School Executive Summary

Anclote Sailors: Dream, Believe, and Achieve
Dream – With all of our minds
Believe – With all of our hearts
Achieve – With all our might

Notable achievements and challenges: In 2019 we began our journey toward becoming a Leader in Me school. We are in our 2nd full year and the culture of the school is changing to a leading and learning environment. Service leadership projects and academic goal setting are at the forefront of who we are as a school. Moving forward we intend to elicit student leaders to organize and participate more in the organization and operation of the schools events.

One of our challenges is to get parents involved in our schools important feedback meetings, and School Advisory Counsel. We would love to have more participation. We do however get parents support for events.

Additional information: We work hard to ensure a well – rounded education for all our students. We support all students in their Social Emotional needs.

Student Data (Please refer to links below to assist)

1. Overall Data Strengths Summary:

2. Data Areas of Growth Summary: According to our 20.21 Winter Maps data the projected proficiency for ELA grades 3-5 was at 44%. For the 19.20 Winter Maps data we were projected at 47% proficiency in ELA which is an 3% decrease. In addition, the 20.21 Maps data projected proficiency for Math grades 3-5 was at 31%. For the 19.20 Winter Maps data we are projected at 48% which is a 17% decrease. Tiered interventions are in place to support proficiency/growth in grades K-5 in all tested subject areas. Learning Gains in Reading and Math, based on 5th grade FSA data are behind last test years reported results. Currently Reading 38% and Math 17%. Subgroups Black, SWD and ELL are behind overall proficiency trends.

3. Positive or negative student performance trends over three years: Winter Projected Proficiency
   Reading 18.19. 39%; 19.20. 47%; 20.21 44%
   Math   18.19. 38%; 19.20. 48%; 20.21 31%

4. For CNA, Part 2, HS Only:
   a. What populations are underrepresented (percentage of the population in a group is lower than the percentage of the total population) in your CTE programs? Enter underrepresented populations here.
   b. What efforts have been made to recruit underrepresented student populations for your CTE programs? Describe efforts here.

5. **Summarize** the achievement and EWS/myGradSuccess levels of students in the following subgroups.

Proficiency percents on last 3 years FSA 2017, 2018, 2019

SWDs: 19, 26, 22 Need to address underperformance of SWD in standardized testing.
FRL/ED: 51, 44, 41 Need to investigate sliding performance of FRL
Black: 38, 24, 31 Need to address gaps in proficiency
Hispanic: 45, 38, 41 Address proficiency fluctuation
ELL/LEP: 24, 35, 32 Address underperformance of ELL's
Lowest %tile: Need to address underperformance of LQ's.
Homeless: Strengths in ELA 3+ latest FSA, Gaps in Math LVL 1's
Migrant: NA

Data Sources/Links:
　　　FSA by Subgroup Historical   (2017, 2018, 2019)
　　　School Data Sheet
　　　Quarterly Check Data by Subgroup (US History, Biology, Civics)
　　　Lowest 35, Migrant, and Homeless Data (In Student Data Sheets, go to List view and filter)
　　　EWS Scorecard
　　　myGradSuccess (High School Only)
　　　For CNA Part 2: CTE targeted sub-populations (High School Only)

Staff and Student Engagement Data (Gallup and other engagement data)

1. Briefly discuss staff engagement strengths and areas for growth – The overall Gallup poll numbers were positive over the previous year. Each question had positive improvement. Q9 – Committed to Quality and Q10 – I have a best friend at work were the highest rated stregths. Areas for growth are

identified as Q1 – I know what is expected of me and Q5 – Someone at work cares about me. Overall Climate and Culture feels much more open and caring.

Response rate for Gallup: 50%
Response rate for Cognia Teacher Inventory: N/A
Areas of strength are   Q9 and Q10
Areas for growth are   Q1 and Q5
Positive or negative Gallup trends over three years: 3.23, 3.55, 3.79 Overall engagement increasing.

2. Briefly discuss student engagement strengths and areas for growth (Consider Gallup, EWS behavior and attendance, and Cognia tools)
   In the 2020 Poll, 57% of students are engaged ad 31% of students are considered Hopeful. There was substantial growth in the question I know many ways to get good grades, yet the question that decreased was I know I will graduate from High School.

