2013-2014 SCHOOL IMPROVEMENT PLAN

Anclote High School

1540 SWEETBRIAR DR

Holiday, FL 34691

727-246-3000

www.pasco.k12.fl.us

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	Yes	74%

Alternative/ESE Center	Charter School	Minority Rate
No	No	32%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	C	B	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Anclote High School

Principal

Elaine Michelle Williams

School Advisory Council chair

Mr. Baker

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Michelle Calidonio	Teacher/English
Alison Milden	Teacher/English
Jessica Piazza	Teacher/English
Mike Trout	Teacher/Social Studies
Wynne Black	Teacher/Social Studies
Mike Coon	Teacher/Math
Ryan Newell	Teacher/Math
Heidi Michaels	Teacher/Athletic Director
Glenn Anderson	Career Specialist
Zack Stoutimore	Teacher/Math
Teresa Caraker	Teacher/SSAP
Aaron Blake	Teacher/CCTE
Scott Stalter	Teacher/SSAP
Michelle Williams	Principal
Dillard Caldwell	Assistant Principal
Fran Helfrich	Assistant Principal
Ashley Feyedelem	Teacher/English
Donna Haff	Assistant Principal
Alondra Beatty-Woodall	Assistant Principal
Carla Lied	Secretary
Stefanie Simon	Teacher/Science
Karen Fenton	Teacher/Science
Anita Douglas	Teacher/Reading

District-Level Information

District

Pasco

Superintendent

Mr. Kurt S Browning

Date of school board approval of SIP

Pending

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The majority of SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students, parents, and other community partners who are representative of ethnic, racial, and economic community served by the school.
Students: Jamaree Ried, Taz Duncan, Zack Guevin, David Borges, Daryn Diggins, Taylor Blaine, Jenna Byrne, Chyane Nixon
Staff: Tenisha Dixon, Cheryl Vinson, Michelle Calidonio, Teresa Caraker, Carla Lied, Kathy Vann
Community Partners: Brad Smith, Matt Pratt,
Parents: Dan Baker, Christi Skrelunas
District Liaison: Minerva Evangelista

Involvement of the SAC in the development of the SIP

SAC provides input through discussion and feedback, making recommendations for consideration.

Activities of the SAC for the upcoming school year

Monthly meetings on a variety of topics at which stakeholders input is obtained, including but not limited to work on the SIP and Parent Involvement Plan.

Projected use of school improvement funds, including the amount allocated to each project

Classroom supplies and paper. Classroom resources to assist in the implementation of Common Core.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
5

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Elaine Michelle Williams		
Principal	Years as Administrator: 6	Years at Current School: 0

Credentials	Bachelors in Mathematics Education Masters in Educational Leadership Certifications: Mathematics 6-12, Educational Leadership, School Principal
Performance Record	2012-13 Anclote High School: Unavailable 2011-12 Hudson High School: B 2010-11 Hudson High School: B 2009-10 Hudson High School: D 2008-09 Hudson High School: D 2007-08 Hudson High School: C

Donna Haff		
Asst Principal	Years as Administrator: 0	Years at Current School:

Credentials	Masters in Educational Leadership Masters and Bachelors in Special Education Certifications: Educational Leadership Varying Exceptionalities Specific Learning Disabilities ESOL Middle Grades Integrated
Performance Record	N/A

Frances Helfrich		
Asst Principal	Years as Administrator: 8	Years at Current School: 4

Credentials	Masters of Education Leadership BA Physical Education K-8
Performance Record	2012-13 Anclote High School: Unavailable 2011-12 Anclote High School: B 2010-11 Anclote High School: A 2009-10 Anclote High School: F

Dillard Caldwell		
Asst Principal	Years as Administrator: 4	Years at Current School: 4

Credentials	Bachelors in Exceptional Student Education Masters in Educational Leadership Certifications: ESE & Educational Leadership
Performance Record	2012-13 Anclote High School: Unavailable 2011-12 Anclote High School: B 2010-11 Anclote High School: A 2009-10 Anclote High School: F

Alondra Beatty-Woodall		
Asst Principal	Years as Administrator: 0	Years at Current School: 0

Credentials	Bachelors in Elementary Education K-6 Masters in Educational Leadership Certifications: Elementary Education K-6, ESOL, & Educational Leadership
Performance Record	N/A

