McWherter to School Leadership Meetings. | | Complete 10/03/2017 | Penny Crooks | 10/04/2017 |
| <i>Notes:</i> | | | | | | |
| 3 | 8/27/17 | Invite Vanessa Brooks to staff meeting. | | | Christopher Tuft | 12/13/2017 |
| <i>Notes:</i> Share Parent Outreach Support. | | | | | | |
| 4 | 8/27/17 | Invite Robin Harris to Staff Meeting. | | | Melissa Skoglund | 02/14/2018 |
| <i>Notes:</i> Share Title I and ESL Support Opportunities | | | | | | |
| 5 | 8/27/17 | Invite Dr. McCamish and Sarah Newman. | | | Melissa Skoglund | 12/13/2017 |
| <i>Notes:</i> Share EC Support Opportunities. | | | | | | |

| | KEY | B1.03 | A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137) | Implementation Status | Assigned To | Target Date |
|----------------------------------|--------------|---|---|-----------------------------------|------------------|-------------|
| Initial Assessment: | | | SLT includes representation from all stakeholders, and currently meets once a month for at least an hour. | Limited Development 08/27/2017 | | |
| How it will look when fully met: | | | Leadership team members will meet twice a month to review and assess the effective practices and the fidelity of their implementation. | | Christopher Tuft | 06/06/2018 |
| Action(s) | Created Date | | | 1 of 3 (33%) | | |
| 1 | 8/27/17 | Schedule SLT meeting the first Tuesday of each month. | | Complete 09/19/2017 | Penny Crooks | 09/20/2017 |
| Notes: | | | | | | |
| 2 | 8/27/17 | Set an agenda for each meeting that includes a timeline of specific Actions and their implementation. | | | Melissa Skoglund | 05/02/2018 |
| Notes: | | | | | | |
| 3 | 10/23/17 | A Multi Tiered System of Support Team meeting will be scheduled each month to monitor the implementation of Core Success Plans, Small Group Plans and Individual Student Plans. The team will make recommendations for Professional Development and changes in practices and/or policy. | | | Penny Crooks | 12/06/2017 |
| Notes: | | | | | | |

| Core Function: | | | Dimension B - Leadership Capacity | | | |
|----------------------------------|--------------|--|--|-----------------------------------|---------------|-------------|
| Effective Practice: | | | Distributed leadership and collaboration | | | |
| | KEY | B2.03 | The school has established a team structure among teachers with specific duties and time for instructional planning.(5143) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | | Teams are provided time for instructional planning on a daily basis. The school provides a framework for instructional planning. Not all teams have specific duties for members of team for instructional planning. | Limited Development 08/27/2017 | | |
| How it will look when fully met: | | | <p>Instructional Teams will develop and follow norms for instructional planning that include accountability measures. Norms will be posted in the planning room and will be reviewed quarterly so teams can make necessary adjustments. Teams will divide specific duties as necessary and will comply with all norms during meeting times. All teams should plan to meet together on Monday and Friday in the Grade Level Chair classroom and Tuesday-Thursday in the Data/Planning room.</p> <p>The School Leadership Team will develop and follow norms for bi-weekly meetings. Norms will be re-evaluated every quarter and necessary changes will be made. The School Leadership team will discuss indicator progress and the fidelity in which the action steps have been implemented.</p> <p>A School Community Council will be developed and will meet once per quarter to discuss specific issues that impact whole school improvement.</p> | | Keisha Dawalt | 06/06/2018 |
| Action(s) | Created Date | | | 0 of 6 (0%) | | |
| 1 | 8/27/17 | Teams develop norms for each grade level. | | | Keisha Dawalt | 11/08/2017 |
| Notes: | | | | | | |
| 2 | 8/27/17 | Time will be built into the last CASA of each month to review norms and discuss any necessary changes in norms or team structure. | | | Keisha Dawalt | 12/06/2017 |
| Notes: | | | | | | |
| 3 | 10/23/17 | Teams will determine specific duties for each team member and communicate them to the Principal. | | | Penny Crooks | 12/06/2017 |
| Notes: | | | | | | |
| 4 | 10/23/17 | The schedule will provide adequate time for instructional teams, the school improvement team, and PTO (School Community Council) to meeting. | | | Penny Crooks | 12/06/2017 |

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| Notes: | | | | | |
| 5 | 10/23/17 | Instructional Leadership Teams (SLT and MTSS Implementation Team) will meet twice a month to review NC Star indicators (inclusive of Continuous Improvement Plan and MTSS plan) and monitor fidelity of action step implementation. | | Penny Crooks | 02/07/2018 |
| Notes: | | | | | |
| 6 | 10/23/17 | Develop a School Community Council consisting of teachers, school social worker, principal, counselor, and parents. | | Christopher Tuft | 06/08/2018 |
| Notes: | | | | | |

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|---|---------------------|---|-----------------------------------|------------------|-------------|
| Core Function: | | Dimension B - Leadership Capacity | | | |
| Effective Practice: | | Monitoring instruction in school | | | |
| | B3.01 | The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | We have Junior Mustache Fraternity, the Academic and Social Achievement Program, Battle of the Books, after school tutoring, the Esteemed Club, Soccer Club, Volleyball Club, and Cooking Club. | Limited Development 08/16/2017 | | |
| How it will look when fully met: | | There will be accessible data by program participants. There will be professional development based on the needs and gaps in the extended learning programs. There will be implementation of research based strategies in the extended learning programs. | | Christopher Tuft | 06/08/2018 |
| Action(s) | Created Date | | | | |
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| Notes: | | | | | |

| | KEY | B3.03 | The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149) | Implementation Status | Assigned To | Target Date |
|----------------------------------|--|--|---|-----------------------------------|------------------|-------------|
| Initial Assessment: | | | Administrators participate in CASA meetings, and meet weekly to discuss instructional needs. | Limited Development 08/27/2017 | | |
| | | | Priority Score: 3 Opportunity Score: 3 Index Score: 9 | | | |
| How it will look when fully met: | | | Administrators participate in weekly CASA meetings, meet weekly to discuss instructional needs. An administrator/Instructional Facilitator has walked through each classroom each week and provided feedback (positive and/or constructive) on that walkthrough to the teacher. | | Penny Crooks | 06/06/2018 |
| Action(s) | Created Date | | | 1 of 2 (50%) | | |
| 1 | 8/27/17 | A common walkthrough tool and feedback form will be created. | | Complete 09/19/2017 | Penny Crooks | 09/20/2017 |
| Notes: | | | | | | |
| 2 | 8/27/17 | The administrative schedule will be arranged so that walkthrough time is a priority. | | | Christopher Tuft | 12/06/2017 |
| Notes: | | | | | | |
| Implementation: | | | | 10/23/2017 | | |
| Evidence | 10/3/2017 ELEOT has been adopted by the district as a district wide walkthrough instrument. We also use https://docs.google.com/forms/d/e/1FAIpQLScnLLiXGD77iF_TtYweNoNMh92SnXwzt5LI6hD_ex5jBkPMgA/viewform for further descriptive feedback to teachers. ELEOT Walkthrough Summary Data | | | | | |
| Experience | 10/3/2017. Administrative staff has divided grade levels on a weekly basis for regular walkthroughs. | | | | | |
| Sustainability | 10/3/2017 Weekly administrative meetings need to discuss aggregated walkthrough data. | | | | | |

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| 2 | 8/16/17 | The school instructional leaders will utilize the walkthrough instrument every week. | | Penny Crooks | 11/08/2017 |
| Notes: | | | | | |
| 3 | 8/16/17 | The administrative team will discuss aggregated walkthrough data twice a month. | | Penny Crooks | 11/08/2017 |
| Notes: | | | | | |
| 4 | 8/16/17 | Classroom and individual student data will be collected during Collaboration Around Student Achievement meetings every week. | | Keisha Dawalt | 12/06/2017 |
| Notes: | | | | | |
| 5 | 8/16/17 | The administrative team will analyze walkthrough (ELEOT) and classroom data (mClass and Aimsweb) to determine trends once a month. | | Keisha Dawalt | 12/06/2017 |
| Notes: | | | | | |
| 6 | 8/16/17 | The instructional team will share data with the leadership team and discuss professional development needs. | | Christopher Tuft | 01/03/2018 |
| Notes: | | | | | |

| Core Function: | | | Dimension C - Professional Capacity | | | |
|----------------------------------|--------------|-------|---|-----------------------------------|------------------|-------------|
| Effective Practice: | | | Talent recruitment and retention | | | |
| | KEY | C3.04 | The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | | The LEA has a system and the school follows all requirements from the LEA. The school does not have a consistent system for rewarding teachers. | Limited Development 08/27/2017 | | |
| How it will look when fully met: | | | The district system of procedures and protocols for recruiting, evaluating, and replacing staff will be consistently followed. A system for recognizing and rewarding school level staff will be implemented. | | Christopher Tuft | 06/06/2018 |
| Action(s) | Created Date | | | 0 of 2 (0%) | | |
| 1 | 8/27/17 | | We will develop and share guidelines for peer observers. | | Penny Crooks | 11/08/2017 |
| Notes: | | | | | | |
| 2 | 8/27/17 | | We will develop a system of regularly and consistently rewarding/celebrating staff. | | Mary Jessup | 11/08/2017 |
| Notes: | | | | | | |

| Core Function: | | | Dimension E - Families and Community | | | |
|---|--------------|-------|--|-----------------------------------|------------------|-------------|
| Effective Practice: | | | Family Engagement | | | |
| | KEY | E1.06 | The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | | Currently we have three Academic Family Teacher Team nights per year for grades K-5, weekly teacher newsletters, teacher websites, an updated Facebook page with upcoming events, World Heritage Night, a school website, an interpreter onsite three days per week for parent communication, and weekly Connect 5 phone messages. | Limited Development 08/16/2017 | | |
| <i>How it will look when fully met:</i> | | | 80% of parents will be involved with Balfour AFTT nights. 100% of teacher webpages will be updated bi-weekly. Weekly newsletters will be sent by 100% of teachers. 100% of teachers will use Class DOJO to communicate with parents. | | Emily Cappello | 06/05/2019 |
| Action(s) | Created Date | | | 3 of 6 (50%) | | |
| 1 | 8/16/17 | | The PBIS team will introduce and begin professional development on Class DOJO (online behavior management system). | Complete 08/23/2017 | Christopher Tuft | 10/04/2017 |
| Notes: | | | | | | |
| 2 | 8/16/17 | | Teachers will create a Class DOJO account and set up their class. | Complete 08/23/2017 | Christopher Tuft | 10/04/2017 |
| Notes: | | | | | | |
| 3 | 8/16/17 | | Teachers will implement Class DOJO in their classrooms and send appropriate information home to parents. | Complete 09/21/2017 | Christopher Tuft | 10/04/2017 |
| Notes: | | | | | | |
| 4 | 8/16/17 | | Analyze classroom trends from the first AFTT night and form a group of teachers to share tips on how to boost AFTT attendance. | | Emily Ramon | 12/06/2017 |
| Notes: | | | | | | |
| 5 | 8/16/17 | | Teacher websites will be checked monthly to ensure they are up to date. | | Christopher Tuft | 12/06/2017 |
| Notes: | | | | | | |
| 6 | 8/16/17 | | Teachers will turn in newsletters weekly to administration. | | Penny Crooks | 11/08/2017 |
| Notes: | | | | | | |

Comprehensive Progress Report

Mission:

Mission: Guy B. Teachey Elementary will be an inviting school where high expectations, respect for one another, and life-long learning are valued and promoted. Vision: Guy B. Teachey Elementary will be a safe, nurturing school that works collaboratively with all stakeholders; preparing students to be productive 21st century citizens.

Goals:

- Each student in Asheboro City Schools graduates prepared for further education, work, and citizenship.
- Each student has a personalized education.
- Each student has excellent educators every day.
- Asheboro City Schools will have up-to-date business, technology and communication systems to serve its students, families, and staff.
- Each student is healthy, safe, and responsible.



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| ! = Past Due Actions KEY = Key Indicator | | | | | | |
| Core Function: | | Dimension A - Instructional Excellence and Alignment | | | | |
| Effective Practice: | | High expectations for all staff and students | | | | |
| | KEY | A1.07 | ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088) | Implementation Status | Assigned To | Target Date |

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|---------------------|---------|---|--|----------------|------------|
| 2 | 6/14/17 | Grade level teams will design units of instruction in Math based around EngageNY modules. Goal is to design, plan, and implement one per quarter (4 for the 2017-2018 school year). | | Sharon Andrews | 04/01/2018 |
| Notes: | | | | | |
| 3 | 6/14/17 | Grade level teams will design units of instruction in science based NC Essential Standards for Science. Goal is to design, plan, and implement one per quarter (4 for the 2017-2018 school year). | | Sharon Andrews | 04/01/2018 |
| Notes: | | | | | |
| Core Function: | | Dimension A - Instructional Excellence and Alignment | | | |
| Effective Practice: | | Student support services | | | |

| | KEY | A4.01 | The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117) | Implementation Status | Assigned To | Target Date |
|---|--------------|-------|---|-----------------------------------|----------------|-------------|
| <i>Initial Assessment:</i> | | | Teachers are learning to implement the Core Success Plan in each homeroom. All student needs are screened and the data is used to create an instruction plan to meet needs indicated in math and ELA during core instruction. Evidence based strategies are matched to the indicated needs and are used to make sure students can access lesson content. Teachers document implementation data as well as student performance data. This is used to determine effectiveness and to make decisions regarding next steps. (Target: 80% of class are successful with core instruction, demonstrating proficiency with lesson content.) Teachers will learn to implement the Small Group Success Plan for groups of targeted students who need additional support/intervention. Implementation and student performance data is tracked for individual students. (Target: 15%--students who need moderate catch-up growth and additional support in order to access lesson content/demonstrate proficiency with lesson content.) For students who need intensive, more individualized support, teachers are using the Individual Success Plan (the former Personal Education Plan), providing individual intervention and are using response data to determine effectiveness of intervention strategy, etc.(Target: 5%--students needing the most intense support in order to access lesson content, meet catch-up growth goals, etc.) | Limited Development 06/14/2017 | | |
| <i>How it will look when fully met:</i> | | | When fully implemented, all homeroom teachers will: 1) Have Core Success Plans for ELA and Math, update data for both implementation and student achievement data, and evaluate overall effectiveness of Core Instruction and 2) Have Small Group Success Plans for ELA and Math, update data for both implementation and student achievement data, and evaluate overall effectiveness of intervention strategies for the targeted students. Some homeroom teachers will have Individual Success Plans for ELA and/or Math, update data for both implementation and student achievement data, and evaluate overall effectiveness of the intervention plan for the individual student. | | Sharon Andrews | 06/08/2018 |
| Action(s) | Created Date | | | 1 of 5 (20%) | | |
| 1 | 10/15/17 | | Collect and analyze Beginning Of Year data during CASA (Collaboration Around Student Achievement) meetings using mCLASS (North Carolina Department of Public Instruction K-3 assessment system), SRI (Scholastic Reading Inventory for grades 3-5), Fountas and Pinnell (instructional reading levels 4-5), and AIMS Web Plus (K-5 Universal Screening Program for reading 4-5 and math K-5). | Complete 10/10/2017 | Sharon Andrews | 10/16/2017 |

