

Pasco County Schools

Anclore High School



2016-17 Schoolwide Improvement Plan

Anclote High School

1540 SWEETBRIAR DR, Holiday, FL 34691

<https://ahs.pasco.k12.fl.us>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	76%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	B*	C	C

**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 was approved by the Pasco County School Board on 10/18/2016.

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 a monitoring status of "Former F" (see page 4). 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	29
Appendix 2: Professional Development and Technical Assistance Outlines	30
Professional Development Opportunities	30
Technical Assistance Items	32
Appendix 3: Budget to Support Goals	32

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 three 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 – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- 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.

2016-17 DA Category and Statuses for Anclote High School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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.

b. 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.

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.

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.

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.

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. AHS also utilized Title 1 funds to purchase a Behavior Specialist allocation for 2016-17. 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.

3. Early Warning Systems

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

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

On-Track:

- C's or better in all classes.
- 2.5 GPA or higher
- Meeting credits to move to next grade level
- 4% or less absences per year.
- 2 or fewer Office Discipline Referrals per year.

At-Risk for Off Track -

- 1 or more D's in any class
- 2.0-2.49 GPA
- 1 credit behind
- 5% or 9% absences in a year
- 3 Office Discipline Referrals per year

Off-Track -

- Failing one or more courses
- Less than 2.0 GPA
- 2 credits behind
- 10% or more absences in a year
- 4 Office Discipline Referrals per year or 2 Office Discipline Referrals in a semester

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	0	0	0	0	0	0	0	0	0	77	53	37	41	208
One or more suspensions	0	0	0	0	0	0	0	0	0	64	51	38	23	176
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	122	141	119	31	413
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	153	152	114	33	452

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	0	0	0	0	0	0	0	0	0	131	136	100	35	402

c. 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) meetings 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 2016-17 the school will continue to utilize Positive Behavior Support Program strategies. Through the use of Title 1 Funds the school has invested in a full time behavior specialist to be proactive with students that have been identified for a higher level of support. 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. AHS is also expanding the role of the AVID program following a successful start in the previous school year.

B. Family and Community Engagement

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

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.

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/317013>.

2. Description

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

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.

AHS builds and sustains partnerships with the local community in many ways. Monthly parent meetings are held and school newsletters are sent home. Weekly School Connect messages are made highlighting what is going on each week at AHS, as well as student and school accomplishments.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

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
Holloman, Caroline	Teacher, K-12
Trout, Michael	Teacher, K-12
Collins, Lisa	Teacher, K-12
Caraker, Teresa	Teacher, K-12
Gallo, Lauren	Teacher, K-12
Sparks, Erica	School 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
Adams, Trish	Teacher, K-12
Anderson, Jenna	Teacher, K-12
Vargas, Gabriela	Instructional Coach

b. Duties

1. 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.

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.

The Leadership team, SAC, and voluntary staff focus groups participate in Title 1 planning, which includes the development of the Title 1 Budget. In addition, staff are provided opportunities to request a portion of the Florida Lottery Funds through SAC Mini-Grants, when available.

Title 1 Guidelines are implemented in the use of Title 1 Funds.

AHS Title 1 Estimated Budget 2016-17

Estimated Budget: \$341,640

Actual Budget: \$341,788.50

Basic (\$131,000)

Salaries 2 Basic 114,000

Field Trips/Student Admission Tickets 5,000

Consumable Supplies 3,000

Periodicals (AVID Road Trip Nation) 2,000

Other Materials & Supplies 5,000

Non-Capitalized A/V Materials (Journalism) 2,000

School Counselor (\$69,900)

1.2 School Counselor 69,900

Parent Involvement (\$13,300)

.5 Parent Involvement Coordinator 12,800

Consumable Supplies 500

Media (\$2,000)

Consumable Supplies 2,000

Behavior Specialist (\$61,125)

Salary 1 Behavior Specialist 61,125

Professional Development (\$38,000)

Teacher Stipends – After School PD 350 hrs @ 15.00 6,000

Travel/Conferences 30,000

Consumable Supplies 1,000

Other Materials and Supplies 1,000

Transportation (\$10,000)

Outside 5,000

Inside 5,000

Extra Duty Hours (\$1,180)

RMA 67 hrs 1,180

ESY (\$635)
RMA 36 hrs 635

Before/After School (\$14,500)
Instructional Support 350 hrs 12,000
RMA 98 hrs 1,800
Parent Involvement 50 hrs 700

