

Fred T. Foard High School

Catawba County Schools

2009-2012 School Improvement Plan

Mission Statement

Fred T. Foard High Schools mission is to teach, learn and lead for the future.

Fred T Foard High School Core Beliefs

- We need to prepare lifelong learners for a global society.
- We recognize and acknowledge that every student should have the opportunity to learn regardless of his/her abilities.
- The staff of Fred T. Foard will strive for a safe, open, and comfortable environment which encourages respect, acceptance, and involvement both in and out of the classroom.
- We need to promote positive relationships among students, staff, parents, and the community.
- Students will utilize available technology to strengthen 21st century skills.
- We will respect the diversity of our learning community and treat all members in a fair and equitable manner.
- Fred T. Foard will foster a learning environment that promotes high expectations for all students.

Catawba County Schools

Board of Education

Joyce Spencer.....Chairperson
Charlie WyantVice Chairperson
Betty Blackburn..... Member
Sherry Butler Member
Carolyn Connor Member
Steve Hilton Member
Marilyn McRee Member
Crystal Davis.....Attorney

Administration

Dr. Timothy Markley Superintendent
Steve Demiter Assistant Superintendent Operations
Pat HensleyAssistant Superintendent Human Resources
Beth Isenhour Assistant Superintendent Curriculum & Instruction

Building Leadership Team Members

The following individuals constitute Fred T. Foard High School's Building Leadership Team that **collaboratively** developed the 2009-2012 School Improvement Plan. The following **assurances** were in place in compliance with G. S. 115C-105.27 Development and Approval of School Improvement Plans:

- BLT Composition:
 - Principal
 - Assistant Principal
 - Certified Staff (Instructional Personnel)
 - Certified Instructional Support Staff (i.e. media, guidance, school social worker)
 - Classified Staff
 - Parents
- The representatives were elected by their representative groups by secret ballot.
- The parents serving on the School Improvement Team reflect the racial and socioeconomic composition of the students enrolled in the school and **are not** members of the building level staff.
- School Improvement Team meetings are held at a convenient time to assure **substantial** parent participation.
- The School Improvement Team includes representative members of the student body.
- The principal has presented the 2009-2012 School Improvement Plan to all affected staff for review and vote by secret ballot.
- A peer review representative from the Central Office has reviewed this document with the principal.
 - Voting results (Note: Total eligible to vote = Number of certified instructional personnel + number of classified staff)

Total Eligible to Vote: 111

(Note: The plan must be approved by a simple majority (50% + 1) of the TOTAL Eligible to Vote.)

Vote Talley: Yes 108 No 3

Additional Assurances

1. The Building Leadership Team has developed a plan to provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the BLT.
2. The plan provides a duty-free instructional planning time for every teacher under G. S. 115C-301.1 with the goal of providing an average of at least five hours of planning time per week.
3. If the school is designated as a Title I school, the 10 components required under Title I directives is included in the document.
4. If the school serves students in kindergarten or first grade, a plan for preparing students to read at grade level by the time they enter second grade is included in the document. The plan shall require kindergarten and first grade teachers to notify parents or guardians when their child is not reading at grade level and is at risk of not reading at grade level by the time the child enters second grade.
5. The Building Leadership Team understands that meetings relative to the school improvement plan are subject to North Carolina's Open Meetings Law. To comply with the law, the public must be notified of meetings.
6. The Building Leadership Team will ensure that Professional Development addresses "Training appropriate school personnel in the management of disruptive or dangerous student behavior (Effective July 1, 2006).
7. The Building Leadership Team will ensure that procedures for informing staff and implementing General Statute 391.1, "Permissible use of seclusion and restraint," is reviewed.
8. The Building Leadership Team will assure that the Healthy Active Children Policy, 150 minutes of physical activity per week in elementary schools and 225 minutes per week in middle schools is upheld.

Building Leadership Team

Name	Position or Role	Term Expiration Date	Signature	Date of Official Sign-Off
Sally Bradshaw	Principal		On File	
Caroline Lovette	Assistant Principal		On File	
Eric Hight	Assistant Principal		On File	
Loretta Wilkes	Assistant Principal		On File	
Tammy Cordeiro	BLT Chairperson	2010	On File	
Jennifer Cook	Scribe	2012	On File	
Heather Houston	Teacher	2012	On File	
Carla Shook	Teacher	2012	On File	
Carol Foote	TAC	2010	On File	
David Campbell	Teacher	2012	On File	
Pam Tipton	Teacher	2010	On File	
Lori Wike	Guidance Counselor	2011	On File	
Shawn Miller	Teacher	2012	On File	
Brad Danner	Teacher	2010	On File	
Andy Blevins	Teacher	2011	On File	
Jodi Buckland	Teacher	2011	On File	
Patsu Shoemaker	TAAC Classified	2011	On File	
Rebecca Gladden	Parent		On File	

