

Pasco County Schools

# Anclore Elementary School



## 2019-20 Schoolwide Improvement Plan

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# Anclote Elementary School

3610 MADISON ST, New Port Richey, FL 34652

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

## Demographics

**Principal: Ellen Thomas**

Start Date for this Principal: 4/16/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	82%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (51%) 2017-18: D (40%) 2016-17: C (49%) 2015-16: C (46%) 2014-15: D (40%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### 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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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.

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## Anclore Elementary School

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

### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	D	C	C

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<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	Job Duties and Responsibilities
Thomas, Ellen	Principal	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?
Pitkoff, Jessica	Assistant Principal	

### Early Warning Systems

#### Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	77	90	84	93	81	86	0	0	0	0	0	0	0	511
Attendance below 90 percent	4	1	2	3	2	1	0	0	0	0	0	0	0	13
One or more suspensions	3	6	3	9	2	2	0	0	0	0	0	0	0	25
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

#### The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	4	1	5	0	2	0	0	0	0	0	0	0	14

#### 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	2	1	0	13	0	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

#### FTE units allocated to school (total number of teacher units)

31

#### Date this data was collected or last updated

Wednesday 5/29/2019

#### Prior Year - As Reported

#### 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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	20	3	7	19	20	18	0	0	0	0	0	0	0	87

#### Prior Year - 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	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 with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	20	3	7	19	20	18	0	0	0	0	0	0	0	87

## Part II: Needs Assessment/Analysis

### 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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	46%	58%	57%	54%	56%	55%
ELA Learning Gains	57%	56%	58%	51%	55%	57%
ELA Lowest 25th Percentile	60%	54%	53%	39%	52%	52%
Math Achievement	46%	60%	63%	53%	57%	61%
Math Learning Gains	60%	61%	62%	55%	58%	61%
Math Lowest 25th Percentile	44%	50%	51%	58%	47%	51%
Science Achievement	41%	53%	53%	30%	49%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	77 (0)	90 (0)	84 (0)	93 (0)	81 (0)	86 (0)	511 (0)
Attendance below 90 percent	4 (29)	1 (9)	2 (20)	3 (15)	2 (12)	1 (18)	13 (103)
One or more suspensions	3 (7)	6 (2)	3 (2)	9 (8)	2 (3)	2 (7)	25 (29)
Course failure in ELA or Math	0 (6)	0 (0)	0 (8)	0 (14)	0 (16)	0 (12)	0 (56)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (35)	0 (34)	0 (37)	0 (106)

### Grade Level Data

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

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	32%	60%	-28%	58%	-26%
	2018	47%	57%	-10%	57%	-10%
Same Grade Comparison		-15%				
Cohort Comparison						
04	2019	60%	59%	1%	58%	2%
	2018	40%	55%	-15%	56%	-16%
Same Grade Comparison		20%				
Cohort Comparison		13%				
05	2019	44%	55%	-11%	56%	-12%
	2018	44%	56%	-12%	55%	-11%
Same Grade Comparison		0%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	36%	59%	-23%	62%	-26%
	2018	45%	59%	-14%	62%	-17%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2019	51%	62%	-11%	64%	-13%
	2018	44%	59%	-15%	62%	-18%
Same Grade Comparison		7%				
Cohort Comparison		6%				
05	2019	49%	57%	-8%	60%	-11%
	2018	34%	58%	-24%	61%	-27%
Same Grade Comparison		15%				
Cohort Comparison		5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	41%	53%	-12%	53%	-12%
	2018	41%	56%	-15%	55%	-14%
Same Grade Comparison		0%				
Cohort Comparison						

### Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	22	38	57	26	48	43	7				

2019 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 2017-18	C & C Accel 2017-18
ELL	32	56		32	43	45	30				
ASN	73			64							
BLK	31			13							
HSP	41	56	50	39	45	55	50				
MUL	70	90		80	80						
WHT	45	53	65	48	63	42	38				
FRL	41	57	62	42	56	42	34				
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				

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	77
Total Points Earned for the Federal Index	431

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	69
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	22
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	80
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	51
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Our lowest performing students were students with disabilities and black students. While we focused on our lowest quartile we did not focus on subgroups within the lowest quartile. Our third grade ELA and Math scores showed a dramatic drop.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Our overall Science score declined from the previous year. We did not have a clear focus on Science as we were mainly focusing on Math and ELA. We had two teachers new to fifth grade as well.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

The data component that had the greatest gap compared to the state average were our science scores. We did not have a clear focus on Science.

