

Pasco County Schools

Anclore High School



2015-16 School Improvement Plan

Anclote High School

1540 SWEETBRIAR DR, Holiday, FL 34691

www.pasco.k12.fl.us

School Demographics

School Type

High

2014-15 Title I School

Yes

2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)

75%

Alternative/ESE Center

No

Charter School

No

2015-16 Minority Rate (Reported as Non-white on Survey 2)

31%

School Grades History

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

**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 Pasco 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	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We are a high-achieving, student focused community of learners exhibiting passion, commitment and unity. Our goal is to make a difference for our students and the community.

Provide the school's vision statement

Why?

Fulfill the promise of preparing students for College, Career, and Life.

What?

Provide students with a rigorous and relevant educational experience that maximizes student engagement and is founded in meaningful relationships.

How?

Focus PLCs on alignment of curriculum, best practices, and common assessments.

Provide differentiated support for intervention and remediation.

Strengthen academic, social, emotional, and behavioral readiness levels of students as 21st century learners.

Monitor progress through data analysis of key indicators.

School Environment

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

Prior to the beginning of the school year, students are invited to Anclote High School to meet their teachers, pick up schedules, and learn about the various clubs, sports and activities our school has to offer. Once school begins, many teachers utilize "getting to know you" activities to learn about the students. Teachers are encouraged to make positive phone calls and mail home postcards to parents and write "positive referrals" to administration.

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

Anclote High School has five expectations, Safe, Honest, Accountable, Respectful and Kind, that are shared with students. Procedures for rewards, as well as negative consequences are shared with students at the beginning of the year. The student services team speaks with students about bullying report procedures, as well as who to speak with when a student is having social-emotional problems. Students may earn additional privileges for demonstrating positive behavior, being in attendance, and earning good grades.

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

Anclote High School has five expectations, Safe, Honest, Accountable, Respectful and Kind. Procedures for rewards, as well as negative consequences are shared with students at the beginning of the year. Specific procedures are in place regarding usage of technology (e.g. cell phones, MP3 players) before, during and after school. Teachers are provided with a behavior folder that includes all

necessary components related to behavior, including referral forms (for positive or negative behaviors), postcards home, etc.

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

The student services team speaks with students about bullying report procedures, diversity and acceptance, suicide prevention, health relationships, and prevention of dating violence. Students are made aware of the procedures to speak to a counselor, social worker or school psychologist when they are struggling. Counseling is provided to students, as well as mentoring (peer and adult), and outside counseling referrals are made for students who need additional support beyond what the school can provide.

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

On-Track:

- 4% or less absences per year.
- 2 or fewer Office Discipline Referrals per year.
- C's or better in all classes.
- Level 3 or higher on FCAT 2.0/ELA and Algebra 1 End of Course assessments.

At-Risk for Off Track -

Off-Track -

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
	9	10	11	12	
Attendance below 90 percent	37	90	79	33	239
One or more suspensions	75	87	61	20	243
Course failure in ELA or Math	98	186	130	45	459
Level 1 on statewide assessment	116	160	96	35	407

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	86	156	106	33	381

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

AHS employs multiple programs to assist students identified by the early warning system. Each grade level schedules MTSS (Multi-tiered systems of support) meeting to discuss Level 2 interventions that can be put in place and make recommendations for possible Level 3 supports. The school offers after school credit recovery, and tutoring for students needing assistance and to assist them making up

credits. For the 2015-16 school year the introduction of the IMPACT team and a Positive Behavior Support Program. These initiatives are focused on creating a school climate where positive reinforcement and behavior support build capacity of classroom teachers and help students take ownership of their decisions. Additionally the school has a full-time social worker to offer school and community support as well as mentorship, immediate short term counseling and referrals for long term counseling. New for the 2015-16 school year is the AVID program. The AVID program is being implemented by a core group of teachers, but the initiative is being embedded into the everyday culture of the school in all classrooms.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/182490>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

AHS builds and sustains partnerships with the local community in many ways. Monthly parent meetings are held and school newsletters are sent home. Weekly EdConnects are made and they highlight what is going on each week at AHS.

