

Alachua County Public Schools

Alachua Elementary School



2017-18 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)	2016-17 Title I School	2016-17 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	60%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	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 10/17/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Alachua Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- 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. We are committed to the success of every student!

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.

Prior to the start of the school year, Alachua Elementary hosts a "Meet the Teacher" event to bring students and their families together with teachers and staff. Once the school year has begun, we also host an Open House to enhance the home-school connection, share important information about the school year, and gather important student information to best meet the needs of every child. Since Alachua Elementary is a 3rd through 5th grade school, we also collaborate with our sister school, Irby Elementary, every fall and spring. The second grade teachers from Irby collaborate with third grade teachers from AES to gain a deeper understanding of students' needs and share strategies that have proven to be successful. Each May, second graders from Irby come to Alachua Elementary for orientation. They get a tour of the school, meet our school mascot (Chompy) and learn many things about what to expect in third grade.

Monthly data chats between teachers and administration also foster a deeper understanding of students' needs; this information is shared with parents during parent conferences. Parents and teachers are encouraged to request conferences whenever needed.

Annual climate surveys are disseminated annually to various stakeholder groups, including students, parents, and teachers. Results of these surveys are analyzed closely to further enhance the home-school connection and culture of the school.

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. We utilize Positive Behavioral Interventions and Supports and emphasize teaching students responsible behaviors.

We have a full-time SRO who works to create an atmosphere of safety for students and adults on campus. Our teachers and staff utilize the ALICE program in case of a crisis and receive ongoing training on what to do in an emergency. The Raptor system is utilized consistently to ensure visitors on campus are cleared to be around students. Volunteers are required to go through a background check to ensure safe interactions with students.

Our school counselor coordinates a Citizen of the Month program that identifies one student a month who exhibits outstanding citizenship. The student selected is recognized through morning announcements, the local media, and our school website.

Alachua Elementary offers parents an Extended Day Enrichment Program as well as an after-school

21st Century Tutoring program; both of which provide after school care and supervision for students after the school day ends.

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 has a full time Behavior Resource Teacher. The school implements the Positive Behavioral Interventions and Supports program and has a committee that promotes the program. The PBS Committee consists of the Principal, AP, Behavior Resource Teacher, two general education teachers, and an ESE teacher. School-wide rules, procedures, and incentives are established by the PBS Committee and this information is shared with all faculty and staff prior to the first day of school. The BRT hosts behavior assemblies for all students during the first week of school where students learn about school rules, procedures, and expectations. Positive behavior is promoted and encouraged. Students earn tangible rewards (Chompy's Cash) for positive behavior which then can be used to purchase items from the school-wide store (The Swamp Shop). Behavior charts are also used in all classrooms.

Alachua Elementary adheres to the district's Student Code of Conduct, which explains the rights, expectations, and responsibilities of students, parents, and the School District. This is sent home with all students the first week of school along with a letter of explanation from the principal. All students are required to return the last page of the Code signed by the student and a parent/guardian.

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.

Alachua Elementary has a full time school counselor on staff who coordinates a comprehensive counseling plan. The plan includes various initiatives that equip students with skills needed to become responsible, productive members of society. The school counselor also provides classroom instruction, small group sessions, and one on one counseling services to promote lifelong learners, responsible decision making, and life skills that foster success. Classroom guidance lessons address the three domains of the American School Counselor Association (ASCA): academic planning, social-emotional development, and post-secondary planning. Alachua Elementary also utilizes the Harmony program to address students' social/emotional needs. Our Alligator Ambassadors provide peer helpers and guides for new students who transfer to our school through a tour, introduce them to administrators and staff, and provide them with a welcome gift of school supplies to set them up for success.

This year, Alachua Elementary is one of four schools who will be piloting a mentoring program for third graders. This program that will utilize community mentors to support students in need of social, emotional, behavioral, and academic areas.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 Manager 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 weekly leadership meetings. Possible causes, barriers, and strategies are discussed in an effort to increase attendance of students chronically absent.

