

Orange County Public Schools

Andover Elementary



2015-16 School Improvement Plan

Andover Elementary

3100 SANCTUARY POINT BLVD, Orlando, FL 32825

www.ocps.net/lc/southeast/eau

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	58%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	80%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

All teachers develop classroom communities which evolve into supportive environments. Classroom meetings are regularly held to address and assess any issues which may occur. Community nights are also scheduled on a quarterly basis within the local community. These family nights are attended by staff and students. This year we are implementing iLead-- based upon the 7 Habits of Highly Effective People. We are instructing students regarding the habits, developing common procedures and vocabulary and infusing this culture across our campus.

Describe how the school creates an environment where students feel safe and respected before, during and after school

All non-classroom personnel provide supervision on campus before and after school. The priorities of providing a safe and secure environment are clearly established. Student safety patrols also assist before and after school.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Andover students and parents are provided with the Orange County Public Schools Code of Student Conduct each year. Each grade level coordinates common expectations and protocols for rewards. As an example, many classroom teachers utilize class dojo. Class dojo is an application that helps teachers reinforce positive behavior, communicate with parents, increase student engagement and collaborate with colleagues. Disciplinary incidents are addressed by the assistant principal and guidance counselor, who work collaboratively to ensure consistency. In addition our schoolwide initiative iLead incorporates a common language of vocabulary, procedures and expectations across all grade levels.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

A full time guidance counselor position has been established at Andover with the primary responsibility of addressing the social-emotional needs of all students. The counselor provides individual, as well as classroom guidance. She communicates with parents and outside agencies, and coordinates the services of outside providers (counselors) who may come on campus to serve specific students.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance is monitored by multiple methods, beginning with the classroom teacher. Teachers correspond with parents when students are absent 5 or more days. If no reply is received from the parent, the teacher notifies the attendance clerk and principal, who attempt to communicate with the parent. If the previous listed interventions are unsuccessful, the school social worker gets involved and becomes the case manager. In the case of any student who may be suspended from school, the assistant principal communicates with parents and develops a plan for maintaining instructional focus. Parents are informed of academic progress via report cards quarterly. In addition, interim progress reports are provided each quarter as well. Report card conferences are held for the first grading period so that parents and teachers can clearly establish communication about the progress of the student. The MTSS process is provided in the master schedule via a 30 minute block daily for intervention/enrichment. During this time, each grade level provides differentiated instruction in homogeneous groupings of students. Tutoring is also provided before school to assist students in danger of failing or who achieved below level expectations on standardized assessments.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	13	17	12	7	8	4	61
One or more suspensions	1	0	1	1	0	0	3
Course failure in ELA or Math	13	34	25	24	29	11	136
Level 1 on statewide assessment	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	K	1	2	3	
Students exhibiting two or more indicators	5	9	3	2	19

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

We have a designated MTSS Coach, who supports the intervention process. This Coach provides a refresher training to classroom teachers annually and subsequently meets with them regularly throughout the year. Meetings focus on the needs of individual students, as identified by data and determining appropriate interventions to align with the needs. In addition, we have added a Reading Coach who will support the reading block, as well as interventions in Reading. The Instructional Coaches compile grade level data from common assessments and data meetings are held regularly to review and discuss the implications gleaned from the data.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Andover teachers schedule individual parent conferences to build relationships and keep parents informed. We provide Open House evenings to address classroom procedures and grade level expectations. PTA meetings are held monthly and special family events are scheduled quarterly in conjunction with PTA (Fall festival, winter wonderland breakfast). AllPro Dad and IMOM are two additional programs being provided to increase family involvement. Monthly newsletters are published to communicate information and events. Weekly phone calls are made via our Connect Ed system to inform families of pertinent information.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Andover has a Partners in Education committee which has been established to build and sustain communication and partnerships with local businesses which serve the school community. Each partnership which is established ensures resources provided to the school as well as a give back to the community by the school population.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Collins, Judith	Assistant Principal
Kleinwort, Tracy	Instructional Coach
Lopez, Pedro	Instructional Coach
Salmons, Blair	Instructional Coach
Tapie, Rosanne	Other
Ward, Jinelle	Instructional Coach
Wollam, Tracey	Other
Zambaux, Angela	Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Angela Zambaux, Principal-facilitates the Professional Development process, attends and supports team collaboration meetings, coordinates grade level focus calendar discussions, monitors lesson planning and provides feedback, monitors the MTSS process, expert contributor during student study meetings, conducts observations and provides ongoing feedback on the Instructional feedback