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
Williams, Michelle	Principal
Beatty, Alondra	Assistant Principal
Caldwell, Dillard	Assistant Principal
Haff, Donna	Assistant Principal
Helfrich, Fran	Assistant Principal
Calidonio, Michelle	Teacher, K-12
Feyedelem, Ashley	Teacher, K-12
Lanser, Jessica	Teacher, K-12
Milden, Ali	Teacher, K-12
Cock, Melissa	Teacher, K-12
Vantassel, Stephanie	Teacher, K-12
Newell, Kate	Teacher, K-12
Holloman, Caroline	Teacher, K-12
Trout, Michael	Teacher, K-12
Collins, Lisa	Teacher, K-12
Blake, Aaron	Teacher, Career/Technical
Schuster, Heather	Instructional Coach
Caraker, Teresa	Teacher, K-12
Gallo, Lauren	Teacher, K-12
Passero, Jessica	Teacher, K-12
Sparks, Erica	Guidance Counselor
Zehentner, Michelle	Teacher, K-12
Mizeski, Mike	Teacher, K-12
Morris, Lisa	Administrative Support
Waite, Chris	Teacher, K-12
Latimer-Chaney, Andrea	Teacher, K-12

Duties

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

The school-based leadership team is comprised of the principal, administrators, teachers and a Learning Design coach. The meetings are held monthly focusing on the implementation of SIP goals through the work of Professional Learning Communities. The team will monitor data related to the AHS Success Plan through the reporting out of various work groups and PLC facilitators.

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

Title 1 Guidelines are implemented in the use of Title 1 Funds.
AHS Title 1 Estimated Budget 2015-16
Estimated Budget: \$308,637
Actual Budget: \$308,485
Basic (\$132,500)
Salaries 2 Basic 109,000
District Graphics 2,500
Consumable Supplies 2,500
Other Materials & Supplies 2,500
Non-Capitalized Furniture/Equipment 5,000
Capitalized Computer Hardware 4,000
Non-Capital Handheld Electronics 3,000
Capitalized Computer Software 4,000
Social Worker (\$22,000)
.4 Social Worker 22,000
Guidance Counselor (\$77,100)
1.2 School Counselor 77,100
Parent Involvement (\$13,700)
.5 Parent Involvement Coordinator 13,700
Professional Development (\$38,735)
Teacher Stipends – Pre Planning Week PD 420 hrs @ 14.75 6,195
Teacher Stipends – After School PD 240 hrs @ 14.75 3,540
Travel 15,000
Retreat 10,000
Consumable Supplies 2,000
Other Materials and Supplies 2,000
Transportation (5,000)
Field Trip Experiences 5,000
Extra Duty Hours/Stipends (\$7,350)
Curriculum Development Summer Hours 3,600
(12 @ 10 hrs @ 30.00/hr)
Algebra
ELA
Shark Tank
Guidance Counselor/Career 125 Summer Hours 3,750
Before/After School 412 hours @ 30/hr (\$12,100)
Credit Recovery Salaries 2@4hr@20 wks = 160 hrs@ 30/hr 4,800
FCAT/FSA Bootcamp/Fall 2@8hr= 16 hr @ 30/hr 480
FCAT/FSA Bootcamp/Spring 2@8hr= 16 hr @ 30/hr 480
ACT Prep/Fall 2@8hr= 16 hr @ 30/hr 480
ACT Prep/Spring 2@8hr= 16 hr @ 30/hr 480
Alg 1 EOC Bootcamp/Fall 2@8hr = 16 hr @ 30/hr 480
Alg 1 EOC Bootcamp/Spring 2@8hr = 16 hr @ 30/hr 480
PERT Bootcamp 2@8hr = 16 hr @ 30/hr 480
AP Bootcamp 6 hr/course @ 10 = 60 hr @ 30/hr 1,800

