



# School Improvement Plan 2017-18

## Anona Elementary

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County Schools



## School Profile

|                             |                                |
|-----------------------------|--------------------------------|
| <b>Principal:</b> Ann Welsh | <b>SAC Chair:</b> Mike Hoffman |
|-----------------------------|--------------------------------|

|                      |                      |
|----------------------|----------------------|
| <b>School Vision</b> | 100% student success |
|----------------------|----------------------|

|                       |   |
|-----------------------|---|
| <b>School Mission</b> | 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 % |
|                         | 1.9                 | 4.4     | 13         | 6              | 74      | 0.7     |

|                     |                   |                   |                   |  |
|---------------------|-------------------|-------------------|-------------------|--|
| <b>School Grade</b> | <b>2017:</b><br>A | <b>2016:</b><br>B | <b>2015:</b><br>B | <b>Title 1 School?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
|---------------------|-------------------|-------------------|-------------------|--|

| Proficiency Rates   | ELA    |        | Math   |        | Science |        | Social Studies |        | Accel. Rate |        | Grad Rate |        |
|---------------------|--------|--------|--------|--------|---------|--------|----------------|--------|-------------|--------|-----------|--------|
|                     | 2017 % | 2016 % | 2017 % | 2016 % | 2017 %  | 2016 % | 2017 %         | 2016 % | 2017 %      | 2016 % | 2017 %    | 2016 % |
| Proficiency All     | 72%    | 60%    | 79%    | 72%    | 79%     | 58%    |                |        |             |        |           |        |
| Learning Gains All  | 67%    | 57%    | 80%    | 67%    | 79%     |        |                |        |             |        |           |        |
| Learning Gains L25% | 55%    | 53%    | 58%    | 55%    |         |        |                |        |             |        |           |        |

| School Leadership Team               |            |               |                                |                         |
|--------------------------------------|------------|---------------|--------------------------------|-------------------------|
| Position                             | First Name | Last Name     | FT/PT                          | Years at Current School |
| Principal                            | Ann        | Welsh         | FT                             | 1-3 years               |
| Assistant Principal                  | Stephanie  | Wager         | FT                             | 4-10 years              |
| Behavior Sp.                         | Melissa    | Calder        | FT                             | 1-3 years               |
| Counselor                            | Carrie     | McNamee       | FT                             | 4-10 years              |
| Teacher Leader                       | Karen      | McCord        | FT                             | 1-3 years               |
| Teacher Leader                       | Mary       | Bellack       | FT                             | 4-10 years              |
| Teacher Leader                       | Constance  | Toenjes       | FT                             | 1-3 years               |
| Teacher Leader                       | Sophia     | Kanellopoulos | FT                             | 11-20 years             |
| Teacher Leader                       | Kathryn    | Adikes        | FT                             | 4-10 years              |
| Teacher Leader                       | William    | Black         | FT                             | 4-10 years              |
| Parent/Teacher                       | Julie      | Nibert        | FT                             | 1-3 years               |
| Parent/Teacher                       | Caryn      | Lee           | FT                             | 4-10 years              |
| <b>Total Instructional Staff:</b> 39 |            |               | <b>Total Support Staff:</b> 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 create emotionally supportive classrooms where students feel safe to engage in challenging tasks and have equitability of voice. The teachers design authentic and meaningful lessons where students are engaged and deeply invested in their learning, while developing a positive attitude toward school. Anona staff members utilize affective statements that honor student’s feelings, promote supportive relationships, and empower them to solve problems. 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 daily, 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 90% 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. Every 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 affective language utilized throughout the campus. These supports help create a safe, secure, and healthy culture that encourages student success. Newly designed Guidelines for Success banners have been posted for the 2017-18 school year in the front office area. During the 2017-18 school year Anona will reinforce the positive campus environment with the introduction of the tag line ‘We Can’t Hide Our Anona Pride’. The tag line will be used during school wide celebrations, on our monthly newsletters, website and social media to recognize excellence in all areas at Anona.

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

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 across all grade levels. Administrators encourage rigor through bell to bell instruction, while supporting circles for maintenance of a positive classroom and school culture. 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.

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 team meets weekly to review school-wide academic and behavior data. The team continuously monitors SIP goals and tiered levels of intervention support using school profile, EDS, performance matters, Unify, 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-monthly 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.

