



ASHEVILLE CITY SCHOOLS

Learn. Discover. Thrive.



# 2015-2020 STRATEGIC PLAN

EXCELLENCE WITH EQUITY





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# STRATEGY MAP

VISION

Empower and Engage  
Every Child to Learn,  
Discover and Thrive



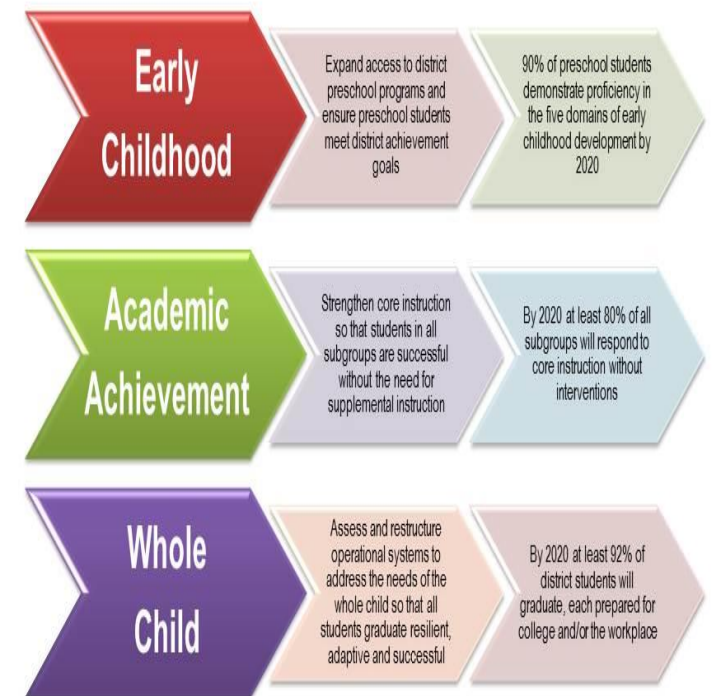
MISSION

Asheville City  
Schools will Create Learning  
Environments that Ensure  
Excellence with Equity for  
All Students



## EVERY STUDENT: COLLEGE AND CAREER READY

THE MAP BELOW ILLUSTRATES THE RELATIONSHIP BETWEEN THE DISTRICT'S FOCUS AREAS, STRATEGIC GOALS AND DESIRED OUTCOMES. IT VISUALIZES HOW OUR GOALS/STRATEGIES ALIGN WITH THE MISSION (WHAT WE DO EVERY DAY) WITH OUR VISION (WHO WE STRIVE TO BECOME).



# GLOSSARY OF TERMS

**Academically or Intellectually Gifted:** a category of students who perform or show the potential to perform at substantially high levels of accomplishments when compared with others their age, experience or environment. The students exhibit high performance capability in intellectual areas, and/or in specific academic fields. They require differentiated education services beyond those ordinarily provided by the regular educational program.

**Academic Growth:** reported in the form of a test score or letter grade. Conveys what students know and are able to do at a certain point in time. The phrase “a year’s worth of academic growth for a year’s worth of time” is heard often.

**Academic Improvement/Remediation Programs:** these activities specifically target students whose academic performance has been deemed to be in need of improvement. Activities in this category may involve tutoring, academic enrichment or other forms of service delivery that specifically involve students identified as in need of academic improvement.

**Advancement Via Individual Determination (AVID):** holds students accountable to the highest standards, providing academic and social support so they are prepared for success in high school, college/career.

**Assessment:** a systematic procedure for obtaining information from observation, interviews, portfolios, projects, tests and other sources that can be used to make judgments about characteristics of students and the programs that serve them.

**Closing the Gap:** reducing the differences in the academic performance among students so that lower performing students make greater academic gains while all students continue to grow and achieve at higher levels

**Developmentally Appropriate Practice:** the process of making decisions about the care and education of children based on what is known about child development and learning; what is known about the strengths, interests and needs of the individual child; and knowledge of the social and cultural contexts in which children live.

**Differentiated Instruction:** an approach to teaching that involves content, activities, and products developed in response to varying learner needs. It targets instruction using a variety of strategies such as: tiered assignments, learning centers, contracts, compacting, independent study, and learning buddies.

**Diversity:** an acknowledgement and recognition of, and appreciation for, the differences among the variety of students’ backgrounds which leads to improved achievement for all students.