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| <i>Notes:</i> | | | | | |
| 2 | 10/15/17 | The Instructional Success Plan (ISP) team will provide professional development on MTSS (Multi-Tiered Support System) that includes an overview of the Core Success Plan, Small Group Success Plan and Individual Plan. Beginning Teachers and interested teachers will have a strategy session to further support them as they write their first plans. | | Sharon Andrews | 11/30/2017 |
| <i>Notes:</i> | | | | | |
| 3 | 10/15/17 | In grade level CASAs, develop Core Success Plans that add one or more strategies to core instruction to support skill deficits common for a high percentage of students so that 80% of students master standards. Data for implementation and student growth will be collected and analyzed regularly. Plans will be revised according to that data during CASA meetings a minimum of once per quarter. | | Sharon Andrews | 05/01/2018 |
| <i>Notes:</i> | | | | | |
| 4 | 10/15/17 | Individual teachers will develop Small Group Success Plans for students who need additional support in order to master standards. Data for implementation and student growth will be collected and analyzed regularly. Plans will be revised according to the data regularly. | | Sharon Andrews | 05/01/2018 |
| <i>Notes:</i> | | | | | |
| 5 | 10/15/17 | The ISP team will meet with grade levels to assist with individual plans and to monitor student success. This will be used along with other information to determine which additional supports may be required to ensure student growth. | | Kim Clodfelter | 04/01/2018 |
| <i>Notes:</i> | | | | | |

| | KEY | A4.06 | ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124) | Implementation Status | Assigned To | Target Date |
|---|---------------------|---|--|-----------------------------------|-----------------|-------------|
| Initial Assessment: | | | PBIS support, classroom guidance lessons, and classroom discussions provide instruction, modeling, and a positive environment to help students learn ways to manage, identify, and express their emotions. Classroom guidance topics include understanding emotions, ways to express those emotions, appreciating differences, cause and effect, self management, and resolving conflict. All teachers ensure that students emotional needs are met so that they may learn. Available resources are used when necessary. Teachey has a full time school counselor, full time nurse, and part time school social worker to assist students, families, and teachers with meeting the emotional needs of our students. Teachey has a Watch DOGS (Dads of Great Student) program to provide positive male role models for our students. Project Bridge provides a male mentor to meet with a select group of 4th and 5th grade male students to discuss emotional needs and how to deal with those issues. Teachey has a therapeutic classroom specifically designed to support the severe behavioral and mental health needs of elementary students in Asheboro City Schools. The Therapeutic classroom works in partnership with Evan's Blout to provide individual and group therapy needs. | Limited Development 06/14/2017 | | |
| How it will look when fully met: | | | All students have developed self-management skills in order to establish positive emotional climates in the classroom that promotes a healthy learning environment. The school has an established support system in place that partners trusted adults with students so that self-management skills are monitored and strengthened on an on going basis. | | Kim Clodfelter | 06/08/2018 |
| Action(s) | Created Date | | | 2 of 4 (50%) | | |
| 1 | 10/16/17 | Create and utilize a check in/check out system for students who need additional support and guidance where students meet with PBIS team members daily to set goals and assess progress. Effectiveness is assessed each quarter. | | Complete 10/02/2017 | Stephanie Wells | 10/02/2017 |
| <i>Notes:</i> | | | | | | |
| 2 | 10/16/17 | Create class lists based on teacher input regarding student personalities. | | Complete 08/24/2017 | Amy Day | 08/24/2017 |
| <i>Notes:</i> | | | | | | |
| 3 | 10/16/17 | Provide professional development regarding cultural responsiveness led by Tressie Sargent, Wendy Rich, and Cayce McCamish. | | | Tressie Sargent | 06/08/2018 |
| <i>Notes:</i> | | | | | | |

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| 4 | 10/23/17 | The PBIS team and/or the ISP team assists teachers when an individual student needs an intervention strategy for learning self-management (social stories, the chart that rewards positive choices after a short span of time, use of stress toys, etc.). | | Kim Clodfelter | 05/01/2018 |
| Notes: | | | | | |
| KEY | A4.16 | The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | In the spring, prior to enrollment in kindergarten, student and parents attend orientation. During this time, we gather required documents for enrollment and introducing families to our school. Parents make appointments for informal screening. Students attend in small groups as teachers observe academic as well as school preparedness behaviors. Students who may benefit from summer programs geared to introduce students to school are identified and invited. Parents of students with IEPs (Individualized Education Plans) also attend transition meetings. In addition, parents tour the school and learn more about making the kindergarten year a positive experience. | Limited Development 08/16/2017 | | |
| How it will look when fully met: | | When fully implemented, there will be a plan for introducing the next grade level in the spring of the year: K to 1; 1 to 2; 2 to 3; 3 to 4; and 4 to 5. Packets will be sent home with the last report card that include suggested books to read and math practice to help students be successful at the start of the next grade level. Teachers in previous grade levels will communicate with current teachers about strategies to help connect with struggling or difficult students. AFTT (Academic Family Teacher Team) meetings will front-load the next year's standards with particular attention paid to students moving from Grade 2 to Grade 3 and Grade 5 to Grade 6. | | Kim Clodfelter | 06/08/2018 |
| Action(s) | Created Date | | 2 of 3 (67%) | | |
| 2 | 10/16/17 | School Tours are offered district-wide throughout the school year (both on set dates and by request) for potential students and their families. | Complete 08/24/2017 | Amy Day | 08/24/2017 |
| Notes: | | | | | |
| 3 | 10/16/17 | ISP team meets to discuss student needs, interventions from previous years, and performance trends. Strategies are shared by grade level representatives and specialists. | Complete 09/30/2017 | Kim Clodfelter | 09/30/2017 |
| Notes: | | | | | |

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| 4 | 10/16/17 | Individual students have transition meetings with new faculty when transitioning from the therapeutic classroom (and/or regular classroom) back to the home school or the middle school, as needed. | | Kim Clodfelter | 05/01/2018 |
| Notes: | | | | | |

| Core Function: | | | Dimension B - Leadership Capacity | | | |
|----------------------------------|--------------|-------|---|-----------------------------------|---------------|-------------|
| Effective Practice: | | | Strategic planning, mission, and vision | | | |
| | KEY | B1.03 | A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | | Teachey has had a leadership team for many years following most of the criteria described in the indicator. In 2017-18, the team is comprised of elected representatives from each grade level (K-5), elected representatives from special areas (Exceptional Children, Reading/English Language Learners, Instructional Assistants, and Encore), an elected parent representative, a district thought partner, media specialist, guidance counselor, instructional facilitator, assistant principal, and principal. There is a membership rotation schedule so that at least half of the team are veteran members in any given year. | Limited Development 06/14/2017 | | |
| How it will look when fully met: | | | Changes for the 2017-18 school year to meet this indicator include meeting twice a month (vs. once a month) and focusing the team’s work on school improvement planning and implementation. | | Jonas Hancock | 06/14/2019 |
| Action(s) | Created Date | | | 0 of 1 (0%) | | |
| 1 | 10/16/17 | | Create a calendar that specifies which indicators and action steps will be monitored during specific meeting dates and those reporting on our progress with the indicator. Monitor and change as needed. | | Jonas Hancock | 11/02/2017 |
| Notes: | | | | | | |

| Core Function: | | | Dimension B - Leadership Capacity | | | |
|---|---------------------|--|--|-----------------------------------|-------------|-------------|
| Effective Practice: | | | Distributed leadership and collaboration | | | |
| | KEY | B2.03 | The school has established a team structure among teachers with specific duties and time for instructional planning.(5143) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | | Teachey has embraced team structures to address instructional planning, individual student needs, school improvement, and family-community connections in a variety of ways. Committees and teams make year-long plans and develop work products, create agendas and meeting minutes that are archived for future reference, meet regularly (weekly and monthly), and are provided with timely student performance data to assist the decision-making process. The following teams meet regularly: Instructional Success Plan Team (Weekly on Wednesdays), School Leadership Team (First Tuesday of the month), Positive Behavior Interventions and Supports Team (Fourth Tuesday of the month), Collaboration Around Student Achievement Meetings (Weekly with grade level teams (K-5)), Parent/Teacher Organization Board Meetings (Second Monday of the month.) | Limited Development 08/16/2017 | | |
| <i>How it will look when fully met:</i> | | | When this is fully implemented, the School Leadership Team will meet twice monthly (instead of once per month) and the purpose of each committee/team will be clearly described and available to all shareholders. | | Amy Day | 06/08/2018 |
| <i>Action(s)</i> | <i>Created Date</i> | | | 0 of 2 (0%) | | |
| 1 | 10/23/17 | Implement twice monthly School Leadership Team meetings. | | | Amy Day | 06/08/2018 |
| <i>Notes:</i> | | | | | | |
| 2 | 10/23/17 | Purpose and by-laws (norms) for each committee/team will be created, shared with shareholders, and placed in the 2018-2019 Staff Handbook. | | | Amy Day | 06/08/2018 |
| <i>Notes:</i> | | | | | | |

| Core Function: | | | Dimension B - Leadership Capacity | | | |
|----------------------------------|--------------|---|--|-----------------------------------|-----------------|-------------|
| Effective Practice: | | | Monitoring instruction in school | | | |
| | | B3.01 | The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | | Students participate in daily Tiger Time intervention groups based on current data discussed at CASA meetings. Select students also receive tutoring after school from their teachers and from an interventionist. Students in grades 3-5 are utilizing Study Island after school to target their specific skill needs and deficits. Students enrolled in the After School Academic and Social Achievement Program receive additional support from their classroom teacher and after school staff. | Limited Development 08/16/2017 | | |
| How it will look when fully met: | | | Continue to utilize data-driven Tiger Time flexible groups in grades 2-5 to provide daily opportunities for academic catch-up growth (double and triple dip instruction for students achieving below proficiency in reading and/or math) or enrichment. Continued monitoring of growth of student achievement of all students participating in the after school program. | | Amy Day | 06/08/2018 |
| Action(s) | Created Date | | | 0 of 4 (0%) | | |
| 1 | 8/16/17 | Implement professional development to aid teachers in utilizing Tiger Time and extra school time effectively. | | | Sharon Andrews | 06/08/2018 |
| Notes: | | | | | | |
| 2 | 10/23/17 | Fidelity of Tiger Time in grades 2-5 for reading, math, and fifth grade science. | | | Sharon Andrews | 04/01/2018 |
| Notes: | | | | | | |
| 3 | 10/23/17 | Develop a streamlined process for communicating with teachers of students in the after school program. | | | Rhonda McHenry | 12/01/2017 |
| Notes: | | | | | | |
| 4 | 10/23/17 | Fully utilize AIG specialist to provide enrichment activities during Tiger Time. | | | Melissa McKeown | 05/01/2018 |
| Notes: | | | | | | |

| | KEY | B3.03 | The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149) | Implementation Status | Assigned To | Target Date |
|---|---------------------|--|---|-----------------------------------|-------------|-------------|
| Initial Assessment: | | | Administration is present at weekly CASA meetings to discuss the current data and instructional strategies. Teachers are currently observed based on their renewal cycle (2x, 3x or 4x a year) and given constructive feedback with artifacts at their post-observation conference. | Limited Development 06/14/2017 | | |
| How it will look when fully met: | | | This objective is one that needs to be updated and addressed based on the needs of the staff and the students. When fully met the teachers would receive frequent walk-throughs in addition to the annual expectations of the evaluation system. | | Amy Day | 06/08/2018 |
| Action(s) | Created Date | | | 1 of 2 (50%) | | |
| 1 | 10/16/17 | Grade levels turn in weekly plans in the Google Team Drive each Friday for Ms. Day to review and give feedback. | | Complete 08/24/2017 | Amy Day | 08/24/2017 |
| Notes: | | | | | | |
| 2 | 10/16/17 | Administrators perform formal and informal observations and provide constructive feedback to classroom teachers within ten days. | | | Amy Day | 06/08/2018 |
| Notes: | | | | | | |

| Core Function: | | | Dimension C - Professional Capacity | | | |
|---|---------------------|--|--|-----------------------------------|-------------|-------------|
| Effective Practice: | | | Quality of professional development | | | |
| | KEY | C2.01 | The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | | Grade levels meet weekly to discuss grade level performance data. This student performance data is used to form differentiated intervention groups and to make adjustments to current lesson plans. Three times a year staff meets to view school-wide student performance data. | Limited Development 06/14/2017 | | |
| How it will look when fully met: | | | The use of aggregated classroom observation data is an area where we can improve. We can increase the amount of walkthroughs by creating and utilizing a school wide observation form. We will then be able to use the data to make decisions about school improvement and professional development needs. | | Amy Day | 06/08/2018 |
| Action(s) | Created Date | | | 0 of 3 (0%) | | |
| 1 | 8/16/17 | The School Leadership Team will share grade level data once a month. This will allow grade levels to identify what is working and what barriers we still have. | | | Amy Day | 06/08/2018 |

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| <i>Notes:</i> | | | | | |
| 2 | 8/16/17 | Administrators will share walk-through data trends monthly. The team will highlight strengths and areas of need. | | Amy Day | 06/08/2018 |
| <i>Notes:</i> | | | | | |
| 3 | 8/16/17 | The School Leadership Team will use data to create a PD (Professional Development) plan based on individual, small group, and whole school needs. | | Sharon Andrews | 06/08/2018 |
| <i>Notes:</i> | | | | | |