All classes K-5 receive monthly guidance lessons aligned with school wide character education. In addition, Anona Elementary utilizes school-based and community volunteer mentors as resources to support our students' social-emotional needs. As mentors are trained, they are paired with identified students. Students requiring small group and individual counseling meet with the school counselor, and/or school psychologist or social worker.

**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 and communicated through OneNote. 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 an intervention and may be documented utilizing an office discipline referral. The supervising teacher at the time of the incident and/or the staff member who witnessed the incident documents the incident on an ODR and participates in the process of restoring the relationship. 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 dashboards, disparity gaps 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-monthly 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. Administrators monitor lesson plans, and daily instruction for evidence of differentiated teaching and intervention/enrichment efforts.

**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. Faculty are regularly expected to step into leadership roles which include PD efforts, efforts to improve processes and efforts to mentor and grow novice teachers. Extended learning opportunities are made available for students to provide additional learning time beyond the school day.

**School Culture, Climate / SWBP / Key Goals and Strategies**

|  |   |
|--|---|
| <b>Goal 1:</b> What is your primary goal and strategy to improve the overall culture and climate at your school?   |   |
| Sustain a strong and safe school community by incorporating restorative practices to maintain the number of repeated misconducts (more than 1) by the same student(s) to fewer than 5.   |   |
| What is the key strategy that you will implement to accomplish this goal?  | Name of person(s) responsible                       |
| Restorative practices: specifically implementing circles, affective language, and Tier 2 restorative groups. These practices are designed to empower students, facilitate positive interpersonal growth, and create a cooperative environment where every student is equitable. Restorative practices strengthen relationships and school communities.                     | Classroom Teachers<br>Specialists<br>Administrators |
| <b>Goal 2:</b> 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.   |   |
| Decrease the percentage % of students in our Black and ESE subgroups that receive an ODR to less than the percentage % of the total school population for each respective subgroup.  |   |
| What is the key strategy that you will implement to accomplish this goal?  | Name of person(s) responsible                       |
| The implementation of restorative practices specifically circles, affective language, and continuous efforts to provide students with engaging and rigorous learning opportunities. Pairing mentors with struggling Black students and ESE students. Designing additional learning and enrichment opportunities for students in ESE, Black, and lowest quartile subgroups. | Classroom Teachers<br>Specialists<br>Administrators |
| <b>Optional Goal:</b> Describe any other goal you may have related to school culture or climate. Use only if needed.   |   |
|  |   |
| 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 2016-17 school year, efforts to align instruction to state standards were focused on teachers collaborating with the purpose of creating rigorous and relevant lessons consistent within each grade level. Efforts also included teachers providing feedback to students to promote continuous learning throughout the lesson and summative feedback on written student product. During the first half the school year, efforts were focused on teachers writing standards based questions for use during lessons (H.O.T questions).

Successes to date include:

1. 72% of students performing proficient on the English Language Arts Florida State Assessment. (An increase of 12%age points from 2016-17)
2. 79% of students performing proficient on the Mathematics Florida State Assessment. (An increase of 7%age points from 2016-17)
3. 79% of students performing proficient on the Science Statewide Assessment. (An increase of 21%age points)
4. 74.2% of students maintain proficiency with a stanine score of 4 or above on the grade 1 SAT-10 reading assessment.
5. 4% gain in the number of 2<sup>nd</sup> grade students scoring a stanine of 4 or above in reading on the SAT-10 assessment. (2016 = 80.8%, and 2017 = 84%)
6. 0.4% gain in the number of 2<sup>nd</sup> grade students scoring a stanine of 4 or above in mathematics on the SAT-10 assessment (2016 = 91.7%, and 2017 = 92.1%)
7. Black students proficient in Mathematics increased to 67%.
8. Black students in 5<sup>th</sup> grade proficient in ELA increased to 67%.
9. Students with disabilities students increased proficiency to 52% from 41%
10. 67% of students had learning gains in ELA. 55% of our students in the lowest 25% had learning gains.
11. 80% of students had learning gains in math. 58% of our students in the lowest 25% had learning gains.

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?

