

Second Annual Report
on the
All Students Succeed through Excellent Teaching (ASSET)
Project

Submitted to:

The North Carolina State Board of Education
The Joint Legislative Education Oversight Committee
The Speaker of the North Carolina House of Representatives
The President Pro Tempore of the North Carolina Senate

By

The University of North Carolina Board of Governors

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Second Annual Progress Report ASSET Project

EXECUTIVE SUMMARY

In January 2002, the State Board of Education directed the UNC Center for School Leadership Development (UNC CSLD) to undertake a two-year project entitled ASSET (All Students Succeeding Through Excellent Teaching), designed to help close the achievement gap in selected schools and LEAs. A steering committee from the Department of Public Instruction selected eighteen schools in four districts to participate in the project. The districts selected for the project were Duplin, Lexington City Schools, Montgomery, and Swain.

The UNC CSLD used a model of “support through professional development” to provide support to the four districts with on-going professional development. In addition, the UNC CSLD designed a series of professional development modules, distributed through the NC DPI, that are available in both online and CD formats, as well as a customized module focused on working with students in poverty, delivered in the traditional seminar style.

This report details the ASSET process to date, lists the support UNC CSLD has provided, and explains the lessons learned and the responses to those lessons.

Second Annual Progress Report

on the

ASSET Project

Introduction

In 2001, the General Assembly instructed the State Board of Education through G.S. 115C-12(26), to (1) identify state and local professional development needs based on the state's priorities for improving student achievement; and (2) recommend strategies for addressing those needs. These strategies, according to the statute, must be "research-based, proven in practice, and designed for data-driven evaluation." In January 2002, the SBE announced its first priority under this legislation: to close "achievement gaps" in specific school systems.

Four schools—East Montgomery High School in Montgomery County, Wallace-Rose Hill High School in Duplin County, Lexington High School in Lexington, and Swain High School in Swain County, along with their "feeder" elementary and middle schools (eighteen schools in all)—were chosen as targets of a project, entitled *All Students Succeeding through Excellent Teaching* (ASSET) to be conducted by the UNC Center for School Leadership Development (UNC CSLD). The UNC CSLD is officially comprised of the NC Mathematics and Science Education Network (NC MSEN), the NC Model Teacher Education Consortium (NC MTEC), the NC Center for the Advancement of Teaching (NCCAT), the Principals' Executive Program (PEP), the NC Principal Fellows Program (PFP), the NC Teacher Academy (NCTA), NC Teachers of Excellence for all Children (NC TEACH), and NC Restructuring Initiatives for Special Education (NC RISE).

The UNC CSLD's mandate under ASSET is to (1) ensure that educators in the target schools are taking advantage of existing professional development programs; (2) design customized programs that address achievement gap issues in the individual target schools; and (3) develop generalized instructional modules based on the customized programs that may be delivered in a variety of ways, including electronically, to other schools with similar needs across the state.

In April and May 2002, UNC CSLD delegations visited each of the target schools to discuss the project and gain the cooperation of educators at those schools. Because all of the selected schools have strong traditions of local control, the ASSET project was offered to the schools' administrators on a "good will" basis. Principals and superintendents were assured they could accept or reject the UNC CSLD's offer of assistance according to their assessments of their own needs. The leaders of all of the schools volunteered to join the project.

Upon securing the cooperation of the four target school districts and eighteen schools, the UNC CSLD began assessments to determine needs to improve student achievement and

to close the achievement gap at those sites. The remainder of this report records those efforts and provides outcomes to date.

Model Used - "Support Through Professional Development"

The focus of the ASSET project is continuing support to the four school districts by providing professional development in areas of need as identified through the assessments conducted. The project was structured to enable communication from the districts and UNC CSLD to flow easily and smoothly so that needs and support were clear to all. The project was coordinated by a facilitator from the UNC CSLD, an ASSET team comprised of multiple staff members from each UNC CSLD program formed to do initial planning, and a "point person" designated from various Center programs for each district. Within each district a "contact person" was appointed by the superintendent to be the primary point of contact. The facilitator met monthly with the team for approximately the first six months and has continued to meet on a regular basis with the district point people. In addition, a bi-weekly summary of the work of the project has been written and disseminated by the facilitator to all team members to keep everyone updated and apprised of progress.

The point people established cooperative working relationships with superintendents, central office staff, and principals. These relationships resulted in the point people attending principals' meetings, board meetings, and meetings with Central Office staff in addition to the periodic meetings they scheduled in the district. The point people were responsible for gathering and analyzing the data used in the needs assessment of each district in the spring of 2002. The assessments involved not only student test scores, but demographic data, socio-economic data, and input from faculty and administrators.

The needs assessments were shared with the superintendents/principals by the point people and a plan for professional development for the 2002-03 academic year was tailored for each district. The professional development plans were then presented to the full ASSET team for determination as to what training could be provided by which UNC CSLD program, when, and in what format. Throughout the 2002-03 school year (and the summer of 2003) professional development and support has been provided in all four districts based on their needs and their availability of dates/staff to participate. Appendix A of this report is a matrix that shows all professional development provided through ASSET to all four districts.

Concurrent with the on-going work/professional development in the districts, selected members of the ASSET team at the UNC CSLD began the design of a professional development module focused on working with students in poverty. The issue of poverty was identified in all four districts as impacting student achievement and a need was seen for working with teachers on this topic. "Maximizing Student Potential" offers training to teachers and assistants in the areas of poverty awareness, classroom management/climate, instructional strategies, and working with parents from backgrounds of poverty. Teacher Academy, Principals' Executive Program, the North

Carolina Center for the Advancement of Teaching, and the NC Math-Science Education Network designed and continue to deliver the various components of the module. The module is in the process of being piloted in Lexington City Schools and will be evaluated and fine-tuned for future presentations.

Additionally, the Department of Public Instruction contracted with the UNC CSLD to develop professional development modules in the areas of data-driven decision-making, instructional leadership, reading, math, classroom management, educational psychology, and teacher induction. Various programs in the UNC CSLD developed the content for the modules and LEARN NC provided technical expertise to produce the modules in both CD and web-based formats. The modules will be used for license renewal credit by teachers and administrators throughout the state. The Department of Public Instruction is responsible for the dissemination of the CDs and for providing access to the on-line versions. UNC CSLD completed and delivered the modules to DPI between July – September 2003.

In the summer of 2003, the four ASSET districts began participation in a project funded by the Department of Public Instruction with SAS Institute Inc. to be trained to use SAS software to analyze student achievement data. The project will allow the districts to longitudinally look at test scores and project potential achievement student by student. The information gleaned from such analysis will inform curriculum and instruction decisions at all levels of the districts for continuous school improvement and student achievement.

Lessons Learned from ASSET:

1. significant achievement gaps develop during transition years (e.g., grades 6 and 9) and, as a result, much academic energy during subsequent years is expended re-establishing earlier achievement levels;
2. a large number of teachers in ASSET project schools are not fully certified;
3. many teachers of mathematics and science in ASSET project high schools are not certified in those content areas;
4. achievement gaps are narrowing in some schools/districts not because underachieving students are improving, but rather because the proficiency of higher achieving groups is declining;
5. large high schools, because of their complexity, tend to be less able than smaller elementary and middle schools to meet the academic needs of all children;
6. achievement gap issues are not addressed in school improvement plans;
7. principals and leadership teams need training in linking the lessons of professional development to learning and teaching priorities;
8. teachers and administrators in many of the schools involved in the ASSET project have explicitly expressed the desire to gain better reading, writing, and mathematics instructional skills;

9. principals both need and want training in instructional leadership, how to use data effectively, and how to improve classroom assessment;
10. beginning and lateral-entry teachers need further training and support from highly qualified mentors;
11. the performance of a small number of students may skew test results (data must be closely analyzed to determine whether whole-school results are disproportionately affected by the performance of a small minority of students);
12. there appears to be a correlation between how well teachers follow the NC Standard Course of Study and how well students perform;
13. a significant change in student demographics (a sudden influx to the area of large numbers of children of diverse ethnicities) significantly affects the school's ability to meet the needs of all children;
14. high teacher turnover rates reduce the school's ability to meet the academic and cultural needs of diverse student populations;
15. increases in proficiency in mathematics as students age and mature are higher than increases in proficiency in the language arts; and
16. teachers need training in how to teach students to employ higher order thinking skills.

Responses to Lessons Learned:

1. offered as many professional development opportunities as possible in the ASSET schools;
2. strengthened the partnerships between UNC CSLD and the ASSET schools and refined the roles and responsibilities of the partners;
3. established communication networks with the principals of ASSET schools;
4. analyzed student achievement data, specifically ABC data, for the past ten years;
5. secured appropriate assistance from other education providers (e.g., universities) when ASSET schools demonstrated a need for specific expertise;
6. began development of a system to warehouse data gathered by UNC CSLD, the ASSET schools, the DPI, etc., in order to access baseline information from which to determine ASSET project progress; and
7. created partnerships – both within UNC CSLD and between UNC CSLD programs and other agencies – to design and deliver the varieties of content-specific professional development that will be required to close the achievement gap.

Note: See Appendix A (Professional Development Activities) for specific work done in each district.

Conclusion

Although the ASSET project began at the same point, a needs assessment in all four districts, the working relationships and support provided developed differently in each based on climate, culture, capacity and composition of administrators, staff, students, and parents. Student achievement outcomes are directly related to the above-mentioned factors. The participation in this joint project by the various programs of the UNC CSLD resulted in an increased focus and collaboration by the programs that has built a solid foundation for cooperation and a goal of being “the center” for educator professional development in North Carolina.

