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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

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Andrews 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

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 partnerships with all stakeholders.

School Mission Statement

Going the Distance! Andrews is a learning community, working together to help children achieve, succeed and become responsible 21st century learners.

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: Andrews : Andrews Summary Data

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	18.4	19.8	15.1	20.8	18.8	18.1	15.7	18.5	26.9	16.8	10.7	9.8	95.0
Reading 2014	18.8	26.6	18.8	11.8	16.0	22.0	16.1	17.0	40.0	17.9	5.0	13.6	75.0
Reading 2015	25.3	35.1	18.6	21.5	27.3	23.1	22.7	23.1	40.0	25.6	12.5	25.4	95.0
Math 2013	34.6	29.6	33.0	40.2	35.1	34.2	25.5	41.5	30.8	34.2	10.3	17.7	85.7
Math 2014	35.9	39.4	27.5	39.2	37.5	34.1	23.7	43.1	35.0	35.5	10.7	27.1	95.0
Math 2015	27.5	40.2	15.5	26.6	29.4	25.9	17.0	29.9	40.0	27.6	6.3	28.6	95.0
Science 2013	25.5	*	*	25.5	32.6	20.3	21.9	27.8	22.2	23.1	18.8	5.0	83.3
Science 2014	30.4	*	*	30.4	33.3	27.1	19.5	35.2	*	30.8	5.0	14.3	95.0
Science 2015	26.6	*	*	26.6	25.6	27.8	23.1	25.6	33.3	25.0	5.0	5.0	95.0

Andrews Summary Data

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?

Enter your narrative here.

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

Enter your narrative here.

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

Enter your narrative here.

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

Enter your narrative here.

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

Enter your narrative here.

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

Provide your data citations here.

Additional Data Sources:

[North Carolina School Report Cards Website](#)

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

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Cover Sheet

Alamance-Burlington School System/010**School Name Andrews Elementary/374****School Address: 2360 Buckingham Road Burlington, NC 27217****Plan Year(s): 2015-2016****Date prepared: October 6, 2015****Principal Signature: _____ Sabre Robinson _____****Date: 10-01-15****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	Sabre Robinson		09-29
Assistant Principal	Gena Crews		09-29
Teacher	Caryl VanFleet		09-29
Teacher	Jamie Luciano		09-29
Teacher	Maclaine Enders		09-29
Teacher	Sheila Bush		09-29
Teacher	Dana Cafasso		09-29
Teacher	Irina McKinney		09-29
Teacher	Katherine Harris		09-29
Teacher	Roderick Livingston		09-29
Instructional Support	Nancy Gonzalez		09-29
Support Personnel	Emily Brinskelle		09-29
Parent	Santa Moreno		09-29

Priority Goal 1

PLAN/DO

LITERACY/READING

The data review results concluded Literacy and Reading targets were areas for continuous improvement. While DIBELS targets K-5 showed growth from BOY to EOY; the TRC and EOG results yielded low proficiency rates for all student groups.

PRIORITY GOAL 1:

By May 2016, 40.2% of Andrews Elementary School third through fifth graders will score level IV or V and be college and career ready as indicated by the End of Grade Reading Test.

SUPPORTS THIS ABSS STRATEGIC GOAL:

Goal 1: Exemplary Classroom Teaching and Instructional Leadership

TARGET & INDICATOR(S):

ELA Targets: Indicator End of Grade Reading

3rd grade target: 39%

4th grade target: 45%

5th grade target: 39%

School-wide EOG Reading Goal: 40.2%

Literacy TRC End of Year Targets: Indicator Mclass TRC EOY

Kindergarten Target: 50%

First grade Target: 40%

Second grade Target: 40%

DIBELS End of Year Targets: Indicator Mclass Dibels EOY

K: 80%

1st: 80%

2nd: 80%

MILESTONE DATE:

December 2015.