Megan Grindstaff	Student	2010	On File	
Scott Raby	Student	2010	On File	
Choua Lee	Student	2010	On File	
Ashley Tillery	Student	2010	On File	
Melissa Bolick	Parent	2010	On File	
Krista Ward	Parent	2010	On File	
Courtney Branch	Parent	2011	On File	
Laura Ward	Student	2011	On File	
Allison Finley	Student	2010	On File	
Laura Kanipe	Student	2010	On File	
Abby Moua	Student	2010	On File	
Andrew Nielson	Student	2011	On File	
Paige Smith	Student	2011	On File	
Meredith Gladden	Student	2012	On File	

Catawba County Profile

Catawba County, from a historical perspective, was the largest producer of gold in the country prior to the 1848 California Gold Rush. The county, nestled comfortably between the foothills and the Piedmont of North Carolina, gained national attention for its citizens' concerted efforts to fight the 1940's polio epidemic. Catawba County also boasts the longest running live radio broadcast in the country, the Men's Bible Class Sunday School hour, from First United Methodist Church in Newton.

As part of its Sesquicentennial Celebration in 1992, the county adopted the theme "Keeping the Spirit Alive Since 1842." That spirit has produced many nationally recognized individuals, including: Bobby Lutz, head basketball coach for the University of North Carolina-Charlotte; Pauletta Pearson Washington, Broadway star and wife of Denzel Washington; Phillip Moose, world-renowned artist; and Jon Reep, winner of the nationwide Last Comic Standing contest. Artisans and county natives Eddie Hamrick and Burlon Craig have pieces displayed in the Smithsonian Museum of Art.

Catawba County's seal, adopted in 1925, depicted four key representations of life in this county at that time. The cross symbolized the religious life of the area; the yellow torch on a field of white embodied the county's commitment to education; the cow spoke to the agrarian roots of the area; and the wheel represented manufacturing – specifically furniture and textiles.

According to July 2007 statistical data from the North Carolina Department of Commerce, EDIS Database, Catawba County's population is 153,404. When broken down by ethnicity, United States Census estimates (projected from Census 2000) indicate: White 81.8%; African American 8.0%; American Indian and Alaska Native .4%; Asian 2.6%; Native Hawaiian and other Pacific Islander 0.1% Hispanic 8.3% and those listing two or more ethnic affiliations 2.1%.

The median age of Catawba County residents is 37.0. According to data from the Catawba County Economic Development Corporation, educational status for Catawba County citizens is:

Less than high school graduate:	20.5%	Associate Degree	7.8%
High School Graduate:	33.3%	Bachelor's Degree	13.3%
Some College:	20.4%	Master's Degree	4.7%

The economic downturn of the last decade has virtually annihilated all vestiges of manufacturing in Catawba County. Furniture and textile plants have been closed or relocated overseas. Such impenetrable cornerstones as Corning Fiber Optics and CommScope have significantly reduced employment.

Staggering unemployment rates have transcended every socio-economic group. Statistics from the North Carolina Employment Security Commission (February 2009) showed Catawba County with a twenty-five year high unemployment rate of 15.0%, compared to the state's unadjusted jobless rate of 11.3%.

Three public school systems: Newton-Conover with 2,802 students; Hickory Public with 4,474 students; and Catawba County Schools with 17,407 students operate within the county. In addition, 8 church-related schools and academies and two private schools are located here. The 2008 North Carolina Home School Statistical Summary identifies 615 home schools licensed in Catawba County.

Higher Education opportunities include Catawba Valley Community College, offering one- and two-year vocational programs as well as two-year college transfer programs. CVCC is also home to myriad continuing education programs and serves as a satellite campus for Appalachian State University. CVCC offers MagnIT, information highway, dual enrollment and Huskins courses to Catawba County Schools students. In addition, CVCC is home to the Hickory Metro Higher Education Center (HMHEC) and Challenger Early College High School. Lenoir-Rhyne University is a private liberal arts institution located in Hickory. The High School Scholars Academy (HSSA) located on Lenoir-Rhyne's campus affords 30 high school students in the greater Hickory-Metro the opportunity to complete their senior year in a university setting while earning college credits.

Collectively, business and industry have made a commitment to educational excellence in Catawba County. The Chamber of Commerce identifies education as its "number one economic development priority" in its Strategic Plan for 2008-2010. The Champions of Education targets pre-K-12 grade education and teacher recruitment and retention as two key foci of their mission to enhance education in Catawba County.

In an era where there are few constants and known variables within Catawba County, the area's commitment to education has intensified. Building on that support and the undaunting spirit of the citizens of Catawba County, this school system is certain to see each identified goal to successful completion.