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Michelle Williams	Principal
Dan Baker	Parent
Kathy Byrne	Business/Community
Erika Haggerty	Teacher
Chris Skrelunas	Parent
Rebecca Peppe	Parent
Ethan Long	Student
Emmanuel Charles	Student
Cheryl Vinson	Teacher
Janet Kardas	Teacher
Carrie Winans	Education Support Employee
Kristina Rebel	Student
Lucas Johnson	Student
Jenna Byrne	Student
Angela Pickering	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 SAC reviews the current SIP each fall and then again in the spring making recommendations for the following school year. In addition, the SAC monitors SIP progress through data analysis and presentations by work groups at monthly meetings.

Development of this school improvement plan

SAC provides input through discussion and feedback each spring, making recommendations for consideration. In addition, input is provided at the first fall meeting.

Preparation of the school's annual budget and plan

The SAC reviews the school budget in addition to the Title 1 budget each year.

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

Classroom supplies and paper. Classroom resources to assist in the implementation of Florida Common Core Standards. Mini-grants for classroom projects made available to all staff interested. Funds are also utilized to support the school wide Positive Behavior Support system.

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Beatty, Alondra	Assistant Principal
Lanser, Jessica	Teacher, K-12
Weber, Jennifer	Teacher, K-12
Kingsley, Christine	Teacher, K-12
Scott, Pam	Teacher, K-12
Milden, Ali	Teacher, K-12
Collins, Lisa	Teacher, K-12
Feyedelem, Ashley	Teacher, K-12
Caldwell, Dillard	Assistant Principal
Calidonio, Michelle	Teacher, K-12
Schuster, Heather	Instructional Coach
Auringer, Stephanie	Teacher, K-12
Montemarano, Gaby	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Transition to common core from NG-SSS with an emphasis on close reading and reading of non-fiction texts. English teachers and Reading teachers will collaborate to ensure that students at are levels are making learning gains. Reading teachers will create a data wall to show student growth over time.

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

Instructional staff will participate in weekly PLC meetings focused on curriculum alignment, instructional practices and common assessment development. They will evaluate the effectiveness of planning and instruction as these relate to assessment results. MTSS teams will meet by cohort to analyze and discuss data related to assessments, attendance and behavior. Professional development, mentoring and coaching opportunities will also be provided by the IMPACT team throughout the year to support teachers in the areas of classroom management, student engagement, and positive behavior supports.

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

Anclote High School, in cooperation with the School District of Pasco County, works to retain teachers through a system of professional growth and support. Administrators screen and interview highly qualified teachers before considering other applicants using the resources in MUNIS. The principal participates in out of state recruiting trips when available.

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

Teachers new to the district, or identified as needing support, are provided a school-based mentor. Pairings include efforts to match curriculum assignment and proximity, when possible. Mentors are all Clinical Education trained. Anclote High School also provides support through periodic new teacher trainings and meetings.

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

Instructional staff participate in Professional Learning Communities which focus on curriculum alignment, instructional strategies, common assessments and data analysis. PLCs utilize district curriculum maps, which are aligned to state standards. The district facilitates a process for selection and implementation of resources aligned to state standards.

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

Instructional staff participate in Professional Learning Communities which focus on curriculum alignment, instructional strategies, common assessments and data analysis. PLCs analyze common assessment data to determine additional instructional supports needed by students. Teachers provide after school tutoring for struggling students in addition to re-teaching and presenting mini-lessons in order to meet the diverse needs of students. ESE students are supported by VE teachers and ELL students are supported by an ESOL Instructional Assistant.

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: Extended School Day

Minutes added to school year: 0

Extended School Day program provides support in core academic areas. The ESD program is established once receiving guidelines from district, including budget. Previously, ESD included support for students after school twice weekly. The program runs from October through February.

