School Improvement Plan
2016-17

Anona Elementary School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

Vision and Direction

School Profile

Principal: Ann Welsh	**SAC Chair:** Mike Hoffman

School Vision	100% student success

School Mission	The Anona community will unite and maintain a quality academic and safe learning environment enabling each student to succeed 100%.

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
449	2.5%	5.3%	12.5%	3.9%	75.2%	.5%

School Grade	2016: B	2015: B	2014: B	Title 1 School?	☐ Yes	☒ No

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All	60%	51%	72%	61%	58%	64%						
Learning Gains All	57%		67%									
Learning Gains L25%	53		55%									

School Leadership Team				
Position	**First Name**	**Last Name**	**FT/PT**	**Years at Current School**
Principal	Ann	Welsh	FT	1-3 years
Asst Principal	Stephanie	Wager	FT	1-3 years
Other	Jess	Urquhart	FT	4-10 years
Counselor	Carrie	McNamee	FT	1-3 years
Teacher Leader	Caryn	Lee	FT	1-3 years
Teacher Leader	Mary	Bellack	FT	4-10 years
Teacher Leader	Teresa	Pilz	FT	1-3 years
Teacher Leader	Sophia	Kanellopoulos	FT	11-20 years
Teacher Leader	Laurel	Hall-Peters	FT	4-10 years
Teacher Leader	William	Black	FT	1-3 years
Select Role				
Select Role				
Total Instructional Staff: 31		**Total Support Staff:** 21		

School Culture for Learning

Connections: **District Strategic Plan** •**Goals 2, 3**
Marzano Leadership •**Domain 5**

School-wide Behavior Plan

1. Describe your school's expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

The Anona Elementary staff will create emotionally safe classrooms where students feel safe to engage in challenging tasks. The teachers will design authentic and meaningful lessons where students are engaged and deeply invested in their learning, while developing a positive attitude toward school. Anona Elementary has four Guidelines for Success 1. Be Safe 2. Be Respectful 3. Be Responsible 4. Try Your Best. Our Positive Behavior Support System aligns to the GFS and correlates with student conduct grades. Student earn an E, V, S, N, or U each day, which provides consistent behavioral data school-wide. The system is utilized across all grade levels, making it easy for students and their families to understand. The criteria for earning an E, V, S, N, and U are clearly defined. At the end of each grading period students who earn an E, V, or S ninety percent of the grading period or more are celebrated at the grade level celebration. Students who model the Commitment to Character trait of the month are eligible to be honored as the monthly Character Kid. Each month a student is selected from each class as Character Kid and recognized on the morning news and in the school newsletter. We also celebrate student excellence at the end of each grading period during the school-wide celebration assembly. Expectations and GFS are communicated to parents in the school newsletter, at parent and community involvement activities, and during PTA and SAC meetings. They are also evident in the school language. These supports helps create a safe, secure, and healthy culture that encourages student success. Newly designed Guidelines for Success signs have been posted for the 2016-17 school year in common areas throughout the school campus.

2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

Anona's plan for ensuring that school-wide expectations transfer to the classrooms include ongoing instruction on the GFS throughout the school year. Character lessons are taught by the classroom teacher during morning meetings, weekly meetings and during incidental learning moments. In addition the Guidance Counselor provides monthly character education lessons in every classroom. Social skills are addressed by the Behavior Specialist, and skills are specifically targeted for small groups of students or individual students if data supports. Classroom management systems and expectations are aligned with the GFS. The GFS and behavioral expectations are visible in each classroom and in all common areas. Picture posters of a variety of Anona students depicting students making positive behavior choices are displayed throughout the campus. Major and minor misbehaviors are categorized along with corresponding responses to ensure equitable handling of student behavior. In addition, a behavior flow chart has been established and provides a visual representation of our discipline process. Behavior misconduct is addressed utilizing a restorative practice approach where the consequence is aligned to the function of the behavior and staff works collaborative with the student to improve behavioral skills in a way that encourages a positive and trusting relationship. Consequences are assigned in a way that teaches the skill/behavior needed to be addressed and improved. Class meetings, student buddies, and mentors are some of the non-exclusionary practices utilized to promote a positive school culture. Additionally, professional development for teachers is provided to support these practices.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