Self Assessment

Year	AYP Status	ABC Status		
2008-2009	Met <u>13</u> out of <u>13</u> target goals	<u> </u> High Growth	<u> X </u> Expected Growth	<u> </u> No Recognition
2009-2010	Met <u> </u> out of <u> </u> target goals	<u> </u> High Growth	<u> </u> Expected Growth	<u> </u> No Recognition
2010-2011	Met <u> </u> out of <u> </u> target goals	<u> </u> High Growth	<u> </u> Expected Growth	<u> </u> No Recognition
2011-2012	Met <u> </u> out of <u> </u> target goals	<u> </u> High Growth	<u> </u> Expected Growth	<u> </u> No Recognition

Synthesized Narrative of School

Fred T. Foard High School, located in Newton, North Carolina had a student population of 1067 students, based on the 8th month Principal's Monthly Report (PMR) for 2008-2009. In examining our school, we note the following strengths based on North Carolina ABC Accountability testing data, No Child Left Behind Adequate Yearly Progress (AYP) data, demographic data, district-generated survey data, EVAAS data, attendance data from NC WISE, discipline data from the North Carolina Crime and Violence Report, information from the North Carolina Teacher Working Conditions Survey, Teacher Quality data and Zarca surveys

Identified Strength	Supporting Evidence and Reflection	Data Source
AYP	Met 13 out of 13 target goals	AYP Report
Graduation Cohort	89.3% - 2009	AYP Report
Discipline Statistics	Most discipline problems stem from repeat offenders not first time offenders.	NCWISE
Attendance rate	95.2%	NCWISE
CPCTP	17.345 growth sum with average growth of .072	ABC Summary
Dropout Rate	58.862 growth sum	ABC Summary
EOC English I	85.263% proficiency	ABC Summary

Self Assessment (continued)

Our examination of the aforementioned data sources also leads us to recognize the following areas requiring focus within the School Improvement Plan. These weaknesses serve as the impetus for our school's **SMART Goals** that will span the 2009-2010, 2010-2011 and 2011-2012 school years.

Identified Weakness	Supporting Evidence and Reflection	Data Source
EOC Growth	Growth only in US History and Eng. 1	ABC Summary
Slow growth in Alg. 1	78.292% proficient	ABC Summary
Level of respect	Zarca Survey Responses	Zarca Survey

Summarization of SMART Goals for Fred T. Foard School

SMART Goal One: **Fred T. Foard will increase overall proficiency from 77% to 80% by 2012.**

Aligns with: District Strategic Priority: ___ 1 ___ 2 X 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8
NC 21st Century Priority Goals: X 1 ___ 2 ___ 3 ___ 4 ___ 5

SMART Goal Two: **Fred T. Foard will increase the graduation cohort rate from 89.3% to 92% by 2012.**

Aligns with: District Strategic Priority: ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 X 7 ___ 8
NC 21st Century Priority Goals: ___ 1 ___ 2 ___ 3 X 4 ___ 5

SMART Goal Three: **Fred T. Foard will define and achieve mutual respect as determined by baseline data.**

Aligns with: District Strategic Priority: ___ 1 ___ 2 ___ 3 ___ 4 X 5 ___ 6 ___ 7 ___ 8
NC 21st Century Priority Goals: ___ 1 ___ 2 X 3 ___ 4 ___ 5

SMART Goal # 1

2009-2010

Overall SMART Goal: Fred T. Foard will increase overall proficiency from 77% to 80% by 2012.

Target SMART Goal/Measure: By June 2010, the overall proficiency will increase to 78%.

Target SMART Goal/Measure: By June 2011, the overall proficiency will increase to 79%.

Target SMART Goal/Measure: By June 2012, the overall proficiency will increase to 80%.

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Study	1. What does the data tell us?				
	2. What cannot be gleaned from the data?				
	3. What improvements have been made to this point?				
	4. What are the opportunities for improvement?				

SMART Goal # 1 2009-2010

Action Step/Strategy: Benchmarking will be utilized to help increase proficiency.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Person Responsible for ensuring the strategy is deployed.	Administrators	Administrators		
Financial Resources Needed per Quarter (Include \$ figures and funding sources)	Cost of software license. Castle Learning (school funded) Class Scape (county)	Software ordered and in use.		
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	Initial training to use software requires 1 hour.	Training is complete and monitoring use.		
Parent & Community Involvement during each quarter	Some of the programs used for benchmarking could be used at home (Castle Learning)	Community and parent involvement through communication via email and website.		
How is technology an integral part of the strategy's deployment?	Computers are needed and student response systems can also be used	All computer based programs.		
Set up deployment plan.				

SMART Goal # 1 2009-2010

Action Step/Strategy: Benchmarking will be utilized to help increase proficiency.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p>Evaluation:</p> <p>A. What data will you use to determine if the strategy was deployed?</p> <p>B. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>C. What data will you use to determine if the strategy impacted the overall goal or target goal?</p>	<ul style="list-style-type: none"> • ABC Summary • Attendance • Reports from EOC teachers EOC classes • Castle Learning and Class Scapes successes • Teachers able to access areas to remediate. • Ability to adjust pacing guide. • ABC Summary • Test scores at the end of semester compared to this year's ABC summary. 	<ul style="list-style-type: none"> • Monitor reports • Provide feedback to staff • Analyze reports • Teachers will make mid course corrections • Usage reports by teacher • Individual teacher test scores at end of semester 		

SMART Goal # 1 2009-2010

Action Step/Strategy: Benchmarking will be utilized to help increase proficiency.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Report the data from the current quarter deployment plan and use the data questions to analyze the results	<ol style="list-style-type: none"> 1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement? 	<ol style="list-style-type: none"> 1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement? 	<ol style="list-style-type: none"> 1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement? 	<ol style="list-style-type: none"> 1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?
Target Goal Met?	<ul style="list-style-type: none"> <input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy. 	<ul style="list-style-type: none"> <input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy. 	<ul style="list-style-type: none"> <input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy. 	<ul style="list-style-type: none"> <input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

SMART Goal # 1 2009-2010

Action Step/Strategy: Benchmarking will be utilized to help increase proficiency.

