Alachua Elementary School

2016-17 Schoolwide Improvement Plan

Alachua Elementary School

13800 NW 152ND PL, Alachua, FL 32615

https://www.sbac.edu/alachua

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School 3-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	F	

*Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the Alachua County School Board on 10/18/2016.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Alachua Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	Targeted Support & Improvement - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our Mission is to encourage each child to become a lifelong learner by performing to his or her potential
in a safe, nurturing and challenging learning environment.

b. Provide the school's vision statement.

Our Vision is to provide a climate of strong supportive relationships and academic excellence in order to promote self-confident, capable lifelong learners.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Every Spring, Irby Elementary second grade teachers meet with Alachua Elementary third grade teachers. In groups, teachers discuss aspects of the upcoming third grade class. Strategies are shared that work with challenging students. Within the first 45 days of school the second and third grade teams once again meet. During this meeting more specific information is shared that is generated through questions posed by the third grade teachers. Second grade teachers encourage third grade teachers to call for further information and strategies.
Relationships between teachers and students are fostered beginning in pre-planning. The structure of team meetings throughout the year includes the discussion of students and student data. The Administrative Team also discusses students and data to further assist teachers.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Alachua Elementary uses several different programs to ensure students feel safe and respected. Teachers are inserviced on the Positive Behavior Support program used school-wide. The Principal, AP and BRT are made available to students who have concerns in regards to safety and respect. The Guidance Counselor provides counseling services to those students with concerns. The SRO works to create an atmosphere of safety for students and adults on campus. She works to know all students, faculty, staff, and their needs. The school will once again have a Behavior Resource Teacher. The BRT will be responsible for proactively addressing behavioral and safety issues within the school. The AP and BRT will also be instrumental in providing support to teachers who will implement the Harmony program to address social/emotional needs.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Alachua Elementary uses the Positive Behavior Support Program throughout the school. School-wide rules and procedures were established by the Discipline/PBS Committee during the summer. The committee presented the rules, procedures and consequences to the faculty. Students learn about the rules and procedures through lessons taught by teachers and supported by the BRT. Positive behavior is promoted and encouraged. Students earn tangible rewards (Caught'ya Cash) for positive

behavior which then can be used to purchase items from the school-wide store. Behavior charts are used in all classrooms across the school. The emphasis is on school-wide rules, procedures and positive support.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Counseling is available through the Guidance Counselor in several different ways (one-on-one; small group guidance; classroom guidance).

A mentoring program that will utilize community mentors (both academic and social) for individual students will continue and be grown throughout the school year.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Alachua Elementary monitors attendance and tardies closely. The Database and AP work closely to monitor the attendance of students. The AP reports to the Attendance Officer any students who have excessive absences. Students with significant absences are discussed at the weekly Administrative meeting and strategies are discussed to use to increase attendance of students chronically absent.

The district progressive discipline policy is utilized. Teachers were made aware of the progressive discipline plan and how to work through the steps. Students with significant behavioral issues are discussed at the weekly Administrative meeting. Strategies are discussed and then teachers are advised to help students begin to manage the behavior of challenging students. An effort is made to keep students in class, therefore suspensions in and out of school are tracked.

The principal reviews grades given at interim and at the 9 weeks mark. Students who are failing ELA or Math are discussed at the monthly data chats. Teachers who fail more than 10% of their class meet with the principal to discuss strategies and devise a plan to help failing students.

Level 1 and bubble students are tracked and discussed at Administrative meetings. Teachers discuss these students during data chats and discuss different strategies to use within the classroom..

The Food4Kids Backpack program is also used as an Early Warning Indicator. The families on this program are monitored because poverty is a concern for these families.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	14	7	12	0	0	0	0	0	0	0	33
One or more suspensions	0	0	0	11	7	1	0	0	0	0	0	0	0	19
Course failure in ELA or Math	0	0	0	20	7	4	0	0	0	0	0	0	0	31
Level 1 on statewide assessment	0	0	0	48	26	22	0	0	0	0	0	0	0	96

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	23	12	10	0	0	0	0	0	0	0	45

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Students exhibiting two or more early warning indicators are closely monitored by the Administrative Team. The principal reviews the data of these students especially paying attention to the specific indicators. EPTs are held on these students and these students are in the RtI process. They are given the opportunity to receive Title 1 services and parents are given the opportunity for their child to be involved in the 21st Century Tutoring Program. Teachers discuss progress of these specific students with the CIMS facilitator to brainstorm strategies to use with these students as well as any adjustments to the core curriculum. Behavior is monitored through the Principal, AP, BRT, and Guidance Counselor. An Instructional Coach is assigned to Alachua Elementary for four and one half days per week.

