Anclote High School

2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	79%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	B*	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 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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround Status

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

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

2017-18 DA Category and Statuses for Anclote High School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- 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 three expectations (REP) that are shared with the students: Respect, Excellence and Pride. We have grade-level presentations at the beginning of each semester where we review the student code of conduct as well as the REP expectations. 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 three expectations, Respect, Excellence and Pride. Procedures for rewards, as well as negative consequences are shared with students at the beginning of the year during grade-

level presentations. Specific procedures are in place regarding usage of technology (e.g. cell phones, MP3 players) before, during and after school. Teachers are provided with training during pre-planning week and throughout the year 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, healthy 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.

3. Early Warning Systems

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

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

Our grade level MTSS teams (Impact Team) utilize data charts to monitor student progress and identify early warning indicators. The data charts are updated each semester with the following indicators:
-Credits Earned (by subject area)
-GPA below a 2.2000
-Scores on State Assessments (FSA ELA and Algebra 1 EOC)

In addition to the data charts, the Impact Team monitors attendance and behavior reports. Students who have more than 5 absences in a quarter or a behavior referral are placed on our LOP list. Students and parents are contacted by a member of the Impact Team.

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 2017-18 the school will continue to utilize Positive Behavior Support Program strategies. Through the use of Title 1 Funds the school has invested in an additional full time guidance counselor to be proactive with identifying students and supporting those students in need of additional services or supports. 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 school-wide to increase student engagement through the use of WICOR strategies with an emphasis on collaboration and inquiry.

B. Family and Community Engagement

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

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

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

1. PFEP 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/437494.

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

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
Calidonio, Michelle	Instructional Coach
Feyedelem, Ashley	Teacher, K-12
Lanser, Jessica	Teacher, K-12
Cock, Melissa	Teacher, K-12
Vantassel, Stephanie	Teacher, K-12
Holloman, Caroline	Teacher, K-12
Collins, Lisa	Teacher, K-12
Caraker, Teresa	Assistant Principal
Gallo, Lauren	Teacher, K-12
Sparks, Erica	School Counselor
Zehentner, Michelle	Teacher, K-12
Mizeski, Mike	Teacher, K-12
Adams, Trish	Teacher, K-12
Anderson, Jenna	Teacher, K-12
Vargas, Gabriela	Other
Russell, Heather	Teacher, K-12
Astone, Alex	Assistant Principal
Jarke, Marc	Teacher, K-12
Wright, Elizabeth	Teacher, ESE

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 SUP 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 2017-18
Estimated Budget: $178,458 + New
Actual Budget: $178,441 + 138,124 = 316,565
Revised Budget: $316,565

Basic ($79,740)
Salaries: 1 Basic 60,935
Leadership Supplements: 4 @ 1019 4991
Consumable Supplies 200
Consumable Supplies/Cambridge 2500
Other Materials & Supplies 3314
Other Materials & Supplies/Cambridge 2500
DESP 5300

School Counselor ($72,671)
Salaries: 1.2 School Counselor 72,671

Social Worker ($12,313)
Salaries: .2 Social Worker 12,313

Curriculum Development ($1,500)
Postage Cambridge 1500

Instructional Trainer Coach ($63,913)
Salaries: 1 Instructional Trainer Coach 63,913

Parent Involvement ($14,880)
Salaries: .5 Parent Involvement Coordinator 14,880
Consumable Supplies 0

Professional Development ($36,631)
Instructional Stipends – After School PD 100 hrs @ 15.00 1,631
Travel/Conferences 20,000
Travel/Cambridge 15,000

Transportation ($1,250)
Outside 750
Inside 500

Extra Duty Hours ($4,926)
RMA 273 hrs 4926
98 hrs: additional .5 hr/day
95 hrs: 7/6/17-8/4/17
80 hrs: 6/4/18-6/29-18

AVID ($26,993)
Coordinator: 1 Supplement @5001 5781
AVID Tutors 11,822
Summer Institute 9390

Before/After School ($1,748)
Instructional Support 50 hrs 1,748

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
Carrie Winans	Education Support Employee
Molly Gittens	Teacher
Lisa Heeter	Business/Community
Kathy Sparks	Education Support Employee
Katherine Cordoba	Education Support Employee
Courtney Hagar	Teacher
Harriett Kittles	Parent
Rhonda Weaver	Parent
Brenden Hiatt	Student
Taleakia Jones	Student
Jennifer Georges	Student
Nathan Callahan	Student
Brooke Fernandes	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
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

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 and provides input.

