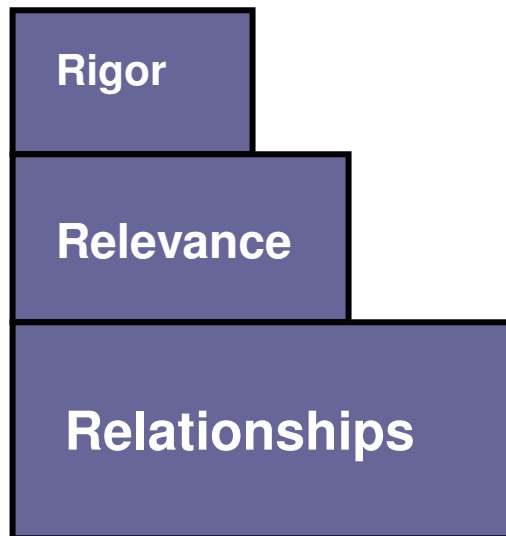


SCHOOL IMPROVEMENT PLAN

2008-2011



New Hanover County Schools

School Improvement Team Members

Carole Piner	Principal	W
Ted Mullins	Assistant Principal	W
Jennifer Carey	SIT Chairperson	W
Delores Overby	Kindergarten Teacher	W
Jana Conway	First Grade Teacher	W
Kim Shelor	Second Grade Teacher	W
Jessica O'Donnell	Third Grade Teacher	W
Jennifer O'Connell	Fourth Grade Teacher	W
Elaine McIntyre	Fifth Grade Teacher	W
Melissa Cox	Support Associate Representative	W
Ashley Conner	Support Staff Representative	W
Lisa Thomas	EC Teacher	W
Bambi Rivenbark	EC Teacher	W
Kim Padgett	Paraeducator	W
Cindy Meyers	Itinerant Representative	W
Anna Weddington	Guidance Counselor	W
Neil Stewart	Technology Facilitator	W
Linda Taylor	Cafeteria Manager	B
Wilhelmina Johnson	Senior Custodian	B
Terry Ann Aquaah	Parent Representative	B
Mary Ellen Condon	Parent Representative	W
Wendy Giannini-King	Parent Representative	W
Christine Munson	Parent Representative	W
Susan Taylor	Parent Representative	W

Executive Summary

The faculty, staff, students, and parents of Edwin A. Anderson Elementary are excited about the opportunities for growth and change available to us in the 2009-2010 school year. Currently in our third year of operation, Anderson Elementary staff members have a renewed vision for professional collaboration, positive relations, high expectations, and school-wide achievement. While working in partnership with parents and community representatives, we will continue to keep children at the center of our daily functions while preparing them to become successful 21st century learners.

Demographics of Anderson Elementary for school year 2009-2010

Anderson has a number of Exceptional Children who are served in various settings throughout the school. The EC programs at Anderson include: Learning Disabilities, Intensive Academic Support with Social Communication, Intensive Social Communication Support and Specifically Designed Academics (Daily Living). We presently have 25 autistic students with varying needs and modifications, including 14 with significant behavioral plans. In addition we have approximately 26 level 3 students in the Problem Solving Model and approximately 156 in level 1 or 2. While Anderson is no longer designated as Title 1 school, we will continue to target our economically disadvantaged students with regular monitoring and specific interventions to help them achieve proficiency and growth. Working in collaboration with our guidance counselor and social worker will enable us to ensure the physical, social, emotional, and academic growth of all of our students.

Development of School Improvement Plan

Our staff began to develop our SIP by discussing our beliefs, vision, and mission. We agreed that we wanted to create a professional learning community to facilitate our goals. We also recognize the importance of research based strategies to enhance instruction and enable all students to become proficient in 21st Century Learning Skills. We acknowledge the need to reexamine the relevance and alignment of what we teach and why we are teaching it. We will use strategies with intentional outcomes to plan differentiated instruction. Next we reviewed our data to determine specific and systematic strategies for our plan based on the State Board of Education Goals. We utilized the information we received from the Assistant Superintendent and her staff when

we analyzed our data from: AYP results, ABC proficiency and growth results for math, (by teacher, by subgroups, by surveys,etc.), Principal Survey results, Working Conditions Survey results, and the School Self Assessment.

