

Orange County Public Schools

Andover Elementary



8-Step problem solving step zero school students strategic goals college and career mission vision and public and collaborative teaching family and community involvement planning building relationships increased achievement needs assessment resources effective leadership strategies ambitious supportive environment instruction improvement

2017-18 Schoolwide Improvement Plan

Andover Elementary

3100 SANCTUARY POINT BLVD, Orlando, FL 32825

<https://andoveres.ocps.net/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	66%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	80%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	B	A*	A

*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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- **Implementing** - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Andover Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

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

We recognize the importance of building strong relationships between our faculty, staff and students. We continue to participate in the Leader in Me movement, which encourages the development of strong and supportive environments. Teachers help students tap into their unique strengths and talents through the use of The Seven Habits of Happy Kids, which are: Be Proactive, Begin with the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand Then to be Understood, Synergize, and Sharpen the Saw. Additionally, we host a variety of events that celebrate the diversity of our school community. This supports our school wide efforts to implement Best Practices in Inclusive Education to facilitate positive, interdependent relationships and social responsibility among all students, with and without disabilities, across all general education and natural contexts.

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

Andover creates an environment where students feel safe and respected throughout the day's activities. A supervision plan that strategically places staff members at various locations throughout the campus during arrival and dismissal is in place. Safety patrols assist at arrival and dismissal. The priorities of providing a safe and secure environment are clearly established. School wide expectations are reinforced through training students in the seven habits, thereby creating an environment of student leaders. The YMCA program is offered before and after school, and multiple after school programs are offered on campus.

c. 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. The Code of Student Conduct is reviewed quarterly in each classroom. Each grade level coordinates common expectations. Our school-wide initiative of The Leader in Me incorporates a common language of vocabulary, procedures and expectations across all grade levels. Classroom lessons reinforce leadership behaviors and help students understand that they are an integral part of their learning. Teams collaboratively plan so that engaging lessons are provided to minimize distractions. Classroom incidents are used as a teaching opportunity in appropriate decision making. Disciplinary incidents are addressed by the assistant principal and guidance counselor, who work collaboratively to ensure consistency.

d. 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, small group, and classroom guidance support. The guidance counselor communicates with parents and outside agencies, and coordinates the services of outside providers (counselors) who may come on campus to serve specific students.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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 and attendance clerk. Teachers, the registrar, front office clerk and school social worker have roles in corresponding when students have frequent and/or chronic absences. As needed, a child study team convenes to communicate with parents and determine solutions and supports needed. 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 quarterly progress reports and report cards. Report card conferences are scheduled during the first and third marking periods so that parents and teachers can clearly review students' progress with parents. Time for the MTSS process is provided in the master schedule daily for intervention/ enrichment. A "Data Tracker" is utilized quarterly to identify students in need of intervention/ enrichment. Tutoring is also provided before school to assist students in danger of failing or who achieved below level expectations on standardized assessments.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	12	15	12	25	12	12	0	0	0	0	0	0	0	88
One or more suspensions	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Course failure in ELA or Math	7	6	2	4	4	14	0	0	0	0	0	0	0	37
Level 1 on statewide assessment	0	0	0	34	30	24	0	0	0	0	0	0	0	88
	0	0	0	0	0	0	0	0	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	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	2	1	10	4	10	0	0	0	0	0	0	0	29

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

Andover uses several strategies to improve academic support of students identified by the early warning system.

Our child study team works with the school social worker to address students with attendance concerns. We take a proactive approach to minimize suspensions. Teachers provide nurturing environments and we support students with reflective activities to support appropriate decision making. The assistant principal, guidance counselor and behavior specialist work together to coach and support students with preemptive measures to reduce suspensions. Students receive Tier I instructional support in whole and small group instruction in ELA and math. Using multiple data sources, students receive support via tier 2 and/or tier 3 interventions through the Multi-Tiered System of Support (MTSS) process. The MTSS Coach supports teachers in implementing and tracking the intervention process. Additionally, based on diagnostic assessments and ongoing progress monitoring, students who need additional support are identified and invited to participate in tutoring, which is offered before school twice per week. The administrative team meets with each classroom teacher in the fall, winter and spring to discuss student progress and implement support plans.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Andover teachers use a variety of methods to communicate regularly with parents. These include the use of planners, the school website, e-mail communication, the REMIND App, phone calls home, and individual parent conferences to build relationships and keep parents informed. We provide an Open House evening to address classroom procedures and grade level expectations. PTA meetings are held monthly and special family events are scheduled in conjunction with PTA. All Pro Dad and iMOM are two additional programs being provided to increase family involvement. School and grade level monthly newsletters are published to communicate information and events. Parents are encouraged to volunteer through ADDitions in various capacities.