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
Collins, Lisa	Teacher, K-12
Feyedelem, Ashley	Teacher, K-12
Calidonio, Michelle	Instructional Coach
Auringer, Stephanie	Teacher, K-12
Uscategui, Mari	Teacher, K-12
Weber, Jennifer	Teacher, K-12
Gallo, Lauren	Teacher, K-12

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. We will continue to implement WICOR strategies across the content areas with an emphasis on writing and reading strategies.

D. Public and Collaborative Teaching

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

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

Instructional staff participate in weekly PLC meetings focused on curriculum alignment, instructional practices, common assessment, as well as data analysis and planning for remediation/enrichment. 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 ELA Instructionctional 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 Clincal 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 and plan for Tier 2 interventions. WICOR strategies are used to provide the opportunity for students to engage in rigorous instructional practices and deepen their understanding of the standards. 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: Summer Program

Minutes added to school year: 0

Extended School Year program provides support in core academic areas for course recovery. The ESY program is established once receiving guidelines from district, including budget.

Strategy Rationale

ESY provides for the differentiated support of students in order to meet graduation requirements 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 ESY are identified and course recovery of this population is compared to course recovery progress of school-wide population.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

We sponsor articulation meetings in the spring when guidance counselors, administrators and club sponsors go to the middle school to present information on our school and assist with course selection. Prior to the first week of school our incoming freshman are invited to a Freshman Kickoff where they can learn about our campus and meet some of the teachers. All students are invited to participate in our Orientation Day during pre-planning week.

Grade level presentations are offered each year to clarify expectations and review graduation requirements. Guidance Counselors go into classrooms throughout the year to make various presentations including FAFSA and the post-secondary application processes for our senior cohort. Our ESE students receive additional post secondary readiness transition services during their senior year.

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 all grade levels 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 Nursing and Culinary Arts.
CNA
CMAA
Serv-Safe
Pro-Start

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 CCTE 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 2015.
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 grade level Guidance Counselors 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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

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

The following documents were submitted as evidence for this section:

No files were uploaded

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

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

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 1% and increase the percentage of students performing at Level 3 or above on the 10th grade ELA FSA from 35% in 2017 to 49% in 2018.

G2. Increase the percentage of students performing at Level 3 or above on the Algebra 1 FSA EOC from 36% to 40% and from 53% in 2017 to 55% in 2018 on the Geometry FSA EOC.

G3. Increase the percentage of students performing at Level 3 or above on the Biology EOC from 56% to 60%.

G4. Increase the Graduation Rate from 74% in 2016 to 76% in 2018.

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 by 1% and increase the percentage of students performing at Level 3 or above on the 10th grade ELA FSA from 35% in 2017 to 49% in 2018. 1a

🔑 G096339

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	49.0

Targeted Barriers to Achieving the Goal 3

- Use of highly effective instructional strategies as they relate to student engagement and increased learning.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Achieves 3000 and IRLA will be utilized by students in Intensive Reading courses.

- Strengthen ELA 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.

- ELA Instructional Trainer Coach will support ELA and Reading teachers.

- Professional Development on WICOR strategies.

Plan to Monitor Progress Toward G1. 8

IRLA and Achieves 3000 data.
District Quarterly Assessments.

Person Responsible
Michelle Calidonio

Schedule
Quarterly, from 8/7/2017 to 5/25/2018

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 36% to 40% and from 53% in 2017 to 55% in 2018 on the Geometry FSA EOC. `1a`

🔍 G096340

Targets Supported `1b`

Indicator	Annual Target
Algebra I EOC Pass Rate	40.0
Geometry EOC Pass Rate	55.0

Targeted Barriers to Achieving the Goal `3`

- Opportunities 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.

- District Professional Development related to Tier 2 interventions within the classroom.

- Increasing the use of WICOR strategies in the ELA classrooms will result in deeper understanding of standards and increased engagement.

Plan to Monitor Progress Toward G2. `8`

District Quarterly Assessments: Algebra 1 & Geometry
Common Assessments

Person Responsible
Michelle Calidonio

Schedule
Quarterly, from 8/14/2017 to 5/25/2018

Evidence of Completion
Common assessment data results.

