

Pasco County Schools

Anclore Elementary School



2018-19 Schoolwide Improvement Plan

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Anclore Elementary School

3610 MADISON ST, New Port Richey, FL 34652

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

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	87%
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	2017-18	2016-17	2015-16	2014-15
Grade	D	C	C	D*

School Board Approval

This plan is pending approval by the Pasco County School Board.

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

The AES community empowers, educates and believes all students will succeed by fostering a culture of respect, creativity, trust and collaboration.

SAIL - Soar, Achieve, Inspire, Lead

Provide the school's vision statement.

All students achieving success in college, career and life.

School Leadership Team

Membership

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

Name	Title
Thomas, Ellen	Principal
Pitkoff, Jessica	Assistant Principal

Duties

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

The administration leads the guiding coalition, a team of leaders wanting to promote excellence and lead change throughout the building. This will be accomplished through identifying best practices and building upon them, problem solving issues, to come up with innovative, practical responses to improve or correct the problems and building a culture of community by modeling personal dedication to students, faculty, parents and the community at large. The undertone of all decisions will be made by answering the question - Is this best for students?

Early Warning Systems

Year 2017-18

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	29	9	20	15	12	18	0	0	0	0	0	0	0	103
One or more suspensions	7	2	2	8	3	7	0	0	0	0	0	0	0	29
Course failure in ELA or Math	6	0	8	14	16	12	0	0	0	0	0	0	0	56
Level 1 on statewide assessment	0	0	0	35	34	37	0	0	0	0	0	0	0	106

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	20	3	7	19	20	18	0	0	0	0	0	0	0	87

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	1	0	16	0	0	0	0	0	0	0	0	0	20
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Thursday 7/12/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

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

Indicator	Grade Level													Total
Students exhibiting two or more indicators														

Year 2016-17 - Updated

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	7	11	13	7	8	5	0	0	0	0	0	0	0	51
One or more suspensions	0	2	1	9	3	8	0	0	0	0	0	0	0	23
Course failure in ELA or Math	0	1	6	15	16	10	0	0	0	0	0	0	0	48
Level 1 on statewide assessment	0	0	0	14	16	16	0	0	0	0	0	0	0	46

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	0	0	0	0	

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Learning gains in the lowest quartile of students performed the poorest in 2018. This was not the case in 2017, there was a significant drop in both ELA L25 (-9%) and Math L25 (-28%). Services to the students in this tier were not consistent in 2018. Cohort and grade level comparisons were both at a loss for 2018.

Which data component showed the greatest decline from prior year?

Math data across the spectrum showed greatest decline from 2017. Math Proficiency (-11%) Math Learning Gains (-14%) and Math L25 (-28%). Black students underperformed compared to all other subgroups in math with (10%) proficiency. A new curriculum was introduced in 2018. All components of the curriculum were not implemented or taught as designed. Support was provided, however by the time some practices had improved, students had fallen too far behind to recover. Quarterly data checks also illustrated the gap in Math increasing over the course of the year.

Which data component had the biggest gap when compared to the state average?

Math proficiency data had the largest gap when compared to state averages (-20%) The year prior 2017, there was an (-8%) gap with the state average. A new curriculum was introduced in 2018. All components of the curriculum were not implemented or taught as designed. Other same type schools implementing the same curriculum had improved student achievement.

Which data component showed the most improvement? Is this a trend?

Science Achievement data showed the only improvement for the school year 2018. In 2017 the science proficiency was 30%, (-21%) compared to the State average. In 2018, science proficiency rose to 44%, (-11%) lower than the state average lessening the school/state gap.

Describe the actions or changes that led to the improvement in this area.