The district progressive discipline plan is utilized. Teachers are provided with training and information

on the progressive discipline plan and how to work through each step. Students with significant behavioral issues are discussed at weekly leadership meetings. Strategies are discussed and then teachers are advised to help students begin to manage the behavior of challenging students. Every effort is made to keep students in class, therefore suspensions in and out of school are closely monitored.

The principal and AP review 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..

Alachua Elementary is a Trauma Sensitive School; teachers and staff have participated in training to adopt trauma sensitive practices. The school is in the second year of this initiative.

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	0	5	5	0	0	0	0	0	0	0	10
One or more suspensions	0	0	0	2	6	6	0	0	0	0	0	0	0	14
Course failure in ELA or Math	0	0	0	6	18	5	0	0	0	0	0	0	0	29
Level 1 on statewide assessment	0	0	0	10	62	35	0	0	0	0	0	0	0	107
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	15	7	0	0	0	0	0	0	0	22

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 Leadership Team through regularly scheduled student concerns meetings. The district attendance officer visits the school regularly to monitor student attendance referrals from the Leadership Team.

The Leadership Team reviews data of students displaying one or more specific indicators. EPTs are held as needed and when appropriate, the RtI process is put into place. Students are given the opportunity to receive Title 1 services and parents are given the opportunity for their child to be involved in the after-school 21st Century Tutoring Program. Teachers participate in regularly scheduled data chats to discuss individual student progress with our school FCIMS facilitator. During data chats, teachers brainstorm strategies to use with these students as well as possible adjustments to the core curriculum. A district professional development coach is assigned to Alachua Elementary

to provide support and ongoing professional development that focuses on enhancing instructional practices in the classroom. A mentor coach is assigned to every beginning teacher and some second year teachers to help improve their teaching practices.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/424728>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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.

Alachua Elementary has partnerships with various local businesses to support ongoing school initiatives, including Hitchcocks, Lowes, Zaxby's, and Campus USA Credit Union. Local business owners are invited to partner with the school in an effort to better understand how the business community can assist the school. Many of their employees volunteer at various school events throughout the year. The Alachua Elementary PTA works diligently to increase these partnerships. The school works closely with the Mayor and Alachua Police Department who regularly attend school events. The principal participates in the City of Alachua's Chamber of Commerce, attends meetings regularly, and communicates with key members of the community regarding school events and needed support.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Harbour, Heather	Principal
Bing, Bonnie	Other
Bell, John	Teacher, K-12
Baughtman, Jennifer	Teacher, K-12
Harrell, Jazzlyn	School Counselor

b. Duties

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

Principal: Supervise the operation and management of all activities and functions at the school. Provide leadership, coordinate professional development, and monitor delivery of all educational programs. Utilize current research, performance data, and feedback from students, teachers, parents, and community members to make decisions that improve instruction and achievement. Interview and recommend applicants for vacant positions. Develop and maintain the master schedule. Manage the schools financial resources. Facilitate and participate in school-related events. Create a positive school culture, motivate staff, and foster positive relationships among all members of the school.

AP: Provide expertise to classroom teachers on development of appropriate instructional strategies for individual students. Assist in intervention design. Provide expertise to classroom teachers on the development of appropriate behavioral strategies for individual students. Assist classroom teachers with the design and implementation of the Functional Behavior Assessment and development of the Behavior Improvement Plan. Monitor behavior and attendance data. Oversee ESOL program at the school level. Provide ongoing professional development to new hires in order to acquaint them with school expectations and procedures.

BRT: Provide behavioral support and training for teachers. Develop and implement behavioral interventions; Assist in the implementation of the Harmony program in classrooms to address Social Emotional Learning.

School Counselor: Coordinate implementation of the RtI process. Assist classroom teachers with assessments and interventions.

CIMS Facilitator: Conduct data analysis process. Meet with teachers to discuss data trends and create action plans to address student needs. Provide assistance and data analysis expertise in administering reading and writing assessments and interpreting data.

Professional Development Coach: Provide support and ongoing professional development to teachers in instructional practices that improve learning. Visit classrooms regularly to ensure fidelity in implementation.