Judith Collins, Assistant Principal-monitors and assists with collaboration meetings, facilitates grade level planning discussions, conducts observations and provides feedback on Instructional Framework

Rosanne Tapie, Staffing Coordinator-schedules and conducts meetings, keeps notes and handles all paperwork regarding Students with Disabilities

Tracey Wollam, Behavior Specialist-provides expert ideas regarding behavior strategies and resources and reviews behavioral data

Blair Salmons, Instructional Coach-provides coaching and support to classroom teachers, provides progress monitoring, interventions and reviews data collected

Pedro Lopez, Instructional Coach-provides coaching and support to classroom teachers, provides progress monitoring, interventions and reviews data collected

Jinelle Ward, MTSS Coach-provides resources and strategies for interventions

Tracy Kleinwort, Instructional Coach (Reading)-provides coaching and support to classroom teachers, progress monitoring, interventions and reviews data

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Jinelle Ward, MTSS Coach facilitates the process at Andover. Weekly meetings are held for the purpose of case management/review, teacher support and planning and review of data. Additional personnel are invited to the meetings as determined by the need of the student (School Psychologist, Instructional Coach, Behavior Specialist). Andover's MTSS process begins with identifying needs based on data. All students receive Tier 1 instruction based upon the Florida Standards. We then determine if students need Tier 2 or 3 instruction based on data collected from common assessments, core program assessments and classroom assessments. The intervention and progress monitoring needed is determined at an MTSS meeting. The intervention is provided through small group or individual instruction and data is collected for 4-6 weeks to determine the effectiveness of the intervention. The MTSS team meets to review the data and modify the intervention, if needed. Supplemental Academic Instruction funds are utilized to provide before school tutoring to the lowest 30% in the areas of reading and math.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Sarah Hanophy	Teacher
Angela Zambaux	Principal
Melanie Williams	Parent
Ruth Pasalagua	Parent
Jen Saulino	Teacher
David Ward	Business/Community
Kristi Northcutt	Parent
John Fryman	Teacher
Erin Bennett	Teacher
Linda DePascale	Parent
Gloria Artidiello	Teacher
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Advisory Council meets at the beginning of the school year to review school performance data and the previous year's school improvement plan. After reviewing these items, input is obtained for the development of the current year's school improvement plan.

Development of this school improvement plan

SAC met on September 2nd to review last year's school data and provide input regarding areas for needed improvement. The SAC committee will meet again to review and monitor school goals. SAC will meet regularly to continue the 8-Step Problem Solving Model and monitor the progress toward the school goals.

Preparation of the school's annual budget and plan

The School Advisory Committee establishes priority needs for the school improvement budget. Items are placed on the agenda for discussion and voting, prior to any funds being expended. The purpose of these expenditures is solely to support the work defined in the school improvement plan.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