A coach was working with the 5th grade team to assist with the intentional planning and delivery of Science to students. We will continue the coaching support with the addition of new curriculum resources for the 2019 school year. Science is not a priority across the grade levels and this will be addressed going into the 2019 school year through scheduling of science time and planning in PLC for science.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	45%	56%	56%	48%	52%	52%
ELA Learning Gains	45%	51%	55%	48%	49%	52%
ELA Lowest 25th Percentile	30%	45%	48%	43%	38%	46%
Math Achievement	42%	59%	62%	52%	51%	58%
Math Learning Gains	41%	57%	59%	58%	50%	58%
Math Lowest 25th Percentile	30%	44%	47%	42%	36%	46%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Science Achievement	44%	56%	55%	31%	48%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	29 ()	9 ()	20 ()	15 ()	12 ()	18 ()	103 (0)
One or more suspensions	7 ()	2 (0)	2 (0)	8 (0)	3 (0)	7 (0)	29 (0)
Course failure in ELA or Math	6 ()	0 (0)	8 (0)	14 (0)	16 (0)	12 (0)	56 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	35 (0)	34 (0)	37 (0)	106 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	47%	57%	-10%	57%	-10%
	2017	59%	60%	-1%	58%	1%
Same Grade Comparison		-12%				
Cohort Comparison						
04	2018	40%	55%	-15%	56%	-16%
	2017	56%	59%	-3%	56%	0%
Same Grade Comparison		-16%				
Cohort Comparison		-19%				
05	2018	44%	56%	-12%	55%	-11%
	2017	40%	52%	-12%	53%	-13%
Same Grade Comparison		4%				
Cohort Comparison		-12%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	45%	59%	-14%	62%	-17%
	2017	46%	58%	-12%	62%	-16%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2018	44%	59%	-15%	62%	-18%
	2017	55%	61%	-6%	64%	-9%
Same Grade Comparison		-11%				
Cohort Comparison		-2%				
05	2018	34%	58%	-24%	61%	-27%
	2017	57%	52%	5%	57%	0%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-23%				
Cohort Comparison		-21%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	41%	56%	-15%	55%	-14%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	26	29	29	27	29	18	19				
ELL	35	31		31	25						
ASN	67			50							
BLK	24	43		10	21						
HSP	38	36	20	39	35	36	32				
MUL	56	25		56	50						
WHT	47	49	29	46	44	25	55				
FRL	44	46	30	40	40	31	41				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	19	38	38	16	41	50					
ELL	24	50		29	54						
ASN	57			71							
BLK	38	31		30	33						
HSP	45	48	40	52	58		27				
MUL	57			50							
WHT	60	56	38	55	58	57	32				
FRL	51	52	38	49	55	58	28				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Data Driven Decisions--Essential Standards
Rationale	Identify Essential standards by grade level/teacher team, to ensure tiers of support are focussed on the essential work of the grade and student make the needed learning gains at high levels. Essential Standards represent the absolutely essential knowledge, skills and behaviors every student must acquire to succeed in the next unit, semester, and year. There will be a cohesiveness amongst grade level essentials. Teachers, Support Facilitators and Intervention teachers will all intervene with appropriate lessons and tools based on the Essential Standards so there will be a focused team cross grades to raise student achievement.
Intended Outcome	All students will master the essential standards, by grade level, thus making them ready for the next grade and next year of learning. RTI tiers 2 and 3 will have a focus on the essential standards as the important work of the grade level for students to master. Learning gains will improve to 65% of the grade level as measured by FSA.
Point Person	Ellen Thomas (ethomas@pasco.k12.fl.us)
Action Step	
Description	<p>Professional development will be offered pre-school year for all teachers on Essential Standards (District led PD).</p> <p>Standards will be identified based on 3 main components - endurance, leverage and readiness.</p> <p>Once identified, standards will be dissected vertically to ensure there is a cohesiveness with them and that they all build upon each other.</p> <p>Intervention schedules will be built to align with intervention times. All additional supports will be responsible for the work of the grade they support.</p> <p>Essential Standards unit plans will be created.</p> <p>The grade level team with intervention supports will implement the team teaching-assessing cycle.</p> <p>Common formative and summative assessments will be given, results analyzed and interventions selected based on student needs.</p> <p>Students will be identified for Tier 2 support by standard and learning targets. Tracking documents will be maintained on all student receiving Tier 2 and 3 supports.</p> <p>PD will also be offered on the Core Actions throughout the year. Semester one focus will be Core Action One and Two. A deep focus on questioning and tasks to reach the level of rigor of the standard will be illustrated and practiced in PD. Teachers will employ questions and tasks both oral and written that are text specific and reflect the standards during their lessons. If the staff is progressing with Core Action 2, for Semester 2 the plan will be to graduate to PD on Core Action 3, with a focus on: Providing all students with opportunities to do the work of the lesson. Teacher will release learning to the students in a productive and systematic way.</p>
Person Responsible	Ellen Thomas (ethomas@pasco.k12.fl.us)
Plan to Monitor Effectiveness	
Description	<p>Common end of unit/module results will be tracked. Students identified for Tier 2 supports by standard and learning targets will be tracked utilizing a tracking spreadsheet.</p> <p>Documents will be stored in a shared location where admin, coaches, support facilitators and interventionists can access and respond to data to improve student outcomes and</p>

achievement.