B. Family and Community Engagement
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

1. Attend at least one parent involvement meeting
2. Participate in project planning, implementation and/or evaluation
3. Work as a volunteer in any area of the school
4. Increase phone calls home to Title 1 parents
5. Increase contact to Title 1 parents through notes, e-mails, report cards, newsletters, etc.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Community members have a vested interest in the local school. Alachua Elementary continues with a free afterschool tutoring program through the 21st Century Tutoring Grant. Community businesses volunteer at events sponsored by the Alachua Elementary PTA. The principal attends the beginning of the year Chamber meeting to outline for the local businesses the different programs offered at Alachua Elementary and to gather support for these programs.

C. Effective Leadership
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Copeland, Eva	Principal
Bing, Bonnie	Other
Bell, John	Teacher, K-12
Baughtman, Jennifer	Teacher, K-12
Harrell, Jazzlyn	School Counselor
Jacobs, Lisa	Instructional Coach

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Principal: Provides leadership, coordinates staff development and ensures fidelity of the RtI process.
AP: Provides expertise to classroom teachers on development of appropriate instructional strategies for individual students. Assists in intervention design. Provides expertise to classroom teachers on the development of appropriate behavioral strategies for individual students. Assists classroom teachers with the design and implementation of the Functional Behavior Assessment and development of the Behavior Improvement Plan. Monitors behavior and attendance data.
BRT: Provides behavioral support and training for teachers; helps to develop and implement behavioral interventions; assists in the implementation of the Harmony program in classrooms to address Social Emotional Learning.
Counselor: Oversees implementation of the RtI process. Assists classroom teachers with assessments and interventions
CIMS Facilitator: Oversees the data analysis process. Meets with teachers to discuss data trends and creates action plans to address student needs.
Literacy Coach: Provides assistance and data analysis expertise in administering reading and writing assessments and interpreting data.
Technology Coach: Assists teachers in becoming proficient with technology in regards to programs for the classroom, lesson planning, and ACIIS.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The Administrative Team meets weekly to review academic and behavioral data from a variety of sources, assist with developing and scheduling instructional strategies based on data review, and monitor implementation of instructional strategies. The team will also identify those students at moderate to high risk for not meeting benchmarks and will collaborate with additional staff members, such as general education teachers, speech/language pathologist, school psychologist, literacy coach, and ESE teachers to develop and implement more intensive research-based interventions as needed.

Title 1, Part A: Services are provided to ensure students requiring additional remediation are assisted through additional instruction. FCIM coordinator oversees disaggregation and interpretation of school-wide grade level and classroom data to determine strengths and weaknesses. Pullout tutorial provided by teacher tutors to targeted students.

Title I Part C - Migrant: Alachua Elementary School hosts summer program for migrant students and provides space for adult ELL classes.

Title I, Part D: The district receives funds to support the Educational Alternatives Outreach program. Services are provided with district drop-out prevention.

Title II: The district receives supplemental funds for improving basic education through the purchase of small equipment to supplement educational program. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. In addition, Digital educators will model technology lessons and assist teachers in infusing technology across the curriculum. District Literacy Coach will support teachers in implementation of reading initiatives.

Title III: ESOL: District Services Coordination. Dictionaries provided to ESOL students.

Title X - Homeless: Transportation and school supplies provided to homeless students. The school works with the district Homeless Coordinator to provide resources (clothing, school supplies, social services, referrals, etc.) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Violence Prevention Programs: Anti-bullying program provided in classrooms by BRT and counselor. Positive Behavior Support program funded by district ESE.

Nutrition Programs: Food4Kids provides weekend food staples for identified families. Community Eligibility Provision provides free breakfast, lunch and supper to all students at Alachua Elementary.

Housing Programs: School supports after-school tutoring in subsidized housing complex.

Career and Technical Education: Career awareness activities and annual career fair provided for all students.