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|----------------------------------|--------------|-------|--|-----------------------------------|-------------|-------------|
| Core Function: | | | Dimension C - Professional Capacity | | | |
| Effective Practice: | | | Talent recruitment and retention | | | |
| | KEY | C3.04 | The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | | Administration and selected staff participate and attend district level career fairs in order to showcase our school. Teacher Teams are assembled to interview potential candidates to seek out those whose philosophy and vision are compatible with our stakeholders. All members of the interview team weigh in on recommendations for hire at the completion of the interview process. All beginning teachers are matched with a lead mentor in order to provide full support beyond the classroom which compliments district level networking and support. School administration follows normal protocol with teachers for their required evaluation cycle. Administration provides coaching and individual conferences in order to review teacher EVAAS (Education Value-Added Assessment System) data, classroom achievement data and professional development plans periodically throughout the school year. Staff members are nominated by peers for teacher of the year recognition. During monthly staff meetings, administration recognizes staff members for their contributions and achievements. The teacher turnover rate for the 2016-2017 school year fell at 13.2%. | Limited Development 06/14/2017 | | |
| How it will look when fully met: | | | The evaluation system will be uniformly applied to all staff, both high achieving and those working at the developing level. Systems in place for recruiting, evaluating, and rewarding staff will result in the creation of a "high performing" staff which in turn promotes high growth in student achievement. | | Amy Day | 06/08/2018 |
| Action(s) | Created Date | | | 0 of 1 (0%) | | |
| 3 | 10/23/17 | | Administration provides opportunities for teachers to grow and improve based on their individual rubric ratings on the North Carolina Educator Effectiveness System. Individualized professional development will be assigned so that teachers evaluated as “Developing” grow to “Proficient” within one year. | | Amy Day | 06/30/2018 |
| Notes: | | | | | | |

| Core Function: | | | Dimension E - Families and Community | | | |
|----------------------------|-----|-------|---|-----------------------------------|-------------|-------------|
| Effective Practice: | | | Family Engagement | | | |
| | KEY | E1.06 | The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | | The principal does a Sunday night phone/email message for all families that highlights upcoming important events. We host three Academic Family Teacher Team (AFTT) evening meetings. We offered two sessions each night at two different times to maximize parent participation. Teachers present class data and parents are given strategies on how to help their children at home. Incentives and awards are given to students for their participation in digital programs like Accelerated Reader and Study Island. The principal regularly writes words of encouragement on each student's report card. Our Guy B. Teachey school website is updated consistently to include important information for students and their families. Class Dojo is used school-wide to inform families of their student's behavior and accomplishments. Teachers and administration can also instant message parents and share Class Stories with photos and videos using Class Dojo. | Full Implementation 06/14/2017 | | |

Comprehensive Progress Report

Mission:
Mission - Our mission is to teach students to be lifelong learners and productive citizens who will exhibit pride in themselves and their community. Vision - Lindley Park will be a school of excellence where students are honored, learning is valued, and our community is dedicated to the success of all.

Goals:

- Alter the text and click the 'Update' link. Be sure to 'Save' when done.
- GOAL 1 – Each student in Asheboro City Schools graduates prepared for further education, work, and citizenship.
- GOAL 2 - Each student has a personalized education.
- GOAL 3 – Each student has excellent educators every day.
- GOAL 4 – Asheboro City Schools will have up-to-date business, technology and communication systems to serve its students, families, and staff.
- GOAL 5 – Each student is healthy, safe, and responsible.



| Core Function: | | | Dimension A - Instructional Excellence and Alignment | | | |
|----------------------------------|-----|--------------|---|-----------------------------------|---------------|-------------|
| Effective Practice: | | | High expectations for all staff and students | | | |
| | KEY | A1.07 | ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | | Beginning teachers have mentors and coteaching is provided with two teachers per classroom as much as possible. The PBIS team has procedures and expectations for all classroom set in place. | Limited Development 08/16/2017 | | |
| How it will look when fully met: | | | Teachers will build relationships with students, solve problems creatively, communicate effectively with students, and seek help from a mentor when needed. All classrooms will have rules posted that have been created with the Positive Behavior Interventions and Support team. At our school, each morning the principal reminds students on the announcements that our leopards leap. LEAP stands for Learn, Encourage, Achieve, Persevere. Our teachers use this motto along with a matrix to support classroom rules and behavior. The principal also holds quarterly town meetings with each grade level to go over what is expected at Lindley Park. Our teachers take pride in building relationships with our students by eating lunch with small groups, going to sporting events or extra curricular activities. This is an example of positive reinforcement and relationship building with our teachers and students. Teachers are provided with the opportunity to observe master teachers that implement high standards through effective classroom management. | | Nikki Domally | 01/19/2018 |
| Action(s) | | Created Date | | 0 of 1 (0%) | | |
| 1 | | 8/16/17 | Pair teachers with a management coach to model and support effective classroom management. | | Jaime Noack | 11/09/2017 |
| Notes: | | | | | | |

| Core Function: | | | Dimension A - Instructional Excellence and Alignment | | | |
|----------------------------------|--------------|-------|---|-----------------------------------|-----------------|-------------|
| Effective Practice: | | | Curriculum and instructional alignment | | | |
| | KEY | A2.04 | Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | | At Lindley Park Elementary School, our instruction is aligned to the standards provided by NCDPI and our pacing adheres to district pacing guides. Teachers have common planning times 4 days a week set aside for planning units and lessons. We give common assessments at each grade level, but need to work on the consistency of using pre-assessments in our units. We also need to invest time to work on vertical planning/continuity across grade levels. There are some discrepancies among teachers with regard to interpretation of the standards and best practices to teach them. | Limited Development 04/24/2017 | | |
| How it will look when fully met: | | | At full implementation, staff across grade levels will have a an accurate, deep understanding of the standards and that will be evidenced through the implementation of rigorous lesson plans that directly align with standards as well as the regular use of high quality, standards-aligned common assessments. Collaboration Around Student Achievement (CASA) meeting minutes, lesson plans, as well as observations of classroom practice and team planning time will provide evidence to support full implementation of this indicator. | | Caroline Rush | 05/01/2018 |
| Action(s) | Created Date | | | 1 of 3 (33%) | | |
| 1 | 8/16/17 | | CASA meetings will be held for each grade level and the instructional facilitator will provide staff members with a framework to support meaningful discussion and data analysis in these meetings. | Complete 08/31/2017 | Caroline Rush | 09/05/2017 |
| Notes: | | | | | | |
| 2 | 10/3/17 | | Grade level teams will participate in extended grade level planning in order to unpack the Engage NY curriculum and ensure that our instructional choices from this resource are standards aligned. | | Caroline Rush | 02/05/2018 |
| Notes: | | | | | | |
| 3 | 10/3/17 | | Grade level teams will discuss vertical alignment, specifically with regard to academic vocabulary and readiness, in vertical team meetings facilitated by teacher leaders. | | Heather Hopkins | 04/20/2018 |
| Notes: | | | | | | |

| Core Function: | | | Dimension A - Instructional Excellence and Alignment | | | |
|----------------------------------|--------------|-------|---|-----------------------------------|---------------|-------------|
| Effective Practice: | | | Student support services | | | |
| | KEY | A4.01 | The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | | Low-performing students currently receive all core instruction, small group intensive instruction, and tiered instruction from support staff. Each grade level has a set intervention block where students are grouped homogeneously by standards that they are below grade level in. Students that are currently going through the MTSS process are transient students that have come in from other schools. Our current data shows that students that have been at LP for consecutive years have been less likely to go through the MTSS process. | Limited Development 08/16/2017 | | |
| How it will look when fully met: | | | Teachers and administrators meet weekly during their Collaboration Around Student Achievement (CASA) meetings to look at student data. As a team, low performing students are discussed and placed into small intervention groups. Students that are performing above grade level will receive acceleration from other teachers. We will be able to determine if students are challenged due to academics or other factors such as a learning disability or motivational reasons. | | Jaime Noack | 06/13/2018 |
| Action(s) | Created Date | | | 1 of 2 (50%) | | |
| 1 | 10/23/17 | | Grade levels will create and monitor Core Success Plans to ensure that all students are receiving and mastering core instruction. | Complete 10/13/2017 | Caroline Rush | 12/14/2017 |
| Notes: | | | | | | |
| 2 | 10/23/17 | | Based on the lowest twenty percent of students in core instruction, small group plans will be created and monitored to ensure student success. The small group plans will focus on specific deficits within core instruction. | | Caroline Rush | 12/15/2017 |
| Notes: | | | | | | |

| | KEY | A4.06 | ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124) | Implementation Status | Assigned To | Target Date |
|---|---------------------|--|--|-----------------------------------|-----------------|-------------|
| <i>Initial Assessment:</i> | | | Teachers, along with support staff, and the guidance counselor teach students to accept one another through their emotional differences. Some teachers, though not all, currently have a quiet or safe place for students to stop, reflect, and regroup themselves as needed. Our most needy students who have an Individualized Education Program (IEP) have behavior plans in place where they are frequently rewarded for good choices and have scheduled emotional support times.Students are taught school wide expectations in at least two methods--through weekly lessons with the school counselor and daily interactions with school staff. If student require additional support, it is given through individual and group sessions with the school counselor. We use Leopard Loot to reward our students who meet school wide expectations. They use this money to buy items from our school store, classroom store, or school activities. | Limited Development 08/16/2017 | | |
| <i>How it will look when fully met:</i> | | | Students feel confident and safe expressing their emotions at school. Students will have a safe place for students to stop and reflect and regroup. All teachers will have an established location for students to go and we will have a procedure in place for what to do when a child has emotional needs. A check in/check out system will be in place for our students who have frequent needs so they can reflect and learn how to control their emotions and these assignments will be made systematically through the school's counseling program and/or through the Multi-Tiered System of Support (MTSS) team. | | Rebecca Jones | 06/08/2018 |
| <i>Action(s)</i> | <i>Created Date</i> | | | 0 of 1 (0%) | | |
| 1 | 9/18/17 | Each grade level will brainstorm and identify a set procedure and location for their students when they have emotional needs. Students that have regular needs will be referred to the guidance counselor so they can be set up with a check in/out plan, and offer emotional support. | | | Christa Hartman | 11/16/2017 |
| Notes: | | | | | | |

| | | A4.11 | The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs).(5129) | Implementation Status | Assigned To | Target Date |
|---|---------------------|--------------|---|-----------------------------------|--------------------|--------------------|
| <i>Initial Assessment:</i> | | | We currently have an after school program offered at reduced costs. This program is open 2:30-6:00 for enrolled students and each of these students has structured time to receive help on homework, take AR quizzes, and participate in a number of STEM activities in addition to outdoor play to help support the development of the whole child. Additionally, free after school tutoring is provided on an "at-will" basis by teachers on various grade levels. | Limited Development 10/27/2017 | | |
| <i>How it will look when fully met:</i> | | | There will be at least 3 after school clubs operating to enrich students' social and/or academic experience at Lindley Park. Our library will have extended hours as needed in order to support the needs of our students who do not have internet access at home. We will continue to operate the ASAP program for students and work with the staff to continue to enhance opportunities for academic growth by assigning a teacher to support the after school care personnel in their efforts to implement rigorous and relevant activities. Also, to fully meet this objective, we would need an after school bus to support the transportation needs of some of our most at-risk students for after school tutoring opportunities. | | Kathy Malpass | 02/28/2018 |
| <i>Action(s)</i> | <i>Created Date</i> | | | 0 of 1 (0%) | | |
| 1 | 10/27/17 | | The following clubs will be available to students in the 2017-2018 school year: Student Council, Japanese Drumming, and a Running Club. | | Heather Neal | 02/28/2018 |
| <i>Notes:</i> | | | Some clubs will will meet the whole year, while others will have 6-8 week durations. | | | |

| | KEY | A4.16 | The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134) | Implementation Status | Assigned To | Target Date |
|--|-----|---------------------|--|-----------------------------------|---------------|-------------|
| <i>Initial Assessment:</i> | | | As a school, we currently have days where local preschools visit our Kindergarten classrooms. We also make it possible for our 5th grade students to have an opportunity to visit the two middle schools. Our Kindergarten and first grade teams also collaborated and made it possible for the rising first graders were able to see what being in first grade is like. | Limited Development 08/16/2017 | | |
| <i>How it will look when fully met:</i> | | | Students from each grade level, K-5, will have opportunities in the spring of each begin thinking about what they can expect both socially and academically in the upcoming year. The majority of these transitional conversations will take place during the guidance block for students. Our counselor will help to communicate grade level expectations, provide tours of classrooms, and even show video clips of the next grade level's activities and lessons when appropriate. In addition, at the end of each year, students will be afforded an opportunity to talk with both student leaders and teachers from the next grade level about what to expect. All teachers across grade levels communicate about students' strengths and weaknesses, social and emotional needs, and any interventions that have been in place to support those students in order to ensure a smooth transition to the next grade level. There will be a specific, formalized process for ensuring that this communication takes place before the start of each new school year. | | Rebecca Jones | 05/31/2018 |
| <i>Action(s)</i> | | <i>Created Date</i> | | 0 of 1 (0%) | | |
| 1 | | 10/27/17 | The MTSS team will design a formalized process for communication about students' academic strengths and weaknesses, classroom behavior, social and emotional needs, and /or interventions needed to support the students' success at the next grade level. | | Rebecca Jones | 04/30/2018 |
| <i>Notes:</i> Informal systems for sharing this information are in place for most teachers, but they are not yet consistent with all teachers. | | | | | | |
| Core Function: | | | Dimension B - Leadership Capacity | | | |
| Effective Practice: | | | Strategic planning, mission, and vision | | | |
| | KEY | B1.01 | The LEA has an LEA Support & Improvement Team.(5135) | Implementation Status | Assigned To | Target Date |

| | | | | | | |
|----------------------------|-----|-------|---|-----------------------------------|--------------------|--------------------|
| <i>Initial Assessment:</i> | | | The team currently meets at least monthly to review school instructional needs and concerns. Team members are voted on by the whole school prior to the current instructional school year. Norms are established at the beginning of each school year and roles are voted on. Information is provided in notes post meetings and through email as follow ups. We review Continuous Improvement Plan (CIP) goals and address agenda items. The team chair and co-chair along with the school administrator create an agenda and remind team members of the goals and action steps that need to be discussed. Decisions are made as a team and voted on by the members. Grade level team members are responsible for delivering the information provided at the meetings and following up with questions or concerns. | Full Implementation 09/18/2017 | | |
| | KEY | B1.03 | A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | | The Lindley Park School Leadership Team (SLT) is comprised of representatives from each grade level as well as specialists and administration. This team currently meets bi-monthly for over an hour to lead the change process. The SLT meets monthly while the Multi-Tiered System of Support (MTSS) team, a subgroup, also meets monthly. | Full Implementation 09/18/2017 | | |