Our recommendation for the future work of the UNC CSLD is a focus of the programs' collaborative professional development efforts in the following areas: grade level transitions, e.g. middle school to high school; support to high schools to become collegial work environments offering students meaningful, rigorous academic work; alignment of professional development with identified needs of teachers; mentor training and support of improved working conditions for teachers. A focus on these areas will address identified statewide needs in schools.

APPENDICIES

Appendix A. Professional Development Activities

A matrix that records all work done by ASSET/UNC CSLD from January 2002 to date.

Appendix B. Outcomes by District for 2002-03

In the mandate from DPI to work with the four districts, it was indicated that “The UNC CSLD’s effectiveness will be determined by student performance results on standardized EOGs and EOCs, as well as by other indicators of school success.”

Appendix B contains reports of test results, test comparison charts, and analysis for each of the four ASSET districts for the 2002-03 academic year. Line graphs are available that show the gap between minority/majority students in EOG/EOC tests. Overall the achievement gap has been narrowed in the districts at the elementary and middle school level. The gap increased, in most subject areas, at the high school level with the exception of East Montgomery High School. Lexington High School and East Montgomery High Schools were classified by NC DPI in “Ten Most Improved High Schools.”

Appendix C. District Response

The four districts in ASSET voluntarily chose to participate in the project and have worked closely and in a cooperative manner with the UNC CSLD and the various programs providing professional development. Following are endorsements from the districts as to the benefits gained from the work of ASSET.

Appendix D. The ASSET Team

List of the ASSET Team from the UNC Center for School Leadership Development.

Appendix A: Professional Development Activities

CSLD Activities in the ASSET School Districts

January 2002 - Present

2/02	Montgomery	Training	Delta Systems training for ELL trainers		2 trainers	NCTA
March-May 2002	Duplin	Training	<ul style="list-style-type: none"> Advised/financially supported Rose-Hill Magnolia Elem. teacher--course: Spec. Ed. Curr. & Instruction Financially supported teacher assistant at Rose-Hill Mag. Elem.—ENG 112, REL 212, SPA 111 @ Johnson Comm. Coll. Financially supported teacher assistant at Rose-Hill Mag. Elem.—HIS 132, PED 110, SOC 213 @ James Sprunt Comm. Coll. Tuition reimbursement to Rose-Hill Mag. Elem. teacher for course: Spec. Ed. Curr. Instruction Financially supported teacher assist. at Rose-Hill Mag. Elem. for MUS 112 & PSY 150 at James Sprunt Comm. Coll. Financially supported teacher assist. At Charity Middle for ENG 262, HIS 131, MAT 171, MUS 112 @ James Sprunt Comm. Coll. 		1 teacher 1 teacher assistant 1 teacher assistant 1 teacher 1 teacher assistant 1 teacher assistant	NCMTEC
3/20/02	Montgomery, Duplin, Swain, Lexington	Site visit	Initial meetings with school/LEA leadership & CSLD Programs to explain ASSET			ASSET
3/22-25/02	Lexington	Training	Lexington High School principal participated in FISH workshop	Henry Wong, NCCAT		NCCAT
3/23/02	Lexington, Duplin, Montgomery	Training	Teachers participated in seminar addressing economics in the county: <i>Teaching & Learning in an Environment of Change</i>	Lex. = Greg Johnson, NCCAT	total = 44; Lex. = 9, Montgomery & Duplin = 35	NCCAT
3/25/02	Lexington, Montgomery, Swain	Letter	Letter to Superintendents of Lexington, Montgomery, Swain inviting them to participate in ASSET project	Vice President Charles Coble, CSLD		ASSET
3/27/02	Lexington	Visit	Initial ASSET team visit to Lexington	Central office staff, school administrators, and faculty representatives		ASSET
4/10/02	Lexington, Montgomery	Letters	Follow-up letter to Lexington Superintendent Follow-up letter to Montgomery Superintendent	Vice President Charles Coble, CSLD		
4/10/02	Lexington, Montgomery,		Agreement to participate in ASSET project (continued)			

			Lexington, Southwest Elem. <i>Meeting the Needs of ELL</i> (Candor Elem., East Montgomery Middle, Star Biscoe Elem., East Montgomery High (June 2002)			20	
June-August 2002	Duplin	Training	<ul style="list-style-type: none"> Advised/financially supported teacher @ Rose-Hill Mag. Elem.: ENG 363 and EDU 216 Financially supported teacher assist. At Rose-Hill Mag. Elem.: ENG SPA 111 at James Sprunt Comm. College Advised/financially supported teacher @ Charity Middle : EDU 216 			1 teacher 1 teacher assistant 1 teacher	NCMCTC
6/10-14/02	Lexington	Training	<i>Adolescent Literacy</i> program			2	NCTA
6/25/02	All 4 districts	Data collection	PEP staff compiled test data from previous 10 yrs. for all ASSET schools (data from NC DPI)				PEP staff/Duplin Point Person
6/25/02	Duplin	Training	<i>Making the Connection</i> (for secondary teachers in Duplin)			59	NCTA
7/3/02 and 8/14/02	Duplin	Site visit	Site visit to Wallace-Rose Hill High School – interview with principal to discuss needs of school, gather background information, CSRD grant briefing		Alice Maniloff, PEP; M.D. Guthrie, principal	2	PEP
7/15/02 and 7/29/02	Swain	Workshop	<i>Instructional Leadership</i> workshop to analyze data		Ken Jenkins, PEP; Swain Co. leadership teams		PEP
7/17/02	Lexington	Meeting	Planning for integrating ASSET work with the curriculum audit developed by Masonboro Group		Ken Jenkins, PEP; Eddie West, Masonboro Group		PEP
7/17/02	Montgomery	Information collection	School Improvement Plans from each of the participating schools were collected				NCTA
7/18/02	Duplin	Workshop	3.5 hour workshop on <i>No Child Left Behind</i> for all administrators		Ken Jenkins, PEP	30	ASSET
7/22/02	Lexington	Workshop	<i>No Child Left Behind</i> and <i>Data Analysis</i> workshop for central office, school administrators, and curriculum specialists		Ken Jenkins, PEP	40	PEP
7/24/02	Lexington	Data received	Receipt of compilation of LCS ASSET assessment (faculty responses) as categorized by central office personnel				Point Person/ASSET
		Workshop	Participation in workshop conducted by Masonboro Group for the LCS central office and school administrators		Debbie Goldbeck, PEP		Point Person/ASSET
7/29-30/02	Swain	SIPs planning	School staff let through a process of strategic planning resulting in development of a new school improvement plan (Swain Co. East Elem.)			11	NCCAT
7/30-31/02	Lexington	Training	<i>Integrating Curriculum</i> workshop conducted for staff of Pickett Primary			25	NCTA

7/31-8/1/02		ASSET retreat	ASSET project retreat at CSLD			ASSET
7/31/02, 9/4/02, 10/11/02, 11/02/02	Montgomery	Training	<i>Connections</i> program – covers concerns of beginning teachers, classroom management & discipline, theory of multiple intelligences, differentiating instruction, classroom assessment, performance based licensure, using Total Quality Tools, etc.			NCCAT
8/1/02	Duplin	Site visit	Superintendents & principals received test data PowerPoints	20		PEP
8/5/02	Duplin	Funding effort	NC Press Foundation funding for newspaper project (reading comprehension) at Wallace-Rose Hill HS – secured by Alice Maniloff	2	Alice Maniloff, PEP	Point Person/ASSET
8/5/02, 10/9/02, TBA – 2003	Swain	Training	<i>Revisiting the Middle School Philosophy</i> – training for Swain County Middle School	40	Renee Coward, NCCAT	NCCAT
8/6/02	Swain	Training	<i>Multiple Intelligences and Closing the Achievement Gap</i> – training for Swain County High School	50	M.K. Cooley, NCCAT	NCCAT
8/6/02	Montgomery	Data received	East Montgomery EOC data received from Rebecca Blake for analysis workshop with Ken Jenkins (PEP)			PEP
8/7/02	Duplin	Funding/Ordering	Comprehension Testing resources researched		Alice Maniloff, PEP	Point Person/ASSET
8/21/02	Lexington	Workshop	Debbie Goldbeck participated in workshop conducted by Masonboro Group for LCS central office and school administrators.		Debbie Goldbeck, PEP	Point Person/ASSET
8/21/02	Lexington	Meeting	ASSET team visit to LCS; meeting with central office staff, school administrators, and curriculum coordinators. Meeting provided an opportunity for Vice President Thompson to meet the people in Lexington and get a sense of the ASSET project in relation to the work of the Masonboro Group.	20	Debbie Goldbeck, PEP; Vice President Richard Thompson, Karen Gerringer, PFP	CSLD/ASSET
8/21/02	ASSET team	Progress report	Progress report on ASSET drafted by the ASSET team			CSLD/ASSET
8/23/02 – 4/16/03	Duplin	Training	<i>Improving NC High School Program</i> (1-day per month)	3	3 high school principals	PEP
8/25/02	Duplin	Testing	Gates-McGinitie reading tests given at Wallace-Rose Hill High School			Point Person/ASSET
8/31/02	Montgomery	Meeting	Meeting concerning data analysis		Ken Jenkins, PEP	PEP
Sept.-Nov. 2002	Duplin	Training	<ul style="list-style-type: none"> Charity Middle teacher took PRAXIS II Test Preparation seminar for Spec. Learning Disabilities Financially supported teacher assist. At Rose-Hill Mag. Elem., courses CHM 151, CIS 110, MUS 112 @ James Sprunt Comm. Coll. Financially supported teacher assist. (continued) 	1 teacher 1 teacher assistant 1 teacher		NCMTEC