Teachers will have time in each PLC weekly to plan interventions, discuss results of interventions and make adjustments as necessary. Coaches and Admin will meet 2x monthly to review data to ensure fidelity to the program and improved student achievement.

Effectiveness of Core Action PD will be monitored utilizing the Instructional Practice Guide Tool at least bi-weekly. Results will be used to further develop PD to grow overall understanding, as well as provide an avenue for the Instructional Trainer Coach to work individually with teachers needing further support.

Person Responsible Ellen Thomas (ethomas@pasco.k12.fl.us)

Activity #2	
Title	Data Driven Decisions - Tiered Systems of Support
Rationale	<p>Student Learning Gains for the 2017 - 2018 were well below District and State averages. By implementing a system of tiered supports, students will be provided with interventions in a systematic fashion. Teachers, Support Facilitators, Intervention Teachers and Instructional Assistants will be utilizing the same systems to compare data and make improvement in student achievement. Teachers will address Essential Standards deficits student by student by standard and target.</p>
Intended Outcome	<p>A tiered system of support will provide the structure necessary to allow all interventionists to record information, compare and share data and instructional practices to best meet the needs of the students. By utilizing a system that will address essential standards deficits , learning gains and proficiency toward standards will increase. We will see the increase in quarterly testing as well as FSA testing. We expect a 20% increase in learning gains for 2019.</p>
Point Person	Jessica Pitkoff (jpitkoff@pasco.k12.fl.us)
Action Step	
Description	<p>Utilize tracking "by student, by standard" form developed in 2017. Continue intervention procedures launched the later portion of 2018.</p> <p>Create a Meeting form that encompasses all necessary student and intervention data for analyzing data and responding to it. Student levels, days and times of intervention, personnel intervening, target skill (must match essential standard), assessment for mastery, resources available and resources used.</p> <p>Create a schedule for intervention data meetings in PLC's (every 3 weeks) where students will be discussed and progress toward target made. NWEA testing data will be utilized as growth data after each testing cycle. New targets and/or different interventions will be decided upon as a team.</p> <p>Schedule a PD for teachers and Interventionists (support facilitators, Intervention teacher and instructional Assistants) to review the processes and procedures that are to be instituted.</p> <p>Complete Intervention visits to observe lessons with students and provide feedback to interventionists on their practice.</p> <p>Admin and coaches will meet with PLC's during data analyzation time to stay abreast of practices.</p> <p>The Student Intervention Team (SIT) will analyze data and make suggestions for intervention for students in the lowest 25%of the school population.</p>
Person Responsible	Jessica Pitkoff (jpitkoff@pasco.k12.fl.us)
Plan to Monitor Effectiveness	
Description	<p>Administrators and coaches will meet weekly to review progress utilizing the system of supports for students.</p> <p>Admin and coaches will attend PLC meetings where tiered interventions are being discussed (every 3 weeks) Quarterly, the team will review data by student by standard to ensure progress is being made and essential standards deficits are lessening.</p> <p>Student Intervention Team (SIT) will meet every 2 weeks to discuss students in the lowest quartile, problem solve, and plan for the necessary interventions.</p>
Person Responsible	Jessica Pitkoff (jpitkoff@pasco.k12.fl.us)

