

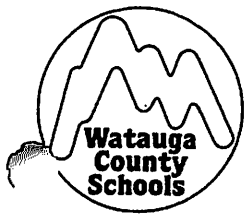
Watauga County Board of Education

OFFICE OF THE SUPERINTENDENT
MARGARET E. GRAGG EDUCATION CENTER
P.O. BOX 1790 BOONE, NC 28607

TEL: (828) 264-7190
FAX: (828) 264-7196

WATAUGA COUNTY BOARD OF EDUCATION MEETING DECEMBER 12, 2016 5:30 P.M.

- | | | | |
|------|-----|---|-------------------------------------|
| 5:30 | 1. | CALL TO ORDER | Board Chair |
| 5:32 | 2. | CLOSED SESSION | |
| | | A. Approval of Minutes | |
| | | B. Attorney/Client – N.C.G.S.143-318.11(a)(3) | |
| | | C. Reportable Offenses – N.C.G.S.115C-288(g) | |
| | | D. Student Records - N.C.G.S.143-318.11(a)(1) | |
| | | E. Personnel – N.C.G.S.143-318.11(a)(6) | |
| 6:00 | 3. | OPEN SESSION/WELCOME/MOMENT OF SILENCE | Dr. Scott Elliott |
| 6:02 | 4. | SWEARING IN OF BOARD MEMBERS | The Honorable Rebecca Eggers-Gryder |
| 6:05 | 5. | ELECTION OF BOARD OFFICERS | Dr. Scott Elliott |
| 6:08 | 6. | DISCUSSION AND ADJUSTMENT OF AGENDA | Board Chair |
| 6:10 | 7. | CORRECTION AND APPROVAL OF MINUTES | Board Chair |
| 6:12 | 8. | PUBLIC COMMENT | Board Chair |
| | | Note: Anyone who wishes to address the Board should sign the Public Comment Roster | |
| 6:15 | 9. | SUPERINTENDENT'S REPORT | Dr. Scott Elliott |
| 6:20 | 10. | STUDENT'S REPORT | Ms. Kelsey Marlett, Andrew Nenow |
| 6:25 | 11. | PUBLIC RECOGNITION | |
| | | A. Watauga High School Playmakers | Sarah Miller and Zach Walker |
| | | B. AppKIDS Donation from Dr. Jerry Butler | Tammie Gelderman |
| | | C. Servant's Heart Award | Dr. Scott Elliott |
| 6:35 | 12. | CONCURRENCE | |
| | | A. Field Trip Requests | Dr. Scott Elliott |
| | | B. Facilities Agreement for The Heart Church | Dr. Scott Elliott |
| | | C. Approval of School Improvement Plans | Dr. Wayne Eberle |



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6:40 13. FINANCE

- A. 2015-2016 Audit Report
- B Budget Amendment #3
- C. Surplus Declaration Request

Ly Marze

6:50 14. PERSONNEL

- I. Resignations
- II. Certified personnel
- III. Classified Personnel
 - A. New Employment
 - B. Transfer of Assignment
- IV. Substitutes
- V. Athletics
- VI. Leave of Absence Requests
- VII. Class Size Projections

Dr. Stephen Martin

6:53 15. POLICIES - SECOND READING

- 3100 – R(2) High School Curriculum Committee
- 3460 - Graduation Requirements
- 3421 – Transfer of Credit
- 9400 - Sale, Disposal and Lease
- 1360 Official School Spokesperson
- 1210 – Board and Superintendent Relations

Dr. Wayne Eberle

6:55 16. POLICIES - FIRST READING

- 7720 Employee Political Activities
- 5035 Political Activities on School Property
- 7241 Drug and Alcohol Testing of Commercial Motor Vehicle Operators

Dr. Wayne Eberle

6:59 17. POLICIES RECOMMENDED FOR APPROVAL ON FIRST READING

- 3565/8307 Title I Program Comparability of Services

Dr. Wayne Eberle

7:00 18. BOARD ETHICS TRAINING

Chris Campbell

9:00 19. BOARD OPERATIONS/COMMENTS

9:05 20. ADJOURNMENT

21. MISCELLANEOUS INFORMATION

Important Future Dates:

January 9, 2017 Board of Education Meeting
January 25, 2017 Personnel Advisory Meeting 3:45 pm

**WATAUGA COUNTY BOARD OF EDUCATION MEETING
NOVEMBER 14, 2016
5:30 P.M.**

DATE:	November 14, 2016	PRESENT:	Ron Henries, Brenda Reese, Barbara Kinsey, Jay Fenwick and Jason K. Cornett,
TIME:	5:30 p.m.		
PLACE:	Margaret E. Gragg Education Center		Dr. Scott Elliott, Superintendent Andrew Nenow, Student Representative Kelsie Marlett, Student Representative

CALL TO ORDER

Ron Henries, Board Chair, called the meeting to order.

CLOSED SESSION

Ron Henries called the meeting to order in closed session under N.C.G.S.143-318.11(a)(1) Student Records, N.C.G.S.115C-288(g) Reportable Offenses, N.C.G.S.143-318.11(a)(6) Personnel, and N.C.G.S.143-318.11(a)(3) Attorney Client.

OPEN SESSION

The open session was called to order at 6:05 by Board Chair, Ron Henries. He began the meeting with a moment of silence.

DISCUSSION AND ADJUSTMENT OF AGENDA

A motion was made by Brenda Reese and seconded by Jay Fenwick to approve the agenda. The motion passed unanimously.

SUPERINTENDENT'S REPORT

Dr. Elliott addressed the Board and welcomed the Principals, Administrators, Teachers, Miss Marlett and Mr. Nenow, parents and community members, with a special welcome to Mr. Charles Crabb, current Chairman of the Watauga Education Foundation, and teachers and staff who are recipients of the Education Foundation grants.

He shared words of appreciation to the military veterans, and thanked the students and staff who participated in Veteran's Day celebrations during the previous week which recognized over 120 veterans.

He highlighted Ms. Marlett's recent activities in the K-8 schools to support their student leadership. He invited the Board members to join the staff at the Margaret Gragg Education Center for a Thanksgiving breakfast on Wednesday, Nov. 23 at 8:30 AM, and noted the school schedule for the Thanksgiving holidays. He said that he was thankful for the support of our Board, for the dedication and hard work of our teachers and staff, for the support of our parents and community, and most of all, wonderful students of Watauga County Schools.

He congratulated Mr. Henries, Ms. Kinsey, and Ms. Reese on their recent re-election to the Board of Education and thanked them for their dedication, service, and support. He noted that we have completed 59 days and 378 hours of instruction.

STUDENT'S REPORT

Senior Student Board Representative, Andrew Nenow, spoke about the Watauga High Playmakers who were presenting their original play, **Mia Culpa** at Watauga High School's at an 8:45 dress rehearsal and a 7:30 PM performance on Wednesday, November 16th prior to competition. Ms. Marlett shared her experiences visiting the K-8 schools. She noted that the students like the 1 to 1 program and feel it is beneficial, but need updated textbooks.

PUBLIC RECOGNITION

Meredith Jones introduced the 2016-2017 Spelling Bee Winner, Sam Nystrom a fourth grader at Hardin Park and the youngest competitor she could remember in the history of the competition. He will compete in the regional competition in March.

Charles Crabb from the Watauga Education Foundation presented the Grant Awards to 20 Watauga County Schools' teachers. The grants, which totaled \$20,000, will impact over 2,400 students.

Marshall Gasperson recognized Heather Tedder for her selection as FLANC Incredible World Language Teacher at its fall conference in October. He noted that colleague who nominated her, did so for her engaging and entertaining delivery of the material. Mdme. Tedder expressed gratitude to all teachers, students, and the County Office staff for their support.

Dr. Elliott recognized Trent Ipock as the November Servant's Heart Award Recipient. Unfortunately, Mr. Ipock had already departed and will be recognized at the December meeting

PUBLIC COMMENT

There was no public comment at tonight's meeting.

CORRECTION AND APPROVAL OF MINUTES

A motion was made by Brenda Reese and seconded by Jay Fenwick to approve the October 10th Board of Education meeting minutes as printed. The motion passed unanimously.

FINANCE

Ly Marze reviewed the 2016-2017 Budget Amendment #2. Brenda Reese questioned the item for mClass device replacement. Mrs. Marze said that they would hold that item until a decision is made regarding devices.

Jason Cornett made the motion to approve the budget amendment and it was seconded by Brenda Reese. The motion passed unanimously.

Mrs. Marze reviewed the list of Declaration of Surplus property which contains buses, desks, and chairs. The items are offered first to the schools before being placed on this list. She noted that some items are sold and others are sold on "Gov Deals", or for parts or scrap, and that a Recycler has purchased items in the past. A motion was made by Barbara Kinsey and seconded by Jay Fenwick to approve the disposition of the items. The vote passed unanimously.

Dr. Stephen Martin and Mr. Steven Prewitt presented the contract for the Boone Roundball Classic. Mr. Prewitt noted that this was the 15th year for this classic event. Last year 146 teams participated, bringing players and coaches, parents, siblings, and grandparents to watch, all of which impacts the economy. Ron Henries stated that the economic impact was staggering. Mr. Prewitt said it was estimated at about \$1,000,000 in spending in Watauga county. He noted that the officials are all certified and some are from Tennessee. Mr. Prewitt complimented Dr. Martin for his work. The proceeds from the tournament provide two athletic scholarships to athletes who will not get other athletic scholarships. A motion was made by Jason Cornett and seconded by Jay Fenwick to approve the contract. The motion passed unanimously.

CONCURRENCE

Mr. Henries requested additional information about two field trip requests. The information was provided. A motion was made by Jay Fenwick and seconded by Jason Cornett to approve the requested field trips as presented. The motion passed unanimously.

Dr. Wayne Eberle presented the 2017-2018 school year calendar. He noted that there may be another version if the state legislature allows more flexibility in future legislation. The calendar provides for an

85 day first semester with exams occurring prior to the mid-year break, an early release day on the Wednesday before Thanksgiving, and a May 23rd close to the school year which will be adjusted due to weather. The calendar which has been presented in the past has a new statement which clarifies that the final day of school for the year will be a half-day, whenever that occurs.

Dr Fenwick expressed gratitude to the teachers and the committee for considering all factors in their calendar decisions. Mr. Henries mentioned that there was an advantage to paralleling with University calendar. Dr. Eberle said that it was a goal to create a calendar that was the best for students. Mrs. Reese expressed gratitude for the makeup plan. A motion was made by Barbara Kinsey and seconded by Brenda Reese to approve the calendar as presented. The motion passed unanimously.

Dr. Wayne Eberle, and Mr. Ike Smith presented an update to the Strategic Plan metrics. Mr. Smith stated that last year, the plan was in development and following its presentation, they brain-stormed the indicators which were used in the development of the individual School Improvement Plans. Now, the team is developing ways to share the information about graduation rates, teacher working conditions, facilities and maintenance, etc. Data will be collected and analyzed. Trends can be studied over time. Dashboards will be created in order for the public to view the information on the Watauga County Schools' website and will be continually updated. The data will also be put in context by sharing stories and videos about the information. Ron Henries asked that more information about this be presented at the January Board work session.

Dr. Wayne Eberle shared the School Improvement plans which had just been completed. He thanked the schools for their hard work. He shared that a template had been created to provide consistency in the plans and address all items that needed consideration. Mr. Henries questioned how much autonomy the schools had in creating the plans. Mr. Gasperson felt that the Strategic Plan helped guide them in creation of the of School Improvement Plans. Mr. Henries had a small concern for the uniformity of the plan's structure when all the schools are different. Brenda Reese noted lots of variation in the reports. Mr. Fenwick said the lower part was more individual. Mrs. Reese said the uniformity in the checklist was helpful. She requested that a school identifier be placed on each page when reading them as a County-wide packet. Approval of the plans will be delayed until December to allow more time for review.

POLICIES FOR REPEAL

The following policies were presented for repeal:

- 4.01.30 – Summer Programs (Referenced in 3420 S Promotion and Accountability)
- 4.04.10 – High School curriculum Committee (will be replaced with 3100-R (2) in First Read)
- 4.03.35 – Shared Accountability Standards (Referenced in 3410 Testing and Assessment Program and 3420 Student Promotion and Accountability)

Mr. Henries asked about the reason for repealing these policies. Dr. Eberle explained that they were the old format for policies, some were no longer used, and some were currently being replaced with the new format.

A motion was made by Brenda Reese and seconded by Jay Fenwick to approve the repeal of these policies. The motion passed unanimously.

POLICIES – SECOND READING (with no changes from 1st Reading)

The following policies were presented for approval:

- 9030 Facility Construction
- 6420 Contracts with the Board
- 9120 Bidding for Construction Work (grammatical correction made recommended by Henries)
- 9130 Supervision of Construction Contracts

A motion was made by Barbara Kinsey and seconded by Jason Cornett to approve the adoption of these policies. The motion passed unanimously.

REVISED POLICIES RECOMMENDED FOR APPROVAL ON 1ST READING

- 3100 – R(1) Elementary Curriculum Committee
- 7425 – School Administrative contracts
- 6524 – Network Security
- 6306 – School Bus Idling
- 4335 – Criminal Behavior
- 4333 – Weapons/Bombs
- 3225/4312/7320 Technology Responsible Use
- 3320 – School Trips

Dr. Eberle stated that there are no content changes, only minor wording changes contained within these policies. Dr. Elliot recommended a chart showing changes for the Board to review prior to approval. Jay Fenwick would like to see the edits and approve from the version which includes strikeout and grammatical changes. In 3100-R(1) questions were raised regarding membership, but the question was resolved upon further reading. Mr. Fenwick questioned page 3, #2 which should be corrected to **Chairperson**. The change will be made and approved with the change. The percentage for a voting quorum was raised. Meredith noted that absentees were the reason for this and the percentage aided in the smooth flow of meetings and voting. Minutes shall be maintained by Central Services (#2 states a member of the curriculum team maintains the minutes.) Mrs. Kinsey stressed that they should be posted, as well as emailed. Mrs. Kinsey noted that in 4335, in the first paragraph, the grammar should be corrected to “Any student **whom** the...”

A motion was made by Jason Cornett and seconded by Jay Fenwick, that the policies be approved with the noted changes. The motion passed unanimously.

POLICIES - FIRST READING

The following policies were presented for consideration with discussion items noted:

3100 – R(2) High School Curriculum Committee

3460 - Graduation Requirements – Ron Henries questioned whether Watauga County Schools' graduation requirements are different from the state requirements. Dr. Elliott said that Pioneer Core Diploma is the only different one.

3421 – Transfer of Credit

9400 - Sale, Disposal and Lease - Dr. Elliott said that we must make our facilities available to Charter schools should we seek to sell, lease, or dispose of them.

1360 - Official School Spokesperson

1210 – Board and Superintendent Relations

INFORMATIONAL DOCUMENTS REGARDING POLICIES

Dr. Eberle stated that the information included in the board packets was to help clarify information about policies that were being repealed and contained information duplicated in other policies.

BOARD OPERATIONS/COMMENTS

Dr. Elliott stated that in December, one hour of the meeting would be used for Board Ethics training. The training would be provided by Campbell/Sh Brenda Reese atley. Policies would be presented for Second Reading, and only a few policies would be presented for First Reading if they would be of a time-sensitive nature.

ADJOURNMENT

A motion to adjourn was made by Jay Fenwick and seconded by Brenda Reese to adjourn the meeting at 8:35. The motion passed unanimously.

WATAUGA COUNTY FIELD TRIP REQUEST FORM

This request is for a: ___ day trip ___ out of state day trip ___ overnight trip ☒ overnight & out of state trip

Day trips must be submitted to the principal 15 days before the trip. Overnight field trips require the prior approval of the principal, superintendent, and Board of Education. In the case of overnight requests, this form must be submitted to the superintendent by the first day of each month in order for the request to come before the Board of Education on the second Monday of the month. Also see Board policy 3320 and regulation 3320-R.

Sponsoring Teacher: (Print) Brett Green Cell phone number: (828) 719-0722

Other School Staff Chaperones: Emily Collins

Names of Non-School Chaperones: _____

All chaperones have a Background Check completed: BMG (Sponsoring Teacher Initials)

Grade(s): 9-12 Number of Students: 20 Dates of Trip: from 1/25/17 to 1/29/17

Departure Time/Date: 12:00pm 1/25 Return Time/Date: 12:00pm 1/29

City, State, Place to be visited: (attach detailed itinerary as needed)

Orlando, FL

Are all site(s) accessible to students with disabilities? ☒ yes ___ no How will students with disabilities be accommodated for site access and transportation? Wheel chair accessible facilities.

If applicable, a Safety/Supervision plan for High Risk and/or Water Activities has been shared with the parents: _____ (Sponsoring Teacher Initials). Please attach a copy of that plan to this form if applicable.

Mode of Transportation: Plane (If applicable, bus request form must be attached)

Driver/s: _____ Round Trip Mileage: _____ # of Buses Needed: _____

Total Cost per student \$ Approx. \$800

Source of Funds: Individual fundraisers

Purpose of Trip and How It Relates to the Curriculum: DECA Sports and Entertainment Marketing Conference. Universal Orlando executives show the behind-the-scenes activities that it takes to be a leading theme park resort. Florida sports executives show their efforts to make Florida a leader in the sporting industry.

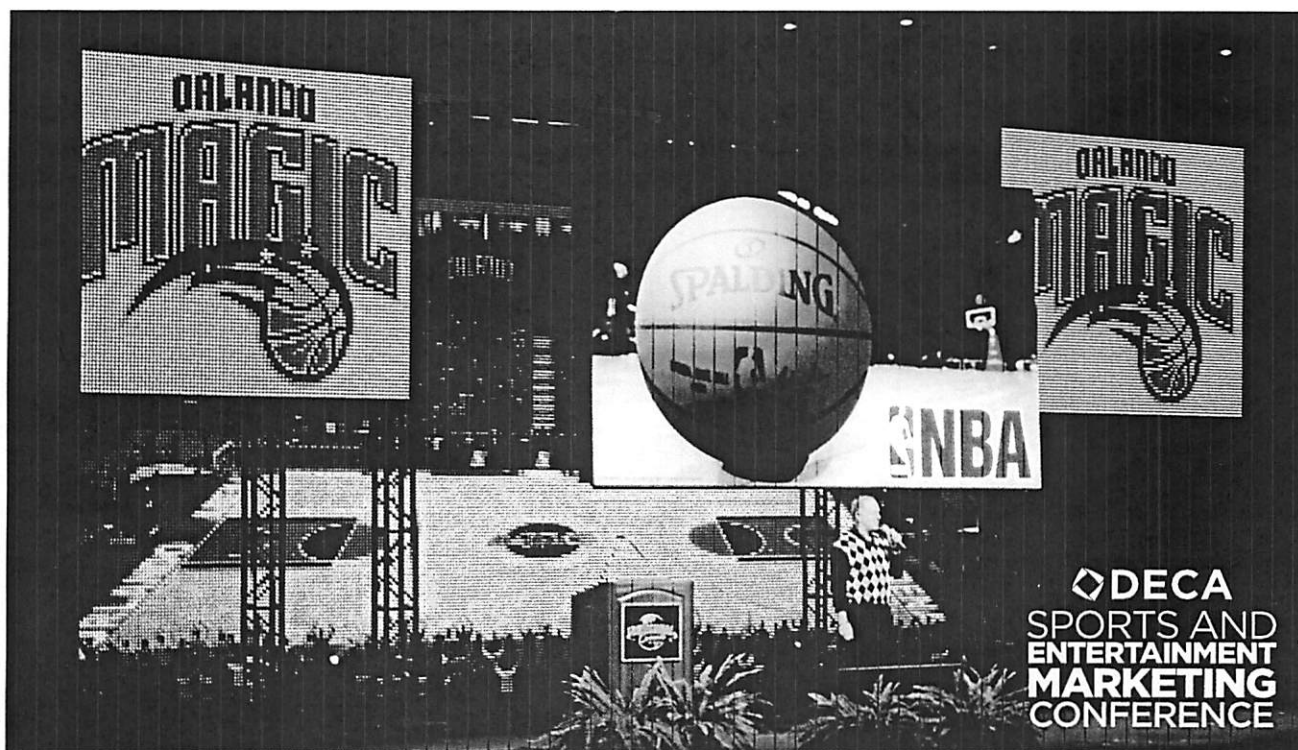
Sponsoring Teacher Signature: Brett M. Green Date of Request: 12/2/16

Principal Approval: _____ Date: 2 DEC 2016

If your request is for an overnight trip (in or out of state) the following signatures are required:

Superintendent Approval: [Signature] Date: 12/2/16

Board of Education Approval: _____ Date: ___/___/___



From a sell-out crowd of loyal fans waiting for the opening kickoff to a high-profile entertainer eager to take the stage for an encore presentation, sports and entertainment marketing provides a rush for those interested in these career areas.

When it comes to learning from the professionals in these popular industries, DECA's Sports and Entertainment Marketing Conference cannot be rivaled. One of the world's premier locations for family entertainment and home to world-class professional and college sports, Orlando provides the perfect backdrop for this dynamic conference experience. Students will have an insider's perspective as the theme parks become the living classroom to complement the lessons from conference speakers.



#DECASEM



Join the event at
<http://on.fb.me/1aPUuHu>



Visit decadirect.org for
 previews and highlights.

CLASSROOM CONNECTION

This conference will reinforce concepts taught in classes that include sports and entertainment marketing. Universal Orlando Resort and Florida sports executives will share information with students to help them:

- Describe the nature of target marketing in sports/entertainment marketing
- Describe pricing issues associated with sports/entertainment products
- Explain advertising media used in the sports/entertainment industries
- Explain the use of licensing in sports/entertainment marketing
- Explain career opportunities in sports/entertainment marketing
- Explain the need for sports/entertainment marketing information
- Identify "out-of-the-box" sales promotion ideas for sports/entertainment events
- Identify ways to segment sports/entertainment markets
- Measure economic impact of sports/entertainment events

National Curriculum Standards for Business Administration

OUR TEAM SERVICES

- Corporate, Association, Incentive Revenue Events and Social Events
- UO Hosted Events ie: Sales Client events, PR Grand Openings
- Trade Shows
- VIP and Celebrity Services
- Sales Marquee Events: Grad Bash
- TV Productions: Ellen

CLIENT

EVENT MANAGEMENT

THE UO UNIVERSE

UNIVERSAL Orlando

DECA EDUCATIONAL PROGRAM

Universal Orlando marketing executives pull out all stops to show DECA members the behind-the-scenes activities that it takes to be a leading theme park and resort. Not to be out done, Florida sports executives show their efforts to make Florida a leader in the sporting industry. It's a perfect blend to complement the classroom.

**WEDNESDAY
JANUARY 25**

6:00 PM - 9:00 PM
Registration

**THURSDAY
JANUARY 26**

9:15 AM
Entertainment Marketing
Presentations by Universal
Orlando Executives

12:30 PM
Lunch on your own

8:00 PM
Blue Man Group Performance

**SATURDAY
JANUARY 28**

8:00 AM
Shuttle to Disney Transportation
Center

DECA Day at Disney

7:30 PM - 11:00 PM
Shuttle to Universal's Cabana
Bay Beach Resort

**FRIDAY
JANUARY 27**

9:15 AM
Sports Marketing Presentations
by Universal Orlando Executives

12:30 PM
Lunch on your own

**SUNDAY
JANUARY 29**

Departure

WATAUGA COUNTY FIELD TRIP REQUEST FORM

NC FFA
Legislative Day

This request is for a: ☐ day trip ☐ out of state day trip ☒ overnight trip ☐ overnight & out of state trip

Day trips must be submitted to the principal 15 days before the trip. Overnight field trips require the prior approval of the principal, superintendent, and Board of Education. In the case of overnight requests, this form must be submitted to the superintendent by the first day of each month in order for the request to come before the Board of Education on the second Monday of the month. Also see Board policy 3320 and regulation 3320-R.

Sponsoring Teacher: (Print) Olivia Haigler Cell phone number: (828) 387-0856

Other School Staff Chaperones: _____

Names of Non-School Chaperones: _____

All chaperones have a Background Check completed: CH (Sponsoring Teacher Initials)

Grade(s): 9-12 Number of Students: 10 Dates of Trip: from 2/15/17 to 2/16/17

Departure Time/Date: 4:00pm Day 1 Return Time/Date: 8:00pm Day 2

City, State, Place to be visited: (attach detailed itinerary as needed)

Raleigh, NC State Capitol Building & NC State Legislative Building

Are all site(s) accessible to students with disabilities? ☒ yes ☐ no How will students with disabilities be accommodated for site access and transportation? _____

If applicable, a Safety/Supervision plan for High Risk and/or Water Activities has been shared with the parents: N/A (Sponsoring Teacher Initials). Please attach a copy of that plan to this form if applicable.