Steps	Quarter 1 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
1	Use ClassScape	Teachers & county office	Data reports	Each 9 weeks
2	Use Castle Learning	Teachers	Data reports	Each 9 weeks
3				
4				
5				
6				
7				

Steps	Quarter 2 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
1	Use ClassScape	Teachers & county office		
2	Use Castle Learning	Teachers		
3				
4				
5				
6				
7				

SMART Goal # 1 2009-2010

Steps	Quarter 3 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
1				
2				
3				
4				
5				
6				
7				

Steps	Quarter 4 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
1				
2				
3				
4				
5				
6				
7				

SMART Goal # 1 2009-2010

Action Step/Strategy: Remediation will be utilized to help increase proficiency.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Person Responsible for ensuring the strategy is deployed.	Administrators, department chairs, and remediation coordinator	Administrators, department chairs, and remediation coordinator		
Financial Resources Needed per Quarter (Include \$ figures and funding sources)	Money for snacks (from remediation funds if available)	Money for snacks during EOC camp/remediation funding is available Postage for parent notification		
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	None	None		
Parent & Community Involvement during each quarter	Parents contacted to let them know of remediation dates before EOCs.	Parents contacted to let them know of remediation dates before EOCs.	Specific remediation	
How is technology an integral part of the strategy's deployment?	Computers, LCDs, and calculators can be used.	Computers, applications, LCDs, digital cameras and calculators will be used.		
Set up deployment plan.				

SMART Goal # 1 2009-2010

Action Step/Strategy: Remediation will be utilized to help increase proficiency.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p>Evaluation:</p> <p>A. What data will you use to determine if the strategy was deployed?</p> <p>B. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>C. What data will you use to determine if the strategy impacted the overall goal or target goal?</p>	<ul style="list-style-type: none"> • EOC scores • Identify students in need of additional help based on previous scores and teacher assessment. • Record of student's attendance to remediation. • Re-testing • Benchmark assessments • EOC scores 	<ul style="list-style-type: none"> • EOC scores • Individualized scheduling • 9 weeks grades • Individual student attendance • Reduction of failures in EOC's • Numbers to retest • EOC score results • Numbers to pass portfolio submission 		

SMART Goal # 1 2009-2010

Action Step/Strategy: Remediation will be utilized to help increase proficiency.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Report the data from the current quarter deployment plan and use the data questions to analyze the results	<ol style="list-style-type: none"> 1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement? 	<ol style="list-style-type: none"> 1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement? 	<ol style="list-style-type: none"> 1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement? 	<ol style="list-style-type: none"> 1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?
Target Goal Met?	<ul style="list-style-type: none"> <input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy. 	<ul style="list-style-type: none"> <input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy. 	<ul style="list-style-type: none"> <input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy. 	<ul style="list-style-type: none"> <input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

SMART Goal # 1 2009-2010

Action Step/Strategy: Remediation will be utilized to help increase proficiency.

Steps	Quarter 1 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
1	Identify potential students needing remediation	Teachers	Grades, classroom assessments, benchmarking	End of each 9 weeks
2	Use Class Scape to remediate both in class and after school.	Teachers and remediation coordinator	Grades, classroom assessments, benchmarking	ongoing
3				
4				
5				
6				
7				

Steps	Quarter 2 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
1	EOC remediation	Teachers and remediation coordinator	Grades, classroom assessments, benchmarking	End of semester
2	Focused intervention between regularly scheduled EOC and retake	Teachers	Grades, classroom assessments, benchmarking	End of semester
3				
4				
5				
6				
7				

SMART Goal # 1 2009-2010

Steps	Quarter 3 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
1				
2				
3				
4				
5				
6				
7				

Steps	Quarter 4 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
1				
2				
3				
4				
5				
6				
7				

SMART Goal # 2

2009-2010

Overall SMART Goal: Fred T. Foard will increase the graduation cohort rate from 89.3% to 92% by 2012.

Target SMART Goal/Measure: By June 2010, By June 2010, the graduation cohort rate will increase to 90%.

Target SMART Goal/Measure: By June 2011, By June 2011, the graduation cohort rate will increase to 91%.

Target SMART Goal/Measure: By June 2012, By June 2012, the graduation cohort rate will increase to 92%.

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Study	1. What does the data tell us?				
	2. What cannot be gleaned from the data?				
	3. What improvements have been made to this point?				
	4. What are the opportunities for improvement?				

SMART Goal # 2 2009-2010

Action Step/Strategy: Decrease the number of students dropping out.				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Person Responsible for ensuring the strategy is deployed.	Principal	Principal		
Financial Resources Needed per Quarter (Include \$ figures and funding sources)	None	None		
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	SIT training for all teachers (1 hour) Outside resources for all staff (2 hours) HQ status - none	SIT training for all teachers Counselors attend focus intervention workshops		
Parent & Community Involvement during each quarter	Parents contacted, parent attendance at workshops, and parent involvement in clubs	Meetings with county dropout prevention coordinator.		
How is technology an integral part of the strategy's deployment?	Presentations, Facebook for counseling center, and YouTube videos of workshops	Presentations, Facebook for counseling center, and YouTube videos of workshops		
Set up deployment plan.				