				at Charity Middle, courses CHM 151, PSY 150 SOC 210 at James Sprunt Comm. Coll.		assistant	
9/3-7/02	Lexington	Training		2-year project focusing on enhancing school reading programs (<i>Developing Teachers for K-3 Reading Success</i>)		10	NCCAT
9/5/03	Swain	Meeting		Meeting with Director Linda Dills	Kay Shapiro, NCCAT		Point Person/ASSET NCCAT
9/9/02, 9/13/02	Montgomery	Training		<i>New Neighbors: Latinos in NC</i> – seminar for NC communities to teach about culture, customs, social expectations of Mexican immigrants			NCCAT
9/20-24/02	Duplin, Montgomery	Training		<i>Strengthening Teacher Leaders: A Plan to Help Close the Gap</i> : 2-year program of professional development and support for beginning teachers to improve their effectiveness in their first 5 years [Swain chose not to participate in this activity.]		10	NCCAT
9/27-28/02	Lexington, Duplin, Montgomery	Training		<i>Children of Poverty, Train the Trainer</i> session		5	NCTA
10/1/02	Montgomery	Phone call		Conversation with Teresa Reynolds, ASSET contact in Montgomery Co., provided update on current data from Montgomery Co. Principals are ready to move ahead with project. She requested professional development in (1) meeting needs of ELL and (2) strategies for motivation for marginal students			NCTA
10/2/02	Montgomery	Meeting		Planning team met to review data and make suggestions based on that review to be shared with ASSET committee			NCTA
10/2/02	Duplin	Phone call/email Writing/ drafting plan		Professional development plan written by Duplin Team	Alice Maniloff, PEP; Duchess Maye, NCTA; Karen Shaeffer, UNC-W; Jean Murphy, NCMTEC; school principals		CSLD/ASSET
10/5-6/02	Montgomery, Duplin	Training		Training for trainers working with cooperative learning strategies offered. Applications sent to principals in each ASSET school. Applications were received & accepted from Charity Middle (2) in Duplin, Candor Elem. (1) in Montgomery, principal from Charity Middle also attended. No other ASSET schools applied. These teachers will work in the development of the module and will also be a resource for the teachers in their system.			NCTA
10/7/02	Montgomery	Meeting		Meeting to review work completed in the (<i>continued</i>)	Teresa Reynolds,		NCTA

			committee	Montgomery Co.		Point Person/ASSET
10/9/02	Swain	Meeting	Meeting with Director Linda Dills	Kay Shapiro		
10/11/02	Montgomery	Training	<i>Motivation: Giving Students the Wish to Learn</i> – West & East Montgomery high schools <i>Connections VI</i> monthly meeting	T. Summey, D. Gardner, S. David, NCTA	65 (7 from East Montgomery)	NCTA
10/14/02	Montgomery	Training	<i>Balanced Literacy</i> training offered at Star Biscoe Elem.			NCTA
10/14/02	Swain	Training	<i>Motivation: Giving Students the Wish to Learn</i>	T. Summey, D. Gardner, S. Davis, NCTA	65	NCTA
10/16/02	All 4 districts	PD plans presented	Professional development plans for all schools in the 4 districts presented to ASSET teams			CSLD/ASSET
10/18/02	Swain	Training	Instructional leadership training for principals, assistant principals and central office staff	Ken Jenkins, PEP		PEP
10/18/02	Montgomery	Meeting	Ted Henson attended the Closing the Gap committee meeting during which a discussion took place about a mentoring program	Ted Henson, NCCAT		NCCAT
10/28/02-11/1/02	Lexington, Montgomery	Seminar	<i>Young, Black and Male in America</i> – seminar dealing with helping young black men succeed	Greg Johnson, NCCAT	Total = 20; Lex. = 2, Mont. = 18	NCCAT
10/29/02	Lexington	Meeting	Meeting with Diogenes Ruiz, head of the Hispanic Chamber of Commerce, to discuss resources for parents of Hispanic children	Karen Geringer, PFP; Gene Gallelli, PEP		CSLD/ASSET
10/30/02	Montgomery	Site visit	Meeting with Dr. Suggs (Superintendent) to discuss the ASSET proposal	Julia Kron, NCTA; Ren Bryan, NCTA; Karen Geringer, PFP; Vice President Richard Thompson		CSLD/ASSET
End of October 2002	Montgomery	Training	Initial training for trainers in early literacy offered. Principals in each ASSET elem. school were sent applications. At the deadline, Montgomery Co. was only ASSET school district submitting application.			NCTA
11/1/02	Swain	Meeting	Meeting with central office staff and principals to discuss ASSET professional development plan	Kay Shapiro, NCCAT; Vice President Richard Thompson		CSLD/ASSET
11/2/02	Montgomery	Training	<i>Connections</i> program	Ted Henson, NCCAT	40	NCCAT
11/6/02	Duplin	Phone, email, meetings	New principal at middle school has been coached in personnel, professional development, & time management (an ongoing effort)			PEP
11/11/02	Duplin	Workshop	Workshop for high school students to encourage interest in math and science related majors			MSEN

11/11/02	Lexington	Workshop	and careers <i>Literature Circles</i> – training for the staff at Charles England Intermediate School			30	NCTA
11/12/02	Duplin	Site visit	PEP faculty & staff met with principals to discuss transition concerns (5-to-6; 8-to-9 grades), vertical alignment of programs PK-12, course sequencing, and special projects			6	PEP
11/13/02	Duplin, Lexington, Montgomery	Meeting	ASSET planning meeting to discuss the contents requested by ASSET principals for the “Hispanic Yellow Pages”				CSLD/ASSET
11/13/02	Swain	Meeting	Meeting with Director Linda Dills and Glenda Hunnicutt		Kay Shapiro, NCCAT		Point Person/ASSET
11/14/02	Duplin	Site visit to organize survey data	Reading comprehension program for high school; PEP faculty & staff organized reading surveys for pre-post testing to report to NC Press Foundation grant			2	Point Person/ASSET
11/14/02	Duplin	Site visit planning session	Meet to plan support for lateral entry teachers		Supt. Tommy Benson, HR Director Minnie Bryant, Doc Klein & Dorothy Mebane from NC TEACH, Alice Maniloff, PEP; 2 principals	8	NC TEACH/PEP
11/26/02	Lexington	Meeting	ASSET planning meeting – a group was appointed representing PEP, NCTA, & MSEN to develop a module for LCS on working with students in poverty and at-risk for failure				CSLD/ASSET
12/11/02	Duplin	Phone call – grant support	PEP faculty worked with elem. principal on application for technology grant, partnership letter		Alice Maniloff, PEP		PEP
12/15/02	Montgomery	Meeting	Meeting to discuss available programs for use in Montgomery County		Dorothy Mebane, NC TEACH; Julia Kron and Ren Bryan, NCTA		
12/16/02	Duplin	Site visit	Proposed ASSET plan presented to Supt. And Assist Supt. – the plan was accepted		Vice President Richard Thompson; Karen Gerringer, PFP; PEP faculty	5	CSLD/ASSET
12/17/02	Lexington	Conference call	Conference call with Supt. Bloxam and Asst. Supt. Linker to address the issue of available days/time for professional development		Debbie Goldbeck, PEP; Vice President Richard Thompson		Point Person/ASSET
12/18/02	Lexington	Meeting	A second meeting was held with Diogenes (continued)		Debbie Goldbeck,		

				Ruiz, head of the Hispanic Chamber of Commerce, to discuss the "Hispanic Yellow Pages" as well as the possibility of publishing a handbook for Hispanic parents/students. An ASSET team could write the handbook that will then be translated into Spanish.	PEP; Karen Gerring, PFP		
12/18/02	Duplin	Funding search		Working with UNC-CH School of Journalism in hopes of acquiring funding to start a high school newspaper	Alice Mamloff, PEP		Point Person/ASSET
March-May 2003	Duplin	Training		<ul style="list-style-type: none"> Advised/financially supported clerical personnel and teacher at Charity Middle, course: EDUC 340 Teacher at Rose Hill Mag. Elem. took PRAXIS II Test Preparation Seminar for Elem. Educ. 		1 teacher 1 clerical personnel; 1 teacher	NCMTEC
1/3/03	Montgomery	Training		<i>Connections VI</i> training session			NCCAT
1/6-10/03	Lexington	Training		<i>National Board Certification</i> program conducted at NCCAT		1	NCCAT
1/9/03	Duplin, Lexington, Montgomery	Meeting		Meeting with Dr. Raleigh Bailey, Director of the Center for Newcomers in N.C. (UNC-G), to discuss strategies for working with Hispanic students and parents	Karen Gerring, PFP		ASSET
1/13/03	Lexington	Meeting		ASSET planning team met to begin work on <i>Poverty and Diversity</i> module	NCTA, PEP, NCCAT, NC TEACH		CSLD/ASSET
1/14/03	Duplin	Meeting		Meeting with Supt., Assist. Supt., two principals to plan for a NC Teacher Program training program		6	ASSET/NC TEACH
1/15/03	Lexington	Conference call		<p>Conference call to Supt. Bloxam and Asst. Supt. Linker to discuss school requests for professional development:</p> <p>(1) Picket Primary – a training session on <i>Poverty and Diversity</i> on Feb. 24 and/or March 14</p> <p>(2) Southwest Elem. – training session on <i>Poverty and Diversity</i> at the beginning of the 2003-04 school year</p> <p>(3) South Lexington Elem. – FISH Sticks, behavioral characteristics, and data as a kick-off at the beginning of the 2003-04 school year</p> <p>(4) Charles England Intermediate – training session on <i>Poverty and Diversity</i> on March 14</p> <p>(5) Lexington Middle – Supt. Bloxam may require a training session on <i>Poverty and Diversity</i></p> <p>(6) Lexington High – FISH and content-area teachers' roles and responsibilities</p>	Debbie Goldbeck, PEP		Point Person/ASSET
1/15/03	Swain	Meeting		Plan MSEC involvement in Swain Co. Schools	Beth Allen, MSEC at WCU; Director Linda Dills		MSEN/ASSET
1/17/03	Duplin	Meeting		Meeting with Deans of Schools of Education from UNC-G, ECU; Vice President Richard Thompson; Karen Gerring, PFP – Issues: student teachers (continued)	Dean Dale Schunk, UNC-G; Dean Marilyn Sheerer,	5	CSLD/ASSET