**Which data component showed the most improvement? What new actions did your school take in this area?**

The data component that showed the most improvement was our lowest quartile. We had a tight MTSS for our lowest quartile of students.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Attendance and number of discipline referrals.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Culture
2. Tier 1 instruction
3. Writing across curriculum
4. MTSS
5. PLC's

### **Part III: Planning for Improvement**

**Areas of Focus:**

#1	
<b>Title</b>	Collaborative Culture - Student and Staff Engagement
<b>Rationale</b>	At this time, students and staff are not leading their learning and promoting the engagement and culture of the school. Until all stakeholders play a role in the overall success of the school, there will not be long lasting change and improvement. All stakeholder's engagement must be addressed in order for improvement manifestation over time. Improving engagement will in itself improve culture and assist in retaining teachers.
<b>State the measurable outcome the school plans to achieve</b>	Students will attend school at a higher average rate as they want to be part of the school community. Behavior referrals and discipline calls will be reduced as a result of the continuation of restorative circles and the implementation of the Leader in Me Process to support Staff and Student leadership. As students and teachers are more engaged, they will be present at a higher percent, than it is expected that student achievement will go up. Building relationships will also help improve the overall achievement of our subgroups that are underperforming. (SWD's and Black) We will learn to better understand their plights and respond with respect and understanding. We will also be reaching out to parents with our leadership training as well to be partners.
<b>Person responsible for monitoring outcome</b>	Ellen Thomas (ethomas@pasco.k12.fl.us)
<b>Evidence-based Strategy</b>	<p>This year we are building our learning about Leadership through The Leader in Me process from Franklin Covey. Leveraging leadership is a way to engage all stakeholders in many facets of the school community. By learning to be leaders we expect student and staff engagement to improve. Expectations and language will be clear and aligned.</p> <p>We selected this strategy as a means to build engagement at our school. Our Gallup scores, both in Staff and 5th grade were low compared to nationwide and District comparable data. We also completed a comprehensive needs assessment where teachers and staff we at a high level of concern for safety because of the behaviors in the school.</p>
<b>Rationale for Evidence-based Strategy</b>	<p>We believe this approach to positively build leaders instead of the typical punitive model may benefit our students who need the SEL as well as the skills necessary to be engaged in their learning. By continuing our restorative circle work we began last year and add the leadership component, we believe engagement will increase, leading to more productivity and proficiency.</p>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Conduct interviews and surveys for a Comprehensive Needs Assessment. Analyze data and come up with a plan. Investigate options.</li> <li>2. Contact The Leader in Me for information regarding their process to build leaders in an organization.</li> <li>3. Conduct a book study on the book The Leader in Me with instructional staff</li> <li>4. Contract with Franklin Covey to provide 7 Habits training with Staff (Priority PD days).</li> <li>5. Work in school teams to align behavior and 7 habits processes and expectations.</li> <li>6. Provide PD to staff on Launching Leadership and Building Culture in the classroom (Franklin Covey)</li> <li>7. Bi-Weekly meetings with Leadership Team (Lighthouse Team)to get feedback on how things are going and determine if a response is necessary(PD), or we remain on the path.</li> <li>8. Create a Sharepoint to store lessons, resources and ideas to continue to progress.</li> <li>9. Work in conjunction with PBIS team, Behavior experts, Leadership team to create a plan to celebrate 7 Habits language and usage with students and staff. Create a student and staff celebration plan.</li> </ol>

10. Conduct parent nights to educate on the 7 habits and leadership strategies.
11. Add Leadership quotes/art to our school displays to let students know things are different at AES.
12. Check data on 2 underperforming subgroups and develop a plan to better meet their needs.