| Core Function: | | | Dimension B - Leadership Capacity | | | |
|----------------------------------|--------------|-------|--|-----------------------------------|---------------|-------------|
| Effective Practice: | | | Distributed leadership and collaboration | | | |
| | KEY | B2.03 | The school has established a team structure among teachers with specific duties and time for instructional planning.(5143) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | | Team planning times have been established by the instructional leadership team which is comprised of the principal, assistant principal,and the instructional facilitator. Each grade level has a set aside day to plan for math, one for reading, and then an additional day to review data as its relates to common assessments. Expectations and norms for Collaboration Around Student Achievement (CASA) meetings have been established in order to ensure the efficacy of the meetings. Additionally, grade level teams across the district meet with one another to reflect on curriculum and best practices once every other month. Vertical team meetings have not been a part of our regular practice prior to the 2017-2018 school year, but this year vertical team meetings will take place bi-quarterly. | Limited Development 09/18/2017 | | |
| How it will look when fully met: | | | CASA is currently well established. The addition of vertical team planning will take place monthly allowing one grade level above and below to meet. | | Caroline Rush | 06/08/2018 |
| Action(s) | Created Date | | | 0 of 1 (0%) | | |
| 1 | 9/18/17 | | During vertical planning teachers will establish common academic vocabulary for the various core subjects. They will also discuss best practices for teaching core curriculum. | | Caroline Rush | 06/08/2018 |
| Notes: | | | | | | |

| Core Function: | | | Dimension B - Leadership Capacity | | | |
|---------------------|-----|-------|--|-----------------------|-------------|-------------|
| Effective Practice: | | | Monitoring instruction in school | | | |
| | KEY | B3.03 | The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149) | Implementation Status | Assigned To | Target Date |

| | | | | |
|-----------------------------------|---|---|--|--|
| <p>Initial Assessment:</p> | <p>The administration team monitors classroom instruction daily in all grade levels. Lesson plans are viewed weekly as well as assessments given by the teacher. The Instructional Facilitator meets in weekly plannings with each grade level as well as Collaboration Around Student Achievement (CASA) meetings to insure instruction is targeted and reflective. The administration team uses a walk-through form that provides teachers with instant feedback, that is used to improve instruction. With this objective being fully met, the administration team is visible, supportive, and provides direct resources to improve instruction when needed. The principal models instruction when the opportunity lends itself. During pre-observation meetings, the principal discusses instructional strategies that the teacher would like her to hone in on and then discuss during the post conference. Classroom visits has been the key to succeeding in this objective.</p> | <p>Full Implementation 09/18/2017</p> | | |
|-----------------------------------|---|---|--|--|

| Core Function: | | | Dimension C - Professional Capacity | | | |
|---|--------------|--|--|-----------------------------------|---------------|-------------|
| Effective Practice: | | | Quality of professional development | | | |
| | KEY | C2.01 | The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | | The school leadership team reviews performance data at the beginning, middle, and end of the year to make to draft school improvement goals and actions steps. The data discussed include EOG scores, READY data (with subgroup details), and M-Class assessment data. In grade level CASA meetings teachers analyze common assessment data as well as benchmark assessments. Grade level teams report out to the leadership team and the staff at large about student progress and understanding using both performance data and aggregate classroom observation data (district benchmarks, M-Class assessment data, and common formative assessments). Though data is a part of our initial decision making and EOY assessment of our progress towards our goals, we need to be more purposeful about the inclusion of data analysis and discussion as a part of our regular progress monitoring efforts as a school improvement team. | Limited Development 08/16/2017 | | |
| <i>How it will look when fully met:</i> | | | Data will be reviewed at regular intervals; not just to set goals as Beginning Of Year (BOY) or assess their attainment at EOY, but also to progress monitor and change direction if needed. Two-way communication between the school improvement team and the staff will be normalized through the development and implementation of a communication plan that reaches includes all stakeholders. The data that is shared with the SIT team will include performance data such as EOG scores and M-class assessment data, but also aggregate classroom data as reported by grade level chairs and the school administration. Decisions made will be supported by data and those connections will be formally documented in meeting minutes and/or other documents used for communication with the staff. | | Karen Moss | 06/08/2018 |
| Action(s) | Created Date | | | 2 of 4 (50%) | | |
| 1 | 8/16/17 | Develop a communication plan that closes the loop between the school improvement team and ALL stakeholders. Data will be shared from the school improvement team to the staff and community and from the staff to the school improvement team. | | | Kathy Malpass | 05/30/2018 |
| Notes: | | | | | | |

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|--------|---------|---|---------------------|---------------|------------|
| 2 | 8/16/17 | Increase the number of parents on our SIT to represent multiple grade levels and subgroups. | | Leah Chase | 11/08/2017 |
| Notes: | | | | | |
| 3 | 8/16/17 | Clearly define roles for members of SIT : Chairperson(s), secretary, timekeeper | Complete 10/03/2017 | Heather Cheek | 09/08/2017 |
| Notes: | | | | | |
| 4 | 8/16/17 | Strategically place data on the SIT agenda so that we are regularly looking at school performance data. | Complete 10/03/2017 | Karen Moss | 10/10/2017 |
| Notes: | | | | | |

| | | | | | | |
|----------------------------|------------|--------------|---|-----------------------------------|--------------------|--------------------|
| Core Function: | | | Dimension C - Professional Capacity | | | |
| Effective Practice: | | | Talent recruitment and retention | | | |
| | KEY | C3.04 | The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | | Currently, our school's recruitment efforts follow our district level system of procedures and protocols for recruiting. Our human resource office represents our school district at several university recruitment fairs each year. For the university fairs, an Asheboro City Schools (ACS) representative, typically a principal from one of our schools, is provided with recruitment materials such as fact sheets, an informational video, pens, and other paraphernalia to support recruitment and communication efforts. Additionally, the Human Resource office hosts a local job fair during which each individual school is able to create a table display. Our school posts a tri-fold which includes pictures from the current year's activities. We want all of the things we display relevant and up to date. We provide a fact sheet for interested candidates and spend quality time discussing our school's culture and climate, our goals for the year, and the kind of team member we want to have join our staff. Each interaction is personal. This mirrors administrative interactions with other staff. | Full Implementation 09/18/2017 | | |

| Core Function: | | | Dimension E - Families and Community | | | |
|---|--------------|-------|---|-----------------------------------|---------------|-------------|
| Effective Practice: | | | Family Engagement | | | |
| | KEY | E1.06 | The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | | We currently have weekly folders, weekly phone calls from administration (Blackboard) grade-level newsletters, a website, and a Facebook page to provide communication with parents. We also hold Academic Family Teacher Team (AFTT) nights at least 3 times a year as well as parent teacher conferences at least twice a year to communicate progress and offer materials to help with their children at home. Teachers also regularly communicate with parents by telephone and email accomplishments and concerns. | Limited Development 08/16/2017 | | |
| <i>How it will look when fully met:</i> | | | School wide AFTT nights will be show an increase of parental participation due to improved publicity and incentive plans for students and parents. All teachers will run effective , individual parent conferences with a framework designed by LP SIT team. The school administration will continue to send home weekly notifications about expectations and upcoming events. Grade levels will include strategies that parents can use at home. Parent survey data will be used to assess the effectiveness of our communication efforts. | | Heather Cheek | 04/02/2018 |
| Action(s) | Created Date | | | 0 of 2 (0%) | | |
| 1 | 8/16/17 | | Develop a guide for teachers about parent conferences that list the required components. | | Caroline Rush | 11/10/2017 |
| Notes: | | | | | | |
| 2 | 8/16/17 | | Provide modeling and support for all teachers about conducting conferences so that they will run effective individual parent conferences using a framework designed by LP SIT. | | Heather Cheek | 12/08/2017 |
| Notes: | | | | | | |

Comprehensive Progress Report

Mission:
Mission: Charles W. McCrary Elementary, in partnership with the community provides a nurturing, safe and inviting environment where all students grow academically, meet educational goals, appreciate the worth of each individual and continue to be contributing members of society. Vision: Charles W. McCrary is a school where: All students are honored Learning is valued Our staff, students, families and community are dedicated to the success of all.

Goals:
All students will reach their academic and social potential through demonstrated growth and proficiency.



! = Past Due Actions KEY = Key Indicator

| Core Function: | | | Dimension A - Instructional Excellence and Alignment | | | |
|----------------------------------|--------------|--|---|-----------------------------------|----------------|-------------|
| Effective Practice: | | | High expectations for all staff and students | | | |
| | KEY | A1.07 | ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | | Most teachers employ effective classroom practices and teach and reinforce routines and procedures. We have school-wide expectations that are a component of our PBIS plan. Classroom Dojo is used school-wide by all staff. Students state expectations daily with morning announcements and horse power tickets are used to positively reinforce positive student character. | Limited Development 08/16/2017 | | |
| | | | Priority Score: 2 Opportunity Score: 3 Index Score: 6 | | | |
| How it will look when fully met: | | | All teachers will employ effective classroom practices. These routines and practices will be taught and reinforced quarterly. Students will be able to recite the school wide expectations and/or Mustang Pledge when asked. Office Discipline Referrals will be reduced from 94 to 65. Teachers will consistently hold students accountable for following schoolwide expectations and recognize positive choices. There will be a plan in place for students who need tier 2 and tier 3 interventions. | | Ann Evans | 06/30/2019 |
| Action(s) | Created Date | | | 1 of 3 (33%) | | |
| 1 | 9/19/17 | All teachers will develop a classroom matrix that aligns with the school wide PBIS matrix. | | Complete 09/15/2017 | Ann Evans | 09/15/2017 |
| Notes: | | | Teachers will upload into Google drive and will be printed on yellow paper throughout the school. | | | |
| 2 | 10/17/17 | Tier 2 interventions will be in place for students needing this level of support. Instructional staff will know how to access the resource and will implement strategies with fidelity. | | | Brianne Crotts | 06/15/2018 |
| Notes: | | | | | | |
| 3 | 10/17/17 | Tier 3 interventions will be in place for students needing this level of support. Instructional staff will know how to access the resources and will implement strategies with fidelity. | | | Brianne Crotts | 01/25/2019 |
| Notes: | | | | | | |
| Implementation: | | | | 09/19/2017 | | |
| Evidence | | | 9/19/2017 | | | |
| Experience | | | 9/19/2017 | | | |

| | | | | | | |
|----------------------------------|--------------|--|--|-----------------------------------|----------------|-------------|
| Sustainability | | 9/19/2017 | | | | |
| Core Function: | | Dimension A - Instructional Excellence and Alignment | | | | |
| Effective Practice: | | Curriculum and instructional alignment | | | | |
| | KEY | A2.04 | Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | | District-wide pacing guides are created for each core academic subject. The district has developed units of instruction aligned to Engage NY for ELA and math. Grade level teams develop materials and lesson plans to implement aligned units of instruction. | Limited Development 08/16/2017 | | |
| How it will look when fully met: | | | Grade-level teams will develop common unit plans and pace lessons based on standards and district directives. As teachers plan, using a backwards design model, assessments will be planned to ensure student mastery. Teachers will continue to revise plans based on student needs, as determined during CASA (Collaborating Around Student Achievement) meetings, and local and state curriculum changes. | | Rebecca Kidd | 06/07/2019 |
| Action(s) | Created Date | | | 0 of 2 (0%) | | |
| 1 | 9/19/17 | | The school will Implement extended planning sessions to determine how lessons and units will be taught in classrooms. A backwards design protocol will be implemented to ensure student mastery. | | Emily Bradshaw | 06/08/2018 |
| Notes: | | | | | | |
| 2 | 9/19/17 | | During CASA meetings, teams will make adjustments to units of instruction based on student data. | | Emily Bradshaw | 06/08/2018 |
| Notes: | | | | | | |

| Core Function: | | | Dimension A - Instructional Excellence and Alignment | | | |
|---|---------------------|---|---|-----------------------------------|----------------|-------------|
| Effective Practice: | | | Student support services | | | |
| | KEY | A4.01 | The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | | Our school has team that monitors at risk students . We implement Guided Reading and intervention to meet student needs in a small group setting. We employ large uninterrupted blocks of time for core instruction in literacy and math. We use Core Success Plans to determine evidence-based strategies for whole group instruction and Small Group Success Plans for students that need additional support; however, these plans need to be monitored regularly and implemented to fidelity. | Limited Development 08/16/2017 | | |
| <i>How it will look when fully met:</i> | | | Teachers will use assessment data to determine content (standards and skills) to be taught during the core instruction block. Teachers will utilize core assessment data to create small group learning plans as needed. Teachers will utilize small group assessment data to create individual learning plans as needed. Students will be progress monitored to determine next steps for students. These plans will be an active part of the everyday lesson planning process--a fluid and living document to guide daily instruction. | | Julie Brady | 06/14/2019 |
| <i>Action(s)</i> | <i>Created Date</i> | | | 0 of 4 (0%) | | |
| 1 | 9/5/17 | Teachers will attend training explaining North Carolina's tiered instructional system and create a classroom core success plan. | | | Julie Brady | 11/10/2017 |
| <i>Notes:</i> | | | This meeting will include ideas and procedures to collect, track and organize data. | | | |
| 2 | 9/5/17 | Core success plans will be reviewed during CASA meetings every 4-6 weeks and decisions made about core instruction. | | | Julie Brady | 06/12/2018 |
| <i>Notes:</i> | | | | | | |
| 3 | 9/5/17 | Grade levels will move to small group plans after success with core plans. | | | Emily Bradshaw | 02/23/2018 |
| <i>Notes:</i> | | | Ms. Bradshaw, Ms. Evans, and Ms. Brady will review grade-level readiness and move grade levels to small group plans when appropriate. | | | |
| 4 | 9/5/17 | Whole school intervention will be taught daily with grouping based on a monthly review of student data as well as core plans. | | | Emily Bradshaw | 06/08/2018 |
| <i>Notes:</i> | | | | | | |

| | KEY | A4.06 | ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124) | Implementation Status | Assigned To | Target Date |
|--|---------------------|---|---|-----------------------------------|----------------|-------------|
| Initial Assessment: | | | Our district is fortunate to have a therapeutic classroom to serve students that need additional support managing their emotional states. Our teachers could benefit from additional professional development to assist with strategies for needs for all students; however, our teachers do an excellent job recognizing and guiding students to appropriate responses in a variety of emotional states. | Limited Development 08/16/2017 | | |
| How it will look when fully met: | | | Students will express their emotions and understand that the emotions of others is a critical aspect of early development, learning and relationship building.. Children will recognize that different emotions are prompted by different situations and there are different ways to express emotions. Through this, they will gain an understanding that other people may not feel the same way they do and how they do things affects how they and others feel. Furthermore, teachers will use deescalation strategies when problems arise in their classrooms. | | Melissa Belote | 06/07/2019 |
| Action(s) | Created Date | | | 0 of 2 (0%) | | |
| 1 | 9/19/17 | All teachers will receive deescalation training from district psychologist. | | | Julie Brady | 06/08/2018 |
| <i>Notes:</i> | | | | | | |
| 2 | 10/17/17 | During planning, we will plan for the discussion of emotions during reading instruction to focus on understanding a character's motives within fictional literature as well as understanding the motives of people within nonfiction literature. Discussions will include appropriate ways characters could have better managed their emotions in order to make better choices. | | | Brianne Crotts | 12/07/2018 |
| <i>Notes:</i> During planning we will intentionally plan purposeful conversations involving the characters from our stories. | | | | | | |