Technology Coach: Assist teachers in infusing technology into classroom instruction to enhance learning; provide training for teacher on instructional technology resources.

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 leadership team meets weekly to review academic and behavioral data from a variety of sources. A laser focus is centered on high quality instructional strategies that increase achievement. The leadership team works with teachers across the school to support their practice. The team also identifies students at a moderate to high risk of not mastering standards and collaborates with additional staff members, such as general education teachers, speech/language pathologist, school psychologist, professional development coach, and ESE teachers to implement intensive research-based interventions as needed.

Title 1, Part A: Services are provided to ensure students requiring additional remediation are assisted through additional instruction. Additional teaching units are utilized to reduce class size in third grade. FCIM coordinator oversees disaggregation and interpretation of school-wide grade level and

classroom data to determine strengths and weaknesses. After school tutoring provided by certified teachers is provided 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 is utilized to enhance learning and new instructional software is designed to improve literacy and math skills of struggling students. In addition, a technology coach is assigned to the school to model technology lessons and assist teachers in infusing technology across the curriculum. The district professional development coach supports 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 school 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, through the 21st Century Afterschool Program, and through the EDI tutoring program utilizing Title I funds.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Marcia Proud	Teacher
Cindy Gillen	Education Support Employee
Candice Chohan	Parent
Tammy Lindsey	Parent
Heather Harbour	Principal
Maria Ruopoli	Teacher
John Bell	Teacher
Lella Josey	Parent
Kim Nicholson	Parent
Robert Hanna	Business/Community

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 once 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.

2016-2017 Lottery Budget: \$6446

Projects that were approved and funded through SAC were disbursements for curriculum planning and classroom resources.

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
Baughtman, Jennifer	Instructional Coach
Bell, John	Teacher, K-12
Bing, Bonnie	Assistant Principal
Tzounakos, Maria	Teacher, ESE
Hiessenberg, Anne	Teacher, K-12
Harbour, Heather	Principal

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 and literacy skills. The team defines and implements a comprehensive differentiated schoolwide reading program that challenges students at all achievement levels and at the appropriate cognitive complexity. The team also ensures fidelity of Implementation of the Florida ELA standards, conducts data collection and analysis in team meetings, monitors curriculum pacing, participates in collaborative planning and provides support for formal and informal assessments.

This year, all ELA teachers will participate in an ELA professional learning community with our professional development coach that focuses on the restructuring of our 90-minute reading block. Teams will meet month with our PD coach and will also be provided with opportunities to observe colleagues. All ELA teachers will learn effective practices for improving literacy instruction and differentiation to meet students individual needs.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 and peer observations. To ensure time for teachers to meet, faculty/PD meetings are scheduled for the first Wednesday of each month. Team Leader meetings are held monthly on Mondays to strategize areas of need for teachers. 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. One Wednesday of each month is reserved for grade level PLCs to meet, discuss and plan and another Wednesday is reserved for monthly data chats with our FCIM coordinator.

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

Alachua Elementary partners with the University of Florida as a PDL school. We provide internship opportunities to the University of Florida College of Education as well as interns from St. Leo University.

Administration works to ensure faculty and staff hiring supports the academic needs of students. Each year, the school participates in the District's Instructional Fair to interview and network with candidates.

Ongoing collaboration with the Human Resources Department assists in ensuring applicants are appropriately certified and highly qualified.

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

Each beginning teacher participates in the district's Beginning Teacher Program and is paired with a district mentor coach. Areas of focus include classroom management, lesson planning, and curriculum/instruction. Quarterly cohort meetings bring beginning teachers together for training and collaboration. At the school level, monthly "Swamp Talk" meetings for new hires help to acquaint new teachers to the school and support them in their professional growth. Each new teacher is provided at least one day to observe a highly effective colleague, either on or off campus. All teachers participate in monthly PLC meetings and data chats. The principal evaluates all new hires and provides ongoing feedback through regular classroom visits and snapshots.

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.