The MTSS teams meet weekly or bi-weekly. The following teams are in place to address various warning indicators as well as to progress monitor student data and classroom instructional strategies. 1. Child Study Team. 2. SIP Goal Academic Teams 3. Behavior Support Team. The teams monitor early warning indicators, Tier 2 small group academic/ behavior data, Tier 3 individual student academic/behavior data, and attendance. Our data wall is accessible throughout the school year and updated 3 times per year as aligned to assessment cycles. Bi-weekly progress monitoring of Tier 2 interventions is graphed and used to make data driven decisions. Character education initiatives are ongoing throughout the school year. Social skills instruction and counseling are provided to students who require additional supports and social emotional learning opportunities. Recognition for positive behavior, commitment to character, perfect attendance, excellence in art, music, and physical education, is ongoing and celebrated throughout the school year.

Data-Based Problem Solving

4. Describe your school's plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

The CST team focuses on student attendance and providing supports to families in need of assistance. School administrators meet with the school counselor, behavior specialist, school psychologist, and school social worker bi-monthly as a Behavior Support Team to analyze and monitor school-wide and individual student behavioral data. Initial behavior concerns are documented on the PLC form. The Behavior Support Team then meets with the teacher to determine the social emotional needs of the students and design appropriate supplemental supports. Data is collected to determine if interventions are effective. Tier 2 and Tier 3 behavior supports and interventions are designed and implemented based on student data. A flow chart is in place to indicate the behavior processes in place. Behavior incidents that exceed the classroom management system may result in a consequence and/or office discipline referral. The supervising teacher at the time of the incident or the staff member who witnessed the incident documents the incident on an ODR. The ODR is sent to the office and processed by an administrator or the behavior specialist. The GFS are reviewed with the student and additional follow up is provided as needed. Appropriate disciplinary restorative action is assigned based on the severity of the incident and avoids reinforcing the function of the behavior. In instances where the behavior persists, the level of behavioral support will be intensified.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboard, disparity gap or Healthy Schools data).

The MTSS team meets weekly to review school-wide academic and behavior data. The team continuously monitor SIP goals and tiered levels of intervention support using school profile, EDS, performance matters, and graphed intervention data. Data is disaggregated in various ways such as ethnicity, socio-economic status, grade level, and SWD looking for trends and paying special attention to students who exhibit one or more of the early warning indicators. Bi-weekly progress monitoring data (LSF, ORF, DAZE) is collected and graphed for students receiving tier 2 academic supports and is one piece of data used to determine if academic supports need to be decreased or intensified. Students receiving tier 3 academic interventions are monitored weekly with AIMS web probes or math skill probes depending on their area of deficit. The MTSS Team meets weekly to review individual student data.

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

Our school leadership team ensures that the entire faculty maintains high expectations for every student throughout the school year by providing opportunities for collaboration amongst teams, participation in

professional learning communities, data chats, and through relevant professional development opportunities. Classroom behavior systems are developed to align to the GFS and rubrics are developed to allow for consistency and equity at all grade levels. Administrators encourage rigor through bell to bell instruction. Frequent observations are conducted with immediate feedback provided which encourages professional growth and development. Extended learning opportunities are made available for students to provide additional learning time beyond the school day.

School Culture / SWBP / Key Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: Build and sustain a stronger and safer school community by incorporating restorative practices to decrease the number of repeated misconducts by the same student(s) by 10% as measured by ODR data.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Restorative practices: a firm and fair way of thinking where consequences hold students accountable for their behavior choices, while teaching them how to make the right choice in the future. This practice strengthens relationships and school communities.	Classroom Teachers Specialists Administrators
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Goal: To reduce the number of ODR's by 10% and increase achievement for student's in the Black/African American subgroup.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
The implementation of restorative practices and continuous efforts to provide students with engaging and rigorous learning opportunities. Specifically, mentors for struggling Black students, additional learning opportunities through extended learning and enrichment programs.	Classroom Teachers Specialists Administrators
Optional Goal: Describe any other goal you may have related to school culture or behavior. Use only if needed.	
Goal:	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Standards-Based Instruction for Learning

Connections: **District Strategic Plan** •**Goals 1,2,4,5**
Marzano Leadership •**Domain 1,2,3,4**