| | KEY | A4.16 | The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134) | Implementation Status | Assigned To | Target Date |
|--|--------------|---|--|-----------------------------------|-------------------|-------------|
| <i>Initial Assessment:</i> | | | We have consistent instructional practices across grade levels (reading and writing rubrics, Reading strategies, Letterland, See/Plan/Do for Math, etc.) Fifth graders go to visit the middle school for a day and see the classrooms, cafeteria, and meet the principal. All rising kindergartners are invited to an informational meeting. | Limited Development 08/16/2017 | | |
| <i>How it will look when fully met:</i> | | | Students and families will know what to expect during each elementary grade level. They will understand how learning is continued from one grade level to the next. Teachers will have specific strategies to assist students in transitioning between grade levels. | | Julie Brady | 06/07/2019 |
| Action(s) | Created Date | | | 0 of 2 (0%) | | |
| 1 | 9/19/17 | Second and third grade teachers will work together throughout the year to improve the transition of students from second to third grade. | | | Elizabeth Bennett | 06/08/2018 |
| Notes: Letterland Reading Strategies Assessment practice and preparation | | | | | | |
| 2 | 9/19/17 | Teachers will design and implement a spring showcase for families and community members to gain awareness of academic expectations in the next grade level. | | | Melissa Belote | 06/07/2019 |
| Notes: | | | | | | |

| Core Function: | | | Dimension B - Leadership Capacity | | | |
|----------------------------|-----|-------|--|-----------------------------------|-------------|-------------|
| Effective Practice: | | | Strategic planning, mission, and vision | | | |
| | KEY | B1.01 | The LEA has an LEA Support & Improvement Team.(5135) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | | See attached document that describes the structure of the support team. There are weekly cabinet meetings each Monday where school data and needs are discussed. Schools are partnered with a cabinet member to attend leadership meetings and assist with the improvement process. Twice each year the Superintendent, Assistant Superintendent of Curriculum and Instruction, Director of Elementary Education, Director of Testing and Accountability and the Directors of EC and EL meet with our school to discuss data, next steps and check on school improvement progress. | Full Implementation 08/16/2017 | | |

| | KEY | B1.03 | A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137) | Implementation Status | Assigned To | Target Date |
|----------------------------|-----|-------|---|-----------------------------------|-------------|-------------|
| <i>Initial Assessment:</i> | | | The team meets twice a month (1st and 3rd Tuesdays) to review goals and progress. | Full Implementation 08/16/2017 | | |

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| Core Function: | Dimension B - Leadership Capacity |
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| Effective Practice: | Distributed leadership and collaboration |
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| | KEY | B2.03 | The school has established a team structure among teachers with specific duties and time for instructional planning.(5143) | Implementation Status | Assigned To | Target Date |
|---|-----|---------------------|--|-----------------------------------|-----------------|-------------|
| <i>Initial Assessment:</i> | | | Our leadership team is comprised of the principal and elected leaders from instructional teams. A parent is invited to these meetings. At these meetings we review and amend our school improvement plan. An agenda and minutes are kept for these meetings. Grade level teams meet daily for 45 minutes for instructional planning. Our school currently provides four 40 minute times each month to discuss data during those meetings. For the last two years, we have used vertical teams to examine the curriculum across grade levels. We currently do not have a formal school community council. However, we implemented AFTT meetings to train the parents about supporting their child's learning at home. | Limited Development 08/29/2017 | | |
| <i>How it will look when fully met:</i> | | | There will be multiple groups of people (staff, families and community) working together to specifically address: instruction and instructional methods, whole school improvement planning and family community connections. | | Julie Brady | 06/10/2019 |
| <i>Action(s)</i> | | <i>Created Date</i> | | 0 of 2 (0%) | | |
| 1 | | 10/3/17 | McCrary Elementary will host a Mustang Community Day. Community members will be invited to visit classrooms, learn about current educational practices and ways they can help our school. | | Julie Brady | 10/05/2018 |
| <i>Notes:</i> | | | | | | |
| 2 | | 10/3/17 | Our school will partner with First United Methodist Church to provide literacy training so they can effectively implement small reading groups once per week during our intervention block with kindergarten and first graders. | | Jessica Hartong | 06/08/2018 |
| <i>Notes:</i> | | | | | | |

| Core Function: | | | Dimension B - Leadership Capacity | | | |
|----------------------------------|--------------|-------|---|-----------------------------------|----------------|-------------|
| Effective Practice: | | | Monitoring instruction in school | | | |
| | | B3.01 | The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | | We offer some professional development (PD) to aid teachers in using research based intervention strategies and monitoring data. We extended our school day by 30 minutes, which allowed us to add a 30 minute skill-based intervention time. Our district requires us to have 90 minutes of math instruction and 120 minutes of ELA instruction and both are blocked into our schedules, along with the 30 minute intervention time. The master schedule was constructed to address the needs of high need groups (EC, ESL, etc.) allowing for more targeted services. Even though we are doing all of these things, we are not always using data to see if targeted interventions are successfully meeting the needs of our students. | Limited Development 08/29/2017 | | |
| How it will look when fully met: | | | Teachers will plan targeted intervention based on classroom assessments as wells as benchmark and NC Check-in data. Teachers will work to set goals for intervention groups and plan lessons to meet the students' goals. Some students will use specific programs targeted for specific learning needs. Our students in our after school clubs will be monitored and intentional effort will be made to increase academic proficiency as well as the students' belief in themselves and the power of hard work and commitment. Students in our After School program will focus on math fact fluency regardless of grade level. We will keep parents informed of their students' progress throughout the year. | | Emmy Biaggi | 06/07/2019 |
| Action(s) | Created Date | | | 0 of 5 (0%) | | |
| 1 | 9/19/17 | | English Language Learner (ELL) teachers will implement the Academic Vocabulary Toolkit with targeted students. Student data will be reviewed quarterly through informal assessments, benchmark assessments, WIDA and EOG scores. | | Emmy Biaggi | 06/08/2018 |
| Notes: NC Check-Ins | | | | | | |
| 2 | 10/17/17 | | Targeted Exceptional Children (EC) and English Language Learners (ELL) in 1st, 2nd and 3rd grades will utilize the Imagine Learning program to lessen skill deficits. Progress will be monitored throughout the year and examined quarterly. | | Emily Bradshaw | 06/08/2018 |
| Notes: | | | | | | |

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|----------------------------------|--------------|---|--|-----------------------|-------------|-------------|
| 3 | 10/17/17 | During our after school clubs, adult leaders will emphasize the importance of commitment, school/work attendance, positive mindset and being a positive example for schoolmates. | | Elizabeth Bennett | 06/08/2018 | |
| Notes: | | | | | | |
| 4 | 10/17/17 | Students in our after school program will focus on math fact fluency. Kindergartners, first and second graders will work on addition facts and third, fourth and fifth graders will work on multiplication facts. | | Amanda Bailey | 06/08/2018 | |
| Notes: | | | | | | |
| 5 | 10/17/17 | At least 80% of first, second and third grade students not proficient in reading will attend the Read to Achieve summer reading camp held at McCrary. Furthermore, at least 50% of students will increase their reading skills during the camp as measured by progress monitoring data during the summer and/or beginning of year (BOY) data for the following school year. | | Julie Brady | 09/27/2019 | |
| Notes: | | | | | | |
| | KEY | B3.03 | The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | Principal uses a walk-through tool and the administration has a schedule to follow to ensure all instructional areas are at a high level and that all teachers receive feedback. Feedback is given to teachers within 24 hours of the walk-through. | Limited Development 08/29/2017 | | | |
| How it will look when fully met: | | Principal will use walk-through and other data from instructional observations to specifically identify and target areas for growth. This will include having critical conversations and planning future professional development. | | Julie Brady | 06/08/2018 | |
| Action(s) | Created Date | | 0 of 1 (0%) | | | |
| 1 | 10/3/17 | Compile and share walk-through data monthly. This could be face to face in large or small groups and/or written in the weekly notes to staff. | | Julie Brady | 06/08/2018 | |
| Notes: | | | | | | |

| Core Function: | | | Dimension C - Professional Capacity | | | |
|---|--------------|-------|--|-----------------------------------|----------------|-------------|
| Effective Practice: | | | Quality of professional development | | | |
| | KEY | C2.01 | The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | | School data is examined primarily as grade-levels during planning time. Data is also shared at School Improvement Team and staff meetings. Principal, assistant principal, and instructional facilitator use a schedule, with a common template, for walk-throughs. | Limited Development 08/16/2017 | | |
| <i>How it will look when fully met:</i> | | | Professional development will be determined by the disaggregation of our data (student, teacher, walk-through, etc.). There will be a systematic process to share performance and classroom data. Data will be shared and decisions made at SIT meeting based on a schedule to review data. We will use common data review templates that will lead us towards a plan for differentiated professional development to be held primarily on our PD (Professional Development) Tuesdays (4th Tuesday of the month). | | Ann Evans | 06/14/2019 |
| Action(s) | Created Date | | | 2 of 7 (29%) | | |
| 1 | 8/16/17 | | At the first meeting of every month, we will examine a predetermined source of relevant data (student/grade/school assessments or observation/walk through data) | | Emily Bradshaw | 06/15/2018 |
| <i>Notes:</i> | | | Ms. Bradshaw makes sure data is gathered and prepared for group discussion. | | | |
| 2 | 8/16/17 | | Create a schedule to determine what data will be examined. | Complete 10/03/2017 | Emily Bradshaw | 10/06/2017 |
| <i>Notes:</i> | | | Using the district testing calendar a schedule will be developed to determine the content of data discussions. | | | |
| 3 | 8/16/17 | | Create data protocol (similar to CASA format) when problem solving and analyzing the data and planning next steps. | Complete 10/03/2017 | Emily Bradshaw | 10/06/2017 |
| <i>Notes:</i> | | | Use system similar to grade-level CASA meetings to gather data. | | | |
| 4 | 8/16/17 | | Implement protocol during SIT meetings to ensure data analysis and problem solving. | | Emily Bradshaw | 06/07/2018 |
| <i>Notes:</i> | | | Ms. Belote will type notes into the data protocol and Ms. Bradshaw will facilitate data discussion. | | | |
| 5 | 8/16/17 | | Based on areas of need (after data analysis) implement professional development to meet the needs of teachers. (This will include a variety of modes including Teacher Experts.) | | Emily Bradshaw | 06/14/2019 |

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|--|---------|--|--|-----------|------------|
| Notes: After examining the data, we will determine key areas of need for our teachers and professional development will be planned. We will review twice a year. | | | | | |
| 6 | 8/16/17 | Revise our walk-through tool based on data decisions to ensure fidelity of implementation. | | Ann Evans | 06/14/2018 |
| Notes: After decisions are made about data, revise walk-through tool to check for implementation fidelity. | | | | | |
| 7 | 8/16/17 | Revise our walk-through tool based on data decisions to ensure fidelity of implementation. | | Ann Evans | 06/14/2018 |
| Notes: After decisions are made about data, revise walk-through tool to check for implementation fidelity. | | | | | |

| Core Function: | | | Dimension C - Professional Capacity | | | |
|---|--------------|-------|--|-----------------------------------|--------------|-------------|
| Effective Practice: | | | Talent recruitment and retention | | | |
| | KEY | C3.04 | The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | | Our school follows procedures for observing and evaluating teachers including the North Carolina Educator Evaluation System (NCEES) formal process as well as walk-through protocols. Throughout the school year, different things are planned to demonstrate teacher appreciation. When hiring new teachers, interview teams include staff members. Our school has hosted student teachers in the past. Our school has a beginning teacher program for the first 3 years. This includes monthly meetings and a beginning of the year orientation to our school. Our district has additional methods to recruit teachers including job fairs. | Limited Development 08/29/2017 | | |
| How it will look when fully met: | | | Our school will continue to follow procedures for observing and evaluating teachers including the North Carolina Educator Evaluation System (NCEES) formal process as well as walk-through protocols focused on timely and actionable feedback. Instructional priorities will be shared and data collected to ensure positive celebrations about our growth. Throughout the school year, different things are planned to demonstrate teacher appreciation. When hiring new teachers, interview teams include staff members. We will continue our Beginning Teacher (BT) program and our Lead Mentor will visit the our BT classrooms' frequently. Our teacher turn-over rate will less than or equal to the district and state teacher turn-over rate and the North Carolina Teacher Working Conditions Survey will show growth in most areas. | | Julie Brady | 06/08/2018 |
| Action(s) | Created Date | | | 0 of 4 (0%) | | |
| 1 | 10/17/17 | | Prioritize instructional goals for grade levels with timelines in place to ensure fidelity. | | Julie Brady | 06/08/2018 |
| Notes: After one priority is met, we will move to another priority throughout the year. | | | | | | |
| 2 | 10/17/17 | | Teachers will receive a "treat" throughout the school to show our appreciation (from administrative team or PTO). | | Julie Brady | 06/08/2018 |
| Notes: | | | | | | |
| 3 | 10/17/17 | | All BTs will receive informal feedback from our lead mentor after classroom visits. | | Steve Watson | 06/08/2018 |

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|--|----------|---|--|-------------|------------|
| Notes: Some teachers may receive more support based on collaboration between administration, IF and lead mentor. | | | | | |
| 4 | 10/17/17 | Provide timely and actionable feedback to certified staff based on classroom walk throughs. | | Julie Brady | 06/08/2018 |
| Notes: Each staff member should receive feedback weekly if schedule is maintained. | | | | | |

| Core Function: | | Dimension E - Families and Community | | | |
|--|--------------|---|-----------------------------------|-----------------|-------------|
| Effective Practice: | | Family Engagement | | | |
| KEY | E1.06 | The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | Parents learn student expectations for standard mastery and how they can contribute to their child's success during our Academic Family Teacher Team (AFTT) meetings. Parents learn what level their children are currently performing and strategies to use with them at home. During AFTT, parents have opportunities to practice these strategies and how to track the progress of their children at home. | Limited Development 08/16/2017 | | |
| How it will look when fully met: | | 80% of our students will be represented at our Academic Family Teacher Team (AFTT) meetings and rosters will be used to collect the names of those in attendance. All students will use data folders to track and set goals for their learning. Our students will be able to talk about their personal learning goals as well as know steps to help reach the goals. Parents will be kept up-to-date of student progress. | | Ann Evans | 06/14/2018 |
| Action(s) | Created Date | | 2 of 8 (25%) | | |
| 1 | 8/29/17 | Create data folder for individual students with a goal sheet, graph sheet, and parent information sheet. These revisions to data folders should correlate with AFTT focus areas. | | Ann Evans | 11/10/2017 |
| Notes: Utilize templates from 16-17 TLA project templates. | | | | | |
| 2 | 8/29/17 | To increase AFTT participation, we will partner with the public library to provide an engaging, hands-on activity for students to do during the parent meetings. | Complete 10/02/2017 | Cassie Lassiter | 10/06/2017 |
| Notes: | | | | | |
| 3 | 8/29/17 | The school will provide snack/food for parents in attendance to encourage participation. An RSVP link will be sent out via class dojo, the school website, as well as paper copies. | Complete 10/02/2017 | Ann Evans | 10/06/2017 |

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| <i>Notes:</i> | | | | |
| 4 | 9/5/17 | Teachers will plan together each grade-level session. | | Ann Evans 06/05/2018 |
| <i>Notes:</i> This will occur during CASA meetings. | | | | |
| 5 | 9/5/17 | Parents will complete an exit survey at the end of each AFTT meeting. | | Jessica Hartong 06/05/2018 |
| <i>Notes:</i> | | | | |
| 6 | 9/5/17 | 80% of parents will be connected on class dojo. | | Cassie Lassiter 01/05/2018 |
| <i>Notes:</i> | | | | |
| 7 | 9/5/17 | Each grade level will upload two videos demonstrating math concepts for families to view at home. | | Melissa Belote 06/07/2019 |
| <i>Notes:</i> | | | | |
| 8 | 10/17/17 | Parents of select students will receive academic concern letters based on middle of year (MOY) letters to further explain the efforts being made to help their child reach proficiency. Parents will also be given additional home strategies as well as school opportunities for success. | | Denise Trogon 02/09/2018 |
| <i>Notes:</i> | | | | |

Comprehensive Progress Report

Mission:

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.