For the 2009-2010 school year, the team met in September to assess our progress on the plan and to add further strategies in alignment with the five North Carolina State Board of Education Goals. We examined the areas of our previous focus and decided which to expand upon and add for the current year. We divided into five teams to accomplish this task, one team for each goal specified by the NC State Board of Education. We met again in October to review the revised plan and make further changes as needed. The completed plan was presented to the School Improvement Team on October 28, 2009. The Anderson Elementary faculty and staff voted on the plan on October 29, 2009. Sixty-two (62) staff members approved the plan and two (2) staff members disapproved of the plan.

Implications from Data

AYP – In 2008-09 we met all 13 of our target goals. We will continue to focus our efforts on our economically disadvantaged students, using our social worker and guidance counselor as valuable resources to help identify and meet the physical, social, and emotional needs of these students. At 61.1% and 77.9% proficient in reading and math respectively, our staff maintains clear goals of all students meeting and exceeding expected growth, decreasing the number of students considered not proficient by EOG test standards, and again achieving 100% of our AYP target goals.

ABC – We met our expected growth in grades three through five with 76.9% proficient. Our third grade met high growth in reading and math. While 4th and 5th grade met expected growth in math, they did not meet expected growth in reading. Our efforts to increase growth in 4th and 5th grade reading include using one of our teaching positions as an “intervention specialist”. The students in 4th and 5th grade receiving high level II or low level III scores on the 2008-09 NC EOG reading test are grouped accordingly and receive small group intervention during their Language Arts block and our daily 40 minute intervention/enrichment period.

NHCS Principal Survey, spring 2008 – The survey results show a favorable response of 90% or above on the majority of items. Many are at 100%. Only two areas are below 80%. The survey indicates a positive environment with high morale and trust. This will have an impact on teacher retention and satisfaction. The lowest areas were regarding discipline and only 3 people surveyed disagreed with our procedures. The spring 2009 results from this survey are not applicable this year due to a change in administration. The survey will be administered again in the spring of 2010 and the SIP team will assess the results when they are available.

Teacher Working Conditions Survey, 2008 – The survey results were positive and all of the positive responses were above the county average. There were also a high number of 100% responses from staff who agreed or strongly agreed with the items. We looked at the items with the lowest percentages to complete our plan. Teachers will complete the survey again in the spring of 2010.

School Self Assessment, summer 2008 – The administrators completed the assessment and then asked the School improvement team representatives to complete. We noted areas to address in our plan.

Summary of Plans to Achieve Goals

The master schedule will provide a 90 minute block to protect instructional time.

The master schedule will include a specific intervention/enrichment time to address individual and subgroup needs. There will be school wide parameters established for the delivery of instruction during this period.

Administration will facilitate regular grade level meetings to monitor use of appropriate assessment to plan instruction and provide feedback to the instructional teams.

Administration and instructional teams will review, at least every 9 weeks, the alignment between grades, multiple assessments, discipline referrals, and other pertinent data such as staff development.

School wide expectations for behavior and safety will be aligned with character education. This will reduce the number of office referral; will ensure appropriate office referrals, therefore providing more quality instructional time for our students. Positive behavior support strategies will be implemented.

Administration will set guidelines and monitor reports for completion and accuracy.

Administration will monitor the intentional use of research based strategies and use of flexible groups.

All staff members will establish positive relationships with students, parents, and community to provide support and motivation for students' success and well-being.

In conclusion, we embrace the challenges and changes we face as a system. At Anderson, we are committed to finding and acting on the best information regarding “best practices”, research, and initiatives to enhance student achievement. We understand the complex changes necessary for success and we will continuously evaluate progress towards meeting our goals.

Strategic Planning

Instructions for Identifying School Goals: Based on data analysis, identify at least one priority improvement goal. School goals should be aligned to the State Board of Education Goals and the district theme of Rigor, Relevance, and Relationships.