2. 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.

Building and sustaining community partnerships is vital to our school. We seek partnerships with local businesses so that we can work to achieve mutual goals in support of students. Community partners are invited to participate in special family events to further establish their relationship with our school and our families. We also host a student-led leadership day so that students can share the impact of such partnerships. Our partners support and sponsor school events that have become community traditions and are recognized and supported with school spirit nights and in our monthly newsletter. We also invite community members to participate in our annual Teach-In and literacy events.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Clayton, Angela	Principal
Salmons, Blair	Instructional Coach
Fink, Lee-ann	Instructional Coach
Conley, Joyce	Assistant Principal
Koza, Kimberly	Instructional Coach
Wollam, Tracey	Other
Miller, Jane	School Counselor
Norton, Jennifer	Instructional Media
Tapie, Rosanne	Other

b. Duties

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

The team meets regularly to support the school vision. Together, the team reviews individual, class, and grade level progress monitoring data. This data is used to identify instructional trends, structure intervention and enrichment programs, and identify resources needed to support student achievement and maintain operational efficiency. Based upon trends observed in instructional practices and student results, we support and provide professional development to increase staff capacity. The principal and assistant principal support the staff in implementing standards-based instruction. This includes monitoring instructional effectiveness, providing coaching and feedback, and aligning resources to support instruction. Additionally, they facilitate communication among all stakeholders, including the School Advisory Council and PTA. The assistant principal, supported by the guidance counselor, is the discipline designee. Students are supported by our behavior specialists as needed. The MTSS Coach conferences with teachers and parents on struggling students and assists teachers with regularly monitoring and communicating student progress. The testing coordinator is the contact for district and state assessments. The staffing specialist monitors compliance with requirements of the Exceptional Student Education programs. The Reading Specialist/CCT supports literacy instruction and monitors compliance with students in the ESOL program. Our guidance counselor offers group and individual counseling. The Media Specialist provides additional resources for teachers and serves as the textbook manager. The CRT/ Math Coach serves on the MTSS team, supports curricular program needs, and provides focused staff development and support to teachers in math.

2. 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.

Through the MTSS process, instruction and student achievement is monitored regularly through state, district, and school based assessments. This process allows us to identify strengths and opportunities for growth in our core instruction, resource allocation, teacher support, and determine student needs. Teachers work with the leadership team to identify students who struggle and need

additional support. PLCs work together to develop intervention strategies and adjustments needed to instruction. 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 used to provide before school tutoring to the lowest 30% in the areas of reading and math. Tutoring groups are taught by certified teachers in small groups before school. This allows students to participate in enrichment activities after school. Additionally, a portion of funds were provided to supply a reading specialist to work with teachers in support of students in the area of literacy.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Angela Clayton	Principal
Dawn Salmons	Parent
Jane Chien	Parent
Neal Fink	Business/Community
Lilia Gonzalez	Education Support Employee
Francis Lorenzo	Teacher
Berenice Rojon Levin	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. 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. The principal provides a review of the goals, strategies used, and progress made towards school goals.

b. Development of this school improvement plan

During the prior school year, the school advisory council met to review school data and school climate survey data received from faculty, students, and parents. Feedback from those discussions, as well as current student achievement data and input from faculty and staff was taken into consideration for the development of this year's school improvement plan.

c. Preparation of the school's annual budget and plan

The school's academic needs were presented to the SAC for discussion and questions. Information on FTE and allocations is communicated with SAC members so they have an understanding of how the budget is created for schools. The annual budget is prepared and shared with SAC members. The school advisory council can provide input towards the annual budget for the next school year based on school data results.