Goals:

- Each student at Loflin will be prepared for further education, work, and citizenship.
- Each student has a personalized education.
- Each student has excellent educators every day.
- Donna Lee Loflin will have up-to-date business, technology and communication systems to serve its students, families, and staff.
- Each student is healthy, safe, and responsible.



| Core Function: | | | Dimension A - Instructional Excellence and Alignment | | | |
|----------------------------------|--------------|-------|---|-----------------------------------|-----------------|-------------|
| Effective Practice: | | | High expectations for all staff and students | | | |
| | | A1.01 | The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices.(5082) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | | Our administrator is actively ensuring that there is a commitment to positive change through the following forms of communication: email, open door policy, presence at CASA, presentations during PD. Our administrator is proactive and models expected behaviors when he is in the classroom. He follows protocols for incident reports and treats students fairly. Our administrator uses distributive leadership. We are currently implementing several research based practices. However it takes time to reach fidelity. | Limited Development 11/01/2016 | | |
| How it will look when fully met: | | | The school's vision is enacted and upheld by the administrator. He models high expectations in the school and in the community.The day to day operations are smoothly managed and teachers view the leader as an effective change agent. | | Jaime Noack | 06/06/2019 |
| Action(s) | Created Date | | | 2 of 4 (50%) | | |
| 1 | 2/27/17 | | The leadership team will rewrite the school's mission and vision to capture the desired culture. The vision will be posted throughout the building and incorporated into student-friendly slogans to inspire students and families with the culture and value of the school. | | Ella Kern | 12/06/2017 |
| Notes: | | | | | | |
| 2 | 4/4/17 | | Elicit input from student council members about core values and beliefs for our school. Compile data and determine key phrases in order to help us rework our mission and vision statements. | Complete 05/02/2017 | Pam Clinard | 05/03/2017 |
| Notes: | | | | | | |
| 3 | 4/4/17 | | Elicit input from staff members about core values and beliefs for our school. Compile data and determine key phrases in order to help us rework our mission and vision statements. | | Jaime Noack | 09/06/2017 |
| Notes: | | | | | | |
| 4 | 4/4/17 | | Elicit input from PTA members about core values and beliefs for our school. Compile data and determine key phrases in order to help us rework our mission and vision statements. | Complete 05/24/2017 | Danielle Hunter | 05/31/2017 |
| Notes: | | | | | | |

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|---|---------------------|--------------|---|-----------------------------------|------------------------|--------------------|
| | | A1.02 | ALL teachers improve their practice by responding to principal's observations and/or observations by peers.(5083) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | | Our leadership team meets to discuss data and some professional development needs. We are completing limited peer observations. Some teachers reflect and make changes based on principal's observations. | Limited Development 11/01/2016 | | |
| How it will look when fully met: | | | Teachers will reflect on observation feedback and seek input from others. A culture of professional growth will permeate the building where all teachers seek out coaching feedback and exude a growth mindset by continuously desiring to learn and grow. | | Danielle Hunter | 05/30/2018 |
| Action(s) | Created Date | | | 0 of 1 (0%) | | |
| 1 | 2/27/17 | | All teachers will conduct peer observations in at least one classroom of their choosing. Teachers will provide feedback for the room observed and have a grade level conversation with teachers on what was learned from the process. | | Danielle Hunter | 05/17/2018 |
| <i>Notes:</i> | | | This will be the first step for shifting the culture to a coaching mindset and opening up classrooms for future visits. Next steps could be to incorporate a lesson study model. | | | |
| | KEY | A1.07 | ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | | We are providing whole staff Positive Behavioral Interventions and Supports (PBIS) Professional Development. Along with classroom teachers, specialists provide intense focus during the first week of school. We are currently assisting our new staff in the implementation of the program through ongoing professional development throughout the school year. | Limited Development 09/05/2017 | | |
| How it will look when fully met: | | | All teachers will utilize PBIS strategies and reinforce classroom rules and procedures effectively. | | Donna Cabiness | 06/08/2018 |
| Action(s) | Created Date | | | 0 of 4 (0%) | | |
| 1 | 9/19/17 | | We will reduce office discipline referrals by 25% this school year by modeling and enforcing appropriate, culturally relevant classroom management in collaboration with administration. | | Jordi Roman | 06/08/2018 |
| <i>Notes:</i> | | | | | | |
| 2 | 9/19/17 | | We will ensure that all classroom teachers are implementing classroom meetings at least once a month. | | Donna Cabiness | 12/07/2017 |
| <i>Notes:</i> | | | | | | |

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| 3 | 9/19/17 | Students with two or more office referrals will be provided with a tier two behavior intervention. | | Kristen Faircloth | 01/17/2018 |
| Notes: | | | | | |
| 4 | 10/17/17 | We will provide whole staff PBIS professional development at least four times a year at our faculty meetings. | | Natalie Grady | 05/02/2018 |
| Notes: | | | | | |

| Core Function: | | Dimension A - Instructional Excellence and Alignment | | | |
|---|--------------|---|-----------------------------------|-------------|-------------|
| Effective Practice: | | Curriculum and instructional alignment | | | |
| KEY | A2.04 | Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | We currently have a pacing guide for all the subject areas. We have mapped out units for the year in ELA with our instructional team. Some grade levels have partially mapped out units for math. | Limited Development 10/25/2016 | | |
| How it will look when fully met: | | Each grade will have units of instruction that provide lessons for the entire year for mathematics, ELA, science, and social studies. The units will include assessments, rubrics, and exemplars of quality student work. The units will be built on research-based best practices and utilize vetted resources that have proven to increase student achievement. | | Lisa Hayes | 08/24/2018 |
| Action(s) | Created Date | | 1 of 5 (20%) | | |
| 1 | 2/27/17 | Most grade levels will implement at least two units from Engage New York or Massachusetts in English Language Arts this year to determine the effectiveness of these units and the impact on student learning. | Complete 06/06/2017 | Lisa Hayes | 06/07/2017 |
| Notes: This will be the pilot phase for ELA units to determine the direction for whether to proceed with these units next year or to modify the units based on our students or to create our own. | | | | | |
| 2 | 2/27/17 | Analyze the data from the unit assessments and End of Year data to determine effectiveness of using the vetted English Language Arts resources. | | Jordi Roman | 11/30/2017 |
| Notes: Use the data to determine the next task for ELA. | | | | | |
| 3 | 8/16/17 | Grades K-5 will develop and administer common formative assessments for "power standards" to drive and differentiate instruction. | | Lisa Hayes | 02/05/2018 |
| Notes: | | | | | |
| 4 | 8/16/17 | We will utilize EngageNY Units for all grade levels in ELA and Math while considering best instructional practices that engage diverse learners. | | Jordi Roman | 11/01/2017 |

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| | | <i>Notes:</i> Data to collect: -units paced out on Google Drive -Lesson Plans -Walkthrough data | | | |
| 5 | 8/16/17 | In conjunction with Asheboro City Schools, units will be developed for Science and Social Studies. | | Jaime Noack | 06/12/2019 |
| | | <i>Notes:</i> | | | |

| Core Function: | | | Dimension A - Instructional Excellence and Alignment | | | |
|--|--------------|-------|--|-----------------------------------|----------------|-------------|
| Effective Practice: | | | Student support services | | | |
| | KEY | A4.01 | The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | | We have placed an intervention block in every grade level's schedule. Our schedule allows personnel to support classroom teachers during the intervention block (reading assistants, academic support, specialists). Teachers and support staff are utilizing data in order to address individual student needs during the intervention block. | Limited Development 10/25/2016 | | |
| How it will look when fully met: | | | Our school district is currently in the implementation stage of Multi-Tiered System of Support (MTSS) this school year (2017-2018). All elementary schools will be fully implementing MTSS in the 2018-2019 school year. In our school, MTSS will ensure that the quality of instruction is evidence-based and meeting the individual needs of our students. Instruction will be aligned to the standards and skills that students need and will be based on data-driven decisions. Progress monitoring will occur on a frequent basis that determines student understanding and mastery. Instructional decisions will be made from the data to determine how instruction needs to change to meet the individual student needs. All students will be receiving a high-quality core, and needed students will receive supplemental services in addition to the core. Students that need further support will receive intensive support in addition to core and supplemental services. All classroom teachers will collaborate on a regular basis with support staff to ensure alignment of resources and practices. | | Donna Cabiness | 06/05/2019 |
| Action(s) | Created Date | | | 1 of 2 (50%) | | |
| 1 | 2/27/17 | | Teachers will write Core Success Plans that utilize evidence-based instructional practices for their English Language Arts core. They will track progress for a targeted group of students against the core in order to determine the effectiveness of their plan. | Complete 06/06/2017 | Summer Lee | 06/07/2017 |
| Notes: Core Success Plans with progress monitoring data will be documentation. | | | | | | |
| 2 | 10/3/17 | | Teachers will write Small Group Success Plans that utilize evidence-based instructional practices for their English Language Arts core. They will track progress for a targeted group of students against the core in order to determine the effectiveness of their plan. | | Lisa Hayes | 02/07/2018 |
| Notes: | | | | | | |

| | KEY | A4.06 | ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124) | Implementation Status | Assigned To | Target Date |
|---|---------------------|---|---|-----------------------------------|----------------|-------------|
| Initial Assessment: | | | Teachers currently receive bullying intervention training and Positive Behavioral Interventions and Supports (PBIS) training. The PBIS committee also discusses students with office referrals in order to assist teachers with necessary interventions. Teachers are attentive to students' emotional needs and seek assistance when needed. | Limited Development 10/25/2016 | | |
| How it will look when fully met: | | | Teachers at Donna Lee Loflin (DLL) will learn to help students to manage their own emotional state because our teachers understand that emotional development is critical to social relationships and learning and is a predictor of later academic and social success in school. All teachers at DLL help students learn to identify and understand their emotions and can teach students strategies for successfully managing their own emotions. | | Donna Cabiness | 06/29/2018 |
| Action(s) | Created Date | | | 1 of 3 (33%) | | |
| 1 | 2/27/17 | Teachers will be trained on knowing how to help students deal with emotions in productive ways. | | Complete 09/05/2017 | Donna Cabiness | 09/15/2017 |
| Notes: | | | | | | |
| 2 | 9/19/17 | Teachers will utilize the student reflection sheets as needed in order to help students process their own feelings and behavior choices. | | | Donna Cabiness | 11/29/2017 |
| Notes: | | | | | | |
| 3 | 10/17/17 | Teachers will have access the Donna Lee Loflin (DLL) Google Team Drive in order to utilize suggested behavioral and emotional interventions and supports. | | | Natalie Grady | 05/02/2018 |
| Notes: | | | | | | |

| | KEY | A4.16 | The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134) | Implementation Status | Assigned To | Target Date |
|---|---------------------|---|--|-----------------------------------|--------------|-------------|
| <i>Initial Assessment:</i> | | | Fifth-grade students take a trip to the middle school to prepare for their transition to sixth grade. Fifth graders also have penpals at the middle school. Kindergarten teachers visit the pre-k and observe the students who will be transitioning to kindergarten. Grade level teachers communicate with the next grade level to discuss students' strengths and needs. | Limited Development 10/03/2017 | | |
| <i>How it will look when fully met:</i> | | | Students and parents are well informed about what to expect in the next grade level. | | Meghan Joyce | 06/06/2018 |
| <i>Action(s)</i> | <i>Created Date</i> | | | 0 of 2 (0%) | | |
| 1 | 10/3/17 | Students will visit students in the grade level below and answer any questions about what to expect in the next grade level. | | | Meghan Joyce | 06/06/2018 |
| <i>Notes:</i> | | | | | | |
| 2 | 10/17/17 | Our grade level teams will participate in vertical planning at least two times a year so that teachers can effectively transition students from grade level to grade level. | | | Ashley Smith | 05/10/2018 |
| <i>Notes:</i> | | | | | | |

| Core Function: | | | Dimension B - Leadership Capacity | | | |
|----------------------------|-----|-------|---|-----------------------------------|-------------|-------------|
| Effective Practice: | | | Strategic planning, mission, and vision | | | |
| | KEY | B1.01 | The LEA has an LEA Support & Improvement Team.(5135) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | | The district has an LEA Support and Improvement Team that meets weekly (every Monday). A member of this team is assigned to work exclusively with Loflin (Dr. Woody) to support needs for our school as they arrive. He reports on progress for our school during the LEA meetings and asks for support or additional problem solving for Loflin as needed. See document titled, LEA Support Team List. | Full Implementation 10/11/2016 | | |
| | KEY | B1.03 | A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | | Our leadership team currently meets on the first and fourth Tuesday of every month. | Full Implementation 11/01/2016 | | |