School Mission : Our mission is to maintain an environment to facilitate a high level of proficiency and growth for all students as determined by local, state, and national standards. We commit to a comprehensive system of support to provide our students with the skills needed to become productive citizens in the 21st century.

Goal established by the State Board of Education	School's Priority Improvement Goals	Result Measures
	<p>1.2 According to the 2009 - 2010 school year AYP standards, grades 3 - 5, will decrease the number of non-proficient students by 50% in comparison to the 2008 - 2009 EOG test scores.</p> <p>1.3 90% of all students in grades K-5 will achieve proficiency in reading, writing, and math in alignment with the NC Standard Course of Study.</p> <p>1.4 EOG, ClassScapes, and benchmark test results are used to design, develop and implement instructional strategies for each team plan of instruction.</p> <p>1.5 Attendance, behavior and academic goals are established each report card period and reviewed with students and parents to foster shared accountability for student growth in these areas.</p>	<p>1.2 EOG test scores</p> <p>1.3 DIBELS (K-2) ClassScapes (3 - 5) Math 9-week tests (K-2) Math Summative Assessment (K-5) State EOG reading and math test scores (3-5) NHCS Writing Portfolio (K-5)</p> <p>1.4 EOG scores (3 - 5) ClassScapes (3 - 5) DIBELS (K - 2) Math 9-week tests (K - 2)</p> <p>1.5 NCWise Database</p>

1.6 Monitoring reports for student performance by subgroup and strategy effectiveness impact performance will be reviewed quarterly and adjustments made as necessary.

1.7 Programs used to provide instruction will be evaluated annually for cost effectiveness and impact on student performance.

1.6 ClassScapes (3 – 5)
DIBELS (K – 2)

1.7 Site based budget committee
meeting notes
Grade level meeting notes
School Improvement Team
meeting notes

Goal 2
21st Century Professionals

2.1 By the end of the 2009 – 2010 school year, 85% of faculty members will be capable of demonstrating skills obtained at professional development sessions to colleagues.

2.2 90% of all site based staff development activities will address test score deficiencies and school improvement plan goals.

2.3 By the end of the 2009 – 2010 school year, 100% of all certified staff members will have a comprehensive professional development plan.

2.4 Administrators meet monthly with ILT staff members to review and discuss progress on demonstrating mastery of best teaching practices.

2.5 All staff members conduct demonstrations and/or lead discussions of skills/knowledge learned at in-service offerings at faculty meetings upon returning from the event.

2.6 An evaluation of the impact of staff development is conducted annually using established and valid criteria.

2.7 Professional development plans are prepared annually based on the results of established criteria and multiple databases.

2.1 Professional Development
Evaluation Report

2.2 Professional Development
Planning Rubric
Test data results
TPAI results
21st Century staff and student
standards

2.3 Individual Growth Plan
TPAI results
Professional Development Plan

2.4 Meeting logs

2.5 Professional Development
records
Staff meeting agendas
County Departmental
Representative meeting notes

2.6 Completed Surveys
Staff Interviews

2.7 State and District professional
development requirements
Individualized Growth Plan
School-wide staff initiatives

Goal 3
Healthy and Responsible Students

3.1 By the end of the 2009 – 2010 school year, 100% of all students will have had the opportunity to participate in a variety of leadership building activities.

3.2 By the end of the 2009 – 2010 school year, school wide discipline referrals will decrease over the previous year by 2%.

3.3 By the end of the 2009 – 2010 school year, all general education students, grade 3 – 5, will have facilitated at least one student-led Parent/Teacher Conference.

3.4 An assessment(s) of school climate is conducted annually using a valid and reliable instrument and results shared with students, teachers, support staff and parents.

3.5 Feedback is provided to parents on a quarterly basis on student progress toward attainment of academic, attendance and disciplinary goals.

