



- CONTENTS
- SBE AND ABSS GOALS
- NEWLIN VISION AND MISSION
- DATA ANALYSIS
- COVER SHEET

PRIORITY GOAL 1: TEACHERS UNDERSTAND THE COMMON CORE MATH STANDARDS

PRIORITY GOAL 2 INCREASE THE LEVEL OF RIGOR WITHIN OUR READING INSTRUCTION

PRIORITY GOAL 3 LEADER IN ME IMPLEMENTATION

REQUIREMENTS

Table of Contents:

- SBE and ABSS Goals
- School Vision and Mission
- Data Analysis
- Cover Sheet
- Priority Goal 1
- Priority Goal 2
- Priority Goal 3
- SBE Requirements

[CONTENTS](#)[SBE AND ABSS GOALS](#)[NEWLIN VISION AND MISSION](#)[DATA ANALYSIS](#)[COVER SHEET](#)[PRIORITY GOAL 1: TEACHERS UNDERSTAND THE COMMON CORE MATH STANDARDS](#)[PRIORITY GOAL 2 INCREASE THE LEVEL OF RIGOR WITHIN OUR READING INSTRUCTION](#)[PRIORITY GOAL 3 LEADER IN ME IMPLEMENTATION](#)[REQUIREMENTS](#)

SBE and ABSS Goals

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.

Alamance-Burlington School System 2014-2019 Strategic Goals

Goal 1 - Exemplary Classroom Teaching and Instructional Leadership

Goal 2 - Master Plan for Specialized Programs

Goal 3 - Written Five-Year Facilities Plan

Goal 4 - World-Class Teacher Working Conditions

Goal 5 - Compensation for Building-Level Employees

Goal 6 - Classroom and School Supports

[CONTENTS](#)

[SBE AND ABSS GOALS](#)

[NEWLIN VISION AND MISSION](#)

[DATA ANALYSIS](#)

[COVER SHEET](#)

[PRIORITY GOAL 1: TEACHERS UNDERSTAND THE COMMON CORE MATH STANDARDS](#)

[PRIORITY GOAL 2 INCREASE THE LEVEL OF RIGOR WITHIN OUR READING INSTRUCTION](#)

[PRIORITY GOAL 3 LEADER IN ME IMPLEMENTATION](#)

[REQUIREMENTS](#)

Newlin Vision and Mission

The Alamance-Burlington School System Mission Statement

Providing engaging work for our students will enable the Alamance-Burlington School System to educate all students to meet high academic standards and become responsible citizens in a rapidly changing world.

School Vision

Together we will create student success stories.

School Mission Statement

We will become a family of life-long learners committed to academic excellence and leadership.

Data Analysis

In addition to the summary data presented here, use the detailed data linked below (or from other sources) as the basis for understanding the school and identifying priority areas for improvement.

Summary Data: Newlin : EOG: 3-Year Trends

Test & Year	% of Students on Track for College & Career Readiness												
	All	Grade 3	Grade 4	Grade 5	Boys	Girls	Af-Am	Hispanic	White	EDS	SWD	LEP	AIG
Reading 2013	15.9	16.9	12.4	18.6	15.8	15.9	13.6	13.8	28.6	15.4	5.9	5.0	87.5
Reading 2014	18.8	21.1	23.0	13.2	19.2	18.4	14.9	17.6	30.2	18.9	5.0	9.0	77.8
Reading 2015	20.1	23.4	20.7	15.8	24.6	14.7	11.9	22.6	37.8	18.5	6.5	15.9	66.7
Math 2013	20.3	15.7	16.2	28.4	20.3	20.3	16.1	22.5	25.0	20.0	8.8	5.0	87.5
Math 2014	16.7	15.4	19.5	15.8	18.1	15.0	12.4	19.0	20.9	16.5	5.0	11.5	88.9
Math 2015	18.2	13.9	22.4	17.9	21.6	14.0	12.7	20.9	28.9	17.5	5.0	14.5	88.9
Science 2013	15.7	*	*	15.7	17.3	14.0	13.5	14.3	18.2	14.7	12.5	5.0	80.0
Science 2014	11.4	*	*	11.4	16.7	5.6	7.0	15.7	13.3	11.2	5.0	5.0	71.4
Science 2015	21.1	*	*	21.1	27.7	14.6	14.7	19.0	55.6	20.9	5.0	13.3	*

EOG: 3-Year Trends

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).