**Excellence with Equity:** raising achievement levels for all groups while narrowing achievement gaps between groups.

**High-Stakes Testing:** the use of large-scale achievement tests as instruments of educational policy. Tests are used to make decisions on promotion/retention, program, class, or school assignment, and graduation. End-of grade and end-of-course are the most common instruments used.

**Inclusive:** refers to a program in which all children – special needs students and students without special needs – learn together. Inclusive classrooms do not segregate children because of any characteristic related to physical or mental ability or language spoken.

**Individualized Education Plan:** a written plan for a child with disabilities, developed by a team of professionals and the child’s family – reviewed and updated yearly.

**Integrated Curriculum:** a type of curriculum that includes goals and objectives from more than one discipline (i.e., Math and Social Studies, Science and Math, etc.). This approach to curriculum recognizes that knowledge is interconnected and that single-subject disciplines are artificial boundaries in learning.

**Literacy:** includes both reading and writing. Early reading involves developing knowledge and skills in oral language, vocabulary used in understanding the world, concepts of print, the alphabetic principle and phonology. Early writing involves a progression of developing skills beginning with using symbols with meaning, then writing scribbles that have meaning and then attempting to make letters.

**Mentoring:** activities primarily are characterized by matching students one-on-one with one or more adult role models, often from businesses or the community, for guidance and support.

**NC MTSS:** a multi-tiered framework which promotes school improvement through engaging, research-based academic and behavioral practices, employing a systems approach using data-driven problem solving to maximize growth for all.

**North Carolina Standard Course of Study:** North Carolina’s mandated curriculum for the public schools. It includes the subject or skills areas of arts education, English language arts, guidance, healthful living, information/computer skills, mathematics, science, second language studies, social studies, and career-technical education.

**Professional Development:** refers to opportunities for program staff to increase their preparations and skills to care for and educate children. These include in-service training, workshops and college course and degree programs, teacher exchanges, observations, coaching, seminars, mentoring and credentialing programs.

**Proficiency:** mastery of a specific skill or behavior demonstrated by consistently superior performance, measured against established standards.

**Research-Based:** refers to program practices based on current best evidence from respected research and evaluation.

**School Improvement Plan:** a detailed annual plan developed by a local School Improvement Team (administrators, instructional personnel, instructional support staff, and parents of children enrolled in the school) that addresses academic achievement, parent involvement, school safety, and other components of school success.

**Science, Technology, Engineering and Mathematics:** STEM programs inspire and encourage students by engaging them in hands-on, experiential, inquiry-based and learner-centered activities that embrace each STEM component and their interrelationship not just in theory but in real world practice.

**Transition:** procedures and activities that facilitate a child’s introduction to a new learning environment like moving from elementary to middle school. Within a program’s daily schedule, it also refers to moving from one activity or place to another.

**Whole Child:** policies, practices and relationships that ensure each child, in each school, is healthy, safe, engaged, supported and challenged and prepared for success in school, work and life.

# DISTRICT STRATEGIC GOAL #1 and ACTION PLAN

## FOCUS AREA: EARLY CHILDHOOD

<b>ACS Goal:</b>	<i>Expand access to district preschool programs and ensure our preschool students meet district achievement goals.</i>
<b>Target:</b>	By 2020, 80% proficiency for all children in the 5 domains of early childhood development. By 2020 all six elementary schools will have at least one Pre-K classroom.
<b>Indicator:</b>	Student achievement measures Number of children served through district Preschool programs
<b>Strategy:</b>	Continuation of Preschool MTSS process to strengthen teaching and learning across the five domains of early learning
<b>Action Steps:</b>	Provide targeted Professional Development based on student data trends/patterns  Provide coaching support using the “instructional rounds” model  Utilize evidence-based and developmentally appropriate instructional programs, with fidelity, to plan and provide quality environments and teaching across domains (Preschool Teachers)
<b>Strategy:</b>	Increased learning opportunities for children (students) ages 0-8.
<b>Action Steps:</b>	Collaborate with community partners - identify potential community partners (Preschool)  Research grant funding opportunities for increasing district early learning opportunities  Develop a public information/media campaign to increase community awareness of the value of early learning  Provide preschool (3 & 4 year olds) classrooms as funding allows  Identify potential community partners (Preschool)  Continuation home visits to develop the parent teacher partnership  Provide transitional support through collaboration of kindergarten, first grade, and pre-K teachers



## Goal #1 (*continued*)

**Action Team:** Executive Director of Teaching and Learning, Preschool Director, Director of Exceptional Children, Curriculum and Instruction Leads and MTSS Coordinator