3.6 All requirements of the Safe School Act are incorporated into the systemic School Improvement Plan.

3.1 Safety Patrol membership
Classroom duties
Library Helpers
Office Helpers
Broadcast (AES 16)

3.2 School Notes and Incidents Report
Office referral tracking forms
Attendance reports

3.3 Parental Awareness
Parental Involvement

3.4 Survey completion results

3.5 Parent newsletters
Message from the Principal
Interim Reports
Report Cards
Teacher Webpages

3.6 School Improvement Plan

Goal 4
Leadership Capacity

4.1 All required reports will be submitted to Administration with 100% accuracy on or before the requested deadline.

4.2 Partnerships will be secured within the community that enhance learning opportunities for students and parents who feel disenfranchised from the school.

4.3 External funding will be secured to assist the school in addressing identified needs.

4.4 Administrators use results of multiple assessment instruments to establish priorities for self and school.

4.5 Administrators utilize teachers, parents, students and community partners to determine how to address assessment priorities for the school.

4.6 Administrators develop strategies to ensure that each faculty member demonstrates competence and confidence in implementing priority instructional change strategies.

4.7 Administrators secure external funding to assist the school in addressing identified needs.

4.1 Availability of accurate data
Improved communication

4.2 Parent participation
Volunteer Hours
Meeting minutes/agenda

4.3 Materials/supply availability
Grant Awards

4.4 Databases
Annual Spreadsheets

4.5 Committee minutes

4.6 Administrative walk-throughs
Formal Observations
Classroom Schedules

4.7 Budget committee minutes

Goal 5
Planning and Operational
Effectiveness

5.1 Operational procedures will be adjusted to address efficiency and effectiveness.

5.2 Technology will be utilized to plan and monitor all school activities.

5.3 Administrators utilize an established rubric to assess planning and operational effectiveness.

5.4 Budget planning and expenditures are documented/linked to school goals and outcomes.

5.5 Fiscal resources are expended throughout rather than at the end of the school year.

5.6 All requirements of the school technology plan have been incorporated in the Systemic School Improvement Plan.

5.1 Master schedules
Grade level schedules
EOG test results

5.2 Master schedules
Daily Bulletins
Spreadsheets

5.3 Operations rubric
Planning rubric

5.4 Budget committee minutes

5.5 Budget committee minutes

5.6 School Improvement Plan
NHCS Technology Plan

Systemic School Improvement Plan (Action Plan)

SBE Goal: 1

School Priority Goal: 1.1

Strategies/Activities	Name of Responsible Person	Timeline	Monitoring Method
1.1.1 The Instructional Planning Rubric Criteria will be used to provide teachers with instructional design expectations.	C. Piner, T. Mullins, all certified staff members.	Ongoing	Grade level meeting minutes, grade level/departmental instructional plans.
1.1.2 Administrators will work to provide teachers with a “model” interdisciplinary instructional design that meets all IPRC to establish planning and set instructional delivery expectations for the year.	C. Piner, T. Mullins	Ongoing	Staff meeting minutes, observations, pre/post conferences.
1.2.1 Instructional teams will collaborate and develop all instructional units a minimum of two weeks prior to implementation to ensure qualitative review using IPRC.	Grade level teams, EC team members	Bi-weekly throughout the school year.	Grade level meeting minutes, unit lesson plans.
1.3.1 Administrators will facilitate grade level/department meetings monthly to set the standard of excellence required in instructional design and to provide feedback to instructional teams.	C. Piner, T. Mullins, administrative designee, grade level teams.	Monthly throughout the school year.	Grade level meeting minutes, unit lesson plans.
1.3.2 Administrators and interdisciplinary teams will review grade distribution and multiple data bases quarterly for analysis of student performance, attendance, and disciplinary infractions.	C. Piner, T. Mullins, grade level chairpersons, PBS team members, social worker, guidance counselor, data manager.	Quarterly throughout the school year.	Report cards, attendance reports, Student Notes and Incidents Report, office referrals.