During the last school year, all of Andover instructional staff attended training on Kagan strategies. When allocating the budget, the SAC committee voted to provide Kagan resource materials to each grade level. The grade level representatives elicited requests from their team, which were compiled to create the overall order.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Subsequent meetings will be held and information will be written in the newsletter seeking additional parent members.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Zambaux, Angela	Principal
Collins, Judith	Assistant Principal
Kleinwort, Tracy	Instructional Coach
Salmons, Blair	Instructional Coach
Ward, Jinelle	Instructional Coach
Lindquist, Judith	Teacher, K-12
Murray, Jennifer	Teacher, K-12
Hanophy, Sarah	Teacher, K-12
Norton, Jennifer	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team meets regularly to review and discuss the implementation of the Florida Standards. This committee coordinates the Accelerated Reader program, providing incentives for students who reach designated levels.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers meet bi-weekly in grade level Collaborative Planning sessions with a focus on lesson planning and reviewing assessment data. In addition, the administration and grade level Instructional Coach attend these meetings and support the process. Team norms are established at the initial meeting, along with planning for the team's response if norms are not followed. These norms are then posted during each subsequent meeting, ensuring positive, collaborative, productive meetings.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Andover has been very fortunate to have many highly qualified applicants for each advertised position. Once hired, new staff to Andover are provided either a formal mentor, or a grade level team member to assist in the transition process to our school. Professional Development is provided for current staff members on three Wednesday afternoons per month. In addition, four Instructional Coaches provide ongoing support to grade level teams and individual teachers. A mentoring program is coordinated by the Assistant Principal. Teachers new to Andover are provided a mentor who meets with them on a bi-monthly basis or as needed. Formal mentor and mentee meetings are held quarterly and facilitated by the Assistant Principal.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Mrs. Collins, Assistant Principal, ensures that new teachers receive a mentor who is either on the same grade level or who teaches in the same content area. Mentors will meet quarterly with members of the leadership team to discuss teaching strategies, resources, Florida standards, and how to best support beginning teachers. Mentors and mentees will meet bi-monthly to share ideas, work on the beginning teacher portfolio, lesson plans, classroom management and peer coaching/observations.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

A master schedule is provided for each grade level, ensuring all scheduling needs and requirements are met. Teams collaborate to plan and effectively utilize core adopted resource materials and supplementals as needed. Each grade level plans a scope and sequence (focus calendar) which begins with deconstructing the Florida Standards and ensuring that instruction and assessment are aligned to meet them.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Grade level data is submitted and reviewed weekly. The instructional coaches play an integral part in meeting with their assigned grade levels to review data and engage in discussions to ensure this data drives instruction. Tier 2 and Tier 3 students in the MTSS process are progress monitored based upon standards and skills. Intervention time is built into the master schedule for all grade levels. Resources and materials utilized are chosen in order to differentiate and meet the individual needs of students.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 960

Very small group instruction is offered to the lowest 30% in both reading and math for grades 3-5. Instruction is delivered 2 days a week per subject by instructional staff in order to meet the needs of struggling students.

Strategy Rationale

Differentiated tutoring utilizing research based materials in very small groups will meet the individual needs of students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Zambaux, Angela, angela.zambaux@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Common Assessments will be utilized to determine effectiveness, as well as I-Ready and the Measures of Academic Progress.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the 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 the Spring, Andover hosts a Kindergarten Round-Up. At this time we welcome parents and students and provide an overview of our school, conduct tours and hold a question and answer session.

FLKRS is used to assess K students to determine readiness skills. Teachers use this to help them guide their instruction and form small groups to better meet the needs of all kids.

Our feeder Middle School hosts an orientation night for fifth grade students and families. In addition, the Middle School Guidance Counselor comes to Andover in the Spring to meet with fifth grade students, provide an overview and answer questions.

On August 13th, Meet the Teacher was held. This allowed parents and students to see their classroom and visit with their child's teacher. Prior to this date, a postcard was mailed to each home informing students and parents of the assigned teacher for the school year.

In order to accommodate our Kindergarten parents, Andover held Meet the Teacher on a separate night from other grade levels. This allows parents time to interact with teachers and staff as well as tour our school. At this time, parents are shown Star Binders, the communication method between parents and teachers.

Parent conferences are held in October to keep parents informed of their child's progress and monthly news letters are sent home as well.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

To advance college and career awareness, Andover provides multiple exposures to college and career options for students including providing a college bound atmosphere campus wide. Andover has a college shirt day monthly where staff and students are encouraged to wear collegiate apparel to bring attention and support towards college readiness. Teachers are encouraged to proudly display their college alma mater outside of their doors to advance college awareness. The fifth grade students participate in a research study to learn more about a college of their choice and integrate reading, writing, and speaking skills to present the demographics, academics available, admission criteria, highlights, and specialties to their peers and school staff. In addition independent learning and leadership is fostered to prepare students for college and career readiness through the implementation of teacher assistants, safety patrols, and the MAGIC program. Andover also participates in the OCPS initiative of Teach-in every year inviting parents and businesses from the community to the school to introduce the students to a variety of careers.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