G3. Increase the percentage of students performing at Level 3 or above on the Biology EOC from 56% to 60%. `1a`

🔍 G096341

Targets Supported `1b`

Indicator	Annual Target
Bio I EOC Pass	60.0

Targeted Barriers to Achieving the Goal `3`

- Opportunities 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.

- District Professional Development related to Tier 2 interventions within the classroom.

- Increasing the use of WICOR strategies in the Biology classrooms will result in deeper understanding of standards and increased engagement.

Plan to Monitor Progress Toward G3. `8`

District Quarterly Assessments.
Common Assessments.

Person Responsible
Alex Astone

Schedule
Quarterly, from 8/7/2017 to 5/25/2018

Evidence of Completion
Formative assessment and District Quarterly Assessment data results.

G4. Increase the Graduation Rate from 74% in 2016 to 76% in 2018. `1a`

🔑 G096342

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 Year program provides students with additional opportunity for credit recovery.

- IMPACT Team provides school-wide comprehensive graduation enhancement program.

- APEX Credit Recovery option available during the school day and after school.

- 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 8/14/2017 to 5/25/2018

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 by 1% and increase the percentage of students performing at Level 3 or above on the 10th grade ELA FSA from 35% in 2017 to 49% in 2018. `1`

🔑 G096339

> **G1.B2** Use of highly effective instructional strategies as they relate to student engagement and increased learning. `2`
>
> 🔑 B259238

> > **G1.B2.S2** Provide school-based PD for ELA/Reading staff related to WICOR Strategies. `4`
> >
> > 🔑 S274549

> > **Strategy Rationale**
> >
> > Increasing the use of WICOR strategies in the ELA classrooms will result in deeper understanding of standards and increased engagement.

> > **Action Step 1** `5`
> >
> > Develop a Professional Development Plan to support ELA and Reading teachers.
> >
> > **Person Responsible**
> >
> > Alondra Beatty
> >
> > **Schedule**
> >
> > Quarterly, from 8/7/2017 to 5/25/2018
> >
> > *Evidence of Completion*
> >
> > AHS PD Plan/Participation

> > **Action Step 2** `5`
> >
> > Increasing the use of WICOR strategies in the ELA classrooms will result in deeper understanding of standards and increased engagement.
> >
> > **Person Responsible**
> >
> > Alondra Beatty
> >
> > **Schedule**
> >
> > Quarterly, from 8/7/2017 to 5/25/2018
> >
> > *Evidence of Completion*
> >
> > walkthroughs/lesson plans

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

Implementation of AHS Professional Development Plan

Person Responsible

Alondra Beatty

Schedule

Semiannually, from 8/7/2017 to 5/25/2018

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 8/7/2017 to 5/25/2018

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 36% to 40% and from 53% in 2017 to 55% in 2018 on the Geometry FSA EOC. 1

🔍 G096340

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

🔍 B259239

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

🔍 S274550

Strategy Rationale

Action Step 1 5

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

Person Responsible

Teresa Caraker

Schedule

Quarterly, from 8/7/2017 to 5/25/2018

Evidence of Completion

PLC documentation

Action Step 2 5

Teachers will participate in District PD on the integration of Tier 2 supports in the classroom.

Person Responsible

Teresa Caraker

Schedule

Quarterly, from 8/7/2017 to 5/25/2018

Evidence of Completion

Professional Development Participation

Action Step 3 5

Increasing the use of WICOR strategies in the Math classrooms will result in deeper understanding of standards and increased engagement.

Person Responsible

Teresa Caraker

Schedule

Quarterly, from 8/7/2017 to 5/25/2018

Evidence of Completion

walkthrough data/lesson plans

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

PLC documentation.
Professional Development participation.

Person Responsible

Teresa Caraker

Schedule

Quarterly, from 8/7/2017 to 5/25/2018

Evidence of Completion

Data from Common Assessments and District Quarterly Assessments. Professional Development attendance.

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

Review Common Assessment and Quarterly data with PLCs.

Person Responsible

Teresa Caraker

Schedule

Quarterly, from 8/7/2017 to 5/25/2018

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 56% to 60%. 1

🔍 G096341

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

🔍 B259240

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

🔍 S274553

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

Alex Astone

Schedule

Quarterly, from 8/7/2017 to 5/25/2018

Evidence of Completion

PLC Documentation/Implementation of AVID Tutorials

Action Step 2 5

Increasing the use of WICOR strategies in the Biology classrooms will result in deeper understanding of standards and increased engagement.