SMART Goal # 2 2009-2010

Action Step/Strategy: Decrease the number of students dropping out.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p>Evaluation:</p> <p>A. What data will you use to determine if the strategy was deployed?</p> <p>B. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>C. What data will you use to determine if the strategy impacted the overall goal or target goal?</p>	<ul style="list-style-type: none"> • Minutes of meeting • Identified students • Schedules developed • SIT and the identification of students qualifying for minimum diploma requirements. • Reviews • Decisions regarding students needs. • Monthly monitoring of drop-out rate as compared to previous semesters. • ABC Summary student successes at year end. 	<ul style="list-style-type: none"> • Minutes of meetings with attendance and discussion. • Discussions with county dropout facilitator. • Students remaining enrolled • Monthly monitoring of drop-out rate as compared to previous semesters. • ABC Summary student successes at year end. 		

SMART Goal # 2 2009-2010

Action Step/Strategy: Decrease the number of students dropping out.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Report the data from the current quarter deployment plan and use the data questions to analyze the results	<ol style="list-style-type: none"> 1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement? 	<ol style="list-style-type: none"> 1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement? 	<ol style="list-style-type: none"> 1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement? 	<ol style="list-style-type: none"> 1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?
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SMART Goal # 2 2009-2010

Action Step/Strategy: Decrease the number of students dropping out.

Steps	Quarter 1 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
1	Identify qualifying students for minimum credit diploma	Counselor (Cheryl Lattimore)	Number applying	10-30-09
2	Club Rush	Angie Smith	Number of students joining clubs	10-16-09
3	Utilize SIT to create effective interventions for dropout prevention	Cheryl Lattimore	Percentage still enrolled who came before SIT	06-15-10
4	Make parent contacts	Principal	Teacher logs	10-30-09
5	Involve parents with workshops and community referrals	Shannon Clemons	Number of referrals and number of workshops	10-30-09
6				
7				

Steps	Quarter 2 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
1	Confirm students for minimum credit diploma	Cheryl Lattimore	Number approved	01-29-10
2	Identify and continue confirming			
3	Monitor club rush effectiveness by increased club enrollment.			
4	Potential dropouts due to attendance			
5	Continue parent contacts		Collecting logs	
6	Continued involvement of parent workshops			
7				

SMART Goal # 2 2009-2010

Steps	Quarter 3 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
1				
2				
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7				

Steps	Quarter 4 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
1				
2				
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7				

SMART Goal # 2 2009-2010

Action Step/Strategy: Build and strengthen positive relationships by implementing an advisory program.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Person Responsible for ensuring the strategy is deployed.	Administrator – C. Lovette	Administrator – C. Lovette		
Financial Resources Needed per Quarter (Include \$ figures and funding sources)	None	None		
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	Staff training for teachers (2 hours)	Continue training		
Parent & Community Involvement during each quarter	Speakers from the community	Continue		
How is technology an integral part of the strategy's deployment?	YouTube and PowerPoints	YouTube and PowerPoints		
Set up deployment plan.				

SMART Goal # 2 2009-2010

Action Step/Strategy: Build and strengthen positive relationships by implementing an advisory program.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p>Evaluation:</p> <p>A. What data will you use to determine if the strategy was deployed?</p> <p>B. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>C. What data will you use to determine if the strategy impacted the overall goal or target goal?</p>	<ul style="list-style-type: none"> • Zarca survey data and school developed survey regarding disrespect. • Staff training • Feedback from school developed survey. • Input from Advisory sessions. • Zarca survey • school developed survey • Student and staff attitudes • Monitor monthly discipline referrals. 	<ul style="list-style-type: none"> • Created • Attendance at staff training • Analyze data for survey • Teacher input to be analyzed by C. Lovette and advisory coordinator L. Wike • Zarca survey • school developed survey • Student and staff attitudes • Monitor monthly discipline referrals 		

SMART Goal # 2 2009-2010

Action Step/Strategy: Build and strengthen positive relationships by implementing an advisory program.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Report the data from the current quarter deployment plan and use the data questions to analyze the results	<ol style="list-style-type: none"> 1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement? 	<ol style="list-style-type: none"> 1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement? 	<ol style="list-style-type: none"> 1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement? 	<ol style="list-style-type: none"> 1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?
Target Goal Met?	<ul style="list-style-type: none"> <input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy. 	<ul style="list-style-type: none"> <input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy. 	<ul style="list-style-type: none"> <input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy. 	<ul style="list-style-type: none"> <input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

SMART Goal # 2 2009-2010

Action Step/Strategy: Build and strengthen positive relationships by implementing an advisory program.

