

Brevard Public Schools School Improvement Plan 2018 -2019

Superintendent:

Dr. Mark Mullins

Asst. Supt. of Leading and Learning:

K. Jane Cline

Principal Supervisor:

Dr. Carol Mela

Name of School:

Hans Christian Andersen
Elementary School

Principal:

Denise M. Johnson

SAC Chairperson:

Patricia F. Hoffman

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|-----------------------------|-------------------|-------------------|-------------------|
| School Grade History | 2017-18: B | 2016-17: B | 2015-16: B |
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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
- Obj.R3 Increase system-wide proactive communications

Mission Statement:

Educate, inspire and support students to achieve success and serve the community.
(revised 2016, revisit 2019)

Vision Statement:

Excellence achieved for all students.
(revised 2016, revisit 2019)

Stakeholder Involvement in School Improvement Planning:

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

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, teacher Data Meetings and professional development opportunities. This process is ongoing and the SIP is posted on the school's website for all stakeholders to review on the school website. The goals of Andersen are shared and discussed at Rockledge community meetings.

**Brevard Public Schools
School Improvement Plan
2018-2019**

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.

What are the areas of successful professional practices and what data shows evidence of improvements? What are the concerns with professional practices and what data shows evidence of opportunities for growth?

The Instructional Culture Insight Survey (TNTP) found the Instructional Culture Index at Andersen is **9.6 (8.3 (2017), 8.5 (2016))**. The survey indicated the strongest domains for Andersen are **Academic Expectations (8.9), Peer Culture (8.8), and Leadership (8.8)**. 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 10% above the district average. 100% of teachers responding to the survey felt that "*teachers understand how our actions contribute to school priorities and goals.*" The areas with the lowest scores: **Workload (6.0), Career Progression (6.9) and Professional Development (7.3)** will be our areas of focus this school year. The greatest area of growth on the survey was Evaluation with a 1.2 increase from last year. In this dimension, 98% of teachers stated that the "*expectations for effective teaching are clearly defined at my school.*" Andersen's percentage on this response soared above the district average and the top-quartile schools' average in Brevard. Administration will continue to increase feedback to teachers and provide forums for input/solutions to areas of concern.

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 services 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 Exceptional Education Resource teacher has been added to the staff. Additionally, we will continue to focus on more inclusive learning environments for our ESE students.

The **parent survey** indicated that over **81%** of parents are aware of what their child is expected to master in all subject areas and nearly **90%** stated their child's teacher communicated with them about student progress on a daily, weekly or monthly basis. When asked, "*How well do you feel the school creates a welcoming environment for families,*" **84%** of parents responding said quite well or extremely well. However, **66%** of parents say they never have an opportunity to work with other parents at our school to plan and carry out school activities. The most preferred event for parents is a family fun night. We are planning to have a family fun night in the spring along with our 50th anniversary. We will engage parents to work with each other to carry out these events. We are currently building our volunteer database to accomplish this goal. Comments indicate on the parent survey that parents want to be more involved.

Writing instruction continues to be a focus school wide. Administrative classroom observations reveal that students have rich conversations with text evidence; however, they are needing more support in translating their discussions into well-organized written documents. Teachers model best practices for writing by reading multiple texts, discussing, comparing and contrasting content. Then charting information to write using formats such as "TEA" and "TEACH" helps students organize thoughts for opinion and informational writing. Teachers will continue to focus on standards-aligned instruction and improving professional practice to reflect the intent of the Florida Standards. Partnering with Cape View Elementary this year to work collaboratively with implementing a school-wide writing program will be beneficial to Andersen's teachers and students. Our Instructional Coach will coordinate writing sessions school-wide. This innovative program will be coupled with **Write Score** opportunities for students to improve writing skills.

What are the areas of successful student achievement and what data shows evidence of improvements?

What are the concerns with student achievement? Specify subgroups that represent concerns. Provide data to support concerns.