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Kathleen Connelly		
Full-time / School-based	Years as Coach: 0	Years at Current School: 4
Areas	Other	
Credentials	Mathematics 6-12 Certification	
Performance Record	N/A	

Classroom Teachers

# of classroom teachers

64

 # receiving effective rating or higher

0%

 # Highly Qualified Teachers
92%

 # certified in-field
59, 92%

 # ESOL endorsed
11, 17%

 # reading endorsed
9, 14%

 # with advanced degrees
12, 19%

 # National Board Certified
0, 0%

 # first-year teachers
2, 3%

 # with 1-5 years of experience
38, 59%

 # with 6-14 years of experience
21, 33%

 # with 15 or more years of experience
3, 5%

Education Paraprofessionals

# of paraprofessionals
3

 # Highly Qualified
3, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
16

 # receiving effective rating or higher
0%

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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.
Principal: Michelle Williams

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Increased Learning Time/Extended Learning Opportunities
This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program
Minutes added to school year: 0

AAA after-school program provides support in core academic areas. AAA is available twice weekly, with transportation.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

Administrative Team

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Michelle Calidonio	Teacher/English
Alison Milden	Teacher/English
Jessica Piazza	Teacher/English
Mike Trout	Teacher/Social Studies
Wynne Black	Teacher/Social Studies
Mike Coon	Teacher/Math
Ryan Newell	Teacher/Math
Heidi Michaels	Teacher/Athletic Director
Glenn Anderson	Career Specialist
Zack Stoutimore	Teacher/Math
Teresa Caraker	Teacher/SSAP
Aaron Blake	Teacher/CCTE
Scott Stalter	Teacher/SSAP
Michelle Williams	Principal
Dillard Caldwell	Assistant Principal
Fran Helfrich	Assistant Principal
Ashely Feyedelem	Teacher/English
Donna Haff	Assistant Principal
Alondra Beatty-Woodall	Assistant Principal
Carla Lied	Secretary
Stefanie Simon	Teacher/Science

Name	Title
Karent Fenton	Teacher/Science
Anita Douglas	Teacher/Reading

How the school-based LLT functions

The school-based leadership team also serves as the lead literacy team. The meetings are held twice monthly and will study data trends in the area of literacy and help determine major literacy initiatives and study data trends to determine effectiveness and make improvements to literacy instruction.

Major initiatives of the LLT

Transition to common core from NG-SSS with an emphasis on close reading and reading of non-fiction texts.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

At Anclote High School, the teachers are engaged in Professional Learning Communities. Within these groups, they engage in planning for integration of reading best practices. They integrate reading comprehension and vocabulary when applicable in their daily lessons. As the year continues, the staff will continue to have professional development within the CCSS for ELA.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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 guidance counselor . Guidance counselors communicate with students through personal meetings, emails and classroom presentations. Developmental Guidance Units include graduation requirements and post-secondary and career options.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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. Post Secondary importance is stressed to all students.

Strategies for improving student readiness for the public postsecondary level

This is the focus of our Post Secondary Readiness 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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	50%		No	55%
American Indian				
Asian	58%		No	63%
Black/African American	32%		No	39%
Hispanic	53%		No	58%
White	51%		No	56%
English language learners	28%		No	36%
Students with disabilities	36%		No	42%
Economically disadvantaged	48%		No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		44%	49%
Students scoring at or above Achievement Level 4		22%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		*[data excluded for privacy reasons]*	0%
Students scoring at or above Level 7		*[data excluded for privacy reasons]*	100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		58%	63%
Students in lowest 25% making learning gains (FCAT 2.0)		57%	63%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	13	54%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		30%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		30%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		80%	85%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5		57%	62%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	50%	51%	Yes	55%
American Indian				
Asian				
Black/African American	38%		No	44%
Hispanic	55%		No	60%
White	49%		No	54%
English language learners				
Students with disabilities	43%		No	48%
Economically disadvantaged	48%		No	53%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		*[data excluded for privacy reasons]*	12%
Students scoring at or above Level 7		*[data excluded for privacy reasons]*	88%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		63%	68%
Students in lowest 25% making learning gains (EOC)		56%	61%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		50%	60%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		34%	39%
Students scoring at or above Achievement Level 4		6%	9%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		56%	61%
Students scoring at or above Achievement Level 4		25%	28%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		*[data excluded for privacy reasons]*	0%
Students scoring at or above Level 7		*[data excluded for privacy reasons]*	100%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		61%	66%
Students scoring at or above Achievement Level 4		21%	24%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	0		2
Participation in STEM-related experiences provided for students	0	0%	15%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	480	39%	50%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	44	4%	5%
Completion rate (%) for CTE students enrolled in *accelerated* courses		100%	100%
Students taking CTE industry certification exams	107		
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators	1440		
CTE teachers holding appropriate industry certifications	5	100%	100%