When reviewing FSA data, student performance data reveals that the overall student proficiency rates increase in ELA and in Mathematics. Learning gains also increased for the total student group, and the lowest quartile of students.

Data suggests that the emphasis on the monitoring of students' progress, meaningful feedback, and collaborative planning impacted the students learning opportunities, proficiency rates and learning gains. Key areas to continue to focus on throughout the 2017-18 school year are:

**Emphasis on utilizing Learning Boards, to track students' progress toward targets and goals while providing teacher feedback 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.** Walkthrough and observational data suggest the need for a continued effort in ALL classrooms to release students to cognitively complex tasks aligned to standards. Specifically, the Marzano instructional techniques of investigating, problem solving, decision making, experimental inquiry, inventing and student-designed tasks will be infused into instruction.

**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 on. Office 365 applications will be introduced as tools to enhance collaborative efforts.

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 from Unify
- analyzing ISIP data from iStation the beginning of each month
- studying student work aligned to standards completed in class
- Measurement Academic Progress (MAP Assessment)
- tracking student progress towards mastery in student data folders aligned to learning boards
- Formative and summative assessment data is analyzed and discussed weekly at PLC’s and also discussed at data chats with administration.

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.

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-monthly 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 addition 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 5<sup>th</sup> graders as they transition to middle schools during 5<sup>th</sup> grade articulation and opportunities are provided for students to visit surrounding middle schools which offer a variety of options. Middle School Counselors visit 5<sup>th</sup> grade students at Anona and present important information. School Counselors at the elementary and middle school levels work with students and families to select electives. The School Counselor provides lessons to help ease the transition between 5<sup>th</sup> 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, when families are encouraged to pre-register. 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 Goals and Strategies**

**Goal 1:** What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?

|   |                                       |
|---|---------------------------------------|
| Engaging students in cognitively complex tasks aligned to standards with a heavy emphasis on teachers releasing students to work individually or in small co-operative groups.  |                                       |
| How are data collected and analyzed to monitor implementation of this strategy?   | Name of person(s) responsible         |
| Observational and walkthrough data. Student interviews  | Classroom Teachers<br>Administrators  |
| <b>Goal 2:</b> What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?  |                                       |
| Transition to all teachers at Anona utilizing Learning Boards with the purpose being to focus lessons on critical content and track the progress of students.   |                                       |
| How are data collected and analyzed to monitor implementation of this strategy?   | Name of person(s) responsible         |
| Observational and walkthrough data. Student interviews.   | Classroom Teachers<br>Administrators  |
| <b>Optional Goal:</b> Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.   |                                       |
| <b>Continued heavy emphasis on teacher collaboratively planning within grade levels with the inclusion of supporting ESE resource teachers.</b> 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 on. Office 365 applications will be introduced as tools to enhance collaborative efforts. |                                       |
| How are data collected and analyzed to monitor implementation of this strategy?   | Name of person(s) responsible         |
| Lesson Plans, observations, PLC minutes   | Classroom Teachers,<br>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 among 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 Boards if needed. Teachers utilize



planbook.com, and Office 365 applications as additional resources 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 focus for teacher professional development during the 2016-17 was to build collaborative teams in all grades, provide meaningful feedback to students with the intent of moving learning forward, and an increase in the engagement in students engaged in Cognitively Complex Tasks. As a result of in-house developed PD, teacher effectiveness and student learning have increased. Next steps would include continued efforts on teachers collaborating, effective use of Learning Boards to track student progress, and an increased use of cognitively complex tasks.

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, ISM visit feedback, etc.).

**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 |
| Learning Board Training  | Pre-school                        | Teachers                      | Support SIP Goal                 |
| Engaging students in Cognitively Complex tasks aligned to standards– training provided by Marzano trained teachers | Fall                              | Teachers                      | Support SIP Goal                 |
| Restorative Practices  | Fall                              | All instructional staff       | Support SIP Goal                 |
| Core Content Training  | Summer, DWT, On-going during year | Teachers                      | Support SIP Goal                 |
| Staff Notebook   | Pre-school                        | All instructional staff       | Support SIP Goal                 |
|  |                                   |                               |                                  |
|  |                                   |                               |                                  |



## 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. Families are encouraged to gain access to parent PORTAL to enable them to check students’ grades, assignments and progress. In addition, parents will be encouraged to use the PCS Family Engagement Mobile App. 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, phones calls, other technology methods, student led-conferences and parent/teacher 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. Our community partners will sponsor school 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’s(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); 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. Community partners provide on-site mentoring to students exhibiting 1 or more early warning signs.