<p>1.4.1 EOG, ClassScapes, and benchmark test results will be used to design, develop, and implement instructional strategies for each team plan of instruction.</p>	<p>All general education classroom teachers.</p>	<p>Ongoing</p>	<p>Lesson Plans K – 5 Scope and Sequence Grade level meeting minutes. EOG results ClassScapes DIBELS 3D Reading</p>
<p>1.5.1 Attendance, behavior and academic goals will be established each report card period and will be reviewed with students and parents to foster shared accountability for student growth in these areas.</p>	<p>C. Piner, T. Mullins, Grade level teams, students and parents</p>	<p>Quarterly</p>	<p>Report Cards Conference records Grade level meeting Minutes NCWise Reports</p>
<p>1.6.1 Monitoring reports for student performance by sub-group and strategy effectiveness that impact performance will be reviewed quarterly and adjustments will be made as necessary.</p>	<p>C. Piner, T. Mullins, Grade level teams, Problem Solving Team</p>	<p>Quarterly</p>	<p>ClassScapes Reports MClass reports EOG reading and math Scores Writing Test scores</p>
<p>1.7.1 Programs used to provide instruction will be evaluated annually for cost effectiveness and impact on student performance.</p>	<p>C. Piner, T. Mullins, Budget Committee, Grade level teams</p>	<p>Annually</p>	<p>ClassScapes/EOG score correlations Grade level meeting minutes Budget committee minutes</p>

<p>SBE Goal: <u>2</u> School Priority Goal: <u>2.1</u></p>			
<p>2.1.1 Administrators and staff members will utilize multiple data bases to conduct an annual evaluation of staff development related to the impact on student learning, cost effectiveness, and benefit to school using established and valid criteria.</p>	<p>C. Piner, T. Mullins, school improvement team members, school treasurer.</p>	<p>Annually</p>	<p>Professional Development Planning Rubric, monthly finance reports, test results</p>
<p>2.2.1 Administrators will participate in scheduling, planning and/or leading all site based professional development activities.</p>	<p>C. Piner, T. Mullins, administrative designee</p>	<p>Ongoing</p>	<p>Professional Development Planning Rubric, master calendar, staff daily bulletin</p>
<p>2.4.1 Administrators will meet monthly with BT staff members to review and discuss progress on demonstrating mastery of best teaching practices.</p>	<p>C. Piner, T. Mullins, Beginning teachers</p>	<p>Monthly</p>	<p>Meeting agendas and minutes Beginning teacher observations</p>
<p>2.5.1 All staff members will conduct demonstrations and/or lead discussions of skills/knowledge learned at in-service offerings at faculty meetings upon returning from the event.</p>	<p>C. Piner, T. Mullins, Anderson Staff Members</p>	<p>Ongoing</p>	<p>Professional development records, Staff meeting agendas, Professional development evaluations</p>
<p>2.6.1 An evaluation of the impact of staff development will be conducted annually using established and valid criteria.</p>	<p>C. Piner, T. Mullins, Staff members</p>	<p>Ongoing</p>	<p>Collegial discussions, workshop evaluations, student work samples</p>
<p>2.7.1 Professional development plans will be prepared annually based on the results of established criteria and multiple databases.</p>	<p>C. Piner, T. Mullins, Grade level chairpersons</p>	<p>Annually</p>	<p>Teacher survey or evaluation, teacher observations</p>