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

During the last school year, SAC funds were used to pay for substitutes for teachers to engage in grade-level, all day planning sessions during the school year. Funds not used were rolled into the current year's budget.

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

No

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

We are using a variety of means to seek additional parent members including, subsequent meetings, notices in each of our community meetings, information in monthly newsletters, special flyers and personal contacts.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Clayton, Angela	Principal
Murray, Jennifer	Teacher, K-12
Norton, Jennifer	Instructional Media
Koza, Kimberly	Instructional Coach
Conley, Joyce	Assistant Principal
Carrillo, Marisol	Teacher, K-12
Elliott, Graham	Teacher, K-12
Fryman, John	Teacher, K-12
Levy, Melissa	Other
Rivera, Nancy	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT supports the implementation of Florida standards instruction. Weekly PLC meetings provide the opportunity to plan for instruction and develop standards-based lessons using common assessments to monitor student progress and achievement. The LLT also promotes the school wide Accelerated Reader program. Teachers also assist students in setting individual reading goals to promote reading growth. Classroom celebrations provide incentives for students who reach designated levels. One of the major initiatives of the LLT this year will be to facilitate the district professional learning community (DPLC) process. Through this process, the team will target instructional practices that continue to build teacher expertise in literacy instruction. The LLT will be involved in the facilitation of monthly, school-based professional development that provides opportunities for practice, feedback, peer observations, professional readings, and the impact on student achievement.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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. Teams determine the most effective way to address instruction in each content area. Members of the leadership team are a resource to support teams providing assistance at these sessions. Teams approach collaborative planning understanding that these are opportunities for professional development. Each team completed a process to establish growth mindset norms designed to ensure positive, collaborative, productive meetings. Teachers are also encouraged to observe their peers in order to gain insight regarding strategies to address student needs and add to their professional toolbox.

2. 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 all staff members. In addition, instructional coaches provide ongoing support to grade level teams and individual teachers. A mentoring program is coordinated by the CRT, who facilitates quarterly formal mentor and mentee meetings.

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

Our school mentoring program ensures that new teachers receive a mentor who is either on the same grade level or who teaches in the same content area. Pairings are based on both the mentor's and the mentee's prior experience, strengths, challenges, and shared interests. Mentees participate in a variety of activities, such as, a welcome meet and greet is held during pre-planning to introduce and welcome teachers, answer any questions, and meet the leadership team to engage in team building and get to know you activities. Mentors are provided ongoing professional development opportunities through the school and district, participate in grade level PLCs, and have opportunities to observe peers, and receive coaching support.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources as provided through the district's instructional management system are used to support standards-based instruction during daily instruction. The master schedule ensures all scheduling needs and requirements are met. 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.

b. Instructional Strategies

1. 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.

Andover uses data from multiple sources to monitor and adjust instruction to meet the needs of students at the student, class, grade level, and targeted school programs. The leadership team supports teams with analyzing data, engaging in problem solving discussions, and implementing interventions to support struggling students. Students are supported with additional support via the MTSS process and are progress monitored based upon standards and skills. Intervention and enrichment 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.

2. 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

Tutoring helps students progress towards grade level and fills in gaps in understanding. Students have additional time to learn, process, and practice with teachers who use research based strategies and materials in small groups.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Salmons, Blair, blair.salmons@ocps.net

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

Progress monitoring data such as i-Ready, common assessments, and tools associated with the programs being used will be collected to determine effectiveness.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Andover offers a half-day Pre-Kindergarten program which helps prepare students for Kindergarten. Students follow the prescribed curriculum that helps prepare them for the kindergarten classroom and school environment.

In the spring, Andover hosts a Kindergarten Round-Up to register new students. 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 students.

Meet the Teacher and Open House events allow parents and students to visit and interact with their classroom teacher and environment. Parent conferences are held in October to keep parents informed of their child's progress and monthly newsletters are sent home as well. Our feeder Middle School hosts an orientation night for fifth grade students and families.