**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 interpreting and using student data via trainings, data chats and/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 regarding 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. The State of the School Address is also used to relay important information to families.

**Family Engagement / Planning Inventory**

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these 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.   | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Families who regularly log onto PORTAL to check student grades / assignments, progress.   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Families who are in regular contact with teachers in person or by phone, text, email or home visits.                              | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning). | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| Families who report feeling welcome when visiting the campus or contacting the school.  | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |

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

**Family Engagement / Key Goals and Strategies**

|   |                               |
|---|-------------------------------|
| <b>Goal 1:</b> What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?   |                               |
| 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                      |
| <b>Goal 2:</b> 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?                  |                               |
| 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             |

|   |                               |
|---|-------------------------------|
| <b>Optional Goal:</b> Describe any other goal you may have related to family / community engagement. Use if needed. |                               |
|   |                               |
| What is the key strategy that you will implement to accomplish this goal?   | Name of person(s) responsible |
|   |                               |

 Section 2 – Targeted School Goals / Action Steps

## Academic Goal

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

WHAT  
PROPORTION? of WHO? will do WHAT? by WHEN? as MEASURED BY?

|   |  |  |                                   |                      |
|---|--|--|-----------------------------------|----------------------|
| <ul style="list-style-type: none"> <li>Count</li> <li>Percentage</li> <li>Percentage Increase</li> <li>Percentage Decrease</li> </ul> | <ul style="list-style-type: none"> <li>All Students OR</li> <li>Gender</li> <li>Grade Level</li> <li>Subgroup</li> </ul> | <p>Content Area &amp;</p> <ul style="list-style-type: none"> <li>Collaborate to...</li> <li>Complete a portfolio or performance...</li> <li>Demonstrate a behavior...</li> <li>Demonstrate a proficiency...</li> </ul> | <p>Select date using calendar</p> | <p>Narrative Box</p> |
|---|--|--|-----------------------------------|----------------------|

**SMART GOALS:** Please be sure that your goals throughout this document 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 goal manager and data source.

|   |  |
|---|--|
| <b>ELA / Reading Goal</b>   | <b>Goal Manager: Ann Welsh</b>   |
| The number of students meeting proficiency will be 75% or more as measured by state standardized assessments, and district assessments.   |  |
| <b>Actions / Activities in Support of ELA Goal</b>  | <b>Evidence to Measure Success</b>   |
| <p>Teachers will collaboratively develop rigorous learning boards based on identified key standards, and monitor the progress of each student toward mastering standards by giving meaningful feedback.</p> <p>Teachers within grade levels will collaborate weekly to ensure consistency between classrooms when implementing learning boards. Teachers within grade levels intentionally and collaboratively plan for instruction ensuring implementation of reading, writing, listening and speaking standards and plan for cognitively complex task and to introduce new content, review, practice, and deepen knowledge.</p> <p>Administration will develop and implement a schedule to regularly visit classrooms and monitor the implementation and effective use of learning boards and will provide regular feedback to faculty.</p> <p>The Leadership Team will meet monthly to plan for on-going professional development. PD to be provided in support of teacher feedback and engaging students in cognitively complex task.</p> | <p>Evidence of consistent learning boards posted across grade level classrooms.</p> <p>Observations of meaningful oral and written feedback given to students.</p> <p>Evidence of highly engaged students and growth on standards based assessments as observed during walkthroughs and through students' assessment data.</p> <p>Evidence of regular observations through i-observations and in administrators' calendar.</p> <p>Leadership Team Minutes and PD calendar on OneNote.</p> <p>Evidence of consistent monitoring of students' mastery toward standards.</p> <p>Evidence of improved student performance on higher level questions.</p> |