7. Describe your school's efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

During the 2015-16 school year, efforts in place to align instruction to state standards were focused on teacher collaboration with an emphasis on teacher's unpacking state standards and developing Learning Scales. Efforts to increase academic rigor and the level of student engagement came as a result of teacher collaborative efforts, meaningful data analysis which included comparison of Anona assessment data to alike schools, and utilizing student item analysis data to plan for future instruction.
Successes to date include:

1. 26% gain in the number of 3rd grade students' proficient on the English Language Arts Florida State Assessment. 2014-15 school year data shows 46% of 3rd grade students proficient compared to 72% proficient in the 2015-16 school year

2. 10% gain in the number of 3rd grade students' proficient on Mathematics Florida State Assessment. 2014-15 school year data showed 65% of 3rd grade students' proficient compared to 75% proficient in the 2015-16 school year.
3. 9% gain in the number of 4th grade students' proficient on the English Language Arts Florida State Assessment. 2014-15 school year data shows 47% of 4th grade students proficient compared to 56% proficient in the 2015-16 school year.
4. 20% gain in the number of 4th grade students' proficient on the Mathematics Florida State Assessment. 2014-15 school year data shows 53% of 4th grade students proficient compared to 73% proficient in the 2015-16 school year.
5. 7% gain in the number of 5th grade students' proficient on the Mathematics Florida State Assessment. 2014-15 school year data shows 61% of 5th grade students proficient compared to 68% proficient in the 2015-16 school year
6. 11.2% gain in the number of 1st grade students scoring with a stanine 4 or above in reading on the SAT-10 assessment.
   2014-15 school year data showed 63.1% of students in 1st grade scoring a stanine level 4 or above in reading compared to 74.2% scoring a stanine of 4 or above on the SAT-10 assessment.
7. 1.5% gain in the number of 2nd grade students scoring with a stanine level 4 or above in reading on the SAT-10 assessment.
   2014-15 school year data showed 79.4% of 2nd grade students scoring a stanine of 4 or above in reading compared to 80.8% scoring a stanine of 4 or above on the SAT-10 assessment.
8. 4.6% gain in the number of 2nd grade students scoring a stanine 4 or above in math on SAT-10 assessment.
   2014-15 school year data showed 87.1% of 2nd grade students scoring a level 4 or above in math on the SAT-10 assessment compared to 91.7% of students scoring a level 4 or above on the SAT-10 assessment.
9. 2.2% gain in the number of 1st grade students scoring a stanine of 4 or above in math on the SAT-10 assessment.
10. 2014-15 data showed 81.8% of 1st grade students scoring a stanine of 4 or above in math on the SAT-10 assessment compared to 84.1% scoring a stanine of 4 or above in 2015-16.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

Areas targeted for improvement for the 2016-17 school year are as follows:

- **Continued emphasis on utilizing Learning Scales and Goals, with the additional step of a consistent method for monitoring students' progress toward goals and teacher feedback provided in a meaningful, timely manner**. Data reviewed to support this conclusion came from review of data folders, students' journals, and administrator observations.
- **Emphasis on engaging students in cognitively complex tasks aligned to standards**. Data reviewed to draw this conclusion included assessment data from cycle 1, 2 and 3 module assessments and math and science assessments, as well as observational data. Student data showed that the majority of students were successful on easy and moderate level assessments questions, but did not perform at the same level on the most challenging questions. Administrator observational data shows an emphasis on teachers utilizing elements in designs questions 2 and 3 and limited use of elements in design questions 4.
- **Continued heavy emphasis on teacher collaboratively planning within grade levels with the inclusion of supporting ESE resource teachers.** It is important to note that this year all K-5 grade teams at Anona will comprise of a different group of teachers. Collaborative and collegial efforts will continue to be heavily focused upon. Multiple teachers looping, and new teachers to Anona support this focus for the 2016-17 school year.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff's use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Teachers at Anona measure student growth in meeting state standards by:

- utilizing the student item analysis reports,
- studying student work aligned to standards completed in class
- Common assessment results
- tracking student progress towards mastery in student data folders aligned to learning scales and goals

As a result of studying student data during PLCs and data chats, teachers differentiate their instruction providing necessary support, interventions or enrichment to meet the level of need for each student. Students create goals based on their individual data.

During the 2015-16 school year, teachers began to utilize Learning Scales and Goals as a consistent way to plan lesson and to align all activities and lessons to standards.