Outgoing 5th grade students visit the middle school near the end of the school year for an orientation so they know what to expect for the upcoming school year. In addition, middle school guidance counselors visit Andover to meet with fifth grade students to provide an overview, answer questions, and assist students with selecting elective courses.

b. College and Career Readiness

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

The MAGIC (Mentoring, Advising, Guiding, and Instructing Children) program, which is run by the Orange County Sheriff's Office, is implemented with our fifth grade students. Under the guidance of our school resource office, students focus on drug resistance, character building and positive decision making.

In addition independent learning and leadership is fostered to prepare students for college and career readiness through a variety of extracurricular activities, to include STEM, K-Kids, Safety Patrols, Drama Clubs, Chorus, Chess, Girls on the Run and musical ensembles. Students develop new interests that will help them with future interests and decisions. 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.

Increased access and exposure to digital resources prepare our students to navigate our increasing digital world. This begins with technology integration in the classroom as early as Pre-K and continuing through fifth grade, through items such as doc cams, smartboards, iPads, interactive lessons, computers and access to digital resources through the OCPS Launch platform.

2. 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 utilized 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.

3. 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 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.

4. 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 i-Ready is used to identify deficiencies. Teachers develop instructional lessons using the Florida ELA Standards, the Florida Math Standards, and the Next Generation Science Standards. Students are assessed multiple times throughout the year for grade level proficiency. 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. These investigations are aligned to the Florida standards and use real world activities to engage students, enhance learning, and incorporate technology.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** We will collaboratively analyze data to effectively implement targeted interventions through the MTSS process to increase student achievement (Accelerate Student Performance)
- G2.** To increase student achievement, we will use the collaborative planning process to effectively implement strategies, design rigorous lessons, and structure standards-aligned activities to support literacy across content areas (Invest in Human Capital)

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. We will collaboratively analyze data to effectively implement targeted interventions through the MTSS process to increase student achievement (Accelerate Student Performance) **1a**

 G095190

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Gains	65.0
Math Lowest 25% Gains	78.0
ELA/Reading Lowest 25% Gains	60.0
Math Gains	79.0

Targeted Barriers to Achieving the Goal **3**

- Professional development is needed to develop a deeper understand the Multi-Tiered System of Supports and the district tracking process.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Instructional Coaches
- MTSS Team
- iReady LAFS & MAFS
- Tutoring Programs

Plan to Monitor Progress Toward G1. **8**

Individual and team grade level meetings will determine progress of students; classroom observations will determine effectiveness of instructional practices used during interventions.

Person Responsible

Angela Clayton

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Student progress on progress monitoring activities, common assessments, proficiency and growth data, classroom observations, student work

G2. To increase student achievement, we will use the collaborative planning process to effectively implement strategies, design rigorous lessons, and structure standards-aligned activities to support literacy across content areas (Invest in Human Capital) 1a

 G095191

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0
FSA ELA Achievement	73.0
FSA Mathematics Achievement	79.0

Targeted Barriers to Achieving the Goal 3

- There is a need for continued opportunities to deepen our knowledge about the full intent of the standards paired with how to consistently structure standards aligned activities
- Strategies to support literacy instruction are varied and numerous, creating a need to provide professional development and support in implementing focused strategies to help students develop literacy proficiency across content areas.

Resources Available to Help Reduce or Eliminate the Barriers 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.
- District PLC Professional Development
- Literacy Leadership Team
- iReady
- Reading Resource Teacher
- District Curriculum Resource Materials (CRMs)
- Instructional Focus Calendars, Scope & Sequence Documents, Test Item Specifications
- School Coaches

Plan to Monitor Progress Toward G2. 8

Formative and summative assessment data, student evidence, and lesson plans will be analyzed to determine progress towards goals.

Person Responsible

Angela Clayton

Schedule

Monthly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Multiple measures of student achievement such as grade level common unit assessments, iReady, growth monitoring, and fluency data

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. We will collaboratively analyze data to effectively implement targeted interventions through the MTSS process to increase student achievement (Accelerate Student Performance) 1

 G095190

G1.B1 Professional development is needed to develop a deeper understand the Multi-Tiered System of Supports and the district tracking process. 2

 B256201

G1.B1.S1 By increasing our knowledge of the MTSS process and streamlining the data analysis process, we will support teachers in providing targeted interventions to support students. 4

 S270831

Strategy Rationale

Professional development support will help us streamline our data analysis processes, increase teacher awareness of the MTSS process, and raise our level of implementing targeted interventions based on collaboratively analyzing our student data.