Mode of Transportation: CTE Truck or Act. Bus If applicable, bus request form must be attached

Driver/s: Olivia Haigler Round Trip Mileage: 374 # of Buses Needed: 1

Total Cost per student \$ 75

Source of Funds: FFA/CTE

Purpose of Trip and How It Relates to the Curriculum: FFA members will be meeting with NC senators and/or congressmen to discuss agriculture law & policy & learning more about NC politics.

Sponsoring Teacher Signature: Olivia Haigler Date of Request: 7/27/16

Principal Approval: [Signature] Date: 8 Sept 16

If your request is for an overnight trip (in or out of state) the following signatures are required:

Superintendent Approval: [Signature] Date: 11/16/16

Board of Education Approval: _____ Date: / /

**Watauga County Board of Education
Application and Contract for Use of School Facilities**

Name of Applicant/Organization: SHEPHERD'S HEART MINISTRIES (THEHEART)Physical address 191 HOWARD ST. E-mail address info@theheart.usPhone (H) 828-264-3415 (W) _____ (cell) _____School (s) covered by this request: WATAUGA HIGH SCHOOL

Specify the space and facilities for use:

AUDITORIUM, MAIN GYM, CAREER CENTER, MEDIA CENTER / RM 2614
COMMONSDate(s) of Use: 1/2017-12/2017 Starting Time: 8 AM Ending Time: 1 PMEstimated attendance: 500-600 Event is: private ☒ public ALL SUNDAYSType/purpose of event: CHURCH SERVICES

Specify below the type and amount of any fees to be charged (admission, registration, etc.)

N/A**Contract Conditions**

As a condition of use, the above named applicant and organization agree to fully comply with all provisions of Board policy 5030, regulation 5030-R, and all other school and school system policies in addition to the following requirements. The privilege for use of school facilities may be revoked at any time for failure to fully comply with all terms of this contract, and/or for any use that conflicts with the purposes or values of the Watauga County Schools.

1. Waiver of liability: The user agrees to defend, indemnify and hold harmless the Watauga County Board of Education and its officers, members, employees and third party contractors and each of them from and against any and all claims, damages, or lawsuits resulting from the use of any school facilities and from and against all costs, attorney fees and expenses incurred by the Watauga County Board of Education, its officers, members, employees or third party contractors and against any and all claims made in connection with the use of school facilities by the User and against all costs, attorney fees and expenses incurred by the parties herein designated and each of them by reason of such claim or claims.

2. All fee related and/or commercial uses of the building require a certificate of insurance for general liability coverage with a total coverage of at least \$1,000,000 for each claim. This requirement shall not apply to use for purely educational purposes by small groups, such as for tutoring, test preparation, or music lessons.

3. All space and facilities must be left in a clean condition, and all furniture or equipment moved by the user shall be returned to its original location.
4. The user will pay the full cost of any damages that occur to school facilities and equipment during the use of school facilities and/or equipment.
5. The user will notify the school principal of any accidents resulting in injury or damage to school facilities or equipment that occur during the use of school facilities and/or equipment.
6. The use of tobacco in any form, the use or possession of alcoholic beverages and/or controlled substances, and the possession of weapons or explosives are prohibited on school property.
7. The user must be present throughout the contract period. Users accept full responsibility for the conduct of all persons present at the users' activities while on school property.

Summary of Estimated Costs (to be filled out by principal/designee)

Space(s) to be Used	Hourly Rate	Estimated Hours	Estimated Use Fees
			\$ 425/WK
Personnel Required	Hourly Rate	Estimated Hours	Estimated Personnel Costs
Cafeteria personnel	\$35/hour		
Custodial	\$35/hour		\$725/WK
Security/supervisory	\$45/hour		
Other Costs, if applicable: (describe)			Estimated Other Costs
TOTAL ESTIMATED COST (sum of use fees, personnel costs, and other costs)			\$ 650/WK

Principal to contact Child Nutrition Director for all uses involving the kitchen and/or cafeteria

Insurance required: ☒ Yes ☐ No

If insurance is required, a copy of the certificate of insurance must be attached.

Other requirements: _____

Signature of applicant/user	<u>Arthur M. Anderson</u>	Date: <u>12/1/16</u>
Approval of principal/designee	_____	Date: _____
Additional approval for fee related and commercial events:		
Superintendent/designee	_____	Date: _____



Rental Application

Additional Conditions

December 2016

Overview

This Addendum will establish additional conditions to be used in a rental agreement between the Lessor and the Lessee. Our use of the facility will not reasonably prevent others from using the facility for other uses. We will continue to be flexible during special events and extenuating circumstances. The additional conditions requested are as follows:

Transaction Description

theHeart will utilize Watauga High School every Sunday from approximately 8am to 1pm, and it will be assumed that this is an ongoing, mutually beneficial partnership. theHeart will continue to treat Watauga High School facilities and staff as if they were our own—with the utmost care and consideration. This includes—but is not limited to—regular cleaning and upkeep of the facilities.

Rental Agreement

We are seeking a long-term lease agreement with predictable and established payment requirements. Starting January 1, 2017, we are seeking to pay \$650/week for a term of 52 weeks. Additionally, we seek approval that this agreement include a rolling second year so that it would effectively continue these same rental terms and price starting in January 2018 and lasting for an additional 52 weeks. theHeart will continue to follow Board policy and our use of the facility will not reasonably prevent others from using the facility for other uses.

theHeart asks to be granted first right of refusal consideration with regards to the ongoing rental of Watauga High School, with a six month advance notice extended by either party should termination be requested.

We understand that the rental terms must be discussed and agreed upon by the Superintendent of Schools and the Watauga County School Board.

Rental Rate

Facility: \$425/Week
Staff: \$225/Week

Total Weekly Rate: \$650/Week*

Personal Note

Since theHeart was founded in 2001, we have rented Watauga High School (both the old and the new high school buildings). One of our core values is Mobility. We desire to embrace our true identity not through a church building but in the unique, creative, and healthy ways that we intentionally live out authentic community.

Our desire is not to just rent a space, but to continue a partnership with school officials who share the same commitment to building long-term relationships of trust. Extending a warm welcome, nurturing community partnerships, and fostering a positive atmosphere are just a few ways that our values and mission align.

We have enjoyed a long and fruitful relationship for the past 15 years. As we eagerly look forward to the future, we are thankful for the opportunity to work together to support the greater good of Watauga County and her people.

**School Improvement Plan Goals by School
SY 2016-17**

School	Goal
Bethel	Increase Math Proficiency
	Increase Reading Proficiency
Blowing Rock	Improve Proficiency and Growth Rates
	Increase the Use of Technology Tools and Instruction
	Increase Community Involvement
Cove Creek	Increase Math & Rdg Proficiency
	Increase Opportunities for Extracurricular Activities
Green Valley	Increase Math & Rdg Proficiency
	Decrease Discipline Referrals
	Increase Teacher Satisfaction
Hardin Park	Increase Reading Proficiency
	Increase Teacher Perception of Support for Technology
Mabel	Increase Math & Rdg Proficiency
	Increase Parent Involvement
Parkway	Increase Math Proficiency
	Increase use of Differentiation Strategies
Valle Crucis	Increase Math Proficiency
	Increase Reading Proficiency
Watauga High School	Increase CGR
	Increase Student Growth
	Decrease Unexcused Tardy Rate

Bethel School

School Improvement Plan

North Carolina State Board of Education Goals – Future-ready Students for the 21st Century	
Goal 1	Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
Goal 2	Every student has a personalized education.
Goal 3	Every student, every day has excellent educators.
Goal 4	Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.
Goal 5	Every student is healthy, safe, and responsible.

Watauga County Schools Strategic Plan

Our Vision

Watauga County Schools will be the best place in North Carolina to learn and work.

Our Mission

Educate for productive citizenship and lifelong learning.

Goal 1

WCS graduates all students prepared for further education, a career, and productive citizenship.

Our Strategies

- Foster positive school culture aligned to student success
- Engage student interests through rigorous, relevant, and diverse educational opportunities
- Model integrity, leadership, diversity, service, and responsibility throughout the entire school community
- Provide high-quality educational technology to all students

Goal 2

WCS provides students the best possible educational experience through a wide range of opportunities offered by the highest quality staff.

Our Strategies

- Create structures for powerful collaborative planning
- Recruit and retain the highest quality professionals
- Provide relevant, current, ongoing professional development

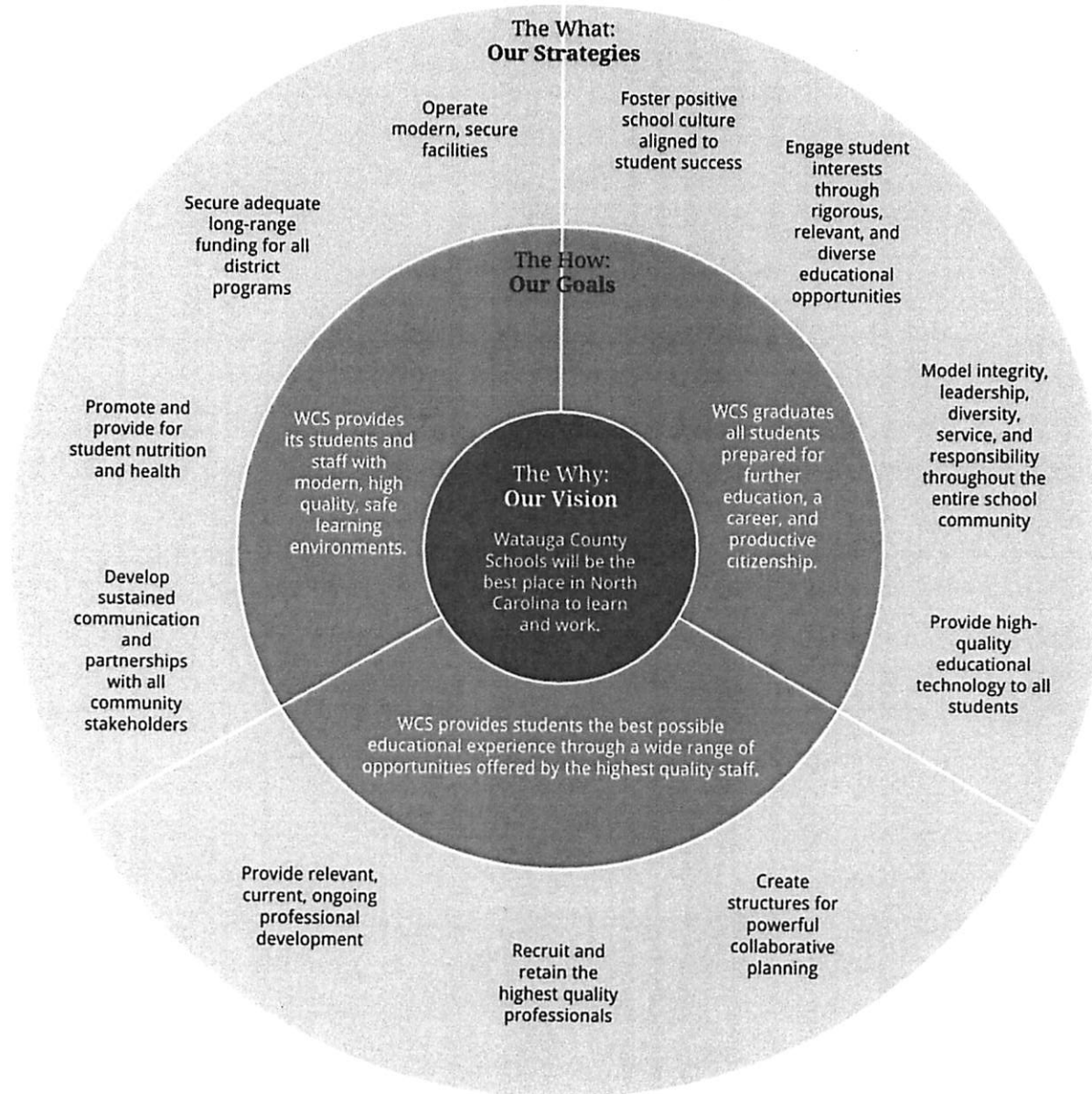
Goal 3

WCS provides its students and staff with modern, high quality, safe learning environments.

Our Strategies

- Develop sustained communication and partnerships with all community stakeholders
- Promote and provide for student nutrition and health
- Secure adequate long-range funding for all district programs
- Operate modern, secure facilities

Watauga County Schools Strategic Plan



Available Data Sources for Analysis by School Improvement Teams	
Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas. Examine data from such areas as:	
Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified needs. Number and percentage of teachers Non-HQT (www.ncreportcards.org Click on High Quality Teachers tab)	
End-of-Grade (EOG) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)	
End-of-Course (EOC) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)	
School Report Card results: (www.ncreportcards.org)	
North Carolina Teacher Working Conditions Survey results: (http://ncteachingconditions.org)	
North Carolina Teacher Working Conditions Survey: Guide for School Improvement (To assist in conversations about improving teacher working conditions, The New Teacher Center created a guide to support using the SIP process for understanding and improving working conditions at a school. The guide can be downloaded as a single document or in each of its three sections. Find this document at http://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf)	
Local Data: (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)	
Career and Technical Education Local Plan	
School Demographic Information related to student discipline: (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance) (http://www.ncpublicschools.org/research/discipline/reports)	
School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty (http://www.ncreportcards.org and locally-maintained data)	
School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable) (PowerSchool and locally maintained data)	
School Perception Information related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)	
Title III AMAO School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency	
Title III AMAO School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency	
School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities	

Ready Schools Inventory/Ready Schools Plan (http://www.ncreadyschools.org)
Special Education Continuous Improvement Plan
Title I AMO Reports (http://avp.ncpublicschools.org)
Healthy Active Children Initiative (http://www.nchealthyschools.org)

Bethel School Guiding Principles

Belief Statements

Together we strive to cultivate students who are confident, inclusive, responsible life-long learners.

Clear goals and high expectations for student achievement are the chief priorities of the school.

All students can learn.

Students learn in different ways and should be provided with a variety of instructional approaches to support their learning.

Each student is a valued individual with unique physical, social, emotional, and intellectual needs which may require special services and resources.

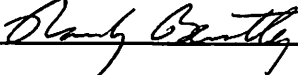
Mission

Our mission is to empower students to become confident, inclusive, respectful, and responsible life-long learners.

Vision

Our vision is that well rounded students leave Bethel with the skills, knowledge and character that will enable them to go forward in life and become full contributors to our culture and society.

LEA or Charter Name/Number: Watauga County Schools - 950
School Name/Number: Bethel School
School Address: 138 Bethel School Road, Sugar Grove, NC 28679
Plan Year(s): 2016-2019
Date prepared: 10/3/2016 16:57:30

Principal Signature: 


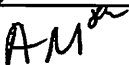
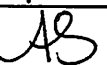







Date: 10 / 24 / 2016

Local Board Approval Signature: _____

Date: ____ / ____ / ____

School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position	Name	Committee Position	Name
6-8 Teacher Representative & Team Chair	Adrienne Stumb 		
Title 1 Reading Specialist	Ann Miller 		
4-5 Teacher Representative	Anne Sukow 		
K-3 Teacher Representative	Roxanne Clements 		
AIG Teacher Representative	Jake Orange 		
Media Coordinator	Jay Ishaya 		
Principal	Randy Bentley 		
Parent Representative	Amy Ulery 		
Parent Representative	Jennifer Lawrence 		
Teacher Assistant	Pat Wade 		

Checklist of State- and District-Required Ongoing Operational Activities	
For all schools:	
Does this school implement strategies for improving performance of all students?	Yes
Does this school implement instructional practices designed to improve academic performance of students at-risk of academic failure or dropping out?	Yes
Does this school plan for use of assessments to monitor student progress?	Yes
Does this school provide daily duty-free lunch for teachers or offer an alternative plan approved by the School Improvement Team? (WCS Policy 3430, B.2.e)	Yes
Does this school provide an average of at least five hours of planning time for teachers each week?	Yes
Does this school implement strategies for involving parents and the community in the educational program?	Yes
Does this school amend the School Improvement Plan when one or more AMO targets is missed in the same subject area for two consecutive years?	Yes
Does this school receive PD funds from the district, Title I, or other sources?	Yes
If your school receives PD funds, does your plan identify how these funds will be used? (WCS Policy 3430, B.2.d)	Yes
If your school receives Title I funds, is your Parental Involvement Plan up-to-date and on file with the school principal? (WCS Policy 3430 B.2.j / 4002)	Yes
Does this school have a copy of its master schedule on file? (WCS Policy 3430, B.2.f)	Yes
Does this school have its Safe Schools and Crisis Response Plan up-to-date and on file with the Director of Student Services? (WCS Policy 3430, B.2.h / 4200 / 7270)	Yes
For K-8 schools only:	
Does this school provide 30 minutes of daily physical activity to meet Healthy Active Children requirements?	Yes

School Data and Summary Analysis
<p>Use data identified on Recommended Data Sources page (or from other sources) as the basis for understanding the school and identifying school improvement goals.</p> <p>Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).</p>
<p>1. What does the analysis of data tell you about your school's strengths? What data sources were used in this analysis?</p> <p>We maintained our level in reading. We have a safe and respectful environment. We have a strong and thriving PBIS program (Exemplar PBIS School). Working Teachers Survey indicated a high level of job satisfaction. Class size is a strength. Steady attendance at a year average of 94%. Data sources: Reading 3D Scores, 1st & 2nd Math EOY Assessments EOG Assessments, Teacher Working Conditions Survey, PowerSchool Attendance & Discipline Reports.</p>
<p>2. What does the analysis of data tell you about your school's opportunities for growth? What data sources were used in this analysis?</p> <p>Data showed that we need to improve math and continue our improvement in reading. Staff development offerings are an area of potential improvement.</p> <p>Data sources: Reading 3D Scores, 1st & 2nd Math EOY Assessments EOG Assessments, Teacher Working Conditions Survey, PowerSchool Attendance & Discipline Reports.</p>
<p>3. Based on the data analysis conducted, what top priorities (up to three) emerge for the school? These will be the goals for your school.</p> <p>To increase math proficiency in our students</p> <p>To increase reading proficiency</p>

Priority Goal 1 and Associated Strategies

Area for Improvement and Supporting Data	School Goal 1	Supports these district goals
<p>Area for Improvement: To increase math proficiency in our students</p> <p>Supporting Data: EOG Assessment Scores, 1st & 2nd EOY Assessments</p>	<p>By the end of the 2016-2017 school year, Bethel School will increase its math EOG proficiency scores from 42% to 50% (19% increase in proficiency).</p>	<p>WCS graduates all students prepared for further education, a career, and productive citizenship., WCS provides students the best possible educational experience through a wide range of opportunities offered by the highest quality staff.</p>

Goal 1 Improvement Strategies

Strategies

- Bethel School will teach "Growth Mindset" and Covey's habits as part of our effort to raise student expectations for themselves.
- Continue vertical alignment professional development sessions
- Study group centered around Teaching Student-Centered Mathematics
- Use problem-solving method to diagnose, brainstorm, plan, and adapt instruction
- Use of SchoolNet or other assessment program to measure student progress
- Examine data sources (EOG scores, EOG Goal reports, teacher made assessments, student work products) to determine trends, identify strengths and weakness, and to inform the direction and scope of instruction.
- Differentiation of instruction
 - Collaboration between classroom teachers, AIG teacher and EC teachers
 - Incorporation of MTSS principles
- Intervention / Enhancement middle school block that focuses on a variety of problem-solving strategies in a real world context, on one math standard (Geometry to start), and on increasing stamina
- Ongoing professional dialogue and reflection around holding and communicating high expectations.
- Connections with STEM / STEAM Class

Instructional Resources:

- Investigations (K-5)
- Khan Academy
- Moby Max

- Math IXL
- Illustrative Mathematics
- Think Central
- NCTM

Personnel

- Tutors
- Identify students needing additional support
- Focus services of Intervention Specialist on math grades 4-8
- "Math Buddies" -- pairing advanced and struggling students

Special Math Events

- School-wide math "fun" week?
- Multiplication Facts Bee?
- Summer Math Program (similar to summer reading program format)
- Math night for parents/community
- Bring in students from App, presentations, combine with science
- After school review week before EOGS (perhaps using scavenger hunt - QR Codes - and / or game like review sessions or Aurasma).

Priority Goal 2 and Associated Strategies		
Area for Improvement and Supporting Data	School Goal 2	Supports these district goals
<p>Area for Improvement: To increase reading proficiency</p> <p>Supporting Data: EOG Assessment data and Reading 3D Assessment Data</p>	<p>By the end of the 2016-2017 school year, Bethel School will increase its reading EOG proficiency scores from 62% to 71 (15% increase).</p>	<p>WCS graduates all students prepared for further education, a career, and productive citizenship., WCS provides students the best possible educational experience through a wide range of opportunities offered by the highest quality staff.</p>
Goal 2 Improvement Strategies		
<ul style="list-style-type: none"> - Bethel School will teach "Growth Mindset" and Covey's habits as part of our effort to raise student expectations for themselves. - Staff will continue vertical alignment discussions - Use of Notice & Notes reading strategies - Staff will implement Writers' Workshop across all grade levels - Staff will use the problem-solving method as a process to help diagnose, plan, implement and adapt instruction. As a school, we will move to an MTSS model with a focus on core curriculum and devising effective interventions at each level or tier. - Letterland will be used with students in grades K-2 - Early Steps will be used with 1st grade students - Other programs we will possibly use include: Foundations and Wilson Reading - Middle school will implement and use a grammar intervention & enhancement exploratory block. Resources: Daily Grammar Practice & Grammar Bites. - We will use the following technology: Think Central, Moby Max, Raz Kids, ABC YA, Wordly Wise as part of our reading instruction, intervention, and differentiation - Instruction will be differentiated <ul style="list-style-type: none"> - Collaboration between the reading specialist and classroom, AIG, and EC teachers - Will identify gaps and develop an intervention plan / Use of problem solving method - Use of technology where appropriate 		

**Blowing Rock School
School Improvement Plan**

North Carolina State Board of Education Goals – Future-ready Students for the 21st Century	
Goal 1	Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
Goal 2	Every student has a personalized education.
Goal 3	Every student, every day has excellent educators.
Goal 4	Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.
Goal 5	Every student is healthy, safe, and responsible.

Watauga County Schools Strategic Plan

Our Vision

Watauga County Schools will be the best place in North Carolina to learn and work.

Our Mission

Educate for productive citizenship and lifelong learning.

Goal 1

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Our Strategies

- Foster positive school culture aligned to student success
- Engage student interests through rigorous, relevant, and diverse educational opportunities
- Model integrity, leadership, diversity, service, and responsibility throughout the entire school community
- Provide high-quality educational technology to all students

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Our Strategies

- Create structures for powerful collaborative planning
- Recruit and retain the highest quality professionals
- Provide relevant, current, ongoing professional development

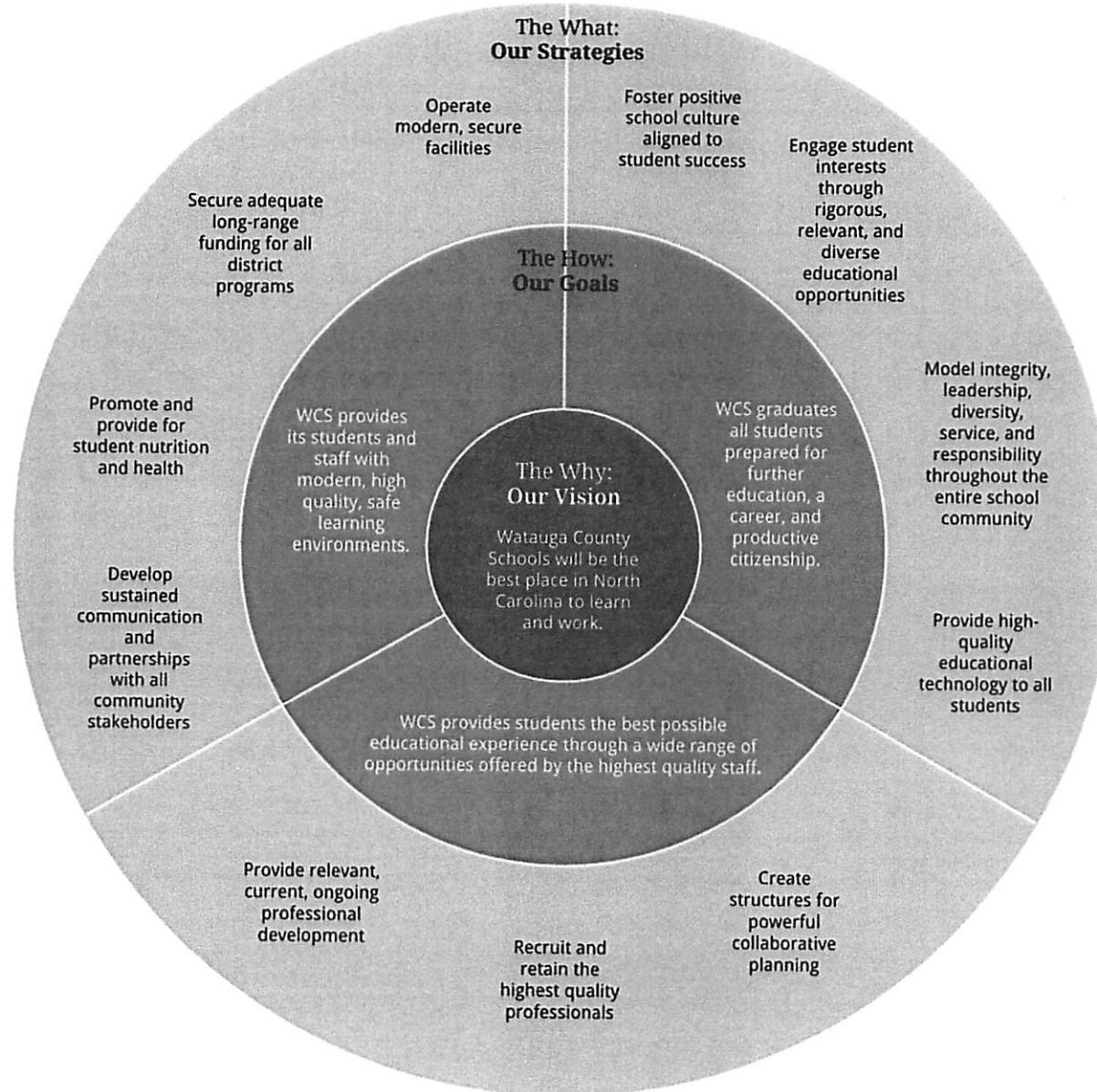
Goal 3

WCS provides its students and staff with modern, high quality, safe learning environments.