Other: After-school tutoring provided by senior volunteers from local churches and civic groups and through the 21st Century Afterschool Program.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Eva Copeland	Principal
Chloe Campbell	Teacher
Jessica Hall	Education Support Employee
Damon Messina	Business/Community
Felecia Decoursey	Business/Community
Anne Heissenberg	Teacher
Candice Chohan	Parent
Charles Lee	Parent
Tammy Lindsey	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

Progress toward the school improvement plan is shared with the SAC committee during each meeting. Members are given the opportunity to contribute questions, concerns and comments. Assessment results are shared with the committee when they are made available..

b. Development of this school improvement plan

When assessment results are released, FSA results are shared with the SAC committee. The SAC committee discusses the results and gives input into the selection of the the targeted priorities. Barriers and suggested resolutions to the barriers are discussed with the committee. The SIP will be revisited through a discussion of data collected for improvements to the plan.

c. Preparation of the school's annual budget and plan

The proposed projected annual budget is presented to the SAC for input. Projects funded through lottery funds are approved/denied through the committee.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

2015-2016 Lottery Budget: $3481
Projects that were approved and funded through SAC were Staff Bonuses, Supplies, Curriculum & Staff Development, Equipment, Staff Development Substitutes and Administrative Support.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Copeland, Eva	Principal
Proud, Marcia	Teacher, K-12
Bell, John	Teacher, K-12
Bing, Bonnie	Assistant Principal
Tzounakos, Maria	Teacher, K-12
delaPena, Hayley	Instructional Media
Iobst, Chelsea	Teacher, ESE
Becker, John	Teacher, K-12
Jacobs, Lisa	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The team ensures that all resources that are utilized are focused, research-based and focus on improving Reading. They define and implement a comprehensive differentiated schoolwide reading program that challenges students at all achievement levels and at the appropriate cognitive complexity. Ensures fidelity of Implementation of the Florida ELA standards, ensures data collection and data analysis in team meetings, monitors pacing, participates in collaborative planning and provides support for formal and informal assessments.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Teachers are given scheduled time for collaborative planning. To ensure time for teachers to meet, Faculty/PD meetings are scheduled for the first Wednesday of each month. The Leadership Team meets the second Wednesday of the month. These meetings are informational meetings. Team Leaders disseminate information from the Leadership Team meeting to their grade level teams. New/newer teachers meet once a month to discuss relevant topics with the group. The last Wednesday of the month is reserved for grade level PLCs to meet, discuss and plan. Team meetings are scheduled each Thursday.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers are as follows:
PDS with Intern Mentors: Mentor teachers meet periodically to discuss/brainstorm/share the internship program; Principal & AP
Perspective teacher interview workshops; Principal & AP
County level mentor assigned to new teachers; Principal, District Mentor
Host teacher intern program through the University of Florida, College of Education and St. Leo University; Principal, AP, University Intern Coordinator

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Mentoring program provided through the district. Each beginning teacher is paired with a district mentor coach. New teachers also participate in the Alachua County Public School Beginning Teacher Program. Staff development is provided monthly through faculty/PD meetings. New teachers meet with Administration during preplanning to go over orientation, policies and procedures, professional development, and cohort training. School based mentoring is provided through each team, Planned monitoring will be through monthly "New Teacher " meetings, Snapshots and formal observations. The district Instructional Coach works with the new teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

District created Scope and Sequence aligning the Florida standards with the core curriculum are utilized by all teachers to ensure progression through standards based learning. A planning protocol is in place that teachers use as they plan during their monthly PLC meeting.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

After assessments are given, reports are run for the Administrative team. Teachers have access to these reports in ACIIS. The CIMS Facilitator and teachers discuss the data at monthly meetings. Students who are not progressing are monitored, strategies for remediation are discussed and then implemented by the classroom teacher. Data is re-examined to determine if progress has been made.

Examples of strategies that have been used in the past are Title 1 services, targeted remediation through teacher guided work stations, academic recess (teachers pair up - one teacher supervises recess while the other provides guided instruction in 15 minute increments).

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 23,760

The 21st Century Tutoring program is provided four days a week. Two of the days are Project Based learning days which will expose students to the robotics program. Other activities that could be included are Art, Chorus, Science, Health Activities, which will all align to the standards.