Strategy Rationale

ESD provides for the differentiated support of students in order to meet state standards in academic areas.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Beatty, Alondra, abeatty@pasco.k12.fl.us

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

Students participating in ESD on a regular basis are identified and academic progress of this population is compared to academic progress of school-wide population.

Strategy: After School Program

Minutes added to school year:

Title 1 funds are utilized for an after school program providing enrichment opportunities for students in the areas of engagement, collaboration and inquiry through a variety of activities, including STEM.

Strategy Rationale

Providing opportunities for students to experience hands on learning through free-play has proven to increase engagement and lead to higher levels of student achievement.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Beatty, Alondra, abeatty@pasco.k12.fl.us

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

Attendance and participation of students as it relates to classroom performance and achievement.

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

N/A

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

A focal point for all staff members is to provide a connection between what is taught and how it connects to the real world. Teachers provide this support to students on a regular basis in the classroom. This includes connecting classroom material to current careers and real world situations. Each student's course information is reviewed by his or her assigned school counselor. School counselors communicate with students through personal meetings, emails and classroom presentations. Developmental Guidance Units include graduation requirements and post-secondary and career options. Teachers and counselors work cooperatively to help students select appropriate classes prior to registration. Post secondary planning is offered to all students, regardless of grade, and is stressed for all students.

AHS will be implementing the AVID system this year for select ninth and tenth graders through the AVID elective course, which focuses on the skills and behaviors necessary for success at the post-secondary level.

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

Anclote High School has several programs of study leading to certification, including Energy and Electricity, Nursing, Digital Design, and Culinary Arts.

CNA

CMAA

Serv-Safe

Pro-Start

NCCER Electricity 1

NCCER Electricity 2

Adobe Certified Associate Photoshop

Illustrator CS5 Certified Associate

InDesign CS5 Certified Associate

Dreamweaver CS5 Certified Associate

Adobe Certified Expert Photoshop CC

Network Technology Associate

Internet Business Associate

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

This is the focus of our Student Services Professional Learning Community: ensuring all students have access to/and understand the importance of post-secondary planning. Innovation of delivery methods; engaging students and families, through goal setting, parent/student informational sessions on college and career opportunities and working with Career Central. In addition, Anclote offers students on free and reduced lunch, waivers for the ACT and SAT test. All students are given the opportunity to enroll in College Readiness Courses, obtain CTE industry certifications and attend after school boot-camp sessions to prepare for post-secondary success.

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

Latest High School Feedback Report is dated 2012.

Anclote scored above the state and district in the percent scoring at or above Cutoff scores in all three subjects, Reading, Writing and Math. We continue to offer remedial study opportunities for our students. In addition,

Anclote offers both Dual Enrollment and AP courses on campus to further challenge our students.

This year we have added AP Biology and AP Chemistry to our course selections. All 10th grade students this year will participate in the PSAT, these results will aid in identifying students abilities for course placement. Students who will be participating in EOC testing are able to enroll in scheduled boot camps to receive additional support in tested subject areas.

Our Career Resource Teacher assist students receiving Free and Reduced lunches to obtain two free vouchers for both the SAT and ACT administrations.

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.** Increase the percentage of students performing at Level 3 or above on the 9th grade ELA FSA by 2% and increase the percentage of students performing at Level 3 or above on the 10th grade ELA FSA from 46% in 2015 to 50% in 2016.
- G2.** Project the baseline percentage of students performing at Level 3 or above on the Algebra 1 FSA EOC at 39% and 66% on the Geometry FSA EOC, as compared to 34% on the 2014 Algebra 1 EOC and 61% on the 2014 Geometry EOC.
- G3.** Increase the percentage of students performing at Level 3 or above on the Biology EOC from 59% to 66%.
- G4.** Increase the Graduation Rate from 75% in 2014 to 78% in 2016.