| Core Function: | | | Dimension B - Leadership Capacity | | | |
|----------------------------------|-----|--------------|---|-----------------------------------|---------------|-------------|
| Effective Practice: | | | Distributed leadership and collaboration | | | |
| | KEY | B2.03 | The school has established a team structure among teachers with specific duties and time for instructional planning.(5143) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | | The teachers have specific duties within grade level teams which include time for instructional planning. However, Collaboration with academic support teachers is increasing. | Limited Development 11/01/2016 | | |
| How it will look when fully met: | | | The school will have team structures charged with a specific purpose in place to address three areas of need in the school; instruction and instructional methods, whole school improvement planning and family community connections. Each structure will have clearly defined expectations and roles. Time will be set aside for the team meetings and teachers will willingly sign up to be members. | | Pam Clinard | 03/28/2018 |
| Action(s) | | Created Date | | 0 of 1 (0%) | | |
| 1 | | 2/27/17 | Expectations and roles will be written for the teams in each of the three structures; instruction and instructional methods, whole school improvement planning and family community connections. | | Kathy Robbins | 04/26/2018 |
| Notes: | | | | | | |

| Core Function: | | | Dimension B - Leadership Capacity | | | |
|----------------------------------|--------------|-------|---|-----------------------------------|--------------------|-------------|
| Effective Practice: | | | Monitoring instruction in school | | | |
| | KEY | B3.03 | The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | | Our principal attends instructional meetings and visits classrooms regularly. He provides clear and constructive feedback. | Limited Development 11/01/2016 | | |
| How it will look when fully met: | | | Mr. Roman (principal) and/or Assistant Principal will monitor curriculum and instruction on a daily basis by attending and participating in weekly CASA meetings, planning sessions and through classroom observations and walkthroughs. They will provide formal and informal feedback to all grade levels on classroom observations, walkthroughs and lesson plan implementation in a timely manner. All teachers will receive feedback on implementation and alignment of lessons. Additional coaching and support will be provided as needed. | | Christopher Golden | 12/30/2017 |
| Action(s) | Created Date | | | 2 of 3 (67%) | | |
| 1 | 11/28/16 | | Actively participate in weekly, grade level CASA meetings. | Complete 01/11/2017 | Jaime Noack | 01/11/2017 |

| | | | | | |
|--|----------|---|---------------------|----------------|------------|
| Notes: CASA agendas and minutes | | | | | |
| 2 | 11/28/16 | Mr. Roman and Assistant Principal will provide feedback on formal observations within 10 days. | Complete 01/11/2017 | Donna Cabiness | 01/11/2017 |
| Notes: Record of observations and post observation conferences | | | | | |
| 3 | 11/28/16 | Mr. Roman (principal) and the Assistant Principal will provide verbal and/or written feedback on classroom walkthroughs within 72 hours. Each teacher will have a minimum of one walkthrough per month. | | Kathy Robbins | 05/10/2018 |
| Notes: Copy of completed walkthrough tool and data from Walkthroughs | | | | | |

| Core Function: | | | Dimension C - Professional Capacity | | | |
|---|--------------|-------|---|-----------------------------------|--------------------|-------------|
| Effective Practice: | | | Quality of professional development | | | |
| | KEY | C2.01 | The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | | Each grade level team at our school uses performance data to formulate intervention groups, drive instruction, core success plans, and inform some professional development. | Limited Development 11/01/2016 | | |
| How it will look when fully met: | | | The leadership team will regularly review aggregated classroom observation data to analyze patterns or trends of professional practice across the school. The team will regularly analyze disaggregated data by subgroup to determine the effectiveness of instruction across the school. Both of these data sources will be used to determine a plan for professional development needs. | | Lisa Hayes | 04/27/2018 |
| Action(s) | Created Date | | | 1 of 3 (33%) | | |
| 1 | 2/27/17 | | The leadership team will create a walkthrough tool for gathering classroom data so that patterns of professional practice can be analyzed in order to determine needs for professional development. | Complete 05/23/2017 | Jordi Roman | 05/24/2017 |
| Notes: | | | | | | |
| 2 | 2/27/17 | | Teachers will complete a professional development needs survey. The leadership team will analyze results of the survey and compare the requested needs to see if the student and classroom observation data supports the requested needs. | | Christopher Golden | 12/06/2017 |
| Notes: Add an action step before completed. Survey development will be looked at and developed by December. | | | | | | |

| | | | | | |
|--------|----------|--|--|-----------------|------------|
| 3 | 10/17/17 | The Leadership Team will analyze classroom observation data and the needs survey to make improvements and plan for professional development. | | Danielle Hunter | 04/11/2018 |
| Notes: | | | | | |

| Core Function: | | Dimension C - Professional Capacity | | | |
|----------------------------------|--------------|--|-----------------------------------|---------------|-------------|
| Effective Practice: | | Talent recruitment and retention | | | |
| KEY | C3.04 | The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | The LEA has a set evaluation process. The LEA visits local colleges and universities during job fairs to recruit new staff. | Limited Development 11/01/2016 | | |
| | | Priority Score: 2 Opportunity Score: 1 Index Score: 2 | | | |
| How it will look when fully met: | | The LEA will have procedures in place to recruit high-quality teachers to all schools by ensuring that the neediest schools receive the most qualified applicants. The LEA will provide the necessary resources and professional development opportunities for new teachers by having a quality BT (Beginning Teacher) program that is sustained, provides instructional support and spirals PD from year to year. The school will have full utilization of the state's evaluation model and provide all teachers with quality feedback in a timely manner. Teachers will have multiple opportunities for rewards and/or incentives for working in the district. | Objective Met 03/07/17 | Kathy Robbins | 06/28/2019 |
| Action(s) | Created Date | | | | |
| 1 | 2/27/17 | The district will begin a Teacher Fair to recruit high-quality teachers. Our school will be present and ready to interview stand out teachers on the spot. | Complete 03/07/2017 | Jordi Roman | 03/15/2017 |

Notes: Copy of names of teachers that stooped at booth and expressed interest in Loflin will be an artifact.

| Implementation: | | 03/07/2017 | | |
|------------------------|---|------------|--|--|
| Evidence | 3/7/2017 Please see attachments that list names of possible candidates interviewed at this event. | | | |
| Experience | 3/7/2017 The district advertised the job fair on social media, staff members shared with colleagues, and it was on the Asheboro City Schools website. The job fair was well organized. The district provided a very welcoming environment. | | | |
| Sustainability | 3/7/2017 The district will hold this event annually. | | | |

| Core Function: | | | Dimension E - Families and Community | | | |
|---|--------------|-------|---|-----------------------------------|-----------------|-------------|
| Effective Practice: | | | Family Engagement | | | |
| | KEY | E1.06 | The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | | We currently send home weekly parent newsletters with academic tips and have some curriculum nights. However, we would like to go into more detail to educate parents about how to help their children at home. | Limited Development 10/11/2016 | | |
| <i>How it will look when fully met:</i> | | | Parents will know student expectations for standard mastery. They will know what level their children are currently performing and the strategies to use with them at home. Parents will have opportunities to practice these strategies and will be able to track progress of their children at home. At least 80% of our parents will attend the AFTT (Karen Mapp training nights). | | Danielle Hunter | 12/30/2017 |
| Action(s) | Created Date | | | 1 of 3 (33%) | | |
| 1 | 11/28/16 | | <p>1. All school staff will implement Karen Mapps model of linking family engagement to learning by having three classroom Academic Family Teacher Team (AFTT) meetings. 80% parent/guardian participation is the goal.</p> <p>2016-2017 K-2 AFTT Meeting Dates: 10-27-16 1-26-17 3-30-17</p> <p>2016-2017 3-5 AFTT Meeting Dates: 11-3-16 2-2-17 4-6-17</p> <p>2017-2018 AFTT nights (All grade levels) Nov. 7th Feb. 6th April 17th</p> | | Meghan Joyce | 05/02/2018 |

| | | | | | |
|---|----------|---|---------------------|---------------|------------|
| | | <i>Notes:</i> Log parent/guardian attendance We've discussed with PTA and will implement their ideas regarding family engagement nights. Brainstorm incentives for attendance and child care for these nights. Plan menus for serving dinner for those who attend. | | | |
| 2 | 11/28/16 | 2. School staff will offer technology support in both English and Spanish during family engagement nights (AFTT) to help parents navigate apps that support student achievement and align with the North Carolina Standard Course of Study. | Complete 05/02/2017 | Natalie Grady | 05/03/2017 |
| | | <i>Notes:</i> Apps/Websites?Resources Teachers use Each grade level will suggest two and they will be added to the school website. Anthony Woodyard for support | | | |
| 3 | 10/17/17 | 3. All grade levels will send home weekly newsletters with academic tips, calendar updates, "I can statement" and overarching goals in English and in Spanish. | | Jordi Roman | 11/08/2017 |
| | | <i>Notes:</i> | | | |

| Upcoming Events | | | | |
|-----------------|----------------|---|---------------------------------|---|
| Day | | Event | Time | Location |
| Mon. - Thurs. | November 6 - 9 | Teachey PTO Invite a Veteran to Lunch Week | Lunch period | Teachey |
| Tues. | 7-Nov | Middle School Tours | 6 -7 p.m. | North Asheboro Middle and South Asheboro Middle |
| Tues. | 7-Nov | Academic Family Teacher Team Meeting at Loflin | 5:30 - 6:45 p.m. | Loflin |
| Tues. | 7-Nov | Balfour PTO Meeting | 6:30 p.m. | Balfour Media Center |
| Thurs. | 9-Nov | Asheboro High School Blood Drive | All Day | Asheboro High School Original Gym |
| Thurs. | 9-Nov | ACS Board of Education Meeting | 7:30 p.m. | Professional Development Center |
| Thurs. | 9-Nov | Teachey Academic Awards Celebration | 8 a.m. - 11 a.m. | Teachey |
| | | | Fri. 10 a.m. - Sun. 4 p.m. | |
| | | | Opening ceremony | |
| | | | 12 noon on 10th | |
| | | | Closing ceremony 3 p.m. on 12th | |
| Fri. | November 10-12 | Field of Honor (Asheboro/Randolph Chamber of Commerce) | | South Asheboro Middle baseball field |
| | | Veteran's Day Parade (Asheboro High School Marching Band and Mustache Fraternity) | 4:00 p.m. | Downtown Asheboro |
| Sat. | 11-Nov | | | |
| Mon. - Fri. | November 13-17 | American Education Week | All Day | All Sites |
| Mon. - Fri. | November 13-17 | Principal for a Day | TBD | TBD |
| Mon. - Wed. | November 13-15 | NCSBA Annual Conference | All Day | Greensboro (Koury Center) |
| | | Academic Family Teacher Team Meeting at | | |
| Thurs. | 16-Nov | South Asheboro Middle School | 5 - 7 p.m. | South Asheboro Middle Media Center |
| Thurs. | 16-Nov | Teachey PTO Chick-Fil-A Night | 5 - 8 p.m. | Chick-fil-A (Highway 64) |
| Thurs. - Sun. | November 16-18 | Asheboro High School Park Street Players Fall Show | 7:30 - 10 p.m. | Performing Arts Center |
| Fri. | 17-Nov | Balfour World Heritage Night | 5:30-7 p.m. | Balfour |
| Tues. | 21-Nov | Teacher Recruitment Night | 4:30 - 6:30 p.m. | Central Office Board Room |
| Thurs. | 30-Nov | District DECA Competition | All day | Winston-Salem, NC |
| Fri. | 1-Dec | Christmas Parade (Asheboro High School Marching Band) | 7:00 p.m. | Downtown Asheboro |
| Mon. | 4-Dec | Hour(s) of Code | 5-7 p.m. | Professional Development Center |
| Tues. | 5-Dec | South Asheboro Middle Chorus Concert | 7:30 - 9 p.m. | Performing Arts Center |
| Tues. | 5-Dec | Balfour PTO Meeting | 6:30 p.m. | Balfour Media Center |
| Thurs. | 7-Dec | **Superintendent's Holiday Lunch** | 11:30 a.m. - 1 p.m. | Professional Development Center |
| Thurs. | 7-Dec | Asheboro High School Chorus Concert | 7:30 - 9:00 p.m. | Performing Arts Center |
| | | Christmas on Sunset (Select Asheboro High School Marching Band members) | | |
| Fri. | 8-Dec | | 6:00 - 9:00 p.m. | Downtown Asheboro |
| Mon. | 11-Dec | Middle School Band Concert | 7:30 - 9 p.m. | Performing Arts Center |
| Tues. | 12-Dec | Middle School Band Concert | 7:30 - 9 p.m. | Performing Arts Center |
| Wed. | 13-Dec | Senior Holiday Lunch | 11:45 a.m. -1:30 p.m. | Loflin |
| Wed. | 13-Dec | Asheboro High School Band Concert | 7:30 - 9 p.m. | Performing Arts Center |
| Thurs. | 14-Dec | ACS Board of Education Meeting | 7:30 p.m. | Professional Development Center |