WHAT DOES YOUR ANALYSIS TELL YOU ABOUT YOUR SCHOOL'S STRENGTHS?

Across 3-5, are literacy data shows growth.

WHAT DOES YOUR ANALYSIS TELL YOU ABOUT YOUR SCHOOL'S OPPORTUNITIES FOR IMPROVEMENT?

Math proficiency continues to be inconsistent. On the report card, as a school, we scored an F, while our overall proficiency was graded as a D. This is due to lack of foundational conceptual understanding

Additionally, according to our EOG data, our African-America, girl, and AIG subgroups have shown lower proficiency compared to their peers of different race/gender/ability-level of years past.

WHAT PERFORMANCE GAPS NEED TO BE SPECIFICALLY ADDRESSED IN YOUR SCHOOL'S IMPROVEMENT PLAN?

- Conceptual understanding in math
- Rigor of instruction in literacy

WHAT IS DATA IS MISSING, AND HOW WILL YOU GO ABOUT COLLECTING THIS INFORMATION FOR FUTURE USE?

In order to measure the rigor of our literacy instruction we need to create and implement a rubric for use with reading response journals in order to gauge how the rigor of instruction has improved comprehension over time.

BASED UPON THE ANALYSIS CONDUCTED, WHAT ARE YOUR SCHOOL'S 3 TOP PRIORITIES ALIGNED WITH THE ABSS STRATEGIC PLAN?

- Building conceptual understanding in math (Exemplary Teaching)
- Increasing the level of rigor in literacy (Exemplary Teaching)
- Implementing Phase one of Leader In Me (specialized program)

CITE THE SPECIFIC EVIDENCE FROM YOUR ANALYSIS THAT SUPPORT THESE PRIORITIES.

Our data (in MClass, EOGs, CFAs, AMC) continues to show proficiency that is at or below the 25%tile. While we have shown growth consistently, as a school our level of proficiency has not met district or state expectations.

Additional Data Sources:

[North Carolina School Report Cards Website](#)

[North Carolina Teacher Working Conditions Survey Results](#)

[CONTENTS](#)[SBE AND ABSS GOALS](#)[NEWLIN VISION AND MISSION](#)[DATA ANALYSIS](#)[COVER SHEET](#)[PRIORITY GOAL 1: TEACHERS UNDERSTAND THE COMMON CORE MATH STANDARDS](#)[PRIORITY GOAL 2 INCREASE THE LEVEL OF RIGOR WITHIN OUR READING INSTRUCTION](#)[PRIORITY GOAL 3 LEADER IN ME IMPLEMENTATION](#)[REQUIREMENTS](#)

Cover Sheet

Alamance-Burlington School System/010

School Name (Harvey R. Newlin Elementary School)/School Number (354)

School Address: 316 Carden Street Burlington, NC 27215

Plan Year(s): 2015-2016

Date prepared: 9/24/2015

Principal Signature: Larry Conte Date: 10/1/2015

Local Board Approval Signature: _____ Date: _____

School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position	Name	Signature	Date
Principal	Larry Conte	see attachment	9/24/15
Assistant Principal	Ashley Westmoreland	see attachment	9/24/15
Teacher	Stephanie Yarboro	see attachment	9/24/15
Teacher	Barbara Taylor	see attachment	9/24/15
Teacher	Melissa Jefferson	see attachment	9/24/15
Teacher	Caitlin Nugent	see attachment	9/24/15
Teacher	Janice Davern	see attachment	9/24/15
Instructional Support	Janice Williams	see attachment	9/24/15
Support Personnel	Angela Southard	see attachment	9/24/15
Parent	Bailey Lohr	see attachment	9/24/15



