Brevard County Public Schools
School Improvement Plan
2012-2013

Name of School: **Area:**

Central

Hans Christian Andersen Elementary School

Principal: **Area Superintendent:**

Sandra S. Demmon

Denise M. Johnson

SAC Chairperson:

Dr. Deborah Albright/Patricia Hoffman

Superintendent: Dr. Brian Binggeli

Mission Statement:

To serve every student with excellence promoting academic
Proficiency
Responsibility
Independence
Determination
Excellence.

Vision Statement:

The Andersen community commits to educational excellence by providing a safe, child centered, dynamic learning environment where all students experience academic success and demonstrate proficiency.

RATIONAL – Continuous Improvement Cycle Process

Data Analysis from multiple data sources:*(Needs assessment that supports the need for improvement)*

In comparing **the three-year trend from FCAT data**, it is important to note that there were major changes to the test during this trend history. The first year represents scores from the FCAT based on Sunshine State Standards. The second year of data is from the administration of a new test (FCAT 2.0) based on the Next Generation Sunshine State Standards, and the third year of data being compared reflects a new system of evaluating student proficiency on the FCAT 2.0 results. By changing the cut-off scores for each of the achievement levels, achieving proficiency was more challenging for students. These major changes to the content of the FCAT and the scoring of the FCAT made it difficult to attain true comparisons or data trends. The average scores for Andersen revealed the following: 70% in reading (2011-89%, 2010-85%), 69% in math (2011-87%, 2010-80%), 87% in writing (2011-91%, 2010-85%), and 57% in science (2011-82%, 2010-70%) of Andersen students **met the proficiency standard** set by the State of Florida. Obviously, the percentage of students demonstrating proficiency declined sharply this year.

However, in comparison with the state and district scores, Andersen did not decline as drastically in third and fourth grades. Overall, Andersen scored above the state and the district in reading and math for grades 3 and 4, as well as math for 6th grade. All of the 5th grade scores were below the district and state as well as 6th grade reading. However, this was the first year that sixth grade had computer-based testing (CBT) in reading, and we believe that was another change that impacted our scores. Clearly, the greatest decline was in reading, math and science for our fifth grade students.

In comparing another data point on the FCAT 2012, sixty-six percent of Andersen students **made learning gains in reading**(2011-73%, 2010-72%) and 71% made **learning gains in math** (2011-72%, 2010-66%). Andersen maintained a constant in the lowest 25% making learning gains in reading (2012-67%, 2011-67%, 2010-65%) and slightly declined with the lowest 25% making learning gains in math (2012-64%, 2011-69%, 2010-57%). We believe the learning gains achieved were a direct result of differentiated instruction, the teamwork of our Professional Learning Communities (PLCs), and the plans of our Collaborative Mutual Accountability (CMA) teams to serve the lowest 25% of our students.

To realize an upward trend, Andersen will target all subject areas. When comparing the beginning of the year **reading, mathematics, science and writing district required assessment** data to the end of the year data, all grade levels demonstrated growth. However, this growth is not substantial. Instructional strategies are needed that support all subject areas and have a *large effect size* so that all students are positively impacted and all grade-level averages demonstrate an increase in proficiency.

The district **Parent Survey** results revealed the top three areas of topics that Andersen parents would like presented at parent meetings are study skills (50%), school clubs (41.1%), and homework help (39.7%). This data suggests that parents want more tools to provide a home support system for their students to complete homework practice and develop study skills for mastery of content subject matter.

Analysis of Current Practice: *(How do we currently conduct business?)*

Andersen continues to develop and build Professional Learning Communities (PLCs) by horizontal, vertical, and subject-related teams. The horizontal approach provides opportunity for staff to discuss academic issues that pertain to their specific grade levels. Vertical teams are scheduled to meet monthly as they discuss the changes in curriculum and the expectations at each grade level. Subject-area contacts share information with vertical teams which is shared out for implementation in grade-level PLCs.

The Andersen faculty has attended professional development opportunities focused on a wide variety of proven instructional methods. The faculty participates in professional development building and district in-services that address the curriculum methodologies for Common Core Curriculum, B.E.S.T. training, Thinking Maps, 21st Century Skills, and Extended Thinking Strategies. The faculty of Andersen seeks fidelity in their professional practice.