<p>SBE Goal 3 School Priority Goal: 3.1</p>			
<p>3.1.1 School guidance counselor, social worker, and interdisciplinary team will meet with students on a regular basis to solicit their ideas for improving school climate.</p>	<p>A. Weddington, C. Pepin, Administrators, PBS Team</p>	<p>Ongoing throughout the school year.</p>	<p>Meeting minutes, student proposals/presentations at faculty meetings and in school publications.</p>
<p>3.1.2 All students will participate in a school wide service project.</p>	<p>A. Weddington, C. Pepin, PBS Team, SGA facilitator, C. Piner, T. Mullins</p>	<p>Ongoing throughout the school year.</p>	<p>Progress of project, teacher and student participation log.</p>
<p>3.2.1 A check-in/check-out program will be implemented and meet as needed with all students, and their parents, who have been suspended a minimum of one time to determine and reinforce causes and strategies for self control.</p>	<p>A. Weddington, C. Pepin, PBS Team members, C. Piner, T. Mullins</p>	<p>Weekly or daily as determined by student need.</p>	<p>Student Notes and Incidents Reports, office referrals, recurrence of discipline referrals.</p>
<p>3.3.1 All general education students, grades 3 – 5, will facilitate a minimum of one student-led Parent/Teacher conference.</p>	<p>All general education classroom teachers and students, grades 3 - 5</p>	<p>Annually</p>	<p>Conference sign-in sheets, conference agenda.</p>
<p>3.4.1 An assessment of school climate will be conducted annually using valid and reliable instruments.</p>	<p>C. Piner, T, Mullins, Anderson Teachers, Parents, Students</p>	<p>Annually</p>	<p>Completed surveys</p>
<p>3.4.2 Results will be shared with students, teachers, support staff, parents and community stakeholders.</p>	<p>Classroom Teachers, N. Stewart</p>	<p>Annually</p>	<p>Survey results, Anderson webpage, newsletters</p>
<p>3.5.1 Parents will be provided feedback on a quarterly basis on student progress toward attainment of academic, attendance, and disciplinary goals.</p>	<p>Classroom teachers, EC teachers, ESL teacher</p>	<p>Quarterly</p>	<p>Report cards, Interim reports, MClass reports, NCWise reports</p>
<p>3.6.1 The systemic School Improvement Plan will incorporate all requirements of the Safe Schools Act.</p>	<p>C. Piner, T. Mullins, SIT members</p>	<p>Ongoing</p>	<p>Safe Schools Act, School Improvement Plan, School Notes and Incidents Report, Annual</p>

3.6.2 Classroom teachers and support staff members will foster a positive and safe learning environment.

C. Piner, T. Mullins, classroom teachers, support staff, PBS team members

Ongoing

School Report Card

Lesson Plans, PBS School wide expectations, Student Notes and Incidents Report

<p>SBE Goal: 4 School Priority Goal: 4.1</p>			
<p>4.1.1 Administrators will set practical deadlines for completion of reports and requested paperwork.</p>	<p>C. Piner, T. Mullins</p>	<p>Ongoing throughout the school year.</p>	<p>Master calendar, staff bulletins.</p>
<p>4.1.2 Grade level chairpersons and administrative designee will work in conjunction to ensure that all deadlines are communicated to the necessary staff members and all reports are submitted accurately and within time frame.</p>	<p>Grade level chairs, SIT Chairperson</p>	<p>Ongoing throughout the school year.</p>	<p>Staff bulletins, distribution and collection records.</p>
<p>4.2.1 School guidance counselor, social worker, and interdisciplinary team members will conduct a minimum of one meeting each month designed to address needs of students and families.</p>	<p>A. Weddington, C. Pepin, PBS Team members, PTA members, N. Cullen, Administration, FIT Team members</p>	<p>Monthly throughout the school year.</p>	<p>Meeting agendas, sign-in records.</p>
<p>4.3.1 All staff members will work to secure funding through grants, corporations, or other community members to address financial needs of the school.</p>	<p>All staff members, PTA board members</p>	<p>Ongoing throughout the school year.</p>	<p>Grant awards, assistance applications, deposit slips.</p>
<p>4.4.1 Administrators will use results of multiple assessment instruments to establish priorities for self and school.</p>	<p>C. Piner, T. Mullins</p>	<p>Quarterly</p>	<p>EOG scores, MClass reports, NCWise reports, PSM reports</p>
<p>4.5.1 Administrators will utilize teachers, parents, students and community partners to determine how to address assessment priorities for the school.</p>	<p>C. Piner, T. Mullins, School Improvement Team members</p>	<p>Ongoing</p>	<p>Newsletters, agendas from committee meetings, survey</p>
<p>4.6.1 Administrators will develop strategies to ensure that each faculty member demonstrates competence and confidence in implementing priority instructional change strategies.</p>	<p>C. Piner, T. Mullins</p>	<p>Ongoing</p>	<p>Professional development records, teacher surveys, administrative walk-throughs</p>

