

How to Use This Template	
General Information	<p>This school improvement plan template is designed to provide a step-by-step approach to planning. The template is aligned with the NCDPI-recommended model for school improvement planning as outlined in <i>The North Carolina School Improvement Planning Implementation Guide</i>. The template is aligned with the recommendations found in the Guide. For instance, space is provided for up to 5 goals for each school and drop-down menus reflect recommended guidelines such as quarterly, or at most semi-annual, review cycles. Each page of this template is designed to print neatly on an 8.5 inch-wide piece of paper, though the length may stretch to several pages. At certain locations, you will see a prompt to "select" an item from a drop-down menu. To use this feature, select the cell, then look to the far right of the cell for the drop-down button. Click the button to select the item for that cell.</p> <p>Please note the template has several tabs along the bottom of the Excel workbook. Each tab corresponds to an input and/or step of the planning process. For example, the tab named "Step 1 Cover Sheet" (see below) provides a location to input relevant school demographic data (we anticipate that the future on-line version will pre-populate this data) and school improvement team information as well as space for the principal and the local board of education chair to sign-off. Other tabs provide reference information for the school improvement team (SBE Goals, District Goals), a place for data analysis and summary, and of course, a place to identify and track school-level goals. Additional detail for each tab is provided below.</p>
Reference Tabs – These tabs provide information to aid the planning process.	<p>SBE Goals – This tab lists the five current State Board of Education goals for North Carolina. Use this as a reference as needed.</p> <p>District Goals – This tab provides space to input district level goals as well as the SBE goal supported by each. It is intended to provide an easy-to-access reference point for local district goals. Please note that the SBE goals may be selected by clicking on the cell and using the drop-down button at the end of the cell. Also, entering your district-level goals is a critical step because it builds one of the drop-down menus you will use in Steps 3 through 7, described below in greater detail. Please note this page contains at least one drop-down menu.</p> <p>Data Sources – This tab lists a variety of data sources for school improvement teams to consult as they work to establish an understanding of the current state at the school. Other data sources may be available locally as well and teams should not limit themselves to evaluating the sources listed in the template.</p> <p>School Vision and Mission – School improvement teams can input the school's mission and vision on this tab to provide an easy reference as needed during the planning process.</p>
School Improvement Plan Tabs – The School Improvement Plan consists of these tabs.	<p>Step 1 – Cover Sheet – Use this sheet to document school information. Identify all School Improvement Team members and whom they represent, as appropriate. This sheet also provides signature lines for the school principal and the person authorized to accept the plan on behalf of the local school board. Please note this page contains at least one drop-down menu.</p> <p>Step 2 – School Data Analysis Summary – This sheet provides guiding questions to help begin data analysis. It provides space to document findings and list priorities. Data sources for use with this tab are listed on the "Data Sources" tab; other available data locally available may also be used.</p> <p>Steps 3 through 7 – School Goals – These tabs provide space to record goals based upon the priorities resulting from data analysis. A separate tab is provided for each goal up to 5 goals (3-5 goals are recommended for each school). For each goal, several items can be recorded: the relevant area for improvement, the goal and the district-level goal it supports, measures, quantitative target, and milestone date. The school improvement team can also record the specific strategies to be implemented to achieve the goal along with action items for each strategy. The lower portion of each sheet provides a place to discuss potential interventions, to identify funding sources (using a drop-down menu) and team members, and to document the reviewcycle frequency for the goal (also using a drop-down menu). Please note that each of these pages contains multiple drop-down menus.</p>
Other SIP-related Requirements	<p>Safe Schools Plan – This template for the Safe Schools Plan is aligned to the state legislative requirements specified in § GS 115C-105.47. Using this template to guide Safe School planning will ensure schools address the appropriate requirements. District-level Safe Schools personnel can use the information on this tab from each school in the district to understand the prevailing issues across the district and document appropriate strategies on the district-level Safe Schools Plan.</p> <p>Title I School-wide Review - If your school is a Title I School-wide school, use this tab to develop your Title I Plan. This portion of the template was developed in conjunction with NC DPI Program Monitoring and offers space to address all federal requirements for this program. Please note that the form is designed to allow you to "X" the appropriate box and identify either an existing strategy associated with the federal requirement, or identify and describe a different program or strategy that will be used by you school to meet the requirement.</p> <p>Title I Targeted-assistance Review - If your school is a Title I Targeted-assistance school, use this tab to develop your Title I Plan. This portion of the template was developed in conjunction with NC DPI Program Monitoring and offers space to address all federal requirements for this program. Please note that the form is designed to allow you to "X" the appropriate box and identify either an existing strategy associated with the federal requirement, or identify and describe a different program or strategy that will be used by you school to meet the requirement.</p> <p>For Schools in Title I Improvement - This tab is for use by any school currently in Title I School Improvement. Filling out this tab will ensure that these schools meet the additional federal requirements that go into effect when a school enters into this status.</p> <p>ABCs Waiver Request Form – ABCs waivers may be requested according to the guidelines specified in GS § 115C-105.26. These guidelines are enumerated in the SIP Implementation Guide.</p>