Teachers follow a district-developed instructional scope and sequence that is aligned to the Florida Standards to ensure progression through standards-based learning. These pacing guides have been developed in order to bridge the gap between the Florida Standards and currently adopted curriculum. Teachers are expected to utilize these guides and follow them with fidelity.

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.

Alachua Elementary uses data as the basis for instructional planning and school-based decision making. Data is collected from various assessments including grade level bimonthly common assessments for ELA and district AIMS quarterly assessments for ELA, math, and science. Following an assessment, student scores are reviewed by the leadership team as well as during grade level data chats each month. Through these data reviews, planning occurs to further target differentiated instructional strategies.

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. Other included activities are art, chorus, science, and health activities, which are all aligned to state standards.

Strategy Rationale

The tutoring program provides opportunities for academic enrichment, including tutoring services that help students, particularly low-performing students, meet state and local student academic achievement standards in core academic subjects, such as reading and mathematics.

This program also offers 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.

Finally, it offers 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

Long, Renee, longrm@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 is reviewed monthly at leadership meetings.

Strategy: After School Program

Minutes added to school year: 1,500

After school tutoring for 3rd, 4th, and 5th graders in lowest quartile

Strategy Rationale

Increase learning gains for lowest quartile students to promote mastery of standards.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Baughtman, Jennifer, baughtjl@gm.sbac.edu

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

FSA achievement scores

Strategy: After School Program

Minutes added to school year: 1,500

Math Olympiad Club
Robotics Club

Strategy Rationale

Exposure to STEM related activities.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Harbour, Heather, harbourh@gm.sbac.edu

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

Participation and attendance rates.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Each spring, second grade students from Irby Elementary visit our campus to prepare for the transition to third grade. Following that event, the two leadership teams meet during preplanning to discuss incoming students and their specific needs. Collaboration on class placements, ability levels, special needs, and barriers occurs in order to plan for the upcoming school year.

The leadership teams from both schools meet 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 second grade teachers meet (after third grade teachers have met their students). Teacher work together to plan, review strategies that were proven successful, and brainstorm new ideas to best meet the needs of these new third grade students.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

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" 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.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase math proficiency as assessed by the Florida Standards Assessment.
- G2.** Increase science proficiency as assessed by the FCAT 2.0 Science assessment.
- G3.** Increase ELA proficiency as assessed by the Florida Standards Assessment.

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. Increase math proficiency as assessed by the Florida Standards Assessment. 1a

 G095671

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	55.0
Math Lowest 25% Gains	55.0
Math Gains	60.0

Targeted Barriers to Achieving the Goal 3

- Lack of time for teachers to thoroughly disaggregate data from quarterly assessments.

Resources Available to Help Reduce or Eliminate the Barriers 2

- 21st Century Tutoring Program
- District developed pacing guides
- District AIMS assessments
- Thinking Maps
- 60 Minute Math Block
- Title 1 EDA After-school tutoring
- Every Day Counts Math
- Math & Science Night
- My Math Curriculum (McGraw/Hill)

Plan to Monitor Progress Toward G1. 8

Data for each grade level and the quarterly AIMS assessment will be reviewed to determine whether progress toward this goal is being met.

Person Responsible

Jennifer Baughtman


Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Sign in sheets, notes, and agendas from data chats and leadership team meetings

G2. Increase science proficiency as assessed by the FCAT 2.0 Science assessment. 1a

 G095672

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	55.0

Targeted Barriers to Achieving the Goal 3

- Lack of time to prioritize key standards that students must master.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Focus lessons on district science site
- Common planning time
- District-developed AIMS science assessments
- District-developed pacing guide
- Thinking Maps
- 21st Century Tutoring
- District professional development on prioritizing standards and aligning to instruction
- FCIM Facilitator
- CPalms
- Math & Science Night

Plan to Monitor Progress Toward G2. 8

Unit assessments and AIMS science data will be collected and analyzed with teachers through monthly data chats.

