

ASHEBORO CITY BOARD OF EDUCATION

October 8, 2015

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 – Muaiz, Hamza, Malayka, and Mahinoor, Students at Guy B. Teachey Elementary School
- *D.** Approval of Agenda

II. Special Recognition and Presentations

- A.** Board Spotlight – Guy B. Teachey Elementary School
- B.** Principal of the Year – Brian Saunders, South Asheboro Middle School

III. Public Comments

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

IV. *Consent Agenda

- A.** Approval of Minutes – September 10, 2015
- B.** Budget Amendments – CE-01 and CO-01
- C.** Randolph Community College Articulation Agreement with Asheboro City Schools
- D.** Discard Items
- E.** Asheboro High School Overnight Field Trip Request – New York, New York
- F.** Personnel

V. Information, Reports and Recommendations

- A.** Proposed Vision and Mission Statements
- B.** Policies
 - Policy 2110 – Board Member Elections
 - Policy 2610 – Board Attorney
 - Policy 5024/6127/7266 – Emergency Epinephrine Auto-Injector Devices
 - Policy 6230 – School Meal and Competitive Foods Standards
 - Policy 6510 – Organization of Equipment, Materials, and Supplies Services
 - Policy 6520 – Use of Equipment, Materials, and Supplies
 - Policy 6521 – Personal Use of Equipment, Materials, and Supplies
 - Policy 6522 – Use of Equipment, Materials, and Supplies by Non-School Groups

VI. Action Items

- *A.** Policies
 - Policy 2130 – Board Member Compensation and Expenses
 - Policy 4110 – Immunization Requirements for School Admission
- *B.** Continuous Improvement Plans for Elementary Schools
 - Balfour Elementary School
 - Charles W. McCrary Elementary School
 - Donna Lee Loflin Elementary School
 - Guy B. Teachey Elementary School
 - Lindley Park Elementary School

VII. Superintendent's Report/Calendar of Events

- A.** Calendar of Events
- B.** Points of Pride
- C.** 2015-2016 Board Goals, October Update
- D.** Advanced Placement Capstone Diploma

VIII. Board Operations

- A.** Appointment of Nominating Committee for Board Vacancy
- B.** Recognition of Service – Stephen Jones
- C.** NCSBA Award for Excellence in Educational Programs Submission
- D.** Important Dates to Remember:
 - Tuesday, October 13, Powder Puff Football Game, 7:00 p.m., Lee J. Stone Stadium
 - October 14-16, NCSBA Fall Law Conference, Asheville, North Carolina
 - Thursday, October 15, Homecoming Bonfire, 7:00 p.m. Asheboro High School
 - Friday, October 16, Homecoming, 7:30 p.m.
 - Tuesday, October 20, Middle School Super Tuesday, 4:00 p.m., Lee J. Stone Stadium
 - Tuesday, October 20, Asheboro High School Parent Meeting, 6:45 p.m., Asheboro High School Media Center
 - Friday, October 23, Strategic Planning Team Meeting, 11:45 a.m., Professional Development Center
 - Friday, October 30, Board Members Work Concession Stand for Football Game, 6:00 p.m.
 - Thursday, November 5, Strategic Planning Team Meeting, 11:45 a.m., Professional Development Center
 - Thursday, November 12, Board of Education Meeting
 - November 16 – 20, American Education Week
 - November 16 – 18, NCSBA Annual Conference, Koury Convention Center, Greensboro, North Carolina
 - Wednesday, December 9, Senior Holiday Luncheon, 11:45 A.M., Loflin Elementary
 - Thursday, December 10, Board of Education Meeting
 - Tuesday, December 15, 3:45 p.m., Advanced Placement Tea Reception, Asheboro High School Media Center
 - Wednesday, January 13, Middle School District Science Fair, (Awards Ceremony at noon), North Asheboro Middle School
 - January 14-15, 2016, School Board 101 for New Board of Education Members, NCSBA, Raleigh, NC
 - Thursday, January 21, Board of Education Meeting
 - Saturday, January 30, Winter Board Retreat, Professional Development Center
 - February 7-10, AdvancED (Southern Association of Colleges and Schools) Five-year Reaccreditation Visit
 - Thursday, February 11, Board of Education Meeting
 - Thursday, March 10, Board of Education Meeting
 - Wednesday, March 23, Digital Expo, Asheboro High School
 - April 8-11, 2016, National School Board Conference, Boston, MA (**Registration opens October 21, 2015**)
 - Thursday, April 21, Board of Education Meeting

IX. Adjournment

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

ASHEBORO CITY BOARD OF EDUCATION

October 8, 2015

7:30 p.m.

Asheboro High School

Professional Development Center

Addendum

I. Opening

II. Special Recognition and Presentations

- A. Recognition of Service – Stephen Jones
- B. Board Spotlight – Guy B. Teachey Elementary School
- C. Principal of the Year – Brian Saunders, South Asheboro Middle School

IV. *Consent Agenda

- D. Discard Items
- F. Personnel
- G. Charles W. McCrary Overnight Field Trip Request – Camp Caraway, Asheboro, NC

V. Information, Reports, and Recommendations

- C. Calendar Process

VIII. Board Operations

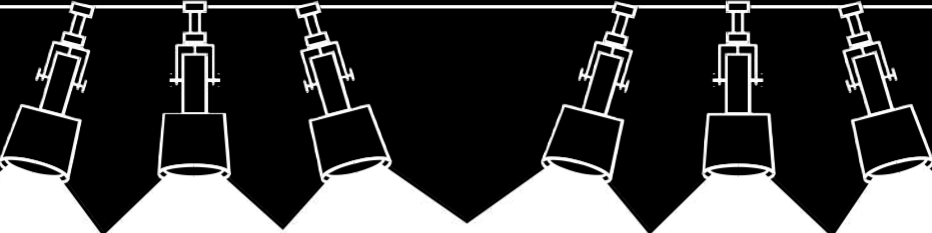
- B. ~~Recognition of Service – Stephen Jones~~ (Moved to II. Special Recognition and Presentations)

IX. Adjournment

Mission Statement

We are committed to providing quality learning opportunities for all students in a safe and inviting environment so that our students can become successful lifelong learners, prepared for 21st century global citizenship.

October 8, 2015



Board Spotlight:

Tonight's BOE Spotlight features Guy B. Teachey Elementary School. This evening you will hear how Principal Day, Assistant Principal McHenry, staff, students, parents, and the community are establishing a positive culture of readers at GBT. You will learn about several reading initiatives currently in place to promote and motivate student readers, as well as data results that indicate the "summer slide" is being impacted by the intentional focus on reading both during and after the school year at GBT.

Special Recognition:

Brian Saunders, South Asheboro Middle School, 2015-2016
Asheboro City Schools' Principal of the Year

Minutes of the Asheboro City Board of Education

September 10, 2015

Policy Committee

The Policy Committee convened at 6:00 p.m. in the Professional Development Center with the following members present:

Phillip Cheek
Gidget Kidd
Jane Redding

Linda Cranford
Chris Yow
Kyle Lamb

Staff members present were: Dr. Terry Worrell, Dr. Brad Rice, Drew Maerz, Jennifer Smith and Carla Freemyer.

Special guest was Gwen Williams, Board of Education candidate.

The meeting was called to order at 6:00 p.m. and Dr. Maerz began review of the agenda.

Policy 2110 – Board Member Elections

- This policy is being revisited from August's policy meeting.
- The legal assistant with the North Carolina School Boards Association clarified that the oath of office in the policy is the required minimum but that local boards may elect to add to it.
- Committee agreed to use the policy as written.

Policy 2610 – Board Attorney

- This policy is being revisited from August's policy meeting.
- Board attorney confirmed that the responsibility for addressing and resolving criminal bail bond and vehicle forfeiture is shared with another attorney.
- It was recommended to remove the statement "responsible for and" and just use "could be authorized" to address and resolve criminal bail bond and vehicle forfeiture matters in district and superior court."

Policy 5010 – Parent Organizations

- Policy has not been reviewed since 1998.
- Minor language adjustments were made.
- Statement added that includes fliers and other literature must comply with Policy 5210 – Distribution and Display of Non-School Material, and its compliance to the list of conditions for establishing parent organizations.
- Superintendent will be required to grant or deny parent organization requests.
- Question from Mrs. Freemyer about PTO, etc., having to add the disclaimer, "This is a non-school material that is neither endorsed nor necessarily reflective of the views of Asheboro City Schools." Does the statement in Section B, Item 3, apply to organizations such as school PTO?
- Follow up needed on question regarding PTO – will revisit in October Policy Committee.

Policy 5024/6127/7266 – Emergency Epinephrine Auto-Injector Devices

- Minor language changes (anaphylactic versus anaphylaxis and prescription versus standing order) and clarification.

Policy 6230 – School Meal and Competitive Foods Standards

- Recommended language changes and clarification based on federal food laws have been made.
- Section was added that covers responsibility for compliance with the limits on the sale of competitive foods and the consequences for non-compliance.
- This eliminates bake sales, Chick-fil-A, etc. until 30-minutes after the last school bell.

Policy 6510 – Organization of Equipment, Materials, and Supplies Services

- First review since 1998.
- There have been minor and technical language updates.

Policy 6520 – Use of Equipment, Materials, and Supplies

Policy 6521 – Personal Use of Equipment, Materials, and Supplies

Policy 6522 – Use of Equipment, Materials, and Supplies by Non-school Groups

- Policy references have been updated throughout policies.
- Minor and technical language updates including updates to legal references have been made.

All policies, with the exception of Policy 5010 – Parent Organizations, will go to the Board for 30-day review at the October meeting. Policy 5010 – Parent Organizations will be revisited at a future meeting.

Dr. Worrell updated committee members on the research and latest discussions regarding the Community Use of Facilities policy. We are reviewing several options that may allow for a broader definition of the type of organizations that may be eligible to request the use of our facilities. Dr. Worrell and Mr. Mize continue to work with Mr. Brian Shaw to make a recommendation that balances community interest in our facilities, with the need to protect and maintain the facilities for school events.

With no further business, the meeting was adjourned at 6:40 p.m.

Finance Committee

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

Gus Agudelo
Dr. Kelly Harris
Steve Jones
Jane Redding

Joyce Harrington
Archie Priest, Jr.
Kyle Lamb

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

Special guest was Gwen Williams, Board of Education candidate.

Dr. Worrell and Mr. Blair presented the 2015-2016 Budget information. They also discussed how current budget proposals in the state legislature could affect the district budget.

Dr. Worrell also updated the committee members on the research and latest discussions regarding the Community Use of Facilities policy. Dr. Worrell and Mr. Mize are working with Mr. Brian Shaw to make recommended policy updates.

There being no further business, the meeting adjourned at 7:15 p.m.

Board of Education

Opening

The Asheboro City Board of Education met in regular session at 7:30 p.m. in the Professional Development Center with the following members present:

Jane Redding, Chairman
Phillip Cheek
Joyce Harrington
Steve Jones
Kyle Lamb
Chris Yow

Gustavo Agudelo
Linda Cranford
Dr. Kelly Harris
Gidget Kidd
Archie Priest, Jr.

Wilson Alexander, Jr., Attorney

Staff members present were Dr. Terry Worrell, Jennifer Smith, Harold Blair, Nathan Craver, Carla Freemyer, Dr. Cayce McCamish, Dr. Brad Rice, Wendy Rich, Julie Pack, and Dr. Drew Maerz.

Special guest was Gwen Williams, Board of Education candidate.

Following a moment of silence led by Chairman Redding, Jaycie Gaddy, a fifth grade student at Balfour Elementary, led the pledge of allegiance.

Mr. Jones made a motion to approve the agenda, seconded by Mr. Cheek, and the agenda was unanimously approved by the Board.

Special Recognition and Presentations

Carla Freemyer recognized three special community partners for Balfour Elementary: First Baptist Church, the Randolph Public Library, and Tienda Mexicana Los Potrillos. They were very instrumental to the success of Balfour's summer programs.

The Board of Education's spotlight featured Balfour Elementary School. Ms. Maness shared the successful summer reading program that was implemented by the Balfour staff. The program included a summer reading challenge to students, opening the media center at the school throughout the summer, and partnering with the library, a local restaurant, and a church to deliver books to the Balfour neighborhood.

Public Comments

Chairman Redding opened the floor to public comments; no one signed up to address the Board.

Upon motion by Mr. Lamb, seconded by Mr. Jones, the Consent Agenda was unanimously approved by the Board.

Consent Agenda

The following Consent Agenda items were approved:

**Approval of Minutes – August 13, 2015*

**Overnight Field Trip Request—Camp Hanes, NC - Lindley Park Elementary (A copy of the field trip request will become a part of these minutes.)*

**Overnight Field Trip Request - Betsy Jeff Penn 4-H Center, Reidsville, NC - South Asheboro Middle School (A copy of the field trip request will become a part of these minutes.)*

**Personnel*

RESIGNATIONS/RETIREMENTS/SEPARATIONS

| <u>NAME</u> | <u>SCHOOL/SUBJECT</u> | <u>EFFECTIVE</u> |
|---------------------|------------------------------|-------------------------|
| Cannon, Anne | AHS/NAMS-Health Science | 8/18/15 |
| Carson, Jodi | AHS/Guidance Counselor | 9/11/15 |
| Garcia, Lisa | NAMS/ELA | 8/12/15 |
| Haney, Laura | BAL/Exceptional Child. | 6/28/15 |
| Meyer, Gail | BAL/4th Grade | 8/21/15 |
| Robinson, Leslie | LP/Except. Child. (PT) | 9/30/15 |
| Watson, Christopher | AHS/LTIP Coordinator | 9/4/15 |

APPOINTMENTS

| <u>NAME</u> | <u>SCHOOL/SUBJECT</u> | <u>EFFECTIVE</u> |
|---------------------|-----------------------------------|-------------------------|
| Acosta, Eric | NAMS/Non-Faculty Coach (Football) | 9/1/15 |
| Auman, Gwen | CO/Sub. (\$103/per day) | 8/25/15 |
| Brooks, Vanessa | NAMS/ELA (Temp.) | 8/17 - 9/18/15 |
| Fitch, Carolyn | CO/Sub. (\$80/per day) | 8/25/15 |
| Hurley, Andrew | CO/Network Systems Analyst | 9/21/15 |
| Russell, Karie | ECDC/Afterschool Program (PT) | 8/31/15 |
| Somero, Rhiannon | ECDC/Afterschool Program (PT) | 8/26/15 |
| Young, Megan | CWM/Afterschool Program (PT) | 8/19/15 |
| Brumley, Shelia | GBT/Exceptional Child. | 9/8/15 |
| Domally, Marc | AHS/LTIP Teacher | 9/14/15 |
| Knox, Justin | SAMS/Non-Faculty Coach (Football) | 9/10/15 |
| McNair, Tavin | SAMS/Non-Faculty Coach (Football) | 9/10/15 |
| Allred, Stephanie | CO/Sub. (\$80/per day) | 9/14/15 |
| Banner, LeBrandon | CO/Sub. (\$80/per day) | 9/14/15 |
| Britt, Kimberly | CO/Sub. (\$80/per day) | 9/14/15 |
| Cassell, Kim | CO/Sub. (\$80/per day) | 9/14/15 |
| Chavez, Lisa | CO/Sub. (\$103/per day) | 9/14/15 |
| Dixon, Jennifer | CO/Sub. (\$80/per day) | 9/14/15 |
| Goss, Tina | CO/Sub. (\$80/per day) | 9/14/15 |
| Hobson, Joseph | CO/Sub. (\$80/per day) | 9/14/15 |
| Kushwaha, Poonam | CO/Sub. (\$80/per day) | 9/14/15 |
| Laguna, Ruth | CO/Sub. (\$80/per day) | 9/14/15 |
| McRae, Althea | CO/Sub. (\$80/per day) | 9/14/15 |
| Mendoza-Osorio, Ana | CO/Sub. (\$80/per day) | 9/14/15 |
| Morris, Eren | CO/Sub. (\$80/per day) | 9/14/15 |
| Ogles, Ashley | CO/Sub. (\$80/per day) | 9/14/15 |
| Rouse, Doyle | CO/Sub. (\$80/per day) | 9/14/15 |
| Siironen, Jinnia | CO/Sub. (\$80/per day) | 9/14/15 |
| Underwood, Leslie | CO/Sub. (\$80/per day) | 9/14/15 |
| Walker, SueAnn | CO/Sub. (\$103/per day) | 9/14/15 |

TRANSFERS

| <u>NAME</u> | <u>SCHOOL/SUBJECT</u> | <u>EFFECTIVE</u> |
|--------------------|--------------------------------------|-------------------------|
| Brewer, Kevin | CO/Sub Bus Driver to Bus Driver (PT) | 8/17/15 |
| Dunn, Tina | NAMS to AHS/Instructional Asst. | 8/17/15 |
| Parson, Jamie | CO/Bus Driver to Sub Bus Driver | 8/24/15 |
| Snipes, Paul | CO/Sub Bus Driver to Bus Driver (PT) | 8/17/15 |
| Smith, Patrick | AHS/LTIP Teacher to LTIP Coordinator | 9/8/15 |

Information, Reports and Recommendations

Wendy Rich reported on Asheboro City Schools' end-of-year results on Read to Achieve Grade 3. Only 69 students were placed in a 3-4 transition classroom and will receive intensive interventions in reading to hopefully have the retention label removed this year.

Ms. Rich also reported on the summer Read to Achieve program. Seventy-three (73) students attended the summer program; 11 students demonstrated proficiency and all students grew in confidence in their reading skills.

Dr. Maerz presented a report on the 2014-2015 ACT/WorkKeys and the NC READY data. The ACT or a modified version of this test, assesses Career and College Readiness, and is administered to all Asheboro High School juniors.

Along with the ACT report, the WorkKeys results for 2014-2015 were given as well. WorkKeys is administered to Asheboro High School and North Carolina seniors who will complete a CTE concentration prior to graduation. Eighty-eight Asheboro High School students received certificates for proficiency.

Dr. Drew Maerz presented Asheboro City Schools' 2014-2015 READY Data. The elementary and high school READY Accountability Model was explained and data showing ACS results and trends were provided. Asheboro City School's graduation rate is 86.8% for school year 2014-2015. All schools improved their Grade Level Proficiency Performance Composite. All schools met expected growth and 6 exceeded expected growth.

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

- Policy 2130 - Board Member Compensation and Expenses
- Policy 4110 - Immunization Requirements for School Admission

Action Items

Following a 30-day review, a motion was made by Ms. Harrington and seconded by Mr. Yow to approve the following policies:

- Policy 3300 – School Calendar and Time for Learning
- Policy 5022 – Registered Sex Offenders
- Policy 5050 – Emergency Closings
- Policy 5100 – Relationship with Other Governmental Agencies
- Policy 5110 – Relationship with County Commissioners
- Policy 5220 – Collections and Solicitations

The motion passed unanimously. (A copy of the policies will become a part of these minutes.)

Harold Blair provided an overview of the 2015-2016 Budget Resolution totaling \$46,743,394.31. A motion was made by Ms. Harrington and seconded by Dr. Harris to approve the Budget Resolution as presented. Motion passed unanimously. (A copy of the 2015-2016 Budget Resolution will become a part of these minutes.)

Superintendent's Report/Calendar of Events

Carla Freemyer shared the Calendar of Events highlighting the following dates and events: Board Members and Superintendent will attend Fall PTO meetings; Asheboro High School Hall of Fame Reception, October 2; Asheboro City Schools Strategic Planning Team Meetings on October 23 and November 5; and Asheboro High School's Fall Musical, *Into the Woods*, November 19-22.

Superintendent Worrell presented an update on the 2015-2016 Asheboro City Schools' Strategic Plan goals.

Dr. Worrell provided 10-day enrollment figures and average class sizes in the elementary schools. Total enrollment after 10 days for Asheboro City Schools was 4,706.

Board Operations

Chairman Redding reported that the North Carolina School Boards Association has requested nominees for several awards. The Board discussed submitting an entry for the Award for Excellence in Educational Programs. The central office instructional team will work on selecting a program before the next board meeting.

Board member Steve Jones read a letter of resignation from the board effective October 10, 2015. A committee will be appointed at the October 8 board meeting to begin the process of selecting a new board member to fulfill the remainder of Mr. Jones' term.

Archie Priest announced that the Board of Education will work concessions at Asheboro High School's football game on October 30.

Chairman Redding reminded members of the Board of the following important dates:

- Wednesday, September 23, 4:00 – 8:00 p.m., NCSBA District 5 Meeting, Lexington Senior High School, 26 Penry St., Lexington, NC 27292

- Parent Meetings:
 - *Thursday, September 17 – Balfour Elementary – 5:30 p.m.
 - *Monday, September 21 – South Asheboro Middle at the Randolph Public Library – 6:00 p.m.
 - *Tuesday, September 22 – North Asheboro Middle – 6:30 p.m.
 - *Thursday, September 24 – Loflin Elementary – 6:00 p.m.
 - *Thursday, September 24 – McCrary Elementary – 7:00 p.m.
 - *Monday, September 28 – Teachey Elementary – 6:15 p.m.
 - *Thursday, October 1 – Lindley Park Elementary – 5:30 p.m.
- Friday, October 2, Asheboro High School Hall of Fame Reception, 6:00 p.m.
- Thursday, October 8, Board of Education Meeting
- October 14-16, NCSBA Fall Law Conference, Asheville, North Carolina (Registration now open)
- Friday, October 16, Homecoming, 7:30 p.m.
- Friday, October 23, Strategic Planning Team Meeting, 11:45 a.m., Professional Development Center
- Thursday, November 5, Strategic Planning Team Meeting, 11:45 a.m., Professional Development Center
- Thursday, November 12, Board of Education Meeting
- November 16 – 20, American Education Week
- November 16 – 18, NCSBA Annual Conference, Koury Convention Center, Greensboro, North Carolina
- Wednesday, December 9, Senior Holiday Luncheon, 11:45 A.M., Loflin Elementary
- Thursday, December 10, Board of Education Meeting
- Tuesday, December 15, 3:45 p.m., Advanced Placement Tea Reception, Asheboro High School Media Center
- January 14-15, 2016, School Board 101 for New Board of Education Members, NCSBA, Raleigh, NC
- Thursday, January 21, Board of Education Meeting
- Saturday, January 30, Winter Board Retreat, Professional Development Center
- February 7-10, AdvancED (Southern Association of Colleges and Schools) Five-year Reaccreditation Visit
- Thursday, February 11, Board of Education Meeting
- Thursday, March 10, Board of Education Meeting
- Wednesday, March 23, Digital Expo, Asheboro High School
- April 8-11, 2016, National School Board Conference, Boston, MA (Registration opens October 28, 2015)
- Thursday, April 21, Board of Education Meeting

A motion was made by Mr. Lamb, seconded by Ms. Cranford, and unanimously approved by the Board, to adjourn from open session and enter closed session at 8:55 p.m. to discuss the Superintendent's Annual Performance Evaluation.

Executive Session

Upon motion by Ms. Cranford, seconded by Ms. Harrington, and unanimously approved by the board, to close executive session, the Board adjourned from executive session at 9:45 p.m.

Open Session

A motion was made by Ms. Kidd, seconded by Mr. Jones to reconvene in open session, and unanimously approved by the board. Dr. Harris motioned and seconded by Mr. Yow to extend the superintendent's contract by one year through June 30, 2018, and to approve the compensation package per the superintendent's contract. Motion passed unanimously.

Adjournment

There being no further business, a motion was made by Mr. Lamb, seconded by Mr. Agudelo, and unanimously approved by the Board, to adjourn at 9:48 p.m.

Chairman

Secretary

Budget Amendment
Asheboro City Schools Administrative Unit
Current Expense Fund

The Asheboro City Board of Education at a regular meeting on the 8th day of October, 2015, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2016.

REVENUE

| | | | |
|------------|---------------------------|----|---------------|
| 2.4910.000 | Fund Balance Appropriated | \$ | 59,257 |
| | | \$ | <u>59,257</u> |

EXPENDITURE

| | | | |
|--------------------|--|----|---------------|
| 2.6550.706.376 | Transportation Services-Yellow Bus Insurance | \$ | 420 |
| 2.6550.856.372 | Transportation Services-Activity Bus Insurance | | 3,932 |
| 2.6580.802.372 | Maintenance Services-Vehicle Insurance | | 8,055 |
| 2.6580.802.311.304 | Maintenance Services | | 2,550 |
| 2.6910.801.311 | Professional Contract | | 5,000 |
| 2.6932.801.311 | External Audit-Contracted Services | | 39,300 |
| | | \$ | <u>59,257</u> |

| | | |
|---|----|------------------|
| Total Appropriation in Current Budget | \$ | 9,131,005 |
| Total Increase/Decrease of above amendment | | <u>59,257</u> |
| Total Appropriation in Current Amended Budget | \$ | <u>9,190,262</u> |

Passed by majority vote of the Board of Education of Asheboro City on the 8th day of October, 2015.

Chairman, Board of Education

Secretary

Budget Amendment
Asheboro City Schools Administrative Unit
Capital Outlay Fund

The Asheboro City Board of Education at a regular meeting on the 8th day of October, 2015 passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2016.

REVENUE

| | | |
|------------|---------------------------|----------------|
| 4.4910.999 | Fund Balance Appropriated | 860,370 |
| | | <u>860,370</u> |

EXPENDITURE

| | | |
|--------------------|---------------------------------|----------------|
| 4.9103.999.529.304 | HVAC | 626,041 |
| 4.9108.999.529.336 | Roofing Projects - NAMS | 63,548 |
| 4.9108.999.529.304 | Roofing Projects - AHS | 48,637 |
| 4.9117.999.529.336 | NAMS - Fire Alarm Installation | 71,784 |
| 4.9199.999.526 | Misc - Long Range Facility Plan | 3,600 |
| 4.9199.999.529.304 | Misc - Auditorium Seat Repair | 1,760 |
| 4.9233.999.461.304 | AHS - Furniture | 4,200 |
| 4.9233.999.461.308 | SAMS - Furniture | 20,400 |
| 4.9233.999.461.336 | NAMS - Furniture | 20,400 |
| | | <u>860,370</u> |

| | |
|---|------------------|
| Total Appropriation in Current Budget | 995,000 |
| Total Increase/Decrease of above amendment | <u>860,370</u> |
| Total Appropriation in Current Amended Budget | <u>1,855,370</u> |

Passed by majority vote of the Board of Education of Asheboro City on the 8th day of October, 2015.

Chairman, Board of Education

Secretary

**ARTICULATION AGREEMENT
BETWEEN
ASHEBORO CITY SCHOOLS AND
RANDOLPH COMMUNITY COLLEGE
2015-2016**

Articulation is a systematic, seamless student transition process from secondary to postsecondary education which maximizes use of resources and minimizes content duplication. Articulated credit is credit that is granted in specific courses by Randolph Community College to students who have satisfactorily completed equivalent high school courses.

CRITERIA TO AWARD COLLEGE CREDIT

To receive articulated credit, students must enroll at Randolph Community College within two years of their high school graduation date and meet the following criteria:

- Final grade of **B** or higher in the course and
- A score of **93** or higher on the standardized CTE post-assessment

The student must inform the RCC registrar that he/she wishes to receive articulated college credit and must be enrolled the semester for which credit is granted.

High school students who enroll in a Career and College Promise pathway may earn articulated college credit as described in this agreement while enrolled in high school if the CTE articulated college credit is part of their Career and College Promise Pathway and they meet the articulation criteria.

PROCESS TO DOCUMENT CREDIT

The official high school transcript and all official standardized CTE post-assessment scores will be required to verify that the criteria to award credit for articulated course work has been met. Where indicated, students will submit supporting documentation to Randolph Community College.

Randolph Community College officials will have responsibility for verifying eligibility and acceptance of the articulated course or courses on the high school transcript for college credit.

EVALUATION

This agreement will be evaluated annually.

This is to certify that this articulation agreement has been developed in accordance with the "North Carolina High School-to-Community College Articulation Agreement" and will be carried out according to the terms of the agreement.

This Articulated Credit Agreement between Asheboro City Schools and Randolph Community College will become effective for students who enroll at Randolph Community College beginning with the fall semester.

Signature of Superintendent, Asheboro City Schools

Date

Signature of Board Chairman, Asheboro City Schools

Date

Signature of President, Randolph Community College

Date

Signature of Board of Trustees Chairman, Randolph Community College Date

ARTICULATED COURSES **Asheboro City Schools and Randolph Community College** **2015-2016**

Courses Articulated by the NC High School to Community College Articulation Agreement - Effective - July 1, 2012

Students completing the following courses at Asheboro High School and who meet the requirements of this document will receive credit as indicated.

| <u>Asheboro High School Course</u> | <u>Randolph Community College</u> | <u>College Credits</u> |
|------------------------------------|-----------------------------------|------------------------|
|------------------------------------|-----------------------------------|------------------------|

BUSINESS & INFORMATION TECHNOLOGY / BUSINESS EDUCATION

| | | |
|-------------------------------------|-----------------------------------|---|
| BM102 Microsoft Word & Power Point | OST 136 Word Processing | 3 |
| BD102 Multimedia and Webpage Design | WEB 110 Internet/Web Fundamentals | 3 |

FAMILY & CONSUMER SCIENCE / EARLY CHILDHOOD EDUCATION

| | | |
|---------------------------------------|--|---|
| FE112 Early Childhood Education I AND | | |
| FE122 Early Childhood Education II | EDU 119 Intro to Early Childhood Education | 4 |

HEALTH OCCUPATIONS / HEALTH SCIENCES

| | | |
|----------------------------|-----------------------------------|---|
| HU102 Health Sciences I | MED 121 Medical Terminology I AND | 3 |
| | MED 122 Medical Terminology II | 3 |
| HN432 Nursing Fundamentals | NAS 101 Nursing Assistant I | 6 |

MARKETING EDUCATION / ENTREPRENEURSHIP

| | | |
|-------------------|---------------------------------|---|
| MM512 Marketing I | MKT 120 Principles of Marketing | 3 |
|-------------------|---------------------------------|---|

Asheboro City Schools Discard Items

Principal

Central Office

Signature

School Central Office

Date 10-1-15

CE439P848004

| Item Description | Make | Model | Serial # | FA# | Date Discarded |
|-------------------------------|--------------|---------|------------|-----|----------------|
| 1 CHEVY 1500 1/2 Ton TRUCK | CHEVROLET | 1500 | | | |
| 2 MICROWAVE | SANYO | | | | 7-1-15 |
| 3 Refrigerator | WCI | | 2A61305386 | | 4-17-15 |
| 4 Refrigerator | Frigidaire | | 00008955 | | 4-17-15 |
| 5 Refrigerator | Whirlpool | | E4081226 | | 4-17-15 |
| 6 Speakers | Impulse 1012 | Peavey | | | |
| 7 Dryer | Whirlpool | | M54502575 | | 4-28-15 |
| 8 Blower | Red Max | Komatsu | | | 5-21-15 |
| 9 89 Chairs | - | - | - | - | 5-28-15 |
| 10 8 Rectangle tables | - | - | - | - | 5-28-15 |
| 11 3 Round tables | - | - | - | - | 5-28-15 |
| 12 23 light fixtures | - | - | - | - | 6-23-15 |
| 13 Tripod | - | - | 00012780 | | 6-30-15 |
| 14 Magazine Holder | - | - | 00005091 | | 6-30-15 |
| 15 Visual presentation holder | - | - | 00010008 | | 6-30-15 |
| 16 25 Kitchen tables | - | - | - | - | 7-14-15 |
| 17 32 wooden chairs | - | - | - | - | 7-14-15 |
| 18 | | | | | |
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53700186C

Asheboro City Schools Discard Items

Principal _____ Brain Saunders _____

Signature

School___ SAMS_____

Date___ 10/1/2015

| | Item Description | Make | Model | Serial # | FA# | Date Discarded |
|----|----------------------------|---------|---------|----------|------|----------------|
| 1 | Piano | Unknown | | | | 9/29/2015 |
| 2 | Student Desk (24 pieces) | | | | | 9/29/2015 |
| 3 | Student Chairs (15 pieces) | | | | | 9/29/2015 |
| 4 | 1 Lot Gym Mats | | | | | 9/29/2015 |
| 5 | Metal Chair on Wheels | | | | | 9/29/2015 |
| 6 | Metal Frame Table | | | | | 9/29/2015 |
| 7 | Teacher Metal Desk | | | | | 9/29/2015 |
| 8 | Wood Teacher Desk | | | | | 9/29/2015 |
| 9 | TV Cart | | | | 4944 | 9/29/2015 |
| 10 | TV Cart with Samsung TV | Samsung | SXD2512 | | 4945 | 9/29/2015 |
| 11 | 2 Drawer File Cabinet | | | | | 9/29/2015 |
| 12 | 2 Drawer File Cabinet | | | | | 9/29/2015 |
| 13 | | | | | | |
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Asheboro City Schools Discard Items

Principal _____ Candace Call _____

Signature

School _____ NAMS _____

Date _____ 10/1/2015

| | Item Description | Make | Model | Serial # | FA# | Date Discarded |
|----|----------------------------------|----------|--------|----------|------|----------------|
| 1 | Jeopardy Game | EI | n/a | 21453 | | 10/1/2015 |
| 2 | 10 foot bookshelf | | | | | 10/1/2015 |
| 3 | brown computer cart | | | | | 10/1/2015 |
| 4 | chair, orange seat metal legs | | | | | 10/1/2015 |
| 5 | chair, pink seat metal legs | | | | | 10/1/2015 |
| 6 | chair, blue seat metal legs | | | | | 10/1/2015 |
| 7 | brown woodgrain table | | | | | 10/1/2015 |
| 8 | teacher desk, large wooden desk | | | | | 10/1/2015 |
| 9 | student desk, blue seat w/chrome | | | | | 10-012015 |
| 10 | Band saw | Rockwell | 28-300 | DW9537 | 2142 | |
| 11 | teacher large desk | | | | | |
| 12 | computer desk, corner unit | | | | | |
| 13 | brown chair metal seat | | | | | |
| 14 | chair, pink seat metal legs | | | | | |
| 15 | chair, yellow metal seat | | | | | |
| 16 | chair, yellow metal seat | | | | | |
| 17 | student desk, blue seat w/chrome | | | | | |
| 18 | | | | | | |
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Asheboro City Schools Discard Items

Principal _____ JusMar Maness _____

Signature

School _____ Balfour _____

Date _____ 10/1/2015

| | Item Description | Make | Model | Serial # | FA# | Date Discarded |
|----|---------------------|------|-------|----------|-----|----------------|
| 1 | brown computer desk | | | n/a | | 10/1/2015 |
| 2 | office chair | | | | | 10/1/2015 |
| 3 | picnic table | | | | | 10/1/2015 |
| 4 | picnic table | | | | | 10/1/2015 |
| 5 | picnic table | | | | | 10/1/2015 |
| 6 | picnic table | | | | | 10/1/2015 |
| 7 | | | | | | |
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Asheboro City Schools Discard Items

Principal _____ Julie Brady _____

Signature

School _____ McCrary Elementary _____

Date _____ 9/30/2015

| Serial # | Item Description | Brand | Model # | ACS # | Date Discarded |
|----------|--------------------------|-------|---------|-------|----------------|
| 1 | | | | | |
| 2 | Blue Box with CD Stereo | | | 1906 | 9/29/2015 |
| 3 | Wood look computer table | | | | 9/29/2015 |
| 4 | Blue Chair | | | | 9/29/2015 |
| 5 | Easel | | | 1918 | 9/29/2015 |
| 6 | Empty blue box | | | | 9/29/2015 |
| 7 | Cart on wheels | | | | 9/29/2015 |
| 8 | CNBJB25399 Printer | HP | | | 9/29/2015 |
| 9 | Table on wheels | | | 11265 | 9/29/2015 |
| 10 | Empty blue box | | | 1916 | 9/29/2015 |
| 11 | Blue Chair | | | | 9/29/2015 |
| 12 | Blue Chair | | | | 9/29/2015 |
| 13 | SG4763160J Printer | HP | | | 9/29/2015 |
| 14 | Blue Chair | | | | 9/29/2015 |
| 15 | Blue Chair | | | | 9/29/2015 |
| 16 | Pink Desk | | | | 9/29/2015 |
| 17 | Wood Desk | | | | 9/29/2015 |
| 18 | Megaphone | | MP12W | | 9/29/2015 |
| 19 | old map with mount | | | | 9/29/2015 |
| 20 | old map | | | | 9/29/2015 |
| 21 | old map | | | | 9/29/2015 |
| 22 | table with wheels | | | 11274 | 9/29/2015 |
| 23 | | | | | |
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Asheboro City Schools Discard Items