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. Increase the percentage of students performing at Level 3 or above on the 9th grade ELA FSA by 2% and increase the percentage of students performing at Level 3 or above on the 10th grade ELA FSA from 46% in 2015 to 50% in 2016. 1a

G072921

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	50.0

Resources Available to Support the Goal 2

- Achieves 3000 and IRLA will be utilized by students in Intensive Reading courses.
- Extended School Day after-school program provides students with additional, individualized support.
- Strengthen ELA and Reading PLC implementation to include common assessments, data analysis, and remediation and intervention support for students.
- Implement IRLA with all Level 1 readers.
- ELA and Reading teachers participate in district professional development to strengthen their awareness of FSA assessment expectations.

Targeted Barriers to Achieving the Goal 3

- Teacher capacity as it relates to knowledge of assessed items/standards on the FSA.

Plan to Monitor Progress Toward G1. 8

IRLA and Achieves 3000 data.
Common assessment data.
District Quarterly Assessments.

Person Responsible

Alondra Beatty

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Formative assessment data results. Common Assessment data results. District Quarterly Assessment results.

G2. Project the baseline percentage of students performing at Level 3 or above on the Algebra 1 FSA EOC at 39% and 66% on the Geometry FSA EOC, as compared to 34% on the 2014 Algebra 1 EOC and 61% on the 2014 Geometry EOC. 1a

G072922

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	39.0
FSA Mathematics - Achievement	66.0

Resources Available to Support the Goal 2

- Strengthen PLC implementation to include common assessments, data analysis, and remediation and intervention support for students.
- Extended School Day after-school program provides students with additional, individualized support.

Targeted Barriers to Achieving the Goal 3

- Time for remediation and intervention support of struggling students.

Plan to Monitor Progress Toward G2. 8

District Quarterly Assessments: Algebra 1 & Geometry
Common Assessments

Person Responsible

Fran Helfrich

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Common assessment data results.

G3. Increase the percentage of students performing at Level 3 or above on the Biology EOC from 59% to 66%. **1a**

G072923

Targets Supported **1b**

Indicator	Annual Target
Bio I EOC Pass	66.0

Resources Available to Support the Goal **2**

- Strengthen PLC implementation to include common assessments, data analysis, and remediation and intervention support for students.
- Extended School Day after-school program provides students with additional, individualized support.

Targeted Barriers to Achieving the Goal **3**

- Time for remediation and intervention support of struggling students.

Plan to Monitor Progress Toward G3. **8**

District Quarterly Assessments.
Everglades Summative Assessments.
Common Assessments.

Person Responsible

Caroline Holloman

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Formative assessment and District Quarterly Assessment data results.

G4. Increase the Graduation Rate from 75% in 2014 to 78% in 2016. 1a

G072924

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	78.0

Resources Available to Support the Goal 2

- Student Services Team focused on creating awareness in students and parents about graduation requirements.
- Extended School Day after-school program provides students with additional, individualized support.
- IMPACT Team provides school-wide comprehensive graduation enhancement program.
- APEX Credit Recovery option available during the school day and through the after-school ESD program.

Targeted Barriers to Achieving the Goal 3

- Lack of motivation in some students to set goals. Many also lack awareness of post-secondary options.

Plan to Monitor Progress Toward G4. 8

Review Graduation Summary Data reflecting on-track/off-track students.

Person Responsible

Michelle Williams

Schedule

Quarterly, from 8/24/2015 to 6/17/2016

Evidence of Completion

Graduation Tracking 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. Increase the percentage of students performing at Level 3 or above on the 9th grade ELA FSA by 2% and increase the percentage of students performing at Level 3 or above on the 10th grade ELA FSA from 46% in 2015 to 50% in 2016. **1**

 G072921

G1.B2 Teacher capacity as it relates to knowledge of assessed items/standards on the FSA. **2**

 B190395

G1.B2.S2 Provide school-based PD for ELA/Reading staff on common assessments and data analysis.