Person Responsible

Jennifer Baughtman


Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Data chat meeting agendas, notes, and sign in sheets

G3. Increase ELA proficiency as assessed by the Florida Standards Assessment. 1a

 G095673

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	55.0

Targeted Barriers to Achieving the Goal 3

- Students struggle with deeper thinking processes.
- Underutilization of the 90-minute reading block

Resources Available to Help Reduce or Eliminate the Barriers 2

- District-developed pacing guides
- CPalms
- AIMS Assessments
- ELA Florida Standards
- FCIMS Facilitator
- Thinking Maps
- 21st Century Tutoring
- EDI After-school Tutoring
- District mentor coach for new teachers
- District professional development coach

Plan to Monitor Progress Toward G3. 8

Bi-weekly assessments and AIMS assessment results will be monitored and analyzed.

Person Responsible

Jennifer Baughtman

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

The percentage of FSA ELA achievement scores will increase.

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

 = Problem Solving Step  S123456 = Quick Key

G1. Increase math proficiency as assessed by the Florida Standards Assessment. 1

 G095671

G1.B2 Lack of time for teachers to thoroughly disaggregate data from quarterly assessments. 2

 B257607

G1.B2.S1 FCIM Facilitator will disaggregate math AIMS assessment data and conduct monthly data chats with teachers. 4

 S272583

Strategy Rationale

Assessments are given quarterly. 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 AIMS assessments within a specified testing window.

Person Responsible

Bonnie Bing

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

AIMS testing calendar

Action Step 2 5

FCIM Facilitator disaggregates data from tests by class. Individual student data is recorded on standards that are not mastered.

Person Responsible

Jennifer Boughtman

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Completion of Google Docs shared with leadership team and classroom teachers.

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 reviewed.

Person Responsible

Jennifer Baughtman

Schedule

Monthly, from 8/14/2017 to 6/1/2018

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

Jennifer Baughtman

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Informal snapshots and formal observations

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Disaggregated data will be shared monthly at leadership team meetings.

Person Responsible

Jennifer Baughtman

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Hard copies of Google Docs will be shared with the leadership team along with data chat meeting notes.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Observation of implemented strategies.

Person Responsible

Heather Harbour

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Informal snapshots and formal observations.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

The scores of the lowest quartile will be monitored by the leadership team. The team will look for gains and discuss barriers for students who are not demonstrating mastery of the standards.

Person Responsible

Heather Harbour


Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Notes from leadership team meetings


G2. Increase science proficiency as assessed by the FCAT 2.0 Science assessment. 1

 G095672

G2.B1 Lack of time to prioritize key standards that students must master. 2

 B257608

G2.B1.S1 Fifth grade science teachers participate in a PLC with district science specialist to focus on standards-based inquiry lessons. 4

 S272584

Strategy Rationale

Students develop deeper understanding and mastery of grade level content through scientific inquiry.

Action Step 1 5

Teachers will participate in a science PLC to design inquiry-based science lessons with cognitive complexity levels that align to state standards.

Person Responsible

Heather Harbour

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Standards-based lesson plans.

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

Administrators will check for standards based lessons, inquiry and cognitively complex tasks.

Person Responsible

Heather Harbour

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Classroom snapshots and observations that show evidence of standards-based science tasks.

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

AIMS science assessments will be monitored for mastery of standards.

Person Responsible

Jennifer Boughtman

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Increase in achievement on FCAT Science assessment.

G3. Increase ELA proficiency as assessed by the Florida Standards Assessment. 1

 G095673

G3.B1 Students struggle with deeper thinking processes. 2

 B257609

G3.B1.S1 The Thinking Maps initiative will help students organize their thoughts to aide in processing information. 4

 S272585

Strategy Rationale

By using Thinking Maps, students will be able to understand information and process key details of reading passages with an organizational structure.

Action Step 1 5

Teachers will participate in formal training on the Thinking Maps initiative.

Person Responsible

Anne Hiessenberg

Schedule

Annually, from 8/14/2017 to 6/1/2018

Evidence of Completion

Training agendas and sign in sheets

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

The Principal and AP will observe the use of Thinking Maps in classrooms.

Person Responsible

Heather Harbour

Schedule

Weekly, from 8/14/2017 to 6/1/2018

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.B1.S1 7

Students bi-weekly ELA assessments and district AIMS assessment scores.