Principal _____

Signature

School _____ McCrary Elementary _____

Date _____ 9/30/2015

| Serial # | Item Description | Brand | Model # | ACS # | Date Discarded |
|----------|---------------------|---------|---------|-------|----------------|
| 27 | Table with wheels | | | 11267 | 9/29/2015 |
| 28 | | | | | |
| 29 | Rolling Chair | | | | 9/29/2015 |
| 30 | 29879213 laptop | Gateway | | | 9/29/2015 |
| 31 | | | | | |
| 32 | Black Bag | | | 1971 | 9/29/2015 |
| 33 | Blue Chair | | | | 9/29/2015 |
| 34 | blue folding chair | | | | 9/29/2015 |
| 35 | black folding chair | | | | 9/29/2015 |
| 36 | wood chair | | | | |
| 37 | wood chair | | | | |
| 38 | Blue chair | | | | |
| 39 | Blue Chair | | | | |
| 40 | Blue Chair | | | | |
| 41 | | | | | |
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Asheboro City Schools Discard Items

Principal _____ Jordi Roman _____
Signature

School _____ DLL _____

Date _____ 10/1/2015

| | Item Description | Make | Model | Serial # | FA# | Date Discarded |
|----|-------------------------------------|------------|-------|----------|-----|----------------|
| 1 | Quantum Leap Books (11 total) | | | | | Oct. 2015 |
| 2 | table chalk board | | | | | Oct. 2015 |
| 3 | table chalk board | | | | | Oct. 2015 |
| 4 | tape player | | | | | Oct. 2015 |
| 5 | leap frog libray(box) | | | | | Oct. 2015 |
| 6 | Big Book Stand | Childcraft | | | | Oct. 2015 |
| 7 | Leap Cards | | | | | Oct. 2015 |
| 8 | Leap Cards | | | | | Oct. 2015 |
| 9 | Leap Cards | | | | | Oct. 2015 |
| 10 | Leap Desk | | | | | Oct. 2015 |
| 11 | 12X12 Carpets (5) | | | | | Oct. 2015 |
| 12 | Cloth Walls/Cubicle Partitions (17) | | | | | Oct. 2015 |
| 13 | | | | | | |
| 14 | | | | | | |
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Asheboro City Schools Discard Items

Asheboro City Schools Discard Items

Principal _____ Robin T Harris _____

Signature

School _____ Lindley Park _____

Date _____ 9/30/2015

| | Item Description | Make | Model | Serial # | FA# | Date Discarded |
|----|-------------------|-------|-----------|----------|-----|----------------|
| 1 | Teachers Desk | Metal | | CJFM71 | | |
| 2 | Teachers Desk | Metal | | | | |
| 3 | Teachers Desk | Metal | M-633048X | | | |
| 4 | Teachers Desk | Metal | M-633048X | | | |
| 5 | Teachers Desk | Metal | M-633048X | | | |
| 6 | Teachers Desk | Metal | M-633048X | | | |
| 7 | Teachers Desk | Metal | | | | |
| 8 | Teachers Desk | Metal | | | | |
| 9 | Teachers Desk | Metal | | | | |
| 10 | Student Desk x 35 | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |
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Asheboro City Schools Discard Items

Principal _____ Brian Toth _____
Signature

School ___Asheboro High School_____

Date ___10-1-15_____

| | Item Description | Make | Model | Serial # | FA# | Date Discarded |
|----|-----------------------------------|------|-------|----------|-----|----------------|
| 1 | 2 rolling computer carts | | | | | October, 2015 |
| 2 | 1 upright mirror | | | | | |
| 3 | 1 Hoover vacuum cleaner | | | | | |
| 4 | 2 sewing machine cabinets | | | | | |
| 5 | | | | | | |
| 6 | 2 mannequins | | | | | |
| 7 | 1 teacher's wooden podium | | | | | |
| 8 | 1 set of metal rollers | | | | | |
| 9 | 1 3-drawer file cabinet | | | | | |
| 10 | 1 4-drawer file cabinet | | | | | |
| 11 | 1 black-top science table | | | | | |
| 12 | 1 printer | | | | | |
| 13 | 5 misc. metal chairs | | | | | |
| 14 | 2 misc. uph. Chairs | | | | | |
| 15 | 1 corner partition | | | | | |
| 16 | 1 wooden credenza | | | | | |
| 17 | 1 2-door metal cabinet | | | | | |
| 18 | 1 piece fiberboard (4x8) | | | | | |
| 19 | 1 set of metal rails | | | | | |
| 20 | 1 student desk | | | | | |
| 21 | 1 rolling basketball storage cart | | | | | |
| 22 | 1 large wooden table | | | | | |
| 23 | 1 wooden teacher's desk | | | | | |
| 24 | 3 pull-down screens | | | | | |
| 25 | 1 small wooden cabinet | | | | | |
| 26 | 1 6-drawer wooden cabinet | | | | | |

Asheboro City Schools Discard Items
Principal _____

School PDC

Signature _____

Date 10/5/15

| | Item Description | Make | Model | Serial # | FA# | Date Discarded |
|----|------------------|---------------|---|----------|-----|----------------|
| 1 | Room 150 PDC | Miscellaneous | | | | |
| 2 | Room 152 PDC | Miscellaneous | | | | |
| 3 | Room 153 PDC | Recycled | HVAC Miscellaneous ? | | | |
| 4 | Room 154 PDC | Miscellaneous | Vacuum Cleaners ? | | | |
| 5 | Room 155 PDC | Miscellaneous | Recycle Stuff Copper ? | | | |
| 6 | Room 156 PDC | Miscellaneous | Old Water Pipe, Wood Working Stuff | | | |
| 7 | Room 157 PDC | Miscellaneous | Kitchen Equipment Discard ? | | | |
| 8 | Room 158 PDC | Bicycles | Do Not Discard | | | |
| 9 | Room 159 PDC | Miscellaneous | Light Bulbs Need Discarding, Old | | | |
| 10 | Room 160 PDC | Miscellaneous | Old Furniture, Lay in Light fixtures | | | |
| 11 | Room 161 PDC | Miscellaneous | Old Refrigerators, Old Furniture, Books | | | |
| 12 | Maintenance Shop | | Plow - Recycle | | | |
| 13 | | | | | | |
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Doors ? Lockers ?

Batteries
Discard Stuff
Discard Stuff

ASHEBORO CITY SCHOOLS DICARD ITEMS

Sodexo

| SCHOOL | ITEM | MAKE | MODEL | SERIAL # | FA# | DATE DISCARDED |
|--------|-------------------------|------------|-----------|-------------|-------------|-----------------|
| SAMS | Steamer | Southbend | SE2/5 | 0161625-2 | 2 000015625 | Keep as back-up |
| | Warming Cabinet | Cres- COR | N/A | N/A | 00000353 | 7/29/15 |
| NAMS | | | | | | |
| | Warming Cabinet | Cres - COR | H137WsA12 | HAB-K57 | 00015616 | 7/29/15 |
| | Warming Cabinet | Cres-COR | "" | " | 00016623 | 7/29/15 |
| BAL | | | | | | |
| | Mobile Warming | CVAP | N/A | 20050119 | 00016076 | Moving to CWM |
| DLL | | | | | | |
| | Tilt Skillet | Cleveland | N/A | N/A | N/A | 7/29/15 |
| CWM | | | | | | |
| | Small Ice Cream Freezer | Delfield | SCF-36 | 557293922SM | N/A | 7/29/15 |
| | Mobil Warming Cabinet | N/A | N/A | N/A | N/A | 7/29/15 |

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

Group Making Request: Band School: AHS

Destination: NY, NY Date of Trip: 4/7-11/16

Number of Students Involved: TBA Percent of Total Group: TBA

Reasons for Students Not Attending: choice

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

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

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

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

Departure Time: 4 PM Return Time: 8 PM Round Trip Miles (estimated): 1500

Estimated Cost to the Student: 765.00

Purpose(s) of the Field Trip: Biennial Band Trip

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.

Homiller, Benhart, Benhart, Butler

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 these requirements, in addition to the general guidelines on the back of this form, will be fully met.

[Signature] Sponsor (Group Responsible for Paying for the Trip) 9/29/15 Date

Approved: [Signature] Principal 9-29-15 Date

Approved: [Signature] Superintendent or Designee 10/2/15 Date

Transportation Scheduled: _____ Transportation Supervisor _____ Date _____

Special Comments/ Response: _____

To: Dr. Brian Toth, Principal, Asheboro High School
Cc: Dr. Terry Worrell, Superintendent, Asheboro City Schools
The Asheboro City Schools Board of Education
Dr. Brad Rice
From: Phil Homiller, Band Director, Asheboro High School
Re: AHS Band Trip, Spring 2016

The students and teachers of the Asheboro High School Band request permission to travel to New York, NY April 7-11, 2016.

Proposal:

The students will travel to New York via motor coach. Motor coaches will be arranged through a Board-approved company (Holiday Tours). The length of stay will be four nights and four days. Students will miss two school days, Friday and Monday. We will leave on Thursday afternoon and return on Monday evening.

The primary focus of this trip will be music education. Students will perform for and participate in a clinic/workshop with renowned conductor, Dr. Michael Votta at the University of Maryland. The band will attend a performance of the Opera, "Madame Butterfly," performed by the Metropolitan Opera at Lincoln Center, attend Broadway performances of "Finding Neverland" and "Phantom of the Opera" and will have opportunities to visit the Metropolitan Museum of Art and St. Patrick's Cathedral

The trip will be contracted through Triad Travel, based in Greensboro. Accommodations will be in the Meadowlands, New Jersey area. The cost for the program will be approximately \$765.00 per person (this includes four buffet breakfasts and dinners in New York, all activities and transportation). Rooms will be reserved with 4 students per room.

Included in this trip is the following:

Clinic with professional conductor (University of Maryland)

1 night accommodation in 3-star hotel in Maryland

3 nights accommodations in 3-star hotel in New Jersey

4 breakfast buffets at the hotel

Mezzanine seating to *Finding Neverland*

Mezzanine seating to *The Phantom of the Opera*

3 full Dinners TBA

Admission to the Metropolitan Opera production of Madame Butterfly

Dinner/Dance Cruise with DJ aboard Spirit Cruises

Escort from Triad Travel Club
Metropolitan Museum of Art admission

Student safety will be the priority of the trip. Because of the anticipated size of the group, we plan to divide the group into four smaller "communities," each supervised by an ACS employee (Homiller, Benhart, Benhart and Butler). An administrator will also attend. We always have more than enough chaperones so that the adult to student ratio is usually 1 to 4 or 5. This will allow for more efficient and effective supervision. While in the City, students will never be without an adult chaperone. Students will be assigned to groups with at least one chaperone per group. No student may go sightseeing on his/her own. An evening curfew will be in place. No student may leave his/her room after curfew except with a chaperone. All chaperones are expected to follow the same guidelines as ACS employees.

Financial regards:

The total cost of the trip is expected to be approximately \$765.00 per person (based upon quad occupancy). Other expenses that a student might incur during the trip would include all lunches, meals on the bus trips, snacks, souvenirs, and incidentals. Students will participate in two fundraisers to help defray a portion of or the entire cost of the trip. A deposit of \$100.00 will be required of each person participating in the trip. The remaining trip cost will be paid in installments.

For students who have financial circumstances/hardship that would prevent them from participating in the trip because of cost, very limited monies in the AHS band fund will be available to help defray a portion of the cost for those students.

**Asheboro City Schools
Personnel Transactions
October 8, 2015**

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

| LAST | FIRST | SCHOOL | SUBJECT | EFFECTIVE |
|-------------|--------------|---------------|----------------|------------------|
| Deaton | Amanda | GBT | 4th grade | 10/30/2015 |
| Haynor | James | CO | Bus Driver | 9/25/2015 |
| Snipes | Paul "Danny" | CO | Bus Driver | 9/25/2015 |
| Zhang | Ying | AHS | Chinese | 10/2/2015 |

***B. APPOINTMENTS**

| LAST | FIRST | SCHOOL | SUBJECT | EFFECTIVE |
|-------------|--------------|---------------|-------------------------------------|------------------|
| Beck | Kristine | BAL | 4th grade | 11/2/2015 |
| Clark | Derek | CO | Substitute Bus Driver | 9/21/2015 |
| Cox | Robbie | SAMS | Non-faculty coach (Softball) | 9/2/2015 |
| Haithcock | Carissa | AHS | Non-faculty coach (Girls Soccer) | 1/21/2016 |
| Holden | Sara | NAMS | English Language Arts | 9/29/2015 |
| Johnson | Perez | CO | Substitute Bus Driver | 9/21/2015 |
| Marbert | Leigh Anna | CO | Public Information Officer | 9/29/2015 |
| Richau | Steve | SAMS | Non-faculty coach (Football) | 9/21/2015 |
| Runnfeldt | Andrew | SAMS | Non-faculty coach (Boys Basketball) | 10/21/2015 |
| Thornburg | Zachary | CO | Substitute Bus Driver | 9/21/2015 |

**Asheboro City Schools
Certified Appointments
October 8, 2015**

| <u>NAME</u> | <u>COLLEGE/DEGREE</u> | <u>LICENSURE</u> |
|--------------------|---|-------------------------|
| Beck, Kristine | East Carolina University B: Elementary Education | Elementary |

Ms. Kristine Beck is recommended to teach fourth grade at Balfour Elementary School for the 2015-2016 school year. Ms. Beck is coming to ACS from Stocks Elementary School in Tarboro, NC, where she is a 1st grade teacher. Ms. Beck is in her second year of teaching and is excited to return home to Randolph County. She was a member of the 2011 RCC Leadership Academy, and is looking forward to continuing her teaching career in Asheboro City Schools. Welcome Ms. Beck!

| <u>NAME</u> | <u>COLLEGE/DEGREE</u> | <u>LICENSURE</u> |
|--------------------|---|-------------------------|
| Holden, Sara | Columbia College, Syracuse NY B: History | English Language Arts |

Ms. Sara Holden is recommended to teach English Language Arts at North Asheboro Middle School for the 2015-2016 school year. Ms. Holden has been an active substitute with Asheboro City Schools and is excited to have the opportunity to move into the classroom on a permanent basis. This is a second career for Ms. Holden, as she served three years in the US Air Force and six years in the New York Air National Guard before relocating with her family to North Carolina. We are pleased to welcome Ms. Holden to Asheboro City Schools.

Asheboro City Schools
Personnel Transactions - Addendum
October 8, 2015

***B. APPOINTMENTS**

| LAST | FIRST | SCHOOL | SUBJECT | EFFECTIVE |
|-------------|--------------|---------------|----------------|------------------|
| Kipe | Galen | CO | Technician | 10/12/2015 |
| Robbins | William | AHS | Guidance | 10/21/2015 |
| Williams | Cody | CO | Bus Driver | 10/7/2015 |
| Zhao | Dandan | AHS | Chinese | 10/26/2015 |

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Asheboro City Schools
Certified Appointments - Addendum
October 8, 2015

| <u>NAME</u> | <u>COLLEGE/DEGREE</u> | <u>LICENSURE</u> |
|--------------------|---|-------------------------|
| Robbins, William | University of Kentucky B: Biology Eastern Kentucky University M: School Counseling | School Counseling |

Mr. William Robbins is recommended as a Guidance Counselor at Asheboro High School. Mr. Robbins completed his practicum and internship at Henry Clay High School where he monitored and counseled underperforming students. School counseling is a second career for Mr. Robbins, as he is a local business owner in Lexington, Kentucky. Mr. Robbins and his wife are looking forward to relocating to Asheboro. We are pleased to welcome Mr. Robbins to Asheboro City Schools.

| <u>NAME</u> | <u>COLLEGE/DEGREE</u> | <u>LICENSURE</u> |
|--------------------|---|-------------------------|
| Zhao, Dandan | Henan Normal University B: English M: English | Chinese |

Ms. Dandan Zhao is recommended to teach Chinese at Asheboro High School for the remainder of the 2015-2016 school year. Ms. Zhao is an experienced educator, teaching English at Henan Vocational and Technical College of Communications for the past eight years. In addition to speaking Chinese and English, Ms. Zhao speaks Japanese. We are pleased to welcome Ms. Zhao to Asheboro City Schools.

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

*Will
OK*

RECEIVED SEP 24 2015

Group Making Request: 5th Grade School: CWM

Destination: ACORNS at Camp Caraway Date of Trip: March 3-4, 2016

Number of Students Involved: 53 Percent of Total Group: 100%

Reasons for Students Not Attending: Student absent / parent decisions

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

SCANNED

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

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

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

Departure Time: March 3rd 9:00 am Return Time: March 4th 2:00 pm Round Trip Miles (estimated): 17 miles

Estimated Cost to the Student: \$75.00

Purpose(s) of the Field Trip: To learn science standards, to make our classroom an outdoor

learning environment, to engage students through hands on activities.

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.

Laura King, Katie Henderson, Kathy Landis, Julie Brady

Steve Watson, Emmy Biaggi, Corbin Graves

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.

5th Grade CWM 9/23/15
Sponsor (Group Responsible for Paying for the Trip) Date

Approved: [Signature] 9/23/15
Principal Date

Approved: [Signature] 9/25/15
Superintendent or Designee Date

Transportation Scheduled: _____ Date
Transportation Supervisor

Special Comments/ Response: _____

Overnight trip

Vision Statement

Current Statement:

Asheboro City Schools will be a system of excellence where every student graduates and is globally competitive for careers, college, and citizenship.

Proposed:

Asheboro City Schools will be a community of excellence where every student graduates globally competitive for college, careers, and citizenship.

Mission Statement

Current Statement:

We are committed to providing high quality learning opportunities for all students in a safe and inviting environment so that our students can become successful lifelong learners, prepared for 21st century global citizenship.

Proposed:

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

Tagline

Current:

.... the subject is excellence! / ... 110 years of excellence!

Proposed:

...a learning community of excellence!

Policies for 30-Day Review

A. QUALIFICATIONS

There is a basic concept of responsibility attached to service as a member of this board of education. Board members are individually and collectively trustees; they serve as trustees of our community's children. More specifically, the "estate" which members of this board hold "in trust" is (1) the present welfare of our children and community as it may be enhanced by a program of public education; and (2) the future welfare of our community, state and nation as the children in school today become the responsible adults of tomorrow.

In terms of this concept, this board of education is responsible to our community at-large and also to the State of North Carolina. This responsibility looms large, and it is one which can be filled best by persons of sound judgment, broad vision, dedication to the interest of education and unselfish concern for the public welfare.

As elected representatives of the public, board members are expected to be free from prejudice, bias or commitment to special interests.

Any person possessing the qualifications for election to public office as provided for in Article VI, Section 6 of the Constitution of North Carolina and who is a qualified voter and resident of the election district from which he/she seeks to be elected is eligible to serve as a member of the board of education.

Any person elected or appointed to the board and also employed by the board will resign his/her employment before taking office as a member of the board.

B. MEMBERSHIP AND TERMS OF OFFICE

The board of education will consist of eleven members. All terms will be for six years with the terms staggered so that no more than four will expire every two years.

C. METHOD OF ELECTION

All elections are nonpartisan and are to be held at the time of the November general election in odd-numbered years.

The elections shall be held and conducted by the Randolph County Board of Elections under the same provisions of the General Statutes which are applicable to the election of municipal officers in the City of Asheboro.

D. OATH OF OFFICE

Before taking office, newly elected board members will take and sign the following oath or affirmation at the regular December meeting of the board of education following their election:

“I, _____ do solemnly swear (or affirm) that I will support and maintain the Constitution and laws of the United States and the Constitution and laws of the State of North Carolina, not inconsistent therewith, and that I will faithfully discharge my duties as a member of the Asheboro City Board of Education to the best of my ability.”

If a board member enters into the duties of his or her office before taking, subscribing and filing the oath of office, he or she will be ejected from office.

Legal References: N.C. Const., art. VI, §§ 6 and 7; G.S. 14-229; 115C-35; -37, Local Modification, Randolph County: 1967, c. 739; 1973

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

Updated: February 12, 2009, August 9, 2012, August 9, 2012

Reviewed by Policy Committee on June 14, 2012

As needed, the board will enter into contracts for legal service to the school district, including both legal advice and representation in litigation. Any attorney retained by the board or the superintendent through school district funds represents the legal entity of the school district and not any individual board member or administrator.

The superintendent may consult with the board attorney as needed to carry out administrative operations and to protect the board and school district from liability. Other staff may consult with the board attorney following procedures established by the superintendent. The board attorney shall be authorized to address and resolve criminal bail bond and vehicle forfeiture matters in district and superior court.

The chairperson of the board normally will decide for board members when to seek legal advice or assistance on school matters. If an individual member of the board desires to consult directly with the attorney, the board member shall notify the chairperson of the legal information to be sought. If it is determined that legal assistance is necessary and has not been sought previously for this matter, the board member will be directed to consult individually with the attorney. Questions raised by members of the board and the attorney's replies will be reported to all board members. The chairperson of a board committee may consult with the board attorney on issues that arise out of and in connection with the committee's work. The inquiry and response will be reported to all board members.

Legal References: G.S. 15A-544.5, -544.8, 115C-36

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

Updated: October 11, 2012

Reviewed by Policy Committee on August 9, 2012

EMERGENCY EPINEPHRINE AUTO-INJECTOR DEVICES

Policy Code: **5024/6127/7266**

Anaphylaxis is a severe systemic allergic reaction from exposure to allergens that is rapid in onset and can cause death. Many severe allergies are undiagnosed, and students or others may experience their first severe allergic reaction while at school. Epinephrine auto-injector devices can be used to administer epinephrine to provide rapid, convenient first aid for persons suffering a potentially fatal anaphylactic reaction. This policy addresses the use of emergency epinephrine auto-injector devices administered under a non-patient specific prescription. Student-specific orders for epinephrine auto-injector devices are addressed in policy 6125, Administering Medicines to Students.

Designated trained school personnel are authorized to use emergency epinephrine auto-injector devices to deliver emergency medical aid to any person suffering from an anaphylactic reaction during the school day or at a school-sponsored event on school property. The superintendent shall ensure that at least two emergency epinephrine auto-injector devices are located at each school for this purpose and are stored in secure, but unlocked and easily accessible, locations.

Each school principal shall designate one or more school personnel, as part of the medical care program under G.S. 115C-375.1, to receive initial training and annual retraining from a school nurse or qualified representative of the local health department regarding the storage and emergency use of epinephrine auto-injector devices. Only such trained personnel are authorized to administer epinephrine to persons believed to be having an anaphylactic reaction. The principal shall make reasonable efforts to notify other school staff members as to which employee(s) has received this training in order to facilitate a prompt emergency response.

The principal, in collaboration with appropriate school personnel, shall create an emergency action plan for the use of epinephrine auto-injector devices that complies with all state law requirements. Principals are encouraged to include in the plan school-wide employee training in recognizing symptoms of anaphylaxis.

Epinephrine auto-injector devices provided by the school are intended for unforeseen emergencies. Students known to have medical conditions requiring the availability of an epinephrine auto-injector device are expected to provide such devices for their use at school. Parents of students with known life threatening allergies and/or anaphylaxis should provide the school with written instructions from the students' health care provider for handling anaphylaxis and all necessary medications for implementing the student specific order in accordance with policy 6125, Administering Medicines to Students. Students who meet the conditions established in policy 6125 may possess and self-administer their own medication.

This policy does not require emergency epinephrine auto-injector devices to be available at activities held off school grounds during or after the school day, including field trips or off-site athletic events, or during transportation to or from school, except as may be required pursuant to an individual student's IEP, Section 504 Plan, or health or emergency plan.

Legal References: G.S. 115C-375.1, -375.2A

Cross References: Administering Medicines to Students (policy 6125)

Adopted:

SCHOOL MEAL AND COMPETITIVE FOODS STANDARDS

Policy Code:

6230

All employees or other individuals who select foods or beverages to be sold to students on a school campus during the school day shall select and procure such foods and beverages in a manner consistent with the goals established by the board in policy 6200, Goals of School Nutrition Services, and policy 6140, Student Wellness, and with all state and federal laws and regulations. Additionally, in furtherance of the board's goals, the board establishes the following standards for school meals and other foods sold or available on school campuses.

A. SCHOOL MEAL REQUIREMENTS

Meals and snacks provided through the National School Lunch, School Breakfast, and After School Snack Programs must comply with all federal nutrition standards applicable to the respective program, including meal component requirements and dietary standards.

B. FOODS OTHER THAN SCHOOL MEALS

1. Definitions

a. School day

As used in this policy, "school day" means the period from midnight through 30 minutes after the dismissal bell rings.

b. Competitive foods

Competitive foods are all foods and beverages, other than meals reimbursed through the federally-funded school nutrition programs, available for sale to students on campus during the school day.

2. Foods Sold From Midnight Until the End of the Last Lunch Period

The sale of food and beverages between midnight and the end of the last lunch period is the responsibility of the Child Nutrition Program (CNP), and the CNP will retain the proceeds. No foods or beverages may be sold to students on any school campus during that time period except through the Child Nutrition Program. The school principal and CNP personnel shall ensure that all competitive foods, including vended *a la carte* and all other *a la carte* or supplemental food and beverages, sold during that time period-meet the federal Smart Snacks nutrition standards.

3. Foods Sold Between the Last Lunch Period and the End of the School Day

Each year, through its School Nutrition Program Annual Agreement, the board will establish accountability for the sale of competitive foods during the period

between the end of the last lunch period and the end of the school day. All foods sold during that period must comply with the federal Smart Snacks nutrition standards. This includes foods sold in vending machines (see subsection B.4, below), in school stores, and in other sales venues on the school campus.

4. Foods Sold After the School Day

Foods sold after the school day are not subject to the federal Smart Snacks standards but are subject to any school rules established pursuant to policy 6140, Student Wellness.

5. Vending Sales During the School Day

In elementary schools, no beverage or snack vending to students is permitted outside of the School Nutrition Program.

In middle and high schools, all vended snack foods and beverages sold during the school day must meet the federal Smart Snacks standards and any more restrictive state requirements.

Bottled water must be available in every school that has beverage vending.

6. Fund-Raising Activities Involving Food or Beverages

All fund-raising activities that involve the sale of food or beverages to students must occur outside the school day. Tokens of exchange for foods or beverages to be delivered later in the day also are prohibited during the school day.

Fund-raising activities that are conducted after the school day are not required to comply with the federal Smart Snacks nutrition standards, but are subject to policy 6140, Student Wellness, and any school rules established pursuant to that policy.

7. Foods Brought from Home for School Events

Each school principal may establish standards for food and beverages brought from home to be shared for classroom events or parties during the school day or for extracurricular activities after school. The board encourages principals to establish rules that are consistent with the Smart Snacks nutrition standards.

8. Responsibility for Compliance with the Limits on the Sale of Competitive Foods

The limitations on the sale of competitive foods during the school day established by law and this policy are intended to encourage students to develop healthy eating habits and to ensure the ability of the schools to provide nutritious meals at the lowest possible cost.

All employees, student groups, volunteers, school support organizations, and other parties within the school environment must comply with the restrictions and conditions on the sale of competitive foods to students during the school day imposed by federal and state law, this policy, and the terms of the board's School Nutrition Program Annual Agreement.

The superintendent shall hold each principal responsible for consistent enforcement of this policy.

9. Consequences for Non-Compliance with the Limits on the Sale of Competitive Foods

Employees will be subject to disciplinary sanctions for violating the requirements pertaining to the sale of competitive foods as described in this or other relevant board policy, the board's School Nutrition Program Annual Agreement, or federal or state law or regulation. Discipline may include suspension or dismissal for repeated willful violations. The superintendent may take all reasonable steps necessary to prevent violation of the competitive foods rules by any student or student group, volunteer, school support organization, or other party.

If a school is found by the North Carolina Department of Public Instruction to be in violation of the rules pertaining to the sale of competitive foods as established in federal or state law or State Board of Education policy TCS-S-000 and the violations results in a monetary sanction against the Child Nutrition Program, the superintendent may require the school's principal to reimburse the Child Nutrition Program from the operating account of the school.

Nothing in this policy is intended to regulate or limit foods that students bring from home as part of a bag lunch.

Legal References: Child Nutrition Act of 1966, 42 U.S.C. 1771 *et seq.*; Healthy, Hunger-Free Kids Act of 2010, P.L. 11-296, 7 C.F.R. Part 210; National School Lunch Act, 42 U.S.C. 1751, *et seq.*; G.S. 115C-47(7), -47(22), -263, -264, -264.2, -264.3; State Board of Education Policy TCS-S-000, TCS-S-002; *Eat Smart: North Carolina's Recommended Standards for All Foods Available in School*, NC Department of Health and Human Services, NC Division of Public Health (2004)

Cross References: Student Wellness (policy 6140), Goals of School Nutrition Services (policy 6200)

Adopted: June 11, 2015

ORGANIZATION OF EQUIPMENT, MATERIALS AND SUPPLIES SERVICES

Policy Code:

6510

A. MANAGEMENT

The superintendent shall provide centralized services for purchasing, receiving, storing and maintaining equipment, materials and supplies. Such services will be provided in a manner consistent with board goals.

The superintendent or designee will make reasonable efforts to be informed of and to implement progressive practices in managing equipment, materials and supplies services. Conscientious efforts will be made in the management of these resources to achieve efficiency and economy through centralized and bulk purchasing when consistent with available storage and distribution facilities. Good management also requires that needed supplies, materials, equipment, and spare parts be readily available when and where they are needed and that space not be used for housing unnecessary inventory. The superintendent shall develop administrative procedures for providing and using centralized services and monitor compliance with these procedures.

B. RECORD KEEPING

The superintendent or designee shall maintain proper records in accordance with accepted business standards and any legal requirements. These records include inventory records, receiving and distribution records, and equipment maintenance records at the district and school levels.

C. ISSUANCE OF EQUIPMENT, MATERIALS AND SUPPLIES

All individuals, including principals, teachers, other personnel and students, are responsible for any board-owned equipment, materials or supplies they have been issued. Responsibilities include accounting for items, maintaining and using items in a prudent manner, and storing items in a reasonably safe and secure place.

Legal References: G.S. 115C-36

Cross References: Goals of Equipment, Materials and Supplies Services (policy 6500), Use of Equipment, Materials and Supplies (policy 6520)

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

Administrative Procedure: None

USE OF EQUIPMENT, MATERIALS AND SUPPLIES

Policy Code:

6520

Equipment, materials and supplies are intended to further the board's goals as provided in board policy 6500, Goals of Equipment, Materials and Supplies Services. Any use that is inconsistent with these goals is not permitted. Equipment, materials and supplies are made available for use in schools, on school district property or at school-related events. The superintendent or building level supervisor shall establish procedures or rules for allowing individuals or organizations to take such items, especially those of significant value, off school premises.

Legal References: G.S. 115C-523, -524

Cross References: Technology in the Educational Program (policy 3220), Technology Acceptable Use (policy 3225/4312/7320), Copyright Compliance (policy 3230/7330), Goals of Equipment, Materials and Supplies Services (policy 6500), Personal Use of Equipment, Materials and Supplies (policy 6521), Use of Equipment, Materials and Supplies by Non-School Groups (6522), Network Security (policy 6524)

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

Administrative Procedure: None

**PERSONAL USE
OF EQUIPMENT, MATERIALS AND SUPPLIES**

Policy Code:

6521

The board controls all equipment, materials and supplies, purchased, leased or received as a gift. School personnel and students may not employ such items for personal use unless the following conditions are met: (1) the use is authorized by the principal or building level supervisor; (2) the use will have no or minimal effect on the useful life of the item; (3) the use will not interfere with use for school district purposes; and (4) the use will not interfere with the requesting individual's job responsibilities or school assignments. Any individual obtaining permission is charged with proper preservation and care of the property.

Legal References: G.S. 115C-36, -523, -524

Cross References: Use of Equipment, Materials and Supplies (policy 6520)

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

Administrative Procedure: None

USE OF EQUIPMENT, MATERIALS AND SUPPLIES BY NONSCHOOL GROUPS

Policy Code:

6522

Members of the community may utilize resources in the media centers whenever the centers are open to the public. Students and school-related functions have priority over community members and non-school-related functions.

Members of the community and nonschool groups may request the loan of school property. The superintendent or designee, or principal if the property has been issued to the school, shall review requests. Property will be loaned only if the following conditions are met: (1) the use will have no or minimal effect on the useful life of the item; (2) the group's use of the property will not interfere with use for school district purposes; and (3) any other conditions required by the superintendent. Unless authorized by the superintendent, property of a value greater than \$5,000.00 will not be loaned. Unless authorized by the superintendent, board property may not be taken off school grounds.

Any agreement to loan the property must be in writing. The agreement must specify that the individual or group receiving the loan will be responsible for the proper care and preservation of the property and will compensate the school district for any loss in value as it is determined by the superintendent or designee. The agreement also must stipulate that no liability will attach to the board, individually or collectively, and that the board will be held harmless for personal injury suffered by the use of school property pursuant to such agreements. A reasonable use fee may be set by the superintendent or designee and included in the agreement. The superintendent is authorized to enter into such written agreements on behalf of the board.

Legal References: G.S. 115C-36, -523, -524

Cross References: Schools and the Community (policy 5000), Contracts with the Board (policy 6420), Use of Equipment, Materials and Supplies (policy 6520)

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

Administrative Procedure: None

School Calendar for 2017-2018

(And revision of 2016-2017)

1. Convene a Calendar Committee

Calendar legislation requires that "Local Boards of Education shall consult with parents and the employed school personnel in the development of the school calendar." Use of a Calendar Committee is an effective and efficient method of consulting with parents and staff. Use of a Committee to form the school calendar is a public exercise, an opportunity to interact and share the decision-making process with the publics we serve.

2. Calendar Committee Structure

The recommendation is to structure the committee as follows:

| | |
|--------------------|---|
| Asst. Supt. | – Support Services |
| Student | – AHS Representative |
| Principal/AP | – Principal and Assistant Principal |
| Board of Education | – Two members as appointed by the Chair |
| Parents | – Representatives from each school |
| Staff | – Representatives from each school |

3. Calendar Committee Present One Draft for Consideration

Constraints created by General Statutes related to school calendars make it difficult to form multiple calendars for consideration. The recommendation is that the Committee would create one draft – the draft would be posted for 2 weeks in the schools and on the ACS website for public review and comment, and then the Board, upon consideration of the feedback received, would have the final responsibility of adopting a calendar.

4. Calendar Timeline

| | |
|--------------------------|-----------------------------|
| October 8 | Committee established |
| October 27 | Committee meeting – 6:00 pm |
| November 12 – December 2 | Period of Public Review |
| December 3 | Public Feedback to BOE |
| December 10 | BOE Adoption of Calendar |

Policies for Action

BOARD MEMBER COMPENSATION AND EXPENSES

Policy Code: 2130

COMPENSATION

Board members will be compensated for the performance of official school system business. The amount of compensation will be established according to applicable laws.

REIMBURSEMENT

Board members will be reimbursed for out-of-pocket expenses incurred in the performance of their duties. Board members should submit requests for reimbursement, along with documentation of expenses, within 30 days of incurring the expenses. The board member incurring the expense must sign the reimbursement request, and the superintendent will approve such requests provided the expenses are reasonable and appropriately documented.

Board members wishing to take their spouses on board retreats or to conferences of the school boards' associations are responsible for the expenses of their spouse.

Legal References: G.S. 115C-38; 153A-92

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

Reviewed by Policy Committee on June 14, 2012

NEW

**IMMUNIZATION AND HEALTH
REQUIREMENTS FOR SCHOOL ADMISSION**

Policy Code: **4110**

The board of education requires all students to meet the eligibility requirements for school admission established by the State and the board, including immunization. The school will maintain on file immunization and health assessment records for all students, and these records may be inspected by officials of the county or state health departments. Each school principal shall file required reports with the Department of Health and Human Services and the Department of Public Instruction.

A. IMMUNIZATION

1. Requirements for Initial Entry

Within 30 calendar days of his or her first day of attendance in the school system, each student must show evidence of age-appropriate vaccination in accordance with state law and regulation, including the following vaccines as applicable:

- a. DTaP (diphtheria, tetanus, and pertussis);
- b. poliomyelitis (polio);
- c. measles (rubeola);
- d. rubella (German measles);
- e. mumps;
- f. Haemophilus influenzae, type b (Hib);
- g. hepatitis B;
- h. varicella (chickenpox); and
- i. any other vaccine as may be required by law or regulation.

The current required vaccination schedule is available from the N.C. Immunization Branch online at <http://www.immunize.nc.gov/>.

2. Additional Requirements

All students entering seventh grade or who have reached age 12, whichever

comes first, are required to receive the following:

- a. a booster dose of Tdap (tetanus, diphtheria, and pertussis vaccine), if they have not previously received it; and
- b. the meningococcal conjugate vaccine (MCV).