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|---------------|----------------|---|------------------|--|
| Fri. | 15-Dec | Asheboro High School Winter Band Concert | 7:30 p.m. | Performing Arts Center |
| Tues. | 19-Dec | Asheboro High School Jazz and Percussion Concert | 7:30 PM | Performing Arts Center |
| Wed. | 20-Dec | Advanced Placement Reception | 3:45 p.m. | Asheboro High School Media |
| Thurs. | 21-Dec | Teachey PTO Chick-Fil-A Night | 5 - 8 p.m. | Chick-fil-A (Highway 64) |
| Tues. | 2-Jan | Balfour PTO Meeting | 6:30 p.m. | Balfour Media Center |
| Thurs. | 4-Jan | District Science Fair | 8 a.m. - 1 p.m. | North Asheboro Middle |
| Tues. | 9-Jan | North Asheboro Middle Spelling Bee | 2:30 PM | Little Theater |
| Thurs. | 11-Jan | District Science Fair (rain date) | 8 a.m. - 1 p.m. | North Asheboro Middle |
| Thurs. | 11-Jan | ACS Board of Education Meeting | 7:30 p.m. | Professional Development Center |
| Thurs. | 11-Jan | ACS Board of Education Appreciation Reception | 5:30 p.m. | Professional Development Center |
| Fri. | 12-Jan | South Asheboro Middle Spelling Bee | 9:00a.m. | South Asheboro Middle Media Center |
| Fri. | 12-Jan | Donna Lee Loflin Spelling Bee | 1:00 PM | Loflin multipurpose room |
| Wed. | 17-Jan | Balfourfour Spelling Bee | 1:00 PM | Balfour multipurpose room |
| Thurs. | 18-Jan | Charles McCrary Spelling Bee | 1:00 PM | McCrary multipurpose room |
| Thurs. | 18-Jan | Oratorical Contest (preliminary contest) | 6 p.m. | Sunset Theatre |
| Thurs. | 18-Jan | Teachey PTO Chick-Fil-A Night | 5 - 8 p.m. | Chick-fil-A (Highway 64) |
| Fri. | 19-Jan | Lindley Park Spelling Bee | 8:15a.m. | Lindley Park |
| Wed. | 24-Jan | MAKE-UP DATE for Balfour Spelling Bee if needed | 1:00 PM | Balfour |
| Thurs. | 25-Jan | Oratorical Concest (Final Contest) | 6 p.m. | Sunset Theatre |
| Thurs. | 25-Jan | Academic Family Teacher Team Meeting at North Asheboro Middle School | 6:30 p.m. | North Asheboro Middle |
| Fri. | 26-Jan | Guy B. Teachey Spelling Bee | 1:00 PM | Teachey multipurpose room |
| Fri. | 26-Jan | Teachey Academic Awards Celebration | 8 a.m. - 11 a.m. | Teachey |
| Sat. | 27-Jan | BOE Winter Board Retreat | 8:00a.m.-5 p.m. | TBD |
| Mon. | 29-Jan | MAKE-UP DATE for Teachey Spelling Bee if needed | 1:00 PM | Teachey |
| Tues. | 30-Jan | State of our Schools | 5:00-7 p.m. | Asheboro High School Media & Performing Arts Center |
| Fri. | 2-Feb | Asheboro High School Student Council Spirit Night - King Comet | 7:30 - 8 p.m. | Asheboro High School |
| Tues. | 6-Feb | Academic Family Teacher Team Meeting at Teachey and Teachey Report Cards Sent Home | 4:30-6:15 p.m. | Teachey |
| Tues. | 6-Feb | Academic Family Teacher Team Meeting at Donna Lee Loflin Elementary School | 5:30 - 6:45 p.m. | Loflin |
| Tues. | 6-Feb | Balfour PTO Meeting | 6:30 p.m. | Balfour Media Center |
| Thurs. | 8-Feb | ACS Board of Education Meeting | 6:00 p.m. | Professional Development Center |
| Thurs. | 8-Feb | ACS Board Meeting - County Commissioners Invited | | Professional Development Center |
| Thurs. | 15-Feb | Balfour Family Engagement/Academic Family Teacher Team Meeting | 5:30 - 6:30 p.m. | Balfour |
| Thurs. | 15-Feb | Asheboro High School | 4:30 - 6:45 p.m. | Asheboro High School |
| Thurs. | 15-Feb | Teachey PTO Chick-Fil-A Night | 5 - 8 p.m. | Chick-fil-A (Highway 64) |
| Thurs. - Sat. | February 15-17 | Asheboro High School Park Street Players Winter Show | 7:30 - 10 p.m. | Performing Arts Center |

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|---------------|-----------------|--|-----------------------|------------------------------------|
| Mon. - Fri. | February 19-23 | Asheboro High School FFA Week | All day | Asheboro High School |
| Tues. | 20-Feb | ACS District Spelling Bee | 7:00 p.m. | Professional Development Center |
| Fri. | 23-Feb | All-Randolph County Honor Band | 7 p.m. | Performing Arts Center |
| Sat. | 24-Feb | Secondary STEAM Kick-off | 9 a.m. - 12 p.m. | Asheboro High School Media Center |
| Sat. | 24-Feb | ACS Teacher Recruitment Fair | 8:00a.m.-12 p.m. | Professional Development Center |
| Tues. | 27-Feb | MAKE-UP DATE: ACS District Spelling Bee | 7:00 PM | Professional Development Center |
| Mon. - Fri. | Feb. 26-March 2 | ACS Read Across the District Week | All Day | All Sites |
| Thurs. | 1-Mar | Secondary Battle of the Books | 10:30 a.m. | South Asheboro Middle |
| Fri. | 2-Mar | Read Across America Day | All Day | All Sites |
| | | Kindergarten Registration & Information Session- | | |
| Tues. | 6-Mar | All Elementary Schools | 4:00-7 p.m. | All Elementary Sites |
| Tues. | 6-Mar | Asheboro High School Chorus Concert | 7:30 - 9 p.m. | Performing Arts Center |
| Tues. | 6-Mar | Balfour PTO Meeting | 6:30 p.m. | Balfour Media Center |
| Wed. | 7-Mar | ACS and RCSS Youth Art Month Reception | 4:00-6 p.m. | Randolph Arts Guild |
| Thurs. | 8-Mar | ACS Board of Education Meeting and Budget Meeting | 6:00 p.m. | Professional Development Center |
| Thurs. - Sat. | March 8-10 | North Carolina State DECA Competition | All Day | Greensboro |
| Tues. | 13-Mar | Middle School Festival Band Concert | 7:30 p.m. | Asheboro High School |
| Thurs. | 15-Mar | South Asheboro Middle Academic Family Teacher Team Meeting | 5 - 7 p.m. | South Asheboro Middle Media Center |
| Thurs. | 15-Mar | Asheboro High School Band Concert | 7:30 p.m. | Performing Arts Center |
| Thurs. | 15-Mar | Teachey PTO Chick-Fil-A Night | 5 - 8 p.m. | Chick-fil-A (Highway 64) |
| Fri. | 16-Mar | Asheboro High School Blood Drive | All day | Asheboro High School Original Gym |
| Sun. | 18-Mar | REGIONAL SPELLING BEE | 12:00pm -Registration | Milton Rhodes Center for Arts, W-S |
| Mon. - Tues. | March 19-20 | Central District Concert Band Festival | All Day | Performing Arts Center |
| Thurs. - Mon. | March 22 - 26 | Asheboro High School Band Trip (TBA) | All Day | New York, New York |
| Wed. | 28-Mar | Elementary Battle of the Books | 9 a.m. - 12 p.m. | McCrary |
| Mon.-Fri. | April 2-6 | ACS Spring Break | All Day | Every day |
| Fri. - Mon. | April 6-9 | National School Boards Association | All Day | Every day |
| | | | 8:30 a.m. - 1 p.m. | |
| Tues. | 10-Apr | McCrary Kindergarten Orientation | & 3 - 6 p.m. | McCrary |
| | | Balfour Family Engagement/Academic Family | | |
| Tues. | 10-Apr | Teacher Team Meeting | 5:30 - 6:30 p.m. | Balfour |
| | | Academic Family Teacher Team Meeting at Teachey and | | |
| Tues. | 10-Apr | Teachey Report Cards Sent Home | 4:30 - 6:15 p.m. | Teachey |
| | | | | Asheboro High School Gym and |
| Wed. | 11-Apr | STEAM Competition | All Day | Professional Development Center |
| Thurs. | 12-Apr | ACS Board of Education Meeting and Budget Meeting | 6 p.m. | Professional Development Center |
| Thurs. | 12-Apr | Asheboro High School Student Council - Lemonade Lawn | 7 - 8 p.m. | Asheboro High School (front lawn) |
| Fri. | 13-Apr | Greensboro Symphony Performance (4th/5th graders) | 9:30 a.m. - 12 p.m. | Performing Arts Center |
| Mon. | 16-Apr | Academic Family Teacher Team Meeting at Loflin | 5:30- 6:45 p.m. | Loflin |
| | | | 8:30 a.m. - 1 p.m. | |
| Tues. | 17-Apr | Lindley Park Kindergarten Orientation | & 3 - 6 p.m. | Lindley Park |

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|-------------|-------------|---|------------------------------------|---|
| Thurs. | 19-Apr | Teachey PTO Chick-Fil-A Night | 5 - 8 p.m. | Chick-fil-A (Highway 64) |
| Fri. | 20-Apr | Teachey Academic Awards Celebration | 8 a.m. - 11 a.m. | Teachey |
| Fri. - Wed. | April 20-25 | International DECA Competition | All Day | Atlanta, GA |
| Tues. | 24-Apr | AIG Expert Fair | 5- 6 p.m. | McCrary |
| Wed. | 25-Apr | Balfour Kindergarten Orientation - PM ONLY | 12:00-6pm | Balfour |
| Thurs. | 26-Apr | Balfour Kindergarten Orientation | 8:30 a.m. - 1 p.m. & 3 - 6 p.m. | Balfour |
| Thurs. | 26-Apr | Cap and Gown Runway - Class of 2018 | 10:15-10:30 a.m. | All Elementary Schools |
| Thurs. | 26-Apr | TENTATIVE - Randolph Awards for Excellence | 7 p.m. | Performing Arts Center |
| Fri. | 27-Apr | All Comet Challenge | 6:00-7:30 p.m. | South Asheboro Middle |
| Sat. | 28-Apr | Asheboro High School Prom | 6 - 12 p.m. | 105 Worth Event Center |
| Tues. | 1-May | Teachey Kindergarten Orientation -PM ONLY | 12:00-6pm | Teachey |
| Tues. | 1-May | Balfour PTO Meeting | 6:30 p.m. | Balfour Media Center |
| Wed. | 2-May | Teachey Kindergarten Orientation | 8:30 a.m. - 1 p.m. & 3 - 6 p.m. | Teachey |
| Thurs. | 3-May | Mayor's Prayer Breakfast | 6:45 a.m. | AVS Banquet Centre |
| Thurs. | 3-May | Loflin Kindergarten Orientation | 8:30 a.m. - 1 p.m. & 3 - 6 p.m. | Loflin |
| Thurs. | 3-May | Asheboro High School Band Chamber/Percussion Music Night | 7:30 p.m. | Performing Arts Center |
| Mon. | 7-May | Academic Family Teacher Team Meeting at North Asheboro Middle School | 6:30 p.m. | North Asheboro Middle |
| Mon.-Fri. | May 7-11 | Teacher Appreciation Week | All Day | All Sites |
| Fri. | 11-May | Teachey PTO Spring Event | TBD | Teachey |
| Tues. | 8-May | Teacher of the Year Banquet | 6:00 p.m. | Pinewood Country Club |
| Tues. | 8-May | South Asheboro Middle Chorus Concert | 7:30 - 9 p.m. | Performing Arts Center |
| Thurs. | 10-May | ACS Board of Education Meeting | 7:30 p.m. | Professional Development Center |
| Fri. | 11-May | Asheboro High School Senior Showcase | 7 - 10:30 p.m. | Performing Arts Center |
| Tues. | 15-May | Asheboro High School Chorus Concert | 7:30 - 9 p.m. | Performing Arts Center |
| Thurs. | 17-May | Asheboro High School Jazz Concert | 7:30 p.m. | Performing Arts Center |
| Thurs. | 17-May | Teachey PTO Chick-Fil-A Night | 5 - 8 p.m. | Chick-fil-A (Highway 64) |
| Thurs. | 24-May | Asheboro High School Spring Band Concert | 7 p.m. | Performing Arts Center |
| Fri. | 25-May | Asheboro High School Academic Awards Day/ALOHA Day | Awards @ 9:30 a.m. | Performing Arts Center/ Lee J. Stone Stadium |
| Wed. | 30-May | Asheboro High School Academic Awards Night | 7 -8 p.m. | Performing Arts Center |
| Sun. | 3-Jun | Asheboro High School Baccalaureate Ceremony | TBD | Performing Arts Center |
| Mon. | 4-Jun | Asheboro High School Band Awards Banquet | 6:30 p.m. | Central United Methodist Church |
| Tues. | 5-Jun | Balfour PTO Meeting | 6:30 p.m. | Balfour Media Center |
| Mon.-Thurs. | June 4 - 7 | Superintendents Reading Challenge Celebrations | TBD | All Sites |
| Fri. | 8-Jun | Last Day of School/Graduation | 7:00 p.m. | Asheboro High School |
| Mon. | 11-Jun | Retirement Breakfast | 7:30 a.m. | Performing Arts Center |

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| Thurs. | 14-Jun | ACS Board of Education Meeting | 7:30 p.m. | Professional Development Center |
| Thurs. - Fri. | June 14-22 | ACS Summer Academy (5 days instruction, 2 days testing) | 8:00-12 p.m. | Asheboro High School & Elementary School |
| Mon. - Wed. | July 23-25 | Asheboro High School Marching Percussion Camp | 12 - 5 p.m. | Asheboro High School |
| Mon. - Fri. | July 30 - Aug. 3 | Asheboro High School Band Camp | 10 a.m. - 5 p.m. | Asheboro High School/ South Asheboro Middle |



Points of Pride Update

November 9, 2017

AHS' Kevin Gillespie Selected to Coach the 2017 Shrine Bowl All-Star Football Game

Asheboro High School head football coach Kevin Gillespie has been selected as a coach for the 2017 NC-SC Shrine Bowl All-Star Football Game. Coach Gillespie was presented his Shrine Bowl blazer at the Asheboro High School Homecoming football game on Friday, October 13. The presentation by the Shriners was held at 7:05 p.m. at Lee J. Stone Stadium.

Balfour Elementary School Receives Bright Ideas Grant

Ms. Emily Cappello and the team at Balfour Elementary School received a Bright Ideas grant from Randolph Electric Membership Corporation. Monies will be used for materials in the Balfour Elementary School Maker-Space!

Teachey Teacher selected as FOX8 Educator of the Week

Teachey Tiger, Ms. Denise Nixon, was featured as the FOX8 Educator of the Week during the week of October 9. We are proud to have dedicated and compassionate teachers in Asheboro City Schools!

Ms. Candace Call Selected to Speak at Leadership Randolph Graduation

On Thursday, October 12, the 2017 Leadership Randolph class heard from North Asheboro Middle School principal Ms. Candace Call. She spoke about her experiences in leadership and how the graduates could continue giving back to their community.

Renewed Interest in the Lee J. Stone Scholarship Award

On Thursday, October 12, the Lee J. Stone Scholarship Committee met in the Professional Development Center to stuff envelopes to send to various Asheboro High School alumni classes to raise funds for the Lee J. Stone Scholarship Award. In total, the committee sent approximately 1,560 letters with a goal of raising \$15,000. As of Friday, they had raised **\$6,000!**

Schools Hosts Multicultural Night Events

On Thursday, October 12th Donna Lee Loflin families enjoyed a fun evening of food, celebration, and books. It was Cultural Heritage Night and each family brought a dish that represented their culture. As everyone enjoyed the delicious meal, a Mariachi band entertained the standing-room only crowd. Other highlights of the evening were the Book Fair and a PTA presentation about the Reflections Art Contest.

Lindley Park and McCrary Elementary Schools hosted World Heritage Night and Multicultural Night on Thursday, October 19. Students, families, and staff had a great time celebrating cultures from around the world with food, music, and dancing!