Our Strategies

- Develop sustained communication and partnerships with all community stakeholders
- Promote and provide for student nutrition and health
- Secure adequate long-range funding for all district programs
- Operate modern, secure facilities

Watauga County Schools Strategic Plan



Available Data Sources for Analysis by School Improvement Teams

Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas. Examine data from such areas as:

Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified needs. Number and percentage of teachers Non-HQT (www.ncreportcards.org Click on High Quality Teachers tab)

End-of-Grade (EOG) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)

End-of-Course (EOC) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)

School Report Card results: (www.ncreportcards.org)

North Carolina Teacher Working Conditions Survey results: (<http://ncteachingconditions.org>)

North Carolina Teacher Working Conditions Survey: Guide for School Improvement (To assist in conversations about improving teacher working conditions, The New Teacher Center created a guide to support using the SIP process for understanding and improving working conditions at a school. The guide can be downloaded as a single document or in each of its three sections. Find this document at <http://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf>)

Local Data: (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)

Career and Technical Education Local Plan

School Demographic Information related to student discipline: (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance) (<http://www.ncpublicschools.org/research/discipline/reports>)

School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty (<http://www.ncreportcards.org> and locally-maintained data)

School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable) (PowerSchool and locally maintained data)

School Perception Information related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)

Title III AMAO School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency

Title III AMAO School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency

School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities

Ready Schools Inventory/Ready Schools Plan (<http://www.ncreadyschools.org>)

Special Education Continuous Improvement Plan

Title I AMO Reports (<http://aep.ncpublicschools.org>)

Healthy Active Children Initiative (<http://www.nchealthyschools.org>)

Blowing Rock School Guiding Principles
Our mission is to actively engage all students in the learning process and provide meaningful contexts to which they apply their learning so that they are able to think critically, work well with others and become self-directed, lifelong learners.

LEA or Charter Name/Number: Watauga County Schools - 950
School Name/Number: Blowing Rock School
School Address: 165 Morris St, Blowing Rock, NC 28605
Plan Year(s): 2016-2019
Date prepared: 9/26/2016 9:59:13

Principal Signature: Patrick Sukow

Date: 10 / 18 / 16

Local Board Approval Signature: _____

Date: ____ / ____ / ____

School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position	Name	Committee Position	Name
Principal	Patrick Sukow <u>PSukow</u>		
ITF	Robert Smith <u>RS</u>		
Reading Specialist	Laurie Gill <u>LG</u>		
K-2 Representative	Laura Seagle <u>LS</u>		
K-2 Representative	Melissa Searcy <u>MS</u>		
3-5 Teacher Representative	Susan Walker <u>SW</u>		
3-5 Representative	Roberto de la Cerda <u>RdC</u>		
6-8 Teacher Representative	Angela Watson <u>AW</u>		
6-8 Representative	Liz Tincer <u>LT</u>		
Parent/PTO Representative	Erin Dickson <u>ED</u>		

Checklist of State- and District-Required Ongoing Operational Activities

For all schools:

Does this school implement strategies for improving performance of all students?	Yes
Does this school implement instructional practices designed to improve academic performance of students at-risk of academic failure or dropping out?	Yes
Does this school plan for use of assessments to monitor student progress?	Yes
Does this school provide daily duty-free lunch for teachers or offer an alternative plan approved by the School Improvement Team? (WCS Policy 3430, B.2.e)	Yes
Does this school provide an average of at least five hours of planning time for teachers each week?	Yes
Does this school implement strategies for involving parents and the community in the educational program?	Yes
Does this school amend the School Improvement Plan when one or more AMO targets is missed in the same subject area for two consecutive years?	Yes
Does this school receive PD funds from the district, Title I, or other sources?	No
If your school receives PD funds, does your plan identify how these funds will be used? (WCS Policy 3430, B.2.d)	N/A - This school does not receive PD funds from the district, Title I, or other sources.
If your school receives Title I funds, is your Parental Involvement Plan up-to-date and on file with the school principal? (WCS Policy 3430 B.2.j / 4002)	
Does this school have a copy of its master schedule on file? (WCS Policy 3430, B.2.f)	Yes
Does this school have its Safe Schools and Crisis Response Plan up-to-date and on file with the Director of Student Services? (WCS Policy 3430, B.2.h / 4200 / 7270)	Yes
For K-8 schools only:	
Does this school provide 30 minutes of daily physical activity to meet Healthy Active Children requirements?	Yes

School Data and Summary Analysis

Use data identified on Recommended Data Sources page (or from other sources) as the basis for understanding the school and identifying school improvement goals.

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).

1. What does the analysis of data tell you about your school's strengths? What data sources were used in this analysis?

Our data shows us that we have a strong faculty that share a common belief. It tells us that they enjoy working in this school and feel their voices are valuable. It shows us that we have good but not great test scores. The data also shows that we have a community that is behind us and is involved in the school program. The data also shows that there is a belief that there is a good climate in a school that is safe to teach and learn. Data sources: School Working Conditions Survey, EOG/EOC Testing Data, School Report Card, School Demographic Information, EVAAS Data

2. What does the analysis of data tell you about your school's opportunities for growth? What data sources were used in this analysis?

We would like to grow in the use of technology and Professional Development in the use of technology. It tells us that we need to continue to grow in student performance in proficiency and growth for a few grade levels and individual groups of students. It tells us that we need to be involved in our community as much as the community is involved with us.

Data sources: Teacher Working Conditions Survey, School Perception Information, EOG/EOC Results disaggregated

3. Based on the data analysis conducted, what top priorities (up to three) emerge for the school? These will be the goals for your school.

Improve the proficiency and growth rates of all students.

Improving technology in the classroom

Increase community involvement within our school and school in the community.

Priority Goal 1 and Associated Strategies		
Area for Improvement and Supporting Data	School Goal 1	Supports these district goals
<p>Area for Improvement: Improve the proficiency and growth rates of all students.</p> <p>Supporting Data: EOG/EOC Results Disaggregated</p>	<p>EOG testing will show, in a three year period, 85% composite score school wide.</p>	<p>WCS graduates all students prepared for further education, a career, and productive citizenship., WCS provides students the best possible educational experience through a wide range of opportunities offered by the highest quality staff., WCS provides its students and staff with modern, high quality, safe learning environments.</p>
Goal 1 Improvement Strategies		
<p>Benchmark Testing, to provide students and teachers with progress data, every nine weeks.</p> <p>Higher two tutors in the K-2 level for reading enhancement.</p> <p>Create a vertical alignment for Reading and Math (K-8) to create a common vocabulary and a list of "Key" standards to be met at the end of every school year.</p>		

Priority Goal 2 and Associated Strategies		
Area for Improvement and Supporting Data	School Goal 2	Supports these district goals
<p>Area for Improvement: Improving technology in the classroom</p> <p>Supporting Data: Teacher Working Conditions Survey</p>	<p>By the end of school year 2016-2017, increase the use of classroom directed technological tools and instruction to facilitate learning.</p>	<p>WCS graduates all students prepared for further education, a career, and productive citizenship., WCS provides students the best possible educational experience through a wide range of opportunities offered by the highest quality staff., WCS provides its students and staff with modern, high quality, safe learning environments.</p>
Goal 2 Improvement Strategies		
<p>Continue elements and implementation of the school wide technology plan.</p> <p>Improve technology instruction in the classroom through use of co-teaching and staff developments.</p>		

Priority Goal 3 and Associated Strategies		
Area for Improvement and Supporting Data	School Goal 3	Supports these district goals
<p>Area for Improvement: Increase community involvement within our school and school in the community.</p> <p>Supporting Data: Teacher Working Conditions Survey, Information gathered by the PTO</p>	<p>By the end of school year 2016-2017, increase community involvement within our school and school in the community.</p>	<p>WCS graduates all students prepared for further education, a career, and productive citizenship., WCS provides students the best possible educational experience through a wide range of opportunities offered by the highest quality staff., WCS provides its students and staff with modern, high quality, safe learning environments.</p>
Goal 3 Improvement Strategies		
<p>School service projects per grade level per year. Advertise and publicize student/community involvement. Bring in community groups and individuals into the school.</p>		

**Cove Creek School
School Improvement Plan**

North Carolina State Board of Education Goals – Future-ready Students for the 21st Century	
Goal 1	Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
Goal 2	Every student has a personalized education.
Goal 3	Every student, every day has excellent educators.
Goal 4	Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.
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Watauga County Schools Strategic Plan

Our Vision

Watauga County Schools will be the best place in North Carolina to learn and work.

Our Mission

Educate for productive citizenship and lifelong learning.

Goal 1

WCS graduates all students prepared for further education, a career, and productive citizenship.

Our Strategies

- Foster positive school culture aligned to student success
- Engage student interests through rigorous, relevant, and diverse educational opportunities
- Model integrity, leadership, diversity, service, and responsibility throughout the entire school community
- Provide high-quality educational technology to all students

Goal 2

WCS provides students the best possible educational experience through a wide range of opportunities offered by the highest quality staff.

Our Strategies

- Create structures for powerful collaborative planning
- Recruit and retain the highest quality professionals
- Provide relevant, current, ongoing professional development

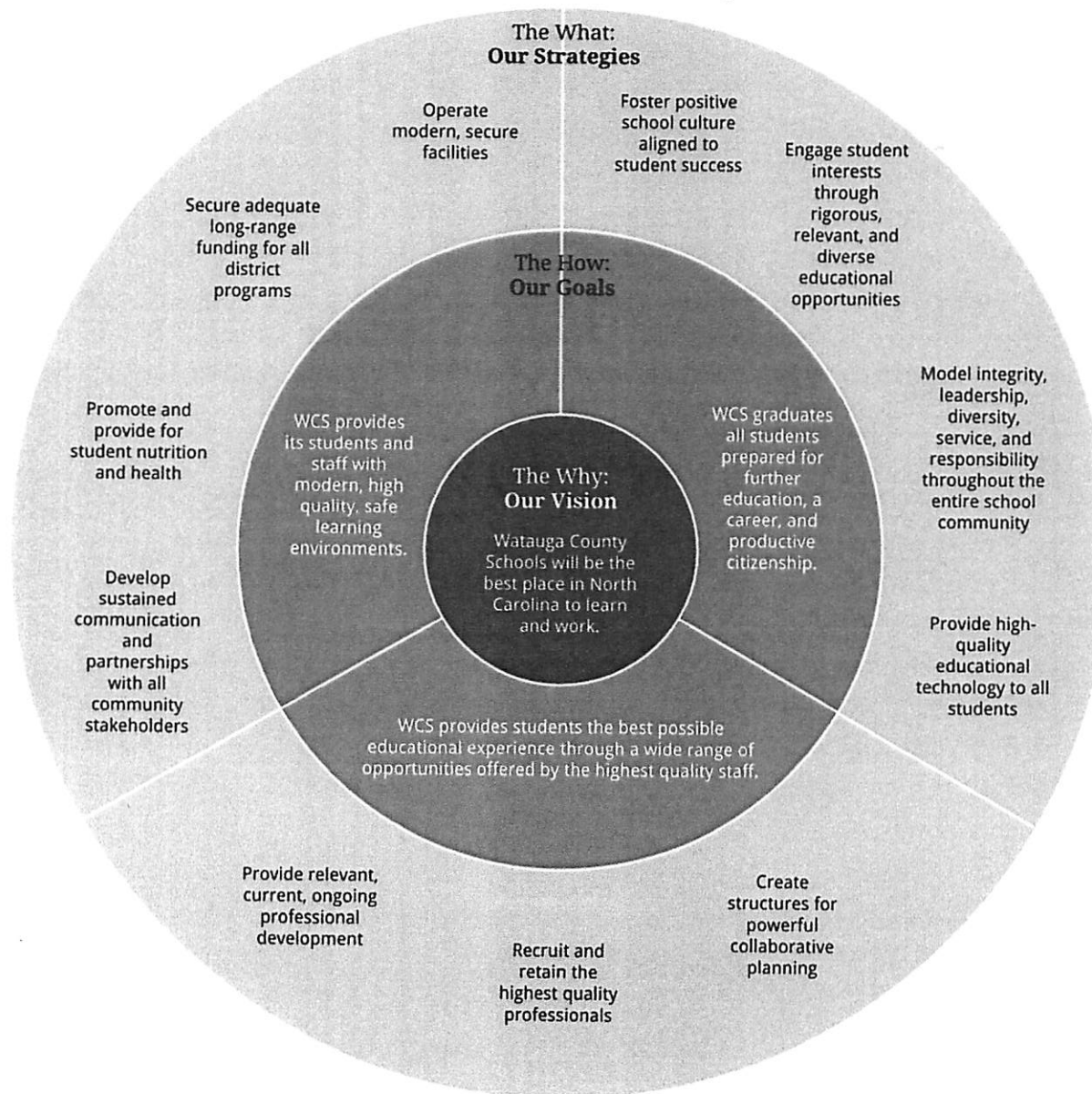
Goal 3

WCS provides its students and staff with modern, high quality, safe learning environments.

Our Strategies

- Develop sustained communication and partnerships with all community stakeholders
- Promote and provide for student nutrition and health
- Secure adequate long-range funding for all district programs
- Operate modern, secure facilities

Watauga County Schools Strategic Plan



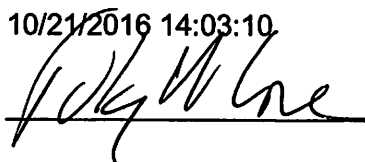
Available Data Sources for Analysis by School Improvement Teams	
Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas. Examine data from such areas as:	
Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified needs. Number and percentage of teachers Non-HQT (www.ncreportcards.org Click on High Quality Teachers tab)	
End-of-Grade (EOG) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)	
End-of-Course (EOC) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)	
School Report Card results: (www.ncreportcards.org)	
North Carolina Teacher Working Conditions Survey results: (http://ncteachingconditions.org)	
North Carolina Teacher Working Conditions Survey: Guide for School Improvement (To assist in conversations about improving teacher working conditions, The New Teacher Center created a guide to support using the SIP process for understanding and improving working conditions at a school. The guide can be downloaded as a single document or in each of its three sections. Find this document at http://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf)	
Local Data: (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)	
Career and Technical Education Local Plan	
School Demographic Information related to student discipline: (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance) (http://www.ncpublicschools.org/research/discipline/reports)	
School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty (http://www.ncreportcards.org and locally-maintained data)	
School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable) (PowerSchool and locally maintained data)	
School Perception Information related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)	
Title III AMAO School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency	
Title III AMAO School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency	
School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities	

Ready Schools Inventory/Ready Schools Plan (http://www.ncreadyschools.org)
Special Education Continuous Improvement Plan
Title I AMO Reports (http://avp.ncpublicschools.org)
Healthy Active Children Initiative (http://www.nchealthyschools.org)

Cove Creek School Guiding Principles
At Cove Creek School, faculty, parents, and community members, will work together in order to promote a healthy, caring, and safe school environment. We will strive to help each child be college and career ready. We will collaborate to provide our students with challenging, diverse, and individualized educational opportunities for growth.

LEA or Charter Name/Number: Watauga County Schools - 950
School Name/Number: Cove Creek School
School Address: 930 Vanderpool Rd, Vilas, NC 28692
Plan Year(s): 2016-2019
Date prepared: 10/21/2016 14:03:10

Principal Signature:



Date: 10/28/2016

Local Board Approval Signature:

Date: ____/____/____

School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position	Name	Committee Position	Name
Principal	Toby Cone		
Special Areas Representative	Lindsey Gough		
K-2 Representative	Tiffany Reece		
Gr. 3-5 Representative	Hope Combs		
Teacher Assistant Representative	Trish Horton		
Instructional Technology Representative	Jamie Oxentine		
Parent Representative	Lori Wilson		
Parent Representative	Melanie Hollis		

Checklist of State- and District-Required Ongoing Operational Activities

For all schools:

Does this school implement strategies for improving performance of all students?	Yes
Does this school implement instructional practices designed to improve academic performance of students at-risk of academic failure or dropping out?	Yes
Does this school plan for use of assessments to monitor student progress?	Yes
Does this school provide daily duty-free lunch for teachers or offer an alternative plan approved by the School Improvement Team? (WCS Policy 3430, B.2.e)	Yes
Does this school provide an average of at least five hours of planning time for teachers each week?	Yes
Does this school implement strategies for involving parents and the community in the educational program?	Yes
Does this school amend the School Improvement Plan when one or more AMO targets is missed in the same subject area for two consecutive years?	Yes
Does this school receive PD funds from the district, Title I, or other sources?	Yes
If your school receives PD funds, does your plan identify how these funds will be used? (WCS Policy 3430, B.2.d)	Yes
If your school receives Title I funds, is your Parental Involvement Plan up-to-date and on file with the school principal? (WCS Policy 3430 B.2.j / 4002)	Yes
Does this school have a copy of its master schedule on file? (WCS Policy 3430, B.2.f)	Yes
Does this school have its Safe Schools and Crisis Response Plan up-to-date and on file with the Director of Student Services? (WCS Policy 3430, B.2.h / 4200 / 7270)	Yes

For K-8 schools only:

Does this school provide 30 minutes of daily physical activity to meet Healthy Active Children requirements?	Yes
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School Data and Summary Analysis

Use data identified on Recommended Data Sources page (or from other sources) as the basis for understanding the school and identifying school improvement goals.

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).

1. What does the analysis of data tell you about your school's strengths? What data sources were used in this analysis?

With 100% of CCS staff participating in the NCTWCS, more than 90% of teachers feel they are allowed to focus on educating students with minimal interruptions; have sufficient technology & resources. More than 95% of teachers feel student conduct is clear, rules & policies are followed and, and the school is a safe place. In the area of teacher leadership, over 95% of teachers feel they are recognized as experts, and are trusted to make sound professional decisions about instruction. Overall 91% of teachers feel Cove Creeks is good place to work. The percentage of fully licensed teachers & teachers with advanced degrees at Cove Creek is above the state average.

Looking at EOG/EOY Assessment data, overall school proficiency as measured by state EOG tests for Math, Reading, and Science for grades 3-8 is above the state average. Additionally, 3rd grade students at Cove Creek outperformed district & state counterparts in the Read to Achieve program (94.7% proficient on EOG or qualified for good cause exemption).

From the results of parent, staff, and student surveys, formal & informal discussions, the majority of school stakeholders feel very positively about the overall school learning environment. Of note were the Positive Behavior Support System (PBIS) program as well as the level of community/parent involvement and support.

Data sources: NC Teacher Working Conditions Survey; EOG Scores Composite Report; EVAAS data; NC School Report Card; Title I surveys

2. What does the analysis of data tell you about your school's opportunities for growth? What data sources were used in this analysis?

Looking at EOG/EOY Assessment data, it shows a slight decrease in overall proficiency as measured by state EOG tests for Math, Reading, and Science for grades 3-8.

According to the NC School Report Card for 2015-16, Cove Creek School Did Not Meet Expected Growth. As well, Cove Creek's EVAAS School Accountability Index indicates that students Did Not Meet Expected Growth in 2015-16.

From student, parent, and staff surveys we see a desire for expanding extra-curricular activities that support & enhance the educational program.

Data sources: NC Teacher Working Conditions Survey; EOG Scores Composite Report; EVAAS data; NC School Report Card, Parent/Community & Student surveys

3. Based on the data analysis conducted, what top priorities (up to three) emerge for the school? These will be the goals for your school.

1. The need to increase growth & proficiency across all grade levels for Reading and Math .
2. To improve holistic student success through the support of healthy choices & behaviors, safe schools, positive student-centered activities.

Priority Goal 1 and Associated Strategies

Area for Improvement and Supporting Data	School Goal 1	Supports these district goals
<p>Area for Improvement: The need to increase proficiency across all grade levels for Reading and Math .</p> <p>Supporting Data: EOG Composite Score Reports; North Carolina School Report Card; K-2 Assessment EOY data (R3D TRC/DIBELS, WCS Math Assessments); EVAAS data</p>	<p>By the end of School Year 2016-17, Cove Creek School will increase proficiency on EOY assessments in Reading & Math by 3%.</p>	<p>WCS graduates all students prepared for further education, a career, and productive citizenship.</p>
Goal 1 Improvement Strategies		
<p>Analyze available data (historical & current) and identify individual students needs.</p> <p>Target students who are at risk of not meeting expected growth and/or proficiency.</p> <p>Provide tutoring for at risk students.</p> <p>Provide additional curriculum resources for all grade levels (e.g., IXL Math, informational text for all reading levels).</p> <p>Grade level teams (K-2, 3-5, 6-8) and Specialists (EC, AIG, RIS, ITF, MC) will meet monthly to collaborate and assess progress.</p> <p>Develop and participate in literacy events for the school-wide community, such as Parent information nights/activities, Read-across-America, Student Showcase Night, Math/Science Events. Parents will be provided with resources & strategies to help their students succeed academically. Information will be provided through the school website, parent involvement activities, parent-teacher conferences.</p>		

Priority Goal 2 and Associated Strategies		
Area for Improvement and Supporting Data	School Goal 2	Supports these district goals
<p>Area for Improvement: Increase opportunities for student success through healthy choices & behaviors, safe schools, positive student-centered activities.</p> <p>Supporting Data: Parent, student, and staff surveys; Faculty/staff discussions; Parent group discussions</p>	<p>Cove Creek School will increase & expand the opportunities for student-centered, extracurricular activities that support holistic success for all students.</p>	<p>WCS provides students the best possible educational experience through a wide range of opportunities offered by the highest quality staff.</p>
Goal 2 Improvement Strategies		
<p>Increase opportunities for positive student-centered clubs, projects and initiatives (EcoRaiders, Robotics, GEAR Up clubs)</p> <p>Develop community partnerships that support positive student success (High Country Grizzlies, App State University athletics, United Way, guest speakers, local law enforcement, fire department, Parks & Recreation Department, Boy/Girl Scouts, etc)</p> <p>Expand the scope of the PBIS program and continue to recognize and encourage healthy choices and activities.</p> <p>Promote and recognize participation in extracurricular activities and programs in the school and community (Athletic Awards Ceremony, Scouting groups).</p> <p>Student leadership groups (Student Council, GEAR Up Club, etc) will plan and implement whole school activities (Pep Rally, philanthropy projects)</p>		

**Green Valley School
School Improvement Plan**

North Carolina State Board of Education Goals – Future-ready Students for the 21st Century	
Goal 1	Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
Goal 2	Every student has a personalized education.
Goal 3	Every student, every day has excellent educators.
Goal 4	Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.
Goal 5	Every student is healthy, safe, and responsible.

Watauga County Schools Strategic Plan

Our Vision

Watauga County Schools will be the best place in North Carolina to learn and work.

Our Mission

Educate for productive citizenship and lifelong learning.

Goal 1

WCS graduates all students prepared for further education, a career, and productive citizenship.

Our Strategies

- Foster positive school culture aligned to student success
- Engage student interests through rigorous, relevant, and diverse educational opportunities
- Model integrity, leadership, diversity, service, and responsibility throughout the entire school community
- Provide high-quality educational technology to all students

Goal 2

WCS provides students the best possible educational experience through a wide range of opportunities offered by the highest quality staff.