4

 S201800

Strategy Rationale

Action Step 1 **5**

Develop a Professional Development Plan to support ELA and Reading teachers.

Person Responsible

Alondra Beatty

Schedule

On 5/27/2016

Evidence of Completion

AHS PD Plan

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Implementation of AHS Professional Development Plan.

Person Responsible

Alondra Beatty

Schedule

Semiannually, from 8/24/2015 to 5/27/2016

Evidence of Completion

Attendance/Professional Development Plan

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Monitor effectiveness of professional development for ELA/Reading teachers.

Person Responsible

Alondra Beatty

Schedule

Semiannually, from 8/24/2015 to 5/27/2016

Evidence of Completion

Participation in professional development. Data analysis results from district quarterly assessments.

G2. Project the baseline percentage of students performing at Level 3 or above on the Algebra 1 FSA EOC at 39% and 66% on the Geometry FSA EOC, as compared to 34% on the 2014 Algebra 1 EOC and 61% on the 2014 Geometry EOC. 1

G072922

G2.B1 Time for remediation and intervention support of struggling students. 2

B190396

G2.B1.S1 Identify strategies for remediation and intervention through PLCs. 4

S201801

Strategy Rationale

Action Step 1 5

Assess teacher needs based on PLC work.

Determine plan for student and teacher support within each unit.

Person Responsible

Kate Newell

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

PLC documentation

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

PLC discussions.

Person Responsible

Fran Helfrich

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Data from Common Assessments and District Quarterly Assessments.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Review Common Assessment data with PLCs.

Person Responsible

Fran Helfrich

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion


Common Assessment and District Quarterly Assessment Data.

G3. Increase the percentage of students performing at Level 3 or above on the Biology EOC from 59% to 66%.

1

 G072923

G3.B1 Time for remediation and intervention support of struggling students. 2

 B190397

G3.B1.S1 Identify strategies for remediation and intervention through PLCs. 4

 S201804

Strategy Rationale

Action Step 1 5

Assess teacher needs based on PLC work.

Determine plan for student and teacher support within each unit.

Person Responsible

Caroline Holloman

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

PLC Documentation.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

PLC Documentation.

Person Responsible

Alondra Beatty

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Data from Common Assessments and District Quarterly Assessments.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

PLC discussion and review of data.

Person Responsible

Alondra Beatty

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Common Assessment and District Quarterly Assessment Data.

G4. Increase the Graduation Rate from 75% in 2014 to 78% in 2016. 1

G072924

G4.B3 Lack of motivation in some students to set goals. Many also lack awareness of post-secondary options. 2

B190400

G4.B3.S3 Provide IMPACT services to identified students. 4

S201808

Strategy Rationale

Action Step 1 5

Provide individualized and small group support to students who are behind in credits or who have below a 2.0 G.P.A.

Person Responsible

Teresa Caraker

Schedule

Biweekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Student Contact Logs

Plan to Monitor Fidelity of Implementation of G4.B3.S3 6

Informal and formal discussions with IMPACT Team through PLCs.

Person Responsible

Michelle Williams

Schedule

Biweekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

IMPACT Team PLC documentation and Graduation Tracking document

Plan to Monitor Effectiveness of Implementation of G4.B3.S3 7

Review Progress Report and Report Card data of targeted students.