|   |   |
|---|---|
| <p>Teachers provide multiple opportunities for students to grapple with vocabulary words across the literacy block in reading, writing, speaking and listening.</p> <p>Teachers guide students to strengthen their writing as needed by revising and editing.</p> <p>Teachers utilize i-Station (web-based program, reports, recommended minutes) as a way to differentiate instruction and monitor student progress.</p> <p>Provide additional intervention learning opportunities beyond the school day.</p> <p>Implement the 6 M's of Culturally Responsive Instruction.</p> | <p>Monitoring monthly reports of their ISIP assessment and on-demand assessments (if needed).</p> |
|   |   |

|   |   |
|---|---|
| <b>Mathematics Goal</b>   | <b>Goal Manager:</b> Ann Welsh  |
| <p>The number of students meeting proficiency will be 84% or more as measured by state standardized assessments, and district assessments.</p>  |   |
| <b>Actions / Activities in Support of Math Goal</b>   | <b>Evidence to Measure Success</b>  |
| <p>Effective Grade Level Planning to include unit planning with lessons strictly aligned to established content standards, and the use of created Elementary Mathematics Learning Boards.</p> <p>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.</p> <p>Teachers within grade levels will collaborate weekly to ensure consistency between classrooms when implementing learning boards.</p> <p>PD to be provided in support of teacher feedback and engaging students in cognitively complex tasks.</p> <p>Administrators will develop and implement a schedule to regularly visit classrooms and monitor the implementation and effective use of learning boards, and will provide regular feedback to faculty.</p> <p>The Leadership Team will meet monthly to plan for on- going professional development.</p> | <p>Evidence of consistent Learning Boards posted across grade level classrooms.</p> <p>Observation of meaningful oral and written feedback given to students.</p> <p>Evidence of highly engaged students and growth on standards based assessments as observed during walkthroughs and through students' assessment data.</p> <p>Evidence of regular observations through I-observation and in administrators' calendar.</p> <p>Leadership Team Minutes and PD Calendar.</p> <p>Evidence of consistent monitoring of students' mastery toward standards.</p> <p>Evidence of improved student performance on higher level questions.</p> |

|   |  |
|---|--|
| <p>Teachers within grade levels intentionally and collaboratively plan for instruction ensuring implementation of mathematics standard and plan for cognitively complex tasks.</p> <p>Teachers have received professional development in High Yield Number Routines and developed a daily process for implementation.</p> <p>Teachers have received professional development in Number Talks and have developed a daily process for implementation.</p> <p>Teacher 1-5 will administer mathematics unit assessments in Unify and analyze data by standard for their class and across the grade level.</p> <p>Provide additional intervention learning opportunities beyond the school day.</p> <p>Implement the 6 M's of Culturally Responsive Instruction.</p> | <p>Evidence of implementation of Number Talks and High Yield Number Routines.</p> <p>Evidence in Unify of unit assessments being taken and analyzed.</p> |
|   |  |

|  |  |  |
|--|--|--|
| <b>Science Goal</b>  | <b>Goal Manager:</b> Ann Welsh   |  |
| 84% of students tested will be proficient at Level 3 or above as measured by SSA.  |  |  |
| <b>Actions / Activities in Support of Science Goal</b>   | <b>Evidence to Measure Success</b>   |  |
| <p>Continued implementation of 5E's during instruction in all grade levels.</p> <p>Required participation for all grades in the science showcase where students generate testable hypotheses.</p> <p>Develop 2<sup>nd</sup> grade Science Lab schedule and monitor for consistent implementation.</p> <p>Continuation of the Science Lab in grades 3-5 to provide students with opportunities to engage in hands-on cognitively complex tasks.</p> <p>Consistent use of science journals with teacher feedback and implementation of success criteria across all grade levels. This will be assigned and monitored by teachers.</p> <p>Use of Quizlet Live for vocabulary instruction.</p> <p>Use of large science vocabulary throughout the school.</p> | <p>Utilizing the rubric to score the projects and analyzing the scores.</p> <p>Performance on the nature of science portion of the common assessments.</p> <p>Student work in science journals.</p> <p>Student assessment data</p> <p>SLAGs and Success Criteria</p> |  |
|  |  |  |