**Reserved for annual progress report** 

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What does the data show regarding the results of the implemented strategy? (2015-2016, 2016-2017, 2017-2018)

**2015-2016**

Based upon identified results, what action should be taken? (next steps)



# DISTRICT STRATEGIC GOAL #2 and ACTION PLAN

## FOCUS AREA: ACADEMIC ACHIEVEMENT

<b>ACS Goal:</b>	<i>We will strengthen core instruction so that all subgroups will be successful without the need for supplemental instruction as measured by number of students receiving interventions.</i>
<b>Target:</b>	By 2020, at least 80% of all subgroups will respond to core instruction without intervention.
<b>Indicator:</b>	Student achievement data and growth
<b>Strategy:</b>	Utilize the Multi-Tiered System of Support Leadership structure to ensure we engage students in relevant and rigorous learning in all content areas.
<b>Action Steps:</b>	<p>Analyze progress-monitoring data to determine the appropriate instructional response for each individual student</p> <p>Analyze discipline data specifically around disproportionality and then implement proactive measures to improve academic growth and achievement</p> <p>Analyze exceptional children's data specifically around identification and disproportionality to implement proactive measures to appropriately serve all students</p> <p>Investigate strategies for Academically Gifted student services to ensure academic growth</p> <p>Implement and monitor Professional Learning Community (PLC) work at all schools and at the district level</p> <p>Provide professional development on the MTSS framework to all instructional staff</p> <p>Provide professional development to increase instructional practices that promote engaging and rigorous activities where students have a variety of ways to display mastery</p> <p>Supply professional development to school and district leadership aligned with instructional leadership best practices</p>
<b>Strategy:</b>	Decrease the academic achievement gap between black and white student subgroups as measured by national, state and local assessments.
<b>Action Steps:</b>	<p>Provide professional development and support to all staff to ensure students are exposed to culturally relevant, student-centered instruction</p> <p>Create monitoring systems to ensure all staff, as part of their reflective practice, understand the community of learners in their buildings and classrooms and adapt their instruction and behavior management in a culturally responsive way</p>

## Goal #2 (*continued*)

Create professional development matched with systems that ensure the district sets and maintains high expectations for black students

Ensure all students have comprehensive access to a core curriculum in their schools, and ensure that curriculum is rigorous with college and career-ready standards

Closely monitor formative and summative assessment for all students to ensure that the content or rigor of their courses is not being diluted

**Strategy:** Implement personalized digital learning to differentiate instruction and raise achievement in all content areas.

**Action Steps:** Provide professional development to enhance the use of technology to support personalized learning

Allocate and use curriculum resources to support differentiated and personally relevant instruction

Provide access to internet-based technology for all students

Develop and implement blended learning where appropriate

Develop the necessary infrastructure and capacity to support digital learning needs

**Strategy:** Ensure instructional innovation focused on personalized and rigorous learning opportunities in all content areas.

**Action Steps:** Increase choice-based instructional strategies i.e. Daily 5, flipped classrooms, Advancement via Individual Determination (AVID), Science, Technology, Engineering and Math (STEM), appropriate technology integration, center based learning, balanced calendar, etc.

Identify and address the needs of kindergarten students who arrive with minimal early learning experiences

Assess and evaluate current practices to align professional development with identified needs

Provide professional development in innovative teaching models geared to the needs of all students

Create and utilize a tool to measure student engagement and respond to data appropriately

Utilize school teams to monitor student time spent in core instruction and respond appropriately

Ensure all students become good readers by providing professional development in appropriate literacy strategies across all grade levels and content areas



## Goal #2 (*continued*)

Provide math professional development to ensure students master critical thinking and problem solving skills

Develop differentiation strategies using technology within Universal Design for Learning (UDL) framework

Incorporate and sustain an AVID-like culture and key strategies in all classrooms across the district

Provide professional development to ensure a focus on the 4 C's (21st Century Skills): collaboration, critical thinking, communication and creativity to make learning personally relevant across the district; implement and monitor in daily lessons

Provide professional development and support to implement technology enabled inquiry learning

Develop and implement blended learning where appropriate

Develop and implement a measure of engagement/inquiry learning practices

Train teachers and administrators in International Society for Technology in Education (ISTE) standards for teachers, students, and administrators - content standards

Use the Substitution, Augmentation, Modification and Redefinition (SAMR) model to develop self-reflective practice around technology use

Align the district budget to support student achievement goals and strategies

**Action Team:** Executive Director of Teaching and Learning, Preschool Director, Principals, Curriculum Coaches, Director of IT/Media, Director of Professional Development and Digital Learning, Executive Director of Finance