Multi-tiered Support System (MTSS) teams meet every other week at Andersen to discuss students, assessments, methodologies, interventions, and results for all academic and behavioral concerns. Teachers continue to gain a better understanding of the overall process and the documentation needed in order to best

serve students. The use of common formative assessments across each grade level continues to be a focus in order to identify student needs in a consistent manner. Differentiated instruction is implemented to meet the needs of students at various levels.

Teachers continue to develop their skills in the use of technology as a tool for instruction. The equipment (document camera, projector, sound systems) defined in the district's 21st Century Standards are used on a daily basis for instruction. Teachers are regularly including digital material from such sources as Discovery Network, core curriculum technology components, Gale resources, and other district provided resources. School- based programs such as Tumblebooks, BookFlix and TruFlix, as well as a plethora of Internet based sites are also used regularly to enrich the classroom curriculum. Student technology skills will continue to be built through the use of individual classroom technology based projects and projects and activities worked on during some activity wheel classes. The Andersen Professional Learning Community for Technology will meet at least once a month to discuss ways to further integrate technology with the curriculum. During pre-planning meetings, teachers specifically asked for more technology training so school-based trainings will be developed as well as investigating training opportunities available through the district. The district technology integrators will be asked to assist in school based training sessions for teachers to effectively utilize the technology tools available to them.

In the past, the development of 21st Century skills has primarily focused on technology integration. With the implementation of Common Core Sunshine Standards for grades K-2 this school year, and the natural inclusion of the 21st Century skills in this curriculum, we will continue to define and develop these skills in classrooms. The implementation of Extended Thinking Skills will also naturally incorporate the 21st Century skills and Andersen will be targeting this topic for professional development and resource purchases. We anticipate that teachers will better understand these skills and how they are already integrated into their curriculums. Formative Assessments will also be an area of focus.

During the summer and pre-planning meetings with grade levels, teachers expressed a variety of things which they felt worked well in their classrooms and school wide during the 2011-2012 school year. Overall, every grade level shared that teamwork and collaboration within the grade level was a strength, and the response to Intervention (RtI) process was successful in identifying and meeting student needs. Improved vocabulary instruction was mentioned by several grade levels (kindergarten, fourth and sixth); a successful science implementation last year (kindergarten, fifth and sixth grades); and almost all grade levels felt they had better results in the new math curriculum. Technology was mentioned by all grade levels as an area to address

including professional development, building student skills, and providing additional and more up to date equipment. More computers, class sets of I-Pads, and smart boards were specific topics on every grade level's "wish list." Other areas of focus are Common Core implementation and the processes of developing Personal Growth Plans (PGPs) as well as the procedures for the new evaluation system (IPPAS).

Shortly after the beginning of school year, teachers were asked to respond to several questions regarding strengths and weaknesses they are observing during the current school year. Areas of concern which were identified by almost all grade levels were listening and following directions, multi-step directions, and handwriting. Several grade levels identified various reading skill deficiencies such as inferencing, sight words, and comprehension (grade levels: third, fourth, fifth, sixth), and difficulty working with reference materials and informational (fourth, fifth, sixth grades). Gaps in math skills were identified by third and sixth grade teachers, but both grade levels expressed the opinion that this was a result of the implementation of the math series and gaps occurred as a result of the new curriculum. The teachers also identified the following barriers to student success were a lack of parental involvement/support, antiquated equipment, lack of effective training and preparation time for new curriculums, insufficient technology, and insufficient informational text for specific grade levels.

Best Practice:(What does research tell us we should be doing as it relates to data analysis above?)

"The path for change in the classroom lies within and through Professional Learning Communities." (DuFour 2008). Furthermore, "the most promising strategy for sustained and substantive school improvement is building the capacity of school personnel to function as a professional learning community." (DuFour 2008). "The professional learning community model flows from the assumption that the core mission of formal education is not simply to ensure that students are taught but to ensure that they *learn*. This simple shift—from a focus on teaching to a focus on learning—has profound implications for schools." (DuFour 2004). Clearly, the PLCs at Andersen continue to impact student achievement. Teachers expressed in reflective meetings that collaborative PLCs is one of Andersen's greatest strengths.

