**Brevard Public Schools**

**School Improvement Plan**

**2017-2018**

**Superintendent: Asst. Supt. of Leading and Learning:**

K. Jane Cline

Desmond K. Blackburn, Ph.D.

**Principal Supervisor: Name of School:**

Tara Taylor

Hans Christian Andersen Elementary

**Principal: SAC Chairperson:**

Patricia F. Hoffman

Denise M. Johnson

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| **School Grade History** | **2016-17: B** | **2015-16: B** | **2014-15: A** |

**Connections to District Strategic Plan**

Obj.L1. Protect instructional time

Obj.L2 Support educator effectiveness and build capacity of teachers to improve student outcomes and close achievement gaps

Obj.L4: Provide equitable support for every student’s social-emotional development

Obj.L6. Build principal capacity to develop and spread highly effective instructional practices

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| Obj.R3 Increase system-wide proactive communications |  |

**Mission Statement:**

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| Educate, inspire and support students to achieve success and serve the community. |

**Vision Statement:**

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| Excellence achieved for all students. |

**Stakeholder Involvement in School Improvement Planning:**

Briefly explain how stakeholders are involved in the development, review, and communication of the SIP.

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| Through discussions with all stakeholders, the school improvement planning process is continuous. The School Advisory Council (SAC) meets on a monthly basis and initiates the development of the plan and the implementation of the plan. Teacher teams meet with the SAC Chair to discuss needs, priorities and how the learning model can improve at Andersen. The School Improvement Plan (SIP) is shared with the staff and updates are communicated through Faculty Meetings and professional development opportunities. This process is ongoing and the SIP is posted for all stakeholders to review. |

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**School Improvement Plan**

**2017-2018**

**Part 1: Planning for Student Achievement**

**RATIONALE – Continuous Improvement Cycle Process**

**Data Analysis from multiple data sources:** Please consider the priority indicators selected from your school BPIE and EDI Insight Survey results within the rationale of your SIP.