Action Step 1 5

The MTSS Coach will attend district training and provide professional development for instructional staff and coaching team.

Person Responsible

Blair Salmons

Schedule

Every 2 Months, from 9/4/2017 to 1/31/2018

Evidence of Completion

P/D Notes & Agendas, Sign-in Sheets, Professional Development Records

Action Step 2 5

Support team will monitor and track progress through grade level data meetings and individual teacher data chats

Person Responsible

Angela Clayton

Schedule

Monthly, from 10/2/2017 to 5/31/2018

Evidence of Completion

MTSS documentation, Progress Monitoring Data

Action Step 3 5

Teachers will track students in the MTSS process and discuss ongoing placement at grade level data meetings.

Person Responsible

Blair Salmons

Schedule

Monthly, from 10/2/2017 to 5/31/2018

Evidence of Completion

Data tracker. MTSS plans

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

Data tracking spreadsheets will be loaded to the school sharepoint site and used to monitor student progress.

Person Responsible

Blair Salmons

Schedule

Every 3 Weeks, from 10/2/2017 to 5/31/2018

Evidence of Completion

The administrative team will review student progress during PLC sessions, grade level data meetings, and individual teacher data chats.

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

The administrative team will analyze data throughout the year to determine the impact professional development and MTSS structures are supporting student growth.

Person Responsible

Angela Clayton

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Teacher spreadsheets, Data trends, student achievement data from multiple data sources

G2. To increase student achievement, we will use the collaborative planning process to effectively implement strategies, design rigorous lessons, and structure standards-aligned activities to support literacy across content areas (Invest in Human Capital) 1

 G095191

G2.B2 There is a need for continued opportunities to deepen our knowledge about the full intent of the standards paired with how to consistently structure standards aligned activities 2

 B256205

G2.B2.S1 Provide ongoing, job-embedded professional development and collaborative planning time to analyze the rigor of student activities. 4

 S270834

Strategy Rationale

As teachers increase their capacity to create and examine rigorous student activities, student achievement will increase.

Action Step 1 5

Provide consistent team collaboration time to create common assessments, review data and make instructional decisions.

Person Responsible

Angela Clayton

Schedule

Weekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

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

Action Step 2 5

Hold weekly leadership team meetings in which the team discusses teacher observations, feedback, and action steps needed.

Person Responsible

Angela Clayton

Schedule

Weekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Agenda, iObservation data, Coaching Notes

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Leadership team meetings with agenda items will be used to address the action plan steps.

Person Responsible

Angela Clayton

Schedule

Weekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Agenda and summary of meetings, lesson plan feedback and observation feedback

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Student evidence, common assessments and data tracking sheets will be analyzed collaboratively by teachers, coaches and the administrative team.

Person Responsible

Blair Salmons

Schedule

Quarterly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Student evidence, common assessments and data sheets

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

The leadership team will review student achievement data during the progress monitoring process and support teachers and teams with making instructional revisions as needed.

Person Responsible

Angela Clayton

Schedule

Monthly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Monthly data review to monitor progress of all students.

G2.B3 Strategies to support literacy instruction are varied and numerous, creating a need to provide professional development and support in implementing focused strategies to help students develop literacy proficiency across content areas. 2

 B256206

G2.B3.S1 Provide professional development and coaching to teachers on implementing meaningful close reading strategies so that students will be able to comprehend and persevere through complex texts. 4

 S270835

Strategy Rationale

Strategic planning and implementation of focused strategies are needed to engage students in rigorous tasks required to meet targeted student achievement outcomes.

Action Step 1 5

The school team will attend District Professional Learning Community (DPLC) trainings.

Person Responsible

Angela Clayton

Schedule

Every 6 Weeks, from 9/15/2017 to 5/31/2018

Evidence of Completion

DPLC Training Plan, Agendas, Sign-in Sheets, TDY approvals

Action Step 2 5

The school based team will plan and lead professional development for teachers and coaches based on knowledge gained at the DPLC trainings.