"The strategically influential Partnership for 21st Century Skills (2009) emphasizes essential skills that should be infused throughout the 21st curriculum: creativity and innovation; critical thinking and problem solving; communication and collaboration; information, media, and technological literacy; flexibility and adaptability;

initiate and self-direction; social and cross-cultural skills; productivity and accountability; and leadership and responsibility." (Hargreaves, 2010) Andersen continues to keep **21st Century skills** as a priority. Our teachers recognize the importance of these skills and want to provide more opportunities for students to demonstrate 21st Century skills.

There are two sources of identifying exemplary practices in Education. One is research-based and the other is evidence-based. Research-based practices consist of strategies that have been proven by research to raise student learning and achievement significantly. Evidence-based practices are strategies where evidence shows they increase achievement when used by teachers in the real world. These results are gathered from evaluations of exemplary schools. According to Dr. Max Thompson and Dr. Julia Thompson (2009), "Research and evidence shows that in order to be most effective, schools should implement 2-4 exemplary strategies consistently and pervasively" (p. 3). Thompson and Thompson further claim that the strategy with the *highest effect size* in student learning is extended thinking. The U.S. Department of Education has identified several achievement practices from the evidenced –based practices that are referred to as *"high impact, rapid response practices."* These practices are effective for all students and are especially critical for at-risk learners. Vocabulary, summarizing, and additional organizational and instructional focus with previewing and scaffolding grade-level content as well as assignments for struggling students are more of these high yield instructional practices that align with the research-based practices. The top researched-based strategy with the greatest effect size as well as highest percentile gains is **Extended Thinking Strategies.** These strategies promote a deeper understanding of the concepts being taught and require students to refine their original knowledge leading to the retention, application, and transfer of knowledge. There are 14 Extended Thinking Strategies that Thompson and Thompson suggest should be explicitly taught are: cause/effect, compare/contrast, classify, construct support, analyze perspectives, justification, induction, deduction, error analysis, evaluation, abstracting, example to idea, idea to example, and writing prompts.

CONTENT AREA:

Reading	Math	Writing	Science	Parental Involvement	Drop-out Programs
Language Arts	Social Studies	Arts/PE	Other:		

School Based Objective: *(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)*

> **Utilizing 21st Century skills, teachers will consistently demonstrate and document the implementation of two Extended Thinking Strategies** (cause/effect, compare/contrast, classify, construct support, analyze perspectives, justification, induction, deduction, error analysis, evaluation, abstracting, example to idea, idea to example, and writing prompts) **to increase student engagement and impact student achievement.**

Strategies: *(Small number of action oriented staff performance objectives)*

Barrier	Action Steps	Person Responsible	Timetable	Budget	In-Process Measure
1. Lack of professional development opportunities for teachers to acquire knowledge and skills for utilizing extended thinking strategies and summarizing in the classroom	1. Provide professional development training for teachers to acquire knowledge and skills for utilizing extended thinking strategies and summarizing in the classroom	Administration	August 2012- February 2013	$0	Professional Development/ Training Agenda Attendance Record Evaluation/ reflection of training

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2. Lack of materials and training relative to implementing extended thinking strategies/ activities.	2. Purchase three copies of the book, _Connecting Extended Thinking_ to serve as a resource for the implementation of extended thinking activities	Administration Bookkeeper	October 2012	$120.00	Professional Library will house these resource books following training. PLCs may utilize for book studies.
3. Lack of resources relative to implementing Extended Thinking Strategies.	3. Purchase a copy of Extended Thinking Strategies flipchart for every teacher.	Administration	October 2012	800.00	Teacher plan books will reflect use of the flip carts
4. Lack of planning for the utilization and documentation of Extended Thinking Activities.	4. Provide the format for the instructional planning and documentation of Extended Thinking Activities.	Administration	October 2012	$50.00	Lesson Plans Classroom Walk -through Observation forms
5. Lack of training in _Thinking Maps_ for the entire faculty	5. Provide refresher training in _Thinking Maps_ for all faculty members and initial training for new teachers.	Administration Trainer	November 2012	$450.00	Professional Development/ Training Agenda Attendance Record

