

Pasco County Schools

Anclore High School



2022-23 Schoolwide Improvement Plan

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Anclore High School

1540 SWEETBRIAR DR, Holiday, FL 34691

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

Demographics

Principal: Vanessa Moon

Start Date for this Principal: 5/24/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	78%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: I (%) 2018-19: C (53%) 2017-18: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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.

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	78%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	I		C	C

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SIP Authority

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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. 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.

We are a high-achieving, student focused community of learners exhibiting passion, commitment and unity. Our goal is to make a difference for our students and the community.

Provide the school's vision statement.

Why?

Fulfill the promise of preparing students for College, Career, and Life.

What?

Provide students with a rigorous and relevant educational experience that maximizes student engagement and is founded in meaningful relationships.

How?

Focus PLCs on alignment of curriculum, best practices, and common assessments.

Provide differentiated support for intervention and remediation.

Strengthen academic, social, emotional, and behavioral readiness levels of students as 21st century learners.

Monitor progress through data analysis of key indicators.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
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Demographic Information

Principal start date

Thursday 5/24/2018, Vanessa Moon

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

14

Total number of teacher positions allocated to the school

61

Total number of students enrolled at the school

1,100

Identify the number of instructional staff who left the school during the 2021-22 school year.

2

Identify the number of instructional staff who joined the school during the 2022-23 school year.

5

Demographic Data**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current 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	0	0	0	0	0	0	0	0	0	320	314	289	272	1195	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	33	32	45	51	161	
One or more suspensions	0	0	0	0	0	0	0	0	0	36	35	48	33	152	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 in ELA or math	0	0	0	0	0	0	0	0	0	63	73	101	75	312	
Course failures in ELA or math	0	0	0	0	0	0	0	0	0	93	60	90	70	313	

Using the table above, complete the table below with the number of students by current grade level who have 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	0	0	0	0	0	0	0	0	0	64	55	87	63	269

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	3	0	0	4	7	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

Date this data was collected or last updated

Tuesday 9/6/2022

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	309	309	307	229	1154
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	68	90	101	106	365
One or more suspensions	0	0	0	0	0	0	0	0	0	68	48	53	19	188
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course Failures in ELA or Math	0	0	0	0	0	0	0	0	0	132	118	142	68	460
Level 1 on Statewide ELA or Math	0	0	0	0	0	0	0	0	0	140	111	108	85	444
	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	0	0	0	0	0	0	0	0	0	127	106	131	84	448

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	309	309	307	229	1154
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	68	90	101	106	365
One or more suspensions	0	0	0	0	0	0	0	0	0	68	48	53	19	188
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course Failures in ELA or Math	0	0	0	0	0	0	0	0	0	132	118	142	68	460
Level 1 on Statewide ELA or Math	0	0	0	0	0	0	0	0	0	140	111	108	85	444
	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	0	0	0	0	0	0	0	0	0	127	106	131	84	448

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		51%	51%				47%	57%	56%
ELA Learning Gains							48%	53%	51%
ELA Lowest 25th Percentile							38%	41%	42%
Math Achievement		35%	38%				45%	56%	51%
Math Learning Gains							56%	49%	48%
Math Lowest 25th Percentile							48%	42%	45%
Science Achievement		50%	40%				60%	70%	68%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Social Studies Achievement		49%	48%				67%	73%	73%

Grade Level Data Review - State Assessments

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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	59%	68%	-9%	67%	-8%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	65%	69%	-4%	70%	-5%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	41%	60%	-19%	61%	-20%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	50%	62%	-12%	57%	-7%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	11	39	47	22	52	50	20	23		58	26
ELL	17	31	35	17	45		44	36		91	45
ASN	57	54		73						100	62
BLK	25	43	47	37	68	55	39	29		67	17
HSP	39	45	38	29	42	53	50	54		83	56
MUL	48	59		30	33		60	47		94	40
WHT	47	52	57	46	45	42	53	74		78	60
FRL	39	46	46	38	45	43	47	57		80	52
2021 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 2019-20	C & C Accel 2019-20
SWD	4	35	35	7	33	30		23		62	17
ELL	8	52	56	24	34	38		31			
ASN	50	50									
BLK	27	45	50	13	26	26		45		81	27
HSP	33	45	45	21	26	27	74	59		83	51
MUL	38	52		24	26			77		93	57
WHT	44	40	31	35	35	50	83	74		85	45
FRL	36	42	41	26	27	29	81	67		82	44
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	13	27	21	16	35	31	24	44		65	21
ELL	19	46	39	31	39	27	26			71	40
ASN	60	79		83	64		55				
BLK	23	32	40	24	59	42	41	58		91	10
HSP	43	42	29	43	51	38	54	67		80	18
MUL	45	47		46	47		48	79		77	40
WHT	51	52	41	48	58	53	66	68		84	42
FRL	42	48	37	44	56	51	57	66		82	34

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	71
Total Points Earned for the Federal Index	569
Total Components for the Federal Index	11
Percent Tested	86%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	51

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	51
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

We did not receive a school grade due to the fact that only 85% of our students tested. However, I ran projections to see what would have been if we had tested 95%. We would have had growth in all areas of math and ELA. Decline in Science and Social Studies and a dip on our graduation rate. Our acceleration rate grew.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Science and Social Studies
ESE performance

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

This year, we tested all Biology students and in the year prior, we had only tested our Pre-Aice Bio students. For social studies, we dipped about 4% and had some new teachers in the PLC.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math, Specifically Geometry

What were the contributing factors to this improvement? What new actions did your school take in this area?