State Board of Education Goals – Future-ready Students for the 21st Century

Goal 1 – North Carolina public schools will produce globally competitive students.

Goal 2 – North Carolina public schools will be led by 21st Century professionals.

Goal 3 – North Carolina Public School students will be healthy and responsible.

Goal 4 – Leadership will guide innovation in North Carolina public schools.

Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.



District Goals for Alamance-Burlington Schools

<p>District Goal 1:</p> <p>Supports SBE Goal:</p>	<p>Improve attendance</p> <p>Goal 1 – North Carolina public schools will produce globally competitive students. Goal 3 – North Carolina Public School students will be healthy and responsibl</p>
<p>District Goal 2:</p> <p>Supports SBE Goal:</p>	<p>Improve academic performance in math, reading, writing, and on EOG's and EOC's</p> <p>Goal 1 – North Carolina public schools will produce globally competitive students. Goal 5 – North Carolina public schools will be governed and supported by 21st Century svstems.</p>
<p>District Goal 3:</p> <p>Supports SBE Goal:</p>	<p>Reduce the drop-out rate and increase the graduation rate</p> <p>Goal 1 – North Carolina public schools will produce globally competitive students. Goal 5 – North Carolina public schools will be governed and supported by 21st Century sys</p>
<p>District Goal 4:</p> <p>Supports SBE Goal:</p>	<p>Use technology to enhance instruction</p> <p>Goal 2 – North Carolina public schools will be led by 21st Century professionals. Goal 4 – Leadership will guide innovation in North Carolina public schools.</p>
<p>District Goal 5:</p> <p>Supports SBE Goal:</p>	<p>Design and implement a curriculum and instructional program to meet the needs of a diverse</p> <p>Goal 1 – North Carolina public schools will produce globally competitive students. Goal 4 – Leadership will guide innovation in North Carolina public schools. Goal 5 – North Carolina public schools will be governed and supported by 21st Century sys</p>

Recommended Data Sources for Analysis by School Improvement Teams

Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas.

Examine data from such areas as:

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

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

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

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

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

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

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

Career and Technical Education Local Plan

School Demographic Information related to student discipline: (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance)

School Demographic Information related to drop-out information and graduation rate data (<http://www.ncpublicschools.org/research/dropout/reports>)

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

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

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

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

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

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

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

Special Education Continuous Improvement Plan

Title I AYP (<http://ayp.ncpublicschools.org>)

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

School Vision and Mission Statements for (insert school name)

Vision:

Andrews Elementary School's faculty and staff will facilitate the development of 21st century learners and meet the needs of all students through quality instruction, high expectations, and professional responsibility; while embracing and promoting active partnership with all stakeholders.