Activity #3	
Title	Collaborative Culture - Restorative Circles
Rationale	For students to be successful their basic needs must first be met. They must feel safe and part of the whole collective school community. Anclote Elementary had 20% of their population for the 2017-2018 school year that were at risk for attendance - attending less than 90% of the school year. Behavior referrals average 350 over the last 3 years and discipline calls occurred many times a day during the 2017-2018 school year. Restorative Circles addresses the community base of the classroom to create a warm and welcoming environment in which students long to be a part of and attend on a regular basis.
Intended Outcome	Students will attend school at a higher average rate as they want to be part of a school community. Behavior referrals and discipline calls will be reduced as a result of implementation of restorative circles and dialogue in the classroom and around campus. As students will be in classrooms more it is expected that student achievement will go up.
Point Person	Ellen Thomas (ethomas@pasco.k12.fl.us)
Action Step	
Description	<p>Contact District to assist in developing a PD plan for all staff on restorative circles. PD to include Restorative Practices, Restorative Circles and Restorative Dialogue.</p> <p>Conduct PD in Spring to prepare staff for changes in Behavior expectations, Behavior flow chart and Restorative Circles for the 2018-2019 school year.</p> <p>Train Discipline IA in the actions of restorative practices.</p> <p>Work with Guiding Coalition and PBIS Committee to create systems that celebrate and support students socially, emotionally and academically. Organize student celebrations and awards for academics, attendance and behavior.</p> <p>Discipline IA will analyze behavior data and work with PBIS and Guiding Coalition to determine ways to improve behavior and attendance and celebrate success systematically.</p> <p>Guiding Coalition will research best practices and share information with staff.</p> <p>Semester 2 will have Instructional and Non-Instructional teams revisit Restorative Circles and refresh practices. Share what is going well and what we need to continue to work on.</p>
Person Responsible	Ellen Thomas (ethomas@pasco.k12.fl.us)
Plan to Monitor Effectiveness	
Description	<p>Walkthroughs will be completed by Admin, Discipline IA and SSAP to offer feedback on effectiveness and student growth with Restorative Circles in the classroom.</p> <p>Admin, along with Discipline IA and SSAP will meet to review behavior and attendance data.</p> <p>Data will be shared with staff with a monthly focus for circles.</p>
Person Responsible	Ellen Thomas (ethomas@pasco.k12.fl.us)

Activity #4	
Title	Collaborative Culture - Connections
Rationale	<p>Clear concise communications with all stakeholders is necessary to disseminate information as well as receive constructive feedback to improve practices. When interviewed at the end of the 2017 - 2018 school year, many instructional personnel commented on the lack of communication and consistency in the messaging coming from Admin and also being sent to parents. To improve 2 way communication with parents, ClassDOJO will be utilized school wide to keep parents up to date with the work of their children. Making connections with the community at large is a critical component of a successful school. Thus, getting a positive message out about the work of the school and connecting with businesses, community organizations and parents is important. Social Media (Facebook, Twitter and Instagram) as well as School Messenger (Phone and Text) will be used to share school wide information and positive messaging about Anclote Elementary. Our goal is to reach the most people with their preferred method of communication. Another way to connect to the community is to have students (via field trips) visiting businesses and educational institutions to build background and have them connect with positive role models and create the ideas that anything is possible. Students leaders will help to build a culture of inclusiveness which will help to build student connections throughout the campus.</p>
Intended Outcome	<p>Clear and concise messaging will improve the culture with all Stakeholders and spread a positive message about the work being done at Anclote Elementary. Through the work of the Guiding Coalition there will be a collective consensus on how and what will be communicated and the manner in which communication occurs. Parents and the business community will feel and be part of a communication loop with teachers and the school in a variety of ways. With the improved communication, staff will find it easier to engage in collaborative activities and share best practices which will lead to improved student achievement. Parents will be afforded resources to assist their children at home. Through field trips, students will build the connections to the community. 5th grade students will be attending a leadership academy where they will learn about connecting with people throughout the community in a positive manner. Student leaders will create a culture of connectedness by selecting and running community service projects.</p>
Point Person	Ellen Thomas (ethomas@pasco.k12.fl.us)
Action Step	
Description	<p>PD on ClassDOJO for all Staff in Spring. PD will be offered again during Pre-Planning week for new to Anclote staff.</p> <p>Digital Calendars will be set up to communicate school events, trainings, PLC days, curriculum PD's, Meetings for all Leadership teams - SIT, SLT. PD will be offered on accessing calendar.</p> <p>Post (link) Public event Calendar on website.</p> <p>Meet with Leadership team to coordinate Social Media posting expectations.</p> <p>When available incorporate DOJO digital portfolio to illustrate student work.</p> <p>Guiding Coalition will work to assist those new to the digital tools being incorporated into the work environment. On demand, as needed PD will be developed and shared with staff to improve communication with all Stakeholders.</p> <p>Provide a list of possible Field Trips to grade level leaders.</p> <p>Set date for 2019 Leadership Academy, prepare materials and staff for engaging presentations/activities.</p>
Person Responsible	Ellen Thomas (ethomas@pasco.k12.fl.us)