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| What are the areas of successful professional practices and what data shows evidence of improvements? What are the concerns with professional practices and how are they revealed with data?  We believe the student learning gains achieved are a direct result of Andersen's Multi-Tiered System of Support (MTSS), Accelerated Academy, differentiated instruction, the teamwork of our Professional Learning Communities (PLCs), and the plans of our Collaborative Mutual Accountability (CMA) teams to serve students. Andersen’s school wide schedule provides a block of time for immediate, intensive instruction for remediation and enrichment. All resource and activity teachers as well as classroom teachers work with groups of students to impact student learning gains.  Teachers meet with grade-level teams to plan and review data to prioritize standards and align curriculum with standards for each grade level. Time is designated for teachers to engage in grade-level planning, professional learning communities, and student-data meetings. Classroom Walk –Throughs as well as informal and formal lesson observations will continue with an increased focus on the amount of feedback teachers receive on instructional practice.  Feedback forms from teacher observations during lessons indicated that **21st Century Skills** were evident in classrooms such as the use of Technology (47%), Real World Experiences (44%), and Critical Thinking (44%). However, areas of concern were Analyzing Multiple Texts (14%), Summarizing (12%) and Analyzing Perspectives (7%). Higher-Order Questioning techniques and higher-level student responses were observed 67% of the time with at least 1-5 questions being asked during the observation.  **The Instructional Culture Insight Survey (TNTP)** found the Instructional Culture Index at Andersen is 8.3 (**7.5** (2015), **8.5** (2016)**.** The surveyindicated the strongest domains for Andersen are **Academic Expectations (8.3), Peer Culture (8.3), and School Operations (8.0)**. Academic Expectations and maintaining a culture where teachers feel their work/contributions are valued and supported aligns with School Improvement initiatives to increase teachers’ collective efficacy and increase the rigor of the academics in each classroom. The survey statement response to *“My school is a good place to teach and learn”* scored 5% above the district average. The areas with the lowest scores: **Workload (5.0), Career Progression (6.4) and Learning Environment (7.2)** will be our areas of focus this school year. Administration will continue to increase feedback to teachers and provide forums for input/solutions to areas of concern. A focus on student behaviors and social/emotional skills to improve in the learning environment will continue, providing opportunities for teachers to advance careers will continue as well as the reduction of teacher workload.  The **BPIE** (Best Practices for Inclusive Education) Survey revealed that the **Leadership and Decision Making** domain implementation status was at “partially” for half of the indicators, and 2 out of 8 indicators were fully implemented as well as 2 out of 8 indicators were not yet implemented. Administration is focused on a more inclusive delivery model of services and builds the classroom schedules around the Exceptional Education (Ex. Ed.) support needed for student success. In the domain of **Instruction and Student Achievement**, 7 out of 9 indicators have been fully implemented with two areas partially implemented. In the domain of **Communication and Collaboration**, half of the indicators were partially implemented, and 2 out of 8 indicators were fully implemented as well as 2 out of 8 indicators were not yet implemented. Twenty-two percent of Andersen students have disabilities. Of that number, 77% are in regular classes with non-disabled peers, five percent receive serves in a resource room, and 17% are in a self-contained classroom. These statistics do not include students in the Gifted Student Program. Due to our increased number of students receiving services in an inclusive learning environment, an additional Ex. Ed. Resource teacher has been added to the staff. |
| What are the areas of successful student achievement and what data shows evidence of improvements?  What are the concerns with student achievement? Provide data to support concerns.  In comparing the **two-year trend of student achievement from Florida’s Standards Assessment (FSA) data**, it is important to note that the first year did not reflect learning gains and the decision on how learning gains would be calculated was not determined until the month before the test was administered in the spring of 2016. The first year of data is from the administration of a new test (FSA) and it is difficult to attain true comparisons or data trends. However, **the average scores for Andersen students meeting the proficiency standard** for 2017 are as follows: **67%** proficient in English Language Arts (ELA) (2016 – 64%, 2015- 62%), **69%** proficient in math (2016 – 69%, 2015- 65%), and **55%** proficient in science (2016 – 62%, 2015-66%). In comparison, **Andersen scored above the district and the state in reading and math in all grade levels with one exception:** Fifth-grade students scored below the district on the ELA by 3 %.  