				in joint enrollment program at ECU and Mount Olive College to be allowed to student teach in Duplin Co. rather than Greenville and offering on-site (Montgomery) classes for ESL certification	ECU; Vice President Richard Thompson; Karen Gerringer, PFP		
1/17/03	All 4 ASSET districts	Meeting		Meeting to update work in ASSET school districts	K. Gerringer, PFP; J. Kron, NCTA; Debbie Goldbeck, PEP; Alice Maniloff, PEP; Kay Shapiro, NCCAT (via conference call)	Point People/ASSET	
1/23/03	Lexington	Meeting		Second ASSET planning session to develop <i>Poverty and Diversity</i> module	NCTA, PEP, NCCAT, NC TEACH	CSLD/ASSET	
Feb. - May 2003	Swain	Training		Staff development through NC RISE program—focused on development of teaching of reading competencies for teaching students with persistent and serious reading difficulties.	David Lillie, NC RISE & 2 consultants	ASSET	2 middle & 2 elem. teachers
2/3/03	Lexington	Email		Sent email concerning Hispanic Summit and Latino Conference to all principals, Superintendent, & Assistant Superintendents	Debbie Goldbeck, PEP	Point Person/ASSET	
2/3/03	Lexington	Phone		Finalized plans for workshop on <i>Poverty/Diversity</i> for Pickett Primary and Charles England Intermediate on March 14, 2003 [workshop cancelled due to district calendar change]	Debbie Goldbeck, PEP; 2 principals	Point Person/ASSET	
2/5/03	Lexington	Phone		Finalized plans for FISH workshop for Lexington High School on March 13, 2003	Debbie Goldbeck, PEP; principal	Point Person/ASSET	
2/5/03	Lexington	Phone		Telephone conference call concerning Hispanic outreach efforts.	Debbie Goldbeck, PEP; Karen Gerringer, PFP; Diogenes Ruiz, Hispanic Chamber of Commerce	Point Person/ASSET	
2/5/03	Lexington	Phone		Finalized plans for workshop on <i>Poverty/Diversity</i> for Lexington Middle School on March 14, 2003 [workshop cancelled due to district calendar change]	Debbie Goldbeck, PEP; principal	Point Person/ASSET	
2/5/03	Swain	Meeting		Introduce MSEC and the plan for working on elem. math (Swain East)	Beth Allen, MSEC at WCU	MSEN/ASSET	
2/12/03	Swain	Meeting		Introduce MSEC and the plan for working on elem. math (Swain West)	Janice Holt, MSEC	MSEN/ASSET	
2/13/03	Duplin	Phone, email		Communication regarding NC QUEST grant application with Minnie Bryant and Alan Work	Alice Maniloff, PEP	Point Person/ASSET	
2/13/03	Lexington	Meeting		Meeting with Shirley Linker (and Pat (continued)	Alice Hart,	ASSET	

				Crenshaw, Davie County) regarding K-3 reading	NCCAT		Point People/ASSET
2/14/03	All 4 ASSET districts	Meeting		Meeting to update work in ASSET school districts	K. Gerring, PFP; J. Kron, NCTA; Debbie Goldbeck, PEP; Alice Maniloff, PEP; Kay Shapiro, NCCAT (via conference call)		
mid Feb. 2003	Duplin	Workshop		Dr. Ann Crawford (UNC-W) taught math workshop for middle school teachers			
2/15/03	Duplin	Session		Follow-up for <i>Making Connections</i>		31	NCTA
2/15/03	Montgomery	Training		<i>Connections IV</i> training	Ted Henson, NCCAT; beginning teachers from East Montgomery High, East Montgomery Middle, Star- Biscoe Elem., Candor Elem.	20	PEP
2/17/03	Swain	Training		Training to help faculty better understand conditions of poverty and subsequent implications for student learning; held at Swain Co. Middle School	Renee Coward, NCCAT	27	NCCAT
2/18/03	Swain	Meeting		Meeting with Director Linda Dills	Kay Shapiro, NCCAT		Point Person/ASSET
2/21/03	Duplin	Site visit		Planning/writing session to prepare Duplin's system-wide professional development plan	Alice Maniloff, PEP; Doc Klein, NC TEACH; Paul Britt, Minnie Bryant, Linda Smith		PEP & NC TEACH
2/21/03	Duplin, Lexington, Montgomery	Summit		Attended Hispanic Educational Summit 2003 in Raleigh, collected information to be shared with ASSET school districts	Karen Gerring, PFP; Debbie Goldbeck, PEP		ASSET
2/22/03	Montgomery	Session		Follow-up for <i>Balanced Literacy</i>		33	NCTA
2/28/03	Duplin	Grant proposal		NC QUEST grant proposal submitted by Campbell Univ. for a partnership with Duplin & PEP; focus: leadership development at the school level			PEP
3/3/03	Swain	Phone calls		Phone calls with Mr. Patillo and Mr. Wilson regarding workshops	Beth Allen, MSEC		MSEN/ASSET
3/3/03	Lexington	Meeting		Meeting with Shirley Linker (and Pat Crenshaw, Davie County) regarding K-3 reading	Alice Hart, NCCAT		ASSET
3/4/03	All 4 ASSET districts	Meeting		Meeting to update work in ASSET school districts (continued)	K. Gerring, PFP; J. Kron, NCTA;		Point People/ASSET

					Debbie Goldbeck, PEP; Alice Maniloff, PEP; Kay Shapiro, NCCAT (via conference call)		
3/5/03	Duplin	Workshop		PowerPoint workshop for Charity Middle	Deborah Pedersen & Matt Coffey, PEP		
3/10/03	Swain	Workshop		Workshop on use of calculators in the classrooms (1 teacher per grade level from each school to attend)	Beth Allen, MSEC at WCU		
3/10/03	Duplin	Workshop		Reading comprehension strategies using newspapers in the classroom held at Wallace-Rose Hill High, sponsored by NC Press Foundation			
3/10-14/03	Duplin	Training		National Board Certification program	Denise Garner, James Kenan High	1	NCCAT
3/11/03	Duplin	Meeting		Planning for a new cohort of NC TEACHERs for Duplin Co. (approx. 35 teachers will be involved in cohort with FSU)	Hattie Blue & Earlyln Jordon, FSU; Minnie Bryant, Duplin; Dorothy Mebane, NC TEACH		NC TEACH
3/14/03	Lexington	Training		Teaching and Learning in an Environment of Change (FISH) at Lexington High School	Henry Wong, NCCAT	65	NCCAT
3/17/03	Montgomery	Training		Connections VI seminar for beginning teachers at East Montgomery High, East Montgomery Middle, Star-Biscoe Elem., and Candor Elem.	Ted Henson, NCCAT	20	NCCAT/ASSET
3/21-23/03	Lexington	Training		FISH! Sticks workshop with Davidson Co. & Thomasville City Schools	Henry Wong, NCCAT	45	NCCAT/ASSET
3/26/03	Swain	Training		Training to help faculty better understand conditions of poverty and subsequent implications for student learning (attendees: Princ. Oz Waters; Assist. Prin. Regina Cook; 22 members of Swain Co. Middle Sch.; Elizabeth Tyson & 2 interns from WCU)	Rence Coward, NCCAT	27	NCCAT/ASSET
3/27/03	Swain	Workshop		Workshop for Swain West -- focus: using hands-on math kits in 3 rd grade	Beth Allen, MSEC, WCU		
3/28/03	Duplin	Planning		Making plans for Mt. Olive College/ECU teacher ed. Program place student teachers at schools in Duplin Co. (possibly up to three student teachers)	Supt. Tommy Benson & ECU Sch. of Ed. Faculty		ASSET
3/29/03	Lexington	Session		Follow-up for Teaching Through Learning Styles for Charles England Intermediate, Picket Primary, South Lexington Elem., & Southwest Elem.	Terri Bell, NCTA	49	NCTA
4/5/03	Lexington	Conference		Continuation of the Mebane Scholars K-3 Reading Success grant activities -- 1-day conference (continued)	Pat Queen & Alice Hart, NCCAT	11	