In comparing the **two-year trend of student achievement from Florida's Standards Assessment (FSA) data**, Science scores demonstrated a significant gain with **73%** of Andersen students demonstrating mastery of the standards; an increase of **18%** (2017 - 55%). The **average scores for Andersen students meeting the proficiency standard** for 2018 are as follows: **59%** proficient in English Language Arts (ELA) (2016 - 64%, 2017- 67%), **61%** proficient in math (2016 - 69%, 2017- 62%). In comparison, **Andersen scored the same as the district average in both ELA and math, but above the state average in both ELA and math.**

In comparing additional student achievement data points on the FSA 2018, the student learning gains of Andersen students declined; **49% of our students demonstrated learning gains** (2017-60%) and **35% of the lowest quartile demonstrated learning gains in ELA** (2017 – 51%). In **math, 54% demonstrated learning gains** (2017 – 64%), and **50% of the lowest quartile demonstrated learning gains** (2017-52%).

There is concern with the student achievement scores in particular strands of the ELA exam such as **Language and Editing** with 90 students in grades 4-6 scoring less than **60% mastery** and **Text-based Writing** with 41 students in grades 4-6 scoring less than **60% mastery**.

Andersen is using the standards-aligned assessment **Write Score** to help teachers provide pinpoint instruction to improve literacy and text-based 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. The area of focus for teachers continues to be Evidence and Elaboration.

Each teacher receives lesson plans for small group instruction to guide each of the students to improve their text-based 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.

In looking at writing samples, it appears students are lacking structure for a cohesive summary with text evidence, but more support is needed in the Integration of Knowledge strand of ELA to build more comprehensive writing skills. 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 ELA Writing assessment for grades 4-6 requires informational responses, students will have opportunity to practice by utilizing the FSA practice test and rubrics to improve writing skills. Additionally, Andersen's educators will provide students with school-wide prompts as well as 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. Teachers will utilize the Standards Focused Document to align instruction.

2. Instructional Rounds (observations) will be conducted by multiple administrators and feedback will follow. A full-time Instructional Coach will coach and support teachers with instruction.
3. Andersen will focus on the consistent use of the ELA Standards Focused Document for each grade level.
4. Work samples from all subject areas will be examined to determine standards-alignment, the rigor of student tasks that accompany lessons as well as fulfilling the full intent of the state standards. Work samples will be shared at Vertical Team meetings, reviewed during Tier 1 instruction TDT meetings, and grade-level PLC meetings. Teachers will reflect on products and the alignment of student tasks to the Florida Standards.
5. 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.
6. Instructional staff will collaboratively plan lessons that incorporate standards-aligned tasks. District resource teachers are scheduled to deliver professional development sessions each month. Teachers will submit student tasks for discussions.
7. 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 (iii) 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 are discussed bi-monthly at grade level meetings, as well as Teacher Data Team meetings with district personnel.
8. Continued implementation of Adapted Text Units (ATU) of study through close-read 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?

With an emphasis on analytical comparisons of texts and text-based writing skills, Andersen teachers will continue to develop reading and writing strategies as well as student tasks that

create a stronger, conceptual understanding of the ELA standards.

Strategies: Small number of action oriented staff performance objectives.