CONTENTS

SBE AND ABSS GOALS

NEWLIN VISION AND MISSION

DATA ANALYSIS

COVER SHEET

PRIORITY GOAL 1: TEACHERS UNDERSTAND THE COMMON CORE MATH STANDARDS

PRIORITY GOAL 2 INCREASE THE LEVEL OF RIGOR WITHIN OUR READING INSTRUCTION

PRIORITY GOAL 3 LEADER IN ME IMPLEMENTATION

REQUIREMENTS

Priority Goal 1: Teachers understand the Common Core math standards

PLAN/DO

AREA FOR IMPROVEMENT AND SUPPORTING DATA

We used 3-5 EOG data from the past 3 years to determine that our students are struggling to understand and apply math concepts. Our Hispanic, African American, and AIG subgroups show an overall decrease in scores during the past 3 school years. We scored an F on our report card this year for mathematics.

PRIORITY GOAL 1:

Teachers understand the Common Core Math Standards

SUPPORTS THIS ABSS STRATEGIC GOAL:

Exemplary Teaching: Research based instructional practice

TARGET & INDICATOR(S):

K-2: AMC assessments (BOY; MOY; EOY) 80% of students will show proficiency by EOY of 2015-2016

3-5: EOG scores 25% of students will show proficiency in our 2015-2016 End-of-Grade tests

MILESTONE DATE:

We will meet to review at MOY and EOY 2015-2016

Goal 1 Strategies: Identify Research-Based Strategies Wherever Possible

Strategy 1:	Read the Van de Walle text to build background knowledge about conceptual understanding, classroom culture, and problem-solving.
Action Step 1	Introduced to text in July during Curriculum Planning Days; Academic Math Coach facilitated discussions about research-based best practices
Action Step 2	PLCs meet monthly to revisit specific chapters and strategies that can be applied within their daily instruction
Action Step 3	Teachers implement best practices on a daily basis

Strategy 2:	Unpack the math standards
Action Step 1	Continued work from 2014-15 school year using new Curriculum Map which is driven by the standard and includes outcomes and research-based resources
Action Step 2	Repeat at end of each quarter to plan curriculum for next instructional period

Strategy 3:	DPI Math binder
Action Step 1	Implement resources in curriculum mapping

CHECK

WHAT DATA WILL BE USED TO DETERMINE WHETHER STRATEGIES WERE DEPLOYED WITH FIDELITY?

Observations; walkthroughs; PLC meetings with Coaches

HOW WILL YOU DETERMINE WHETHER THE STRATEGIES LED TO PROGRESS TOWARD THE GOAL?

anecdotal notes; grade level common formative assessments; math notebook; benchmarks; MOY/EOY AMC; EOGs

WHAT DOES YOUR DATA SHOW REGARDING THE RESULTS OF STRATEGIES IMPLEMENTED?

Mid-Year Checkpoint, updated (insert date here):

Enter here.

End-of-Year Checkpoint, updated (insert date here):

Enter here.

ACT

BASED UPON RESULTS, SHOULD STRATEGIES BE MODIFIED OR CHANGED? IF SO, HOW? IF NOT, WHY?

Mid-Year Adjustments, updated (insert date here):

Enter here.

End-of-Year Adjustments to be reflected in 2016-2017 Goal and Associated Strategies, updated (insert date here):

Enter here.

Priority Goal 2 Increase the level of rigor within our reading instruction

PLAN/DO

AREA FOR IMPROVEMENT AND SUPPORTING DATA

While we have made great strides in the area of reading and have consistently shown strong growth in our performance on End-of-Grade assessments and screeners from K-5, we are still lacking overall rigor and received a performance grade of D during the 2014-15 school year.

PRIORITY GOAL 2:

Increase the level of rigor within our reading instruction.