Person Responsible

Alex Astone

Schedule

Quarterly, from 8/7/2017 to 5/25/2018

Evidence of Completion

walkthroughs/lesson plans

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

PLC Documentation.
Professional Development participation.

Person Responsible

Alex Astone

Schedule

Quarterly, from 8/7/2017 to 5/25/2018

Evidence of Completion

Data from Common Assessments and District Quarterly Assessments. Professional Development attendance.

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

PLC discussion and review of data.

Person Responsible

Alex Astone

Schedule

Quarterly, from 8/7/2017 to 5/25/2018

Evidence of Completion

Common Assessment and District Quarterly Assessment Data.

G4. Increase the Graduation Rate from 74% in 2016 to 76% in 2018. `1`

🔑 G096342

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

🔑 B259243

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

🔑 S274557

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

Erica Sparks

Schedule

Every 3 Weeks, from 8/14/2017 to 5/25/2018

Evidence of Completion

Student Contact Logs

Action Step 2 `5`

Monitor students through MTSS/IMPACT work sessions.

Person Responsible

Erica Sparks

Schedule

Biweekly, from 8/7/2017 to 5/25/2018

Evidence of Completion

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 8/7/2017 to 5/25/2018

Evidence of Completion

IMPACT Team PLC documentation and Graduation Tracking document

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

Weekly MTSS/IMPACT meetings

Person Responsible

Erica Sparks

Schedule

Biweekly, from 8/7/2017 to 5/25/2018

Evidence of Completion

Graduation tracking data.

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

Review Progress Report and Report Card data of targeted students.

Person Responsible

Erica Sparks

Schedule

Quarterly, from 8/7/2017 to 5/25/2018

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
2018					
G1.MA1 M396211	IRLA and Achieves 3000 data. District Quarterly Assessments.	Calidonio, Michelle	8/7/2017	Formative assessment data results. Common Assessment data results. District Quarterly Assessment results.	5/25/2018 quarterly
G2.MA1 M396218	District Quarterly Assessments: Algebra 1 & Geometry Common Assessments	Calidonio, Michelle	8/14/2017	Common assessment data results.	5/25/2018 quarterly
G3.MA1 M396223	District Quarterly Assessments. Common Assessments.	Astone, Alex	8/7/2017	Formative assessment and District Quarterly Assessment data results.	5/25/2018 quarterly
G4.MA1 M396231	Review Graduation Summary Data reflecting on-track/off-track students.	Williams, Michelle	8/14/2017	Graduation Tracking Data/Graduation Rate	5/25/2018 quarterly
G2.B1.S1.MA1 M396212	Review Common Assessment and Quarterly data with PLCs.	Caraker, Teresa	8/7/2017	Common Assessment and District Quarterly Assessment Data.	5/25/2018 quarterly
G2.B1.S1.MA1 M396213	PLC documentation. Professional Development participation.	Caraker, Teresa	8/7/2017	Data from Common Assessments and District Quarterly Assessments. Professional Development attendance.	5/25/2018 quarterly
G2.B1.S1.A1 A368574	Assess teacher needs based on Algebra 1 and Geometry PLC work. Determine plan for student and...	Caraker, Teresa	8/7/2017	PLC documentation	5/25/2018 quarterly
G2.B1.S1.A2 A368575	Teachers will participate in District PD on the integration of Tier 2 supports in the classroom.	Caraker, Teresa	8/7/2017	Professional Development Participation	5/25/2018 quarterly
G2.B1.S1.A3 A368576	Increasing the use of WICOR strategies in the Math classrooms will result in deeper understanding...	Caraker, Teresa	8/7/2017	walkthrough data/lesson plans	5/25/2018 quarterly
G3.B1.S1.MA1 M396219	PLC discussion and review of data.	Astone, Alex	8/7/2017	Common Assessment and District Quarterly Assessment Data.	5/25/2018 quarterly
G3.B1.S1.MA1 M396220	PLC Documentation. Professional Development participation.	Astone, Alex	8/7/2017	Data from Common Assessments and District Quarterly Assessments. Professional Development attendance.	5/25/2018 quarterly
G3.B1.S1.A1 A368577	Assess teacher needs based on PLC work. Determine plan for student and teacher support within each...	Astone, Alex	8/7/2017	PLC Documentation/Implementation of AVID Tutorials	5/25/2018 quarterly
G3.B1.S1.A2 A368578	Increasing the use of WICOR strategies in the Biology classrooms will result in deeper...	Astone, Alex	8/7/2017	walkthroughs/lesson plans	5/25/2018 quarterly
G1.B2.S2.MA1 M396209	Monitor effectiveness of professional development for ELA/Reading teachers.	Beatty, Alondra	8/7/2017	Participation in professional development. Data analysis results from district quarterly assessments.	5/25/2018 semiannually
G1.B2.S2.MA1 M396210	Implementation of AHS Professional Development Plan	Beatty, Alondra	8/7/2017	Attendance/Professional Development Plan	5/25/2018 semiannually
G1.B2.S2.A1 A368572	Develop a Professional Development Plan to support ELA and Reading teachers.	Beatty, Alondra	8/7/2017	AHS PD Plan/Participation	5/25/2018 quarterly
G1.B2.S2.A2 A368573	Increasing the use of WICOR strategies in the ELA classrooms will result in deeper understanding of...	Beatty, Alondra	8/7/2017	walkthroughs/lesson plans	5/25/2018 quarterly
G4.B3.S3.MA1 M396228	Review Progress Report and Report Card data of targeted students.	Sparks, Erica	8/7/2017	IMPACT Team PLC and Graduation Tracking documentation	5/25/2018 quarterly
G4.B3.S3.MA1 M396229	Informal and formal discussions with IMPACT Team through PLCs.	Williams, Michelle	8/7/2017	IMPACT Team PLC documentation and Graduation Tracking document	5/25/2018 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B3.S3.MA3 🔑 M396230	Weekly MTSS/IMPACT meetings	Sparks, Erica	8/7/2017	Graduation tracking data.	5/25/2018 biweekly
G4.B3.S3.A1 🔑 A368580	Provide individualized and small group support to students who are behind in credits or who have...	Sparks, Erica	8/14/2017	Student Contact Logs	5/25/2018 every-3-weeks
G4.B3.S3.A2 🔑 A368581	Monitor students through MTSS/IMPACT work sessions.	Sparks, Erica	8/7/2017		5/25/2018 biweekly