Strategy Rationale

Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly low-performing students, to meet state and local student academic achievement standards in core academic subjects, such as reading and mathematics.
Offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs and character education programs, that are designed to reinforce and complement the regular academic program of participating students.
Offer families of students served by community learning centers opportunities for literacy and related educational development.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Caudle, Everett, caudleew1@gm.sbac.edu

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected through the 21st Century Program. This data will be reviewed monthly at the Administrative Meeting.

| **Strategy:** Extended School Day |
| **Minutes added to school year:** 10,800 |

One additional hour for Reading instruction is added to the school day.

Strategy Rationale

Alachua Elementary was one of the lowest 300 school for ELA.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Bing, Bonnie, bingam@gm.sbac.edu

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected and analyzed from the District AIMS Assessment and ongoing progress monitoring probes.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

The Administrative Team meets with the Administrative Team of Irby Elementary during post planning to discuss the incoming students and their specific needs. In the fall of the following year, Alachua Elementary third grade teachers and Irby Elementary 2nd grade teachers meet after third grade teachers have met their students. At this time, Alachua teachers are able to ask specific questions of teachers on students they have in the third grade.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

The Guidance Counselor conducts classes in career awareness. Students are guided in looking up information on their career interest through books and computers. As a culminating activity to the career unit, local community and business owners attend our one day Career Fair. Students are given the opportunity to learn first hand about many different careers.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Alachua Elementary growth data continues to move up and down from year to year. We are focusing our school improvement efforts on ELA due to being in the lowest 300 schools for ELA. Creating strong readers will also benefit us in other academic areas.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

The percentage of student living in poverty has increased. Research indicates that students who live in poverty are deficient in language development and reading skills due to limited conversations at home, poor nutrition, and low exposure to books, print and technology.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   The number of students in the lower quartile who score level 1 or 2 on FSA ELA and/or Math will decrease by 10%.

G2.   Sixty percent of fifth grade students will score at or above proficiency level on FCAT Science.

G3.   Sixty percent of 4th and 5th grade students will score at or above proficiency on the FSA ELA Assessment.

G4.   Fifty percent of third grade students will score at or above proficiency level on the FSA ELA..

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. The number of students in the lower quartile who score level 1 or 2 on FSA ELA and/or Math will decrease by 10%. `1a`

🔍 G085100

Targets Supported `1b`

Indicator	Annual Target
Math Lowest 25% Gains	18.0

Targeted Barriers to Achieving the Goal `3`

- Classroom teachers do not have time to thoroughly disaggregate data from common assessments.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Small group intervention groups.

- 21st Century Tutoring Program

- District developed pacing guides.

- Full Time District Instructional Coach

- Reinstatement of BRT

- Common Assessments

- AIMS Assessment

- Thinking Maps

- 120 Minute ELA Block

- 60 Minute Math Block

- Extended Day

- Title 1

Plan to Monitor Progress Toward G1. `8`

Data from the bi-weekly tests for each grade and the quarterly AIMS assessment will be reviewed to determine whether progress toward this goal is being met.

Person Responsible
Eva Copeland

Schedule
Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion
Notes from data chats and Administrative Meetings

G2. Sixty percent of fifth grade students will score at or above proficiency level on FCAT Science. 1a

🔑 G085101

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	60.0

Targeted Barriers to Achieving the Goal 3

- Students lack prerequisite skills needed for mastery of grade level content.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Focus lessons on district science site

- Common planning time

- AIMS data

- Robotics

- District-developed pacing guide

- District Instructional Coach

- Thinking Maps

- 21st Century Tutoring

Plan to Monitor Progress Toward G2. 8

Unit Assessments and AIMS data will be collected and analyzed.

Person Responsible
Eva Copeland

Schedule
Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion
Goal Monitoring Forms and AIMS report

G3. Sixty percent of 4th and 5th grade students will score at or above proficiency on the FSA ELA Assessment. `1a`

🔍 G085102

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	60.0

Targeted Barriers to Achieving the Goal `3`

- Students lack the skills to think deeply and critically

Resources Available to Help Reduce or Eliminate the Barriers `2`

- District developed pacing guides

- CPalms

- District Instructional Coach

- BRT

- AIMS Assessments

- Common Planning Time

- 120 Minute ELA Block

- Extended day by one hour

- Thinking Maps

- 21st Century Tutoring

Plan to Monitor Progress Toward G3. `8`

Biweekly tests, unit tests and AIMS results will be monitored and analyzed.

Person Responsible
Eva Copeland

Schedule
Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion
FSA ELA scores will increase.