Area 8: Early Warning Systems

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.		1%	1%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)		71%	76%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.		50%	55%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)		64%	69%

Goals Summary

G1. Increase the percentage of students performing at Level 3 or above on the FCAT 2.0 Reading from 43% to 48% for 9th grade and from 45% to 50% for 10th grade.

G2. Increase the percentage of students performing at Level 3 or above on the Algebra 1 EOC from 34% to 39% and on the Geometry EOC from 56% to 61%.

G3. Increase the percentage of students performing at Level 3 or above on the Biology EOC from 61% to 66%.

G4. Increase the percentage of students demonstrating Post-Secondary Readiness in Reading from 80% to 85% (2012 data) and in Mathematics from 50% to 55% (2012 data).

G5. Increase the Graduation Rate from 71% to 76%. (2012 data)

G6.

Goals Detail

G1. Increase the percentage of students performing at Level 3 or above on the FCAT 2.0 Reading from 43% to 48% for 9th grade and from 45% to 50% for 10th grade.

Targets Supported

Resources Available to Support the Goal

- Achieves 3000 computer-based reading program will be utilized by students in Intensive Reading courses.
- AAA after-school program provides students with additional, individualized support.
- Strengthen ELA and Reading PLC implementation to include common assessments, data analysis, and remediation and intervention support for students.
- English 1 and 2 Lead Teachers with additional planning period to provide teacher and student support.

Targeted Barriers to Achieving the Goal

- Access to digital technology in the Reading classroom on a daily basis.
- Balancing the demands of preparing students for FCAT 2.0 with the need to address the course standards while transitioning to CCSS.

Plan to Monitor Progress Toward the Goal

Discovery Education Formative Assessments. Common assessment data.

Person or Persons Responsible
Alondra Beatty-Woodall/Dillard Caldwell

Target Dates or Schedule:
Baseline, Mid-Year, Final

Evidence of Completion:
Formative assessment data results. Common Assessment data results.

G2. Increase the percentage of students performing at Level 3 or above on the Algebra 1 EOC from 34% to 39% and on the Geometry EOC from 56% to 61%.

Targets Supported
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal
- Strengthen PLC implementation to include common assessments, data analysis, and remediation and intervention support for students.
- Algebra 1 and Geometry Lead Teachers with additional planning period to provide teacher and student support.
- AAA after-school program provides students with additional, individualized support.

Targeted Barriers to Achieving the Goal
- Facilitation and scheduling of teacher and student support by Lead Teachers.

Plan to Monitor Progress Toward the Goal

Discovery Education Formative Assessments

Person or Persons Responsible
Michelle Williams

Target Dates or Schedule:
Baseline, Mid-year, Final

Evidence of Completion:
Formative assessment data results.

G3. Increase the percentage of students performing at Level 3 or above on the Biology EOC from 61% to 66%.

Targets Supported
- Science - Biology 1 EOC

Resources Available to Support the Goal
- Strengthen PLC implementation to include common assessments, data analysis, and remediation and intervention support for students.
- STEM teacher provides mentoring and support for teachers.
- AAA after-school program provides students with additional, individualized support.

Targeted Barriers to Achieving the Goal
- Several Biology teachers new to Anclote HIgh School.

Plan to Monitor Progress Toward the Goal

Standards-Based Mini-Assessments. Discovery Education Formative Assessments. Everglades Summative Assessments.

Person or Persons Responsible
Alondra Beatty-Woodall

Target Dates or Schedule:
Baseline, Mid-Year, Final

Evidence of Completion:
Formative assessment data results.

G4. Increase the percentage of students demonstrating Post-Secondary Readiness in Reading from 80% to 85% (2012 data) and in Mathematics from 50% to 55% (2012 data).