In comparing additional student achievement data points on the FSA 2017, the student learning gains of Andersen students were above the district; **60% of our students demonstrating learning gains** (2016-56%)and **51% of the lowest quartile demonstrating learning gains in ELA** (2016 – 42%)**.** In **math,** **64% demonstrated learning gains** (2016 – 64%), and **52% of the lowest quartile demonstrated learning gains** (2016-47%)**.**  There is concern with the student achievement scores in particular strands of the ELA exam such as **Integration of Knowledge and Ideas** (an average of **53%** of the questions were answered correctly by 3rd through 6th grade students), **Key Ideas and Details** (an average of **56%** of the questions were answered correctly by 3rd through 6th grade students), and **Text-based Writing** (an average of **59%** of the questions were answered correctly by 3rd through 6th grade students).  Andersen is using the standards-aligned assessment *Write Score* to help teachers provide pinpoint instruction to improve literacy and formative writing. Assessments will be administered two times prior to the administration of FSA Writing.  Fourth through sixth grade took the initial assessment at the end of August. The raw score is broken down into three categories: 1) Focus, Purpose, and Organization, 2) Evidence and Elaboration, and 3) Conventions of Standard English. Fourth through sixth grade had the following scores:   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Raw Score** | **Focus, Purpose, and Organization** | **Evidence and Elaboration** | **Conventions of Standard English** | | 6th Grade | 4.43/10 | 1.93/4 | 1.58/4 | 0.92/2 | | 5th Grade | 3.41/10 | 1.56/4 | 1.03/4 | 0.82/2 | | 4th Grade | 3.33/10 | 1.41/4 | 1.15/4 | 0.77/2 |   Looking over the average raw scores for each grade level, fourth and sixth grade had a majority of students scoring in the 5 out of 10 range, while fifth grade had a majority of the students scoring in the 4 out of 10 range. Overall, the category with the lowest percentage is Evidence and Elaboration in all three grade levels.  Each teacher is given lesson plans for small group instruction to guide each of the students to improve their formative writing responses and meet students’ diverse literacy needs. After implementing these guided lesson plans provided by Write Score, we are hoping to see an increase of raw scores in each of the grade levels fourth through sixth on the next administration at the end of the semester. |
| Write a 2-3 sentence summary explaining how the data above provides the rationale for your goals, barriers and action steps.  An increased emphasis will be given to “writing” across the curriculum; to equip students with the skills to analyze literature, compare/contrast multiple texts, and articulate their thoughts in written summaries. Since the new ELA Writing assessment for grades 4-6 requires opinion or informational responses, students will have opportunity to practice in these formats by utilizing the FSA practice test and rubrics to improve writing skills. Additionally, Andersen’s educators will provide students with practice tests from **Write Score**, give feedback to students, and utilize resources to inform families on how parents can support learning at home. |
| Describe how your school ensures standards-aligned instruction is occurring in ELA, math and content areas. Describe the processes in place to progress monitor instruction to ensure it is systematic, explicit and based on data. (Please limit to 250 words.)   1. Design and offer Professional Development for teachers to prioritize standards to ensure instruction is addressing the rigorous content that students need to master the Florida Standards. 2. Instructional Rounds (observations) will be conducted by multiple administrators and feedback will follow. A full-time Instructional Coach has been hired this year to coach and support teachers with instruction. 3. Andersen continues to develop and build Professional Learning Communities (PLCs) through horizontal and vertical teams. Team Leaders meet with administration monthly to discuss curriculum progress and needs. The horizontal approach provides opportunity for staff to discuss academic issues that pertain to their specific grade levels. Vertical teams are scheduled to meet and they discuss the implementation of the Florida Standards curriculum and the expectations at each grade level. Subject-area contacts share information with vertical teams and in grade level meetings for implementation in grade-level PLCs. 4. Each grade level works collaboratively to offer additional support in reading and math to the students. This support is offered in small group settings through the **Academic Support Program** and the **Walk to Success** block of time built into the school day. All instructional staff, including activity teachers, resource teachers, and guidance push into grade levels to assist classroom teachers during the Walk to Success program. All students in Tier 2 and Tier 3 are monitored by the grade level and data is discussed bi-monthly at grade level meetings, as well as Teacher Data Team meetings with district personnel. 5. Continued implementation of Adapted Text Units (ATU) of study through close-reach anchor texts and recommended text sets to build background knowledge. Two ATU’s are required for primary and intermediate grades. Professional development opportunities will be provided at Andersen for grade-level teams to develop ATU’s. |