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Michelle Williams	Principal
Chris Skrelunas	Parent
Rebecca Peppe	Parent
Carrie Winans	Education Support Employee
Teresa Caraker	Teacher
Molly Gittens	Teacher
Lisa Heeter	Business/Community
Kathy Sparks	Education Support Employee
Katherine Cordoba	Education Support Employee
Scott Stalter	Teacher
Maryann Hale	Parent
Tom Saxton	Education Support Employee
Lucas Johnson	Student
Anthony Kendall	Student
Emily Barrs	Student
Jennifer Georges	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC reviews the current SuP each fall and then again in the spring making recommendations for the following school year. In addition, the SAC monitors SuP progress through data analysis and presentations by work groups at monthly meetings.

b. 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.

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

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

2. 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 utilized to support the school wide Positive Behavior Support system.
Funds are utilized to provide diplomas and other graduation related expenses.

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

Yes

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

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
Beatty, Alondra	Assistant Principal
Lanser, Jessica	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
Calidonio, Michelle	Teacher, K-12
Latimer-Chaney, Andrea	Instructional Coach
Auringer, Stephanie	Teacher, K-12
Helfrich, Fran	Assistant Principal

b. Duties

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

Focus is on Florida/Common Core Standards with emphasis on close reading and reading of non-fiction texts. English teachers and Reading teachers will collaborate to ensure that students are at levels and making learning gains. Reading teachers will create a data wall to show student growth over time.

D. Public and Collaborative Teaching

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

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

Instructional staff participate in weekly PLC meetings focused on curriculum alignment, instructional practices, common assessment, as well as data analysis and planning for remediation. They evaluate the effectiveness of planning and instruction as these relate to assessment results. MTSS teams meet by cohort to analyze and discuss data related to academic performance, assessments, attendance and behavior. Professional development, mentoring and coaching opportunities are provided by the IMPACT team throughout the year to support teachers in the areas of classroom management, student engagement, and positive behavior supports. In addition, the Learning Design Coach is available to provide professional development, coaching, and mentoring around school focus areas.

2. 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.

3. 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.

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.

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.

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.

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.

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: 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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

N/A

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.

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, as well as 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 increasing our AVID system this year for select ninth, tenth and eleventh graders through the AVID elective course, which focuses on the skills and behaviors necessary for success at the post-secondary level. The AVID Site team will be offering additional professional development opportunities on WICOR strategies in an effort to create a school-wide AVID environment focused on college readiness.

2. 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

3. 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.

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.

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. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

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" 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

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 from 29% to 34% and increase the percentage of students performing at Level 3 or above on the 10th grade ELA FSA from 43% in 2016 to 48% in 2017.
- G2.** Increase the percentage of students performing at Level 3 or above on the Algebra 1 FSA EOC from 24% to 30% and from 47% in 2016 to 50% in 2017 on the Geometry FSA EOC.
- G3.** Increase the percentage of students performing at Level 3 or above on the Biology EOC from 57% in 2016 to 62% in 2017.
- G4.** Increase the Graduation Rate from 70% in 2015 to 78% in 2017.

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. Increase the percentage of students performing at Level 3 or above on the 9th grade ELA FSA from 29% to 34% and increase the percentage of students performing at Level 3 or above on the 10th grade ELA FSA from 43% in 2016 to 48% in 2017. 1a

G083369

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	48.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 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.
- Additional intervention support will be provided to students and staff by SSAP/Intervention Teacher

Plan to Monitor Progress Toward G1. 8

IRLA and Achieves 3000 data.
District Quarterly Assessments.

Person Responsible

Alondra Beatty

Schedule

Quarterly, from 8/8/2016 to 5/26/2017

Evidence of Completion

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

G2. Increase the percentage of students performing at Level 3 or above on the Algebra 1 FSA EOC from 24% to 30% and from 47% in 2016 to 50% in 2017 on the Geometry FSA EOC. **1a**

G083370

Targets Supported **1b**

Indicator	Annual Target
FSA Mathematics Achievement	30.0
FSA Mathematics Achievement	50.0

Targeted Barriers to Achieving the Goal **3**

- Time for remediation and intervention support of struggling students.

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

Plan to Monitor Progress Toward G2. **8**

District Quarterly Assessments: Algebra 1 & Geometry
Common Assessments

Person Responsible

Fran Helfrich

Schedule

Quarterly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Common assessment data results.

G3. Increase the percentage of students performing at Level 3 or above on the Biology EOC from 57% in 2016 to 62% in 2017. 1a

G083371

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	62.0

Targeted Barriers to Achieving the Goal 3

- Time for remediation and intervention support of struggling students.