Mission:

Going the distance for kids! Andrews is a community of learners working together to help children achieve, succeed and become responsible 21st century learners.



School Data and Summary Analysis

Use data identified on the Data Sources tab (or from other sources) as the basis for understanding the school and identifying

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

1. What does the analysis tell you about your schools strengths?

The analysis shows that Andrews Elementary has a high attendance rate of 96.6%.

During the 09/10 school year, 20 school office referrals were managed by administration. This number is down significantly (35%) from the previous two years.

Andrews EOG scores have consistently grown over the past two years as evidenced by 08/09 math proficiency scores 72.8% versus 09/10 math proficiency scores 80.3%; reading proficiency scores during 08/09 were 46.7% versus 09/10 which was 56.6%.

We made High Growth during 09/10 (math 81.2%; reading 69.7%) as compared to the 08/09 in which we made Expected Growth (math 61.9%; reading 48.5%).

Andrews met 21 out of 21 AYP target goals, and is a 2009/2010 School of Progress at 63.9%. After being in Title One School Improvement over the past five years, these school-wide achievements allowed Andrews to exit this status.

The Teacher Working Conditions Survey revealed that the 100% of Andrews staff believes that they work in a school environment that is safe; 89.1% believe they have a shared vision; 80.4% feel that the school leadership consistently support teachers; 93.6% believe that Andrews is a good place to work and learn.

2. What does the analysis tell you about your schools gaps or opportunities for improvement?

While our reading scores have grown (56.6%), we need to increase proficiency in grades 3, 4, and 5 to meet state standards for 2010/2011, with emphasis on the LEP subgroup (reading 45.7%).

Our math scores have also grown (80.3%), but need to continue increasing to meet state standards.

Our science proficiency scores are at (36.7%), we will place a greater emphasis on this area through the use of science end-of-grade test prep books; online resources such as Discovery Education and other streaming media. This, in addition to incorporating a "Science end of grade word" in daily announcements; Gaggle email; School Fusion discussion boards; and staff websites, will enable us to grow our science proficiency scores. Our instructional theme for the school year is "Score a TouchdownGrow by 7!"

Based upon the Teacher Working Conditions Survey, 63% of our staff did not feel as if the technology training and information given was adequate to fully utilize instructional technology; only 66% of the staff felt they had sufficient access to technology.

3. What data is missing, and how will you go about collecting this information for future use?

The data that is missing from our analysis is a school wide consistent plan for collecting individual student data other than test scores.

We will create a school wide data room and incorporate data folders for every child with goals developed by both teacher and student.

We will continue to use quarterly data meetings, daily intervention time, and small group instruction in reading and math to target increased student achievement.

Another piece of information that was missing from our analysis is RTI data. We have successfully integrated the RTI and PBIS teams to create a more efficient and effective workgroup to reach student needs academically and behaviorally. We will conduct monthly meetings with grade level representatives and RTI committee members. We will also have quarterly meetings with administration to promote whole school awareness of RTI fidelity.

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school?

Cite relevant evidence from your analysis to support these priorities.

1. Increase grades 3, 4, and 5 reading (56.6%) proficiency scores for LEP subgroup (45.7%) by 10% in order to Safe Harbor for AYP.

2. Increase grades 3, 4, and 5 reading (56.6%) and science (36.7%) proficiency scores. In response to the proficiency target changes, Andrews will increase the number of "All Students" subgroup (reading 57.8%) and all fifth grade students in science (36.7%) by 10% in order to Safe Harbor for AYP.

3. Increase technology integration in daily instruction through the use of interactive whiteboards and available network resources. Growth will be reflected in formative and summative assessments. The above goals are supported by information found in our released test scores and ABC/AYP reports and information found in the Teacher Working Conditions Survey.

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:
LEP Proficiency in Reading on End of Grade Tests.