Targets Supported

Resources Available to Support the Goal
- PLCs in ELA, Mathematics, Social Studies and CTE with a primary focus on Post-Secondary Readiness.
- AAA after-school program provides students with additional, individualized support.
- Career Specialist focused on Post-Secondary Readiness.

Targeted Barriers to Achieving the Goal
- Access to standardized testing (SAT, ACT) due to financial hardship of students.

Plan to Monitor Progress Toward the Goal

Student participation in standardized testing.

Person or Persons Responsible
Fran Helfrich

Target Dates or Schedule:
November, May

Evidence of Completion:
Student results and evidence of post-secondary readiness data for Reading, Math and Writing.

G5. Increase the Graduation Rate from 71% to 76%. (2012 data)

Targets Supported
- EWS - Graduation

Resources Available to Support the Goal
- Student Services Team focused on creating awareness in students and parents about graduation requirements.
- AAA after-school program provides students with additional, individualized support.
- IMPACT Team provides school-wide comprehensive graduation enhancement program.
- APEX Credit Recovery option available during the school day and through the after-school AAA program.

Targeted Barriers to Achieving the Goal
- Lack of motivation in some students to set goals. Many also lack awareness of post-secondary options.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
Fran Helfrich

Target Dates or Schedule:
January/June

Evidence of Completion:
Graduation Tracking Data

G6.

Targets Supported

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Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Plan to Monitor Progress Toward the Goal

Action Plan for Improvement

Problem Solving Key

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

G1. Increase the percentage of students performing at Level 3 or above on the FCAT 2.0 Reading from 43% to 48% for 9th grade and from 45% to 50% for 10th grade.

G1.B2 Access to digital technology in the Reading classroom on a daily basis.

G1.B2.S2 Develop a plan to share digital resources within the Reading department.

Action Step 1

Develop a plan to share digital resources.

Person or Persons Responsible

Reading Department

Target Dates or Schedule

August-September

Evidence of Completion

Action Plan

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

Implementation of sharing digital resources plan.

Person or Persons Responsible

Alondra Beatty-Woodall

Target Dates or Schedule

August-September

Evidence of Completion

Action Plan

Plan to Monitor Effectiveness of G1.B2.S2

Monitor accessibility and use of Achieves 3000 in the classroom.

Person or Persons Responsible

Alondra Beatty-Woodall

Target Dates or Schedule

Quarterly

Evidence of Completion

Evidence of Achieves 3000 use in the classroom. Participation and performance reports from Achieves 3000.

G1.B3 Balancing the demands of preparing students for FCAT 2.0 with the need to address the course standards while transitioning to CCSS.

G1.B3.S2 Continue to integrate the rigor of CCSS in lesson/unit development with current course standards.

Action Step 1

Align curriculum with CCSS. Unit development has clear evidence of rigor.

Person or Persons Responsible

English 1 and 2 Lead Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC documentation

Plan to Monitor Fidelity of Implementation of G1.B3.S2

Informal and formal discussion with Lead Teachers and PLCs.

Person or Persons Responsible

Dillard Caldwell

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC documentation

Plan to Monitor Effectiveness of G1.B3.S2

Review Common Assessment data with PLCs.

Person or Persons Responsible

Lead Teachers and Dillard Caldwell

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC documentation

G2. Increase the percentage of students performing at Level 3 or above on the Algebra 1 EOC from 34% to 39% and on the Geometry EOC from 56% to 61%.

G2.B1 Facilitation and scheduling of teacher and student support by Lead Teachers.

G2.B1.S1 Determine priorities for supporting teachers and students.

Action Step 1

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

Person or Persons Responsible

Algebra 1 and Geometry Lead Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC documentation

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

Informal and formal discussion with Lead Teachers and PLCs.

Person or Persons Responsible

Michelle Williams

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC documentation

Plan to Monitor Effectiveness of G2.B1.S1

Review Common Assessment data with PLCs.

Person or Persons Responsible

Lead Teachers and Michelle Williams

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC documentation

G3. Increase the percentage of students performing at Level 3 or above on the Biology EOC from 61% to 66%.

G3.B1 Several Biology teachers new to Anclote HIgh School.

G3.B1.S2 Provide clear expectations for student success on the Biology EOC exam, including available resources and test specifications.

Action Step 1

PLC Facilitator will provide PLC team with test specifications of the Biology EOC exam. Available resources will be discussed when developing unit lesson plans, including curriculum maps and standards-based mini-assessments.