Resources Available to Help Reduce or Eliminate the Barriers 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.

Plan to Monitor Progress Toward G3. 8

District Quarterly Assessments.
Everglades Summative Assessments.
Common Assessments.

Person Responsible

Alondra Beatty

Schedule

Quarterly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Formative assessment and District Quarterly Assessment data results.

G4. Increase the Graduation Rate from 70% in 2015 to 78% in 2017. 1a

G083372

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 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.
- Implementation of AVID System of College Readiness

Plan to Monitor Progress Toward G4. 8

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

Person Responsible

Michelle Williams

Schedule

Quarterly, from 8/8/2016 to 6/9/2017

Evidence of Completion

Graduation Tracking Data/Graduation Rate

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 from 29% to 34% and increase the percentage of students performing at Level 3 or above on the 10th grade ELA FSA from 43% in 2016 to 48% in 2017. **1**

 G083369

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

 B220945

G1.B2.S2 Provide school-based PD for ELA/Reading staff related to WICOR Strategies and the AVID System. **4**

 S233280

Strategy Rationale

Action Step 1 **5**

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

Person Responsible

Fran Helfrich

Schedule

Quarterly, from 8/8/2016 to 5/26/2017

Evidence of Completion

AHS PD Plan/Participation

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

Implementation of AHS Professional Development Plan.

Person Responsible

Fran Helfrich

Schedule

Semiannually, from 8/8/2016 to 5/26/2017

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 8/8/2016 to 5/26/2017

Evidence of Completion

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

G2. Increase the percentage of students performing at Level 3 or above on the Algebra 1 FSA EOC from 24% to 30% and from 47% in 2016 to 50% in 2017 on the Geometry FSA EOC. 1

G083370

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

B220946

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

S233281

Strategy Rationale

Action Step 1 5

Assess teacher needs based on Algebra 1 PLC work.

Determine plan for student and teacher support within each unit.

Person Responsible

Michelle Zehentner

Schedule

Quarterly, from 8/8/2016 to 5/26/2017

Evidence of Completion

PLC documentation

Action Step 2 5

Assess teacher needs based on Geometry PLC work.

Determine plan for student and teacher support within each unit.

Person Responsible

Mike Mizeski

Schedule

Quarterly, from 8/8/2016 to 5/26/2017

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 8/8/2016 to 5/26/2017

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 8/8/2016 to 5/26/2017

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 57% in 2016 to 62% in 2017. 1

G083371

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

B220947

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

S233284

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 8/8/2016 to 5/26/2017

Evidence of Completion

PLC Documentation/Implementation of AVID Tutorials

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

PLC Documentation.

Person Responsible

Alondra Beatty

Schedule

Quarterly, from 8/8/2016 to 5/26/2017

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 8/8/2016 to 5/26/2017

Evidence of Completion

Common Assessment and District Quarterly Assessment Data.

G4. Increase the Graduation Rate from 70% in 2015 to 78% in 2017. 1

G083372

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

B220950

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

S233288

Strategy Rationale

Providing focused support for targeted students will assist in developing the individual determination of students in navigating their own personal success.