Person Responsible

Angela Clayton

Schedule

Every 6 Weeks, from 9/15/2017 to 5/31/2018

Evidence of Completion

Action Step 3 5

The leadership team will support the collaborative PLC process which will include analysis of student work, assessments, and instructional needs.

Person Responsible

Angela Clayton

Schedule

Weekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

PLC Session Notes, lesson plans, assessments

Action Step 4 5

We will support the peer observation process by conducting instructional rounds. Through this process, we will (a) identify classrooms in which additional support is needed and (b) identify model classrooms that can be used for peer observations.

Person Responsible

Angela Clayton

Schedule

Every 6 Weeks, from 10/2/2017 to 5/31/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

The leadership team will monitor the planning and implementation of meaningful strategies through collaborative planning and classroom observations

Person Responsible

Angela Clayton

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

iObservation, grade level PLC minutes, lesson plans, student work

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

We will analyze data from multiple sources, to include student work related to close reading strategies, common assessments, and formative data to determine student progress.

Person Responsible

Angela Clayton

Schedule

Monthly, from 9/25/2017 to 5/31/2018

Evidence of Completion

Common assessments, i-Ready, school data tracker, student artifacts

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S1.A1  A362882	The MTSS Coach will attend district training and provide professional development for instructional...	Salmons, Blair	9/4/2017	P/D Notes & Agendas, Sign-in Sheets, Professional Development Records	1/31/2018 every-2-months
G1.MA1  M387770	Individual and team grade level meetings will determine progress of students; classroom...	Clayton, Angela	9/1/2017	Student progress on progress monitoring activities, common assessments, proficiency and growth data, classroom observations, student work	5/31/2018 monthly
G2.MA1  M387780	Formative and summative assessment data, student evidence, and lesson plans will be analyzed to...	Clayton, Angela	8/21/2017	Multiple measures of student achievement such as grade level common unit assessments, iReady, growth monitoring, and fluency data	5/31/2018 monthly
G1.B1.S1.MA1  M387768	The administrative team will analyze data throughout the year to determine the impact professional...	Clayton, Angela	9/1/2017	Teacher spreadsheets, Data trends, student achievement data from multiple data sources	5/31/2018 monthly
G1.B1.S1.MA1  M387769	Data tracking spreadsheets will be loaded to the school sharepoint site and used to monitor student...	Salmons, Blair	10/2/2017	The administrative team will review student progress during PLC sessions, grade level data meetings, and individual teacher data chats.	5/31/2018 every-3-weeks
G1.B1.S1.A2  A362883	Support team will monitor and track progress through grade level data meetings and individual...	Clayton, Angela	10/2/2017	MTSS documentation, Progress Monitoring Data	5/31/2018 monthly
G1.B1.S1.A3  A362884	Teachers will track students in the MTSS process and discuss ongoing placement at grade level data...	Salmons, Blair	10/2/2017	Data tracker. MTSS plans	5/31/2018 monthly
G2.B2.S1.MA1  M387775	The leadership team will review student achievement data during the progress monitoring process and...	Clayton, Angela	8/21/2017	Monthly data review to monitor progress of all students.	5/31/2018 monthly
G2.B2.S1.MA1  M387776	Leadership team meetings with agenda items will be used to address the action plan steps.	Clayton, Angela	8/21/2017	Agenda and summary of meetings, lesson plan feedback and observation feedback	5/31/2018 weekly
G2.B2.S1.MA3  M387777	Student evidence, common assessments and data tracking sheets will be analyzed collaboratively by...	Salmons, Blair	8/21/2017	Student evidence, common assessments and data sheets	5/31/2018 quarterly
G2.B2.S1.A1  A362885	Provide consistent team collaboration time to create common assessments, review data and make...	Clayton, Angela	8/21/2017	Agenda, sign in sheets, lesson plans, student achievement data	5/31/2018 weekly
G2.B2.S1.A2  A362886	Hold weekly leadership team meetings in which the team discusses teacher observations, feedback,...	Clayton, Angela	8/21/2017	Agenda, iObservation data, Coaching Notes	5/31/2018 weekly
G2.B3.S1.MA1  M387778	We will analyze data from multiple sources, to include student work related to close reading...	Clayton, Angela	9/25/2017	Common assessments, i-Ready, school data tracker, student artifacts	5/31/2018 monthly
G2.B3.S1.MA1  M387779	The leadership team will monitor the planning and implementation of meaningful strategies through...	Clayton, Angela	9/1/2017	iObservation, grade level PLC minutes, lesson plans, student work	5/31/2018 weekly
G2.B3.S1.A1  A362887	The school team will attend District Professional Learning Community (DPLC) trainings.	Clayton, Angela	9/15/2017	DPLC Training Plan, Agendas, Sign-in Sheets, TDY approvals	5/31/2018 every-6-weeks
G2.B3.S1.A2  A362888	The school based team will plan and lead professional development for teachers and coaches based on...	Clayton, Angela	9/15/2017		5/31/2018 every-6-weeks
G2.B3.S1.A3  A362889	The leadership team will support the collaborative PLC process which will include analysis of...	Clayton, Angela	8/21/2017	PLC Session Notes, lesson plans, assessments	5/31/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S1.A4  A362890	We will support the peer observation process by conducting instructional rounds. Through this...	Clayton, Angela	10/2/2017		5/31/2018 every-6-weeks