During in-house professional development teachers are trained to develop formative assessments in ELA and mathematics aligned to Learning Targets as a way to measure the progress of each student.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

At Anona we have implemented a strong MTSS process which focuses on multiple sources of data to determine additional supports and interventions needed for specific students. Students requiring supports are monitored on a bi-weekly basis to ensure that progress toward grade level standards is accelerating. LLI is the primary intervention utilized to accelerate the reading levels of struggling students.

In additional during math and reading blocks, teachers differentiate instruction utilizing Jan Richardson routines for reading and Soar to Success for Mathematics. Extended Learning programs are in place and focused on extending the school day for those students in grades 2-5 needing additional supports.

Support is provided to all 5th graders as they transition to middle schools during 5th grade articulation and opportunities are provided for students to visit surrounding middle schools which offer a variety of options. Middle school Guidance Counselors visit 5th graders on Anona's campus and present important information. Guidance Counselors at the elementary and middle school levels work with students and families to select electives. The Guidance Counselor provides lessons to help ease the transition between 5th grade and middle school. Examples of lessons include those related to friendships, making positive choices and organization.

All incoming Kindergarten students and families are invited to Kindergarten Round up during early Spring. Families are encouraged to pre-register in the Spring. Kindergarten students and families are invited to Open house, Meet and Greets and a PTA sponsored mixer the weeks leading up to the start of the school year and continuing into the following month.

Standards-Based Instruction / Key Strategies

Provide the following information on the key strategies that your school will use to increase the amount and quality of learning time. List the school-wide strategies that will be your focus for the coming year.

Instructional Strategy 1

In a consistent manner, teachers will provided timely and meaningful feedback to students to target areas for growth and will monitor the progress of students toward mastery of Learning Goals on a regular basis using evidence directly aligned with standards.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data is collected in students' journals and data folders. Observational and walkthrough data.	Classroom Teachers, Administrators
Instructional Strategy 2	
Continued heavy focus on collaborative regular planning within grade level teams with the inclusion of ESE teachers.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Lesson Plans, observations and walkthroughs, PLC work/minutes	Classroom Teachers, Administrators
Instructional Strategy 3	
Engaging students in cognitively complex tasks aligned to standards.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data is collected during walkthroughs and observations and through the monitoring of teacher lesson plans. Students' assessment data.	Classroom teachers, Administrators

Collaboration for Professional Growth

Connections: **District Strategic Plan** •**Goals 1,2,4,5**
Marzano Leadership •**Domain 2, 4**

11. Describe your school's efforts to encourage a positive working relationship between teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school's AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

Anona's efforts to encourage a positive working relationships between teachers, staff and administrators includes a shared leadership approach where staff is invited and encouraged to participate in the planning and implementation of school wide initiatives. Specifically AdvancedED climate survey shows agreement that school leaders expect all staff members to hold students to high academic standards and accountable for student learning. The data also shows that school leaders regularly evaluate staff members on criteria designed to improve teaching and learning.
Plans to further improve working relationships will focus on giving all stakeholders additional opportunities to be involved in the school, its purpose and direction. AdvancedED survey data supports this focus.

12. Describe your school's plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

Anona's Master schedule is designed to allow teachers daily common planning blocks and opportunities to collaborate daily. Teachers meet on Tuesday mornings before school in Professional Learning Communities to review student data, review student work and adjust Learning Scales and Goals if needed. Teachers utilize planbook.com as an additional resource for collaborative efforts. Teachers select and submit to administration times/days that they meet weekly as a grade level for the purpose of planning. TDE's are provided during the school year to allow additional opportunities for teachers to review data and plan for instruction.

Professional Development

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

The main area of focus for teachers' professional development during the 2015-16 school year was on developing and implementing Learning Scales and Goals in the area of English Language Arts. There was a heavy focus during the first semester on utilizing Just- in Time coaches to address standards based instruction in mathematics and science in specific grades. Based on students' data (FSA, SAT-10, district common assessments), there is strong evidence to suggest that teachers are aligning instruction to Florida Standards. Next steps would include continued efforts on teachers collaborating, meaningful teacher to student feedback, and administrator to teacher feedback, and consistent ways to track students toward mastery of standards.