G4. Fifty percent of third grade students will score at or above proficiency level on the FSA ELA.. `1a`

🔑 G085103

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	50.0

Targeted Barriers to Achieving the Goal `3`

- Lack of parent involvement

Resources Available to Help Reduce or Eliminate the Barriers `2`

- District-developed pacing guides

- CPalms Resource

- AIMS Assessments

- ELA Florida Standards

- Full time instructional coach

- FCIMS facilitator

- Thinking Maps

- 21st Century Tutoring

Plan to Monitor Progress Toward G4. `8`

Bi-weekly assessments and AIMS Assessments will be monitored by the Administrative team.

Person Responsible
Jennifer Baughtman

Schedule
Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion
Class goal monitoring forms and AIMS assessment data.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. The number of students in the lower quartile who score level 1 or 2 on FSA ELA and/or Math will decrease by 10%. 1

🔍 G085100

G1.B6 Classroom teachers do not have time to thoroughly disaggregate data from common assessments. 2

🔍 B226371

G1.B6.S1 FCIM Facilitator will collect administered tests, disaggregate data, record in Google Docs and conduct data chats with teachers. 4

🔍 S238811

Strategy Rationale

Assessments are given bi-weekly. Due to time constraints, it is difficult for teachers to thoroughly disaggregate the information of the assessments and be able to drill down to individual students that make up the lower quartile.

Action Step 1 5

Teachers administer tests and then give the completed tests to the FCIM Facilitator.

Person Responsible

Jennifer Baughtman

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Administered tests.

Action Step 2 5

FCIM Facilitator disaggregates data from tests by class and enters data into Google Docs. Individual student data is recorded on standards that are not mastered.

Person Responsible

Jennifer Baughtman

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Completion of Google Docs shared with administration.

Action Step 3 `5`

Monthly data chats are held with grade level teams. Specific strategies for standard mastery for students in the lower quartile are discussed.

Person Responsible

Jennifer Baughtman

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Data chat notes

Action Step 4 `5`

Strategies formulated for the lower quartile students who have not mastered standards will be implemented within whole group and small group instruction.

Person Responsible

Eva Copeland

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Informal snapshots and formal observations

Plan to Monitor Fidelity of Implementation of G1.B6.S1 `6`

Disaggregated data will be shared at Weekly Administrative meetings.

Person Responsible

Jennifer Baughtman

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Hard copies of Google Docs will be hared with the Administrative Team along with the meeting notes.

Plan to Monitor Fidelity of Implementation of G1.B6.S1 `6`

Observation of implemented strategies.

Person Responsible

Eva Copeland

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Informal snapshots and formal observations.

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 `7`

The scores of the lower quartile will be monitored by the Administrative Team. The team will look for gains and discuss barriers to these students not being successful.

Person Responsible

Bonnie Bing

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Notes from the Administrative Meeting

G2. Sixty percent of fifth grade students will score at or above proficiency level on FCAT Science. `1`

🔑 G085101

G2.B1 Students lack prerequisite skills needed for mastery of grade level content. `2`

🔑 B226372

G2.B1.S1 Third and fourth grade focus lessons on those standards that are tested in fifth grade. `4`

🔑 S238812

Strategy Rationale

Students are exposed to the tested standards prior to testing in the fifth grade.

Action Step 1 `5`

Teachers will meet to plan science based on standards tested.

Person Responsible

Lisa Jacobs

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Evidence of standards based plans evident in lesson plans

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Administrators will check for standards based lessons, inquiry and higher order questions.

Person Responsible

Eva Copeland

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Administrators will review lesson plans and monitor classroom activities to ensure they match the standards.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

AIMS Science tests will be monitored for standards mastery.

Person Responsible

Eva Copeland

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Increase in science scores on FCAT

G3. Sixty percent of 4th and 5th grade students will score at or above proficiency on the FSA ELA Assessment. [1]

🔍 G085102

G3.B2 Students lack the skills to think deeply and critically [2]

🔍 B226374

G3.B2.S1 The Thinking Maps initiative will help students to organize their thoughts to aide in processing information. [4]

🔍 S238813

Strategy Rationale

By using Thinking Maps students will be able to organization information to easily process reading passages with an organizational structure.

Action Step 1 [5]

The faculty will be trained on the Thinking Maps initiative.