 **Other School Goals\* / Use Only as Needed**

\*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 Schools, etc.)   |   |
|--|---|
| <b>Goal Name: STEM</b>   | <b>Goal Manager:</b>                                      |
| Increase student achievement in math and science by providing two STEM academics in after school programs for 4 <sup>th</sup> 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 academics 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.) |                             |
|---|-----------------------------|
| <b>Goal Name:</b>   | <b>Goal Manager:</b>        |
| Place goal statement here.  |                             |
| Actions / Activities in Support of Goal   | Evidence to Measure Success |
|   |                             |
|   |                             |

| Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.) |                             |
|---|-----------------------------|
| <b>Goal Name:</b>   | <b>Goal Manager:</b>        |
| Place goal statement here.  |                             |
| Actions / Activities in Support of Goal   | Evidence to Measure Success |
|   |                             |
|   |                             |

**Academic Achievement Gap / Required Goals**

| <b>Subgroup Goal (Black)</b>   | <b>Goal Manager:</b>  |
|--|---|
| Increase the number of Black students scoring proficient or above level to 54% in ELA and Math and increase learning gains to 70% as evidenced by Florida State Assessments. |   |
| Actions / Activities in Support of Black Goal  | Evidence to Measure Success   |
| 1. Provide additional intervention learning opportunities beyond the school day.   | Enrollment and attendance in after school extended learning programs. |
| 2. Implement the 6 M's of Culturally Responsive Instruction.   | Observations and lesson plans   |
| 3. Assign mentor to every low performing black student   | Mentor logs   |



|                            |                      |
|----------------------------|----------------------|
| <b>Subgroup Goal (ELL)</b> | <b>Goal Manager:</b> |
|                            |                      |

| <b>Actions / Activities in Support of ELL Goal</b> | <b>Evidence to Measure Success</b> |
|--|------------------------------------|
|  |                                    |
|  |                                    |

|  |                      |
|--|----------------------|
| <b>Subgroup Goal (ESE)</b>   | <b>Goal Manager:</b> |
| Increase the number of ESE students scoring on a proficient or above level to 59% in ELA as evidenced by Florida State Assessment. |                      |

| <b>Actions / Activities in Support of ESE Goal</b>  | <b>Evidence to Measure Success</b>  |
|---|-------------------------------------|
| Develop VE teacher schedule to support ESE students during writing lessons.   | VE resources teacher(s) schedule    |
| Build Master Schedule with block schedule to allow for collaborative planning between ESE resource teachers and classroom teachers. | Teacher lesson plans                |
| Differentiated instruction based on students' needs and group accordingly.  | On-going progress monitoring probes |
| Psychologist will continue to DAR students to diagnose to determine learning needs and specific deficiency.                         |                                     |
|   |                                     |

|   |                      |
|---|----------------------|
| <b>Subgroup Goal (If Needed)</b>  | <b>Goal Manager:</b> |
| <b>Enter Goal Name</b>  |                      |
| Increase the number of ESE students scoring on a proficient or above level to 51% in Math as evidenced by Florida State Assessment. |                      |

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

## Early Warning Systems (EWS) -- Data and Goals


**Note:** This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.\*

| Early Warning Indicator<br>(Number of students by grade level) | Grade 1st | Grade 2nd | Grade 3rd | Grade 4th | Grade 5th | Grade Select | Grade Select | School Totals |     |
|--|-----------|-----------|-----------|-----------|-----------|--------------|--------------|---------------|-----|
|  |           |           |           |           |           |              |              | #             | %*  |
| Students scoring at FSA Level 1 (ELA or Math)                  |           |           | 14        | 10        | 13        |              |              | 37            | 8%  |
| Students with excessive absences / below 90 %                  | 9         | 10        | 7         | 7         | 11        |              |              | 44            | 13% |
| Students with excessive behavior / discipline**                | 0         | 2         | 0         | 1         | 0         |              |              | 3             | 1%  |
| Students with excessive course failures**                      |           |           |           |           |           |              |              |               |     |
| Students exhibiting two or more Early Warning indicators       |           |           |           | 3         | 6         |              |              | 9             | 2%  |

\*Required per Section 1001.42(18)(a)2.,F.S. \*\* Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F's (or U's) in Language Arts or Math and for high schools one or more F's (or U's) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