Provide a list of the key professional development opportunities that you have planned as part of your school's sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, Culturally Responsive Instruction or Data Driven Instruction).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer / fall related to teacher, staff growth needs.	**When?** Summer, Pre-School?	**Participants? Targeted Group?**	**Expected Outcomes?**
School Improvement Planning	Summer	SIP team	Complete School Improvement Plan
Marzano – key instructional element trainings	Summer	Teachers	Support SIP goals.
Feedback to Foster Growth	Summer	Administrators	Support SIP Goals Improve quality of feedback
Core Content Training	Summer	Teachers	Support SIP Goals and Deliberate Practice Plans
Trauma Informed Care	Fall	All Staff	SIP Goals – provide safe, secure and healthy learning environment
LSI webinars (Dylan Wiliam) – focused on meaningful teacher feedback	Fall	All instructional staff	Support SIP Goals Improve quality of feedback
Engaging students in Cognitively Complex tasks aligned to standards– training provided by Marzano trained teachers	Fall - Summer	All instructional staff	Support SIP goals
Restorative Practices	Fall	All instructional staff	Support SIP

Family and Community Engagement

Connections: **District Strategic Plan** •**Goals 1,3,6,7**
Marzano Leadership •**Domain 4, 5, 6**

14. Describe your school's plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school's AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

Anona's plan to build positive relationships with families and community members continues to emphasize the importance of open and regular communication between faculty and families. This plan is implemented prior to the first day of classes with Meet and Greet opportunities when families are invited to stop by and meet their child's new teacher. Families are provided opportunities to attend an Open House during the first few weeks of school and families new to Anona are invited to attend New Family Orientation during the evening of Open House. Teachers are expected to communicate regularly with families the progress of students and provide multiple opportunities for families to meet and conference in a manner convenient for families. Examples of communication methods include the daily use of student agendas, Class DoJo, student led-conferences and regular conferences. In additional, within each grade level teachers organize opportunities for families to visit classrooms for special celebrations and to celebrate significant events and holidays. Examples of these opportunities include Grandparent reading afternoon, writing celebrations, classroom plays, Thanksgiving Day lunch etc. Anona works with our community partners, PTA, volunteers and staff to ensure families have opportunities monthly to visit campus and interact with staff in a meaningful manner. Monthly breakfasts for parents are held bi-monthly with a focus on assisting families with ways to support their child(ren's) learning. Our community partner Anona United Methodist Church sponsors these breakfast events. During other monthly family events at Anona, staff provide opportunities for families to access meaningful resources to educate parents on issues of attendance and on grade level standards. During Science night, math night, and reading night, in addition to showcasing students' work, staff speak with parents regarding specific ways they can support their child(rens') learning at home. Anona's Family and Community Liaison coordinates efforts between family, community partners and school events. The liaison also recruits mentors and matches them to meet students' needs. Family and community events are designed to support the school's learning goals and also provide opportunities for families and the community to be involved and more aware of school initiatives.
Specifically, at each event families are provided some type of resource and/or information targeting ways in which they can support their child's learning at home. Examples include: assisting your child in accessing technology at home (ST math, i-station and MyOn); providing information about community resources designed to support relative care givers; providing families with FSA resources to utilize at home; workshops designed to help parents know how to ask questions to their child when reading together.

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school's attempts to support families in how to interpret and use student data via trainings, data chats or student-led conferences.

Anona provides opportunities for families and community members to attend monthly SAC meetings as a way to educate Anona's community current school data. The school website, monthly newsletters and SchoolMessenger are other ways in which Anona shares school data with the community. In addition

teachers hold parent conferences and student-led conferences to educate families on specific grade level state standards and the progress of students after each cycle of testing. At conferences teachers and staff share resources to be used at home which support the learning of students. These resources are posted on the school web site, communicated via the school newsletter and via School Messenger. The school's marquee is also used to communicate resources available to parents. A list of resources for families is available in the front office.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use the data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password	☐	☐	☐	☒
Families who regularly log onto PORTAL to check student grades / progress	☐	☒	☐	☐
Families who are in regular contact with teachers in person or by phone, text or email	☐	☐	☒	☐
Families who regularly visit the campus for meetings, conferences or school events	☐	☐	☐	☒
Families who report feeling welcome when visiting the campus or contacting the school	☐	☐	☐	☒

*Note: Please use your own school data resources or best estimates in completing this inventory.