School Goal 1: Andrews will reduce the number of students in all subgroups who were not proficient in Reading and Math in the 09-10 school year by 10% in order to Safe Harbor for AYP.

Supports this district goal: Improve academic performance in math, reading, writing, and on EOG's and EOC's

Target: Increase the number of LEP students proficient in reading by 10%.

Indicator: End of Grade Reading Test

Milestone date: December 2010 and March 2011

Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

Plan/Do	Strategy 1: Provide daily intervention and enrichment in Literacy instruction.	
	Action steps:	
	1. Conduct school-wide intervention time from 7:45-8:15.	5. Follow WIDA standards for students.
	2. Facilitate small group instruction with ESL, EC, and Remediation	6. Increase culturally-relevant instruction with daily read alouds.
	3. Provide weekly EOG test prep session for LEP students.	7. Collaborate with CFST and RtI team to meet student needs.
	4. Follow RTI intervention plan with identified students.	8. Track tardy and attendance rates weekly.
	Strategy 2: Provide explicit instruction in vocabulary.	
	Action steps:	
	1. Facilitate ABLP in lower grades to build vocabulary base.	5. Provide classroom guidance lessons and create small study groups.
	2. Utilize Walls That Teach to reinforce content area words.	6. Provide quality homework assignments
	3. Conduct daily MIRP sessions to increase access to new words.	7.
	4. Engage students in daily literacy work stations for reinforcement.	8.
Strategy 3: Provide differentiated instruction through flexible skill groups.		
Action steps:		
1. Utilize technology tools (smart board lessons, Discovery	5. Hire a daytime tutor to assist with small group instruction.	
2. Utilize ABLP and benchmark data to establish cross-grade level	6. Hire a full time curriculum facilitator.	
3. Implement Home-School connection test prep.	7. Engage AIG students in problem-based learning	
4. Develop data notebooks to facilitate student goal setting.	8.	

Plan/Do

How will we fund these strategies?

Funding source 1: Federal funds - Title I
Funding source 2: Select a funding source
Funding source 3: Select a funding source
Funding source 4: Select a funding source
Funding source 5: Select a funding source

Funding amount:
Funding amount:
Funding amount:
Funding amount:
Funding amount:
Total initiative funding:

Review frequency: Quarterly

Assigned implementation team: Grade level teachers, Curriculum Facilitator, Instructional Assistants, EC, ESL, and Remediation teachers

Check

What data will be used to determine whether the strategies were deployed with fidelity?

Ongoing formative assessment data, data planning day agendas, EOG scores, EVAAS data, ABLP data, attendance data

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Ongoing formative assessment data, EOG scores, EVAAS data, RTI data, ABLP data, ABC/AYP summative report, attendance data

What does data show regarding the results of the implemented strategies?





Based upon identified results, should/how should strategies be changed?

Act



Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:

3-5 Reading and Science proficiency, based on EOG scores, ABLP data, and RTI screeners.

School Goal 2: Andrews will increase the number of all students proficient in Reading and Science by 10%. To support this increase, all Grade 2 students will be reading on grade level by the end of second grade.

Supports this district goal: Improve academic performance in math, reading, writing, and on EOG's and EOC's

Target: Increase the number of students proficient in Reading and Science by 10%; 90% of Grade 1 students will be reading on grade level by the end of Grade 1