To prepare our students for 21st century careers with technology and industry, Andover has increased access to digital curriculum and access through the use of i-Ready Reading, i-Ready Math, Accelerated Reader, and HMH Think Central for interactive lessons and digital experiments to provide real world experiences. Smart Boards and technology integration in the classroom are implemented to prepare 21st century learners for careers involving computers, virtual labs, and safe searches on the internet for research projects. Students also work with learning how to utilize and monitor technology through the news production crew which rotates throughout the year to provide fifth grade students with the opportunity to learn and experience the multimedia production process.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

STEM inquiry investigations and experiments are taking place weekly within the academic instruction to provide hands on experience with science, math, engineering, and technology integration and problem solving in real world situations. Virtual manipulatives and science labs are used to expose students to technical alternatives for problem solving. In addition, we are utilizing computer based intervention and motivation programs such as i-Ready and Accelerated Reader to build academic achievement and increase motivation.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

The strategies implemented for improving student readiness based on the annual analysis of the High School Feedback report include immediate assessments, intensive interventions, and strategic fluid instructional groups. Beginning of the year diagnostic assessments provided through Fountas and Pinnell, Journeys and Go Math are used to identify deficiencies. Teachers form fluid and strategic intervention groups to provide remediation and enrichment support starting in September and continuing throughout the school year to increase reading and math proficiency to prepare students for on grade level or above coursework in their later academic career. In addition, STEM activities are embedded in the instruction to provide real world problem solving integration and prepare 21st century learners for future academics in science, math, engineering, or technology fields. Another strategy is the implementation and digital access through the use of computer programs and digital curriculum to prepare learners for communicating and demonstrating knowledge with technology as a means of communication. Besides strategies for instruction, recognition strategies are in place to honor academic achievement and motivate student goal setting.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will develop their proficiency using the Instructional Framework in order to increase student achievement. [Division Priority #1: Accelerate Student Performance]

- G2.** Teachers will effectively use the collaborative planning process to design rigorous lessons and common assessments in order to increase student achievement. [Division Priority #3: Ensure College and Career Readiness]

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Teachers will develop their proficiency using the Instructional Framework in order to increase student achievement. [Division Priority #1: Accelerate Student Performance] 1a

G072826

Targets Supported 1b

Indicator	Annual Target
Effective Teachers (Performance Rating)	90.0
5Es Score: Collaborative Teachers	
AMO Reading - All Students	87.0
AMO Math - All Students	87.0
FCAT 2.0 Science Proficiency	80.0

Resources Available to Support the Goal 2

- Bi-Weekly iCollaborate times are built into the schedule for teams to engage in Professional Development with the support of Instructional Coaches and Administration.
- Instructional Coaches and Administration will provide ongoing Professional Development on Marzano Elements.
- Marzano Resource books have been purchased for each planning team.
- Instructional Coaches will be included in the observation and feedback process for teachers to support their growth in a non-evaluative format.
- Administration and Instructional Coaches have calibrated on observations and feedback.
- The school will participate in Year Two of Professional Development support from Learning Science International (LSI).

Targeted Barriers to Achieving the Goal 3

- Teachers have limited knowledge of and experience utilizing the Instructional Framework.

Plan to Monitor Progress Toward G1. 8

Professional Development Agendas and Sign in Sheets, Iobservation Reports

Person Responsible

Angela Zambaux

Schedule

Monthly, from 8/17/2015 to 6/1/2016

Evidence of Completion

Iobservation data will be reviewed to monitor implementation of strategies presented in Professional Development

G2. Teachers will effectively use the collaborative planning process to design rigorous lessons and common assessments in order to increase student achievement. [Division Priority #3: Ensure College and Career Readiness] 1a

G072827

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	75.0
ELA/Reading Lowest 25% Gains	81.0
FCAT 2.0 Science Proficiency	75.0
5Es Score: Collective Responsibility	

Resources Available to Support the Goal 2

- Master Schedule has been built to provide time for teachers to collaborate within grade level teams, with the support of Administration and Instructional Coaches.
- Administration attended Professional Development on Collaborative Planning.
- Teachers were provided Professional Development on Collaborative Planning.
- Grade levels will be given a full day of planning each quin, during which time Instructional Coaches will provide support.
- Lesson Plans will be reviewed on a regular basis by administration with authentic feedback provided.