4/7-11/03	Swain	Seminars	for teachers (11 teachers attended from Southwest Elem., Pickett Primary, South Lexington Elem.)			4		NCCAT
4/14, 5/20, 6/7/03	Duplin	Planning	<i>Island People, Island Culture</i> – 2 teachers from Swain Co. High School attended <i>The Renewal of Mind and Spirit</i> – 2 teachers from Swain Co. High School attended					ASSET
4/16/03	Lexington	Meeting	Initiate planning of the strategic planning effort (STAR)			7	Alice Maniloff, PEP; Doc Klein, NC TEACH	ASSET
Apr. '03 – July '04	Duplin	Planning	Discussion with Lexington administrative team to plan professional dev. needs through June 30, 2004 <i>STAR</i> : 2-yr. planning effort to determine what schools need to provide to meet needs of students, teachers & community			10	Doc Klein & Dorothy Mebane, NC TEACH; Alice Maniloff, PEP	ASSET
4/21-25/03	Duplin	Seminar	<i>Young, Black and Male</i> – Charity Middle School participants			5		NCCAT
4/21-25/03	Duplin	Seminar	<i>Rain Forest and Chocolate</i> – Warsaw Elem. participant			1		NCCAT
4/22-23/03	Montgomery	Training	<i>Connections VI Program</i> – with beginning teachers from East Montgomery High and Middle Schools, Star-Bischoe & Candor Elem. Schools			20	Ted Henson, NCCAT	ASSET
4/30/03	Swain	Meeting	Meeting with Linda Dills to discuss planning for summer ASSET activities				Kay Shapiro, NCCAT	ASSET/NCCAT
5/9/03	Duplin	Phone	Update from MD Guthrie, Prin. of Wallace Rose Hill High				Alice Maniloff, PEP	ASSET
5/9/03	Lexington	Meeting	Meeting with Ashley Hinson re a year-long professional development plan for LCS				Debbie Goldbeck, PEP	Point Person/ASSET
5/15/03	Lexington	Planning	Meeting with A. Hinson (Asst. Supt.) to plan strategies & professional development for new/provisional/lateral entry teachers for 2003-04.				Debbie Goldbeck, PEP; Dorothy Mebane & Doc Klein, NC TEACH; C. Allen, NCMTEC; Karen Gerringer, PEP	ASSET
5/16/03	Lexington	Meeting	Meeting to finalize plans for professional development for 2003-2004 (follow-up to May 15 meeting)				Debbie Goldbeck, PEP; all LCS principals; Ashley Hinson (Asst. Supt.)	Point Person/ASSET
5/20/03	Duplin	Planning	STAR planning meeting			16	Alice Maniloff, PEP; Doc Klein, NC TEACH	ASSET
5/20/03	Duplin	Meeting	A. Maniloff addressed Board of Education on high school needs				Alice Maniloff, PEP	ASSET

5/21-22/03	Duplin	Video	First year teachers videotaped to gather their "stories" to help new teachers beginning in fall '03	Doc Klein, NC TEACH		ASSET
5/27/03	Lexington	Meeting	Alice Hart, NCCAT, met with Asst. Supt. Shirley Linker to discuss a July retreat & the calendar for 2003-2004 activities of the Mebane K-3 Literacy Program	Alice Hart, NCCAT		ASSET
5/27/03	Montgomery	Seminar	Final day of <i>Connections VI</i> program for beginning teachers & mentors at East Mont. High, East Mont. Middle, Candor, & Star-Biscoe (all day)	Ted Henson, NCCAT		NCCAT
6/2-6/02	Duplin	Sessions	Wallace Elem.—5 teachers attended co-sponsored sessions (with DPI) to create a technology-based environment in their school	Kay Shapiro, NCCAT	5	NCCAT/DPI
6/4/03	Lexington	Meeting	Meeting with Jackie Miller, principal, to develop framework for year-long study groups to be implemented at South Elementary	Anita Ware, PEP		ASSET
6/4/03	Lexington	Workshop	Data-Driven Decision Making Workshop	Chris Hitch, PEP	2'	PEP
6/6/03	Lexington	Meeting	Submission of year-long professional dev. plan to Becky Bloxam, Ashley Hinson, Shirley Linker, & 6 LCS principals	Debbie Goldbeck, PEP		Point Person/ASSET
6/9/03	Lexington	Meetings	<ul style="list-style-type: none"> Meeting with Jackie Miller, principal, to further develop framework for year-long study groups to be implemented at South Elementary Meeting with Asst. Supts. Ashley Hinson and Shirley Linker re the feasibility of a year-long Leadership Academy for School Administrators. 	Anita Ware, PEP		ASSET
6/16/03	Swain	Meeting	Principals & central office staff requested meeting with Dr. Ken Jenkins, PEP, to help them analyze 2002-2003 end of grade and course test data & to compare it with previous year's data	Ken Jenkins, PEP	12	ASSET
6/16/03	Lexington	Workshop	Data-driven Decision Making Workshop	Chris Hitch, PEP	1	PEP
6/16-20/03	Lexington	Training	South Lexington Elem.—1 teacher attended PowerPoint training for beginners	Kay Shapiro, NCCAT	1	NCCAT
6/23-24/03	Lexington	Training	Leadership Program for High School Principals	Alice Maniloff, PEP	1	PEP
6/25/03	Duplin	Workshop	<i>Developing Reading and Writing Skills through Character Ed.</i> At Sprunt Comm. College by NC Press Foundation			ASSET
6/25&26/03	Lexington	Phone call	<ul style="list-style-type: none"> Calls to each principal resulted in the following: Meeting of all principals, D. Goldbeck, A. Ware, K. Gerringer, Ashley Hinson scheduled (July 30) to discuss <i>Maximizing Student Potential</i> module & the principals' roles 	Debbie Goldbeck, PEP; Anita Ware, PEP; Karen Gerringer, CSLD		ASSET
6/25-27/03	Lexington	Sessions	3 Lexington Middle School teachers attended the <i>Turning Points Summer Institute on Literacy at PEP</i>	Debbie Hill, PEP	3 Lex. teachers	PEP

7/1/03	Lexington	Meeting	Meeting with Jackie Miller, principal of South Elem., to continue planning of yearlong study groups on "Maximizing Student Potential"	Anita Ware, PEP		ASSET
7/7-10/03	Lexington	Training	Poverty Academy -- teachers from Charles England Intermediate (22) and Southwest Elem. (4)		26	NCTA
7/21-23/03	Lexington	Seminar	Seminar held at NCCAT on the Mebane Scholars K-3 Reading Success project	Pat Queen & Alice Hart, NCCAT	12 Lex. Faculty	NCCAT
7/25/03	Lexington Duplin Montgomery Swain	Meeting	SAS/DPI -- EVAAS project -- meeting held with district superintendents (all four districts had staff attending)			
7/29/03	Lexington	Workshops	(1) FISH! Sticks workshop at South Elem.	Debbie Goldbeck and Anita Ware, PEP	77	PEP
7/30/03	Lexington	Workshops	(2) FISH! Sticks workshop at Pickett Primary Elem. (1) Maximizing Student Potential workshop, South Elem. (2) Maximizing Student Potential workshop, Lexington High (3) FISH! Sticks workshop, Southwest Elem. (4) FISH! Sticks workshop, Lexington Middle	NCTA NCTA Goldbeck & Ware, PEP Goldbeck & Ware, PEP	50 77 73 49 75	
7/30/03	Lexington	Meeting	Meeting with Asst. Supt. Ashley Hinson & 5 principals to discuss professional development sessions held in July & the sessions planned for fall 2003	Goldbeck, PEP Ware, PEP Gerringer, CSDL		ASSET
7/31/03	Lexington	Workshops	(1) Maximizing Student Potential workshop, Lexington Middle (2) FISH! Sticks workshop, Lexington High (3) FISH! Sticks workshop, Charles England Intermediate	NCTA Goldbeck & Ware, PEP Goldbeck & Ware, PEP	75 73 50	ASSET
8/1/03	Swain	Workshops	• Workshop to help teachers think through strategies for planning lessons to help students develop critical thinking skills • Workshop on integrating elem. science kits into the literature programs at East & West Swain Elem. Schools	Beth Allen, MSEN Beth Allen, MSEN	All schools in county East & West Swain Elem.	ASSET ASSET
8/5/03	Swain	Sessions	• "Lesson Planning for Higher Order Thinking Skills" • "Fish" Philosophy motivational program for Swain High School	Beth Allan, MSEN Henry Wong, NCCAT		ASSET ASSET
8/11-18/03	Lexington	Planning	Jean Murphy (NCMTEC) was in contact (continued)	Jean Murphy,		NCMTEC

			with LCS concerning PRAXIS training for lateral entry teachers	NCMTEC		
8/18/03	Lexington	Meeting	Discussion about available NC-MSEN services in math & science professional dev. & through Pre-College Prog.	Verna Holoman & Rita Fuller, NC-MSEN; Vallie Guthrie, Adeline Collins, Tomieka Pickett, GAMSEC	13	NC-MSEN
8/28/03	Lexington Duplin Montgomery Swain	Meeting	SAS/DPI – EVAAS project – meeting held with district test coordinators (all four districts had staff attending)			
8/29/03	Lexington	Meeting	Meeting – Debbie Hill (PEP) met with Patti Kroh, prin. of Lex. Middle, to discuss middle school issues	Patti Hill, PEP		PEP
9/3/03	Swain	Meeting	Meeting to determine the needs and priorities of the high school.	Kay Shapiro, NCCAT	3	NCCAT
9/9/03	Lexington	Sessions	Three technology sessions at South Elem. (planning has been ongoing throughout the summer with Jackie Miller, principal)	Chris Hitch, PEP	80	ASSET
9/9-10/03	Lexington	Training	Leadership Program for High School Principals	Maniloff, PEP	1	ASSET
9/19-20/03	Lexington	Workshop	Curriculum Compacting Workshop, Pickett Primary, South Lex. Elem., Southwest Elem., Charles England Intermediate, Lex. Middle	Goldbeck, PEP	30	
On-going	Duplin	Phone, email	Offering grant ideas			

ASSET Point People:

Duplin: Alice Maniloff (PEP)

Lexington City: Debbie Goldbeck (PEP)

Montgomery: Julia Kron (NCTA)

Swain: Kay Shapiro (NCCAT)

Karen Gerringer (UNC CSLD)

9/17/03

Appendix B: Outcomes by District for 2002-03

Duplin County Schools

Introduction

A solid relationship between the University of North Carolina Center for School Leadership Development (UNC CSLD) ASSET project and the leaders in Duplin County central office and the four ASSET schools is now in place. Communication between the central office, the schools, and the UNC CSLD occurs rapidly. The Center point person has been invited to attend school board meetings and has a standing invitation at principal meetings. A partnership between the UNC CSLD and Duplin school system has been accomplished.