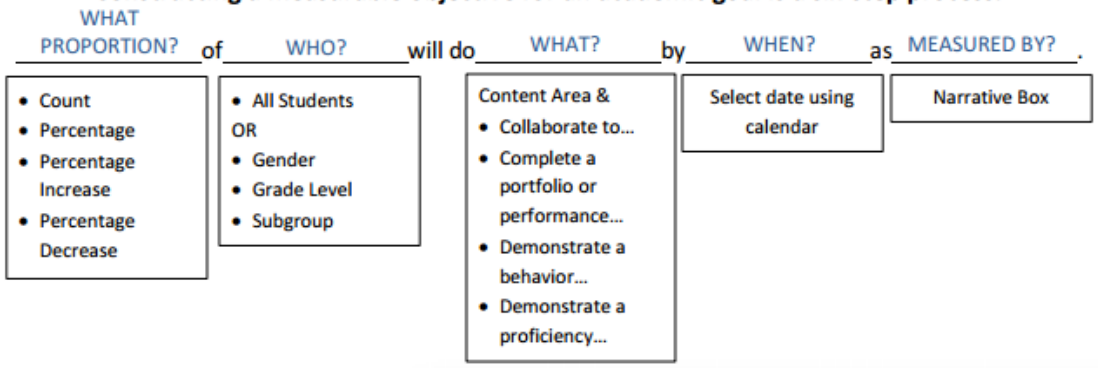
Family Engagement / Key Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Increase opportunities for families to participate in curriculum based family events on campus by 10%.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Providing multiple opportunities for parents to attend family engagement events and visit teachers and classrooms throughout the school year with the primary focus on strengthening relationships and providing resources in all curriculum areas.	Teachers
Goal 2: What is your primary goal and strategy to increase your school's involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: As well as increase opportunities for parents and staff to interact in community events, connect families to resources available in the community to support their success at Anona	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Creating and communicating a calendar of off campus community events and connect families to available community resources via newsletters, Anona's website, and on-going communication with on campus staff.	Community Liaison
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
Goal:	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Section 2 – School Goals / Action Steps

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.



Please be sure that your goals are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a data source.

ELA / Reading Goal	**Goal Manager:** Ann Welsh
The number of students meeting proficiency will exceed the state and district proficiency rates by 10% or more as measured by state standardized assessments, and district assessments.	
Actions / Activities in Support of ELA Goal	**Evidence to Measure Success**
Teachers will collaboratively develop rigorous learning goals and performance scales based on identified key standards, and monitor the progress of each student toward mastering standards by giving meaningful feedback. Teachers within grade levels will collaborate weekly to ensure consistency between classrooms when implementing learning scales. Administrators will develop and implement a schedule to regularly visit classrooms and monitor the implementation and effective use of learning scales, and will provide regular feedback to faculty. PD to be provided in support of teacher feedback and engaging students in cognitively complex tasks. The Leadership Team will meet monthly to plan for on-going professional development. Teachers within grade levels intentionally and collaboratively plan for instruction ensuring implementation of reading standards and plan for cognitively complex tasks.	Evidence of consistent Learning Scales posted across grade level classrooms. Observation of meaningful oral and written feedback given to students. Evidence of highly engaged students and growth on standards based assessments as observed during walkthroughs and through students' assessment data. Evidence of regular observations through i-observation and in administrators' calendar. Leadership Team Minutes and PD calendar. Evidence of consistent monitoring of students' mastery toward standards. Evidence of improved student performance on higher level questions.

Mathematics Goal	**Goal Manager:** Ann Welsh
The number of students meeting proficiency will exceed the state and district proficiency rates by 10% or more as measured by state standardized assessments, and district assessments.	
Actions / Activities in Support of Math Goal	**Evidence to Measure Success**
Effective Grade Level Planning to include unit planning with lessons strictly aligned to established content standards, and the use of newly created Elementary Mathematics Learning Scales. Teachers will collaboratively implement and if necessary adapt provided rigorous learning goals and performance scales based on identified key standards, and monitor the progress of each student toward mastering standards by giving meaningful feedback. Teachers within grade levels will collaborate weekly to ensure consistency between classrooms when implementing learning scales. PD to be provided in support of teacher feedback and engaging students in cognitively complex tasks. Administrators will develop and implement a schedule to regularly visit classrooms and monitor the implementation and effective use of learning scales, and will provide regular feedback to faculty. The Leadership Team will meet monthly to plan for on-going professional development. Teachers within grade levels intentionally and collaboratively plan for instruction ensuring implementation of mathematics standards and plan for cognitively complex tasks.	Evidence of consistent Learning Scales posted across grade level classrooms. Observation of meaningful oral and written feedback given to students. Evidence of highly engaged students and growth on standards based assessments as observed during walkthroughs and through students' assessment data. Evidence of regular observations through i-observation and in administrators' calendar. Leadership Team Minutes and PD calendar. Evidence of consistent monitoring of students' mastery toward standards. Evidence of improved student performance on higher level questions.