Targeted Barriers to Achieving the Goal 3

- Limited Professional Development in area of Formative Assessment.

Plan to Monitor Progress Toward G2. 8

Formative and summative assessment data and lesson plans

Person Responsible

Angela Zambaux

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Data binders with evidence of student achievement, lesson plans, agendas, sign-in sheets, reflection sheets

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Teachers will develop their proficiency using the Instructional Framework in order to increase student achievement. [Division Priority #1: Accelerate Student Performance] **1**

 G072826

G1.B1 Teachers have limited knowledge of and experience utilizing the Instructional Framework. **2**

 B190036

G1.B1.S1 Administrators and Instructional Coaches will provide Professional Development on the Instructional Strategies. **4**

 S201431

Strategy Rationale

Teachers will increase their knowledge, experience and success with the utilization of the Framework.

Action Step 1 **5**

Bi-Weekly Collaborative Planning sessions are built into the schedule.

Person Responsible

Angela Zambaux

Schedule

Biweekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Meeting notes, lesson plans, weekly schedules

Action Step 2 5

The Wednesday afternoon Professional Development Schedule will reflect sessions on the Instructional Framework.

Person Responsible

Angela Zambaux

Schedule

Weekly, from 9/2/2015 to 6/1/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Weekly Schedule sent out via Stargazer.

Person Responsible

Angela Zambaux

Schedule

Weekly, from 8/24/2015 to 5/30/2016

Evidence of Completion

Copies of the schedule.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Meeting notes and team artifacts will be collected and placed on Sharepoint.

Person Responsible

Judith Collins

Schedule

Biweekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Meeting notes and artifacts from the work.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Leadership Team meetings will be held weekly to review progress and plan for future sessions.

Person Responsible

Angela Zambaux

Schedule

Weekly, from 8/28/2015 to 6/3/2016

Evidence of Completion

Meeting notes and calendars.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Observation reports will be reviewed weekly by Administration and Coaches to determine if teacher ratings are improving.

Person Responsible

Angela Zambaux

Schedule

Weekly, from 9/18/2015 to 6/3/2016

Evidence of Completion

Data reports and feedback from observations.

G2. Teachers will effectively use the collaborative planning process to design rigorous lessons and common assessments in order to increase student achievement. [Division Priority #3: Ensure College and Career Readiness] 1

G072827

G2.B5 Limited Professional Development in area of Formative Assessment. 2

B190044

G2.B5.S1 Provide ongoing professional development and collaborative planning time to create common assessments. 4

S201439

Strategy Rationale

As teachers increase their capacity to create and examine common assessments which are grounded in research based strategies, student achievement will increase.

Action Step 1 5

BiWeekly Team Collaboration time to create common assessments, review data and make instructional decisions.

Person Responsible

Angela Zambaux

Schedule

Biweekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Agenda, sign in sheets, lesson plans, student achievement data

Action Step 2 5

Grade level teams will meet for a full day quarterly to work on Instructional Focus Calendar for upcoming quarter.

Person Responsible

Angela Zambaux

Schedule

Quarterly, from 9/3/2015 to 6/3/2016

Evidence of Completion

Instructional Focus Calendar per quarter, along with Unit Plans and evidence based scales

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Leadership team meetings with agenda items addressing the action plan steps

Person Responsible

Angela Zambaux

Schedule

Biweekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

agenda and summary of meetings

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Common Assessments and data tracking sheets

Person Responsible

Angela Zambaux

Schedule

Biweekly, from 11/3/2014 to 6/3/2016

Evidence of Completion

assessments and data sheets

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Review of student achievement data