A shift in our PLC structures.

What strategies will need to be implemented in order to accelerate learning?

We will continue with our work with EOS.

Our extended school day program can help close gaps so that learning can be accelerated.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

August

Bill of Rights

Core Actions

Standards Based Interventions and Grading

Organization Strategies and SMART Goals

October

Five Principals of Classroom Culture - Discipline, Management, Control, Influence, Engagement

November

Academic Ethos - Planning for Success Lesson Structure, pacing

January

Checking for understanding

February - Building the Ratio through questioning, writing and discussion

March

Task Analysis Tool

April

Collaborative Study Groups

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Use of LDC and SCC.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Goal 1- High Impact Instruction:
 -All teachers will create a SMART-R Goal to drive instruction and DP for the 22-23 School Year
 -Core Action 2/3 Non-Negotiable with use of the IPG Tool to guide Instructional Practices
 -All Teachers and Students will utilize AVID Organizational Strategies Campus-Wide
 -Standards Based Recovery & Tier 2 Interventions will be in each classroom
 -Increase the use of standards-based grading
 -Training on the meaning of "RIGOR" on assignments and assessments
 -Provide training, supports, and strategies to help assist with ELL and SWD's

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

ELA
 Achievement +3
 Learning Gains +3
 Low 25% +2
 MATH
 Achievement +3
 Learning Gains +2
 Low 25% +6
 Science
 Achievement +5
 Social Studies
 Achievement +8
 Social Studies

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

District assessments, PLC CFA data

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

-AHS will provide support by developing BOY PD for all-staff in order to understand the following: SMART-R Goals, IPG TOOL, AVID Strategies, Standards Based Recovery/Interventions, RIGOR, Standards Based Grading, and understanding ESE and SWD Populations.
 -All teachers will be given access to IPG Tool, Recovery Supports & AVID Supports
 -Lunch & Learn's will be developed throughout school year

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#2. Positive Culture and Environment specifically relating to Collaborative Culture

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

- PBIS will be aligned with the Discipline Committee to provide student supports and recognition across the campus.
- Increasing the attendance of SAC and Title 1 meeting through increased and clear communication with stakeholders.
- PLC's will plan and use CFA data to drive instruction, provide re-teaching, and extension opportunities
- Teachers will identify and use Tier 2 Interventions in the classroom for students off-track
- Teachers will allow for Standards Based Intervention for students not proficient on a standard
- SIT/GLT teams will identify students needing Tier 3 supports, provide means for support, and monitor progress to completion

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Putting these strategies in place among all grade levels will result in an increase of graduation rate by 2% per year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

MTSS and myGrad Success meetings
Gallup Findings

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

- Participation will be encouraged for PBIS/ Discipline Committees
- Increased communication will happen between school and stakeholders with support of Parent Involvement Coordinator
- PD will be given on how to identify students and utilize Tier 2 Interventions in the classroom
- SIT/GLT will establish regular meetings and documentation to help support the documentation of students in recovery.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#3. Instructional Practice specifically relating to Graduation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

- MTSS/GLT will intentionally monitor the Lowest 25% & ELL/SWD to ensure they participate in intervention and testing opportunities (Math & ELA).
- MTSS/GLT will meet weekly and use myGradSuccess data to drive conversations and intervention
- Students who miss 10+ school days will be offered supports with the help of our Student Services Coordinator.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will increase our graduation rate each year by 2%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

GLT documents will be filled out regularly and can be referenced at upcoming meetings (Defining roles of each participant)

Person responsible for monitoring outcome:

[no one identified]

-District supports will be utilized to help gain understanding on Strive for 25 and how to plan for intervention

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

-GLT documents will be filled out regularly and can be referenced at upcoming meetings (Defining roles of each participant)

-SSC will provide PD and supports for Admin on supports being offered to families. Regularly inviting SSC to participate in the GLT/MTSS meetings.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#4. Instructional Practice specifically relating to Graduation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

- MTSS/GLT will intentionally monitor the Lowest 25% & ELL/SWD to ensure they participate in intervention and testing opportunities (Math & ELA).
-MTSS/GLT will meet weekly and use myGradSuccess data to drive conversations and intervention
-Students who miss 10+ school days will be offered supports with the help of our Student Services Coordinator.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will increase our graduation rate each year by 2%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

GLT documents will be filled out regularly and can be referenced at upcoming meetings (Defining roles of each participant)

Person responsible for monitoring outcome:

[no one identified]

-District supports will be utilized to help gain understanding on Strive for 25 and how to plan for intervention

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

-GLT documents will be filled out regularly and can be referenced at upcoming meetings (Defining roles of each participant)

-SSC will provide PD and supports for Admin on supports being offered to families. Regularly inviting SSC to participate in the GLT/MTSS meetings.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Our parent involvement coordinator goes out in the community weekly to build relationships with potential community partners. We invite these vendors to our campus for special events such as Back to School Bash and Trick or Treat around the track.

School groups include Leadership, MTSS, Grade Level Teams, SIT, Impact
Community groups include our School Advisory Council, Holiday Rotary

Community school partnership with Gulfside Elementary provides health care, food and other basic needs to the community.

ROTC - Toys for Tots

Identify the stakeholders and their role in promoting a positive school culture and environment.

Cambridge and AVID - parent meetings, Fundraising events
Career Specialist builds partnerships with local colleges and post secondary institutions
Social Worker makes connections to social service agencies
Graduation enhancement teachers connect to alternative graduation agencies