Planning

Requests by Duplin County of the UNC CSLD have been addressed. Schools have asked the UNC CSLD to investigate testing requests and partner in grant applications. A new principal was mentored. A second new principal has begun to make requests for materials and ideas. Successful programs in the elementary school have been highlighted and presented in neighboring counties. Technology support has been targeted at the middle school. Reading comprehension activities have been supported at the high school. Wallace Rose Hill High School has been involved in a Comprehensive School Reform grant (CSR). The high school is using the Talent Development Model from the Center for the Social Organization of Schools at Johns Hopkins University. The director of the grant at Johns Hopkins has requested assistance from the ASSET project to coordinate efforts. All school level data has been analyzed and disaggregated. A data analysis session was taught at the Duplin County Summer Leadership retreat. Sessions have been held with the secondary school principals and the central office support personnel to investigate the implications of the innovative high school legislation for Duplin County.

Findings

One of the positive outcomes of this project has been the necessity of addressing the needs of the LEA as a whole system. It became obvious early on that it was more important to the district leadership to think in terms of benefits to all the schools and not isolate effort to the designated original four schools. A workshop for one high school quickly expanded to all four high schools. An effort to address the problems of getting teachers for the designated ASSET schools brought changes that benefited the entire system. Other examples include student teaching in Duplin County through a partnership between Mt. Olive College and ECU, efforts to locate an NC TEACH site in Duplin County, and the North Carolina Model Teachers Consortium conducting PRAXIS sessions at James Sprunt Community College.

The most interesting outcome so far is a request from the central office to design and lead a multi-year planning process for the total Duplin County school system to identify how the schools define success in the coming decades. This planning effort involves students, teachers, principals, central office personnel, the school board, community members, and the business community. This two-year effort will determine what is important for Duplin county students to experience and master to be healthy, literate, responsible citizens who are prepared to choose among different opportunities upon graduation. A partnership with Vision 21, the ASSET

project, and Duplin County Schools is making this long-range project possible. The planning effort is important because the majority of the leadership in the school system is at retirement age. In fact, almost half the principals are new this year. The time is ripe to take a long-term view of education in the county. Closing the achievement gap is a major focus of this effort.

Summary of Outcomes

ABC results were disappointing at Wallace Rose Hill High School in 2003. There was an overall decline for all students. However, when the data is examined by course the gap seems to be closing in several areas. If African American students can make it into the higher-level courses, they surpass their white peers (Algebra II, 87 % of the African American students were proficient while only 84 % of the whites were proficient; Chemistry 87 % of the African American students and only 71 % of the white students were proficient). English I scores were also encouraging. The gap decreased by 6 points from 2002. There remains a problem in the courses that call for high-level reading and reasoning skills, such as geometry, biology, and social studies courses. Wallace Rose Hill SAT scores declined 31 points from 2001-02 to 2002-03. Scores in 2002-03 were Verbal: 448, Math: 455, Total: 893. Scores in 2001-02 were Verbal: 464, Math: 463, Total: 927.

Charity Middle School posted gains by all students in half the tested areas. The gap between African American students and white students narrowed in composite reading and 7th grade reading and math. The gap in 6th grade math doubled.

The scores at Rose Hill Magnolia and Wallace Elementary Schools are more encouraging. There is no statistically significant achievement gap between African American students and white students in 4th grade math and 5th grade math and reading at Wallace Elementary School. Composite reading scores at Rose Hill Magnolia indicate that all students improved in reading (65 % to 80%), while the gap between the African American students and the white students closed by 18 % points. The same holds true for composite math scores: a sixteen percentage increase overall and a 6 % gain in gap closure. At the elementary level all students are improving but the minority students are making greater gains. Both elementary schools are to be commended and we might look to their primary programs as models for the state.

Duplin County Scores
EOG/EOC Comparison of 2001-02 and 2002-03 Test Scores

Tests	Gap Narrowed, Proficiency Increased	Gap Widened, Proficiency Increased	Gap Narrowed, Proficiency Decreased	Gap Widened, Proficiency Decreased
Gr. 3 Reading	Wallace Elem.	Rose Hill- Magnolia Elem.		
Gr. 3 Math	Wallace Elem.	RH/M Elem		
Gr. 4 Reading	RH/M Elem		Wallace Elem.	
Gr. 4 Math	RH/M Elem Wallace Elem.			
Gr. 5 Reading	RH/M Elem Wallace Elem.			
Gr. 5 Math	RH/M Elem Wallace Elem.			
Gr. 6 Reading		Charity Middle		
Gr. 6 Math				Charity Middle
Gr. 7 Reading	Charity Middle			
Gr. 7 Math	Charity Middle			
Gr. 8 Reading		Charity Middle		
Gr. 8 Math		Charity Middle		
Algebra I			W/RH HS	
Algebra II	W/RH HS			
Geometry				W/RH HS
Biology			W/RH HS	
Chemistry		W/RH HS		
Physical Science		W/RH HS		
Physics	W/RH HS			
English I	W/RH HS			
ELPS	W/RH HS			
US History				W/RH HS

Lexington City Schools

Introduction

Most of the preliminary UNC CSLD work with Lexington City Schools consisted of building a strong relationship with school and district personnel. The time spent in cultivating our working relationship further strengthened the partnership between the district and UNC CSLD. The point person is recognized as a partner in the district, and is considered to be a part of the staff in Lexington. We have been successful in establishing effective lines of communication between UNC CSLD personnel and teachers and administrators in the schools and district. By conducting continual, informal needs assessments, we were able to adjust our efforts to the specific needs of the schools and district.

Planning

Despite district time limitations for professional development, we were able to schedule a significant number of professional development activities for the 2003-04 school year within the parameters of the schools' professional development plans and in accordance with the number of professional development days allowed by the district's calendar. The ASSET point person met with the assistant superintendent and all school principals to plan for the professional development needs of the six schools. At that meeting the principals requested that professional development efforts be focused on creating and supporting a vision for their schools, working with children of poverty, curriculum differentiation strategies, math and science instruction at the middle school and high school, and transition of students from the elementary schools to the intermediate school, intermediate to middle, and middle to high school as a focus for the upcoming year. Most of the professional development opportunities scheduled for the 2003-04 school year are UNC CSLD custom-designed and will be delivered on site. Since the end of the 2002-03 school year, the UNC CSLD has conducted eighteen workshops/institutes (with two additional ones planned for September) for the six Lexington schools. Six planning sessions and materials exchanges have occurred since the end of the previous school year as well. Several Lexington educators have registered to attend a 2½-day symposium at the Friday Center and the UNC CSLD in October on Effective Schools and No Child Left Behind. From October 2003-March 2004 fifteen additional workshops/institutes will be conducted in Lexington schools. Five planning sessions are also scheduled for the same time period.

Findings

The onsite delivery of professional development provided a much-needed service for the educators in Lexington. We learned several lessons along the way concerning onsite delivery of services. Facilities (acoustics, space and seating, lighting) and equipment issues made for inconsistent surroundings and technical challenges. Providers of professional development offerings need to plan for these challenges and be prepared to make immediate adjustments to delivery plans as needed. There are numerous social and community issues within Lexington that continue to provide a challenge. Lexington has

a high number of students on free and reduced-price lunch, has a high percentage of minority students enrolled in the district's schools, and there are many languages other than English being spoken by the students and their families. During the past year unemployment has risen and there have been numerous layoffs in the manufacturing sector within Lexington and the surrounding area. All of these issues directly effect the achievement of students in the district.

Summary of Outcomes

In disaggregating preliminary 2003 test data we find varying results. From the 2001-02 school year to the 2002-03 school year, Pickett's Composite score of proficient students dropped. Southwest's and South's Composite score of proficient students increased. Charles England's 4th and 5th Grade Composite score of proficient students increased. Lexington Middle's Composite scores of proficient students increased at the 6th, 7th, and 8th Grade. A problem previously identified in the original needs assessment—the significant drop in test scores at the 3rd to 4th and 5th to 6th grade transition years—appears to be improving. In a comparison between 2001-02 and preliminary 2002-03 performance proficiency test data, Lexington High School Math EOCs (Algebra I, Algebra II, and Geometry) all showed increases in the percentage of proficient students. Science EOCs (Biology, Chemistry, and Physical Science) all showed a decrease in the percentage of proficient students. In the Humanities (English I, ELPS, and US History) English I showed an increase in the percentage of proficient students but there were decreases in the percentage of proficient students in ELPS and US History. SAT scores at Lexington High School increased 2 points from 2002 to 2003. Scores in 2003 were 463 on Verbal and 461 on Math for a total of 924. Scores in 2002 were 461 on Verbal and 461 on Math for a total of 922.

Lexington City Schools
EOG/EOC Comparison of 2001-02 and 2002-03 Test Scores

Tests	Gap Narrowed, Proficiency Increased	Gap Widened, Proficiency Increased	Gap Narrowed, Proficiency Decreased	Gap Widened, Proficiency Decreased
Gr. 3 Reading		South	Southwest	Pickett
Gr. 3 Math	Southwest South		Pickett	
Gr. 4 Reading			Charles England	
Gr. 4 Math	Charles England			
Gr. 5 Reading		Charles England		
Gr. 5 Math	Charles England			
Gr. 6 Reading		Lexington Middle		
Gr. 6 Math	Lexington Middle			
Gr. 7 Reading	Lexington Middle			
Gr. 7 Math			Lexington Middle	
Gr. 8 Reading				Lexington Middle
Gr. 8 Math			Lexington Middle	
Algebra I				Lexington High
Algebra II	Lexington High			
Geometry	Lexington High			
Biology				Lexington High
Chemistry			Lexington High	
English I	Lexington High			
ELPS			Lexington High	
US History				Lexington High

Montgomery County Schools

Introduction

The beginning of the ASSET project coincided with the hiring of a new superintendent in Montgomery County. At the initial meeting with the school system and school leadership, the interim superintendent attended and gave approval to the participation in the project. In May 2002, representatives from the North Carolina Teacher Academy met with the faculty at each of the ASSET schools to provide an overview of the proposal. The new superintendent attended each of the project overview meetings, introduced himself to the faculties, and explained his expectations for the 2002-2003 academic year.