6. A formal process is not in place to monitor the implementation and use of Extended Thinking Strategies.	6. Administration will observe lesson incorporating graphic organizers and the use of Extended Thinking Strategies.	Teachers Administration	November 2012 to March 2013	$0	Lesson Plans Classroom Walk -through Observation forms
7. Students are not well-versed with Extended Thinking Strategies.	7. Students will be given a survey of their knowledge of extended thinking strategies. Students will demonstrate responses to Extended Thinking Strategies.	Administration Teachers Students	January - May 2013	$0	Survey results
8. Lack of parent knowledge on extended thinking strategies that will assist their student(s) with acquisition and retention of content knowledge, skills and concepts realized.	8. Conduct parent informational nights on the extended thinking strategies and how they can incorporate them in home study assignments to assist their student with study skills.	Administration Teachers Students	January 2013	$100.00	Parent Informational Night attendance Parent survey results

EVALUATION – Outcome Measures and Reflection

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

Qualitative Measurement of Professional Practice Outcomes:

As teachers employ Thinking Maps, B.E.S.T. strategies, formative assessments, summarizing activities, and extended thinking strategies; 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 consulted and observed on their use of the above strategies. Lesson plans will include extended thinking strategies and 21st Century skills.

Quantitative Measurement

Classroom walkthrough observation forms will provide feedback to teachers and administrators on the continual implementation of the strategies listed above. Additionally, the Professional Practice component of the evaluation system will provide a measure of distinguished and proficient practice in these areas.

At least 90% of teachers will show evidence of effective implementation of extended thinking strategies. Results will be taken from Walk-Through observation forms.

Qualitative and Quantitative Student Achievement Expectations: *(Measures of student achievement)*

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 implementation.

Quantitative Measurement:

Student annual learning gains on the 2013 FCAT will be evident for at least 75% of the students in reading and math for grades 4-6.

At least 75% of students will demonstrate 70% proficiency on the end-of-the-year district-required assessments in reading and mathematics for grades K-3.

<u>CONTENT AREA:</u>

Reading	Math	Writing	Science	Parental Involvement	Drop-out Programs
Language Arts	Social Studies	Arts/PE	Other:		

School Based Objective: *(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)*

Implement the Common Core Sunshine Standards (CCSS) for grades K-2 and an awareness of CCSS for grades 3-6.

Strategies: *(Small number of action oriented staff performance objectives)*

Barrier	Action Steps	Person Responsible	Timetable	Budget	In-Process Measure
1. Understanding the new CCSS	1. Professional development on CCSS	School Administration and District Personnel	August - May	$0	Professional Development/ Training Agenda Attendance Record Evaluation/ reflection of training
2. Implementing the CCSS	2. Form Launch teams that will "unwrap" the standards and assist teams with implementation.	Administration and District trainings	May 2012 –May 2013	$0	Professional Development/ Training Agenda Attendance Record Evaluation/ reflection of training

3. Lack of parent knowledge on CCSS	3. Parent Orientation to the CCSS	Administration Teachers District Resource Teachers	February 2013	$100.00	Parent Informational Night attendance Parent survey results

EVALUATION – Outcome Measures and Reflection

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

Qualitative Measurement of Professional Practice Outcomes:

As teachers employ Common Core Curriculum, classroom walk-through observation forms as well as professional practice evaluations will indicate the improved practice. PLCs and RtI meetings will continue to meet to impact student achievement.

Practical exchange of teaching strategies will be topics of PLC meetings. Teachers in all grade levels will be consulted and observed on their use of the above strategies. Lesson plans for grades K-2 will include CCSS. Extended thinking strategies will be utilized in classrooms and students will be engaged in high-order thinking activities.

Quantitative Measurement

Classroom walkthrough observation forms will provide feedback to teachers and administrators on the continual implementation of the Common Core Curriculum. Additionally, the Professional Practice component of the evaluation system will provide a measure of distinguished and proficient practice in these areas.

At least 90% of K-2 teachers will show evidence of effective implementation of Common Core Standards. Results will be taken from Walk-Through observation forms.