Person Responsible

Teresa Caraker

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

IMPACT Team PLC and Graduation Tracking documentation

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.B2.S2.A1	Develop a Professional Development Plan to support ELA and Reading teachers.	Beatty, Alondra	8/24/2015	AHS PD Plan	5/27/2016 one-time
G2.B1.S1.A1	Assess teacher needs based on PLC work. Determine plan for student and teacher support within each unit.	Newell, Kate	8/24/2015	PLC documentation	5/27/2016 quarterly
G3.B1.S1.A1	Assess teacher needs based on PLC work. Determine plan for student and teacher support within each unit.	Holloman, Caroline	8/24/2015	PLC Documentation.	5/27/2016 quarterly
G4.B3.S3.A1	Provide individualized and small group support to students who are behind in credits or who have below a 2.0 G.P.A.	Caraker, Teresa	8/24/2015	Student Contact Logs	5/27/2016 biweekly
G1.MA1	IRLA and Achieves 3000 data. Common assessment data. District Quarterly Assessments.	Beatty, Alondra	8/24/2015	Formative assessment data results. Common Assessment data results. District Quarterly Assessment results.	5/27/2016 quarterly
G1.B2.S2.MA1	Monitor effectiveness of professional development for ELA/Reading teachers.	Beatty, Alondra	8/24/2015	Participation in professional development. Data analysis results from district quarterly assessments.	5/27/2016 semiannually
G1.B2.S2.MA1	Implementation of AHS Professional Development Plan.	Beatty, Alondra	8/24/2015	Attendance/Professional Development Plan	5/27/2016 semiannually
G2.MA1	District Quarterly Assessments: Algebra 1 & Geometry Common Assessments	Helfrich, Fran	8/24/2015	Common assessment data results.	5/27/2016 quarterly
G2.B1.S1.MA1	Review Common Assessment data with PLCs.	Helfrich, Fran	8/24/2015	Common Assessment and District Quarterly Assessment Data.	5/27/2016 quarterly
G2.B1.S1.MA1	PLC discussions.	Helfrich, Fran	8/24/2015	Data from Common Assessments and District Quarterly Assessments.	5/27/2016 quarterly
G3.MA1	District Quarterly Assessments. Everglades Summative Assessments. Common Assessments.	Holloman, Caroline	8/24/2015	Formative assessment and District Quarterly Assessment data results.	5/27/2016 quarterly
G3.B1.S1.MA1	PLC discussion and review of data.	Beatty, Alondra	8/24/2015	Common Assessment and District Quarterly Assessment Data.	5/27/2016 quarterly
G3.B1.S1.MA1	PLC Documentation.	Beatty, Alondra	8/24/2015	Data from Common Assessments and District Quarterly Assessments.	5/27/2016 quarterly
G4.MA1	Review Graduation Summary Data reflecting on-track/off-track students.	Williams, Michelle	8/24/2015	Graduation Tracking Data	6/17/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B3.S3.MA1	Review Progress Report and Report Card data of targeted students.	Caraker, Teresa	8/24/2015	IMPACT Team PLC and Graduation Tracking documentation	5/27/2016 quarterly
G4.B3.S3.MA1	Informal and formal discussions with IMPACT Team through PLCs.	Williams, Michelle	8/24/2015	IMPACT Team PLC documentation and Graduation Tracking document	5/27/2016 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. Increase the percentage of students performing at Level 3 or above on the 9th grade ELA FSA by 2% and increase the percentage of students performing at Level 3 or above on the 10th grade ELA FSA from 46% in 2015 to 50% in 2016.

G1.B2 Teacher capacity as it relates to knowledge of assessed items/standards on the FSA.

G1.B2.S2 Provide school-based PD for ELA/Reading staff on common assessments and data analysis.

PD Opportunity 1

Develop a Professional Development Plan to support ELA and Reading teachers.

Facilitator

Varies/see attached PD Plan

Participants

Varies/see attached PD Plan

Schedule

On 5/27/2016

Technical Assistance Items

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

Budget

Budget Data			
1	G1.B2.S2.A1	Develop a Professional Development Plan to support ELA and Reading teachers.	\$0.00
2	G2.B1.S1.A1	Assess teacher needs based on PLC work. Determine plan for student and teacher support within each unit.	\$0.00
3	G3.B1.S1.A1	Assess teacher needs based on PLC work. Determine plan for student and teacher support within each unit.	\$0.00
4	G4.B3.S3.A1	Provide individualized and small group support to students who are behind in credits or who have below a 2.0 G.P.A.	\$0.00
Total:			\$0.00