### Reserved for annual progress report

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What does the data show regarding the results of the implemented strategy? (2015-2016, 2016-2017, 2017-2018)  
2015-2016

Based upon identified results, what action should be taken? (next steps)

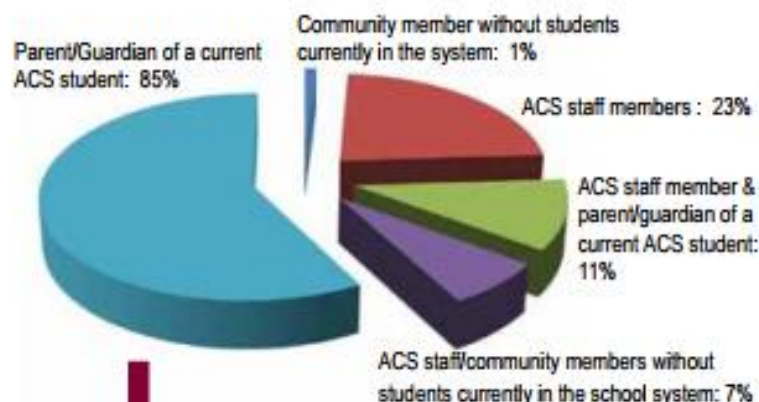
# STRATEGIC PLANNING PROCESS

## Consultant

Randy L. Bridges, Ed.D.  
Superintendent  
Florence School District One

## Stakeholder Survey

January 6 through February 28



799 Responses

## Top Goals for ACS

- Year-Round School
- Stronger Interventions - Reading/Math
- Professional Development - Teachers
- More Parent/Community Involvement
- Increased Communication
- Cultural Diversity Awareness
- Project-Based Learning Focus



April 9th - 79 Participants

## Strategic Planning Committee Meetings

- March 13th
- March 20th
- March 26th
- April 10th

## Top 5 Skills for Student Success

- Communication
- Critical Thinking
- Problem Solving
- Reading/Math Comprehension
- Interpersonal

## What's Working?

- Great/Committed Teachers
- Strong Leadership
- Communication/Community Involvement
- Programs to Help Children of Poverty

## Where Can We Improve?

- Building Maintenance
- Teacher Pay/Incentives
- Planning Time/Professional Development
- Morale, Trust, Transparency

## Stakeholder Sessions



April 16th - 97 Participants

## Valuable Feedback

- Refined Mission & Vision statements
- Focus on the Whole Child
- Make digital learning strategy-centered
- Set higher expectations for all students
- Strong core instruction & interventions

## Editing/Assembly



For Board Approval - June 15



# DISTRICT STRATEGIC GOAL #3 and ACTION PLAN

FOCUS AREA: THE WHOLE CHILDE - RESILIENCY. ADAPTATION. SUCCESS.

**ACS Goal:** *Asheville City Schools will assess and restructure operational systems in an effort to address the needs of the whole child by providing opportunities to ensure all students graduate college and/or career ready.*

**Target:** By 2020, at least 92% of all students will graduate, each prepared for college and/or the workforce.

**Indicator:** Student achievement measures

**Strategy:** Decrease structural barriers to decrease opportunity gaps for all students

**Action Steps:** Assess grade level structures, specialized programs, and magnet school opportunities

Maximize available spaces to ensure optimal opportunities for parent/student choice regarding school configuration

Increase the access to institutes of higher education, programming, and structures for all students

Identify and obtain financial resources necessary to support the transition to an expanded preschool program

Expand preschool opportunities by offering an increased number of sites and program structures

Survey facilities to determine spaces that can be adapted to preschool standards and codes efficiently and economically

Implement necessary renovation plans

**Strategy:** Increase opportunities to improve transitions and vertical alignment planning

**Action Steps:** Create programs and processes to improve transitions between grade levels

Provide opportunities for teachers to observe and communicate with transitional grade colleagues

Seek funding for and implement increased after-school and summer programming

Provide bi-annual professional development to cross-grade-level teams in core areas to strengthen vertical alignment

**Strategy:** Improve student support services to appropriately address the needs of all students



## Goal #3 (continued)

### Action Steps:

Provide professional development to school counselors and social workers to address the needs of students

Improve scheduling processes to ensure students are appropriately placed and provided appropriate supports

Utilize Education Value-Added Assessment System (EVAAS) data and monitor classroom rosters to proactively address the needs of all students