Our Strategies

- Create structures for powerful collaborative planning
- Recruit and retain the highest quality professionals
- Provide relevant, current, ongoing professional development

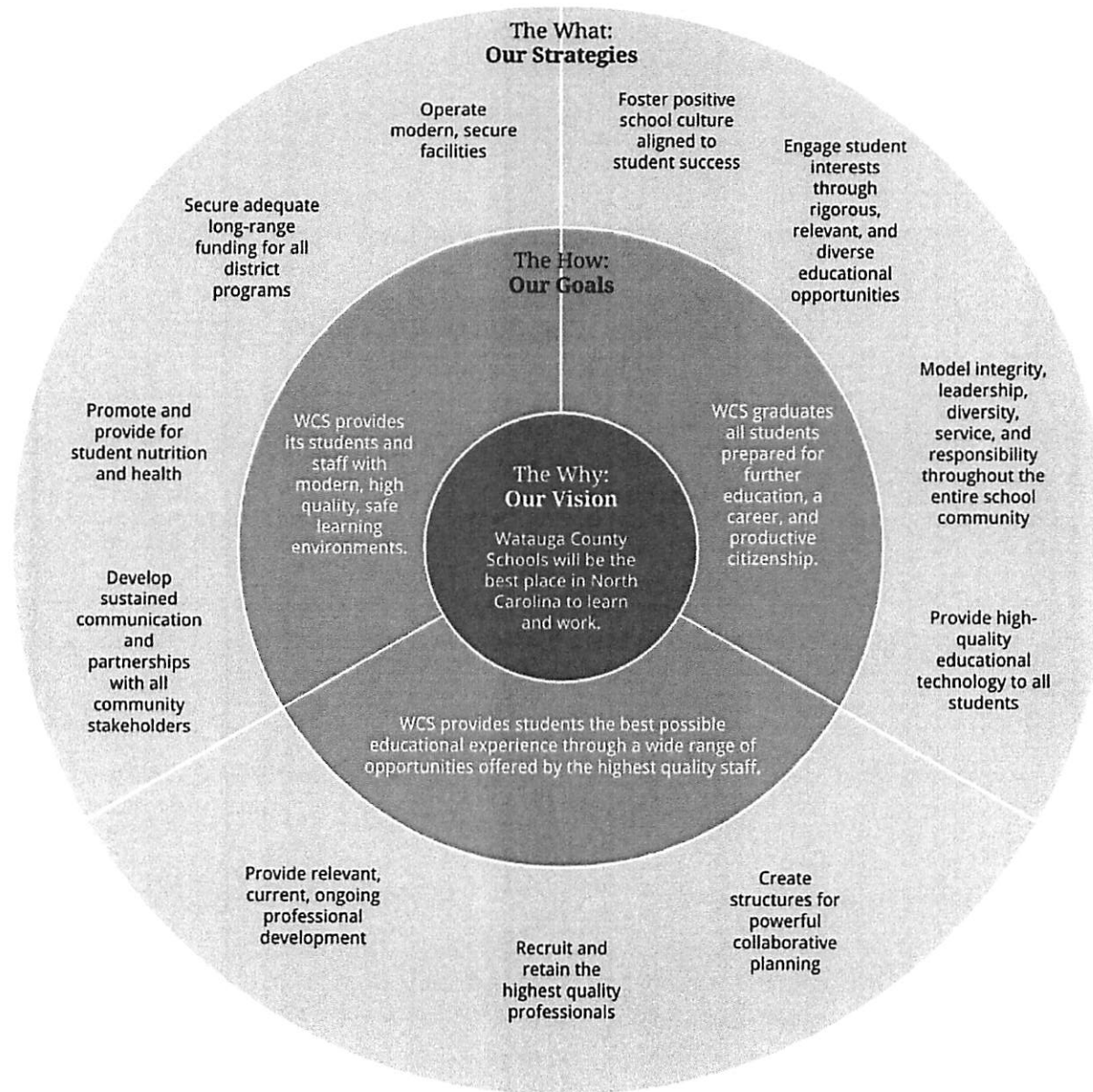
Goal 3

WCS provides its students and staff with modern, high quality, safe learning environments.

Our Strategies

- Develop sustained communication and partnerships with all community stakeholders
- Promote and provide for student nutrition and health
- Secure adequate long-range funding for all district programs
- Operate modern, secure facilities

Watauga County Schools Strategic Plan



Available Data Sources for Analysis by School Improvement Teams

Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas. Examine data from such areas as:

Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified needs. Number and percentage of teachers Non-HQT (www.ncreportcards.org Click on High Quality Teachers tab)

End-of-Grade (EOG) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)

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North Carolina Teacher Working Conditions Survey: Guide for School Improvement (To assist in conversations about improving teacher working conditions, The New Teacher Center created a guide to support using the SIP process for understanding and improving working conditions at a school. The guide can be downloaded as a single document or in each of its three sections. Find this document at <http://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf>)

Local Data: (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)

Career and Technical Education Local Plan

School Demographic Information related to student discipline: (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance) (<http://www.ncpublicschools.org/research/discipline/reports>)

School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty (<http://www.ncreportcards.org> and locally-maintained data)

School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable) (PowerSchool and locally maintained data)

School Perception Information related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)

Title III AMAO School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency

Title III AMAO School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency

School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or

extended learning opportunities
Ready Schools Inventory/Ready Schools Plan (http://www.ncreadyschools.org)
Special Education Continuous Improvement Plan
Title I AMO Reports (http://ayp.ncpublicschools.org)
Healthy Active Children Initiative (http://www.nchealthyschools.org)

Green Valley School Guiding Principles

Collective commitments

Student Readiness

Students will develop academic and life skills necessary to make responsible choices, gain independence, and be respectful citizens. We will reflect on teaching practices, lesson outcomes, and formative assessments in order to maximize student growth.

Positive Community/ School Relationship

We will collaborate with and involve parents in the education of our children by communicating student progress, and provide a support system for all stakeholders.

We will actively seek opportunities to collaborate with resources including, but not limited to, Faith/Community Based support, ASU, PTA, and WYN within our community to enhance student learning.

SAFE school environment

We will provide a supportive and safe school atmosphere. We will continue to maintain school safety by investing in further safety measures as necessary, while building on the safety practices already in place.

Our shared vision in one form is connected to this link below:

<https://drive.google.com/a/watauga.k12.nc.us/file/d/0B570niSvHBOZUmxxvSHpiU3NIMWs/view?usp=sharing>

LEA or Charter Name/Number: Watauga County Schools - 950
School Name/Number: Green Valley School
School Address: 189 Big Hill Rd, Boone, NC 28607
Plan Year(s): 2016-2019
Date prepared: 10/11/2016 7:28:58

Principal Signature:




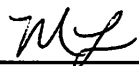
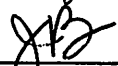





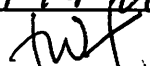
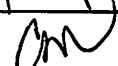
Date: 10 / 12 / 16

Local Board Approval Signature:

Date: ____ / ____ / ____

School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position	Name	Committee Position	Name
Principal	Philip Norman	K-2 Parent Representative	Jennifer Woods 
Media specialist/SIT chairperson	Mitzi London 		
3-5 representative	Jennifer Brown 		
K-2 representative	Donna Greene 		
6-8 Representative	Gail Richards 		
MTAC/SIT representative	Jacob Beach 		
title one reading representative	Sabrina Thomas 		
Title one math representative	Melissa Miller 		
3-5 Parent Representative	Tracy Tilley 		
6-8 Parent representative	Cherie Moretz 		

Checklist of State- and District-Required Ongoing Operational Activities

For all schools:

Does this school implement strategies for improving performance of all students?	Yes
Does this school implement instructional practices designed to improve academic performance of students at-risk of academic failure or dropping out?	Yes
Does this school plan for use of assessments to monitor student progress?	Yes
Does this school provide daily duty-free lunch for teachers or offer an alternative plan approved by the School Improvement Team? (WCS Policy 3430, B.2.e)	Yes
Does this school provide an average of at least five hours of planning time for teachers each week?	Yes
Does this school implement strategies for involving parents and the community in the educational program?	Yes
Does this school amend the School Improvement Plan when one or more AMO targets is missed in the same subject area for two consecutive years?	Yes
Does this school receive PD funds from the district, Title I, or other sources?	Yes
If your school receives PD funds, does your plan identify how these funds will be used? (WCS Policy 3430, B.2.d)	Yes
If your school receives Title I funds, is your Parental Involvement Plan up-to-date and on file with the school principal? (WCS Policy 3430 B.2.j / 4002)	Yes
Does this school have a copy of its master schedule on file? (WCS Policy 3430, B.2.f)	Yes
Does this school have its Safe Schools and Crisis Response Plan up-to-date and on file with the Director of Student Services? (WCS Policy 3430, B.2.h / 4200 / 7270)	Yes

For K-8 schools only:

Does this school provide 30 minutes of daily physical activity to meet Healthy Active Children requirements?	Yes
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School Data and Summary Analysis

Use data identified on Recommended Data Sources page (or from other sources) as the basis for understanding the school and identifying school improvement goals.

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).

1. What does the analysis of data tell you about your school's strengths? What data sources were used in this analysis?

Reliable technology and access to digital resources provided at the school and district level

More time has been provided to collaborate with grade level and grade span teams

Overall great parent support and involvement

We have been consistent with our attendance over the last three years.

We have quality discipline data that will help us look at discipline in a variety of ways.

Science 5/8 has grown~ 5% each of the last 3 years to 80% last year

1st and 2nd math overall

ELA relative strength

Data sources:

EOG proficiency data

Teacher Working Conditions survey

Reading 3D K-3 reading data

Powerschool Discipline data

EVAAS EOG growth data\

School report card data

1st and 2nd grade EOY math assessment data

Attendance data

Demographic data from Powerschool, EASY IEP and child nutrition (F&R%)

2. What does the analysis of data tell you about your school's opportunities for growth? What data sources were used in this analysis?

Both reading and math proficiency are areas for growth

Professional development not meeting teacher needs

Student discipline incidents increased last two years

Data sources: EOG scores, Reading 3 D scores, 1st and 2nd grade math assessment scores, EVAAS, NC school report cards, Powerschool demographic data, Teacher working conditions survey, School wide discipline plan, Title one student, parent and staff professional development surveys

3. Based on the data analysis conducted, what top priorities (up to three) emerge for the school? These will be the goals for your school.

- Improving reading and math proficiency
- Decrease incidents of student discipline
- Providing high quality professional development to teachers

Priority Goal 1 and Associated Strategies

Area for Improvement and Supporting Data	School Goal 1	Supports these district goals
<p>Area for Improvement: Improving reading and math proficiency</p> <p>Supporting Data: School report card, EOG proficiency, EVAAS, 1st and 2nd grade math assessments, Reading 3D data</p>	<p>By the end of 2018-2019 school year we will increase both overall reading and math proficiency by 12% (4% per year on average) as measured by end of grade tests.</p>	<p>WCS graduates all students prepared for further education, a career, and productive citizenship., WCS provides students the best possible educational experience through a wide range of opportunities offered by the highest quality staff.</p>
Goal 1 Improvement Strategies		
<ul style="list-style-type: none"> ● Align Grade-span curriculum and instruction vertically (K-2, 3-5, 6-8) ● Time for grades 2-3 and 5-6 to discuss vertical alignment ● Prioritize Math/reading standards in each grade level ● Create Medium-cycle formative assessments (2 per quarter) aligned to prioritized standards ● Collect and analyze data from medium cycle formative assessments, Grade spans and grade levels use this data to collaborate around instructional improvement ● Link PD to formative assessment ● Determine effectiveness of Intervention Enrichment time ● Maintain Title one math and reading intervention ● Acquire human resources to make the IE groups smaller (tutors and volunteers) ● Encourage a culture of continuous improvement/growth through staff-wide <u>Mindset</u> book study 		

Priority Goal 2 and Associated Strategies

Area for Improvement and Supporting Data	School Goal 2	Supports these district goals
<p>Area for Improvement: Decrease incidents of student discipline</p> <p>Supporting Data: Powerschool student discipline data for previous two years</p>	<p>By the end of 2018-2019 school year, we will decrease the number of discipline referrals by 15%</p>	<p>WCS graduates all students prepared for further education, a career, and productive citizenship., WCS provides its students and staff with modern, high quality, safe learning environments.</p>
Goal 2 Improvement Strategies		
<ul style="list-style-type: none"> • Implement school-wide PBIS expectations • Create individualized behavior plans for the repeat offenders. • Utilize small group intervention for students with multiple offenses at classroom/grade level • Develop incentive programs per grade span • Train bus drivers in PBIS • Develop incentives for buses earning PBIS rewards • Initiate A-team process with parent involvement for tier 3 students • Implement Connect (Advisor/advisee) program for Middle school • Conduct PBIS refreshers during high incidence time frames 		

Priority Goal 3 and Associated Strategies

Area for Improvement and Supporting Data	School Goal 3	Supports these district goals
<p>Area for Improvement: Providing high quality professional development to teachers</p> <p>Supporting Data: Title one professional development survey, Teacher working conditions survey</p>	<p>We will provide high quality, differentiated professional development to increase teacher satisfaction ratings by the end of 2018-2019 to 88% for time provided for PD, and 83% meeting individual teacher needs.</p>	<p>WCS provides students the best possible educational experience through a wide range of opportunities offered by the highest quality staff.</p>
Goal 3 Improvement Strategies		
<ul style="list-style-type: none"> ● Utilize ½ day release each quarter for grade span PLC's to prioritize standards, create and analyze medium cycle formative assessments ● Determine organic PD arising from PLC needs ● Link PD to formative assessment ● Collect and publicize quality resources for teachers to use ● Survey staff each year for PD needs assessment ● Rollout re-energized PBIS ● Develop PD for Special Area people separately ● Consider using NCCAT to come to Green Valley to provide PD ● Collaborate with county C&I team to ensure student/teacher needs are communicated 		

**Hardin Park School
School Improvement Plan**

North Carolina State Board of Education Goals – Future-ready Students for the 21st Century	
Goal 1	Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
Goal 2	Every student has a personalized education.
Goal 3	Every student, every day has excellent educators.
Goal 4	Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.
Goal 5	Every student is healthy, safe, and responsible.

Watauga County Schools Strategic Plan

Our Vision

Watauga County Schools will be the best place in North Carolina to learn and work.

Our Mission

Educate for productive citizenship and lifelong learning.

Goal 1

WCS graduates all students prepared for further education, a career, and productive citizenship.

Our Strategies

- Foster positive school culture aligned to student success
- Engage student interests through rigorous, relevant, and diverse educational opportunities
- Model integrity, leadership, diversity, service, and responsibility throughout the entire school community
- Provide high-quality educational technology to all students

Goal 2

WCS provides students the best possible educational experience through a wide range of opportunities offered by the highest quality staff.

Our Strategies

- Create structures for powerful collaborative planning
- Recruit and retain the highest quality professionals
- Provide relevant, current, ongoing professional development

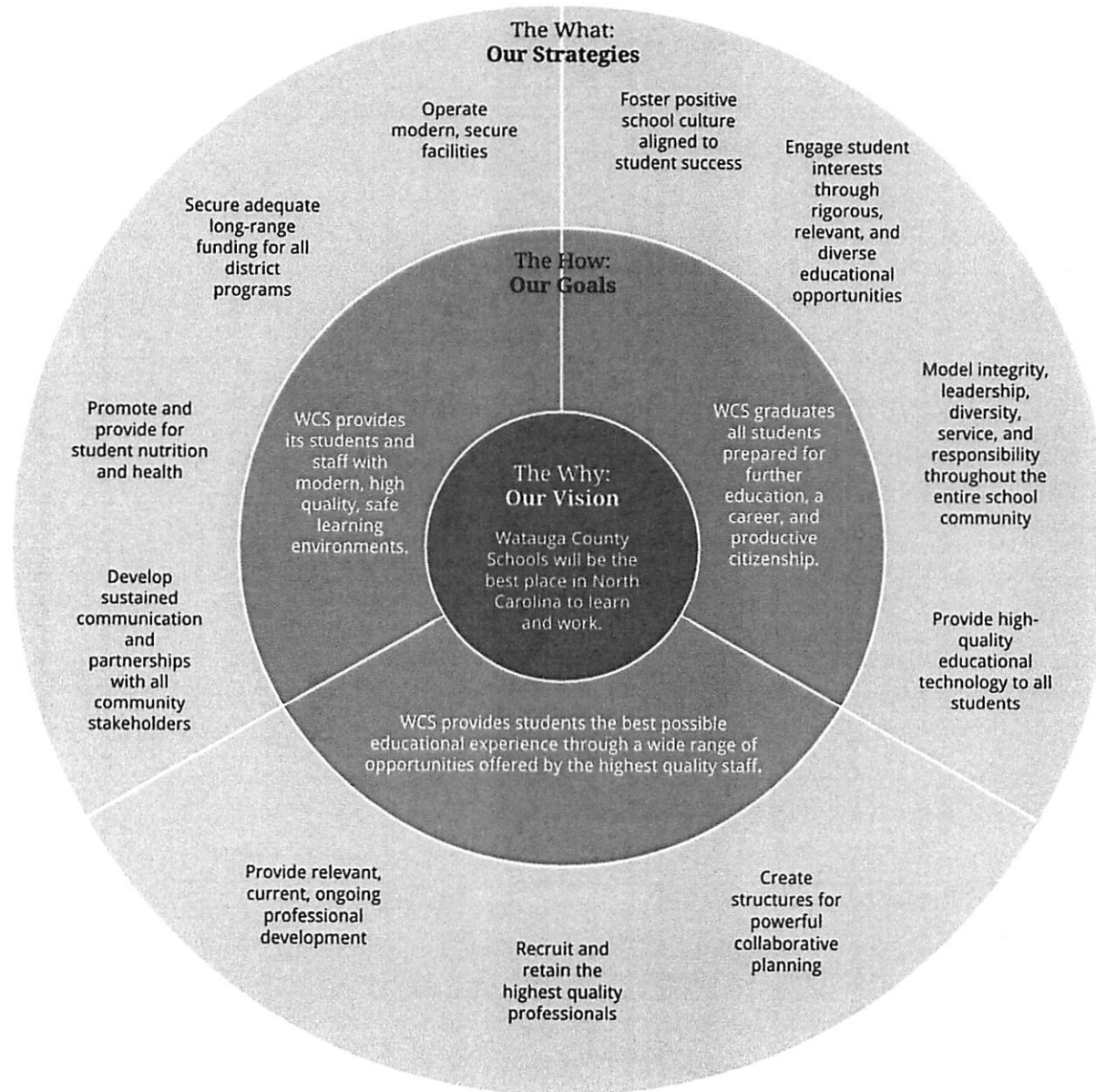
Goal 3

WCS provides its students and staff with modern, high quality, safe learning environments.

Our Strategies

- Develop sustained communication and partnerships with all community stakeholders
- Promote and provide for student nutrition and health
- Secure adequate long-range funding for all district programs
- Operate modern, secure facilities

Watauga County Schools Strategic Plan



Available Data Sources for Analysis by School Improvement Teams

Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas. Examine data from such areas as:

Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified needs. Number and percentage of teachers Non-HQT (www.ncreportcards.org Click on High Quality Teachers tab)

End-of-Grade (EOG) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)

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North Carolina Teacher Working Conditions Survey: Guide for School Improvement (To assist in conversations about improving teacher working conditions, The New Teacher Center created a guide to support using the SIP process for understanding and improving working conditions at a school. The guide can be downloaded as a single document or in each of its three sections. Find this document at <http://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf>)

Local Data: (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)

Career and Technical Education Local Plan

School Demographic Information related to student discipline: (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance) (<http://www.ncpublicschools.org/research/discipline/reports>)

School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty (<http://www.ncreportcards.org> and locally-maintained data)

School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable) (PowerSchool and locally maintained data)

School Perception Information related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)

Title III AMAO School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency

Title III AMAO School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency

School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities

Ready Schools Inventory/Ready Schools Plan (http://www.ncreadyschools.org)
Special Education Continuous Improvement Plan
Title I AMO Reports (http://ayp.ncpublicschools.org)
Healthy Active Children Initiative (http://www.nchealthyschools.org)

Hardin Park School Guiding Principles
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Our mission is to develop, nurture and challenge students to become productive world citizens by engaging them in a positive learning environment.
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LEA or Charter Name/Number: Watauga County Schools - 950
School Name/Number: Hardin Park School
School Address: 361 Jefferson Rd, Boone, NC 28607
Plan Year(s): 2016-2019
Date prepared: 9/13/2016 15:24:01

Principal Signature: Mary Smalling

Date: 10 / 11 / 16

Local Board Approval Signature: _____

Date: ____ / ____ / ____

School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position	Name	Committee Position	Name
Principal	Mary Smalling <i>MS</i>	Parent	Jessica Resendiz
K-2 teacher	Lisa Shaw <i>LS</i>	Parent	Frank Veno <i>FL</i>
3-5 Teacher	Emily Rothrock <i>ER</i>	Parent	Sandra Luna <i>SL</i>
6-8 Teacher	Jessica Smith <i>JS</i>		
Special area teacher	Claire Jensen <i>CJ</i>		
E.C. Teacher	Brittany Pitts		
Intervention Teacher	Ashlyn Steele <i>AS</i>		
Teacher Assistant	Ashley Bosse <i>AB</i>		
Parent	Mary Sheryl Horine <i>MSH</i>		
Parent	Julie Hunt <i>JH</i>		

Checklist of State- and District-Required Ongoing Operational Activities

For all schools:

Does this school implement strategies for improving performance of all students?	Yes
Does this school implement instructional practices designed to improve academic performance of students at-risk of academic failure or dropping out?	Yes
Does this school plan for use of assessments to monitor student progress?	Yes
Does this school provide daily duty-free lunch for teachers or offer an alternative plan approved by the School Improvement Team? (WCS Policy 3430, B.2.e)	Yes
Does this school provide an average of at least five hours of planning time for teachers each week?	Yes
Does this school implement strategies for involving parents and the community in the educational program?	Yes
Does this school amend the School Improvement Plan when one or more AMO targets is missed in the same subject area for two consecutive years?	N/A
Does this school receive PD funds from the district, Title I, or other sources?	Yes
If your school receives PD funds, does your plan identify how these funds will be used? (WCS Policy 3430, B.2.d)	Yes
If your school receives Title I funds, is your Parental Involvement Plan up-to-date and on file with the school principal? (WCS Policy 3430 B.2.j / 4002)	Yes
Does this school have a copy of its master schedule on file? (WCS Policy 3430, B.2.f)	Yes
Does this school have its Safe Schools and Crisis Response Plan up-to-date and on file with the Director of Student Services? (WCS Policy 3430, B.2.h / 4200 / 7270)	Yes

For K-8 schools only:

Does this school provide 30 minutes of daily physical activity to meet Healthy Active Children requirements?	Yes
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School Data and Summary Analysis

Use data identified on Recommended Data Sources page (or from other sources) as the basis for understanding the school and identifying school improvement goals.

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).

1. What does the analysis of data tell you about your school's strengths? What data sources were used in this analysis?

Middle school students' proficiency continues to rise in both reading and math. Our school's student composite proficiency ranked second in the county at 76.9%. Teachers believe that we have a supportive and involved community.

Data sources: EOG results, K-2 math assessment, Teacher Working Conditions Survey

2. What does the analysis of data tell you about your school's opportunities for growth? What data sources were used in this analysis?

Increase proficiency in K-5 reading and math. Provide support for new science teachers in grades 5-8. Strengthen reading comprehension especially for our EL, EC, and Tier leveled students. Teachers would like more support when integrating technology in their instruction.

Data sources: EOG data, DIBELS, personnel report, Teacher Working Conditions Survey

3. Based on the data analysis conducted, what top priorities (up to three) emerge for the school? These will be the goals for your school.

Increase reading proficiency across all grade levels for EL, EC, and Tier students.

Teachers will increase the utilization of technology integration within their classrooms.

Priority Goal 1 and Associated Strategies		
Area for Improvement and Supporting Data	School Goal 1	Supports these district goals
<p>Area for Improvement: Increase reading proficiency across all grade levels for EL, EC, and Tier students.</p> <p>Supporting Data: EOG data, K-3 TRC and DIBELS, K-8 schedule, AIMSweb, ACCESS testing.</p>	<p>By the end of the 2016-2017 school year EOG reading proficiency will increase from 74.6% to 76.0%.</p>	<p>WCS graduates all students prepared for further education, a career, and productive citizenship., WCS provides students the best possible educational experience through a wide range of opportunities offered by the highest quality staff.</p>
Goal 1 Improvement Strategies		
<ul style="list-style-type: none"> * Use the M.T.S.S. system to identify students who need additional reading support. * Operate a schedule that has planned intervention time. * Offer funding through the use of Title One for reading staff development. * Participate in literacy events that include a school-wide read, Read Across America, and the Book It program. * Use community partnerships to include High Country Reading Mentors, Kaleidoscope, Parent Volunteers, A.S.U. Reading Clinic and Reading Ponies. 		