Science Goal	**Goal Manager:** Ann Welsh
70% of students tested will be proficient at Level 3 or above as measured by SSA.	
Actions / Activities in Support of Science Goal	**Evidence to Measure Success**
Continued implementation of 5E's during instruction in all grade levels. Required participation for all grades in the science fair where students generate testable hypotheses. Introduction of the science lab to provide students with opportunities to engage in hands-on cognitively complex tasks. Consistent use of science journals with teacher feedback and implementation of success criteria across all grade levels. will be assigned and monitored by teachers	Utilizing the rubric to score the projects and analyzing the scores. Performance on the nature of science portion of the common assessments. Student work in science journals. Student assessment data SLAGs, and Success Criteria

Other School Goals*

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Healthy School Goal - Work toward Bronze Level recognition with the Alliance for a Healthier Generation	**Goal Manager:** Melissa Calder and Theresa Pilz

Actions / Activities in Support of Goal	**Evidence to Measure Success**
In 2015-16, school was eligible for national recognition in 3 out of 6 Alliance for a Healthier Generation's Healthy Schools Program Assessment modules. For 2016-17, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2016. Target for 2016-17, is to become eligible for national recognition in 4 out of 6 Alliance for a Healthier Generation's Healthy School Program Assessment Modules.	By April, 2017, the Healthy School Team will edit the school's Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is eligible for national recognition.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: STEM	**Goal Manager:**
Increase student achievement in math and science by providing two STEM academies in after school programs for 4th and 5th grade selected students.	

Actions / Activities in Support of Goal	**Evidence to Measure Success**
Enlist students in the fourth and fifth grades , as determined by scores and prior participation	Number of students applying and attending program weekly
Implement the STEM academies with rigor Evaluate the data results of the program and correlation of students participating	Comparison of STEM and non-STEM students on FSA

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name:	**Goal Manager:**

Actions / Activities in Support of Goal	Evidence to Measure Success

Academic Achievement Gap

Subgroup Goal (Black)	Goal Manager:
Increase the number of Black students scoring on a proficient or above level to 60% in ELA and math evidenced by Florida State Assessments.	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
1. Identify students in grade 3-5 performing below proficiency (level 1 &2) in reading. 2. Provide additional extended learning intervention opportunities for tutoring, mentoring and parent involvement. 3. Assign mentor for every low performing Black student	Enrollment and attendance in after school extended learning programs Mentor logs of meetings with students

Subgroup Goal (ELL)	Goal Manager:

Actions / Activities in Support of ELL Goal	Evidence to Measure Success

Subgroup Goal (ESE)	Goal Manager:
Increase the number of ESE students scoring on a proficient or above level to 54% in ELA as evidenced by Florida State Assessments.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Implement LLI as a preferred reading interventions for ESE students in inclusion classrooms. Develop VE teacher schedule to support ESE students during writing lessons Build Master schedule with block schedule to allow for collaborative planning between ESE resource teachers and classroom teachers Monitor progress of students using DIEBELs probes weekly	Instruction of LLI program VE resource teacher(s) schedule Teacher lesson plans On-going progress monitoring probes

Subgroup Goal (If Needed) Enter Goal Name	**Goal Manager:**
Increase the number of ESE students scoring on a proficient or above level to 50% in Math as evidenced by Florida State Assessments	

Actions / Activities in Support of Goal	**Evidence to Measure Success**
Implement Learning Scales and Goals in Mathematics with monitoring and teacher feedback. Utilize Soar to Success to address deficiencies on specific math standards.	Formative Assessment data Common Assessment data Teacher Lesson Plans