Person Responsible

Jennifer Baughtman

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Increase in student achievement on bi-weekly and AIMS assessments.

G3.B2 Underutilization of the 90-minute reading block **2**

 B257610

G3.B2.S1 ELA teachers will participate in an ongoing PLC on effective implementation of the 90-minute reading block. **4**

 S272586

Strategy Rationale

By utilizing time, mastering differentiated small groups, and planning for cognitively complex tasks for students, teachers can monopolize on the 90-minute reading block.

Action Step 1 **5**

In grade level teams, teachers will participate in monthly PLC meetings with a district-assigned professional development coach with expertise in literacy.

Person Responsible

Heather Harbour

Schedule

Monthly, from 9/13/2017 to 6/1/2018

Evidence of Completion

Training sign in sheets, agendas

Action Step 2 **5**

As part of the ELA PLC, teachers will engage in a book study using the book "Guided Reading in Grades 3-6" by Mary Browning Schulman

Person Responsible

Heather Harbour

Schedule

Monthly, from 9/13/2017 to 6/1/2018

Evidence of Completion

Classroom snapshots and observations during ELA block.

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

Administrators will check for effective use of the 90-minute reading block through classroom visits and lesson plans.

Person Responsible

Heather Harbour

Schedule

Weekly, from 9/13/2017 to 6/1/2018

Evidence of Completion

Classroom snapshots, classroom observations, teacher lesson plans

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

Common assessments for ELA and quarterly AIMS ELA assessments

Person Responsible

Jennifer Boughtman

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Increase in student achievement on ELA common assessments and AIMS assessment scores

G3.B2.S2 ELA teachers will participate in training on Achieve 3000, a computer-based differentiated instruction program that will be utilized during the 90-minute ELA block. 4

S272587

Strategy Rationale

Achieve3000 delivers daily differentiated instruction for nonfiction reading and writing that's tailored to each student's Lexile reading level.

Action Step 1 5

Teachers will participate in formal training on using Achieve3000 with fidelity.

Person Responsible

Jennifer Boughtman

Schedule

Annually, from 9/26/2017 to 9/26/2017

Evidence of Completion

Training agenda and sign in sheets

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

FCIM Facilitator will monitor student data reports and usage within Achieve3000 program.

Person Responsible

Jennifer Boughtman

Schedule

Monthly, from 10/2/2017 to 5/31/2018

Evidence of Completion

Achieve3000 data reports.

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Student performance on ELA common assessments and district AIMS assessments will be monitored.