Planning

The initial contact person in Montgomery County was the newly appointed Testing Coordinator, because she had the most direct information about testing data from the previous year. She was replaced as the ASSET contact in August by the newly appointed Director of Instruction and 6-12 Coordinator. There was a major reorganization in the school system administration with most people having less than two years of experience in their current position.

Prior to participation in the ASSET project teachers and administrators from Montgomery County had participated in professional development programs provided by the North Carolina Teacher Academy, the North Carolina Center for the Advancement of Teaching, NC Rise, Gear-Up, and the Principals' Executive Program.

Findings

Teachers and staff selected professional development that they needed or wanted to participate in, however examination of the professional development plans for each of the schools indicated that there was no clear connection between School Improvement Plans and Professional Development Plans.

The project began with a review of the school improvement plans, the student achievement data, and a correlation with the programs that the ASSET/UNC CSLD programs could offer to provide professional development. The review of the data from Montgomery County indicated that there were the following issues:

- 1 Difficulty for students with transitions between elementary, middle, and high school
- 2 A growing Hispanic population
- 3 A large number of lateral entry teachers, especially at the high school
- 4 Disconnected staff development that was not tied to needs identified in the data

ASSET programs made recommendations, but the school system requested the specific programs in which they would participate. Three areas of primary focus for the year included professional development about data analysis, diverse student populations, and initial licensure support for new teachers. Prior to the beginning of the ASSET project, Montgomery County had begun to participate in Connections, a year-long support

program for initially licensed teachers provided by NCCAT. A group of new teachers met once a month for the school year. To address the issues of student diversity and learning needs associated with diverse populations, teachers and principals attended professional development provided by the NC Teacher Academy to learn how to meet the learning needs of English Language Learners in the regular classroom. Teachers attended two seminars offered by NCCAT—"Young, Black and Male in America" and "New Neighbors: Latinos in North Carolina." A PEP representative provided professional development for principals to explain the new criteria for No Child Left Behind and Adequate Yearly Progress. Throughout the year, teachers participated in professional development on learning styles and literacy strategies.

Summary of Outcomes

The benefits to the school system included the development of a more systematic approach to professional development as needs were identified. Student achievement in all grades and the majority of tests showed improvement, with significant improvement achieved at the secondary level. Both East Montgomery Middle School and East Montgomery High School made Adequate Yearly Progress as measured by No Child Left Behind. The drop-out rate decreased from 5.86% in 2001-02 to 3.91% in 2002-03.

Montgomery County Schools
EOG/EOC Comparison of 2001-02 and 2002-03 Test Scores

Tests	Gap Narrowed* Proficiency Increased	Gap Widened* Proficiency Increased	Gap Narrowed* Proficiency Decreased	Gap Widened* Proficiency Decreased
Gr. 3 Reading			Candor	Star-Biscoe
Gr. 3 Math		Star-Biscoe	Candor	
Gr. 4 Reading	Candor			Star-Biscoe
Gr. 4 Math	Candor Star-Biscoe			
Gr. 5 Reading	Candor Star-Biscoe			
Gr. 5 Math	Candor Star-Biscoe			
Gr. 6 Reading	East Middle			
Gr. 6 Math	East Middle			
Gr. 7 Reading	East Middle			
Gr. 7 Math			East Middle	
Gr. 8 Reading		East Middle		
Gr. 8 Math		East Middle		
Algebra I	East Montgomery HS			
Algebra II	East Montgomery HS			
Geometry	East Montgomery HS			
Biology			East Montgomery HS	
Chemistry		East Montgomery HS		
Physical Science		East Montgomery HS		
English I	East Montgomery HS			
ELPS	East Montgomery HS			
US History	East Montgomery HS			

Swain County Schools

Introduction

Swain County Schools are located in rural western North Carolina. There are two elementary schools, one middle school, and one high school with a total student population of approximately 1660. The overall student ethnicity is comprised of 77% Caucasian, 21% Native American and 2% other (African American, Asian, and Hispanic combined). 36% of East Elementary School is Native American as contrasted with 6% at West Elementary. The median household income is approximately \$22,000. The superintendent has been in place for about 10 years and has had his contract recently renewed for three additional years. There is a very low teacher turnover rate and the system has very few initially licensed teachers.

Planning

Based on a needs assessment and data analysis, strategies were developed to address critical issues. The Director of Instruction met with the UNC CSLD point person to construct the professional development plan. This plan was presented first to the superintendent and subsequently to the principals. The Director coordinated the professional development activities for all schools with support from the UNC CSLD point person. These activities targeted improvement in traditional academic skills including reading, mathematics, and science, and addressed the unique needs of exceptional children. The elementary and middle schools were directly involved with the design and implementation of professional development programs. The system wishes to continue the professional development initiatives they began last year. The high school will be involved with a focus on reading across the curriculum.

Findings

During 2002-2003, Swain County built a relationship with the Director from the Center for Math/Science Education Network located at Western Carolina University. Swain County Schools had never worked with MSEN previously. The system and MSEN worked together to design curriculum, align math and science curriculum with the NCSCOS, improve scores in the calculator section of the EOG test, integrate manipulative math and science kits, and develop higher order thinking skills. EOG mathematic scores increased at all elementary and middle school levels and dramatically increased in the 3rd grade at both elementary schools.

Swain County schools also began a relationship with NC RISE and the State Improvement Project. The purpose of the project is to provide support services to improve the performance and success of students with disabilities. With NC RISE's help, Swain County wrote a grant to become part of the project focusing on improvement in reading. Several teachers have received training in the NC RISE program; implementation began at the start of the 2003-04 school year.

Personnel at each of the Swain County Schools also built relationships with staff members at NCCAT due to a variety of collaborative, professional development programs. These programs addressed multiple intelligences, strategic planning,

conditions of poverty, integrating curriculum, FISH philosophy, and Cherokee culture. Due to the proximity of NCCAT to Swain County, the supportive relationship will be long lasting.

Finally, an analysis of data follows. Note that the sample size is small; in some cases one child can change a subgroup score by 20 –25%.

Summary of Outcomes

The end of grade composite test scores for reading and math were presented for preliminary qualitative analysis. For each school, performance during 2002-2003 (the year of ASSET intervention) was compared to that of the previous year by determining the percentage of change. The subgroup comparisons were made for four ethnic groups-- White, Native American, Free and Reduced Lunch (FRL), Exceptional.

- **East Elementary**

End of grade reading scores in 3rd grade increased 4.1%, in 4th grade increased 8.2%, and in 5th grade decreased 3.2%. Subgroup analysis reveals that performance of white children increased in 3rd and 4th grade but decreased in 5th grade, Native American children increased in 3rd grade but decreased in 4th and 5th grades, that of FRL children increased in all grades, and exceptional children increased in 4th grade but decreased in 3rd and 5th grade.

End of grade math scores in 3rd grade increased 17.8%, in 4th grade increase 6.8% and in 5th grade increased 6.0%. Children of all ethnic groups demonstrated improve performance.

- **West Elementary**

Reading scores in the 3rd grade increased 2.5%, in 4th grade increased 4.2%, and in 5th grade decreased 2.0%. Children categorized as white increased performance in 3rd and 4th grade but decreased in 5th grade; Native American children increased performance in 3rd grade, decreased in 4th grade, and remained the same in 5th grade; FRL children increased in 3rd and 4th grade but decreased in 5th grade; and exceptional children increased in 3rd grade but decreased in 4th and 5th grade.

Math scores in 3rd grade increased 25.2%, in 4th grade increased 5.2% and in the 5th grade increased 6.7%. Children categorized as white, FRL, and exceptional increased performance in 3rd, 4th and 5th grades. Native American children increased performance in 3rd and 4th grade; no change was observed in 5th grade.

- **Swain County Middle School**

Reading scores in 6th grade increased 2.2%, in 7th grade increased 6.3%, and in the 8th grade increased 5.4%. White children increased performance in 6th and 8th grades but decreased in 7th grade; Native American and FRL children increased performance in 6th,

7th and 8th grades; exceptional children increased in 7th grade and decreased performance in 6th and 8th grades.

Math scores in 6th grade increased 0.4%, in 7th grade increased 10.2%, and in 8th grade increase 4.7%. White, FRL, and exceptional children improved performance in 6th, 7th and 8th grades. Native American children increased performance in 7th grade but decreased in 6th and 8th grades.

- **Swain High School**

High School scores for physical science and English increased. Native American students scored higher than the white students in Algebra II. Algebra II and Physical Science scores for Native American students increased from the previous year.

Swain County Schools
EOG/EOC Comparison of 2001-02 and 2002-03 Test Scores
Percent Proficient

Tests	Gap Narrowed, Proficiency Increased	Gap Widened, Proficiency Increased	Gap Narrowed, Proficiency Decreased	Gap Widened, Proficiency Decreased
Gr. 3 Reading	West	East		
Gr. 3 Math	West East			
Gr. 4 Reading		West East		
Gr. 4 Math	West	East		
Gr. 5 Reading				West East
Gr. 5 Math	West	East		
Gr. 6 Reading		Swain Middle		
Gr. 6 Math	Swain Middle			
Gr. 7 Reading	Swain Middle			
Gr. 7 Math	Swain Middle			
Gr. 8 Reading	Swain Middle			
Gr. 8 Math		Swain Middle		
Algebra I			Swain H. S.	
Algebra II				Swain H. S.
Geometry				Swain H.S.
Biology				Swain H.S.
Chemistry			Swain H.S.	
English I		Swain H.S.		
ELPS			Swain H. S.	
US History				Swain H. S.
Physical Science	Swain H. S.			