Indicator: End of Grade Test Results, ABLP benchmarks

Milestone date: December 2010 and March 2011

Goal 2 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

Plan/Do	Strategy: Identify at-risk students in reading and science		
	Action steps:		
	Strategy 1:	1. Review formative assessment data	5. Analyze EVAAS data from previous EOG test results. Teachers will reference data walls in conference room on a consistent basis.
		2. Regroup students weekly based on data and mastery of objectives.	6. Promote home-school connection for parents, teachers, and students.
		3. Use Universal Screeners to develop student intervention plans.	7. Follow the national ASCA model to increase student achievement.
		4. Collaborate to create plans to target lower performing students.	8. Utilize SRI to track student lexile levels in reading.
	Strategy: Design quality lesson plans in Reading and Science that promote critical thinking, rigor, and an increase of vocabulary.		
	Action steps:		
	Strategy 2:	1. Utilize tech-based instr. weekly (Disc. Sci., Castle Learning, Study Island, Smart Board)	5. Utilize media center and computer lab for research opportunities.
		2. Use ABLP lesson plan format to promote consistency of instruction.	6. Hire a daytime tutor to assist with small group instruction.
		3. Manipulate content vocabulary.	7. Participate in daily focused common planning.
		4. Refer to Essential Questions for each lesson taught.	8.
Strategy: Provide access to a variety of genres for ABLP and other curriculum areas, i.e non-fiction text			
Action steps:			
Strategy 3:	1. Integrate weekly newspapers into core and content lessons.	5. Model key comprehension skills.	
	2. Utilize listening centers.	6. Model fluency critical attributes.	
	3. Increase number and variety of books in teachers' classroom libraries.	7.	
	4. Incorporate non-fiction text into ABLP whole group reading lessons.	8.	



Plan/Do

How will we fund these strategies?

Funding source 1:	Federal funds - Title I	Funding amount:	\$0
Funding source 2:	Select a funding source	Funding amount:	\$0
Funding source 3:	Select a funding source	Funding amount:	\$0
Funding source 4:	Select a funding source	Funding amount:	\$0
Funding source 5:	Select a funding source	Funding amount:	\$0
		Total initiative funding:	\$0

Review frequency: Quarterly

Assigned implementation team: Grade level teachers, CF, Instructional Assistants, EC, ESL, and Remediation teachers

Check

What data will be used to determine whether the strategies were deployed with fidelity?

Ongoing formative assessment data, RTI data (universal screeners), ABLP lesson plan templates, EVAAS data, ABLP data, grade level templates with SMART goals

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Formative assessment data, SRI data, RTI data, ABLP data, ABC/AYP summative report

What does data show regarding the results of the implemented strategies?



	Based upon identified results, should/how should strategies be changed?
Act	



Priority Goal 3 and Associated Strategies

Area for improvement and supporting data:

Technology integration/staff training since 63% of teachers are satisfied with and access to technology as indicated by the Teacher Working Conditions Survey.

School Goal 3: Increase the use of technology in daily instruction and provide adequate teacher training.

Supports this district goal: Use technology to enhance instruction

Target: Andrews will increase this percentage by 20% by the end of the 2011/2012 school year.

Indicator: Administrative team observations, daily walkthroughs, database usage reports from School Fusion, Gaggle, Study Island, Castle Learning, A+ digital Nation.

Milestone date: December 2010 and March 2011

Goal 3 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

Plan/Do	Strategy 1: Provide students and teachers with 21st Century technology.	
	Action steps:	
	1. Provide portable technology labs and carts.	5. Purchase new computers for 3-5 lab upstairs.
	2. Provide smartboards for each instructional classroom to engage learners.	6. Provide smartboards for specialty, EC, and ESL teachers.
	3. Provide PCs and related software for every classroom.	7. Communicate with students regularly through Gaggle accounts.
	4. Incorporate technology into lessons (senteo, smartboards, and slates).	8. Use of network resource such as Discovery Ed; Study Island; Castle Learning; Gaggle; School Fusion
	Strategy 2: Facilitate quarterly in-house staff development.	
	Action steps:	
	1. Utilize eCoaches to train staff on technology initiatives.	5. Interactive websites created and maintained by each staff member.
	2. Use web page to facilitate sharing of lesson plans across grade levels.	6. Provide on-going training on resources (Discovery Ed; Castle Learning; Gaggle; School Fusion)
	3. Continue Study Island staff development.	7.
	4. Provide PD model through Elon University with 6 teachers during the day.	8.
Strategy 3: Incorporate technology into daily lesson plans.		
Action steps:		
1. Utilize Math Expressions software in lesson plans.	5. Use new teacher evaluation tool to assess use of technology.	
2. Incorporate smart board use into flexible skill group block.	6. Promote interactive websites, Gaggle, and blogs.	
3. Schedule computer lab for 3-5 Study Island sessions.	7. Use the internet as a resource to connect globally.	
4. Supplement science lessons with Discovery Education media.	8.	