Qualitative and Quantitative Student Achievement Expectations:*(Measures of student achievement)*

Qualitative Measurement:

Teachers and administrators will see an improvement in the acquisition of skills, concepts and content that students are learning. Student surveys and increased test scores will serve as additional measures of effective implementation.

Quantitative Measurement:

Student proficiency (70% or above) on the district required assessments in reading and math will increase.

At least 75% of students in grades K-2 will demonstrate 70% proficiency on the end-of-the-year district-required assessments in reading and mathematics for grades K-2.

APPENDIX A

(ALL SCHOOLS)

Reading Goal 1. **Increase the percentage of students scoring at Achievement Level 3 or higher on the FCAT Reading**	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects ie. 28%=129 students)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects ie. 31%=1134 students)
Anticipated Barrier(s): 1. It is difficult for substantially deficient students to achieve more than a year's growth which is needed to be proficient or on grade level (Achievement Level 3 on the FCAT Reading).		

Strategy(s): 1. Every grade level will have a plan of action on how they will meet the needs of their lowest 25% so students can attain grade-level status.		
FCAT 2.0 Students scoring at Achievement Level 3 **Barrier(s): Exceptional Education students remain below grade level and do not show substantial gains.** **Strategy(s):** 1. **Additional Exceptional Education personnel will be employed to assist with the greater demands of student achievement.** 2. **Exceptional Education students will be provided an intensive reading program with additional small-group instruction (iii)** 3. **Collaborative Mutual Accountability Teams will be assigned to the lowest 25% to implement strategies to increase student achievement.** 4. **Students will receive extended thinking strategies and summarizing activities to increase student achievement.** 5. **Teachers will utilize a guide on assisting Students with Disabilities in Language Arts and Literacy Skills**	25% 106 students	40% 171 students
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Reading **Barrier(s): Limited ability (we have one student in this category)** **Strategy(s):** 1. **Provide increased opportunities to practice skills tested**	100% One student	100% One student
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Reading **Barrier(s): Lack of rigor and enrichment opportunities** **Strategy(s):** 1. **Provide professional development opportunities for teachers on grade level activities that can be extended** 2. **Students will receive extended thinking strategies and summarizing activities to increase student achievement.** 3. **Increase rigor of activities and assignments to include 21st Century skills.** 4. **Continue to provide the Andersen Accelerated Academy with an alternate curriculum.**	41% 176 students	44% 191 students
Florida Alternate Assessment: Students scoring at or above Level 7 in Reading **Barrier(s):** **Strategy(s):** 1.		

Florida Alternate Assessment: Percentage of students making learning Gains in Reading **Barrier(s):** **Strategy(s):** 1.		

FCAT 2.0
Percentage of students in lowest 25% making learning gains in Reading
 	
Barrier(s):
 	
Strategy(s):
1.
Florida Alternate Assessment:
Percentage of students in Lowest 25% making learning gains in Reading
 	
Barrier(s): Exceptional Education students remain below grade level and do not show substantial gains.
 	
Strategy(s):
    1. **Additional Exceptional Education personnel will be employed to assist with the greater demands of student achievement.**
    2. **Exceptional Education students will be provided an intensive reading program with additional small-group instruction (iii)**
    3. **Collaborative Mutual Accountability Teams will be assigned to the lowest 25% to implement strategies to increase student achievement.**
    4. **Students will receive extended thinking strategies and summarizing activities to increase student achievement.**
    5. **Teachers will utilize a guide on assisting Students with Disabilities in Language Arts and Literacy Skills**
	63%
	
	45 students
		70%
		
		50 students

Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: **Baseline data 2010-11:**		

Student subgroups by ethnicity NOT making satisfactory progress in reading :	Enter numerical data for current level of performance	Enter numerical data for expected level of performance
White:	16% = 68 students	83%=229 students
Black:	60% = 40 students	47% = 29 students
Hispanic:	3% = 13 students	73% = 39 students
Asian:	0% = 0 students	0% = 0 students
American Indian:		
English Language Learners (ELL) not making satisfactory progress in Reading **Barrier(s):** **Strategy(s):** 1.	0% = 0 students	0% = 0 students
Students with Disabilities (SWD) not making satisfactory progress in Reading **Barrier(s):** **Strategy(s):** 1.	12% = 52 students	51% = 43 students
Economically Disadvantaged Students not making satisfactory progress in Reading **Barrier(s):** **Strategy(s):** 1.	17% = 75 students	67%=120 students