Priority Goal 2 and Associated Strategies

Area for Improvement and Supporting Data	School Goal 2	Supports these district goals
<p>Area for Improvement: Teachers will increase the utilization of technology integration within their classrooms.</p> <p>Supporting Data: Teacher Working Conditions Survey</p>	<p>By the end of 2017-2018 teachers perception of support in technology utilization will increase from 68.7% to 70.0% according to the Teacher Working Conditions Survey.</p>	<p>WCS graduates all students prepared for further education, a career, and productive citizenship., WCS provides students the best possible educational experience through a wide range of opportunities offered by the highest quality staff.</p>
Goal 2 Improvement Strategies		
<ul style="list-style-type: none"> * Media and technology teachers will continue to attend grade level monthly planning meetings. * Media and technology will provide training for the new website through Canvas. * Teachers will share a technology tool/strategies during P.L.C. meetings. * A team of four will attend the fall 2016, World View program, Innovation and Technology to Drive Global Learning. * Send a team of teachers to N.C.T.I.E.S. every spring. * Require teachers attending technology conferences to share their strategies/findings/knowledge with the faculty. * Reinstate the M.T.A.C. (Media Tech Advisory Committee). 		

**Mabel School
School Improvement Plan**

North Carolina State Board of Education Goals – Future-ready Students for the 21st Century	
Goal 1	Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
Goal 2	Every student has a personalized education.
Goal 3	Every student, every day has excellent educators.
Goal 4	Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.
Goal 5	Every student is healthy, safe, and responsible.

Watauga County Schools Strategic Plan

Our Vision

Watauga County Schools will be the best place in North Carolina to learn and work.

Our Mission

Educate for productive citizenship and lifelong learning.

Goal 1

WCS graduates all students prepared for further education, a career, and productive citizenship.

Goal 2

WCS provides students the best possible educational experience through a wide range of opportunities offered by the highest quality staff.

Goal 3

WCS provides its students and staff with modern, high quality, safe learning environments.

Our Strategies

- Foster positive school culture aligned to student success
- Engage student interests through rigorous, relevant, and diverse educational opportunities
- Model integrity, leadership, diversity, service, and responsibility throughout the entire school community
- Provide high-quality educational technology to all students

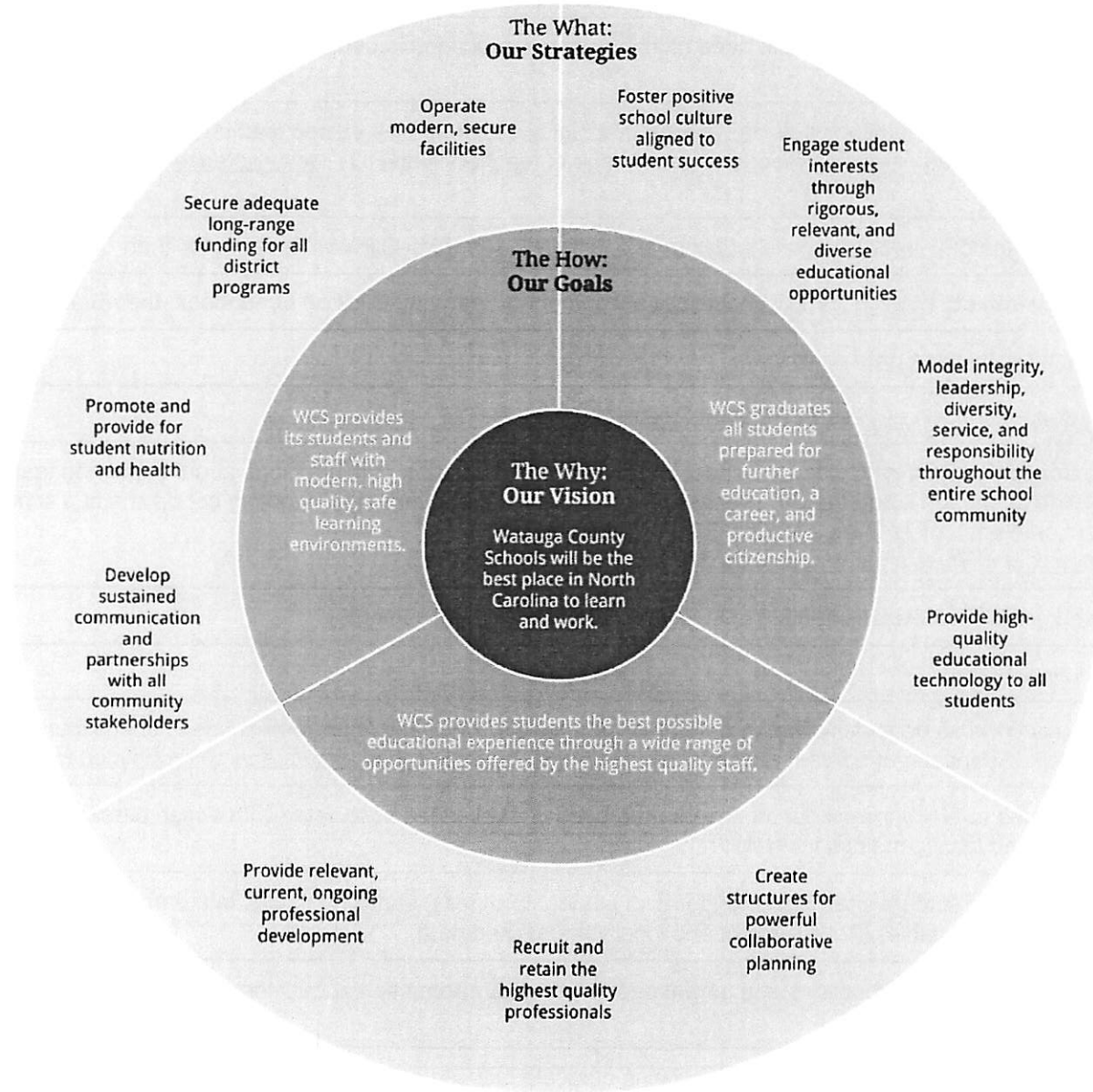
Our Strategies

- Create structures for powerful collaborative planning
- Recruit and retain the highest quality professionals
- Provide relevant, current, ongoing professional development

Our Strategies

- Develop sustained communication and partnerships with all community stakeholders
- Promote and provide for student nutrition and health
- Secure adequate long-range funding for all district programs
- Operate modern, secure facilities

Watauga County Schools Strategic Plan



Available Data Sources for Analysis by School Improvement Teams

Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas. Examine data from such areas as:

Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified needs. Number and percentage of teachers Non-HQT (www.ncreportcards.org Click on High Quality Teachers tab)

End-of-Grade (EOG) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)

End-of-Course (EOC) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)

School Report Card results: (www.ncreportcards.org)

North Carolina Teacher Working Conditions Survey results: (<http://ncteachingconditions.org>)

North Carolina Teacher Working Conditions Survey: Guide for School Improvement (To assist in conversations about improving teacher working conditions, The New Teacher Center created a guide to support using the SIP process for understanding and improving working conditions at a school. The guide can be downloaded as a single document or in each of its three sections. Find this document at <http://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf>)

Local Data: (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)

Career and Technical Education Local Plan

School Demographic Information related to student discipline: (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance) (<http://www.ncpublicschools.org/research/discipline/reports>)

School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty (<http://www.ncreportcards.org> and locally-maintained data)

School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable) (PowerSchool and locally maintained data)

School Perception Information related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)

Title III AMAO School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency

Title III AMAO School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency

School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or

extended learning opportunities
Ready Schools Inventory/Ready Schools Plan (http://www.ncreadyschools.org)
Special Education Continuous Improvement Plan
Title I AMO Reports (http://ayp.ncpublicschools.org)
Healthy Active Children Initiative (http://www.nchealthyschools.org)

Mabel School Guiding Principles
The mission of Mabel Elementary School is to provide students with knowledge and skills to empower them to contribute to a 21st century global society.

LEA or Charter Name/Number: Watauga County Schools - 950
School Name/Number: Mabel School
School Address: 404 Mabel School Rd, Zionville, NC 28698
Plan Year(s): 2016-2019
Date prepared: 10/11/2016 13:50:45

Principal Signature:

Mark C. Hagaman

Date: 10 / 20 / 16

Local Board Approval Signature:

Date: ____ / ____ / ____

School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position	Name	Committee Position	Name
Principal	Mark Hagaman <u>Mark C. Hagaman</u>	3-5 Teacher Representative/SIT Team Co-chair	Lauren Harkey <u>Lauren Harkey</u>
SIT Team Chair	Tonya McKinney <u>Tonya McKinney</u>	Parent Representative	Sheila Greene <u>Sheila M. Greene</u>
Counselor/SIT Team Committee Chair	Christina Welch <u>C. Welch</u>	Parent Representative	Lisa Tetherow <u>Lisa Tetherow</u>
K-2 Teacher Representative/SIT Team Committee Co-chair	Allison Strahan <u>Allison Strahan</u>	Parent Representative	Brandi Ellis <u>Brandi Ellis</u>
K-2 Teacher Representative/SIT Team Committee Chair	Jeanie Hicks <u>Jeanie Hicks</u>		
3-5 Teacher Representative/SIT Team Committee Chair	Bronwyn Merritt <u>Bronwyn Merritt</u>		
K-2 Teacher Representative/SIT Committee Chair	Susan Brookshire <u>Susan E. Brookshire</u>		

Title I Teacher/SIT Team Committee Co-Chair	Amy Miller <i>Amy Miller</i>		
6-8 Teacher Representative/SIT Team Chair	Pace Cooper <i>Pace Cooper</i>		
6-8 Teacher Representative/SIT Team Co-chair	Mary Fitzgerald <i>Mary Fitzgerald</i>		

Checklist of State- and District-Required Ongoing Operational Activities

For all schools:

Does this school implement strategies for improving performance of all students?	Yes
Does this school implement instructional practices designed to improve academic performance of students at-risk of academic failure or dropping out?	Yes
Does this school plan for use of assessments to monitor student progress?	Yes
Does this school provide daily duty-free lunch for teachers or offer an alternative plan approved by the School Improvement Team? (WCS Policy 3430, B.2.e)	Yes
Does this school provide an average of at least five hours of planning time for teachers each week?	Yes
Does this school implement strategies for involving parents and the community in the educational program?	Yes
Does this school amend the School Improvement Plan when one or more AMO targets is missed in the same subject area for two consecutive years?	Yes
Does this school receive PD funds from the district, Title I, or other sources?	Yes
If your school receives PD funds, does your plan identify how these funds will be used? (WCS Policy 3430, B.2.d)	Yes
If your school receives Title I funds, is your Parental Involvement Plan up-to-date and on file with the school principal? (WCS Policy 3430 B.2.j / 4002)	Yes
Does this school have a copy of its master schedule on file? (WCS Policy 3430, B.2.f)	Yes
Does this school have its Safe Schools and Crisis Response Plan up-to-date and on file with the Director of Student	Yes

Services? (WCS Policy 3430, B.2.h / 4200 / 7270)		
For K-8 schools only:		
Does this school provide 30 minutes of daily physical activity to meet Healthy Active Children requirements?		Yes

School Data and Summary Analysis

Use data identified on Recommended Data Sources page (or from other sources) as the basis for understanding the school and identifying school improvement goals.

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).

1. What does the analysis of data tell you about your school's strengths? What data sources were used in this analysis?

Science is a strength for our school. Student attendance is a strength.

Data sources: End of Grade proficiency rates: Attendance data

2. What does the analysis of data tell you about your school's opportunities for growth? What data sources were used in this analysis?

Math and Reading are areas for growth opportunity. Parent Involvement is an area we would like to continue to encourage.

Data sources: End of Grade proficiency data, Title I referrals, EVAAS data, NC Report Card, Reading 3-D data, 1/2 Reading and Math Assessments, Teacher Recommendation

3. Based on the data analysis conducted, what top priorities (up to three) emerge for the school? These will be the goals for your school.

Math proficiency

Reading proficiency is another priority for our school.

Parent Involvement

Priority Goal 1 and Associated Strategies

Area for Improvement and Supporting Data	School Goal 1	Supports these district goals
<p>Area for Improvement: Math proficiency Supporting Data: EVAEE data, EOG scores, NC Report Card, 1/2 Math Assessments</p>	<p>Continue to decrease the number of students NOT meeting proficiency at all grade levels. By the end of the 2016-2017 school year, Mabel School will increase math proficiency by 5%.</p>	<p>WCS graduates all students prepared for further education, a career, and productive citizenship., WCS provides students the best possible educational experience through a wide range of opportunities offered by the highest quality staff., WCS provides its students and staff with modern, high quality, safe learning environments.</p>
Goal 1 Improvement Strategies		
<p>Continue to participate in relevant staff development in all common core areas. Continue to employ successful programs and strategies including technology which will improve student performance. These include, but are not limited to, Full-time Speech/Language Pathologist, Counselor, AIG, and Technology Facilitator: Intervention Specialist, Title 1, Math tutors, STEAM lab, GEAR up, Teacher Assistants for K-5 Classrooms: Meet in teams to share best practices: Attend appropriate professional development opportunities: School level vertical alignment and vocabulary for all academic areas: Incorporate meaningful technology in lessons.</p>		

Priority Goal 2 and Associated Strategies		
Area for Improvement and Supporting Data	School Goal 2	Supports these district goals
<p>Area for Improvement: Reading proficiency is another priority for our school.</p> <p>Supporting Data: EVAAS data, NC Report Card, EOG scores, Title I data, Reading 3-D, Teacher recommendation</p>	<p>Continue to decrease the number of students NOT proficient in reading at all grade levels.</p> <p>By the end of the 2016-2017 school year, Mabel School will increase the reading proficiency scores by 5%.</p>	<p>WCS graduates all students prepared for further education, a career, and productive citizenship., WCS provides students the best possible educational experience through a wide range of opportunities offered by the highest quality staff., WCS provides its students and staff with modern, high quality, safe learning environments.</p>
Goal 2 Improvement Strategies		
<p>Continue to employ successful programs and strategies including technology which improve student performance. Continue to participate in relevant staff development in all common core areas. Strategies include, but are not limited to, Full-time Speech/Language Pathologist, Counselor, Technology Facilitator, AIG Specialist, EC: K-5 Teacher Assistants, Early Steps, Moby Max, News-O-Matic: Research based programs such as Foundations, Letterland, Wilson Reading, Language, Word Study Program from ASU, WINGS, Early Steps, STEAM and GEAR up: Implementing a story hour for children not enrolled in Pre-K program, reinstate Pre-K: Meeting in teams to share best practices: Attending appropriate workshops: School level vertical alignment and vocabulary for all academic areas: Incorporating meaningful technology in lessons</p>		

Priority Goal 3 and Associated Strategies		
Area for Improvement and Supporting Data	School Goal 3	Supports these district goals
<p>Area for Improvement: Parent Involvement</p> <p>Supporting Data: Parent sign in sheets for meetings: Title I parent survey data:</p>	<p>By the end of the 2016-2017 school year, Mabel School will increase parent involvement by 5%.</p>	<p>WCS graduates all students prepared for further education, a career, and productive citizenship., WCS provides students the best possible educational experience through a wide range of opportunities offered by the highest quality staff., WCS provides its students and staff with modern, high quality, safe learning environments.</p>
Goal 3 Improvement Strategies		
<p>Plan Parent Involvement activities that meet parent needs and requests: survey parents to find those needs: Hold parent nights to keep parents abreast of what students are doing in classes: Newsletters; DOJO messages, Watch Dogs: e-mail for open communication: Parent Academy: Planners provided by system: Class events: PTA: Fall and Spring Awards Ceremony: 8th grade Celebration: Home visits: Pre-school story hour: K-Orientation</p>		

**Parkway School
School Improvement Plan**

North Carolina State Board of Education Goals – Future-ready Students for the 21st Century	
Goal 1	Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
Goal 2	Every student has a personalized education.
Goal 3	Every student, every day has excellent educators.
Goal 4	Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.
Goal 5	Every student is healthy, safe, and responsible.

Watauga County Schools Strategic Plan

Our Vision

Watauga County Schools will be the best place in North Carolina to learn and work.

Our Mission

Educate for productive citizenship and lifelong learning.

Goal 1

WCS graduates all students prepared for further education, a career, and productive citizenship.

Goal 2

WCS provides students the best possible educational experience through a wide range of opportunities offered by the highest quality staff.

Goal 3

WCS provides its students and staff with modern, high quality, safe learning environments.

Our Strategies

- Foster positive school culture aligned to student success
- Engage student interests through rigorous, relevant, and diverse educational opportunities
- Model integrity, leadership, diversity, service, and responsibility throughout the entire school community
- Provide high-quality educational technology to all students

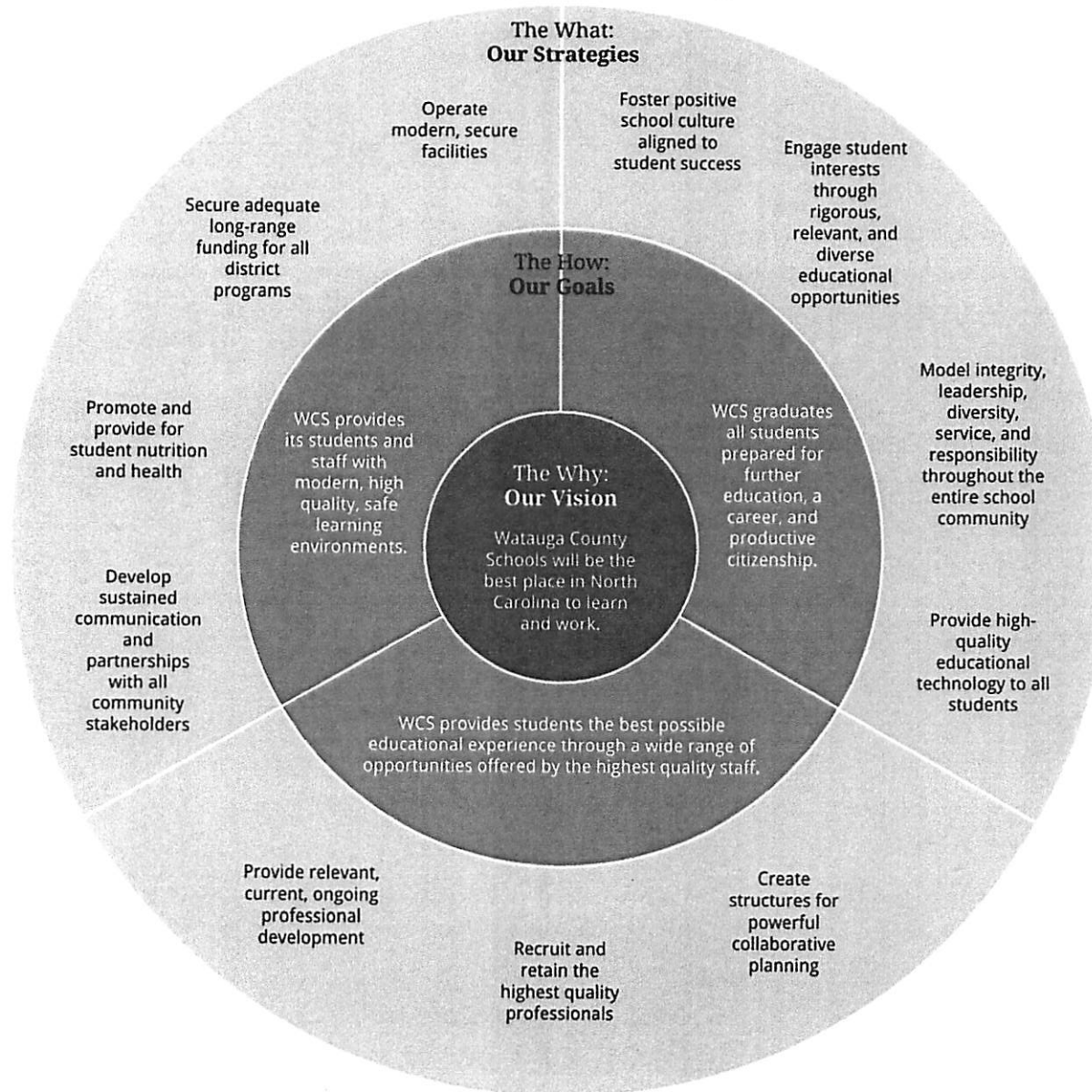
Our Strategies

- Create structures for powerful collaborative planning
- Recruit and retain the highest quality professionals
- Provide relevant, current, ongoing professional development

Our Strategies

- Develop sustained communication and partnerships with all community stakeholders
- Promote and provide for student nutrition and health
- Secure adequate long-range funding for all district programs
- Operate modern, secure facilities

Watauga County Schools Strategic Plan



Available Data Sources for Analysis by School Improvement Teams
Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas. Examine data from such areas as:
Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified needs. Number and percentage of teachers Non-HQT (www.ncreportcards.org Click on High Quality Teachers tab)
End-of-Grade (EOG) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)
End-of-Course (EOC) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)
School Report Card results: (www.ncreportcards.org)
North Carolina Teacher Working Conditions Survey results: (http://ncteachingconditions.org)
North Carolina Teacher Working Conditions Survey: Guide for School Improvement (To assist in conversations about improving teacher working conditions, The New Teacher Center created a guide to support using the SIP process for understanding and improving working conditions at a school. The guide can be downloaded as a single document or in each of its three sections. Find this document at http://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf)
Local Data: (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)
Career and Technical Education Local Plan
School Demographic Information related to student discipline: (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance) (http://www.ncpublicschools.org/research/discipline/reports)
School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty (http://www.ncreportcards.org and locally-maintained data)
School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable) (PowerSchool and locally maintained data)
School Perception Information related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)
Title III AMAO School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency
Title III AMAO School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency
School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities

Ready Schools Inventory/Ready Schools Plan (http://www.ncreadyschools.org)
Special Education Continuous Improvement Plan
Title I AMO Reports (http://ayp.ncpublicschools.org)
Healthy Active Children Initiative (http://www.nchealthyschools.org)

Parkway School Guiding Principles

We believe all students should have access to a welcoming learning environment that supports exploration and creativity for a quality, comprehensive education.

We believe learning takes place anywhere and at anytime and should be engaging, interactive, and reflective for all students.

We believe in the importance of developing strong character and productive citizenship.

We believe strong relationships and open communication between all stakeholders is the foundation of a successful school.

We believe in encouraging professional development and self-reflection in order for teachers to create and implement rigorous and relevant instruction.

We believe that a safe, positive, nurturing environment - where everyone is treated with respect - is essential for student and staff success.

LEA or Charter Name/Number: Watauga County Schools - 950
School Name/Number: Parkway School
School Address: 160 Parkway School Dr, Boone, NC 28607
Plan Year(s): 2016-2019
Date prepared: 9/28/2016 10:41:19

Principal Signature: Stephanie Weeks

Date: 10 / 10 / 16

Local Board Approval Signature: _____

Date: ____ / ____ / ____

School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position	Name	Committee Position	Name
Principal	Stephanie Weeks	Parent Representative	Wendy Xie
Assistant Principal	Patty Buckner		
6-8 Teacher Representative	Robin Smith		
3-5 Teacher Representative	Lauren Collier		
K-2 Teacher Representative	Char Chiarolanzio		
Support Specialists Representative	Erin Patterson		
Media Specialist	Owen Gray		
Teacher Assistants Representative	Brenda Lewis		
Parent Representative	Shelley Wainscott-Wallin		
Parent Representative	Gary Moss		

Checklist of State- and District-Required Ongoing Operational Activities

For all schools:

Does this school implement strategies for improving performance of all students?	Yes
Does this school implement instructional practices designed to improve academic performance of students at-risk of academic failure or dropping out?	Yes
Does this school plan for use of assessments to monitor student progress?	Yes
Does this school provide daily duty-free lunch for teachers or offer an alternative plan approved by the School Improvement Team? (WCS Policy 3430, B.2.e)	Yes
Does this school provide an average of at least five hours of planning time for teachers each week?	Yes
Does this school implement strategies for involving parents and the community in the educational program?	Yes
Does this school amend the School Improvement Plan when one or more AMO targets is missed in the same subject area for two consecutive years?	N/A
Does this school receive PD funds from the district, Title I, or other sources?	Yes
If your school receives PD funds, does your plan identify how these funds will be used? (WCS Policy 3430, B.2.d)	Yes
If your school receives Title I funds, is your Parental Involvement Plan up-to-date and on file with the school principal? (WCS Policy 3430 B.2.j / 4002)	
Does this school have a copy of its master schedule on file? (WCS Policy 3430, B.2.f)	Yes
Does this school have its Safe Schools and Crisis Response Plan up-to-date and on file with the Director of Student Services? (WCS Policy 3430, B.2.h / 4200 / 7270)	Yes

For K-8 schools only:

Does this school provide 30 minutes of daily physical activity to meet Healthy Active Children requirements?	Yes
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School Data and Summary Analysis

Use data identified on Recommended Data Sources page (or from other sources) as the basis for understanding the school and identifying school improvement goals.