**School-Based Goal:** What can be done to improve instructional effectiveness?

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| **With an emphasis on summarizing and analytical comparisons of texts, Andersen teachers will continue to develop reading and writing strategies that create deeper conceptual understanding of the standards.** |

**Strategies:** Small number of action oriented staff performance objectives.

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| **Barrier** | **Action Steps to  Overcome Barrier** | **Person Responsible** | **Timetable** | **In-Process**  **Measure** |
| Lack of rigorous curriculum resources that are developmentally appropriate for analytical review | Teachers Will:   1. Participate in trainings, workshops and in-services on increasing rigor. 2. Develop learning scales that reflect the standards to track student learning with complex text through CMA teams. 3. Utilize early release PD days to discuss and analyze standards and curriculum. | Admin  Instructional Coach  Classroom Teachers | 8/17-5/18 | PD Records  Teacher Reflection  Lesson Plans  Agendas and meeting notes |
| Need to increase student background knowledge and conceptual understanding | Teachers Will:   1. Model strategies such as “I do, we do, you do,” text coding, and summarizing. 2. Observe other teachers to learn new strategies for teaching the process of citing evidence and using the T.E.A. writing 3. Utilize Socratic seminars, video presentations on text discussions and text-based writing, and Thinking Maps. 4. Develop grade level adaptive text units (ATUs) | Admin  Instructional Coach  Teacher Leaders  Classroom Teachers | 8/17-5/18 | PD Records  Teacher Reflection and Peer Review  Lesson Plans  Agendas and meeting notes  Sharing Session (EdCamp format) |
| Lack of engaging, high-interest texts that motivate students and provide choice | Teachers Will:   1. Incorporate Blended Learning strategies to increase student interest and engagement 2. Design lessons that appeal to student interests and learning modalities. 3. Design hands-on, interactive activities and allow students to share their products 4. Make connections to real-life experiences through integrated content area units and experiences related to topics such as field trips. | Admin  Instructional Coach  Teacher Leaders  Vertical Teams  Classroom Teachers  Media Specialist | 8/17-5/18 | PD Records  Teacher Reflection  Lesson Plans  Agendas and meeting notes |
| Need to increase student writing opportunities | Teachers Will:   1. Participate in writing training 2. Plan Family Writing Night to teach parents about analytic writing and the writing process. 3. Create opportunities for students to present and share their written products with peers and parents. | District Writing Resource Teacher  Admin  Instructional Coach  Teacher Leaders  Vertical Teams  Classroom Teachers | 8/17-5/18 | PD Records  Teacher Reflection  Lesson Plans  Agendas and meeting notes |

**EVALUATION – Outcome Measures and Reflection-*begin with the end in mind*.**

**Qualitative and Quantitative Professional Practice Outcomes:** Measures the level of implementation of professional practices throughout your school.

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| **Qualitative Measurement:**  As teachers employ the standards, writing strategies, B.E.S.T. strategies summarizing activities, and rigor; classroom walk-through observation forms as well as professional practice evaluations will indicated the improved practice.  Practical exchange of teaching strategies will be topics of PLC meetings. Teachers in all grade levels will be observed and receive feedback on their use of instruction strategies. Lesson plans will document the new Florida Standards and include Extended Thinking Strategies, 21st Century skills, and Time to Teach strategies.  **Quantitative Measurement:**  Classroom walkthrough observation forms will provide feedback to teachers and administrators on the continual use of the strategies listed above. The baseline data for the evidence of increased implementation of 21st Century skills will be improvement in the three areas of Analyzing Multiple texts (14%), Summarizing (12%) and Analyzing Perspectives (7%). Our goal is for evidence of these skills observed in the classroom to increase by 5% by the end of the school year. |

**Qualitative and Quantitative Student Achievement Outcomes:**

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| **Qualitative Measurement:**  Teachers and administrators will see an improvement in the quality of student responses to higher level extended thinking activities as well as verbal and written summarizations of content learned. Student surveys and increased test scores will serve as additional measures of effective use.  Through informal observations teachers will see an improvement in student analytical and comparative writing skills; comparing/contrasting multiple texts, and written summaries.  **Quantitative Measurement:**  Student achievement will be evident on the 2018 ELA & Math FSA with at least 70% of the students demonstrating proficiency and 60% of the students in grade 5 will achieve proficiency on the Science FCAT. |

**Part 2: Support Systems for Student Achievement  
(Federal, State, and District Mandates)**

**For the following areas, please write a brief narrative that includes the data from the year 2016-17 and a description of changes you intend to incorporate to improve the data for the year 2017-18.**