Reading Professional Development

PD Content/Topic/Focus	Target Dates/ Schedule	Strategy(s) for follow-up/monitoring
Common Core	Ongoing	Classroom walk through, formal and informal observations, PGP
Extended Thinking Strategies	Ongoing	Classroom walk through, formal and informal observations, PGP

CELLA GOAL	Anticipated	Strategy	Person/Process/

	Barrier		Monitoring
2012 Current Percent of Students Proficient in **Listening/ Speaking:** 77%	The number of years in the ESOL program, exposure to the English language, and lack of academic vocabulary	The classroom teachers will utilize the Learning Today Spotlight Online Program for reading that is based on the CCSS.	Teachers will run weekly reports for usage and mastery of reading and provide interventions based on language proficiency levels.
2012 Current Percent of Students Proficient in **Reading:** 0	The number of years in the ESOL program, exposure to the English language, and lack of academic vocabulary	The classroom teachers will utilize the Learning Today Spotlight Online Program for reading that is based on the CCSS.	Teachers will run weekly reports for usage and mastery of reading and provide interventions based on language proficiency levels.
2012 Current Percent of Students Proficient in **Writing**: 33%	The number of years in the ESOL program, exposure to the English language, and lack of academic vocabulary	Mentoring Minds workbooks will be utilized by the classroom teachers and ESOL itinerant teacher to develop writing skills; using academic vocabulary. Graphic organizers will provide scaffolding for writing extending thinking strategies	Teachers will run weekly reports for usage and mastery of reading and provide interventions based on language proficiency levels.

Mathematics Goal(s): 1. Increase the percentage of students scoring at Achievement Level 3 or higher on the FCAT Math.	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Anticipated Barrier(s): 1. It is difficult for substantially deficient students to achieve more than a year's growth which is needed to be proficient or on grade level (Achievement Level 3) on the FCAT Math.		

Strategy(s): 1. Every grade level will have a plan of action on how they will meet the needs of their lowest 25% so students can attain grade-level status		

FCAT 2.0
Students scoring at Achievement Level 3
Barrier(s): Students in all sub groups performed below grade level and are not showing substantial learning gains.
 	
Strategy(s):
  1. **Implementation of Common Core Curriculum in the primary grades.**
  2. **Additional Exceptional Education personnel will be employed to assist with the greater demands of student achievement.**
  3. **Students will receive extended thinking strategies and summarizing activities to increase student achievement.**
	27%
	119 students
		21%
		91 students

Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Mathematics **Barrier(s):** **Strategy(s):** **1.**		

FCAT 2.0
Students scoring at or above Achievement Levels 4 and 5 in Mathematics
Barrier(s): Lack of rigor and enrichment opportunities
 	
Strategy(s):
  1. **Provide professional development opportunities for teachers on grade level activities that can be extended**
  2. **Students will receive extended thinking strategies and summarizing activities to increase student achievement.**
  3. **Increase rigor of activities and assignments to include 21st Century skills.**
  4. **Continue to provide the Andersen Accelerated Academy with an alternate curriculum.**
	39%
	171 students
		42%
		186 students

Florida Alternate Assessment: Students scoring at or above Level 7 in Mathematics **Barrier(s):** **Strategy(s):** **1.**		
Florida Alternate Assessment: Percentage of students making learning Gains in Mathematics **Barrier(s):** **Strategy(s):** **1.**		