V. Professional Development Opportunities

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

G1. We will collaboratively analyze data to effectively implement targeted interventions through the MTSS process to increase student achievement (Accelerate Student Performance)

G1.B1 Professional development is needed to develop a deeper understand the Multi-Tiered System of Supports and the district tracking process.

G1.B1.S1 By increasing our knowledge of the MTSS process and streamlining the data analysis process, we will support teachers in providing targeted interventions to support students.

PD Opportunity 1

The MTSS Coach will attend district training and provide professional development for instructional staff and coaching team.

Facilitator

District Coaches, School-based MTSS Coach

Participants

MTSS Coach, Instructional Staff. Leadership Team

Schedule

Every 2 Months, from 9/4/2017 to 1/31/2018

G2. To increase student achievement, we will use the collaborative planning process to effectively implement strategies, design rigorous lessons, and structure standards-aligned activities to support literacy across content areas (Invest in Human Capital)

G2.B3 Strategies to support literacy instruction are varied and numerous, creating a need to provide professional development and support in implementing focused strategies to help students develop literacy proficiency across content areas.

G2.B3.S1 Provide professional development and coaching to teachers on implementing meaningful close reading strategies so that students will be able to comprehend and persevere through complex texts.

PD Opportunity 1

The school team will attend District Professional Learning Community (DPLC) trainings.

Facilitator

DPLC Team

Participants

DPLC Team, Coaches, Teachers

Schedule

Every 6 Weeks, from 9/15/2017 to 5/31/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	The MTSS Coach will attend district training and provide professional development for instructional staff and coaching team.				\$0.00
2	G1.B1.S1.A2	Support team will monitor and track progress through grade level data meetings and individual teacher data chats				\$0.00
3	G1.B1.S1.A3	Teachers will track students in the MTSS process and discuss ongoing placement at grade level data meetings.				\$0.00
4	G2.B2.S1.A1	Provide consistent team collaboration time to create common assessments, review data and make instructional decisions.				\$0.00
5	G2.B2.S1.A2	Hold weekly leadership team meetings in which the team discusses teacher observations, feedback, and action steps needed.				\$0.00
6	G2.B3.S1.A1	The school team will attend District Professional Learning Community (DPLC) trainings.				\$3,750.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		140-Substitute Teachers	0321 - Andover Elementary	Other		\$3,750.00
<i>Notes: District-led professional development and planning</i>						
7	G2.B3.S1.A2	The school based team will plan and lead professional development for teachers and coaches based on knowledge gained at the DPLC trainings.				\$0.00
8	G2.B3.S1.A3	The leadership team will support the collaborative PLC process which will include analysis of student work, assessments, and instructional needs.				\$0.00
9	G2.B3.S1.A4	We will support the peer observation process by conducting instructional rounds. Through this process, we will (a) identify classrooms in which additional support is needed and (b) identify model classrooms that can be used for peer observations.				\$0.00
Total:						\$3,750.00