Early Warning Systems (EWS) -- Data and Goals

Early Warning Indicator* (Number of students by grade level)	**Grade 1st**	**Grade 2nd**	**Grade 3rd**	**Grade 4th**	**Grade 5th**	**School**	
						#	**%**
Students scoring at FSA Level 1 (ELA or Math)	n/a	n/a	n/a	7	16	23	16.5
Students with attendance below 90 %	17	12	11	17	11	68	14.3
Students with excessive referrals**	0	3	1	0	6	10	2.1
Students with excessive course failures**							
Students exhibiting two or more indicators				Click here to enter text.	2	2	<1%

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data will be provided via School Profiles dashboard. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal	Please ensure that your goal is written as a SMART goal.
Decrease the number of students absent 10% or more from school by 5%.	
Actions / Activities in Support of Attendance Goal	**Evidence to Measure Success**
Child Study Team meets bi-monthly to analyze attendance trends by student and grade level.	Attendance data and meeting minutes
Recognition of students with perfect attendance Utilization Communicating with parents via newsletter, SchoolMessenger and at family events the research regarding attendance. Formalized process for addressing tardy and attendance issues in a timely manner.	Attendance data

EWS - Discipline

Discipline Goal	Please ensure that your goal is written as a SMART goal.
Reduce the number of students who receive excessive ODR's (2 or more) as defined by the district early indicators by 30% or more.	
Actions / Activities in Support of Discipline Goal	**Evidence to Measure Success**
Behavior Support Team meets bi-monthly to analyze schoolwide behavior data (ODR), Tier 2 data (Behavior Charts), and Tier 3 data (FBAs). Data is disaggregated by subgroups, grades, incident location and incident type. If data indicates a trend, adjustments are made to positive behavior support system to address concern.	Behavior data and meeting minutes
Consistent process for assigning ODR's and addressing behavioral concerns.	Behavior data, SBLT minutes

Discipline Goal – Other (as needed) Specify	Please ensure that your goal is written as a SMART goal.
Actions / Activities in Support of Goal	**Evidence to Measure Success**

EWS – Academic Intervention

Describe your school's established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

Early Intervention / Extended Learning Goal Please ensure that your goal is written as a SMART goal
Decrease the number of students below proficiency in math, reading and science by 5% or more.

Actions / Activities in Support of Goal	**Evidence to Measure Success**
Grade level teams (2nd – 5th) will design small group extended learning opportunities to meet the needs of struggling students	Decrease in the number of students below proficiency
Computer Labs will be opened for students needing additional lab time and access to technology	Increased Learning gains for struggling students

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	37	% with advanced degrees	40.5
% receiving effective rating or higher		% first-year teachers	2.7
% highly qualified (HQT)*	100	% with 1-5 years of experience	21.8
% certified in-field**	100	% with 6-14 years of experience	18.9
% ESOL endorsed	48.6	% with 15 or more years of experience	56.8

*as defined in 20 U.S.C. 7801 (23). **as defined in Section 1012.2315(2), F.S.

Describe your school's efforts to recruit and retain a highly qualified instructional staff.

At Anona we participate in the placement fairs, position postings, committee interviews, credential and reference checking, We develop relationships with local colleges and universities, and network within the district to identify talented teachers. Teachers are retained by providing school based support through staff professional development and meaningful teacher recognition. Teachers are provided on-going feedback and coaching specific to areas targeted for improvement during the school year.

SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Mike	Hoffman	White	Parent
Jessica	Urquhart	White	Parent
Ann	Welsh	White	Principal
Brian	Ngyen	Asian	Parent
Brenda	Lownsbury	White	Teacher
Dale	Hood	White	Business/Community
Orcibia	Rowell	Hispanic	Parent
Keith	Russell	Black	Parent
Bill	Atkinson	White	Business/Community
		Select	
		Select	
		Select	

SAC Compliance

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

☒ Yes	☐ No *(Describe the measures being taken to meet compliance below.)*

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

☒ Yes ☐ No	Committee Approval Date: 9/7/2016

SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

☒ Yes ☐ No	Chairperson: McNamee/Wager

State Days / Intervals that Team meets below.

Weekly - Thursdays

Budget / SIP Funds

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

Projected use of school improvement funds are as follows:
$980 to be used to provide every classroom teacher with ½ day TDE for purpose of data chats and planning for instruction following district assessments.
$1,220 to be used for professional development and supporting resources
Total projected funds approximately $2,200 ($5 x 440 students)

Use this space to paste budget, if desired.