FCAT 2.0 Percentage of students in lowest 25% making learning gains in Mathematics **Barrier(s): Students in all sub groups performed below grade level and are not showing substantial learning gains.** **Strategy(s):** 1. **Implementation of Common Core Curriculum in the primary grades.** 2. **Additional Exceptional Education personnel will be employed to assist with the greater demands of student achievement.** 3. **Students will receive extended thinking strategies and summarizing activities to increase student achievement.**	60% 42 students	65% 51 students
Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in Mathematics **Barrier(s):** **Strategy(s):** **1.**		
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: **Baseline Data 2010-11:**		
Student subgroups by ethnicity : White: Black: Hispanic: Asian: AmericanIndian:	$17\% = 73$ students $8\% = 35$ students $4\% = 17$ students $0\% = 0$ students $0\% = 0$ students	$78\% = 215$ students $51\% = 32$ students $72\% = 38$ students $0\% = 0$ students $0\% = 0$ students
English Language Learners (ELL) not making satisfactory progress in Mathematics	$0\% = 0$ students	$0\% = 0$ students
Students with Disabilities (SWD) not making satisfactory progress in Mathematics	$12\% = 51$ students	$44\% = 37$ students
Economically Disadvantaged Students not making satisfactory progress in Mathematics	$16\% = 76$ students	$65\% = 116$ students

Mathematics Professional Development

PD Content/Topic/Focus	Target Dates/ Schedule	Strategy(s) for follow-up/monitoring
Common Core Curriculum	Ongoing	Classroom walk-throughs, formal and informal observations, PGP
Extended Thinking Strategies	Ongoing	Classroom walk-throughs, formal and informal observations, PGP

Writing	2012 Current Level	2013 Expected

	of Performance (Enter percentage information and the number of students that percentage reflects)	Level of Performance (Enter percentage information and the number of students that percentage reflects)
Barrier(s): **Strategy(s):** **1.**		
FCAT: Students scoring at Achievement level 3.0 and higher in writing	87% 90 students	
Florida Alternate Assessment: Students scoring at 4 or higher in writing		

Science Goal(s) (Elementary and Middle) **1.**	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Barrier(s): **Strategy(s):** **1.**		
FCAT 2.0 Students scoring at Achievement level 3 in Science**:**	54% 54 students	
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Science		
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Science**:**	19% 19 students	
Florida Alternate Assessment: Students scoring at or above Level 7 in Reading		

For the following areas, please write a brief narrative that includes the data for the year 2011-12 and a description of changes you intend to incorporate to improve the data for the year 2012-13.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)/RtI (Identify the MTSS leadership team and it role in development and implementation of the SIP along with data sources, data management and how staff is trained in MTSS)

Andersen's MTSS I Leadership Team includes the following individuals:
Principal
Assistant Principal
Literacy Coach
Guidance Counselor
Grade Level Team of Instructors
School Psychologist

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 2012-2013 school year:
Bi-monthly

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.

PARENT INVOLVEMENT:

According to the Spring 2012 Parent Survey conducted by the district, 89.8% of Andersen parents rated Andersen in the "Excellent" or "Good" category which is an improvement over 2011 survey of 84.9%. Most of the comments reflected that parents were satisfied with the teachers, staff, and curriculum at Andersen. There were no major areas of dissatisfaction indicated overall; however, communication issues were mentioned several times.

On the survey, 53.5% of the respondents indicated that they feel well informed; 26.5% stated they participate in school decision making and feel valued while 15.5% indicated they don't feel encouraged to participate. However, 89.5% of the responding parents had attended an informational meeting or academic event at the school. For those not attending these events the major reason was that the timing (day or time of day) was inconvenient. The three top areas of topics that parents would like to see presented are study skills (50%), school clubs (41.1%), and homework help (39.7%).

Comments focused on getting information in a timely manner, accuracy of information, and presentation of information.

ATTENDANCE: (Include current and expected attendance rates, excessive absences and tardies)

Andersen seeks to maintain an attendance rate of 95% or higher.

SUSPENSION:

During the 2011-2012 school year, 150 different students were referred to the office for a total number of 398 offenses. The number of offenses by the action taken are as follows:
146 students received administrative counseling and time out
113 students received an out-of-school suspension
92 students received an in school suspension
26 students received no suspension, less than one day
9 students had a conference with the parent present
7 students had a conference
2 students received other (SESIR defined)
1 student received a detention
1 student received counseling
1 student was placed in an Alternative Education setting

For the 2012-2013 school year, Andersen will reduce the amount of referrals to the office by 10% (40) and reduce the number of students referred to the office by 20% (30 students). We feel the school wide implementation of the FISH philosophy and the guidance classes taught each week will assist us in reaching this goal.

DROP-OUT (High Schools only):

POSTSECONDARY READINESS: (How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful? Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.)