Steps	Quarter 1 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
1	Develop class representatives to establish student government	Ron Woods	Students representatives	10-30-09
2	Establish an advisory committee	Lori Wike	People identified	10-30-09
3	Develop advisory curriculum	Lori Wike and Advisory Committee	Lessons	10-30-09
4	Organize and schedule advisory	Lori Wike and Advisory Committee	Schedule	10-30-09
5	Deliver advisory curriculum	teachers		
6				
7				

Steps	Quarter 2 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
1	Identify class representatives			
2	Advisory meetings scheduled		Schedule of meetings	
3	Advisory curriculum in place			
4	Advisory curriculum delivered			
5				
6				
7				

SMART Goal # 2 2009 - 2010

Steps	Quarter 3 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
1				
2				
3				
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5				
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7				

Steps	Quarter 4 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
1				
2				
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5				
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7				

SMART Goal # 3

2009-2010

Overall SMART Goal: Fred T. Foard will define and achieve mutual respect as determined by baseline data.
Target SMART Goal/Measure: By June 2010, baseline data indicates little or no weakness.
Target SMART Goal/Measure: By June 2011,
Target SMART Goal/Measure: By June 2012,

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Study	1. What does the data tell us?				
	2. What cannot be gleaned from the data?				
	3. What improvements have been made to this point?				
	4. What are the opportunities for improvement?				

SMART Goal # 3 2009-2010

Action Step/Strategy: Utilize Advisory

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Person Responsible for ensuring the strategy is deployed.	Administrators, counselors, and teachers	Administrators, counselors, and teachers Advisory Committee		
Financial Resources Needed per Quarter (Include \$ figures and funding sources)	Zarca survey – no cost School surveys – no cost	Zarca survey – no cost School surveys – no cost		
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	None	Review of future advisory lessons		
Parent & Community Involvement during each quarter	Possible assembly	Assemblies with presenters from community		
How is technology an integral part of the strategy's deployment?	Online surveys and advisory presentations	Shared files, videos and powerpoints		
Set up deployment plan.	Advisory team and BLT	Advisory team and BLT		

SMART Goal # 3 2009-2010

Action Step/Strategy: Utilize Advisory

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p>Evaluation:</p> <p>A. What data will you use to determine if the strategy was deployed?</p> <p>B. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>C. What data will you use to determine if the strategy impacted the overall goal or target goal?</p>	<p>Feedback from advisory groups</p> <p>Feedback from school made survey</p> <p>Zarca survey</p>	<p>Schedules and advisory class attendance</p> <p>Implication of student behavior Teacher report with student classroom climate.</p> <p>Improved ratings on Zarca Survey</p>		

SMART Goal # 3 2009-2010

Action Step/Strategy: Utilize Advisory

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Report the data from the current quarter deployment plan and use the data questions to analyze the results	<ol style="list-style-type: none"> 1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement? 	<ol style="list-style-type: none"> 1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement? 	<ol style="list-style-type: none"> 1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement? 	<ol style="list-style-type: none"> 1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?
Target Goal Met?	<ul style="list-style-type: none"> <input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy. 	<ul style="list-style-type: none"> <input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy. 	<ul style="list-style-type: none"> <input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy. 	<ul style="list-style-type: none"> <input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

SMART Goal # 3 2009-2010

Action Step/Strategy: Utilize Advisory

Steps	Quarter 1 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
1	Create advisory presentations	Advisory Committee	Presentations	Oct. 2009
2	Present advisory presentations	Advisory teachers	Presentations	Oct. 2009
3	Discuss/develop definition of respect	Advisory teachers and students	Discussion/definition	Oct. 2009
4				
5				
6				
7				

Steps	Quarter 2 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
1	Compile definitions/responses	Advisory Committee	Definitions/responses	Nov. 2009
2	Present definition/responses	Advisory teachers	Presentation of definitions/responses	Dec. 2009
3	Develop, deliver and assess survey responses	BLT	Survey results	Jan. 2010
4	Assemblies through advisory	Advisory Committee	Student participation	Dec. 2009
5				
6				
7				

SMART Goal # 3 2009-2010

Steps	Quarter 3 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
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Steps	Quarter 4 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
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SMART Goal # 3 2009-2010

Action Step/Strategy: Construct and administer surveys

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Person Responsible for ensuring the strategy is deployed.	Advisory Committee (to construct survey) Advisory teachers (to administer surveys)	BLT		
Financial Resources Needed per Quarter (Include \$ figures and funding sources)	None	None		
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	None	None		
Parent & Community Involvement during each quarter	None	None		
How is technology an integral part of the strategy's deployment?	Computer based survey	Computer based survey		
Set up deployment plan.				