Person or Persons Responsible

PLC Facilitator

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC documentation

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Informal and formal discussion with PLC Facilitator and PLC members.

Person or Persons Responsible

Alondra Beatty-Woodall

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC documentation

Plan to Monitor Effectiveness of G3.B1.S2

Review common assessment data with Biology PLC.

Person or Persons Responsible

PLC Facilitator and Alondra Beatty-Woodall

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC documentation

G4. Increase the percentage of students demonstrating Post-Secondary Readiness in Reading from 80% to 85% (2012 data) and in Mathematics from 50% to 55% (2012 data).

G4.B1 Access to standardized testing (SAT, ACT) due to financial hardship of students.

G4.B1.S2 Assist students with registering for ACT/SAT through the Career Resource Center.

Action Step 1

CRC will be open Tuesday, Wednesday, Thursdays during lunches to assist students with the waiver process and registering for the assessments.

Person or Persons Responsible

Glenn Anderson

Target Dates or Schedule

Ongoing

Evidence of Completion

CRC log Participation in ACT/SAT/PERT testing

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Informal and formal meetings with Career Specialist and Student Services Team.

Person or Persons Responsible

Fran Helfrich

Target Dates or Schedule

Ongoing

Evidence of Completion

CRC log and ACT/SAT/PERT participation

Plan to Monitor Effectiveness of G4.B1.S2

Review student access of CRC and test enrollment.

Person or Persons Responsible

Glenn Anderson and Fran Helfrich

Target Dates or Schedule

Ongoing

Evidence of Completion

Test Enrollment data.

G5. Increase the Graduation Rate from 71% to 76%. (2012 data)

G5.B3 Lack of motivation in some students to set goals. Many also lack awareness of post-secondary options.

G5.B3.S3 Provide IMPACT services to identified students.

Action Step 1

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

Person or Persons Responsible

IMPACT Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Contact Logs

Plan to Monitor Fidelity of Implementation of G5.B3.S3

Informal and formal discussions with IMPACT Team.

Person or Persons Responsible

Fran Helfrich

Target Dates or Schedule

Ongoing

Evidence of Completion

IMPACT Team documentation

Plan to Monitor Effectiveness of G5.B3.S3

Review Progress Report and Report Card data of targeted students.

Person or Persons Responsible

IMPACT Lead Teacher and Fran Helfrich

Target Dates or Schedule

Ongoing

Evidence of Completion

IMPACT Team documentation

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

AHS Title 1 Estimated Budget 2013-14
Actual Budget: $179,029.13
Estimated Budget: $178,239
Basic
Salaries (1) SSAP 57,000
District Graphics 1,500
Consumable Supplies 2,000
Other Materials & Supplies 3,000
Non-Capitalized Furniture/Equipment 2,000
Capitalized Computer Hardware 3,000
Non-Capitalized Hardware 1,000
Non-Capitalized Computer Software 18,500
(Achieve 3000)
Social Worker (.4) Social Worker 31,000
Guidance Counselor 150 Summer Hrs 5,450
Parent Involvement Resource Cart 1,791
Curriculum Development 6,638
Professional Development 20,900
Other Materials and Supplies 2,000
Transportation 6,500
Before/After School (550) hours
AAA Salaries 2@6hr@24 wks = 288 hrs@ 30/hr 8,640
AAA IA Salary 1@4hr@24 wks = 96 hr @ 10/hr 960
Sat Salaries 2@3hr@12 wks = 72 hrs @ 30/hr 2,160
FCAT Bootcamp/Fall 2@6hr= 12 hr @ 30/hr 360
FCAT Bootcamp/Spring 2@6hr= 12 hr @ 30/hr 360
ACT Prep/Fall 2@6hr= 12 hr @ 30/hr 360
ACT Prep/Spring 2@6hr= 12 hr @ 30/hr 360
Alg 1 EOC Bootcamp/Fall 2@ 6hr = 12 hr @ 30/hr 360
Alg 1 EOC Bootcamp/Spr 2@ 6hr = 12 hr @ 30/hr 360
PERT Bootcamp 2@ 4hr = 8 hr @ 30/hr 240
AP Bootcamp 6 hr/course @ 10 -= 60 hr @ 30/hr 1,800

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.