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

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<b>#2</b>	
<b>Title</b>	High Impact Instruction-Integrated Writing Curriculum
<b>Rationale</b>	At this time, teachers do not have a systematic and vertical approach to teaching writing across the grade levels and content areas. Thus, Core Connections is well positioned to help teachers meet the increased rigor and expected reading-writing integration of the Florida Standards. This interdisciplinary approach to literacy recognizes that as students learn to read, write, and think critically in response to a variety of texts across the curriculum, relationships are discovered, connections become clear, and student achievement improves.
<b>State the measurable outcome the school plans to achieve</b>	Student proficiency will increase as measured by the FSA in grades 4-5. Common Formative Assessments will be utilized in grades K-5 to measure proficiency and to inform instruction for writing. Both underperforming subgroups (SWD and Black) will perform at or above the 41st percentile by using the writing skills and strategies.
<b>Person responsible for monitoring outcome</b>	Ellen Thomas (ethomas@pasco.k12.fl.us)
<b>Evidence-based Strategy</b>	With the implementation of Core Connections, students in grades K-5 will learn explicit steps in writing. Core Connections provides the framework for integrating writing through all subject matters. There is vertical alignment through grades K-12.
<b>Rationale for Evidence-based Strategy</b>	We selected this strategy as a means to increase student writing competency across all grade levels. In addition, we expect to see an increase in proficiency as measured by the FSA. Over a three year period our FSA scores have decreased in grades 3-5 in ELA. We started implementing Core Connections in 4th grade in the 2018/2019 school year. We saw a significant increase in proficiency in our 4th grade students 47% to 60%.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Full day initial overview workshop with Core Connections Facilitator for teachers and administrators.</li> <li>2. 2 times Quarterly, grade level teams meet with CC Facilitator and analyze and respond to student writing, and participate in model lessons for students.</li> <li>3. Ongoing teacher lessons to model an implement in their classroom and formative assessment to measure student progress.</li> <li>4. Weekly PLC's to analyze data and create actions steps based on student need. A deliberate focus will be made to dissegregate the date for our SWD's and Black students who are performing below the 41st percentile.</li> <li>5. Learning Design Coach will have a focus on writing, coaching teams and individual teachers.</li> </ol>
<b>Person Responsible</b>	Ellen Thomas (ethomas@pasco.k12.fl.us)

#3	
<b>Title</b>	Data Driven Decisions- Tier 1 Instruction
<b>Rationale</b>	At this time, few grade level teams have core instruction that meets the standard of 80 percent proficiency in Tier 1. We will continue to build on our knowledge of identifying students that require tier 2 and tier 3 instruction, but we must improve the proficiency in Tier 1. For the 18/19 school year the focus was on the Tiers of support and interventions. The number of students requiring intervention was too high. We cannot Tier 2 and 3 ourselves out of an ineffective Tier 1.
<b>State the measurable outcome the school plans to achieve</b>	Student proficiency will increase by 5% in ELA and Math by providing effective tier 1 instruction and then follow it up with dynamic tiered levels of support. Student subgroups performing below the 41st percentile will increase their overall proficiency to at least 41 percent.
<b>Person responsible for monitoring outcome</b>	Ellen Thomas (ethomas@pasco.k12.fl.us)
<b>Evidence-based Strategy</b>	MTSS is a systematic process to ensure every student receives additional time and support to learn at high levels. Professional Learning Communities that focus on learning, work collaboratively and are results driven, have a significant impact on student achievement. PLC's will focus on data to drive instruction. We will utilize the Processes and instructional practices for highly effective PLC's to improve our overall classroom practices in Tier 1 Instruction.
<b>Rationale for Evidence-based Strategy</b>	Professional Learning Communities offer the foundation for teachers to learn and grow in their instructional practice. By utilizing classroom data to reflect on our instruction, reading about and learning effective practices, the number of students proficient should improve with better Tier 1 instructions.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Develop a Master Schedule including multiple interventions times for tiers of support.</li> <li>2. PLC teams will Identify priority standards by Unit/Module of Study.</li> <li>3. Unpack the Standards (answer the questions, what do we expect students to learn, how do we know they are learning it, how do we respond when they do not learn, how do we respond when they have already learned?)</li> <li>4. Develop Common Formative Assessments to measure our Tier 1 progress.</li> <li>5. Implement the Teach Teaching-Assessing Cycle</li> <li>6. Identify Students for Tier 2 Support by Student, by Standard, and Learning Target - Pay particular attention to our SWD's and Black students.</li> <li>7. Monitor Progress of students receiving Tier 2 supports</li> <li>8. Identify Students needing intensive (Tier 3) levels of support</li> <li>9. Provide necessary supports in Tier 2 and 3 while working to improve the number of students proficient in Tier 1.</li> </ol>
<b>Person Responsible</b>	Ellen Thomas (ethomas@pasco.k12.fl.us)

#### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

N/A

## 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 Schoolwide Improvement Plan 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.**

We are a Leader in Me School for the upcoming school year which entails, building leadership among our students, staff, and families. As part of our goal we will be offering parenting classes utilizing the Seven Habits of Highly Effective Families. Families will be invited monthly to attend workshops that will help build stronger relationships, supports, and understanding for one another. By utilizing the 7 habits we intend to build stronger relationships with our lower performing sub-groups to better understand and serve them.

### 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.**

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

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 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.**

School leadership in the form of a guiding coalition, develops a plan for scheduling and how to align resources to meet the needs of all students. We utilize a Comprehensive Needs Assessment surveying parents and staff to identify areas for improvement and supplemental materials needs. Coaches and Resource Manager inventory assets to ensure ample resources are available to support student and teacher needs. The Leadership team continues the learning/best practice process to determine how to best deploy our assets.

**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

**The approved budget does not reflect any amendments submitted for this project.**

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Collaborative Culture - Student and Staff Engagement</b>				<b>\$108,197.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		160-Other Support Personnel	0901 - Anclote Elementary School	Title, I Part A		\$33,197.00
		<i>Notes: 2 - Discipline IA's</i>				
		310-Professional and Technical Services	0901 - Anclote Elementary School	Title, I Part A		\$37,702.00
		<i>Notes: The 7 Habits Materials and Training</i>				
		100-Salaries	0901 - Anclote Elementary School	Title, I Part A		\$12,500.00
		<i>Notes: Social Worker</i>				
		160-Other Support Personnel	0901 - Anclote Elementary School	Title, I Part A		\$13,598.00
		<i>Notes: Parent Involvement Coordinator</i>				
		330-Travel	0901 - Anclote Elementary School	Title, I Part A		\$11,200.00
		<i>Notes: Field Trips - Student</i>				
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: High Impact Instruction-Integrated Writing Curriculum</b>				<b>\$31,632.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		120-Classroom Teachers	0901 - Anclote Elementary School	Title, I Part A		\$2,232.00
		<i>Notes: Classroom Subs - CC Training</i>				
		310-Professional and Technical Services	0901 - Anclote Elementary School	Title, I Part A		\$29,400.00
		<i>Notes: Core Connections Training.</i>				
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Data Driven Decisions- Tier 1 Instruction</b>				<b>\$144,518.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		130-Other Certified Instructional Personnel	0901 - Anclote Elementary School	Title, I Part A		\$132,595.00
		<i>Notes: Instructional Coaches</i>				

		310-Professional and Technical Services	0901 - Anclore Elementary School	Title, I Part A		\$8,409.00
			<i>Notes: Avid</i>			
		160-Other Support Personnel	0901 - Anclore Elementary School	Title, I Part A		\$3,514.00
			<i>Notes: Training PD</i>			
<b>Total:</b>						<b>\$284,347.00</b>