Goal 1 Strategies: Identify Research-Based Strategies Wherever Possible

Strategy 1:	To design and implement guided reading lessons that extend mastery learning.
Action Step 1	K-5 staff will attend guided reading training and utilize Jan Richardson protocol for planning and delivering lessons.
Action Step 2	Continue to group students by data to increase reading levels.
Action Step 3	Set ROI targets for all students; utilizing data notebooks in K-2, RtA in grade 3, and Benchmarks in 4th and 5th.
Action Step 4	Utilize Instructional Assistants during the small group literacy block.
Action Step 5	Support staff (LEP and EC) will use the block small group schedule to implement required services.
Action Step 6	Conduct data release PLC meetings to analyze impact data, set targets, and plan for rigorous instruction.

Strategy 2:	To develop student's comprehension skills on grade level text.
Action Step 1	Model written comprehension whole group and allow students to independently respond in writing to comprehension questions.
Action Step 2	Conduct small group guided reading daily.
Action Step 3	Utilize complex text to engage students in higher order comprehension skills.
Action Step 4	Use high yield strategies daily that align to common core ELA College and Career Ready Anchor Standards.

Strategy 3:	To foster independent reading comprehension.
Action Step 1	Provide opportunities for students to have access to a variety of text genres that support daily independent reading.
Action Step 2	Include a sustained silent reading time for read to self during the instructional day.
Action Step 3	Provide students with a set of leveled books intentionally chosen for independent reading levels K-3 and Lexile levels 4th and 5th.

CHECK

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

BOY, MOY, and EOY mclass TRC data.
Classroom Observation of Guided Reading data.
Individual Rates of Improvement per student.
Data Notebook data that is shared with parents.
DIBELS data K-5.
Benchmark Data Results in grades 3,4, and 5.
Lexile Data
EVAAS Data

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

Analyze ROI's during 3D time.
Progress Monitoring in grades K,1,2,3 will be utilized.
Benchmark will be reviewed for skill mastery in grades 3,4,5.
Read to Achieve data will be reviewed for grade 3 students.

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.

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Priority Goal 2

PLAN/DO

AREA FOR IMPROVEMENT AND SUPPORTING DATA

The data review results concluded Math targets were areas for continuous improvement. EOG results yielded low proficiency rates for all student groups as well as a negative growth factor for the school. Grades four and five indicated an area for purposeful attention in the area of mathematics.

PRIORITY GOAL 2:

By May 2016, 50.0% of Andrews Elementary School third through fifth graders will score level IV or V and be college and career ready as indicated by the End of Grade Math Test.

SUPPORTS THIS ABSS STRATEGIC GOAL:

Goal 1: Exemplary Classroom Teaching and Instructional Leadership

TARGET & INDICATOR(S):

Benchmarks and common formative assessments will be used to measure progress toward long term goals.

End of Grade will be used to indicate goal attainment.

3rd grade: 56%

4th grade: 55%

5th grade: 40%

MILESTONE DATE:

December 2015.

Goal 2 Strategies: Identify Research-Based Strategies Wherever Possible

Strategy 1:	To intentionally design math instruction that engages students in critical thinking skills.
Action Step 1	Utilize the unpacking document to align lessons and student behaviors.
Action Step 2	Continue to offer Problem Based Learning experiences that align to the Math content.
Action Step 3	Create a vertical document for prior and post mathematical understandings needed for each grade level.
Action Step 4	Incorporate inquiry based and discovery learning to promote critical thinking (PBL experiences) 3-5.
Action Step 5	Engage students in rigorous mathematical experiences that require critical thinking to make learning relevant and meaningful K-2.
Action Step 6	Utilize resource bank ENGAGENY to support common core learning targets.

Strategy 2:	To define daily math core components.
Action Step 1	Implement a balanced mathematical block aligned to rigorous learning targets and the ABSS Math Framework.
Action Step 2	Apply mathematical learning to real world problem solving through authentic tasks.
Action Step 3	Plan for math lessons using the eight standards of mathematical practices.