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| **MTSS & EARLY WARNING SYSTEMS Please complete 1 – 4.**     1. Describe your school’s data-based problem-solving process and school-based structures in place to address MTSS implementation.   Andersen's MTSS/RtI Leadership Team includes the following individuals:   * Principal * Assistant Principal * Instructional Coach * Guidance Counselor * Grade Level Team of Instructors * School Psychologist * Staffing Specialist   Tasks:  1 - Oversee the continued implementation of MTSS/RtI  2 – Follow established procedures and guidelines related to meeting schedules for Grade-Level Teams  3 - Determine intervention/assessment/monitoring processes regarding staffing, meeting space, and frequency  4 - To serve as “check and balance” for Grade-Level Teams relating to continuation of intervention/assessment implementation and tier services placement  5 - To be determining authority regarding Individual Problem-Solving Team (IPST) eligibility and placement  Meeting Frequency 2017-2018 school year:  Monthly with the entire MTSS Team, and monthly with Data Team meetings within grade levels.  When a teacher identifies an achievement level discrepancy, they meet with the guidance counselor, school psychologist, or instructional coach and discuss the need for Tier 2 services.  The guidance counselor, school psychologist, or instructional coach work collaboratively with the teacher to determine the skill gap, and the measure in which the student will be monitored.  The teacher gives Tier 2 services with fidelity and tracks the data for 4 to 6 weeks on the ongoing-progress monitoring form.  The information is shared with the MTSS team, and at that time, if the team determines there is enough data gathered, the IPST is scheduled with the entire team to discuss the data, and the need for further monitoring or testing.  Data is disaggregated and utilized as the needs assessment to drive all school improvement and MTSS decisions. The data analysis is used to support better instruction, create school improvement goals, and identify professional development needs for the school year. The faculty assists in the development of the focus areas of the School Improvement Plan, defining educational strategies, suggesting professional development needs, and providing additional input to ensure accuracy of the plan.   1. List below who monitors the Early Warning System and how often.   The Early Warning System is monitored by:   * Classroom teachers who monitor attendance and tardies daily. * Assistant Principal who runs attendance warning letters at each interim and report card timeframe. * The guidance counselor who receives the truancy checklist from the classroom teacher and sets up the needed meetings with parents. * MTSS facilitator and Instructional Coach monitoring low performing students. * Assistant Principal and Teacher Leader who monitor discipline referrals.  1. This section captures a snapshot of the total number of students exhibiting a respective indicator or set of indicators during the 2016-17 school year. These data should be used as part of the needs assessment to identify potential problem areas and inform the school’s planning and problem solving for 2017-18:  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Fill in BLANKS with data from 2016-17 School Year - Number of Students** | | | | | | | | | | Grade Level | K | 1 | 2 | 3 | 4 | 5 | 6 | Total | | Attendance <90 | 10 | 28 | 36 | 34 | 23 | 22 | 19 | 172 | | 1 or more ISS or OSS | 4 | 5 | 5 | 5 | 3 | 6 | 7 | 35 | | Level 1 in ELA or Math |  |  |  | 10 | 2 | 9 | 21 | 32 | | Substantial Reading Deficiency | 20 | 17 | 3 |  |  |  |  | 40 | | 2 or more indicators | 2 | 4 | 2 | 3 | 1 | 9 | 18 | 39 |  1. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the Early Warning System (i.e., those exhibiting two or more early warning indicators).  * Andersen is using the automated system to notify parents of daily absences. We are following the district guidelines for student attendance. After three unexcused absences, the family is contacted and a checklist is maintained and monitored by the classroom teacher. Once a student has five unexcused absences within a ninety-day period, the form is submitted to the guidance counselor to submit to the district attendance officer. Collaborating with the social worker and attendance officer, Andersen will work to set up necessary meetings with the family to follow up on attendance. Students are recognized for perfect attendance each nine weeks. Tardy and attendance warning letters are issued with interims and report cards. Unexcused tardies are monitored by the classroom teacher, and when a student reaches five unexcused tardies, the student serves a thirty-minute detention. Parent are invited to serve the detention with the student. Sixth grade early warning meetings are held with parents when two indicators are present. * Andersen has implemented a daily iii (Immediate Intensive Instruction) program, an ASP (academic support program), and hired a full time instructional coach to help support grade levels in identifying and monitoring our lowest 25% in each grade level, to support teachers in finding resources and programs to help students who are not meeting proficiency in reading. * Andersen has worked to implement a program called Time to Teach for the third year. Students are given an opportunity to learn expectations and procedures for the classroom and school-wide locations. Students are asked to refocus when expectations are not being met. * Above the Line behavior plan has been implemented school-wide. Student are given visuals of Above the Line, Below the Line and Bottom Line. The behaviors are school-wide expectations, and all students are expected to follow the Above the Line behaviors. Students who exhibit Below the Line behaviors, are expected to “refocus” in their classrooms. If a student displays Bottom Line behaviors, an office referral is written and sent to administration. Parents were given the visuals and an explanation of each level to allow parents to use the same language at home for follow-up. * Andersen has also implemented the district-wide discipline plan and has shared the varying levels of behaviors and corrective strategies with parents. We are using the district-wide referral form and document all referrals in AS400. Reports are run to help monitor school-wide behaviors. * The school-wide initiative of “Give me Five” is being used for the second year to gain attention and alert students to preparing themselves for active listening. Students are quick to pick up on this strategy since it is a continuation from last year. |