| Barrier | Action Steps to Overcome Barrier | Person Responsible | Timetable | In-Process Measure |
|---|--|---|------------------|---|
| Need for rigorous curriculum resources that are developmentally appropriate for analytical review | <p>Teachers Will:</p> <ol style="list-style-type: none"> 1. Participate in trainings, workshops and in-services on increasing rigor. The Instructional Coach will provide training embedded in planning in collaboration with District resource teachers. Summer workshops with the Instructional Coach are available to understand the Standards Focused document. 2. Participate in optional summer planning with the Instructional Coach on the Standards Focus Document for ELA. 3. Utilize the Standards Focus Document to guide pacing and standards-aligned instruction at all grade levels. 4. Utilize early release PD days for collaboration time to discuss standards, curriculum, and resource implementation. | <p>Admin</p> <p>Instructional Coach</p> <p>Classroom Teachers</p> <p>Ex Ed Teachers</p> <p>District Resource Teachers</p> | 8/18-5/19 | <p>PD Records</p> <p>Teacher Reflection</p> <p>Lesson Plans</p> <p>Agendas and meeting notes</p> <p>Instructional Coaching Cycle on ELA</p> <p>Administration and Instructional Coach classroom observations and feedback paperwork</p> |
| Need to increase student writing opportunities | <p>Teachers Will:</p> <ol style="list-style-type: none"> 1. Participate in writing training 2. Incorporate writing activities across all subject areas. 3. Utilize Write Score assessment data to place specific writing assignments and lessons in grades 4-6. 4. Create opportunities for students to present and share their written | <p>District Writing Resource Teacher</p> <p>Admin</p> <p>Instructional Coach</p> <p>Teacher Leaders</p> | 8/18-5/19 | <p>PD Records</p> <p>Teacher Reflection</p> <p>Lesson Plans</p> <p>Student writing samples reflecting PD being put into practice</p> |

| | | | | |
|--|--|--|--|--|
| | products with peers and parents. 5. Work with Cape View Elementary to implement a school-wide writing program | Vertical Teams Classroom Teachers Cape View Writing team | | Agendas and meeting notes Write Score Progress Reports School-wide writing program responses |
|--|--|--|--|--|

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 as a result of school improvement planning.

Qualitative:

As teachers employ the standards, writing strategies, Write Score lesson plans, summarizing activities, and rigor; classroom walk-through observation forms as well as professional practice evaluations will indicate 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 Florida Standards and include multiple texts in the ELA block as well as text-based writing opportunities.

Quantitative: Show baseline data and goals set for the end of the year.

The Instructional Culture Insight Survey (TNTP) survey data will show an improvement in teacher responses in the following areas:

- Receiving feedback that gives specific actions to improve my teaching practice to 95% (2017 – 93%)
- My school is committed to improving my instruction practice to 93% (2017 – 91%)
- Professional development opportunities at my school are well planned and facilitated to 60% (2017 – 57%)

Additionally, student tasks were collected and closely examined to determine if they aligned to the standards. Twenty-three out of 46 of the student work samples collected (50%) were aligned to the full intent of the standard(s) specified. Our goal is to achieve 100% alignment of student tasks samples to the full intent of the specified grade-level standards.

Qualitative and Quantitative Student Achievement Outcomes:

Qualitative:

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 work samples 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:

Students will demonstrate increased FSA scores on ELA and learning gains. The baseline data indicates 59% mastery of ELA standards for 2017-18. Andersen will increase this score to 62% or greater. Furthermore, we are setting a rigorous goal of 100% of our students scoring 60% or better on the FSA's text-based writing skills portion for grades 4-6.

| | ELA Level 3 and above | Math Level 3 and above | ELA Learning Gains | Math Learning Gains | ELA Lowest 25% Learning Gains | Math Lowest 25% Learning Gains | Science Level 3 and above |
|--------------|-----------------------|------------------------|--------------------|---------------------|-------------------------------|--------------------------------|---------------------------|
| 2018 Results | 59 | 61 | 49 | 54 | 35 | 50 | 73 |
| 2019 Goal | 62 | 64 | 55 | 60 | 4 | 60 | 75 |

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

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
- ESE Lead Teacher

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 possible staffing, and specific intervention options

4 - To serve as “check and balance” for Grade-Level Teams relating to continuation of intervention/assessment implementation and tier services placement

5 – Determines referral to Individual Problem-Solving Team (IPST) to recommend consent to evaluate and determine eligibility.

Meeting Frequency 2018-2019 school year:

Monthly with the entire MTSS Team to review pertinent data within grade levels.