Strategy 3:	To offer formative assessments as a foundation for planning, teaching, and learning.
Action Step 1	Utilize formative assessment to adjust reteaching and grouping for mastery learning.
Action Step 2	Analyze student application through common formative assessment data .
Action Step 3	Use student performance on formative assessments to plan and adjust instruction.
Action Step 4	Design assessments that require students to prove and explain their mathematical understanding.

CHECK

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

Common Formative Assessment Data

PBL results

Benchmark Data

AIMS web Math Universal Screener Data

End of Grade Data

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

Classroom formative assessments will be utilized K-5.
Benchmark data for grades 3,4,5 will be analyzed.
AIMS web Universal Screener will be analyzed for ROI's in math.
AMC data MOY to BOY will be used K-2.

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.

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Priority Goal 3

PLAN/DO

AREA FOR IMPROVEMENT AND SUPPORTING DATA

Engaging students in a 21st century learning environment incorporating communication, collaboration, critical thinking, and creativity will enhance students capabilities to succeed in life, careers, and college. Students missing classroom instruction impeded growth rates of the African American subgroup in both Math and Reading. One hundred and nineteen office referrals were indicated for this subgroup.

PRIORITY GOAL 3:

By May 2016, Andrews Elementary School will reduce the number of office referrals by 50% as indicated by PBIS referral data.

SUPPORTS THIS ABSS STRATEGIC GOAL:

Goal 1: Exemplary Classroom Teaching and Instructional Leadership

TARGET & INDICATOR(S):

Target: Less than 15 referrals per nine weeks

Indicator: Office Referral PBIS forms

Goal 3 Strategies: Identify Research-Based Strategies Wherever Possible

Strategy 1:	To integrate 21st century skills into the instructional day to heighten engagement.
Action Step 1	Utilize the TPACK model to plan for content, pedagogy, and technology that match learning targets.
Action Step 2	Participate in learning walks in classrooms utilizing technology tools that accelerate learning.
Action Step 3	To collaboratively plan for lessons that include 21st century skills.
Action Step 4	To blend learning using online resources that align to content during the instructional day with direct instructional practices.
Action Step 5	To encourage staff to participate in the digital learning Canvas professional development.

Strategy 2:	To implement the Positive Behavioral Support Intervention Model with fidelity under the MTSS model.
Action Step 1	All classrooms will post color charts for consistency across all grade levels.
Action Step 2	Students will be recognized every nine weeks for citizenship and positive behavior.
Action Step 3	Nine weeks honors assemblies will recognize good citizenship.
Action Step 4	The SST team will continue to conduct CFST meetings to support the whole child.
Action Step 5	Conduct Universal Behavioral Screeners and monthly MTSS / PBIS team meetings for behavior referrals.

Strategy 3:	To continue the planning phase for the specialized program: Leader in Me.
Action Step 1	Continue to visit LIM schools in the area.
Action Step 2	Plan and implement training Spring/Summer 2016.
Action Step 3	Communicate with parents regarding the new focus.

CHECK

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

Classroom Walkthroughs
Professional Development Ribbons
PBIS Data
Discipline Data

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

Review of PBIS data
Review of Discipline Referral Data
Participation Percentages in PD
Lesson Plan Review and Observational Data Points

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.

Requirements

Checklist of State-Required On-going Operational Activities

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

All Schools

Does this school:

- ? Implement strategies for improving performance of all students?
- ? Implement instructional practices designed to improve academic performance of students at-risk of academic failure or dropping out?
- ? Plan use of staff development funds?
- ? Plan for use of assessments to monitor student progress?
- ? Provide daily duty-free lunch to teachers, or as otherwise approved by the School Improvement Team?
- ? Provide at least five hours of planning time for teachers each week?
- ? Implement strategies for involving parents and the community in the educational program?
- ? 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:

- ? 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.