Provide a structure that is responsive to student and family needs

Seek opportunities to build partnerships with outside agencies to support mental health, day treatment, alternative education and social/emotional needs

Ensure all students assigned to alternative programming have access to the necessary support, inside and outside the district to achieve success

Using the Parent U model, develop and conduct interactive parent training sessions to increase parents' ability to support their children's success in the academic, social and wellness arenas

**Action Team:** Assistant Superintendent of Student Support Services, Success Coordinator, Executive Director of Community Relations/Communications, Executive Director of Human Resources

### Reserved for annual progress report

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What does the data show regarding the results of the implemented strategy? (2015-2016, 2016-2017, 2017-2018)  
2015-16

Based upon identified results, what action should be taken? (next steps)



# ALL SYSTEMS GO!

**Asheville City Schools and its stakeholders have built this strategic plan around three key focus areas. But, as in any successful school district, the day-to-day operations managed by the Central Office divisions like Business and Finance, Human Resources, Maintenance, Public Information, Information Technology, School Nutrition and Student Services are the foundation for plan implementation, support and monitoring. Here is a summary of how Early Childhood, Academic Achievement and The Whole Child will be enhanced and sustained by the district.**

## FOCUS AREA: EARLY CHILDHOOD - SUPPORT TRANSITION OF CLASSES TO ELEMENTARY SCHOOLS

**Goal:** Survey facilities to determine spaces that can be adapted to preschool standards and codes efficiently and economically and implement necessary renovation plans

**Strategies:** Casework, cabinets  
Plumbing renovations, restrooms, sinks and tempering valves  
Local and state codes and pre-K state regulations for necessary rooms

**Goal:** Identify and obtain financial resources necessary to support the transition

**Strategies:** Work with preschool and facility directors to determine budget needs  
Provide financial information needed to pursue grant opportunities  
Modify plans as necessary to provide best program within available resources

**Goal:** Determine the transportation needs of preschool students and develop an economic and efficient system to support parents to get their students to and from school

**Strategies:** At start of school year, receive and process initial bus requests  
Increase administrator support and knowledge of transportation handbook and procedures  
Follow parameters and process for changes to be implemented to ensure safety  
Have driver pool hired and trained, ready for start of school

**Goal:** Implement a targeted marketing campaign to both inform and recruit preschool age students and their families to match our preschool capacity as it is developed.

**Strategies:** Identify target audience  
Develop a sustainable mini-marketing plan  
Create and distribute collateral materials to a wide-range of stakeholders  
Utilize traditional/social media on an on-going basis

**Goal:** Develop and implement economical and efficient nutrition services to preschool students  
Understand nutrition needs of preschool students  
Develop most effective method to serve meals to preschool students  
Establish necessary work hours for child nutrition employees

**Goal:** Transition and/or hire appropriate certified and classified staff to support preschool classrooms

**Strategies:** Assess licensure/certifications/ratios necessary for preschool teachers and support staff  
Identify existing employees with necessary licensure/certifications and desire to provide excellent preschool services  
As necessary, screen and hire excellent early childhood teachers and staff

## FOCUS AREA: ACADEMIC ACHIEVEMENT - ALIGN THE SUPPORT SERVICES NECESSARY TO IMPLEMENT THE DISTRICT'S MATH AND LITERACY PROGRAMS