Plan to Monitor Effectiveness

Description	<p>Guiding Coalition will monitor effectiveness of communication and informally provide feedback to admin.</p> <p>Digital Parent and Staff surveys will be conducted quarterly to gauge the levels of clear concise communication, and what the SLT can do to improve in this area. Parents will also be surveyed on the effectiveness of ClassDOJO as a communication tool.</p> <p>Admin and LDC will monitor ClassDOJO to ensure all teachers are using the tool to its fullest potential.</p>
Person Responsible	Ellen Thomas (ethomas@pasco.k12.fl.us)

Activity #5

Title	High Impact Instruction
Rationale	<p>Teachers intentionally plan and deliver lessons that are aligned to the rigor of the standards and reflect the instructional shifts and integrate best practices.</p>
Intended Outcome	<p>By the conclusion of the 2019 school year, 50% of Anclote instructional staff will demonstrate evidence that they are planning, delivering, assessing, and monitoring standards based instruction matched to the rigor of the standard. As a result, student proficiency will increase.</p>
Point Person	Jessica Pitkoff (jpitkoff@pasco.k12.fl.us)

Action Step

Description	<p>Provide training and coaching to school teams aligned to teaching-assessing cycle (including essential standards), the instructional shifts (core actions), and best practices. Use of IPG tool walkthrough to determine baseline.</p> <p>Guiding Coalition (GC) reviews data and determines focus for school that aligns to the goal. With GC, develop walkthrough tool to use for classroom visits and to then provide feedback to staff.</p> <p>Continue developing a sequence of questions in PLC's - Core Action 2 - PD will be differentiated by teacher need, by indicators. How students will interact with questions will be a focus.</p> <p>Develop PD - Core Action 3 bi-weekly based on baseline Needs Assessment data. (Self Assessment and Walkthroughs)</p> <p>Guiding Coalition will determine need and develop.</p>
Person Responsible	Ellen Thomas (ethomas@pasco.k12.fl.us)

Plan to Monitor Effectiveness

Description	<p>Walkthroughs using IPG tool completed weekly by admin.</p> <p>Develop a School-wide plan to have walkthrough teams use the IPG tool.</p> <p>Student achievement data will be tracked utilizing Comprehension checks, quarterlies and NWEA.</p>
Person Responsible	Ellen Thomas (ethomas@pasco.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Anclote Elementary will involve families in a variety of activities that will support all children and families in attendance. We believe academic excellence is fostered when the community and all its members work together for the benefit of children. Information gathering and sharing, curriculum resources, student achievement, and parental educational and social resources will be the highlight of engaging families at our school.

PFEP Link

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

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 Anclote community recognizes that in order for students to be successful academically, their social emotional needs must first be met. For the 2018-2019, all classroom teachers will be trained in restorative practices with a focus on Restorative Circles for the first year. Behavioral interventions will foster learning and reflection rather than punitive consequences. The school community will be a place for students to feel welcome and safe, where adults are trusted to do the right thing for children. The school employs a school counselor, social worker and nurse to assist in student well being.

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

For new incoming students we have a team of student leaders that show students around the building. Our outgoing students follow the Middle School plan for transitions. In 5th grade teachers specialize to allow students to familiarize themselves with having multiple teachers.

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 school leadership team meets at least monthly to determine how resources should be managed. Parent surveys, SAC members and community needs all play a part in supplying the leadership team with feedback for use and spending of funding. District supports and research are used to ensure

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

Anclote Elementary is an AVID school. We follow the principles of AVID and work to incorporate college and career ready skills in our daily work with students. Our 5th grade students participate in a leadership academy prior to the beginning of the school year and lead community service projects (all students participate in them) during the course of the year.

Part V: Budget

Total:	\$258,565.25
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