SUPPORTS THIS ABSS STRATEGIC GOAL:

Exemplary Classroom Teaching: ****RIGOR****

Teachers recognize the difference between the cognitive process and the knowledge dimension as it relates to Bloom's Taxonomy (Revised). As a result, they teach students the processes and help them to understand how to--think creatively; think critically; frame, analyze, and solve problems; make judgments based on criteria and standards; and, create new patterns and structures as they make connections across disciplines.

TARGET & INDICATOR(S):

Teachers will consistently utilize rubrics in their reading response journals to track their progress and we will gather a sample at the MOY and EOY to measure overall school progress.

We will also utilize MClass TRC in grades K-3 and SRI in grades 4-5 to track comprehension growth.

Together these two measures should positively impact overall growth.

MILESTONE DATE:

By the end of 2015-16 school year (midway through this current plan), we will have 50% in 4/5 averaging proficiency in their reading response journals.

In MClass we will increase our overall proficiency from BOY to EOY to 50%.

Goal 2 Strategies: Identify Research-Based Strategies Wherever Possible

Strategy 1:	Develop understanding of vertical alignment of standards
Action Step 1	Continue unpacking standards through new unpacking document
Action Step 2	Conduct colleague visits to increase understanding of vertical alignment of standards

Strategy 2:	Utilize complex texts
Action Step 1	Choose mentor texts according to the standards
Action Step 2	Utilize unpacking document to list texts

Strategy 3:	Deeper and rigorous questioning of the text
--------------------	--

Action Step 1	Incorporate MClass question stems
Action Step 2	Reference all levels of Bloom's Taxonomy
Action Step 3	Requiring written response on a consistent basis to increase confidence in answering complex questions

CHECK

WHAT DATA WILL BE USED TO DETERMINE WHETHER STRATEGIES WERE DEPLOYED WITH FIDELITY?

By the end of 2015-16 school year (midway through this current plan), we will have 50% in 4/5 averaging proficiency in their reading response journals.

In MClass we will increase our overall proficiency from BOY to EOY to 50%.

HOW WILL YOU DETERMINE WHETHER THE STRATEGIES LED TO PROGRESS TOWARD THE GOAL?

By the end of 2015-16 school year (midway through this current plan), we will have 50% in 4/5 averaging proficiency in their reading response journals.

In MClass we will increase our overall proficiency from BOY to EOY to 50%.

WHAT DOES YOUR DATA SHOW REGARDING THE RESULTS OF STRATEGIES IMPLEMENTED?

Mid-Year Checkpoint, updated (insert date here):

Enter here.

End-of-Year Checkpoint, updated (insert date here):

Enter here.

ACT

BASED UPON RESULTS, SHOULD STRATEGIES BE MODIFIED OR CHANGED? IF SO, HOW? IF NOT, WHY?

Mid-Year Adjustments, updated (insert date here):

Enter here.

End-of-Year Adjustments to be reflected in 2016-2017 Goal and Associated Strategies, updated (insert date here):

Enter here.

[CONTENTS](#)[SBE AND ABSS GOALS](#)[NEWLIN VISION AND MISSION](#)[DATA ANALYSIS](#)[COVER SHEET](#)[PRIORITY GOAL 1: TEACHERS UNDERSTAND THE COMMON CORE MATH STANDARDS](#)[PRIORITY GOAL 2 INCREASE THE LEVEL OF RIGOR WITHIN OUR READING INSTRUCTION](#)[PRIORITY GOAL 3 LEADER IN ME IMPLEMENTATION](#)[REQUIREMENTS](#)

Priority Goal 3 Leader in Me Implementation

PLAN/DO

AREA FOR IMPROVEMENT AND SUPPORTING DATA

Due to the ABSS Strategic Plan and Newlin's history of utilizing student as leaders, we are implementing Sean Covey's model for instilling the 7 habits within our teachers and students through the Leader In Me model.