Person Responsible

Jennifer Baughtman

Schedule

Biweekly, from 8/14/2017 to 6/1/2018





Evidence of Completion

Increase in student achievement on ELA common and AIMS assessments.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G3.B2.S2.A1 A365849	Teachers will participate in formal training on using Achieve3000 with fidelity.	Baughtman, Jennifer	9/26/2017	Training agenda and sign in sheets	9/26/2017 annually
G3.B2.S2.MA1 M391765	FCIM Facilitator will monitor student data reports and usage within Achieve3000 program.	Baughtman, Jennifer	10/2/2017	Achieve3000 data reports.	5/31/2018 monthly
G1.MA1 M391756	Data for each grade level and the quarterly AIMS assessment will be reviewed to determine whether...	Baughtman, Jennifer	8/14/2017	Sign in sheets, notes, and agendas from data chats and leadership team meetings	6/1/2018 monthly
G2.MA1 M391759	Unit assessments and AIMS science data will be collected and analyzed with teachers through monthly...	Baughtman, Jennifer	8/14/2017	Data chat meeting agendas, notes, and sign in sheets	6/1/2018 monthly
G3.MA1 M391766	Bi-weekly assessments and AIMS assessment results will be monitored and analyzed.	Baughtman, Jennifer	8/14/2017	The percentage of FSA ELA achievement scores will increase.	6/1/2018 biweekly
G1.B2.S1.MA1 M391753	The scores of the lowest quartile will be monitored by the leadership team. The team will look for...	Harbour, Heather	8/14/2017	Notes from leadership team meetings	6/1/2018 monthly
G1.B2.S1.MA1 M391754	Disaggregated data will be shared monthly at leadership team meetings.	Baughtman, Jennifer	8/14/2017	Hard copies of Google Docs will be shared with the leadership team along with data chat meeting notes.	6/1/2018 monthly
G1.B2.S1.MA3 M391755	Observation of implemented strategies.	Harbour, Heather	8/14/2017	Informal snapshots and formal observations.	6/1/2018 weekly
G1.B2.S1.A1 A365841	Teachers administer AIMS assessments within a specified testing window.	Bing, Bonnie	8/14/2017	AIMS testing calendar	6/1/2018 quarterly
G1.B2.S1.A2 A365842	FCIM Facilitator disaggregates data from tests by class. Individual student data is recorded on...	Baughtman, Jennifer	8/14/2017	Completion of Google Docs shared with leadership team and classroom teachers.	6/1/2018 quarterly
G1.B2.S1.A3 A365843	Monthly data chats are held with grade level teams. Specific strategies for standard mastery for...	Baughtman, Jennifer	8/14/2017	Data chat notes	6/1/2018 monthly
G1.B2.S1.A4 A365844	Strategies formulated for the lower quartile students who have not mastered standards will be...	Baughtman, Jennifer	8/14/2017	Informal snapshots and formal observations	6/1/2018 monthly
G2.B1.S1.MA1 M391757	AIMS science assessments will be monitored for mastery of standards.	Baughtman, Jennifer	8/14/2017	Increase in achievement on FCAT Science assessment.	6/1/2018 quarterly
G2.B1.S1.MA1 M391758	Administrators will check for standards based lessons, inquiry and cognitively complex tasks.	Harbour, Heather	8/14/2017	Classroom snapshots and observations that show evidence of standards-based science tasks.	6/1/2018 monthly
G2.B1.S1.A1 A365845	Teachers will participate in a science PLC to design inquiry-based science lessons with cognitive...	Harbour, Heather	8/14/2017	Standards-based lesson plans.	6/1/2018 monthly
G3.B1.S1.MA1 M391760	Students bi-weekly ELA assessments and district AIMS assessment scores.	Baughtman, Jennifer	8/14/2017	Increase in student achievement on bi-weekly and AIMS assessments.	6/1/2018 biweekly
G3.B1.S1.MA1 M391761	The Principal and AP will observe the use of Thinking Maps in classrooms.	Harbour, Heather	8/14/2017	Thinking Maps will be evident in the classroom environment, lesson plans, and student work.	6/1/2018 weekly
G3.B1.S1.A1 A365846	Teachers will participate in formal training on the Thinking Maps initiative.	Hiessenberg, Anne	8/14/2017	Training agendas and sign in sheets	6/1/2018 annually
G3.B2.S1.MA1 M391762	Common assessments for ELA and quarterly AIMS ELA assessments	Baughtman, Jennifer	8/14/2017	Increase in student achievement on ELA common assessments and AIMS assessment scores	6/1/2018 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S1.MA1  M391763	Administrators will check for effective use of the 90-minute reading block through classroom visits...	Harbour, Heather	9/13/2017	Classroom snapshots, classroom observations, teacher lesson plans	6/1/2018 weekly
G3.B2.S1.A1  A365847	In grade level teams, teachers will participate in monthly PLC meetings with a district-assigned...	Harbour, Heather	9/13/2017	Training sign in sheets, agendas	6/1/2018 monthly
G3.B2.S1.A2  A365848	As part of the ELA PLC, teachers will engage in a book study using the book "Guided Reading in...	Harbour, Heather	9/13/2017	Classroom snapshots and observations during ELA block.	6/1/2018 monthly
G3.B2.S2.MA1  M391764	Student performance on ELA common assessments and district AIMS assessments will be monitored.	Baughtman, Jennifer	8/14/2017	Increase in student achievement on ELA common and AIMS assessments.	6/1/2018 biweekly

V. Professional Development Opportunities

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

G2. Increase science proficiency as assessed by the FCAT 2.0 Science assessment.