Person Responsible

Angela Zambaux

Schedule

Weekly, from 9/25/2015 to 6/3/2016

Evidence of Completion

Weekly data review to monitor progress of all students.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Bi-Weekly Collaborative Planning sessions are built into the schedule.	Zambaux, Angela	8/24/2015	Meeting notes, lesson plans, weekly schedules	6/3/2016 biweekly
G2.B5.S1.A1	BiWeekly Team Collaboration time to create common assessments, review data and make instructional decisions.	Zambaux, Angela	8/24/2015	Agenda, sign in sheets, lesson plans, student achievement data	6/3/2016 biweekly
G1.B1.S1.A2	The Wednesday afternoon Professional Development Schedule will reflect sessions on the Instructional Framework.	Zambaux, Angela	9/2/2015		6/1/2016 weekly
G2.B5.S1.A2	Grade level teams will meet for a full day quarterly to work on Instructional Focus Calendar for upcoming quarter.	Zambaux, Angela	9/3/2015	Instructional Focus Calendar per quarter, along with Unit Plans and evidence based scales	6/3/2016 quarterly
G1.MA1	Professional Development Agendas and Sign in Sheets, lobservation Reports	Zambaux, Angela	8/17/2015	lobservation data will be reviewed to monitor implementation of strategies presented in Professional Development	6/1/2016 monthly
G1.B1.S1.MA1	lobservation reports will be reviewed weekly by Administration and Coaches to determine if teacher ratings are improving.	Zambaux, Angela	9/18/2015	Data reports and feedback from observations.	6/3/2016 weekly
G1.B1.S1.MA1	Weekly Schedule sent out via Stargazer.	Zambaux, Angela	8/24/2015	Copies of the schedule.	5/30/2016 weekly
G1.B1.S1.MA2	Meeting notes and team artifacts will be collected and placed on Sharepoint.	Collins, Judith	8/31/2015	Meeting notes and artifacts from the work.	6/3/2016 biweekly
G1.B1.S1.MA3	Leadership Team meetings will be held weekly to review progress and plan for future sessions.	Zambaux, Angela	8/28/2015	Meeting notes and calendars.	6/3/2016 weekly
G2.MA1	Formative and summative assessment data and lesson plans	Zambaux, Angela	8/31/2015	Data binders with evidence of student achievement, lesson plans, agendas, sign-in sheets, reflection sheets	6/3/2016 weekly
G2.B5.S1.MA1	Review of student achievement data	Zambaux, Angela	9/25/2015	Weekly data review to monitor progress of all students.	6/3/2016 weekly
G2.B5.S1.MA1	Leadership team meetings with agenda items addressing the action plan steps	Zambaux, Angela	8/31/2015	agenda and summary of meetings	6/3/2016 biweekly
G2.B5.S1.MA3	Common Assessments and data tracking sheets	Zambaux, Angela	11/3/2014	assessments and data sheets	6/3/2016 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Teachers will develop their proficiency using the Instructional Framework in order to increase student achievement. [Division Priority #1: Accelerate Student Performance]

G1.B1 Teachers have limited knowledge of and experience utilizing the Instructional Framework.

G1.B1.S1 Administrators and Instructional Coaches will provide Professional Development on the Instructional Strategies.

PD Opportunity 1

The Wednesday afternoon Professional Development Schedule will reflect sessions on the Instructional Framework.

Facilitator

Administration, Instructional Coaches

Participants

All teachers

Schedule

Weekly, from 9/2/2015 to 6/1/2016

Budget

Budget Data						
1	G1.B1.S1.A1	Bi-Weekly Collaborative Planning sessions are built into the schedule.				\$0.00
2	G1.B1.S1.A2	The Wednesday afternoon Professional Development Schedule will reflect sessions on the Instructional Framework.				\$17,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	300-Purchased Services	0321 - Andover Elementary	General Fund		\$17,000.00
<i>Notes: LSI Consultant to support the Leadership Team on the Instructional Framework and implementation of the Action Plan.</i>						
3	G2.B5.S1.A1	BiWeekly Team Collaboration time to create common assessments, review data and make instructional decisions.				\$0.00
4	G2.B5.S1.A2	Grade level teams will meet for a full day quarterly to work on Instructional Focus Calendar for upcoming quarter.				\$11,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$11,250.00

Budget Data

Notes: substitutes for classroom teachers

Total: \$28,250.00