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 by 1% and increase the percentage of students performing at Level 3 or above on the 10th grade ELA FSA from 35% in 2017 to 49% in 2018.

G1.B2 Use of highly effective instructional strategies as they relate to student engagement and increased learning.

G1.B2.S2 Provide school-based PD for ELA/Reading staff related to WICOR Strategies.

PD Opportunity 1

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

Facilitator

Michelle Calidonio/Kali Anges/Professional Development Team

Participants

Instructional Staff

Schedule

Quarterly, from 8/7/2017 to 5/25/2018

G2. Increase the percentage of students performing at Level 3 or above on the Algebra 1 FSA EOC from 36% to 40% and from 53% in 2017 to 55% in 2018 on the Geometry FSA EOC.

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

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

PD Opportunity 1

Teachers will participate in District PD on the integration of Tier 2 supports in the classroom.

Facilitator

Teresa Caraker/District OTL Staff

Participants

Math Teachers

Schedule

Quarterly, from 8/7/2017 to 5/25/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S2.A1	Develop a Professional Development Plan to support ELA and Reading teachers.	$0.00
2	G1.B2.S2.A2	Increasing the use of WICOR strategies in the ELA classrooms will result in deeper understanding of standards and increased engagement.	$0.00
3	G2.B1.S1.A1	Assess teacher needs based on Algebra 1 and Geometry PLC work. Determine plan for student and teacher support within each unit.	$0.00
4	G2.B1.S1.A2	Teachers will participate in District PD on the integration of Tier 2 supports in the classroom.	$0.00
5	G2.B1.S1.A3	Increasing the use of WICOR strategies in the Math classrooms will result in deeper understanding of standards and increased engagement.	$0.00
6	G3.B1.S1.A1	Assess teacher needs based on PLC work. Determine plan for student and teacher support within each unit.	$0.00
7	G3.B1.S1.A2	Increasing the use of WICOR strategies in the Biology classrooms will result in deeper understanding of standards and increased engagement.	$0.00
8	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
9	G4.B3.S3.A2	Monitor students through MTSS/IMPACT work sessions.	$0.00
		Total:	$0.00