3. Certificate of Immunization

- a. Evidence of immunizations must be shown in the form of a certificate furnished by a licensed physician or by the health department. A student who received immunizations in a state other than North Carolina must present an official certificate that meets the immunizations requirements of G.S. 130A-154(b).
- b. Principals are required to refuse admittance to any child whose parent or guardian does not present a medical certification of proper immunizations within the allotted time. If, following approved medical practice, the administration of a vaccine requires more than 30 calendar days to complete, upon certification of this fact by a physician, additional days may be allowed in order to obtain the required immunizations.
- c. Exceptions to the immunization requirements will be made only for religious reasons or for medical reasons approved by a physician pursuant to state law and regulation.

B. HEALTH ASSESSMENT/VISION SCREENING

Within 30 calendar days of the first day of school entry, all kindergarten students must furnish to the principal a document indicating that the student has received a health assessment pursuant to G.S. 130A-440. The assessment must include a medical history and physical examination with screening for vision and hearing and, if appropriate, testing for anemia and tuberculosis. The health assessment must be conducted no more than 12 months prior to the date of school entry. Exceptions to the health assessment requirement will be made only for religious reasons.

Vision screening must comply with the vision screening standards adopted by the former Governor's Commission on Early Childhood Vision Care. Within 180 days of the start of the school year, the parent of the child must present to the principal or his or her designee certification that within the past 12 months, the child has obtained a

comprehensive eye examination performed by an ophthalmologist or optometrist or has obtained a vision screening conducted by a licensed physician, an optometrist, a physician assistant, a nurse practitioner, a registered nurse, an orthoptist, or a vision screener certified by Prevent Blindness North Carolina. If a child enters the first grade without having been enrolled in a kindergarten program requiring a vision screening, the screening is required at that point.

Children who receive and fail to pass the required vision screening must obtain a comprehensive eye exam conducted by a duly licensed optometrist or ophthalmologist. The provider of the exam shall present to the parent a signed transmittal form, which the parent must submit to the school. If a member of the school staff has reason to believe that a child enrolled in kindergarten through third grade is having problems with vision, the staff member may recommend to the child's parent that the child have a comprehensive eye examination.

No child will be excluded from attending school for a parent's failure to obtain a comprehensive eye exam. If a parent fails or refuses to obtain a comprehensive eye exam or to provide the certification of a comprehensive eye exam, school officials shall send a written reminder to the parent of required eye exams.

C. HOMELESS STUDENTS

Notwithstanding the provisions of this policy, admissions for homeless students shall not be prohibited or delayed due to the student's inability to provide documentation of immunizations or health assessments. The homeless liaison shall work with the student, parent/guardian, school personnel or other agencies to obtain documentation of immunization and/or the health assessment or to arrange for such immunizations and/or assessments in a timely manner.

D. CHILDREN OF MILITARY FAMILIES

The board acknowledges that immunization requirements for newly enrolling military children are governed by the Interstate Compact on Educational Opportunity for Military Children. Children of military families, as defined in policy 4050, Children of Military Families, will have 30 days from the date of enrollment or within such time as reasonably determined by the rules of the Interstate Commission to obtain any required immunization. For a series of immunizations, initial vaccinations must be obtained within 30 days or within such time as is reasonably determined under the Interstate Commission.

Legal References: McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431 *et seq.*; G.S. 115C-407.5; 130A-152 to -157, -440 to -443; 143B-216.75; 10A N.C.A.C. 41A .0401

Cross References: Children of Military Families (policy 4050), Homeless Students (policy 4125)

Other References: N.C. Immunization Branch, available at <http://www.immunize.nc.gov/>

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

Updated: May 11, 2000, January 10, 2008, May 10, 2012



Balfour Elementary School

2015-2016 Continuous Improvement and Title I Implementation Plan

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Appendixes

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Staff Approval

Date of Secret Ballot _____

Results For _____

Results Against _____

Signature Date

Approved by Superintendent of Schools:

Signature Date

Approved by Board of Education:

Signature Date



| | |
|-----------------------------|--|
| Our School's Vision | 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. |
| Our School's Mission | The faculty and staff of Balfour School, working together with parents, students, and community members, will create a culture that empowers students to become active, global citizens and lifelong learners. |
| Core Beliefs | <p>To lead us toward our vision and mission, our school community shares the following core beliefs:</p> <ul style="list-style-type: none">• Student learning is the chief priority for the school.• Each student is a valued individual with unique physical, social, emotional and intellectual needs.• Fostering the appreciation of diversity increases students' understanding of different people and cultures, leading to global awareness.• A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.• Students learn in different ways and should be provided with a variety of instructional methods in order to learn, achieve, and succeed at their ability level.• Daily attendance at school increases learning opportunities for students• Teachers must prepare students to take their place in a globally competitive world.• Faculty, staff, students, parents and the greater community share the responsibility for the support of the school's mission.• A student's learning and talent is enhanced through the utilization of available technology.• A safe, orderly and caring environment promotes student learning• The school's commitment to continuous improvement enables students to become confident, self-directed, lifelong learners. |



Strategic Objectives:

- ✓ Engage Each Student
- ✓ Assessment for Learning
- ✓ Improved Achievement
- ❑ Create Opportunities
- ❑ Capacity Building

Strategic Focus/Foci:

- ◆ Engage each student in meaningful, authentic and rigorous lessons and tasks aligned with NCSCOS, through planning, scheduling and collaboration,
- ◆ Expand learning opportunities after school while removing barriers for student participation.
- ◆ Develop and implement a comprehensive assessment system that accurately reflects student demonstration.

Current Level of Performance:

READING DATA

| Grade | TRC Proficiency | EOG Proficiency | DIBELS |
|------------------|-----------------|-----------------|------------|
| K | 74% | N/A | 73% |
| 1 | 47% | N/A | 59% |
| 2 | 44% | N/A | 42% |
| 3 | 51% | 35.6% | 41% |
| 4 | 38% | 49.4% | 43% |
| 5 | 30% | 35.1% | 39% |
| Composite | 47% | 40.3% | 49% |

Annual Goal 1:

Based on end of year data, K-5 reading proficiency as measured by TRC was 47% for the school. By June 2016, through modification of instruction, curriculum and environment, 60% of students will be proficient in reading as measured by TRC (K-5), Dibels (K-5) and EOG data (3-5).



| Action Steps | Implementation | | Monitoring | | | | Completion |
|---|--|--|--|---|--|----------------|------------|
| | Team Members | Resources/ Professional Development Needed | Person(s) Responsible | Evidence(s) | Reporting Timeframe | Progress Notes | Date |
| 1. <i>Curriculum:</i> Align instruction to NCSCOS including using Reading Fundamentals so that students achieve mastery of grade level standards. | K-5 teachers | Schoolwide Fundamentals kits NCSCOS | Elisabeth Bernhardt Grade level representative | Lesson plans PLC minutes Walkthrough notes Common assessments Benchmarks | Quarterly: November 2015 January 2016 March 2016 | | May 2016 |
| 2. <i>Curriculum & Instruction:</i> Implement quarterly grade level ELA planning so that teachers implement best teaching practices and students master grade level standards. | K-5 Teachers Elisabeth Bernhardt Wendy Rich Jusmar Maness Christopher Tuft | Schoolwide Fundamentals kits NCSCOS ACS Pacing Guide | Elisabeth Bernhardt Grade level representative | ELA Planning Document Lesson plans PLC minutes Walkthrough notes Common assessments Benchmarks | Quarterly: August 2015 November 2015 January 2016 March 2016 | | June 2016 |
| 3. <i>Instruction:</i> Implement after school one-on-one reading clinic for at-risk primary readers so that students' reading and comprehension skills improve. | All Certified Staff | PD using <u>Howard Street Tutoring Manual</u> by Darrell Morris <u>The Next Steps in Guided Reading</u> by Jan Richardson | Jusmar Maness Christopher Tuft Elisabeth Bernhardt | Tutoring Plans Student Work Student Reading Data | January 2016 March 2016 | | April 2016 |



| | | | | | | | |
|---|---|--|---|--|---|--|-----------|
| <p>3. Environment: Implement a motivational school-wide reading incentive program so that students increase the amount of time spent reading.</p> | All Staff | <p>Reading Logs</p> <p>World Map</p> | <p>Grade Level Chairs</p> <p>Jusmar Maness</p> <p>Elisabeth Bernhardt</p> <p>Christopher Tuft</p> | <p>Completed Reading Logs</p> <p>Map</p> <p>Spreadsheet</p> <p>TRC data/</p> <p>Common Assessment/</p> <p>Benchmarks</p> | Monthly | | June 2016 |
| <p>4. Environment: Interpret and use student assessment data so that all students set goals and track reading growth.</p> | Classroom Teachers | Student data notebooks | Leadership Representatives | <p>Completed student data notebooks</p> <p>Student led conferences</p> | <p>Quarterly</p> <p>October 2015</p> <p>January 2016</p> <p>March 2016</p> <p>May 2016</p> | | May 2016 |
| <p>5. Environment: Provide protected time for daily literacy instruction in master schedule so that students engage in small group and whole group instruction with minimal disruptions.</p> | <p>Jusmar Maness</p> <p>Christopher Tuft</p> <p>Wendy Graham</p> <p>Elisabeth Bernhardt</p> <p>Classroom Teachers</p> | <p>Master schedule</p> <p>EOG data</p> | <p>Jusmar Maness</p> <p>Christopher Tuft</p> <p>Elisabeth Bernhardt</p> | <p>Master schedule</p> <p>Lesson Plans</p> <p>Walkthrough notes</p> | <p>Quarterly:</p> <p>October 2015</p> <p>January 2016</p> <p>March 2016</p> <p>May 2016</p> | | June 2016 |



Strategic Objectives:

- ✓ Engage Each Student
- ✓ Assessment for Learning
- ✓ Improved Achievement
- ☐ Create Opportunities
- ☐ Capacity Building

Strategic Focus/Foci:

- ◆ Engage each student in meaningful, authentic and rigorous work through the use of innovative instructional practices, supportive technology and problem-based learning.
- ◆ Expand learning opportunities after school while removing barriers for student participation.
- ◆ Develop and implement a comprehensive assessment system that accurately reflects student demonstration.

Current Level of Performance:

13-14 Math EOG Proficiency

Grade 3 - 45.6%

Grade 4 - 31.3%

Grade 5 - 42.5%

Composite - 39.8%

14-15 Math EOG Proficiency

Grade 3 - 51.1%

Grade 4 - 54%

Grade 5 - 61%

Composite - 55.1%

Annual Goal 2:

Based on end of year data, 3-5 math proficiency as measured by EOG was 55.1% for the school. By June 2016, through modification of instruction, curriculum and environment, 68% of students will be proficient in math as measured by Math EOG (3-5), NCDPI Math Summative (K-2).



| Action Steps | Implementation | | Monitoring | | | | Completion |
|--|--|--|--|---|--|----------------|------------|
| | Team Members | Resources/ Professional Development Needed | Person(s) Responsible | Evidence(s) | Reporting Timeframe | Progress Notes | Date |
| <i>1.Environment:</i> Interpret and use student assessment data so that all students set goals and track growth in math. | Classroom teachers | Data Notebooks with prepared data tracking sheets | Grade Level Chairs Elisabeth Bernhardt | Student-led conferences Data Notebooks Benchmarks Screeners | Quarterly | | June 2016 |
| <i>2.Environment:</i> Provide protected time for daily math instruction in master schedule so that students engage in small group and whole group instruction with minimal disruptions. | Jusmar Maness Christopher Tuft Wendy Graham Elisabeth Bernhardt Classroom Teachers | Master schedule EOG data | Jusmar Maness Christopher Tuft Elisabeth Bernhardt | Master schedule Lesson Plans Walkthrough notes | Quarterly: October 2015 January 2016 March 2016 May 2016 | | June 2016 |
| <i>3.Curriculum:</i> Use planned number talks in all classrooms so that student fluency with operations improves. | Classroom Teachers Elisabeth Bernhardt | <i>Number Talks</i> book Pacing Guide/NCSCOS Preplanned number talks | Grade Level Chairs | Walk-throughs Completed Number Talks Screeners Benchmarks | Quarterly | | June 2016 |



| | | | | | | | |
|---|---|---|---|--|-----------|--|-----------|
| 4. Curriculum & Instruction: Implement quarterly grade level math planning so that teachers implement best teaching practices and students master grade level standards. | Classroom Teachers Wendy Rich Elisabeth Bernhardt | Pacing Guides NCSCOS Common Assessments | Elisabeth Bernhardt Grade Level Chairs | Weekly Lesson Plans Walk throughs Benchmarks Screeners | Quarterly | | June 2016 |
| 5. Curriculum: Create and implement common math assessments in all grade levels so that student achievement can be measured and student instruction can be differentiated. | Classroom teachers Wendy Rich Elisabeth Bernhardt | Pacing Guides NCSCOS | Elisabeth Bernhardt Grade Level Chairs | Weekly Lesson Plans Common Assessments | Quarterly | | June 2016 |
| 6. Instruction Teachers will incorporate STEM engagement strategies into instruction after planning and co-teaching with STEM coordinator monthly so that students are engaged in more rigorous math instruction. | Classroom teachers STEM Facilitator Elisabeth Bernhardt | Pacing Guides NCSCOS | Wendy Graham | Lesson Plans Math Benchmarks Classroom observations and walkthroughs | Quarterly | | June 2016 |



Strategic Objectives:

- ✓ Engage Each Student
- ✓ Assessment for Learning
- ✓ Improved Achievement
- ☐ Create Opportunities
- ✓ Capacity Building

Strategic Focus/Foci:

- ◆ Engage each student in meaningful, authentic and rigorous work through the use of innovative instructional practices, supportive technology and problem-based learning.
- ◆ Develop essential leader, teacher and staff competencies and optimize all resources to achieve strategic goal and outcomes for student success.
- ◆ Develop and implement a comprehensive assessment system that accurately reflects student demonstration.

Current Level of Performance:

13-14 Science EOG Proficiency:
Grade 5 -53.4%

14-15 Science EOG Proficiency:
Grade 5 - 48.1%

Annual Goal 3:

Based on end of year data, 5th grade science proficiency as measured by EOG was 48.1% for the school. By June 2016, through modification of instruction, curriculum and environment, 65% of students will be proficient in science as measured by the Science EOG (5).



| Action Steps | Implementation | | Monitoring | | | | Completion |
|--|--|---|---|--|--|----------------|------------|
| | Team Members | Resources/ Professional Development Needed | Person(s) Responsible | Evidence(s) | Reporting Timeframe | Progress Notes | Date |
| 1.Environment: Develop, interpret, and use student assessment data so that all students set goals and track progress in science. | Classroom teachers Wendy Graham Elisabeth Bernhardt | SchoolNet NSCOS Foss/Delta Science Kits | Grade Level Chairs: Stacie Leshner Maxine Goldston Jennifer Smith Myra Howell Desiree Langbeen Kari Dye | Assessments Assessment data Student data notebooks/ folders | Quarterly: October 2015 January 2016 March 2016 May 2016 | | June 2016 |
| 2.Environment: Provide daily protected time for 5 th grade science instruction in the master schedule so that students engage in small group and whole group instruction with minimal disruptions. | Jusmar Maness Christopher Tuft Wendy Graham Elisabeth Bernhardt Classroom Teachers | Master schedule Staff Survey results EOG data | Jusmar Maness Christopher Tuft Wendy Graham | Master schedule Lesson Plans Walkthrough notes | Quarterly: October 2015 January 2016 March 2016 May 2016 | | June 2016 |



| | | | | | | | |
|--|--|--|--|---|--|--|------------|
| 3. <i>Instruction</i> Teachers will incorporate STEM engagement strategies into instruction after planning and co-teaching with STEM coordinator so that students are engaged in more rigorous science instruction. | Classroom Teachers Wendy Graham | NCSCOS STEM Facilitator | Grade Level Science Rep. (TBD) | Lesson Plans Grade Level Planning Notes Student Work Common Assessment data Classroom observations and walkthroughs | Quarterly: October 2015 January 2016 March 2016 May 2016 | | June 2016 |
| 4. <i>Instruction</i> The staff will participate in science professional development so that all staff improve instruction and incorporate science standards across disciplines. | All Staff | NCSCOS | Wendy Graham Sarah Tonkin Elisabeth Bernhardt | PD log Common assessment data | November 2015 April 2016 | | April 2016 |
| 5. <i>Environment</i> Students will use the scientific method and engineering design process, incorporating scientific vocabulary to design and conduct experiments so that student application of scientific concepts increases. | Sarah Tonkin Wendy Graham Teachers | Scientific Process Flowchart Engineering design process NCDPI Vocabulary list for each grade level | Sarah Tonkin Wendy Graham Amanda Hinshaw Alisha Jones | Classroom posters of processes Student work in notebooks/ folders/ portfolios Completed science/math/tech fair projects | Quarterly: October 2015 January 2016 March 2016 May 2016 | | June 2016 |



| Title I Compliance Actions taken to meet the ten essential components of a School-Wide Title I Program | |
|---|---|
| 1. A Comprehensive Needs Assessment of the entire school | <ul style="list-style-type: none"> Appendix 2 describes our community profile, including our ethnicity, student information regarding special needs and free/reduced, attendance data, and staffing summary. Appendix 3 details our school results at all grade levels over several years. This section also includes information on the achievement gap and adequate yearly progress. Our k-5 students do not appear to be adequately able to apply literacy skills to writing or reading. Title I services are crucial in providing these students with the support of reading specialists. Title I funds are being used to purchase reading materials and leveled readers at all grade levels. |
| 2. School-Wide Reform Strategies | <ul style="list-style-type: none"> Annual Goals and Action Steps are found beginning on page 3 |
| 3. Instruction by a Highly Qualified Professional Staff | <ul style="list-style-type: none"> Every teacher at Balfour is Highly Qualified. |
| 4. High Quality and Ongoing Professional Development | <ul style="list-style-type: none"> The staff participates in high quality professional development provided through Asheboro City Schools, the Piedmont Triad Educational Consortium and School Instructional Team (Principal, Assistant principal and Instructional Facilitator) The principal maintains a spreadsheet of professional development detailing the activities in which teachers have participated. |
| 5. Strategies to Attract Highly Qualified Teachers to High Need Schools | <ul style="list-style-type: none"> Asheboro City Schools conducts ongoing recruitment to attract highly qualified teachers. Asheboro City Schools partners with UNCG and HPU to provide easy access to a Master's Degree program Asheboro City Schools is a member of The Piedmont Triad Education Consortium, which provides ongoing, high quality professional development for teachers. Assessment data is used to place highly qualified teachers in areas of need, allowing for reduced class sizes to meet the developmentally appropriate needs of students. |
| 6. Including Teachers in Decisions Regarding the Use of Assessment | <ul style="list-style-type: none"> Through the leadership team, teachers provide their peer representatives with suggestions for ongoing student assessment. Three times per year, teachers work as a grade level to assess student writing and reading skills. On a quarterly basis, grade level teams meet with Director of Elementary Curriculum, IF and administration of develop ELA/Math 9 week plans to pace NCSCOS and common assessments. On a weekly basis, grade level teams meet to plan, work with curriculum maps, and plan their assessment strategies. EC, ESL and Title I teachers are included regularly in grade level meetings to discuss student assessment. Administer the Scholastic Reading Inventory to students in grades 3-5 every nine weeks and to second grade students beginning the second semester Every nine weeks, each grade level meets with administrators and support teachers to participate in an RTI assessment wall, where the progress of all students is discussed and strategies are provided for students who are struggling. |



| | |
|---|--|
| 7. Strategies to Increase Parent Involvement | <ul style="list-style-type: none">• A full-time parent outreach specialist is employed to help involve parents in their children's education. This person is bilingual.• The parent outreach specialist works regularly with our part-time social worker and teachers to conduct home visits and parent support• We conduct regular PTO nights, Parent Education nights (Reading and Math), Student-Led conferences and grade level nights to increase parent involvement.• Teachers prepare and disseminate weekly parent newsletters with instructional tip of the week, which are sent home in both English and Spanish.• The principal keeps parents informed by sending Blackboard Connect messages in English and Spanish on a weekly basis. |
| 8. Preschool Transition Strategies | <ul style="list-style-type: none">• DIAL 4 screening is conducted each spring and fall.• Kindergarten orientation is provided each spring and again in the fall before school starts. At Balfour, we conduct a separate kindergarten orientation in Spanish for our Hispanic population. In addition, a separate/additional Open House is conducted for only rising Kindergarten students prior to the regular Open House.• Each spring, the preschool director coordinates with our kindergarten teachers to present our incoming kindergartners from the Early Childhood Development Center.• During the first nine weeks of school, kindergarten teachers will be conducting a home visit to each kindergartener's parents.• Each fall, the kindergarten teachers provide two days of staggered attendance to help ease students into the school routine. |
| 9. Activities for Children Experiencing Difficulty | <ul style="list-style-type: none">• The Student Success Team meets as needed to accept student referrals from teachers.• At each grade level and with all support teachers, we meet at least once each nine weeks to make recommendations for students experiencing difficulty. The teacher(s) then implement the recommended interventions and reports back at the next "assessment wall" meeting• We have 1 Reading Facilitator who work with students who are below grade level in reading.• We have 5 ESL teachers to work directly with students who are English language learners• We have 2 full time exceptional children's teachers who work directly with students who have been identified in need of services.• All classroom teachers provide ongoing remediation to students based on results of regular formative and benchmark assessments.• We have made adjustments to master schedule to provide uninterrupted math and literacy instruction to all students. During these times, ESL teachers, EC teachers and Reading Specialists provide push in support with co-teaching practices and small group instruction to address learning gaps.• A word study/intervention block has been provided in the master schedule to provide additional support/intervention to students experiencing difficulties. |



**10. Coordination and
integration of
Federal, State, and
Local Services**

- Federal programs implemented in the school include Title I, Title II-a, Title II-d, and Title III.
- State programs implemented in the school include DSSF funds (024), English as a second language (PRC 054).
- Coordination and integration of these programs are outlined in the school's intervention plan and individual federal grant applications.



| PBIS School Action Plan | | | |
|--|--|---|-----------------|
| Task | Who | When | Completion Date |
| School PBIS team schedules monthly meetings, maintains a PBIS notebook or electronic folder with meeting agendas, minutes, and documentation of team activities. | In-School Coach/PBIS team leader, principal or assistant principal | Monthly through the 2015-2016 school year. | |
| School team representative will attend District level bi-annual PBIS meetings. | In-School Coach/PBIS team leader, principal or assistant principal | One meeting in the fall and one meeting in the spring | |
| Each PBIS team at the school level will complete an Implementation Inventory and submit to the Central Office. | In-School Coach/PBIS team leader, principal or assistant principal | By October 1, 2015 | |



| Compliance Statements | | |
|---|---|---|
| Healthy Active Children Policy | 1. Physical activity is not denied to any student as a means of discipline, nor is physical activity used as a form of punishment. | 1. Physical activity is used to promote health, not to punish. No child will be denied recess. |
| | 2. Each student in this school participates in an average of 150 minutes per week of physical activity and/or physical education. | 2. Each grade level has a scheduled P.E. time of thirty minutes daily. Each child also receives 40 minutes of physical education instruction weekly from a certified PE teacher. |
| Pledge of Allegiance | 3. Time is scheduled for school-wide recitation of the Pledge of Allegiance. | 3. The principal and 5th grade students lead the school in the recitation of the Pledge of Allegiance through morning announcements. |
| | 4. Flags of the United States and North Carolina are displayed in this school. | 4. US flags are displayed in each classroom, in the auditorium and outside of our school. US Flags and North Carolina flags are raised outside of the school. |
| Duty-free Lunch | 5. Every teacher must be provided a duty-free lunch period on a daily basis or as otherwise approved by the school improvement team. | 5. Members of the School Leadership Team voted to eliminate duty free lunch for classroom teacher due to the additional planning time provided this school year. Classroom teachers also use lunch time as an additional opportunity to build relationships with students. |
| Duty-free Instructional Planning | 6. Every full-time assigned classroom teacher must be provided duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week. | 6. Teachers have duty free grade level common planning time five times per week. |
| Redundant Reporting Requirements | 7. If the continuous improvement team identifies a more expeditious manner of providing information to the board that will eliminate a redundant or unnecessary reporting requirement for teachers at its school, the team may make a written request to the superintendent to eliminate the redundant or unnecessary report. | 7. The Leadership Team will be receptive to any identified manner for providing information to the board in a more expeditious manner that will eliminate a redundant or unnecessary reporting requirement. Upon identification, they will share this manner with the principal, who will share it with the superintendent. |



Parent Involvement

Overview: Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- That parents play an integral role in assisting their child's learning;
- That parents are encouraged to be actively involved in their child's education at school; and
- That parents are full partners in their child's education and are included, as appropriate in decision making and on advisory committees to assist in the education of their child.

ESEA Provision (Sec. 9191(23))

6 Types of Parent Involvement

| | |
|---|--|
| <p>1. Parenting: Assist families in understanding child and adolescent development, and in setting home conditions that support children as student at each age and grade level. Assist schools in understanding families.</p> | <ul style="list-style-type: none"> • Home visits by classroom teachers, administration, and social worker. • In school parent conferences with teachers, administration, school counselor, interpreter and curriculum specialists |
| <p>2. Communicating: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.</p> | <ul style="list-style-type: none"> • Connect 5 phone messages—recorded in Spanish and English • Written notices, letters, newsletters sent home in two languages: Spanish and English • Phone calls to maintain parents inform of any happenings with their student are made in the parents' respective language. |
| <p>3. Volunteering: Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.</p> | <ul style="list-style-type: none"> • PTO as liaison between home and school—recruiting of parent volunteer base • Volunteer recruitment flyer sent home (two languages) at beginning of school year • Teachers K-5 maintain an ongoing log of home visits and parent conferences |
| <p>4. Learning at Home: Involve families with their children in learning activities at home, including homework, other curriculum-related activities, and individual course and program decisions.</p> | <ul style="list-style-type: none"> • Information provided at beginning of year about homework policies and how parents can help. • Every student given a planner or nikki communicator folder in which they record daily in-school activities as well as homework. • Curriculum nights throughout the year. • PTO Reading night in September • ESL Parent nights • Student-Led Conferences • Weekly newsletters per grade level include an instructional tip of the week about what parents can do at home to help students with the weekly learning focus in either reading or math. |



| | |
|--|--|
| 5. Decision-Making: Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations. | <ul style="list-style-type: none">• Parent participation on School Leadership Team• Use results of Parent Survey to create new goals• Parent participation on Strategic Planning Committee• Parent participation on School Report Card Committee• Parent Participation on Calendar Committee. |
| 6. Parenting: Assist families in understanding child and adolescent development, and in setting home conditions that support children as student at each age and grade level. Assist schools in understanding families. | <ul style="list-style-type: none">• Participate in the JDRF walk• Participate in Relay for Life fundraising activities• Operation Red Sleigh and Salvation Army• Thanksgiving meal fundraising activities• CIS/Northridge Church Backpack Buddies• Key Club volunteers.• Collaboration with Boys Scouts of America• Collaboration with Dream Center |

Taken from School Family and Community Partnerships: Your Handbook for Action (2nd Edition)



| Intervention Plan | |
|--|---|
| A. Overview | <ul style="list-style-type: none">• All certified staff will participate in after-school enrichment for students in grades K-5 who are below grade level and/or struggling in reading, as evident in mClass assessment data and in level 1 and 2 scores on 14-15 EOG.• There is a thirty-five minute time period within the instructional day for grades K-5 designated for direct writing instruction. During this time, teachers will use the Lucy Calkins lessons to provide direct writing instruction. Other support personnel provide additional support at this time.• We will use Reading 3D to identify students who are struggling in reading.• Master schedule has been modified to provide uninterrupted 90-minute instructional blocks in both reading and math. At these times, EC, ESL and reading specialist provide support by pushing in to deliver instruction through co-teaching.• An RtI committee has been created to provide support to teachers on the effective selection and implementation of interventions.• A word study/intervention block has been provided in the master schedule to provide additional support/intervention to students experiencing difficulties. |
| B. Target Population | <ul style="list-style-type: none">• We will target all current students and new arrivals in third, fourth and fifth who have not achieved level 3 on EOG testing. In addition, we will target students in K-2 who have been identified as struggling based on ongoing formative assessments and mClass assessment data. |
| C. Measureable Intended Outcome | <ul style="list-style-type: none">• The students will have increased scores on North Carolina End of Grade testing and Reading 3D assessments. |
| D. Description of activities or services to be provided | <ul style="list-style-type: none">• All certified staff will begin after school reading clinic beginning in November. Classroom teachers in grades K-5 and support teachers will provide reading intervention and support to identified students one day per week.• Thirty minutes per day have been scheduled for all support teachers and assistants to work with 3rd grade classroom teachers to provide additional instruction during 90-minute literacy block.• A word study/intervention block has been designated in the master schedule to address phonics and vocabulary instruction as well as interventions in K-5.• An RtI committee has been created to research and compile effective instructional interventions for teachers who are working on addressing students' needs through PEPs within their classrooms. This committee includes classroom teachers, IF, reading specialists, EC and ESL personnel. |
| E. Evaluation of Results | <ul style="list-style-type: none">• The results will be evaluated based on achievement gains on end of grade testing/assessments |



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



Leadership Team Members

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

| Name | Signature | Role |
|----------------------|-----------|---------------------------|
| Alisha Jones | | Kindergarten Teacher |
| Marleana Walker | | 1st Grade Teacher |
| Mary Jo Przybylowski | | 2nd Grade Teacher |
| Amanda Hinshaw | | 3rd Grade Teacher |
| Desiree Langbeen | | 4th Grade Teacher |
| Emily Ramon | | 5th Grade Teacher |
| Wendy Graham | | STEM Facilitator |
| Sarah Tonkin | | ESL Teacher |
| Sara Ralph | | Media Specialist |
| Elisabeth Bernhardt | | Instructional Facilitator |
| Marilu Arellano | | Parent |
| Molita Kidd | | Instructional Assistant |
| Christopher Tuft | | Assistant Principal |
| Jusmar Maness | | Principal |



Appendix 1: Current State of the School

1. Balfour exceeded expected growth on the 2014-15 EOG Results.
2. Balfour's grade level improved from a D in 13-14 to a C in 14-15.
3. EOG scores for 14-15 school year indicate the following levels of proficiency: Math= 3rd grade- 51.1%, 4th grade- 54% and 5th Grade 61%. Reading= 3rd grade-35.6%, 4th grade- 49.4% and 5th grade-35.1%. Science= 5th grade-48.1%.
4. There was significant growth in Math scores from the previous year. (around 11% growth)
5. 64 LEP students exited ESL services based on WIDA scores. However, only 16.3% of LEP students passed the reading EOG.
6. We were able to retain 13 out 17 beginning teachers. However, the 4 beginning teachers that left was due to personal life changes.
7. 98.43% of our staff agrees that our school's purpose statement is clearly focused on student success.
8. Achievement gap from LEP students to non LEP students on Reading and Math EOG results have increased.
9. TRC data indicates some growth on reading proficiency levels. TRC composite increased from 33% in 13-14 school year to 47% f students in K-5 reading proficiently on grade level in 14-15 school year.
10. Only 59% of second graders, 48.6% of third graders, 53.6% of fourth graders were on grade level in reading on the spring benchmark. This indicates a significant need to focus on getting more students on grade level in reading.



| Appendix 2: School Profile | | | | | |
|--|----------------|----------------|----------------|----------------|----------------|
| K-5 Historical Ethnicity Information (% of population on 20 th day) | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
| Black | 5.4 | 6.4 | 5 | 5.5 | 6.2 |
| Asian | 1.6 | 1 | 1.3 | 1.3 | 1.8 |
| White | 23 | 24 | 23 | 22.8 | 21.8 |
| Hispanic | 65 | 66 | 68 | 67.3 | 66.4 |
| American Indian | 0.7 | 0.5 | 0.3 | 0.4 | 0.4 |
| 2+ Races | 2.7 | 1.9 | 2 | 2.8 | 3.5 |
| Total Population | 540 | 566 | 571 | 544 | 547 |

| Historical Population (% of Population) | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---|----------------|----------------|----------------|----------------|----------------|
| Exceptional Children | 12 | 10 | 10 | 11 | 11 |
| AIG | 3.8 | 3 | 4 | 4 | 2 |
| Limited English Proficient | 45 | 46.3 | 44 | 44 | 43 |
| Total Free/Reduced Lunch | 87.29 | 85.5 | 89.4 | 87.9 | 91.6 |

| Student Attendance Data | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|--------------------------------|----------------|----------------|----------------|----------------|----------------|
| Average Daily Attendance | 96.53% | 96.56% | 96.14% | 95.54% | 97.6% |
| Mobility (starting 2012-13) | | | 24.5% | 17.7% | 14.8% |

| Staffing Summary | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|--|----------------|----------------|----------------|----------------|----------------|
| Teachers "highly qualified" (classes taught) | 100% | 100% | 100% | 100% | 100% |
| Teachers with advanced degrees | 18% | 33% | 30% | 28% | |
| Teachers with NBPTS Certification | 6 | 7 | 7 | 5 | |
| Teacher Turnover Rate | 15% | 20% | 15% | 11% | 20% |



Appendix 3: Student Performance Results

| Promotion Rates | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|-----------------|---------|---------|---------|---------|---------|
| Kindergarten | 100 | 100 | 100 | 100 | 98.8 |
| Grade 1 | 100 | 100 | 100 | 100 | 99.0 |
| Grade 2 | 99 | 100 | 100 | 100 | 100 |
| Grade 3 | 100 | 100 | 100 | 93 | 98.9 |
| Grade 4 | 100 | 100 | 100 | 100 | 98.9 |
| Grade 5 | 100 | 100 | 100 | 100 | 100 |

| Grade Level Proficiency in Mathematics | 2010-11 | 2011-12 | 2012-13* | 2013-14 | 2014-2015 |
|--|---------|---------|----------|---------|-----------|
| Grade 3 (EOG) | 76.9 | 76.8 | 23.6 | 45.6 | 51.1 |
| Grade 4 (EOG) | 80.0 | 83.3 | 30.7 | 31.3 | 54.0 |
| Grade 5 (EOG) | 81.5 | 85.1 | 36.8 | 48.0 | 61.0 |

| Grade Level Proficiency in Reading | 2010-11 | 2011-12 | 2012-13* | 2013-14** | 2014-15 |
|------------------------------------|---------|---------|----------|-----------|---------|
| Kindergarten | | 61.0 | 65.0 | 76.0 | 74.0 |
| Grade 1 | | 62.0 | 51.0 | 48.0 | 47.0 |
| Grade 2 | | 44.0 | 48.0 | 47.0 | 46.0 |
| Grade 3 (EOG) | 48.9 | 52.6 | 24.7 | 43.0 | 35.6 |
| Grade 4 (EOG) | 58.8 | 58.9 | 26.7 | 33.7 | 49.4 |
| Grade 5 (EOG) | 60.4 | 64.4 | 18.6 | 38.0 | 35.1 |

| Grade Level Proficiency in Science | 2010-11 | 2011-12 | 2012-13* | 2013-14 | 2014-15 |
|------------------------------------|---------|---------|----------|---------|---------|
| Grade 5 (EOG) | 50.5 | 62.1 | 10.3 | 54.0 | 48.1 |



| Math CCR Proficiency by Subgroup | Grade 3 | | | Grade 4 | | | Grade 5 | | |
|-------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| All | 23.6 | 24.1 | 32.2 | 30.7 | 21.7 | 43.7 | 36.8 | 41.0 | 44.2 |
| American Indian | * | * | * | * | * | * | * | * | * |
| Asian | * | * | * | * | * | * | * | * | * |
| Black | 5.0 | 5.0 | * | * | * | 0.0 | 28.6 | * | * |
| Hispanic | 21.7 | 24.5 | 30.9 | 33.3 | 20.3 | 40.0 | 38.2 | 42.6 | 43.6 |
| 2+ Races | * | * | * | * | 20.0 | * | * | * | * |
| White | 33.3 | 35.3 | 43.8 | 23.1 | 33.3 | 60.9 | 39.1 | 38.5 | 50.0 |
| Male | 25.6 | 23.8 | 31.9 | 34.7 | 23.3 | 44.7 | 44.4 | 39.6 | 42.5 |
| Female | 21.7 | 24.3 | 32.6 | 26.9 | 20.0 | 42.5 | 31.4 | 42.6 | 45.9 |
| AIG | * | * | * | 95 | 95 | 95.0 | 95 | 95 | * |
| EC | 14.3 | 5 | 5 | 10.0 | 5 | 5 | 9.1 | 7.7 | 8.3 |
| Non-EC | 24.4 | 28.4 | 36.2 | 33.0 | 24.7 | 50.7 | 40.8 | 46.0 | 50.8 |
| LEP | 14.9 | 16.7 | 28.9 | 6.9 | 3.3 | 29.0 | 24.1 | 15.8 | 8.0 |
| Non-LEP | 33.3 | 30.3 | 35.5 | 40.3 | 34.7 | 51.8 | 43.1 | 46.9 | 61.6 |
| F/R Lunch | 21.7 | 41.7 | 29.4 | 28.4 | 20.3 | 39.7 | 35.6 | 38.5 | 44.4 |
| Non-F/R Lunch | 33.3 | 72.4 | 79.8 | 46.2 | 49.3 | 78.4 | 42.9 | 54.8 | 41.3 |

| Math Achievement Gaps | Grade 3 | | | Grade 4 | | | Grade 5 | | |
|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Black (to White) | -28.3 | -30.3 | * | * | * | -60.9 | -10.5 | * | * |
| Hispanic (to White) | -11.6 | -10.8 | -12.9 | 10.2 | -13 | -20.9 | -0.9 | 4.1 | -6.4 |
| EC (to non-EC) | -10.1 | -23.4 | -31.2 | -23 | -19.7 | -45.7 | -31.7 | -38.3 | -42.5 |
| LEP (to non-LEP) | -18.4 | -13.6 | -6.6 | -33.4 | -31.4 | -22.8 | -19 | -31.1 | -53.6 |
| FRL (to non-FRL) | -11.6 | -30.7 | -50.4 | -17.8 | -29 | -38.7 | -7.3 | -16.3 | 3.1 |

| Math EVAAS Growth | Grade 3 | | | Grade 4 | | | Grade 5 | | |
|-------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| | | | | -3.2 | -3.9 | 2.2 | -2.7 | 1.7 | 11.4 |



| Reading CCR Proficiency by Subgroup | Grade 3 | | | Grade 4 | | | Grade 5 | | |
|--|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| All | 24.2 | 26.6 | 16.7 | 26.7 | 18.1 | 33.3 | 18.6 | 24.0 | 28.6 |
| American Indian | * | * | * | * | * | * | * | * | * |
| Asian | * | * | * | * | * | * | * | * | * |
| Black | 16.7 | 0.0 | * | * | * | 40.0 | 5.0 | * | * |
| Hispanic | 22.5 | 30.2 | 10.3 | 23.2 | 16.9 | 29.1 | 11.1 | 22.1 | 25.5 |
| 2+ Races | 25.0 | * | * | * | 20.0 | * | * | * | * |
| White | 27.8 | 29.4 | 43.8 | 30.8 | 26.7 | 43.5 | 39.1 | 34.6 | 37.5 |
| Male | 24.4 | 26.2 | 12.8 | 26.5 | 16.3 | 29.8 | 17.1 | 22.6 | 22.5 |
| Female | 23.9 | 27.0 | 20.9 | 26.9 | 20.0 | 37.5 | 19.6 | 25.5 | 35.1 |
| AIG | * | * | * | 95 | 60.0 | 85.7 | 95 | 78.6 | * |
| EC | 7.1 | 5 | 5 | 10.0 | 5 | 5 | 5.0 | 15.4 | 5 |
| Non-EC | 26.8 | 31.4 | 18.8 | 28.6 | 20.6 | 38.6 | 21.3 | 25.3 | 33.9 |
| LEP | 14.9 | 22.2 | 6.7 | 5.0 | 5 | 9.7 | 5.0 | 5 | 5 |
| Non-LEP | 35.7 | 30.3 | 26.7 | 36.1 | 28.6 | 46.4 | 27.6 | 29.6 | 40.4 |
| F/R Lunch | 24.1 | 23.6 | 14.1 | 22.7 | 17.7 | 30.8 | 15.1 | 20.2 | 26.4 |
| Non-F/R Lunch | 33.3 | 57.5 | 60.0 | 53.8 | 25.0 | 55.0 | 38.5 | 54.7 | 60.3 |

| Reading Achievement Gaps | Grade 3 | | | Grade 4 | | | Grade 5 | | |
|-----------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Black (to White) | -11.1 | -29.4 | * | * | * | -3.5 | -34.1 | * | * |
| Hispanic (to White) | -5.3 | 0.8 | -33.5 | -7.6 | -9.8 | -14.4 | -28 | -12.5 | -12 |
| EC (to non-EC) | -19.7 | -26.4 | -13.8 | -18.6 | -15.6 | -33.6 | -16.3 | -9.9 | -28.9 |
| LEP (to non-LEP) | -20.8 | -8.1 | -20 | -31.1 | -23.6 | -36.7 | -22.6 | -24.6 | -35.4 |
| FRL (to non-FRL) | -9.2 | -33.9 | -45.9 | -31.1 | -7.3 | -24.2 | -23.4 | -34.5 | -33.9 |

| Reading EVAAS Growth | Grade 3 | | | Grade 4 | | | Grade 5 | | |
|----------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| | | 2.4 | -0.3 | 1.8 | 0.4 | 1.2 | 1.0 | -0.8 | 0.7 |



| Science CCR Proficiency by Subgroup | Grade 5 | | |
|--|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| All | 10.3 | 42.0 | 35.1 |
| American Indian | * | * | * |
| Asian | * | * | * |
| Black | 5.0 | * | * |
| Hispanic | 10.9 | 42.6 | 30.9 |
| 2+ Races | * | * | * |
| White | 13.0 | 42.3 | 50.0 |
| Male | 8.3 | 49.1 | 37.5 |
| Female | 11.8 | 34.0 | 32.4 |
| AIG | 55.6 | 92.9 | * |
| EC | 9.1 | 23.1 | 8.3 |
| Non-EC | 10.5 | 44.8 | 40.0 |
| LEP | 5 | 15.8 | 5 |
| Non-LEP | 15.5 | 46.3 | 50.1 |
| F/R Lunch | 9.6 | 40.4 | 33.3 |
| Non-F/R Lunch | 14.3 | 54.9 | 61.0 |

| Science Achievement Gaps | Grade 5 | | |
|--------------------------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| Black (to White) | -8 | * | * |
| Hispanic (to White) | -2.1 | 0.3 | -19.1 |
| EC (to non-EC) | -1.4 | -21.7 | -31.7 |
| LEP (to non-LEP) | -10.5 | -30.5 | -45.1 |
| FRL (to non-FRL) | -4.7 | -14.5 | -27.7 |

| Science EVAAS Growth | Grade 5 | | |
|----------------------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| | -2.7 | -0.6 | -0.2 |



| mCLASS EVAAS Growth | Kindergarten | | | Grade 1 | | | Grade 2 | | |
|---------------------------|--------------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| | | -1.8 | | | -4.8 | | | -3.3 | |



| AYP Targets/*AMOs Met | Met | Total | Percent Met | Targets Missed |
|----------------------------------|------------|--------------|--------------------|---|
| 2009-10 | 21 | 21 | 100% | |
| 2010-11 | 20 | 21 | 95.20% | Reading - Hispanic |
| 2011-12* | 16 | 21 | 76.20% | Reading – All, Hispanic, White, ED Math - White |
| 2012-13* | 15 | 21 | 71.40% | Reading—All, Hispanic, White, ED Math—All, White |
| 2013-14* | 21 | 31 | 67.70% | Reading – all, Hispanic, White, EDS, LEP & SWD Math – All, Hispanic, White & EDS Science - All |
| 2014-15* | 18 | 31 | 58.10% | Reading – all, Hispanic, White, EDS & SWD Math – All, Hispanic, EDS & SWD Science - All, Hispanic & EDS |



Appendix 4: Other Data Sources

Teacher Survey

| | |
|--|---|
| Three or more areas of strength | <ul style="list-style-type: none"> 1. Our school's purpose statement is clearly focused on student success. 98.43% (Avg. 4.39) 2. Our school provides protected instructional time. 92.73% (Avg. 4.47) 3. Our school maintains facilities that support student learning. 92.73% (Avg. 4.35) 4. Our school has a continuous improvement process based on data, goals, actions and measure for growth. 92.18% (Avg. 4.31) 5. Our school leaders monitor data related to student achievement. 92.72% (Avg. 4.25) |
| Three or more areas of possible improvement | <ul style="list-style-type: none"> 1. In our school, staff members provide peer coaching to teachers. 63.63% (Avg. 3.53) 2. All teachers in our school have been trained to implement a formal process that promotes discussion about student learning. 67.27% (Avg. 3.78) 3. In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience. 69.09% (Avg. 3.71) 4. In our school, all school personnel regularly engage families in their children's learning progress. 70.9% (Avg. 3.8) 5. All teachers in our school provide students with specific and timely feedback about their learning. 72.73% (Avg. 3.69) |
| Two significant findings | <ul style="list-style-type: none"> 1. Staff indicates that not ALL staff members keep families involved and informed about the students' learning. 2. Statements about improving communications appeared to be a trend on the comments. |

Student Survey

| | |
|--|--|
| Three or more areas of strength | <ul style="list-style-type: none"> 1. My teacher wants me to do my best (Early Elementary) = 98.61% Yes (Avg: 2.98) 2. In my school my teachers want me to do my best work (Elementary) = 95.74% Agree (Avg: 2.95) 3. My teachers care about students (Elementary) = 92.97% Agree (Avg: 2.91) 4. My teacher tells me when I do good work (Early Elementary) = 95.14% (Avg: 2.94) |
| Three or more areas of possible improvement | <ul style="list-style-type: none"> 1. Teachers ask my family to come to school activities. (Elementary) = 71.09% Agree, 25.39% Not Sure 3.52% Don't Agree (Avg: 2.68) 2. In my school students treat adults with respect. (Elementary) 59.69% Agree, 34.11% Not Sure, 6.2% Don't Agree (Avg: 2.53) 3. My principal and teachers ask me what I think about school. (Elementary) = 47.66% Agree 37.5% Not Sure 14.84% Don't Agree (Avg: 2.33) |
| Two significant findings | <ul style="list-style-type: none"> 1. Statements indicating concerns with supervision appeared in comments. 2. Students agreed that teachers care and want them to do well in school, however, a low number agreed that principal and teachers ask them what they think about school. |



| Parent Survey | |
|--|--|
| Three or more areas of strength | <ol style="list-style-type: none">1. All of my child's teachers report on my child's progress in easy to understand language. (avg 4.3)2. Our school ensures that instructional time is protected and interruptions minimized. (avg 4.31)3. Our school provides opportunities for students to participate in activities that interest them. 87.64% Strongly Agree/Agree (avg 4.35)5. Our school ensures that the facilities support student learning. 89.88% Strongly Agree/Agree (avg 4.35)6. Our school provides a safe learning environment. 87.64% Strongly Agree/Agree (avg 4.33) |
| Three or more areas of possible improvement | <ol style="list-style-type: none">1. Our school shares responsibility for student learning with stakeholders. (avg 4.08)2. Our school's purpose statement is formally reviewed and revised with involvement from parents. 80% Strongly Agree/Agree (avg 4.07)3. All of my child's teachers meet his or her learning needs by individualizing instruction. (avg 4.1)4. Our school's governing body does not interfere with the operation or leadership of our school. 72.09% Strongly Agree/Agree (avg 4.01)5. My child has at least one adult advocate in the school. 79.77% Strongly Agree/Agree (avg 4.04) |
| Two significant findings | <ol style="list-style-type: none">1. Statements about the school facilities and resources had high averages, indicating that respondents were overall pleased with those things.2. Statements about the involvement of parents/stakeholders in the governance and direction of the school had lower scores. |



Charles W. McCrary Elementary School

2015-2016 Continuous Improvement and Title I Implementation Plan

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Appendixes

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Staff Approval

Date of Secret Ballot _____
Results For _____
Results Against _____

Signature Date

Approved by Superintendent of Schools:

Signature Date

Approved by Board of Education:

Signature Date



| | |
|-----------------------------|---|
| Our School's Vision | <p>Charles W. McCrary Elementary is a school where:</p> <ul style="list-style-type: none">• students are honored,• learning is valued and• our staff, students, families and community are dedicated to the success of all. |
| Our School's Mission | <p>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.</p> |
| Core Beliefs | <p>To lead us toward our vision and mission, our school community shares the following core beliefs:</p> <ul style="list-style-type: none">• We are responsible for each student's continual success—academic growth, proficiency and civic success.• Students' safety and a welcoming environment help us to create a positive experience for all stakeholders.• We will model a love of learning to instill in our students a love of learning so that they are and continue to be productive citizens.• We respect each stakeholder's unique role; our students' parents and our professional colleagues are our partners in educating every student.• All students, regardless of race, ethnicity or economic background will be expected to achieve and have continual success.• We will demonstrate our expectations, use a variety of assessments, analyze data and reflect upon our students and our own work to ensure every child's continuous success.• Student assessment will be closely monitored to ensure every student's continual success.• When our students do not reach their goals, new strategies including—small group work, one-on-one, utilization of community resources—will be examined, both horizontally and vertically, and put into practice.• The NCSCOS (Common Core Standards and NC Essential Standards) are the basis for what we teach our students.• Parents will be kept up-to-date of their children's progress, given clear expectations for their children and expected to follow through with our guidance. |



Strategic Objectives:

- ☐ Engage Each Student
- ✓ Assessment for Learning
- ✓ Improved Achievement
- ☐ Create Opportunities
- ☐ Capacity Building

Strategic Focus/Foci:

- ◆ Academic proficiency in core curriculum
- ◆ Implement a consistent plan for literacy instruction and assessment across the curriculum.

Current Level of Performance:

2014-2015 Reading EOG:

Grade 3 GLP 30% CCR 25%
Grade 4 GLP 39.6% CCR 20.8%
Grade 5 GLP 50.9% CCR 38.6%

TRC Proficiency:

Kindergarten 61%
1st grade 59%
2nd grade 67%
3rd grade 75%

Annual Goal 1:

Reading EOG grade level proficiency will increase. Student proficiency in fourth grade will increase from 30% to 55%. Student proficiency in 5th grade will increase from 39.6% to 60% by June 2016.

Reading TRC proficiency will increase. Student proficiency in first grade will increase from 61% to 80%; student proficiency in second grade will increase from 59% to 80%; student proficiency in third grade will increase from 67% to 80% by June 2016.



| Action Steps | Implementation | | Monitoring | | | | Completion |
|--|---|--|-------------------------|---|--|----------------|------------|
| | Team Members | Resources/ Professional Development Needed | Person(s) Responsible | Evidence(s) | Reporting Timeframe | Progress Notes | Date |
| Teachers will have extended planning throughout the school year, including coaching and professional learning, to develop a deeper understanding of standards so that students reach mastery of standards. | Kidd Gardner Trogdon Seymour Richardson King | Use of district and state resources including unpacking document, acselementary.wikispaces.com Question stems SchoolNet Assessment Item Bank LetterLand (K-1) NCRReady Resources | Brady Evans Wiles | Mastery on assessments (formative and summative) Minutes Lesson plans | <u>Monthly</u> Oct.--5th Nov.--3rd Jan--2nd Mar.--1st April--K May--4th Share planning highlights and concerns as well a student assessment demonstrating mastery | | May 2016 |
| To increase student vocabulary, teachers will intentionally choose keywords, discuss and note in plans so that students increase their knowledge and use of context clues and academic vocabulary. | Kidd Gardner Trogdon Seymour Richardson King | Actual texts use in lessons | Brady, Evans, Wiles | Lesson plans | <u>Monthly</u> Oct.--5th Nov.--3rd Jan--2nd Mar.--1st April--K May--4th Share an example of vocabulary engagement strategies | | |



| | | | | | | | |
|--|---|---|-------------------------|-----------------------------------|---|--|--|
| Implement a schoolwide word of the week so that students, staff and families are practicing academic vocabulary. | Laura LeRoy Steve Watson | ELA Unpacking document TRC question stems 12 Most Powerful Words - Larry Bell | Literacy Learning Team | Dojo Data | Monthly Review Dojo data | | |
| Maximize instructional time for formative assessment and small group instruction so that students reach mastery | Kidd Gardner Trogdon Seymour Richardson King Biaggi | Jan Richardson, Next Steps in Guided Reading SchoolNet Item Bank Core Assessments ELA Unpacking Document NC Ready LetterLand (K-1) Reading 3D | Brady Evans Wiles | Lesson Plans Walk-through data | <u>Monthly</u> Oct.--5th Nov.--3rd Jan--2nd Mar.--1st April--K May--4th Share examples of how formative assessment impacted a small group. | | |



Strategic Objectives:

- ☐ Engage Each Student
- ✓ Assessment for Learning
- ☐ Improved Achievement
- ☐ Create Opportunities
- ☐ Capacity Building

Strategic Focus/Foci:

- ◆ Academic proficiency in core curriculum.

Current Level of Performance:

2014-2015 Math EOG:

Grade 3 GLP 60% CCR 43.3%
 Grade 4 GLP 49.1% CCR 39.6%
 Grade 5 GLP 47.4% CCR 45.6%

Annual Goal 2:

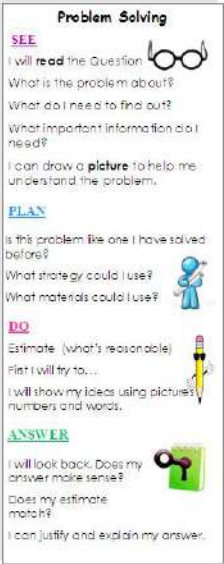
Math grade level proficiency will increase. Fourth grade cohort proficiency will increase from 60% to 80%; fifth grade cohort proficiency will increase from 49.1% to 65% by June 2016.

| Action Steps | Implementation | | Monitoring | | | | Completion |
|--|---|--|-------------------------|---|---|----------------|------------|
| | Team Members | Resources/ Professional Development Needed | Person(s) Responsible | Evidence(s) | Reporting Timeframe | Progress Notes | Date |
| Teachers will have extended planning throughout the school year to align common assessments with standards to drive lesson plans so that students reach mastery. | Kidd Gardner Trogdon Seymour Richardson King | Use of district and state resources including unpacking document acselementary.wikispaces.com Question stems SchoolNet Assessment Item Bank NCReady Resources | Brady Evans Wiles | Mastery on assessments (formative and summative) Minutes Lesson plans | Oct.-Grade 1 Nov.-Grade 2 Jan.-K Mar-Grade 4 April-Grade 5 May-Grade 3 Share two pieces of student work (illustrating various strategies) | | May 2016 |



| | | | | | | | |
|---|---|---|-------------------------|---|---|--|--|
| Maximize instructional time for formative assessment and small group instruction so that students reach mastery. | Kidd Gardner Trogdon Seymour Richardson King Biaggi | SchoolNet Item Bank Core Assessments Math Unpacking Document NC Ready | Brady Evans Wiles | Lesson Plans Walk through Data | Oct.-Grade 1 Nov.-Grade 2 Jan.-K Mar-Grade 4 April-Grade 5 May-Grade 3 Share example of how formative assessment impacted a small group. | | |
| Continue to implement student-centered instruction in order to build school-wide consistency so that students develop independent, higher-level problem solving skills. | Wiles Kidd Seymour Belote Bidwell | Resources from Stine and Smith http://maccss.ncdpi.wikispaces.net/Elementary https://www.illustrativemathematics.org/ http://ccak52012.wikispaces.com/home | Math Learning Team | Lesson Plans Walk through data Assessment Data | Sept.-Grade 3 Oct.-Grade 1 Nov.-Grade 2 Jan.-K Mar-Grade 4 April-Grade 5 Share two pieces of student work (illustrating various strategies) | | |



| | | | | | | | |
|--|---|---|---------------------------|--|---|--|--|
| <p>Incorporate a school-wide problem solving framework (See, Plan, Do, Answer) so that students understand a common language and practice for solving problems that is consistent across grade levels.</p> <p>http://teachmath.openschoolnetwork.ca/wp-content/uploads/2010/06/problem-solving-bookmark1.jpg</p>  | <p>Kidd Gardner Trogdon Seymour Richardson King Wiles</p> | <p>PLC Meetings ½ day planning sessions</p> | <p>Math Learning Team</p> | <p>Lesson Plans Student Work Assessment Data</p> | <p>Sept.-Grade 3 Oct.-Grade 1 Nov.-Grade 2 Jan.-K Mar-Grade 4 April-Grade 5</p> <p>Share 1 piece of student work that exemplifies method.</p> | | |
|--|---|---|---------------------------|--|---|--|--|



Strategic Objectives:

- ✓ Engage Each Student
- ✓ Assessment for Learning
- ☐ Improved Achievement
- ☐ Create Opportunities
- ☐ Capacity Building

Strategic Focus/Foci:

- ◆ 21st Century Skills:
- ◆ Academic proficiency in core curriculum

Current Level of Performance:

2014-2015 Science EOG

Grade 5 GLP 68.7% CCR 52.6%

2014-2015 Office Referrals

43% of all office referrals were from 4th graders

Annual Goal 3:

Student proficiency in science will increase from 68.7% to 80% by June 2016.

| Action Steps | Implementation | | Monitoring | | | | Completion |
|--|---|--|---|---|---|----------------|------------|
| | Team Members | Resources/ Professional Development Needed | Person(s) Responsible | Evidence(s) | Reporting Timeframe | Progress Notes | Date |
| Knowing the learning styles of our students, we will adapt instructional strategies so that student engagement is maximized. | Crotts Henderson Watson Richardson | Professional Development with Cayce McCamish PBIS Newsletter- PBIS Team | Brady Evans Wiles Classroom teachers | Lesson Plans Walkthrough Observations | Cayce McCamish- November, January, March, and May PBIS Newsletter- Monthly | | |



| | | | | | | | |
|--|---|--|--|---|----------------------------|---|--|
| Utilize a cumulative pre-assessment and common assessments throughout the year so that specific student needs are met. | Henderson | Data meeting in 5th grade PLC | Henderson King Landis Biaggi | Completed assessment | September 2015 | Pre-Assessment given on August 29, 2015 Average -30.2% Henderson -29.5% Landis-27.6% King-33.3% | |
| Incorporate writing across the curriculum (K-5) in order to measure student understanding of science standards/ concepts | Kidd Gardner Trogdon Seymour Richardson King | PLC meeting time for planning Designated science time in the schedule | Grade Level Teams | Lesson Plans PLC Agendas and notes | January 2016 April 2016 | | |
| Examine science curriculum and identify power standards at each grade so that each teacher understands the value of their standards. | Kidd Gardner Seymour King | Standard Course of study K-12 Essential Standards Strand Map | Vertical Team | K-12 Power Standard document | November 2015 | | |
| Science instruction at all grade levels will focus on power standards in order to build student foundational knowledge. | Kidd Gardner Seymour King | Standard Course of Study K-12 Essential Standards Strand Map | Vertical Team, Grade Level Teachers, ESL | Lesson Plans, Walk-through scores, classroom science assessment | January 2016, April 2016 | | |



| Title I Compliance | |
|--|---|
| Actions taken to meet the ten essential components of a School-Wide Title I Program | |
| 1. A Comprehensive Needs Assessment of the entire school | <ul style="list-style-type: none">• Use of surveys that seek opinions of students, staff and parents.• CIP that is reviewed and revised throughout the year to meet student needs• Leadership Team meets monthly or more often as needed to have input into guidance of school• Monitoring attendance reports• Monitoring disciplinary reports• Mclass/Reading 3D data• EVAAS• EOG results• PLC meeting agendas/minutes• SST Referrals• EC student referrals• Percentage of students living in poverty• Scholastic Reading Inventory Data• Student Mobility Rate• AdvancED student, parent and staff surveys• Master schedule, reflecting large blocks of uninterrupted instructional time• Master schedule, reflecting inclusion (EC and ESL) |
| 2. School-Wide Reform Strategies | <ul style="list-style-type: none">• ELA professional development for instructional staff including understanding standards• PBIS/Student engagement professional development• Effective collaborative planning for instruction and intervention• Common assessments developed at each grade level and analyzed for student needs• Student Support Team• School wide PBIS• LLI Reading program implemented, targeting Tier 2 first grade students reading below grade level• Benchmark Assessments for Literacy, Math and Science in grades 3-5• Lesson plan review and feedback provided by principal, assistant principal and instructional facilitator• 21st Century Grant Extended Learning time(focus on STEM and increased learning time)• Increased learning time of 20 minutes per day. |



| | |
|--|---|
| 3. Instruction by a Highly Qualified Professional Staff | <ul style="list-style-type: none">• Current staff 100% highly qualified (No Child Left Behind Definition)• 44% (19) of our staff have a master's degree• 4% (1) of our staff have an advanced degree• 8% of our staff are Nationally Board Certified |
| 4. High Quality and Ongoing Professional Development | <ul style="list-style-type: none">• Professional Development including coaching and feedback will be provided by Central Office personnel• Professional Development will be provided during PLCs and CWM Staff Meetings (Topics Include: Student Centered Math instruction, Analyzing Data, Understanding ELA Standards, Using technology) |
| 5. Strategies to Attract Highly Qualified Teachers to High Need Schools | <ul style="list-style-type: none">• District recruitment plan• Provide a mentor for new certified staff• Provide all teachers with materials for their classroom.• Provide professional development to BT 1s, 2s and 3s.• New staff ½ day orientation (regardless of experience level)• Assessment data is used to place highly qualified teachers in areas of need, allowing for reduced class sizes to meet the developmentally appropriate needs of students. |
| 6. Including Teachers in Decisions Regarding the Use of Assessment | <ul style="list-style-type: none">• Decision making with goals for Continuous Improvement Plan• Teachers collaborate in weekly PLCs, PLC Data Meetings, SST meetings• Teacher involvement through RtI process, SST meetings, PEP development and implementation• Teacher involvement in the development, implementation and analysis of common, formative assessments |
| 7. Strategies to Increase Parent Involvement | <ul style="list-style-type: none">• PTO meetings and Grade Level Information Nights• Parent volunteers: field trips, media center, classrooms• Book Fair (Biscuits and Books, Late Night sale and Buy One Get One sale)• School/Parent Compacts• Calendar of Events• School Website• Progress Reports and Report Cards• Information sent home in English and Spanish• Spanish Interpreter is available• ESL Classes for all parents (as part of 21st Century Grant)• Weekly phone messages about upcoming events• CWM Facebook page• CWM PTO Facebook page |



| | |
|---|---|
| 8. Preschool Transition Strategies | <ul style="list-style-type: none">• DIAL 4 screening, spring for entering Kindergartners• Transition forms reviewed of pre-school children coming to kindergarten from ECDC• IEP meetings between pre-school teachers and kindergarten teachers at CWM• McCrary kindergarten teachers visit ECDC to observe incoming class• Special needs of ECDC students are shared with kindergarten teachers• Materials given at kindergarten screening to all students• DIAL4 and Letter ID data is used to create balanced kindergarten classrooms |
| 9. Activities for Children Experiencing Difficulty | <ul style="list-style-type: none">• District use of Personal Education Plans (PEPs)• Implementation of strategies developed at Student Support Team• Targeting specific needs through small group instruction in the classroom• EC program (exceptional children)• LLI targeting 1st grade students not proficient in reading• ESL program (English as Second Language) focused on inclusion• Speech services• Collaboration with Community Mental Health Providers• Resources are sought for children needing shoes, food and glasses• Backpack Pals program (Communities in Schools)• Mustang Mentors (community volunteers, high school students for lunch/breakfast interaction, uniformed law enforcement officers (Randolph County Sheriff's Department and Asheboro Police Department)• 21st Century grant focus on under-resourced students• Check-in/Check-out for students experiencing difficulties• Community volunteers utilized in classrooms (Parents, Community Members and First United Methodist volunteers)• Globe-Trotters (21st Century Community Learning Center Grant) for students in grades 2nd-5th with a focus on 2nd and 3rd graders daily from 2:35-5:30 and 6 weeks in the summer from 8:00-12:30. |
| 10. Coordination and integration of Federal, State, and Local Services | <ul style="list-style-type: none">• Federal programs implemented in this school include: Title I, Title II-A, Title II-D, Title III• State programs implemented in this school include: School Improvement funds (PRC 072), English as a Second Language (PRC 054)• Coordination and integration of these programs are outlined in the School's intervention plan and individual federal grant applications |



| PBIS School Action Plan | | | |
|--|---------------------------------------|---|-----------------|
| Task | Who | When | Completion Date |
| School PBIS team schedules monthly meetings, maintains a PBIS notebook or electronic folder with meeting agendas, minutes, and documentation of team activities. | PBIS team leader, assistant principal | Monthly through the 2015-2016 school year. | |
| School team representative will attend District level bi-annual PBIS meetings. | PBIS team leader, assistant principal | One meeting in the fall and one meeting in the spring | |
| Each PBIS team at the school level will complete an Implementation Inventory and submit to the Central Office. | PBIS team leader, assistant principal | By October 1, 2015 | |



| Compliance Statements | | |
|---|---|---|
| Healthy Active Children Policy | 1. Physical activity is not denied to any student as a means of discipline, nor is physical activity used as a form of punishment. | 1. Students are not denied recess. Physical activity is promoted for healthy living. |
| | 2. Each student in this school participates in an average of 150 minutes per week of physical activity and/or physical education. | 2. Each student receives a minimum of 165 minutes of physical activity and/or physical education per week. The fitness club meets every Friday afternoon for one hour with targeted students. |
| Pledge of Allegiance | 3. Time is scheduled for school-wide recitation of the Pledge of Allegiance. | 3. Students recite the Pledge of Allegiance each day during morning announcements. |
| | 4. Flags of the United States and North Carolina are displayed in this school. | 4. The US and NC flags are flown daily outside our school. US flags are on display in every classroom. |
| Duty-free Lunch | 5. Every teacher must be provided a duty-free lunch period on a daily basis or as otherwise approved by the school improvement team. | 5. Teachers eat lunch in the cafeteria but work with one another when a duty-free lunch is needed. |
| Duty-free Instructional Planning | 6. Every full-time assigned classroom teacher must be provided duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week. | 6. A minimum of 220 minutes of duty free planning time is provided to every classroom teacher each week. Every 16 days, teachers are given 140 minutes of uninterrupted planning. |
| Redundant Reporting Requirements | 7. If the continuous improvement team identifies a more expeditious manner of providing information to the board that will eliminate a redundant or unnecessary reporting requirement for teachers at its school, the team may make a written request to the superintendent to eliminate the redundant or unnecessary report. | 7. A written request will be made if a method is determined. |



Parent Involvement

Overview: Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- That parents play an integral role in assisting their child's learning;
 - That parents are encouraged to be actively involved in their child's education at school; and
 - That parents are full partners in their child's education and are included, as appropriate in decision making and on advisory committees to assist in the education of their child.
- ESEA Provision (Sec. 9191(23))*

6 Types of Parent Involvement

| | |
|---|--|
| <p>1. Parenting: Assist families in understanding child and adolescent development, and in setting home conditions that support children as student at each age and grade level. Assist schools in understanding families.</p> | <ul style="list-style-type: none"> • Home visits by classroom teachers, administration, social worker and counselor • Parent conferences with teachers, administration, counselor, interpreter • Engage parents in PEP process • Parent classes (Parenting(UNCG), ESL (RCC)) through Globetrotters—21st Century Grant for any parent |
| <p>2. Communicating: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.</p> | <ul style="list-style-type: none"> • Blackboard Connect phone messages in Spanish and English • Written letters sent home in two languages • School and district website • Open house • Curriculum Nights • Parent Literacy Academy (Spring semester) • Class Dojo parent links provided to every parent for individual access (behavior incentive system and messaging tool) • Weekly folders sent home on Tuesdays |
| <p>3. Volunteering: Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.</p> | <ul style="list-style-type: none"> • PTO works as a liaison between home and our school • Volunteers recruited at events for future events • Literacy night |
| <p>4. Learning at Home: Involve families with their children in learning activities at home, including homework, other curriculum-related activities, and individual course and program decisions.</p> | <ul style="list-style-type: none"> • Curriculum nights • RAZ-Kids reading program • Reading Logs/Bags for every student • Parenting Classes (Globetrotters) • PTO Reading night in September |
| <p>5. Decision-Making: Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.</p> | <ul style="list-style-type: none"> • PTO Council meets with administration and staff members • Parent representative on School Improvement Team • Parent survey |



| | |
|---|---|
| <p>6. Parenting: Assist families in understanding child and adolescent development, and in setting home conditions that support children as student at each age and grade level. Assist schools in understanding families.</p> | <ul style="list-style-type: none">• Partnership with First United Methodist Church (tutoring, mentoring, teachers support)• Partnership with various community agencies (public library, Randolph County Cooperative Extension, Randolph Arts Guild, UNCG)• Yearly health fair during spring semester |
|---|---|

*Taken from **School Family and Community Partnerships: Your Handbook for Action** (2nd Edition)*



| Intervention Plan | |
|--|--|
| A. Overview | Intervention at CWM will be data driven. Teachers will participate in PLCs at which time individual student needs will be discussed. Intervention strategies will be determined using Reading 3D data, SRI and formative assessments. All certified staff members will assist with planning and all instructional staff will assist in facilitating intervention instruction. |
| B. Target Population | <ul style="list-style-type: none">• Reading—All students below grade level and deficit areas• Math—All students with deficits• Intense intervention, using LLI, with first grade to decrease and eliminate gaps as students move forward. |
| C. Measureable Intended Outcome | <ul style="list-style-type: none">• 80% of our students will achieve growth (1 year for on and above grade level students and 1 year and 5 months for below grade level students) in reading. |
| D. Description of activities or services to be provided | <ul style="list-style-type: none">• LLI—Small groups of 2-3 students meet daily with a reading teacher for instruction using the Leveled Literacy Intervention program. Student data is examined every 4 weeks to determine students to add or delete to the groups.• Globe-Trotters—75 2nd, 3rd 4th and 5th grade students are targeted to receive focused learning opportunities from 2:35-5:30.• PEPs—PEPs are created using student data. Data meetings are held every 4 weeks during PLCs to check the progress or lack of progress for students. |
| E. Evaluation of Results | <ul style="list-style-type: none">• Reading 3D data (Benchmark and Progress Monitoring)• SRI data• Common Assessment Data• Benchmark data• EOG data• PEP data |



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



Leadership Team Members

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

| Name | Signature | Role |
|--------------------|------------------|---------------------------|
| Rebecca Kidd | | Kindergarten |
| Kelly Gardner | | First Grade |
| Denise Trogon | | Second Grade |
| Mary Jean Seymour | | Third Grade |
| Kristin Richardson | | Fourth Grade |
| Laura King | | Fifth Grade |
| Emmy Biaggi | | ESL |
| Steve Watson | | PE |
| Lilly Bossong | | Parent |
| Deanna Wiles | | Instructional Facilitator |
| Ann Evans | | Assistant Principal |
| Julie Brady | | Principal |



Appendix 1: Current State of the School

- More than 90% of our student population is economically disadvantaged. We know improving our student data in this area will improve our overall student data.
- Many of our students met their reading growth goal. The use of the data tracking charts increased student awareness of personal reading growth. this year, we will add a proficiency component to data tracking.
- We are beginning our 3rd year of our 21st Century Learning Community Grant. The grant allows targeted students extended learning opportunities throughout the school year and the summer. This year, Globetrotters continues its focus on STEM and improving reading strategies and skills.
- This year, our math scores saw significant improvement across grade levels and cohorts of students. For example, third grade GLP increased more than 20 points; the 3rd to 4th cohort improved GLP 10 points and the 4th to 5th cohort improved C&CR proficiency by more than 13 points.
- Fifth grade proficiency in reading, math and science improved significantly in all areas. All scores were above the district average except for math GLP.
- Science scores have improved from 20.5% proficient (C&CR) in 2013 to 52.6% proficient (C&CR). Grade Level Proficiency in science increased from 46.8% proficient to 66.7% proficient. We believe continuing and strengthening our focus in kindergarten-fifth grade science will ensure our students' long term success.
- Even through our ELA EOG scores have improved, there is a disconnect between our TRC scores and our EOG scores.



Appendix 2: School Profile

| Historical Ethnicity Information (% of population on 20 th day) | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|--|----------------|----------------|----------------|----------------|----------------|
| Black | 20.0 | 22 | 17.1 | 15.6 | 15.5 |
| Asian | 1.0 | 0 | 0.7 | 1.5 | 1.9 |
| White | 30.8 | 27 | 28.6 | 22.9 | 22.6 |
| Hispanic | 44.0 | 46 | 49.4 | 54.8 | 55.1 |
| American Indian | 0.0 | 0 | 0.2 | 0.3 | 0.2 |
| 2+ Races | 4.2 | 5 | 4.0 | 5.0 | 4.6 |
| Total Population | 386 | 429 | 409 | 398 | 412 |

| Historical Population (% of Population) | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---|----------------|----------------|----------------|----------------|----------------|
| Exceptional Children | 9 | 10 | 10 | 11 | 13.2 |
| AIG | 1 | 2 | 2 | 3 | 3.2 |
| Limited English Proficient | 31 | 34 | 35 | 31 | 31.6 |
| Total Free/Reduced Lunch | 77.0 | 82.3 | 87.1 | 88.6 | |

| Student Attendance Data | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|--------------------------------|----------------|----------------|----------------|----------------|----------------|
| Average Daily Attendance | 95.87% | 96.38% | 95.81% | 95.92% | |
| Mobility (starting 2012-13) | | | 31.2% | 24.5% | 26.2% |

| Staffing Summary | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|--|----------------|----------------|----------------|----------------|----------------|
| Teachers "highly qualified" (classes taught) | 100% | 100% | 100% | 100% | 100% |
| Teachers with advanced degrees | 38% | 32% | 39% | 43% | |
| Teachers with NBPTS Certification | 4 | 4 | 5 | 6 | |
| Teacher Turnover Rate | 10% | 10% | 15% | 7.79% | 16.44% |



Appendix 3: Student Performance Results

| Promotion Rates | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|-----------------|---------|---------|---------|---------|---------|
| Kindergarten | 100 | 100 | 100 | 100 | 100 |
| Grade 1 | 100 | 100 | 100 | 97 | 100 |
| Grade 2 | 100 | 100 | 100 | 100 | 100 |
| Grade 3 | 100 | 100 | 100 | 87 | 100 |
| Grade 4 | 100 | 100 | 100 | 100 | 100 |
| Grade 5 | 100 | 100 | 100 | 100 | 100 |

| Grade Level Proficiency in Mathematics | 2010-11 | 2011-12 | 2012-13* | 2013-14 | 2014-2015 |
|--|---------|---------|----------|---------|-----------|
| Grade 3 (EOG) | 66.1 | 57.3 | 36.7 | 40.3 | 60.0 |
| Grade 4 (EOG) | 72.2 | 76.2 | 29.4 | 36.5 | 49.1 |
| Grade 5 (EOG) | 61.4 | 64.1 | 23.9 | 39.7 | 47.4 |

| Grade Level Proficiency in Reading | 2010-11 | 2011-12 | 2012-13* | 2013-14** | 2014-15 |
|------------------------------------|---------|---------|----------|-----------|---------|
| Kindergarten | | | 71.0 | 83.0 | 61.0 |
| Grade 1 | | | 34.0 | 70.0 | 59.0 |
| Grade 2 | | | 60.0 | 64.0 | 67.0 |
| Grade 3 (EOG) | 42.5 | 36.6 | 43.3 | 32.3 | 31.7 |
| Grade 4 (EOG) | 48.1 | 54.0 | 28.2 | 44.2 | 39.6 |
| Grade 5 (EOG) | 44.3 | 37.5 | 19.4 | 34.6 | 50.9 |

| Grade Level Proficiency in Science | 2010-11 | 2011-12 | 2012-13* | 2013-14 | 2014-15 |
|------------------------------------|---------|---------|----------|---------|---------|
| Grade 5 (EOG) | 41.4 | 39.1 | 20.9 | 46.2 | 66.7 |



| Math CCR Proficiency by Subgroup | Grade 3 | | | Grade 4 | | | Grade 5 | | |
|-------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| All | 36.7 | 25.8 | 43.3 | 29.4 | 32.7 | 39.6 | 23.9 | 29.5 | 45.6 |
| American Indian | * | * | * | * | * | * | * | * | * |
| Asian | * | * | * | * | * | * | * | * | * |
| Black | 50.0 | 5 | 12.5 | 21.1 | 42.9 | 14.3 | 7.7 | 21.4 | 30.0 |
| Hispanic | 38.2 | 23.1 | 37.9 | 20.5 | 33.3 | 40.9 | 21.4 | 23.7 | 54.8 |
| 2+ Races | 0.0 | * | * | * | * | * | 28.6 | * | * |
| White | 38.5 | 39.1 | 61.9 | 56.5 | 25.0 | 47.6 | 36.8 | 43.5 | 38.5 |
| Male | 42.4 | 22.6 | 36.7 | 32.6 | 34.4 | 27.3 | 9.7 | 40.0 | 51.5 |
| Female | 29.6 | 29.0 | 50.0 | 26.2 | 30.0 | 48.4 | 36.1 | 20.9 | 37.5 |
| AIG | * | * | * | * | 100.0 | * | * | 85.7 | 100.0 |
| EC | 5 | 5 | 5 | 5 | 10.0 | 5 | 10.0 | 5 | 5 |
| Non-EC | 41.5 | 30.2 | 50.9 | 32.9 | 38.1 | 48.8 | 26.3 | 32.4 | 58.9 |
| LEP | 29.2 | 22.7 | 25.0 | 4.0 | 5 | 10.0 | 12.5 | 5.6 | 11.1 |
| Non-LEP | 41.7 | 27.3 | 51.5 | 40.0 | 42.5 | 46.5 | 27.5 | 36.7 | 53.1 |
| F/R Lunch | 32.7 | 21.8 | 38.9 | 25.0 | 31.8 | 35.4 | 16.1 | 24.6 | 42.0 |
| Non-F/R Lunch | 62.5 | 57.2 | 83.3 | 53.8 | 37.7 | 80.0 | 63.6 | 67.1 | 78.6 |

| Math Achievement Gaps | Grade 3 | | | Grade 4 | | | Grade 5 | | |
|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Black (to White) | 11.5 | -34.1 | -49.4 | * | * | -33.3 | -29.1 | * | -8.5 |
| Hispanic (to White) | -0.3 | -16 | -24 | -36 | 8.3 | -6.7 | -15.4 | -19.8 | 16.3 |
| EC (to non-EC) | -36.5 | -25.2 | -45.9 | -27.9 | -28.1 | -43.8 | -16.3 | -27.4 | -53.9 |
| LEP (to non-LEP) | -12.5 | -4.55 | -26.5 | -36 | -37.5 | -36.5 | -15 | -31.1 | -42 |
| FRL (to non-FRL) | -29.8 | -35.4 | -44.4 | -28.8 | -5.9 | -44.6 | -47.5 | -42.5 | -36.6 |

| Math EVAAS Growth | Grade 3 | | | Grade 4 | | | Grade 5 | | |
|-------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| | | | | 2.4 | -2.5 | 10.9 | 2.1 | 1.7 | 6.9 |



| Reading CCR Proficiency by Subgroup | Grade 3 | | | Grade 4 | | | Grade 5 | | |
|--|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| All | 43.3 | 22.6 | 25.0 | 27.1 | 36.5 | 20.8 | 19.4 | 21.8 | 38.6 |
| American Indian | * | * | * | * | * | * | * | * | * |
| Asian | * | * | * | * | * | * | * | * | * |
| Black | 33.3 | 10.0 | 12.5 | 10.5 | 14.3 | 14.3 | 15.4 | 21.4 | 40.0 |
| Hispanic | 41.2 | 15.4 | 24.1 | 15.4 | 40.0 | 13.6 | 14.3 | 7.9 | 38.7 |
| 2+ Races | 16.7 | * | * | * | * | * | 14.3 | * | * |
| White | 61.5 | 34.8 | 33.3 | 60.9 | 33.3 | 28.6 | 31.6 | 43.5 | 38.5 |
| Male | 42.4 | 19.4 | 23.3 | 37.2 | 28.1 | 13.6 | 12.9 | 28.6 | 39.4 |
| Female | 25.0 | 25.8 | 26.7 | 16.7 | 50.0 | 25.8 | 25.0 | 16.3 | 37.5 |
| AIG | * | * | * | * | 95 | * | * | 85.7 | 85.7 |
| EC | 14.3 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Non-EC | 47.2 | 26.4 | 29.4 | 30.3 | 45.2 | 25.6 | 22.8 | 23.9 | 48.9 |
| LEP | 29.2 | 13.6 | 10.0 | 8.0 | 8.3 | 5 | 5 | 5 | 5 |
| Non-LEP | 52.8 | 27.6 | 32.5 | 35.0 | 45.0 | 25.6 | 25.5 | 28.3 | 45.8 |
| F/R Lunch | 36.5 | 18.2 | 20.4 | 18.1 | 36.4 | 16.7 | 12.5 | 15.9 | 32.0 |
| Non-F/R Lunch | 87.5 | 57.2 | 66.4 | 76.9 | 37.1 | 60.0 | 54.5 | 67.0 | 85.7 |

| Reading Achievement Gaps | Grade 3 | | | Grade 4 | | | Grade 5 | | |
|-----------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Black (to White) | -28.2 | -24.8 | -20.8 | * | * | -14.3 | -16.2 | * | 1.5 |
| Hispanic (to White) | -20.3 | -19.4 | -9.2 | -45.5 | 6.7 | -15 | -17.3 | -35.6 | 0.2 |
| EC (to non-EC) | -32.9 | -21.4 | -24.4 | -25.3 | -40.2 | -20.6 | -17.8 | -18.9 | -43.9 |
| LEP (to non-LEP) | -23.6 | -14 | -22.5 | -27 | -36.7 | -20.6 | -20.5 | -23.3 | -40.8 |
| FRL (to non-FRL) | -51 | -39 | -46 | -58.8 | -0.7 | -43.3 | -42 | -51.1 | -53.7 |

| Reading EVAAS Growth | Grade 3 | | | Grade 4 | | | Grade 5 | | |
|----------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| | | -5.4 | -0.7 | 3.6 | -0.6 | 3.8 | -0.7 | 0.4 | 3.4 |



| Science CCR Proficiency by Subgroup | Grade 5 | | |
|--|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| All | 20.9 | 46.2 | 52.6 |
| American Indian | * | * | * |
| Asian | * | * | * |
| Black | 15.4 | 28.6 | 40.0 |
| Hispanic | 14.3 | 44.7 | 61.3 |
| 2+ Races | 14.3 | * | * |
| White | 36.8 | 60.9 | 46.2 |
| Male | 16.1 | 60.0 | 51.5 |
| Female | 25.0 | 34.9 | 54.2 |
| AIG | 66.7 | 95 | 95 |
| EC | 10.0 | 5.0 | 8.3 |
| Non-EC | 22.8 | 49.3 | 64.4 |
| LEP | 5 | 16.7 | 11.1 |
| Non-LEP | 27.5 | 55.1 | 60.4 |
| F/R Lunch | 14.3 | 40.6 | 48.0 |
| Non-F/R Lunch | 54.5 | 89.1 | 85.7 |

| Science Achievement Gaps | Grade 5 | | |
|--------------------------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| Black (to White) | -21.4 | -32.3 | -6.2 |
| Hispanic (to White) | -22.5 | -16.2 | 15.1 |
| EC (to non-EC) | -12.8 | -44.3 | -56.1 |
| LEP (to non-LEP) | -22.5 | -38.4 | -49.3 |
| FRL (to non-FRL) | -40.2 | -48.5 | -37.7 |

| Science EVAAS Growth | Grade 5 | | |
|----------------------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| | -1.2 | 0.0 | 2.3 |



| mCLASS EVAAS Growth | Kindergarten | | | Grade 1 | | | Grade 2 | | |
|---------------------------|--------------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| | | -7.3 | | | 6.5 | | | 4.9 | |



| AYP Targets/*AMOs Met | Met | Total | Percent Met | Targets Missed |
|------------------------------|------------|--------------|--------------------|---|
| 2009-10 | 17 | 21 | 81.0% | Reading – Hispanic, ED, LEP Math - All |
| 2010-11 | 21 | 21 | 100.0% | |
| 2011-12* | 11 | 21 | 52.4% | Reading – All, Hispanic, White, ED, LEP Math – All, Hispanic, White, ED, LEP |
| 2012-13* | 22 | 25 | 88.0% | Reading – All, ED Math - All |
| 2013-14* | 18 | 29 | 62.1% | Reading – All, Hispanic, White & EDS Math – All, Hispanic, White & EDS |
| 2014-15* | 24 | 29 | 82.8% | Reading - All, Hispanic, White & EDS Math - All |



Appendix 4: Other Data Sources

Teacher Survey

| | |
|--|---|
| Three or more areas of strength | <ol style="list-style-type: none">1) Our school has a continuous improvement process using data, goals and actions2) Protected instructional time3) Provide opportunities for students to participate in activities of interest |
| Three or more areas of possible improvement | <ol style="list-style-type: none">1) Lack of consistent grading2) Minimizing behaviors that negatively affect instruction3) Engaging families in their children's learning process |
| Two significant findings | <ol style="list-style-type: none">1) Our school leaders expect staff members to hold students to high academic standards2) Several staff members expressed strength in relationships among peers and with their students |

Student Survey

| | |
|--|--|
| Three or more areas of strength | <ol style="list-style-type: none">1) Many locations that students can learn2) Technology to support learning3) Teachers care about students |
| Three or more areas of possible improvement | <ol style="list-style-type: none">1) Students treating adults with respect2) Teachers inviting/engaging families in school activities3) Staff members ask me what I think about school |
| Two significant findings | <ol style="list-style-type: none">1) Principal and teachers want every student to learn (100% agreed with this)2) Teachers want students to do their best work |



| Parent Survey | |
|--|--|
| Three or more areas of strength | <ol style="list-style-type: none">1) Reporting students' progress in a manner that is easy for parents/families to understand2) Teachers work as a team to help children learn3) Safe learning environment |
| Three or more areas of possible improvement | <ol style="list-style-type: none">1) Improving involvement of parents and families in the school's purpose statement2) Informing parents of how their child is being graded3) Making connections between curriculum and real-world experiences |
| Two significant findings | <ol style="list-style-type: none">1) Parents expressed concern in the negative public perception of our school.2) Our school provides adequate supply of learning resources that our current/good condition |



Donna Lee Loflin Elementary School

2015-2016 Continuous Improvement and Title I Implementation Plan

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Staff Approval

Date of Secret Ballot _____
Results For _____
Results Against _____

Signature

Date

Approved by Superintendent of Schools:

Signature

Date

Approved by Board of Education:

Signature

Date



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



Strategic Objectives:

- ✓ Engage Each Student
- ✓ Assessment for Learning
- ✓ Improved Achievement
- Create Opportunities
- ✓ Capacity Building

Strategic Focus/Foci:

- ★ Implement a consistent plan for literacy instruction and assessment across the curriculum (reading, writing, speaking, listening, presenting)
- ★ *Implement response to instruction
- ★ *Academic proficiency in core curriculum
- ★ *Consistent use of performance rubrics

Current Level of Performance:

READING

| Grade | Assessment | Proficiency |
|-------|------------|-------------|
| K | mClass | 71% |
| 1 | mClass | 58% |
| 2 | mClass | 65% |
| 3 | EOG | 51.7% |
| 4 | EOG | 42.6% |
| 5 | EOG | 44.8% |

Annual Goal 1:

We will increase our K-2 mClass proficiency from 64.7% to 72%; 3-5 EOG from 46.4% to 62% by strengthening our students' ability to decode, comprehend complex text and increase academic vocabulary.



| Action Steps | Implementation | | Monitoring | | | | Completion |
|--|---|--|---|---|--|-------------------|------------|
| | Team Members | Resources/ Professional Development Needed | Person(s) Responsible | Evidence(s) | Reporting Timeframe | Progress Notes | Date |
| Intentional lesson planning to unpack the literacy standards every 9 weeks to ensure systematic, explicit, and multi-sensory instruction for our students | Wendy Rich Rebecca Bel Castro Laurie Johnson | Delaware ELA Literacy Concept Organizer Engage NY Lessons Massachusetts Lessons | Grade Level Teams Ms. Watkins | Lesson Plans Quarterly ELA Planning Google Doc Quarterly Timeline Google Doc | September 1,2,3,23 October 28,29,30 November 5 December 3 January 13, 14, 15 Feb 11 March 11,12, 13 | | |
| Train all our staff (certified and classified) on guided reading (clear expectations as to what guided reading should be in the classrooms) impacting student growth | Mrs. Johnson Ms. Watkins Ms. Lee Ms. Ficquette | Jan Richardson materials available to all Exemplar guided reading lesson plans Observations Thursday Advanced PLC Trainings | Administration Mrs. Johnson Mrs. Underwood (Lead Mentor) Mrs. Player Grade level team | Completion of a log ongoing communication during PLC (agenda) Video Running records Dibels | Weekly as needed Quarterly <u>Phase 1</u> By First week of November (definition phase) including lesson plan <u>Phase 2</u> Peer observation Model lesson | | |



| | | | | | | | |
|--|--|---|--|--|---|--|--|
| Teachers will effectively develop and implement ExCELL strategies through embedded coaching opportunities so that all students may increase acquisition of academic language. | ExCELL team All Staff | PD / Review for all staff Exemplars of actual ExCeLL Lessons | P. Clinard N. Grady M. Joyce M. Cockman Instructional Team (Watkins, Johnson, Roman) | Lessons/ Observations | Initial Training Sept. 29th Two observed Excel Lessons by Nov. 2015 On-going Repository of Excel Lessons | | |
| Visiting other classrooms and schools that achieved high growth to observe guided reading so that teachers can improve the overall implementation and effectiveness of guided reading. | ILT/ Mentors SIT Team | Ms. Wakins Ms. Johnson McCrory visit-Ms. Wiles Schedules for guided reading Substitute teachers | Central Office Administrative team | Lessons/ Observations Reflections from visits mClass Assessments Benchmarks Running Records Progress Monitoring | November 13, 2015 | progress monitoring flexible reading groups | |
| Boost students' vocabulary by introducing 2-6 Tier Two vocabulary words per week using the ExC-ELL seven-step method so that students are developing an increased academic vocabulary. | Grade level Reps. Johnson Roman | Dubrasca Stines ExC-ELL manual Grade level texts | Instructional Staff Literacy Committee ESL staff | Lesson plans Word walls Staff PDP | December 2015 February 2016 April 2016 | | |



| | | | | | | | |
|---|--|--|--|--------------------------------------|---------------|--|--|
| Utilize Tier 2 words lists by grade level to ensure increased student exposure and use of words taught during ExC-ELL lessons. | Grade level Reps. Johnson Roman | Dubraska Stines ExC-ELL manual Grade level texts | Instructional Staff | Word Lists Lesson Plans | On-going | | |
| Model and observe ExC-ELL seven step method in every classroom in which the teacher has not had training to ensure fidelity of program implementation.. | Clinard Cockman Grady Joyce Johnson Roman | Dubraska Stines ExC-ELL manual Exemplar Lessons | ExC-ELL trained staff: Clinard, Cockman, Grady, Joyce, Roman | PD logs Walkthroughs/Observations | December 2015 | | |



Strategic Objectives:

- ✓ Engage Each Student
- ✓ Assessment for Learning
- ✓ Improved Achievement
- Create Opportunities
- ✓ Capacity Building

Strategic Focus/Foci:

- ★ 1st Century skills: 4 Cs - Communication, Collaboration, Critical thinking and problem solving, Creativity
- ★ *Problem-based learning

Current Level of Performance:

Math Performance

| Grade | EOG Proficiency |
|-------|-----------------|
| 3 | 67.2% |
| 4 | 42.6% |
| 5 | 41.1% |

Annual Goal 2:

Increase grade 3-5 math EOG proficiency from 50.4% to at least 65% by strengthening the students' number sense, computational fluency, and conceptual understanding through student-centered instruction.

| Action Steps | Implementation | | Monitoring | | | | Completion |
|---|------------------------------|---|--|---|---------------------|----------------|------------|
| | Team Members | Resources/ Professional Development Needed | Person(s) Responsible | Evidence(s) | Reporting Timeframe | Progress Notes | Date |
| Teachers will strengthen their implementation of mastery lessons, number talks, and the "launch, explore, discuss" strategy, so that students will learn in a student-centered instruction. | L. Johnson Math Committee | Provide PD to new classroom teachers (9/17/15) Video of exemplar lesson by Ms. Kern "Number Talks" book by Sherry Parrish Wendy Rich District Mastery Lessons | L.Johnson Donna Underwood D.Hunter | Lesson plans Video recorded lessons Peer observations Walkthrough data | | | |



| | | | | | | | |
|--|---------------------------------|---|---|--|--------------------------------------|--|--|
| Unpacking standards during grade level quarterly and weekly planning sessions, so that students are taught quality lessons that are based on the standards. | Grade level teams L. Johnson | -Pacing guides -DPI website -ACS elementary wiki -Georgia Math Units | J.Roman H.Watkins | PLC notes Lesson plan feedback Walkthrough data from central office support | Weekly (in PLC's) | | |
| Students will increase math fact fluency through continued implementation of engaging activities (such as Math Wars), parent involvement, and daily practice, so that students' math problem solving skills will be efficient. | L.Johnson Grade level teams | Basic fact strategies inter-grade math wars Number Talks Parental Involvement (Math Night, math fact logs) | L. Johnson Parents Classroom Teachers | Google spreadsheet with Math War times and graphs Daily Math Log (signed by parents) Math War with McCrary Schoolwide expectation for weekly math fact practice at home | Weekly December 2015 and May 2016 | | |



Strategic Objectives:

- ✓ Engage Each Student
- ✓ Assessment for Learning
- ✓ Improved Achievement
- ✓ Create Opportunities
- ✓ Capacity Building

Strategic Focus/Foci:

- ★ 21st Century skills
- ★ Problem-based learning
- ★ *Academic proficiency in core curriculum
- ★ *Consistent use of performance rubrics
- ★ Implement a consistent plan for literacy instruction and assessment across the curriculum (reading, writing, speaking, listening, presenting)
- ★ *Implement response to instruction

Current Level of Performance:

2014-15 Grade 5 Science EOG Proficiency: 48.3%
2014-15 Grade 5 Science Benchmark Proficiency: 57%

Annual Goal 3:

We will increase our EOG Science scores from 48.3% to 65% by utilizing regular K-5 science instruction, vertical planning between grade levels, and integration of Literacy and Science instruction.



| Action Steps | Implementation | | Monitoring | | | | Completion |
|---|---|---|-----------------------------------|--|--|-------------------|------------|
| | Team Members | Resources/ Professional Development Needed | Person(s) Responsible | Evidence(s) | Reporting Timeframe | Progress Notes | Date |
| Each grade level will have a separate Science time, integrating technology, so that students' knowledge will build from year to year. | Grade level teams Administration L Johnson | Science kits Discovery Techbook Study Jams website BrainPop website Vertical Planning | Grade Level Teams L Johnson | Common Assessments aligned to pacing guide PLC discussion Walkthrough data | every 9 weeks or when Units are completed | | |
| Teachers will participate in routine vertical planning to prepare for upcoming science units. | Grade level teams Administration L. Johnson | Science units Science curriculum | Grade Level Teams L Johnson | Common Assessments aligned to pacing guide PLC discussion Walkthrough data | every 9 weeks or when Units are completed | | |
| Teachers will create common assessments which will be analyzed so that instruction will be driven based on data. | Grade level teams Administration L Johnson | Science kits Discovery Techbook PebbleGo Product Rubrics | Grade Level Teams L Johnson | Common Assessments aligned to pacing guide PLC discussion Walkthrough data | every 9 weeks | | |



| | | | | | | | |
|--|---------------------------------|---|---|--|----------|--|------------|
| Guided Reading will include books with Science content so that students' vocabulary will include Tier 2 and 3 words. | Classroom teachers D. Player | Foss books Guided Reading books Reading A to Z Big Universe Discovery Tech Book | Classroom teachers D. Player H. Watkins | Lesson plans Comprehension questions Walk through data | December | | June, 2016 |
|--|---------------------------------|---|---|--|----------|--|------------|



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



| | |
|--|---|
| 3. Instruction by a Highly Qualified Professional Staff | <ul style="list-style-type: none">• Current staff is 100% “highly qualified” per the definition of No Child Left Behind• 30% of our staff has an advanced degree• Staff members assist in selection of new staff members |
| 4. High Quality and Ongoing Professional Development | <ul style="list-style-type: none">• Professional development will be provided by Central office personnel on the local level• Professional Development will be provided at PLCs and DLL Faculty Meetings• Professional Development will be provided by the NC A+ program director and fellows |
| 5. Strategies to Attract Highly Qualified Teachers to High Need Schools | <ul style="list-style-type: none">• District retirement plan• Provide an engaging and collaborative environment.• Provide mentors for new certified staff and buddies for new classified staff.• Provide new teachers with additional funds to help secure materials for their rooms.• Continue to work with the Chamber of Commerce to provide incentives for new teachers.• Provide all teachers with materials for their classroom.• Provide additional orientations for first year teachers beyond that which is arranged for staff.• Assessment data is used to place highly qualified teachers in areas of need, allowing for reduced class sizes to meet the developmentally appropriate needs of students.• Placing highly qualified teachers in areas of need |
| 6. Including Teachers in Decisions Regarding the Use of Assessment | <ul style="list-style-type: none">• Decision making with goals for Continuous Improvement Plan• Teachers collaborate in weekly PLCs, 3 yearly Assessment Wall meetings, SST meetings• Teacher participation in Common Core curriculum training• Teacher involvement through RtI process, SST meetings, PEP development and implementation• Teacher involvement in the development, implementation and analysis of common, formative assessments |
| 7. Strategies to Increase Parent Involvement | <ul style="list-style-type: none">• PTA meetings and grade level curriculum nights• School wide fundraisers• Parent volunteers – Field trips, PTA, in classrooms• Family Reading Nights/Book Fair• School/parent Compacts• Read to Achieve parent meeting• DARE (5th grade) and CARE (2nd grade) graduation (Drug Awareness Resistance Education and Child Abuse Reduction Effort)• Grandparents breakfast• Classroom presentations• Summer Reading Program with project menu presentation• Leadership meetings 1st Tuesday after school• Calendar of monthly events sent home/available in school office and on school website• School web site linked to other informational sites• Daily planner grades 3 – 5; Tuesday folders for all written communication• Parents can come and eat lunch with students |



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



| PBIS School Action Plan | | | |
|--|--|---|------------------------|
| Task | Who | When | Completion Date |
| School PBIS team schedules monthly meetings, maintains a PBIS notebook or electronic folder with meeting agendas, minutes, and documentation of team activities. | In-School Coach/PBIS team leader, principal or assistant principal | Monthly through the 2015-2016 school year. | |
| School team representative will attend District level bi-annual PBIS meetings. | In-School Coach/PBIS team leader, principal or assistant principal | One meeting in the fall and one meeting in the spring | |
| Each PBIS team at the school level will complete an Implementation Inventory and submit to the Central Office. | In-School Coach/PBIS team leader, principal or assistant principal | By October 1, 2015 | |
| Each PBIS team at the school level will complete the School Evaluation Tool and score 100% or higher. | In-School Coach/PBIS team leader, principal or assistant principal | By June 1, 2016 | |



Compliance Statements

| | | |
|---|---|---|
| Healthy Active Children Policy | 1. Physical activity is not denied to any student as a means of discipline, nor is physical activity used as a form of punishment. | 1. Students are not denied recess. Physical activity is promoted for healthful living. |
| | 2. Each student in this school participates in an average of 150 minutes per week of physical activity and/or physical education. | 2. Each student receives a minimum of 180 minutes of physical activity and/or physical education per week. |
| Pledge of Allegiance | 3. Time is scheduled for school-wide recitation of the Pledge of Allegiance. | 3. Teachers lead the students in the Pledge of Allegiance each day following the morning announcements. |
| | 4. Flags of the United States and North Carolina are displayed in this school. | 4. The US and NC flags are flown daily outside our school and in our school auditorium. US flags are on display in every classroom. |
| Duty-free Lunch | 5. Every teacher must be provided a duty-free lunch period on a daily basis or as otherwise approved by the school improvement team. | 5. Members of each grade level team, on an alternating schedule, will provide coverage for teachers in a duty-free lunch period for that grade level. PTA will also provide assistance with coverage. |
| Duty-free Instructional Planning | 6. Every full-time assigned classroom teacher must be provided duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week. | 6. A minimum of 4.5 hours of duty free planning time is provided to every classroom teacher each week. |
| Redundant Reporting Requirements | 7. If the continuous improvement team identifies a more expeditious manner of providing information to the board that will eliminate a redundant or unnecessary reporting requirement for teachers at its school, the team may make a written request to the superintendent to eliminate the redundant or unnecessary report. | 7. The School Improvement Team will submit any redundant reporting requirements to the superintendent and document their submission in the monthly minutes. |



Parent Involvement

Overview: Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- That parents play an integral role in assisting their child's learning;
 - That parents are encouraged to be actively involved in their child's education at school; and
 - That parents are full partners in their child's education and are included, as appropriate in decision making and on advisory committees to assist in the education of their child.
- ESEA Provision (Sec. 9191(23))*

6 Types of Parent Involvement

| | |
|--|--|
| 1. Parenting: Assist families in understanding child and adolescent development, and in setting home conditions that support children as student at each age and grade level. Assist schools in understanding families. | Home visits by classroom teachers, administration, and social worker. In school parent conferences with teachers, administration, school counselor, interpreter, and curriculum specialists. Actively engage students and parents in PEP process. |
| 2. Communicating: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications. | Connect Five phone messages recorded in Spanish and English Written notices/letters sent home in two languages. Principal newsletter to parents sent home on a regular basis. Open House. DLL website and teacher websites. Monthly Principal-parent round table meetings. |
| 3. Volunteering: Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs. | PTA supports school programs. Volunteer flyers sent out by Community Committee. Field trips. Class speakers. Volunteer mentors provided by Rushwood Park Wesleyan; trained by Communities in Schools and Instructional Facilitator. |
| 4. Learning at Home: Involve families with their children in learning activities at home, including homework, other curriculum-related activities, and individual course and program decisions. | Offer curriculum nights for parents on a regular basis (make and take/strategies, educational sessions). Continue using Raz-Kids as reading program students and parents can access from home and school. |
| 5. Decision-Making: Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations. | Parental involvement on school leadership team. Parent Survey. Principal-parent round table meetings. |
| 6. Parenting: Assist families in understanding child and adolescent development, and in setting home conditions that support children as student at each age and grade level. Assist schools in understanding families. | Partnership with St. Joseph's Catholic Church – tutoring. Partnership with the Randolph Arts Guild. Partnership with Rushwood Park Wesleyan Church. |

Taken from School Family and Community Partnerships: Your Handbook for Action (2nd Edition)



| Intervention Plan | |
|--|---|
| A. Overview | Intervention at DLL will be data driven. Teachers will participate in collaborative planning at which time individual student needs will be discussed. Intervention strategies will be determined using Reading 3D data, SRI, benchmarks, and formative assessments. All regular and support staff members will assist with planning and facilitating intervention. |
| B. Target Population | <ul style="list-style-type: none">• Reading- All students below grade level• Math- All students• Parents- communicate the deficits and our plan for improvement with the goal of engaging them as our partners. |
| C. Measureable Intended Outcome | <ul style="list-style-type: none">• Reading- 90% of our students who are below grade level proficiency in TRC will demonstrate growth of 5 or more reading levels.• Math- By the end of the 2014-2015 school year, our 5th grade math proficiency will increase by at least 10 percentage points to 38% proficient as measured by EOG's and the place value, addition, and subtraction Universal Screeners. Kindergarteners will demonstrate at least 90% proficiency in math as measured by their end of year Universal Screeners. |
| D. Description of activities or services to be provided | <ul style="list-style-type: none">• Intervention blocks scheduled at every grade level• School-wide: Meticulous use of student PEPs to establish goals and strategies for instruction while ensuring progress monitoring is timely and accurate. Instruction will be guided by the results of progress monitoring.• Instructional facilitator and classroom teachers align specific intervention strategies with specific deficits.• Enrichment and remediation programs will be available for students. Weekly after-school offerings will include: St. Joseph's ESL program for homework help, SMARTS (Students Building Character thru Martial Arts), chorus, African drumming, photography, dance, drama, etc.• Enrichment and remediation programs will be available for students. Weekly after-school offerings will include: St. Joseph's ESL program for homework help, SMARTS (Students Building Character thru Martial Arts), chorus, guitar, photography, dance, drama, homework help, etc.• Cross grade level tutoring program, utilizing older students to tutor younger ones. (Developed and facilitated by Instructional Facilitator) |
| E. Evaluation of Results | <ul style="list-style-type: none">• Reading 3D data; progress monitoring results• SRI data• Formative assessment data• Benchmark data• EOG data• Internal parent survey• Student success with PEP goals, including exit data• Universal Screeners |



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



Leadership Team Members

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

| Name | Signature | Role |
|--------------------|------------------|--|
| Jordi Roman | | Principal |
| Herschelle Watkins | | Assistant Principal |
| Donna Cabiness | | School Counselor |
| Sharon Cagle | | Instructional Assistant Representative |
| Pamela Clinard | | Academic Support Staff Representative |
| Laura Johnson | | Instructional Facilitator |
| Roberta Gavin | | Specialist Representative (Recorder) |
| Summer Lee | | Kindergarten |
| Danielle Hunter | | 1st Grade (Chairperson) |
| Natalie Grady | | 2nd Grade |
| Megan Cockman | | 3rd Grade |
| Ella Kern | | 4th Grade |
| Christopher Golden | | 5th Grade |



Appendix 1: Current State of the School

Our School Improvement Team has examined several pieces of data. We have reached the following conclusions about our school and/or our school community. These conclusions may reflect areas of celebration or areas requiring further areas of growth. These conclusions are our compass for reaching our goals for the 2015-2016 school year.

1. Though we made growth last year, as whole, our data show that we need to develop specific goals that address our diverse population's needs. Primarily in the areas of understanding complex texts and the learning and acquisition of academic language so that as we implement this plan for the year to come, our can develop students that use academic language with automaticity. We have excellent internal resources in our school and our district that will help us understand and implement ExCELL and other strategies that are brain based, engaging and developmentally rigorous.
2. Based on our mathematics data, particularly our EOG goal summaries, we know that we have to strengthen student's number sense, computational fluency and conceptual understanding through student-centered instruction. We are developing , in conjunction with Wendy Rich, elementary curriculum director, Quarterly plans that have the following essential components for successful curriculum implementation:
 - a. Half day collaborative planning
 - b. Model Performance Indicators (MPI's), I can Statements, Based on the WIDA model.
 - c. Unpacking of standards.
3. We continue to have a great year with PBIS. This year our goal is to achieve a set score of 100%. We began this year with a renewed focus on PBIS strategies; we will include PBIS whole school celebrations.
4. We know that our school represents the diverse population of our nation and our world. We continue to be committed to instructional strategies that are research-based and are effective for students in economically and culturally diverse populations. We know that many of our students enter school unprepared to access the curriculum based on several factors, therefore we will funnel our instructional efforts through student engagement and provide ongoing training to the staff.
5. As we continue to strengthen our parent involvement and parent education, we will focus our curriculum nights on engaging our parents in meaningful sessions with take home activities. We will inform parents weekly of school events through bilingual grade levels newsletters and bilingual messages sent through Connect 5 on the weekends to keep parents informed of events. By increasing the ways in which we communicate with parents, we hope to strengthen our partnership such that student success is nurtured.



Appendix 2: School Profile

| Historical Ethnicity Information (% of population on 20 th day) | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|--|----------------|----------------|----------------|----------------|----------------|
| Black | 11.30 | 13.3 | 14 | 14.5 | 15.4 |
| Asian | .56 | 1.4 | 1.2 | 1.8 | 1.9 |
| White | 38.42 | 38.3 | 39 | 36.1 | 30.9 |
| Hispanic | 44.35 | 41.4 | 41 | 42.2 | 45.0 |
| American Indian | 0 | .3 | .5 | 0.3 | 0 |
| 2+ Races | 5.08 | 5.3 | 5 | 5.1 | 6.8 |
| Total Population | 354 | 360 | 407 | 391 | 369 |

| Historical Population (% of Population) | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---|----------------|----------------|----------------|----------------|----------------|
| Exceptional Children | 13.3 | 10.5 | 11 | 10.8 | 10.4 |
| AIG | 3.5 | 1.9 | 3.8 | 2.7 | 3.5 |
| Limited English Proficient | 21.3 | 19.2 | 21 | 18.6 | 20 |
| Total Free/Reduced Lunch | 79.6 | 76.8 | 81.0 | 80.6 | 70.8 |

| Student Attendance Data | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|--------------------------------|----------------|----------------|----------------|----------------|----------------|
| Average Daily Attendance | 96.43 | 96.79 | 96.13 | 96.27 | 98.5 |
| Mobility (starting 2012-13) | | | 20.0 | 16.3 | 18.7 |

| Staffing Summary | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|--|----------------|----------------|----------------|----------------|----------------|
| Teachers "highly qualified" (classes taught) | 100% | 100% | 100% | 100% | 93% |
| Teachers with advanced degrees | 32% | 35% | 32% | 36% | |
| Teachers with NBPTS Certification | 4 | 5 | 4 | 4 | |
| Teacher Turnover Rate | 12% | 29% | 21% | 11.11% | 6.15% |



Appendix 3: Student Performance Results

| Promotion Rates | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|-----------------|---------|---------|---------|---------|---------|
| Kindergarten | 100 | 94.4 | 98.7 | 94 | 92.8 |
| Grade 1 | 97.1 | 100 | 98.25 | 100 | 93.3 |
| Grade 2 | 100 | 98.2 | 100 | 98 | 98.6 |
| Grade 3 | 100 | 100 | 100 | 100 | 98.3 |
| Grade 4 | 100 | 100 | 100 | 100 | 100 |
| Grade 5 | 100 | 100 | 100 | 100 | 100 |

| Grade Level Proficiency in Mathematics | 2010-11 | 2011-12 | 2012-13* | 2013-14 | 2014-2015 |
|--|---------|---------|----------|---------|-----------|
| Grade 3 (EOG) | 75.5 | 75.4 | 46.6 | 50.0 | 67.2 |
| Grade 4 (EOG) | 86.8 | 80.8 | 33.9 | 28.1 | 42.6 |
| Grade 5 (EOG) | 77.8 | 87.5 | 35.4 | 31.8 | 41.4 |

| Grade Level Proficiency in Reading | 2010-11 | 2011-12 | 2012-13* | 2013-14** | 2014-15 |
|------------------------------------|---------|---------|----------|-----------|---------|
| Kindergarten | | 59.0 | 56.0 | 70.0 | 71.0 |
| Grade 1 | | 61.0 | 64.0 | 48.0 | 58.0 |
| Grade 2 | | 61.0 | 53.0 | 73.0 | 65.0 |
| Grade 3 (EOG) | 48.1 | 54.4 | 31.0 | 38.3 | 51.7 |
| Grade 4 (EOG) | 64.2 | 65.4 | 32.3 | 43.8 | 42.6 |
| Grade 5 (EOG) | 61.9 | 52.1 | 14.6 | 39.4 | 44.8 |

| Grade Level Proficiency in Science | 2010-11 | 2011-12 | 2012-13* | 2013-14 | 2014-15 |
|------------------------------------|---------|---------|----------|---------|---------|
| Grade 5 (EOG) | 66.7 | 62.5 | 22.9 | 47.0 | 48.3 |



| Math CCR Proficiency by Subgroup | Grade 3 | | | Grade 4 | | | Grade 5 | | |
|-------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| All | 46.6 | 38.3 | 53.4 | 33.9 | 21.9 | 35.2 | 35.4 | 25.8 | 37.9 |
| American Indian | * | * | * | * | * | * | * | * | * |
| Asian | * | * | * | * | * | * | * | * | * |
| Black | 14.3 | 25.0 | 28.6 | 40.0 | 0.0 | 37.5 | 33.3 | 14.3 | 16.7 |
| Hispanic | 48.1 | 43.5 | 36.8 | 25.7 | 22.9 | 27.3 | 47.4 | 21.9 | 40.6 |
| 2+ Races | * | * | * | * | * | * | * | * | * |
| White | 52.4 | 47.6 | 76.0 | 47.6 | 30.4 | 42.9 | 20.0 | 36.0 | 44.4 |
| Male | 50.0 | 42.4 | 45.5 | 38.2 | 16.7 | 38.7 | 39.1 | 33.3 | 42.9 |
| Female | 43.3 | 33.3 | 58.3 | 28.6 | 26.5 | 30.4 | 32.0 | 16.7 | 33.3 |
| AIG | * | * | * | 95 | 85.7 | 95 | * | 80.0 | 95 |
| EC | 16.7 | 10.0 | 14.3 | 5 | 5 | 8.3 | 5 | 5 | 5 |
| Non-EC | 50.0 | 44.3 | 58.8 | 38.2 | 26.0 | 42.9 | 42.5 | 30.4 | 44.0 |
| LEP | 33.3 | 30.8 | 25.0 | 5 | 5 | 11.1 | * | 5 | 10.0 |
| Non-LEP | 51.2 | 40.4 | 60.8 | 42.0 | 26.0 | 40.0 | 36.4 | 27.9 | 43.7 |
| F/R Lunch | 42.2 | 36.5 | 45.2 | 31.3 | 18.9 | 34.0 | 12.5 | 17.6 | 34.0 |
| Non-F/R Lunch | 61.5 | 50.0 | 75.0 | 42.9 | 36.4 | 43.3 | 35.0 | 53.7 | 54.6 |

| Math Achievement Gaps | Grade 3 | | | Grade 4 | | | Grade 5 | | |
|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Black (to White) | -38.1 | -22.6 | -47.4 | * | * | -5.4 | 13.3 | * | -27.7 |
| Hispanic (to White) | -4.3 | -4.1 | -39.2 | -21.9 | -7.5 | -15.6 | 27.4 | -14.1 | -3.8 |
| EC (to non-EC) | -33.3 | -34.3 | -44.5 | -33.2 | -21 | -34.6 | -37.5 | -25.4 | -39 |
| LEP (to non-LEP) | -17.9 | -9.6 | -35.8 | -37 | -21 | -28.9 | * | -22.9 | -33.7 |
| FRL (to non-FRL) | -19.3 | -13.5 | -29.8 | -11.6 | -17.5 | -9.3 | -22.5 | -36.1 | -20.6 |

| Math EVAAS Growth | Grade 3 | | | Grade 4 | | | Grade 5 | | |
|-------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| | | | | 1.2 | -8.7 | -5.7 | 1.3 | -6.0 | 3.4 |



| Reading CCR Proficiency by Subgroup | Grade 3 | | | Grade 4 | | | Grade 5 | | |
|--|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| All | 31.0 | 28.3 | 39.7 | 32.3 | 29.7 | 22.2 | 14.6 | 25.8 | 32.8 |
| American Indian | * | * | * | * | * | * | * | * | * |
| Asian | * | * | * | * | * | * | * | * | * |
| Black | 14.3 | 16.7 | 28.6 | 60.0 | 5 | 25.0 | 16.7 | 42.9 | 5 |
| Hispanic | 33.3 | 26.1 | 21.1 | 25.7 | 22.6 | 4.5 | 5.3 | 12.5 | 28.1 |
| 2+ Races | * | * | * | * | * | * | * | * | * |
| White | 38.1 | 38.1 | 64.0 | 38.1 | 47.8 | 42.9 | 25.0 | 36.0 | 55.6 |
| Male | 32.1 | 33.3 | 31.8 | 32.4 | 20.0 | 29.0 | 8.7 | 30.6 | 28.6 |
| Female | 30.0 | 22.2 | 44.4 | 32.1 | 38.2 | 13.0 | 20.0 | 20.0 | 36.7 |
| AIG | * | * | * | 95 | 85.7 | 83.3 | * | 90.0 | 83.3 |
| EC | 16.7 | 10.0 | 28.6 | 5 | 10.0 | 16.7 | 5 | 5 | 12.5 |
| Non-EC | 32.7 | 32.0 | 41.2 | 36.4 | 33.3 | 23.8 | 17.5 | 30.4 | 36.0 |
| LEP | 6.7 | 7.7 | 8.3 | 5 | 5 | 5 | * | 5 | 5 |
| Non-LEP | 39.5 | 37.0 | 47.9 | 40.0 | 35.2 | 26.6 | 15.9 | 27.9 | 39.6 |
| F/R Lunch | 26.7 | 25.0 | 33.3 | 31.3 | 22.6 | 17.0 | 7.5 | 17.6 | 25.5 |
| Non-F/R Lunch | 46.2 | 49.8 | 56.5 | 35.7 | 63.9 | 23.8 | 50.0 | 53.7 | 64.0 |

| Reading Achievement Gaps | Grade 3 | | | Grade 4 | | | Grade 5 | | |
|--------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Black (to White) | -23.8 | -21.4 | -35.4 | * | * | -17.9 | -8.3 | * | -50.6 |
| Hispanic (to White) | -4.8 | -12 | -42.9 | -12.4 | -25.2 | -38.4 | -19.7 | -23.5 | -27.5 |
| EC (to non-EC) | -16 | -22 | -12.6 | -31.4 | -23.3 | -7.1 | -12.5 | -25.4 | -23.5 |
| LEP (to non-LEP) | -32.8 | -29.3 | -39.6 | -35 | -30.2 | -21.6 | * | -22.9 | -34.6 |
| FRL (to non-FRL) | -19.5 | -24.8 | -23.2 | -4.4 | -41.3 | -6.8 | -42.5 | -36.1 | -38.5 |

| Reading EVAAS Growth | Grade 3 | | | Grade 4 | | | Grade 5 | | |
|----------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| | | 0.4 | 0.7 | 5.2 | -1.5 | 0.8 | -2.3 | -2.4 | 2.9 |



| Science CCR Proficiency by Subgroup | Grade 5 | | |
|--|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| All | 22.9 | 31.8 | 31.0 |
| American Indian | * | * | * |
| Asian | * | * | * |
| Black | 33.3 | 28.6 | 5 |
| Hispanic | 21.1 | 25.0 | 25.0 |
| 2+ Races | * | * | * |
| White | 15.0 | 40.0 | 50.0 |
| Male | 21.7 | 44.4 | 39.3 |
| Female | 24.0 | 16.7 | 23.3 |
| AIG | * | 90.0 | 95 |
| EC | 12.5 | 5 | 5 |
| Non-EC | 25.0 | 37.5 | 36.0 |
| LEP | * | 5 | 10.0 |
| Non-LEP | 22.7 | 34.4 | 35.4 |
| F/R Lunch | 20.0 | 21.6 | 25.5 |
| Non-F/R Lunch | 37.5 | 66.5 | 54.5 |

| Science Achievement Gaps | Grade 5 | | |
|--------------------------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| Black (to White) | 18.3 | -11.4 | -45 |
| Hispanic (to White) | 6.1 | -15 | -25 |
| EC (to non-EC) | -12.5 | -32.5 | -31 |
| LEP (to non-LEP) | * | -29.4 | -25.4 |
| FRL (to non-FRL) | -17.5 | -44.9 | -29 |

| Science EVAAS Growth | Grade 5 | | |
|----------------------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| | -0.5 | -2.3 | -2.6 |



| mCLASS EVAAS Growth | Kindergarten | | | Grade 1 | | | Grade 2 | | |
|---------------------------|--------------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| | | -4.1 | | | 1.1 | | | -2.4 | |



| AYP Targets/*AMOs Met | Met | Total | Percent Met | Targets Missed |
|------------------------------|------------|--------------|--------------------|---|
| 2009-10 | 17 | 17 | 100.0% | |
| 2010-11 | 14 | 17 | 82.4% | Reading – ED |
| 2011-12* | 13 | 17 | 76.5% | Read – All, Hispanic, White, ED Math – All, Hispanic |
| 2012-13* | 16 | 19 | 84.2% | Read—All, White Math - White |
| 2013-14* | 14 | 25 | 56.0% | Reading – All, Hispanic, White & EDS Math – All, Hispanic, White & EDS Science – All, Hispanic, & EDS |
| 2014-15** | 17 | 25 | 68.0% | Reading - All, Hispanic & EDS Math - All & Hispanic Science - All, Hispanic & EDS |

+ Preliminary Data



Appendix 4: Other Data Sources

Teacher Survey

| | |
|--|---|
| Three or more areas of strength | <ol style="list-style-type: none">1. 100% of staff surveyed agree that our school's purpose statement is clearly focused on student success.2. 100% of staff surveyed agree that our school's continuous improvement plan is data driven.3. 100% of staff surveyed agree that our school's leaders expect staff members to hold all students to high academic standards. |
| Three or more areas of possible improvement | <ol style="list-style-type: none">1. 69% of staff surveyed feel that our school provides a plan for the acquisition and support of technology to support the school's operational needs2. 75% of staff surveyed feel that our teachers in our school have been trained to implement a formal process that promotes discussion about student learning3. 89.5% of staff surveyed feel that all teachers in our school use a process to inform students of their learning expectations and standards of performance. |
| Two significant findings | <ol style="list-style-type: none">1. Overall, our school results showed that our school's leaders expect staff members to hold all students to high academic standards.2. Teachers feel that we need more support to effectively integrate technology. |

Student Survey

| | |
|--|---|
| Three or more areas of strength | <ol style="list-style-type: none">1. 97% of students feel that teachers want them to do their best work.2. 93% of students feel that their teachers use different activities to help them learn.3. 94% of students feel that their school has computers to help them learn. |
| Three or more areas of possible improvement | <ol style="list-style-type: none">1. 36% of students feel that their principal and teachers ask them what they think about school.2. 50% of students feel that students in the school treat adults with respect.3. 69% of students feel like they are treated fairly in school. |
| Two significant findings | <ol style="list-style-type: none">1. Overall, students realize that their education is important and that teachers and parents are here to support them.2. Based on the student survey, respect of teachers and other students is an issue that needs to be addressed and improved upon at our school. |



| Parent Survey | |
|--|---|
| Three or more areas of strength | <ol style="list-style-type: none">1. 93% of parents feel that our school has high expectation for student in all classes.2. 94% of parents feel that all of their child's teachers work as a team to help their child learn.3. 98% of parents feel that our school provides a safe learning environment. |
| Three or more areas of possible improvement | <ol style="list-style-type: none">1. 83% of parents feel that their child sees a relationship between what is being taught and his/her everyday life.2. 84% of parents feel that our school communicates effectively about the school's goals and activities.3. 79% of parents feel that our school shares responsibility for student learning with its stakeholders. |
| Two significant findings | <ol style="list-style-type: none">1. Parents believe that our school is a welcoming place that encourages students to do their best.2. Based on the parent survey, our school needs to communicate more effectively with all stakeholders. |



Guy B. Teachey Elementary School

2015-2016 Continuous Improvement and Title I Implementation Plan

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Staff Approval

| | |
|-----------------------|------------|
| Date of Secret Ballot | 09.21.2015 |
| Results For | 100% |
| Results Against | 0 |

Signature

Date

Approved by Superintendent of Schools:

Signature

Date

Approved by Board of Education:

Signature

Date



| | |
|-----------------------------|--|
| Our School's 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. |
| Our School's Mission | Guy B. Teachey Elementary will be an inviting school where high expectations, respect for one another, and lifelong learning are valued and promoted. |
| Core Beliefs | <p>To lead us toward our vision and mission, our school community shares the following core beliefs:</p> <ul style="list-style-type: none">• Our school community believes that a quality education for all children can best be provided through communication, cooperation, responsibility, and teamwork.• Our school community believes in creating a safe, secure, nurturing environment which fosters lifelong learning, high standards of achievement, and character development through flexible, creative, and interactive experiences.• Our school community believes that high standards for both faculty and students ensure quality teaching and learning while encouraging all students to reach their highest potential.• Our school community believes that discipline is best achieved by setting clear expectations, modeling appropriate behavior, promoting positive behaviors, and teaching social and academic skills needed for success.• Our school community believes that respect of self and others is a key factor in learning; therefore, a true school community is built upon a foundation of mutual respect and support.• Our school community believes in utilizing all available technology in order to highly engage all students and aid their progress in becoming global, 21st century learners. |



Strategic Objectives:

- ✓ **Engage Each Student**
- ☐ Assessment for Learning
- ✓ **Improved Achievement**
- ☐ Create Opportunities
- ☐ Capacity Building

Strategic Focus/Foci:

- ★ 2013-2016 ACS Strategic Plan, Goal 1 (Engage Each Student) and Goal 3 (Improve Achievement)

Current Level of Performance:

2014-2015 Reading Proficiencies:

Kindergarten 28.6% to 77%
 1st grade 68% to 58%
 2nd grade 44% to 64%
 3rd grade 18.7% (Beginning of Grade) to 60.5% (EOG)
 4th grade 60.9% to 59.6%
 5th grade 50% to 55.2%

Annual Goal 1:

By the end of 2015-2016 school year, student literacy proficiency will increase by 15% as measured by our BOY to EOY TRC data in kindergarten, end of the year cohort TRC data in 1st and 2nd grade, 3rd grade BOG data compared to Reading EOG (CCR) in 3rd-5th.

| Action Steps | Implementation | | Monitoring | | | | Completion |
|--|--------------------|---|-----------------------|---|---------------------|----------------|------------|
| | Team Members | Resources/ Professional Development Needed | Person(s) Responsible | Evidence(s) | Reporting Timeframe | Progress Notes | Date |
| Implement Accelerated Reader in grades 2-5 so that students receive automatic feedback on their own personal independent reading. | Classroom Teachers | AR subscription AR professional development classroom library media collection | Day Garcia Andrews | Student accuracy reports Classroom growth charts Student data folders | Quarterly | | May 2016 |



| | | | | | | | |
|--|---|--|--|--|-----------|---|----------|
| Build a sustainable culture of literacy so that students develop a love of reading. | Brumley Garcia Clodfelter Day Andrews Scott Nixon | SSR rotation added in the Encore Schedule Book Buddies Book Talks Purchase leveled books for school literacy closet for transitional readers Update classroom libraries Principal's Book Choice Admin read alouds in classes Classroom displays Literacy based professional development SSR Professional Development for all Instructional Assistants | Brumley Garcia Clodfelter Andrews Scott Nixon | Assessment data Reading interest surveys for students and parents (pre and post) Walkthrough data Student book logs | Quarterly | August 18, 2015 Reading 3D updates October 8, 2015 SSR | May 2016 |
| Implement a School-Wide Reading Incentive Program, " Chain Reaction ", so that students are motivated to read in and out of school. | Classroom Teachers | Students keep lists of books read. References: <i>The Book Whisperer</i> and <i>Reading in the Wild</i> by Donnalyn Miller <i>Reading Wellness</i> by Jan Miller Burkins and Kim Yaris | Garcia Day Brumley | Student book logs Grade level chains Data from incentive earnings Academic Celebrations | Quarterly | | May 2016 |



Strategic Objectives:

- ✓ **Engage Each Student**
- ☐ **Assessment for Learning**
- ☐ **Improved Achievement**
- ☐ **Create Opportunities**
- ☐ **Capacity Building**

Strategic Focus/Foci:

- ★ 2013-2016 ACS Strategic Plan, Goal 1 (Engage Each Student), Goal 2 (Assess for Learning), Goal 3 (Improve Achievement), Goal 4 (Create Opportunities) and Goal 5 (Build Capacity)

Current Level of Performance:

2014-15 Math:

| Grade | Male to Female | Black to White | EC to non-EC |
|-------|----------------|----------------|--------------|
| 3 | -16.9 | -65.9 | -57.7 |
| 4 | -12.3 | -61 | -48.4 |
| 5 | 5.1 | -13.1 | -58.8 |

2014-15 Reading:

| Grade | Male to Female | Black to White | EC to non-EC |
|-------|----------------|----------------|--------------|
| 3 | -13.2 | -58.5 | -14.5 |
| 4 | -12.9 | -37.6 | -48.9 |
| 5 | 6.1 | -4.2 | -15.7 |

Annual Goal 2:

By the end of the 2015-2016 school year, Teachey Elementary will reduce its gender gap, black to white gap, and EC gap in reading and math by a 50% reduction in cohort gap data.



| Action Steps | Implementation | | Monitoring | | | | Completion |
|--|--|---|---|--|------------------------|---|------------|
| | Team Members | Resources/ Professional Development Needed | Person(s) Responsible | Evidence(s) | Reporting Timeframe | Progress Notes | Date |
| Become well-versed with the ELEOT observation tool so that learner-centric instruction is a natural occurrence throughout all classrooms. | Day McHenry Andrews Nixon Scott Staff | ELEOT student-centered observation tool PD for staff on use of ELEOT and accreditation | Day McHenry Andrews Scott Nixon | ELEOT data Presentations of walkthrough data (PLCs--grade level, and/or schoolwide) | Monthly | Sept. 8, 2015 Intro to AdvancED accreditation and ELEOT with Jennifer Smith Sept. 15, 2015 Using the ELEOT Tool with Amy Day Sept. 21, 2015 Student-centered instruction in PLCs with Denise Nixon (K-2), Angie Scott (3-5 + Encore), Sharon Andrews November 2015 Revisit in PLCs | May 2016 |



| | | | | | | | |
|--|--------------------------------------|---|---|--|-----------|--|------------------------------------|
| Conduct weekly RTI meetings to monitor students' progress and discuss appropriate interventions in Math and ELA so that at-risk students continue to grow academically. | RTI Team | Completion of Reading Foundations training Meeting schedule and agendas | Clodfelter Day McHenry Andrews | Rtl minutes PEP folders (tier 2 and 3) | Monthly | October 8, 2015 (RF--Day 5, Completion of coursework) | May 2016 |
| Support parents and volunteers with training and/or resources so that students have effective support outside of school. | Leadership Team | Standards based Math training for after school volunteers Math and ELA resources for parents Parent Nights | Andrews Scott Nixon Day | Presentation notes Sign-in logs Teacher made how-to video clips Newsletters Class DOJO documentation | Quarterly | September 14-15, 2015 Parent night with their child's classroom teacher | October 2015 with on-going support |
| Use student data folders with intentionality so that students develop a Growth Mindset and gain ownership of their learning. | Day Andrews Classroom Teachers | Student Data Folders Current data in Math and Literacy K-5; Science for 5th grade. Ask Me! stickers | Classroom Teachers | Student-led conference sign in sheets Goals met Walkthrough data Academic celebrations Student data folders | On-going | | May 2016 |



| | | | | | | | |
|--|---|--|------------------------------|--|----------|--|----------|
| Enhance classroom libraries in order to increase targeted student motivation to read through access to high-interest print. | Brumley Andrews Garcia Classroom Teachers | Trade books of high-interest for target groups Interest surveys | Brumley Andrews Garcia | Classroom displays Classroom libraries Walkthrough data | On-going | | May 2016 |
|--|---|--|------------------------------|--|----------|--|----------|



Strategic Objectives:

- ☐ Engage Each Student
- ☐ Assessment for Learning
- ✓ **Improved Achievement**
- ☐ Create Opportunities
- ☐ **Capacity Building**

Strategic Focus/Foci:

- ★ 2013-2016 ACS Strategic Plan, Goal 3 (Improve Achievement) and Goal 5 (Build Capacity)

Current Level of Performance:

2014-15 Science EOG

68.7% at CCR--College and Career Ready.

Annual Goal 3:

By the end of the 2015-16 school year, Science proficiency will increase to 75% CCR, as measured by EOG.

| Action Steps | Implementation | | Monitoring | | | | Completion |
|---|--------------------|--|---------------------------|--|------------------------|-------------------|------------|
| | Team Members | Resources/ Professional Development Needed | Person(s) Responsible | Evidence(s) | Reporting Timeframe | Progress Notes | Date |
| Increase Tier 3 vocabulary instruction so that students are able to access and master K-5 science standards. | Classroom Teachers | Vocabulary Professional Development Informational eBooks from Big Universe Update literacy closet and classroom libraries. | Nixon Scott Andrews | Walk through data Word Walls Vocabulary journals | Quarterly | | May 2016 |



| | | | | | | | |
|---|-----------------|--|--------------------|--|-----------|--|----------------|
| Ensure protected time for science instruction so that fifth grade students have adequate time to master science standards. | McHenry Day | Master Schedule with 45 minute daily blocks for science Discovery Tech Book | 5th Grade Teachers | Walk through data Assessment data (benchmarks, common assessments) | Monthly | | May 2016 |
| Implement a school-wide STEM DAY so that students understand the relevance between scientific study and society. | Leadership Team | Professional scientists· Community resources Teachers | All Staff | Rotation schedule of topics | Quarterly | | March 24, 2016 |



| Title I Compliance Actions taken to meet the ten essential components of a School-Wide Title I Program | |
|---|--|
| 1. A Comprehensive Needs Assessment of the entire school | <ul style="list-style-type: none"> • All sections of this Continuous Improvement Plan • A separate Comprehensive Needs Assessment signed by principal, Title I director, and School Leadership Team chair |
| 2. School-Wide Reform Strategies | <ul style="list-style-type: none"> • Goals indicated above (pages 3-10) and Intervention strategies indicated (pages 17-19) in this Continuous Improvement Plan |
| 3. Instruction by a Highly Qualified Professional Staff | <ul style="list-style-type: none"> • Staffing Summary indicated below (page 23) |
| 4. High Quality and Ongoing Professional Development | <ul style="list-style-type: none"> • Professional development plan listed for each goal |
| 5. Strategies to Attract Highly Qualified Teachers to High Need Schools | <ul style="list-style-type: none"> • District recruitment plan • Staffing Summary indicated below (page 23) • Assessment data is used to place highly qualified teachers in areas of need, allowing for reduced class sizes to meet the developmentally appropriate needs of students |
| 6. Including Teachers in Decisions Regarding the Use of Assessment | <ul style="list-style-type: none"> • Evaluation strategies for continuous improvement plan • Participation in school leadership team • Participation in district leadership planning • Participation in 5x/year (more as needed) Response to Instruction (RtI) data and support discussion |
| 7. Strategies to Increase Parent Involvement | <ul style="list-style-type: none"> • ESL/ EC/Title I/ Curriculum Parent Nights • Family Reading Night • Home Visits or Quality Outside Visits • Student-led conference • PTO Special Events • School-sponsored Special Events (Skate nights, etc.) • Parent Contact Logs • Volunteer Logs • School Calendar on Website • Blackboard Connect phone & email messages • PTO Communication in Monday folders • PTO Communication via Email • Regularly Updated Teacher Websites • Parent Education opportunities |



| | |
|---|---|
| | <ul style="list-style-type: none">• Watch D.O.G.S. program• Class DOJO Parent Communication |
| 8. Preschool Transition Strategies | <ul style="list-style-type: none">• DIAL4 screening• Kindergarten teachers visit pre-school classes• 5th graders visit South Asheboro Middle School• Kindergarten Info Night for parents here at Teachey (multipurpose room)• Family Alliance Network parent meeting to discuss 5th grade transition to 6th grade• Representative from South Asheboro Middle School provides overview of 6th grade• Transition plan for rising Kindergarten and 6th grade students |
| 9. Activities for Children Experiencing Difficulty | <ul style="list-style-type: none">• District use of Personal Education Plans (PEPs)• Tiger Time: Daily Intervention Participation• Parent Conferences• Response to Instruction: Data Conversations and Student Success Team• Partnership with Multi-Housing Ministry Association (MHMA)• Partnership with Carter's Circle of Care• Partnership with Communities In Schools• Backpack Pals• Celebrate student accomplishments each grading period |
| 10. Coordination and integration of Federal, State, and Local Services | <p>Federal programs implemented in this school include:</p> <ul style="list-style-type: none">• Title I, Title II-A, Title II-D, Title III• State programs implemented in this school include: English as a Second Language• (PRC 054); DSSF (PRC 024)• Coordination and integration of these programs are outlined in the school's intervention plan and individual federal grant applications |



| PBIS School Action Plan | | | |
|--|--|---|------------------------|
| Task | Who | When | Completion Date |
| PBIS team at each school schedules monthly meetings maintains a PBIS notebook or electronic folder with meeting agendas, minutes, and documentation of team activities. | In-School Coach/PBIS team leader, principal or assistant principal | Monthly through the 2015-16 school year. | |
| School team representative will attend District level bi-annual PBIS meetings. | In-School Coach/PBIS team leader, principal or assistant principal | One meeting in the fall and one meeting in the spring | |
| PBIS team at the school level will complete an Implementation Inventory and submit to the central office. | In-School Coach/PBIS team leader, principal or assistant principal | By October 1, 2015 | |
| PBIS team at the school level will complete the School Evaluation Tool (SET) and score 90% or higher. | In-School Coach/PBIS team leader, principal or assistant principal | By June 1, 2016 | |
| The PBIS team will develop a set of survey questions for certified staff. These questions will help the team decide what areas of PBIS within our school need to be improved, kept the same, or have been mastered. | Teachey PBIS Team | November 9, 2015 staff meeting | |
| The PBIS team will review and discuss school wide discipline data each month. This allows the team to create monthly reports to help identify "problem spots" within the school. We will share this data with staff during each staff meeting. | Teachey PBIS Team | Monthly throughout the 2015-2016 school year | |



| Compliance Statements | | |
|---|---|--|
| Healthy Active Children Policy | Physical activity is not denied to any student as a means of discipline, nor is physical activity used as a form of punishment. | Physical activity is part of each student's daily educational plan. |
| | Each student in this school participates in an average of 150 minutes per week of physical activity and/or physical education. | Students receive 40 minutes of physical activity with a physical education teacher once or twice a week. Students receive 30 minutes of physical activity daily, three-four times a week, with the classroom teacher. Energizers are also used during instruction in the classrooms. |
| Pledge of Allegiance | Time is scheduled for school-wide recitation of the Pledge of Allegiance. | 2-3 students each morning, beginning the year with 5 th grade and working our way down the line, lead the entire school over the intercom in the recitation of the Pledge of Allegiance. |
| | Flags of the United States and North Carolina are displayed in this school. | US flags are displayed in classrooms, in the cafeteria, and on the flagpole outside. NC flags are displayed on the flagpole outside and in the media center consistently. Both flags may be located in additional places throughout the building, as well. |
| Duty-free Instructional Planning | Every full-time assigned classroom teacher must be provided duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week. | Duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week, is provided for all full-time, assigned teachers. |
| Redundant Reporting Requirements | If the School Leadership Team identifies a more expeditious manner of providing information to the board that will eliminate a redundant or unnecessary reporting requirement for teachers at its school, the team may make a written request to the superintendent to eliminate the redundant or unnecessary report. | The School Improvement Team will submit any redundant reporting requirements to the superintendent and document their submission in the monthly minutes. |



Parent Involvement

Overview: Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- That parents play an integral role in assisting their child's learning;
 - That parents are encouraged to be actively involved in their child's education at school; and
 - That parents are full partners in their child's education and are included, as appropriate in decision making and on advisory committees to assist in the education of their child.
- ESEA Provision (Sec. 9191(23))*

6 Types of Parent Involvement

| | |
|---|---|
| <p>1. Parenting: Assist families in understanding child and adolescent development, and in setting home conditions that support children as student at each age and grade level. Assist schools in understanding families.</p> | <ul style="list-style-type: none"> • Family Alliance Network workshops • Curriculum, RtA, Title I, and ESL Parent Nights • Parent-Teacher conferences with each family in October • Reading Connection monthly newsletter made available on Teachey website • Family Reading Night • Student-led conference |
| <p>2. Communicating: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.</p> | <ul style="list-style-type: none"> • Important Dates document sent home with each student first week of school • Every student's family has been contacted within the first 5 days of school by the teacher (via phone, voicemail, or written letter) • Parent Night (September 14-15) within each core classroom • Weekly Blackboard Connect telephone and email messages • Expectations of regular and consistent communication from classroom teacher (newsletters, weekly folders, reports, etc.) • Up-to-date teacher websites • Parent Teacher Organization newsletters, either via hard copy or email distribution • School calendar updated regularly on Teachey website • Student-led conference • After-school clubs (Lego Robotics, Tuneful Tigers, Art Club, Tiger Fitness, Student Council, Battle-of-the-Books, etc.) • Academic celebrations each grading period • Class DOJO Parent Communication |
| <p>3. Volunteering: Improve recruitment, training, work, and schedules to involve families as volunteers</p> | <ul style="list-style-type: none"> • Schedule volunteers for teachers and publicize opportunities to volunteer at GBT • High School students volunteer Monday-Thursday 7:30-8:00am |



| | |
|--|--|
| and audiences at school or in other locations to support students and school programs. | <ul style="list-style-type: none"> • Early Childhood high school students participate in internships daily • Foster St Wesleyan Church • Oakhurst Baptist Church • Communities In Schools • PTO Family Events • Watch D.O.G.S program • Guest Speakers: CAREER DAY and STEM DAY |
| 4. Learning at Home: Involve families with their children in learning activities at home, including homework, other curriculum-related activities, and individual course and program decisions. | <ul style="list-style-type: none"> • Family Alliance Network (FAN) workshops • Home visits and/or quality outside visits • Formal parent-teacher conference with every parent in October • Student-led conference • Homework guidance provided by classroom teacher • Teacher website updates • Reading Connection monthly newsletter made available on Teachey website |
| 5. Decision-Making: Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations. | <ul style="list-style-type: none"> • PTO Board meets 2nd Monday of every month @ 6pm in the office conference room (public forum) • School Leadership team meets 1st Tuesday of every month @ 3pm in the media center (public forum) • Parents sit as members of the School Leadership team (Casey Roberts) • Conferences with Ms. Day regarding school wide decision making available by request |
| 6. Parenting: Assist families in understanding child and adolescent development, and in setting home conditions that support children as student at each age and grade level. Assist schools in understanding families. | <ul style="list-style-type: none"> • Family Alliance Network (FAN) workshops • Communities In School Backpack Pals • Mental Health agency partnerships with ACS • Teachey Skate night at Roll a'Bout • Chick-fil-A night • Discounts at area businesses • Jump Rope for Heart • Watch D.O.G.S program • Multi-Housing Ministry Association (MHMA) after school tutoring • Adoption of our school by Foster St. Wesleyan Church • Ongoing partnership w/ Trogon's Day Care for grounds keeping • Dictionaries through Asheboro Rotary • Terrific Kids program through Asheboro Kiwanis Club • Sponsorships of our yearbook • Biscuitville After Dark • Use of local company for our staff shirts and local restaurants for catered events |

Taken from *School Family and Community Partnerships: Your Handbook for Action* (2nd Edition)



Intervention Plan

A. Overview

Our school mission speaks of a school community united in its efforts to educate and to prepare global learners for 21st citizenship. To accomplish this mission and to ensure that students are successful in the North Carolina Student Accountability Program, our school has a plan that will provide strategies for intervention for at-risk students and will provide research based strategies for those students who have not achieved grade level academic skills.

Focused intervention utilizes programs that challenge students achieving at or above grade level. Strategies also enable those students on the borderline and below grade level to be successful. A variety of strategies and activities have been proposed to meet these goals, mostly dealing with use of volunteers and tutors to provide small group and individual instruction based on student need.

For students at or above grade level, strategies include:

- Study Island
- Enrichment/Intervention Time for 30 minutes; time varies per grade level
- Flexible grouping for guided reading and word work (Balanced Literacy)
- Gifted education activities to include, but not limited to the Renzulli website, Junior Great Books reads and discussions, Expert project, and Math Olympiad
- Leveled Readers
- Differentiated lessons (choice and challenge)
- 1:1 Laptop technology 3rd grade-5th grade
- 3 Google Chromebooks in each K-2 classroom
- Modified assignments
- Formative Assessments that guide instruction
- Reading 3D (Dibels and Text Reading and Comprehension) benchmark assessments 3x/year
- Big Universe subscription for leveled reading

For students below grade level, strategies include:

- Flexible grouping for guided reading and word work (Balanced Literacy)
- Enrichment/Intervention Time for 30 minutes; time varies per grade-level
- Personal Education Plans (PEP) with interventions
- Study Island
- Leveled Readers
- Title I Reading Facilitators (2)
- Differentiated lessons (choice and appropriate challenge)
- RtI process (for monitoring student needs)
- Modified Assignments
- 1:1 Laptop technology 3rd grade-5th grade
- 3 Google Chromebooks in each K-2 classroom
- Formative assessments that guide instruction
- Mental Health Agency partnerships (as parents request)
- After school Tutoring (for all EC students)



| | |
|--|---|
| | <ul style="list-style-type: none"> • Reading 3D (Dibels and Text Reading and Comprehension)–benchmark assessments and progress monitoring • Big Universe subscription for leveled reading <p><i>The following information outlines the remediation plan designed for those students who are below grade level and are, therefore, at risk.</i></p> |
| B. Target Population | <p>Students in grades K-5 will participate in enrichment/intervention time. Student recommendations will be made by grade level teams to ensure that those students who can benefit most are included. Students may participate in reading and/or math enrichment/intervention, depending on their individual needs.</p> <p>The target populations for the Teachey Intervention Plan are as follows:</p> <ul style="list-style-type: none"> • Students in grades 3-5 who scored levels 1 or 2 in reading and/or mathematics on the 2014-2015 EOG, or those with a PEP (Personal Education Plan), those who are not showing proficiency in individual standards on district benchmark assessments, and/or those below grade-level on TRC (Text Reading and Comprehension) reading level benchmarks. • Students in grades K-2 who show insufficient progress with Reading 3D (Dibels and Text Reading and Comprehension) grade-level milestones and/or math formative assessments. |
| C. Measureable Intended Outcome | <p>Actual growth of students in the program measured in scale scores will be compared with actual growth of students' scores from previous years. It is predicted that those students in the intervention process will show growth in the areas that were targeted. Intended outcomes are:</p> <ul style="list-style-type: none"> • Students participating in the remediation program will score a minimum of level 3 on the June EOG in each area remediated. • Students in grades K-2 will reach grade-level proficiency in reading and mathematics. |
| D. Description of activities or services to be provided | <p>GRADES K-2: Children in grades K-2 receive much support to ensure their early success. Academic progress is closely monitored formally using the NC K-2 Math Assessment, Reading 3D benchmark assessments, and the Kindergarten Entry Assessment, as well as informally, through observation, in-class feedback, teacher-made assessment and formative assessments. Progress is communicated to parents on a regular basis.</p> <p>Strategies that are consistently used to provide intervention and enrichment for the primary grades include:</p> <ul style="list-style-type: none"> • Enriched and integrated curriculum • Small group instruction • Parent tutors and volunteers • Peer tutors • Heterogeneous and homogeneous grouping based on need • Differentiation of instruction • Positive, language rich classroom environment • Title 1 Reading Teachers and Resources • Balanced Literacy • Writer's Workshop • Personal Education Plans (PEP) with interventions • EC/ESL services as needed |



| | |
|---------------------------------|--|
| | <p>GRADES 3-5: The Guy B. Teachey intervention plan for grades 3-5 will utilize an in-school progress monitoring model. The model provides extended learning opportunities that reinforce and enhance core academic skills. Time will be allocated for 45 minutes daily.</p> <p>The model will be characterized by:</p> <ul style="list-style-type: none">• High expectations for student learning• Clear and focused instruction• Close monitoring of academic progress• Benchmark assessment data• A focus on Personal Education Plan goals• Formative assessment data• Enriched and integrated curriculum• Small group instruction• Parent tutors and volunteers• Peer tutors• Heterogeneous and homogeneous grouping based on need• Differentiation of instruction• Positive, language rich classroom environment• Title 1 reading specialists and resources• EC/ESL services as needed |
| E. Evaluation of Results | <p>The success of the intervention plan will be assessed using the following measures:</p> <ul style="list-style-type: none">• Students in grades 3-5: Actual growth in reading and/or math using scale scores on the End Of Grade tests in reading and/or math.• Formal and informal observation, monitoring, and walkthroughs• Reading 3D (Dibels and Text Reading and Comprehension) assessment data for all of K-3 and at-risk readers in 4-5• Read to Achieve accountability in 3rd and 4th grades• Formative assessment data• Rtl process |



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



Leadership Team Members

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

| Name | Signature | Role |
|------------------|-----------|---------------------------|
| Amy Day | | Principal |
| Rhonda McHenry | | Assistant Principal |
| Kim Clodfelter | | Guidance Counselor |
| Sharon Andrews | | Instructional Facilitator |
| Kellie Garcia | | Media Specialist |
| Dorothy Cooper | | Instructional Assistant |
| Wendy Falkowski | | Speech Therapist |
| Stephanie Wells | | Art Teacher |
| Jennifer Brumley | | Reading Specialist |
| Denise Nixon | | TLA 2.0/Third Grade |
| Angie Scott | | TLA 2.0/Fifth Grade |
| Casey Roberts | | Parent |
| Heather Gilmer | | Kindergarten |
| Michele Hinson | | First Grade |
| Katie Hill | | Second Grade |
| Nicole Faircloth | | Third Grade |
| Hannah Lawton | | Fourth Grade |
| Brittany Roth | | Fifth Grade |



Appendix 1: Current State of the School

Our School Leadership/Improvement Team has carefully examined the preceding data along with other pertinent information about our school. Together, the members of our team have reached the following three significant conclusions about our school and/or our school community. These conclusions may reflect areas celebration or areas requiring further development/improvement. These conclusions (and the data they are based upon) are a driving force behind our goals for the 2015-2016 school year, along with our *Intervention Plan* (above) for 2015-2016. General conclusions are largely based upon End-of-Grade and Text Reading and Comprehension (TRC) student assessment data from the 2014-2015 school year.

Guy B. Teachey Elementary met 27 of 29 Annual Measurable Objectives (AMO's) for 2014-2015 school year. Meaningful, purposeful work must be done this school year in order to see academic proficiency increases with ALL students, but particularly with our *Black Males*, *White Males*, and *Students with Disabilities* subgroups in reading.

Celebrations:

- Student Attendance Data resulted in 98.4% for 2014-2015. Student achievement is directly correlated with attendance at school.
- Teachey's Teacher Turnover Rate was 2.70% for 2014-2015.
- Fifth Grade Science proficiency grew exponentially based on End-of-Grade test results in 2014-2015.
- Guy B. Teachey Elementary grew from a "C" rating to a "B" rating as our overall composite proficiency reached 70% in 2014-2015.
- According to EVAAS results, Guy B. Teachey Elementary *Exceeded Expected Growth* in Math and Science and *Met Expected Growth* in Reading for 2014-2015.

Areas requiring attention and improvement:

- Despite continued growth, reading proficiency rates are not where we want them to be. We are still not reaching the established mark for "ALL" students and particularly WHITE MALES in reading, with regards to Annual Measurable Objectives (AMO's). Those are the two AMO areas we failed to reach. Reading proficiency is a major priority for any student, K-5, and not just an issue to be addressed during (or after) third grade. Early literacy intervention in grades K-2 is paramount.
- While we *Exceeded Expected Growth* (EVAAS) in Math and Science as well as met *Expected Growth* in Reading, the Teachey staff continues to be unsatisfied with 70% proficiency.
- As a staff, we are on a mission to develop and create a sustaining culture of readers among our students and their families. We feel that through increased independent reading, aside from classroom reading instruction, students will flourish and make significant gains in literacy skills which will ultimately result in continued overall growth in reading proficiency.



Appendix 2: School Profile

| Historical Ethnicity Information (% of population on 20 th day) | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|--|----------------|----------------|----------------|----------------|----------------|
| Black | 14.31 | 12.85 | 12.14 | 13.23 | 11.1 |
| Asian | 1.81 | 2.21 | 3.09 | 3.11 | 2.36 |
| White | 55.62 | 56.22 | 56.38 | 52.53 | 53.55 |
| Hispanic | 23.01 | 23.90 | 24.07 | 27.24 | 29.14 |
| American Indian | 0 | 0 | 0 | 0 | 0 |
| 2+ Races | 5.25 | 4.82 | 4.16 | 3.89 | 3.83 |
| Total Population | 552 | 498 | 486 | 514 | 549 |

| Historical Population (% of Population) | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---|----------------|----------------|----------------|----------------|----------------|
| Exceptional Children | 9.89 | 10.69 | 11.24 | 9.47 | 9.92 |
| AIG | 4.77 | 5.07 | 6.83 | 7.20 | 5.84 |
| Limited English Proficient | 11.62 | 12.86 | 12.65 | 10.49 | 15.76 |
| Total Free/Reduced Lunch | 58.9 | 60.8 | 62.5 | 60.37 | 63.7 |

| Student Attendance Data | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|--------------------------------|----------------|----------------|----------------|----------------|----------------|
| Average Daily Attendance | 95.52 | 96.68 | 95.95 | 96.05 | 98.4% |
| Mobility (starting 2012-13) | | | 21.7 | 17.8 | 17.6% |

| Staffing Summary | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|--|----------------|----------------|----------------|----------------|----------------|
| Teachers "highly qualified" (classes taught) | 97% | 100% | 100% | 100% | 100% |
| Teachers with advanced degrees | 23% | 28% | 24% | 35% | |
| Teachers with NBPTS Certification | 8 | 8 | 8 | 6 | |
| Teacher Turnover Rate | 13% | 6% | 17.7% | 9.9% | 2.7% |



Appendix 3: Student Performance Results

| Promotion Rates | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|-----------------|---------|---------|---------|---------|---------|
| Kindergarten | 100 | 100 | 100 | 95.3 | 93.7 |
| Grade 1 | 98.44 | 100 | 100 | 96.4 | 98.7 |
| Grade 2 | 100 | 100 | 100 | 100 | 100 |
| Grade 3 | 100 | 100 | 100 | 86.1 | 100 |
| Grade 4 | 100 | 100 | 100 | 100 | 100 |
| Grade 5 | 100 | 100 | 100 | 95.9 | 100 |

| Grade Level Proficiency in Mathematics | 2010-11 | 2011-12 | 2012-13* | 2013-14 | 2014-2015 |
|--|---------|---------|----------|---------|-----------|
| Grade 3 (EOG) | 77.3 | 82.4 | 46.0 | 71.3 | 73.7 |
| Grade 4 (EOG) | 78.6 | 85.4 | 44.3 | 60.9 | 66.7 |
| Grade 5 (EOG) | 91.0 | 77.1 | 38.1 | 58.8 | 65.7 |

| Grade Level Proficiency in Reading | 2010-11 | 2011-12 | 2012-13* | 2013-14** | 2014-15 |
|------------------------------------|---------|---------|----------|-----------|---------|
| Kindergarten | | 86.0 | 96.0 | 68.0 | 77.0 |
| Grade 1 | | 74.0 | 69.0 | 44.0 | 58.0 |
| Grade 2 | | 84.0 | 72.0 | 58.0 | 64.0 |
| Grade 3 (EOG) | 50.5 | 65.7 | 41.3 | 60.9 | 60.5 |
| Grade 4 (EOG) | 67.0 | 58.3 | 36.1 | 50.0 | 59.6 |
| Grade 5 (EOG) | 69.7 | 66.7 | 29.9 | 49.5 | 55.2 |

| Grade Level Proficiency in Science | 2010-11 | 2011-12 | 2012-13* | 2013-14 | 2014-15 |
|------------------------------------|---------|---------|----------|---------|---------|
| Grade 5 (EOG) | 70.7 | 61.9 | 36.1 | 63.9 | 79.1 |



| Math CCR Proficiency by Subgroup | Grade 3 | | | Grade 4 | | | Grade 5 | | |
|-------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| All | 46.0 | 55.2 | 55.3 | 44.3 | 50.0 | 53.5 | 38.1 | 54.6 | 55.2 |
| American Indian | * | * | * | * | * | * | * | * | * |
| Asian | * | * | * | 100.0 | * | * | * | * | * |
| Black | 40.0 | 16.7 | 0.0 | 20.0 | 25.0 | 0.0 | 18.2 | 18.2 | 44.4 |
| Hispanic | 66.7 | 61.1 | 53.8 | 21.1 | 50.0 | 55.6 | 38.5 | 50.0 | 50.0 |
| 2+ Races | * | * | * | 66.7 | * | * | 16.7 | 50.0 | * |
| White | 41.0 | 61.1 | 65.9 | 49.1 | 57.9 | 61.0 | 45.3 | 60.7 | 57.5 |
| Male | 47.5 | 52.1 | 44.8 | 46.2 | 45.2 | 48.2 | 30.6 | 58.8 | 57.1 |
| Female | 43.5 | 59.0 | 61.7 | 42.2 | 59.1 | 60.5 | 45.8 | 50.0 | 52.0 |
| AIG | * | * | * | 86.4 | 95 | 95 | 95 | 91.7 | 95 |
| EC | 14.3 | 14.3 | 5 | 8.3 | 12.5 | 10.0 | 7.1 | 6.7 | 5 |
| Non-EC | 50.0 | 58.8 | 62.7 | 49.4 | 55.4 | 58.4 | 43.4 | 63.4 | 63.8 |
| LEP | * | 63.6 | 68.8 | 5 | * | 41.7 | 20.0 | * | * |
| Non-LEP | * | 54.0 | 51.7 | 47.3 | * | 55.1 | 40.2 | * | * |
| F/R Lunch | 40.0 | 45.2 | 53.1 | 38.7 | 39.0 | 42.4 | 23.3 | 45.6 | 48.8 |
| Non-F/R Lunch | 56.5 | 64.5 | 59.3 | 54.3 | 69.6 | 69.9 | 62.2 | 67.5 | 65.3 |

| Math Achievement Gaps | Grade 3 | | | Grade 4 | | | Grade 5 | | |
|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Black (to White) | -1 | -44.4 | -65.9 | * | * | -61 | -27.1 | * | -13.1 |
| Hispanic (to White) | 25.7 | 0 | -12.1 | -28 | -7.9 | -5.4 | -6.8 | -10.7 | -7.5 |
| EC (to non-EC) | -35.7 | -44.5 | -57.7 | -41.1 | -42.9 | -48.4 | -36.3 | -56.7 | -58.8 |
| LEP (to non-LEP) | * | 9.6 | 17.1 | -42.3 | * | -13.4 | -20.2 | * | * |
| FRL (to non-FRL) | -16.5 | -19.3 | -6.2 | -15.6 | -30.6 | -27.5 | -38.9 | -21.9 | -16.5 |

| Math EVAAS Growth | Grade 3 | | | Grade 4 | | | Grade 5 | | |
|-------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| | | | n/a | -6.6 | 1.0 | 3.9 | -1.5 | 7.4 | 0.2 |



| Reading CCR Proficiency by Subgroup | Grade 3 | | | Grade 4 | | | Grade 5 | | |
|--|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| All | 41.3 | 44.8 | 46.1 | 36.1 | 40.6 | 48.5 | 29.9 | 40.2 | 35.8 |
| American Indian | * | * | * | * | * | * | * | * | * |
| Asian | * | * | * | >95 | * | * | * | * | * |
| Black | 40.0 | 33.3 | 0.0 | <5 | 25.0 | 20.0 | 9.1 | 9.1 | 33.3 |
| Hispanic | 22.2 | 27.8 | 34.6 | 26.3 | 33.3 | 40.7 | 23.1 | 25.0 | 25.0 |
| 2+ Races | * | * | * | 33.3 | * | * | 33.3 | 50.0 | * |
| White | 46.2 | 51.9 | 58.5 | 40.4 | 47.4 | 57.6 | 37.7 | 48.2 | 37.5 |
| Male | 45.0 | 35.4 | 37.9 | 40.4 | 40.5 | 42.9 | 26.5 | 45.1 | 38.1 |
| Female | 34.8 | 56.4 | 51.1 | 31.1 | 40.9 | 55.8 | 33.3 | 34.8 | 32.0 |
| AIG | * | * | * | 90.9 | 95 | 94.1 | 95 | 87.5 | 78.6 |
| EC | 28.6 | 5 | 33.3 | 16.7 | 5 | 5 | 14.3 | 20.0 | 22.2 |
| Non-EC | 42.9 | 48.7 | 47.8 | 37.4 | 46.4 | 53.9 | 32.5 | 43.9 | 37.9 |
| LEP | * | 27.3 | 43.8 | 16.7 | * | 8.3 | 20.0 | * | * |
| Non-LEP | 41.3 | 47.3 | 46.7 | 37.4 | * | 54.0 | 31.0 | * | * |
| F/R Lunch | 27.5 | 28.6 | 34.7 | 30.6 | 34.1 | 40.7 | 18.3 | 26.3 | 31.7 |
| Non-F/R Lunch | 65.2 | 59.9 | 66.8 | 45.7 | 52.2 | 60.0 | 48.6 | 60.0 | 42.3 |

| Reading Achievement Gaps | Grade 3 | | | Grade 4 | | | Grade 5 | | |
|-----------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Black (to White) | -6.2 | -18.6 | -58.5 | * | * | -37.6 | -28.6 | * | -4.2 |
| Hispanic (to White) | -24 | -24.1 | -23.9 | -14.1 | -14.1 | -16.9 | -14.6 | -23.2 | -12.5 |
| EC (to non-EC) | -14.3 | -43.7 | -14.5 | -20.7 | -41.4 | -48.9 | -18.2 | -23.9 | -15.7 |
| LEP (to non-LEP) | * | -20 | -2.9 | -20.7 | * | -45.7 | -11 | * | * |
| FRL (to non-FRL) | -37.7 | -31.3 | -32.1 | -15.1 | -18.1 | -19.3 | -30.3 | -33.7 | -10.6 |

| Reading EVAAS Growth | Grade 3 | | | Grade 4 | | | Grade 5 | | |
|----------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| | | 0.9 | 4.1 | -0.8 | 3.5 | 2.5 | 0.6 | 0.5 | -2.1 |



| Science CCR Proficiency by Subgroup | Grade 5 | | |
|--|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| All | 36.1 | 52.6 | 68.7 |
| American Indian | * | * | * |
| Asian | * | * | * |
| Black | 9.1 | 5 | 55.6 |
| Hispanic | 30.8 | 45.0 | 66.7 |
| 2+ Races | 33.3 | 66.7 | * |
| White | 45.3 | 60.7 | 72.5 |
| Male | 32.7 | 60.8 | 73.8 |
| Female | 39.6 | 43.5 | 60.0 |
| AIG | 91.7 | 87.5 | 95 |
| EC | 14.3 | 20.0 | 22.2 |
| Non-EC | 39.8 | 58.6 | 75.9 |
| LEP | 20.0 | * | * |
| Non-LEP | 37.9 | * | * |
| F/R Lunch | 23.3 | 42.1 | 58.5 |
| Non-F/R Lunch | 56.8 | 67.6 | 84.8 |

| Science Achievement Gaps | Grade 5 | | |
|--------------------------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| Black (to White) | -36.2 | -55.7 | -16.9 |
| Hispanic (to White) | -14.5 | -15.7 | -5.8 |
| EC (to non-EC) | -25.5 | -38.6 | -53.7 |
| LEP (to non-LEP) | -17.9 | * | * |
| FRL (to non-FRL) | -33.5 | -25.5 | -26.3 |

| Science EVAAS Growth | Grade 5 | | |
|----------------------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| | 0.6 | 0.6 | 3.8 |



| mCLASS EVAAS Growth | Kindergarten | | | Grade 1 | | | Grade 2 | | |
|---------------------------|--------------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| | | -3.6 | | | -5.2 | | | 4.0 | |



| AYP Targets/*AMOs Met | Met | Total | Percent Met | Targets Missed |
|------------------------------|------------|--------------|--------------------|---|
| 2010-11 | 20 | 27 | 74.10% | Reading – All, Hispanic, ED, LEP, SWD Math – Hispanic, SWD |
| 2011-12* | 15 | 17 | 88.20% | Reading – All, White |
| 2012-13* | 23 | 25 | 92.00% | Reading – All, White |
| 2013-14* | 29 | 31 | 93.50% | Reading – All, White |
| 2014-15* | 27 | 29 | 93.1% | Reading -- All, White |



| Appendix 4: Other Data Sources | |
|--|--|
| Teacher Survey--AdvancED survey with 62.1% of staff responding | |
| Three or more areas of strength | 100% of agree that our school's purpose statement is clearly focused on student success. 97.5% agree that our school has a continuous improvement process based on data, goals, actions, and measures of growth. 92.1% agree that our school provides qualified staff members to support student learning. |
| Three or more areas of possible improvement | 60.5% agree that our school provides a plan for the acquisition and support of technology to support student learning. 68.4% agree that our school provides a plan for the acquisition and support of technology to support the school's operational needs. 71.8% agree that all teachers have been trained to implement a formal process that promotes discussion about student learning. |
| Two significant findings | Open-ended responses indicate staff concerns regarding communication and the amount of testing. |
| Student Survey--AdvancED survey with 87.6% of students responding | |
| Three or more areas of strength | 99% agree that teachers want students to do their best work. 98.1% agree that the school has computers to help students learn. 96.3% agree that the principal and teachers want every student to learn. |
| Three or more areas of possible improvement | 44.8% agree that the principal and teachers ask what students think about school. 60.4% agree that students treat adults with respect. 71% agree that students are treated fairly. |
| Two significant findings | Open ended responses indicate concerns about testing and respect. |
| Parent Survey--AdvancED survey with 24.9% of parents responding | |
| Three or more areas of strength | 97.6% agree that our school provides a safe learning environment. 96.9% agree that our school's purpose statement is clearly focused on student success. 93.7% agree that our school communicates effectively about the school's goals and activities. |
| Three or more areas of possible improvement | 77.5% agree that our school's purpose statement is formally reviewed and revised with involvement from parents. 78.7% agree that our school's governing body does not interfere with the operation or leadership of our school. 84.1% agree that our school shares responsibility for student learning with its stakeholders. |
| Two significant findings | Open-ended responses indicate concerns about the amount of testing, technology needs, and communication. |



Lindley Park Elementary School

2015-2016 Continuous Improvement and Title I Implementation Plan

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Appendixes

| | |
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Staff Approval

Date of Secret Ballot _____
Results For _____
Results Against _____

Signature Date

Approved by Superintendent of Schools:

Signature Date

Approved by Board of Education:

Signature Date



| | |
|-----------------------------|--|
| Our School's 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. |
| Our School's Mission | Our mission is to inspire students to be lifelong learners and respectful, productive citizens who will exhibit pride in themselves and contribute to their global community. |
| Core Beliefs | <p>To lead us toward our vision and mission, our school community shares the following core beliefs:</p> <ul style="list-style-type: none">• All students can learn, achieve, and succeed.• Students learn best when they have appropriate opportunities for success.• Students learn in different ways.• A safe and physically comfortable environment promotes student learning.• A student's self-esteem is enhanced by positive relationships and mutual respect among students and staff.• Students learn best when actively engaged in the learning process.• Each student is a valued individual with unique physical, social, emotional and intellectual needs.• Students can make appropriate decisions given a supportive and challenging learning environment.• Curriculum and instruction are based on developmentally appropriate learning activities.• Teachers, parents, and the community share the responsibility for the support of the school's mission.• Cultural diversity increases student understanding of different people and cultures.• Challenging expectations increase individual student performance.• Heterogeneity enriches the learning and teaching environment.• Exceptional children require special services and resources. |



| | | |
|---|---|--|
| <p>Strategic Objectives:</p> <ul style="list-style-type: none"> ✓ Engage Each Student ✓ Assessment for Learning ✓ Improved Achievement ☐ Create Opportunities ☐ Capacity Building | <p>Strategic Focus/Foci:</p> <ul style="list-style-type: none"> ★ Teach the standards through the lens of the 4Cs (with particular focus on communication and collaboration. ★ Determine how to systematically capture and share student data at the classroom, school, and district levels as it is collected to inform instruction and intervention. ★ Share newly developed district literacy plan with teachers and staff and provide professional development aligned with the plan. | <p>Current Level of Performance:</p> <p><u>2014-2015 mCLASS data K-2:</u></p> <p>Kindergarten 40%</p> <p>1st grade 47%</p> <p>2nd grade 52%</p> <p><u>2014-2015 EOG data 3-5:</u></p> <p>3rd grade 50.6%</p> <p>4th grade 60%</p> <p>5th grade 39.1%</p> |
|---|---|--|

Annual Goal 1:

In the 2014-2015 school year our reading proficiency average for K-5 is 48.1%. In the 2015-2016 school year our reading proficiency average will increase to a minimum of 65%.

| Action Steps | Implementation | | Monitoring | | | | Completion |
|--|----------------|---|-----------------------|--|--|----------------|------------|
| | Team Members | Resources/ Professional Development Needed | Person(s) Responsible | Evidence(s) | Reporting Timeframe | Progress Notes | Date |
| Implement a schoolwide literacy intervention block based on student needs so that teachers are providing quality differentiated instruction. | All Staff | mCLASS data Common Assessments Benchmarks | CIA Representative | Progress Monitoring mCLASS Data Benchmarks | 9/17/15 10/15/15 11/19/15 12/17/15 1/28/16 2/18/16 3/17/16 4/21/16 5/19/16 | | |



| | | | | | | | |
|--|---|--|-----------------------|-------------------------------------|---|--|--|
| Students will frequently access data notebooks so that students can set and achieve ongoing academic goals. | Students Teachers | Portfolios Professional Development | CIA Representative | Data Notebooks | 11/10/15 2/2/16 4/19/16 6/8/16 | | |
| New school-based accountability guidelines will be utilized to closely monitor ongoing PEP implementation so that tiered modifications occur for students. | Classroom Teachers Support Staff | PEPs Selected Data Professional Development | Lead auditor | PEPs Audit forms | 10/12/15 2/16/16 5/30/16 | | |
| Establish Accelerated Reader and Book It programs to supplement reading instruction so that reading practice and motivation is provided to students. | Classroom teachers Reading Facilitator | Accelerated Reader (AR) Book It Computers | Grade Level Chairs | AR reports Coupons Incentives | 11/19/15 1/28/16 5/19/16 | | |



Strategic Objectives:

- ✓ Engage Each Student
- Assessment for Learning
- ✓ Improved Achievement
- Create Opportunities
- Capacity Building

Strategic Focus/Foci:

- ★ Teach the standards through the lens of the 4Cs (with particular focus on communication and collaboration.
- ★ Share newly developed district literacy plan with teachers and staff and provide professional development aligned with the plan.

Current Level of Performance:

Based on the EOG results from the 2014-2015 school year, 5th grade students were 44.9% proficient. Earth science proficiency is 39.4%. Life science proficiency is 60.2%. Physical science proficiency is 55.6%.

Annual Goal 2:

In the 2014-2015 school year our science proficiency in 5th grade was 44.9%. In the 2015-2016 school year we will increase our science proficiency to 70%.

| Action Steps | Implementation | | Monitoring | | | | Completion |
|---|---|---|-----------------------|--|---|----------------|------------|
| | Team Members | Resources/ Professional Development Needed | Person(s) Responsible | Evidence(s) | Reporting Timeframe | Progress Notes | Date |
| Teachers will work together to plan and revise lessons that maintain consistency across grade level so that all students receive equitable instruction. | Stephanie Wood Jessica Hoffmire Kathy Malpass | Lesson plans Pacing guide Benchmarks Unit planning | Jessica Hoffmire | Lesson plans Consistency of benchmark scores across grade level Common assessments | 11/19/15 1/28/16 3/17/16 5/19/16 | | 6/9/16 |



| | | | | | | | |
|--|-----------------|--|--|---|---|--|--------|
| Teachers will explicitly focus on science vocabulary words so that all K-5 students are knowledgeable regarding scientific terminology. | Certified Staff | Lesson Plans Vocabulary cards Science Discovery Techbook (Grade 4-5) Grade level vocabulary list | Grade level chairs | Lesson plans Science benchmark data Vocabulary cards | 11/19/15 1/28/16 3/17/16 5/19/16 | | 6/9/16 |
| Teachers, across all grade levels, will provide students with hands on, student-centered learning opportunities in all science standards so that all learning modalities are accommodated. | Certified Staff | Lesson Plans Field Trips Guest Speakers Video conferences Science Experiments and Investigation | Scotton Brown Casbarro Pervier Hall Malpass | Observance of active learning Lesson plans Benchmark data Experiment plans | 11/19/15 1/28/16 3/17/16 5/19/16 | | 6/9/16 |



Strategic Objectives:

- ✓ Engage Each Student
- ✓ Assessment for Learning
- ✓ Improved Achievement
- ✓ Create Opportunities
- ☐ Capacity Building

Strategic Focus/Foci:

- ★ Implement global awareness recommendations.
- ★ Continue to address discipline disproportionality.
- ★ Determine how to systematically capture and share student data at the classroom, school, and district levels as it is collected to inform instruction and intervention.
- ★ Share newly developed district literacy plan with teachers and staff and provide professional development aligned with the plan.
- ★ Implement communication strategy to increase community awareness and involvement in our schools.

Current Level of Performance:

Reading:

2014-2015 EOG data 3-5

3rd grade

Black/White: -24.3

Hispanic/White: 45.7

4th grade

Black/White: -55.4

Hispanic/White: 36.4

5th grade

Black/White: -28.6

Hispanic/White: -50.0

Math:

2014-2015 EOG data 3-5

3rd grade

Black/White: -45.3

Hispanic/White: -34.6

4th grade

Black/White: -41.1

Hispanic/White: -8.6

5th grade

Black/White: -9.4

Hispanic/White: -38.3

Annual Goal 3:

3a. In 2015-2016, we will reduce the Black/White and Hispanic/White achievement gap by 10 percentage points across all grade levels, using mCLASS data for Kindergarten through Second grade and Reading EOG data for Third through Fifth Grade.

3b. In 2015-2016, we will reduce the Black/White and Hispanic/White achievement gap by 10 percentage points for grade levels third through fifth using Math EOG data.



| Action Steps | Implementation | | Monitoring | | | | Completion |
|---|--|--|-------------------------|---|--|----------------|------------|
| | Team Members | Resources/ Professional Development Needed | Person(s) Responsible | Evidence(s) | Reporting Timeframe | Progress Notes | Date |
| Staff will implement vocabulary through classroom and school interactive word walls so that speaking and writing proficiency will increase. | All Staff | ExC-ELL Word Wall Vocabulary | Grade level Chairs | Word walls PowerPoints ExC-ELL Professional development Student writing | 9/17/15 11/19/15 1/28/16 3/17/16 5/19/16 | | |
| Lindley Park Staff will provide after school activities so that students will have access to an experiential education. | Selected Staff | Transportation Student Survey Marketing strategies Community Locations Judy Ebanks | Johnson Cheek Nye | Surveys Photos Flyers Attendance Roster Student Products | 11/19/15 3/17/16 | | |
| Lindley Park will provide parent workshops so that understanding of academic expectations enhanced. | Neal Rush Dillon Johnson (other teachers needed) | Judy Ebanks Dubraska Stines Guidelines Interpreter Survey | Rush Neal | Surveys Sign-in Sheets Handouts PowerPoints Resources Photos flyers | 11/19/15 4/21/16 | | |



| Title I Compliance Actions taken to meet the ten essential components of a School-Wide Title I Program | |
|---|---|
| 1. A Comprehensive Needs Assessment of the entire school | <ul style="list-style-type: none"> • See Appendix 2: School Profile • See Appendix 3: Student Performance Results • See Appendix 4 Other Data Sources |
| 2. School-Wide Reform Strategies | <ul style="list-style-type: none"> • See Annual Goals 1, 2 and 3. |
| 3. Instruction by a Highly Qualified Professional Staff | <ul style="list-style-type: none"> • All of our teachers are state-licensed, fully certified and able to demonstrate great competence in teaching. • 100% of our teaching staff is highly qualified and parents may request information about the professional qualifications about their child's teachers at any time. |
| 4. High Quality and Ongoing Professional Development | <p>Our staff participates in site-based professional development provided by expert colleagues in the field on a regular basis through professional learning communities. Asheboro City Schools provides in-service opportunities to teachers throughout the year on designated workdays. The Piedmont Triad Education Consortium engages educators in free learning experiences that can often further meet their Professional Development Plan needs.</p> |
| 5. Strategies to Attract Highly Qualified Teachers to High Need Schools | <p>Our district's Human Resource Department has an on-going relationship with several universities and colleges. Our principal has been on recruiting trips to assist with the process of finding great matches for our local schools. Interview teams are convened to determine the right fit for vacancies that arise in our facility. The questions that are developed to screen candidates are very thorough in nature. Our district has a required Recruitment Plan. Assessment data is used to place highly qualified teachers in areas of need allowing for reduced class sizes to meet the developmentally appropriate needs of students.</p> |
| 6. Including Teachers in Decisions Regarding the Use of Assessment | <p>The teachers participate in weekly PLC meetings with grade level and support staff present to discuss common, formative, and summative assessment data, as needed. Quarterly assessment wall meetings are scheduled to provide additional analysis of critical student needs.</p> |
| 7. Strategies to Increase Parent Involvement | <p>Our school understands that parents and the community are partners in the development and learning needs of all children. We plan activities and cultural events to engage further participation in the education process. Some of the events that we host are listed below:</p> <ul style="list-style-type: none"> • Goodies for Grandparents • Hispanic Heritage Celebrations • Black History Month Events • Science & Social Studies Night • Family Reading Night • Book Fairs • Winter and Spring Performances |



| | |
|---|---|
| | <ul style="list-style-type: none">• Career Fair/Future Fair• Math Night• Write Night(s)• Author/Illustrator Visit• Doughnuts for Dads• Meal of Moms• Lunch of Love• Popsicles in the Park• Grade Level Writing Celebrations• Home Visits• Blackboard Connect 5 Messaging System• School Website |
| 8. Preschool Transition Strategies | <ul style="list-style-type: none">• Annual Title Parent I Night• Dolly Parton Imagination Library• DIAL 4 screening, spring and fall• Kindergarten Orientation in the spring• Kindergarten Parent Night before school begins• Staggered Entry for students• Pre-Kindergarten students visit the Kindergarten classes• Intentional collaboration between Pre-Kindergarten and Kindergarten teacher |
| 9. Activities for Children Experiencing Difficulty | <ul style="list-style-type: none">• Optional after school tutoring (volunteer teachers)• Leveled Literacy Intervention with Reading Specialists• District and School use of Personal Education Plans (PEPs)• Response to Instruction (RtI)• 2 ESL Teachers• 2 ½ EC Teachers with 1 EC Assistant• 1 Reading Teacher• Summer Academy• Parent conferences• Community volunteers• Reading Buddies• Mentors |



| | |
|---|---|
| 10. Coordination and integration of Federal, State, and Local Services | <ul style="list-style-type: none">• Annual Title I Parent Night• Federal programs implemented in this school include: Title I, Title II-A, Title II-D, Title III• State programs implemented in this school include: English as a Second Language (PRC 054)• Coordination and integration of these programs are outlined in the• School's intervention plan and individual federal grant applications |
|---|---|



| PBIS School Action Plan | | | |
|--|--|---|-----------------|
| Task | Who | When | Completion Date |
| School PBIS team schedules monthly meetings, maintains a PBIS notebook or electronic folder with meeting agendas, minutes, and documentation of team activities. | In-School Coach/PBIS team leader, principal or assistant principal | Monthly through the 2015-2016 school year | |
| School team representative will attend District level bi-annual PBIS meetings. | In-School Coach/PBIS team leader, principal or assistant principal | One meeting in the fall and one meeting in the spring | |
| Each PBIS team at the school level will complete an Implementation Inventory and submit to the Central Office. | In-School Coach/PBIS team leader, principal or assistant principal | By October 1, 2015 | |



| Compliance Statements | | |
|---|---|--|
| Healthy Active Children Policy | 1. Physical activity is not denied to any student as a means of discipline, nor is physical activity used as a form of punishment. | 1. Teachers use other positive behavior supports to achieve desired school norms. |
| | 2. Each student in this school participates in an average of 194 minutes per week of physical activity and/or physical education. | 2. Every classroom has a daily scheduled thirty minute recess time. Each class has 44 minutes of weekly physical education taught by a trained specialist. |
| Pledge of Allegiance | 3. Time is scheduled for school-wide recitation of the Pledge of Allegiance. | 3. Every morning selected students lead the Pledge of Allegiance while students and staff voluntarily recite it in unison. |
| | 4. Flags of the United States and North Carolina are displayed in this school. | 4. Every classroom displays the United States flag and it is displayed outside the front of the school building. The North Carolina flag is displayed in the multipurpose room. |
| Duty-free Lunch | 5. Every teacher must be provided a duty-free lunch period on a daily basis or as otherwise approved by the school improvement team. | 5. A duty-free lunch period for every teacher must be provided on a daily basis or as otherwise approved by the school improvement team. |
| Duty-free Instructional Planning | 6. Every full-time assigned classroom teacher must be provided duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week. | 6. Duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week, must be provided for every full-time assigned classroom teacher. |
| Redundant Reporting Requirements | 7. If the continuous improvement team identifies a more expeditious manner of providing information to the board that will eliminate a redundant or unnecessary reporting requirement for teachers at its school, the team may make a written request to the superintendent to eliminate the redundant or unnecessary report. | 7. The School Improvement Team will submit any redundant reporting requirements to the superintendent and document their submission in the monthly minutes. |



Parent Involvement

Overview: Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- That parents play an integral role in assisting their child's learning;
 - That parents are encouraged to be actively involved in their child's education at school; and
 - That parents are full partners in their child's education and are included, as appropriate in decision making and on advisory committees to assist in the education of their child.
- ESEA Provision (Sec. 9191(23))*

6 Types of Parent Involvement

| | |
|---|--|
| <p>1. Parenting: Assist families in understanding child and adolescent development, and in setting home conditions that support children as student at each age and grade level. Assist schools in understanding families.</p> | <ul style="list-style-type: none"> • Parent Meetings (School and Satellite Settings) • Curriculum Nights • ESL Parent Nights • Parent/Teacher Conferences • Student-led Conferences • Lunch 'n' Learns |
| <p>2. Communicating: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.</p> | <ul style="list-style-type: none"> • Blackboard Connect 5 Phone messages in English and Spanish & e-mail Messages • Teacher & Parent Communicator folders • Classwork and Homework folders • Home-School Connection Monthly Newsletter • Class Newsletter • School Website (News & Events, SIT Minutes, Quick Polls, etc.) • Other Print Media (flyers, stickers, yard signs, etc.) |
| <p>3. Volunteering: Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.</p> | <ul style="list-style-type: none"> • Parent Teacher Organization • Staff Volunteer Committee • Asheboro High School Athletics • Asheboro Boys and Girls Club • First E & R United Church of Christ • Central United Methodist Church • Communities In Schools • Family Crisis Center • Asheboro Public Library |



| | |
|--|---|
| 4. Learning at Home: Involve families with their children in learning activities at home, including homework, other curriculum-related activities, and individual course and program decisions. | <ul style="list-style-type: none">• Summer Reading Program• Kindergarten Readiness Initiative• Dolly Parton Imagination Library• Website Links to informational content rich sites for young learners, educational games, etc.• Reading is Fundamental Program• Reading Logs |
| 5. Decision-Making: Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations. | <ul style="list-style-type: none">• School Improvement Team parent representation includes one parent from each major racial subgroup evident in our school demographics• Parent Teacher Organization Board Members• Interest Inventories and Survey Feedback• Representation on district-wide committees (i.e. calendar, strategic plan, report card, etc.) |
| 6. Parenting: Assist families in understanding child and adolescent development, and in setting home conditions that support children as student at each age and grade level. Assist schools in understanding families. | <ul style="list-style-type: none">• Backpack Pals• Salvation Army Christmas Assistance Program• CUOC Ongoing Donations from our Lost-and-Found• Mental Health Agencies• Physical Health and Economic Resources• Asheboro Boys and Girls Club• Family Crisis Center |

Taken from *School Family and Community Partnerships: Your Handbook for Action* (2nd Edition)



| Intervention Plan | |
|--|---|
| A. Overview | We will provide short-term instructional interventions, practice reinforcement, re-teaching, special services, and various forms of enrichment to our students within their grade levels. Personalized Education Plans will drive the instruction for individual students to ensure that their needs are met and keep families involved in the process. |
| B. Target Population | Students who are not consistently performing at proficient levels will receive intervention services. Our goal is to ensure that all students show growth regardless of their ability levels. |
| C. Measureable Intended Outcome | Throughout the year growth will be measured in Reading 3D data as well as other formative assessments. After receiving intervention services on a daily basis, each student will show significant growth on the NC READY End-Of-Grade Reading, Math and Science tests as well as the End-Of-Year Reading 3D benchmark. |
| D. Description of activities or services to be provided | <ul style="list-style-type: none">• Students will receive interventions based on DIBELS and Text Reading and Comprehension (TRC) measures. Frequent progress monitoring will take place for students needing intensive interventions or for students needing strategic interventions.• Intervention and Enrichment groups will remain fluid, and students will be moved around based on need for instruction.• Intervention and enrichment opportunities will be available for students throughout the regular school day based on classroom and student needs.• Instructional Assistants (IAs) are providing instructional support to students and staff in fourth and fifth grades to create smaller classroom communities to increase more individualized instruction. While the IAs continue to spend more than half of their day in kindergarten through third grade classrooms, when appropriate, the remainder of their time is utilized in various literacy activities with students.• Specialists provide academic support to regular classroom teachers in order for students to benefit from even smaller learning communities in core areas. These professionals work with math, reading, and writing across selected grade levels. |
| E. Evaluation of Results | Fidelity checklists and administrative walkthroughs with the Instructional Facilitator will be used to ensure that daily interventions and progress monitoring are taking place. We will evaluate success by reviewing proficiency and growth scores from the NC READY End-Of-Grade Reading, Math and Science tests, mCLASS data as well as formative assessments throughout the year. |



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

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

| Name | Signature | Role |
|--------------------|------------------|---------------------------|
| Mary Luck | | Parent |
| Jetara Price | | Parent |
| Jafeth Sabogal | | Parent |
| Julie Tucker | | Kindergarten Teacher |
| Jessica Brown | | 1st Grade Teacher |
| Sheri Johnson | | 2nd Grade Teacher |
| Heather Cheek | | 3rd Grade Teacher |
| Mallory Nye | | 4th Grade Teacher |
| Jessica Hoffmire | | 5th Grade Teacher |
| Heather Neal | | ESL Teacher |
| Rebecca Jones | | EC Teacher |
| Karen Moss | | Reading Facilitator |
| Barrie Bunting | | PE Teacher |
| Jonathan Owens | | Media Specialist |
| Jennifer Rutkowski | | Instructional Assistant |
| Caroline Rush | | Instructional Facilitator |
| Herschelle Watkins | | Assistant Principal |
| Robin T. Harris | | Principal |



Appendix 1: Current State of the School

Lindley Park works diligently to ensure that all students feel welcomed and empowered to learn. We recognize our achievement was significantly lower than it has been in past years. We will provide instructional opportunities that are student-centric where all students can achieve at the highest level.

Our most critical areas for improvement are indicated by our annual goals in literacy, science, and closing the achievement gaps. Our students met 24 of 30 Annual Measureable Objective (AMO) targets last year which totaled 80%. Our total performance composite is 54.2%. Our effectiveness level determination was *meets expected growth* with an index value of 0.01 based on the School-wide Accountability Growth composites. Our staff will continue to use student data to evaluate and drive our instruction.

Our School Improvement Team meets monthly to address matters of importance regarding our school. Several committees such as Response to Instruction, Curriculum, Instruction, and Assessment, Positive Behavior Intervention and Support, and grade level Professional Learning Communities are scheduled to meet regularly to discuss student data and performance. Lindley Park is committed to being a positive learning environment for student growth and achievement.



Appendix 2: School Profile

| Historical Ethnicity Information (% of population on 20 th day) | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|--|----------------|----------------|----------------|----------------|----------------|
| Black | 26.1 | 25.5 | 24.0 | 18.8 | 22.4 |
| Asian | 1.1 | 1.3 | 1.3 | 1.2 | 1.4 |
| White | 41.5 | 61.0 | 41.0 | 42.2 | 40.3 |
| Hispanic | 25.6 | 28.6 | 28.7 | 33.7 | 30.1 |
| American Indian | 6.2 | 7.2 | 0 | 0.2 | 0 |
| 2+ Races | 5.5 | 5.0 | 4.9 | 3.9 | 5.8 |
| Total Population | 472 | 444 | 446 | 410 | 429 |

| Historical Population (% of Population) | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---|----------------|----------------|----------------|----------------|----------------|
| Exceptional Children | 10.11 | 7.4 | 9.6 | 8.5 | 8.0 |
| AIG | 3.8 | 6.8 | 6.9 | 6.1 | 6.3 |
| Limited English Proficient | 18.9 | 21.8 | 21.6 | 21.1 | 23.8 |
| Total Free/Reduced Lunch | 70.4 | 72.4 | 70.9 | 71.0 | 69.16 |

| Student Attendance Data | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|--------------------------------|----------------|----------------|----------------|----------------|----------------|
| Average Daily Attendance | 95.97 | 96.41 | 95.91 | 96.0 | 97.5 |
| Mobility (starting 2012-13) | | | 28.7 | 18.7 | 20.1 |

| Staffing Summary | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|--|----------------|----------------|----------------|----------------|----------------|
| Teachers "highly qualified" (classes taught) | 100% | 100% | 100% | 100% | 100% |
| Teachers with advanced degrees | 23% | 27% | 38% | 30% | |
| Teachers with NBPTS Certification | 4 | 5 | 6 | 6 | |
| Teacher Turnover Rate | 3% | 10% | 9% | 18.8% | 9.09% |



Appendix 3: Student Performance Results

| Promotion Rates | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|-----------------|---------|---------|---------|---------|---------|
| Kindergarten | 98.1 | 100 | 98.5 | 100 | 95.2 |
| Grade 1 | 100 | 100 | 100 | 98.9 | 100 |
| Grade 2 | 100 | 100 | 100 | 100 | 98.6 |
| Grade 3 | 100 | 100 | 100 | 93.5 | 100 |
| Grade 4 | 100 | 100 | 100 | 100 | 100 |
| Grade 5 | 100 | 100 | 100 | 100 | 100 |

| Grade Level Proficiency in Mathematics | 2010-11 | 2011-12 | 2012-13* | 2013-14 | 2014-2015 |
|--|---------|---------|----------|---------|-----------|
| Grade 3 (EOG) | 90.4 | 86.9 | 48.6 | 64.4 | 64.6 |
| Grade 4 (EOG) | 91.1 | 94.2 | 42.2 | 47.8 | 65.3 |
| Grade 5 (EOG) | 89.9 | 92.6 | 58.3 | 54.3 | 52.2 |

| Grade Level Proficiency in Reading | 2010-11 | 2011-12 | 2012-13* | 2013-14** | 2014-15 |
|------------------------------------|---------|---------|----------|-----------|---------|
| Kindergarten | | 79.0 | 56.0 | 69.0 | 40.0 |
| Grade 1 | | 71.0 | 54.0 | 53.0 | 47.0 |
| Grade 2 | | 34.0 | 81.0 | 74.0 | 52.0 |
| Grade 3 (EOG) | 71.2 | 71.4 | 40.0 | 49.3 | 50.6 |
| Grade 4 (EOG) | 67.1 | 69.8 | 39.8 | 43.3 | 60.0 |
| Grade 5 (EOG) | 79.2 | 75.3 | 39.3 | 44.6 | 39.1 |

| Grade Level Proficiency in Science | 2010-11 | 2011-12 | 2012-13* | 2013-14 | 2014-15 |
|------------------------------------|---------|---------|----------|---------|---------|
| Grade 5 (EOG) | 79.5 | 82.7 | 51.2 | 66.3 | 44.9 |



| Math CCR Proficiency by Subgroup | Grade 3 | | | Grade 4 | | | Grade 5 | | |
|-------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| All | 48.6 | 50.7 | 48.1 | 42.2 | 43.3 | 54.7 | 58.3 | 51.1 | 44.9 |
| American Indian | * | * | * | * | * | * | * | * | * |
| Asian | * | * | * | * | * | * | * | * | * |
| Black | 35.3 | 23.5 | 21.4 | 33.3 | 33.3 | 28.6 | 37.5 | 29.6 | 50.0 |
| Hispanic | 15.8 | 58.8 | 32.1 | 29.2 | 16.7 | 61.1 | 63.6 | 40.7 | 21.1 |
| 2+ Races | * | 0.0 | * | * | * | * | * | 80.0 | * |
| White | 72.7 | 66.7 | 66.7 | 56.7 | 67.7 | 69.7 | 68.6 | 75.0 | 59.4 |
| Male | 41.7 | 64.7 | 48.8 | 43.9 | 40.6 | 68.6 | 60.0 | 45.8 | 41.7 |
| Female | 55.9 | 38.5 | 47.2 | 40.5 | 45.7 | 42.5 | 56.8 | 56.8 | 48.5 |
| AIG | * | * | * | 90.0 | 95 | 94.4 | 95 | 95 | 95 |
| EC | 5 | 12.5 | 11.1 | 5 | * | 5 | 20.0 | 7.7 | 5 |
| Non-EC | 52.3 | 55.4 | 52.9 | 47.9 | * | 64.1 | 63.5 | 58.2 | 50.0 |
| LEP | 7.1 | 70.0 | 37.5 | 12.5 | 5 | 40.0 | 46.7 | 28.6 | 5 |
| Non-LEP | 58.9 | 47.6 | 52.7 | 49.3 | 53.7 | 55.8 | 60.9 | 55.1 | 53.4 |
| F/R Lunch | 40.4 | 36.0 | 34.0 | 33.3 | 31.9 | 38.3 | 48.2 | 42.9 | 33.3 |
| Non-F/R Lunch | 72.2 | 82.7 | 72.4 | 70.0 | 70.1 | 82.2 | 78.6 | 77.2 | 71.4 |

| Math Achievement Gaps | Grade 3 | | | Grade 4 | | | Grade 5 | | |
|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Black (to White) | -37.4 | -43.2 | -45.3 | * | -34.4 | -41.1 | -31.1 | -45.4 | -9.4 |
| Hispanic (to White) | -56.9 | -7.9 | -34.6 | -27.5 | -51 | -8.6 | -5 | -34.3 | -38.3 |
| EC (to non-EC) | -47.3 | -42.9 | -41.8 | -42.9 | * | -59.1 | -43.5 | -50.5 | -45 |
| LEP (to non-LEP) | -51.8 | 22.4 | -15.2 | -36.8 | -48.7 | -15.8 | -14.2 | -26.5 | -48.4 |
| FRL (to non-FRL) | -31.8 | -46.7 | -38.4 | -36.7 | -38.2 | -43.9 | -30.4 | -34.3 | -38.1 |

| Math EVAAS Growth | Grade 3 | | | Grade 4 | | | Grade 5 | | |
|-------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| | | | | -3.6 | -2.5 | 2.4 | 4.8 | 1.9 | -3.2 |



| Reading CCR Proficiency by Subgroup | Grade 3 | | | Grade 4 | | | Grade 5 | | |
|--|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| All | 40.0 | 34.2 | 38.0 | 39.8 | 34.3 | 42.7 | 39.3 | 34.8 | 27.5 |
| American Indian | * | * | * | * | * | * | * | * | * |
| Asian | * | * | * | * | * | * | * | * | * |
| Black | 23.5 | 11.8 | 35.7 | 29.2 | 26.7 | 14.3 | 29.2 | 14.8 | 21.4 |
| Hispanic | 10.5 | 17.6 | 14.3 | 16.7 | 16.7 | 33.3 | 27.3 | 11.1 | 0.0 |
| 2+ Races | * | 0.0 | * | * | * | * | * | 80.0 | * |
| White | 63.6 | 57.6 | 60.0 | 66.7 | 48.4 | 69.7 | 54.3 | 65.6 | 50.0 |
| Male | 25.0 | 44.1 | 39.5 | 34.1 | 28.1 | 45.7 | 45.0 | 35.4 | 16.7 |
| Female | 55.9 | 25.6 | 36.1 | 45.2 | 40.0 | 40.0 | 34.1 | 34.1 | 39.4 |
| AIG | * | * | * | 95 | 66.7 | 95 | 95 | 94.4 | 95 |
| EC | 5 | 5 | 22.2 | 20.0 | * | 5 | 5 | 7.7 | 5 |
| Non-EC | 43.1 | 38.4 | 40.0 | 42.5 | * | 50.0 | 44.6 | 39.3 | 30.6 |
| LEP | 7.1 | 30.0 | 16.7 | 5 | 5 | 5 | 13.3 | 7.1 | 5 |
| Non-LEP | 48.2 | 34.9 | 47.3 | 49.3 | 42.6 | 45.8 | 44.9 | 39.8 | 32.7 |
| F/R Lunch | 32.7 | 18.0 | 24.0 | 28.6 | 21.3 | 23.4 | 23.2 | 21.4 | 12.5 |
| Non-F/R Lunch | 61.1 | 69.4 | 62.1 | 75.0 | 64.9 | 75.1 | 71.4 | 77.4 | 61.8 |

| Reading Achievement Gaps | Grade 3 | | | Grade 4 | | | Grade 5 | | |
|-----------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Black (to White) | -40.1 | -45.8 | -24.3 | -37.5 | -21.7 | -55.4 | -25.1 | -50.8 | -28.6 |
| Hispanic (to White) | -53.1 | -40 | -45.7 | -50 | -31.7 | -36.4 | -27 | -54.5 | -50 |
| EC (to non-EC) | -38.1 | -33.4 | -17.8 | -22.5 | * | -45 | -39.6 | -31.6 | -25.6 |
| LEP (to non-LEP) | -41.1 | -4.9 | -30.6 | -44.3 | -37.6 | -40.8 | -31.6 | -32.7 | -27.7 |
| FRL (to non-FRL) | -28.4 | -51.4 | -38.1 | -46.4 | -43.6 | -51.7 | -48.2 | -56 | -49.3 |

| Reading EVAAS Growth | Grade 3 | | | Grade 4 | | | Grade 5 | | |
|----------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| | | 0.8 | -0.9 | -0.9 | -3.1 | 4.9 | 4.6 | -1.3 | -0.2 |



| Science CCR Proficiency by Subgroup | Grade 5 | | |
|--|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| All | 51.2 | 50.0 | 30.4 |
| American Indian | * | * | * |
| Asian | * | * | * |
| Black | 33.3 | 25.9 | 14.3 |
| Hispanic | 50.0 | 33.3 | 21.1 |
| 2+ Races | * | 100.0 | * |
| White | 62.9 | 75.0 | 46.9 |
| Male | 55.0 | 47.9 | 27.8 |
| Female | 47.7 | 52.3 | 33.3 |
| AIG | 95 | 94.4 | 88.9 |
| EC | 10.0 | 7.7 | 5 |
| Non-EC | 56.8 | 57.0 | 33.8 |
| LEP | 33.3 | 21.4 | 9.1 |
| Non-LEP | 55.1 | 55.1 | 34.4 |
| F/R Lunch | 42.9 | 42.9 | 20.8 |
| Non-F/R Lunch | 67.9 | 72.6 | 52.3 |

| Science Achievement Gaps | Grade 5 | | |
|--------------------------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| Black (to White) | -29.6 | -49.1 | -32.6 |
| Hispanic (to White) | -12.9 | -41.7 | -25.8 |
| EC (to non-EC) | -46.8 | -49.3 | -28.8 |
| LEP (to non-LEP) | -21.8 | -33.7 | -25.3 |
| FRL (to non-FRL) | -25 | -29.7 | -31.5 |

| Science EVAAS Growth | Grade 5 | | |
|----------------------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| | 2.8 | 1.2 | -2.9 |



| mCLASS EVAAS Growth | Kindergarten | | | Grade 1 | | | Grade 2 | | |
|---------------------------|--------------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| | | -3.5 | | | 0.9 | | | 4.5 | |



| AYP Targets/*AMOs Met | Met | Total | Percent Met | Targets Missed |
|------------------------------|------------|--------------|--------------------|---|
| 2009-10 | 25 | 25 | 100.0% | 0 |
| 2010-11 | 21 | 21 | 100.0% | 0 |
| 2011-12* | 23 | 23 | 100.0% | 0 |
| 2012-13* | 25 | 25 | 100.0% | 0 |
| 2013-14* | 26 | 30 | 86.7% | Reading – All, Black, Hispanic & EDS |
| 2014-15* | 24 | 30 | 80.0% | Reading - All, Black, Hispanic & EDS Science - All & EDS |



Appendix 4: Other Data Sources

Teacher Survey

| | |
|--|--|
| Three or more areas of strength | Our school provides qualified staff members to support student learning. Our school's purpose statement is clearly focused on student success. Our school uses data to monitor student readiness and success at the next level. |
| Three or more areas of possible improvement | Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning). Our school provides a plan for the acquisition and support of technology to support the school's operational needs. Our school provides a plan for the acquisition and support of technology to support student learning. |
| Two significant findings | There were not enough respondents captured by the survey. The written responses do not seem to match the ratings and not everyone provided them. We should work to establish a more student-centric environment. |

Student Survey

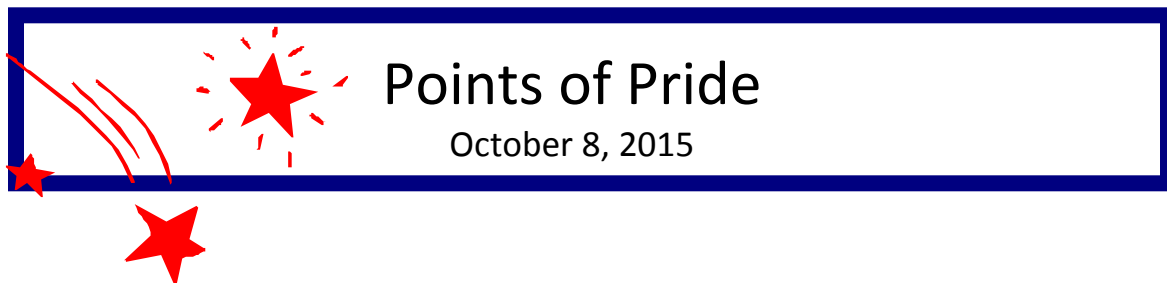
| | |
|--|--|
| Three or more areas of strength | My school has books for me to read. My teacher wants me to learn. My school has computers to help me learn. In my school, my teacher wants me to do my best work. My school has many places where I can learn such as the library. |
| Three or more areas of possible improvement | In my school, students treat adults with respect. My principal and teachers ask me what I think about school. In my school, I am treated fairly. |
| Two significant findings | How do we assess fairness/What we consider to be fair Students are concerned with a lack of respect to students and teachers Students would like to be more active and engaged (student-centric) |



| Parent Survey | |
|--|---|
| Three or more areas of strength | My child is given multiple assessments to measure his/her understanding of what is taught. All of my child's teachers report on my child's progress in easy to understand language. All of my child's teacher work as a team to help my child learn. Our school has high expectations for all students in all classes. |
| Three or more areas of possible improvement | Our school provides opportunities for students to participate in activities that interest them. Our school ensures the effective use of financial resources. Our school's governing body operates responsibly and functions effectively. |
| Two significant findings | We discovered the need for after school programs. Parents want to see teachers use a variety of strategies and activities/ challenging higher level students. A need for increased communication and community involvement exists within our school community. |

| Date | Event | Time | Location |
|------------------------|---|--------------------------|--------------------------|
| Tuesday, October 6 | 6th Grade Introduction Band Concert | 7:30pm | PAC |
| October 8-9 | Teacher Workday | All Day | |
| Thursday, October 8 | Board Committee Meetings & Regular Meeting | 6:00 p.m. - 9:00 p.m. | PDC |
| Monday, October 12 | Family Reading Night | 5:00 - 7:00pm | GBT |
| Tuesday, October 13 | Powder Puff Football Game | 7:00pm | Lee J. Stone Stadium |
| October 14-15 | NCSBA Fall Law Conference | | Asheville, NC |
| Thursday, October 15 | Homecoming Bonfire | 7:00pm | AHS |
| Friday, October 16 | Hispanic Culture Festival | 5:00 - 8:00pm | CWM |
| Friday, October 16 | AHS vs. Southern Guilford (Homecoming) | 7:30pm | Lee J. Stone Stadium |
| Tuesday, October 20 | Middle School SUPER Tuesday | 4:00pm | Lee J. Stone Stadium |
| Tuesday, October 20 | AHS Parent Meeting with Dr. Worrell | 6:45pm | AHS Media Center |
| Tuesday, October 20 | Chorus Concert | 7:30pm | PAC |
| Thursday, October 22 | National Honor Society Induction | 6:00 - 8:00pm | AHS/PAC |
| Friday, October 23 | ACS Strategic Planning Team meeting | 11:45am to 1:15pm | PDC |
| Tuesday, October 27 | BANDORAMA | 7:30pm | PAC |
| Thursday, October 29 | Reading Night/Fall Festival | 6:00PM | DLL |
| Friday, October 30 | AHS vs. Western Guilford (senior night) | 7:30pm | Lee J. Stone Stadium |
| Thursday, November 5 | ACS Strategic Planning Team meeting | 11:45am to 1:15pm | PDC |
| Wednesday, November 11 | Veterans Day Holiday | All Day | |
| Thursday, November 12 | Board Committee Meetings & Regular Meeting | 6:00 p.m. - 9:00 p.m. | PDC |
| November 16-18 | NCSBA Annual Conference | | Koury Center, Greensboro |
| November 16-20 | American Education Week (Principal for a Day) | All Week | All |
| November 19-22 | AHS Fall Musical - <i>Into the Woods</i> | 7:00pm & 2:00pm on 11/22 | PAC |
| Wednesday, November 25 | Teacher Workday | All Day | |
| November 26-27 | Holiday | All Day | |
| Wednesday, December 9 | Senior Holiday Luncheon | 11:45 a.m. - 1:30 p.m. | Loflin |
| Thursday, December 10 | Board Committee Meetings & Regular Meeting | 6:00 p.m. - 9:00 p.m. | PDC |
| Thursday, December 10 | Band Concert | 7:30pm | AHS/PAC |
| Tuesday, December 15 | Superintendent's Holiday Luncheon | 11:30 a.m - 1:00 p.m. | PDC |
| Tuesday, December 15 | Advanced Placement Tea Reception | 3:45 p.m. - 4:45 p.m. | AHS Media Center |
| Tuesday, December 15 | Jazz & Percussion Concert | 7:30pm | AHS/PAC |
| Thursday, December 17 | Chorus Concert | 7:30pm | AHS/PAC |

| | | | |
|-----------------------|--|-------------------------|------|
| December 23-25 | Holiday | All Day | |
| Friday, January 1 | Holiday | All Day | |
| Wednesday, January 13 | Middle School District Science Fair | 12 noon awards ceremony | NAMS |
| Monday, January 18 | Holiday | All Day | |
| January 19-20 | Teacher Workday | All Day | |
| Thursday, January 21 | Board Committee Meetings & Regular Meeting | 6:00 p.m. - 9:00 p.m. | PDC |
| Saturday, January 30 | Winter Board Retreat | TBD | PDC |

**Student achievements:**

- Summer Reading Challenge celebrations held across the district
- Two NAMS students featured in DPI "Celebrating NC Schools" for Bat Moves project and invited to present at the fall NCCTM conference
- AHS Zoo School FFA Charting Ceremony
- NAMS Student Council officers selected

Staff recognition:

- Annual new employee reception

Parent involvement:

- Title I Parent Nights held across the district
- Grandparent's Day celebration held at Lindley Park
- Playground beautification at Loflin
- Family Reading nights held across the district
- NAMS Family Picnic

Events bringing community into our schools:

- School level open house events
- AHS Zoo School FFA Charting Ceremony
- Adaptive playground equipment dedication at Teachey
- Marvelous Mustang Boys Only Book Club



Asheboro City Schools

...the subject is excellence!

BOARD OF EDUCATION GOALS 2015-16

STRATEGIC GOAL:

By 2016, **90 percent** or more of Asheboro City Schools' students will graduate with the skills needed as 21st century learners, workers, and citizens.

STRATEGIC OBJECTIVES:

1. Engage each student

- A. Teach the standards through the lens of the **4 C's (Critical Thinking, Collaboration, Communication, and Creativity)** using innovative teaching practices with community partner engagement.
 - Eighteen teachers from the three secondary schools are participating in the Literacy Design Collaborative and Math Design Collaborative with the Southern Regional Education Board (SREB). SREB is also training IFs and 2 district coaches to support the teachers in implementing the rigorous and innovative teaching practices.
- B. Implement **global awareness** recommendations.
- C. Evaluate and engage in strategic problem solving and coaching support to strengthen **Positive Behavior Instructional Support** implementation at each school.
 - A survey will be conducted to assess current training needs. This data will be used in conjunction with 2014-15 implementation data to determine a training plan for the current year.
- D. Implement district-wide program to prevent **bullying**.
 - Staff trainings have occurred at all schools.
- E. Implement updated lockdown and **crisis plan procedures**.
 - Asheboro Police Department conducted Crisis response drills at Asheboro High School in August.
 - Staff trainings have occurred in each school.
 - The first lockdown drill will be completed shortly.
 - Dr. Rice & Dr. Worrell collaborated with the Emergency Services, Randolph County Government, Sheriff's Department and the Asheboro Police Department about current procedures for Law Enforcement Response to Lockdown Situations in Government and School Buildings.
- F. Provide professional development on **digital teaching and learning** as directed from the Asheboro City Schools Professional Development Needs Survey.
 - Digital teaching and learning professional development for the Instructional Facilitators two days each month to increase their knowledge and skills so that they can train teachers at their respective schools.
- G. Implement support for the new **learning management system**, Canvas, in Grades 4-12 for students and for all staff.
 - All Instructional Facilitators have attended a webinar and face-to-face professional

- development to support teachers in implementing the Canvas LMS.
- Nathan Craver provided professional development to Lindley Park 4th and 5th Grade teachers on August 20th
- Technical Support Staff and Nathan Craver attended Webinars to on 8/12 and 8/26 to support the back-end user support of Canvas LMS

2. Assess for learning

- Align the core curriculum** with state testing specifications and **implement systematic progress monitoring system** (Benchmark Analysis, PEP process, Data Discussions, EVAAS, etc.)
 - District pacing guides have been modified to identify power standards that are aligned to state testing specifications.
- Encourage and support school based **data driven strategies** to inform instruction and intervention.
 - Preliminary data from 2014-2015 was shared with schools at the Administrative Leadership Retreat on July 20, 2015, with a focus on continuous improvement goal setting and data analysis.
 - The North Carolina Department of Public Instruction released the 2014-2015 READY Assessment Data and results on the Federal Annual Measurable Objectives on September 2.
 - School Leadership Teams are analyzing data and developing annual goals on their Continuous Improvement Plans.

3. Improve achievement

- Utilize the Asheboro City Schools' Literacy Plan as a road map to **improve writing** K-12.
- Expand implementation of **Letterland** as a **consistent phonics instructional approach** in pre-kindergarten and kindergarten classrooms at each school site.
 - Letterland has been expanded into ALL kindergarten classrooms in the district for the 15-16 school year and into half of the pre-kindergarten classrooms.
- Expand **Reading Foundations professional development** to secondary level teachers to increase reading content knowledge and enhance instructional skills as funding is available.
 - Reading Foundations is being offered to a cohort of secondary teachers during the 2015-16 school year. First session was August 18, 2015.
 - Three Elementary Instructional Facilitators will be completing their training to become state-level and district-level trainers. They will be assisting with the secondary PD this year to fulfill their training requirements.
- Develop and expand opportunities for students to **recover and enrich learning** beyond regular school hours.
 - Asheboro City Schools' STEAM Camp was held in July at NC Zoo.
 - Health Science Academy Orientation Week began on August 10, 2015.
- Increase opportunities for students to **earn college credits and industry credentials**.
 - We have added a **Workplace Readiness** credential for our students to earn through our Career Management course at Asheboro High School beginning with the 2015-16 school year. This credential indicates students' level of competence in soft skills that are

critical for success in today's workplace.

- F. Develop district-wide implementation plan for **Multi-Tiered System of Supports [MTSS]** by assessing current implementation, readiness, developing timelines, coaching supports, professional development plans, and other district supports in order to ensure schools can implement with fidelity.
 - District coach/coordinators have been identified and coordinate planning efforts with the district instructional team. Current efforts are focused on assessing district capacity and readiness.

4. Create opportunities

- A. Increase opportunities for **parental involvement** through resources and events.
 - We are developing a partnership with A&T University to create parent education modules with the Instructional Facilitators that will be delivered to parents throughout the year at the elementary schools.
- B. Provide opportunities for **stakeholder engagement and improved communication** through social media, digital communications, and community partner events.
- C. Actively seek **partnerships with the community, industry, and institutions of higher education** to create opportunities for students.

5. Build capacity

- A. **Develop and promote professional development** options through Canvas learning management system and North Carolina Educator Effectiveness System.
 - Asheboro City Schools' Administrative Leadership Team was introduced and had the opportunity to utilize the Canvas LMS system during the annual retreat in July.
 - Instructional Facilitators have been given professional development on Canvas to support teachers in their buildings in learning to implement the learning management system in their classroom. The IFs are developing a plan to provide staff development to their teachers through a self-paced online course offered in Canvas LMS.
- B. Implement **Teacher Leadership Academy 2.0**.
 - TLA 2.0 met on July 21-22, 2015 - The focus was on Strategic Planning, AdvancED preparations.
 - TLA 2.0 members had the opportunity to meet with Dr. Horatio Sanchez, Convocation keynote speaker, following Convocation.
- C. Maximize programs and initiatives to **recruit and retain high quality teachers and administrators**.
 - New Teacher Orientations held August 10, 11, 13, 2015 - Orientation held for first-year teachers.
 - Lead Mentors assigned to all schools through Title II High Quality Teachers federal funding.
 - New Employees Reception - Monday, August 31, 2015.
 - All Beginning Teachers and several Lead Mentors had the opportunity to meet with Dr. Horatio Sanchez, Convocation keynote speaker, following Convocation.



AWARD FOR EXCELLENCE IN EDUCATIONAL PROGRAMS

Entry Form

Name of School Board: Asheboro City Schools' Board of Education

Name of Person Submitting Form: Jane H. Redding

Title/Email Address: Board Chair jredding@triad.rr.com

Mailing Address of Submitter: P. O. Box 1103, Asheboro, NC 27204

Phone Number: 336-625-5104 Program Website Address: _____
(if available)

Superintendent: Dr. Terry W. Worrell

Program Title: Asheboro City Schools' Digital Learning Expo

Program Implementation Date: Spring 2012

Please submit a one-page narrative summarizing the program and the board's leadership role.

CATEGORY

Check only one.

- ☐ Elementary Grades
- ☐ Middle Grades
- ☒ High School

TYPE OF PROGRAM

Check all that apply.

- | | | | | | |
|---|---|--|---|---|--|
| <input type="radio"/> Accountability/Assessment | x | <input checked="" type="radio"/> Curriculum/Instruction | x | <input checked="" type="radio"/> Parental/Community Involvement | <input type="radio"/> Sustainable, Renewable, Energy and Resource Efficient Programs |
| <input type="radio"/> Bridging the Achievement Gap | <input type="radio"/> Early Childhood Education | <input type="radio"/> Professional Development | | | |
| x <input checked="" type="radio"/> Career Technical Education | x | <input checked="" type="radio"/> Extracurricular | <input type="radio"/> School Safety | <input type="radio"/> Teacher Recruitment/Retention | |
| <input type="radio"/> Character Education | x | <input checked="" type="radio"/> Focus on Middle Grades | <input type="radio"/> Special Education | x | <input checked="" type="radio"/> Technology |
| <input type="radio"/> Community Schools/Collaboration | x | <input checked="" type="radio"/> Invigorating High Schools | <input type="radio"/> Student Services | <input type="radio"/> Wellness | |



AWARD FOR EXCELLENCE IN EDUCATIONAL PROGRAMS

Program Highlights

Program Title: Asheboro City Schools Digital Learning Expo

Program Implementation Date: Spring 2012 –Present

Program Summary:

Asheboro City Schools implemented the Digital Learning Expo beginning in 2012-13 school year. The Digital Learning Expo is designed to enrich classroom learning for students through expanded digital learning opportunities. This competition was created to highlight and allow Asheboro City to showcase the innovative teaching and learning that resulted from our 1:1 laptop implementation. This implementation and digital learning program could not be accomplished without our School Board's vision and mission in setting and supporting our goals for 21st Century Learning, providing students with opportunities to be globally competitive, and prepared for life-long success in careers, college, and citizenship. In this program, students participate in a digital learning competition in which they are asked to solve real world problems through the innovative use of technology. Students in grades K-12 can participate in this competition in one of three categories: Creativity and Innovation, Communication and Collaboration, or Critical Thinking and Problem Solving. In 2015, we added a STEM (Science, Technology, Engineering, and Math) competition for secondary students. This portion of the Digital Learning Expo allowed for students to work in competitive teams to design an innovative product that would allow for students to be more productive at school. In each of the 4 years of our digital expo, approximately 140 students have participated, on average. Every student who participates is required to complete the project, create a digital poster explaining the project, do research in helping solve the problem, and complete a presentation to a panel of judges. Our judges' panels consist of school board members, community volunteers, educators from other districts, and educators from our district. Our projects have consisted of robotics, game design, software simulation designs, weather stations, digital maps of Asheboro parks and attractions, computerized wristbands to track attendances, tardies, and location of students, social media campaigns to raise money for charities, and so much more. Students who participate in the digital expo gain knowledge in 21st century skills such as public speaking, innovation, critical thinking, problem solving, media literacy, and financial literacy. We have all types of students participate in this program from AIG students to students in the Occupational Course of Study. Over the last two years, high school students who have participated in the program have averaged a 4.0 GPA. This is a program that we have seen extend the learning of our most gifted learners and inspire our students with disabilities who learn differently. Asheboro City Schools is proud of this program and our local community believes in what this program can accomplish. Our students have benefitted greatly from this program implementation and the vision of the ACS School Board.

The Asheboro City School District's Vision states that we will be a system of excellence where each student graduates and is globally competitive for careers, college, and citizenship. Our district's mission is to provide high quality learning opportunities for all students in a safe and inviting environment so that our students can become successful lifelong learners, prepared for 21st Century, global citizenship. The ACS Board has implemented this vision and mission through their support and leadership through programs and initiatives like the ACS Digital Learning Expo. The Digital Learning Expo was created to extend and enrich classroom learning through expanded digital learning opportunities beyond the regular school day. The Expo is strongly connected to our district's strategic plan and school board goals. After 4 annual digital learning competitions, ACS has averaged approximately 140 participants each year. Through this extra-curricular activity, students complete projects to develop a solution to a real-world problem through the integration of technology. Students are judged by a panel of community volunteers who hold careers in STEM fields. Students work on projects throughout the year and compete at a culminating event in the spring. Winners are selected based on most innovative or creative solution, research methods, and quality of their presentations.

Because of the schools board's commitment to providing equitable access to technology for all students, students of poverty, students with disabilities, limited English proficient students, AIG students, and students from all ethnicities have excelled in this competition. Over the last two years of the program, participating high school students have averaged a 4.0 GPA. However, not just students who have performed highly on standardized tests and have had traditional classroom success have participated and been successful in this competition. This is an alternative opportunity for students to showcase skills and talents that will help them land careers and be successful citizens while being connected to the standard course of study. It also provides an opportunity for students to see the connection between what they are learning on a daily basis and how it has the potential to be implemented in a career. The digital learning expo is also a method for providing students an extra-curricular activity to extend their learning beyond the normal school day. Teacher leaders in the district provide support for participants on before school, after school, and on weekends. The Digital Learning Expo engages students of all types, helps them meet their potential, helps equip them for a technology rich society, and engages our students in an innovative practice with connections to their curriculum.