SMART Goal # 3 2009-2010

Action Step/Strategy: Construct and administer surveys

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Report the data from the current quarter deployment plan and use the data questions to analyze the results	<ol style="list-style-type: none"> 1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement? 	<ol style="list-style-type: none"> 1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement? 	<ol style="list-style-type: none"> 1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement? 	<ol style="list-style-type: none"> 1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?
Target Goal Met?	<ul style="list-style-type: none"> <input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy. 	<ul style="list-style-type: none"> <input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy. 	<ul style="list-style-type: none"> <input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy. 	<ul style="list-style-type: none"> <input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

SMART Goal # 3 2009-2010

Action Step/Strategy: Construct and administer surveys

Steps	Quarter 1 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
1	Develop survey	BLT and Student Representatives	Survey	Oct. 2009
2	Administer survey	Advisory teachers	Survey	Oct. 2009
3				
4				
5				
6				
7				

Steps	Quarter 2 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
1	Compile survey results	BLT	Results	
2	Disseminate survey results	BLT		
3				
4				
5				
6				
7				

SMART Goal # 3 2009 - 2010

Steps	Quarter 3 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
1				
2				
3				
4				
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Steps	Quarter 4 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
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Waiver Requests

School-Based Management and Accountability Program

School-Based Waiver Request for 2009-2012

LEA: Catawba County Schools

LEA Code: 180

School Name/School Code: Fred T. Foard High School 340

Requests for Waiver	
Type	Class size waiver in Grades 9-12 (This excludes class limitation in Grades K-3)
Legal Reference	North Carolina General Statutes Section 115C-301(c) Maximum Class Size North Carolina General Statutes Section 115-301 (d) Maximum Teaching Load
Rationale	The waiver will allow flexibility to ad hoc grouping in both skill and content areas. It will allow for more effective use of staffing, focusing on individual strengths of the faculty/staff.
Congruency to Student Achievement	More effective teaching/learning will occur as schools are able to operate the master schedule with fluidity, moving students in and out of skill groups as assessment indicates. The waiver also diminishes the possibility of whole-school reorganization if student enrollment is significantly higher than student projections.

Appendixes

Catawba County Schools Profile

Catawba County Schools is fully accredited by the Southern Association of Colleges and Schools, now known as Advanced-Ed, and the State of North Carolina. Elementary and middle schools went through the reaccreditation process during the 2007-2008 school year. Challenger Early College High School received initial accreditation during the 2008-2009 school year, and the five traditional high schools are slated for reaccreditation visits during the 2009-2010 school year.

Funding for the Catawba County School System comes from a combination of federal, state and local funds. The state contribution is the highest at 71% of the total budget, followed by local at 23% and federal at 6% .

In terms of student population, the following chart indicates the breakdown by ethnicity of Catawba County Schools as of the 5th month of the 2008-2009 school year:

Ethnicity	Number of Students	Percentage of CCS Population
American Indian	51	.29%
Asian	1,270	7.30%
Hispanic	1,584	9.10%
Black	1,021	5.86%
White	12,793	73.50%
Multi-Racial	688	3.95%
Total Enrollment	17,407	

Fred T. Foard Feeder Area Profile

The Fred T. Foard High School District lies in southwestern Catawba County. The area has been impacted by significant residential construction and development over the last ten years. According to the Western Piedmont Council of Governments, the population of the Foard feeder area has grown to approximately 20,178 persons in 2009. The growth of the Fred T. Foard area is 16.2% since 2000. Population growth has varied throughout the feeder schools within the Fred T. Foard area. Since 2000, the feeder school areas have experienced population growth as follows: Banoak – 12.6%, Blackburn – 19.7%, and Mountain View – 15.1%.

Fred T. Foard High School has seen student enrollment increase and decrease over the last several years. The recent expansion of the school created a building capacity of 1,225. With an enrollment of 1,120 as of September 14, 2009, this figure represents a building capacity of 91.4%. Current growth trends suggest that the student enrollment will grow slowly and come close to capacity around 2015.

The student population at Fred T. Foard is not extremely diverse. In recent years, the number of ethnical diverse students has been rising. The current student enrollment of 1,120 breaks down as follows:

- Less than 1% American Indian
- 7.4% Asian
- 3.1% Hispanic
- 6.5% Black
- 81.1% White
- 1.9% Multi-racial

3. School Characteristics

Fred T. Foard High School is a rural public school and is one of five high schools in the Catawba County Schools System. Fred T. Foard is fully accredited by the Southern Association of Colleges and the State of North Carolina. The school was completed in 1953 and its initial enrollment was 455 students compared to 1,120 in 2009. Currently, the school is 165,034 square feet. This is including the recent addition of 46,000 square feet.

The school operates on a 90 minute block schedule with the day beginning at 8 o'clock in the morning and ending at 3 o'clock in the afternoon. The only exception to the block schedule occurs in the band, health, and PE classes, where these courses are alternated over a year-long period of time. There are four, 30-minute lunch periods offered for the students during the 3rd block.

There are 80 certified personnel at Fred T. Foard. This number is comprised of 4 administrators, 4 guidance counselors, ½ testing coordinator, 5 arts teachers, 5 foreign language teachers, 7 science teachers, 9 math teachers, 8 English teachers, 6 social studies teachers, 12 CTE teachers, 9 EC teachers, 5 physical education teachers, 2 media specialists, and 2 JROTC teachers. This creates a ratio of 1 classroom teacher for every 16 students. There are also 33 classified personnel at Fred T. Foard.

Fred T. Foard offers a variety of programs and courses to its students. Academically, Fred T. Foard offers a variety of courses to meet different ability levels. There is one self-contained classroom serving severe profound MD students, and one self-contained classroom serving BED students. There are also 2 resource classrooms, 2 occupational classrooms, and 4 personnel that teach inclusion in all 4 academic areas. In addition to these settings, Fred T. Foard offers a selection of college preparatory courses, honors courses, and Advanced Placement (AP) courses in all 4 academic areas. The AP courses that are offered include AP Statistics, AP Biology, AP Environmental Science, AP English, AP Spanish, AP Government and Politics, AP US History, and AP Calculus. Students are presented with the opportunity to participate in internships, apprenticeships, MagnIT, dual enrollment through CVCC and Lenoir Rhyne University, early graduation, Virtual High School (VHS), the information highway, and Army JROTC. A variety of opportunities also exists for students outside of the classroom. Students can choose from 31 sports and a variety of extracurricular and co-curricular clubs.

Frequently Used Educational Acronyms

ACT-	Adolescents and Children in Treatment Program
ADA-	Americans with Disabilities Act
AESOP-	Substitute Management System
AIG-	Academically/Intellectually Gifted
AM-	Accelerated Math
AP-	Assistant Principal
AP-	Advanced Placement
AR-	Accelerated Reader
ASCA-	American School Counselors' Association
AT-1-	Written Plan for Student Assistance Team Operation
AUP-	Acceptable Use Policy
AVID-	Advancement via Individual Determination
AYP	Adequate Yearly Progress
BIP-	Behavior Intervention Plan
BLOG-	Abbreviation for "web log"; an online linear commentary forum
BLT-	Building Leadership Team
BT-	Beginning Teacher
BTI-	Beginning Teacher Induction
CAT-	Central Assistance Team
CDC-	Career Development Coordinator

CDSA-	Children's Developmental Services Agency
CECAS-	Comprehensive Exceptional Children Accountability System
CEU-	Continuing Education Credit
CRISS-	Creating Independence through Student-Owned Strategies
CTE-	Career and Technical Education
CTSO-	Career and Technical Student Organization
CVCC-	Catawba Valley Community College
CVHS-	Catawba Valley High School
DHR-	Department of Human Resources (Public Health, Mental Health, Social Services)
DLT-	District Leadership Team
DOP-	Dropout Prevention
DPI-	Department of Public Instruction
DSS-	Department of Social Services
EAP-	Employee Assistance Program
ED-	Economically Disadvantaged
EEO/AA-	Equal Employment Opportunity/Affirmative Action
ELL-	English Language Learner
EOC's-	End-of-Course Tests (9-12)
EOG's-	End-of-Grade Tests (3-8)
ERATE-	Federal Program for Technology Connectivity Reimbursement
ESL-	English as a Second Language
EVAAS-	Educational Value-Added Assessment System

FAPE-	Free and Appropriate Public Education
FERPA-	Family Education Rights and Privacy Act
FMLA-	Family Medical Leave Act
FRL-	Free and Reduced Lunch
FY-	Fiscal Year
GED-	General Educational Development Program
HQ-	Highly Qualified
HRMS-	Human Resource Management System
NAEP-	National Assessment of Educational Progress
NASW-	National Academy of Social Workers
NBCT-	National Board Certified Teacher
NBPTS-	National Board for Professional Teaching Standards
NCIH-	North Carolina Information Highway
NCLB-	No Child Left Behind
NCSIP-	North Carolina State Improvement Project
NCVPS	North Carolina Virtual Public School
NCWISE-	North Carolina Window of Information for Student Education
NOM-	National Origin Minority
OCR-	Office of Civil Rights
PAT-	Parent as Teachers
PBS-	Positive Behavior Support
PD-	Professional Development

PEP-	Personalized Educational Plan
PIO-	Public Information Officer
PLC-	Professional Learning Communities
PODCAST-	Combination of iPod and Broadcast; Digital audio files subscribed to through the internet
PSAT-	Pre-Scholastic Assessment Test
RALC-	Regional Alternative Licensing Center
RC-	Reading Counts
RESA-	Regional Educational Service Alliance
RSS-	"Really Simple Syndication" used to subscribe to information through the internet
SACS-CASI-	Southern Association of Colleges and Schools Council on Accreditation and School Improvement
SADFSCA-	Safe and Drug-Free Schools Communities Act
SAT-	Scholastic Aptitude Test
SCOS-	Standard Course of Study
SD-	Staff Development
SD-9A-	Prior Approval Form for Staff Development (aka: the pink sheet)
SEA-	State Education Agency
SHAREPOINT-	CCS web portal that will host district, school, and teacher web pages
SIP-	School Improvement Plan
SIT-	Student Intervention Team
SLD	Specific Learning Disabled
SLMC-	School Library Media Center

SPC-	Special Populations Coordinator
SRO-	School Resource Officer
SWD-	Student with Disabilities
TA-	Teacher Assistant
TAC-	Teacher's Advisory Council
TPAI-R-	Teacher Performance Appraisal Instrument, Revised
TPAS-R-	Teacher Performance Appraisal System, Revised
TSP-	Technology Service Provider
VIF-	Visiting International Faculty
VOCATS-	Vocational Competency Achievement Tracking System