4.7.1 Administrators will secure external funding to assist the school in addressing identified needs

C. Piner, T. Mullins, PTA Board members

Ongoing

Spreadsheets, receipts, transactions

<p>SBE Goal: <u>5</u> School Priority Goal: 5.1</p>			
<p>5.1.1 Administrators will adjust school schedules to ensure a ninety minute, uninterrupted, language arts block for each grade level.</p>	<p>C. Piner, T. Mullins</p>	<p>Implemented in 8/08 adjustments made annually as necessary</p>	<p>Class schedules.</p>
<p>5.1.2 Administrators will adjust school schedules to ensure maximum, common planning time for grade level teams.</p>	<p>C. Piner, T. Mullins</p>	<p>Implemented in 8/08 adjustments made annually as necessary</p>	<p>Grade level schedules.</p>
<p>5.1.3 Administrators and interdisciplinary team members will use multiple data bases in conjunction with EOG test results to determine cost and time effectiveness of school programs and services.</p>	<p>C. Piner, T. Mullins, PBS Team members, School Improvement Team members</p>	<p>Annually</p>	<p>School schedules, fiscal expenditures, teacher attendance data, student attendance data, EOG test results.</p>
<p>5.2.1 Administrators and interdisciplinary team members will create and utilize multiple data bases to monitor school activities.</p>	<p>C. Piner, T. Mullins, PBS Team members, School Improvement Team members</p>	<p>Quarterly throughout the school year</p>	<p>Meeting minutes, databases, schedules, rubrics.</p>
<p>5.3.1 Administrators will utilize an established rubric to assess planning and operational effectiveness.</p>	<p>C. Piner, T. Mullins</p>	<p>Ongoing</p>	<p>Rubric, staff and parent surveys</p>
<p>5.4.1 Budget planning and expenditures will be documented/linked to school goals and outcomes.</p>	<p>C. Piner, T. Mullins, Budget committee members</p>	<p>Ongoing</p>	<p>Budget committee minutes, Budget reports, School Improvement Plan</p>
<p>5.5.1 Fiscal resources will be expended throughout rather than at the end of the school year.</p>	<p>C. Piner, T. Mullins, Budget committee members</p>	<p>Ongoing</p>	<p>Budget Reports from AS400</p>
<p>5.6.1 All requirements of the school technology plan will be incorporated in the Systemic School Improvement Plan.</p>	<p>MTAC team members, SIT members</p>	<p>Ongoing</p>	<p>Technology Plan, School Improvement Plan</p>

--	--	--	--	--

School-Based Management and Accountability Plan

WAIVER REQUEST

LEA NAME New Hanover County Schools LEA # 650

SCHOOL NAME Edwin A. Anderson Elementary School SCHOOL # 323

1. Identify the State laws, rules, or policies which inhibit the school's ability to improve student performance.
115C-301

2. Identify the waiver you are requesting.

We are requesting a waiver to have flexibility when purchasing our reading, math, science, and social studies curriculum materials.

3. Specify how the waiver will be used.

The Anderson school staff will have flexibility when purchasing curriculum materials for all subjects. We request this option to allow us to choose materials not on the state textbook adoption list to address students' needs.

4. Explain how the waiver will permit the school to improve student performance.

The Anderson school staff will be able to enhance instruction for targeted subgroups by having a variety of curriculum materials available to us.

School-Based Management and Accountability Plan

WAIVER REQUEST

LEA NAME New Hanover County Schools LEA # 650

SCHOOL NAME Edwin A. Anderson Elementary School SCHOOL # 323

1. Identify the State laws, rules, or policies which inhibit the school's ability to improve student performance.

115C-301

2. Identify the waiver you are requesting.

We are requesting a waiver to allow all fourth and fifth grade classes to reasonably exceed the maximum class size limitation.

3. Specify how the waiver will be used.

Fourth and fifth grade classes may exceed maximum class size.

4. Explain how the waiver will permit the school to improve student performance.

By allowing fourth and fifth grade classes to exceed maximum class size, we will be able to optimally meet the students' instructional needs by avoiding multiple combination class settings. Opportunities for small, flexible group instruction will be increased with the implementation of our school-wide intervention/enrichment schedule.