Plan/Do

How will we fund these strategies?

Funding source 1: Federal funds - Title I

Funding amount:

Funding source 2: Select a funding source

Funding amount:

Funding source 3: Select a funding source

Funding amount:

Funding source 4: Select a funding source

Funding amount:

Funding source 5: Select a funding source

Funding amount:

Total initiative funding: \$0

Review frequency: Quarterly

Assigned implementation team: teachers, eCoach reps, webmaster

Check

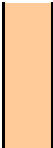
What data will be used to determine whether the strategies were deployed with fidelity?

Lesson plan templates, consistency of website updates and School Fusion usage report, submissions to the Gaggle Dropbox, check out log for mobile carts, professional development agendas, homework feedback, Math Expressions data, teacher evaluation tool, purchase orders, Study Island usage reports

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Professional development log/agendas of trainings, SRI data, lesson plan templates, ABC/AYP summative report, staff development evaluations

What does data show regarding the results of the implemented strategies?



Based upon identified results, should/how should strategies be changed?

Act

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Safe School Plan for R. Homer Andrews Elementary

Pursuant to General Statute §115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.

Name and role of person(s) responsible for implementing this plan:	Martha Caulder, Principal
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Statement of Responsibility for the School District Superintendent

In accordance with General Statute §115C-105.47 (b)(2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal's performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

In the event the district superintendent fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: (INSERT APPROPRIATE INFORMATION HERE)

Statement of Responsibility for the School Principal

In accordance with General Statute §115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(q), and providing appropriate disciplinary consequences for disruptive

In the event the school principal fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: (INSERT APPROPRIATE INFORMATION HERE)

Statement of the Roles of Other Administrators, Teachers, and Other School Personnel

In accordance with General Statute §115C-105.47 (b)(4), other school personnel are tasked as follows with restoring, if necessary, and maintaining a safe, secure, and orderly school environment:

Assistant Principal(s): Patrick Hosey

Principal: Martha Caulder

Social Worker/Guidance Counselor: Pam Burney/Mary Bergenser

Other School Staff: Todd Tramuller, Laura White

Services for At-risk Students

Pursuant to General Statute §115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both.

These students are referred to the Response to Intervention team where resources and interventions are discussed for specific students. These interventions include home visits, CFST meetings, and follow through on necessary outside resources by teachers, administration, social worker, or guidance counselor. The PBIS model is also being implemented this school year.



Pursuant to General Statute §115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary.

Students are referred to the Response to Intervention team. Our school psychologist is a part of the team and a functional behavior assessment can be done if needed. We have also implemented PBIS as a part of our problem solving process with RTI. The guidance counselor works with students in small groups for homework help. A local fireman from the community works with a group of grades 4 and 5 boys to mentor and keep an academic focus.

Pursuant to General Statute §115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program.



In accordance with General Statute §115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place. (Copy as needed depending upon number of goals.)