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).

1. What does the analysis of data tell you about your school's strengths? What data sources were used in this analysis?

Our data analysis tells us that our school's strengths are in the areas of reading instruction, Math I instruction, communication with parents, parental involvement in decision-making, cleanliness/appearance of our facility and the safety of our school.

Data sources: Results of end-of-grade and end-of-course testing; results of K-2 reading and math assessments; Results of the NC Teacher Working Conditions Survey for 2015-2016.

2. What does the analysis of data tell you about your school's opportunities for growth? What data sources were used in this analysis?

Our data analysis tells us that our school has opportunities for growth in math instruction and achievement and differentiated instruction.

Data sources: End-of-grade and K-2 math assessment data; NC Teacher Working Conditions Survey for 2015-2016.

3. Based on the data analysis conducted, what top priorities (up to three) emerge for the school? These will be the goals for your school.

Math at all grade levels is our first priority.

Data from the 2016 NC Teacher Working Conditions Survey, specifically Question 8.2, indicates that professional development in Differentiated Instructional Practices is needed for our staff.

Priority Goal 1 and Associated Strategies

Area for Improvement and Supporting Data	School Goal 1	Supports these district goals
<p>Area for Improvement: Math at all grade levels is our first priority.</p> <p>Supporting Data: End of Grade Test Data and K-2 Math Assessment Data</p>	<p>By the end of the 2018-2019 school year, Parkway School will increase its Grade Level Proficiency (GLP) in Math in all grade levels such that 75% of all students will meet or exceed GLP in math.</p>	<p>WCS graduates all students prepared for further education, a career, and productive citizenship., WCS provides students the best possible educational experience through a wide range of opportunities offered by the highest quality staff.</p>
<p align="center">Goal 1 Improvement Strategies</p>		
<p>A Curriculum Night will be offered for parents to help them understand the North Carolina Standard Course of Study for Math.</p> <p>Benchmark assessments will be given quarterly in the grade levels in which they are available.</p> <p>Tutoring for small groups and individuals will be provided based on results of benchmark assessments and teacher recommendation throughout the year.</p> <p>Teachers will use common math language across all grade levels.</p> <p>Staff will be provided opportunities to participate in professional development in differentiated instruction for all math domains.</p> <p>Spiral review of math concepts will be embedded in each unit math assessment given in the classroom.</p> <p>Opportunities for collaboration among math teachers across grade levels will be provided to help focus instruction for each cohort of students.</p>		

Priority Goal 2 and Associated Strategies

Area for Improvement and Supporting Data	School Goal 2	Supports these district goals
<p>Area for Improvement: Data from the 2016 NC Teacher Working Conditions Survey, specifically Question 8.2, indicates that professional development in Differentiated Instructional Practices is needed for our staff.</p> <p>Supporting Data: 2016 NC Teaching Working Conditions Survey</p>	<p>By the end of the 2018-2019 school year, we will increase the use of differentiation strategies to increase student growth on end of year assessments.</p>	<p>WCS graduates all students prepared for further education, a career, and productive citizenship., WCS provides students the best possible educational experience through a wide range of opportunities offered by the highest quality staff., WCS provides its students and staff with modern, high quality, safe learning environments.</p>
Goal 2 Improvement Strategies		
<p>Staff will be surveyed to determine which differentiation strategies are currently in use on a regular basis. This survey will be repeated annually to provide data necessary to determine the achievement of this goal.</p> <p>Staff will participate in professional development based on book studies designed to help teachers increase differentiation in the classroom.</p> <p>Training in differentiation strategies will be offered to all staff members.</p> <p>We will provide opportunities for vertical alignment with a focus on differentiation.</p> <p>Teachers will be provided with opportunities to collaborate with support specialists and previous years' teachers to ensure all students' individual learning styles and needs are addressed in classroom instruction.</p> <p>Provided that funding for a math intervention specialist is secured, primary grades students' skill deficits in various domains, based upon math assessments and teacher recommendations, will be addressed.</p>		

Valle Crucis School **School Improvement Plan**

North Carolina State Board of Education Goals – Future-ready Students for the 21st Century	
Goal 1	Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
Goal 2	Every student has a personalized education.
Goal 3	Every student, every day has excellent educators.
Goal 4	Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.
Goal 5	Every student is healthy, safe, and responsible.

Watauga County Schools Strategic Plan

Our Vision

Watauga County Schools will be the best place in North Carolina to learn and work.

Our Mission

Educate for productive citizenship and lifelong learning.

Goal 1

WCS graduates all students prepared for further education, a career, and productive citizenship.

Our Strategies

- Foster positive school culture aligned to student success
- Engage student interests through rigorous, relevant, and diverse educational opportunities
- Model integrity, leadership, diversity, service, and responsibility throughout the entire school community
- Provide high-quality educational technology to all students

Goal 2

WCS provides students the best possible educational experience through a wide range of opportunities offered by the highest quality staff.

Our Strategies

- Create structures for powerful collaborative planning
- Recruit and retain the highest quality professionals
- Provide relevant, current, ongoing professional development

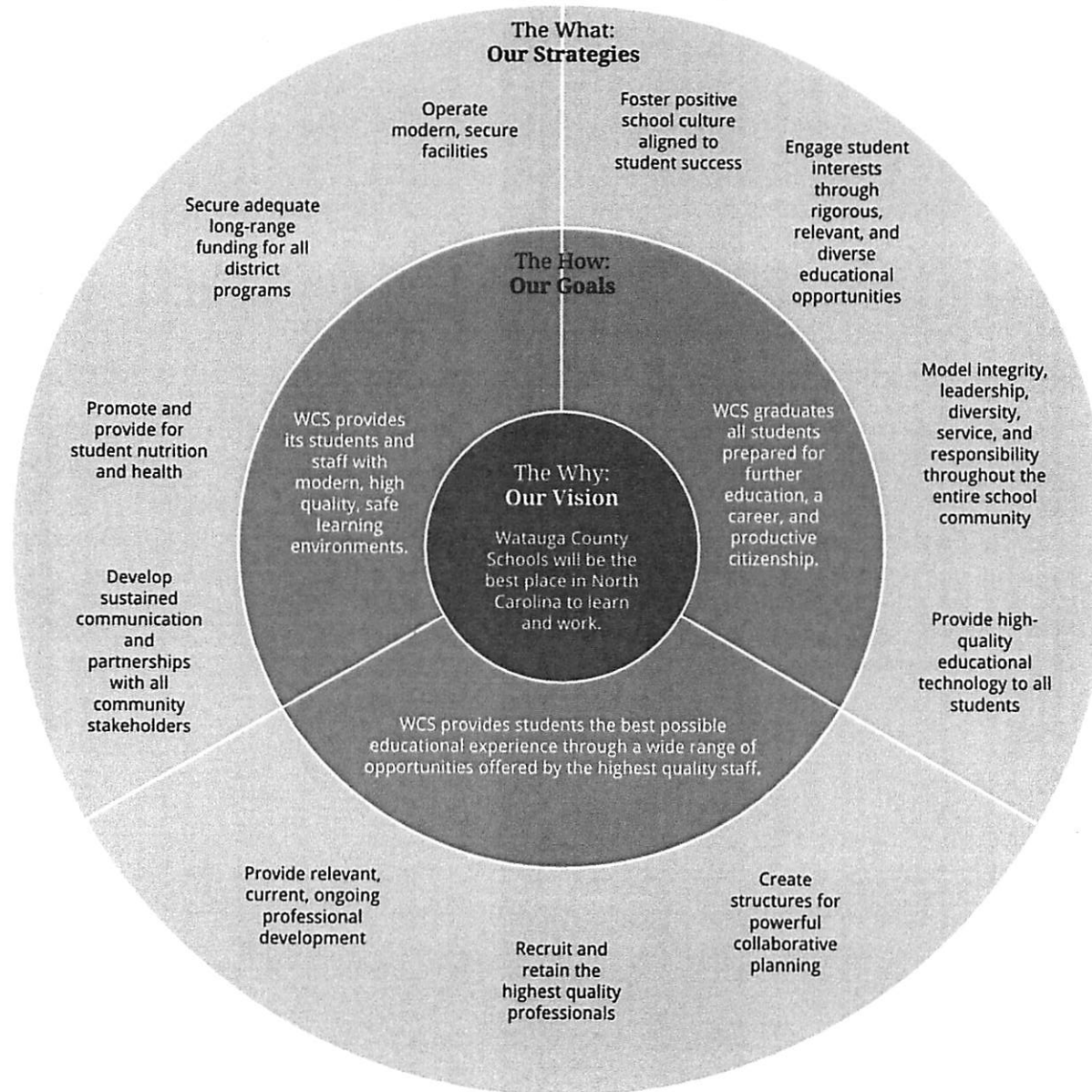
Goal 3

WCS provides its students and staff with modern, high quality, safe learning environments.

Our Strategies

- Develop sustained communication and partnerships with all community stakeholders
- Promote and provide for student nutrition and health
- Secure adequate long-range funding for all district programs
- Operate modern, secure facilities

Watauga County Schools Strategic Plan



Available Data Sources for Analysis by School Improvement Teams

Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas. Examine data from such areas as:

Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified needs. Number and percentage of teachers Non-HQT (www.ncreportcards.org Click on High Quality Teachers tab)

End-of-Grade (EOG) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)

End-of-Course (EOC) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)

School Report Card results: (www.ncreportcards.org)

North Carolina Teacher Working Conditions Survey results: (<http://ncteachingconditions.org>)

North Carolina Teacher Working Conditions Survey: Guide for School Improvement (To assist in conversations about improving teacher working conditions, The New Teacher Center created a guide to support using the SIP process for understanding and improving working conditions at a school. The guide can be downloaded as a single document or in each of its three sections. Find this document at <http://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf>)

Local Data: (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)

Career and Technical Education Local Plan

School Demographic Information related to student discipline: (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance) (<http://www.ncpublicschools.org/research/discipline/reports>)

School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty (<http://www.ncreportcards.org> and locally-maintained data)

School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable) (PowerSchool and locally maintained data)

School Perception Information related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)

Title III AMAO School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency

Title III AMAO School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency

School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities

Ready Schools Inventory/Ready Schools Plan (http://www.ncreadyschools.org)
Special Education Continuous Improvement Plan
Title I AMO Reports (http://ayp.ncpublicschools.org)
Healthy Active Children Initiative (http://www.nchealthyschools.org)

Valle Crucis School Guiding Principles
We strive to be a great school, built on equal partnerships and shared leadership among all stakeholders, who utilize continuous improvement practices for the purpose of increasing teacher effectiveness and student learning outcomes, as well as maintaining community support.

LEA or Charter Name/Number: Watauga County Schools - 950
 School Name/Number: Valle Crucis School
 School Address: 2998 Broadstone Rd, Sugar Grove, NC 28679
 Plan Year(s): 2016-2019
 Date prepared: 10/5/2016 13:51:54

Principal Signature: Preston Clarke

Date: 10 / 25 / 16

Local Board Approval Signature: _____

Date: ____ / ____ / ____

School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position	Name	Committee Position	Name
Principal	Preston Clarke	Administrator	<u>Preston Clarke</u>
Teacher	Katie Matthews	Chair/K-2 rep.	<u>Katie Matthews</u>
Teacher	Gina Holste	3-5 rep.	<u>Gina Holste</u>
Teacher	Amber Cooper	6-8 Rep/ VICE CHAIR	<u>Amber Cooper</u>
Teacher Assistant	Terry Reed		
Specialist	Sarah Hilton	Specialist	<u>Sarah Hilton</u>
Parent	Ross Gagnon	Parent Rep	<u>Ross Gagnon</u>
Parent	Julie Neal	Parent Rep	<u>Julie Neal</u>
Teacher	Holly Klein	<u>Holly Klein, Secretary</u>	<u>Holly Klein</u>

Checklist of State- and District-Required Ongoing Operational Activities

For all schools:

Does this school implement strategies for improving performance of all students?	Yes
Does this school implement instructional practices designed to improve academic performance of students at-risk of academic failure or dropping out?	Yes
Does this school plan for use of assessments to monitor student progress?	Yes
Does this school provide daily duty-free lunch for teachers or offer an alternative plan approved by the School Improvement Team? (WCS Policy 3430, B.2.e)	No
Does this school provide an average of at least five hours of planning time for teachers each week?	No
Does this school implement strategies for involving parents and the community in the educational program?	Yes
Does this school amend the School Improvement Plan when one or more AMO targets is missed in the same subject area for two consecutive years?	N/A
Does this school receive PD funds from the district, Title I, or other sources?	No
If your school receives PD funds, does your plan identify how these funds will be used? (WCS Policy 3430, B.2.d)	N/A - This school does not receive PD funds from the district, Title I, or other sources.
If your school receives Title I funds, is your Parental Involvement Plan up-to-date and on file with the school principal? (WCS Policy 3430 B.2.j / 4002)	No
Does this school have a copy of its master schedule on file? (WCS Policy 3430, B.2.f)	Yes
Does this school have its Safe Schools and Crisis Response Plan up-to-date and on file with the Director of Student Services? (WCS Policy 3430, B.2.h / 4200 / 7270)	Yes
For K-8 schools only:	
Does this school provide 30 minutes of daily physical activity to meet Healthy Active Children requirements?	No

School Data and Summary Analysis

Use data identified on Recommended Data Sources page (or from other sources) as the basis for understanding the school and identifying school improvement goals.

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).

1. What does the analysis of data tell you about your school's strengths? What data sources were used in this analysis?

We have a high qualified staff in place at Valle Crucis School. The data indicates that 80% of our students met growth. Students achieving proficiency on the Science EOG has consistency been above 75%
Data sources: School Report Card, EOG Data, and EVAAS data. Local district wide assessment data.

2. What does the analysis of data tell you about your school's opportunities for growth? What data sources were used in this analysis?

Math data indicates room for improvement. 2015-2016 math proficiency for grades (3-8) was 62%
Data sources: School Report Card, EOG Data, and EVAAS data. Local district wide assessment data.

3. Based on the data analysis conducted, what top priorities (up to three) emerge for the school? These will be the goals for your school.

Reading

Based on data analysis, our school should work to decrease the number of non-proficient students in mathematics.

Priority Goal 1 and Associated Strategies

Area for Improvement and Supporting Data	School Goal 1	Supports these district goals
<p align="center">Area for Improvement: Reading Supporting Data: School Report Card, EOG Data, and EVAAS data. Local district wide assessment data.</p>	<p align="center">By the end of the 2017-2018 school year, the level of non-proficient readers in grade (K-8) will decrease by 5% from the 2015-2016 assessment data.</p>	<p align="center">WCS graduates all students prepared for further education, a career, and productive citizenship., WCS provides students the best possible educational experience through a wide range of opportunities offered by the highest quality staff., WCS provides its students and staff with modern, high quality, safe learning environments.</p>
<p align="center">Goal 1 Improvement Strategies</p>		
<p align="center">All staff trained in new Reading Foundations curriculum by the end of 2017-2018 school year.</p> <p align="center">Middle School teachers will teach an average of 3 to 5 content targeted vocabulary words each day.</p> <p align="center">Beginning at grade 3 students from the targeted population who are not receiving supplemental reading services will receive assistance through the Reading Plus program.</p> <p align="center">Utilize school personnel to increase the number of first grade students receiving Early Steps.</p> <p align="center">K-2 will utilize Letterland phonics and spelling program.</p> <p align="center">Kindergarten Language and vocabulary enrichment experiences provided by volunteers from Appalachian State University Community.</p>		

Priority Goal 2 and Associated Strategies

Area for Improvement and Supporting Data	School Goal 2	Supports these district goals
<p>Area for Improvement: Based on data analysis, our school should work to decrease the number of non-proficient students in mathematics.</p> <p>Supporting Data: EVAAS data, school report cards, local assessments, math cohort data</p>	<p>By the end of the 2017-2018 school year, the number of students identified as non-proficient in mathematics will decrease by 5% as compared 2015-2016 assessment data.</p>	<p>WCS graduates all students prepared for further education, a career, and productive citizenship., WCS provides students the best possible educational experience through a wide range of opportunities offered by the highest quality staff., WCS provides its students and staff with modern, high quality, safe learning environments.</p>

Goal 2 Improvement Strategies

K-8 teachers will provide focused instruction to introduce content-specific vocabulary terms each day.

First through eighth grade teachers will utilize IXL and kindergarten classes will utilize Math Seeds computer-assisted programs a minimum of twice a week to reinforce basic math concepts and skills.

K-8 math teachers will be provided a minimum of 5 meeting times during the 2016-2017 school year to create a vertical alignment framework .

Watauga High School **School Improvement Plan**

North Carolina State Board of Education Goals – Future-ready Students for the 21st Century	
Goal 1	Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
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Goal 3	Every student, every day has excellent educators.
Goal 4	Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.
Goal 5	Every student is healthy, safe, and responsible.

Watauga County Schools Strategic Plan

Our Vision

Watauga County Schools will be the best place in North Carolina to learn and work.

Our Mission

Educate for productive citizenship and lifelong learning.

Goal 1

WCS graduates all students prepared for further education, a career, and productive citizenship.

Our Strategies

- Foster positive school culture aligned to student success
- Engage student interests through rigorous, relevant, and diverse educational opportunities
- Model integrity, leadership, diversity, service, and responsibility throughout the entire school community
- Provide high-quality educational technology to all students

Goal 2

WCS provides students the best possible educational experience through a wide range of opportunities offered by the highest quality staff.

Our Strategies

- Create structures for powerful collaborative planning
- Recruit and retain the highest quality professionals
- Provide relevant, current, ongoing professional development

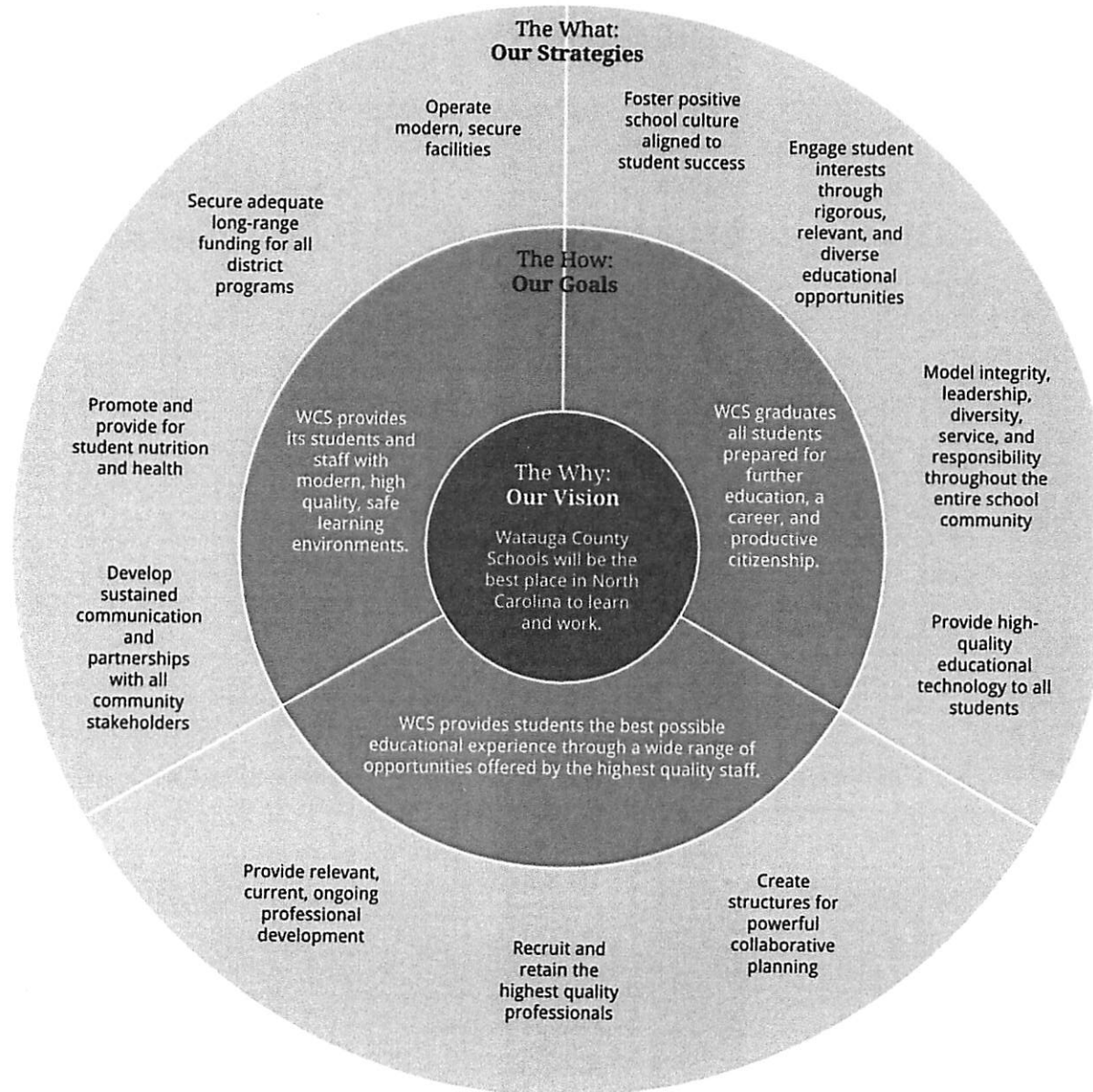
Goal 3

WCS provides its students and staff with modern, high quality, safe learning environments.

Our Strategies

- Develop sustained communication and partnerships with all community stakeholders
- Promote and provide for student nutrition and health
- Secure adequate long-range funding for all district programs
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Watauga County Schools Strategic Plan



Available Data Sources for Analysis by School Improvement Teams

Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas. Examine data from such areas as:

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End-of-Course (EOC) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)

School Report Card results: (www.ncreportcards.org)

North Carolina Teacher Working Conditions Survey results: (<http://ncteachingconditions.org>)

North Carolina Teacher Working Conditions Survey: Guide for School Improvement (To assist in conversations about improving teacher working conditions, The New Teacher Center created a guide to support using the SIP process for understanding and improving working conditions at a school. The guide can be downloaded as a single document or in each of its three sections. Find this document at <http://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf>)

Local Data: (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)

Career and Technical Education Local Plan

School Demographic Information related to student discipline: (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance) (<http://www.ncpublicschools.org/research/discipline/reports>)

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School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable) (PowerSchool and locally maintained data)

School Perception Information related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)

Title III AMAO School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency

Title III AMAO School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency

School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or

extended learning opportunities
Ready Schools Inventory/Ready Schools Plan (http://www.ncreadyschools.org)
Special Education Continuous Improvement Plan
Title I AMO Reports (http://ayp.ncpublicschools.org)
Healthy Active Children Initiative (http://www.nchealthyschools.org)

Watauga High School Guiding Principles

WATAUGA HIGH SCHOOL VISION:

We envision a school where everyone can learn and deserves a fair and equal opportunity to learn.

WATAUGA HIGH SCHOOL MISSION:

Our mission is to partner with students, parents, and the community to develop young adults who value educational excellence, think critically, and become productive citizens with a global perspective.

WATAUGA HIGH SCHOOL MOTTO:

Held to a Higher Standard

WATAUGA HIGH SCHOOL CORE BELIEFS SLOGAN:

W - What is Right? H - How Does it Affect Me or Others? S - Service Above Self?

WATAUGA HIGH SCHOOL PRIDE CHANT:

Who are we? - WATAUGA! What are we? - PIONEERS!