<b>Goal:</b>	Align the district budget to support math and literacy goals and strategies
<b>Strategies:</b>	<p>Funding opportunities will support focus areas and require superintendent approval of any grants in excess of \$5,000</p> <p>Require C&amp;I to provide an itemized list of needs with estimated costs to accomplish their goals</p> <p>Continue refining budget process so that detailed budget plans are developed that are aligned to meet system goals</p>
<b>Goal:</b>	Identify and support teachers and instructional staff who produce excellent learning outcomes in literacy and math
<b>Strategies:</b>	<p>Utilize teachers who have been identified as producing excellent results to provide development opportunities to other teachers</p> <p>Target and/or increase incentives for teacher coursework that increases effectiveness in literacy and math</p> <p>Increase recruiting incentives for excellent literacy and math performance</p>
<b>Goal:</b>	Develop the necessary infrastructure and capacity to support digital learning needs
<b>Strategies:</b>	<p>Evaluate electrical load for facility</p> <p>Increase cooling load</p> <p>Conduit and raceways for wiring</p> <p>Assist IT where needed</p> <p>Provide dense coverage or wireless network access; 1 WAP per teaching space (or 30 students) of 802.11 N standard or better</p> <p>Provide all students access to internet enabled personal learning devices</p> <p>Implement customer satisfaction focused technology help ticket system</p> <p>Provide and maintain appropriate audio visual equipment in all teaching spaces</p>
<b>Goal:</b>	Provide students and families the skills and knowledge necessary to access digital resources in a safe and responsible manner.
<b>Strategies:</b>	<p>Continue to canvas community for digital safety providers</p> <p>Build a schedule that offers bi-monthly sessions</p> <p>Promote attendance using a catalog, weekly updates, social media and work of mouth</p> <p>Educate all students in ethical and safe use of internet technology</p>
<b>Goal:</b>	Identify and obtain financial resources to support the district digital learning plan
<b>Strategies:</b>	<p>Require instructional technology department to provide an itemized list of needs with estimated cost, including staff development, equipment, digital devices and resources</p> <p>Allocate resources and support the acquisition of identified needs on priority basis</p> <p>Develop implementation plan covering funding for technology infrastructure, end user devices, digital content and services, and staff development</p>
<b>Goal:</b>	Develop a plan to recruit and retain qualified leaders in the field of digital learning
<b>Strategies:</b>	<p>Refine job descriptions for digital learning positions</p> <p>Recruit digital learning candidates using a wide range of interviewing/screening tools</p> <p>Recognize and reward great digital teaching and learning performance, including recruiting incentives</p> <p>Implement and support a "Digital Learning Team" at each school to build capacity</p> <p>Develop structured collaboration opportunities for teachers and support staff</p>



**FOCUS AREA: THE WHOLE CHILD - PROVIDE ENVIRONMENTS AND RESOURCES THAT SUPPORT THE GOAL OF GRADUATING STUDENTS WHO ARE RESILIENT, WHO HAVE THE ABILITY TO ADAPT TO 21<sup>ST</sup> CENTURY CHALLENGES AND WHO ARE READY FOR COLLEGE AND /OR A CAREER**

**Goal:** Ensure a safe, inviting, clean school environment conducive to optimal learning

**Strategies:** Custodial inspections for cleanliness  
Implement safe school guidelines  
Environmental conditions of classrooms  
HVAC

**Goal:** Using the Parent U model, develop and conduct interactive parent training sessions to increase parents' ability to support their children's academic success

**Strategies:** Survey teachers and parents to assess student needs around math and literacy  
Expand the Parent U curriculum in two strands: literacy and math  
Deliver a Parent U Primer annually to all teachers and academic support personnel  
Survey attendees and refine offerings on a semi-annual basis

**Goal:** Provide healthy and nutritious meal service so that each child is prepared to learn

**Strategies:** Collaborate with stakeholders to provide healthy and inviting food options  
Study best nutrition practices in other school districts  
Increase participation in breakfast and lunch programs

**Goal:** Certify adequate and safe transportation services are available to those who need them so that they arrive at school on time and ready to learn.

**Strategies:** Administrative support for discipline, timeliness and accuracy on buses and to help promote good student behavior  
Compliance with rules of ridership and reminding drivers to know their students



### ASHEVILLE HIGH SCHOOL

419 McDowell Street  
Asheville, NC 28803

(828) 350-2500



### CLAXTON ELEMENTARY SCHOOL

241 Merrimon Avenue  
Asheville, NC 28804

(828) 450-6500



### School of Inquiry and Life Sciences at Asheville (SILSA)

419 McDowell Street  
Asheville NC 28803  
(828) 350-2700



### HALL FLETCHER ELEMENTARY SCHOOL

60 Ridgelawn Avenue  
Asheville, NC 28806

(828) 350-6400



### ASHEVILLE MIDDLE SCHOOL

211 South French Broad Avenue  
Asheville, NC 28801

(828) 350-6200



### IRA B. JONES ELEMENTARY SCHOOL

544 Kimberly Avenue  
Asheville, NC 28804

(828) 350-6700



### MONTFORD NORTH STAR ACADEMY

90 Montford Avenue  
Asheville, NC 28801

(828) 350-6900



### ISAAC DICKSON ELEMENTARY SCHOOL

125 Hill Street  
Asheville, NC 28801

(828) 350-6800



### ASHEVILLE PRIMARY SCHOOL

441 Haywood Road  
Asheville, NC 28806

(828) 350-2900



### VANCE ELEMENTARY SCHOOL

98 Sulphur Springs Road  
Asheville, NC 28806

(828) 350-6600