Goal: Implement the PBIS model throughout the school.
Target: Decrease bus referrals by 10%; consistent expectations in common areas
Indicator: PBIS team observation of school-wide consistency
Milestone Date: December 2010 and March 2011

Goal: Implement Risk Watch/character education in each individual classroom.
Target: Implement Risk Watch/character education in each individual classroom.
Indicator: Post Test Results
Milestone Date: December 2010 and March 2011

Goal: Develop efficient student drop-off and pick-up procedures with new traffic pattern resulting from new CTEC
Target: Morning drop-off will end before tardy bell rings; afternoon pick-up will end by 2:50
Indicator: Administrative team observation
Milestone Date: December 2010 and March 2011

In accordance with General Statute §115C-105.47 (b)(8), the following measures are used to determine the effectiveness of the school's efforts to assist at-risk students, including effectiveness of procedures adopted under G.S. 115C-105.48 (Alternative Learning

Target: Create a positive correlation between the students in the RTI process and their proficiency levels on the EOG's.
Indicator: Proficiency on End of Grade tests
Milestone Date: December 2010 and March 2011

Target:
Indicator:
Milestone Date:

Target:
Indicator:
Milestone Date:

In accordance with General Statute §115C-105.47 (b)(9), the following planned or recently completed professional development aligns with the goals of our safe school initiative:

Professional Development	Planned/Completed				
PBIS Training	Planned				
Staff viewing of video that reviews lockdown procedures	Planned				
Crisis prevention training	Planned				
Analysis of discipline data	Planned				
Effective classroom management strategies	Completed				

Staff viewing bloodborne pathogen safety video	Planned				
Bus safety assembly	Planned				
Visitor/ID badge monitoring	Completed				
Analysis of building cleanliness	Planned				

Pursuant to General Statute §115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials.

Pursuant to General Statute §115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community.



Funding Uses and Sources – At-risk and Alternative Learning Schools and Programs

Program or Strategy Being Funded

Amount of Funding

Source of Funding



**Title I Prioritized Goals for R. Homer Andrews Elementary
Title I Plans will include strategies to meet prioritized goals.**

School Prioritized plan

Based on the annual review of the school needs assessment data encompassing all domains, describe the prioritized plans for the new project year that have the greatest likelihood of ensuring that all groups of students specified in section 111(b)(2)(v) and e

Student Achievement Goals. Include Targeted subgroups(s)	Action Step(s)	Assessment(s) and/or Other Measures Used to Determine Outcome	Timeline of Evaluation including Interim and Final	Professional Development Needed to Support the Action Step(s)	Parental Involvement Needed to Support the Action Step(s)
Andrews will reduce the number of LEP students who were not proficient in Reading in the 09-10 school year by 10% in order to Safe Harbor for AYP.	Implement K-5 ABLP and RTI models; Offer afterschool tutoring with priority for at-risk students	EOG results and ABLP data; formative assessment results	Quarterly and end of year	District-wide ABLP and RTI training	Home-School test prep connection; two Family Curriculum nights
Increase the number of students proficient in Reading and Science.	Implement K-5 ABLP and RTI models; Integrate Discovery Education and Study Island; Offer afterschool tutoring with priority for at-risk students	EOG results and ABLP data; formative assessment results; Study Island weekly reports	Weekly, quarterly, and end of year	District-wide ABLP and RTI training; continued in-house Study Island training	Home-School test prep connection; two Family Curriculum nights
Increase the use of technology in everyday instruction and provide adequate teacher training.	Integrate smart boards in all subjects; Utilize web tools weekly (Discovery Education, Study Island); Develop websites for each classroom	Administrative observation; lesson plan templates; weekly Study Island usage reports	weekly	In-house technology training from eCoach liasons (smart board, Discovery Education, and A+); continued Study Island training	Parents joining classroom websites for increased involvement; Study Island sessions at home

**School-based Management and Accountability Program
 Summary of School-based Waiver Requests
 Program Years: 2008-2010**

LEA or Charter School Name/Number: 374 Alamance-Burlington Schools - 010

School Number(s)	Request for Waiver
	1. Please describe the waiver you are requesting.
	2. Identify the law, regulation, or policy from which exemption is requested.
	3. State how the waiver will be used.
	4. State how this waiver helps achieve the specific performance goals
(Please duplicate this sheet as needed for additional waivers.)	

_____ Signature of Superintendent/Designee	_____ Date
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