When teachers identify an achievement level discrepancy, they meet with their grade level team to discuss placement and strategies. They then with MTSS team to verify the skill gaps, placement, and necessary interventions for Tier 2 services. The teacher gives Tier 2 services with fidelity and tracks the data on a 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, including parents, to discuss the data, and the need for further monitoring or testing.

Data are 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.

2. 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.

3. This section captures a snapshot of the total number of students exhibiting a respective indicator or set of indicators during the 2017-18 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 2018-19:

| Fill in BLANKS with data from 2017-18 School Year - Number of Students | | | | | | | | |
|---|----|----|----|----|----|----|----|-------|
| Grade Level | K | 1 | 2 | 3 | 4 | 5 | 6 | Total |
| Attendance <90 | 32 | 24 | 28 | 37 | 27 | 34 | 27 | 209 |
| 1 or more ISS or OSS | 4 | 0 | 2 | 2 | 9 | 5 | 10 | 22 |
| Level 1 in ELA or Math | | | | 3 | 11 | 9 | 24 | 47 |
| Substantial Reading Deficiency | 16 | 3 | 3 | | | | | 22 |
| 2 or more indicators | 8 | 7 | 3 | 5 | 6 | 2 | 5 | 36 |

4. 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 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 and 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. 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 behavior, 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.
- Andersen’s Guidance Counselor has developed and is implementing a “**Regulation Station**” for students struggling with social/emotional issues. The Regulation Station allows students to use various strategies and tools to calm down and return to the classroom ready to listen and learn.

For the following areas, please write a brief narrative that includes the data from the year 2017-18 and a description of changes you intend to incorporate to improve the data for the year 2018-19.

PARENT AND FAMILY ENGAGEMENT: (Parent Survey Data must be referenced) Title I Schools may use the Parent and Family Engagement Plan 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?

The **parent survey** indicated that over **81%** of parents are aware of what their child is expected to master in all subject areas and nearly **90%** stated their child's teacher communicated with them about student progress on a daily, weekly or monthly basis. When asked, "*How well do you feel the school creates a welcoming environment for families,*" **84%** of parents responding said quite well or extremely well. However, **66%** of parents say they never have an opportunity to work with other parents at our school to plan and carry out school activities.

The most preferred event for parents is a family fun night. We are planning to have a family fun night in the spring along with our 50th anniversary. Additionally, Andersen hosts a variety of regular events throughout the school year to promote family involvement such as literacy nights (Books Alive!, Celebrate Literacy Night, Seuss Night), STEM programs after hours, and academic focus evenings. We will engage parents to work with each other to carry out these events. We are currently building our volunteer database to accomplish this goal. Comments indicate on the parent survey that parents want to be more involved.

Due to security and safety concerns in public schools across our nation, the public school principals (including administration from Andersen) of Rockledge met on April 11, 2018 to find new ways for community to support our students. On April 25th, the principals met with Rockledge city leaders to discuss the community concerns and the support needed. As a result, a partnership was forged with the target goal of leaders and community members supporting schools. More city-wide programs will be formed and communicated to principals and community members with the intent of keeping students and families connected and involved in the City of Rockledge. Additionally, leaders are seeking mentors to support students in schools and an increased presence of officers as well as city officials visiting school campuses for events. As a result of the partnership, the Rockledge City Manager will promote a campaign entitled "Rockledge Strong" for community unity and support of the schools. As a result of our School Advisory Council input, Andersen has suggested adding to the campaign; calling it "Rockledge Strong Together." Andersen will participate in this new initiative by sending out notices to our school community about this program through PeachJar (digital communication), place in our monthly newsletter, add messages to our school marquee, and send home flyers of city events. We will work with our guidance department to further develop our mentoring program.

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. (e.g. incoming kindergartners, outgoing 6th graders)

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. Additionally, Kindergarten students and their parents were invited to attend a Kindergarten Camp Fire night which was held the first week of school and prior to Kindergarten students' first day. The purpose of this event was to foster a positive attitude and get students (and parents) excited about starting school.

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.