   Response rate for Gallup Student Poll: 100%
   Response rate for Cognia Student Engagement: N/A
   Response rate for Cognia Student Inventory: N/A

Parent Engagement Data (Parent Survey)
Title I Schools must also collect parent and community feedback on the CNA, Parent and Family Engagement Plan, the Home School Compact, how to spend Title I funds on Parent Engagement, barriers to parent engagement and how parents can assist in the learning process.   The document and supporting details regarding all the required areas can be found in SharePoint and Title I Crate. Documentation that input has been gathered in all the required areas is due in Title I Crate by April 14.

Response rate for Cognia Parent Survey: Enter response rate here
Briefly discuss parent engagement strengths and areas for growth
    Areas of strength are   Enter areas of strength here
    Areas for growth are   Enter areas of growth here
    Trends over time from various tools used to gather input from parents: Enter trends here

Implementation Data
Observation Data: All teachers are prepared and have students needs in the forefront.   Data is used to drive instruction at varying levels based on teacher experience. Teachers continue to be the "sage on the stage" as a predominant teaching method. There is a growing number who have moved to facilitation and differentiation at the front of their instruction. The use of high leverage engagement strategies are improving.

Artifacts/Products from the District Key Priorities Guide
Check any that are developed at your building:
☒   RtI at Work Pyramid
☐   Gallup survey action plan
☒   List of students needing support at each tier (academic and behavior)
☒   Action plans to provide support at each tier (academic and behavior)
☐   Essential standards/learning charts
☒   PLC Team response to common formative assessments (CFAs)
☐   MyGrad Success Action Plan (HS only)

☒ Student Leadership Group and Goal Setting Plans – <mark>In Process</mark>

1. Artifacts/products that are a strength (Only 1 or 2) RTI Pyramid, Tiers of Support

2. Artifacts/products that are areas for growth (Only 1 or 2) Essential Standards with Vertical alignment, Goal Setting Plans (LIM)

Focus Areas for Next Year

In this section, consider strengths and challenges from all your data sources. You must include strategies and/or PD that elevate *collaborative*, *equitable instructional*, *inclusive*, and *high leverage* practices for all populations of students.

1. What are your draft goals for the 2021-22 school year based upon the data you describe?
    A. Collaborative Culture - **Increase engagement among all stakeholders by building leadership strategies and practices, through The Leader in Me.** Continue building student and teacher leaders through Leader in Me. – By building student leaders, attendance will improve as well as academic achievement and a reduction of behavior referrals.
    B. High Impact Instruction - Tier 1 Instruction – **Teachers intentionally plan to build knowledge in all content areas.** At this time, few grade level teams have core instruction that meets the standard of 80 percent student proficiency. We will improve Tier one instruction by building knowledge, through critical thinking.
    C. Data Driven Decisions – **Instructional personnel will work together in PLC's, using data, to improve Tiered instructional practices.** All students will receive appropriate tiered instruction. All underperforming ESSA subgroups – Blacks, SWD and ELL's will be provided with the Tiered supports necessary to impact their learning and increase subject proficiencies.

2. For each goal, what strategies and PD will you coordinate and/or facilitate to these goals? A. We will continue to meet bi-weekly with the Lighthouse Teams to plan and grow LIM throughout the campus, weekly Action Team Meetings will create actionable plans and events, and LIM coaching will be provided to move our school deep into the Leadership model in Academics and Goal setting.
B. All teachers will attend the B.E.S.T. standards PD as well as the new Reading Series Rollout Professional Development. All teachers will be provided with one week worth of time to dig deeply into their grade level ELA materials to plan instruction and get material ready. PD will be provided by LIM in Goal -setting Academic Notebooks. PD will also be offered to all instructional personel on Tier 2 instruction.
C. Students in the lowest quartile will be identified, Students belonging to underperforming subgroups will also be identified and tiers of instruction developed to meet their needs beginning on week 3 of school. Time will be provided for teams to determine where they can propel students learning to raise proficiency levels.

3. How will your school coach/coaches facilitate your draft goals? Coaches will work over the summer to master the new standards and new ELA curriculum. They will be included in ELA/Math teacher planning to help develop high leverage strategies that will be executed in the classrooms. They will also be available to guide during planning if necessary.

4. What district supports will you need for your draft goals? ELA PD for new Reading Series and Tier 2 instructional practices. Best Practice PD for math and science.