LEA or Charter Name/Number: Watauga County Schools - 950
School Name/Number: Watauga High School
School Address: 300 Go Pioneers Dr, Boone, NC 28607
Plan Year(s): 2016-2019
Date prepared: 10/17/2016 8:07:18

Principal Signature:













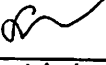



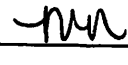

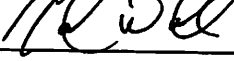
Date: 31, Oct, 16

Local Board Approval Signature:

Date: ____/____/____

School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position	Name	Committee Position	Name
Principal	Marshall Gasperson 	Instructional Personnel	Brett Green 
Assistant Principal	Kelly Walker 	Instructional Personnel	Jerry Moretz 
Assistant Principal	Jennie McGuire 	Instructional Personnel	Cori Braxton 
Chair	Tierra Stark 	Instructional Support	Laura Carson 
Past Chair	Tom Brown 	Instructional Support	Colyn Cornell 
Co-Chair	Jesse Stollings 	Classified Employee	Kayla Woodard 
Instructional Personnel	Tracy Markland 	Parent	Emily Greene
Instructional Personnel	April Yandle 	Parent	Maria Norris 
Instructional Personnel	Josh Ogle 		
Instructional Personnel	Jacob Wallace 		

Checklist of State- and District-Required Ongoing Operational Activities	
For all schools:	
Does this school implement strategies for improving performance of all students?	Yes
Does this school implement instructional practices designed to improve academic performance of students at-risk of academic failure or dropping out?	Yes
Does this school plan for use of assessments to monitor student progress?	Yes
Does this school provide daily duty-free lunch for teachers or offer an alternative plan approved by the School Improvement Team? (WCS Policy 3430, B.2.e)	Yes
Does this school provide an average of at least five hours of planning time for teachers each week?	Yes
Does this school implement strategies for involving parents and the community in the educational program?	Yes
Does this school amend the School Improvement Plan when one or more AMO targets is missed in the same subject area for two consecutive years?	Yes
Does this school receive PD funds from the district, Title I, or other sources?	Yes
If your school receives PD funds, does your plan identify how these funds will be used? (WCS Policy 3430, B.2.d)	Yes
If your school receives Title I funds, is your Parental Involvement Plan up-to-date and on file with the school principal? (WCS Policy 3430 B.2.j / 4002)	NA
Does this school have a copy of its master schedule on file? (WCS Policy 3430, B.2.f)	Yes
Does this school have its Safe Schools and Crisis Response Plan up-to-date and on file with the Director of Student Services? (WCS Policy 3430, B.2.h / 4200 / 7270)	Yes
For K-8 schools only:	
Does this school provide 30 minutes of daily physical activity to meet Healthy Active Children requirements?	

School Data and Summary Analysis

Use data identified on Recommended Data Sources page (or from other sources) as the basis for understanding the school and identifying school improvement goals.

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).

1. What does the analysis of data tell you about your school's strengths? What data sources were used in this analysis?

Watauga High School's North Carolina School Report Card grade is a B for the 2014-2015 school year.

The school's overall achievement percentage was 77% for 2014-2015.

Watauga High School saw a +12.66 increase in Math 1 EOC scores from 2014 - 2015 to 2015-2016.

For students who met all benchmarks on the March 2016 administration of the ACT, WHS saw a +6 point increase from 2014-2015 to 2015-2016. There was also a +.6 point increase in the overall ACT composite score from 2014-2015 to 2015-2016.

Watauga High School's graduation rate increased from 87.9 in 2014-2015 to 90.8% in 2015-2016.

The school's Math 3 completion rate was above 95% in 2015-2016 and the school's WorkKeys participation rate was also greater than 95%.

According to the 2016 North Carolina Teacher Working Conditions Survey, 90.8% of WHS teachers believe that "Overall, my school is a good place to work and learn," compared to 89.8% in 2014. 92.2% of WHS teachers stated that "At this school, we utilize the results from the 2014 NCTWCS as a tool for school improvement." This is up from 66.7% in 2014.

In 2016, WHS "Exceeds Expected Growth" (4.00) for Educator Effectiveness Growth (includes EOC, NCFE, and CTE assessments) as measured by EVAAS.

Watauga High School provides a safe and modern facility to the students as seen through our 1:1 Technology Initiative, low amount of criminal acts committed by our students, and a state-of-the-art building.

Data sources: North Carolina School Report Card - 2014-2015

Data disaggregation for the 2016 North Carolina Teacher Working Conditions Survey

Data disaggregation for 2015-2016 by WHS Facilitator of Student Growth and Achievement (WHS Accountability Status; WHS Testing Profile 2015-2016)

EVAAS Educator Effectiveness Growth

Discipline Referral Collection

2. What does the analysis of data tell you about your school's opportunities for growth? What data sources were used in this analysis?

The School-wide Accountability Growth composites are calculated using assessment data from End-of-Course assessments in English 2, Math 1, and Biology. For the 2015-2016 school year, WHS "Did Not Meet" expected growth (-4.91). In 2014-2015, WHS "Did Not Meet" expected growth (-4.35).

Overall CTE proficiencies for the 2015-16 school year indicate particular areas of concern in Cosmetology II, Computer Engineering Technology I, Introduction to Automotive Service, and Welding Technology I; however, it is important to note that each of the courses of concern had enrollments of <10 during each semester.

WHS saw a -9.85 decrease in Biology EOC proficiency scores from 2014-2015 to 2015-2016.

English 2 EOC proficiency scores decreased by -6.6 points from 2014-2015 to 2015-2016.

In 2015-2016, 30% of all WHS discipline referrals were for student tardies to class. Tardies increased by 1390 overall and by 788 to first period from 2014-2015 to 2015-2016.

According to the North Carolina Teacher Working Conditions Survey, WHS had a -9.3 point decrease from 2014 to 2016 regarding the statement: "Students at this school understand expectations for their conduct." For the statement, "Students at this school follow rules of conduct," WHS experienced an -8.8 point decrease from 2014 to 2016. Finally, from 2014 to 2016, there was a -7.8 point decrease regarding the statement: "Parents/Guardians know what is going on in this school."

Data sources: North Carolina School Report Card - 2014-2015

Data disaggregation for the 2016 North Carolina Teacher Working Conditions Survey

Data disaggregation for 2015-2016 by WHS Facilitator of Student Growth and Achievement (WHS Accountability Status; WHS Testing Profile 2015-2016)

EVAAS School Accountability Growth

Data disaggregation for 2014-2015 and 2015-2016 discipline and tardies (PowerSchool reports)

3. Based on the data analysis conducted, what top priorities (up to three) emerge for the school? These will be the goals for your school.

Graduation Rate: Continue to work to increase the Graduation Rate

Student Growth: Improve student growth as measured by EVAAS

Student Engagement: Decreasing the number of student tardies to class

Priority Goal 1 and Associated Strategies

Area for Improvement and Supporting Data	School Goal 1	Supports these district goals
<p>Area for Improvement: Graduation Rate: Continue to work to increase the Graduation Rate</p> <p>Supporting Data: WHS generates a monthly report on dropouts and to which cohort they belong. There is an annual report from the WHS Graduation Coach which highlights graduation rates, retention rates, student attendance, and discipline data, specifically for students participating in support programs. The team reviewed an annual report from the WHS Graduation Coach on Drop-Out/Exit Interview results.</p> <p>Projected graduation rate for 2015 -2016: 90.8%</p> <p>2014 - 2015 Graduation Rate: 88%</p> <p>2013 - 2014 Graduation Rate: 87%</p>	<p>Increase the Watauga High School four-year cohort graduation rate to 94% by June 2021.</p>	<p>WCS graduates all students prepared for further education, a career, and productive citizenship., WCS provides students the best possible educational experience through a wide range of opportunities offered by the highest quality staff.</p>
Goal 1 Improvement Strategies		
<p>1. Identify students at risk for dropping out/or not on track to graduate with their cohort. ACTION STEPS: Transcript reviews and graduation checklists for all students. Collaboration and communication between middle school, high school counselors, and graduation coach about potential at-risk students.</p> <p>2. Develop opportunities to get students on par with cohort. ACTION STEPS: Pioneer Core Diploma, 4th Math Requirement through CTE, and Credit Recovery/Summer School Programs.</p>		

Priority Goal 2 and Associated Strategies

Area for Improvement and Supporting Data	School Goal 2	Supports these district goals
<p>Area for Improvement: Student Growth: Improve student growth as measured by EVAAS</p> <p>Supporting Data: EVAAS Data. EOC Proficiency Scores</p> <p>School Report Card: 2013-2014: School Met Growth at score of 70.3. 2014-2015: School Did Not Meet Growth at score of 59.4.</p>	<p>By the end of the 2018-2019 school year, Watauga High School teachers will support students in achieving a minimum of one year of learning growth as evidenced by 67% of students meeting measurable growth factors identified by the State of North Carolina.</p>	<p>WCS graduates all students prepared for further education, a career, and productive citizenship., WCS provides students the best possible educational experience through a wide range of opportunities offered by the highest quality staff.</p>
Goal 2 Improvement Strategies		
<p style="text-align: center;">1. Cross curricular implementation of vocabulary and literacy. ACTION STEPS: Provide activities that use informational text and problem solving strategies.</p> <p style="text-align: center;">2. Professional Development. ACTION STEPS: Provide Individualized professional development.Utilize weekly collaboration time and teacher led PD sessions.</p> <p style="text-align: center;">3. Utilize student services. ACTION STEPS: Address student mental health needs.</p> <p style="text-align: center;">4. Support and advance necessary skills for student daily achievement.. ACTION STEPS: Use and provide modern technology and support staff.</p> <p style="text-align: center;">5. Set goals for education and personal growth. ACTION STEPS: Students will collaborate with teachers to set goals and develop strategies to achieve those goals.</p>		

Priority Goal 3 and Associated Strategies

Area for Improvement and Supporting Data	School Goal 3	Supports these district goals
<p>Area for Improvement: Student Engagement: Decreasing the number of student tardies to class</p> <p>Supporting Data: Approximately 30% of current discipline referrals are from student tardies - higher than any other category.</p> <p>2014-2015: Total of 8440 tardies. 2015-2016: Total of 9830 tardies.</p> <p>2016 Teacher Working Conditions Survey Data: We have decreased in the areas of: Students at this school understand expectations for their conduct, Students at this school follow rules of conduct, and Policies and procedures about student conduct are clearly understood by the faculty.</p>	<p>Watauga High School will decrease the percentage of student unexcused tardies by 10% by May 2018 for the purpose of improving student engagement in all classes.</p>	<p>WCS provides students the best possible educational experience through a wide range of opportunities offered by the highest quality staff., WCS provides its students and staff with modern, high quality, safe learning environments.</p>

Goal 3 Improvement Strategies

1. Accountability amongst members of the school system.

ACTION STEP: Teachers will track students and provide meaningful activities that promote attendance. Administration will hold teachers accountable for consistently recording accurate daily attendance.

2. Utilize an electronic automated system for main office traffic.

ACTION STEPS: Research, develop, and implement a system for traffic in the main office including tardies, visitors, and informing parents.

3. Evaluate current activities and policies through PBIS.

ACTION STEPS: Evaluate efficacy of discipline expectations and consequences for excessive tardies.

4. Professional Development.

ACTION STEPS: Provide ongoing and consistent professional development regarding student engagement and differentiation strategies.

5. Provide positive reinforcement.

ACTION STEPS: Celebrate successes in tardy decreases throughout the year.



Watauga County Board of Education

OFFICE OF THE SUPERINTENDENT
MARGARET E. GRAGG EDUCATION CENTER
P.O. BOX 1790 BOONE N.C. 28607

TEL: (828) 264-7190
FAX: (828) 264-7196

MEMORANDUM

TO: Dr. Scott Elliott, Superintendent
Members, Watauga County Board of Education

FROM: Ly Marze, Finance Officer

DATE: December 13, 2016

RE: 2016-17 Budget Amendment #3

Attached is Budget Amendment #3 that changes totals in Watauga County Schools 2016-17 adopted budget.

After approval of this Budget Amendment, the budget for all funds will appear as follows:

<u>Fund</u>	<u>Adopted Budget</u>	<u>Amendments</u>	<u>Amended Budget</u>
Local Current Expense	\$ 13,265,400	\$ 0	\$ 13,265,400
State Public School	26,051,704	240,013	26,291,717
Federal Grants	1,991,334	0	1,991,334
School Nutrition	1,758,100	0	1,758,100
Extended Learning Centers	465,588	0	465,588
Capital Outlay	1,975,605	0	1,975,605
Special Revenue	731,071	0	731,071
 Total	 \$ 46,238,802	 \$ 240,013	 \$ 46,478,815

**Watauga County Schools
BUDGET AMENDMENT #3
December 13, 2016**

Be it resolved that the following amendments be made to the Budget Resolution for the fiscal year ending June 30, 2017.

BA #3-1 Explanation:

This amendment is to budget state transfers and additional state allotment dollars as reflected in DPI revisions #19-24 to include reductions for transfer to charter schools.

<u>Account Number</u>	<u>Account Title</u>	<u>Amount</u>
1.5110.001.121	Classroom Teachers	(12,497)
1.5110.003.162	Non-Instructional Support	2,122
1.5110.007.121	Instructional Support	(1,291)
1.5120.013.121	Career and Technical Education - MOE	(1,257)
1.5120.014.121	Career and Technical Education - Program	(59)
1.5110.015.311	School Technology Fund	173
1.5350.016.121	Summer Reading Camp	(28,223)
1.5110.024.121	Disadvantaged Students Supplemental Fund	(126)
1.5110.027.142	Teacher Assistants	(997)
1.5210.032.121	Children with Disabilities	(2,885)
1.5260.034.121	Academically & Intellectually Gifted	(210)
1.6550.056.165	Transportation	286,234
1.5110.061.411	Classroom Materials and Supplies	(122)
1.5310.069.142	At-Risk Student Services	(684)
1.5110.130.412	State Textbooks	(165)
Total Appropriations		240,013

Revenues:

<u>Account Number</u>	<u>Account Title</u>	<u>Amount</u>
1.3100	State Allocation	240,013
Total Revenues		240,013

Declaration of Surplus Items - December 2016

<u>School</u>	<u>Quantity</u>	<u>Description</u>	<u># that are Usable</u>	<u># that are Unusable</u>
Transportation	3	Fortress Bus Cameras		3
Bethel	1	Dell 745 Optiplex CPU		1
Blowing Rock	2	Dell GX620 Optiplex CPUs	2	
	2	NEC NP400 XGA 2600 Projectors		2
	4		2	2
Green Valley	1	L-Shaped Circulation Desk	1	
	1	Panther Wireless Scanner	1	
	3	SmartTech Senteo Response Systems	3	
	1	HP Scanjet 4570c Document Scanner	1	
	1	Dell Optiplex 755 CPU		1
	1	Anchor XTR-6001 Sound System		1
	1	Anchor XTR-6000C Sound System		1
	1	Epson PowerLite 822p Projector		1
	10		6	4
Hardin Park	1	NEC VT695 Projector		1
	1	NEC NP400 Projector		1
	2		0	2
Mabel	1	Brother IntelliFAX2820 Fax Machine	1	
	1	Dell GX620 Optiplex CPU		1
	1	Nortel Baystack 450-24T Switch		1
	1	AirTemp Window Model B3J12E2A Air Conditioner		1
	10	TI-73 Explorer Graphing Calculators		10
	1	HP LaserJet 4Plus Printer		1
	1	HP LaserJet 3525 DN Color Printer		1
	1	AlphaSmart Pro Keyboard		1
	17		1	16
Parkway	1	NEC NP400 XGA Projector		1
Valle Crucis	1	Dell 745 Optiplex CPU		1
	1	NEC NP400 Projector		1
	2		0	2
WHS	1	Epson Powerlite 460 Projector		1
	1	Staples Shredder		1
	2		0	2

HIGH SCHOOL CURRICULUM COMMITTEE

Policy Code: **3100-R (2)**

The purpose of the Watauga High School Curriculum Committee is to review current and proposed curriculum policies and to make curriculum recommendations to the Watauga County Board of Education.

A. MEMBERSHIP

Voting members of the committee shall be:

At least one representative from each department:

Arts Education, Career & Technical Education, English/Language Arts, Exceptional Students, World Languages, Mathematics, Media/Technology Services, Occupational Course of Study, Health and Physical Education, Science, Social Studies, Student Services.

The Watauga High School Principal or administrative designee – Chair of Committee
The Assistant Principal for Curriculum and Instruction (may also serve as administrative designee/Chair of Committee)
One parent representative

Total of 15 voting members

Ex officio, non voting, members shall be:

The Superintendent or designee
One member of the Watauga County Schools Board of Education

B. PROCEDURES

1. A list of committee members shall be presented to the board for approval at its June meeting.
2. Regular meetings shall be held on a Tuesday each month from September through May at Watauga High School. The committee shall meet at least three times per year. Meetings may be rescheduled and special meetings may be called by the Chair if necessary.
3. A department representative who is unable to attend a meeting may be represented by another member of that department. That representative shall be entitled to voting privileges at the meeting attended.
4. The Chair shall preside at all meetings of the committee.
5. The committee shall elect a recorder annually.
6. 70% of the voting membership (11) shall be present for a vote to be taken.

7. Minutes of the meetings shall be maintained as a permanent file of business at the high school by the recorder. Minutes shall be approved by the committee, and shall be submitted to the Board of Education by the Chair of the committee.

8. The committee shall periodically review all existing policies concerning high school curriculum.

9. Policy recommendations shall be reviewed by the committee and submitted to the Board of Education following procedures established by that body.

10. Curricular matters may be referred to the committee by any committee member, school staff member, board member, or other interested person.

C. POLICY AMENDMENT

This policy may be amended in the following manner:

1. a. A proposed amendment must be approved at a regular meeting of the committee by a majority vote, provided the proposed amendment(s) has (have) been submitted in writing to all members at least five (5) days before the meeting; and
- b. Any proposed amendment so approved by the committee must be approved by the Watauga County Board of Education; or
2. The Watauga County Board of Education may amend this policy.

Revised: May 4, 1987
September 10, 1990
September 9, 1991
July 09, 2007
June 8, 1992

March 11, 1997
October 6, 1997
September 10, 2007
May 13, 2013

SALE, DISPOSAL, AND LEASE OF BOARD-OWNED REAL PROPERTY

Policy Code:

9400

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

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

When the board decides to lease board-owned property to another entity, the lease will be at the fair market value, except that the board may negotiate a lesser amount with another governmental unit. The board will lease available board-owned buildings and land to charter schools when required by law.

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

Legal References: G.S. 115C-72, -218.35, -518, -521; 160A, art. 12; 147, art. 6E

Cross References: Community Use of Facilities (5030), Guidelines for Community Use of Facilities (5030-R), Planning to Address Facility Needs (policy 9000), Site Selection (policy 9010), Use and Selection of Architects, Engineers, Surveyors, and Construction Managers at Risk (policy 9110)

Adopted: April 11, 2016

Revised: May 9, 2016: _____

OFFICIAL SCHOOL SPOKESPERSON

Policy Code:

1360

The official spokespersons of the school system will be the chairperson of the Watauga County Board of Education (the "board") or designee and the superintendent and designees. Any person speaking in an official capacity shall conduct his or her assignment from the standpoint of the best interests of the board, the school system and the community, not as a representative of his or her own personal ideas or feelings. In addition, the superintendent and other school employees who are called on to speak in their official capacities as employees of the school system shall communicate the position of the school board when asked to comment on legislative, policy, or political issues.

Legal References: G.S. 115C-36, -276

Cross References: Board Authority and Duties (policy 1010), Board and Superintendent Relations (policy 1210), Code of Ethics for School Board Members (policy 1320)

Adopted: October 12, 2015

Revised: _____

BOARD AND SUPERINTENDENT RELATIONS

Policy Code:

1210

The Watauga County Board of Education (the "board") recognizes the importance of an effective working relationship between the board and superintendent. The board further recognizes the distinct and separate areas of responsibility of the board and superintendent ~~to~~of the school system. The superintendent is responsible for the administration of the system of schools consistent with the board's policies.

To maintain a cohesive relationship between the board and the school system, the superintendent shall serve as secretary of the board and assist all board committees. The superintendent shall keep the board informed of the operation of the system. The superintendent shall make recommendations to the board as required by law and board policy and as otherwise determined appropriate by the superintendent. The superintendent also shall assist the board in making sound decisions and meeting the requirements of law by providing information and advice regarding all matters that require board action.

When acting in his or her official capacity, the superintendent shall provide the board with notice in advance if he or she is called upon to speak before the General Assembly, the State Board of Education, the Board of County Commissioners, or other governmental entities on legislation, policy, or political issues of concern to the board. In addition, the superintendent shall keep the board informed when he or she has been asked to comment upon proposed or pending state legislation or policy.

Legal References: G.S. 115C-36, -47, -276

Cross References: Board Authority and Duties (policy 1010), Duties of Officers (policy 1350), Official School Spokesperson (policy 1360)

Adopted: October 12, 2015

Revised: _____

Replaces: Board policy 1.01.40, Duties of the Superintendent and policy 1.01.50, Board-Superintendent Relations

The Watauga County Board of Education (the "board") recognizes the importance of setting rigorous graduation requirements to help ensure that students are receiving an education that will prepare them to be career and college ready and productive members of society.

In order to graduate from high school, students must meet the following requirements:

1. successful completion of all course unit requirements mandated by the State Board of Education (see Section A);
2. ~~beginning in the 2014-15 school year,~~ successful completion of cardiopulmonary resuscitation instruction and pass a skills test; and
3. successful completion of all other requirements mandated by the board, as provided in this policy.

The principal shall ensure that students and parents are aware of all graduation requirements. ~~Guidance program~~ Student Services staff shall assist students in selecting their high school courses to ensure that students are taking all of the required units and selecting electives consistent with their post-graduation plans. For students who have transferred to the school system during high school or who, for other reasons, have completed course work outside of the school system, the principal shall determine what course work will be applied as credit toward graduation. The principal shall consider the requirements of the Interstate Compact on Educational Opportunity for Military Children (G.S. 115C-407.5) and the requirements of subsection C.3 of this policy in determining the graduation requirements for children of military families.

A. COURSE UNITS REQUIRED

All students must fulfill the course unit requirements of the Future-Ready Core Course of Study, unless they are approved for the Future-Ready Occupational Course of Study. ~~The table in subsection A.1 below lists the course unit requirements for the Future-Ready Core Course of Study differ depending on the year a student enters applicable to students who entered ninth grade for the first time, as set out in during the tables below. 2013-14 school year or thereafter. Students who entered the ninth grade for the first time before the 2013-14 school year should consult their school guidance counselor to determine applicable course unit requirements for graduation.~~

In accordance with policy 3101, Dual Enrollment, and State Board of Education requirements, students may earn high school credit for college courses completed. In addition, students may earn credit for certain high school courses in the Future-Ready Core Course of Study completed while in middle school, as authorized by the State Board of Education. Students also have the opportunity to meet course unit requirements

without completing the regular period of classroom instruction by demonstrating mastery of the course material in accordance with policy 3420, Student Promotion and Accountability, and State Board of Education requirements. Watauga High School students may earn one or two units of credit upon successful completion of a course, depending on how the course is offered.

All awards of high school course credit must be consistent with State Board of Education requirements. Any inconsistency between board policy and State Board graduation requirements will be resolved by following the State Board requirements. While the board endeavors to keep its policy up to date with current State Board of Education graduation requirements, students should verify current requirements with their school guidance counselors when planning course schedules or making other decisions based on graduation requirements. Watauga High School students may graduate and receive a high school diploma when a combination of the following state and local requirements are met:

1. Future-Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2012-2013-2014 and Thereafter

Courses Required*	State Requirements	Local Requirements
English	4 sequential (English I, II, III, and IV)	4
Mathematics	4 (NC Math I, H1, 2, and H3 and a fourth math course aligned with the student's post-high school plans.)** (A principal may exempt a student from this math sequence. Exempt students will be required to pass NC Math H1 and H2 and two other application-based math courses or selected CTE courses, as identified on the NC DPI math options chart.)***	4
Science	3 (a physical science course, Biology, and earth/environmental science)	3
Social Studies	4 (including American History: -Founding Principles, Civics, and Economics; American History Parts I and II; and World History)****	4
Health/P.E.	1	2-one in Health/one in P.E.
Electives	6 (2 electives must be any combination of Career and Technical Education, Arts Education, or World Language; 4 must be from one of the following: Career and Technical Education, J.R.O.T.C., Arts Education, or any other subject area or cross-disciplinary course. A four-course concentration is recommended.)*****	11- five approved by Watauga County BOE or from NC Standard Course of Study
Total Credits	22	28*****

* Certain International Baccalaureate (IB) and Advanced Placement (AP) courses will satisfy specific graduation requirements. See SBE policy GCS-L-008.

** Students entering ninth grade for the first time prior to the 2014-15 school year have alternate

math course options. See SBE policy GCS-N-004.

*** Students seeking to complete minimum course requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math 344 as a prerequisite. The math options chart is available at <http://maccss.ncdpi.wikispaces.net/file/view/Math%20Options%20Chart%209.5.2014.pdf/522504358/Math%20Options%20Chart%209.5.2014.pdf>

**** American History: Founding Principles, Civics and Economics must follow the North Carolina Standard Course of Study (NCSCOS) in its entirety and may not be satisfied by an AP/IB course, dual enrollment, or any other course that does not fully address the NCSCOS.

***** Students seeking to complete minimum course requirements for UNC universities must complete two years of a second language.