G2.B1 Lack of time to prioritize key standards that students must master.

G2.B1.S1 Fifth grade science teachers participate in a PLC with district science specialist to focus on standards-based inquiry lessons.

PD Opportunity 1

Teachers will participate in a science PLC to design inquiry-based science lessons with cognitive complexity levels that align to state standards.

Facilitator

Maureen Shankman

Participants

Fifth Grade Teachers

Schedule

Monthly, from 8/14/2017 to 6/1/2018

G3. Increase ELA proficiency as assessed by the Florida Standards Assessment.

G3.B1 Students struggle with deeper thinking processes.

G3.B1.S1 The Thinking Maps initiative will help students organize their thoughts to aide in processing information.

PD Opportunity 1

Teachers will participate in formal training on the Thinking Maps initiative.

Facilitator

Cheryl Sisson, Anne Heissenberg, Renee Long

Participants

Teachers

Schedule

Annually, from 8/14/2017 to 6/1/2018

G3.B2 Underutilization of the 90-minute reading block

G3.B2.S1 ELA teachers will participate in an ongoing PLC on effective implementation of the 90-minute reading block.

PD Opportunity 1

In grade level teams, teachers will participate in monthly PLC meetings with a district-assigned professional development coach with expertise in literacy.

Facilitator

Liana Glanville

Participants

ELA Teachers

Schedule

Monthly, from 9/13/2017 to 6/1/2018

PD Opportunity 2

As part of the ELA PLC, teachers will engage in a book study using the book "Guided Reading in Grades 3-6" by Mary Browning Schulman

Facilitator

Liana Glanville

Participants

ELA Teachers

Schedule

Monthly, from 9/13/2017 to 6/1/2018

G3.B2.S2 ELA teachers will participate in training on Achieve 3000, a computer-based differentiated instruction program that will be utilized during the 90-minute ELA block.

PD Opportunity 1

Teachers will participate in formal training on using Achieve3000 with fidelity.

Facilitator

Kamala Abbott

Participants

ELA Teachers

Schedule

Annually, from 9/26/2017 to 9/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Teachers administer AIMS assessments within a specified testing window.				\$0.00
2	G1.B2.S1.A2	FCIM Facilitator disaggregates data from tests by class. Individual student data is recorded on standards that are not mastered.				\$0.00
3	G1.B2.S1.A3	Monthly data chats are held with grade level teams. Specific strategies for standard mastery for students in the lower quartile are reviewed.				\$0.00
4	G1.B2.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 participate in a science PLC to design inquiry-based science lessons with cognitive complexity levels that align to state standards.				\$770.50
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	510-Supplies	0161 - Alachua Elementary School	School Improvement Funds		\$507.54
	6300	520-Textbooks	0161 - Alachua Elementary School	School Improvement Funds		\$222.58
	6300	642-Furniture, Fixtures and Equipment Non-Capitalized	0161 - Alachua Elementary School	School Improvement Funds		\$40.38
6	G3.B1.S1.A1	Teachers will participate in formal training on the Thinking Maps initiative.				\$0.00
7	G3.B2.S1.A1	In grade level teams, teachers will participate in monthly PLC meetings with a district-assigned professional development coach with expertise in literacy.				\$951.92
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	520-Textbooks	0161 - Alachua Elementary School	School Improvement Funds		\$320.23
	6300	510-Supplies	0161 - Alachua Elementary School	School Improvement Funds		\$631.69
8	G3.B2.S1.A2	As part of the ELA PLC, teachers will engage in a book study using the book "Guided Reading in Grades 3-6" by Mary Browning Schulman				\$320.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0161 - Alachua Elementary School	School Improvement Funds		\$320.00

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9	G3.B2.S2.A1	Teachers will participate in formal training on using Achieve3000 with fidelity.				\$1,339.03
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	510-Supplies	0161 - Alachua Elementary School	School Improvement Funds		\$1,339.03
Total:						\$3,381.45