Appendix C: District Response

LEXINGTON CITY SCHOOLS

AUG 19 2003

Rebecca Bloxam, EdD
Superintendent

1010 FAIR STREET
LEXINGTON, NORTH CAROLINA 27292

PHONE: 242-1527
FAX: 249-3206

August 18, 2003

Dr. Karen Gerringer
Coordinator, Professional Development
UNC Center for School Leadership Development
P.O. Box 4440
Chapel Hill, NC 27515-4440

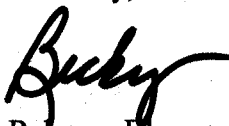
Dear Dr. Gerringer:

I want to thank the North Carolina Center for Educational Leadership for offering the ASSET program to Lexington City Schools. Our participation in the program has allowed us to have top quality training brought to our system in such areas as working with children of poverty, Fish! Sticks, and learning styles. The program has also allowed many of our teachers and administrators to attend training sessions outside the district at the Principal's Executive Program and NCCAT. All of these training opportunities have been of the highest quality and extremely relevant to the work we are doing in our system.

Debbie Goldbeck has been a wonderful addition to our staff! I know she is not one of our employees, but I feel like she has become just that because of her commitment to our system. Debbie has become very familiar with our principals' needs and the needs of our system and is very willing to make suggestions and offer ideas. She is always available to me and the other administrators.

I know that we have a long way to go to get our scores where we want them to be. As you know, every school in our district had "High Growth" this past year, so I know we are on the right path. With the programs offered to us through ASSET, I know that we will get there and much sooner than we would have going it alone.

Sincerely,



Rebecca Bloxam, EdD
Superintendent

RB:ne



CHARLES ENGLAND INTERMEDIATE SCHOOL

301 Smith Avenue

Lexington, North Carolina 27292

336-242-1552

Emy Calderone, Principal

Rona Lockhart, Assistant Principal

August 26, 2003

Dear Mrs. Gerringer,

Charles England Intermediate School most definitely reaped the benefits of being a part of the ASSET pilot program. Our schools test scores made a marked increase for the 2002-2003 school year and our school is enjoying "High Growth" recognition for the state. Although we did not satisfy the AYP requirements, Charles England did meet 28 of the 29 categories that were set in front of us. The staff development opportunities and support ASSET offered were a "key factor" in the success of our academic year!

Listed below are the Staff Development sessions that ASSET actually helped in bringing success to Charles England.

Teacher Academy – Framework for Understanding Poverty

PEP – FISH Sticks!

PEP - Literacy Circles Training

PEP – Curriculum Compacting

PEP – Technology Staff Development and Training


Other opportunities that we have benefited from have been the waiving of attendance fees from PEP seminars and program.

It has truly been a blessing to be a part of such an innovative and comprehensive assistance program. The students and staff at Charles England Intermediate School have benefited from opportunities that, due to financial constraints, would have otherwise not enjoyed.

I am eagerly anticipating the staff development sessions, seminars and programs that we already have scheduled with the help of ASSET.

Thank you for all of your assistance and support. I look forward to working with you during the upcoming year.

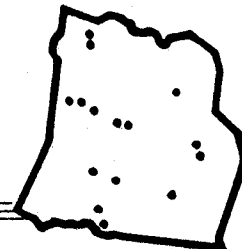
For Kids!!



Ellen M. Calderone, Principal

"Where Diversity Inspires Success"

BOARD OF EDUCATION



DUPLIN COUNTY
P.O. Box 128
Kenansville, North Carolina 28349-0128

August 19, 2003

To Whom It May Concern:

I have had the good fortune to work with staff from the Principal's Executive Program on the ASSET project for our Wallace-Rose Hill school district. Dr. Alice Maniloff has been our contact person and has provided leadership and inspiration to the staffs of the four schools involved in the project.

Alice has been able to bring both professional knowledge and interpersonal skills to this project and has been received by staff members with open arms. She has thus been able to build strong relationships with the school administrators, central office administrators, and most importantly, the teachers.

The focus of this project has been the high school. However, the district-wide approach has led to a further understanding that everything done in each school has impact in all schools within a district. Improvement in student achievement has been the goal. Dr. Maniloff has been key to finding resources to support improvement and has worked diligently to help refine the teaching/learning process for all students within the district.

We are so appreciative of this opportunity to have outside help. Yet, we have more than help. We have dedication and someone who walks the walk with us. That is most refreshing.

Sincerely,

Tommy Benson, Ed. D.
Superintendent

TB/smm

Swain County Public Schools

JUL 15 2003

Post Office Box 2340 • 280 School Drive • Bryson City, NC 28713
Telephone (828) 488-3129 • Fax (828) 488-8510 • email: swain@email.dnet.net

July 1, 2003

Ms. Kay Shapiro
North Carolina Center for the Advancement of Teaching
276 NCCAT Drive
Cullowhee, NC 28723

Dear Ms. Shapiro:

It is a pleasure to write a letter of endorsement for the ASSET (All Students Succeeding Through Excellent Teaching) Project. Swain County's participation has had an immeasurable impact on student achievement and has provided opportunities for our teachers that would have been impossible without the ASSET project.

Probably the most important part of our participation has been the availability and easy accessibility of resources. It has been invaluable for a small, rural school system to be able to call Teacher Academy, NCCAT, PEP, and MSEN and receive immediate, superior quality assistance. These groups have all collaborated very closely with us to create and deliver the exact professional development that our teachers and administrators need. They have given us advice, feedback, and support and have done so with respect for our local decision-making process and our unique needs.

Another major benefit of participation with ASSET has been the opportunity to have highly qualified professionals look at our school system from an objective viewpoint and offer suggestions for ways that we can improve. Sometimes the volume of the data and the multitude of disaggregation possibilities are almost overwhelming. Having an outside perspective has made the data more manageable, meaningful and usable. We have been able to dissect our findings and devise workable strategies for addressing our areas of concern.

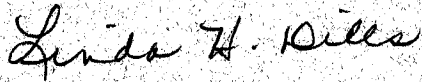
"A Learning Community"

Robert E. White, Superintendent

Shapiro
Page 2

In short, working in the ASSET project has given our school system a renewed vitality and energy as well as the knowledge and skills needed to address the challenges that we face. We are very appreciative and grateful for the opportunity.

Sincerely,

A handwritten signature in cursive script that reads "Linda H. Dills". The signature is written in dark ink and is positioned above the printed name and title.

Linda H. Dills
Director of Instruction

Swain County Public Schools

JUL 15 2003

Post Office Box 2340 • 280 School Drive • Bryson City, NC 28713
Telephone (828) 488-3129 • Fax (828) 488-8510 • email: swain@email.dnet.net

July 7, 2003

Ms. Kay Shapiro
North Carolina Center for the Advancement of Teaching
276 NCCAT Drive
Cullowhee, NC 28723

Dear Ms. Shapiro:

Swain County Schools has enjoyed a very positive experience through our participation in the ASSET project this past year. It has been extraordinarily beneficial to our schools to have the extensive resources of the Center for School Leadership Development at our disposal. Dr. Thompson and his knowledgeable, dedicated staff have been extremely cooperative in working with us to plan programs to address our concerns. Their insights have proven to be invaluable, and the professional development sessions have resulted in positive changes in instruction and student achievement.

We look forward to the second year of collaborative effort as we continue to strive to meet the needs of all the students in our school system.

Sincerely,



Robert E. White
Superintendent

"A Learning Community"

Robert E. White, Superintendent

JUL 15 2003

Swain County Public Schools



Post Office Box 2340 • 280 School Drive • Bryson City, NC 28713
Telephone (828) 488-3129 • Fax (828) 488-8510 • email: swain@email.dnet.net

July 2, 2003

NC Center for the Advancement of Teaching
Attn: Kay Shapiro
276 NCCAT Drive
Cullowhee, NC 28723

Dear Mrs. Shapiro:

It has been Swain County's good fortune to be an ASSET participant during the past school year. The project has provided Swain County with a quality network of professionals dedicated to meeting the needs of staff and students.

The ASSET staff has been willing to structure their support to meet our needs without requiring additional activities from an already overburdened system. In a small rural system, it is important that the concept of team be maximized and the ASSET project became a part of that team while providing an outside view of the systems needs and tailoring activities to meet our goals.

Swain County looks forward to continuing this partnership during the coming year with other ASSET participants.

Sincerely,

Glenda Callicutt

Glenda Callicutt
Assistant Superintendent

"A Learning Community"

Robert E. White, Superintendent

Appendix D: The ASSET Team

ASSET Team

Point People

Alice Maniloff, PEP – point person, Duplin County Schools
Debbie Goldbeck, PEP – point person, Lexington City Schools
Julia Kron, NCTA – point person, Montgomery County Schools
Kay Shapiro, NCCAT – point person, Swain County Schools
Karen Gerringer, UNC CSLD – facilitator, ASSET project

UNC CSLD Program Representatives

Alicia Adams, PEP
Beth Allen, NC MSEN
Catherine Allen, NCMTEC
Terri Bell, NCTA
Ren Bryan, NCTA
Judith Clauss, NCCAT
Renee Coward, NCCAT
Leo Edwards, NC MSEN
Rite Fuller, NC MSEN
Sandra Griffin, NCTA
Vallie Guthrie, NC MSEN
Ted Henson, NCCAT
Michael Hickman, NCTA
Verna Holoman, NC MSEN
David Lillie, NC RISE
Mary McDuffie, NCCAT
Dutchess Maye, NCTA
Dorothy Mebane, NC TEACH
Jean Murphy, NCMTEC
Harry Starnes, NCMTEC
Richard Thompson, UNC CSLD
Anita Ware, PEP
Clegg Williams, UNC CSLD