***** Students may earn course credit for the successful completion of courses through a university, community college, or distance learning. (See Watauga County Board of Education Policy 3101: Dual Enrollment and Policy 3102: Online Instruction)

2. ~~Future Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2009-2010, 2010-2011, or 2011-2012~~

Courses Required	State Requirements	Local Requirements
English	4 sequential (English I, II, III, and IV)	4
Mathematics	4 (either Algebra I, Geometry, Algebra II, and a fourth math course aligned with the student's post-high school plans OR Integrated Math I, II, and III and a fourth math course aligned with the student's post-high school plans) (A principal may exempt a student from this math sequence. Exempt students will be required to pass either (1) Algebra I and either Algebra II or Geometry or (2) Integrated Math I and II. Exempt students also must pass either Alternative Math I and II or two other application-based math courses.)*	4
Science	3 (a physical science course, Biology, and earth/environmental science)	3
Social Studies	3 (Civics & Economics, U.S. History, and World History)	3
Health/P.E.	4	2-one in Health/one in P.E.
Electives	6 (2 electives must be any combination of Career and Technical Education, Arts Education, or World Language; 4 must be from one of the following: Career and Technical Education, J.R.O.T.C., Arts Education, or any other subject area or cross-disciplinary course. A four-course concentration is recommended.)*	12-five approved by Watauga County BOE or from NC Standard Course of Study
Total Credits	24	28***

* Students seeking to complete minimum application requirements for UNC universities must complete four mathematics courses, including a fourth math course with Algebra II or Integrated Math III as a prerequisite.

** Students seeking to complete minimum application requirements for UNC universities must complete two years of a second language.

~~***Students may earn course credit for the successful completion of courses through a university, community college, or distance learning. (See Watauga County Board of Education Policy 3101: Dual Enrollment and Policy 3102: Online Instruction)~~

3.2. Future-Ready Occupational Course of Study Credits Required (only available to certain students with disabilities who have an IEP)

Courses Required	State Requirements	Local Requirements
English	4 (including Occupational English I, II, III, and IV)	4
Mathematics	3 (including OCS-Introduction to Math I, OCS, Math II, and one of the following: Alternate Math II, Personal Finance, or Financial Management)	3
Science	2 (including Applied Science and Biology)	2
Social Studies	2 (including American History I and II)	2
Health/P.E.	1	2
Career/Technical	4 (Vocational Education electives)	4
Occupational Preparation	6 (including Occupational Preparation I, II, III, and IV; for students entering ninth grade in 2013-14 or earlier, this requires this requires 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment; for students entering ninth grade in 2014-15 or after, this requires, which require 150 hours of school-based training, 225 hours of community-based training, and 225 hours of paid employment*)	6
Electives	0	5- five approved by Watauga County BOE or from NC Standard Course of Study
Other Requirements	<ul style="list-style-type: none"> • Completion of IEP objectives • Career Portfolio 	
Total Credits	22	28**

* Paid employment is the expectation; however, when paid employment is not available, 225 hours of unpaid vocational training, unpaid internship experience, paid employment at community rehabilitation facilities, and volunteer and/or community service hours may substitute for 225 hours of paid employment.

**Students may earn course credit for the successful completion of courses through a university, community college, or distance learning. (See Watauga County Board of Education Policy 3101: Dual Enrollment and Policy 3102: Online Instruction)

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

High school students must take all end-of-course (EOC) tests, NC Final Exams, and Career and Technical Education State Assessments (CTE Post-Assessments) required by the State Board of Education and pursuant to policy 3410, Testing and Assessment Program. Students shall attain passing scores on exit standards adopted by the North Carolina State Board of Education and administered by Watauga County Schools.

C. SPECIAL CIRCUMSTANCES

The board adopts the following policies with regard to graduation.

1. Honor Graduates

Honor graduates may be designated by principals on the basis of criteria established by the superintendent. Recognition of honor graduates may be included in graduation programs.

2. Students with Disabilities

Graduation requirements must be applied to students with disabilities to the extent required by state and federal law and State Board policy.

3. Children of Military Families

In order to facilitate the on-time graduation of children of military families, the board adopts the following policy provisions for students to whom the Interstate Compact on Educational Opportunity for Military Children applies.

a. Waiver Requirements

Specific course work required for graduation will be waived if similar course work has been satisfactorily completed in another school system. If a waiver is not granted, school administrators shall provide the student with reasonable justification for the denial. If a waiver is not granted to a student who would qualify to graduate from the sending school, the superintendent or designee shall provide the student with an alternative means of acquiring the required course work so that the student may graduate on time.

b. Testing Requirements for Graduation

The superintendent shall accept the following in lieu of any local testing requirements for graduation: (1) the end-of-course exams required for graduation from the sending state; (2) national norm-referenced

achievement tests; or (3) alternative testing. If these alternatives are not feasible for a student who has transferred in his or her senior year, subsection c below will apply.

c. Transfers During Senior Year

If a child of a military family who has transferred at the beginning of or during his or her senior year is ineligible to graduate from the school system after all of the alternatives listed above have been considered and the student meets the graduation requirements at his or her sending school, then school officials from the school system shall collaborate with the sending school system to ensure that the student will receive a diploma from the sending board of education.

4. ~~Early Graduation~~

~~Graduation prior to that of one's class may be permitted on the basis of criteria approved by the board upon recommendation by the superintendent.~~

4. Graduation Certificates, Transcripts, and Participation

Graduation certificates will be awarded to eligible students in accordance with the standards set forth in State Board policy.

Transcripts may be issued to all students receiving a diploma or certificate. The transcript shall provide all information required by State Board of Education policy GCS-L-004 and/or other State Board policies as appropriate.

Participation in graduation and baccalaureate ceremonies is optional. Students who have completed all graduation requirements, have paid all fees, and have the approved graduation attire and diploma may participate in graduation exercises.

Exceptional Children who have satisfactorily completed the course of study prescribed in their Individual Education Plans are eligible to participate in graduation exercises.

5. Diploma Endorsements

Students have the opportunity to earn one or more of the following diploma endorsements identifying a particular area of focused study: (1) Career Endorsement, (2) College Endorsement (two options), (3) North Carolina Academic Scholars Endorsement, and/or (4) a Global Languages Endorsement. No endorsement is required to receive a diploma.

Legal References: G.S. 115C-47, -81, -174.11, -276, -288, -407.5; GS 116-11(10a); State Board

| of Education Policies GCS-C-003, GCS-L-004, GCS-L-007, GCS-M-001, GCS-N-004, -010m

| Cross References: Goals and Objectives of the Educational Program (policy 3000), Dual Enrollment (policy 3101), Online Instruction (policy 3102), Testing and Assessment Program (policy 3410), Student Promotion and Accountability (policy 3420), Citizenship and Character Education (policy 3530), Children of Military Families (policy 4050)

Adopted: September 14, 2015

| Revised: November 9, 2015; October 10, 2016:_____

Replaces: Policy 4.04.50, Exit Documents at Graduation; policy 4.04.70, Graduation Requirements; policy 4.03.35 Accountability Standards (in part)

Watauga County Schools

Policy TRANSFER OF CREDIT	Number <u>3421</u> 4.01.70
	Adopted 3/8/99
	Revised 2/09/15

Upon review and approval by the principal, students transferring into Watauga County Schools from another public school, a private school, a home school, a North Carolina State Board of Education approved charter school, or an alternative school will be temporarily placed contingent upon receipt and review of their transcript and test scores. The transcript from the previous educational setting shall become a part of the student's permanent record. If the transcript and standardized test scores do not provide adequate information to determine placement, the principal ~~shall~~ may require the administration of appropriate locally administered entrance exams to assist with appropriate placement/credit decisions.

Upon review and approval by the principal, students transferring into Watauga High School from another public school, a North Carolina State Board of Education approved charter school, or from a non-public school accredited by Southern Association of Colleges and Schools* may receive credit toward graduation for courses approved by the sending school. Credit toward graduation may be earned prior to entering the ninth grade only for high school mathematics courses and foreign language courses successfully completed while the student is in middle school, and credit earned through the state-approved process for Credit by Demonstrated Mastery (CDM). In order to receive graduation credit for mathematics and foreign language courses completed during middle school, students must pass the course and score at least a level III on any end-of-course test associated with the course if applicable. The course must conform to the North Carolina High School Standard Course of Study. CDM requires the successful completion of both Phase I and Phase II of the CDM process as established by the State Board of Education. Secondary courses for which credit is earned prior to entering the ninth grade may qualify the student for placement at the next appropriate instructional level.

Students transferring into Watauga High School from a non-public school without accreditation by the Southern Association of Colleges and Schools* must submit a transcript documenting the course of study completed. The transcript must contain the name of the school, the name of the course, the total number of contact hours in class, attendance records, scores from course related standardized tests, and the signature of the school's director. In addition the following may be required:

- The course syllabus designating course goals and objectives, instructional strategies, and materials used in delivering the curriculum.
- Examples of teacher constructed assessments and tests used to determine that the student mastered the course content.
- Samples of the student's work.

Upon review and approval by the principal, credits earned in home schools or non-accredited private schools shall be recorded on the student's transcript and designated as Home-School (HS) or Private Non-Accredited (PNA), with no grade or course weight assigned. Grades will be

recorded as ~~"S"~~ "P" for pass ~~satisfactory completion of work~~ or "F" for fail. ~~"U"~~ as ~~unsatisfactory completion of work.~~

*A school may be accredited by a regional or state accrediting agency.

Revised: January 08, 2007
 July 09, 2007
 February 9, 2015

Legal References: G. S. 115C: 563-65
 G. S. 115C: 288

EMPLOYEE POLITICAL ACTIVITIES

Policy Code:

7720

As an individual, each employee of a local board of education retains all the rights and obligations of citizenship provided in the Constitution and laws of the State of North Carolina and the Constitution and laws of the United States of America. The employee's right of citizenship, involving registering, discussing political issues, voting, campaigning for candidates or issues, running for or serving in public office, and participating on a committee or board that seeks to serve the welfare of the community, will not be infringed upon due to employment by the school system.

These political activities must not:

1. take place during school time;
2. involve school monies or materials; or
3. make use of an official school position to encourage or to coerce students or other employees of the system to support in any way a political party, candidate or issue.

No employee of a local board of education shall:

1. Actively participate in managing a political campaign, campaign for political office, or otherwise engage in political activity while on duty or within any period during which he or she is expected to perform services for which the employee receives compensation from a local board of education.
2. Use the authority of his or her position, or utilize public funds, supplies, equipment, or vehicles to secure support for or oppose any candidate, party, or issue in an election involving candidates for office or party nominations, or affect the results thereof.
3. Utilize public funds, supplies, equipment, or vehicles for partisan purposes, political purposes, or to engage in advocating for or against issues of local, State, or federal policy.

No member of a local board of education or employee of the local board of education exercising supervisory authority shall make, issue, or enforce any rule or policy the effect of which is to interfere with the right of any employee of the local board of education as an individual to engage in political activity while not on duty or at times during which he or she is not performing services for which the employee receives compensation from the local board.

This policy should not be construed as prohibiting the impartial study and discussion of political or other controversial issues in the classroom setting.

Legal References: G.S. 115C-47(18)

Cross References:

Adopted: January 11, 2016

Replaces: Policy 3.07.10, Political Activities

The board recognizes, as one of its educational goals, the advancement of student knowledge and appreciation of various social, cultural and political occurrences in society. However, except as allowed by this policy, no student or other person shall be subjected to partisan or nonpartisan political activities on school system property or using school system modes of communication, which are (i), conducted by or on behalf of political candidates or political organizations, or (ii) conducted by school system employees, contractors, volunteers or visitors.

Candidates for political office may be invited to speak to students at school or at school sponsored events only if they are resource speakers for a classroom activity that is a legitimate part of the regular instructional program and prior approval has been granted by the principal and superintendent or designee. If a political candidate is permitted to speak, equal opportunity shall be afforded to other candidates for the same office.

No person shall, on school system property, at or during any school system event or school-sponsored function held on school property, or using school system modes of communication, display, distribute or broadcast, any political or campaign related sign, banner, sticker, brochure or other material or information, through any medium, or engage in any political or campaign related activities or electioneering, except as may be allowed in accordance with this policy. Political and campaign related signs and other information may be displayed, distributed or broadcast on school system property in the following situations:

1. Political and campaign signs and banners may be placed at official voting sites on Election Day. Such signs and banners must comply with all applicable laws, rules and regulations, both local and those of the State of North Carolina. Such signs and banners must comply with all applicable governmental restrictions including restrictions on size and may only be placed within 50 feet of the paved entranceway to the voting sites or within 50 feet of the outer perimeter of the area designated by the Watauga County Board of Elections as free of electioneering. However, no such sign or banner may be placed in or attached to any building, fence, structure, tree or landscape feature, may not interfere with any walkway, driveway or parking space, may not interfere with any educational activity at the school, may not have any moving or lighted parts and may not make any sounds.
2. Political and campaign buttons, pins, brochures, leaflets and similar items may be distributed on Election Days at official voting sites in the same areas where political signs and banners are allowed in subparagraph (1) above.
3. Political and campaign related materials and information may be displayed or broadcast to students by teachers in schools as part of a classroom activity that is a legitimate part of the approved instructional program when prior approval has been granted by the principal. In such cases, reasonable efforts will be made to ensure that there is equity between political candidates and political viewpoints.

4. Individuals, including candidates for political office but excluding school system employees and volunteers during school time, may wear t-shirts, buttons, pins or stickers carrying political or campaign messages on their persons or personal effects while on school system property. All individuals, including school system employees and volunteers, may have political or campaign related bumper stickers on their personal vehicles while on school system property. Such persons must have a legitimate purpose for being on school system property other than solely for conveying the messages contained on their persons, effects or vehicles.
5. Individuals or groups may display, distribute or broadcast political or campaign signs, brochures and other materials and information inside school system buildings, during non-school hours, in areas being used by such persons or groups pursuant to the Community Use of School Facilities Policy, 5030.
6. Also during non-school hours and pursuant to Policy 5030, individuals or groups may use school property for the production of campaign advertisements and materials, provided further that they:
 - a. Refrain from any statement intended to or which has the effect of implying endorsement of any candidate or political issue by the Watauga County Board of Education or its students; and
 - b. Provide the Superintendent with an opportunity to review the said campaign advertisements or materials before they are broadcast or otherwise distributed in order to review them for compliance with this policy.
7. Approved student clubs may display, distribute or broadcast political and campaign related signs, brochures and other materials or information in areas used by such clubs for their meetings during approved meeting times.

Parents and volunteers who provide instructional, supervisory or administrative assistance to teachers or administrators shall be treated as if they were employees for purposes of this policy, while they are acting in such instructional, supervisory or administrative roles.

As used in this policy, the term "school system property" includes property owned, leased or rented by the school system.

Notwithstanding any other provision of this policy, no sign, banner, button, sticker, shirt, brochure, leaflet or other conveyance of information shall be allowed under this policy which is lewd, obscene, defamatory, pornographic, advocates illegal activities, depicts nudity, contains profanity, is sexual in nature, is likely to incite violence or to create a substantial interference with the school system's educational activities, which with respect to students violates the Student Code of Conduct, or which is in violation of applicable laws, rules, regulations or ordinances.

Any person or entity that is denied a request to display, distribute or broadcast any sign or other material or information on school system property, pursuant to this Policy, may appeal such decision using to the building principal. In cases where the decision to deny the activity was

made by a principal, the initial appeal shall be to the superintendent or his designee.

Legal References: Community Schools Act, G.S. 14-269.2; 115C-203 to -209.1, -524, -527; 160A-274; 163-129

Cross References: School Volunteers (policy 5015); Community Use of Facilities (policy 5030); Employee Political Activities (policy 7720)

Adopted:

DRUG AND ALCOHOL TESTING OF COMMERCIAL MOTOR VEHICLE OPERATORS

Policy Code:

7241

The purposes of this policy are to help ensure the safe operation of school vehicles and to comply with federal law and regulations by establishing a comprehensive program for the drug and alcohol testing of school bus drivers and all other commercial motor vehicle operators employed by the Watauga County Board of Education (the "board.")

A. APPLICABILITY

This policy applies to any driver which, for purposes of this policy, ~~Persons subject to this policy include~~ is defined as any employee, volunteer or independent contractor who operates a commercial motor vehicle in the course of his or her duties for the board of education, including anyone who regularly or intermittently drives a school bus, an activity bus or ~~other~~ a vehicle designed to transport 16 or more people, (including the driver), or any other vehicle that meets the definition of commercial motor vehicle under federal law or regulation. Employees who operate vehicles for inspection, service, or maintenance purposes are included in this definition.

B. PROHIBITED ACTS

No driver may:

1. operate any school bus or school activity bus while consuming alcohol or while alcohol remains in the driver's body, in violation of G.S. 20-138.2B;
2. use alcohol while performing safety-sensitive functions;
3. perform safety-sensitive functions within four hours after using alcohol;
4. report for or remain on duty requiring the performance of safety-sensitive functions when the driver uses any Schedule I drug or substance; or
5. report for or remain on duty requiring the performance of safety-sensitive functions when the driver uses any non-Schedule I drug or substance, unless such use is pursuant to the instructions of a licensed medical practitioner who is familiar with the driver's medical history and has advised the driver that use of the substance will not adversely affect the driver's ability to safely operate a commercial motor vehicle.

Safety-sensitive functions include, but are not limited to, inspecting, servicing, or conditioning any commercial motor vehicle; operating any commercial motor vehicle; participating in or supervising the loading or unloading of a commercial motor vehicle; and repairing, obtaining assistance for, or remaining in attendance upon a disabled vehicle.

~~Commercial motor vehicle operators employed by the board must not be impaired by alcohol or by a prescription or nonprescription drug while on duty or while operating any motor vehicle. For the purposes of this policy, an employee is considered impaired by alcohol in all cases in which testing reveals a blood alcohol content of higher than 0.02. Further, no driver will be permitted to perform safety sensitive functions if evidence exists of his or her alcohol consumption. In addition, commercial motor vehicle operators/drivers, and anyone who supervises commercial motor vehicle operators/drivers, must not commit any act prohibited by federal law, including "Controlled Substances and Alcohol Use and Testing" (49 C.F.R. pt. 382, hereinafter referred to as Part 382), by this policy or by policy 7240, Drug-Free and Alcohol-Free Workplace. No driver may operate any school bus or school activity bus while consuming alcohol or while alcohol remains in the driver's body in violation of G.S. 20-138.2B.~~

C. TESTING

The human resources office ~~will~~shall carry out pre-employment, post-accident, random, reasonable suspicion, return-to-duty and follow-up testing for drugs and alcohol as required by Part 382. ~~School bus drivers and others employed by the board for the primary purpose of operating a commercial motor vehicle must undergo pre-employment testing. Employees whose duties include occasional driving will not be subject to pre-employment testing but must undergo all other testing required by Part 382.~~

Federal regulations prohibit a driver who is tested under the provisions of this section and found to have an alcohol concentration of at least .02 from performing safety-sensitive functions for at least 24 hours following administration of the test. Drivers who are tested under the provisions of this section and found to have any alcohol in their system are subject to additional discipline under this policy, including dismissal. All employees must undergo drug and alcohol testing before driving a commercial motor vehicle for the board of education.

D. PRE-EMPLOYMENT INQUIRY

All applicants who would be subject to this policy if employed by the board must consent in writing to the release of any information gathered pursuant to Part 382 by any of the applicant's previous employers.

Before employing any applicant subject to this policy or Part 382, the administration shall obtain, pursuant to the applicant's written consent, all records maintained by the applicant's previous employer of prohibited acts committed by the applicant in the two years prior to the inquiry date.

E. TRAINING AND EDUCATION

~~Each commercial motor vehicle operator~~driver and supervisory employee, including principals and assistant principals, must be provided with educational materials that inform the employees of drug testing procedures, prohibited acts, consequences and other

aspects of Part 382, this policy and any accompanying administrative procedures. The information also will identify a school system employee who is responsible for providing information on substance abuse. Each employee must sign a statement certifying his or her receipt of these materials.

Each supervisor who is responsible for overseeing the performance of ~~commercial motor vehicle operators/drivers~~, including principals and assistant principals, must undergo at least one hour of training concerning alcohol misuse and one additional hour of training concerning drug abuse.

F. REFERRALS

Each ~~motor vehicle operator/driver~~ who commits acts prohibited by Part 382 or G.S. 20-138.2B, other than provisions governing pre-employment testing, will be provided with information concerning resources available for evaluating and resolving drug or alcohol misuse. This information will include the names, addresses and telephone numbers of substance abuse professionals and counseling and treatment programs. Before any ~~motor vehicle operator/driver~~ who has committed a prohibited act under Part 382 or G.S. 20-138.2B will be allowed to drive again, he or she must be evaluated by a substance abuse professional and must satisfactorily complete any appropriate treatment that the substance abuse professional designates.

G. PENALTIES

Employees who have committed a prohibited act; refused any test required by this policy; or otherwise violated this policy, G.S. 20-138.2B or Part 382 will be subject to disciplinary action, up to and including dismissal.

H. PROCEDURES

All procedures for collection and testing provided in the Federal Highway Administration's "Procedures for Transportation Workplace Drug and Alcohol Testing Programs" (49 C.F.R. pt. 40) and all requirements in Part 382, including testing, reporting, record retention, training and confidentiality, will be followed. Copies of these federal regulations will be readily available. The superintendent shall develop any other procedures necessary to carry out these regulations.

Legal References: 49 U.S.C. 31306; 49 C.F.R. pts. 40, 382; G.S. 20-138.2B

Cross References: Drug-Free and Alcohol-Free Workplace (policy 7240)

Adopted: February 9, 2015

Revised:

Replaces: Policy 3.08.35, Drug and Alcohol Testing For Bus Drivers

TITLE I PROGRAM COMPARABILITY OF SERVICES

Policy Code: 3565/8307

To improve the academic achievement of educationally and economically disadvantaged children, the Watauga County Board of Education (the "board") will participate in the federal Title I program.

A. TITLE I MAINTENANCE OF EFFORT

The school system will maintain fiscal effort with state and local funds as required to be eligible for the receipt of funds through Title I, Part A of the Elementary and Secondary Education Act.

B. USE AND ALLOCATION OF TITLE I FUNDS

Title I funds will be used to supplement, and not to supplant, non-federal funds that would otherwise be used for the education of students participating in the Title I program. Accordingly, state and local funds will be allocated to each school receiving Title I funds in a manner that ensures that each such school receives all of the state and local funds it would otherwise receive in the absence of Title I funding.

C. COMPARABILITY OF SERVICES

State and local funds will be used in schools receiving Title I funds to provide services that, taken as a whole, are at least comparable to services in schools that are not receiving Title I funds, or, if all schools receive Title I funds, to provide services that are substantially comparable in each school. The board will ensure equivalence among schools in the allocation of state and local resources for (1) teachers, administrators, and other staff, and (2) curriculum materials and instructional supplies. In addition, the board will establish and implement system-wide salary scales that are applicable to all staff whether assigned to Title I or non-Title I schools.

D. COMPARABILITY TESTING

The superintendent shall direct the Title I coordinator, in conjunction with the finance officer, to conduct comparability testing before November 1 of each school year to assess the equivalent distribution of state and local resources among schools, using forms, measures, methodologies, and other guidance as specified by the North Carolina Department of Public Instruction (NCDPI) for the calculation of comparability. Schools may be examined on either a grade-span or school-by-school basis. The superintendent or designee shall submit the comparability testing report annually to NCDPI by the deadline established by that agency.

E. CORRECTION OF NONCOMPLIANCE

If comparability testing identifies any instances of variance greater than 10%, the Title I coordinator shall notify the superintendent or designee without delay. The superintendent or designee shall promptly make adjustments as needed to ensure comparability. These adjustments may include, but need not be limited to, reallocation of materials or supplies, or reassignment of personnel.

F. DOCUMENTATION OF COMPLIANCE WITH TITLE I FISCAL REQUIREMENTS

The superintendent or designee shall provide in a timely manner all assurances, additional documentation, or other information required by the State Board of Education/NCDPI to demonstrate the school system's compliance with Title I fiscal requirements.

G. RECORDS MAINTENANCE

The superintendent or designee shall maintain reports and other documentation demonstrating compliance with the requirements of this policy, including documentation to demonstrate that any needed adjustments to staff assignments were made annually, for review by the North Carolina Department of Public Instruction or auditors upon request.

The superintendent shall ensure that all other requirements for receiving Title I funds are fulfilled in an accurate and timely manner and shall develop, or cause to be developed, any additional procedures necessary to implement this policy.

Legal References: Elementary and Secondary Education Act, 20 U.S.C. 6301 *et seq.*, 34 C.F.R. pt. 200

Cross References:

Other Resources: *Non-Regulatory Guidance, Title I Fiscal Issues*, U.S. Department of Education (February 2008), available at <http://www2.ed.gov/programs/titleiparta/fiscalguid.pdf>

Adopted: