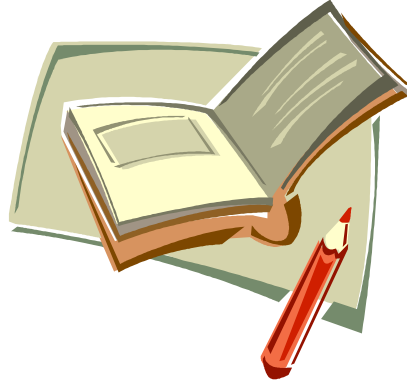


Alamance-Burlington School System



School Improvement Plan For

R. Homer Andrews Elementary School

2005-2008

ABSS Focused Mission

By 2006, at least 90% of students in each student group will pass state assessments at every school. This goal will be achieved through:

- ❖ *a commitment to and belief in the attainment of this goal*
- ❖ *aligned and proven instructional practices*
- ❖ *purposeful training*
- ❖ *a high performing workforce, and*
- ❖ *efficient use of fiscal and human resources*



School Improvement Plan School Improvement Team Members

Name	Role	Signature
Leslie Nicolaysen	K Teacher	
Kim Davis	K Teacher	
Cindy Ross	Grade 1 Teacher	
Marcie Guthrie	Grade 1 Teacher	
Janet Talley	Grade 1 Teacher	
Lori Moore	Grade 2 Teacher	
Chris Poston	Grade 2 Teacher	
Sue Kazimir	Grade 3 Teacher	
Beth Prezioso	Grade 3 Teacher	
Jenn Russell	Grade 5 Teacher	
Leanne Hilderbran	Grade 5 Teacher	
Donna Surette	MCH Teacher	
Amy Harrison	MCH Teacher	
Gail Bradshaw	Teacher Assistant	
Brenda Thompson	Teacher Assistant	
Linda Clinkscales	Teacher Assistant	
Julie Bethea	Literacy Facilitator	
Jean Maness	Principal	
Clara Chavez	Assistant Principal	
Mary Bergenser	Counselor	
Pam Burney	Social Worker	

Twyla Sheppard	Parent	
Karl Sienerth	Parent	
Nitchia Williams	Parent	
Lori Bryan	Parent	
Joanne Jeffries	Parent	
Wendy Riley	Parent	

School Improvement Plan Approval Form

Initial Approval by Staff

**Date of Presentation/Approval
Vote**

August 29, 2005

Results of Approval Vote

100%

Principal's Signature

Approved by Superintendent/Designee

Date

**Superintendent/Designee
Signature**

Approved by Alamance-Burlington Board of Education

Date

School Improvement Plan 2005-2008 Statement of Assurances

The school improvement plan submitted for approval to the Alamance-Burlington Board of Education has been developed in accordance with Public Law 115C-105.27. In the development of this plan, be assured that:

- representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants were elected to serve on the school improvement team by their respective groups by secret ballot;
- parents were elected to serve on the school improvement team by the parent/teacher organization of the school (or if none exists, by the largest organization of parents formed for this purpose);
- parents serving on the school improvement team reflect the racial and socio-economic composition of the students enrolled in this school and shall not be members of the building-level staff;
- school improvement team meetings were held at a convenient time to assure substantial parent participation;
- notice of time, date and location of school improvement team meetings were posted according to public meeting guidelines;
- the principal presented the proposed school improvement plan to all assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building for review and vote; and
- the vote for approval of the school improvement plan was by secret ballot.

This school improvement plan represents goals and strategies for addressing improvement of student performance and includes components that focus on high student performance; safe, orderly and caring schools; quality teachers, administrators and staff; strong family, community and business support; and effective and efficient operations.

School Name **R. Homer Andrews Elementary**

Principal Signature _____ **Date** _____

School Improvement Plan

Section I: Vision

In the space provided, write a brief narrative to articulate your school's vision.

Our school community, including parents, staff members and community members, will work together to foster the social, emotional, physical and academic development of a well-rounded child. Through collaboration and a team approach, we will provide students with an active learning environment, which nurtures individual needs and encourages each student to achieve his/her personal best.

If your school has a mission statement, enter it here.

Andrews: A community working together to help children succeed.

What beliefs and shared values are in place that will assist your school in accomplishing the vision? In the space provided, identify your school's beliefs.

Beliefs:

Andrews Staff:

- participate in a variety of professional growth opportunities
- hold high expectations for all students
- develop personal relationships
- work collaboratively
- use data to drive instruction
- encourage parent and community involvement
- vary instructional practices
- develop citizenship through character education
- utilize proactive disciplinary strategies
- accept, understand and value each student's heritage and culture

Andrews Students:

- are accountable for their behavioral and academic responsibilities
- can learn and show growth
- demonstrate positive characteristics
- set personal goals

Andrews Community:

- encourage families to become partners in the learning process
- enhance the educational environment

State briefly, the critical expectations of what students should know, understand, and be able to do in order to accomplish your school's vision.

Students will:

- communicate effectively
- display leadership abilities
- demonstrate academic and social problem solving skills
- develop reasoning and critical thinking skills
- be responsible citizens
- recognize and respect cultural differences
- develop interpersonal relationships
- practice healthy lifestyles
- show organization and independence

School Improvement Plan

Section II: Profile

Report of Data Analysis

See the School Improvement Process Guide for the list of data to be collected and analyzed.

1. Who are we?

What are the demographic strengths and challenges for this school?	
Strengths	Challenges
<ul style="list-style-type: none"> • High attendance rate of 96.6 % was achieved for the 2004-05 school year. • HEARTS - 21st Century Grant After School Program for at- risk students had a passing rate of 57 % for the reading EOG and 70% for the Math EOG. • A full time social worker and school counselor coordinate student services. • All subgroups (All, Black, Hispanic, Free/Reduced Lunch and LEP) met reading and math EOG AYP goals. • There is a high parent attendance rate to PTA meetings/programs and parent conferences. • Extensive financial support is contributed by local businesses for school activities (Red Ribbon Week, Butterfly Garden, Good Citizen’s Lunch, etc.). • Monies for equipment and materials have been received from Elon University to serve at-risk students. • Large number of tutors from Elon University work with students on math, reading and writing skills. • Additional Teacher Assistant position and Teachers are funded by Title One money. • Students are exposed to a multi-cultural population including students with various backgrounds and disabilities. 	<ul style="list-style-type: none"> • Thirty-two percent of our students’ home language is Spanish. • We have a mobility rate of 10 %. • Seventy-six percent of our students receive free/reduced lunch. • The majority of our parents did not receive a high school diploma. • Seventeen percent of the students have been referred to ISS/OSS in the 2004-05 school year. • Nineteen percent of students are served through the EC/MCH department. • Andrews serves a high number of medically fragile students in the Multi- Categorical Handicapped Department.

What are the implications for the School Improvement Plan?

Provide more in-school support for character education.
 Implement a school wide classroom management program.
 Provide more opportunities for small group and individual tutoring to improve academics.
 Research instructional techniques to better meet the needs of our EC and ESL populations.
 Find alternative methods to increase parental involvement at educational opportunities.

2. How do we do business?

What are the perceptual strengths and challenges for this school?

Strengths	Challenges
<ul style="list-style-type: none"> • Low class size is maintained- K-3 class sizes average 18 students; Grades 4-5 class sizes average 24 students. • Seventy-four percent of the teachers have more than 5 years of teaching experience. • All staff attends monthly on-site professional development and at least one off site workshop each year. • All grade levels have at least one common planning time each week • Curriculum exchange between grade levels occurs once a year. • After school tutoring program serves students in grades 1-5 in reading. • Daytime paid adult tutors serve K-5 students in reading, writing and math. • Large numbers of tutors from Elon University work with students on math, reading and writing skills in grades K-3. • Eighty-three percent of students passed the EOG in reading and math. • Extra curricular programs include motivational Clubs, Intramurals, and Chorus. • ESL support is provided through the use of inclusion and pull out models. 	<ul style="list-style-type: none"> • Turnout at parent education nights is minimal. • Thirty two percent of our parents require notes in Spanish or translators for communication. • Few staff return in-school surveys (20 out of 80 staff members). • Few parents participate in the system’s customer survey (13.4%). • Teachers struggle with the organization of the instructional day. • Students consistently score lower in reading on reading assessments and the EOG. • Data continuity is inconsistent across K-5. • Variety of research based instructional strategies is not implemented in all classrooms.

- Current professional resources are provided in all curriculum areas.
- Validating Instructional Practices is implemented fully in all K-5 classrooms.
- Math manipulatives and calculators are utilized daily.
- Partner reading, incorporating higher level thinking questions, are utilized daily.
- Guided Reading groups are utilized to differentiate instruction in reading in all grade levels.
- SOAR and Read 180 are reading intervention programs that are utilized in grades 3-5.
- Two Reading Recovery teachers work with grade one students to meet reading instructional needs of grade one.
- All assistants are trained to work with small group instruction in reading, math, and writing in all grade levels.
- Technology, through the use of two computer labs and two TEC Carts, are used to integrate the Standard Course of Study in all grades.
- Teachers have been trained in inquiry based learning by TASC to teach science concepts.
- Language experiences are incorporated in all kindergarten classrooms by the speech therapists.
- A student led Television News Program – WRAE airs monthly.
- Grades 1-5 earn math computation tags when they recite their math facts under five minutes.
- Grade 2-5 students participate in a reading incentive program- Reading Counts.

What are the implications for the School Improvement Plan?

Pinpoint areas of need in literacy. Improve involvement in staff/parent surveys. Provide more resources to bridge language barrier. Present and implement best instructional practices Review classroom schedules to determine strengths and weaknesses.
--

3. Where are we now?

What are the student learning strengths and challenges for this school?
--

*Strengths: Computation Closing the gap of sub groups Math concepts *Challenges: Word building Conventions Descriptive language Reading endurance Reading comprehension- interpretation Problem solving Vocabulary

How is this school doing compared to the district?

The range of scores for the elementary schools in ABSS for the 2004-05 school year was from 65.7% to 91.7% proficient. The average percent proficient was 85.1% and Andrews was 82.9%. The average increase in proficiency since 1996-97 was 16.6% and Andrews had an increase of 13.6% since 1996-97.
--

What are the implications for the School Improvement Plan?

Chose programs and processes that address our specific literacy needs (K-5)

School Improvement Plan Section II: Profile

4. What are the gaps?

What are the gaps that exist in this school?
<ul style="list-style-type: none">• Males performed lower in reading and math, especially minority males.• African-American males scored considerably lower in math.• Rising fifth grade students scored significantly lower in reading and lower in math than other tested grades.• EC students performed lower in reading and math.
What are the root causes of the gaps?
<ul style="list-style-type: none">• Insufficient collaboration occurs between the resource and classroom teachers.• Scheduling concerns interfere with maximizing instructional time.• There are socioeconomic and cultural differences which effect learning.• Our students have limited literacy exposure.• There is insufficient collaboration between resources in the community.• We serve a transient population.
What are the implications for the School Improvement Plan?
<ul style="list-style-type: none">• There is a need to collaborate within the school and community.• We will continue to investigate underlying factors for noted gaps.• The staff will address the needs of black males, fifth graders, EC students, and ESL students.

(adapted from Victoria Bernhardt)

School Improvement Plan

Section III: Plan

After analyzing Sections I, II (Vision and Profile), and the District Improvement Plan, develop your strategies for each objective listed in this section.

Student Achievement <i>(CE=Character Education, SS=Safe Schools, HA=Healthy/Active Students, T=Technology)</i>	
Objective 1: To focus on K-12 literacy	
Strategies	Code
1. Administer a K-5 Literacy Assessment (i.e. Running Records) to drive reading instruction at a minimum of three times a year. Assessments will be used to show growth from one grade level to another. Data will be used to drive instruction in the classroom.	
2. Develop a comprehensive Language and Literacy Lesson Plan format to be used by K-5 staff and submitted to administration electronically.	T
3. Using data from the following assessments: VIP, K-5 Literacy, informal observation, teacher-made, benchmarks/CRT's, textbook, writing, running records, K-2 Literacy, etc. to incorporate flexible groupings.	
4. Emphasize daily phonics instruction through the use of <u>Month by Month Phonics K-5</u> and <u>Phonics Lessons K-3</u> .	
5. Build vocabulary through the use of: <ul style="list-style-type: none"> • Read alouds • Relevant Connectors • Role Playing • Pictures/Illustrations • Graphic Organizers • Reference Materials • Writing • Concept Walls 	
6. Improve writing through the use of: <ul style="list-style-type: none"> • Mini lessons • Rubrics • Conferencing • K-5 editing system, and • Grammar/convention lessons 	
7. Teach parents how to utilize literacy strategies to bridge connection between home and school.	T

Student Achievement <i>(CE=Character Education, SS=Safe Schools, HA=Healthy/Active Students, T=Technology)</i>	
Objective 2: To meet the instructional needs of all learners	
Strategies	Code
1. Compile a database of available multi-cultural resources to integrate with instruction and present selected resources to staff monthly through various means.	T
2. Survey male students to generate a list of high interest books to enhance our multi-cultural instructional resources and provide parents a recommended reading list.	
3. Focus small group instruction and tutorial services to address reading and math needs in fifth grade.	
4. Utilize a problem of the day in daily math journals in K-5 classrooms. Word problems will span all grade level math objectives and incorporate problem solving and critical thinking skills.	
5. Implement a community-banking program in grade 4 to make connections to real world activities.	CE

School Improvement Plan

Section III: Plan

Student Support <i>(CE=Character Education, SS=Safe Schools, HA=Healthy/Active Students, T=Technology)</i>	
Objective 1: To improve attendance for all students, K-12	
Strategies	Code
1. Discuss and sign an attendance/tardy contract during all initial parent conferences.	
2. Track students with a history of excessive tardies and/or absences, conference with parents and make a plan to improve attendance/tardiness.	
3. Investigate a method of tracking students leaving school early.	T
4. Recognize classes monthly that achieve 100% attendance.	
5. Reward one class who achieves 100% attendance and no unexcused tardies each nine weeks.	
Objective 2: To monitor and improve student discipline	
Strategies	Code
1. Implement “Second Step-A Violence Prevention Program” school wide.	SS
2. Utilize the Behavior Lab as an alternative to out of school suspension.	SS
3. Track students with a history of excessive discipline referrals and conference with parents, teachers, student, and administration to develop a behavior contract, as needed.	SS
4. Investigate methods of identifying and providing early intervention for K-2 discipline referrals.	SS
5. Read “Words of Wisdom” daily during morning announcements and make related resources available for staff.	CE, SS
Objective 3: To establish a positive school climate	
Strategies	Code
1. Focus on the character trait of the month in announcements, WRAE, assemblies, marquee messages, and classroom guidance lessons.	CE, T
2. Fully implement the Mileage Club rewarding students with incentives for walking.	HA

Student Support

(CE=Character Education, SS=Safe Schools, HA=Healthy/Active Students, T=Technology)

3. Conduct the Tactical Site Safe Schools Survey and practice safe school guidelines.	SS
4. Investigate methods for raising awareness within the school and community about Teasing, Bullying, and Harassment.	SS, CE, HA
5. Provide motivational speakers and other resources to enhance school climate.	CE

School Improvement Plan

Section III: Plan

Specialty Programs (EC, ESL, AIG) <i>(CE=Character Education, SS=Safe Schools, HA=Healthy/Active Students, T=Technology)</i>	
Objective 1A: To improve services and increase proficiency levels for EC and ESL students	
Strategies	Code
1. Provide targeted summer assistance for students in need of maintenance and reinforcement of literacy skills.	
2. Review and refine the Validating Instructional Practices Process to increase proficiency levels.	
3. Utilize Elon University students to tutor individually and in small groups.	
4. Increase collaboration between classroom teachers and EC and ESL teachers regarding individual needs. IEPs need to be discussed in a private setting so that EC, ESL, and classroom teachers completely understand the needs of their students.	
5. EC and ESL students will receive small group reading instruction in the regular classroom, the EC or ESL classroom, and during VIP.	
6. Stress the importance of modification of student assignments based on individual student needs.	
Objective 1B: To improve services and increase academic growth for AIG students	
Strategies	Code
1. Expand the AIG nurturing program to support under-identified students for the gifted program.	
2. Enhance differentiation to increase academic growth for AIG students.	
Objective 2: To provide information on research-based practices	
Strategies	Code
1. Identify and discuss research-based programs focused on literacy.	
2. Present research-based practices learned at staff development workshops.	
3. Assess effectiveness of programs.	
4. Investigate research-based practices that address the academic needs of black males.	

Specialty Programs (EC, ESL, AIG) <i>(CE=Character Education, SS=Safe Schools, HA=Healthy/Active Students, T=Technology)</i>	
Objective 3: To inform and improve the understanding of cultural diversity	
Strategies	Code
1. Use the Language and Literacy Lesson Plan to inform staff of their use of multi-cultural resources in the classroom.	
2. Provide staff opportunities to experience a variety of diverse customs, foods, and language.	

School Improvement Plan

Section III: Plan

Staff <i>(CE=Character Education, SS=Safe Schools, HA=Healthy/Active Students, T=Technology)</i>	
Objective 1: To recruit and retain well qualified teachers	
Strategies	Code
1. Provide “Beginning Teacher Handbook” to new teachers.	
2. Conduct sessions for new staff to be held throughout the first year of teaching at Andrews.	
3. Provide teachers release time to observe other teachers in our building.	
4. Foster the relationship between mentors and mentees.	
5. Establish a “Teacher Share” session in order for teachers to present lessons/units that model best practices.	

School Improvement Plan Section III: Plan

Community <i>(CE=Character Education, SS=Safe Schools, HA=Healthy/Active Students, T=Technology)</i>	
Objective 1: To improve communication and community support	
Strategies	Code
1. Invite community members to share their professional experiences.	
2. Host discussion sessions with churches and daycares to share resources.	
3. Pilot the safety program “Risk Watch” through the Burlington Fire Department.	
4. Develop a mentor program between students and First Baptist Church of Apple Street.	
5. Increase community awareness of school activities by strengthening media relations.	

School Improvement Plan

Section III: Plan

Parent Involvement <i>(CE=Character Education, SS=Safe Schools, HA=Healthy/Active Students, T=Technology)</i>	
Objective 1: To promote and improve parental involvement	
Strategies	Code
1. Utilize full time social worker to assist in making parent/community contacts.	
2. Participate in Conferencing Workshop (“How to Conduct a Positive Parent Conference”) to increase staff communication skills with parents.	
3. Conduct parent conferences the first month of school in order to establish relationships with families.	
4. Encourage parent involvement through the North Carolina PTA’s “3 For Me” Program where parents are encouraged to pledge 3 hours of service to the school per year.	
5. Expand parent nights to include Literacy for ESL parents and technology for all parents.	T
6. Improve parent communication by further developing our school website.	

School Improvement Plan

Section IV: Monitoring Progress

Expected Results

*For each of the broad categories in the **School Improvement Plan**, identify how you will monitor and evaluate progress?*

How will you monitor and evaluate progress in the area of STUDENT ACHIEVEMENT?

- Analyze data received from the K-5 Literacy Assessment, benchmarks, EOG, VIP mini-assessments, and writing samples
- Review Language and Literacy Lesson Plan to ensure objectives are being met
- Conduct formal and informal observations by administration and peers

How will you monitor and evaluate progress in the area of STUDENT SUPPORT?

- Conduct annual evaluation of attendance behavior to measure effectiveness of strategies
- Track student discipline referrals and monitor implementation of violence prevention program
- Conduct survey to gauge the success of the positive school climate strategies

How will you monitor and evaluate progress in the area of SPECIALTY PROGRAMS?

- Analyze data received from testing and AIG observation forms
- Review Language and Literacy Lesson Plan to ensure research based programs are being implemented
- Conduct formal and informal observations by administration and peers

How will you monitor and evaluate progress in the area of STAFF?

- Survey new staff on the quality of support and resources provided

How will you monitor and evaluate progress in the area of COMMUNITY?

- Review volunteer sign in logs monthly to track community involvement
- Monitor implementation of Risk Watch safety program
- Maintain a scrapbook of media publications

How will you monitor and evaluate progress in the area of PARENT INVOLVEMENT?

- Document social worker's parent contact hours
- Calculate the percentage of parents participating in parent conferences and parent nights
- Track parent volunteer hours

School Improvement Plan

Section IV: Monitoring Progress

Actual Results

Prior to the beginning of the next school year, examine data from the year just completed and answer the following:

Which strategies were accomplished?

What changes will you make for the upcoming year?



ALAMANCE-BURLINGTON SCHOOL SYSTEM
Character Education Checklist/Verification Form
2005-2006 School Year

SCHOOL: R. Homer Andrews Elementary

Complete each question below about the Character Education program at your school:

1. Who should be listed as the character education contact for your school?

CONTACT: Mary Bergenser

2. Does your school have a Character Education Committee (check YES or NO)?

YES **NO**

If yes, are parents of students given an opportunity for input (check YES or NO)?

YES **NO**

If yes, describe how.

Character education ideas are discussed at the School Planning and Management Team, which include parent representatives. Our Youth Advisory Council, which is our student council with representatives from each classroom, also generates character education projects.

3. Briefly describe what your school currently has in place concerning Character Education.

Our guidance counselor conducts monthly lessons in all classrooms on the character trait of the month. We also focus on the character trait of the month in morning announcements, WRAE broadcasts, and assemblies. We utilize "Words of Wisdom" daily during our morning announcements. Monthly a Good Citizen out of each class is chosen to participate in the Good Citizens' Lunch at local restaurants. We also conduct several service projects throughout the year which include making cards for Meals on Wheels participants, collecting "Pennies for People" for people in need, collecting food items and paper products for Loaves and Fishes Ministry, collecting donations for "Relay for Life", and singing, reading to, and performing for the senior citizens at the Kernodle Center monthly.

4. The law encourages instruction on 4 responsibilities:

- Respect for school personnel
- Service to others
- Responsibility for school safety
- Good citizenship

Do you foresee instruction in these areas for your school during the 2005-2006 school year?

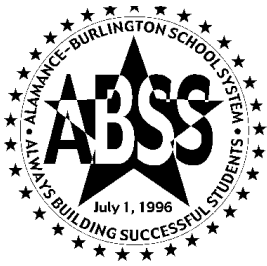
YES **NO**

If yes, who would provide instruction? The teachers, teacher assistants, guidance counselor and administrators will all work together to provide character education instruction in these areas.

5. If you have any needs related to implementing your character education program, list them below.

We always are in need of funding for the Good Citizens' Lunches. A couple of local restaurants donate student lunches at little or no cost. There is cost for the lunch and cost for transportation to the restaurant. We also need funding for the transportation to Kernodle Center monthly.

Principal's Signature _____ **Date** _____



ALAMANCE-BURLINGTON SCHOOL SYSTEM
Safe Schools Checklist/Verification Form
2005-2006 School Year

In accordance with policies and procedures outlined in the Alamance-Burlington School System's *Maintaining Safe and Orderly Schools* plan, our school certifies we have complied with the following goals:

SCHOOL: R. Homer Andrews Elementary

YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	Review and revise safe schools plan to be compatible with the system-wide plan, including:
	1. Conduct a needs assessment in regards to safety
	2. Use and update critical response kit
	3. Distribute ABSS <i>Student Code of Conduct</i> to students
	4. Publish school rules in Student/Parent Handbooks
YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	Inform students, parents, and school personnel the standards of behavior as well as the consequences for not adhering to these standards of behavior, including:
	1. Develop and implement a plan to distribute and explain the <i>Student Code of Conduct</i> to all students
	2. Adhere to procedures for handling students in violation to <i>Student Code of Conduct</i> policies
	3. Refer students to student services, CARE team, and other resources as needed
YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	Work cooperatively and effectively with law enforcement and court officials to maintain safe and orderly schools and to ensure that laws are enforced, including:
	1. Explore ways to increase visibility of School Resource Officer (SRO)
	2. Continue implementation of crime stoppers
	3. Meet with Department of Juvenile Justice
	4. Increase use of Teen Court and Mediation
	5. Use and update critical response kit
YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	Inform students, parents, and representatives of the schools and local communities about the integration of the safe schools plan with the total school program while providing ongoing implementation and monitoring of the plan, including:
	1. Discuss safe schools plan with students, staff and parents
	2. Distribute parent newsletter detailing the plan to each student's home
	3. Conduct school safety student assemblies

Principal's Signature _____ Date _____



ALAMANCE-BURLINGTON SCHOOL SYSTEM
Healthy/Active Students Checklist/Verification Form
2005-2006 School Year

School: R. Homer Andrews Elementary

Strategic Priority: **Healthy Students in Safe, Orderly and Caring Schools**

Objective	Not Yet Addressed or N/A	In Progress	Needs Assistance
Ensure all students have recess during the school day and that it is not taken away as punishment.		x	
Implement a coordinated school health program.		x	

For each item below, mark YES or NO and then list the exact number of minutes the activity is provided over the 180-day school year.

Activity	Yes	No	Time Over 180 Days
Provide physical education for every student taught by a physical education teacher.	x		K-1 - 1,080 mins Gr. 2-5 – 2,160 mins.
Provide physical activity/recess for every student.	x		K-1– 4,320 mins. Gr. 2-5 – 3,240 mins.

School Health Advisory Council	Separate Council	Within Leadership Team
Indicate the organization of the School Health Advisory Council at your school		x

What other areas of Coordinated School Health Programs are you working on implementing in your school? Please explain.

AREAS	Need Assistance (Please describe.)
Mileage Club- Students/staff are rewarded with foot/number tokens for walking miles during the school year. Healthy Clubs- Motivational afterschool clubs include healthy choices- unicycle club, Fitness Club, Dance, Drama HEARTS – 21 st Century Grant After School- DANCER Project with UNC-Chapel Hill	

Principal's Signature _____ Date _____

Professional Development Budget
(Needs to reflect how strategies will be met)

SCHOOL: R. Homer Andrews Elementary

Professional Development Budget
Amount - \$2750.00

Professional Development Activity	Strategy Addressed	Cost
Counselor’s Conference	Research-Based Programs/Diversity/ Meet the needs of Black Males	\$500
EC/ESL Teachers’ Assessment Workshops	Meet needs of EC/ESL Students	\$750
Cultural Diversity Workshop	Improve understanding of cultural diversity	\$700
Professional Conferences	Research-Based Programs	\$800

Remediation Budget
(Needs to reflect how strategies will be met)

Remediation Budget
Amount - \$11,163

Remediation Activity	Strategy Addressed	Cost
Tutoring Program	Increase Literacy, Math, and Writing Achievement for all students, esp. black males, EC, ESL, and grade 5	\$11, 069.12

Local, State, and Federal Budget
(Needs to reflect how strategies will be met)

Describe how additional funds the school receives are used to support the school improvement plan.