### EWS - Attendance

| <b>Attendance Goal</b>  |  |
|---|--|
| Please ensure that your goal is written as a SMART goal.  |  |
| Decrease the number of students absent from school 10% or more, by 5%   |  |
| <b>Actions / Activities in Support of Attendance Goal</b>   | <b>Evidence to Measure Success</b>                     |
| <p>Child Study Team meets bi-monthly to analyze attendance trends by student and grade level.</p> <p>Member of CST look for trends of why students are not attending school and utilize the attendance codes.</p> <p>Sending letters in the beginning of the year home to parents who students struggled with coming to school from last year.</p> <p>Completion of the PSW for attendance quarterly to assist with problem solving to determine the barriers of attendance.</p> <p>Utilize attendance letters that include graphs comparing the absences of peers,</p> <p>Running contests during the months where the most attendance issues occurred from last year.</p> | Attendance data and meeting minutes posted on OneNote. |
| <p>Recognition of students with perfect attendance.</p> <p>Communicating with parents via newsletters, SchoolMessenger and at family events the research regarding attendance.</p> <p>Formalized process for addressing tardy and attendance issues in a timely manner.</p>   | Attendance   |

 **EWS - Discipline**

| <b>Discipline Goal</b>   |   |
|--|---|
| Please ensure that your goal is written as a SMART goal.   |   |
| Decrease the number of student who receive 2 or more ODR's (repeated behavior issues-school profile) to no more than 25% of students who receive referrals.  |   |
| <b>Actions / Activities in Support of Discipline Goal</b>  | <b>Evidence to Measure Success</b>                          |
| <p>Our Behavior Support Team (BST) meets bi-monthly to analyze school-wide (ODR), Tier 2, and Tier 3 (PBIP/FBA) data. Data is disaggregated by subgroup, grade, location, and incident type. If data indicates a downward trend, adjustments are made to address the concerns.</p> | Behavior Data and BST Meeting Minutes                       |
| <p>Restorative Small Groups-teaching and providing opportunities to practice specific social/interpersonal skills.</p>   | School counselor, Social Worker, and/or Behavior Specialist |

| <b>Discipline Goal – Other</b> (as needed)  |  | Please ensure that your goal is written as a SMART goal. |
|---|--|--|
| Specify                                     |  |  |
| Place goal statement here (only if needed). |  |  |
| 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.

|  |
|--|
| Describe your academic intervention supports here. |
|--|

|   |  |
|---|--|
| <b>Early Intervention / Extended Learning Goal</b>  | Please ensure that your goal is written as a SMART goal. |
| Decrease the number of students below proficiency in math by 1%, reading 5% and science by 1% 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 | Reduction in the number of students below proficiency |
|  |   |

## Section 3 – Required Items / Resources

### Instructional Employees

| Current Instructional Staff Members         |      | Complete and update only as data become available. |      |
|---|------|--|------|
| # of Instructional Employees (total number) | 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                     | 10   |
| % certified in-field**                      | 100  | % with 6-14 years of experience                    | 13   |
| % ESOL endorsed                             | 48.6 | % with 15 or more years of experience              | 15   |

\*as defined in 20 U.S.C. 7801 (23). \*\*as defined in Section 1012.2315(2), F.S. May change with ESSA.

Describe your school’s efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

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                       |
| Ann                   | Welsh                | White    | Principal                    |
| Melissa               | Knighton             | Black    | Business Partner             |
| Melissa               | Calder               | White    | Instructional staff          |
| Alicia                | Wilcox               | White    | Business Partner             |
| Jonny                 | Lee                  | White    | Parent                       |
| Dale                  | Hood                 | White    | Business/Community           |
| Zea                   | Deeb                 | Hispanic | Other Instructional Employee |
| Bill                  | Atkinson             | White    | Business/Community           |
|                       |                      | Select   |                              |
|                       |                      | Select   |                              |
|                       |                      | Select   |                              |
|                       |                      | Select   |                              |
|                       |                      | Select   |                              |
|                       |                      | Select   |                              |
|                       |                      | Select   |                              |
|                       |                      | Select   |                              |



Thursday/bi-weekly

**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. Attached budget if preferred.

Projected use of school improvement funds are as follows:  
\$1,960 to provide every classroom teacher with 2 x ½ day TDE for purpose of data chats and planning for instruction following district cycle assessments.  
\$210.00 to be used for professional development and supporting resources  
Total projected funds approximately \$2,170 (\$