Person Responsible

Eva Copeland

Schedule

Quarterly, from 8/10/2016 to 6/2/2017

Evidence of Completion

Thinking Maps Trainer modeled and taught teachers how to use the maps and provided the necessary materials to implement the initiative.

Action Step 2 [5]

Principal will send reminder email about how to incorporate Thinking Maps for the first eight weeks of school.

Person Responsible

Eva Copeland

Schedule

Weekly, from 8/22/2016 to 10/14/2016

Evidence of Completion

Email sent to all teachers.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Administrators will observe the use of Thinking Maps in classrooms.

Person Responsible

Eva Copeland

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Thinking Maps will be evident in the classroom environment, lesson plans and student work.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Students bi-weekly and AIMS Assessment scores.

Person Responsible

Eva Copeland

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Increase in student achievement on bi-weekly and AIMS Assessment

G4. Fifty percent of third grade students will score at or above proficiency level on the FSA ELA.. 1

🔍 G085103

G4.B3 Lack of parent involvement 2

🔍 B226380

G4.B3.S1 Regularly scheduled parent involvement meetings involving Title 1 and third grade teachers focused on developing an understanding of third grade expectations. 4

🔍 S238814

Strategy Rationale

Increasing parent involvement by making parents aware of expectations of third grade standards and current assessments will have a positive impact on achievement.

Action Step 1 5

Parent involvement events are planned and conducted by Title 1 and third grade teachers.

Person Responsible

Jennifer Baughtman

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Agendas, copies of materials/presentations, sign in sheets, surveys

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Agendas, copies of materials/presentations, sign in sheets, surveys are collected and archived.

Person Responsible

Jennifer Baughtman

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Agendas, copies of materials/presentations, sign in sheets, surveys

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 `7`

Principal, AP and FCIM Facilitator will assist grade level in identifying content to be covered and assist in gathering resources for Parent Involvement Events

Person Responsible

Jennifer Baughtman

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Agendas, copies of materials/presentations