Success School Funds- Monitor and improve student discipline- Behavior Lab
 Success School Funds-Parent Involvement- Promote and improve parental involvement-
 Full Time Social Worker
 Success School Funds- -Use of Technology to develop Language and Literacy Lesson
 Plan
 21st Century Grant- After School Tutorial Program for at-risk students in grades 4-5
 Title 1 General Budget-Purchases materials and equipment, provides additional tutors,
 field trips, and transportation for tutoring in order to help all students meet academic

needs,

United Way Grant- Tutoring- Provides funds for additional in-school and after school tutors for struggling students

Title I Professional Development Budget

(Needs to reflect how strategies will be met)

SCHOOL: R. Homer Andrews Elementary

Title I Professional Development Budget

Amount - \$17,713.92

Professional Development Activity	Strategy Addressed	Cost
Writing Scoring and Conferencing	To improve instruction in writing across the grade levels	\$7000
Closing the Gap Conference and PTEC workshops	Learn more about research based practices	\$5000
Problem Solving Workshops	Meeting the needs of all learners in problem solving techniques	\$500
Various Literacy Based Workshops at PTEC	Learn more about meeting students individual needs in reading and writing	\$2500
Parent Conference Workshop	Learn how to promote and improve parent contact	\$1000
Subs for teachers to observe each other	Effort to recruit and retain well qualified teachers	\$1714

Title I Parent Involvement Budget

(Needs to reflect how strategies will be met)

Title I Parent Involvement Budget

Amount – \$3544.32

Parent Involvement Activity	Cost
Parent Nights- ESL, Technology, Literacy, Focus on Clubs	\$3000
Materials for Parent Resource Room to educate parents and keep them informed and involved.	\$545



ALAMANCE-BURLINGTON SCHOOL SYSTEM
Waiver Request Form
2005 – 2008

Waiver Requested	How will this waiver impact school improvement?
Allow Andrews flexibility with regard to class size and teacher daily student load requirements in grades 4-5.	This will allow Andrews flexibility when grouping for remediation and enrichment classes.
Allow Andrews flexibility with regard to the use of instructional supply funding as textbook funds if needed.	This will allow Andrews flexibility to use instructional funds for textbook needs, if the School Planning and Management Team deems it necessary.
Allow Andrews flexibility with regard to the use of textbook funds as instructional supply funds if needed.	This will allow Andrews flexibility to use textbook funds for instructional supply needs, if the School Planning and Management Team deems it necessary.
Allow Andrews flexibility to allow additional students to be assigned to the AIG class when space is available and all eligible students are being served.	This will allow talented students who may not quite meet the standards for AIG be served at the same level as identified AIG students if space is available.
Allow Andrews the flexibility to convert teacher assistant positions to dollars to be used for support teachers and to lower class size.	This will give Andrews the flexibility to use vacant positions to reduce class size and provide additional support.
Allow Andrews the flexibility to assign teacher assistants to assist in classrooms where needed.	This will allow Andrews to use the state allotted teacher assistants for all grade levels K-5 to help meet all students needs.
Pro-rate the ABC incentive money. Any eligible employee who is employed at least five months of the normal 10 month contract at Andrews shall receive a prorated ABC Bonus based on the number of months worked. Those employed less than five months shall not receive any ABC money. Part time eligible employees who meet the employment dates above will receive a prorated bonus based on percent employed.	Employees who have worked with Andrews' students at least half a year will be rewarded for their successes.