PRIORITY GOAL 3:

We will implement the Leader in Me habits using Sean Covey's book and the program training and support.

SUPPORTS THIS ABSS STRATEGIC GOAL:

ABSS Strategic Goal 3 is about specialized programs.

2.3 States: Develop process for roll out and full implementation of specialized programs, aligning roles and responsibilities for central office and schools.

TARGET & INDICATOR(S):

The Leader in Me program is a transformational process that cannot be measured in quantifiable data. Instead we will be utilizing formal and informal observations of all personnel and students.

MILESTONE DATE:

2015-2016 Staff will participate in initial book study and Program training on the 7 Habits

2016-2017 Staff will begin to introduce 7 habits to students

Goal 3 Strategies: Identify Research-Based Strategies Wherever Possible

Strategy 1:	Teachers focus on Leader in Me Habits
Action Step 1	Read the Leader in Me text
Action Step 2	Teachers focus on personal transformation by applying the habits to their own life
Action Step 3	Teachers participate in 7 Habits training
Action Step 4	Teachers visit Leader in Me schools

Strategy 2:	Teachers will begin introducing the 7 Habits in daily classroom instruction (2016-2017)
Action Step 1	Teachers will learn and utilize the language
Action Step 2	Teachers will incorporate the 7 Habits into their literature selections
Action Step 3	Teachers will empower student leaders within their classrooms

CHECK

WHAT DATA WILL BE USED TO DETERMINE WHETHER STRATEGIES WERE DEPLOYED WITH FIDELITY?

We will have a consultant will be working with us on a regular basis and will provide us ongoing feedback as to the fidelity of the process.

HOW WILL YOU DETERMINE WHETHER THE STRATEGIES LED TO PROGRESS TOWARD THE GOAL?

Overall discipline referrals will decrease and student confidence as well as proficiency will increase.

WHAT DOES YOUR DATA SHOW REGARDING THE RESULTS OF STRATEGIES IMPLEMENTED?

Mid-Year Checkpoint, updated (insert date here):

Enter here.

End-of-Year Checkpoint, updated (insert date here):

Enter here.

ACT

BASED UPON RESULTS, SHOULD STRATEGIES BE MODIFIED OR CHANGED? IF SO, HOW? IF NOT, WHY?

Mid-Year Adjustments, updated (insert date here):

Enter here.

End-of-Year Adjustments to be reflected in 2016-2017 Goal and Associated Strategies, updated (insert date here):

Enter here.

[CONTENTS](#)[SBE AND ABSS GOALS](#)[NEWLIN VISION AND MISSION](#)[DATA ANALYSIS](#)[COVER SHEET](#)[PRIORITY GOAL 1: TEACHERS UNDERSTAND THE COMMON CORE MATH STANDARDS](#)[PRIORITY GOAL 2 INCREASE THE LEVEL OF RIGOR WITHIN OUR READING INSTRUCTION](#)[PRIORITY GOAL 3 LEADER IN ME IMPLEMENTATION](#)[REQUIREMENTS](#)

Requirements

Checklist of State-Required On-going Operational Activities

Please replace the "?" with "Yes" or "No."

All Schools

Does this school:

- yes** Implement strategies for improving performance of all students?
- yes** Implement instructional practices designed to improve academic performance of students at-risk of academic failure or dropping out?
- yes** Plan use of staff development funds?
- yes** Plan for use of assessments to monitor student progress?
- yes** Provide daily duty-free lunch to teachers, or as otherwise approved by the School Improvement Team?
- yes** Provide at least five hours of planning time for teachers each week?
- yes** Implement strategies for involving parents and the community in the educational program?
- TBD** Amend the School Improvement Plan when one or more AMO targets is missed in the same subject area for two consecutive years?

K-8 Schools Only

Does this school:

- yes** Provide 30 minutes of daily physical activity to meet Healthy Active Children requirements?

Any required components not included as part of a school's 3-5 School Improvement Plan goals may be placed in an appendix.