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G3.B2.S1.A2 🔑 A309305	Principal will send reminder email about how to incorporate Thinking Maps for the first eight weeks...	Copeland, Eva	8/22/2016	Email sent to all teachers.	10/14/2016 weekly
G1.MA1 🔑 M316146	Data from the bi-weekly tests for each grade and the quarterly AIMS assessment will be reviewed to...	Copeland, Eva	8/15/2016	Notes from data chats and Administrative Meetings	6/2/2017 biweekly
G2.MA1 🔑 M316149	Unit Assessments and AIMS data will be collected and analyzed.	Copeland, Eva	8/15/2016	Goal Monitoring Forms and AIMS report	6/2/2017 biweekly
G3.MA1 🔑 M316152	Biweekly tests, unit tests and AIMS results will be monitored and analyzed.	Copeland, Eva	8/15/2016	FSA ELA scores will increase.	6/2/2017 biweekly
G4.MA1 🔑 M316155	Bi-weekly assessments and AIMS Assessments will be monitored by the Administrative team.	Baughtman, Jennifer	8/15/2016	Class goal monitoring forms and AIMS assessment data.	6/2/2017 weekly
G1.B6.S1.MA1 🔑 M316143	The scores of the lower quartile will be monitored by the Administrative Team. The team will look...	Bing, Bonnie	8/15/2016	Notes from the Administrative Meeting	6/2/2017 monthly
G1.B6.S1.MA1 🔑 M316144	Disaggregated data will be shared at Weekly Administrative meetings.	Baughtman, Jennifer	8/15/2016	Hard copies of Google Docs will be hared with the Administrative Team along with the meeting notes.	6/2/2017 monthly
G1.B6.S1.MA3 🔑 M316145	Observation of implemented strategies.	Copeland, Eva	8/15/2016	Informal snapshots and formal observations.	6/2/2017 biweekly
G1.B6.S1.A1 🔑 A309299	Teachers administer tests and then give the completed tests to the FCIM Facilitator.	Baughtman, Jennifer	8/15/2016	Administered tests.	6/2/2017 biweekly
G1.B6.S1.A2 🔑 A309300	FCIM Facilitator disaggregates data from tests by class and enters data into Google Docs....	Baughtman, Jennifer	8/15/2016	Completion of Google Docs shared with administration.	6/2/2017 biweekly
G1.B6.S1.A3 🔑 A309301	Monthly data chats are held with grade level teams. Specific strategies for standard mastery for...	Baughtman, Jennifer	8/15/2016	Data chat notes	6/2/2017 monthly
G1.B6.S1.A4 🔑 A309302	Strategies formulated for the lower quartile students who have not mastered standards will be...	Copeland, Eva	8/15/2016	Informal snapshots and formal observations	6/2/2017 monthly
G2.B1.S1.MA1 🔑 M316147	AIMS Science tests will be monitored for standards mastery.	Copeland, Eva	8/15/2016	Increase in science scores on FCAT	6/2/2017 quarterly
G2.B1.S1.MA1 🔑 M316148	Administrators will check for standards based lessons, inquiry and higher order questions.	Copeland, Eva	8/15/2016	Administrators will review lesson plans and monitor classroom activities to ensure they match the standards.	6/2/2017 monthly
G2.B1.S1.A1 🔑 A309303	Teachers will meet to plan science based on standards tested.	Jacobs, Lisa	8/15/2016	Evidence of standards based plans evident in lesson plans	6/2/2017 monthly
G3.B2.S1.MA1 🔑 M316150	Students bi-weekly and AIMS Assessment scores.	Copeland, Eva	8/15/2016	Increase in student achievement on bi-weekly and AIMS Assessment	6/2/2017 biweekly
G3.B2.S1.MA1 🔑 M316151	Administrators will observe the use of Thinking Maps in classrooms.	Copeland, Eva	8/15/2016	Thinking Maps will be evident in the classroom environment, lesson plans and student work.	6/2/2017 biweekly
G3.B2.S1.A1 🔑 A309304	The faculty will be trained on the Thinking Maps initiative.	Copeland, Eva	8/10/2016	Thinking Maps Trainer modeled and taught teachers how to use the maps and provided the necessary materials to implement the initiative.	6/2/2017 quarterly
G4.B3.S1.MA1 🔑 M316153	Principal, AP and FCIM Facilitator will assist grade level in identifying content to be covered and...	Baughtman, Jennifer	8/15/2016	Agendas, copies of materials/ presentations	6/2/2017 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B3.S1.MA1 🔍 M316154	Agendas, copies of materials/ presentations, sign in sheets, surveys are collected and archived.	Baughtman, Jennifer	8/15/2016	Agendas, copies of materials/ presentations, sign in sheets, surveys	6/2/2017 quarterly
G4.B3.S1.A1 🔍 A309306	Parent involvement events are planned and conducted by Title 1 and third grade teachers.	Baughtman, Jennifer	8/15/2016	Agendas, copies of materials/ presentations, sign in sheets, surveys	6/2/2017 quarterly

V. Professional Development Opportunities

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

G3. Sixty percent of 4th and 5th grade students will score at or above proficiency on the FSA ELA Assessment.

G3.B2 Students lack the skills to think deeply and critically

G3.B2.S1 The Thinking Maps initiative will help students to organize their thoughts to aide in processing information.

PD Opportunity 1

The faculty will be trained on the Thinking Maps initiative.

Facilitator

Kristi Bosworth from Thinking Maps

Participants

All Alachua Elementary Teachers

Schedule

Quarterly, from 8/10/2016 to 6/2/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B6.S1.A1	Teachers administer tests and then give the completed tests to the FCIM Facilitator.	$0.00
2	G1.B6.S1.A2	FCIM Facilitator disaggregates data from tests by class and enters data into Google Docs. Individual student data is recorded on standards that are not mastered.	$0.00
3	G1.B6.S1.A3	Monthly data chats are held with grade level teams. Specific strategies for standard mastery for students in the lower quartile are discussed.	$0.00
4	G1.B6.S1.A4	Strategies formulated for the lower quartile students who have not mastered standards will be implemented within whole group and small group instruction.	$0.00
5	G2.B1.S1.A1	Teachers will meet to plan science based on standards tested.	$0.00
6	G3.B2.S1.A1	The faculty will be trained on the Thinking Maps initiative.	$0.00
7	G3.B2.S1.A2	Principal will send reminder email about how to incorporate Thinking Maps for the first eight weeks of school.	$0.00
8	G4.B3.S1.A1	Parent involvement events are planned and conducted by Title 1 and third grade teachers.	$2,043.00

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0161 - Alachua Elementary School	Title I, Part A		$2,043.00
					Total:	$2,043.00