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| **PARENT AND FAMILY INVOLVEMENT: (Parent Survey Data must be referenced)** Title I Schools may use the [Parent and Family Engagement Plan](https://www.fldoe.org/flbpso/pi/pipp.asp) to meet the requirements of this section.  Consider the level of family and community involvement at your school and parent survey data collected. Respond to the following questions.  What are best practices that are strengths and how will they be sustained?  What are areas of weaknesses and how are they being addressed?  Parents rated teachers very high in communicating with them about their child’s progress. 97% indicated that they communicate with their child’s teacher daily (15%), weekly (46%), or monthly (36%). 90% indicated they have regular conversations regarding what their children are learning in class while at school. Over 50% indicated that they meet weekly or every few months with their child’s teacher.  Andersen does conduct several family events and academic information nights during the course of the year. 63% indicated that they attended a meeting where academic goals and activities were discussed. While it was no surprise that 69% indicated that would attend family fun nights, the next top three were informational meetings and activities that focused on reading strategies (38%), math strategies (46%), and homework help (40%). Additionally, 65% indicated they would use academic support materials if they were provided at the school. Communication from school to home rated fairly well with 82% indicating they felt well informed on information and events, however almost 83% prefer email communication over all others. This year we are investigating ways to incorporate this form of communication that is efficient and effective.  Our staff does feel that we need to help parents understand the academic standards better. Although 84% of the parents indicated what their child is expected to master in all subject areas, many do not understand the new rigor and strategies embedded in the standards. Part of our focus on our family and academic nights is to develop resources and teach strategies in order that parents feel confident to assist their students at home.  Many times in discussions with parents regarding volunteer opportunities and attendance various events, time becomes a barrier for many of them. In this day and age, many parents are forced to work outside the home so events during the day often present a hardship for them. In fact, 40% of parents indicated they never participated in classroom activities during the school day, and only 4% were able to do so weekly. 68% of parents indicated that the best times for them to participate in school related activities were in the evenings during the week. 50% indicated they would participate in more activities if there was more time in their schedules.  76% indicated that the school created an environment in which all stakeholders could work together to foster student achievement. |
| **STUDENT TRANSITION AND READINESS**  **PreK-12 TRANSITION** This section used to meet requirements of 20 U.S.C 6314(b)(1)(g).  Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.  In April, we sponsor a "Kindergarten Roundup" for all parents and potential kindergarten students planning to attend Andersen the following Fall. Parents are given a tour of the campus and spend time in each kindergarten classroom observing the expectations of kindergarten. A gift bag of activities as well as a book is given to each family to build home support and readiness skills.  In January, Andersen schedules a time for local middle schools to present and provide support for our sixth-grade students. An application process is introduced and the guidance counselor as well as administration is available to write student recommendations and offer support with the process. Additionally, students are allowed to visit the campuses of the middle school they want to attend for a day of classes. These experiences have allowed the Andersen students to progress smoothly. |