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 8/8/2016 to 5/26/2017

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 8/8/2016 to 5/26/2017

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 8/8/2016 to 5/26/2017

Evidence of Completion

IMPACT Team PLC and Graduation Tracking documentation

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1  M303188	IRLA and Achieves 3000 data. District Quarterly Assessments.	Beatty, Alondra	8/8/2016	Formative assessment data results. Common Assessment data results. District Quarterly Assessment results.	5/26/2017 quarterly
G2.MA1  M303195	District Quarterly Assessments: Algebra 1 & Geometry Common Assessments	Helfrich, Fran	8/8/2016	Common assessment data results.	5/26/2017 quarterly
G3.MA1  M303200	District Quarterly Assessments. Everglades Summative Assessments. Common Assessments.	Beatty, Alondra	8/8/2016	Formative assessment and District Quarterly Assessment data results.	5/26/2017 quarterly
G2.B1.S1.MA1  M303189	Review Common Assessment data with PLCs.	Helfrich, Fran	8/8/2016	Common Assessment and District Quarterly Assessment Data.	5/26/2017 quarterly
G2.B1.S1.MA1  M303190	PLC discussions.	Helfrich, Fran	8/8/2016	Data from Common Assessments and District Quarterly Assessments.	5/26/2017 quarterly
G2.B1.S1.A1  A298924	Assess teacher needs based on Algebra 1 PLC work. Determine plan for student and teacher support...	Zehentner, Michelle	8/8/2016	PLC documentation	5/26/2017 quarterly
G2.B1.S1.A2  A298925	Assess teacher needs based on Geometry PLC work. Determine plan for student and teacher support...	Mizeski, Mike	8/8/2016	PLC documentation	5/26/2017 quarterly
G3.B1.S1.MA1  M303196	PLC discussion and review of data.	Beatty, Alondra	8/8/2016	Common Assessment and District Quarterly Assessment Data.	5/26/2017 quarterly
G3.B1.S1.MA1  M303197	PLC Documentation.	Beatty, Alondra	8/8/2016	Data from Common Assessments and District Quarterly Assessments.	5/26/2017 quarterly
G3.B1.S1.A1  A298926	Assess teacher needs based on PLC work. Determine plan for student and teacher support within...	Holloman, Caroline	8/8/2016	PLC Documentation/Implementation of AVID Tutorials	5/26/2017 quarterly
G1.B2.S2.MA1  M303186	Monitor effectiveness of professional development for ELA/Reading teachers.	Beatty, Alondra	8/8/2016	Participation in professional development. Data analysis results from district quarterly assessments.	5/26/2017 semiannually
G1.B2.S2.MA1  M303187	Implementation of AHS Professional Development Plan.	Helfrich, Fran	8/8/2016	Attendance/Professional Development Plan	5/26/2017 semiannually
G1.B2.S2.A1  A298923	Develop a Professional Development Plan to support ELA and Reading teachers.	Helfrich, Fran	8/8/2016	AHS PD Plan/Participation	5/26/2017 quarterly
G4.B3.S3.MA1  M303205	Review Progress Report and Report Card data of targeted students.	Caraker, Teresa	8/8/2016	IMPACT Team PLC and Graduation Tracking documentation	5/26/2017 quarterly
G4.B3.S3.MA1  M303206	Informal and formal discussions with IMPACT Team through PLCs.	Williams, Michelle	8/8/2016	IMPACT Team PLC documentation and Graduation Tracking document	5/26/2017 biweekly
G4.B3.S3.A1  A298928	Provide individualized and small group support to students who are behind in credits or who have...	Caraker, Teresa	8/8/2016	Student Contact Logs	5/26/2017 biweekly
G4.MA1  M303207	Review Graduation Summary Data reflecting on-track/off-track students.	Williams, Michelle	8/8/2016	Graduation Tracking Data/Graduation Rate	6/9/2017 quarterly

V. 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 from 29% to 34% and increase the percentage of students performing at Level 3 or above on the 10th grade ELA FSA from 43% in 2016 to 48% in 2017.

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 related to WICOR Strategies and the AVID System.

PD Opportunity 1

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

Facilitator

Fran Helfrich/LDC/Professional Development Team

Participants

Instructional Staff

Schedule

Quarterly, from 8/8/2016 to 5/26/2017

G2. Increase the percentage of students performing at Level 3 or above on the Algebra 1 FSA EOC from 24% to 30% and from 47% in 2016 to 50% in 2017 on the Geometry FSA EOC.

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

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

PD Opportunity 1

Assess teacher needs based on Algebra 1 PLC work. Determine plan for student and teacher support within each unit.

Facilitator

Fran Helfrich/LDC/Professional Development Team

Participants

Math Teachers

Schedule

Quarterly, from 8/8/2016 to 5/26/2017

PD Opportunity 2

Assess teacher needs based on Geometry PLC work. Determine plan for student and teacher support within each unit.

Facilitator

Fran Helfrich/LDC/Professional Development Team

Participants

Math Teachers

Schedule

Quarterly, from 8/8/2016 to 5/26/2017

G3. Increase the percentage of students performing at Level 3 or above on the Biology EOC from 57% in 2016 to 62% in 2017.

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

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

PD Opportunity 1

Assess teacher needs based on PLC work. Determine plan for student and teacher support within each unit.

Facilitator

Fran Helfrich/LDC/Professional Development Team

Participants

Biology Teachers

Schedule

Quarterly, from 8/8/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

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 Algebra 1 PLC work. Determine plan for student and teacher support within each unit.	\$0.00
3	G2.B1.S1.A2	Assess teacher needs based on Geometry PLC work. Determine plan for student and teacher support within each unit.	\$0.00
4	G3.B1.S1.A1	Assess teacher needs based on PLC work. Determine plan for student and teacher support within each unit.	\$0.00
5	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